

# 10 HIGH FLIERS

## OBJECTIVES

**FUNCTIONS:** talking about achievement;  
asking for information about the past;  
talking about the weather

**GRAMMAR:** simple past of *be* (affirmative,  
negative, and questions); simple past:  
regular verbs

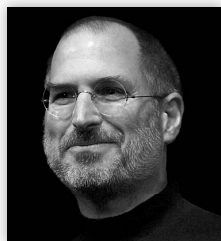
**VOCABULARY:** time expressions: past; the  
weather

## READING

- 1** Match the words in the list with the photos.  
Write 1–6 in the boxes.

1 achievements | 2 astronaut | 3 factory  
4 spacecraft | 5 skydiving | 6 stamps

- 2** Look at the photos and answer the questions.



- 1 What are the names of the two people?
- 2 Where were they from?
- 3 Why are they famous?

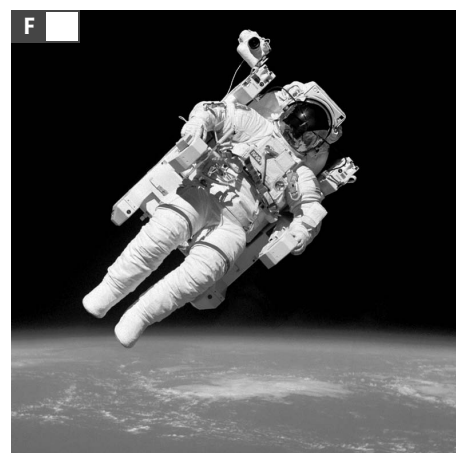
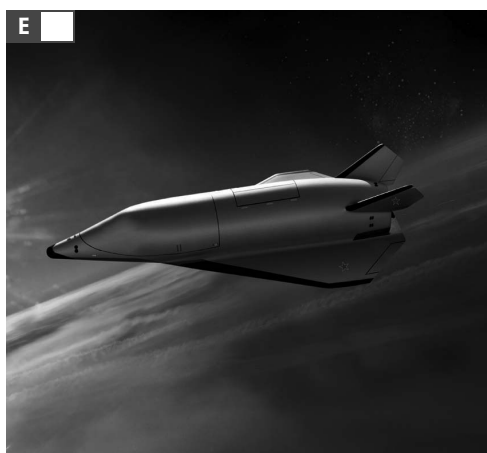
- 3** Name some famous people in your country. Why are they famous?

- 4** 2.30 Read and listen to the article and answer the question.

Why is Valentina Tereshkova famous?

- 5** Read the article again and put the events in order.

- |                                       |   |   |
|---------------------------------------|---|---|
| <input type="checkbox"/>              | a | Tereshkova was in space for three days.         |
| <input type="checkbox"/>              | b | She was named "Woman of the Century."           |
| <input type="checkbox"/>              | c | She was a carrier of the Olympic flag.          |
| <input type="checkbox"/>              | d | There was a competition to find new astronauts. |
| <input checked="" type="checkbox"/> 1 | e | Valentina Tereshkova was born.                  |



# 10 | HIGH FLIERS

## READING

- 1 Display the photos (A–F) on the IWB, or ask students to look at them in their books and cover the exercises. Elicit descriptions for the photos using whatever words students are familiar with. Ask the class to say whether they agree with the descriptions offered. Don't worry too much about how accurately the photos are described at this point.

Ask students to reveal the words in the list and match them to the photos. Then ask them to compare ideas in pairs before you check answers with the class. As you do, you may want to get different students to label the photos on the IWB screen. Check pronunciation, especially of the final vowel sound in *astronaut* /'æstrəˌnɒt/.

### Answers

1 B 2 F 3 D 4 E 5 A 6 C

### Optional activity

Elicit ideas for what might connect all six photos. Accept any suggestions if students can justify them.

- 2 Focus attention on the two photos. Elicit answers for the three questions about each of them, and ask the class to confirm or correct those suggestions. Elicit any additional information students might know about them.

### Answers


See the Background information that follows.

### Background information

Blessed Teresa of Calcutta, more commonly known as **Mother Teresa**, was a Roman Catholic sister and missionary who worked most of her life in India, giving “wholehearted free service to the poorest of the poor,” to quote the guiding principle of the Missionaries of Charity organization she founded in 1950. The charity operates hospitals, orphanages, and schools in over 130 countries today. Mother Teresa was born Anjezë Gonxhe Bojaxhiu in 1910 into an Albanian family in Skopje, today the capital of the Republic of Macedonia. Her work was recognized with the Nobel Peace Prize in 1979. Mother Teresa died in 1997.

**Steve Jobs** was an American entrepreneur of Syrian descent, born in San Francisco in 1955. In 1976 he founded Apple Computer Inc. with Steve Wozniak, and their product, the home computer, has since then revolutionized people's lives. His creative genius and communication skills helped launch other Apple devices, including the iPod, the iPad, and the iPhone – all of which are considered iconic designs. Jobs was diagnosed with cancer in 2003 and passed away in 2011.

- 3 Put students in small groups to think of two or three famous people in their own countries and write notes about why they are famous. Monitor, helping with any unfamiliar vocabulary. Then elicit ideas from the whole class. If possible, lead the class to agree on the most famous people from their country.

- 4  2.30 Tell students they are going to read about a Russian woman, Valentina Tereshkova. Play the audio for students to listen to and read the text to find out why she was famous. Remind them not to worry about understanding any unfamiliar vocabulary at this point. Check answer as a class.

### Answer

Tereshkova was the first woman in space in 1963.

- 5 Ask students to read through the events, and check comprehension. Suggest that as they read the article for the second time, they look for key words that link the sentences to passages in the text. This should help them establish the correct order of events. Monitor, helping any students who get stuck by guiding them to identify the key word in the statement and then to find the matching information in the article. Ask them to compare ideas in pairs before you check answers with the class.

### Answers

1 e 2 d 3 a 4 b 5 c

### Optional activity

Refer students to the six photos in Exercise 1. Ask them to find how each of the six images is connected to Tereshkova's story. Ask them to find the passage where each word is mentioned. Ask students to compare their ideas in pairs before you check answers with the class.

### Answers

- A Her mother was a factory worker, and Valentina was a worker in a factory, too.
- B The name of her spacecraft was Vostok 6.
- C It was her dream to be an astronaut and go into space. / She was the world's first woman astronaut.
- D Her hobby was sky diving.
- E She is proud of her achievements.
- F Her face was on stamps in several countries.

