

In this unit, students:

- read and understand an extract from an autobiography
- develop a close understanding of the style, language and vocabulary of the extract
- learn about words derived from a root word; spell words with silent t; learn more about subordinate clauses
- study and practise time clauses with all tenses
- study and practise informal expressions of agreement
- write autobiographical episodes
- listen to a conversation about schoolwork and hobbies
- make a short individual presentation about creating a balance between schoolwork and hobbies

## Lesson 1 Check-in; Reading SB pp57-59

### Lesson aims

- to prepare for the topic of autobiographies and other aspects of work in Unit 6 through the Check-in page
- to read and gain a general understanding of an extract from an autobiography

**SB skills:** reading for general understanding; oral comprehension; reading fluency; vocabulary work

**WB practice:** Unit 6 vocabulary list, (p139)

**Time division:** a rough guide to a 40-minute lesson

► Check-in - 10	► After reading - 10
► Before reading - 3	► Reading practice - 10
► Reading - 7	

Point out the unit title and give students a few moments to look at the pictures.

Ask: What kind of people do you think write their autobiographies? Students' own ideas, e.g. **famous people of various kinds, sports stars, film stars, politicians**, etc.

### Check-in

- 1 Read the first two statements.
- 2 Tell the class that the autobiography of someone who is not famous can be just as interesting if the person is a good writer and storyteller.

**Task box** Ask the questions and elicit answers. Students should be very familiar with the difference: **biography** - a life story written by another person; **autobiography** - the life story written by the person. Students should be able to name at least one person they have learned about. Elicit all their suggestions. Students may have read the life story of a famous person. Ask who the person is and why he or she is admired.

- 3 Read the last statement.

### Reading

- 1 Read the two sentences about the author and places in India.

**Task box** Ask a volunteer to find the places on a world map.

- 2 Read the second statement.

**Task box** Hold a brief discussion about exam stress. Ask: What makes the exams stressful? Elicit answers. What can you do to make them less stressful? Students may suggest, e.g. **starting revision earlier**, etc.

- 3 Check the meanings of the new words with the class.

### Looking at language

- 1 Read out the work that will be covered in the unit.
- 2 Ask if anyone can think of a word with silent t, e.g. often.

**Task box** Ask for the definition of a clause: **a group of words that makes sense but does not have a finite verb and is not a complete sentence.**

### Grammar

- 1 Read the information about Grammar.
- 2 Ask if anyone can suggest a phrasal verb using do.

### Writing

- 1 Read about the features of autobiographical writing.
- 2 Read about the writing tasks. Remind the class that an autobiography does not have to be about a famous person to be interesting.

### Listening

Read out the work that will be covered.

**Task box** Elicit answers from around the class. Ask students if they think it is helpful to discuss their schoolwork at home. Why or why not?

### Speaking

Read the information about Speaking.

**Task box** Elicit answers from around the class. Ask what the hobbies are. Find the most unusual one.

## Reading: The honey-seller SB pp58-59

### Before Reading Pre-reading questions

- 1 Is there much conversation in this extract? How do you know?  
Students should notice that there is not a lot of conversation because not much of the text has speech marks.
- 2 Is it written in the first or third person? **first**
- 3 How is it divided up? **into paragraphs**
- 4 Why? **because the writer is writing about different things and starts a new paragraph each time a new subject is introduced**

### Reading

- 1 Read the text to the class or play track 1.21.
- 2 Check understanding of vocabulary. Go through the Glossary with the class and check that they understand the definitions.
- 3 Ask: Why is a glossary needed? Elicit, e.g. **because the writer is referring to things that are specifically Indian and readers might not know what they are.**
- 4 Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

Note: It is important not to spend time on checking meanings in the lesson unless essential to a general understanding. Some or all of the words in the list for Unit 6 at the back of the WB may be checked in a dictionary during the lesson, or for homework.

### After reading

#### General questions

Check students' general level of understanding by asking questions on the gist of the text.  
Students should be able to answer broad questions fairly easily, referring back to the text to check as necessary. Elicit answers. Refer the whole class to the text to check details, if necessary. Use the following questions or any of your own:

- 1 From reading the passage, do you think the writer is male or female? Students' own ideas. Ask them what in the text leads them to their opinion.
- 2 How did Madhur travel to and from school every day? **by bike**
- 3 What school activities happened in April and May? **exams**
- 4 Why did Madhur's mother sometimes try to distract her? **she thought she worked too hard**
- 5 What was the man selling on this particular day? **honey**
- 6 What did Madhur's mother want to be sure about? **whether it was pure or not**
- 7 How did the honey-seller convince her that his honey was pure? **He told her if it was pure a fly would sink then float to the top. He threw a fly in, it sank then rose up and flew away. So Madhur's mother believed the honey must be pure.**

- 8 Who did the same thing with a fly as the honey-seller had done? **the cook**

### Reading practice

- 1 Students sit in groups of three or four and take turns to read paragraphs aloud.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

### Homework

Listen and re-read the extract carefully. Check meanings again as necessary.

