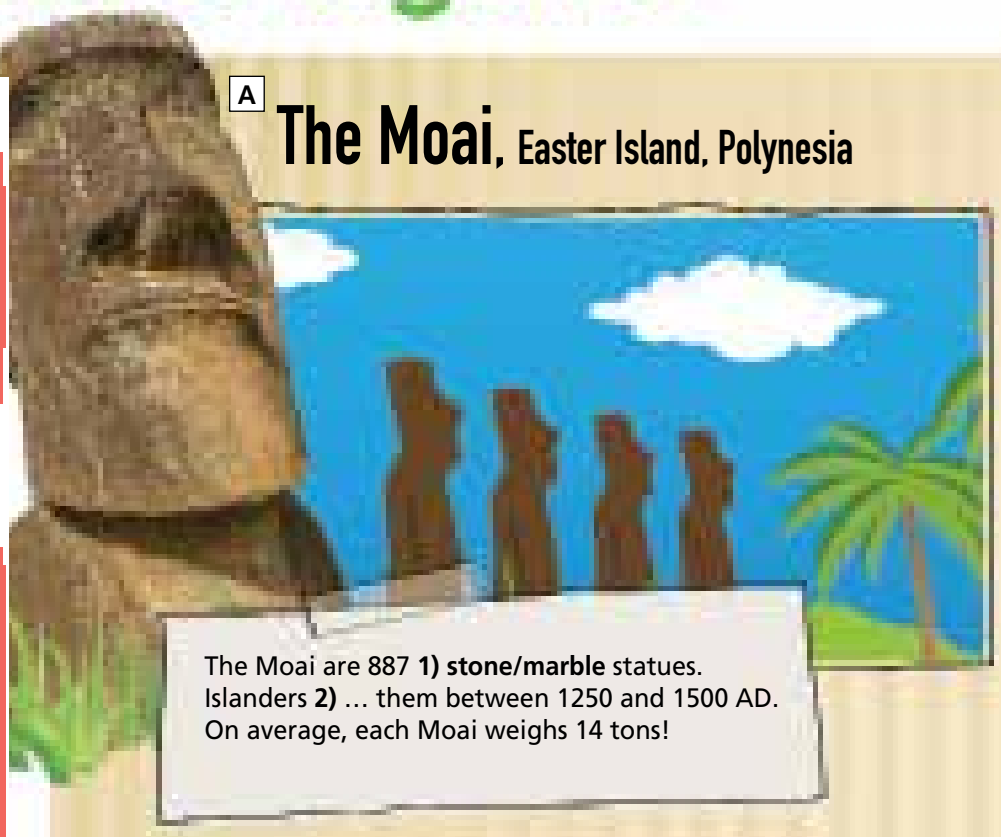
2 Truth or legend?

What's in this module?

- **Vocabulary**
  - landmarks & materials
  - natural disasters
  - accidents/disasters
  - feelings
  - weather
- **Grammar**
  - past simple – past continuous
  - *used to – would*
  - subject/object questions
  - past perfect
  - clauses of result
- **Speaking**
  narrating an experience
- **Writing**
  a story
- **CLIL (History):** The Achievements of Ancient Rome
- **Culture:** The Great Fire of London
- **Values:** Achievement
- **Mediation:** An email giving information



A The Moai, Easter Island, Polynesia

The Moai are 887 **1) stone/marble** statues. Islanders **2)** … them between 1250 and 1500 AD. On average, each Moai weighs 14 tons!

B The Parthenon, Athens, Greece

The ancient Greeks constructed this beautiful **3) metal/marble** temple in the mid-5th century BCE. An architect called Phidias **4)** … it.

1 **Watch the video. When did the Moai become a UNESCO World Heritage site?**

Vocabulary

Landmarks & Materials

2 **For items 1-10, choose the correct word in bold or fill in a verb from the list. Write in your notebook.**

• designed • lead • store • carved • built

Truth or legend?

What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

1 **To present landmarks**

Play the video. Elicit answers to the question.

Answer Key

In 1994.

2 **To present/practise vocabulary for landmarks & materials; to read for cohesion & coherence**

- Ask Ss to look at the pictures and read the list of verbs.
- Give Ss time to read the texts and choose the correct words in bold and fill in the verbs from the list.
- Check Ss' answers.
- Play the video for Ss and elicit their comments at the end.

Answer Key

1	*stone*	*5*	*bricks*	*9*	*blocks*
2	*carved*	*6*	*store*	*10*	*lead*
3	*marble*	*7*	*built*		
4	*designed*	*8*	*concrete*		

3 **To listen for specific information**

- Ask Ss to read the texts again and guess which statements are true/false.
- Play the recording. Ss listen and check.

Answer Key

Trajan's Market was not the world's first shopping mall. They first used the space for offices.
The Mayans didn't use metal tools to build the Temple of Kukulkan. They used wooden and stone tools.

4 **To act out dialogues**

- Explain the task and ask two Ss to model the example.
- Then ask Ss to act out dialogues about the landmarks' materials in pairs following the example.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

B: They're made of stone.
A: What is the Parthenon made of?
B: It's made of marble.
A: What are the Yakhchãl made of?
B: They're made of mud bricks.
A: What is Trajan's Market made of?
B: It's made of brick and concrete.
A: What's the Temple of Kukulkan made of?
B: It's made of stone blocks.

Background Information

Easter Island is a Chilean island in the middle of the Pacific Ocean. It is famous for its 887 monumental statues, called moai. They were created by the Rapa Nui people. In 1995, UNESCO named Easter Island a World Heritage Site and much of the island is protected.

Polynesia is a region in Oceania of more than 1,000 islands in the Pacific Ocean. The indigenous people who inhabit the islands are called Polynesians.

Athens is the capital and the largest city in Greece. It is one of the world's oldest cities and has got lots of ancient monuments and two World Heritage Sites as well as many other monuments. Over 3 million people live there.

Greece (the Hellenic Republic) is a country in Southern Europe at the southern tip of the Balkan Peninsula. The capital city is Athens and the population is around 11 million people.

Yazd is a historical city which is the capital of Yazd Province in Iran. The population is around 530,000 and it is a UNESCO World Heritage Site.

Iran is a country in Western Asia with a population of more than 81 million people. The capital and largest city is Tehran.

Rome is the capital city of Italy. It was founded in 753 BC and it is an ancient city with a rich history. It has a population of 4.2 million people. It is a popular tourist destination and it is home to the Colosseum, the Castel Sant'Angelo, St Peter's Basilica, the Trevi Fountain and the Roman Forum.

Italy is a country in southern Europe. 60 million people live there and the capital city is Rome. The people speak Italian and they have a president and a prime minister.

Yucatán is a state in Mexico. It has 106 municipalities and its capital city is Mérida. It is located on the north part of the Yucatán Peninsula, south of the Gulf of Mexico.

Mexico is a country in North America. 118 million people live there and the capital city is Mexico City. The people speak Spanish and they have a president. The country is known for its oil and silver production.

C

Yakhchāl, Yazd, Iran

The ancient Persians made Yakhchāl with mud **5) bricks/stones**. They used these buildings to **6)** … ice. They even kept ice frozen in the middle of summer.

D

Trajan's Market, Rome, Italy

The Roman Emperor Trajan **7)** … Trajan's Market with brick and **8) steel/concrete** around 100 AD. It was the world's first shopping mall.

E

The Temple of Kukulkan, Yucatán, Mexico

The Maya used metal tools to build this temple from large stone **9) bricks/blocks**. Each side has 91 steps that **10)** … up to one large step at the top. That's 365 steps – one for each day of the year!

3 1.11 **Some of the statements in Ex. 1 are incorrect. Which are *True* and which are *False*? Decide in pairs. Listen to a radio quiz and check if your guesses were correct.**

4 **Act out dialogues about the landmarks, as in the example.**

A: What are the Moai of Easter Island made of?
B: They're made of … .

2a • Reading

Study skills

Predicting content

Key words can help you predict the content of the text.

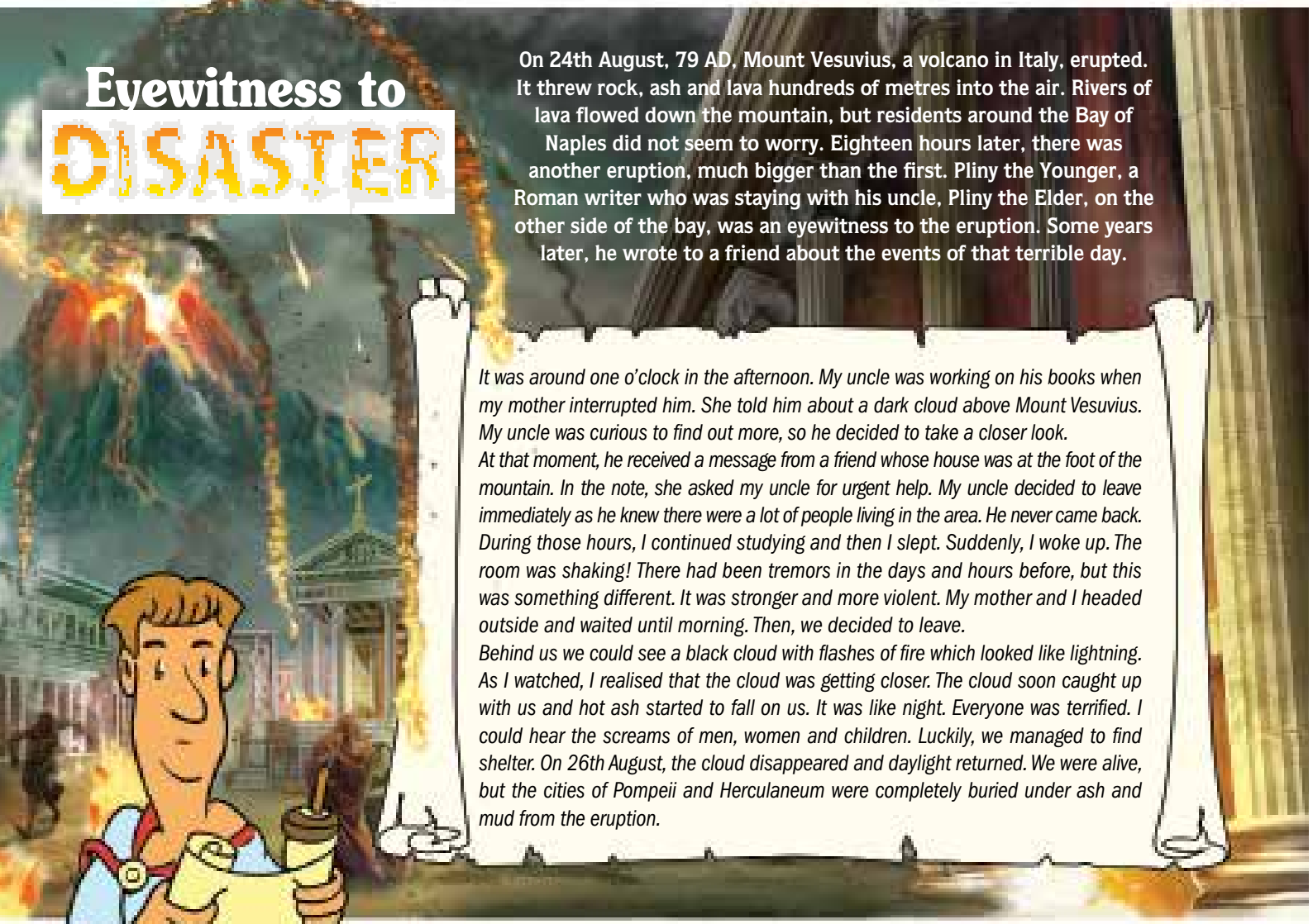
1 **Watch the video. What was Pompeii like? What is it like now?**

Listening & Reading

2 1.12 **Listen to the music and the sounds. Look at the picture and read the words/phrases below. What do you think happened? Tell your partner.**

• rivers of lava • dark cloud • room was shaking • flashes of fire • screams • buried under ash and mud

3 1.13 **Listen and read to find out.**



Eyewitness to DISASTER

On 24th August, 79 AD, Mount Vesuvius, a volcano in Italy, erupted. It threw rock, ash and lava hundreds of metres into the air. Rivers of lava flowed down the mountain, but residents around the Bay of Naples did not seem to worry. Eighteen hours later, there was another eruption, much bigger than the first. Pliny the Younger, a Roman writer who was staying with his uncle, Pliny the Elder, on the other side of the bay, was an eyewitness to the eruption. Some years later, he wrote to a friend about the events of that terrible day.

It was around one o'clock in the afternoon. My uncle was working on his books when my mother interrupted him. She told him about a dark cloud above Mount Vesuvius. My uncle was curious to find out more, so he decided to take a closer look.

At that moment, he received a message from a friend whose house was at the foot of the mountain. In the note, she asked my uncle for urgent help. My uncle decided to leave immediately as he knew there were a lot of people living in the area. He never came back.

