

5 Take a good look

Unit profile

Vocabulary: People and action verbs
Reading: Caught on camera ...
Grammar: Past simple and continuous
Vocabulary: *myself, yourself, each other*
Writing: A story (1)

Warmer

Review the past simple by playing a story game. Start the story by saying 'Last night I woke up at 3 am. There was a noise downstairs!' Invite a confident student to add a sentence to the story, using the past simple. This student then nominates another student to add the next sentence. Continue around the class. After a few minutes invite the class to think of suggestions for the ending.

Your profile

Tell students about your favourite photo, for example, 'I've got a great photo of my family on holiday in Spain. We're on the beach and everyone's laughing. When I look at the picture it makes me feel happy!' Then ask 'What about you?' and put students into pairs to talk about their favourite photos and why they like them.

VOCABULARY People and action verbs

1 Elicit which tense is used to describe what's happening in the photos (present continuous). Ask students to look at the verbs in blue. Check meaning by asking them to mime the actions, and drill pronunciation, paying attention to *fighting* /'faɪtɪŋ/ and *throw* /θrəʊ/.

Put students into pairs to match the sentences and photos. Ask 'Which sentences don't match a photo?' (sentences 2 and 3). Check answers by inviting different students to read out a sentence and say which photo it matches.

Answers

1 d 4 c 5 a 6 b 7 e 8 f

Sentences 2 and 3 do not match a photo.

2 Tell students that they are going to play a memory game. Ask them to look at the example sentence.

Give them one minute to look carefully at the photos. Books closed. Ask them to tell a partner what they remember about the photos. Monitor and give positive feedback, especially where students use the present continuous.

Invite two or three different students to say what they remember about each photo.

3 **1.19** Point to photo a and ask 'Who are they?' Don't confirm the answer at this point, but tell students that they are going to listen and find out. In pairs, they repeat the process for photos b–f.

Play the recording, pausing after each speaker to check who the characters/people are.

Audioscript

Narrator a
Woman 1 Twelve teams took part in the men's ice hockey tournament in the Winter Olympics in Sochi, Russia. Here two players from Sweden and Canada are shaking hands after the final. Sweden lost the game three-nil.

Narrator b
Man 1 This photo is from 16th July, 1969. The astronauts, Neil Armstrong, Buzz Aldrin and Michael Collins, are leaving the space centre in Florida for the first ever trip to the moon. It took them four days to get there and when it landed, Neil Armstrong was the first man to leave the spaceship.

Narrator c
Man 2 Katy Perry is well known for her famous smile but why is she making a face here? Well, she's actually taking a break from singing to show people her new range of eyelashes! She designed them herself!

Narrator d
Woman 2 The Simpsons may be the most popular cartoon in the world but they haven't won any Oscars. Tom and Jerry have got seven – more than any other cartoon! The famous cat and mouse started fighting over 75 years ago in 1940.

Narrator e
Woman 3 Demarvius Thomas, number 88 of the Denver Broncos, is just about to catch the ball in a match against the Kansas City Chiefs. In American football, players can throw the ball up to speeds of 95 kilometres an hour and for distances of over 60 metres.

Narrator f
Man 3 Brad Pitt has been in over 70 films and has won lots of awards for his acting but here he's clapping for another actor at the Oscars ceremony. Maybe next year, Brad!

Answers

a ice hockey players from Sweden and Canada
b Neil Armstrong, Buzz Aldrin and Michael Collins
c Katy Perry
d Tom and Jerry
e Demarvius Thomas
f Brad Pitt

4 **1.19** Ask students to work in pairs to read the sentences and decide whether they are correct or incorrect. Invite students to say what they think, giving reasons for their answers.

Play the recording again for them to check their answers.

Answers

1 correct 2 incorrect 3 correct 4 correct 5 incorrect
6 incorrect

- 5 Students discuss the questions in pairs before feeding back as a class.

Extension activity

Put students into groups of four, with two students on each team. The first student chooses one of the verbs from exercise 1 and draws it for their partner to guess. They have to draw quickly and mustn't give any clues. Ask the other team to time 30 seconds during which time the first student's partner must guess the verb. If time runs out, the other team can take one guess. Whoever guesses correctly wins a point.

EP Word profile

Write *take* on the board and elicit its meaning. Refer students to the sentences and ask 'Does *take* mean the same thing in each sentence?' Ask whether another verb could be used instead in each sentence (sentence 1 *no*; sentence 2 *have*; sentence 3 *having a break*). Monitor as students complete the exercise on page 123. Check answers.