## THiNK VALUES

### Hard word and achievement

- 1 Read the instructions together, and check comprehension of the task. Students go through the list and mark their opinions.
- 2 **SPEAKING** Put students in pairs to compare their ideas. Do they agree on which factors contributed to Tereshkova's success? Monitor, and help with any challenging language students use to express their rationale. Make a note of any interesting ideas. At the end, elicit from the class some of the ideas you noted down, and invite comments from the students.

#### Optional activity

To wrap up the discussion, ask students to agree on the most important factors in people's achievements (whatever they are). To do this, you could form groups of four or five and ask groups to agree on a list of five key success factors. Monitor, helping with language as before. Elicit suggestions from each group, and ask the rest of the class to compare these with their own ideas and say if they agree or disagree. In the end, agree on the top five factors for achievements together.

# It was her dream to be an astronaut



Valentina Tereshkova was the first woman in space.

She was born in Russia on March 6, 1937. Her father was a driver, and her mother was a factory worker. Valentina was a worker in a factory, too. Her hobby was skydiving, and it was her dream to be an astronaut and go into space.

In 1962, there was a big competition to find new astronauts. There were 400 people interested in going into space. The training program wasn't very easy, but Valentina was the lucky one. Her big day was June 16, 1963, and she was ready.

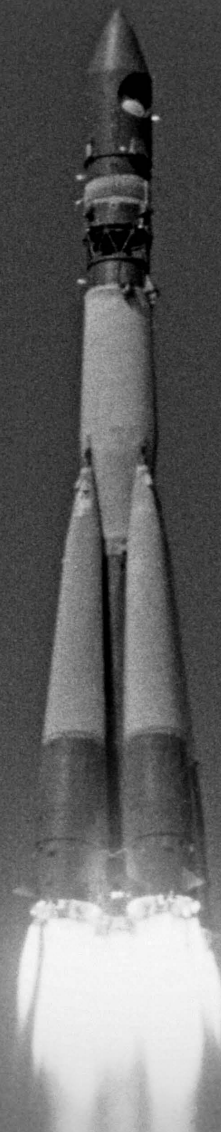
The name of Valentina's spacecraft was Vostok 6. The flight was very difficult because there were many technical problems, and she wasn't very well for most of the flight. She was in space for three days. She is the only woman in history to do a solo space flight.

After Valentina's time in space she was very famous all over the world. Her face was on stamps in several countries.

In the year 2000, there was a big celebration in London, and Valentina Tereshkova was named the "Woman of the Century."

At the opening ceremony of the Winter Olympics in Russia in 2014, Valentina Tereshkova was one of the carriers of the Olympic flag.

These moments were very important to her. Valentina Tereshkova is proud of her achievements.



## THINK VALUES

### Hard work and achievement

- 1 In 2000, Valentina Tereshkova was named "Woman of the Century." Which of the following, do you think, were important for her success? Write N (not important) or I (important).

- 1 She was born in 1937.
- 2 Her father was a driver.
- 3 She was a factory worker.
- 4 It was her dream to be an astronaut and go into space.
- 5 She was lucky.
- 6 The flight was difficult, but Tereshkova was strong.
- 7 She was in space for three days.

<input type="checkbox"/>
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- 2 **SPEAKING** Compare your answers with a partner. Do you agree?

*She was born in 1937. I think that was important for her success because it was the start of air travel.*

*I agree. / I don't agree. I think ...*

## GRAMMAR

### Simple past: *be* (affirmative and negative)

- 1 Complete the sentences from the text on page 93. Then complete the rule and the table.

- Valentina Tereshkova \_\_\_\_\_ born in Russia on March 6, 1937.
- The training program \_\_\_\_\_ very easy.
- There \_\_\_\_\_ 400 people interested in going to space.
- These moments \_\_\_\_\_ very important for her.

**RULE:** *Was/Were* is the past form of \_\_\_\_\_.

#### Affirmative

I/he/she/it <sup>1</sup> \_\_\_\_\_  
we/you/they **were**  
there **was** / <sup>2</sup> \_\_\_\_\_

#### Negative

I/he/she/it **wasn't** (was not)  
we/you/they <sup>3</sup> \_\_\_\_\_ (were not)  
there <sup>4</sup> \_\_\_\_\_ / **weren't**

- 2 Complete the sentences with *was*, *wasn't*, *were*, or *weren't*.

- My friends and I were at the mall yesterday. My sister \_\_\_\_\_ there, too, but my parents \_\_\_\_\_ because they \_\_\_\_\_ at work.
- There \_\_\_\_\_ lots of people at the beach yesterday. There \_\_\_\_\_ a little girl with her dog. The dog \_\_\_\_\_ very nice. Its name \_\_\_\_\_ Ollie.

Workbook page 90

## VOCABULARY

### Time expressions: past

- 1 2.31 Write *in*, *at*, *last*, and *yesterday* to complete the time expressions. Listen and check.

- \_\_\_\_\_ weekend / Sunday / night / week / month / year
- \_\_\_\_\_ morning / afternoon / evening
- \_\_\_\_\_ 2014
- \_\_\_\_\_ four o'clock / 5:30 / 6:00 a.m. / 6:30 p.m.

- 2 Look at the pictures. Write sentences in your notebook to say where the people were and when. Use *in*, *at*, *last*, or *yesterday*.

at the movies | in Paris | at the soccer game  
at a birthday party | at the park | at her grandparents'  
*Lillian was at the park at a quarter after eleven yesterday morning.*

- 3 Make notes about where you were yesterday at the times in the pictures in Exercise 2. Where were you in July 2014?