## Lesson 2 Reading comprehension SB p60

### Lesson aims

- to re-read *The honey-seller* (i) in full (ii) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the extract

**SB skills:** reading for detail; guessing meanings from context; vocabulary; critical thinking

**WB practice:** multiple choice; gapfill; definitions

**EPB link:** Test 3, Reading Q2

**Time division:** a rough guide to a 40-minute lesson

- |                  |                   |                        |
|------------------|-------------------|------------------------|
| ▶ Warm-up - 3    | ▶ Activity 2 - 7  | ▶ Vocabulary check - 4 |
| ▶ Re-reading - 5 | ▶ Activity 3 - 10 | ▶ Your views - 4       |
| ▶ Activity 1 - 7 |                   |                        |

### Warm-up

- Write up a few new key words from the text, e.g. *exhausted, fling, sink, shallow.*
- Ask for definitions.
- Ask for an antonym for each word: examples, **active, hold, float, deep.**

**Before starting this page, read *The honey-seller* again or play track 1.21.**

### Activity 1

- 1 Ask the literal comprehension questions to check whether the class has a good understanding of the extract.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text.
- 3 Encourage them to turn back to the text and scan it to find or check answers.



**Answers** 1 her childhood 2 cardamom, pistachios, rice and milk 3 the Himalayas 4 knitting 5 two sharpened pencils, filled ink pens, ink bottles, rulers, erasers 7 almonds 8 honey 9 because she was so impressed with the purity of the honey, demonstrated by the seller 10 He threw it into the syrup jar where it sank, then rose and flew away.

### Activity 2

- 1 Students work in pairs to match the phrases and definitions then discuss the questions.
- 2 Give them a time limit then check answers together.
- 3 Advise the class to think about the words they already know in each phrase to help them find the correct definition.
- 4 Check answers together.

**Answers** off-duty 3; armed with 4; sales pitch 2; cut to the chase 1

Question 1: The phrase *armed with* suggests that the exam was like going into battle against the test paper and she had these things to fight it with.

Question 2: cut to the chase

**Note:** In editing a film, the parts that are not wanted (either because they are not needed, not interesting or both) are cut out so that the action is what the director wants. In many very early Hollywood films the car chase was the most exciting bit. If the director thought the action was getting boring he would tell the film editor to cut it out and *cut to the chase* – go straight to the main action.

### Activity 3

- 1 Divide the class into groups to discuss these questions. Ask them all to note their answers, as you may ask any of them to answer for their group.
- 2 For question 1, ask them to find evidence in the text to support their answer.
- 3 For question 2, ask them to find evidence in the text to explain their answer.
- 4 For question 5, ask them to say what details tell them the kind of books she wrote.
- 5 Give them a time limit. Go around as they work and check that all in the group are actively participating, even if listening to points made by others.
- 6 Check answers by asking different groups to answer.

### Example answers

Students' answers will vary. Encourage the class to say as much as they can. The suggested answers opposite can be differently expressed with extra or other detail. They are a guide to the kind of answers to aim for rather than the exact answer that is needed.

- 1 The weather in Delhi in April was very hot, the writer says it was *superheated*. The weather in the Himalayas was cold. Her sisters were in a *frigid* convent and their mother was knitting clothes for them from wool.
- 2 Students' own ideas. They should notice that the writer's mother prepared food carefully for Madhur, she knitted for the sisters, she was concerned about the purity of the honey. They might suggest that she was a kind, caring, hard-working mother. She was also easily convinced by the honey-seller so she was perhaps too trusting.
- 3 because she had been tricked by the honey-seller
- 4 Students' own views. Ask them for their reasons.
- 5 Students should notice that she mentions food as part of everyday life and explains the ingredients of particular dishes and sometimes how they were made. Madhur Jaffrey has written several books about Indian cookery.

### Vocabulary check

- 1 This activity may be done in class in pairs or individually as an additional homework task.
- 2 Students should already have checked the vocabulary in the text so the words should be familiar.
- 3 If done in class, give them a time limit then check answers together.

### Answers

adjectives: sweaty, shallow, annual, frigid, unfortified, gross, exhausted, pure, wily, adept  
adverbs: coarsely, mercilessly  
verbs: knit, suffer, fare, assume, distract, suspend, stump, sink, fling, dupe, tease

### Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class.
- 2 Each student should write their own response as an independent homework task, writing a couple of sentences or a paragraph for each answer as you instruct them.
- 3 Students reading their responses can also be a warm-up activity for following lessons.

### WB: Reading comprehension (WB p53)

Vocabulary check

Your views personal response

- Check before the end of the lesson that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

### WB answers

**Exercise 1** 1 ate a pudding 2 they were living in a cold mountain climate 3 good for the brain 4 she worked too hard 5 of flowers 6 the fly did not prove anything

**Exercise 2** 1 rice 2 terracotta 3 wool 4 almond 5 honey-comb 6 sugar 7 lime

### Exercise 3

adjectives

1 sweaty 2 frigid 3 unfortified 4 exhausted 5 pure 6 annual 7 wily 8 adept 9 gross 10 shallow

### WB: Vocabulary (WB p54)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

### WB answers

**Exercise 1** 1 mercilessly 2 aroma, odour 3 coarsely 4 neglect 5 a pudding b syrup c form d surface

**Exercise 2** 1 sweaty, exhausted 2 frigid 3 shallow 4 unfortified 5 wily, adept 6 annual 7 gross 8 pure

**Exercise 3** assume, distract, dupe, fare, fling, knit, sink, stump, suffer, suspend, tease

**Exercise 4** 1 fling 2 dupe 3 fare 4 suspend 5 tease 6 knit 7 distract 8 stump 9 sink 10 suffer 11 assume

### Lesson 3 Looking at language SB p61

#### Lesson aims

- to investigate derived words in a dictionary
- to investigate words with silent t
- to study subordinate clauses further and learn about usage

