

Grammar	Past simple & past continuous <i>when & while</i> <i>used to</i>
Vocabulary	The senses Parts of the body
Challenge	Talk about changes
Interaction	Telling an anecdote
Writing	A story

READING

1 You're going to read what happened to a boy of five who lived in India. What were you like at age five? Discuss the questions below in pairs.

- Could you read and write?
- Did you go to school?
- Did you have any brothers and sisters to play with?
- Who did you play with?
- What were your favourite toys?
- What did you do during the day?

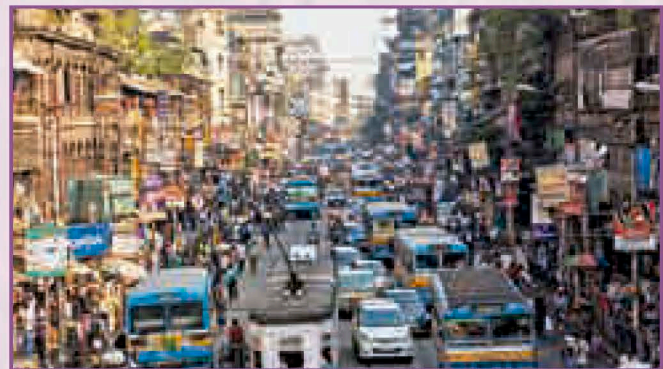
LOST AND FOUND

Saroo was a five-year-old boy from a town in central India. His family was poor so he didn't go to school as he had to work instead, cleaning trains. One night in 1986, he was working on a train with his older brother when he felt very tired. So he got off the train, sat down and fell asleep.

When he woke up, he rushed back to the train and looked for his brother. Unfortunately, he couldn't find him anywhere. He sat down on the train and fell asleep again. He woke up 14 hours later when the train stopped. He heard the roar of traffic and people shouting. This was the sound of Calcutta, India's third largest city. Saroo was in trouble. He couldn't read or write and he didn't know the name of his hometown. He just had a photo of himself.

Luckily, an orphanage took him in, and an Australian couple adopted him and took him to Tasmania, in Australia. He grew up, took a business degree, and worked for an engineering company.

30-year-old Saroo was happy, but he often thought about his lost family in India. How could he find them again? He only had his childhood memories. Suddenly he had an idea. He calculated that in 14 hours a train could travel about 1,200 km. So he drew a circle on a map around Calcutta. And then he used Google Earth™ to search for train stations.



Incredibly, while he was looking at the photos on his screen, he saw a waterfall where he used to play as a child. He zoomed into the town, which was called Khandwa, and he recognized his family home.

He flew to Khandwa. The sounds and the smells were so familiar. Sadly, his old home was empty – but he showed his photo to people and told his story. Luckily, they knew his mother. So amazingly after 25 years, Saroo and his mother were reunited.



VOCABULARY The senses

- 2 Read the first two paragraphs about Saroo, and answer the questions about his early life.

- 1 Where did he live? *He lived in India.*
- 2 Did he go to school?
- 3 What job did he do?
- 4 Could he read and write?

- 3 Read the whole article and complete this summary of the story.

Saroo was a poor ¹...-year-old boy. He was from central ²... He worked as a cleaner on ³... One day he fell ⁴... on a train. It took him to ⁵... a city about ⁶... km away. A couple adopted him and took him to live in ⁷... He got a ⁸... degree and worked in an ⁹... company, but he wanted to find his real ¹⁰... He used ¹¹... to look at maps, saw a photo of a ¹²... and recognized it. It was near a town called ¹³... He went to India and found his mother after ¹⁴... years.

- 4 Read *Word Zone* and find four more adverbs in the article.



Attitude adverbs

Use attitude adverbs such as *unfortunately* to communicate attitudes or feelings or to introduce new ideas. Remember, adverbs usually end in *-ly*.

- 5 Complete the sentences with an appropriate adverb below. Sometimes more than one adverb is possible.

amazingly luckily sadly suddenly unfortunately

- 1 ..., Saroo's family were very poor, so he had to work.
- 2 ..., he still had strong images of his childhood in his mind.
- 3 ..., he remembered the route from the train station to his home.
- 4 ..., when Saroo found his home, it was empty.
- 5 ..., he woke up and heard the noise of a big city.

- 6 In pairs, write four more questions to ask Saroo about what happened.

What's the first thing you said to your mother?

- 7 Work in groups. Take it in turns to be Saroo. Ask your questions. Be inventive with your answers.

- 8 Complete the sentences with the correct form of the verbs.

feel hear listen look see smell
sound ~~taste~~ touch watch

- 1 This drink *tastes* delicious. Try some.
- 2 ... to the rain on the windows. It's so loud.
- 3 We all sat down together and ... a DVD last night.
- 4 The music you're playing ... beautiful.
- 5 Don't ... anything in my room while I am out!
- 6 Your perfume ... nice.
- 7 Excuse me, I can't ... the whiteboard.
- 8 ... at that aeroplane. It's flying very low.
- 9 Shhh. Did you ... a noise?
- 10 He opened the door and ... a cold wind on his face.

- 9 Read this article and do the task.

Which is your strongest sense?



Perhaps you learn best by looking at things. Or do you need to listen? Or maybe physically moving and using your hands is most important to you. There is no right or wrong way to learn because we are all different.

TASK Think of these things, one at a time:

*rain | silk | lemon | a car | a bird
a mobile phone | the moon | a baby | the sea
grass | a bus | a rose | coffee | a cat | the road
a tree | a fish | your best friend | your pocket*

Each time, write the word under the sense you used first. For example for rain, did you hear it? Or did you feel it? Or maybe you saw it?

- 10 Compare your answers in groups. Are your learning styles similar or different?

- 11 Ask and answer the questions with your partner.

What's your favourite...?

- smell • sound • view • taste • thing to touch

What's your favourite smell?

I think it's new books. They smell so fresh.

Past simple & past continuous
while & *when*

We use the past simple to talk about finished actions and situations in the past.

Saroo was a five-year-old boy.

His family lived in a small village.

He didn't go to school.

Did they have a TV?

We use the past continuous to talk about activities in progress in the past.

He was cleaning a train.

Saroo and his brother weren't working in a shop.

Was it snowing?

We can connect past actions with *when* and *while*. We usually use *when* before the past simple, and *when* or *while* before the past continuous.

They were putting up the tent when it started to rain.

I got a text message while I was watching a film.

Grammar reference page 113

1 Choose a verb for each sentence. Then complete the sentences using the past simple.

- Saul *went* to the cinema last week. (✓)
- I ... for my Maths exam last night. (X)
- My dad ... me a fantastic birthday present. (✓)
- We ... homemade pizza last night. (X)
- My sister and I ... to some cool music last night. (✓)
- We ... all our money on ice cream and popcorn. (✓)

PRONUNCIATION -ed endings

2 Put the past simple verbs into the correct group. Then listen and check.

More practice

- | | | |
|-----------|--------|---------|
| /t/ | /d/ | /ɪd/ |
| fixed | missed | needed |
| opened | played | started |
| travelled | tried | wanted |
| | washed | |

More practice? page 147

3 Complete the conversations with the verbs below. Use the past simple or the past continuous.

be do drive happen have see visit walk

Jay: What¹... you ... yesterday evening? I called but you weren't at home.

Zara: We²... my grandparents. Why?

Jay: I³... a spare ticket for the Adele concert.

Zara: Oh no! I love her!

Theo: Something really strange⁴... on Friday. I⁵... home when I⁶... my teacher.

Ben: Why was that strange?

Theo: He⁷... a big new sports car! It⁸... a Ferrari!

4 In pairs, ask and answer past continuous questions. How many of your answers are the same? Use the past simple to give more detailed information.

What / do / yesterday at 6am / 10am / 2pm / 6pm / 10pm / midnight?

What / wear on Saturday / Sunday?

What were you doing at six o'clock yesterday morning?

I was doing my homework because I forgot to do it the night before.

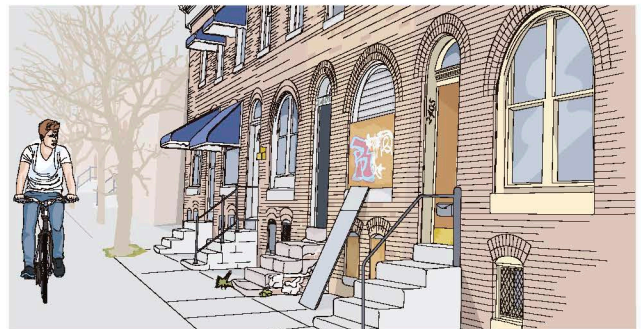
5 Match the sentence halves using *when* or *while*.

We were playing football when a dog ran onto the pitch.

- | | |
|----------------------------|-----------------------------|
| 1 We were playing football | he was running for the bus. |
| 2 Max dropped his mobile | she was writing her blog. |
| 3 Lisa was having lunch | a dog ran onto the pitch. |
| 4 The screen went blank | she bit her tongue. |
| 5 He was cooking rice | he was doing his homework. |
| 6 Nikki fell asleep | he burned his hand. |

6 Complete Nathan's dream with the correct forms of the verbs in brackets.

Hi guys
I had an amazing dream last night.



I¹ ... (cycle) along the road. The sun² ... (shine) and the birds³ ... (sing) in the trees. But then I⁴ ... (notice) there weren't any other people in the road. That was weird because it was a Monday morning. I⁵ ... (go) past an old house when I⁶ ... (hear) a loud noise. I got off my bike and looked around. The front door was open so I⁷ ... (decide) to look inside. I⁸ ... (go) into the hall and⁹ ... (stop). While I¹⁰ ... (stand) there a voice from the living room said, 'Come in.' ...

7 Write a possible ending to Nathan's dream. Use the past simple, the past continuous and *when* and *while*.

LISTENING

Understand people talking about memories



First memories

1 Some people are going to talk about their earliest memories. Look at the photos. What do you think happened?

2 Read the *Study Skill* and do the listening exercises.

STUDY SKILL

Reading instructions to listening exercises

When you listen to a text, read the instructions for the exercise carefully. If there is more than one exercise, focus on each one in order.

3 Listen and match the stories to the photos. There is one photo you don't need. Did you guess what happened?

4 Listen again and answer the questions. Sometimes more than one name is possible.

Fred

Lily

David

Isabella

- Who felt happy?
- Who heard a noise?
- Who was with a parent?
- Who got hurt?
- Who laughed a lot?
- Who started crying?

5 Listen again and answer these questions.

- Why did Fred get stung by the bee?
- What did Lily see?
- What is David's strongest memory of the day?
- Why does Isabella think it was a cold day?

6 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



- the funniest thing ever
- kind of mad about

Dialogues page 146

7 Think about an early memory and make notes of your answers to the questions below.

- How old were you?
- Who were you with?
- What did you see and hear?
- Where were you?
- What happened?
- How did you feel?

8 Talk about your memories in small groups. Ask questions to get more information.


I was walking home when I heard a terrible noise.

What was it?

Did you feel scared?

1  In pairs, discuss these questions.

- Do you know anyone who is blind?
- What things are difficult if you can't see?
- Could you cycle or play football with your eyes closed? Why / Why not?

2  Read the text quickly to find out the amazing things these blind people can do.**NO LIMITS****SEEING WITH SOUND**

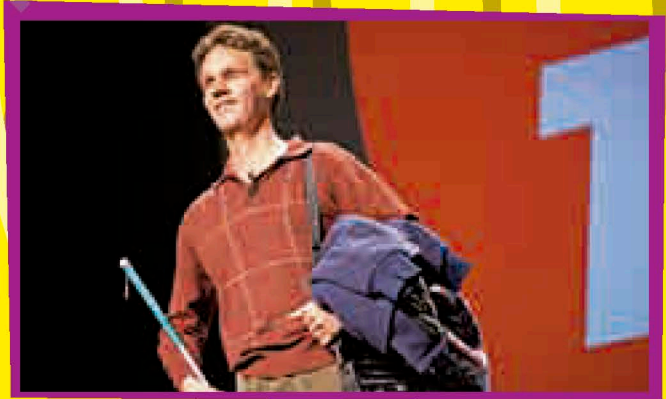
An American, Daniel Kish – ‘the real life batman’ – has changed the way we think about blindness. He became blind when he was a baby, but when he moves it’s as if he can see. He uses echolocation like bats and dolphins. By making clicking noises with his tongue he finds out about obstacles. The echo tells him their size and distance from him. Which ear the sound reaches first tells him the object’s position. So Daniel can identify buildings, cars and even trees, just like a seeing person.

