



3

Stories

Discover Words

▶ stories

1 1.41 Match the story types with the pictures. Listen, check and repeat.

a sci-fi story 1 a comedy 3 a horror story 6
a romance 4 a mystery 2 an adventure story 5

The topic for Discovery Web this month is stories. What's your favourite story?



PAY HERE



2 1.42 Listen to the music. Circle the story type.

1 romance	comedy	horror
2 romance	adventure	mystery
3 comedy	mystery	sci-fi
4 comedy	adventure	romance

3 Think of your favourite story. Tell a friend.

My favourite story is Dracula. It's a horror story. It's a book, and it's a film too.

Discover 5 extra words. Go to page 109.

IN THIS UNIT:

- stories
- was / were
- time expressions
- past simple: regular and irregular
- asking for more information

Discover Words

Exercise 1

1.41

- ▶ Ask the class what kinds of stories they like to find out what they know.
- ▶ Give students time to do the matching exercise individually or in pairs.
- ▶ Play the recording while students listen, pausing to check each answer.

Answers → student page

Exercise 2

1.42

- ▶ Play the recording once or twice while students listen and do the exercise.
- ▶ Play it again, pausing as you go to elicit the answers.

Answers → student page

Exercise 3

- ▶ Give students time to think of a story, and then to tell a friend.

Fast finishers: Have them tell their friend about another story they like.

Suggestion: Discuss the benefits of reading in English with students, e.g. to consolidate and learn new vocabulary. Depending on resources available, you could introduce a class reader to work through during the year.

Discover extra words: Have strong students or fast finishers find extra new words.

New language

Vocabulary: stories

Functions: speaking about favourite stories

Preparation: Unit introduction.

Bring any stories you have your students should know, in English or your own language.

Unit introduction

- ▶ (*Books closed*) Play Hangman (see Introduction page 18) with a couple of story titles students

should know to introduce the theme, e.g. *Harry Potter and the Chamber of Secrets*, *Dracula*.

- ▶ Tell the class that in Unit 3 Discovery Web is all about stories. Ask students to tell you the names of stories they have read. Use any realia you've brought to class to stimulate discussion. (See Introduction page 12 for ideas).
- ▶ (*Books open*) Use an idea suggested in the Introduction to focus on *In this unit*.

New language

Grammar: *was/were*

Vocabulary: time expressions

Pre-teach: tent, garden, dark, tell a story, forest, human, noise

Exercise 1



- Use the photo of the children to generate interest and to recycle and check vocabulary.
- Play the recording while students follow the dialogue.
- Check answers.

Answers → student page

Exercise 2



- Give students time to look at the pictures before they listen to the recording twice. The second time, stop to ask the whole class to repeat the target language copying the intonation, and ask for each answer.

Answers → student page

Grammar

- (Books closed) Ask: *Are the children in Ben's garden now? (No, last night.)* Have the class repeat after you in chorus: *Last night they were in Ben's garden.* Ask two or three strong students: *Were you in Ben's garden? (No, I wasn't.) Was Katie in Ben's garden? (Yes, she was.)* Elicit or give the answers and have the class repeat the questions and answers after you in chorus.
- (Books open) Give students time to study the grammar box and complete the examples.

3^a A Scary Story

Last night the children were in a tent in Ben's garden.

Monica Brrr! I'm freezing!
 Katie Hey, do you know any scary stories for Discovery Web?
 Ben No, but there was a scary film on TV last week.
 Katie Was it good?
 Ben It was fantastic! There were four friends and they were in a tent...
 Ravi Were they in a garden?
 Ben No, they weren't. They were in a forest. It was a long time ago.
 Ravi Was it dark and spooky?
 Monica Ssshhh, Ravi!
 Ben Suddenly there was a horrible noise.
 Katie Sorry... That was my mobile!
 Ben What was there, behind the trees?
 Monica Ravi!
 Ben It wasn't an animal, and it wasn't human.
 Katie What was it?
 Ben It was a...
 Katie Help! What's that?
 Monica Don't panic. It's only Ben's mum.
 Mum Hi kids! Do you want some hot chocolate?

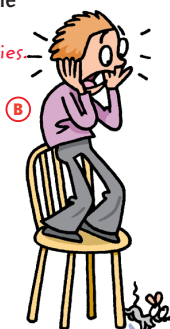
30



- 1 1.43 Listen and read. Where are the children? What are they doing?
 They're in Ben's garden. They're telling stories.