**SB skills:** dictionary use; vocabulary development; spelling; understanding clauses

**WB practice:** writing sentences for a single word family; definitions; subordinate clauses

**EPB link:** Test 3, Grammar and Vocabulary Q4, Q5

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5      ► B Spelling – 10  
► A Dictionary work – 10      ► C Language development – 15

### Warm-up

- Give the class a new key word from *The honey-seller*. Ask them to find it in the dictionary. Ask a volunteer to read the definition.
- Ask other students what the previous entry was / the next entry is.
- Do the same with one or two other words.
- This activity can be done with one half of the class racing against the other. Correct answers gain a point.

### A Dictionary work

**Information box** Read through the information about derived words.

Point out the entry for *coarse* and how the adverb *coarsely* appears at the end of the entry, not as a separate entry of its own.

Read the next information point about other derived words in Word Family boxes.

Point out the main entry for *pure* and go through it with the class.

Point out the box below with words in the same family. Explain that this helps learners to develop their vocabulary and also helps to see which words belong together.

Read the words with the class.

Read the last information point.

Point out the entry for *purify* which also gives forms of the verb.

### Activity 1

- 1 Students may do this work in pairs, with one looking up the word family and reading out the words and the other writing them down – and checking the spelling.
- 2 Check answers together, including spelling.

### Answers

1a belief, believer, disbelief b disbelieve  
c believable, unbelievable d unbelievably  
2a producer, product, production, productivity, reproduction  
b reproduce c productive, reproductive, unproductive  
d productively

### B Spelling

**Information box** Read the information in the box. Ask a student to read the example.

### Activity 1

- 1 Read the information and the task.
- 2 Elicit the answers and ensure students write them down. Check spelling together.



### Answers

- 1a listener b I listened  
2a unfasten b I am fastening

### C Language development

- Go through the first two information points and remind the class that this is revision.
- Read the next information point.

#### Activity 1

- Read out the instruction and the types of clause and ask a student to read each of the examples.
- Remind the class that they have already read and understood these clauses in the context of the autobiographical extract.
- Read the information point about several clauses.
- Ask a volunteer to read the example sentence.

#### Activity 2

- Read out the instruction about the kinds of clause that the students must find.
- Check answers together.

### Answers

main clause: My mother firmly believed  
that clauses: 1 that almonds were brain food  
2 that any child sent off to write two examination papers for six hours ... was surely suffering from the grossest form of neglect  
-ed clause: unfortified with almond balls

- Read the speech bubble. Remind the class that looking for clauses will help them understand long sentences, especially if they can find the main clause, then re-read the clauses in the rest of the sentence.

#### Activity 3

- Ask a student to read the example sentence from the extract.
- Read the information to the class.
- Go through the examples related to people.
- Ask a volunteer to read the other three words.
- Ask students to define them in their own words.
- If they can give an accurate synonym or defining phrase they need not look them up.
- If they are unsure or give an inaccurate definition, tell them to check the meanings.

**Answers** 1 a lie 2 a probability 3 a small area where a number of people live

### WB: Looking at language (WB pp55–56)

This work should be done as an independent homework task. Remind students to have their dictionaries with them. Ask them to write interesting sentences that express the meaning of the word.

### WB answers

#### Dictionary work

- Exercise 1** 1 noun 2 adverb 3 verb 4 adjective  
5 adverb

#### Spelling

- Exercise 1** 1 castle 2 thistle 3 whistle 4 wrestle  
5 bustle 6 rustle

#### Exercise 2

- hustle: to make someone go quickly to the place where you want them to go
- glisten: to shine because of being wet or oily
- mortgage: money that someone borrows from a bank and uses to buy a house

#### Language development

##### Exercise 1

- which we bought last week
- that he had missed the bus
- When we arrived
- swinging his legs in a nervous manner
- deserted and dark

##### Exercise 2

that the vase had been broken; smashed into a thousand pieces  
After the storm had passed; glittering in the sunlight who was carrying a large box; glancing nervously around him all the time

##### Exercise 3

Subordinate clauses: 1 When he had interviewed old Mrs Hill 2 who seemed quite anxious 3 that she was very worried about something 4 being a rather timid person  
Conjunctions: 1 but 2 and 1 the reporter 2 Mrs Hill 3 the reporter 4 Mrs Hill

**Exercise 4** 1 likelihood 2 brotherhood 3 falsehood  
4 neighbourhood 5 adulthood 6 fatherhood

**Exercise 5** 1 neighbourhood 2 fatherhood  
3 falsehood 4 likelihood 5 brotherhood, adulthood

### Lesson 4 Grammar SB p62

#### Lesson aims

- to study the use of time clauses with all tenses
- to practise using time clauses through oral activities

**SB skills:** reading, speaking, grammar accuracy

**WB practice:** completing time clauses with the correct tense

**Time division: a rough guide to a 40-minute lesson**

- Warm-up - 4    ► Activity 2 - 6    ► Activity 4 - 8  
► Activity 1 - 6    ► Activity 3 - 8    ► Activity 5 - 8

**Warm-up**

Ask two or three students to read their responses to Your views on p60.

