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## IN THE PICTURE Types of story

Talk about stories

Pages 16–17

STAGE	TIME	FOCUS
<b>GET STARTED</b>		As a class, write a story word by word.
<b>RECALL AND READ</b>		Revise words for different types of book. Read a leaflet about stories.
<b>WORK WITH WORDS</b>		Learn new words for types of story. Listen to the curator of an exhibition about stories. Practise the pronunciation of long vowel sounds. Watch a video about the Library of Birmingham and identify its unique features.
<b>EXTEND</b>		Learn expressions using the word <i>story</i> .
<b>SPEAK</b>		Tell a story to a partner. Guess the name of the story and say what type of story it is.

### Get started

Write the following sentences on the board: *I woke up and looked at the clock. It was midnight.* Tell students they are going to continue the story by contributing one word each, which you will write up on the board. Nominate one student to start and indicate what order students should then follow, eg left to right across rows from the front of the class to the back. Try to get them to contribute their words as quickly as they can, without thinking too much. If a word doesn't make sense grammatically, try to elicit help from the class to correct it. From time to time, review the story from the beginning. It doesn't matter if the story takes some unexpected turns; the objective is to have some fun and get students thinking about the topic of stories.

### RECALL AND READ

1

- Divide the class into pairs.
- Explain that there are two parts to the task.
- Ask students first to look at the types of book in the box and to find examples of five of them in the pictures and second, to write down five more types of book.
- Set a time limit of three minutes.
- Check answers in open class and encourage students to expand on their answers by providing examples or giving you a description or definition of the different types of book. (See Teaching Tips, *Concept questions*, page 29.)

#### ANSWERS

- 1 a e-book b guidebook c children's book d novel  
e encyclopaedia  
2 (suggested answers) cookery book, course book, dictionary,  
grammar book, poetry book

2

- Refer students to the picture of the library and elicit whether anyone has visited a large library like this one.
- Explain that large libraries sometimes put on exhibitions to display some feature of their collection.
- Ask students to read the leaflet advertising an exhibition at the Library of Birmingham called *The story of the story*.
- Give them three minutes to read the leaflet and ask them to note down what forms stories have had over the years.
- Elicit the answers in open class.
- Ask students who wrote the leaflet (*the exhibition curator*). Check the meaning and pronunciation of *curator* (the person who selects and arranges items in an exhibition, /kju'reɪtə(r)/).

#### ANSWERS

drawings, spoken, written, digital

### WORK WITH WORDS

3a

- Ask students to read the definitions and complete them using the words in the box.
- They may have some doubts at this stage, but encourage them to make decisions based on what they know and tell them that they will be able to check their answers shortly.

3b  1.11

- Explain to students that they are going to listen to the curator of the exhibition they read about in Exercise 2.
- Play the track for students to listen and check their answers to Exercise 3a.
- Check answers in open class.

**ANSWERS / AUDIO SCRIPT**

▶ 1.11

- 1 fairy tale 2 folk tale 3 fable 4 tale  
5 tall story / tall tale

**Curator:** Stories can be imaginary, traditional or true. A tale, however, is a story about imaginary events or people. There are different types of tale. Folk tales are those old traditional stories that were originally told orally. They were passed down through the generations so no-one knows how they originated. Tales for children became known as fairy tales, especially in the 19th century when people like Hans Christian Andersen started writing them down. Most of these had elements of magic such as *Cinderella*. Some fairy tales also fall into the category of fable. These typically feature animals that have human characteristics and the stories have some kind of moral. *The Frog and the Mouse*, for example. I should also mention the tall story or 'tall tale' as they call it in the States. That describes something someone tells you that sounds so exciting or dangerous that you can't believe it's true and it probably isn't.

## 4 ▶ 1.12

- Tell students they are going to hear more from the curator; this time she is answering a question.
- Explain that as they listen, they should match the words and phrases to the stories that are mentioned.
- Give them 30 seconds to look at the words and stories and then play the track for them to listen and match.
- Check answers in open class.

**ANSWERS / AUDIO SCRIPT**

▶ 1.12

- 1 saga 2 urban legend/myth 3 legend 4 epic 5 myth

**Presenter:** What's the difference between a myth and a legend?  
**Curator:** Good question. Well, in a myth, the story is usually timeless and the things that happen are symbolic rather than real. The story of the Minotaur, part man and part bull, for example. A legend, on the other hand, is a story that is told as fact. It's usually based on a real event but the facts have been changed so it's become fiction. A good example of this would be *King Arthur* or *Robin Hood*. When we talk about urban myths and urban legends, the words are interchangeable. They both apply to an imaginary story about modern life that many people believe really happened. Maybe you remember the story of alligators and crocodiles living in the sewers under New York. That's an urban legend. Two other words that often need clarification are *epic* and *saga*. We all know that an epic is a type of film about exciting events from the past. But originally it was a long narrative poem, usually about a serious subject, like the *Epic of Gilgamesh*. In many ways, a saga is like an epic but it's not a poem. Originally it was a long story written in Norway or Iceland during the Middle Ages. Now we use it to describe stories about what happens to a group of characters over a long period of time. The *Star Wars* films are often called a saga.

## 5 ▶ 1.13

- Play the track for students to listen and repeat the words from exercises 3a and 4.

**AUDIO SCRIPT**

▶ 1.13

epic fable fairy tale folk tale legend myth saga  
tale tall story tall tale urban legend urban myth

## 6

- Divide the class into pairs and ask them to match some of the words from exercises 3a and 4 to the pictures.

- Check answers in open class.
- Ask students to do the Extend your Vocabulary exercise on page 131.

**SUGGESTED ANSWERS**

a tall story, urban legend/myth b - c fairy tale, folk tale  
d tale, legend, saga e myth

7 ▶ 1.14 **PRONOUNCE**

- Remind students that the /:/ symbol after a vowel sound means that the sound is a long one.
- Play the track for students to listen and write the words in the correct columns.
- Check answers and then play the track again for them to listen and repeat the words.

