

# Voices

Teacher's Book

4



MACMILLAN

Fiona Mauchline

# 2 Great escapes

## Unit contents

**Vocabulary** Verb collocations; fact and fiction  
**Language Focus** Past simple and past continuous; present perfect  
**Skills** Reading: an article, a newspaper article  
 Listening: a narrative about a fire  
 Speaking: describing experiences  
 Interaction: agreeing and disagreeing  
 Writing: a book review  
**CLIL** PE **Culture Today** Historical re-enactments  
**Exam Builder** Rozumienie tekstu pisanego *dobieranie*

## Vocabulary 1

Verb collocations

- 1 **7.74** Match the verbs from the box with the words below to make phrases. Then listen, check and repeat.

	take	tell	say	make
<u>say</u>	sorry	thank you	a prayer	
<u>make</u>	a decision	a mistake	excuses	
<u>tell</u>	a story	the truth	a lie	
<u>take</u>	a risk	a photo	care	

- 2 Which four expressions are illustrated in pictures 1–4?
- 3 Complete the sentences with the correct form of **say**, **tell**, **make** or **take**.
- Don't make excuses – you need to tidy your room right now!
  - Who took my bag? Are you going to tell me the truth or not?
  - My little sister always says a prayer before she goes to bed.
  - Who's taking care of your cat while you're away?
  - A person who tells lies is a liar.
  - British people are very polite. They always say 'please' and 'thank you'.
  - Don't say 'sorry'! Just don't do it again!
  - If you don't pay more attention, you'll make a mistake in your homework.
  - Excuse me, could you take a photo of us together?
- 4 **Your voice** Ask and answer the questions in pairs.
- Do you often take risks? Give examples.
  - When did you last say 'sorry', and why?

### Exercise 2

- say a prayer
- take a risk
- make a decision
- tell a story

## GUESS

- 1 The illusionist who performed a trick in which he escaped from a cell full of water was:  
 a) Harry Houdini  
 b) Jean Eugene Robert-Houdin  
 c) Ching Ling Foo
- 2 *The Great Escape* is a film based on a true story of soldiers who escaped from a German prison camp. The camp was located in Sagan. Where is it?  
 a) in Switzerland b) in Poland c) in the USA

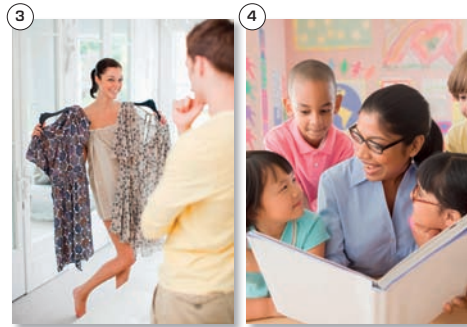
## RECYCLE

Translate the verbs below into Polish. Which four are irregular?  
*fly crash scream fall rescue hit sink destroy*

### RECYCLE

fly – latać,  
 crash – rozbić się,  
 scream – krzyknąć,  
 fall – spaść,  
 rescue – ocalić,  
 hit – uderzyć,  
 sink – tonąć,  
 destroy – zniszczyć

irregular verbs:  
 fly, fall, hit, sink



- What is the biggest decision you have made in your life? Was it the right decision?
- Which stories did your parents or grandparents tell you when you were young?

Vocabulary plus → Workbook p117

20

### Unit objectives

- Vocabulary:** to introduce or revise vocabulary in the topic areas: fact and fiction; verb collocations
- Language focus:** to revise and practise the past simple and the past continuous; to revise and practise the present perfect
- Skills:** to read an article about emergency landing, to read a newspaper article about historical re-enactments, to listen to a narrative about a fire, to describe experiences, to agree and disagree, to write a book review
- CLIL:** to learn about Physical Education; emergency first aid; cardiopulmonary resuscitation
- Culture today:** to learn about historical re-enactments
- Exam:** to read articles, to read for general understanding, to interpret the main idea; task type – matching



**Aim** To meet and practise verb collocations with *say, tell, make* and *take*, in preparation for the reading text.

## Vocabulary 1

### Verb collocations

#### + EXTRA warmer

Ask students to write the alphabet in English down the left-hand side of a page in their notebooks. Set a time limit of 4 minutes for students to write at least one action verb beginning with each letter of the alphabet. Compare verbs as a class. Find out who has thought of the most.

**? GUESS** Ask students to read the quiz questions. Give about 2 minutes to think about and discuss their ideas in pairs. Elicit answers from the class. Ask students if they like watching illusionists' shows. Ask questions like: *Do you like watching illusionists' shows? Do you know any famous illusionists, like David Copperfield? Do you ever wonder how they make their tricks and illusions?*

#### Cultural note

1 Houdini was born in Budapest in 1824. As well as being an escapologist, he was a magician, stunt performer, actor, historian and film producer. His famous escapes include the Handcuff Challenge, the Milk Can and the Suspended Straightjacket Escape. However, his most famous escape was Chinese Water Torture Cell, that is, escaping from a big tank full of water, where he was placed head down, with his feet locked in stocks.

2 *The Great Escape* (1963) tells the story of the attempted mass escape of prisoners in a German POW\* camp during World War II. The camp was located in Sagan – which is the German/French name for Żagań, presently in Lubusz Voivodship. The town became the location of the Stalag Luft III camp for captured airmen. The number of prisoners attempting the escape was 200, of whom 80 managed to leave the camp; 73 were caught, and 50 executed on Hitler's orders. Just 3 successfully escaped, 1 to Gibraltar, and 2 to Sweden. The film was based on a non-fiction book by Paul Brickhill, who had been a prisoner of the camp. The film starred Steve McQueen, James Garner, Charles Bronson and several other famous actors.

\*POW – prisoner of war

**♻️ RECYCLE** Ask students to translate the verbs into Polish. Then ask them to decide which four verbs are irregular. Check as a class.

1 **▶ 1.14** Students match the verbs from the box with the words to make phrases. Check meaning. Play the recording for students to listen and repeat. Check as a class.

#### ▶ 1.14 Audioscript Exercise 1

<i>say sorry</i>	<i>tell a story</i>
<i>say thank you</i>	<i>tell the truth</i>
<i>say a prayer</i>	<i>tell a lie</i>
<i>make a decision</i>	<i>take a risk</i>
<i>make a mistake</i>	<i>take a photo</i>
<i>make excuses</i>	<i>take care</i>

- 2 Tell students to study the expressions and decide which four are shown in the pictures. Elicit answers.
- 3 Students complete the sentences using *say, tell, make* or *take* in the correct form. Check as a class.
- 4 **🗣 Your voice** Tell students to read the questions and think about their answers for a moment. Put students in pairs to take turns asking and answering. Ask selected students for their answers. Discuss as a class.

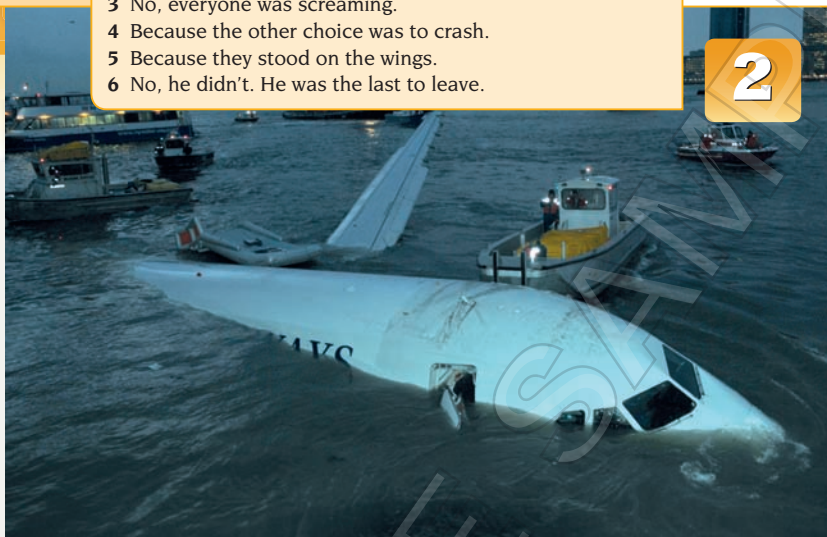
**Homework** → **Workbook p16 and Workbook Vocabulary plus p117**

#### + EXTRA homework

Ask students to write a short composition (50–65 words) based on one of their answers to the questions in exercise 4. Use these texts to make a wall display or include them as part of a class web project.