During those hours, I continued studying and then I slept. Suddenly, I woke up. The room was shaking! There had been tremors in the days and hours before, but this was something different. It was stronger and more violent. My mother and I headed outside and waited until morning. Then, we decided to leave.

Behind us we could see a black cloud with flashes of fire which looked like lightning. As I watched, I realised that the cloud was getting closer. The cloud soon caught up with us and hot ash started to fall on us. It was like night. Everyone was terrified. I could hear the screams of men, women and children. Luckily, we managed to find shelter. On 26th August, the cloud disappeared and daylight returned. We were alive, but the cities of Pompeii and Herculaneum were completely buried under ash and mud from the eruption.

4 **Read the text and, for questions 1-3, choose the correct answer (A-C). Write in your notebook.**

1 When the volcano erupted for the first time, people
- **A** began to panic.
- **B** weren't concerned about it.
- **C** didn't understand what had happened.

2 Pliny the Elder
- **A** didn't survive the eruption.
- **B** lived next to Mount Vesuvius.
- **C** wasn't interested in the black cloud.

3 When the black cloud arrived
- **A** people remained calm.
- **B** it dropped ash on people.
- **C** the writer continued walking.

• *eyewitness* • *erupt* • *rock* • *ash* • *lava* • *foot* • *shake* • *lightning* • *buried*

2a

1 **To present an ancient city**

Play the video. Elicit answers to the question.

Answer Key

Pompeii was a very busy city. It was below Mount Vesuvius and was for years a centre of trade due to its proximity to the bay of Naples. After Mount Vesuvius erupted, the city of Pompeii and Herculaneum were buried under the ash. Now, Pompeii is a very popular tourist attraction, protected by UNESCO.

2 **To listen for gist**

- Read out the ***Study skills*** box and tell Ss this tip will help them to complete the task successfully.
- Play the recording. Ss listen to the music and the sounds. Ask Ss to look at the pictures and then read the words/phrases in the list.
- Then ask Ss to guess what happened and tell their partner.
- Ask some Ss to tell the class.

Suggested Answer Key

I think that a volcano erupted and buried a place under ash and mud.

3 **To listen and read for comprehension**

Play the recording. Ss listen and read the text to find out if their guesses in Ex. 2 are correct.

4 **To read for specific information (multiple choice)**

- Ask Ss to read the questions and the answer choices and then give them time to read the text again and answer them.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the box.
- Play the video for Ss and elicit their comments at the end.

Answer Key

1 B *2 A* *3 B*

Background Information

Mount Vesuvius is an active volcano close to the Bay of Naples in Southern Italy. It is less than 200,000 years old and is more than 1,200 metres tall. The height of the volcano changes every time there is an eruption.

The Bay of Naples is a bay southwest of the city of Naples in southern Italy. It is around 16km wide and stretches 32km south eastwards. It is surrounded by volcanic hills and is well-known for its scenic beauty.

Pliny the Younger was a Roman author born in 61/62 AD in Italy to a wealthy family. He was later adopted by his uncle, Pliny the Elder.

Pliny the Elder was a Roman scholar born in 23 AD in Italy. He was the uncle of Pliny the Younger and adopted him. He later died as a result of fumes from the eruption of Mount Vesuvius in 79 AD.

Pompeii is an ancient Italian city close to the base of Mount Vesuvius. It is 23km southeast of Naples. The city was destroyed by the eruption of Mount Vesuvius in 79 AD and is now a UNESCO World Heritage Site.

Herculaneum is an ancient Italian city close to the base of Mount Vesuvius. It is 8km southeast of Naples and was destroyed by the eruption of Mount Vesuvius in 79 AD and is now a UNESCO World Heritage Site.

2a

5 **To present vocabulary for natural disasters**

- Ask Ss to look at the photos and play the recording with pauses for Ss.
- Elicit the words in Ss' first language. Then, elicit which disasters Ss have heard in the news lately.

Suggested Answer Key

In the news recently, I've heard of a hurricane which hit Florida in the USA. I've also heard of a flood which affected the coastal areas of Bangladesh.

6 **To present/practise topic-related vocabulary**

- Explain the task and ask Ss to look up the meanings of any unknown words in their dictionaries.
- Give Ss time to complete the sentences and then check Ss' answers.

Answer Key

1 wind blew, (hurricane)
2 river overflowed, (flood)
3 snow fell, (avalanche)
4 Lava erupted, (volcanic eruption)

7 **To present and practise phrasal verbs with *carry***

- Read out the ***Phrasal Verbs*** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 off 2 out 3 on

8 **To learn prepositional phrases**

- Ask Ss to read the sentences and choose the correct prepositions.
- Check Ss' answers.

Answer Key

1 to 2 from 3 about 4 on

9 **To consolidate information in a text**

- Explain the task and ask two Ss to model the example.
- Ask Ss to work in pairs and ask and answer questions based on the text on p. 28 following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

Suggested Answer Key

A: Which volcano erupted?
B: Mount Vesuvius erupted.
A: How did residents react after the first eruption?
B: They didn't seem to worry.
A: Who wrote an eyewitness account of the eruption?
B: Pliny the Younger.
A: Why did Pliny the Elder leave?
B: He got a message from a friend which asked for help.
A: When did the ash cloud disappear?
B: It disappeared on 26th August. etc

10 **Think** **To write a paragraph giving an eyewitness account**

- Give Ss time to consider their answers using their imagination and the information in the text.
- Then ask Ss to write a paragraph describing the eruption of Mount Vesuvius including all the points listed.
- Ask various Ss to read their piece of writing to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

When the volcano erupted for the first time, I wasn't really worried and continued to do my work. When I heard the volcano erupting a second time, though, I realised it was serious. I saw a black cloud above the volcano and lava was flowing down its sides. I felt terrified. I told my family to run as fast as they could away from the mountain. In the end, we escaped, but some people who lived closer to the volcano weren't so lucky.

Mini Debate

To discuss natural disasters

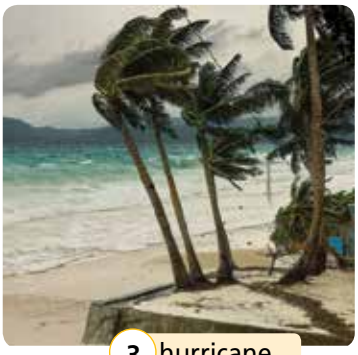
- Ask Ss to read the statement.
- Then, give them time to think about common natural disasters (earthquakes, hurricanes, volcanoes etc) and what their potential positive effects are.
- Ask them questions to help them if necessary (e.g. Can earthquakes change the Earth's and the cities' topography to create new areas, mountains, etc? What are the economic consequences? What are the advantages of the relocation of species?).
- If necessary Ss can research on the topic, then do the task in groups.
- Ask groups to present their debates to the class.
- Explain that a debate has two teams and one team should support one side of the argument and the other team should support the other side (regardless of their personal opinions).

Suggested Answer Key

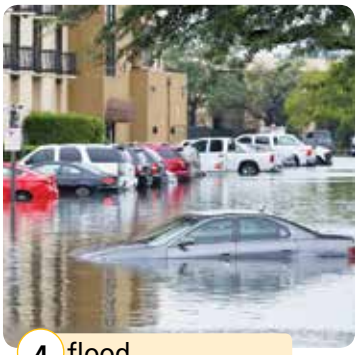
Team A S1: Natural disasters can have positive effects such as balancing the temperature in an area or watering the land and enriching the soil. etc
Team B S1: The negative effects of natural disasters often outweigh any positive benefits because the loss of life and destruction of the environment are huge effects. etc

1 avalanche

2 volcanic eruption



3 hurricane



4 flood

Vocabulary

Natural disasters

5 1.14 **Say the words in your language. Which disasters have you heard of in the news recently?**

6 **Use the words in the correct form to complete the sentences in your notebook. Which disaster in Ex. 5 does each sentence match?**

• river/overflow • wind/blow • lava/erupt • snow/fall

1 The … so hard that some trees fell down.
2 The … and covered the entire town in water.
3 Suddenly, … down the mountain and trapped them inside the chalet.
4 … from the top of the volcano and flowed down its sides.

AMAZING DETAIL

Natural disasters can have positive effects.

Phrasal Verbs

carry on = continue doing sth
carry off = succeed in doing sth difficult
carry out = perform (a task)

7 **Read the Phrasal Verbs box, then complete the sentences with the correct particle. Write in your notebook.**

1 Despite the difficult weather conditions, the team carried … the rescue mission.
2 Dr Jenkins carried … research into the causes of extreme weather.
3 The fire carried … burning throughout the night.

Prepositions

8 **Choose the correct preposition. Write in your notebook. Check in your dictionary.**

1 The earthquake caused a lot of damage **to/on** buildings.
2 We saved five skiers **from/of** the avalanche.
3 Have you heard **about/for** James? He had an accident.
4 The rescue team depend **at/on** dogs to find trapped victims.

Speaking & Writing

9 **Ask and answer questions based on the text, as in the example.**

A: When was the volcanic eruption?
B: It was on 24th August, 79 AD.

10 **Think** **Imagine you were living near Mt Vesuvius when it erupted. Write a paragraph describing *what you did*, *what you saw and heard*, *how you felt*, and *how you survived*.**

2b • Grammar

Watch the video. When do we use the past simple/ past continuous?

Past simple – Past continuous

We use the **past simple** for:
- an action that happened at a definite past time (stated or implied). When **did the volcano erupt**? The volcano **erupted** at 1:17 pm.
- past habits and states. Rachel **didn't study** in Milan. She **studied** in Naples.
- actions that happened one after the other in the past. I **left** the house, **walked** to the bus stop and **waited** for the bus.

Time expressions: *yesterday, last week/month* etc, *two hours/days/weeks* etc. *ago, How long ago …?, in 2017*, etc.

We use the **past continuous** for:
- an action in progress at a specific time in the past. Sally **was walking** home at 8 pm last night. **Was Bob working** at 8 pm last night? No, he wasn't. Steve **wasn't watching** the news when I came back home.
- two or more actions in progress at the same time in the past. Jake **was washing** the car while Robby **was cleaning** the windows.
- a past action in progress (past continuous) when another action interrupted it (past simple). Max **was watching** TV when the phone **rang**.
- background information in a story. The sun **was shining** and a cool wind **was blowing**.

Time expressions: *while, when, as, all day/night/morning* etc, *at 10 o'clock yesterday morning/ night*, etc.

1 **Read the theory. Then, read the sentences and choose the correct item. Write in your notebook. Give reasons.**

1 When she was young, Kate **lived/was living** near the sea.
2 At 8:15 am, an earthquake **hit/was hitting** the east coast of the country.
3 At 10 am this morning, Alan **walked/was walking** to school.
4 Kate put on a life jacket and **jumped/was jumping** from the sinking ship.
5 Jane **slept/was sleeping** when she suddenly felt the ground moving.

2 **a) Put the verbs in brackets into the *past simple* or the *past continuous*. Write in your notebook.**

Ben's BLOG

Hey, everyone!
Guess what **1)** … **(happen)** to me yesterday evening! I **2)** … **(study)** in my room when I **3)** … **(hear)** a noise in the corridor outside our flat. I **4)** … **(open)** the door and saw that smoke **5)** … **(come)** out of the flat at the end of the corridor! Old Mrs Galton, who lives there, **6)** … **(stand)** outside and she **7)** … **(scream)** "Fire! Fire!" I **8)** … **(grab)** our fire extinguisher, **9)** … **(run)** to the door and **10)** … **(look)** inside. The fire was in the kitchen and the flames **11)** … **(spread)** quickly. Luckily, I **12)** … **(put out)** the fire quite easily. Now, I'm the hero of the block!

b) Ask and answer questions about Ben's blog entry, as in the example. Use these question words: *when, what, who, why, where, how*.

A: When did the fire happen?
B: It happened yesterday evening.
A: What was Ben doing when he heard the noise? etc

- Play the video. Elicit answers to the question.
- Alternatively, ask two Ss to read the cartoon aloud. Ask Ss to identify the tenses and their uses. (*were you doing, was watching – past continuous: actions in progress at a specific time in the past; started*: past simple – action that happened at a definite past time). Elicit forms in affirmative/negative/interrogative.

Answer Key

We use the past simple for an action that happened at a definite past time. We use the past continuous for actions in progress at a specific time in the past.

1 **To present/practise the past simple and the past continuous**

- Go through the theory with Ss.
- Give Ss time to complete the task.
- Check Ss' answers around the class. Ss justify their answers.