**ANSWERS / AUDIO SCRIPT**

▶ 1.14

/i:/	/ɜ:/	/u:/	/ɔ:/	/ɑ:/
encyclopaedia	urban	true	tall	saga

**Extra activity**

Play a game with minimal pairs using short and long vowel sounds. Write these words on the board in random order, check that students know what they mean and ask them to put them in columns according to whether the vowel is short or long: *beat, bit, cart, cut, caught, cot, pull, pool*. Check answers. Then tell students you are going to say the words and that when they hear a long vowel they should stand up, but when they hear a short vowel they should sit down. Say the words in random order.

**ANSWERS**

Long: beat cart caught pool  
Short: bit cut cot pull

8 **THE MOVING PICTURE**

- Ask students to watch the video about the Library of Birmingham and make notes about its unique features.
- Have students compare their notes in pairs before watching the video again.
- Pause the video from time to time to check that students have understood.

**SUGGESTED ANSWERS / VIDEO SCRIPT**

Unique features: The distinctive pattern of metal circles on the outside of the building.

It is the largest public library in Europe.

Innovative digital displays.

**Curator:** Welcome to the Library of Birmingham, a unique space for people of all ages situated in Centenary Square in the cultural heart of the city of Birmingham. The distinctive pattern of metal circles on the outside of the building is a reference to the city's links with the metal and jewellery industries. The amphitheatre on the lower level is an outdoor performance area for music, drama, poetry reading and storytelling. Inside the building is a spacious foyer with a café and seating area for meeting friends or just relaxing. At 31,000 square metres this is the largest public library in Europe. On the lower ground level, beyond the children's and young people's library is the music zone, a music library with something for everyone, from classical music to local bands such as Black Sabbath. There is wi-fi throughout the building and innovative digital displays to inform and entertain. Escalators take visitors up to the impressive book rotunda containing thousands of printed books. In fact, over

400,000 books are available on the library's public floors.

The building has ten levels and there are two outdoor garden terraces growing a mixture of flowers, fruit, vegetables and herbs to attract wildlife all year. The Secret Garden and the Discovery Terrace also provide stunning views across the city.

There's an exhibition gallery and, at the very top of the building, the restored Shakespeare Memorial Room, linking the library's Victorian past to the present.

## EXTEND

### 9a

- Divide the class into pairs and ask them to complete the conversation using the words in the box.
- Encourage them to use dictionaries. (See Teaching Tips, *Getting the most out of dictionaries*, page 29.)
- Check answers in open class.

### ANSWERS

1 old 2 long 3 sob 4 likely

### 9b

- Ask students to look at the stories shown in the pictures and say which story the conversation might come from.
- Ask them which characters A and B might be (A, one of the ugly sisters; B, Cinderella).

### ANSWER

*Cinderella in Once Upon A Time* (the cover illustration shows the *Cinderella* story).

## SPEAK

### 10

- Explain the task and give students some individual time to think about the story they are going to tell.
- Suggest that they make some notes to help them tell the story, but make it clear that you don't want them to write out what they're going to say.
- Encourage them to use dictionaries or ask you if they need key vocabulary.
- Before they start to tell their stories, remind them not to say the name of the story or the type of story, as this is something their partner must try to guess.

### GO BEYOND

Ask students to do the Words & Beyond exercises on page 131.




### Homework

Ask students to make a set of vocabulary cards using the new vocabulary they have learned in the lesson. On one side of the card they should write the word and on the other an example of the story genre, or a description or definition. In the next lesson, encourage them to use the cards to revise the vocabulary themselves, or perhaps to swap sets with classmates to test each other.

## READING Kamishibai

Deal with new vocabulary when you read

Page 18

STAGE	TIME	FOCUS
GET STARTED		Talk about books with pictures.
SPEAK AND READ		Discuss a photo showing a traditional Japanese storyteller and read an article to find out more about Kamishibai. Learn how to deal with new vocabulary when you read. Read a Japanese story and talk about the meaning of similes, idioms and other new vocabulary.
REACT		Read more of the tale of Urashima Taro and retell the story.

### Get started

Write these questions on the board, or dictate them, and ask students to discuss them in pairs:

*Do you enjoy reading comics or graphic novels? Why?/Why not?*

*What do you know about manga comics?*

*Did you have any favourite picture books when you were younger?*

### SPEAK AND READ

#### 1a

- Ask students to look at the photo of a Kamishibai storyteller and ask for ideas about how he told his stories.

#### 1b 1.15

- Give students two minutes to read the introduction and check their answer to Exercise 1a.

- Ask students if they know of any similar travelling storytellers in their own culture(s). Don't play the audio at this point. It is an extra feature and a suggestion for using it in class is included at the end of the lesson.

### ANSWER

Kamishibai storytellers showed pictures on a small wooden stage while they were telling their stories orally. They often told their stories in serial format.

#### 2

- Ask students to read the story and write answers to the questions in their notebooks.
- Check the meaning of (*be*) set (take place) and *plot* (storyline).
- Suggest a time limit of six minutes.
- Nominate students to share their answers in open class. Remind students that we tend to use the present tense when explaining the plot of a story, particularly in spoken English.

## ANSWERS

- The story's set in a small fishing village. The main characters are Taro, a young fisherman and a turtle.
- Taro sees some children hurting a turtle. He gives them money to leave the turtle alone. He sets the turtle free. A few days later the turtle returns. It's bigger and it asks Taro if he'd like to go to the Coral Palace at the bottom of the sea.

### 3a

- Invite a student to read out the aim of the lesson.
- Check the meaning of *deal with* (take action to solve a problem).
- Divide the class into pairs and ask them to brainstorm ideas for dealing with new vocabulary.
- Have them read the tips in the **HOW TO** box and see if any of their ideas are included.

### 3b

- Divide the class into pairs and ask them to go through the text again, underlining new vocabulary.
- Remind them that they are not looking just for single words, but for phrases, similes and idioms.
- Encourage them to work together to guess the meaning of the items they have underlined.
- Get some feedback in open class and encourage students to compare their ideas about the vocabulary they have highlighted.
- Elicit examples of similes and idioms.
- Ask students which items weren't important to an overall understanding of the story.

## ANSWERS

- Similes: *like savages, as deep as the sea*  
Idioms: *the back of beyond, leave in peace, took him up on his offer, set free, lost sight of*

### 4

- Ask students to tick the tips in the **HOW TO** box which helped them with Exercise 3b.