## Reading

# SPLASH LANDING



2

### Plane crash-lands in New York's Hudson River

- 1 When office workers looked out of their Manhattan skyscrapers, they couldn't believe what was happening down below. A plane was flying incredibly low over the river. But it wasn't out of control – it looked as if it was landing on a runway. Flight 1549 was taking off from LaGuardia airport when it hit a flock of birds. In a terrible coincidence, both engines failed. Less than five minutes later, the plane was in the water. Miraculously, all 155 passengers and crew survived.
- 2 According to passengers, one minute they were going up and the next minute everyone was screaming. A passenger who was sitting near the left engine told reporters that flames were coming out of it. 'I think everyone was saying their prayers,' said one man. 'For a second, I thought I was going to die right there in the plane,' another added. The parents of a three-year-old girl and a nine-month-old baby held their children tight while the plane was going down. 'It's good to be alive,' they said.
- 3 The pilot, Chesley B. Sullenberger, had only two choices: to land on water, or crash. He made a quick decision and managed to land on the busiest part of the Hudson River. Within minutes, 14 boats came to rescue the passengers who were standing on the wings and those who weren't wearing life jackets. A true hero, Sullenberger was the last to leave the sinking plane. One grateful survivor said he spoke to him while they were standing on a rescue raft. 'I said I just want to thank you on behalf of all of us,' he said. Sullenberger was very calm. He just smiled and said 'You're welcome.'

#### Exercise 1

He avoided a plane crash by landing on the Hudson River.

1 ▶ 1.15 Read and listen. Why is Chesley B. Sullenberger a hero?

2 Match headings a–d with paragraphs 1–3. There is one extra heading.

- a) THE RIGHT DECISION
- b) A TERRIBLE COINCIDENCE
- c) IN THE FREEZING WATER
- d) 'BRACE YOURSELVES – WE'RE GOING DOWN!'

3 Words in context Find words and phrases 1–7 in the text and match them with definitions a–g.

- |                    |                |                |
|--------------------|----------------|----------------|
| 1 skyscraper       | 4 coincidence  | 7 on behalf of |
| 2 runway           | 5 miraculously |                |
| 3 flock (of birds) | 6 flame        |                |

- a) in an extremely lucky or unexpected way
- b) a group of birds
- c) a long road used by planes when they land and take off at an airport
- d) the brightly burning gas that you see coming from a fire
- e) as a representative of someone

- f) a situation in which separate things happen by chance at the same time
- g) a very tall building containing offices or flats

4 Read the text again and answer the questions.

- 1 Where did the plane take off?
- 2 Why did the engines fail?
- 3 Were the passengers calm while the plane was coming down?
- 4 Why did the pilot decide to land in the river?
- 5 Why didn't most of the survivors get wet?
- 6 Did the pilot leave the plane as soon as it landed?

5 Work in pairs. Choose one paragraph of the text and tell your partner in Polish what the paragraph is about.

6 Your voice In your opinion, which of these people played a part in avoiding a disaster? Can you think of any other people who were involved?

pilot co-pilot flight attendants passengers  
office workers ferry captains reporters  
police divers the public

#### Exercise 2

- 1 b
- 2 d
- 3 a

#### Exercise 3

- 1 g
- 2 c
- 3 b
- 4 f
- 5 a
- 6 d
- 7 e

**CLIL** Across the curriculum PE → Workbook p136

#### Exercise 6

pilot, co-pilot, flight attendants, ferry captains + Students' own answers.

21



**Aim** To read and answer questions about an incredible plane crash revising the past simple and past continuous in context.

## Reading

### Splash landing

#### + EXTRA warmer

Ask students to work in pairs and test one another in the phrases from Vocabulary 1 section. One student has the book closed and he/she has to give a noun, while the other student gives him/her the verb which collocates with that noun, eg *a mistake – to make, care – to take*, etc. Then they swap roles.

- ▶ **1.15** Ask students to read and listen to the text and find out why Chesley B. Sullenberger is a hero. Check as a class.

#### ▶ **1.15** Audioscript Exercise 1

See *Student's Book* p21.

- Tell students to read the possible headings and check if they understand their meaning. Explain that in this kind of task students have to match the headings with the correct paragraphs. Explain that there is one heading they do not need to use. Ask students to check the answers in pairs. Check as a class.
- Words in context** Ask students to find the seven words and phrases in the text and use the context to help them match the words with their definitions. Check as a class. Additionally, you can ask students to translate the words into Polish. Ask them to compare their answers with a partner. Check as a class.
- Ask students to try to answer the questions from memory. Then tell them to read the text again to find or check their answers. Check as a class.

#### + EXTRA follow-up

Ask fast finishers to write two more questions about the text to ask the class after checking the answers to exercise 4.

- Students work in pairs. Ask them to choose one paragraph and tell their partner in Polish what the paragraph is about.
- 🗣️ **Your voice** Tell students to look at the list of people and decide which of them played a part in avoiding a disaster. Ask them to think about whether anyone else played a part. Then put students in pairs to discuss their opinions. Compare ideas as a class.

#### + EXTRA follow-up

Ask students to write their answers to questions in exercise 6. Alternatively, students can write their partner's answers.

#### CLIL: PE



#### Across the curriculum: PE

If you want to develop this topic further, then go to Workbook p136, with worksheets in the Teacher's Resource File.

#### + EXTRA homework

Put students in pairs to write an imaginary interview between a reporter and one of the people involved in avoiding a disaster, eg one of the cabin crew, a policeman on the river bank, etc. When they've written their interview, ask students to practise it and either perform it for the class, or record it as part of a radio programme.

# 2

## Language Focus 1

Past simple and past continuous

1 Look at the table and complete rules 1–3. Write: past simple or past continuous.

PAST SIMPLE	PAST CONTINUOUS
+ All the passengers and crew <b>survived</b> .	+ The plane <b>was flying</b> very low.
- Most of the survivors <b>didn't get</b> wet.	- Some people <b>weren't wearing</b> life jackets.
? <b>Did both engines fail?</b> Yes, they <b>did</b> . / No, they <b>didn't</b> .	? <b>Were people screaming?</b> Yes, they <b>were</b> . / No, they <b>weren't</b> .

The plane **was taking off** when it **hit** a flock of birds.  
One survivor **spoke** to the pilot while they **were standing** on a rescue raft.

- We use the \_\_\_\_\_ to talk about actions in progress at a particular time in the past.
- We use the \_\_\_\_\_ to talk about events in the past.
- We usually use the \_\_\_\_\_ after *while* and the \_\_\_\_\_ after *when*.

2 Choose the correct words.

- We were reading the article when the class **was finishing / finished**.
- I used a dictionary while I **read / was reading** the article for the first time.
- What were you doing when this class **began / was beginning**?
- I wasn't listening while the teacher **explained / was explaining** our homework.
- Did you do your homework on the bus while you **came / were coming** to school?

3 Complete the text. Use the past simple or the past continuous form of the verbs in brackets.

### What a hero!



Captain Chesley B. Sullenberger clearly never loses his calm. He (1) \_\_\_\_\_ (know) that something was wrong while Flight 1549 (2) \_\_\_\_\_ (take off), but he (3) \_\_\_\_\_ (not panic). After landing successfully in the Hudson River, the pilot (4) \_\_\_\_\_ (become) a national hero.

While Sullenberger (5) \_\_\_\_\_ (rest) after the extraordinary events, his wife and daughters talked to reporters outside their home. Kate, 16, and Kelly, 14, (6) \_\_\_\_\_ (say) they were 'very proud' of their dad.

Meanwhile, their father received an interesting phone call from the director of Virgin Atlantic, Sir Richard Branson. While he (7) \_\_\_\_\_ (watch) Sullenberger on the news, Branson (8) \_\_\_\_\_ (decide) to offer him a job as the captain of his new intergalactic spaceship!

22

#### Exercise 3

- |                  |                |
|------------------|----------------|
| 1 knew           | 5 was resting  |
| 2 was taking off | 6 said         |
| 3 didn't panic   | 7 was watching |
| 4 became         | 8 decided      |

#### Exercise 4

- What were you doing at nine o'clock last night?
- What time did you get up?
- What were you doing when the teacher arrived?
- When did you come to this school?
- What did you watch on TV last night?

#### Exercise 1

- past continuous
- past simple
- past continuous, past simple

4 Write questions about the information in bold.

I went to **the USA** last summer.  
*Where did you go last summer?*

- I **was doing my homework** at nine o'clock last night.
- I got up at **half past seven**.
- We **were sitting quietly** when the teacher arrived.
- We came to this school **three years ago**.
- I watched a **disaster film** on TV last night.

5 **Your voice** Work in pairs. Ask and answer the questions in exercise 4.

6 **PRONUNCIATION:** /d/ /t/ /ɪd/

a) **1.16** Read the rules. Then listen and repeat the verbs.

The pronunciation of *-ed* depends on the spelling. When the verb ends in:

- a voiced sound, it is pronounced /d/.
- a voiceless sound, the *-ed* ending is pronounced /t/.
- t or -d, it is pronounced /ɪd/.

/d/	/t/	/ɪd/
failed	looked	landed
smiled	crashed	waited

b) **1.17** Listen and match these verbs to the pronunciation categories in exercise 6a.

watched survived wanted screamed  
worked visited

#### Exercise 6b

- |      |                                    |
|------|------------------------------------|
| /d/  | failed, smiled, survived, screamed |
| /t/  | looked, crashed, watched, worked   |
| /ɪd/ | landed, waited, wanted, visited    |



**Aim** To review and practise the past simple and past continuous, and then to contrast them.  
To review the pronunciation of -ed endings.