Answers

1 took
2 took up
3 are taking part
4 took me an hour
5 takes place every Thursday
6 take notes

READING

- 1 Ask students to look at the pictures and say what they can see. Tell them to read the title of the article. Ask 'What does caught on camera mean?' (to be in a photo or video). Ask 'What information do you think the article will include?' Invite students to offer ideas but do not confirm them at this point.
Set a short time limit for students to do the exercise.

Answers

1 b 2 c 3 a

- 2 Ask students to read the article again and find the answers to the questions. Remind them to look at the question words in each question, e.g. *Who* and *How* to focus their reading. Ask them to underline any unfamiliar words, but not to worry about their meaning at this point. Allow students to compare their answers with a partner, referring back to the article where necessary. Invite different students to answer the questions.

Answers

1 600 million
2 Buzz Aldrin's
3 They took photos, collected rocks and spoke to the US President.
4 In 1932
5 She found some similar pictures of the skyscraper in an old collection of her father's photos.
6 He was feeling a bit annoyed because reporters were following him everywhere.
7 Yes, he did. He used to put the photo on cards for his friends.

- 3 Encourage students to use the context to work out the meanings of the highlighted words.

Put students into pairs to complete the sentences. Check answers. Nominate a student to read the first sentence and name another student to read out the next sentence. Continue until all the sentences have been read out.

Check understanding of any other new words in the stories. Encourage stronger students to give their meanings. New words may include *let go* (stop holding something), *edge* (the part around something) and *skyscraper* (a very tall building).

Fast finishers

Ask fast finishers to choose two words from the text and to use them in sentences which demonstrate their meaning. Check their sentences and ask fast finishers to come and write them on the board, leaving a gap where the word from the text goes. Other students should guess the missing word.

Answers

1 rocks 2 similar 3 original 4 giant 5 annoyed
6 collection

Talking points

Refer students to the questions and tell them that you are going to hold a class discussion, but that first, they should note down some ideas to talk about. Give them five minutes to do this in pairs. Monitor and help students express their ideas.
Ask each question, and encourage different students to offer their ideas, giving reasons for their opinions.

Extension activity

Hold a photo competition. Before class, ask students to find a photo they like and bring it to class. This could be one they have taken themselves, or one from a magazine.
Display the photos. Put students into pairs to judge the photos, choosing a winner, and a second and third place. Invite different students to say which photo they like best and why.

Cooler

Write *Hello* in different languages on the board. For example: *Ciao, Bonjour, Cześć, Nǐ hǎo* and *Merhaba*. Write the languages in a random order underneath (e.g. *Italian, French, Polish, Mandarin* and *Turkish*) and put students into pairs to match the expressions to the languages.

GRAMMAR Past simple and continuous

- 1 Books closed. Nominate three stronger students to say what they remember about the three stories in the Reading article. Ask 'What happened?' to encourage them to use the past simple.

Then say 'I wasn't at home at seven pm last night' and ask 'What do you think I was doing?' Stronger students may guess using the past continuous. If not, write the question on the board and the prompt *You were ...ing*. Tell students what you were doing using the past continuous, e.g. 'I was watching a film at the cinema'.

Books open. Ask students to look at the two sentences and elicit what they notice about the forms of the verbs in bold.

Ask a stronger student to come and write the form of the past continuous on the board.

Answers

were following; *was/were* + -ing form of the verb

- 2 Put students into pairs to read the sentences again and complete the rules. Check answers.

Answers

a simple b continuous

- 3 Put students into mixed-ability pairs to complete the exercise. Tell them that this is a competition to find the pair with the most correct answers.

Check answers by asking different pairs to read out the sentence with the form they have chosen. Encourage them to explain why they have chosen it. Encourage other members of the class to say whether they agree or disagree and why. Award a point for each correct answer to find the winning pair(s).

Answers

1 was watching 2 Did you take 3 left 4 was travelling
5 was having 6 didn't drop

- 4 Tell students to look at the first sentence. Ask 'Was the scientist already feeling annoyed when Arthur Sasse asked him to smile?' (yes).

Then tell them to look at the second sentence. Ask 'What happened first?' to elicit that the builders started having their lunch. Ask 'What happened when the builders were having lunch?' to elicit that Ebbets took a photo. Ask 'Did the builders continue to have lunch after Ebbets took the photo?' (yes).