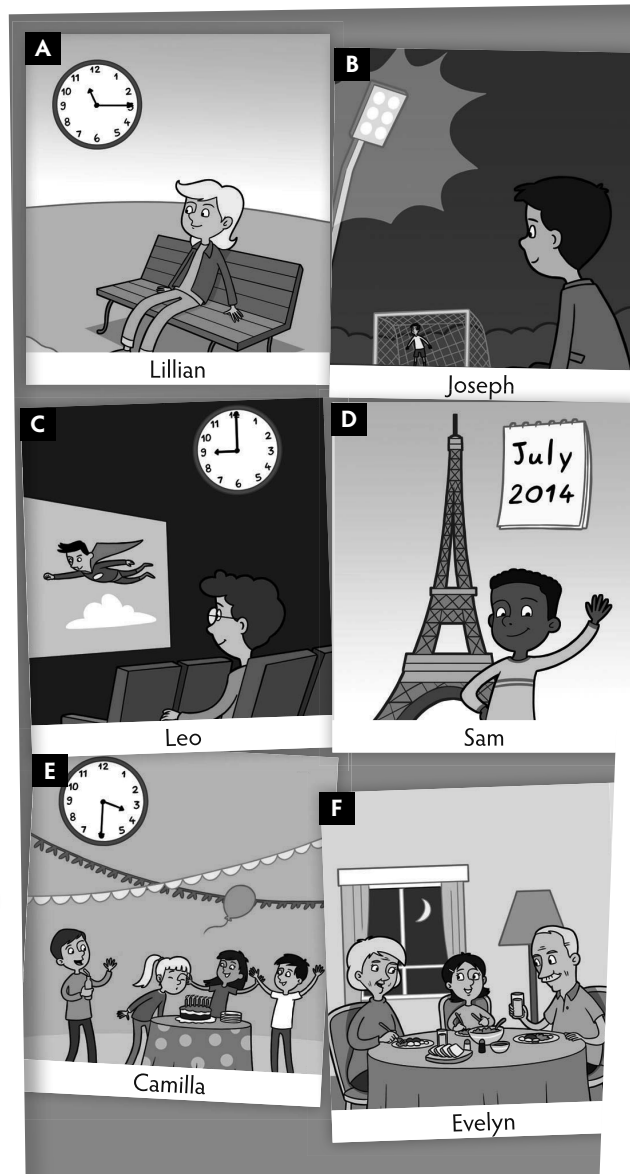
- 4 **SPEAKING** Work in pairs. Tell your partner where you were yesterday. Find out about your partner.

*I was at home at a quarter after eleven, yesterday morning. What about you?*

*I was at my cousin's house.*

- 5 **SPEAKING** Use the information about your partner to report to the class.

*Yesterday morning, Maria was at home. At half past three yesterday afternoon, she was at a friend's house. In the evening, she was at the movies with her mom.*



Workbook page 93

## GRAMMAR

### Simple past: *be* (affirmative and negative)

- 1 Students complete the sentences from memory and compare their answers in pairs. Then they check back in the text on page 93. They work together in pairs to complete the rule and table. Check answers together with the class.

Elicit that we use *were* in the past whenever we use *are* in the present, and *was* when we use either *is* or *am* in the present – there are no separate forms for the first and third person singular.

#### Answers

1 was 2 wasn't 3 were 4 were

#### Rule

*be*

#### Table

1 was 2 wasn't 3 weren't 4 were

- 2 Students complete the sentences and then compare ideas in pairs before you check answers with the class.

#### Answers

1 was, weren't, were  
2 were / weren't, was, was / wasn't, was

#### Fast finishers

Students look through the article on page 93 and underline all the examples of the simple past of *be*.

Workbook page 90



Be aware of common errors related to the simple past of *be*. Go to Get it right! on page 125.

## VOCABULARY

### Time expressions: past

- 1 2.31 Students complete the expressions. Ask them to compare ideas in pairs before you play the audio for them to check answers. Make sure students notice that although we can use *yesterday* to refer to parts of the day in the past, we say *last night*, not ~~*yesterday night*~~, and we don't use *last* with other parts of the day.

#### Answers

1 last  
2 yesterday  
3 in  
4 at

- 2 Focus attention on the six pictures, and make sure it is clear that they all show the past. Look at the example together, and check that students understand that first they must figure out where the person is and then use the information about when the event took place to write a sentence in their notebooks with the appropriate time expression. Ask them to compare sentences in pairs before you check answers as a class.

#### Mixed-ability idea

In weaker classes, ask students to first find the information in the picture that tells them when the event happened and then figure out the appropriate time expression. Have them check the forms of the expressions in pairs before moving on to matching the people and places and producing sentences.

#### Answers

B Joseph was at the soccer game yesterday evening / last night.  
C Leo was at the movies at nine o'clock.  
D Sam was in Paris in July 2014.  
E Camilla was at a birthday party at half past three / 3:30.  
F Evelyn was at her grandparents' last night / yesterday evening.

- 3 Ask students to copy the time expressions from their answers in Exercise 2 and write notes about where they were yesterday. Monitor their preparation, and help with any unfamiliar vocabulary for places.

#### Optional activity


To make the task in Exercise 4 more challenging and interesting, you could ask students to make some of their sentences false. Then in Exercise 4 have their partners guess which statements were true and which false. To model this, you might like to tell the class about your own day yesterday, and ask them to guess which statements were false.

- 4 **SPEAKING** Students work in pairs to tell each other about their experiences yesterday. Ask them to take notes about their partner's answers. Monitor their use of the past time expressions, and make a note of any recurring errors to go over at the end of the activities in this section.
- 5 **SPEAKING** Ask three or four students to tell the class about their partners' day yesterday. The rest of the class should listen and write down any places they mentioned in their own discussions.

Workbook page 93


## LISTENING

- 1 Focus attention on the picture, or display it on the IWB. Point to the boy and say: *This is Ethan* and then to the girl and say: *This is Tamara*. Ask students to speculate where they were on Saturday and talk about their ideas in pairs. Remind them to use the phrases in the box. Allow about two minutes for this activity. Elicit some ideas from the whole class, but don't confirm answers at this point.

- 2  2.32 Play the audio for students to listen and check their predictions. Did anyone get it right?

### Answers

Ethan was at a birthday party, and Tamara was at the movies.

- 3  2.32 Students match the questions and answers. Remind them to look for grammatical as well as logical clues. Ask them to compare ideas in pairs before you play the audio for them to check and finalize their answers. Then play it again to check answers together.

### Answers

1 a 2 d 3 b 4 f 5 c

## GRAMMAR

### Simple past: be (questions)

- 1 Students order the questions then compare ideas in pairs before you check answers with the class.

### Answers

- 1 Were you at the movies?
- 2 Was the music good?
- 3 Were there many guests?

- 2 Students match the answers, compare ideas in pairs, and complete the table together before you check both sets of answers with the class. Elicit that in past questions with *be*, we begin the question with *was* or *were*, followed by the subject or *there*. In short answers, we repeat the subject and the verb in the appropriate form.

### Answers


1 c 2 a 3 b

### Rule

1 Were 2 wasn't 3 were

### Optional activity

To practice questions and short answers with the simple past of *be*, ask students to look back at the pictures on page 94, covering the exercises on the page. In pairs, they should take turns asking and answering questions about the pictures, for example: A *Was Lillian at the soccer game at a quarter after eleven?* B *No, she wasn't. She was at the park.* For the questions, students could change either the time or the place – or not, as they prefer. Monitor that the correct form of the simple past of *be* is used, and make a note of any recurring errors to go over again with the class at the end. Also, monitor that students are correcting the right element in the answers.

- 3  2.33 Students apply the rules to complete the dialogue. Ask them to compare answers in pairs before you play the audio for students to check their answers. Check comprehension by asking: *Does Jen have the phone?* (Yes.) *Where is it?* (In the shoe bag.)

### Answers

1 was 2 was 3 Were 4 was 5 was 6 was  
7 Were 8 weren't 9 was 10 were 11 was

### Optional activity

Students in pairs practice role-playing the completed dialogue. When you ask one or two volunteer pairs to do their role play in front of the class, encourage them to speak from memory, only looking back at the text if they get stuck. Ask the rest of the class to listen and make a note of any omissions or changes.

Workbook page 90

## FUNCTIONS

### Asking for information about the past

- 1 Students complete the questions and then use them to test each other in pairs about Valentina Tereshkova's story. Monitor, and when all pairs have answered the questions, ask students to turn back to page 93 to check their answers. Then check answers together as a class. Ask students to correct the facts, rather than just give short answers.

### Answers

- 1 Was (Yes, she was.)
- 2 Were (No, they weren't. Her father was a driver, and her mother was a factory worker.)
- 3 Were (Yes, there were.)
- 4 Was (It was very difficult – because of technical difficulties, and because Tereshkova wasn't well.)
- 5 Were (No, they were in 2014.)

- 2 Students make notes of their own answers to the four questions. Allow a minute or two, as necessary.
- 3 **SPEAKING** Students in pairs take turns asking and answering the questions about themselves. Ask them to take notes on their partner's answers. Monitor the correct use of the simple past of *be*, but avoid correcting mistakes unless they hinder comprehension. Go over any persistent errors at the end of the activity with the class. When pairs have finished their conversations, ask two or three volunteers to tell the class the most interesting thing they learned about their partners.

### Optional activity

Allow students to ask you the same questions, and give a mixture of true and false answers. Ask the class to speculate in pairs about which answers were which. Which pair knows you best?

## LISTENING

- 1 Look at the picture. Where was Ethan on Saturday evening? Where was Tamara? Use ideas from the box to help you.

On Saturday evening, Ethan was ... Tamara was ...  
 There were ... The band was ...  
 He was ... The music was ...  
 The ... were happy because ... There were ... / She was ...

- 2 **2.32** Listen to the dialogue and check your answers.

- 3 **2.32** Listen again and match the questions with the answers.

- 0 Does Ethan say it was a good party?  
 1 Were there a lot of people?  
 2 Who were the five special guests at the party?  
 3 What was the name of the band?  
 4 Were the people in R5 at the party?  
 5 How was the music for Ethan?

- a No, there weren't.  
 b R5.  
 c It wasn't bad.  
 d They were from a band.  
 e Yes, he says it was fantastic.  
 f No, they weren't, but their music was.



## GRAMMAR

## Simple past: be (questions)

- 1 In your notebook, put the words in the correct order to make questions.

1 you / the movies / were / at / ?

2 the music / good / was / ?

3 many / guests / were / there / ?

- 2 Match the answers below with the questions in Exercise 1. Then complete the table.

- ☐ a Yes, it was. ☐ b No, there weren't.  
☐ c No, I wasn't.

Question	Short answer
Was I/he/she/it ...?	Yes, I/he/she <b>was</b> .
1 _____ we/you/they ...?	No, I/he/she <b>wasn't</b> .
	Yes, we/you/they <b>were</b> .
	No, we/you/they <b>weren't</b> .

- 3 **2.33** Complete the dialogue with **was**, **were**, **wasn't**, or **weren't**. Then listen and check.

JEN Oh no!  
 PEDRO What's wrong?  
 JEN My phone! Where is it? It <sup>0</sup> was in my jacket!  
 PEDRO OK, calm down. Where <sup>1</sup> \_\_\_\_\_ your phone this morning?  
 JEN Well, I <sup>2</sup> \_\_\_\_\_ at home from nine to ten o'clock.  
 PEDRO And then? <sup>3</sup> \_\_\_\_\_ you downtown?  
 JEN Yes, I <sup>4</sup> \_\_\_\_\_. I <sup>5</sup> \_\_\_\_\_ at the mall. And I'm 100% certain that my phone <sup>6</sup> \_\_\_\_\_ in my pocket.  
 PEDRO <sup>7</sup> \_\_\_\_\_ Steve and Marta with you?  
 JEN No, they <sup>8</sup> \_\_\_\_\_. I <sup>9</sup> \_\_\_\_\_ alone.  
 PEDRO OK. At the mall, which stores <sup>10</sup> \_\_\_\_\_ you in?  
 JEN Only the shoe store.  
 PEDRO Wait a minute. Let me call you.  
 JEN It's ringing! Oh, look, in the shoe bag! It <sup>11</sup> \_\_\_\_\_ there all the time!

Workbook page 90

## FUNCTIONS

## Asking for information about the past

- 1 Write **was** or **were** to complete the questions. Then ask and answer the questions with a partner. Check your answers on page 93.

- 1 \_\_\_\_\_ Valentina Tereshkova born in Russia?  
 2 \_\_\_\_\_ her parents astronauts, too?  
 3 \_\_\_\_\_ there 400 people interested in the competition?  
 4 \_\_\_\_\_ the flight very easy or very difficult?  
 5 \_\_\_\_\_ the Olympic games in Russia in 2013?

- 2 Make notes to answer the questions.

- 1 Where were you at 3:00 on Saturday?  
 2 What was your hobby when you were eight?  
 3 How old were you in May 2014?  
 4 How old was your best friend last year?

- 3 **SPEAKING** Work in pairs. Ask and answer the questions in Exercise 2.



## READING

- 1 Look at the photos of two movie heroes. What do you know about them? What special powers do they have?

*I think Storm can ...*

*Maybe Percy is ...*

- 2  2.34 Read and listen to the article and check your answers.

### Fictional heroes



Who is she? Storm

What's her story?