With echolocation, blind people can go mountain biking, tree climbing, or skateboarding, and they can even score goals in basketball! Scientists studied Daniel’s brain with a brain scan and they discovered that when he echolocates, the visual part of his brain lights up. Hearing becomes like seeing.

Daniel calls his method Flash Sonar, and he is President of World Access for the Blind. This association has already helped over 2,500 blind people in 18 countries, teaching them the techniques of echolocation and other mobility skills such as using a cane.

One of Daniel’s students is Sebastian Mancipe. He was born blind and he didn’t use to leave the house, he just used to sit in his room. Then he learned echolocation and now he feels free. He can ride a skateboard and a scooter and plays soccer, too.

Juli Schweizer is from Berlin and was born blind. She learnt echolocation from the age of two. At first Juli used to forget to click and hit obstacles. But she learnt quickly and now she can ride her bike outside safely.



A Flash Sonar mobility teacher, Juan Ruiz from the USA is completely blind. He used to be happy with his own methods before he met Daniel. But he realized that echolocation was better. Now he does risky things, like riding a mountain bike on mountain trails. And he holds a Guinness World Record for the fastest blind bike slalom - you can see him on the internet.

‘If you guys can see with your eyes, we can see with our ears.’ - Juan Ruiz

VOCABULARY Parts of the body

3 Read the article again and decide if the sentences below are true or false. Then correct the false sentences.

- 1 Daniel Kish is blind and deaf.
- 2 He acted in a *Batman* film.
- 3 He created a way for blind people to 'see' using echolocation.
- 4 He has been blind all his life.
- 5 He can move around like a seeing person.
- 6 When he echolocates only the hearing part of his brain lights up.

4 Read the article again and make notes about these things and people.

Echolocation
World Access for the Blind
Juan Ruiz
Juli Schweizer
Sebastian Mancipe

5 Write sentences about Daniel Kish and echolocation.

Daniel Kish is a blind man from America. He created a new way for blind people to 'see'.

6 Work in groups. Use your sentences from exercise 4 and 5 to write a short summary of the article.

7 Read *Word Zone*. Then find other examples of *like* in the article.



like

We can use *like* to compare things and say they are similar.

He uses echolocation like bats and dolphins.

8 Complete the quotes with these words. Then write a quote of your own.

artist's canvas bicycle book mirror sea

LIFE QUOTES

Life is like the sea. It can be calm or stormy. But it's always beautiful.

Life is like a(n) Each day you add a different colour.

Life is like a(n) Every page has a new adventure.

Life is like a(n) If you smile at it, it smiles back.

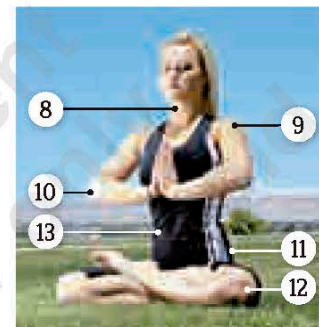
Life is like riding a(n) To stay on, you have to keep moving.

Life is like ...

9 Have a class vote on the best quotes.

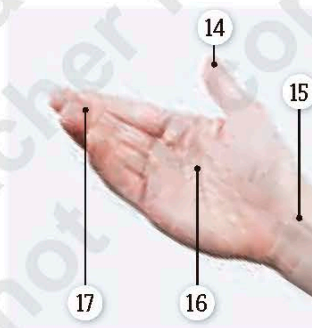
10 In pairs, look at the photos below and name the parts of the body you know.

11 Match the words with the parts of the body. Then listen and check.



cheek eyelashes eyebrows
forehead lips teeth tongue

elbow hip knee neck
shoulder waist



finger palm thumb wrist

ankle heel toe

12 Listen and follow the instructions.

13 Read the scenarios and discuss them in pairs. How do you think the people are feeling? What does their body language tell you about them?

- 1 Paolo is waiting to see the dentist. He's biting his lip.
- 2 Emma and Antony are talking. Emma's hands are on her hips. Antony is pointing his finger at Emma.
- 3 Jessica and Sarah are classmates. Jessica is sticking her tongue out at Sarah.
- 4 Clara is reading a newspaper. Her eyebrows are raised.
- 5 Ken's arms are crossed. Mary's hand is on Ken's shoulder.
- 6 Billy is in bed. His mum has got her hand on his forehead.



used to

We use *used to* to talk about past habits and old routines. We use it when ...

- the state or action lasted for some time, or happened repeatedly.
- the state or action doesn't happen now.
- it happened a long time ago.

I used to walk to school, but now I cycle.

He used to go to that restaurant a lot.

Did you use to swim every day?

I didn't use to like cheese, but now I love it.

Grammar reference page 113

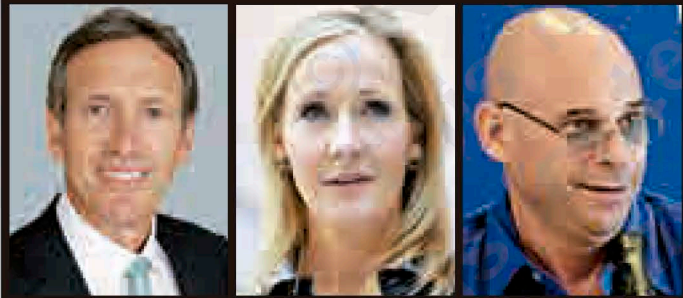
1 Read the article and write the correct names. Then complete the article with *used to* or *didn't use to* and the verbs in brackets.

... wrote the Harry Potter novels.

... started Starbucks.

... founded the famous Cirque du Soleil.

Inspirational people



These three inspirational people had a dream – to change their lives. But what did their lives use to be like? Read on and find out!

Howard Schultz's family ¹ ... (have) much money. But Howard ² ... (dream) of a different kind of life. Fortunately, he was good at sports and he won a scholarship to go to university. Then he started work at a coffee company.

JK Rowling ³ ... (be) one of the richest women in the UK or an important supporter of charities. In fact, she ⁴ ... (live) in a small apartment in Edinburgh, Scotland. And there she created the character of a young wizard.

Guy Laliberté ⁵ ... (manage) a famous company. In fact, he ⁶ ... (play) the accordion on the streets. And he ⁷ ... (perform) tricks such as eating fire and walking on stilts.

2 Read and unscramble the questions.



Hi guys,

This is my interview with my granddad about his early life. He lived in Italy until he was 16. Then his family moved to London in 1964. His name's Giacomo, but we call him Granddad Jack!

Tilly

- did / Italy / where / use to / you / live / in / ?
Where did you use to live in Italy?
- use to / your parents / what / do / did / ?
- live / a house / you / did / in / use to / ?
- you / did / a musical instrument / play / use to / ?
- did / music / you / what / listen to / sort of / use to / ?
- did / free time / use to / you / what / in / your / do / ?

3 Match the questions in exercise 2 with these answers. Then complete them with *used to* or *didn't use to* and the verbs below.

hang out listen to live (x2) play (x2) send work

- No, we We ... in an apartment in the city centre.
- Well, I liked classical music when I was a boy, so I ... that. But my tastes changed later on!
- Well, I ... video games all the time. And I ... text messages to my friends! I ... with my friends a lot and have fun. We were boys!
- My dad ... in a bank. My mum did all the work at home!
- We ... in Genova, a city in the north of Italy.
- I ... the piano. When I got to London, I bought an electric guitar!

4 Think of when you went to primary school. How are you different now? Write eight sentences with *used to* or *didn't use to*. Choose from the verbs below.

draw drink eat have go like listen to
live play read sleep watch wear

I used to wear shorts to school.

I didn't use to eat much cheese but now I do.

5 Tell your partner how you have changed. Are any of your sentences the same?

I used to watch The Simpsons on TV.

Me too! It used to be my favourite programme.

CHALLENGE

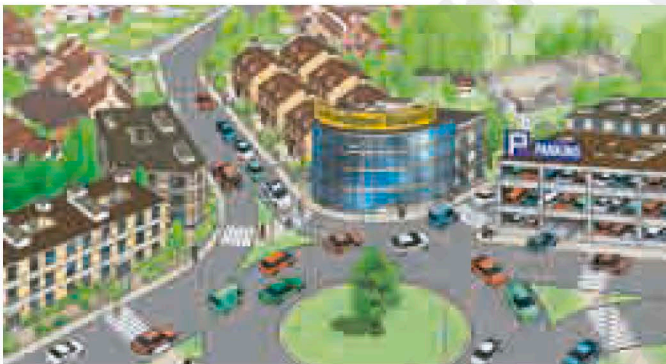
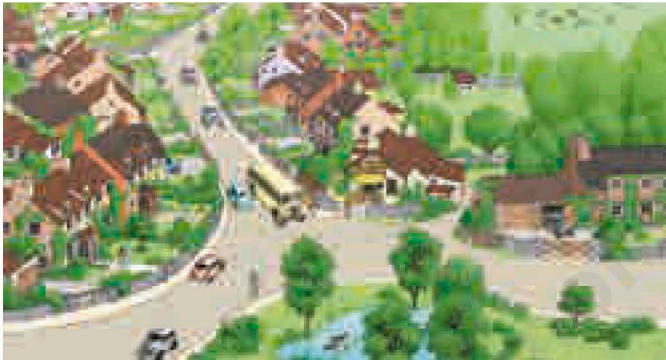
Talk about changes



PREPARATION

- 1 Look at the pictures of Woodgreen today and in 1950. How has it changed? Write as many sentences as you can.

*There used to be fields and animals.
There didn't use to be lots of houses.
There was a little shop but now...*



DO THE CHALLENGE

- 2 Work in pairs. Think about these questions and complete the table.

- How was life different when your grandparents and great-grandparents were young?
- What did people use to do?
- What were their lives like? Think about:

clothes communication education
entertainment food home transport

	In the 1960s	Now
Entertainment	<i>They used to listen to records or the radio.</i>	<i>We download music to listen to on our phones.</i>

- 3 You are going to work in pairs to role play an interview between an elderly person and a journalist for an article in Woodgreen's local newspaper. Follow the instructions below.

- First work in small groups of elderly people and journalists. Read your role cards and prepare your questions and answers together.

JOURNALISTS

ROLE CARD

Use your answers in exercise 2 to help you with your ideas.

Plan your questions. Use the past simple and *used to*.

Don't forget to ask simple personal information such as names, age, and number of children and grandchildren.

ELDERLY PEOPLE

ROLE CARD

Use your answers from exercise 2 to help you with your ideas.

Plan how you are going to answer. Use the past simple and *used to*.

Make sure you prepare some personal information, for example your name, age, number of children and grandchildren, etc.

- Now find a partner with a different role card from you and do your interviews.

Where did people use to live?

A lot of people used to live in the country. We had small houses and we grew our own vegetables.

How did people use to cook?

We didn't use to have microwaves. We used to spend more time cooking.

- The journalist writes notes about the answers.
- The elderly person can sometimes say 'I don't remember!'
- You can change partners after the first four or five questions.

FOLLOW UP

- 4 Write about your interviews. Follow the instructions below.

Journalists: Write a 100–150 word news report for *Woodgreen News*. Choose the information you think is most important. Make sure you give it a headline.

Elderly people: Write a letter to *Woodgreen News* telling readers about how the village has changed.



INTERACTION

Telling an anecdote

Express yourself

Telling an anecdote

Guess what happened to me!

I had an incredible experience.

One day / A few weeks ago / Last year ...

Then / Next / Finally ...

Luckily / Amazingly / Unfortunately / Sadly / Happily ...

So / But / Well ...

Responding

Really?

Did you? / Were you?

What happened next?

Sounds terrifying!

That's amazing!

ON THE WAY TO SCHOOL

- 1 Imagine you are seeing a friend for the first time after the summer holiday. What questions do you ask? Write them down.

Did you have a good summer? Did you go abroad?

- 2 Now ask your questions to your partner.