Answer Key

1 *lived – a past state*
2 *hit – an action that happened at a definite time in the past*
3 *was walking – an action in progress at a specific time in the past*
4 *jumped – an action that happened after another in the past*
5 *was sleeping – a past action in progress that was interrupted by another action*

2 **a)** **To practise the past simple and the past continuous**

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 *happened*
2 *was studying*
3 *heard*
4 *opened*
5 *was coming*
6 *was standing*
7 *was screaming*
8 *grabbed*
9 *ran*
10 *looked*
11 *were spreading*
12 *put out*

b) **To practise the past simple and the past continuous; to ask and answer questions about a past event**

- Explain the task and ask two Ss to model the example.
- Ask Ss to work in pairs and ask and answer questions based on the blog entry following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

Suggested Answer Key

B: He was studying in his room.
A: What did he see when he opened the door?
B: He saw smoke coming out of the flat at the end of the corridor.
A: Who did Ben see outside the flat?
B: He saw Mrs Galton, the woman who lives there.
A: Where was the fire in Mrs Galton's flat?
B: It was in the kitchen but it was spreading quickly.
A: How did Ben put out the fire?
B: He used a fire extinguisher.
A: Why is Ben the hero of the block?
B: Because he put out the fire in Mrs Galton's flat before it spread everywhere.

2b

- Play the video. Elicit answers to the question.
- Alternatively, present *used to – would*. Explain that we use used to/would + bare infinitive for actions that happened in the past, but don't happen anymore.
- Ask Ss to read the theory then the cartoon. Ask Ss if they could replace used to with would. (Yes, because play expresses an action not a state.)

Answer Key

We use 'used to' or the past simple for past states that are no longer true.

3 **To practise *used to/would***

Give Ss time to complete the sentences and then check their answers.

Answer Key

1 *used to work*
2 *Did you use to live*
3 *didn't use to/wouldn't wake up*
4 *used to be*

4 **To practise *used to/would***

- Explain the task and read out the example.
- Ask Ss to work in closed pairs and tell each other about their grandparents' past habits using the prompts and following the example.
- Monitor the activity around the class and then ask some pairs to tell the rest of the class.

Suggested Answer Key

When my grandparents were young, they didn't use to play computer games. Also, they didn't use to stay up late on school nights, watch cartoons in the evening or use a smartphone. My grandparents used to go shopping with their parents, though, and they used to drink milk for breakfast.

- Play the video. Elicit answers to the question.
- Alternatively, write/show the examples in the theory box on the board. Explain that in the first example the question refers to the subject of the statement whereas in the second example it refers to the object of the statement. Ask Ss to compare the two questions. (Subject questions: verb in affirmative form. – Object questions: verb in question form.)

Answer Key

In subject questions, the word order is the same as in statements. They ask about the subject of a sentence. In object questions, the verb is in question form. They ask about the object of a sentence.

5 **To practise subject/object questions**

- Explain the task and read out the example.
- Ask Ss to complete the task.
- Allow Ss some time to do the task in closed pairs.
- Check Ss' answers.

Answer Key

2 *What did the fire destroy?*
3 *Who called the fire brigade?*
4 *What did Sofia watch in the morning?*
5 *Whose house collapsed in the earthquake?*
6 *Who did Paul meet?*

6 **To practise past simple/past continuous**

- Play the recording and read out the list of verbs.
- Elicit sentences from Ss around the class to continue the story.
- Ss can play in teams with each correct sentence getting a point. The team with the most points at the end of the game wins.

Suggested Answer Key

Marco looked out of the window. The wind was blowing hard and rain was failing heavily. Then, suddenly, Marco heard the screeching of tires and then a loud 'crash'. He immediately left his building and ran into the street to help. Two cars had crashed into each other. It didn't look serious, but Marco called for an ambulance on his mobile phone. After a few minutes, an ambulance came. Thankfully, everyone was OK.

Watch the video. Which form do we use for past states that are no longer true?

used to – would

We use ***used to/would*** to talk about actions that happened regularly in the past, but don't happen anymore. He **used to/would stay up** late in the evening. **Did** you **use to stay up** late in the evening? **Yes, I did./No, I didn't. Would** you **stay up** late in the evening? **Yes, I would./No, I wouldn't.**
We use ***used to*** or the past simple for past states that are no longer true. He **used to live/lived** in Naples. (NOT: ~~*He would live in Naples.*~~)

3 **Read the theory, then complete the sentences with *used to* or *would* and the verb in brackets in your notebook. In which sentence(s) can you use both?**

1 My dad … **(work)** as a firefighter in Rome.
2 … **(you/live)** in the same street as us?
3 Clare … **(not/wake up)** early when she was young.
4 This … **(be)** my grandparents' favourite restaurant.

4 **What did/didn't your grandparents use to do when they were young? Use the prompts below as well as your own ideas to tell your partner.**

• play computer games • stay up late on school nights
• go shopping with their parents • watch cartoons in the evening
• drink milk for breakfast • use a smartphone

My grandparents used to/didn't use to … .

Watch the video. How do we form subject/object questions?

Subject/Object questions

Subject questions ask about the subject of the sentence. The word order is the same as in statements.
Peter called Anna.
↓
Who called Anna?

Object questions ask about the object of the sentence. The verb is in question form.
Peter called **Anna**.
↙
Who did Peter call?

5 **Read the theory. Then, write questions to which the underlined words are the answers in your notebook.**

1 They took Luke to hospital. Who did they take to hospital?
2 The fire destroyed the historic building.
3 Tom called the fire brigade.
4 Sofia watched the weather forecast in the morning.
5 Harry's house collapsed in the earthquake.
6 Paul met Elaine.

6 1.15 **Listen to the sounds. Use the verbs and your own ideas to continue the story.**

• look out • blow • rain • hear • run • call • come

Marco looked out of the window.

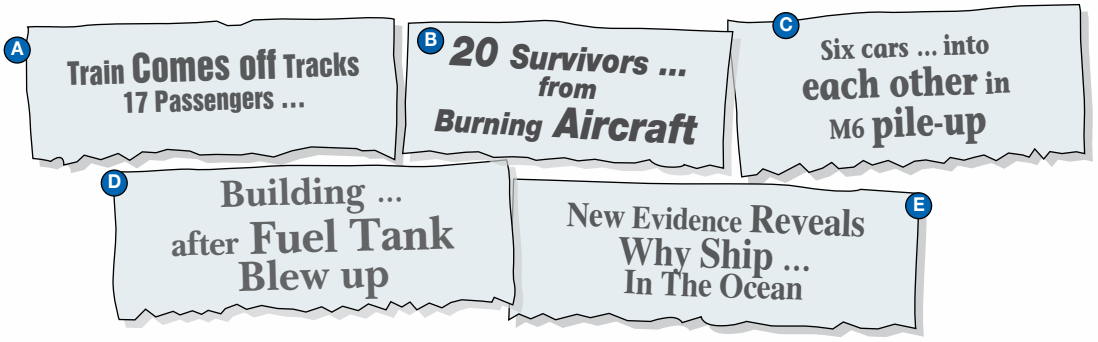
End the story with: Thankfully, everyone was OK.

2C Vocabulary

Accidents/Disasters

1 **Use the verbs to complete the newspaper headlines. Write in your notebook.**

• rescued • sank • crashed • injured • collapsed



2 **Match the headlines (A-E) in Ex. 1 to the accidents/disasters below (1-5). Which words helped you decide?**

Culture Spot

The Great Fire of London was a major fire in London in 1666. It started in a bakery in Pudding Lane and over three days it destroyed around 13,200 houses.

Describe a disaster that has occurred in your country.

Feelings

3 **Choose the correct word. Write in your notebook. Check in your dictionary. Make a sentence using the other word.**

1 I was **frightened/frustrated** when I saw the hurricane approaching.
2 Max was **anxious/amazed** by the speed of the rescue team.
3 By the time we got to the top of the volcano, we were **exhausted/worried**.
4 Oliver was **shocked/angry** when the volcano suddenly erupted.
5 When he heard the explosion, Paul was **terrified/relieved**.

4 Think **Imagine you witnessed a car crash. What happened? How did you feel? Tell the class.**

1 **To complete headlines**

- Ask Ss to look at the headlines and then use the verbs to complete them.
- Check Ss' answers. Elicit the meaning of the verbs.

Answer Key

1 injured 3 crashed 5 sank
2 rescued 4 collapsed

2 **To present vocabulary for accidents/ disasters**

- Explain the task. Ask a S to read out the accidents/disasters.
- Give Ss time to complete it.
- Elicit answers from Ss around the class and then ask various Ss to say which words helped them decide.

Answer Key

1 C – cars, crashed
2 A – train, tracks
3 D – building, collapsed, fuel tank, blew up
4 B – burning aircraft
5 E – ship, sank, ocean

3 **To present/practise vocabulary for feelings**

- Explain the task and ask Ss to look up the meanings of any unknown words in their dictionaries.
- Give Ss time to complete the task and check their answers.
- Then ask various Ss around the class to make a sentence using the other word.

Answer Key

1 frightened 3 exhausted 5 terrified
2 amazed 4 shocked

Suggested Answer Key

1 The little girl felt frustrated as she couldn't play outside because of the rain.
2 Tom was anxious when the train was delayed.
3 Carla was very worried when Jane was two hours late for dinner.
4 He's angry at me for using his computer.
5 We were relieved to get home safely.

4 **Think** **To practise vocabulary for feelings; to describe a car crash**

Explain the task and give Ss time to consider their answers and then elicit answers from Ss around the class.

Suggested Answer Key

I saw a car crash into another car one day on the way to school. There was a loud crash and I was terrified by the sound. I was anxious that the drivers were injured but they were OK. I was relieved in the end.

Culture Spot (to develop research skills)

Read out the information in the box and then give Ss time to research online and find out about a disaster in their country. Ask Ss to present the disaster to the class.

Suggested Answer Key

One of the worst disasters in Spain in recent years happened in 2020, when a winter storm killed at least 10 people. The storm also destroyed bridges, cut off roads and railway lines and flooded farmlands. During the same period, the eastern coast of Spain was regularly hit by winds, the strongest in country since 1992. Giant waves crashed into Valencia's shoreline and streets were buried under the sea foam. People were forced to leave their houses and, sadly, 10 were killed.

Background Information

The M6 (Motorway) is the longest motorway in the UK. It was constructed in 1958 and is around 373.7 km long.

London is the capital city of England in the UK. The city of London has a population of around 8.8 million and is the financial district of the UK and home to Big Ben, the Houses of Parliament and Buckingham Palace.

Pudding Lane is a minor road in London close to the London Bridge. It is famous as the location of the bakery where the Great Fire of London began in 1666.

2d

1 a) **To predict the content of a dialogue**

Ask Ss to read the phrases and then guess what type of accident happened in the dialogue.

Answer Key

It was a car accident.

b) **To complete a dialogue**

- Ask Ss to read the dialogue and then complete the gaps with the sentences A-E.
- Remind Ss that there is one extra sentence.

Answer Key

1 E 2 A 3 C 4 B

c) **To listen for confirmation**

Play the recording for Ss to listen and check their answers to Ex. 1b.

2 **To role play a dialogue narrating an experience**

- Explain the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model as well as the headline to complete the task.

A	B
Ask B if they've heard about an event.	Tell A you were there.
Ask B if they are OK.	Tell A you're OK and describe what you saw/heard.
React to B. Say how they must have felt.	Respond to A.
Ask B if everyone is OK.	Explain what happened.
React to B. Tell B they were lucky nothing happened to them.	Respond to A.
	Respond to A.

- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.

Suggested Answer Key

A: Hey, Ken. Did you hear about the car crash in Henry Street?
B: Well, I didn't just hear about it, I was there.
A: Really? Are you OK?
B: I'm OK now, but it was awful. I was walking down the street when I heard a screeching noise.
A: Seriously? I bet you were scared.
B: I was terrified! A car crashed into a toyshop window!
A: How terrible! Was everyone OK?
B: No, the driver was badly injured.
A: How awful! You were very lucky nothing happened to you.
B: I know. it was such a terrible experience!

Intonation

To learn intonation when expressing shock/surprise

- Play the recording and ask Ss to listen and underline the stressed syllables.
- Check Ss' answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

Answer Key

1 awful! 3 dear! 5 awful!

Dictation

Play the recording. Ss do the task.

Everyday English • 2d

Narrating an experience

1 **a) The phrases below come from a dialogue about an accident. What type of accident was it?**

• driving me to school • traffic lights • loud noise • crashed into one another

b) Complete the dialogue. Write in your notebook. Use the sentences in the list (A-E). One sentence is extra.

c) 1.16 **Listen and check. Was your guess from Ex. 1a correct?**

Penny Hi, John. **1)** …
John You won't believe it, but I was there.
Penny Really? Are you alright?
John I'm OK now, but it was awful. My dad was driving me to school. We were waiting at the traffic lights when we heard a loud noise.
Penny Oh dear! **2)** …
John I was terrified! Three cars crashed into one another!
Penny **3)** …
John Luckily, no one was hurt, but the crash completely destroyed the cars.
Penny How awful! **4)** …
John I know. It was such a terrible experience!

A I bet you were frightened.
B You were very lucky nothing happened to you.
C Was everyone OK?
D The ambulance took them to hospital.
E Did you hear about the car crash in Hall Street?

Dictation

1.17 Listen and write the sentences in your notebook.

2 **Act out a similar dialogue. Use the news headline. Follow the diagram.**

Car Crashes into Toyshop Window

Hey … . Did you hear …?

You'll never guess but … ./Well, I didn't just hear about it, I was … .

Really? Are you …?

I'm OK now, but … . I was … when … .

Seriously? I bet you …

I was …!

How terrible! Was everyone …?/Was anyone hurt?

No, the driver was …

Intonation — Expressing shock/surprise

1.18 **Listen and find the stressed syllables. Listen again and repeat.**

1 That's awful!
2 What a terrible crash!
3 Oh dear!
4 No way!
5 How awful!
6 Oh no!

2e • Grammar

Watch the video. When do we use the past perfect?

Past perfect (*had* + past participle)

affirmative	I/You/He/She/It/We/They **had finished**.
negative	I/You/He/She/It/We/They **hadn't finished**.
interrogative	**Had** I/you/he/she/it/we/they **finished**?
short answers	**Yes**, I/you/he/she/it/we/they **had**. **No**, I/you/he/she/it/we/they **hadn't**.

We use the **past perfect** for:

- an action that happened **before** another action in the past.
  I **had gone** to bed before the storm hit.
- an action which **finished in the past** and whose **result was visible** in the past.
  He **had missed** his bus, so he was really late.

Time expressions: *before, already, after, for, since, just, till/until, by, by the time, never*, etc.

1 **Read the theory. Put the verbs in brackets into the *past perfect*. Write in your notebook.**

1 The forest fire … **(burn)** the houses before the firefighters arrived.
2 Luckily, Anna … **(return)** to the hotel when the avalanche struck.
3 The roof … **(already/collapse)** by the time they called the emergency services.
4 We … **(never/see)** a volcanic eruption before.
5 The flight … **(depart)** before the pilot noticed the problem.
6 By the time Max arrived, it … **(already/start)** raining.
7 … **(Mr Smith/speak)** to you before today?
8 I … **(not/go)** to bed early, so felt the earthquake.
9 … **(you/close)** the window before you went out?
10 Beth … **(not/call)** the emergency services before the flood last night.

2 **Last year, a fire destroyed the town library and the mayor decided to rebuild it. Write what the builders had already done and what they hadn't done yet when the mayor visited yesterday.**

1 build walls (✓) They had built the walls.
2 install the windows (✗)
3 paint the doors (✓)
4 put up shelves (✗)
5 tile the roof (✓)
6 plant flowers (✗)

3 **Ask and answer questions using the prompts in Ex. 2.**

A: Had they built the walls?
B: Yes, they had.

4 **Make sentences using the prompts, as in the example. Write in your notebook.**

1 Ron / call me / after / it / stop raining
Ron called me after it had stopped raining.
2 the road / close / by the time / we / arrive
3 Helen / fall asleep / before / earthquake / start
4 Chris / already / eat / when / bell / ring
5 they / call the police / after / they / get out of the house

- Play the video. Elicit answers to the question.
- Alternatively, present the past perfect. Say, then write on the board: *I had seen the accident*. Underline *had seen* and explain that this verb is in the past perfect. Point to a S and say: *You had seen the accident*. Then write it on the board. Point to a male S and say: *He had seen the accident*. Then write it on the board. Present the other persons in the same way.
- Explain that we form the past perfect in the affirmative with *had* and the past participle of the main verb, we form the negative by putting *not* after *had* and we form questions by putting *had* before the subject.
- Explain that we use this tense to talk about an action which happened in the past before another past action and for an action which happened in the past with a visible result in the past.
- Explain/Elicit that past participles of regular verbs are usually formed by adding **-ed** *(work – worked)*, verbs ending in **-e** add **-d** *(love – loved)*, verbs ending in **consonant + -y** lose **-y** and add **-ied** *(study – studied)*, verbs ending in a **vowel + -y** add **-ed** *(play – played)*, verbs ending in a vowel + l, p, k, b, etc double the consonant and add **-ed** *(travel – travelled)*.

Answer Key

We use the past perfect to talk about an action that happened in the past before another past action and for an action that happened in the past with a visible result in the past.

1 **To practise/revise the past perfect**

- Ask Ss to read the theory box and the cartoon and find the past perfect tense. Elicit use (action that happened before another action in the past).
- Explain the task and give Ss time to complete the sentences.
- Check Ss' answers.

Answer Key

1 *had burnt*
2 *had returned*
3 *had already collapsed*
4 *had never seen*
5 *had departed*
6 *had already started*
7 *Had Mr Smith spoken*
8 *hadn't gone*
9 *Had you closed*
10 *hadn't called*

2 **To practise/revise the past perfect**

- Explain the task. Read out the example and give Ss time to complete it.
- Check Ss' answers.

Answer Key

2 *They hadn't installed the windows.*
3 *They had painted the doors.*
4 *They hadn't put up shelves.*
5 *They had tiled the roof.*
6 *They hadn't planted flowers.*

3 **To practise the past perfect**

- Ask Ss to work in closed pairs and ask and answer questions using the prompts in Ex. 1 following the example.
- Monitor the activity around the class and then ask some pairs to act out their exchanges.

Suggested Answer Key

2 *A: Had they installed the windows?*
B: No, they hadn't.
3 *A: Had they painted the doors?*
B: Yes, they had.
4 *A: Had they put up shelves?*
B: No, they hadn't.
5 *A: Had they tiled the roof?*
B: Yes, they had.
6 *A: Had they planted flowers?*
B: No, they hadn't.

4 **To practise the present perfect**

- Explain the task and read out the example.
- Give Ss time to make sentences as in the example.
- Check Ss' answers.

Answer Key

2 *The road had closed by the time we arrived.*
3 *Helen had fallen asleep before the earthquake started.*
4 *Chris had already eaten when the bell rang.*
5 *They called the police after they had got out of the house.*

2e

5 **To practise past tenses**

- Give Ss time to read the text and complete the gaps with the correct past forms of the verbs in brackets.
- Check Ss' answers.

Answer Key

1 found
2 was skiing
3 had been
4 had contacted
5 had been looking
6 didn't find
7 had been trying/was trying
8 hit
9 broke
10 had lost

- Play the video. Elicit answers to the question.
- Alternatively, ask two Ss to read the cartoon aloud. Focus Ss' attention on the words in bold. Explain that *so* introduces a clause of result. Explain that we use clauses of result to describe the result of an action.

Answer Key

We use clauses of result to describe the result of an action.

6 **To practise clauses of result**

- Go through the theory with Ss. Ask Ss to provide more examples.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

1 so
2 such an
3 such
4 so

7 **To practise clauses of result**

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

1 Fran was so tired that she couldn't walk another step.
2 It was such a beautiful day that I decided to go hiking in the mountains.
3 There was such heavy rain that we were worried about flooding.

5 **Put the verbs in brackets into the correct past tense. Write in your notebook.**

18-YEAR-OLD SURVIVES NIGHT ON A MOUNTAIN

Yesterday, a rescue team **1)** … **(find)** Janie Daniels, an 18-year-old skier, alive and well. Janie **2)** … **(ski)** on Pike Mountain when there was an avalanche. She **3)** … **(be)** away for over 18 hours before a helicopter spotted her. Her family **4)** … **(contact)** the emergency services when she didn't call home at the end of the day. The rescue teams **5)** … **(look)** for Janie, but they **6)** … **(not/find)** her until the next day. The unfortunate skier **7)** … **(try)** to get away from the avalanche when she **8)** … **(hit)** a tree. She **9)** … **(break)** her leg and couldn't contact anyone because she **10)** … **(lose)** her smartphone. Janie is recovering in the local hospital where she will stay for a few days.

Watch the video. When do we use clauses of result?

Clauses of result

We use **clauses of result** to show the result of an action:

- ***so*** **+ adjective/adverb +** ***that*** … . The wind was **so strong that** it blew down several trees. He drove **so carelessly that** he almost had an accident.
- ***such a/an*** **+ adjective + singular countable noun +** ***that*** … . It was **such a powerful earthquake that** lots of buildings collapsed.
- ***such*** **+ adjective + plural countable/uncountable noun +** ***that*** … . There was **such terrible weather that** the school closed for a week.

6 **Read the theory, then complete the sentences with *so*, *such* or *such a/an*. Write in your notebook.**

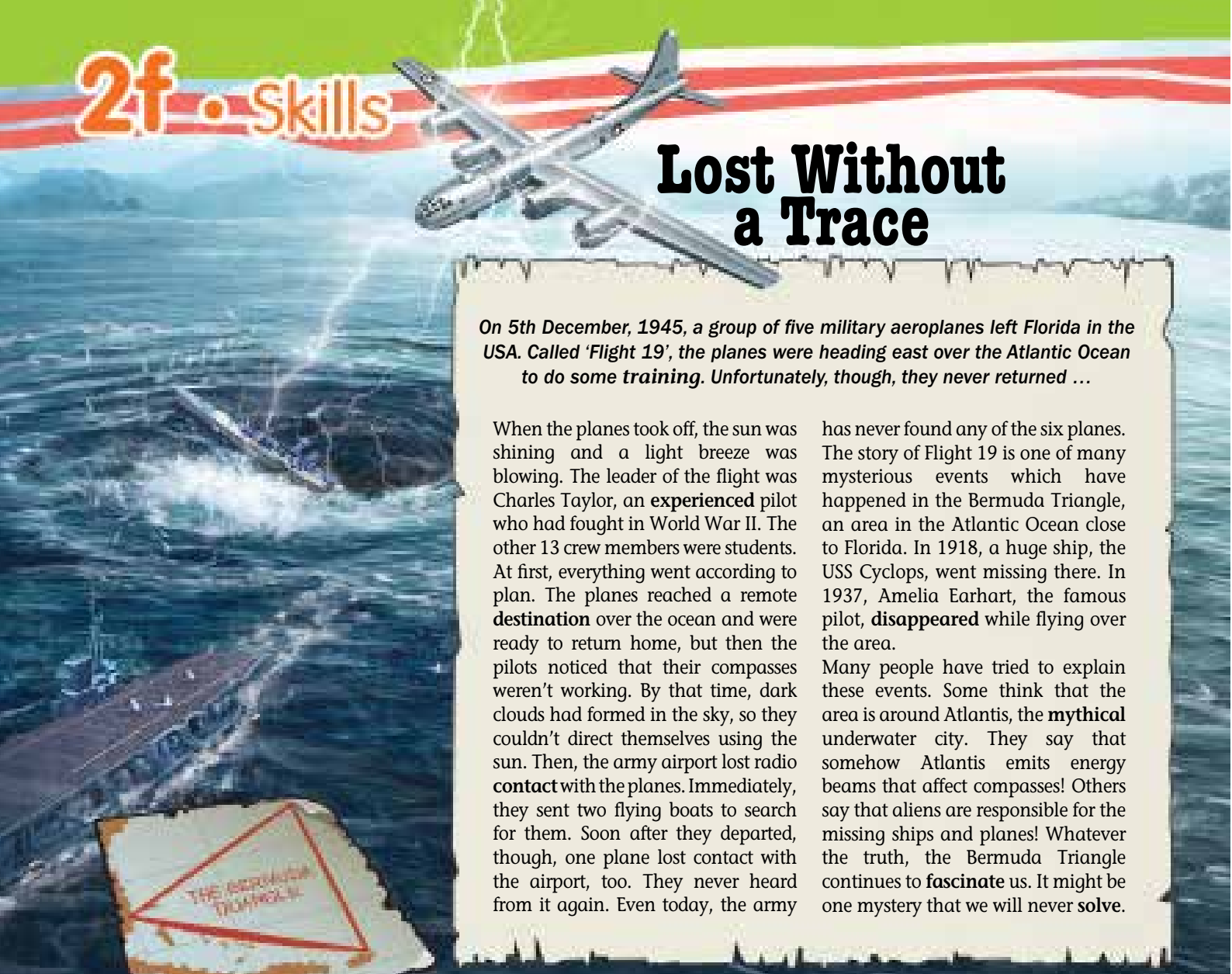
1 The avalanche happened … quickly that it caught everyone by surprise.
2 There was … awful snowstorm that we couldn't leave the house.
3 It was … bad weather that the roads were closed.
4 The rescuers were … fast that they managed to save all the people.