Storm's story started in New York, where she was born. Her mom was a princess and her dad worked as a photographer. When Storm was six, she moved to Cairo, Egypt, with her parents. One day a plane crashed into their house. Storm's parents died, and she was alone in the big city. Her life in Cairo was very hard. When she was a teenager, Storm discovered that she had special powers, and she started to use them – not always successfully.

What are her powers?

Storm has control over the weather. She can change the temperature. She can make rain, sunshine, hurricanes, clouds, and storms.



Who is he? Percy Jackson

What's his story?

His father was Poseidon, the Greek god of the sea. His half-brother was named Tyson. Tyson was a monster. At first, Percy hated his monster brother. Later, Percy and Tyson tried to help each other in their many adventures. In the end, they were friends. Percy was never afraid, and he never worried about his life. He helped the people he liked.

What are his powers?

Percy is very strong because he is the son of the god of the sea. He's a very fast swimmer. He can stay underwater for a long time. He can talk to sea animals, and he can make sea storms.

- 3 Read the article again. Mark the sentences T (true) or F (false).

- 0 Storm was born in a city in the U.S. ☒ T
- 1 Storm's parents died in a city in the U.S. ☐
- 2 Storm's family moved to Egypt. ☐
- 3 Storm was good at using her special powers at the beginning. ☐
- 4 Percy's father was the god of hurricanes. ☐
- 5 Percy and Tyson were not friends at the beginning. ☐
- 6 Percy's brother was a monster. ☐

## TRAIN TO THINK

### Sequencing

- 1 Put the sentences in order to tell Kidhero's story.



- ☐ a There was a very fast car on the street.
- ☒ 8 b Kidhero was very happy.
- ☐ c There were also two young children in the street.
- ☒ 1 d It was a hot day, and Kidhero wanted an ice cream.
- ☐ e He walked to an ice cream shop.
- ☐ f Kidhero jumped in front of the car and stopped it with his hand.
- ☐ g He saved the children.
- ☐ h He walked out of the shop with his ice cream.


- 2 **SPEAKING** Work in pairs. Tell the story. Can you include these lines?

He walked back home.

Kidhero started to run.

The children smiled.


## READING

- 1 Focus attention on the two heroes in the photos, and ask students to cover the paragraphs about them. Alternatively, display two photos of Storm and Percy Jackson on the IWB, with books closed. Check comprehension of *have special powers* by eliciting a translation. Allow two minutes or so for students to brainstorm ideas about who the people are and what powers they have, in pairs or small groups. Elicit what students know, and ask the rest of the class to check and correct suggestions.
- 2  2.34 Elicit or pre-teach *princess, (plane) crash, discover, have control over, temperature, god, monster, adventure, underwater*. Students listen to and read the text to check their predictions. Were they correct? Ask what ability the two characters have in common (*They can both make storms*).

### Background information

**Storm** is a character in the Marvel comic book series *X-Men*, created in 1975 by writer Len Wein and artist Dave Cockrum. In the stories, her real name is Ororo Munroe. She is a mutant, born with superhuman abilities. Apart from controlling the weather, as mentioned in the Student's Book, she is also capable of flying / levitating at will. In the X-Men movie series, the character is played by Halle Berry.

**Percy Jackson** is the title character in a series of novels called *Percy Jackson and the Olympians* by author Rick Riordan. In the 2010 movie adaptation of the first novel, *The Lightning Thief*, by director Chris Columbus, Percy is played by Logan Lerman.

- 3  2.35 Ask students to read through the sentences, and check comprehension. Students read the article again, mark the sentences, and then compare their ideas in pairs before you check answers with the class.

### Answers

1 F 2 T 3 F 4 F 5 T 6 T

### Optional activity

- 1 Ask students to correct the false statements in their own words. Then have them check back in the text to see if they were right.
- 2 Lead a class discussion to find out which of Storm's and Percy's special powers students in the class would most like to have, or what other special powers would they like to have.

- 2 **SPEAKING** Put students in pairs to reconstruct the story together, taking turns to add events one by one. Ask them to insert the extra lines where they think they might fit.

Put pairs together to form groups of four. Ask them to compare their ideas before you check answers with the whole class. Remind students that in a coherent story there are links between events that happen – and these can be grammatical and/or logical.

### Answers

He walked back home: after b

Kidhero started to run: after c

The children smiled: after g

### Optional activity

In stronger classes, ask students to identify and explain the grammatical clues that refer back or forward to other events. Elicit ideas from the whole class, and invite comments from the rest of the class.

### Possible answers

In c, “also” suggests there was something else mentioned beforehand (a).

In f, the definite article “the” suggests the car was mentioned previously (in a), and in h, that the shop was mentioned previously (in e) – and correspondingly, the use of the indefinite article suggests each thing is mentioned in a and e, respectively, for the first time.

In g, the subject is a pronoun, which means the person (Kidhero) was named previously.

## TRAIN TO THINK

### Sequencing

- 1 Focus on the picture and introduce the character of Kidhero. Point him out on the IWB, or ask students to identify him in the picture in their books. Explain that the order of events has been mixed up, and point out the beginning (d) and ending (b) of the story. Ask students to look for clues connecting each sentence to what comes before and what may come after them, and order the events as they think they must have happened. Allow two or three minutes for this.

### Answers

1 d 2 e 3 h 4 a 5 c 6 f 7 g 8 b

## GRAMMAR

### Simple past: regular verbs

- 1 Students write the base forms. Ask them to compare their answers in pairs before you check them with the class.

#### Answers

- 1 start
- 2 move
- 3 try

- 2 Students complete the sentences. Check answers as a class. Ask students to complete the spelling rules. They compare their ideas in pairs before you check the rule with the class.

#### Answers

- 1 started
- 2 moved
- 3 tried
- 4 helped

#### Rule

- 1 -ed
- 2 i

- 3 Students apply the rules and write the simple past forms. Ask them to compare their ideas in pairs before they check back in the article on page 96. Ask a different student to write each word on the board and say which of the three spelling rules from the box it conforms to.

#### Answers

- 1 died
- 2 hated
- 3 crashed
- 4 liked
- 5 worried

- 4 Ask students if they know who Bruce Wayne is. Briefly elicit whatever they know about him. Ask them to read the text quickly to check their ideas and understand the gist. Then ask them to read it more carefully and complete the text with the missing verb forms.

Have students compare ideas in pairs before you check answers with the class. Ask students to try to figure out the meaning of the following words from context: *attack, kill, decide, fight, train*.