## REACT

### 5

- Ask students to talk with their partner about how the story might continue.
- Circulate and prompt students if necessary, asking questions like:  
*Do you think the story will have a happy ending?*  
*What will Taro find in the Coral Palace?*

*What kind of story is it?*

*What usually happens in these kinds of story?*

- After students have spoken for a few minutes, instruct Student A to look at page 141 and Student B to look at page 142.
- Tell them to read the part of the story they find and make some notes so that they can retell it.
- When they are ready, ask students to retell their part of the story without looking at the texts.

### Alternative procedure

Along with making notes on part 2 or part 3 of the story, you could also suggest that students use a combination of notes and drawings to help them remember the stories. This fits nicely into the theme of the Kamishibai and will also appeal to visual learners.

### GO BEYOND

Ask students to circle all the time expressions in the story. Encourage them to think about how these expressions are used to help tell the story (*they make the order of events clear*).

### Recorded reading text



Ask students to take notes while they listen to the introduction to explain what a Kamishibai storyteller was. Have them compare their notes in pairs before checking in open class.

Explain that the characters in the story are Taro (a fisherman), a group of children and a turtle. Tell students that in the story, Taro offers something to the children, and the turtle offers something to Taro. Ask them to listen and make a note of what is offered in each case, and why. Have them compare their answers in pairs and then check with the text.

### Homework

Ask students to reread parts 2 and 3 of the story of Urashima Taro and make a list of new vocabulary, including similes and idioms, in their notebooks. Ask them to use the tips in the **HOW TO** box to try to guess the meaning of the new vocabulary and to write down their ideas. At the start of the next lesson, students could compare their ideas and then check them with you in open class.

## GRAMMAR Narrative tenses review

To describe events in the past

Page 19

STAGE	TIME	FOCUS
GET STARTED		Play a game to review irregular past simple and participles.
READ AND LISTEN		Read a true story about a surprising discovery.
STUDY		Study the use and form of the narrative tenses and identify examples in a text.
PRACTISE		Practise using prepositions and adverbs commonly used with narrative tenses in an urban legend. Complete a ghost story using the correct narrative tenses.
WRITE AND SPEAK		Write and read out your own urban legend or ghost story using narrative tenses.



## Get started

Give students three minutes to look at the list of irregular past simple forms and past participles on page 140. Play a game of *Around The World*. (See Games, page 33.) If you have a very large class you may prefer to divide the class into pairs and ask them to test each other on the irregular verb forms.

## READ AND LISTEN

### 1 1.16

- Ask students to look at the picture and say what they think it is (the United States Declaration of Independence). Ask them what they know about this document.
- Tell them they're going to listen to a story in which this document is important.
- Ask them as they read and listen, to decide what kind of story it is.
- Check the answer in open class.

### ANSWERS / AUDIO SCRIPT 1.16

A true story  
See Student's Book, page 19, for audio script.

## GO BEYOND FOR TEACHERS

The United States Declaration of Independence

The United States Declaration of Independence signalled the birth of the United States of America. Thirteen American colonies signed the document demonstrating their unwillingness to continue as colonies of Great Britain. The declaration was adopted on July 4, 1776 and for this reason, July 4 is celebrated as America's Independence Day.

## STUDY

### 2

- Teach the words *narrate* (v) (to tell a story) and *narrative* (n) (a story).
- Explain that past tenses are used in different combinations to tell stories and are therefore called *narrative tenses*.
- Ask students to read the grammar explanations and underline an example of each tense in Exercise 1.
- Check answers in open class.
- Refer students to the Grammar Database on page 121.

### ANSWERS

**Past simple:** *saw, paid, found, showed, collected, turned out, were, was, sold*

**Past continuous:** *was walking*

**Past perfect simple:** *'d (had) removed*

**Past perfect continuous:** *had been hiding*

## PRACTISE

### 3

- Elicit the definition of an *urban legend* (an imaginary story about modern life that many people believe really happened).
- Invite a student to read out the instructions.
- Set a time limit of five minutes for individual work and then ask students to compare their answers in pairs.
- Nominate students to read out portions of the text for students to check their answers.
- Ask students what they think the story is saying about modern life (that people work so hard that they forget about important things).

### ANSWERS

1 while 2 for 3 before 4 since 5 After 6 until  
7 when 8 just

## Extra activity

Ask questions as you check the answers to ensure that students understand the rules behind the use of these adverbials, eg

*What tense do we use with while?* (past continuous)

*What comes after for? A period of time or a point in time?* (a period of time)

*What is the opposite of before?* (after)

*Which of these sentences emphasises the time that the alarm was raised? The alarm was raised the following weekend. / The alarm wasn't raised until the following weekend. (wasn't raised until)*

### 4 1.17

- Check the meaning of *ghost* (the spirit of a dead person that is seen or heard by someone living).
- Ask students to complete the ghost story using the simple or continuous forms of the past or the past perfect tenses.
- Suggest that they work alone for five minutes before comparing their answers with a partner. Recommend that students write their answers in pencil, so that they can make changes if necessary.
- Play the track for students to listen and check their answers.
- Ask students to read the conversation out loud in pairs once all the correct answers have been written in. Encourage them to pay attention to contractions and weak forms.

### ANSWERS / AUDIO SCRIPT 1.17

1 Did I ever tell [*Have I ever told* would also be grammatically correct.]

2 happened 3 was living 4 was walking 5 saw

6 was wearing 7 'd been 8 needed 9 had happened

10 'd been staying 11 had woken up 12 was

13 'd managed 14 had been 15 did Paul react 16 took

17 looked up 18 had gone 19 had been

20 had burned down

See Student's Book, page 19, for audio script.

## WRITE AND SPEAK

### 5

- Ask students to talk in pairs about the typical ingredients of a good urban legend or ghost story. Encourage them to think about what is similar and what is different about the two types of story and what effect the story should have on the reader or listener.
- Get some feedback on this question. Then ask students to discuss if they know any urban legends or ghost stories and ask them to write one together, using the narrative tenses. Stress that they could write a story they already know, or invent one.
- Set a time limit of 10 minutes and circulate to give ideas and support.
- Ask for volunteers or nominate pairs to read their stories to the class.

### SUGGESTED ANSWERS

A typical urban legend has elements of mystery, horror, fear and humour. A typical ghost story has the same ingredients apart from humour.