Did you have a good summer?

Yeah, it was good fun. I had a great time.

- 3 Look at the photo. Lauren and Charlie are talking about their summer holidays. What do you think they are saying? How do they feel?



- 4 Listen and answer the questions.

- 1 When did Lauren go on holiday?
- 2 Where did she go?
- 3 Who was she with the days he went sailing?
- 4 What happened on the sailing trip?
- 5 How did Lauren feel?
- 6 How did they get to safety?

- 5 Listen again. Note the expressions from *Express yourself* that you hear. What other expressions can you use?

- 6 Imagine you are Lauren and Charlie. Take it in turns to tell Lauren's story. Try to use the phrases from *Express yourself*.

YOUR TURN TO SPEAK

- 7 Think about your last summer holiday. Make notes about an interesting thing that happened. If you can't remember anything, invent a story! Think about:

when it happened

where you were

who you were with

what happened

how you felt

how the story ended

- 8 Work in small groups and tell your stories. Remember to show interest and ask questions.

Guess what happened to me this summer!

What happened?

Well, last month we went camping in the mountains.

Really? Who did you go with?

- 1 Read Ben's story. What is he writing about?

My lucky escape

by Ben Thomson

Last summer, I was camping with my parents on the north coast of Spain.



It was the second day of our holiday and I was sitting outside our tent playing on my phone. But things were about to change. First, I heard a loud noise. It sounded like a large animal. I ignored it. Next, I smelt a strange smell. Then I saw a bright orange light. After that, my neck and my shoulders started to feel very hot. Suddenly, I realized what was happening: it was a forest fire and the trees were burning all around us.

We were absolutely terrified and we ran to the beach. While we were waiting patiently with all the other people from the campsite, planes dropped water on the burning forest. Finally, after hours and hours, we went back to our tent but we couldn't stay on the campsite because it was too dangerous. Luckily, we were able to spend the night at a nearby school.

In the end, we had to go back home to England the next day. We were relieved and grateful to be alive.

- 2 Read the story again and answer the questions.

- 1 Where was Ben on holiday?
- 2 Who was he with?
- 3 What kind of holiday was it?
- 4 What was Ben doing when he heard the noise?
- 5 What did he think the noise was?
- 6 What was happening?
- 7 What did Ben and his parents do?
- 8 Where did they spend the night?

- 3 Find the sequencing words and expressions below in Ben's story. Put them in the order he uses them.

after that finally first in the end next then

- 4 Complete the text below with the sequencing words and expressions from exercise 3.

1 ... I heard a very loud noise outside the aeroplane window. I didn't think it was anything to worry about. 2 ... I noticed some black smoke. 3 ... I heard the captain's voice. 4 ... I don't remember a lot. I shut my eyes tight and waited and waited. 5 ... the plane started to descend and I felt a huge bump when it landed. 6 ... all the passengers got off the plane safely. We never found out what the problem was.

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 5 Decide what your story is about. Choose from one of these ideas or use your own:
- a terrifying / interesting / exciting / funny experience
 - a memorable occasion
 - a strange dream
- 6 Make notes of your answers to the questions below.
- 1 When and where did it take place?
 - 2 Who were you with and what happened?
 - 3 How did you feel?
 - 4 What happened in the end and how did you feel afterwards?

WRITE NOW

- 7 Write your story.
- 1 Use Ben's story as a model.
 - 2 Use your notes from exercise 6 to write a plan.
Paragraph 1: When – Last summer, Where – London
 - 3 Use sequencing words and expressions.
 - 4 Use the past simple and past continuous and some attitude adverbs.

CHECK AND CORRECT

- 8 Check and correct your story.
- 1 Check that the sequencing words and expressions are correct.
 - 2 In pairs, swap yours to reread and check each other's work.



Past simple & past continuous

We use the past simple to talk about finished actions and situations in the past, often with these past time expressions.

He bought a new car in April.

I had an exam on Thursday.

I woke up at 3am.

We went on holiday to Greece last year.

We moved house four months ago.

Affirmative	Negative
<i>I was going home.</i>	<i>I wasn't going home.</i>
<i>They were going home.</i>	<i>They weren't going home.</i>

We form the past continuous with *was / were + -ing*. The forms for *he, she* and *it* are the same as for *I*, and the forms for *we* and *you* are the same as for *they*.

We use the past continuous to talk about activities in progress in the past. We use it when we want to focus on a particular moment.

I was reading my book at eight o'clock last night.

This time last year, we were travelling in South America.

At the end of the course, my sister was doing really good paintings.

What were you doing when I called you?

We often use the past continuous to describe a scene in the past, before we talk about the main events of a story.

It was raining, and I was sitting in our living room, looking out the window. People outside were sharing their umbrellas or running to get out of the rain. I was dreaming of my last summer holidays.

Suddenly, I heard a sound at the door...

Suddenly, I heard a sound at the door...

We don't use the past continuous for long actions or situations if we don't want to focus on a particular moment, or if we talk about actions in the order in which they happened. We use the past simple instead.

My father studied English for three years and then lived in the USA for a year.

We often use the past continuous and the past simple together. The past continuous describes an action or situation that was in progress, and the past simple describes a completed action.

When I got home, my mother was making dinner.

While I was walking home, I saw our teacher, Mr Johnson.

We don't usually use state verbs in continuous tenses. These are verbs that refer to states and not actions. They include verbs of opinion, thought, feelings and relationships. Here are some common state verbs:

agree appear believe belong contain depend disagree dislike doubt enjoy feel fit hate hear know like love matter mean need owe own prefer promise realize recognize remember seem sound suppose surprise taste think understand want weigh wish

Some verbs related to the senses are state verbs, but those that suggest concentration are not.

I was watching my favourite programme on TV when I saw an old friend come on.

Sarah didn't hear you because she was listening to the radio.

Some verbs can have state and non-state meanings.

I thought she was a great singer! (think = *have an opinion*)

What were you thinking about? (think = *use your mind*)

I threw the milk out because it didn't taste right. (taste = *have a nice or unpleasant taste*)

I was just tasting the cake mix to see if it needed more sugar. (taste = *try*)

when & while

We use *when* and *while* to connect the actions. We can use *when* with both the past continuous and past simple.

Someone took my bag when I was sitting on the bus.

I was sitting on the bus when someone stole my bag.

We normally use *while* with the past continuous. We use it for an action or situation in progress.

While we were playing tennis, I felt a sudden pain in my arm.

I had an idea for the project while I was waiting for the bus.

We can also use *while* with the past simple instead of the past continuous if the action or situation is in progress at the time.

While we waited for Paul, we took photos of each other. (While we were waiting for Paul, we took photos of each other.)

used to

Affirmative	Negative
<i>I used to like cartoons.</i>	<i>I didn't use to like cartoons.</i>
Questions	Short answers
<i>Did you use to like cartoons?</i>	<i>Yes, I did. / No, I didn't.</i>

Used to is a past simple verb – *I, you, he, she, it, we* and *they* have the same form as *I*.

We use *used to* to talk about past habits and old routines. We use it when...

- the state or action lasted for some time, or happened repeatedly.
- the state or action doesn't happen now.
- it happened a long time ago.

I used to watch lots of TV, but now I prefer to read more.

My mother used to take me to school, but now I get the bus.

Did you use to be good at sport when you were younger?

I didn't use to like olives, but now I love them.

There is no present form of *used to*. If we want to talk about present habits or routines, we can use the present simple and adverbs of frequency.

I usually get the bus to school. My father sometimes reads the paper in the morning.

WRITING

Writing a story from a title

ABOUT THE EXAM

In this part of the test, you can choose whether to write a letter or a story. You need to write about 100 words. For the story question you may get a title (e.g. *The Secret Island*) or the first sentence (e.g. *Sandy read the letter and smiled.*)

- 1 Read *About the exam*, and the *Task*. Think of some ideas for the story. Use the questions below to help you think of ideas. Make notes.

TASK

- Your English teacher has asked you to write a story.
- Your story must have the following title:

An embarrassing mistake

- Write your **story** in about 100 words.

Where does the story take place?
 Who are the people in the story?
 What is the mistake?
 Why is it embarrassing?

- 2 Read the *Tip*.

TIP It's very important that your story has a clear beginning, middle and end, and that it fits the title well. Plan carefully by asking yourself questions before you begin. You only have 100 words, so keep the story clear and simple.

- 3 Read this story. Put the paragraphs in order.
 Beginning
 Middle
 End

A Suddenly I saw a lady wearing a red coat just like my mother's. I threw myself into her arms, shouting 'Mummy! Mummy!' Then I heard a voice say, 'Er James, I'm over here.' I realized the woman I was hugging was a complete stranger.

B This happened to me when I was about nine years old. I was out shopping with my mother at our local supermarket. It was really busy that day and my mother was in a hurry.

C I'm not sure how it happened, but somehow I got separated from her. I ran up and down the shop looking for her, but I couldn't see her anywhere.

- 4 Read the story again and answer the questions in exercise 1 about it.
- 5 You are going to do the *Task* in exercise 1. First, look at your notes from exercise 1. Write a plan for your story.
 Beginning
 Middle
 End

NOW YOUR TURN

- 6 Write your story.
- 7 Read five other students' stories. Which ones have a clear beginning, middle and end?



READING COMPREHENSION

Academic text

1 Read the *Tip*. Then look at the first paragraph of the story and answer the question. Find the three answer choices that are true in the text and underline them.

At the beginning of the story, the following facts are true EXCEPT:

- A The trip started towards the end of the month.
- B He had taken the trip on his own before.
- C He was planning to go across a large ocean.
- D He wasn't traveling with anyone else.

TIP

One of the questions may be a "Negative fact" question, which asks you to find information that is not mentioned or is untrue. In these questions, you will see the words NOT or EXCEPT written in capital letters. Check each answer choice carefully. Three of them will be correct or true. The correct answer is the fourth one. This answer choice is untrue or incorrect.

TASK

1 On January 29, 1982, Steven Callahan left the Canary Islands on board the *Napoleon Solo*. He was heading alone across the Atlantic to the Caribbean for the first time. The trip began well, but on the sixth night, Steven was sleeping when he heard a huge crash, and tons of water entered the cabin. He managed to inflate his life raft and escape with his sleeping bag, some food and water, and an emergency kit. Luckily, he also had a spear gun for survival, which he had just bought in the Canary Islands. For the next 76 days, Steven drifted in his raft. He was able to drink enough water to stay alive, but he still felt thirsty all the time.

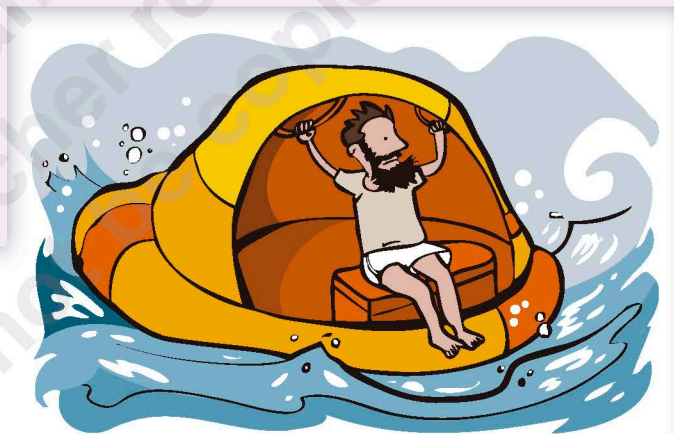
Unfortunately, his food supplies quickly ran out, but fish were attracted to his raft, and Steven was able to kill them with his spear gun. One of the worst moments was when he made a hole in his raft while he was catching a fish. It took him a week to find a way to repair the damage. Finally, on April 20, he saw lights on the horizon and realized he was near an island. However, the waves were high, and Steven began to worry that this part of the trip could be the most dangerous of all. Luckily, a fisherman picked him up and brought him to safety. He later wrote a book about his adventure, called *Adrift: 76 days Lost at Sea*, which was an international best seller.

1 ABOUT THE TEST

In the Reading Comprehension section, you will read various academic and non-academic texts and answer questions about them. The academic texts may include a narrative (story), an opinion essay, or a text about an academic subject. For each question, choose the best answer A, B, C, or D.