#### Answers

- 1 killed
- 2 arrived
- 3 decided
- 4 trained
- 5 called
- 6 tried
- 7 helped


Workbook page 91

## Pronunciation 2.35 2.36

To practice pronunciation of simple past regular verbs, go to page 121.

## VOCABULARY

### The weather

- 1  2.37 Display the eight pictures on the IWB, or ask students to look at them in their books. Elicit the meaning of *weather*. Explain that the pictures show different types of weather. Students match the sentences. Then ask them to compare ideas in pairs before you play the audio and check answers with the class. Make sure students notice that for two types of weather we can use the present continuous because they describe events that are happening, while we use adjectives for the others that describe states. Point out that it is equally possible to say: *It's rainy* or *It's snowy*, but most speakers would prefer a verb.

#### Answers

- 1 G 2 H 3 D 4 F 5 A 6 B 7 E 8 C

- 2 Elicit or explain *umbrella, hold on (to), and hat*, if necessary. Students complete the dialogues then compare ideas in pairs before you check answers as a class. Elicit all the possible answers for each dialogue.

#### Answers

- 1 It's warm / It's hot / It's not cold
- 2 It's snowing
- 3 it's windy

- 3 **SPEAKING** Students work in pairs to practice writing and role-playing similar dialogues about the weather. Monitor and help with any unfamiliar vocabulary they might need, or provide dictionaries, or allow the use of mobile devices for looking up words.

Ask two or three volunteer pairs to perform in front of the class. Ask the class to listen and make a note of what kind of weather is mentioned.

#### Optional activity

To provide some extra challenge, ask pairs to write their dialogues for their chosen type of weather but, when they perform them, replace the type of weather with a different type. The rest of the class should listen carefully and correct the type of weather mentioned, depending on the context. Can they reconstruct the original dialogue pairs they have written?

Workbook page 93

## GRAMMAR

## Simple past: regular verbs

## 1 Write the base forms of the verbs.

Base form	0 <i>help</i>	1	2	3
Simple past	helped	started	moved	tried

## 2 Complete the sentences from the stories on page 96 with the past forms from Exercise 1. Then complete the rule.

- 1 Storm's story \_\_\_\_\_ in New York.  
 2 When Storm was six, she \_\_\_\_\_ to Cairo.  
 3 Percy and Tyson \_\_\_\_\_ to help each other.  
 4 He \_\_\_\_\_ the people he liked.

**RULE:** To form the simple past of regular verbs, add  
 1 \_\_\_\_\_ to the base form.

When the verb ends in -e, just add -d.

When the verb ends in consonant + -y, change y to  
 2 \_\_\_\_\_ and add -ed.

## 3 Write the simple past forms of these verbs. Check your answers in the text on page 96.

- 0 work worked      3 crash \_\_\_\_\_  
 1 die \_\_\_\_\_      4 like \_\_\_\_\_  
 2 hate \_\_\_\_\_      5 worry \_\_\_\_\_

## 4 Complete the text about Bruce Wayne. Use the simple past form of the verbs in parentheses.

**SUPER heroes**

Bruce Wayne is Batman. When Bruce Wayne was a child, he and his parents were in the streets of Gotham City and a man <sup>0</sup> attacked (attack) them. The man <sup>1</sup> \_\_\_\_\_ (kill) Bruce's parents. The police <sup>2</sup> \_\_\_\_\_ (arrive) too late. After this, Bruce <sup>3</sup> \_\_\_\_\_ (decide) to fight crime.

For many years, Bruce <sup>4</sup> \_\_\_\_\_ (train) hard to become a crime fighter. He <sup>5</sup> \_\_\_\_\_ (call) himself "Batman," and <sup>6</sup> \_\_\_\_\_ (try) hard to fight the bad people in Gotham. His best friend was James Gordon, a police officer. He had other friends, too. They all <sup>7</sup> \_\_\_\_\_ (help) him to fight the criminals of Gotham.

Workbook page 91

## Pronunciation

## Simple past: regular verbs

Go to page 121.

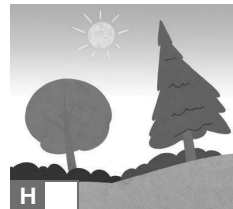
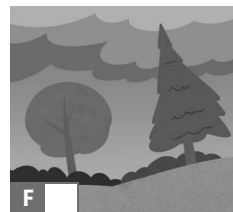
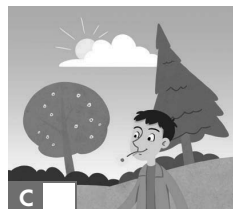
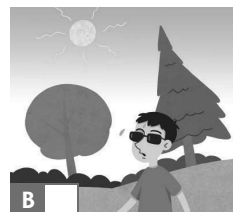
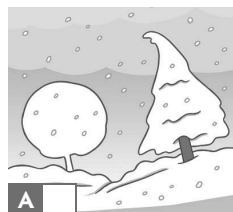


## VOCABULARY

## The weather

## 1 2.37 Match the sentences in the list with the pictures. Write 1–8 in the boxes. Listen and check.

- 1 ~~It's raining.~~    2 It's sunny.    3 It's windy.  
 4 It's cloudy.    5 It's snowing.    6 It's hot.  
 7 It's cold.    8 It's warm.



## 2 Complete the dialogues with some of the phrases from Exercise 1. Sometimes there is more than one correct answer.

- 0 A What's the weather like?  
 B It's raining, so take an umbrella.  
 1 A Bye, Mom.  
 B Bye. But you don't need a sweater.  
 \_\_\_\_\_ outside.  
 2 A Hey look! \_\_\_\_\_!  
 B Great! We can go skiing later!  
 3 A Wow, \_\_\_\_\_ today.  
 B I know! You need to hold on to your hat!

3 **SPEAKING** Work in pairs. Write similar dialogues and act them out.

Workbook page 93

# Culture

## Statues

There are many strange and wonderful statues all over the world.

Charles La Trobe was an important man in Melbourne, Australia, in the 1800s. He improved the city for people. For example, he created a lot of parks. These days in Melbourne there are lots of things to remember him by. There's a La Trobe University and a La Trobe Street. There's a statue of him at the University. It's upside down!



Franz Kafka was a writer from Prague, Czech Republic. He was born in 1883. His books were in German. During his life he was not very famous, but now he is. Many of his stories were very strange. There's a very unusual statue of him in Prague. He's sitting on the shoulders of an empty suit!