7 **Join the sentences using the words in brackets. Write in your notebook.**

1 Fran was tired. She couldn't walk another step. **(so)**
2 It was a beautiful day. I decided to go hiking in the mountains. **(such)**
3 There was heavy rain. We were worried about flooding. **(such)**

2f Skills

Lost Without a Trace



On 5th December, 1945, a group of five military aeroplanes left Florida in the USA. Called 'Flight 19', the planes were heading east over the Atlantic Ocean to do some training. Unfortunately, though, they never returned …

When the planes took off, the sun was shining and a light breeze was blowing. The leader of the flight was Charles Taylor, an **experienced** pilot who had fought in World War II. The other 13 crew members were students. At first, everything went according to plan. The planes reached a remote **destination** over the ocean and were ready to return home, but then the pilots noticed that their compasses weren't working. By that time, dark clouds had formed in the sky, so they couldn't direct themselves using the sun. Then, the army airport lost radio **contact** with the planes. Immediately, they sent two flying boats to search for them. Soon after they departed, though, one plane lost contact with the airport, too. They never heard from it again. Even today, the army has never found any of the six planes. The story of Flight 19 is one of many mysterious events which have happened in the Bermuda Triangle, an area in the Atlantic Ocean close to Florida. In 1918, a huge ship, the USS Cyclops, went missing there. In 1937, Amelia Earhart, the famous pilot, **disappeared** while flying over the area.

Many people have tried to explain these events. Some think that the area is around Atlantis, the **mythical** underwater city. They say that somehow Atlantis emits energy beams that affect compasses! Others say that aliens are responsible for the missing ships and planes! Whatever the truth, the Bermuda Triangle continues to **fascinate** us. It might be one mystery that we will never **solve**.

1 **Watch the video. How do scientists explain what happened at the Bermuda Triangle?**

Reading

2 1.19 **Listen and read the text. Choose the correct item. Write in your notebook. Then, explain the words in bold in the text.**

1 The crew members on Flight 19 were **going into battle/doing an exercise/ travelling abroad**.
2 A flying boat disappeared **before/at the same time as/after** Flight 19.
3 Amelia Earhart **travelled through/sailed around/flew over** the Bermuda Triangle.

- *military*
- *go according to plan*
- *compass* • *direct*
- *lose contact*
- *go missing* • *emit*
- *affect*

3 Think **Which of the theories about the Bermuda Triangle seems possible to you?**

Speaking

4 Think **Imagine you were working at the army airport in Florida from where the planes of Flight 19 took off. Use the information in the text to narrate your experience.**

On 5th December 1945, I was working at an army airport in Florida in the USA. That day … .

1 **To present a mystery**

Play the video. Elicit answers to the question.

Answer Key

Scientists haven't reached a specific conclusion yet. There are only theories.

2 **To listen and read for specific information**

- Ask Ss to read the text again, read the sentences and choose their answers according to what they read.
- Play the recording for Ss to check their answers.
- Check Ss' answers.
- Then elicit explanations for the words in bold from Ss around the class using their dictionaries if necessary.

Answer Key

1 doing an exercise
2 after
3 flew over

Suggested Answer Key

***training** – exercise to learn sth*
***experienced** – skilful and knowledgeable because you have done sth many times*
***destination** – the place you are going to*
***contact** – the state of being able to communicate with sb*
***disappeared** – went somewhere where you can't be found*
***mythical** – existing in a myth (an unreal story from the past)*
***fascinate** – to make sb very interested in sth*
***solve** – to find the explanation/answer to sth*

Give Ss time to look up the meanings of the words in the box.

3 **To express an opinion**

Elicit opinions from Ss around the class.

Suggested Answer Key

I think that either of the theories about the Bermuda triangle are possible. I hope that one day, scientists can find out exactly what has happened to all the missing boats and planes.

4 **To narrate an experience**

Explain the situation and give Ss time to consider their answers and then ask various Ss around the class to narrate the experience of Flight 19 from the point of view of a person working at the army airport in Florida at the time. Remind Ss to use the beginning provided.

Suggested Answer Key

On 5th December 1945, I was working at an army airport in Florida in the USA. That day, a group of five planes had to go on a training exercise over the Atlantic Ocean. It was called 'Flight 19' and I had to stay in contact with the planes from the airport. Everything started as planned, but when the planes were due to head back, the pilots told me that their compasses weren't working. At that time, the weather had worsened so they couldn't use the sun to direct themselves home either. I tried to stay calm, but then something awful happened – I lost radio contact with them. We sent two flying boats to try to find them, but we lost contact with one of them, too. I still don't know what happened that day. It's a mystery that I think we will never be able to solve.

Background Information

Florida is a US state. It has a population of over 20 million and is a popular tourist destination. It has lots of beaches, warm weather and is famous for its oranges.

The USA or United States of America is a republic made up of 50 states. It has a population of over 325 million people. The capital is Washington D.C.

The Bermuda Triangle is a region of the Atlantic Ocean in the shape of a triangle where ships and planes have disappeared in strange circumstances.

The Atlantic Ocean is the second largest ocean in the world. It covers approximately 20% of the Earth's surface and is more than 8,000 metres deep in some places.

Amelia Earhart was born on 24th July 1897 in Kansas, USA. She is most famous as being the first woman to fly solo across the Atlantic Ocean in August 1932. Amelia disappeared when trying to fly her plane around the world in 1937 and was never seen again.

Atlantis is a legendary island in the Atlantic Ocean that is thought to have been destroyed by an earthquake. We still aren't sure today if Atlantis really existed and if it is somewhere beneath the surface of the ocean.

2f

5 a) **To present vocabulary for weather**

- Ask Ss to read the words in the list.
- Explain/Elicit the meanings of any unknown words and then give them time to use them to complete the sentences.
- Check Ss' answers.

Answer Key

1 pouring	*4 heatwave*	*7 gentle*
2 freeze	*5 shining*	*8 thick*
3 blowing	*6 heavy*	

b) **To talk about the weather**

Elicit answers to the question from Ss around the class.

Suggested Answer Key

It was pouring rain where I live last weekend.

6 **To practise word formation (*-ing/-ed* adjectives)**

- Ask Ss to read the theory box and then give them time to complete the task.
- Check Ss' answers.

Answer Key

1 worried	*3 disappointed*	*5 tiring*
2 frightening	*4 excited*	

7 **To listen for specific information**

- Ask Ss to read the questions and answer choices.
- Then play the recording, twice if necessary, and have Ss listen and choose their answers.
- Check Ss' answers.

Answer Key

1 C *2 B* *3 A* *4 B*

8 **To write a story**

- Read out the ***Study skills*** box and tell Ss the tip will help them to complete the task successfully.
- Play the recording from Ex. 7 again and ask Ss to make notes. Then explain the task and give Ss time to use their notes to narrate their experience using the beginning provided.
- Ask various Ss to read their narration to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Last year, I won a radio competition and the prize was a trip to Namibia, a country in Africa. My family came with me and on our second day there we went on safari. It was amazing. We all felt excited. Our most memorable experience, though, was trekking through the desert from Damaraland to the Skeleton Coast. We started well and took some amazing photos, but as we were approaching the coast we ran into a sandstorm! Luckily, we found a shipwreck, and from there we could see the ocean. It was a scary experience and one that I'll never forget.

Vocabulary

Weather

5 **a) Fill in:** *blowing*, *thick*, *gentle*, *heatwave*, *pouring*, *heavy*, *freeze*, *shining*. **Write in your notebook.**

1 Take your umbrella. It's … down outside!
2 It's very cold; I think it will … during the night.
3 The wind was … so hard that I lost my hat.
4 Be careful not to get sunburn during the … .
5 The sun is … and it's a beautiful day.
6 The forecast says we'll have … showers all day.
7 The clothes I washed dried quickly in the … breeze.
8 We couldn't see anything in the … fog.

b) What was the weather like in your area last weekend? Tell the class.

6 **Read the Word Formation box, then choose the correct item. Write in your notebook.**

1 What's wrong? You look **worrying/worried** about something.
2 The earthquake was very **frightening/frightened**!
3 Sally was **disappointing/disappointed** when she missed the school trip.
4 Are you **exciting/excited** about your holiday?
5 Yesterday was such a **tiring/tired** day!

Word Formation

We can use *-ing/-ed* to form adjectives:

- **-ing** adjectives describe what something/someone is like. *The story was **exciting**.* (What was it like? Exciting.)
- **-ed** adjectives describe someone's feelings. *Sam was **terrified**.* (How did he feel? Terrified.)

Listening

7 1.20 **Listen to a radio interview and for questions 1-4 choose the correct answer (A, B or C). Write in your notebook.**

1 Namibia has got
A the most wildlife in Africa. **B** the biggest desert in Africa.
C the oldest desert in the world.

2 When Cassie started the trek in Damaraland, she was
A with her brother. **B** with her family.
C alone.

3 The sandstorm hit as they were
A approaching the Skeleton Coast. **B** trekking along a dry river.
C walking over mountains.

4 Where did they see the *Eduard Bohlen*?
A in the sea **B** in the desert
C on the coast

Study skills

Setting the scene

Start a story by setting the scene. Describe the *place* **(where)**, the *time* **(when)**, the *weather*, the *characters* **(who)**, their *activities* and their *feelings*.

Writing (a story)

8 1.20 **Listen to the recording from Ex. 7 again and make notes. Imagine you are Cassie Dyer. Write about your experience in Namibia. Start like this:** *Last year, I won a radio competition and the prize was a trip to Namibia, a country in Africa.*

2g • Writing

A story

1 **Read the task. Find the key words and answer the questions.**

An international teen magazine wants its readers to send in stories which end with the following sentence: *'Even now, I'm still not sure what I saw in the forest that day.'* In your story you need to mention: ■ *a bus* ■ *a phone call*. Write your story for the competition (100-120 words).

1 What are you going to write? Who for?
2 Is it going to be a first-person or a third-person narrative?
3 What two things do you need to include?
4 How many words are you going to write?

Model analysis

Writing Tip **Setting the scene**

In the first paragraph, we set the scene by describing: ***who*** (the characters), ***when*** (the time), ***where*** (the place), and ***what*** (the activity the character(s) are doing). We can also describe the weather. We can use the past continuous tense to set the scene.

2 **Read the story. How has the writer set the scene?**

My parents and I felt very excited as we got on the bus. It was a beautiful morning in Seattle; the sun was shining and a warm breeze was blowing – the perfect weather for a hike!

Eventually, we arrived at a beautiful forest with snow-capped mountains all around us. After hiking for an hour, my parents stopped for a break, and I continued on my own.

Then, a little later, I heard a strange growling noise. I turned around and saw a huge hairy creature standing like a man. I felt extremely scared. Then, suddenly, my smartphone started ringing. It was my dad. When I looked up again, the creature had left.

I felt very confused and didn't tell my parents what had happened. Even now, I'm still not sure what I saw in the forest that day.

Writing Tip **Feelings**

Describe the characters' feelings in your story. This makes the story more interesting to the reader.

3 **Complete the sentences. Use:** *relieved*, *exhausted*, *excited*, *scared*, *furious*. **Write in your notebook.**

1 The children felt very … as they entered the amusement park.
2 Anna was … by the time she reached the top of the mountain.
3 They felt … when they saw the rescue team approaching.
4 Alan was … with his sister for forgetting to bring a map.
5 Steve felt very … as he opened the door of the old abandoned house.

Your turn

4 **Look at picture 1. It sets the scene for a story. Write the first paragraph of the story.**

5 **Now, look at three more pictures that continue the story. Use the pictures and your answer from Ex. 4 to write a story for an international teen magazine which ends with this sentence: *'We felt extremely relieved as we drove away'*. (100-120 words). Follow the plan.**

Plan

(Para 1) set the scene
(Para 2) events in the order they happened
(Para 3) the main event
(Para 4) what happened in the end & feelings

2g

1 **To analyse a rubric**

- Ask Ss to read the rubric and underline the key words.
- Then give Ss time to answer the questions.
- Check Ss' answers.

Answer Key

international teen magazine, stories, end with, 'Even now, I'm still not sure what I saw in the forest that day.', mention, a bus, a phone call, (100-120 words).

1 a story – readers of an international magazine
2 it's a first-person narrative because it says "I'm still not sure ..."
3 a bus and a phone call
4 100-120 words

2 **To analyse a model**

- Read out the ***Writing Tip*** and explain that this will help Ss to complete the writing task successfully.
- Ask Ss to read the model and then elicit how the writer has set the scene.

Answer Key

The writer has set the scene by describing who the characters are, where they are, what they are doing as well as the weather.

3 **To describe feelings**

- Read out the ***Writing Tip*** and explain that this will help Ss to complete the writing task successfully.
- Give Ss time to read the sentences and complete them with the missing adjectives used to describe feelings.
- Elicit answers from Ss around the class.

Answer Key

1 excited *3 relieved* *5 scared*
2 exhausted *4 furious*

4 **To set the scene for a story**

- Ask Ss to look at the first picture and consider how they would set the scene for a story.
- Then give Ss time to write the first paragraph setting the scene for a story.

Suggested Answer Key

My parents and I felt very excited as we set off on our hike up the volcano. It was a beautiful morning in Hawaii and the sun was shining.

5 **To develop writing skills; to write a story**

Give Ss time to write their story using the pictures and their answer from Ex. 4 and following the plan.