Talking Tips!

- 2 1.44 Listen, repeat and match.
- 1 Don't panic! B
 2 I'm freezing! A



You may like to remind them *was/were* don't use the auxiliary *did*.

- Check answers.
- Have students underline *was/were/wasn't/weren't* in the dialogue in Exercise 1.

Answers → student page

Exercise 3

- Give students time to do the exercise. Have them compare answers with a friend.

- Check answers.

Answers → student page

Discover Words

Exercise 4

- Give students time to complete the timeline.
- Check answers.

Answers → student page

Grammar was / were

Remember and complete.

I	was	in a tent.
He	<u>wasn't</u>	
She		
It		
You		
We	<u>were</u>	
They	<u>weren't</u>	

There was a scary film on TV. / There weren't any ghosts.

Was it dark? Yes, it was. / No, it wasn't.

Where were you last night?

3 Complete Katie's diary. Use *was / wasn't / were*.

Last night I ¹ was at Ben's house. Monica ² was there and Ravi too. We ³ were in Ben's new tent in the garden. It was freezing outside so it ⁴ wasn't much fun! It was scary too. There ⁵ was a strange noise in the garden, but it wasn't a monster, it was Ben's mum!

Discover Words

time expressions

4 Complete the timeline. Use these words.

a long time ago three hours ago
yesterday last weekend



Listening

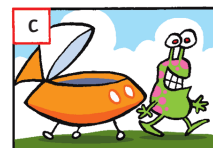
5 Listen and look at the pictures. Write the time expressions.



twenty years ago



nineteen years ago



yesterday



three hours ago

6 Complete the questions. Then imagine a story and answer the questions.

- Was there an alien behind the tree?
Yes, there was.
- Was it big and bad?
- Was there a spaceship in the forest?
- Were the alien's friends in the spaceship?
- Were the children scared?

Writing

7 Look at your answers for Exercise 6. Write your story.

There was an alien behind the tree.
It was small and funny...

Speaking

8 Ask and answer. Use these time expressions.

last weekend an hour ago last Christmas
yesterday at two o'clock twelve hours ago

- Where were you last weekend?
- I was at my friend's house.
- Who were you with?

Suggestion: You could write the answers on the board. When the majority of the class have finished, ask the class to check and answer the questions. This will help prevent fast finishers from getting bored.

Give students time to imagine their own stories and do the exercise.

Exercise 7

Give students time to write. Move round, prompting and correcting.

Exercise 8

Do an example with two or three students to demonstrate the activity.
Give students time to do the activity.

Suggestion: Write 7 a.m., 1 p.m., 5 p.m. and 11 p.m. on the board. Have pairs guess where each other was at those times, e.g. *Were you at the zoo at 7 a.m.? No, of course I wasn't!*

Exercise 5 – Tapescript

Reader 1: Where were you twenty years ago?

Reader 2: I was on my planet.

Reader 1: Was it fun there?

Reader 2: Oh yes, it was fantastic. But nineteen years ago my life was different.

Reader 1: Where were you nineteen years ago?

Reader 1: I was on my spaceship. The journey to your planet was very long, but last weekend I was finally on Earth.

Reader 2: Where were you yesterday?

Reader 3: I was at the cinema. There was a film about spaceships!

Exercise 5

- Ask students about the pictures, e.g. *Where is he? (He's in a spaceship!) Is he happy? (No, he's sad.)*
- Play the recording while students listen and look at the pictures.
- Play the recording again. Give students time to write the time expressions.
- Check answers.

Answers → student page

Tapescript → end of notes

Exercise 6

- Give pairs time to complete the questions.
- Check answers before students continue the activity so they are practising correct English!

Answers → student page

New language

Grammar: past simple regular and irregular verbs

Functions: speaking about yesterday

Pre-teach: footprint, snow, underwater camera, hide

Culture notes

Loch is the Scottish Gaelic word for lake. Loch Ness is situated in the north-east of Scotland. It is famous for a monster some people say lives there, known as 'Nessie'.

Exercise 1



- ▶ Use photos A and B to check vocabulary and generate interest.
- ▶ Play the recording while students follow the texts and do the matching exercise.
- ▶ Check answers.