## Language Focus 1

### Past simple and past continuous

#### + EXTRA warmer

Ask students to close their books and put them in pairs. Tell them to take turns retelling the story about splash landing from p21. After 3–4 minutes elicit the whole story from students.

- 1 Tell students they are going to revise the past simple and past continuous. Ask them to read the example sentences and complete the rules with past simple or past continuous. Check as a class. Elicit how to say example sentences in Polish.
- 2 Tell students to read the sentences and choose the correct words. Check as a class.
- 3 Ask students to read the text about Captain Sullenberger and complete it with the correct forms of the verbs. Tell students to compare their answers in pairs. Check as a class.

#### + EXTRA follow-up

Ask fast finishers to memorize as much as they can about Captain Sullenberger, then close their books and write about him in as much detail as possible. Ask them to read out their texts for their classmates to decide who remembered the most.

- 4 Ask students to look at the example and write suitable questions for the answers, using the past simple or past continuous. Compare answers as a class.
- 5 **Your voice** Put students in pairs to take turns asking and answering the questions in exercise 4. Encourage them to give as much detail as possible in their answers and to continue the conversation by adding more questions.

### Pronunciation /d/ /t/ /ɪd/

**6a** **1.16** Ask students to read the rules. Play the recording for students to listen and repeat the verbs.

#### **1.16** Audioscript Exercise 6a

/d/ failed, smiled  
/t/ looked, crashed  
/ɪd/ landed, waited

**6b** **1.17** Ask students to work out which column in the table each verb should go in. Play the recording for students to listen and check.

#### **1.17** Audioscript Exercise 6b

watched, survived, wanted, screamed, worked, visited

### Homework → Workbook p17

#### + EXTRA homework

Ask students to write their partner's answers to the questions in exercise 4.

## Listening

1 1.18 Listen to a narrative about a fire. Which headline best describes the story?

- a Teen rescues neighbours from inferno
- b Family survives devastating fire
- c Neighbour starts house fire

2 Listen again and order the pictures according to the narrative.



### Exercise 2

- 1 b
- 2 d
- 3 a
- 4 c

3 Decide if the sentences are true (T) or false (F). Correct the false sentences.

- 1 The fire started in the middle of the day. **F**
- 2 Rachel smashed the window with a chair. **F**
- 3 Joe and Rachel jumped onto the garage roof. **T**
- 4 It was Joe's idea to get the trampoline. **F**
- 5 Rachel, Joe and their mum all escaped without injury. **T**
- 6 Their next-door neighbour died in the fire. **F**

### Exercise 3

- 1 F – The fire started about midnight.
- 2 F – Joe smashed the window.
- 3 T
- 4 F – It was Rachel's idea.
- 5 T
- 6 F – She went to hospital in an ambulance.

### Exercise 4

- |               |                 |                   |
|---------------|-----------------|-------------------|
| 1 role-play   | 4 fantasy       | 8 textbook        |
| 2 news report | 5 comic         | 9 science fiction |
| 3 biography   | 6 autobiography | 10 film script    |
|               | 7 legend        | 11 best-seller    |

2

## Vocabulary 2

Fact and fiction

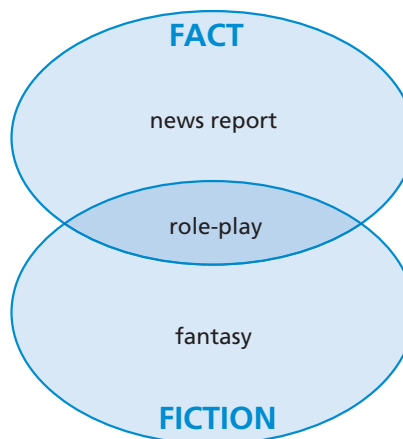
4 Match the words from the box with their definitions.

biography legend comic news report  
fantasy film script best-seller autobiography  
science fiction textbook role-play

- 1 a sketch or a script to act out
- 2 a piece of writing in a newspaper about something that has just happened
- 3 a book which someone writes about someone else's life
- 4 a book or a film about an unreal and imaginary world which is very different from real life
- 5 a magazine with stories told in a series of drawings
- 6 a book which someone writes about their own life
- 7 a traditional story about famous people and events, similar to a myth
- 8 a book with information about a subject that people study
- 9 a book or a film about imaginary future events, often about space travel and life on other planets
- 10 a text which shows actors what their characters must say
- 11 a book that many people buy

5 1.19 Listen, check and repeat.

6 Are the words in exercise 4 related to fact or fiction? Complete the diagram.



### Exercise 6

- Fact**  
news report,  
biography  
autobiography  
textbook
- Fact/Fiction**  
role-play  
legend  
film script  
best-seller
- Fiction**  
comic  
fantasy  
science fiction

7 Your voice Ask and answer the questions.

- 1 Do you ever play role-play games? What kind?
- 2 Do you like science fiction films? Why / Why not?
- 3 Which books are best-sellers at the moment in Poland?
- 4 Which comics did you read when you were younger?
- 5 What is your favourite school textbook?

23



**Aim** To listen to a narrative about a fire. To meet and practise vocabulary related to fact and fiction.

## Listening

### A narrative about a fire

#### + EXTRA warmer

Write on the board: *What were you doing when the storm started?* Ask students to take turns asking and answering similar questions, paying attention to the correct use of the tenses. Suggest possible options, eg ...*when you heard a noise*, ...*when I phoned you*, etc. Ask selected students to ask their questions to students they point.

- 1 **▶ 1.18** Tell students to read the headlines. Brainstorm words they expect to hear in the recording and write them on the board. Allow students time to copy any new words in their notebooks. Play the recording for students to choose the best headline.

#### ▶ 1.18 Audioscript Exercise 1

*I was sleeping when it all started – it was about midnight. The first thing I knew, my sister Rachel was shaking me, screaming: 'Joe, Joe!' I could see smoke pouring into the room – thick, dark smoke. And it was so hot! Rachel was trying to open the window, but she couldn't find the key. And then it all happened so quickly. Suddenly I saw the flames – like a wall of fire outside my room. I knew Mum was upstairs, but we couldn't go and find her 'cause of the flames. So I just grabbed my chair and shouted at Rachel to get out the way. I smashed the chair against the window and the glass went everywhere. Then I climbed onto the window sill – the garage roof was about three metres down – and that was our only way out. Rachel jumped first and then I did. Luckily we were both OK – so we climbed down and ran into the garden. At that moment, we heard the fire engines – they were just coming round the corner. We were still thinking about Mum when suddenly we heard her, and looked up. She was standing on her window sill, looking down. It was a really long way down from there, but my sister had a great idea. We've got one of those trampolines, you know, in our garden, and she was pulling it over towards the house. Mum jumped! It was amazing, like something in a film! She was hysterical, it was really horrible – but at least we were all OK. You could see the fire burning next door – we live in a semi – and two firemen just broke down their front door. Our neighbour was still in there, but the firemen were just in time. They carried her out and she went to hospital in an ambulance. We still don't know what caused the fire, but they're investigating it now. All I know is that we all had a very lucky escape!*

- 2 **▶ 1.18** Ask students to look at the pictures and try to put them in order from memory. Then play the recording again for students to check. Check as a class.

- 3 Ask students to read the sentences and decide if they are true or false. Tell them to correct the false sentences. Students compare their answers in pairs. Check as a class.

#### + EXTRA follow-up

Ask students, working individually or in pairs, to write the story as a newspaper article to go with the headline from exercise 1.

## Vocabulary 2

### Fact and fiction

- 4 Students read the words in the box and match them with their definitions.
- 5 **▶ 1.19** Play the recording for students to listen, check and repeat.

#### ▶ 1.19 Audioscript Exercise 5

1 role-play, 2 news report, 3 biography, 4 fantasy, 5 comic, 6 autobiography, 7 legend, 8 textbook, 9 science fiction, 10 film script, 11 best-seller

- 6 Ask students to complete the diagram using the words from exercise 4. Compare diagrams as a class. Ask a volunteer to draw the diagram on the board.

#### + EXTRA extension

Ask students to write the words from exercise 4 in their order of preference, with an example of their favourite for each if possible. Ask students to compare lists in pairs, explaining their reasons.

- 7 **▶ Your voice** Ask students to read the questions and think about their answers for a moment. Then put students in pairs to take turns asking and answering the questions.

### Homework → Workbook p18

#### + EXTRA extension

Ask students to write their answers to questions in exercise 7. Alternatively, you can ask them to write their partner's answers.

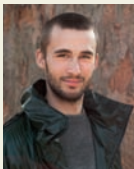
## Culture Today

### Historical re-enactments

Historical re-enactments are a type of role-play where people re-create a historical event or period. They are very popular in Britain. If you visit a castle, you can sometimes watch medieval jousting or look around a medieval market.

# Escape from reality ... into the past

## Let the battle begin!



**Max Hobbs reports from the front line**

The air is heavy with the smell of gunpowder, and there are blood-stained bodies all around me. Suddenly, I hear the tremendous 'boom' of a cannon, and smoke fills my eyes. In the distance I can just see a soldier on horseback – and he's coming right for me.

My heart is beating like a drum, and I've never felt so afraid ...

Fortunately, of course, the blood I can see is all make-up, and this battle is not for real. I've come here to experience a historical re-enactment of the English Civil War. Role-play enthusiast Simon Lowe has agreed to be my guide for the day. He's brought me a spare costume – short wool trousers, a cotton shirt, a leather tunic and a musket, which is the kind of gun they used in the 17th century. We certainly look like characters in a film.

This is quite an unusual way to spend the weekend, so I'm keen to ask Simon how he got involved. 'I've always been interested in



history,' he told me. 'When I was young, my parents took me to the re-enactment of a Viking battle, and it was amazing – really dramatic! It's just something that I've always wanted to do. And I've met some great people here – including my girlfriend.'

After the battle, Simon introduces me to some other members of the group.

On Monday morning they'll be back in the office or in the classroom, but for now they're enjoying their lives as 17th century soldiers and peasants. When the time comes for me to say goodbye and step back into the modern world, I feel quite sad. I've had a great time, and I've learnt more about history than I ever would in a textbook!



### 1 1.20 Read and listen.

Choose the correct answers.

- The text is ...
  - a biography of a 17th century soldier.
  - an article for a magazine.
- This re-enactment is based on ...
  - the true story of the English Civil War.
  - a legend about a Viking battle.

### 2 Words in context Find words and phrases 1–6 in the texts and match them with definitions a–f.

- |            |              |                |
|------------|--------------|----------------|
| 1 medieval | 3 tremendous | 5 peasant      |
| 2 jousting | 4 cannon     | 6 to step back |
- to move back
  - a large powerful gun used in the past which shot big metal balls
  - relating to the period of European history between about 1000 AD and 1500 AD
  - a person in the past who worked on a farm
  - extremely good, strong or big
  - fighting by riding on horseback towards each other and trying to hit each other with a lance

### 3 Decide if the sentences are true (T) or false (F). Find evidence in the text.

- The participants of the re-enactment are wearing 19th century clothes.
- They're making a film about the Civil War.
- Simon saw a re-enacted Viking battle when he was a child.
- Simon's girlfriend isn't interested in historical re-enactments.
- The writer feels that historical re-enactments are a good way to learn about history.

### 4 Your voice Work in groups. Ask and answer the questions.

- Do you think this is a good way to 'escape reality'? Why / Why not?
- What other ways can you think of?

...the BIG DEBATE! > Workbook p126

#### Exercise 2

- c
- f
- e
- b
- d
- a

#### Exercise 3

- F – They are wearing costumes based on 17th-century clothes: short wool trousers, a cotton shirt, a leather tunic and a musket, which is the kind of gun they used in the 17th century.
- F – They're re-enacting the English Civil War: I've come here to experience a historical re-enactment of the English Civil War.
- T – When I was young, my parents took me to the re-enactment of a Viking battle.
- F – He's met his girlfriend at the re-enactment: And I've met some great people here – including my girlfriend.
- T – I've learnt more about history than I ever would in a textbook!



**Aim** To read and answer questions about a historical re-enactment of the English Civil War.  
To discuss ways of escaping reality.

## Culture Today

### Escape from reality – into the past

#### + EXTRA warmer

Write the word MEDIEVAL in the middle of the board. Brainstorm words students associate with this word and write them around it on the board, eg *knight, armour*. Leave this mind-map on the board for later. Answer any vocabulary queries and allow students time to copy any new words in their notebooks.

- 1 1.20 Ask students to look at the pictures and tell you if any of the things on the board from the extra warmer are in the pictures. Play the recording for students to read and listen to the text to choose the correct answers to the questions 1–2. Check as a class.

#### 1.20 Audioscript Exercise 1

See *Student's Book* p24.

- 2 **Words in context** Ask students to find the six words/phrases in the text and use the context to help them match these words/phrases with their definitions. Check as a class.  
Additionally, you can ask students to translate the words into Polish. Ask them to compare their answers with a partner. Check as a class.
- 3 Ask students to read the sentences and try to remember if they are true or false. Then tell them to read the text again to check and find evidence for their answers. Check as a class.

#### + EXTRA follow-up

Ask fast finishers to write two more *true/false* sentences about the text for classmates to solve.

- 4 **Your voice** Ask students to read the questions and check their meaning. Students work in groups of 3 or 4 taking turns asking and answering the questions, giving as many details as possible. Monitor the activity. After 3–4 minutes discuss the answers as a class.

#### + EXTRA extension

Put students in pairs and ask them to put their answers to exercise 4, question 2, in order of preference. Students then produce an 'advice' poster recommending their top three ways of escaping reality. Ask them to illustrate their ideas with photographs or drawings, and to use decorative writing or different fonts and colours to make their posters attractive. Use the posters to make a wall display.



#### the BIG DEBATE: Should historical re-enactments be a compulsory part of education?

If you want to develop the topic of historical re-enactments further and have a class debate, then go to Workbook p126, with worksheets in the Teacher's Resource File.

#### + EXTRA follow-up / homework

Ask students to write a summary of their opinion from exercise 4.

### Exercise 1

- 1 The auxiliary is *has*, not *have*.
- 2 had, done, learnt
- 3 We use *ever* to ask questions about experiences at any time so far.
- 4 No, we don't.

## Language Focus 2

### Present perfect

- 1 Read the examples in the table and answer the questions.

#### PRESENT PERFECT

**+** I **have had** ('ve had) a great time.  
Simon **has agreed** ('s agreed) to be my guide.

**-** These 'soldiers' **haven't killed** anyone.  
Max **hasn't done** this before.

**?** **Have** you (ever) **watched** a re-enactment?  
**Has** Max **learnt** a lot about history?  
Yes, I **have**. / No, I **haven't**.  
Yes, he **has**. / No, he **hasn't**.

- 1 How is the third person form different?
- 2 Which past participles are irregular?
- 3 When do we use *ever*?
- 4 Do we use the past participle in short answers?

### LOOK

#### Present perfect: use

Read the examples and circle the correct words in the rules.

We use the present perfect for:

- a) actions that started in the past and have haven't finished.  
I've always been interested in history. (and I'm still interested now)
- b) actions that finished / didn't finish in the past but are relevant now.  
I've met some great people. (and we know each other now)

- 2 Complete the text with the present perfect form of the verbs in brackets.

Role-playing history is something which (1) has become (become) increasingly popular over recent years. Thousands of people (2) have joined (join) many different groups since the first re-enactment society began in the 1960s. Rob Smith (3) has been (be) a member of his local club for two years. He (4) hasn't always been (not be) a role-play fan, but now he loves it. 'In addition to the battles, we (5) 've visited (visit) a lot of schools, too', he explains. Groups like this (6) have brought (bring) English history to life for school students around the country.



### Exercise 3

- 1 Have you ever studied English history?
- 2 Has your father ever visited Britain?
- 3 Have you ever read a historical novel?
- 4 Have your friends ever given you computer games for your birthday?

# 2

- 3 Write questions. Use the present perfect and *ever*.

you / play a role-play game?

*Have you ever played a role-play game?*

- 1 you / study English history?
- 2 your father / visit Britain?
- 3 you / read a historical novel?
- 4 your friends / give you computer games for your birthday?

## Speaking

- 4 Work in pairs. Ask and answer the questions in exercise 3. Use short answers.

## Book corner



### Unit grammar check

- 1 Choose the correct answers.

#### *The Treasure of Monte Cristo*

(1) Have you heard / Did you hear of the French writer Alexandre Dumas? I (2) has read / 've read 'The Three Musketeers', and now I'm reading 'The Treasure of Monte Cristo'. It's a great story. It's about a man called Edmond Dantès who goes to prison for a crime which he (3) wasn't committing / didn't commit. Before he went to prison, Dantès was a good man, with a beautiful fiancée called Mercédès. But when he finally managed to escape from prison, he (4) has wanted / wanted to take revenge on his enemies. So, how (5) was he escaping / did he escape? Well, (6) when / while he was doing his time in prison, Dantès (7) was meeting / met an old priest called Abbé Faria. They became good friends, and one day Abbé Faria said: 'If you ever escape from here, go and find my fortune. I (8) was hiding / 've hidden it on the island of Monte Cristo. Keep it – it's yours!' Later, Dantès escaped and he (9) found / was finding the treasure. Then he (10) went / has gone to find the men who sent him to prison, and to look for Mercédès.

- 2 1.21 Listen and check.



*The Treasure of Monte Cristo*  
by Alexandre Dumas

# 25

**Aim** To review and practise the present perfect. To review the grammar in Unit 2 working with a text about *The Treasure of Monte Cristo* by Alexandre Dumas.