## Homework

Ask students to keep working on and elaborating the stories they started in class and to prepare a final draft, with illustrations. These could be collated into a class book of each genre or displayed in the classroom during the next lesson.

## LISTENING AND VOCABULARY The written word

Follow the speaker's argument

Page 20

STAGE	TIME	FOCUS
GET STARTED		Brainstorm character adjectives.
SPEAK AND LISTEN		Describe handwriting samples. Learn how to follow a speaker's argument when you are listening. Listen to a podcast about analysing handwriting.
REACT		Talk about handwriting and whether you think it says something about your character.
WORK WITH WORDS		Learn new character adjectives. Use the adjectives to write sentences about yourself. Analyse a partner's handwriting.

### Get started

Divide the class into small groups and brainstorm character adjectives. Set a time limit of three minutes. Invite one group to read out their list and ask other groups to underline any adjectives that they also have. Invite a second group to read out any additional adjectives on their list and repeat the procedure until all the groups have added in their ideas. As you go, check that students are sure of the spelling, meaning and pronunciation of the words and write them up on the board if necessary.

### SPEAK AND LISTEN

1

- Focus students' attention on the three samples of handwriting.
- Ask them to work in pairs and describe the three samples.
- Remind them to use language from the **PHRASE BYTES** box.

2  1.18

- Explain that the handwriting samples belong to the three people pictured.
- Ask students to listen to a podcast that Gregory (Greg) has made about handwriting and to match the people to the handwriting samples.
- Check answers in open class.

#### ANSWERS / AUDIO SCRIPT 1.18

Gregory a    Linda c    Louis b

**Greg:** Hi. My name's Greg and my mom and dad keep saying that I have terrible handwriting. But what's the point of good handwriting if we never have to use it except at school? I asked my friends if they ever write things by hand *out of school*. This is what they said.

**Louis:** My name's Louis. I hardly ever write anything by hand. I used to keep a journal when I was younger and I'd write that by hand but now I always use the keyboard on my phone or laptop. Sometimes I write notes, but that's all.

**Linda:** My name's Linda. I like writing by hand because it's more personal. For example, in the past people used to write letters to each other by hand and I think that must've been nice. I sometimes write letters but now most people type everything or we just call.

**Greg:** So is handwriting history? Here's what Mr Bryant, our English teacher, thinks.

**Mr Bryant:** Good handwriting used to be considered a measure of intelligence. In fact, students would receive prizes for good handwriting. That's not true anymore but personally I still think handwriting is important.

**Greg:** Why?

**Mr Bryant:** Well ... everyone's handwriting is different. It's part of what makes each of us an individual.

**Greg:** So can you recognise a piece of student's work from their handwriting?

**Mr Bryant:** Of course.

**Greg:** I liked the idea of everyone's handwriting being different and it being part of what makes us an individual so I talked to Harvey Winston. He's a graphologist. Graphology is the science of studying people's handwriting. This is what he had to say.

**Harvey:** You can learn a lot about a person's character from their handwriting. In the past, companies would ask me to analyse the handwriting of potential employees. But these days it's more difficult to evaluate someone's handwriting because people don't write as well as they used to.

**Greg:** So if I show you my friends' handwriting, will you be able to tell me something about their character?

**Harvey:** I can try but I usually need to see five to ten samples to give an accurate evaluation. OK, let's have a look. This person writes in capitals and uses big letters. Big letters usually mean that the person is outgoing and open and tends to say what he or she thinks, which can be good. On the other hand, it also means that he or she isn't always very tactful. I don't think this person writes much or enjoys writing.

OK. I like this. Firstly, it's a good example of cursive or joined-up writing. It's also very neat and tidy, which means the person is sensible and very practical. It slopes to the left so this person is probably pretty reserved.

This one's interesting.

**Greg:** Do you mean *illegible*?

**Harvey:** I've seen worse. Did you know that a study in Britain in 2012 found that 33% of people had difficulty reading their own handwriting?

**Greg:** Really?

**Harvey:** It looks like this person writes very quickly, which means he or she is creative and has a very active mind. Similarly it slopes to the right, which means the person is inventive. In my opinion, this person would make a good friend, although he or she can be too sensitive and temperamental.

**Greg:** That sounds like me!

To summarise: I used to think that writing was a waste of time but now I think it's an important part of our personality. However, I'm not convinced that graphology is an accurate way to analyse a person's character, although it is fun. This is Gregory Hines for YPR Youth Radio.

## 3a

- Tell students that they are going to hear the podcast again, but will first look at some tips for how to follow a speaker's argument.
- Explain that certain words are like signposts which help us follow what someone is saying. You might like to draw a picture of a curving path and some signposts showing the direction to illustrate this.
- Ask students to read the tips in the **HOW TO** box.
- While they are reading, write up five columns on the board and head them: *Opinions; Similar and contrasting ideas; Emphasis and examples; Reasons and results; Summarise.*
- Ask students to cover their books and elicit some phrases for each of the columns.

3b **▶ 1.18**

- Give students one minute to read the names and sentences.
- Play the track again for them to complete the sentences with the correct names.
- Let students compare their answers in pairs before you check them in open class.

**ANSWERS / AUDIO SCRIPT**

1 Greg 2 Linda 3 Mr Bryant (teacher) 4 Louis  
5 Harvey (graphologist)

See Exercise 2, on page 56, for audio script.

## 4

- Ask student to tick the tips from the **HOW TO** box that helped them with Exercise 3b.

**Extra activity**

Ask students to look at the audio script and underline examples of the words and phrases in the **HOW TO** box.

**REACT**

## 5

- Divide the class into pairs and ask students to ask and answer the questions.

**WORK WITH WORDS**

## 6a

- Set a time limit of four minutes for students to match the adjectives to the definitions.
- Have them compare their answers in pairs.

**Fast finishers**

Ask fast finishers to underline the stressed syllable in each of the adjectives:

creative inventive open outgoing practical  
reserved sensible sensitive tactful  
temperamental

6b **▶ 1.19**

- Play the track for students to listen and check their answers. Please note the the meanings of *sensible* and *practical* are very similar in English, therefore you may choose to accept either for questions 4 and 9.
- Ask them to listen again and repeat the adjectives.