Hidesaburō Ueno was a professor at Tokyo University. Every day he traveled to work by train. When he arrived home in the evening, his dog Hachiko always waited at the station for him. One day Mr. Ueno died. He never arrived home again. For eight more years Hachiko waited at the station every day. When Hachiko died, they made a statue of him. You can see it at the station.



In the middle of the Atacama Desert in Chile, a big hand comes out of the sand. It's 70 kilometers from the nearest town. *Mano de Desierto* (The Hand of the Desert) is 11 meters tall. It's the work of the Chilean sculptor Mario Irarrázabal.

## CULTURE

### Statues

Focus attention on the four statues in the photos, and check comprehension of the word *statue*. Ask students which one they like best, which one they like least, and why. Ask them if they know anything about the statues shown.

Elicit or explain *strange* and *wonderful*. Then ask students to rate each statue on a scale of 1–5 (5 = very strange, 1 = not strange at all). Ask them to compare ideas first in pairs and then two pairs together in a group of four. Get some feedback from each group to find out which statue the class considers the strangest and the least strange.

#### Background information

**Charles Joseph La Trobe** (1801–1875) was the first lieutenant-governor of the Australian state of Victoria between 1851 and 1854. Sculptor Charles Robb donated this statue to the La Trobe University in 2006, and it was installed there a year later.


**Hidesaburo Ueno** (1872–1925) was an agricultural scientist at the Imperial University in Tokyo. The bronze statue of Hachiko was erected outside Shibuya Station in 1934, and it was the work of Teru Ando. Because this statue was recycled for metal during World War II, a replica statue needed to be made in 1948 by the son of the original artist, and it is the one which still stands today.

**Franz Kafka** (1883–1924) wrote the story *Description of a Struggle* in 1912. The monument, which was made by Jaroslav Róna in 2004, depicts motifs from this surreal story, which involves the narrator riding on the back of a man whom he'd just met.

**Mario Irrarázabal** (born 1940) created his statue at 1,100 meters above sea level in 1992. It is made out of iron and concrete.

- 1 Students work in pairs to try to locate the things in the photos. The highlighted words should help them match the words to the right image. To check if they have managed to figure out their meanings from the photos, elicit translations, explanations, or examples.

As you check answers, ask students to point to each thing shown in the correct photo – or ask someone to point them out on the IWB if you use it.

- 2  2.38 Play the audio for students to listen to and read the text. Ask them not to worry about understanding all the details, but only find out where each statue stands. Ask them to compare ideas in pairs before you check answers with the class.

#### Answers

Melbourne, Australia  
Prague, Czech Republic  
Tokyo, Japan  
The Atacama Desert, Chile

- 3 Ask students to read the sentences first, and check comprehension. Elicit or explain *unusual*, *owner*, and *sculptor*. Read the example together, and ask students to find the information in the text.

Suggest that students first find the information about each sentence in the article and then study this more carefully to decide if the sentence is true or false.

The information is in the same order as the sentences about it.

Ask students to compare their ideas in pairs before you check answers with the class.

#### Answers

1 F 2 T 3 T 4 F 5 T

#### Optional activities

Students could work on a project, either individually or in pairs or groups, to produce a leaflet, poster, web page, or slideshow presentation on other unusual statues from around the world. Encourage them to find statues they like, learn and summarize their stories, and use the Internet to find photos of them. Organize a show-and-tell session at the beginning of a subsequent class for students to present their projects, or set up a class exhibition. Have a vote on the best project.

## WRITING

### A statue in my town

- 1 Explain that in her proposal, Maggie isn't describing an existing statue – she's making a suggestion for a statue for her hometown. Ask students to read the text quickly to find the answer to the question, and not to worry about understanding every detail. Ask them to compare ideas in pairs before you check answers with the class.

#### Answer

The Stone Roses, a local band, who helped people all over the world to know about Manchester.

- 2 Students underline examples of the simple past. Ask them to check their answers in pairs before you check them with the class. Explain that in order to describe past events, such as the history of a person or a group of people, we often use the simple past.

#### Answers

started, recorded, was, called, had, didn't like, stopped, played, were, helped

- 3 Students work in pairs to match the topics with the paragraphs. Check answers, and explain that in a well-written text, each paragraph focuses on a different aspect of the subject. This helps the reader identify what pieces of information belong together.

#### Answers

1 b 2 c 3 a

- 4 Read the instructions together, and check that students understand their task is similar to what Maggie wrote about: a proposal for a statue in their own town.

Give them plenty of time to think about their proposal and write notes about each point. You might like to allow students to discuss their ideas in pairs or small groups to get them started – even if they decide to write about different people eventually.

You may need to come to class with some prewritten suggestions to help kickstart this brainstorming.


Monitor the preparations, and help with language as necessary. You might also like to provide dictionaries for looking things up, or allow the use of mobile devices.

- 5 You could assign the writing task itself for homework. When students have written their texts, ask them to exchange them in pairs and check each other's work for: task **completion** (*Did they write about each point in Exercise 4?*), **accuracy** (*Did they use the simple past correctly?*), and **clarity** (*Are the ideas clear and easy to follow?*) Students then write out a corrected final copy.

If possible, put all the proposals on the walls of the classroom, and ask students to read them. Give out some stickers for each student to mark one proposal they like best. Have the authors read aloud the three texts that received the most votes. Then have a class vote (by a show of hands) to decide on the best proposal for a statue.

- 1 Look at the photos on page 98. Where are these things in the photos?

desert | sand | shoulders  
suit | upside down

- 2  2.38 Read and listen to the article. Where are the statues?

- 3 Read the article again. Mark the sentences T (true) or F (false).

- 0 Charles La Trobe helped the people of Melbourne.  
1 Franz Kafka was from Germany.  
2 Kafka's stories were unusual.  
3 Hachiko loved his owner, Mr. Ueno, very much.  
4 Mr. Ueno's dog waited to meet him at home every day.  
5 "The Hand of the Desert" is the hand of a famous Chilean sculptor.

T

## WRITING

### A statue in my town

- 1 Read what Maggie, from Manchester, wrote. Who does she want a statue of and why?
- 2 Read the text again. Find and underline examples of *was / were* and other verbs in the simple past.
- 3 Which parts of the text talk about these things? Write a, b, or c in the boxes.

a = why the band should have a statue

b = where the writer is from and who the statue is of

c = what the band did

- 4 Imagine you can choose to have a statue of a famous person (or famous people) in your city. Make notes about these things.