## Language Focus 2

### Present perfect

#### + EXTRA warmer / lead-in

On the board write: *I bought a new bike last year.* *I have bought a new bike.* Elicit from students why the first sentence is in past simple (because it is definitely about the past) and what the other tense is (present perfect). Elicit some more examples of sentences in present perfect.

- 1 Ask students to read the examples and answer the questions. Check answers as a class.

**LOOK** Ask students to read the information in the LOOK box. Tell them to read the examples and circle the correct words in the rules. Check answers as a class.

- 2 Tell students to read the text and complete it with the present perfect form of the verbs in brackets, referring to the irregular verb list on p138, if necessary. Check as a class.
- 3 Ask students to write questions from the prompts, using the present perfect form of the verbs and *ever*, as shown in the example.

### Speaking

- 4 Put students in pairs to take turns asking and answering the questions in exercise 3. Tell them to use short answers. Encourage students to continue the dialogues, asking them additional questions (e.g. *What is your favourite game? Do you like historical novels?* etc). Ask selected students to report back to the class with their partner's answers.

### Unit grammar check

- 1 Ask students to read the text quickly. Elicit who or what it's about. Then ask them to choose the correct words to complete the text.

#### + EXTRA extension

Ask fast finishers to look for words in the text that are similar to words in their own language, and then find out if the meaning is similar or different, using dictionaries if necessary.

- 2 **1.21** Play the recording for students to listen and check their answers to exercise 1.

#### **1.21** Audioscript Exercise 2

##### *The Treasure of Monte Cristo*

**Have you heard** of the French writer Alexandre Dumas? *I've read 'Three Musketeers', and now I'm reading 'The Treasure of Monte Cristo'. It's a great story. It's about a man called Edmond Dantès who goes to prison for a crime which he **didn't** commit. Before he went to prison, Dantès was a good man, with a beautiful fiancée called Mercédès. But when he finally managed to escape from prison, he **wanted** to take revenge on his enemies. So, how **did he escape**? Well, **while** he was doing his time in prison, Dantès **met** an old priest called Abbé Faria. They became good friends, and one day Abbé Faria said: 'If you ever escape from here, go and find my fortune. I've **hidden** it on the island of Monte Cristo. Keep it – it's yours!' Later, Dantès escaped and he **found** the treasure. Then he **went** to find the men who sent him to prison, and to look for Mercédès.*

### Homework → Workbook p19 and Workbook Grammar bank pp100–101



#### Book corner

*The Treasure of Monte Cristo* was, along with *The Three Musketeers*, one of Alexandre Dumas' most successful novels. It was originally published in 18 instalments between 1844 and 1846. The story has become popular and Arturo Pérez-Reverte wrote *The Queen of the South* as a modern-day version with a female protagonist. Film versions include a 1998 film with Gérard Depardieu as Dantès.

#### + EXTRA homework

Ask students to find out more about Alexandre Dumas and his life or works to share with their classmates in the next lesson.

### Exercise 1

- 1 Because he was doing a project about escapology and illusionism.
- 2 He was an escape artist and magician.
- 3 Yes, he would.

# 2

## Writing Dossier

A book review

### 1 Read the review and answer the questions.

- 1 Why did Tom read this book?
- 2 Who was Harry Houdini?
- 3 Would Tom recommend the book?

#### Book review

The last book that I read was called *Escape! The Story of the Great Houdini*. It's by an American author called Sid Fleischman. I got this book out of the school library because we were doing a project about escapology and illusionism.

*Escape!* is a biography about the famous escape artist and magician Harry Houdini, and it provides lots of fascinating information about his life. It also describes his famous acts in detail, and considers his success in both Europe and the USA. There are lots of great photos in the book, too.

This book was useful for my project, but it was also very enjoyable. The author is a magician as well as a writer, and he really brought Houdini to life for me. I'd definitely recommend this book to anyone who is interested in learning more about the history of the 'Great Houdini'.

Tom Hutchinson



## Writing Plan

### 1 When planning a book review answer these questions.

- 1 What was the last book you read?
- 2 Why did you read it?
- 3 What kind of book is it?
- 4 What is it about?
- 5 Has it got any pictures?
- 6 Did you enjoy it? Why / Why not?

### 2 Write your book review. Organise it into three paragraphs.

- Give the book title, the author, reasons for reading it.
- Give the book type, write what it is about and if it includes pictures.
- Give your opinion of the book.

#### Check your writing:

- ✓ check word order for subject + verb + object
- ✓ check word order for adjectives and adverbs
- ✓ check the past tense verbs



### TIP

Gdy piszesz recenzję książki, pamiętaj, aby zarysować jej treść (przy użyciu czasu *present simple*) oraz wyrazić swoją opinię na jej temat.



### LOOK

#### Word order

Look at the sentences and match them with the correct word order.

- 1 We were doing a project.
- 2 It was useful for my project.
- 3 There are lots of great photos.
- 4 It was very enjoyable.

- a) be + adjective
- b) adjective + noun
- c) adverb of degree + adjective
- d) subject + verb + object

#### LOOK!

- 1 d
- 2 a
- 3 b
- 4 c

### 2 Order the words to make sentences.

- 1 wrote / Tom / review / a / book .
- 2 very / a / Houdini / was / escapologist / successful .
- 3 this / book / wrote / Sid Fleischman .
- 4 fascinating / It / book / a / is .
- 5 were / The / amazing / photos .

# 26

### Exercise 2

- 1 Tom wrote a book review.
- 2 Houdini was a very successful escapologist.
- 3 Sid Fleischman wrote this book.
- 4 It is a fascinating book.
- 5 The photos were amazing.



**Aim** To write a book review, after reading a model and practising word order.

## Writing Dossier

### A book review

#### + EXTRA warmer

Ask students to work in pairs and test one another in the participle forms of the verbs. One student calls out a verb and the other writes the participle in their notebooks. After 6–8 verbs they swap roles. Then they check the forms and spelling. The student(s) who will have the biggest number of the participle forms spelled correctly is (are) the winner(s).

- 1 Tell students to read the review and answer the questions. Check as a class. Ask students if they think they would enjoy the book.

**LOOK** Ask students to read the information in the LOOK box. Explain that the information refers to word order. Students read the example sentences and match them with the correct word order. Check answers as a class.

- 2 Ask students to order the words to make correct sentences. Let them check the answers in pairs. Check as a class.

### Writing Plan

- 1 Ask students to think about a book they have read recently. Tell them to read the questions and think about the answers, trying to recall as many details as possible. Put students in pairs and ask them to take turns asking and answering the questions.
- 2 Students write a first version of their review, organising the information into three paragraphs – as shown. When students have written their reviews, ask them to look at the checklist and use the points to proofread the texts and improve the content. Explain that they should check word order for: subject + verb + object, and also for adjectives and adverbs. They should also check the past tense verbs.

**TIP** Go through the TIP box with students. Explain that when they write a book review, they should briefly summarize the plot using the present simple and then to express their opinion about the book.

**Homework** → **Workbook p20**

#### + EXTRA homework

Ask students to think about another book they have read and write a second book review, following the steps in the Writing Plan.

### Exercise 1

- 1 *The Lord of the Rings*.
- 2 Students' own answers.
- 3 There are films based on all the books.

## Language in Action

Agreeing and disagreeing

### 1 Look at the list of Top Five books and answer the questions.

- 1 Which is the most popular book?
- 2 Have you read any of these books?
- 3 Do you know if there are films based on any of these books?

### TOP FIVE BOOKS FOR 15-17-YEAR-OLDS (as voted by YOU)!

- 1 *The Lord of the Rings* by JRR Tolkien
- 2 *The Hitchhiker's Guide to the Galaxy* by Douglas Adams
- 3 *Twilight* by Stephanie Meyer
- 4 *The Hunger Games Trilogy* by Suzanne Collins
- 5 *City of Bones* by Cassandra Clare

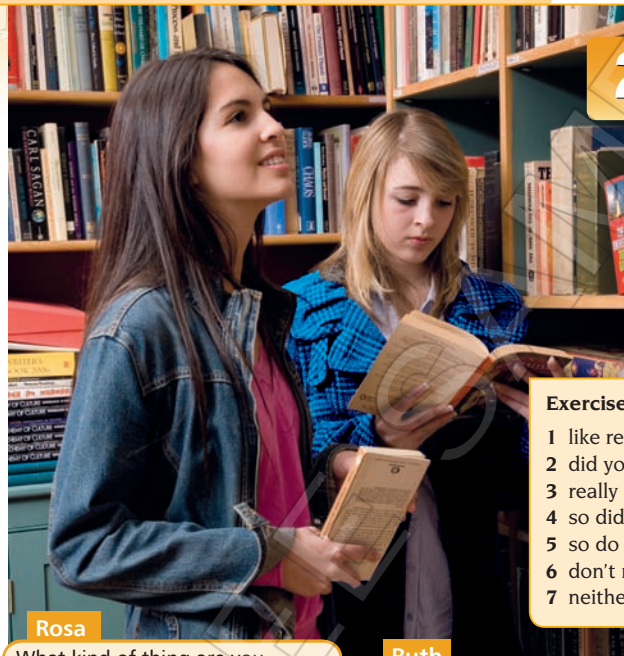
### Exercise 2

*The Hitchhiker's Guide to the Galaxy*.