Suggested Answer Key

My parents and I felt very excited as we set off on our hike up the volcano. It was a beautiful morning in Hawaii and the sun was shining.
Eventually, we got near the top. Just then, we heard a deep rumble from under the ground. Thick smoke started pouring out of the crater and we saw red-hot lava starting to flow over the side.
We ran as fast as we could back down the volcano. It was very hot and we felt terrified.
Luckily, we made it back down to the road and a bus picked us up just in time. We felt extremely relieved as we drove away.

CLIL (History)

1 **To present ancient Romans**

Play the video. Elicit answers to the question.

Answer Key

The Romans built over 50.000 miles of road, as the empire was huge and the army needed to get around quickly. They also used Roman concrete to build monuments, many of which still exist today.

2 **a)** **To read and listen for key information (matching headings)**

- Ask Ss to read the text again and match the headings to the paragraphs. Remind Ss that one heading is extra.
- Then play the recording and Ss listen and check their answers.
- Give Ss time to look up the meanings of the words in the box.

Answer Key

1 C *2 A*

b) **To consolidate new vocabulary**

- Ask Ss to explain the words in bold using their dictionaries as necessary.
- Check Ss' answers around the class.

Suggested Answer Key

last *– to continue existing*
admire *– to think highly of sth*
huge *– large*
realised *– understood*
experience *– to have a personal encounter*
survived *– continued to exist*

3 **To mediate; to write an email**

- Explain the task.
- Ask Ss to read the text in Ex. 1 to help them.
- Give Ss time to write their emails.
- Alternatively, you can assign this exercise for HW and read the emails in the next lesson.

Suggested Answer Key

Hello Mario,
I hope you are well. How nice you're doing a project on the achievements of the Ancient World! Now, I am writing to you to give you some important information about the achievements of ancient Rome.
The Romans created a powerful civilisation that we admire until today. Rome was a huge empire, covering over one million square miles. Its armies needed to move easily in this area, so the Romans built straight roads to get around quickly. By 200 AD, they had built over 50,000 miles of road.
Rome was highly cultural too. Its architects created wonderful buildings. They built them with the Roman concrete, and they survived for two millennia. This material was a mixture of lime and volcanic ash and it was also used to build under water.
Definitely, Rome is one of the greatest civilisations for the modern world and we can witness its glory until today in Italy and other countries.
I hope this information is helpful for your project.

Write soon,
Antonio

Collect information about the achievements of ancient Greece. Write a text for the school magazine.

- Give Ss time to research online and collect information about ancient Greece and the achievements of this time.
- Then ask Ss to use the information to write a text for the school magazine.
- Ask various Ss to read their texts to the class.
- Alternatively, assign the task as HW and have Ss present their texts in the next lesson.

Suggested Answer Key

The Achievements of Ancient Greece

Ancient Greece was a civilisation which lasted from around the 12th century BCE to 600 AD. The ancient Greeks achieved a lot in politics, culture, science and sport.
In the first place, democracy started there. This is a political idea which states that everyone can vote, and the state must accept the decision of the majority of voters. Democracy is the political system which most countries in the world follow today.
The ancient Greeks also developed philosophy. They thought deeply about life and its meaning – and these ideas are still important today. Also, the ancient Greeks wrote books and plays which people still read today. Greek words are used in a lot of languages.
In addition, the ancient Greeks invented geometry and a lot of mathematical principles. The principles and theories of the famous ancient Greek mathematicians Pythagoras, Euclid and Archimedes are still used today. The ancient Greeks also developed astronomy and made the first 3D models of the planets. They made huge advancements in medicine, too. Hippocrates is known to this day as the 'father of medicine'.
Furthermore, they gave us the Olympics. They thought that sports could bring people together in peace, and this is the reason we continue to organise the Olympics today.
These are just some of the achievements of ancient Greece that changed the world.

1 **Watch the video. What were some of the achievements of ancient Rome?**

THE ACHIEVEMENTS OF ANCIENT ROME

*The ancient Romans called Rome the 'Eternal City'. They thought that the Roman Empire and its achievements would **last** forever. In the late 4th century, the empire fell, but today we can still **admire** the amazing achievements of this powerful civilisation.*

1 The Roman Empire was **huge**. At its greatest, it covered over one million square miles. Ruling such a large area meant that its armies needed to get around quickly. So, the Romans built high-quality roads. They **realised** that the shortest route between two points is a straight line so, wherever possible, they built their roads like this. By 200 AD, the Romans had built over 50,000 miles of road and many of these still exist today.

2 We can still **experience** the glory of ancient Rome today when we visit the city and see its monuments. Although some are damaged, these buildings have **survived** two millennia mostly because they were built with Roman concrete. The ancient Romans first started using this material over 2,100 years ago. The concrete they used back then was a mixture of lime and volcanic ash. One of its advantages was that it set very quickly, so they even used it to build underwater.

- *achievement*
- *eternal* • *cover*
- *route* • *glory*
- *millennium*
- *concrete*
- *lime* • *set*

2 **a)** 1.21 **Read the text and match the headings to the paragraphs. There is one heading that you do not need to use. Listen to check.**

A How to build an Eternal City
B Rome wasn't built in a day
C All roads lead to Rome

b) **Explain the words in bold. You can use your dictionary.**

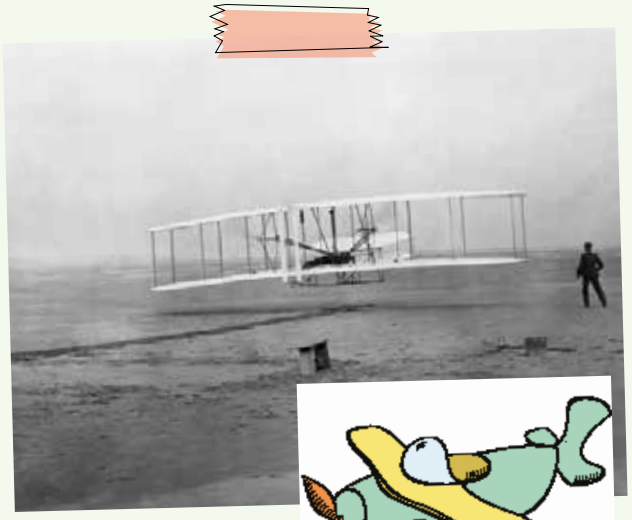
3 **Your Italian friend, Mario, is doing a project on achievements of the Ancient World and has asked you to help him. You have read the text in Ex. 1. Send him an email explaining how the Ancient Romans have changed our lives.**

Collect information about the achievements of ancient Greece. Tell the class.

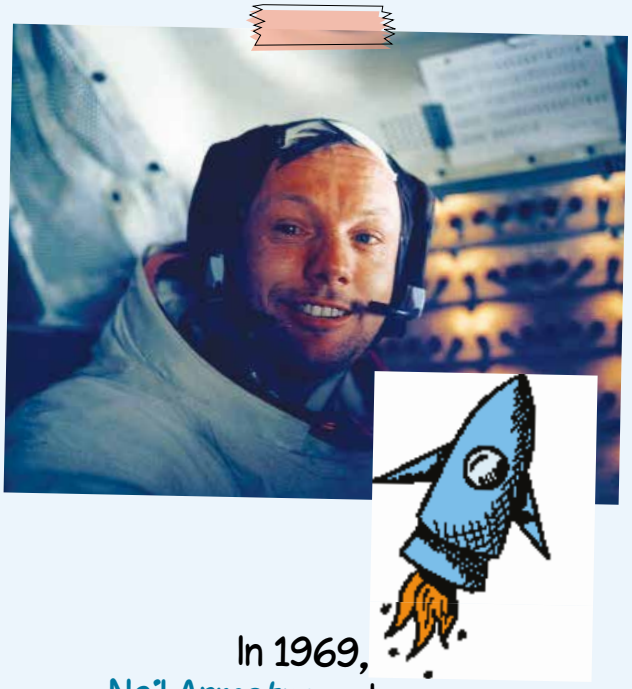
We invented the rules of Geometry!

2 Project

1 **Collect information about six achievements of the 20th century. Create a poster. Find pictures and write a few words about each achievement, as in the examples.**



In 1903, Orville and Wilbur Wright made the first flight ever in an aircraft.



In 1969, Neil Armstrong became the first person to walk on the Moon.

Women too, have left their footprint in history. Discuss.

2 **Use the information in Ex. 1 to talk about two achievements of the 20th century to your parents at the Parents' Day event held at your school.**

3 **Which people from your country have made a difference in the world? Research in groups. Prepare a poster.**

VALUES

Achievement

4 **Read the quotations. What do you think they mean?**

"Genius is 1% inspiration, 99% perspiration."
Thomas Edison

"Only those who dare to fail greatly can ever achieve greatly."
Robert F. Kennedy

5 Think **What qualities does it take to achieve great things? Discuss. Use the ideas below as well as your own.**

• courage • skill • patience • passion • optimism • self-confidence • honesty • determination • intelligence

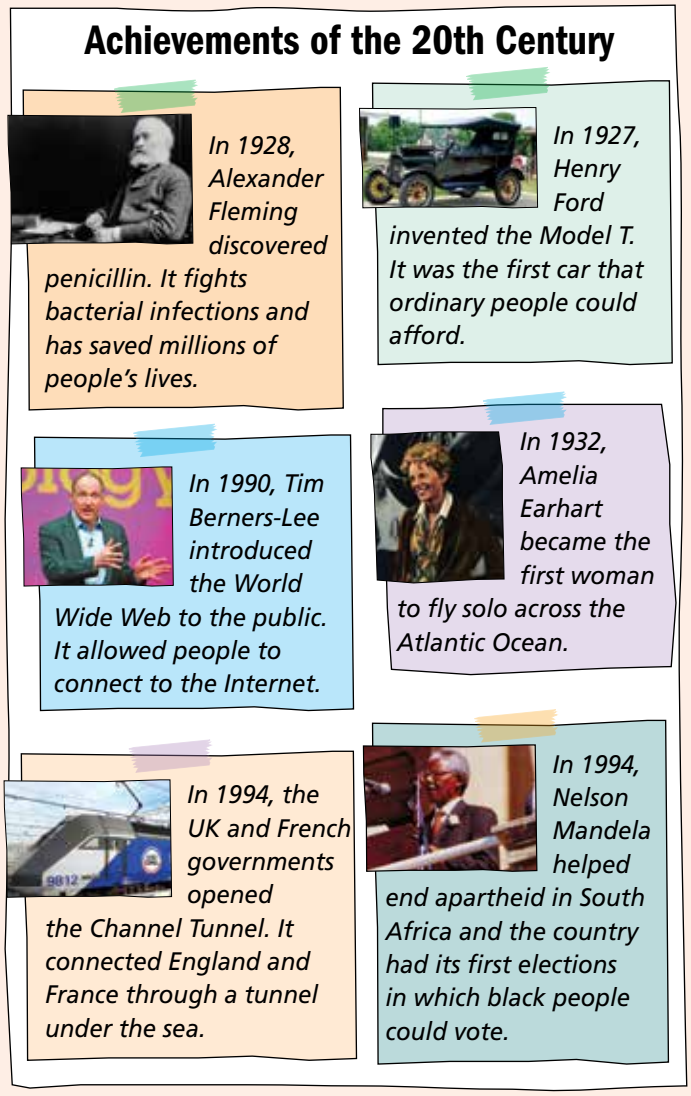
See Song Section p. 124

Project 2

1 **To create a poster**

- Give Ss time to research online for information about six achievements of the 20th century and prepare a poster.
- Then, tell Ss to write a few words under each picture, as in the examples.

Suggested Answer Key



2 **To give a presentation on two 20th-century achievements**

- Explain the task and ask Ss to choose two of their achievements from Ex. 1 and collect more information about them. Ss then prepare a presentation to give to the Parent's Day Event.
- Ask various Ss to present their chosen achievements to the event adding slides if they wish.

Suggested Answer Key

Good morning/afternoon everyone. Every century has its firsts, doesn't it? Well, one of the greatest achievements of the 20th century was when Amelia Earhart became the first woman to fly solo across the Atlantic Ocean. Before the flight, Earhart was a well-known pilot, but no one thought it was possible for her to fly on her own across the Atlantic. She set off on her journey from Harbour Grace in Newfoundland in Canada. She had been flying for 14 hours and 56 minutes when she landed in a field in Northern Ireland. It was an amazing achievement and Earhart became a celebrity around the world. Her achievement was especially important in the fight for women's rights, especially in the USA.
Another great achievement of the 20th century was when Alexander Fleming discovered penicillin, in 1928 at St. Mary's Hospital, London. Penicillin now is the most widely used antibiotic in the world. At the time, Alexander Fleming was experimenting with the influenza virus. Penicillin fights bacterial infections and, since then, it has saved millions of people's lives.
Are there any questions? Thank you for listening.