**Activity 1**

**1 Pre-reading questions**

What kind of things did Madhur's mother like doing? **cooking, knitting, doing things for her family**

What did Madhur have to do at school every April and May? **revise for and do exams**

- Ask two students to read a paragraph each.
- After reading the text, tell the class to look at the different time words and phrases. Ask how many different ones were used in the text: **six**.
- Ask what tenses follow the time words: **past**. Ask why. Students should realise that it is because the whole autobiography is written in past tenses.
- Explain that the same time words can be used with present tenses to talk about the present and future.

**Activity 2**

Ask the questions to check understanding and practise the target language. Elicit full oral answers.

**Answers**

- As soon as she got home from school, Madhur's mother gave her a sweet rice pudding.
- After she had eaten the pudding she went to her room to continue revising.
- While her mother sat knitting, Madhur studied in her room.
- While Madhur was studying one afternoon a honey-seller came to the house.

**Activity 3**

**Remember!**

Go through the information and ask students to read out the examples.

Point out the alternative in brackets but make sure students realise they are also present tenses.

- Students' own answers. They may do this work in pairs.
- Give them a time limit then ask different students from different pairs to read out one or two of their sentences.
- Check for present tenses and ask the rest of the class to help correct any mistakes.

**Activity 4**

**Remember!**

Go through the examples. Make sure that students correctly identify the main clause with the future tense. Point out that the present tense follows the time word, even though the event in the time clause has not yet happened.

- Students may do this work in pairs or groups.
- Go around as they work and help to correct any difficulties.
- Give them a time limit then ask different pairs/groups to read out a sentence or two.

**Activity 5**

**Remember!**

Go through the different ways in which time clauses are used in talking about the past. Some of these structures will be very familiar to the class but check that they understand their correct usage.

- Students think of their own sentences for each purpose.
- Tell them to write them down.
- They may do this work in pairs if done in class.

**WB: Grammar (WB p57)**

These exercises are for independent homework.

**WB answers**

**Exercise 1** 1 get, gives 2 chat, eat 3 has finished, starts 4 watches, has done 5 goes, plays 6 read, switches

**Exercise 2** 1 leaves, will go 2 starts, will spend 3 will visit, arrives 4 will see, is 5 forget, get 6 send, see

**Exercise 3** 1 looked, helped 2 were sleeping, was falling 3 were having, knocked 4 (had) done, turned 5 did ... stop, (had) caught 6 put, left

**Lesson 5 Grammar in use SB p63**

**Lesson aims**

- to listen to, read and understand a short conversation about schoolwork and the project
- to understand and practise informal language of agreement
- to understand and practise phrasal verbs with **do**

**SB skills:** listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions



**WB practice:** writing affirmative/negative sentences of agreement; completing sentences with the correct phrasal verb

**EPB link:** Test 3, Grammar and Vocabulary Q1, Q2, Q3, Q6

**Time division:** a rough guide to a 40-minute lesson

▶ Warm-up - 3	▶ Activity 3 - 6	▶ Remember! - 3
▶ Activity 1 - 5	▶ Activity 4 - 6	▶ Grammar extra - 6
▶ Activity 2 - 5	▶ Activity 5 - 6	

#### Warm-up

- Ask the class which subject area of the website the UK team is working on: **Environment**.
- Which other teams are they working with? **Australia, Russia**
- Ask if they can remember what information Laura, Jack, Ross and Holly have put into their part of the website: **coral reefs, pollution**.

#### Activity 1

- Point out the characters.
- Pre-listening questions**  
Who looks upset? **Laura**  
Who is she talking to? **Holly, Jack and Ross**
- Play track 1.22. Students listen and follow in their books.
- Point out the expressions in bold. Explain to the class that they will practise this informal language which is frequently heard in everyday conversation.

#### Activity 2

Ask the questions to check understanding of the situation.

**Answers** 1F: She's feeling fed up. 2F: She has had a row with her mum and dad. 3T 4F: Laura does not agree with them because her marks have been OK this term. 5T 6F: Jack does not have much hope.

#### Remember!

If you wish, go through the first part of the **Remember!** box now with the class and ensure they understand how to agree with affirmative statements.

#### Activity 3

- Ask a pair to read the first statement and reply.
- Ask an individual to read the next statement. Elicit agreement from another student.
- Continue** in the same way with the other statements.
- Ask students to repeat the activity in pairs.
- Go around listening as they work.

**Answers** 2 So do I. 3 So have I. 4 So must I.  
5 So will I. 6 So did I. 7 So can I. 8 So am I.

#### Remember!

Go through the second part of the box and ensure the class understands agreement with negative statements.

#### Activity 4

- Ask a pair to read the first statement and reply. Point out the alternative reply.
- Go through the statements with the whole class then let pairs repeat it.

**Answers** 2 Neither/Nor can I. 3 Neither/Nor have I.  
4 Neither/Nor was I. 5 Neither/Nor did I.  
6 Neither/Nor should I.

#### Activity 5

- Go around listening as students work in pairs, agreeing with a mixture of affirmative and negative statements.
- Go through the answers by asking different pairs to read the statement and give the response.
- If necessary, refer the class to the **Remember!** box for the correct structure of the responses.

**Answers** 2 So do their parents. 3 Neither/Nor did we. 4 Neither/Nor does Laura. 5 So is Martin.  
6 Neither/Nor will his sister. 7 Neither/Nor can a penguin. 8 So has Holly.

#### Grammar extra (SB p128)

Ask a volunteer to read the bubble.

#### Activity 1

- Ask a different volunteer to read out the first sentence.
- Ask if anyone can explain what the underlined phrase means.
- If necessary, help the class to work out the meaning.
- Continue with the other sentences.

**Example answers** 1 fasten, used buttons to close up 2 redecorate, improve and renew 3 make progress, get along without 4 feel better with 5 got rid of, abolished

#### Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

**Example answer** He could do with some new clothes.

#### Activity 2

Students may think of their own sentences in pairs.

#### WB: Grammar in use (WB p58)

These exercises should be completed for homework. Point out the examples. Remind the class that **Neither** and **Nor** mean the same and agreement with negative sentences can begin with either word.

## WB answers

**Exercise 1** 2 So do I. 3 So have I. 4 So will I.  
5 So must I. 6 So did I.

**Exercise 2** 2 Neither was I. / Nor was I. 3 Neither do I.  
/ Nor do I. 4 Nor will I. / Neither will I. 5 Nor should I. /  
Neither should I. 6 Nor did I. / Neither did I.

**Exercise 3** 2 So does her brother. 3 Neither/Nor will  
her friends. 4 Neither/Nor have her parents. 5 So was  
ours. 6 Neither/Nor do her sisters.

**Exercise 4** 1 could do with 2 did ... up 3 do away  
with 4 Do ... up 5 do without

## Lesson 6 Writing SB pp64-65

### Lesson aims

#### SB

**Stage 1:** to recognise and use the main features  
of autobiographical writing

**Stage 2:** to work collaboratively on an  
autobiographical extract for a given character  
and event

#### WB

**Stage 3:** to write an autobiographical extract based  
on an event in student's own life

**SB skills:** creating a recount in the past tense using  
first person

**WB practice:** creating an autobiographical recount  
independently

**EPB link:** Test 3, Writing

**Time division:** a rough guide to a 40-minute lesson

► Warm-up - 5  
► Stage 1 - 10

► Stage 2 - 20  
► Stage 3 - 5

### Warm-up

- Write some new words from *The honey-seller* on the board.
- Ask volunteers to tell you the **word class** of each one.

## Stage 1 Features of autobiography

- Read through the Information box with the students.
- Check that students remember the difference between a  
biography and an autobiography: **A biography is written by  
someone else; an autobiography is written by the person  
it is about.**
- Check students understand the terms facts (true  
information), experiences (things people do and events that  
happen to people), feelings (what people feel when things  
happen).

## ► First person

- Read about the first writing feature. Ask students to read  
the examples.
- Ensure students understand the term *first person* and why  
it is used in an autobiography: *because the subject is the  
person who is writing about herself or himself.*

### Activity

Students scan the reading passage to find three more examples.

**Example answers** *I would slide the spoon in ...  
Before I left early in the morning ... Often she would try  
and distract me from my studies ...*

## ► Past tenses

- Read about the second writing feature. Ask students to read  
out the examples.
- Ask the class to suggest a few example sentences using  
any past tenses, e.g. *The children were playing in the park  
yesterday evening.*

### Activity

Students scan the reading passage to find three more examples.

**Example answers** *He turned out to be willier than  
that, ... he swung his hand in the air ... My mother was  
so impressed ...*

## ► Factual information

- Read about the third writing feature. Ask students to read  
the examples.
- Ensure students understand the term *factual information*.  
Ask them to give examples of factual information about  
themselves, e.g. *I live in ..., I am ... years old*, etc.
- Ask: *Why is factual information important in an  
autobiography?* Elicit, e.g. *so that the reader finds out about  
the person's life.*

### Activity

Students scan the reading passage to find three more examples.

**Example answers** *May was the time for our  
annual exams ..., their frigid Himalayan convent, ... the  
superheated Delhi of April ...*

## ► Precise details

- Check students understand the term *precise details*: **exact  
information.**
- Read about the fourth writing feature and the general  
sentence that the writer does not use.
- Read about the word classes that she uses.
- Ask students to read out the examples of precise details  
from the text.
- Ask which words in the examples give precise detail. Elicit:  
*hot and sweaty; cold; light, cardamom-scented, coarsely  
ground; sweet, cool, milky ... smoothly.*



### Activity

Students scan the reading passage to find precise details.

#### Example answers

the weather: hot back room / superheated Delhi of April / frigid convent  
the examinations: May was the time for our annual exams / Each examination was three hours long / two examination papers for six hours  
the honey: ... fine golden colour ... / ... pieces of honey-comb suspended in the middle

#### ► Thoughts and feelings

- 1 Read about the fifth writing feature. Ask a student to read out the examples.
- 2 Ask the class to explain *thoughts and feelings*, e.g. **ideas people have and what they feel about events and other people**.
- 3 Point out that just as an autobiography would be difficult to read if there was no *factual information*, so it would be very boring to read if we did not know how the writer thought and felt about things that happened, people he/she met, etc.

### Activity

Students go back to the reading passage to find the thoughts and feelings mentioned in a and b.

#### Answers

- a She always assumed I would do well.
- b My mother was so impressed ... / my mother recounted the honey story ...

### Stage 2 Writing together

- 1 Read out the task box and ensure the students understand it.
- 2 Explain that they must imagine they are a person called Jack and that this is an event they have experienced.
- 3 Ask students to read about Jack silently then check they have understood the passage by asking a few simple comprehension questions, e.g. *What sort of competition was it? Why was it important that Jack should win his race, etc.*

#### Things to think about.

- 1 **Before the competition** Go through the section and ask each question. Make notes on the board as students suggest:
  - what the teacher said before the competition
  - how you (Jack) felt
  - what you (Jack) thought the chances of your team winning were.

Ask for a suitable sentence to begin this first paragraph, e.g. **The teacher spoke to us altogether just before the competition began.**

Students use the notes on the board to help them to think of suitable sentences. Elicit suggestions and complete the paragraph on the board.

- 2 **The other races** Make notes on the board as students suggest:
  - how you (Jack) felt watching one of your team win easily
  - how you (Jack) felt watching one of your team only just win.

Ask for a suitable sentence to begin this second paragraph, e.g. **I sat at the side of the pool to watch the other races.** Students use notes to suggest more sentences to complete the paragraph.

- 3 **Your race** Make notes on the board as students suggest:
  - how you (Jack) felt when you realised that if you won your race, your team would get the trophy
  - how you (Jack) felt waiting for the race to begin
  - your (Jack's) thoughts and feelings in the first length when you were behind
  - what you (Jack) said to yourself during the second length
  - how you (Jack) felt when you won.

Ask for a suitable sentence to begin this final paragraph, e.g. **Our team was in the lead. If I could just win my race we'd get the trophy!**

Students use notes to suggest sentences to complete the paragraph on the board.

- 4 Read the **Remember!** box with the students. Tell them to check the writing to make sure:
  - it is written in past tenses and first person
  - factual information is included, e.g. the teacher's name
  - precise details are included, e.g. *Were there a few or lots of spectators? What was the noise like during the races?*
  - thoughts and feelings are included, e.g. *Does the reader know how you felt during the event?*
- 5 Add to and improve the autobiographical extract with any good suggestions from the students before asking one or more individuals to read it aloud.

### Stage 3 WB: Individual writing (WB p59)

- 1 Read the Information box and explain the task. Remind them that SB p64 gives help with writing an autobiography.
- 2 Explain that students must recall an event that actually happened to them.
- 3 Remind them to write in the first person and past tenses.
- 4 Go through the **Things to think about**.
  - Advise them to think of the event first and make a few notes about it in answer to the questions.
  - Explain to the class how they can expand their notes into four paragraphs, e.g.

**Paragraph 1:** Description of the event and where it took place

**Paragraph 2:** Description of other people involved

**Paragraph 3:** What you did

**Paragraph 4:** Looking back and describing how you felt about the event

- 5 Remind them that they can use the Useful vocabulary box.
- 6 Tell students to check the Remember box after writing the first draft, make improvements and proofread.
- 7 Tell them that when they have re-read the draft and made corrections, they should write their final copy.

#### Assessment

In assessing this task, look for:

- past tenses
- first person
- factual information
- precise detail
- thoughts and feelings.

### Lesson 7 Listening and speaking SB p66

#### Lesson aims

- to listen to and understand the gist of a dialogue about schoolwork and hobbies
- to hold a similar discussion in groups
- to listen to a discussion for gist and detail
- to prepare and deliver a presentation about managing schoolwork and hobbies

**SB skills:** listening for gist and detail; listening and speaking in groups; individual speaking

**WB practice:** completing a dialogue; preparing for an individual spoken presentation

**EPB link:** Test 3, Listening Q3, Speaking Q1, Q2

**Time division:** a rough guide to a 40-minute lesson

- |                              |                                |
|------------------------------|--------------------------------|
| ▶ Warm-up - 4                | ▶ Listening comprehension - 10 |
| ▶ Conversation practice - 18 | ▶ Individual speaking - 8      |

#### Warm-up

- Divide the class into two or more teams. Give them a new word from the unit.
- The first team to make up a good, correct sentence using the word wins a point.
- Continue with other words.

#### Conversation practice

##### Activity 1

- 1 Explain that Jack and Holly are talking together.
- 2 Give the class a moment to look at the photos and to read the words in the boxes silently.
- 3 Ask: *What do the photos show?* Elicit answers, e.g. *hobbies, out of school activities, clubs*, etc.

4 Ask what the words in the boxes are about. Elicit, e.g. *school subjects, schoolwork and tasks*.

5 Ask: *What do you think Jack and Holly are talking about?* Elicit students' suggestions.

#### Activity 2

- 1 Play track 1.23. Students listen.
- 2 Ask how well they predicted what the conversation was about.