### 2 ▶ 1.22 Listen to the dialogue in which Ruth is choosing a book at the library. Which book does she choose?

### 3 Read the dialogue between Rosa and Ruth and fill in the gaps with the correct words.

### 4 ▶ 1.22 Listen again and check your answers. Then read the dialogue in pairs.



2

### Exercise 3

- 1 like reading
- 2 did you think of
- 3 really enjoyed
- 4 so did I
- 5 so do I
- 6 don't really like
- 7 neither do I

Rosa

What kind of thing are you looking for?

How about *The Lord of the Rings* trilogy?

What (2) \_\_\_\_\_ them?

Yes, (4) \_\_\_\_\_. It took me ages, though. I read quite slowly.

This one looks good.

No, (7) \_\_\_\_\_. But it looks quite good.

Ruth

Well, I (1) \_\_\_\_\_ fantasy books.

Oh, I read them last year.

They were good. I (3) \_\_\_\_\_ them.

Yes, (5) \_\_\_\_\_.

*The Hitchhiker's Guide to the Galaxy*? I (6) \_\_\_\_\_ science fiction books.

Hmm. I think I'll try it.

## LOOK

### So and neither

Look at the mini-dialogues and complete the rules below.

present	past
A I really like reading. B So do I.	A I enjoyed reading <i>The Lord of the Rings</i> . B So did I.
A I don't really like love stories. B Neither do I.	A I didn't really like that book about vampires. B Neither did I.

- If we agree with the speaker's positive sentence, we use **so** + auxiliary + *I*.
- If the sentence is negative, we use **neither** + auxiliary + *I*.

### 5 Choose the correct responses.

- 1 A What did you think of it?  
B (I really enjoyed it) / Neither did I.
- 2 A I didn't really enjoy *City of Bones*.  
B I didn't really like it. / (Neither did I)
- 3 A I really like fantasy.  
B (So do I) / Neither do I.
- 4 A It looks quite good.  
B (I think I'll try it.) / Yes, so do I.
- 5 A I haven't read that book yet.  
B Neither do I. / (Neither have I)

### 6 Make a list of your 'Top Five' books. Work with a partner. Complete the dialogue using the phrases from exercises 3 and 5.

- A What kind of thing are you looking for?  
B Well, I like reading (1) \_\_\_\_\_.
- A So (2) \_\_\_\_\_.
- B Have you read (3) \_\_\_\_\_, then?  
A Yes, I read it (4) \_\_\_\_\_. I (5) \_\_\_\_\_ it.  
B (6) \_\_\_\_\_ did I. It took me (7) \_\_\_\_\_ it. I read quite (8) \_\_\_\_\_.
- A This one looks good.  
B (9) \_\_\_\_\_? I don't really like (10) \_\_\_\_\_.
- A No, (11) \_\_\_\_\_. But it looks good.  
B Hmm. I think (12) \_\_\_\_\_.

### 7 ▶ 1.23 Listen to another conversation. Choose the correct answers.

- 1 They agree to go and see a(n) ... film.  
a) action (b) science fiction c) romantic
- 2 They want to go to the ... showing.  
a) 5:15 (b) 7:45 c) 9:30
- 3 Later, they plan to go ...  
a) to a disco. b) to a party. (c) for a pizza.

### 8 Work in pairs. Student A – open your book at page 134. Student B – open your book at page 136.

### Exercise 6

#### Suggested answers:

- 1 fantasy/historical books, etc.
- 2 do I.
- 3 *The Lord of the Rings* etc.
- 4 last year/last summer etc.
- 5 I really liked it/enjoyed it/I didn't really like it/enjoy it.
- 6 So/Neither
- 7 ages/a month/a week etc. to read
- 8 slowly/fast/quickly
- 9 *The Hunger Games Trilogy* etc.
- 10 fantasy/historical books, etc.
- 11 neither do I,
- 12 I'll try it/I'll take it.

27



**Aim** To listen to a recording of Ruth and Rosa choosing a book at the library, before practising a similar dialogue with a partner.

## Language in Action

### Agreeing and disagreeing

#### + EXTRA warmer

Use part of the text on p24 as a *dictogloss*. Dictate the text at natural speed, then students work together to build the text from the words they heard. Read the text out as many times as needed. When they've finished, allow students to refer to p24 to correct their work.

- 1 Ask students to look at the 'Top Five' books and answer the questions. Elicit and discuss answers.
- 2 **▶ 1.22** Ask students to cover the dialogue and read the question. Play the recording for students to listen and find out which book Ruth chooses. Check as a class.

#### ▶ 1.22 Audioscript Exercise 2

**Rosa:** What kind of thing are you looking for?

**Ruth:** Well, I like reading fantasy books.

**Rosa:** How about *The Lord of the Rings* trilogy?

**Ruth:** Oh, I read them last year.

**Rosa:** What did you think of them?

**Ruth:** They were good. I really enjoyed them.

**Rosa:** Yes, so did I. It took me ages, though. I read quite slowly.

**Ruth:** Yes, so do I.

**Rosa:** This one looks good.

**Ruth:** *The Hitchhiker's Guide to the Galaxy*? I don't really like science fiction books.

**Rosa:** No, neither do I. But it looks quite good.

**Ruth:** Hmm. I think I'll try it.

- 3 Ask students to read the dialogue and fill the gaps with the correct words. Allow students to compare their answers in pairs.
- 4 **▶ 1.22** Play the recording for students to listen and check their answers. Check as a class. Ask students to find expressions for agreeing and disagreeing in the dialogue. Then ask students to work in pairs and practise the dialogue. Ask selected pairs to act it out for the class.

**LOOK** Ask students to read the information in the LOOK box. Explain that the information refers to expressions for agreeing and disagreeing. Students read the example sentences and complete the rules. Check answers as a class.

- 5 Tell students to choose the correct response to each sentence below. Check as a class.

- 6 Ask students to make a list of their own 'Top Five' books. Then put students in pairs. Ask them to complete the dialogue using the phrases from exercises 3 and 5. Ask selected pairs to read out the dialogues to the class.
- 7 **▶ 1.23** Ask students to listen to another conversation and choose the correct answers. Allow them to compare their answers in pairs. Play the recording for students again, if necessary. Check as a class.

#### ▶ 1.23 Audioscript Exercise 7

**Joanne:** So, which film shall we see?

**Liam:** Hmm. Well, I like action films.

**Joanne:** Yeah, so do I. Hmm, how about *The Escapist*?

**Liam:** Nah, I saw it last week.

**Joanne:** Did you? What did you think?

**Liam:** It was great – I really enjoyed it.

**Joanne:** So you'd recommend it, then?

**Liam:** Yeah, definitely. It's pretty good.

**Joanne:** OK then. How about *Planet Attack*?

**Liam:** *Planet Attack*? What's that about? I haven't heard of it.

**Joanne:** No, neither have I. But it looks good.

**Liam:** What's it about?

**Joanne:** Well, it's science fiction. It's about aliens and things ...

**Liam:** Hmm. I don't normally like science-fiction films.

**Joanne:** No, neither do I. But it's got good reviews!

**Liam:** OK. Let's try it!

**Joanne:** All right then. What time shall we go? 5:15, 7:45 or 9:30?

**Liam:** Err, how about 7:45? Then we can go for a pizza later.

**Joanne:** Yeah, good idea. OK. 7:45, then. Shall I book the tickets online?

**Liam:** Yeah, great. I'll give you the money.

**Joanne:** That's OK. You can pay for the pizza!

**Liam:** Hmm. OK, then.

- 8 Students work in pairs. Refer students to the instructions for Student A on p134 and Student B on p136. Students follow the instructions and work on the dialogues for 4–5 minutes. Monitor the activity. Ask selected pairs to present their dialogues to the class.

#### Homework → Workbook p21

#### + EXTRA homework

Ask students to work in pairs. Tell them to write down one of the dialogues in exercise 8 and prepare to act it out, using the right intonation, gestures and body language.

## 2

### Self Check

#### Verb collocations

#### Exercise 1

- 1 b
- 2 f
- 3 a
- 4 e
- 5 c
- 6 d

1 Match the beginnings of questions 1–6 with their endings (a–f).

- |                             |                   |
|-----------------------------|-------------------|
| 1 Why did you tell me a     | a) your decision? |
| 2 Did you say               | b) lie?           |
| 3 How did you make          | c) the risk?      |
| 4 Will you tell us the      | d) excuses?       |
| 5 Is it worth taking        | e) truth?         |
| 6 When will you stop making | f) thank you?     |

6

#### Fact and fiction

2 Complete the missing vowels.

- 1 This is our English t e x t b o o k.
- 2 One day I'll write my a u t o b i o g r a p h y.
- 3 *Star Wars* is a s c i e n c e f i c t i o n film.
- 4 A very popular book is called a b e s t - s e l l e r.
- 5 Charles M. Schulz created a c o m i c *Peanuts* and the pet dog Snoopy.
- 6 King Arthur appears in many l e g e n d s.