Answers → student page

Grammar

- ▶ (Books closed) Say: *People looked for Nessie. She didn't appear.* Have the class repeat the sentences after you in chorus. Check the concept by asking: *Are we speaking about the past or present? (The past).*
- ▶ (Books open) Give students time to study the grammar box and complete the examples.
- ▶ Check answers.

Answers → student page

3^b

Fact or Fiction?

There are strange creatures in many countries. Are they fact or fiction? What do you think?



A The Yeti

A long time ago there were stories about strange creatures or 'yetis' in the Himalayan mountains. They were big and hairy and had big feet and long arms. Then one day a climber photographed strange footprints in the snow. Were these yeti footprints?

Last year a man found some strange hair. Scientists studied it, but it wasn't from a human or an animal. Was it from a yeti? It's a mystery!



B Nessie

The Loch Ness Monster, or 'Nessie', lives in a lake in Scotland. People first saw her hundreds of years ago. Then, eighty years ago, a man stopped at Loch Ness. He wanted to see Nessie so he waited and waited. Finally he was lucky. He took this photo.

A few years ago, people looked for Nessie with underwater cameras. This time she didn't appear. Is Nessie a watersnake or just a big fish? We don't know!



1 1.46 Read and listen. Match the facts with the creatures.

- | | |
|------------|---|
| a The Yeti | 1 It's from Scotland. b |
| b Nessie | 2 It lives in the mountains. a |
| | 3 It's got strange hair. a |
| | 4 It lives in a lake. b |
| | 5 It's got long arms. a |
| | 6 There's a photo of the creature. b |

Grammar past simple regular

Remember and complete.

I		
He		
She		
It	studied French	yesterday.
You	<u>did</u> study	
We		
They		

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Exercise 2

- ▶ Give students time to read the texts again and find examples.
- ▶ Check answers, asking students to refer to the text.

Answers → student page

Tip: Always give students a chance to show what they know, for example, through elicitation.

Exercise 3



- ▶ Give pairs time to do the exercise.
- ▶ Remind them that spelling of the *-ed* form depends on the verb. For instance, the past of verbs ending consonant +y ends +ied, e.g. *study* – *studied*/ *marry* – *married*. In British English the final consonant in the past is doubled for verbs ending with one vowel + consonant, e.g. *stop* – *stopped*/ *travel* – *travelled*.

2 Look at the example of a past simple regular verb. Find five more on page 32.

Scientists **studied** it.

3 1.47 Complete the sentences, then order the story. Listen and check.

- We walked (walk) to the lake and looked (look) for the monster. 3
- A week ago we travelled (travel) to Loch Ness. 1
- It was sunny so we stopped (stop) for lunch. 2
- Suddenly someone shouted (shout), but the monster wasn't there. 5
- We waited (wait) for hours, but the monster didn't appear (not appear). 4

Grammar past simple irregular

Remember and complete.

affirmative	negative
I saw a yeti.	I ² <u>didn't</u> see a yeti.
He ¹ <u>had</u> a camera.	He didn't have a camera.

4 1.48 Read the yeti's diary. Find past simple irregular forms. Listen, check and repeat.

Yesterday I heard noises in my home. There were some strange creatures there! They had short arms and legs and horrible hair. They were very ugly! I was hungry, but I didn't eat them. I went behind a tree and hid. Then I watched them. They found my food. They took it and ate it. Then they made a fire and drank some water. They saw one of my footprints and looked at it for a long time. After two hours they left. ... What were they? It's a mystery!

5 What did the yeti do yesterday? Make sentences.

- eat some meat ✓ *It ate some meat.*
- drink some water ✓
- go to the shops ✗
- hear some strange creatures ✓
- watch TV ✗
- hide behind a tree ✓
- have some lunch ✓

6 Make a list of four things you did yesterday. Add one false sentence. Now tell your friend. Guess the false sentence!

- A *I went to school. I studied English. I watched TV. I ate an apple. I saw a yeti.*
 B *You didn't see a yeti!*
 A *That's right!*


Fun Zone

7 1.49 Listen and complete the rap. Then listen and rap.

I ¹ heard a noise
 Behind a tree
² Was it a yeti
 After me?

I ³ stopped and looked
 I didn't hide
 I found some hair
 I ⁴ saw two eyes.