#### Audioscript

##### Track 1.23 Activities 2 and 3

- Holly: How much time do you spend on your schoolwork, Jack?
- Jack: I spend loads of time on it. I'm always busy. I don't know about you but I get masses of homework.
- Holly: So do I. Far too much in my opinion. I always have compositions to write and presentations to prepare. And they expect us to do so much reading!
- Jack: I know! It never stops. And on top of all that there are tests and exams. I spent all Sunday revising for a science test.
- Holly: Poor you. What's your worst subject?
- Jack: I don't know. I'm quite good at all of them – except French. That's hard. I have private lessons at home twice a week.
- Holly: Really? Extra lessons at home? How horrible! My worst subject is maths. We've got a test tomorrow.
- Jack: Have you revised for it?
- Holly: Not really. I haven't had much time. I went to the shopping centre with my mum this morning and then I watched TV. There was such a good film on. Did you see it?
- Jack: No! I had to study for an English test tomorrow. I had to learn a long poem – by heart!
- Holly: You seem to spend all your free time doing homework.
- Jack: No ... I do other things, too. I go swimming a couple of times a week and I've just taken up the guitar. I love music.
- Holly: So do I. I spend ages listening to my CDs. Music and dancing – that's what I like. Revising for maths tests – that's what I don't like.
- Jack: Neither do I but it's got to be done. There's no escape!

#### Activity 3

- 1 Read out the task.
- 2 Play track 1.23 again. Students listen and decide on the answer.

#### Example answer

Jack works harder: he was revising on Sunday, he has extra lessons twice a week.  
Holly was at the mall instead of revising for a maths test.



#### Activity 4

- 1 Students work in groups and discuss the topic.
- 2 Remind them to use the vocabulary boxes and the photos to give them ideas as well as the conversation they have just listened to.

#### Listening comprehension

##### Activity 1

- 1 Point out the photo. Ask students who they think the adults are: **Laura's parents**.
- 2 Ask: *What do you think this conversation might be about?*
- 3 Play track 1.24. Students listen to find out if their prediction was right.

##### Audioscript

##### Track 1.24 Activities 1 and 2

Dad: Now Laura, about this project you're working on ...

Laura: Please don't make me give it up.

Mum: It's taking up too much of your time, Laura. You're starting to neglect your studies.

Laura: No, I'm not. I'm working really hard at my school and I get all my homework done.

Dad: You spend far too much time on the internet.

Mum: As soon as you come home from school, you're on the computer ...

Dad: Getting emails from some boy in Russia.

Mum: Sending emails to some girl in Thailand. Honestly!

Laura: But the project is fascinating. And it's really educational. I'm learning so much about life in other countries.

Dad: I'm sure you are but you need to focus on your studies.

Mum: You've got to concentrate on your schoolwork – especially science. If you're going to be a doctor ...

Dad: Or a lawyer ...

Mum: Yes, a doctor or a lawyer, you have to get the very best marks in your exams.

Laura: But I don't want to be a doctor or a lawyer.

Dad: Nonsense! They're both excellent professions.

Laura: Maybe – but not for me. That's not what I want.

Mum: So what do you want, Laura?

Laura: I want to make films. I want to be a film director.

Dad: A film director?

Mum: Really, Laura, you have the most ridiculous ideas.

Laura: There's nothing ridiculous about that!

Dad: That's enough, Laura. I'm not going to change my mind.

Mum: I'm sorry, Laura, but there's nothing more to say on the matter. You're giving up the project and that's that.

Laura: Oh! It's not fair!

#### Activity 2

- 1 Give the class a few moments to read the questions.
- 2 Point out that in question 8 they need to remember who said each of these sentences.
- 3 Be prepared to play the track again for students to complete this question.
- 4 Play track 1.24 again.
- 5 Students listen and note answers. Tell them just to write the answer, not to try to write full sentences. Encourage them to answer question 8 as best they can on the second listening.
- 6 Check answers.

**Answers** 1 the project 2 her studies 3 goes on the computer 4 it's educational, she's learning about life in other countries 5 a doctor or a lawyer 6 film director 7 No 8 aM bM cL dD eM fL

#### WB: Individual speaking (WB p60)

- 1 Explain that students are going to talk about keeping a balance between schoolwork and studies.
- 2 Tell students to look at WB p60. Explain that ideas are given to help them. If they answer the questions it will help them to write a presentation with an organised structure.
- 3 Point out the suggested start and ending. Again, encourage students to use their own ideas if they prefer.

#### WB: Listening and speaking (WB p60)

##### Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for expressions from the grey box.

##### WB answers

##### Exercise 1

Holly: homework

Jack: masses of

Holly: So do I, in my opinion, to write, to prepare

Jack: revising, test, on top of all that, by heart

Holly: Poor you!, free time

Jack: a couple of, taken up

Holly: Really?, hobby

#### WB: Check-out 6 (WB p61)

Students complete this page as an independent task for homework before the lesson.

#### Check-out 6 without using an additional lesson

- 1 Students complete the Check-out page for homework.

- Find opportunities to go through the page with all students and make sure that independent Writing has been completed.
- Ensure that all students have presented their individual speaking task.

### Check-out 6 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through the answers with the class
- remind them if they get a lot of incorrect answers they must look at the unit again in their own time
- take in the completed autobiographical writing.

### Unit 6 Speaking

- Divide the class into groups of four.
- Students take turns to read their presentations to the other group members. Go around listening as they speak.
- Choose two or three individuals to make their presentations again to the whole class.
- Hold a short class discussion. Ask: *Is it difficult to keep a balance between schoolwork and hobbies? What should you do if one or the other is taking up too much time?*

#### Check-out 6 answers

**Reading** 1 India, honey 2 autobiography

**Vocabulary** surface

#### Looking at language

- Dictionary work: belief (n), believably (adj), unbelievably (adv)
- Spelling: a castle b whistle
- Language development: that it is important to do some exercise every day
- childhood

**Grammar** 1 When / As soon as / After; before  
2 a So have I. b Neither/Nor did I. 3 do up, do without

**Writing** 1 first, past, facts, details, felt, thought

#### Homework after Check-out 6

Students read the Check-in page for Unit 7 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

### Revision 3 (Units 5 and 6) (WB pp62-63)

#### WB answers

##### Exercise 1

- Anna told Nina that she hadn't (had not) read much science fiction but her brother had just given her his CD of *Jurassic Park*.