6

#### Past simple and past continuous

#### Exercise 3

- 1 were walking, started
- 2 was doing, phoned
- 3 arrived, were waiting
- 4 were ... doing, heard
- 5 Were ... listening, was explaining
- 6 was planting, saw

3 Complete each sentence with the verbs in brackets. Use the past simple and the past continuous in each sentence.

- 1 While we \_\_\_\_\_ home last night, it \_\_\_\_\_ to rain. (walk / start)
- 2 I \_\_\_\_\_ my geography homework when you \_\_\_\_\_. (do / phone)
- 3 When I \_\_\_\_\_ at the cinema, my friends \_\_\_\_\_ for me. (arrive / wait)
- 4 What \_\_\_\_\_ you \_\_\_\_\_ when you \_\_\_\_\_ the news about the accident? (do / hear)
- 5 \_\_\_\_\_ you \_\_\_\_\_ to the teacher while she \_\_\_\_\_ this exercise? (listen / explain)
- 6 I \_\_\_\_\_ flowers in the garden, when I \_\_\_\_\_ the car crash. (plant / see)

6

#### Present perfect

#### Exercise 4

- 1 haven't seen
- 2 've read
- 3 've made
- 4 have ... done
- 5 Has ... given
- 6 's told

4 Complete the mini-dialogues with the present perfect form of the verbs from the box.

not see give read do tell make

- A I (1) \_\_\_\_\_ *The Great Escape*. What about you?  
 B No, but I (2) \_\_\_\_\_ the book. It's a true story.
- A I'm sorry – I (3) \_\_\_\_\_ a terrible mistake.  
 B Why, what (4) \_\_\_\_\_ you \_\_\_\_\_?
- A \_\_\_\_\_ your teacher (5) \_\_\_\_\_ you any homework?  
 B Yes, she (6) \_\_\_\_\_ us to prepare a reading text.

6

#### Exercise 5

- 1 Have you ever had an accident?
- 2 Has it ever snowed in your town?
- 3 Have you seen a science fiction film?
- 4 Has your teacher ever lived abroad?
- 5 Have you ever read a biography?
- 6 Have you met any new people at school?

5 Order the words to make questions.

- 1 you / had / ever / accident / an / Have ?
- 2 Has / in / town / it / snowed / your / ever ?
- 3 seen / science fiction / Have / a / film / you ?
- 4 your / Has / ever / teacher / lived / abroad ?
- 5 ever / biography / you / Have / read / a ?
- 6 you / Have / new people / met / at school / any ?

6

#### Cumulative grammar 1 2 3 4 5 6 7 8 9

6 \* Choose the correct answers.



#### The chickens are escaping!

One of the (1) funniest / funnier films that I (2) ever see / ve ever seen is *Chicken Run*. It's an animation (3) which / who is based on the classic film *The Great Escape*, and it's made by the people (4) who / where invented *Wallace and Gromit*. The film is about some chickens that (5) was / are trying to escape from the horrible farmers Mr and Mrs Tweedy. Mrs Tweedy (6) is wanting / wants to make chicken pies, because she (7) makes / doesn't make enough money from selling eggs. She begins to kill the chickens that (8) hasn't / haven't produced enough eggs. Of course chickens can't fly, so they build an aeroplane for their great escape. The end of the film was brilliant – while Mrs Tweedy (9) tried / was trying to catch the escaping chickens, she (10) fell / was falling into the chicken pie machine!

10

Total score:  40

36 – 40 Excellent!      12 – 19 Fair  
 30 – 35 Very good!      0 – 11 Poor ☹️  
 20 – 29 Good

#### GENERAL GUIDELINES ON HOW TO WORK WITH THE SELF CHECK SECTION

Depending on the group you are teaching, you can approach this section in two ways. If you are working with a weaker or not well-disciplined class, follow the procedure for the Self Check described below, i.e. treat each exercise separately, follow it with feedback and interweave with extra activities. With a class of students who work well autonomously and are self-reliant, set a time limit of about 20 minutes for the students to complete all the exercises. In both cases, after checking the answers, ask the students to count the points for each activity in this section according to the criteria described in the teaching notes. Refer them to the self-assessment box at the bottom of the page to assess their results. Fair and poor grades mean that students need to revise the material again to pass the test, a good grade means satisfactory performance and requires further work on problematic areas only, while very good and excellent grades mean that students have mastered the material from the unit.

**Aim** To review the language in Unit 2 and earlier by completing simple language exercises. To allow students to self-assess their progress and reflect on their own learning.

## Self Check

### + EXTRA warmer

Prepare a short quiz for students, eg with three statements and three answer options, and ask them to decide if they are correct or not.

Example:

- In *The Great Escape*, soldiers are escaping from:
  - a. an Italian prison camp.
  - b. a German prison camp.
  - c. a Japanese prison camp.
- Which verb is typically used with the noun *excuses*?
  - a. to take
  - b. to tell
  - c. to make
- Which noun do we use to talk about a large number of birds flying together?
  - a. a flock
  - b. a team
  - c. a group

Ask students to think of one more quiz question in pairs. Refer them to the previous lessons from the book to look for ideas. Give pairs 2 minutes to formulate the statements. Then ask pairs to read them out to the rest of the class to discuss. (Answers: 1b, 2c, 3a)

### Verb collocations

- 1 Ask students to match the beginnings of the questions with their endings. Set a time limit of 2 minutes. Check answers as a class. Ask students to count the correct answers and to write down the points (1 for each correct answer) in the box.

### Fact and fiction

- 2 Ask students to complete the words with missing vowels. Set a time limit of 2 minutes. Check answers as a class. Ask students to count the correct answers and to write down the points (1 for each correct answer) in the box.

### Past simple and past continuous

- 3 Students complete each sentence with the verbs in brackets. Tell them to use the past simple once and the past continuous once in each sentence. Give students 3–4 minutes. Check answers as a class. Ask students to count the correct answers and to write down the points (1 for each correct answer) in the box.

### Present perfect

- 4 Students complete the mini-dialogues with the present perfect form of the verbs from the box. Give students 2 minutes to finish the task. Check answers as a class. Ask students to count the correct answers and to write down the points (1 for each correct answer) in the box.
- 5 Ask students to write sentences using the prompts and the present perfect tense. After 3–4 minutes check answers as a class. Ask students to count the correct answers and to write down the points (1 for each correct answer) in the box.

### Cumulative grammar

- 6 This cumulative grammar exercise is marked with an asterisk, which means it is more demanding and complex than the remaining ones in the Self Check section. Encourage all students, not just the best ones, to do it, and pay special attention to explaining all their doubts after the activity.

Ask students if they have ever seen *Wallace and Gromit* or *Chicken Run*. Tell them to read the text and see if they have learned anything new about the films. Ask them to choose the correct words, working individually and then comparing their answers in pairs. Give students a time limit of 4–5 minutes. Check answers as a class. Ask students to count the correct answers and to write down the points (1 for each correct answer) in the box.

**Homework** → **Workbook pp22-23**

### + EXTRA homework

Ask students to make up two review exercises of their own for their classmates to complete. Compile their exercises to make simple student-made review worksheets for future use.

## Exercise 1

- 1 D
- 2 A
- 3 B, nie użyte C

## Exam Builder

## Rozumienie tekstu pisanego

1 Read the headings below. Work in pairs and discuss what the texts they refer to might be about.

- A MISSING TEENAGERS FOUND
- B TEEN HERO SAVES LIVES
- C MEDICAL SERIES DOCTOR SAVES A TEEN'S LIFE
- D 'I WILL KEEP BRITAIN SAFE FROM THE STORM'

2 Decide which of the headings in exercise 1 goes best with the text below. Underline the words and phrases which helped you choose the right answer.

## Exercise 2

*Grey's Anatomy* star, saved a boy's life, a teen driver lost control, pulled the boy out.



*Grey's Anatomy* star **Patrick Dempsey** saved a **boy's** life after he crashed a **car** onto the actor's front lawn. The teen driver lost control of his Mustang and flipped it over near the actor's home. He was trapped in his car when Dempsey appeared, pulled the boy out and called an ambulance. It seems that Dempsey, who plays a neurosurgeon Derek Shepherd on the show, is also a hero in real life.

3 Look at the words in bold in the text above. Read it again and find words which are used in order not to repeat the ones in bold.

4 Imagine words or phrases a–f appeared in headlines. Write down at least one synonym for each which might appear in the texts matching these headlines.

- a) boeing
- b) skyscraper
- c) to shout
- d) flight
- e) to take off
- f) best-seller



**TIP** Pamiętaj, że ta sama lub podobna treść może być wyrażona na różne sposoby. Przy dobieraniu akapitu do nagłówka zwróć uwagę na użycie wyrazów bliskoznacznych, które pomogą ci dopasować nagłówek do akapitu.