Now tell students to read the third sentence. Ask 'What happened first?' (the camera landed) and 'What happened next?' (they used GPS to find it) to indicate that one action followed the other.

Students complete the rules in pairs. Check answers and tell students to make an example sentence for each rule. Feed back as a class.

→ Grammar reference Student's Book page 142

Mixed ability

You could put some prompts on the board to help weaker students write example sentences. Stronger students should be encouraged to write sentences without using the prompts.

Example prompts: *I / watch TV / at eight o'clock last night; Dad / make dinner / the phone rang; They / play computer games / go to bed.*

Answers

a past continuous b past simple c past simple

- 5 Set a short time limit for students to read the text quickly to find out where the story takes place (New York). Students complete the exercise in pairs.

Check answers by inviting different students to read the story one sentence at a time.

Fast finishers

Ask fast finishers to write a short paragraph about something that happened last night. They should include two examples of the past simple and two examples of the past continuous. Tell them to put the verbs in brackets for their partner to decide the tense.

Answers

1 hit	6 was taking
2 stopped	7 was moving
3 was falling	8 saw
4 was working	9 were standing
5 found	10 appeared

Corpus challenge

Refer students to the sentence and ask 'Does this sentence talk about the past, present or future?' (the past). Ask 'Which happened first, walking or finding the money?' (*walking*).

Put students into pairs to find and correct the mistake (we use the past continuous to talk about a past action in progress, i.e. walking, that is interrupted by a complete shorter action, i.e. finding £10).

Answer

She was walking in the street and found £10.

VOCABULARY *myself, yourself, each other*

- 1 Bring a small mirror to class. Books closed. Look at yourself in the mirror and ask 'What am I looking at?' Students may answer *you*. Say, 'Yes, I'm looking at myself'. Hand the mirror to a student and say 'Carlo/Maria's looking at him/herself'. Then tell a pair of students both to look in the mirror. Say 'They're looking at ...' to elicit *themselves*.

Tell two students to sit facing and looking at each other. Ask 'What are they looking at?' Students may answer *themselves*. Say 'They're looking at each other' and gesture between the two students.

Books open. Ask students to say what they can see in the pictures. Tell them to look at the two sentences and say which sentence belongs to which picture.

Explain that when the subject and the object of the sentence is the same person, we use *-self*. Elicit the forms for each person and write them on the board, i.e. *myself, yourself, himself, herself, itself, ourselves, themselves*.

Explain that *each other* is used to show that each person in a group of two or more people does something to the others.

Answers

1 a 2 b

- 2 Monitor and help as students choose the correct words. Ask them to do this individually before checking their answers with a partner.
Invite different students to read out the sentences.

Answers

1 himself 2 myself 3 yourself 4 yourselves
5 themselves

- 3 You could do this exercise as a grammar auction. Put students into three groups and tell each group they have £1,000 to spend.
For each sentence or question, write three options on the board for students to bid on (for example, 1 each other, themselves, yourselves; 2 ourselves, each other, themselves; 3 yourselves, themselves, each other; 4 themselves, each other, yourselves; 5 ourselves, each other, themselves).
Read out the first sentence and ask the groups which option they would like to buy. Only one group can buy each option. If more than one group wants to buy an option, they must put in a bid. They call out the amount of money they want to spend. Encourage them to bid against each other, offering higher amounts, but remind them that once their money has run out, there is no more to spend (keep a record of how much each group spends on the board. You will also need to keep track of their answers).

When you have read out all five items, confirm the answers. The winners are the team with the most correct answers and the most money left.

Invite students who chose the correct answers to explain why.

Answers

1 yourselves 2 each other 3 each other 4 themselves
5 each other

WRITING *A story (1)*

- 1 Ask students what kind of stories they like reading and brainstorm a list of genres on the board, e.g. adventure, mystery, fantasy, action, comedy.
Tell students that they are going to write a short story and that they are going to read one as an example. Ask them what they think the story is about by looking at the title and the photo.
- 2 Set a short time limit for students to read the story. Tell them not to worry about the highlighted words yet. Find out whether their ideas were correct. Ask 'Do you think the title is good? Does it match the story?' Share ideas for different titles as a class.

Answers

Yes, it does match the story.