- 1 Where you live.  
2 Who the person is / people are.  
3 What the person/people did.  
4 Why you think there should be a statue.

- 5 Write a short text with the title "A Statue in My Town."

- 1 Use Maggie's text to help you.  
2 Use your ideas from Exercise 4.  
3 Write about 50 words.  
4 Check that you used the simple past tense correctly.

☐ (1) I live in Manchester, England, and I think it's a good idea to have a statue here of a band called The Stone Roses.

☐ (2) The band started in 1983 and they only recorded two albums. The first album, in 1989, was a big success. Some people called it "the best British album of all time." But the band had some problems and many people didn't like their second album. The band stopped in 1995, but they played more concerts in 2011 and 2012.

☐ (3) I think they were important for Manchester because their music helped people all over the world know about the city.





### READING AND WRITING

#### Part 3: Dialogue matching

1 Complete the conversation between Marco and a waiter. What does Marco say to the waiter?

For questions 1–5, choose the correct letter A–H.

WAITER Can I help you?

MARCO (0) E

WAITER Of course, here you are.

(a few minutes later)

WAITER Are you ready to order?

MARCO (1) \_\_\_\_\_

WAITER Very good. And what would you like to drink?

MARCO (2) \_\_\_\_\_

WAITER Would you like a dessert?

MARCO (3) \_\_\_\_\_

WAITER Certainly.

(45 minutes later)

WAITER How was your meal?

MARCO (4) \_\_\_\_\_

WAITER Can I get you anything else?

MARCO (5) \_\_\_\_\_

WAITER Of course.

A Yes, please. Can I have the apple pie?

B No, just the check, please.

C How much is the pasta?

D It was great, thank you.

E Yes, can I have the menu, please?

F Yes, I am. Can I have the pizza, please?

G Where's the restroom?

H An orange juice, please.



#### Part 9: Guided writing

2 Read the email from your friend Luca.

✉
🔍
📧

**From:**

**To:**

I had a boring weekend. It rained all day Saturday and Sunday, so I stayed home and watched TV all the time. On Sunday evening I did my homework.

Was your weekend fun? Were you at home?

What was the weather like?

Write an email to Luca and answer the questions.  
Write 25–35 words.

✉
🔍
📧

**From:**

**To:**

## THiNK EXAMS

## READING AND WRITING

## Part 3: Dialogue matching

1

## Answers

1 F 2 H 3 A 4 D 5 B

## Part 9: Guided writing

2

## Exam information

There are 5 marks (points) for Part 9 [in the Cambridge English: Key examination]. Candidates at this level are not expected to produce faultless English, but to achieve 5 marks a candidate should write a cohesive message that successfully communicates all three parts of the message, with only minor grammar and spelling errors. A great variety of fully acceptable answers is possible.

Candidates are penalized for not writing the minimum number of words (i.e., fewer than 25). They are not penalized for writing too much, though they are not advised to do so. Candidates also need to think carefully about who the target reader is for each task and try to write in an appropriate style. It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up (written in cursive) or not.

(extract from the *Cambridge English: Key Handbook for Teachers*)

# TEST YOURSELF UNITS 9 & 10

## VOCABULARY

1

### Answers

- 1 warm
- 2 yesterday
- 3 Carrots
- 4 in
- 5 at
- 6 sandwich
- 7 cloudy
- 8 last
- 9 juice
- 10 meat

## GRAMMAR

2

### Answers

- 1 Would
- 2 was
- 3 must
- 4 Can
- 5 must not
- 6 were

3

### Answers

- 1 ~~play~~ played
- 2 ~~was~~ were
- 3 I must ~~to~~ do
- 4 ~~having~~ have
- 5 ~~tryed~~ tried
- 6 ~~like~~ 'd like / would like

## FUNCTIONAL LANGUAGE

4

### Answers

- 1 help, thanks
- 2 yesterday, was
- 3 open, course
- 4 Can, problem

### VOCABULARY

#### 1 Complete the sentences with the words in the list. There are two extra words.

at | carrots | cloudy | in | juice | last | meat  
oranges | raining | sandwich | warm | yesterday

- 1 It's a beautiful day today. It's \_\_\_\_\_ and sunny.
- 2 School started again \_\_\_\_\_ morning.
- 3 I love vegetables. \_\_\_\_\_ are my favorite.
- 4 He was born \_\_\_\_\_ 1994.
- 5 She arrived \_\_\_\_\_ half past three.
- 6 Would you like a chicken \_\_\_\_\_ or a hamburger?
- 7 It's very \_\_\_\_\_ today. I hope the sun comes out later.
- 8 There was a lot of rain \_\_\_\_\_ night.
- 9 Do you want something to drink? Some \_\_\_\_\_, maybe?
- 10 No chicken or lamb, please. I don't eat \_\_\_\_\_.

/10

### GRAMMAR

#### 2 Complete the sentences with the words in the list.

can | must | must not | was | were | would

- 1 \_\_\_\_\_ you like eggs for breakfast?
- 2 It \_\_\_\_\_ a very windy day yesterday.
- 3 It's her birthday tomorrow. We \_\_\_\_\_ remember to say "Happy Birthday."
- 4 \_\_\_\_\_ we watch TV now, please?
- 5 Meet me at the train station at six o'clock. You \_\_\_\_\_ be late!
- 6 There \_\_\_\_\_ 200 people at the game on Saturday.

#### 3 Find and correct the mistake in each sentence.

- 1 Yesterday we play computer games at home. \_\_\_\_\_
- 2 There was five bananas here. Where are they now? \_\_\_\_\_
- 3 I must to do some work tonight. \_\_\_\_\_
- 4 Can I having a green salad, please? \_\_\_\_\_
- 5 I tried to call you yesterday, but there was no answer. \_\_\_\_\_
- 6 I'm thirsty. I like some milk, please. \_\_\_\_\_

/12

### FUNCTIONAL LANGUAGE

#### 4 Complete the missing words.

- 1 A Do you want some h \_\_\_\_\_ with your homework?  
B No, t \_\_\_\_\_, I'm OK.
- 2 A Where were you y \_\_\_\_\_ afternoon?  
B I w \_\_\_\_\_ at home. Why?
- 3 A Can you o \_\_\_\_\_ the window, please?  
B Yes, of c \_\_\_\_\_.
- 4 B C \_\_\_\_\_ I use your phone, please?  
B Sure, no p \_\_\_\_\_.

/8

MY SCORE  /30

22 – 30

10 – 21

0 – 9