## Zadanie egzaminacyjne

Przeczytaj tekst. Do każdego akapitu (1–3) dopasuj właściwy nagłówek (A–D). Wpisz odpowiednie litery obok numerów akapitów. Uwaga! Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego akapitu.

- A FLY LIKE AN EAGLE AND LAND LIKE A CROW
- B NO NATIONAL HERO
- C HE CAN'T WAIT TO GET BACK IN THE AIR
- D PASSENGERS SURE THEY LANDED ON WHEELS

## WARSAW BOEING 767 CRASH LANDING

A Boeing 767 carrying 231 people made an emergency landing at Warsaw airport after a technical failure. The plane, which was travelling from the US city of Newark, New Jersey, landed on its belly without wheels.

1 D

Captain Tadeusz Wrona is an experienced pilot. He had been flying Boeings for 20 years. He landed the plane so gently that the passengers didn't even realise that there was a problem.

2 A

Wrona has already become a very popular person in Poland and has been promised a state honour by the president. One Facebook page even had a motto for Wrona, playing on the fact that his surname is Polish for crow.

3 B

Captain Wrona, a father of two, said any pilot would have done the same. At a press conference in Warsaw he acted as if the emergency landing was no big deal and he said it was an exaggeration to call him a hero.



## Exercise 3

**Patrick Dempsey** – the actor, a hero;  
***Grey's Anatomy*** – the show;  
**a boy** – the teen driver;  
**a car** – it, Mustang

## Exercise 4

a plane, aircraft  
 b building  
 c to scream, to yell  
 d trip, journey  
 e to leave the ground, to rise into the air, to start/begin the journey  
 f book, blockbuster



**Aim** To practise exam skills: reading. **Subskills practised:** reading for general understanding, interpreting. **Task type:** multiple matching (dobieranie).

2

## Exam Builder

### Rozumienie tekstu pisanego

- 1 Ask students to read the headlines A–D. Students work in pairs and discuss what the texts they refer to might be about. Compare answers as a class.
- 2 Ask students if they know who the person in the picture is and what they know about him. Then tell students to read the text and decide which of the headlines A–D goes best with the text. Ask them to underline the words/phrases which helped them choose the correct answer. Check as a class.
- 3 Tell students to look at the words in bold in the text they have just read. Ask them to read the text again and find words which are used in order not to repeat the words in bold. Check as a class.
- 4 Ask students to imagine the words/phrases a–f appeared in headlines. Tell them to write down at least one synonym of each. Explain to students that such synonyms might appear in the texts matching the headlines to avoid repetition. Ask students to compare their answers in pairs. Check as a class.

### Exam task

Explain that the same idea can be expressed in a paragraph and its headline with the use of different wording. Students should pay attention to the use of synonyms and words of similar meaning, as they might help them match a paragraph and the correct heading.

Explain that students are going to read three paragraphs (1–3) and four headings (A–D), and perform a matching task. Inform students that there is one extra headline which should not be used. Give students 5 minutes to work on the exam task. Check answers as a class.

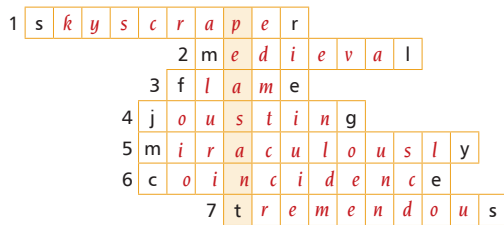
**Homework** → **Workbook pp24–25**

## Extension

### Exercise 1

- a jousting
- b coincidence
- c skyscraper
- d tremendous
- e miraculously
- f medieval
- g flame

- 1 Write words for definitions a–g into the correct places in the crossword.
- fighting with lances when riding on horses
  - a situation in which two things happen at the same time or in the same way
  - a very tall building with offices or flats
  - extremely good, strong or big
  - in an extremely lucky or unexpected manner
  - relating to European history between 1000 and 1500 AD
  - the brightly burning gas that you see coming from a fire



Password: peasant

- 2 Choose the correct translation of these words and phrases.

- runway pas startowy / bieżnia
- flock stado / rój
- on behalf of w imieniu / w imię
- cannon działo / aparat fotograficzny
- step back kroczyć / cofać się

- 3 Choose the correct words or phrases.

- While I was waiting for my plane to take off, I looked at the catwalk / runway.
- In spring you can often see groups / flocks of birds migrating to Europe.
- The headmaster was talking in the name of / on behalf of all the teachers in the school.
- Meeting my school friend in London was just an accident / a coincidence.
- I was sitting by the fire looking at the flames / lights.
- A lot of young people nowadays say they have tremendous / terrifying respect for their parents.
- The Tower of London is one of the best known middle-aged / medieval castles in England.
- Although everybody thought they would never be found, the lost climbers were miraculously / wonderfully saved by a mountain rescue helicopter.

- 4 Complete the sentences with the correct form of the words and phrases from exercises 1 and 2.

- When I tried to force him to tell me the truth, he just stepped back.
- Winning the Champions League, Chelsea achieved a tremendous success.
- The farmer kept a flock of ducks.
- In thrillers and crime stories there is no coincidence; if an object or a person appears, they always appear for a reason.
- Which city has more skyscrapers, New York or London?
- When George Martin was preparing to write *The Ice and Fire* series, he read a lot of books about medieval times, especially about the history of England.
- Jousting was popular in the 16th century and often appears in books and films about knights in the Middle Ages.

## PROJECT

### Great escapes

- Work in groups of three or four. Think about a book or a film or a series which shows people escaping from a place (prison, camp, disaster site, etc.). Search the Internet or the media to look for information on the chosen book or film (the names of the director and the cast, when it was made etc.), and whether the story was based on facts or not.
- Prepare a short presentation about it. Give the reasons why you would or would not recommend the book or film.
- Present your project to the class. Take a class vote to decide which presentation was the most interesting.



### GENERAL GUIDELINES ON HOW TO WORK WITH THE EXTENSION SECTION

The Extension section is a selection of complementary activities devoted to further practice of language from reading texts. Depending on the group you are teaching, you can approach this section in various ways. It may be used as a regular sequence of exercise for a lesson, to additionally revise the lexical material from the unit in an attractive, more creative way, or it may be only used with more ambitious students or fast-finishers. In both cases, follow the teacher's notes, though it should be remembered that, in the latter case, monitoring and providing feedback after the exercises should be done in an individualized way. It is also possible that only some of the exercises in this section will be selected for use, to suit the individual needs of students in a group.

**Aim** To further practise the material from Unit 2, including the more advanced language points. To involve students in project work – great escapes.

## Extension

### + EXTRA warmer

Ask each student to think of two words or phrases they have learned in Unit 2. Encourage them to choose words/phrases which were quite difficult, mainly those which appeared in the reading texts. On separate pieces of paper students write a Polish equivalent of each word and the word itself upside down at the bottom of each piece of paper. They fold the pieces of paper and give them to the teacher. Read out the collected words to the whole class. Ask students to guess the words and phrases / look for them in the unit. To add an element of competition, group students and give points for each correctly guessed word.

- 1 Ask students to work in pairs. Students write words for definitions a–h. Then they write the words into the correct places in the crossword. Tell them to refer to *Words in context* exercises on p21 and p24 if they can't remember the words. Check as a class.
- 2 Ask students to choose the correct translation of the words and phrases. Check as a class.

### + EXTRA activity

Students work in pairs. They take turns testing one another. One student has the book closed. The other gives a Polish equivalent of a word or phrase from exercises 1 and 2, and his/her partner gives the English word or phrase. Then they swap roles.

- 3 Students circle the correct words or phrases to complete the sentences 1–8. Ask them to compare their answers in pairs, then check as a class. Elicit why the other words/phrases are wrong.

### + EXTRA activity

Ask students to write 5 questions with the words / phrases from exercises 1–3. Encourage them to ask personal questions, about people's interests, opinions, etc.

- 4 Students complete the sentences with the correct form of the words and phrases from exercises 1 and 2. Ask students to check the answers in pairs, then check as a class.

### + EXTRA follow-up

Ask students to work in pairs and ask each other the questions they wrote in the earlier extra activity. You may also ask them to write down their partner's answers.

## Project

- 1 Students are going to prepare a project – a presentation of a book, film or TV series which shows people escaping from a place (prison, camp, disaster site, etc.). Ask students to look for information about the chosen book or film.
- 2 Students are going to find information about the book, film or TV series, such as: who wrote it or who directed it, who played in it, when it was made, etc. Remind students that they should collect the information in English. Students are going to make a Power Point presentation or a poster for their project. Encourage students to enrich their presentation with pictures or drawings. Remind students that it is important to include the sources from which the information in their project was taken, as they should not present this information as their own. They should also give reasons why they would or would not recommend the book, film or series.
- 3 Students present their project to the class during the next lesson. Allow the rest of the class to provide feedback on the projects. After all the groups have finished their presentations, take a class vote to decide which presentation has been the most interesting.

## Homework

Ask students to work on their projects and bring them to the next class.