3 **To develop research skills; to create a poster**

- Give Ss time to research online for information about people from their country that have made a difference in the world.
- Ss work in groups and prepare a poster.
- You can assign this exercise for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Manuel Jalón *created the disposable syringe in 1973. This was great for healthcare as it prevented the spread of diseases.*
Juan de la Cierva*, a Spanish engineer invented the gyroplane, which looked like modern helicopters. Its advantage was that it could take off and land in very small spaces.*
In 1887, ***Leonardo Torres y Queredo*** *invented the cable car which was first used for public transportation in 1907. Since then, it was very successful around the world.*
Blaise Pascal *was the inventor of the first calculator but again it was the Spanish civil engineer and mathematician Leonardo Torres y Quevedo who created the first digital one around 1914.*
In 1888, ***Isaac Peral*** *launched the first electric battery powered military submarine which proved very helpful in wars that came after.*

Ex. 4, Ex. 5 [See p. 43(T)]

Gender equality

To promote gender equality

- Ask a S to read out the statement.
- Ask Ss to think of famous women in history and what they have achieved.
- Ss discuss in groups.

Suggested Answer Key [See p. 43(T)]

Presentation Skills 2

1 **To identify types of sources**

- Ask Ss to read the extracts and identify source types.
- Check Ss' answers.

Answer Key

1 a personal letter
2 shifts
3 an encyclopaedia

2 **To evaluate historical sources**

- Ask Ss to read again the extracts in Ex. 1 and evaluate the accuracy of each source.
- Then, have them compare the underlined facts with other online sources.
- Check Ss' answers.

Suggested Answer Key

The encyclopaedia entry (3) contains accurate information. The opinions expressed in the letter about the size of the aeroplane and the danger turned out to be false, since Earhart was successful. The newspaper article gives wrong information about the length of the flight (just under 15 hours).

3 **To learn about justifying opinions**

- Ask Ss to read the extracts and identify which two contain reasons that justify the speaker's opinion.
- Check Ss' answers.

Answer Key

2 and 4 give reasons.

4 **To develop presentation skills; to present Amelia Earhart**

- Ask Ss to use their answers in Exs 1-3 and give a presentation to the rest of the class.
- You can assign this exercise for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Every century has its firsts, doesn't it? Well, one of the greatest achievements of the 20th century was when Amelia Earhart became the first woman to fly solo across the Atlantic Ocean in 1932.
Before the flight, Earhart was a well-known pilot, but no one thought it was possible for her to fly on her own across the Atlantic. Most people in those days didn't think a woman had the strength or ability for such a long flight. But Earhart didn't listen to the critics. She set off on her journey from Harbour Grace in Newfoundland, Canada. She had been flying for 14 hours and 56 minutes when she landed in a field in Culmore, Northern Ireland. It was an amazing achievement and Earhart became a celebrity around the world. Her achievement was especially important in the fight for women's rights, especially in the USA. After her incredible bravery and skill at flying a small plane, no one could say that women could not do these things anymore.
I think it's fair to say that Amelia Earhart gave women 'a flying start' in the 20th century! Thank you for listening.

From p. 42(T)

4 **To explain quotations and discuss the value of achievement**

- Give Ss time to read the quotations and discuss them in small groups.
- Elicit answers from Ss around the class.

Suggested Answer Key

The first quote means that having a good idea is not enough – you also need to put in a lot of effort to achieve something.
The second quote means that you have to take risks to achieve something big.

5 **To express an opinion on the value of achievement**

- Explain the meanings of any unknown words in the list and then give Ss time to consider their answers and discuss in pairs.
- Elicit answers from various Ss around the class.

Suggested Answer Key

A: I believe that to achieve great things you need to have a lot of different qualities.
B: I agree. You need to have the courage to risk wasting a lot of time and effort if you fail.
A: Yes. Also, you need patience, because your achievement might need a lot of time.
B: That's true and you also need determination to continue on your path despite problems.
A: Also, you need intelligence so that you can find the quickest and easiest path towards your goal.

Gender equality

Suggested Answer Key

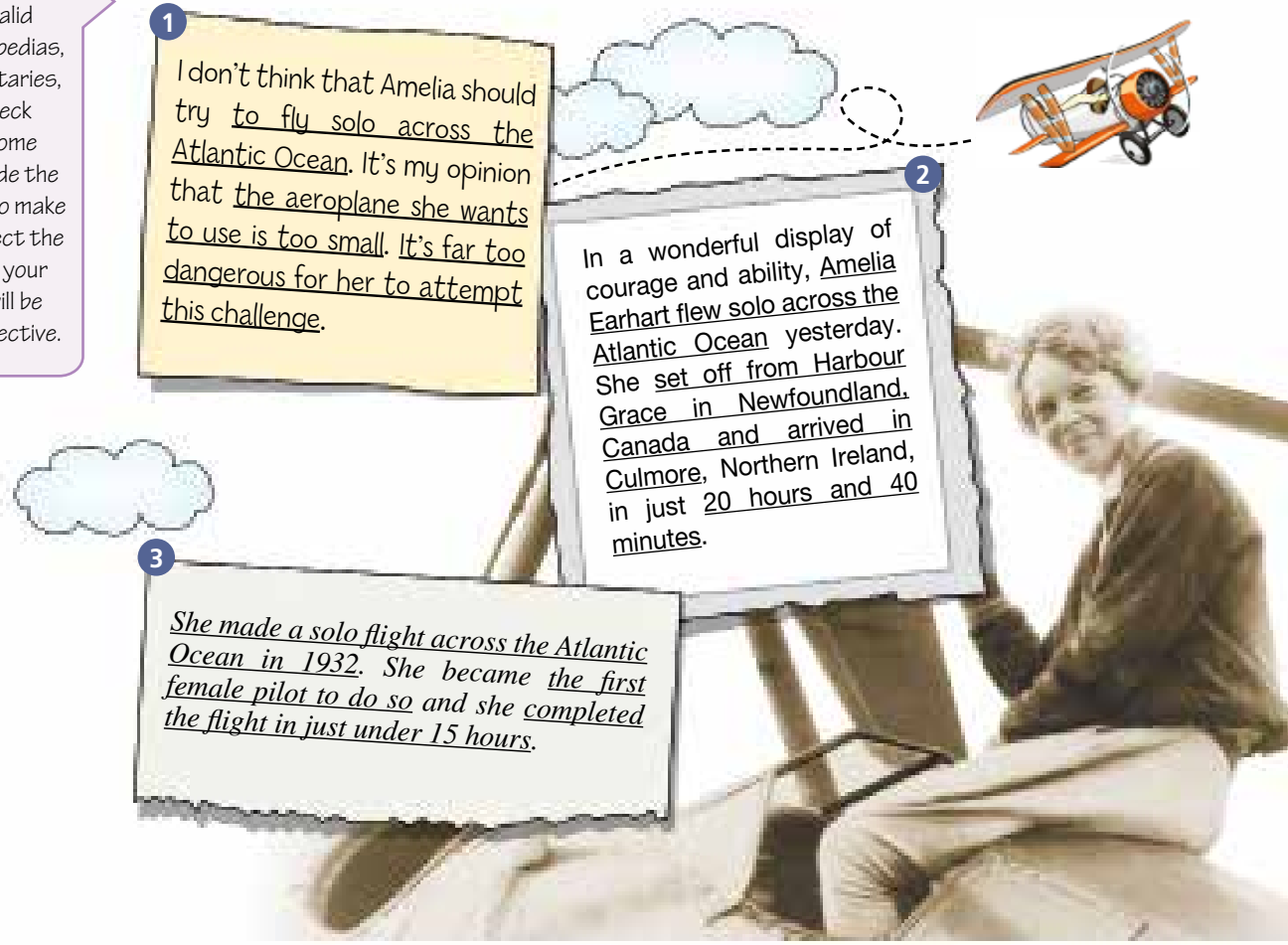
A: There are many women throughout history who have made a huge impact on the world such as scientists like Ada Lovelace and Marie Curie.
A: That's true. There have also been great female rulers such as Cleopatra, Catherine the Great, and Queen Elizabeth I. etc

Present an achievement

Evaluating historical sources

When you research information online, make sure you use valid sources (encyclopedias, diaries, documentaries, etc.). Crosscheck information. Some documents include the writer's opinion, so make sure you only select the facts. This way, your presentation will be accurate and objective.

1 **Read the extracts. Which is from: *an encyclopaedia*? *a personal letter*? *a newspaper article*?**



2 **Which of the extracts in Ex. 1 contain accurate information? Compare the underlined facts online with other sources.**

Giving reasons

When you include your opinion in your presentation, always give reasons to justify it.

3 **Read the extracts below. Which two contain reasons justifying the speaker's opinion?**

1 Amelia Earhart should be considered the most important woman of the 20th century.
2 Amelia Earhart was a strong, powerful woman who set record after record. She believed that what is important in life is to set goals and she managed to achieve hers against all odds.
3 Earhart was a woman who changed the lives of women in the 20th century in a lot of different ways.
4 Earhart became a powerful symbol for women's rights. She set high standards for women to follow and inspired generations of women, becoming an excellent role model.

4 **Use your answers in Exs 1-3 to prepare and give your presentation about Amelia Earhart.**

2 Progress Check

Vocabulary

1 **Choose the correct word. Write in your notebook.**

1 Firefighters put out the **forest/avalanche** fire.
2 I was **exhausted/relieved** that no one got hurt.
3 Tom saw a **traffic/plane** accident on his way to school.
4 We couldn't see anything through the **gentle/thick** fog.
5 The **hurricane/avalanche** blew the roof off the library.

5 x 1 = 5

2 **Fill in:** *carved*, *spread*, *poured*, *erupted*, *rescued*. **Write in your notebook.**

1 It … down all weekend!
2 The flames quickly … through the building.
3 People on the island … the statues over 500 years ago.
4 They … them from the avalanche.
5 Lava … from the volcano.

5 x 2 = 10

3 **Choose the correct item. Write in your notebook.**

1 The rescue team saved lots of people **of/from** the hurricane floods.
2 I've heard **from/about** the earthquake in Peru.
3 He depends **on/to** his dad for his college fees.
4 What are you working **at/on**?
5 The city was buried **in/under** ash and mud.

5 x 1 = 5

Grammar

4 **Put the verbs in brackets into the *past simple* or the *past continuous*. Write in your notebook.**

1 When the earthquake hit, Penny … **(chat)** online.
2 I got up, put on a coat and … **(leave)**.
3 The sun … **(shine)** while I was walking home.
4 The wind … **(blow)** all morning yesterday.
5 Harry … **(go)** skiing last Sunday.

5 x 2 = 10

5 **Put the verbs in brackets into the *past perfect*. Write in your notebook.**

1 Before he arrived at the resort, Liam … **(learn)** how to ski for a few months.
2 Kelly … **(already/eat)** dinner by the time I got home.
3 I … **(not/be)** at the bus stop for a long time before it arrived.
4 We … **(arrive)** at work before it started to rain.
5 Everything was white when I woke up – snow … at night. **(fall)**

5 x 2=10

6 **Choose the correct item. Write in your notebook.**

1 Anya **used/would** to read mystery books.
2 Oliver was **so/such** angry that he went red in the face.
3 Did they **use/used** to go sailing?
4 There was **so/such** a lot to see that we went back to the museum the next day.
5 Tom **wouldn't/didn't use to** live near me.
6 The rain was **so/such** loud that we couldn't sleep all night.
7 Jane **would/used** ride her bike in the park when she was 6.
8 It was **so/such** a bad storm that the schools closed.
9 As a child, **would/used** you watch cartoons?
10 The fire was **so/such** big that we couldn't get near it to put it out.

10 x 1= 10

Listening

7 1.22 **Listen to an interview with someone who says he saw the Loch Ness Monster and complete the gaps in your notebook.**

1 Tom Smith was in Scotland on … .
2 When Tom went to the lake, it wasn't … .
3 The monster looked like a … .
4 Tom didn't get a photo because he … his phone.
5 Tom felt very … .

5 x 2 = 10

Progress Check 2

1
1 *forest*
2 *relieved*
3 *traffic*
4 *thick*
5 *hurricane*

2
1 *poured*
2 *spread*
3 *carved*
4 *rescued*
5 *erupted*

3
1 *from*
2 *about*
3 *on*
4 *on*
5 *under*

4
1 *was chatting*
2 *left*
3 *was shining*
4 *was blowing*
5 *went*

5
1 *had been learning*
2 *had already eaten*
3 *hadn't been waiting*
4 *had arrived*
5 *had been falling*

6
1 *used*
2 *so*
3 *use*
4 *such*
5 *didn't use to*
6 *so*
7 *would*
8 *such*
9 *would*
10 *so*

7
1 *holiday*
2 *raining*
3 *dinosaur*
4 *dropped/had dropped*
5 *disappointed*

Progress Check 2

8 *1 A* *2 B* *3 C*

9 *1 e* *2 a* *3 d* *4 c* *5 b*

10 ***Suggested Answer Key***

On 13th June, Tom Smith was on holiday in Scotland when he decided to visit Loch Ness.
He had heard a lot about the monster there and wanted to get a picture of it. When he arrived, the rain had stopped and the sun was shining.
Then, around half an hour later, he spotted the monster! It had a long neck and its head was like a dinosaur's. Tom tried to get a photo of the monster, but he was so excited that he dropped his phone on the ground.
There was no one else there, so no one believed that he saw the monster. But he's sure he saw something in the lake that day. Was it the Loch Ness Monster?