- Nina replied that she had got *The War of the Worlds* from the library the week before but she hadn't (had not) read it all yet.
- Anna informed Nina that her sister had read that book and she had had to study it for an exam.
- Nina explained that she'd (she had) read four chapters and she hadn't (had not) found the book easy but she added that she'd (she had) enjoyed reading it.

**Exercise 2** 1 little, a few 2 a little 3 little, few  
4 the least 5 fewer, less 6 the fewest

**Exercise 3** 1 got, told 2 arrive, will go 3 clean, go  
4 did ... know, had 5 will tidy, comes 6 was writing, were talking 7 rings, will be

**Exercise 4** 1 Neither can I. 2 So have I.  
3 So must I. 4 Neither will I. 5 Neither do I.  
6 Neither did I. 7 Neither have I. 8 Neither should I.

**Exercise 5** 1 So is ours. 2 Neither (Nor) will Dan.  
3 Neither (Nor) have her cousins. 4 Neither (Nor) must his brothers. 5 Neither (Nor) do our parents.

**Exercise 6** 1 earthquake 2 spacecraft 3 starlight  
4 keyboard 5 overcoat

**Exercise 7** help (v), helpful (adj), helpfully (adv), unhelpfully (opps adv)  
product (n), unproductive (opps adj), productively (adv), unproductively (opps adv)

**Exercise 8** 1 sympathetic 2 oxygen 3 sign  
4 rhythm 5 silky

**Exercise 9** 1 bustle 2 listen 3 fasten 4 lesson  
5 wrestle 6 massive 7 castle

**Exercise 10** Are you going fishing?

#### Exercise 11

- Hardly believing what he saw, the archaeologist held the small statue that he had just found.
- Running across the grass, Ben tried to remember what his football coach had told him.

**Exercise 12** neighbourhood, transformed

**Exercise 13** takes after

**Exercise 14** do away with



# Questions, questions

In this unit, students:

- read and understand an extract from a detective story
- develop a close understanding of the style, features and vocabulary of the story extract
- learn about words with two or more meanings; spell words ending in **-ous** or **-ious**;
- investigate direct speech in fiction
- study and practise object pronouns, possessive pronouns, indirect pronouns; possessive adjectives
- study and practise reflexive pronouns for the person and for emphasis; practise using **make** or **do**
- write an investigative interview
- listen to a conversation about environmental disasters
- make a short individual presentation about an environmental disaster

## Lesson 1 Check-in; Reading SB pp67-69

### Lesson aims

- to prepare for the topic of detective fiction and other aspects of work in Unit 7 through the Check-in page
- to read and gain a general understanding of an extract from a detective story

**SB skills:** reading for general understanding; reading fluency; vocabulary work

**WB practice:** Unit 7 vocabulary list (p139)

**Time division:** a rough guide to a 40-minute lesson

- |                      |                         |
|----------------------|-------------------------|
| ▶ Check-in - 10      | ▶ After reading - 10    |
| ▶ Before reading - 3 | ▶ Reading practice - 10 |
| ▶ Reading - 7        |                         |

Point out the unit title and give students a few moments to look at the pictures.

Ask: What is happening in the picture on the left? **someone is taking a picture using a special lens**

Ask if they know which character the man represents: **Sherlock Holmes**. What is he holding? **a magnifying glass**  
What is shown in the picture on the right? **a fingerprint**

### Check-in

- 1 Read the two statements about detective fiction.

**Task box** Elicit that Arthur Conan Doyle's famous detective character was Sherlock Holmes (in the picture above). Students should have been able to find this out, even if they have not heard of the author or character. Elicit other fictional detectives the class knows of. Ask different individuals if they would be good detectives.

- 2 Read the last statement.

### Reading

- 1 Read the statement.

**Task box** Elicit students' ideas about security officers at airports, e.g. **to check who is coming into and leaving the country, to look out for criminals**, etc.

- 2 Read the second statement.

**Task box** Ask students for their ideas, e.g. **What is in your bag?**, etc.

- 3 Read the next statement.

**Task box** Students should know that the purpose of an interview is to find out information.

- 4 Check the new words with the class.

### Looking at language

- 1 Read through the work that will be covered.
- 2 Ask if anyone can think of a word that has at least two meanings, e.g. **table - a piece of furniture, a chart containing figures or other information**.

**Task box** Elicit that speech marks are needed to show direct speech.

### Grammar

- 1 Read the information about Grammar.
- 2 Ask the class if **make** or **do** is used with **homework**.

### Writing

- 1 Read about the writing features and interviews.
- 2 Ask in what other situations interviews happen. Students should be able to mention several, e.g. **news reporting**, etc.

### Listening

Read out the listening work that will be covered.

**Task box** Elicit that oil spills happen where oil is taken out of the ground and across the oceans where it is transported. They may have heard of ships that have been damaged or sunk and have released oil into the ocean.