**ANSWERS / AUDIO SCRIPT**

1 outgoing 2 creative 3 open 4 practical 5 reserved  
6 sensitive 7 inventive 8 temperamental 9 sensible  
10 tactful

## 7

- Explain the task and encourage students to think of examples which demonstrate why they think the adjective could be used to describe them.
- Write some suggestions on the board of the type of sentences students could write, eg  
*I love going to parties because I can see all my friends and also meet new people, so I'm definitely outgoing.*  
*I'm quite inventive - for example, I'm trying to develop an app in my technology class to help students remember new vocabulary in English.*

## 8

- Divide the class into pairs and invite a student to read out the three steps of the task.
- Remind students to use words from the box to describe their partner's character.
- Suggest that they look at the audio script for ideas about how to analyse handwriting but tell them they can also invent their own interpretations.

**GO BEYOND**

Ask students to do the Words & Beyond exercise on page 131.

**Homework**

Ask students to write five sentences explaining why certain characters suit particular jobs. Give them a couple of examples, eg

*Software designers need to be inventive and creative because they have to think of new ways of using computers that people will find useful and interesting.*






*Actors can't be reserved because they have to perform in front of other people. It would help if they were creative because they have to use their imagination to play a role in a film or on stage.*

At the start of the next lesson, ask students to read out their sentences without saying the job (eg, substituting it with *this person* or *these people*). Other students guess the job.

## GRAMMAR *Used to and would*

Talk about habits and states in the past

Page 21

STAGE	TIME	FOCUS
GET STARTED		Write sentences about yourself using <i>used to</i> , <i>didn't use to</i> and <i>usually</i> .
READ		Read an article about the history of communication.
STUDY		Study the use of <i>used to</i> and <i>would</i> to talk about habits and state in the past.
PRACTISE		Practise using <i>used to</i> and <i>would</i> in texts about the history of printing and books.
WRITE AND SPEAK		Write about an object or activity that is common nowadays, imagining that you live in the year 2115.

### Get started

Write on the board three sentences about yourself using *used to*, *didn't use to* and *usually*. Make one of the sentences untrue. Elicit from students which sentence talks about now, (the one with *usually*) and which two talk about the past (the ones with *used to* and *didn't use to*). Invite them to ask you some questions to help them guess which sentence is untrue. Now ask them to write three similar sentences about themselves, making one of them untrue. In pairs they should ask each other questions about the sentences and try to guess which one is false. Circulate and make a note of how confident students are with the different forms of *used to*. This will help you to decide how much extra support you will need to give during this grammar lesson.

### READ

1

- Refer students to the pictures. Ask them to work with a partner to describe the pictures and say what they think the article is about.
- Ask students to read the article and find the answer to the question.

#### ANSWER

The internet

### STUDY

2

- Nominate a student to read out the aim of the lesson.
- Ask students what the difference is between a habit (an action you do often and regularly, eg go to school, play football, eat breakfast) and a state (a state is not an action, but more like a fact about someone or something, eg have a sister, love chocolate, know a lot about dogs).
- Ask students to read the grammar explanations and complete them with examples from Exercise 1.
- Check answers in open class.
- Draw students' attention particularly to the fact that *would* is not used to talk about states in the past and refer them to the **Get it right** box for an example.
- Refer students to the Grammar Database on page 121.

#### Alternative procedure: less confident classes

Before asking students to complete the explanations, have them underline all the examples of *used to* (or *use to* in negatives and questions) and *would* in the text.

### PRACTISE

3

- Ask students if they know how books were made before the invention of the printing press.
- Have them read the Q&A to check their ideas and ask them to complete the text with the correct form of *used to*.
- Invite fast finishers to the board to write up their answers.
- Check answers in open class.

#### ANSWERS

- did people use to read
- didn't use to read
- used to copy
- didn't use to leave
- didn't use to add
- used to do

4

- Explain to students that they are going to create a text about Gutenberg's printing process by matching and joining sentence halves with *would* or *wouldn't*.
- Ask them to remind you when Gutenberg invented his printing press and check their pronunciation of the year (1448 – *fourteen forty-eight*).
- Remind them to read over the complete sentences once they've joined the halves, to make sure they make sense.
- Set a time limit of three minutes for individual work and then ask students to compare their ideas in pairs.
- Nominate individual students to read out the sentences.

#### ANSWERS

- e would
- d would
- b would
- a wouldn't
- c would

5

- Explain that the text describes an object commonly used today, from the point of view of someone living in the future.
- Ask students to read the text quickly, not worrying about the options and elicit what Exhibit 5H42 is (*an e-reader or tablet*).
- Ask them to focus on the options and circle the ones which are possible. Remind them that their decision will depend on whether the verb following *used to* or *would* is an action or a state verb.
- Write the answers on the board and ask students if they have any questions.

#### ANSWERS

- used to
- used to / would
- used to / would
- used to



## WRITE AND SPEAK

6

- Explain the task or invite a student to read out the instructions.
- Stress the importance of not writing the name of the object or activity in their description.
- Divide the class into pairs. Suggest that they use the text in Exercise 5 as a model and tell them their texts should be about the same length.
- Set a time limit of about seven minutes and circulate, offering suggestions and advice.
- Ask different pairs to read out their descriptions and have other students guess what they've written about.

### Alternative procedure: less confident classes

Break the task down into a series of steps, eg:

- 1 Talk about how life might be different in the year 2115.
- 2 Decide what object or activity to write about – remind students it should be something we use nowadays which seems quite up to date, but which might seem old-fashioned in the future.

- 3 Think of some verbs to describe what people do with the object or how they participate in the activity. Ask them to decide if these verbs describe actions or states.
- 4 Write the description, paying attention to the use of *used to* and *would*.

### Homework

Ask students to interview an older family member about their childhood and write five sentences using *used to* or *would*, eg

*When my grandma was a little girl, she would walk three miles every day to school.*






*My uncle used to be a champion swimmer when he was a teenager.*

In the next lesson, have students compare their interviews in pairs or small groups.