Reflection & Evaluation

Ask Ss to assess their own performance in the unit by answering the questions. They then ask their classmates the same questions and evaluate them.

Suggested Answer Key

I think you are good at reading tasks and you did a great job in the project. etc

Reading

8 **Read the text and for questions 1-3 choose the correct answer (A, B or C). Write in your notebook.**

THE MYSTERY OF THE YOWIE

It was a summer afternoon in 1996. Peter and Belinda Garfoot were on a driving holiday on the southeast coast of Australia when they stopped at the side of a quiet road to take a break. Then, Peter saw something strange in the car's mirror – a huge creature, around 2 metres tall, with long arms and a hairy body, was walking upright across the road. They both turned around and watched for around 10 seconds before it disappeared into the forest. They were sure they had seen the Yowie.

The Yowie is a huge ape-like creature that some people think lives in the Australian countryside. The Aborigines, the original people of Australia, have been telling stories about the Yowie for hundreds of years and, every so often, there is a new sighting of this strange creature. Most scientists, though, say there is no evidence which proves that the Yowie exists. The Garfoots, for example, didn't manage to take photos or a video of the creature they saw.

So, who knows what we should believe? Was the creature they saw actually a person dressed up in an ape costume? Was it just a large dog or fox which was walking strangely? Whatever the truth, the mystery of the Yowie carries on in Australia to this day.

1 The Garfoots saw a creature
   A behind their car. **B** next to their car.
   C in front of their car.
2 The Aborigines
   A don't believe that the Yowie exists.
   B have a long history with the Yowie.
   C are the only ones who have seen the Yowie.
3 The Garfoots
   A took photographs of the creature.
   B have video evidence of the creature.
   C don't have any proof that they saw the Yowie.

3 x 5 = 15

Everyday English

9 **Match the exchanges. Write in your notebook.**

1 Are you alright?
2 I bet you were frightened!
3 Was everyone OK?
4 You were very lucky nothing happened to you.
5 Suddenly, I heard a loud noise.

a I was terrified!
b Oh dear!
c I know.
d Luckily no one was hurt.
e I'm OK now.

5 x 2 = 10

Writing

10 1.22 **Listen to the recording from Ex. 7 again and make notes. Then, write a story about the man who saw the Loch Ness Monster.**

15 marks

TOTAL: 100 marks

Reflection & Evaluation

Answer the questions.

1 Was it easy to understand what was in this module?
2 Did I help my classmates?
3 Did I present information in an interesting way?
4 Did I share my ideas with others?
5 Did I improve my reading skills?

Now ask your classmates the same questions and evaluate them.

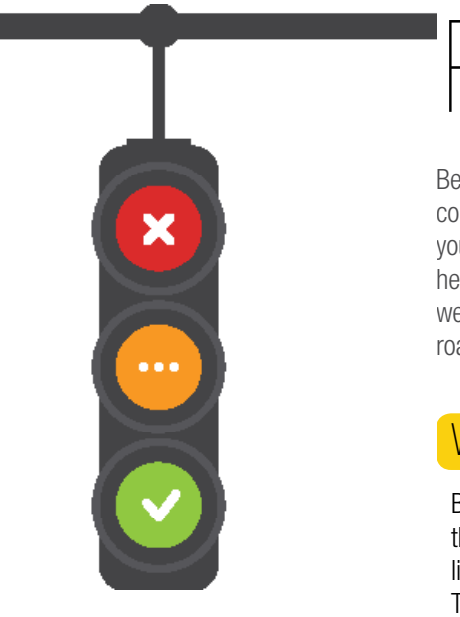
I think you …

TIP!

Look at the title, headings and images in a text to get an idea of what you are to read about. This helps you improve your reading skills.

How can we be safe on the road?

1 **How do you get to school? Discuss in pairs.**



ROAD SAFETY

Being safe on the road involves being aware of your surroundings. You must make sure there are no cars coming and you must listen for the sound of any vehicle which you may not be able to see. This means you must have your ears and eyes free, so don't look at your mobile phone or wear earphones or headphones when you are on the street. Also, make sure that drivers can always see you. This means wearing light colours during the day and reflective clothing at night. Also, you should be able to understand road signs and signals so you can predict what a vehicle may do.

Walk this way

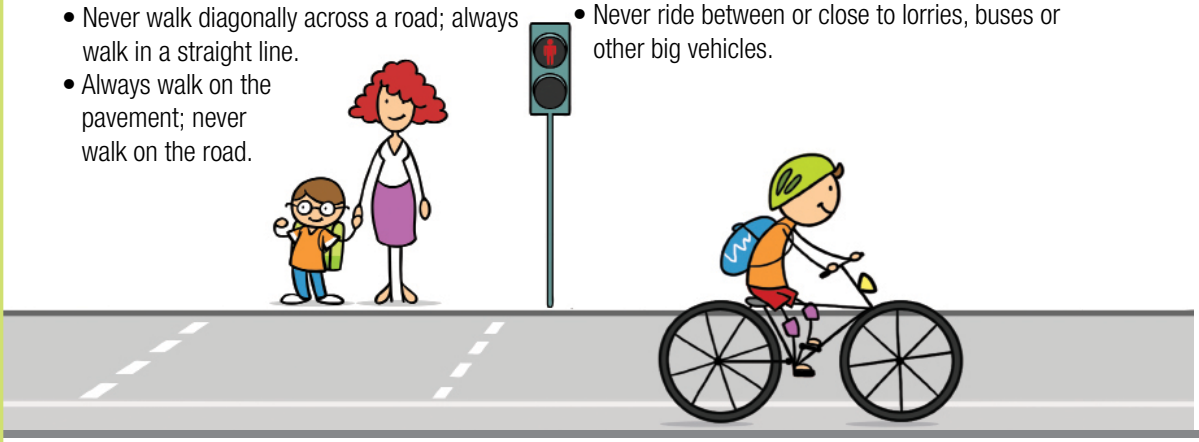
By law, pedestrians have the right of way, but this does not mean you can do whatever you like and step into the road whenever you want. That is how accidents happen. You must be responsible and follow some basic rules.

- Always cross the road at a pedestrian crossing if there is one.
- At traffic lights, always wait for the green pedestrian signal to light up before crossing the road.
- Never cross the road between parked cars or on a bend.
- Look both ways before crossing the road even at a crossing.
- Never cross the road in front of a bus.
- Never walk diagonally across a road; always walk in a straight line.
- Always walk on the pavement; never walk on the road.

Roll this way

When it comes to cyclists and people on scooters, they must follow the same rules for pedestrians as well as the same rules of the road as drivers. You must watch out for other vehicles on the road as well as people wanting to cross the road. And it's more difficult because riding is faster than walking. The rules are straightforward though.

- Always respect the road signs and use signals.
- Never ride on the pavement.
- Use cycle lanes when available.
- Make sure your bike or scooter is safe to ride.
- Wear a helmet and protective pads.
- Wear reflective clothing in the dark.
- Fit front and rear lights on your bike/scooter and turn them on at night.
- Never ride between or close to lorries, buses or other big vehicles.



Did you know?

In 2019, as part of a campaign to get drivers to respect pedestrian crossings better, the government made a pop-up crosswalk in Montreal. The prank surprised Montreal pedestrians and drivers and was a successful publicity stunt.

There are now helmets for cyclists which come with bright white lights at the front, and brake lights and turn signals on the back.

2 **Read the text and answer the questions.**

1 What shouldn't you do when you're walking on the street?
2 How can you make sure drivers can see you?
3 What should pedestrians do at traffic lights?
4 What should cyclists/scooterists wear?

Learning situation A

How can we be safe on the road?

Explain to Ss that in this lesson you will explore the concept of road safety. Ask Ss what they think this means. You can ask questions to help them if necessary. (e.g. What rules should pedestrians follow to be safe on the road? What about cyclists? Have you ever noticed drivers who don't follow the rules? etc)

1 **To introduce the topic; to talk about how Ss get to school**

- Ask Ss to read the question.
- Give Ss some time to think of their answers.
- Elicit answers from various Ss around the class.

(Ss' own answers)

2 **To read for specific information**

- Ask Ss to read the text.
- Give them time to answer the questions.
- Check Ss' answers.

Answer Key

1 *Pedestrians should have their ears and eyes free when they are on the street. This means, they shouldn't look at their mobile phones or wear earphones or headphones.*
2 *To ensure that drivers see you while on the street, you should wear light colours during the day and reflective clothing at night.*
3 *At traffic lights, pedestrians should always wait for the green signal to light up before crossing the road.*
4 *Cyclists/Scooterists should wear a helmet, protective pads and reflective clothing in the dark.*

Learning situation A

3 **To develop thinking skills; to develop speaking skills**

- Ask Ss to look at the pictures.
- Give them some time to think about the question.
- Ss in pairs discuss their opinions.
- Monitor the activity around the class.

Suggested Answer Key

A: Do you think the cyclist in the first picture follows the road safety rules?

B: Yes, I can see he is wearing a helmet and reflective clothing in the dark. What about the man in picture 2?

A: I do not think this man is being safe. He is trying to cross the road between two cars, which is not recommended. He should go to a crossing instead. What do you think of the man in picture 3?

B: I think that he is not following the rules either. He seems distracted by his phone and he is wearing headphones while crossing the street. This way, he cannot concentrate on signals and the sounds of vehicles. How about the boy in picture 4?

A: I think that the boy is following the road safety rules because he is going to cross the road at a crossing after the signal light turns green.

4 **To prepare a quiz**

- Explain the task.
- Ask Ss to collect information from the Internet about road signs and prepare 20 multiple-choice questions. Every correct answer is worth one point.
- Ss in groups prepare their quizzes and share them with another group.
- Alternatively, you can assign this exercise for HW.

(Ss' own answers)

5 **To develop collaborative skills; to develop digital skills; to give a digital presentation**

- Explain the task.
- Ask Ss to collect information from the Internet about road safety. Ss work in groups.
- Explain to Ss that in order to make a digital presentation they will need to use computer tools and programmes like PowerPoint and organise their points into slides. Ss can use images if they like.
- Other students look for people to interview (e.g. police officers).
- As a group Ss prepare and give their presentation to the school.

(Ss' own answers)

6 **To prepare a leaflet**

- Explain the task.
- Ask Ss to read the text in Ex. 2 to help them with some ideas. Ss can also use their notes in Ex. 5.
- Ss in groups prepare a leaflet for young students in their school or another one promoting road safety.
- Alternatively, you can assign this exercise for HW and check Ss' leaflets in the next lesson.

Suggested Answer Key

ROAD SAFETY

Walking to school every day can be a struggle for many young students. While on the street, you should make sure to follow some road safety rules that will prevent you from harming yourself and from a possible accident.

1 You must be aware of your surroundings. This means, you should not wear earphones or headphones while on the street nor be distracted by your phone. These devices make you lose contact with your surroundings and your hearing abilities. You may not hear the sound of vehicles moving close to you or pay attention to the traffic lights.

2 Walk only on the pavement; never walk on the road. This will help you stay safe from vehicles going fast. When it's time to cross the road, always go to a pedestrian crossing.

3 Always wait for the green pedestrian signal to light up before crossing a road, even at a crossing, and look both ways. Not all drivers respect the crossings.

4 Even if you are in a hurry, never cross the road between parked cars or on a bend. Never cross the road in front of a bus either. You will not be able to see vehicles moving next to it, such as motorcyclists or bikers.

5 Last tip: Make smart clothes choices! Make sure you wear light clothes during the day and reflective clothes in the dark to make yourself visible to drivers.

7 **To create an invention**

- Explain the task.
- Ask Ss to read the ***Did you know*** box on p. 46 again to help them.
- Ss in groups create their inventions for road safety and present their ideas to the class.
- Alternatively, you can assign this exercise for HW.

(Ss' own answers)

3 Think **Look at the pictures. Are the people in the pictures being safe? Discuss with your partner.**

Life skills

4 **How well do you know your road signs? In groups, collect information about road signs and prepare a quiz. Share your quiz with another group.**

A You must drive at 20 km/h.
B You must not drive faster than 20 km/h.
C You must drive slower than 20 km/h.

5 **It is Road Safety Week. In groups, collect information, then prepare a digital presentation for the school. You can interview police officers if you like.**

6 **Prepare a leaflet to give to young students at your school or at another school promoting road safety.**

7 **Read the Did you know box on p. 46 again. In groups, create your own invention that can help people stay safe on the road. Present your idea to the class.**