NOW YOUR TURN

- 2 Do the *Task*. Read the story and answer the questions.
- 3 In pairs, compare your answers. Together, explain why the other choices are wrong. In question 3, show where the three true answers appear in the text.



1 What would be the best title for the story?

- A Lost at sea for 76 days
- B The Caribbean is a dangerous place
- C The worst fisherman in the world
- D Fish for tea

2 Why does the author think Steve was lucky to have the spear gun?

- A Spear guns are hard to find.
- B He used it to catch fish, which helped keep him alive.
- C People aren't usually allowed to have spear guns.
- D He used it to protect himself when he was out at sea.

3 Which of these things did NOT happen while he was at sea?

- A He damaged and then repaired his own raft.
- B He had water to drink.
- C He caught and ate fish.
- D He wrote a book about his trip.

4 In line 30, the word **them** refers to _____.

- A the raft
- B his food
- C the fish
- D the supplies

KELLER AND KATRINA

Natural disasters can bring out the best and the worst in people. Some people take the opportunity to loot shops or steal cars or set fire to buildings. Others try to save lives and make a terrible situation better.

When Hurricane Katrina struck New Orleans in the morning of 29th August 2005, it was the sixth strongest Atlantic hurricane ever recorded, and the third most powerful to hit the USA. The wind speed was an incredible 200 km per hour. By 31st August, 80% of the city was flooded, with some areas under 4.5 metres of water. Most of the residents of the city got out in time. However, many remained trapped in their homes. These people were mainly the elderly, the sick and the poor.

Imagine the situation. You look out of your apartment building, and the streets are filled with water. There are drowned cats and dogs. There are cars floating past. Inside your apartment there's no electricity. That means there's no light, no way of knowing what's going on in the outside world and no way of contacting anybody. Nothing in the kitchen works so you can't store or cook any food, and you can't get out to find fresh food or water.

That was the situation in the American Can Company building. This was a solid, five-storey apartment block in central New Orleans. About 500 people usually lived there, many of them elderly or disabled. Lots of them left. But when Katrina struck, 170 residents were still living there. On the day after the storm, this building became a small island when over three metres of water flowed into the lobby. With the water came turtles, fish and snakes. Soon afterwards, some unexpected human guests arrived, too – 74 people from the neighbourhood who were looking for a safe place to stay. And some of them looked desperate and not very friendly.

One of the residents, John Keller, was an ex-marine with military experience in Iraq. At 38 years of age, over two metres tall and weighing 118 kibs, Keller knew that he could survive. He could have simply got into a boat and paddled his way to safety. However, he knew that wouldn't be right.

He calculated that more than half of the people in the building were elderly. About a third of those couldn't walk without help. About a quarter were in wheelchairs. And about a quarter of the neighbourhood refugees were behaving a bit aggressively. Without his help and organizational skills, the residents' lives were in danger.

Hunger was an immediate problem. On the ground floor of the building there was a restaurant and a coffee shop. Keller



had to stop one man from stealing food from the restaurant. Although he couldn't stop another thief from breaking into the vending machines, he made him bring back the food and share it with the others. Meanwhile, he instructed the residents to take everything out of their freezers and cook it. But how? They had no energy. So Keller swam to a local store and carried back charcoal and supplies. Then he and his friends set up eight grills and cooked the food – standing in water up to the tops of their legs!

Keller was also worried about his own mother and sister who lived on the eastern side of the city. He took a kayak and paddled to their home. When he finally arrived, he found their home was empty. It was a long and pointless journey. He only learned later that they were both safe in a hospital. However, this seven-hour trip showed Keller terrible scenes. He saw people on roofs, houses floating past, people in real despair. He now knew better than ever that his fellow residents were in danger.

They urgently needed fresh food and water – and Keller had an idea. He took a fire extinguisher up onto the roof. He used it to write a message for passing helicopters. They often flew over the American Can building, but they still didn't stop. Why? Then Keller understood. Some of the refugees were living on the roof and the pilots



- 1 Look at the picture and discuss the questions.
 - 1 What can you see in the picture? What do you think has happened?
 - 2 What do you think happens in the story?
 - 3 Why do you think the story is called 'Keller and Katrina'?

- 2 Check you understand the following words.

charcoal drown helicopter hurricane kayak
 boat refugee the Coast Guard wheelchair

- 3 Why do you think the things in exercise 2 are important in the story? Compare your ideas with a partner.
- 4 Now read the story and see if you were right.
- 5 Can you remember what these numbers refer to? Quickly look at the story again to check your ideas.

244 200 80% 170
 29/08/05 74 118 38

- 6 Read the story again and answer the questions.
 - 1 Why did Hurricane Katrina do so much damage to New Orleans?
 - 2 Why were lots of the residents still living in the American Can building?
 - 3 What dangers did the residents face?
 - 4 Why didn't the helicopter pilots land on the building at first?
 - 5 How did Keller make the pilots help the residents?
 - 6 What else did Keller do to help the residents escape?
- 7 In pairs, discuss the questions.
 - 1 Which of John Keller's actions impressed you most? Why?
 - 2 How would you describe John Keller's character?
 - 3 How do you think Keller's military experience was useful in this situation?
 - 4 What do you think of the title? Can you think of a better one?

didn't like the look of them. So Keller decided he had to make their terrible situation absolutely clear. He carried elderly residents and their wheelchairs onto the roof. The pilots saw them – and Keller's plan worked! After only 15 minutes, the first helicopter landed. Soon food and water were dropping from the skies. But this wasn't enough. Some of the residents were sick and needed medical help. So Keller persuaded a Coast Guard pilot to fly them all to safety.

Keller now had to get everyone else out of the building. He noticed some motorboats on a nearby roof. So he swam across, got their engines working, and brought the boats back to the American Can. A crowd was waiting and cheering when he returned. He then took up to 12 passengers at a time to an open area on Moss Street. From there, helicopters flew them to the Superdome stadium, a safe place for the citizens of New Orleans. At five o'clock on the evening of 2nd September, Keller carried the last residents from the American Can. In total, he organized the evacuation of all 244 people from the building. And a amazingly, every one of them survived.

Natural disasters produce heroes and villains. John Keller was a true hero.