Its hairy face
⁵ Was very real.
 It was a yeti,
 And I was its meal! Help!



Play the recording again, pausing for students to repeat each verb in chorus to and check answers.

Answers → student page

Exercise 5

- Give students time to do the exercise individually.
- Ask volunteers to read out their answers.

Answers

- It drank some water.*
- It didn't go to the shops.*
- It heard some strange creatures.*
- It didn't watch TV.*
- It hid behind a tree.*
- It had some lunch.*

Fast finishers: Have them imagine and write about more things the Yeti did/didn't do yesterday!

Exercise 6

- Give students time to write.
- Give pairs time to do the activity.

Suggestion: Do the activity with the whole class.

- Play the recording once or twice while students listen and check.
- Check answers.

Answers → student page

Grammar

- Give students time to complete the grammar box.
- Check answers.

- Ask the class to underline past irregular forms in the texts in Exercise 1 (*were, had, found, was, saw, took*).

Answers → student page

Exercise 4

- Play the recording while students follow the story.
- Ask the class what they think the strange creatures were. (*Humans!*)
- Give students time to find the verbs.

Exercise 7

- Play the rap once or twice while students listen and complete.
- Play it again, pausing before each space to elicit and check the answers.
- Play the recording again while students listen and rap!

Answers → student page

New language

Grammar: past simple questions

Functions: asking for more information

Pre-teach: cave, pirate, treasure, leave

Culture notes

The Jolly Roger is the 'skull and crossbones' pirate flag. In the past, any black pirate flag was called The Jolly Roger. No one knows where the name comes from. Some people called the devil 'Roger' in the past, and pirates are bad! Skulls seem to be smiling, which may be where 'jolly' comes from.

Exercise 1



- ▶ (Books closed) Tell students it's time for another episode of Adventure Island. Ask students what they can remember about last episode. (*The children ate fish, crabs and fruit for breakfast, and drank coconut and insect juice. Bonzo almost got eaten by a crocodile!*).
- ▶ (Books open) Ask students to open their books, study the cartoon pictures for one minute, then close their books again. Ask the class to tell you what they remember and check vocabulary. Remind them to use the past simple!
- ▶ (Books open) Play the recording once or twice while students listen and read the cartoon.
- ▶ Check the answer.

Answers → student page

3^c Adventure Island



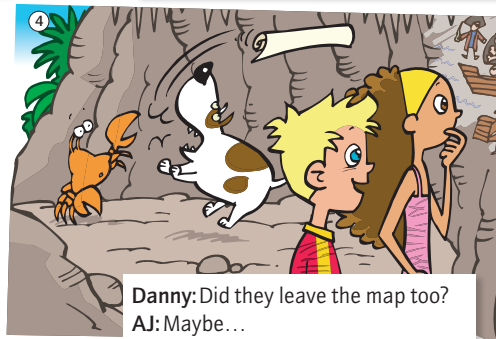
Danny: Hey! Come here!
AJ: What is it?
Danny: It's a story, on the wall. Look!



Danny: A long time ago, pirates came to the island.
AJ: Why did they come?
Danny: They had a treasure map. Look!



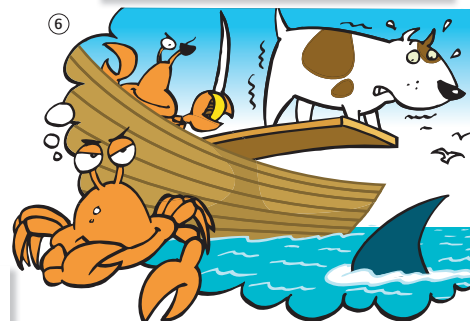
AJ: Did they find the treasure?
Danny: Yes, they did. But then they went away. They were scared.
AJ: ... and they left the treasure!



Danny: Did they leave the map too?
AJ: Maybe...



Danny: Wait! What's this?
Bonzo: Woof! Woof!
Danny: Did you find the map, Pirate Bonzo? Clever dog!
AJ: Now let's find the treasure.



Nipper: Would you like a long walk, Pirate Bonzo?

Exercise 2

- ▶ Give students time to do the exercise individually.
- ▶ Check answers.

Answers → student page

Exercise 3

- ▶ Give pairs time to decipher Nipper's notes.
- ▶ Ask a volunteer to write the deciphered note on the board.