## LANGUAGE & BEYOND GET THINKING

Consider the consequences of your actions

Page 22

STAGE	TIME	FOCUS
GET STARTED		Play a game of <i>Fortunately/Unfortunately</i> .
SPEAK AND READ		Predict a story using photos. Then read the story to check if your predictions were right.
DO		Identify the actions and consequences in the story and discuss them. Talk about possible consequences of actions in two other situations.
REFLECT		Discuss the importance of considering the consequences of your actions.
EXTEND		Think of another situation and make a list of possible consequences.

### LIFE SKILLS GET THINKING: CONSIDER THE CONSEQUENCES OF YOUR ACTIONS

As teenagers begin to act more autonomously in the transition from childhood to adulthood, they need to be made aware that they are ultimately responsible not only for what they do, but also for the consequences of their actions. Decisions taken impulsively may have undesirable consequences in the short and long term. The aim of this lesson is to encourage students to see the value of forethought in order to prevent negative consequences resulting from their actions.

### Get started

Play a game of *Fortunately/Unfortunately*. (See Games, page 33.)

### SPEAK AND READ

1

- Divide the class into pairs and ask students to make predictions about Alison's story based on the photos.
- Remind them to use the phrases in the **PHRASE BYTES** box.

2

- Have students read the story to check if their predictions were accurate.
- Get some feedback from students about how closely their predictions matched the story.

DO

3a

- Ask students to continue working in pairs to discuss the answers to the questions and say what the consequences of each action were.
- Nominate students to give their answers in open class. For the moment, focus on their understanding of the story, rather than their opinions about Alison's actions.

### ANSWERS

- 1 She said she'd written the poem because she wanted to impress Leo. The consequence was Leo showed it to his teacher.
- 2 The teacher told Leo who had really written it. The consequence was Leo broke up with Alison.
- 3 Alison told a friend what had happened because she was upset. The consequence was the friend said bad things about her online.
- 4 Alison felt sad. The consequence was her schoolwork suffered.
- 5 The school got in touch with her parents. The consequence was her parents probably think she's a liar.

### 3b

- Ask students to talk in pairs again and discuss Alison's situation giving their own opinions.
- Remind them to use past modal verbs to speculate about the past, eg  
*She couldn't have predicted that Leo would break up with her because of a poem.*  
*Alison should have written her own poem because it would have been more personal.*
- Open up the discussion to the whole class and encourage students to exchange and give reasons for their opinions.

### 4

- Divide the class into small groups. Ask them to discuss the situations and talk about all the possible consequences of the actions described. Encourage each student to tell their group what they would do in the situation and to explain why.
- In open class, invite representatives from each group to report on some of the consequences they discussed.

#### SUGGESTED ANSWERS

- Possible consequences: you fall off your bike and hurt yourself; you drop your mobile and a car runs over it; you ride your bike into a pedestrian and injure them
- Possible consequences: your friend's parents find out the truth and tell your parents that you are a liar; your friend starts to rely on you to tell lies to cover for him/her; your friend's parents come to your house to pick up your friend and discover she's not there; other friends lose faith in you because they think you are not honest; something bad happens to your friend at the party and you feel guilty

## REFLECT

### 5

- Invite a student to read out the **REFLECTION POINT** and ask students to discuss it using the questions to guide their discussion.
- Encourage them to support their opinions with examples from their own lives.

## EXTEND

### 6

- You may feel that a change of groupings would be beneficial at this point so that students are working with different classmates.
- Ask them to think of a situation like the ones in Exercise 4 and make a list of all the possible consequences. Suggest that they also consider the consequences of each consequence, making a chain of consequences, eg *I spent the money my mum gave me for a school book on going to the cinema. I didn't have the school book and my teacher asked me every day where it was. My teacher said he was going to phone my mum. My mum asked me why I hadn't bought the book and I had to tell what I'd done. She was really disappointed in me and I felt bad.*

#### Extra activity

Pair up students from different groups after Exercise 6 and ask them to compare their situations and lists of consequences.





#### Homework

Ask students to write an email to Alison saying what they think she should or shouldn't have done and giving her some advice about her current situation and how to feel better about it. Ask students to compare their emails in pairs at the start of the next lesson.

## SPEAKING What happened?

Describe an experience

Page 23

STAGE	TIME	FOCUS
GET STARTED		Ask and answer questions about experiences.
SPEAK		Think of a particular experience you've had and make notes to help you tell the story.
WATCH OR LISTEN		Watch or listen to AI describing an experience to some friends. Learn useful phrases for telling stories, asking questions about a story and reacting to a story.
ACT		Act out a conversation where you describe an experience and a partner listens and reacts.

### Get started

Write these sentences on the board:

*Have you ever seen a famous person in the street?*

*Have you ever lost something valuable?*

*Have you ever won something?*

*Have you ever ... ?*

Ask students to complete the last question in any way they like and then ask and answer the questions with a partner. Circulate and monitor students' use of narrative tenses. Give feedback on common errors in open class at the end of the activity.

## SPEAK

### 1a

- Ask students to work individually for five minutes and make notes about an exciting, funny or frightening event they have experienced.
- Remind them that you don't want them to write complete sentences, just the main ideas in note form.

### 1b

- Ask students to work in pairs and tell their partner about what happened.

## WATCH OR LISTEN

2  1.20

- Focus students' attention on the photo and ask how Naomi and Kalu (the ones listening to Al's story) look. Ask if they think Al's story is funny, exciting or frightening.
- Play the scene for them to watch or listen for answers to the three questions in Exercise 1a.
- Let students compare their answers in pairs before you check them in open class.

## ANSWERS / VIDEO/AUDIO SCRIPT



- It happened in the High Street.
- Al and some pickpockets.
- Al was waiting at the lights when someone bumped into him. He realised that his wallet had been stolen and ran after the pickpockets. They dropped the wallet.

**Naomi:** Are you all right? You look really pale.

**Al:** I've just been robbed.

**Kalu:** What? When? Where?

**Al:** Just now. In the High Street on my way here.

**Naomi:** How did it happen?

**Al:** It was really strange. I'd just been to the chemist's to get something for my headache and ...

**Kalu:** Go on.

**Al:** What? Oh. Where was I? Right. So I was standing in the High Street waiting for the lights to change when I felt someone bump into me. I had this feeling. I don't know how to describe it. I felt odd ... like something wasn't right. Do you know what I mean?

**Kalu:** So what did you do?

**Al:** I felt for my wallet and it wasn't there. So then I realised what had happened.

**Naomi:** Wow. That's scary.

**Al:** Hang on. I haven't finished. I ran after them.

**Kalu:** Really? You're kidding.

**Al:** I know. I know. I should've thought about what might've happened. But it happened so fast.

**Naomi:** Did you catch them?

**Al:** This is the best part. I was running and shouting. I must've scared them because they dropped the wallet.

**Naomi:** You were lucky. They could've hurt you.

## 3

- Ask students to read the phrases taken out of the conversation and circle the correct option for the scene they've just watched or heard.
- Remind them that all the options are possible, in theory but only one fits with the Al's story and Naomi and Kalu's reactions.
- Tell them to write the phrases in the correct place in the conversation.

## ANSWERS

a odd   b happen   c best   d Where was I?   e do  
f strange   g scary

See also underlining in video/audio script in Exercise 2, above.

## Extra activity

Read out these functions and ask students to write down the phrase from the **PHRASEBOOK** that they could use.

What phrase could you use ...

- ... to tell someone to continue with their story? (*Go on*)
- ... when you're not sure how to explain something? (*I don't know how to describe it.*)

- ... when you get confused because people are interrupting you? (*I've forgotten what I was saying. / What was I saying? / Where was I? /*)
- ... to react to something surprising? (*Really? You're joking/kidding.*)
- ... to stop someone interrupting? (*Hang on. I haven't finished.*)
- ... to check that someone has understood what you're saying? (*Do you know what I mean?*)
- ... to tell the listener to pay special attention? (*This is the best/interesting/worst part.*)

4a  1.20

- Play the scene again for students to listen and check their answers to Exercise 3.

## ANSWERS / VIDEO/AUDIO SCRIPT



See answers underlined in video/audio script in Exercise 2 above.

4b  1.21

- Play the track for students to listen and repeat.
- Encourage students to pay attention to the intonation and imitate it. (See Teaching Tips, *Working on intonation*, page 32.)

## AUDIO SCRIPT



- I felt odd.
- How did it happen?
- This is the best part.
- Where was I?
- So what did you do?
- It was really strange.
- Wow. That's scary.

## Extra activity

Ask students to talk about Al's decision to chase after the pickpockets and discuss the possible consequences of his action. Ask them if they think he did the right thing and to say if they would have done the same.

## ACT

5  1.22

- Nominate a student to read the task instructions out loud.
- Suggest the following procedure:
  - Ask students to go back to their notes from Exercise 1 and think about where they could incorporate phrases from the **PHRASEBOOK** into their stories.
  - Encourage them to decide on a setting for their conversation.
  - Tell them to take it in turns to tell their stories, with their partner interrupting to ask questions and react.
- Encourage them to repeat the conversation a number of times, trying out different phrases and developing the story until they feel confident.
- Remind them to use intonation to help express the meaning of the phrases they are using. (See Teaching Tips, *Working on intonation*, page 32).
- Invite some pairs to act out their conversation in front of the class and have the other students tick any of the **PHRASEBOOK** phrases they hear.

### Extra activity

If you have access to recording equipment (audio or video), ask students to record their conversations and listen to them to identify areas where they could tell the story more clearly or use different phrases that have been introduced in the lesson. If your students have mobile phones with recording facilities, they could use these.







### Homework

Ask students to write out a conversation like the one they have worked on in class. Encourage them to think of a different story to tell and to make use of phrases from the **PHRASEBOOK** box. In the next lesson, students can act out their conversations in pairs.

## WRITING My fantasy story

Avoid repetition

Page 24

STAGE	TIME	FOCUS
GET STARTED		Take part in a spelling competition.
SPEAK AND READ		Talk about dreams and ambitions. Read an extract from a story and guess who is writing and what the situation is.
STUDY		Study some ideas for avoiding repetition in writing.
PRACTISE		Rewrite a paragraph which has a lot of repetition to make it more interesting.
PLAN, WRITE AND CHECK		Plan and write a fantasy story.
SHARE AND REVIEW		Review a partner's story and look at how you both avoided repetition in your stories.

### Get started

Spelling competition. Divide the class into two or three teams. Divide the board into two or three columns and have each team line up at the board. Give a board pen to the first in line. Explain that you are going to read out 10 words or expressions with a pause of 10 seconds between each word. The student at the board should write the word and then hand the pen to the next in line and return to their seat. Read out a list of 10 words or expressions taken from today's lesson: *fantasy, ambition, recognise, congratulate, inventive, daughters, science fiction, laughed, repetition, paragraph*.

Check the answers and assign points to each team. Finish the activity by checking the meaning of the words.

### SPEAK AND READ

- 1
  - Divide the class into pairs and ask them to discuss the questions about dreams and ambitions.
- 2
  - Check the meaning of *extract* (a section taken from a longer text).
  - Ask students to read the extract from a story and answer the questions.
  - Set a time limit of five minutes and ask students to discuss their answers in pairs when they've finished reading.
  - Check answers in open class. Ask them to tell you some words or expressions that helped them to know that the story was written by a music star (*fans, dedicate a song, break a leg, stadium, a good show*).

### ANSWERS

A music star's telling the story.  
The star's leaving the hotel to go to a concert.

### Alternative procedure: less confident classes

Before students read, you might like to review the tips for dealing with new vocabulary in the **HOW TO** box on page 18.

### GO BEYOND FOR TEACHERS

Break a leg

*Break a leg* is an expression often used by performers to wish each other good luck before a performance. There is a superstition in the theatre world that wishing someone good luck directly will actually result in bad luck, so wishing something unfortunate, like breaking a leg, is understood to be a positive wish!

### STUDY

#### 3a

- Focus students' attention on the title of the **HOW TO** box and ask them why we want to avoid repetition when we're telling a story (because we want the story to be interesting and to hold the attention of the reader).
- Read through the tips and expand on each tip, giving examples or eliciting ideas from students as necessary, eg
  - Write these sentences on the board and ask students to complete them with the pronouns and adverb given as examples in the **HOW TO** box:  
*Joe told Sally to meet him at the cafe. \_\_\_\_\_ met \_\_\_\_\_ the next day and gave \_\_\_\_\_ some flowers. (He; her; there; her)*
  - Ask students what verb can be made from the noun *recognition* (*recognise*). Check that students know what a thesaurus is. If you have access to the internet in your classroom, you could show students the thesaurus entry for *notice* and point out the word *spot*, for example.