Martyn Hobbs



FACE 2 FACE

UNIT 1 Page 11

the funniest thing ever kind of mad about

- Lily: And then I heard a ... strange noise, like the sound of a cappuccino machine.
- David: I was in my dad's garage. He was doing something to his car and I was running around, pretending to be a racing car. I was ... Formula One.
- Isabella: He stuck out his tongue and he took my whole bucket of popcorn! I was so surprised – and then I just started laughing. It was ...!

UNIT 2 Page 21

How cool is that? Not exactly.
What have you been up to?

- Nick: We haven't seen you on The Travel Show for a few weeks, Angela ...
Angela: Well, I've just got back home.
- Nick: So you can sit in your living room and watch the waterfall?
Angela: ... In fact, you can't actually see the waterfall from the house – you can only hear it.
- Angela: If you live in Container City, you're living in a totally recycled, environmentally friendly home. And it only took four days to build! ...
Nick: Yeah, pretty cool, I guess.

UNIT 3 Page 31

That's such a shame. It's a no-brainer. loads of

- Julietta: Plastic bottles come in at number two. We picked up over a million of them. There are also ... plastic bags.
- Misaki: Well, maybe they can't feed or swim, and they die.
Caren: ...
Misaki: Yes, it's really awful.
- David: But to really solve the problem, we have to stop throwing trash into the sea in the first place. ... Only then will we have clean, healthy oceans.

- Put the expressions into the dialogues.
- Listen and check.

UNIT 4 Page 43

Get a move on Take it easy it's no big deal

- Nigel: But what about your work? You've got your exams this week.
Hazel: ... Dad, I've done all my revision.
- Nigel: And you want £50? I don't think so. I might have £20.
Ruby: Well ... I suppose. £20 will be all right.
- Johnny: Grab your coat.
Nigel: Johnny! What's going on? What are you doing here?
Johnny: ... Ruby!

UNIT 5 Page 53

mad at myself Same here. dead tired

- Amanda: How do you both feel?
Leo: Exhausted! But really good too.
Monica: ... My feet really hurt, but there's a great feeling of achievement.
- Leo: I was feeling ... and wanted to stop, and then I saw a man dressed up in a penguin costume run straight past me.
- Monica: After about half an hour, I was looking at the crowd and feeling really good – and then I tripped and fell over, and hurt my knee. I was ... because I was n't thinking.

UNIT 6 Page 63

By the way go ahead over to you

- Maria: You can ask questions during the talk. So if you want to ask something ...!
- Maria: We visited an MRF last week to see what happens there. It was amazing! OK, ... Tareq.
- Tareq: ... do you like my T-shirt? It was made from recycled plastic.

Pronunciation

UNIT 7 Page 75

don't get me wrong I mean brand new

- 1 Scott: But remember, this was in the first days of cinema. The moving image was ...!
- 2 Scott: Have you seen *Kung Kung*?
ICirsty: Sure.
Scott: ... the original black and white movie from 1933.
- 3 ICirsty: What about animated films?
Scott: Now ... I love *Shrek* and *Toy Story*. But the greatest animated character ever is Mickey Mouse.

UNIT 8 Page 85

Are you kidding? stressed out Result!

- 1 Daisy: Yeah, Will looked really cool. But he had been ... for months before the prom.
- 2 Daisy: He said they were the wrong colour!
Erin: ... So what did he do?
- 3 Daisy: He had an amazing time. He even won two prizes at the prom. The best-dressed guy and the best dancer!
Erin: ... That's fantastic!

UNIT 9 Page 95

a bit down for ages a bit like

- 1 Imogen: I'm drawing all the pictures myself, too. It's ... making a film.
- 2 Amy: If I feel ... I put on music and dance. It helps me forget my worries.
- 3 Tilly: Being with my friends makes me happy. We've known each other ... and they're like family to me.

UNIT 1 -ed endings

There are three ways of pronouncing -ed endings:

/t/ when words end in these unvoiced sounds: /p/ /k/ /s/ /t/ /k/ /t/ /s/ /t/

/d/ when verbs end in voiced sounds, including vowels.

/ɪd/ when words end in these sounds: /t/ or /d/

- 1 Read the rules above. Then copy the table and complete it with the verbs below.

washed realized acted missed zoomed
closed calculated ended tasted matched
folded argued worked reached planned

/t/	/d/	/ɪd/
washed	realized	acted

- 2 Listen, check your answers and repeat the words.
- 3 Read the sentences and decide how the -ed endings are pronounced.
 - 1 Alice discovered her phone was missing.
 - 2 Alex asked me for help.
 - 3 She's changed her way of life.
 - 4 The train stopped outside the station.
 - 5 Karen shouted at her brother.
 - 6 What happened to you yesterday?
 - 7 We studied a lot last year.
 - 8 Dan waited for two hours.
- 4 Listen, check your answers and repeat the sentences.

Communication

UNIT 1 Page 10

FAST FINISHERS

When I walked into the room I smelt a strange perfume. Then the voice said, 'I'm behind you!' I turned round, and saw a huge lion. It was sitting on a red carpet. But then it changed into a woman! She was wearing a long black leather coat. She opened her mouth and she roared like a lion! I tried to get away. But while I was running, the floor opened up beneath my feet and I fell into the darkness. That's when I woke up. What do you think it all means?



UNIT 2 Page 23 exercise 10

Choose one of these people and write a description of what he / she is wearing.



UNIT 6 Page 67 exercise 3

TEAM A

Write questions for your quiz. Give three possible answers, one of which is correct. When you have finished, go back to page 67.

2 Where was paper first made?

A Egypt B China C India

- 1 Paper was first made in China.
- 2 The song 'Blue Suede Shoes' was sung by Elvis Presley.
- 3 Stainless steel was invented in 1912.
- 4 The first satellite was launched in 1957.
- 5 The first words spoken in a movie were 'Wait a minute!'
- 6 The first underground railway system was built in London.
- 7 The scientist Isaac Newton was hit on the head by an apple.
- 8 The first crossword puzzle was published in 1913.
- 9 *Coronation Street* is the world's longest running soap opera and is set in Manchester in the UK.
- 10 Trainers were invented in the UK in the 1830s.