Answers

The children found a treasure map today. They took it, but it wasn't their map!

Exercise 4

- ▶ Divide the class into groups of four and allocate roles: AJ, Danny, Bonzo and Nipper. Tell students to act out the cartoon then to change roles and practise again. You could select one or two groups to perform.
- ▶ Encourage them to do it without looking at the words.

1 1.50 Listen and read. What do Nipper and Bonzo find? *They find a map.*

2 True or false?

- 1 There were pirates on the island. *true*
- 2 The pirates found some treasure. *true*
- 3 The pirates took the treasure. *false*
- 4 The pirates left a map. *true*
- 5 AJ doesn't want to find the treasure. *false*

3 Can you read Nipper's notes?



4 Act out the Adventure Island cartoon with your friends.

Grammar past simple questions

Remember and complete.

¹ *Did* you *find* the map?
Yes, I *did*. / No, I *didn't*.

³ *Did* he *like* the island?
Yes, he *did*. / No, he *didn't*.
Where ⁵ *did* you *find* the map?

5 Order the questions. Write the answers.

- 1 *Did come to the island pirates?*
Did pirates come to the island? Yes, they did.
- 2 *a map they Did have?*
- 3 *Bonzo Did the treasure find?*
- 4 *Did the map Danny look at?*
- 5 *any pirates meet Did you yesterday?*

FUN FACTS

The flag on pirate ships is called **The Jolly Roger**!



Functions: asking for more information

6 1.51 Listen and repeat.

- A How did they find the treasure?
B They had a map.
A Why did they leave the island?
B They saw a scary crocodile.

7 1.52 Complete the dialogue. Use these words. Listen and check.

who when why how what where

Girl ¹ *When* did you go to the island?

Pirate Many years ago.

Girl ² *How* did you get there?

Pirate In our ship, the *Black Betty*.

Girl ³ *Who* did you go with?

Pirate Bill, Will and Jill – all my pirate friends.

Girl ⁴ *What* did you find?

Pirate Treasure. Ha! Ha!

Girl ⁵ *Where* did you take the treasure? Did you take it back to the *Black Betty*?

Pirate We didn't take it. We left it on the island.

Girl ⁶ *Why* did you leave it there?

Pirate We saw a big crocodile! It was very scary!



Fun Zone

8 Work with a friend.

Student A Ask the questions in Exercise 7.

Student B You are an alien / monster / pirate.

Use these words to help you.

map treasure friend cave
trees beach home party hut

A *When did you go to the island?*

B *I went last year.*



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4 *Did Danny look at the map? Yes, he did.*

5 *Did you meet any pirates yesterday? No, I didn't!*

Fun facts!

Ask a student to read the Fun facts!

Suggestion: Ask the class about any pirates they know about, fictional and real, e.g. Jack Sparrow from the *Pirates of the Caribbean* films. You could make this into a class project. Ask groups to find out about different pirates and make a poster!

Exercise 6

1.51

Play the recording, pausing for students to repeat each line in chorus.

Exercise 7

1.52

- Give pairs time to do the exercise.
- Play the recording once or twice while students listen and check.
- Play it again, pausing before each space to elicit the answer.

Answers → student page

Suggestion: After you've allocated roles, play the recording again once or twice, pausing for students to repeat their lines.

Grammar

- Give students time to study the grammar box and to complete the examples.
- Check answers. Point out that past simple questions are formed in the same way for all verbs except *to be*.

Answers → student page

Exercise 5

- Give pairs time to do the exercise.
- Move round, checking and prompting.
- Ask volunteers to write their answers on the board and check.

Answers

2 *Did they have a map? Yes, they did.*

3 *Did Bonzo find the treasure? No, he didn't.*

Exercise 8

- Give students time to do the activity. Move round, prompting and correcting.

Suggestion: Elicit possible questions from a weak class before students do the activity, e.g. *Where did you find your map?*

Grammar worksheet 3, page 139.

New language

Skills practised: reading, listening, writing, speaking

Pre-teach: diamond, hurry, binoculars, transmitter

Exercise 1

► (*Books closed*) Draw a diamond shape on the board. Tell the class they are going to read a story called *The Blue Diamond*. Have them predict what kind of story it is, (e.g. a horror story, a romance, etc.).

► (*Books open*) Give pairs time to do the exercise.

Exercise 2



► Play the recording while students listen, follow the story and check answers from Exercise 1.

Answers

- 1 *A science fiction story.*
- 2 *At Professor Spark's house.*
- 3 *They're looking through a window into the house.*

Tip: Use pictures to predict reading content whenever you can. This will help students understand the text.

Exercise 3

- Give students time to read the story again and do the exercise.
- Ask them to compare their answers with a friend.
- Check answers.

Answers → *student page*

The Blue Diamond

Reading

1 Work with a friend. Look at the picture and answer the questions.

- 1 What type of story is it?
- 2 Where are the children?
- 3 What are they doing?

Joe and his sister Bianca are spy kids. 'Let's have an adventure tonight,' said Joe one day. 'Let's go to Professor Spark's house.' Professor Spark was a strange scientist. He lived in a big, spooky house on their street.

That night Joe and Bianca climbed out of the bathroom window. They went to Professor Spark's house and hid behind some trees. There was a light in a window.

They saw lots of people in a room. The people didn't move and they didn't speak. 'That's strange,' said Bianca.

Professor Spark came into the room and stopped next to a man. 'Good evening, Mr President,' he said. 'Tomorrow is your big day!' The President had a blue diamond in his ear. 'Is that the real President?' asked Bianca. 'I don't think it is,' said her brother.

Suddenly, Professor Spark looked out of the window. He saw the children. Bianca and Joe were scared and hurried home.

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2 1.53 Read and listen. Check your ideas for Exercise 1.

3 True or false?

- 1 Professor Spark, Bianca and Joe live on the same street. *true*
- 2 Professor Spark's house is small. *false*
- 3 The people at Professor Spark's house didn't talk. *true*
- 4 The President was with Professor Spark. *true*
- 5 Bianca and Joe stayed outside Professor Spark's house. *false*

Exercise 4

- (*Books closed*) Give groups of three or four time to predict the rest of the story. Tell them not to write, but to discuss in English.
- Listen to students' ideas.
- (*Books open*) Give students time to do the exercise individually.
- Check answers.

Answers → *student page*

Suggestion: Ask two students to take the roles of Bianca and Joe, and to read the story in the correct order.

Exercise 5

- Tell the class to help a volunteer to write the correct letters on the board.
- Check the answer.

Answers → *student page*

4 Read the next part of the story. Order the story.

The next morning, the President appeared on TV.

- a 'Professor Spark? That's impossible!' said Jo. 'Wait! There's a blue diamond in the President's ear.' 2
- b 'Look! It's Professor Spark!' said Bianca. 1
- c 'The diamond! Then that's not the President!' said Bianca. 3
- d 'But who is it?' asked Joe. 4

5 Now write the red letters. Complete Joe's sentence.

The President is a robot!

Listening

6 1.54 Listen to the next part of the story. Which two places did the children go to?



7 1.55 Listen again. Write the verbs.

- 1 The children went to the Professor's house.
- 2 They found the real President.
- 3 They climbed out of a window.
- 4 They ran to the police station.
- 5 The robots followed them.
- 6 The police officer took them to a room.

Speaking

8 Work with a friend. Look at the picture, then ask and answer.



- 1 What time of day was it?
- 2 Where were the President, Bianca and Joe?
- 3 Were they happy? How did they feel?
- 4 What did Joe do?
- 5 Who did Bianca see with the police officer?
- 6 What was in the police officer's ear?

Try this!

- Before you speak, repeat what you need to say in your head first. This will give you more confidence when you speak.

Writing

9 Write the end of the story. Use your answers to the questions in Exercise 8.

It was night. Bianca, Joe and the President were in a room at the police station...

Tip: Ask students to put their pens down if you want them to concentrate on speaking practice so that they are not tempted to write.

Suggestion: Role play. Ask groups of three to role play a conversation between the police officer, Bianca and Joe.

Try this!

Ask a student to read out the *Try this!* advice.

Exercise 9

Give students time to write.

Suggestion: Ask groups of three or four to imagine the end. Ask all students to write their story. Invite one student from each group to read it to the class.

Exercise 6 – Tapescript

Boy: That's an exciting story. What did Bianca and Joe do next?
Girl: Well, first they went to Professor Spark's house.
Boy: What did they find there?
Girl: They found the real President. They helped him out of his ropes. Then they climbed out of a window. The children and the President ran to the police station. But Professor Spark and his robots followed them!
Boy: Did the people at the police station help the President and the children?
Girl: Well, a police officer was there. He wasn't surprised when he saw the President.
Boy: That was strange!
Girl: The police officer took them to a room. 'You're safe now', he said.
Boy: But were they safe?

Photocopiable resource 3, page 157.

Exercise 6

- Ask students to describe the picture.
- Have the class guess where the children went next.
- Play the recording while students listen.
- Check answers.

Answers

Professor Spark's house, the police station

Tapescript → end of notes

1.54

Exercise 7

- Give pairs time to see if they can complete any of the spaces.
- Play the recording again while students listen and do the exercise.
- Check answers.

Answers → student page

Exercise 8

- Give pairs time to do the activity. Move round, prompting and correcting.

1.55

Language revised

Grammar: *was/were*, regular and irregular past simple verbs

Vocabulary: types of stories

Functions: asking for more information using *Wh*-questions

Revision

Refer to the Introduction for ideas on how to work with revision pages (see page 14).

Exercise 1

- Give students time to do the matching exercise individually.
- Check answers.

Answers → student page

Exercise 2

- Give students time to do the exercise. Refer them back to the grammar box in Unit 3a of the *Students' Book* for help (page 31).
- Ask them to compare answers with a friend.
- Check answers. (*It was a horror film.*)

Answers → student page

Exercise 3

- Give students time to do the exercise. Tell them to look back through the unit to check past simple irregular verb forms.
- Ask them to compare answers with a friend.
- Check answers.

Answers → student page

3^e

Let's Revise!

Words

1 Match the word halves.

- | | |
|---------|-------|
| 1 sci- | tery |
| 2 mys | mance |
| 3 hor | ture |
| 4 ro | fi |
| 5 com | ror |
| 6 adven | edy |

Grammar

2 Complete the sentences. Use *was* / *wasn't* or *were* / *weren't*. What type of film was it?

Last night there ¹*was* (✓) a film at the cinema. It was a small cinema and there ²*weren't* (✗) many people. There ³*were* (✓) more people there last weekend. There ⁴*were* (✓) ghosts in the film. There ⁵*weren't* (✗) any funny people. It wasn't a romance and it ⁶*wasn't* (✗) a comedy. People ⁷*were* (✓) very scared!

3 Complete the sentences. Use the past simple form of the verbs in brackets.

- Yesterday my brother *hid* (hide) my school bag.
- I *found* (find) it under his bed, but I was late for school.
- We *didn't have* (not have) any homework yesterday.
- What *did* you *study* (study)?
- We *didn't do* (not do) maths, but we studied English.
- I *took* (take) my favourite book. It's an adventure story.
- Did* you *read* (read) your book in the evening?

Pronunciation /f/ and /θ/

4 1.56 Listen and repeat.

Three friends followed the funny footprint. They found a thirsty fish!



Functions

5 Match the questions with the answers.

- | | |
|-------------------------|--|
| 1 What is it? | c A book called <i>Treasure Island</i> . |
| 2 Who is it about? | e A boy called Jim. |
| 3 Where did he go? | a He went to <i>Treasure Island</i> . |
| 4 Why did he go there? | f He found a treasure map. |
| 5 When did he go there? | d 250 years ago. |
| 6 How did he get there? | b On a boat. |

- a He went to *Treasure Island*.
b On a boat.
c A book called *Treasure Island*.
d 250 years ago.
e A boy called Jim.
f He found a treasure map.

Checklist

I can talk about stories.
I can use *was* / *were*.
I can use time expressions.
I can use past simple: regular and irregular.
I can ask for more information.

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Exercise 4

- Play the recording once or twice while students listen and repeat.

Suggestion: Tell them to put their top teeth on their bottom lip to make the /f/ sound. Their tongue should touch their top teeth to make the /θ/ sound. Have the class repeat /f/ and /θ/ again, this time in chorus after you.

1.56

Exercise 5

- Give students time to do the matching exercise. Refer them back to Unit 3c of the *Students' Book* for help (page 35).
- Check answers.

Answers → student page

Checklist

See page 14 of the Introduction for ideas.