- Elicit some more time conjunctions from students, eg *before, after, since, until*, etc.
- Ask students which conjunction is used to: add something (*and*), make a contrast (*but*), say the result of something (*so*).

**3b**

- Read out the instructions then ask students to look for the different ways of avoiding repetition in the story.
- Let students compare their answers in pairs before you check them in open class.
- When discussing the answers to task 1, draw students' attention to the **Get it right** box. Remind them that when the subject and object of the verb are the same person, we use reflexive pronouns (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*).

**Fast finishers**

Ask fast finishers to look back at the text and write down any synonyms they can think of for particular words or expressions, eg *odd – strange, reception – lobby, corridor – passage*, etc.

**ANSWERS**

- 1 *My* phone alarm beeped. I took a last look at *myself* in the hotel mirror. 'Who are *you*?' I thought, hardly recognising the odd, pale figure staring back at *me*.
- 2 limousine, limo, black stretch limo, spacecraft
- 3 crept, pulled up, cruised
- 4 ... the reception area *so* we took the lift ...  
... they'd spotted me *but* then they ...
- 5 *While* we were waiting ...  
*Before* I had time to congratulate myself ...  
I replied *as* the black stretch limo ...  
Angie laughed *when* we arrived at the stadium.
- 6 simile: like a spacecraft from my favourite science fiction film  
idiom: Break a leg

**PRACTISE**

- 4
  - Nominate a student to read the task instructions.
  - Give students 10 minutes to rewrite the text.
  - Circulate and offer suggestions and support.
  - Ask students to compare their texts in pairs and notice similarities and differences.
  - Write the suggested answer on the board and go through it with students, pointing out where tips from the **HOW TO** box have been used.

**SUGGESTED ANSWER**

Angie phoned me two days later to say that *Rolling Stone* magazine wanted to interview me. The reporter drove to my house the next day. A photographer came with her and we all walked in the garden while the photographer took photos of me. After some lunch, the reporter asked me questions.

**PLAN, WRITE AND CHECK****5**

- Explain the task and ask students to dedicate five minutes to planning and making notes.
- Circulate and chat to them about their ideas offering advice and feedback. Remember that many teenagers find it difficult to invent fantasy stories, so be prepared to offer as much help as required.
- Encourage them to use dictionaries and thesauruses if these are available. (See Teaching Tips, *Getting the most out of dictionaries*, page 29).

**6**

- Set a time limit of 10 minutes for the writing stage and suggest a word limit of 180 words.
- Remind students to pay particular attention to avoiding repetition in their stories and encourage them to use the tips in the **HOW TO** box.
- Insist that students check their work before finishing. Give them a checklist to think about, eg  
*Can the reader follow the story?*  
*Is there any unnecessary repetition?*  
*Is the spelling correct?*  
*Are there any grammar errors?*  
*Are the parts of the story linked clearly with conjunctions?*

**SHARE AND REVIEW****7**

- Ask students to swap their stories with a partner.
- Have them talk about each other's stories and say what they liked. Ask them to answer the questions from Exercise 2 with reference to their partner's story.
- Encourage them to point out sections in the stories where their partner avoided repetition.

**Extra activity**

Ask students to role-play the interview between the music star and the *Rolling Stone* reporter.

**Homework**

Ask students to write another episode in the life of the music star featured in exercises 2 and 4. Tell them to think of a different situation the star finds himself/herself in and to write 180 words telling the story. Remind them to avoid repetition and to use the ideas from the **HOW TO** box to make their writing more interesting. At the start of the next lesson, ask students to recount their episodes to each other in pairs. Monitor to check for accuracy and good use of English.

## VOCABULARY Types of story

1

- Check the meaning of the page title: *Instant Story Generator* (a machine or mechanism for creating a story).
- Nominate students to read out the four steps proposed to generate a story.
- Check the meaning of *backstory* (details about the life of a character before a story begins).
- Ask students to complete the types of story by adding in vowels.
- Check answers and have students test each other in pairs by taking turns to give definitions and say the type of story.

### ANSWERS

1 epic 2 fable 3 fairy tale 4 folk tale 5 legend  
6 myth 7 saga 8 tale 9 tall story  
10 urban legend

## Character adjectives

2

- Ask students to match the adjectives to the questions.
- Check answers in open class.
- Play *Pronunciation Mountain* using the adjectives. (See Teaching Tips, page 32.)

### ANSWERS

1 open 2 sensitive 3 temperamental 4 inventive  
5 reserved 6 outgoing 7 practical 8 creative  
9 sensible 10 tactful

## GRAMMAR Narrative tenses review

3

- Explain to students that there are two suggested ways to start a story in the box.
- Ask them to complete the story openings by writing the verbs in the correct narrative tense.
- Let them compare their answers in pairs before you check them in open class.

### Alternative procedure: less confident classes

Review the form of the different tenses on the board before students begin the task.

### Fast finishers

Ask fast finishers to add a sentence to each of the two story openings.

### ANSWERS

1 was walking 2 heard 3 was looking 4 had made  
5 felt 6 had visited 7 hadn't been feeling  
8 had come

## Used to and would

4

- Write this on the board: *would(n't)* is used to talk about habits/states in the past.
- Elicit from students which of the underlined words should be erased (*states*).
- Ask students to complete the backstory for Janet using *would/wouldn't* or the correct form of *used to*.
- Before checking answers in open class, ask students to compare what they have written and give reasons for their answers.

### ANSWERS

1 wouldn't talk 2 did you use to do 3 would smile  
4 didn't use to call 5 used to live  
6 would go running / used to go running 7 would think

## Extra Resources

Go to the Teacher's Resource Centre at [www.macmillanbeyond.com](http://www.macmillanbeyond.com) for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video worksheets and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- life skills lessons, with full teacher's notes
- Speaking Database materials
- the *Beyond B2* wordlist
- Test Generator for generating/editing grammar and vocabulary tests for Unit 1&2
- downloadable PDF and Word tests for Unit 2 (all skills)
- tips for using the Grammar Database
- extra reading materials
- and more!

Go to the Workbook pages 16–27 for further practice material.