- 3 Put students into small groups and ask 'Is Sam's story a good story? Why?' and elicit their ideas.
Ask them to briefly discuss what they think makes a story good or bad. Tell them to share their ideas with the class, and refer them to the *Prepare* box. In their groups, ask them to decide whether Sam's story follows these tips.
Tell students that it is important to think carefully about the order of events when they are writing a story, so that it follows logically. Ask them to look at the events from Sam's story and to put them in order. Check answers.

Answers

e, c, (beginning) a, b, (middle) d (end)

- 4 Ask students what they remember about the uses of the past simple and past continuous. Then tell them to work individually and underline examples of the tenses in Sam's story. Allow them to compare their answers with a partner before checking as a class.
Elicit the main events of the story. Ask 'Are these in the past simple or past continuous?' (past simple).

Answers

Past simple: went, arrived, noticed, wasn't, realised, shouted, started, were, was, was, felt
Past continuous: was feeling, were getting, was walking, was happening, was taking, was asking


- 5 Direct students to the highlighted words and ask whether they are adverbs or adjectives. Ask 'How do you know?' (adverbs describe verbs, adjectives describe nouns). Point out that adverbs often end in *-ly*.

Answers

adjectives: exhausted, proud

adverbs: slowly, immediately, luckily

- 6 Write the title on the board and elicit ideas about what this means and what the story could be about. You may need to explain *escape* (when someone succeeds in getting out of a place or a dangerous or bad situation). Put students into small groups to discuss the questions. Invite each group to share their ideas with the class. Ask individual students to decide what their story will be about and to write brief notes for each of the questions.
- 7 Monitor and help as students compare their ideas. Encourage them to suggest ways to improve each other's story.

- 8  **Preliminary Reading and Writing, Writing Part 3** tests students' control and range of language. They can choose between writing an informal letter or a story of about 100 words. Students write their story, using the notes they made in exercise 6. Ask them to include examples of the past simple and past continuous, and some adjectives and adverbs. Remind them to write about 100 words and to check their spelling and grammar carefully. Monitor and help as they are working. In groups, students take turns to read out their stories. Each group should choose one story to share with the class. Take a class vote on the best story.

Fast finishers

Ask fast finishers to exchange stories with each other. Tell them to write an alternative ending. Nominate one or two individuals to read the story aloud and take a class vote on the best ending.

Sample answer

A lucky escape

Last week I went to a theme park with my youth club. We really enjoyed ourselves and went on all the fantastic rides.

We decided to go on the big wheel. It was amazing! We took lots of photos while we were slowly going round.

When we were coming down, we heard a horrible noise. We didn't know what was happening. We got off the big wheel when our ride was finished and then it stopped! There was a technical problem. Some people stayed at the top of the wheel for hours! We had a lucky escape! (97 words)

Cooler

Tell students that they are going to write a story together. Put them into groups of eight (they can be smaller, if necessary), and ask them to get into pairs within their group. Each pair will need a piece of paper. Write *title*, *beginning*, *middle* and *end* on the board as prompts and the names *Beanie and Tog*. Tell students that they are going to write a story about Beanie and Tog (they can be people or animals).

Ask each pair to write a title for the story at the top of their piece of paper. They should fold the paper so that the title is hidden. Tell students to give the paper to the pair sitting on their left. Then each pair writes a 'beginning'. They fold the paper again and pass it to the next pair who adds a 'middle'. Repeat the process with the end of the story.

Set time limits for each stage and tell students not to write more than a couple of sentences for each part of the story.

When they have finished, tell students to open up the papers and read the stories in their groups. Ask each group to choose the best story to read to the class.

Project

Tell students that they are going to write a jigsaw story. Give them time to choose a genre and plan their story carefully. Remind them to include a title, a beginning, a middle and an end. Ask them to write two or three sentences for each section of their story (stronger students can write more).

Tell students to write their stories in a Word document. They should use a large font size. Ask them to centre the title and put it in bold. Tell them to leave space between each sentence, as they are going to cut the story into strips.

Students print their story and cut it into strips. Ask them to shuffle the strips so that they are out of order.

In the following class, they exchange their story strips with another student, who has to put the story into the correct order and read it.

Students should print out a full version of their story and display them around the classroom for others to read.

Teacher's resources

Student's Book

Grammar reference and practice page 142

Vocabulary list page 130

Video

Take a look!

Workbook

Unit 5, page 20

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks