

# UNIT 8

## Past events



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about past events in people's lives and in stories
- exchange and convey information and opinions about past events in people's lives and in stories
- talk about where people were at different times
- talk about past and present free time activities
- understand conversations in which people make and respond to suggestions and do so themselves
- write a thank-you note

### UNIT CONTENTS

#### G GRAMMAR

- Past simple: *be*
- Past simple: positive

#### V VOCABULARY

- Past time expressions: *XX week(s) ago, XX month(s) ago, XX year(s) ago, at the weekend, last (Friday), last month, last night, last weekend, last week, on (Monday, Tuesday, etc.), this morning, this afternoon, yesterday*
- Free time activities: *go shopping, go to a café, go to a party, go to the cinema, have a coffee, have a drink, have a pizza, have a shower, listen to music, listen to the radio, play a computer game, play football, play the guitar, read a book, read a magazine, read the newspaper, watch a film, watch a football match*

#### P PRONUNCIATION

- *was* and *were*: unstressed forms in connected speech
- Sound and spelling: /t/ and /d/
- Main stress and tone

#### C COMMUNICATION SKILLS

- Talking about past events
- Describing events in the past
- Making and responding to suggestions
- Writing a thank-you note
- Writing Plus: short emails, letters and notes

### GETTING STARTED



#### OPTIONAL LEAD-IN

Books closed. Write today's date on the board and elicit the word *now*. Then write some times in the past on the board to the left of today's date, e.g. *yesterday, last summer* (Avoid *last New Year* and *last weekend* as they're in 1b.). Point to these times and elicit or teach that they are in the *past*.

Ask students to guess where you were at the times you wrote on the board. Help with vocabulary as necessary, but don't worry too much at this point about whether students are forming statements with past forms of *be* as this will be taught later in the unit.

Ask students to repeat the activity in pairs, writing down some times in the past. They show each other the dates and try to guess where their partner was.

a



3.31



Elicit or teach *New Year* and tell students that the picture is happening at a New Year show (a public event). Ask students to read the task. Teach *fireworks* by drawing a simple picture on the board. Put students into pairs to discuss questions 1 and 2. Monitor and notice whether students attempt to use any past simple verbs, but don't correct errors at this stage. Go through the questions as a class, writing students' ideas on the board. Leave students' ideas on the board. If you wish, give students information from the Culture notes.

Play the recording for students to listen to other people talk about the picture. Ask: *Do the speakers have the same ideas?* Check as a class, underlining any of the things on the board the speakers say.

#### Audioscript

**MAN** Oh, it's New Year, in Barcelona, I think!

**WOMAN** Oh yes! It looks amazing!

**M** Yes. Would you like to be there?

**W** Yeah, it looks fun. You?

**M** Maybe ... I think it would be really busy though.

**W** Yes, I think you're right. What other things do you think happened here that night?

**M** Well, music ... and dancing. Shopping?

**W** No, not shopping. All the shops are closed at New Year.

**M** Oh, that's right. Do you think there were fireworks?

**W** Yes, I think so. There are usually fireworks at New Year parties. What about eating food?

**M** I'm not sure. Sometimes at this kind of show you can buy burgers.

**W** Yes, that's true. Or maybe Spanish food.

**M** Do you think people met friends that night? Or did they go with their families?

**W** I think they went with their friends. Last year, I went to a New Year show in Edinburgh with my friends.

**M** Oh, great! What things did you do?

**W** Well, we saw the castle, and there was music and dancing. We went to bed at 5 o'clock!

**M** I went to bed really late last weekend.

**W** Oh, really? Where were you last weekend?

**M** I was in Manchester with my sister.

**W** What things did you do in Manchester?

**M** We went to an Italian restaurant. It was really nice. But we had so much to talk about we went to bed at 3 o'clock!

**W** That was late!



### EXTRA ACTIVITY

Write these statements on the board:

- 1 *The woman would like to be at the show.*
- 2 *The man would like to be at the show.*
- 3 *She was in Edinburgh last New Year.*
- 4 *She went to bed at 1:00 am last New Year.*
- 5 *He was at a Chinese restaurant.*
- 6 *He went to bed at 3:00 am last weekend.*

Play the recording again for students to listen and decide which is the best answer for each statement: *yes*, *no* or *maybe*. Students compare answers in pairs. Check answers as a class (1 yes, 2 maybe, 3 yes, 4 no, 5 no, 6 yes).



### CULTURE NOTES

The photo shows *castell* performers inside the Millennium Man sculpture in front of Barcelona's Montjuïc fountain as part of the city's New Year's celebrations 2014–2015.

A *castell* is a tall, round human tower which is often made at festivals in Catalonia, northeast Spain. Trained performers (*castellers*) build levels of the tower by standing on the shoulders of performers below them. The towers can be up to nine levels high, and when the tower is finished children climb to the top as part of the display.

This tradition, which first started in the 18<sup>th</sup> century, has been recognised as part of the Intangible Cultural Heritage by UNESCO since 2010.



- b** In pairs, students answer the questions. Monitor and notice whether students attempt to use past simple and how much vocabulary for free time activities they have. Don't correct errors at this stage. Take feedback as a class.

## 8A I was on tour with my band



### OPTIONAL LEAD-IN

Books closed. Copy these two columns onto the board:

- |                |   |
|----------------|---|
| 1 <i>be in</i> | a <i>very old / an English teacher / a fashion designer</i> |
| 2 <i>be at</i> | b <i>New York / Europe / Brazil / bed / hospital</i>        |
| 3 <i>be</i>    | c <i>home / work / the beach / a café</i>                   |

Ask students to match 1–3 with a–c. Check answers as a class (1b, 2c, 3a).

Write on the board: *I'd like to be ... I wouldn't like to be ...*

Give students two minutes to complete the sentences as many times as they can with ideas from the board or their own ideas. Students mingle as a class to compare their sentences and find another student / students with the same sentence(s) as them. Take feedback as a class.

### 1 READING

- a** Point to the four pictures and drill the name of each event. Teach *events* as a general word for all four pictures. Give students time to choose an event they like and one they don't like and to think of their reasons why. Put students into pairs to compare their answers.
- b** Give students one minute to read the texts quickly and find out which events Cara, Antonio and Ava talk about. Check answers as a class. Point to the photos of Cara, Antonio and Ava and ask: *What jobs do Cara, Antonio and Ava do?* (photographer, doctor, singer). If you wish, give students information from the Culture notes.

At the end of this lesson, students will be able to:

- understand a text about past events in people's working lives
- use the past simple of *be* in positive statements correctly
- use a lexical set of past time expressions correctly
- use the past simple of *be* in negative statements and questions correctly
- ask and talk about where they and other people were at different times

#### Answers

**Cara** a meeting

**Antonio** a sports game

**Ava** a concert



### CULTURE NOTES

Professional photographers combine their creative and technical skills to take photos for clients. Specialist areas for photographers include fashion, advertising, portraits, weddings and other social events, book and magazine publishing, business, scientific, medical and news events (photojournalism).

Sports doctors train in general medicine, but specialise in the prevention, diagnosis and treatment of sports-related injuries. Their main focus is on joint, bone and muscle health as well as the more general medical care of sportspeople. They may work in hospitals and clinics as well as travelling to sports games.

Professional singers perform as solo artists, as part of a band or as a backing musician or session musician (in a studio). They may sing live, do studio recordings or a combination of both. Live performances might be one-off gigs (concerts) or regular bookings, for example weekly or monthly bookings.

- c Students read the texts again to find the cities the three people talk about. Check answers as a class. Ask: *Which word in the text means 'a group who works or plays sport together'?* (team) *Which phrase means 'singing or playing music in different countries'?* (on tour).

#### Answers

**Cara** New York, Dublin  
**Antonio** Newcastle, Bristol, Madrid  
**Ava** Munich, Vienna, Milan

- d Elicit some adjectives to describe the people's lives and write them on the board (e.g. *exciting, difficult, interesting, fun*). In pairs, students talk about the three people's lives and say which of the three people they would like to meet and why. Take feedback as a class.

## 2 GRAMMAR Past simple: *be* positive

- a Write today's date on the board and the word *today*, then yesterday's date on the board and *yesterday*. Write the following gapped sentence on the board: *Today, I \_\_\_\_ in London.* Elicit the missing word (*am*). Then write the following on the board: *Yesterday I \_\_\_\_ in Dublin.* Elicit the missing word (*was*).

Individually, students complete the table. Check answers as a class.

#### Answers

1 was 2 was 3 were

Ask students to find more examples of *was* and *were* in the texts.

#### Answers

I was in New York three days ago for work and then I was in Dublin yesterday.  
 We were in Newcastle two weeks ago for a game and we were in Bristol last week. It was the World Cup!  
 Last week, I was on tour with my band in Europe. We were in Munich on Wednesday and then we were in Vienna on Thursday.  
 But Saturday night was the best. We were in Milan and about 1,000 people were at our concert.

- b **3.32 Pronunciation** Play the recording for students to listen for whether or not *was* and *were* are stressed. Check the answer as a class. Play the recording again, then put students into pairs to practise saying the sentences.

#### Answer

No, *was* and *were* aren't stressed.

- c **3.33** Students read the information in Grammar Focus 8A Part 1 on SB p.124. Play the recording where indicated and ask students to listen and repeat. Students complete exercise a in Part 1 on SB p.125. Check answers as a class by asking students to read out the completed sentences. Make sure they are pronouncing *was* and *were* correctly (unstressed). Tell students to go back to SB p.65.

#### Answers (Grammar Focus 8A Part 1 SB p.125)

##### a

1 was 2 was 3 were 4 were 5 was 6 was  
 7 were 8 was

## CAREFUL!

Students often use *was* instead of *were*, e.g. *We was in Milan.* (Correct form = *We were in Milan.*), and also *were* instead of *was*, e.g. *He were in a meeting.* (Correct form = *He was in a meeting.*), although this is a less common mistake.

Tense errors with past simple *be* are common. Students often use the present tense when they should use the past simple, e.g. *All my friends are at the party last night.* (Correct form = *All my friends were at the party last night.*).

- d Write on the board: *I was \_\_\_\_ (where?) yesterday.* Elicit a list of possible places (e.g. *at home, at work, in the park, at school*). Individually, students write sentences about where they were this morning, last night and yesterday afternoon. Monitor and help as necessary.

- e In pairs, students compare their sentences. Were they in the same places? Take feedback as a class.

## 3 VOCABULARY Past time expressions

- a Write *past time expressions* on the board. Elicit the past time expressions students have seen so far in the lesson (e.g. *yesterday, this morning, yesterday afternoon, last night*) and write them on the board. Individually, students match the four sentences to the timeline. Copy the timeline onto the board and check answers as a class.

#### Answers

week 1	week 2	week 3
2	3	1 4
		Monday Tuesday Wednesday Thursday Friday

- b Individually, students use the words in the box to replace the underlined words in 3a.

#### Answers

1 We were in Munich on Saturday.  
 2 We were in Newcastle two months ago.  
 3 ... we were in Bristol last year.  
 4 I was in Dublin this morning.

- c **3.34–3.36** Students complete the exercises in Vocabulary Focus 8A on SB p.144. For exercise a, point to the days of the week in the diary page and play the recording for students to listen and repeat. Give students one minute to complete exercise b, then put them in pairs to compare their answers. Take feedback as a class. Play the recording for students to listen and repeat the past time expressions in exercise c. Students complete exercise d. Play the recording for them to listen and check their answers. Check answers as a class. Students complete exercise e individually. Check answers as a class. Tell students to go back to SB p.65.

#### Answers (Vocabulary Focus 8A SB p.144)

##### d

1 last 2 ago 3 this 4 on

##### e

1 at 2 a 3 this 4 ago 5 on / last 6 last

- d Ask students to make a list of eight family members and friends. Divide the class into pairs and assign A and B roles. Student A says a past time expression, e.g. *last year*, and Student B says a sentence with the past time expression, e.g. *My brother was in Mexico last year*. After two minutes, they swap roles.

### EXTRA ACTIVITY

Students continue working in pairs. Each student makes a list of places from holidays or other trips in their life. They then take turns to point to a place on their partner's list and talk about the place their partner has chosen, e.g. *I was in Spain in 2012. It was very beautiful. It was very hot!* They then work in different pairs and tell their new partner two interesting facts about their first partner, e.g. *Miguel was in London three years ago.*

## 4 LISTENING AND GRAMMAR

### Past simple: *be* negative and questions

- a** **3.37** Remind students about Cara, Antonio and Ava. Ask: *Who's a singer?* (Ava) *Who's a photographer?* (Cara) *What's Antonio's job?* (doctor). Play the recording for students to listen and identify which of the three people are speaking. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

#### Answers

1 Cara 2 Antonio 3 Ava

#### Audioscript

##### CONVERSATION 1

**LARRY** Were you at work yesterday?

**CARA** Yes, I was, but I wasn't here in the office.

**L** Where were you?

**C** I was at a meeting in Dublin.

**L** Oh, was it interesting?

**C** Yes, it was really interesting.

##### CONVERSATION 2

**DENIZ** Were you at the game last Saturday?

**ANTONIO** No, I wasn't – not the game here in Manchester.

**D** Oh, really? Were you away?

**A** Yes, I was away with the team in Bristol.

**D** How was the game there?

**A** It was good – really exciting.

##### CONVERSATION 3

**VICTOR** Were you at home at the weekend?

**AVA** No, I wasn't. I was away.

**V** Oh, where were you?

**A** I was in Milan with my band – there was a concert.

**V** Great! Was it fun?

**A** Yes, it was. And Milan is a beautiful city.

- b** **3.37** Individually, students match the events with the adjectives. Play the recording for them to check their answers. Check answers as a class.

#### Answers

1 b 2 c 3 a

- c** **3.38** Play the recording for students to read and complete conversation 1 with the words in the box. Check answers as a class, pausing the recording after each line. Point out that we stress *was* when it appears in a short answer: *Yes, I was.*

#### Answers and Audioscript

**Larry** Were you at work yesterday?

**Cara** Yes, I was, but I wasn't here in the office.

**L** Where were you?

**C** I was at a meeting in Dublin.

**L** Oh, was it interesting?

**C** Yes, it was really interesting.

- d** **3.39–3.41** Students read the information in Grammar Focus 8A Part 2 on SB p.124. Play the recording where indicated and ask students to listen and repeat. Individually, students complete exercises a and b in Part 2 on SB p.125. Check answers as a class. Tell students to go back to SB p.65.

#### Answers (Grammar Focus 8A Part 2 SB p.125)

##### a

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

##### b

2 Was he at the football game on Saturday?

3 Were they at the supermarket yesterday?

4 Where were you three years ago?

5 Was the film interesting?

6 When were you in China?

7 Where was the concert?

8 Was it a boring meeting?



### FAST FINISHERS

Ask fast finishers to work in pairs and ask and answer the questions in exercise b. They should practise replying with the short answers *Yes, it was.* or *No, it wasn't.*

- e** **3.42** Individually, students complete the conversation with *was*, *were*, *wasn't* or *weren't*. Play the recording for students to check their answers. Check answers as a class.

#### Answers and Audioscript

**A** You weren't at work yesterday.

**B** No, it was a holiday for me.

**A** Nice. Were you at home all day?

**B** No, I wasn't. I was in town in the morning and then I was at a party last night.

**A** Was the party good?

**B** Yes, it was a lot of fun.

- f** In pairs, students practise the conversation. They repeat the conversation a couple of times, changing some of the information each time. Monitor and check they are using *was* and *were* correctly. Listen out also for whether students are attempting to use other verbs in the past simple, or avoiding them altogether. If you do notice mistakes with other past simple verbs, don't be tempted to correct them at this stage.



### LOA TIP MONITORING

As you listen to students changing the conversation in 4f, you might notice them attempting to use other verbs in the past simple. It doesn't matter at this stage whether their attempts are successful or unsuccessful, as the target language for this lesson is the past simple of *be* only. However, listening out for their attempts will give you a really useful insight into what your students already know or don't know about the past simple positive, and this information will help you prepare more effectively for teaching that tense in Lesson 8B.



### EXTRA ACTIVITY

Write these prompts on the board:

- 1 *How / New York?*
- 2 *the meeting in Dublin interesting?*
- 3 *the games in Newcastle and Bristol good?*
- 4 *all the players OK?*
- 5 *How many people / at the concerts in Munich and Vienna?*
- 6 *Three cities in five days! / you tired?*

Give students two minutes to write questions with *was* and *were* for Cara, Antonio and Ava. Check answers as a class (1 How was New York?, 2 Was the meeting in Dublin interesting?, 3 Were the games in Newcastle and Bristol good?, 4 Were all the players OK?, 5 How many people were at the concerts in Munich and Vienna?, 6 Three cities in five days! Were you tired?).

In pairs, students take turns to be Cara, Antonio and Ava while their partner asks them the questions. Monitor and check they are using *was* and *were* correctly. Don't expect them to use any other verbs correctly in the past simple, but take the opportunity to diagnose how much they already know about the past simple.

## 5 SPEAKING

▶ Tell students that they can now practise using all the language from the lesson. Divide the class into groups of three and assign A, B and C roles. Student As look at the questions and information on SB p.106, Student Bs do the same on SB p.111, and Student Cs on SB p.113. Student A asks Student B questions, Student B asks Student C questions and Student C asks Student A questions. They all listen carefully to answer: *What's the same for all three people?* Monitor and note down any common mistakes/errors to deal with during feedback. Check the answer as a class.

### Answer

Henri, Hanan and Marcella were at parties last weekend.

### ADDITIONAL MATERIAL

- ▶ Workbook 8A
- ▶ Photocopiable activities: Grammar p.155, Vocabulary p.162


# 8B Who killed Lady Grey?

### OPTIONAL LEAD-IN

Books closed. Write *Where were you at 8:00 last night?* and *I was ...* on the board. Elicit some possible endings, e.g. *at home, at work, at a concert, at a party, at a sports game, at the cinema, at the park, etc.*

In pairs, students take turns to ask *Where were you at ... + (time)?* and answer *I was ... + (place)*. Take feedback as a class.

## 1 READING AND LISTENING

- a  Ask students to look at the main picture (the people at the table), and the task. Check students understand *rich* (having lots of money) and *poor* (not having much money). In pairs, students answer the questions. Take feedback as a class, asking students to give reasons for their opinions. Use the main picture to elicit or teach the word *guests* (these visitors are friends).

### Suggested answers

- 1 It is probably lunch or dinner.
- 2 The people are probably rich.


At the end of this lesson, students will be able to:

- understand and talk about past events in a detective story
- use the past simple in positive statements correctly with a set of regular and irregular verbs
- use a lexical set about free time activities correctly
- talk about free time activities in the past and present

- b Use the smaller pictures to elicit or teach *diamonds* and elicit *knife*. Point to the woman on the floor and say *She's not asleep* with a sorry expression on your face. Elicit or teach the adjective *dead*. Point to the knife and elicit or teach the verb *kill*. Mime that you are making a phone call and elicit or teach the word *police*. Point to the pictures and the title and say: *You are the detective!* Write *detective* on the board. *You need to find information about who killed Lady Grey!* Give students two minutes to read *Who killed Lady Grey?* (not *The police interviews*) and underline the correct answers. Check answers as a class. Ask students to say the parts which give the answers.

### Answers

- 1 bedroom ('They are always in a bag under her bed.')
- 2 3:00 ('Lord Grey stayed with the guests until 3:00 and then they went home.')
- 3 a knife ('There was a knife next to her ...')
- 4 weren't ('There was a knife next to her and a bag ... but no diamonds.')

- c  3.43 Use the map of the house to elicit or teach *bedroom, garden* and *dining room*. Ask: *Which room is in picture a?* (the dining room). Play the recording for students to listen to and read the police interviews and find out who A, B and C are on the plan. Students compare answers in pairs. Check answers as a class.

## Answers

A, B Lord Grey, James Green  
C Jane White



### EXTRA ACTIVITY

To exploit the reading text further, write these gapped sentences on the board:

- 1 Lord and Lady Grey live in a \_\_\_\_\_ house in London.
- 2 After lunch, Lady Grey went to bed because she was \_\_\_\_\_.
- 3 Lord Grey went to Lady Grey's bedroom with \_\_\_\_\_ for her at 3:15.
- 4 James Green and Lord Grey talked about \_\_\_\_\_.
- 5 Jane White was in the garden with a \_\_\_\_\_.
- 6 Sue Black said her \_\_\_\_\_ was in the house.

Give the students one minute to read the text again and add the missing words. Check answers as a class (1 big, 2 tired, 3 tea, 4 business, 5 book, 6 phone).

- d Students discuss the questions in pairs. Check answers as a class. Ask the class: *Do you like detective stories? Why? / Why not?* Elicit some opinions from the class. If you wish, give students information from the Culture notes below.

#### Suggested answers

Sue Black killed Lady Grey.  
After lunch Sue Black was in the house. She wasn't in the garden with Jane White.



### CULTURE NOTES

The detective story is a popular kind of literature.

Detective stories usually have the following pattern. A crime takes place. It seems impossible to solve. Various people, including the police, investigate it. Clues gradually emerge and eventually the identity of the person who committed the crime is discovered – not by the police, but by the brilliant mind of a detective.

The first detective story, *The Murders in the Rue Morgue*, was written by Edgar Allan Poe in 1841. Perhaps the most famous fictional detective is Sherlock Holmes, who was created by Sir Arthur Conan Doyle in 1886.

Other famous detective story writers include Agatha Christie, Dashiell Hammett, Raymond Chandler and Georges Simenon.

## 2 GRAMMAR Past simple: positive

- a Write on the board: *Who \_\_\_\_\_ Lady Grey?* Elicit or teach the missing word *killed*. Ask: *Is 'killed' a present event or past event?* (a past event). Individually, students read *The police interviews* on SB p.66 again and add the past simple verbs to the table. Check answers as a class. Point out the difference in pronunciation between *read* /ri:d/ (present form) and *read* /red/ (past form).

#### Answers

A		B	
Verb	Past form	Verb	Past form
kill	killed	go	went
talk	talked	have	had
stay	stayed	see	saw
watch	watched	read	read

- b Discuss the questions about the form of the past simple as a class. Point out that the verbs in A have regular past simple forms and the verbs in B have irregular past simple forms. Tell students that there is a list of verbs with irregular past simple forms on SB p.165.

#### Answers

- 1 -ed 2 in different ways



### CAREFUL!

Students often use the present simple where the past simple would be correct, e.g. *I arrive last week*. (Correct form = *I arrived last week*.) The verbs that students most commonly make mistakes with are *like, get, watch, go, do* and *buy*.

Another common error is using the wrong verb, particularly *was* or *did* instead of *went*, e.g. *I was shopping yesterday*. (Correct form = *I went shopping yesterday*.)

Spelling mistakes can be a problem, particularly with *bought* and *watched*, e.g. *I bought a new phone*. (Correct form = *I bought a new phone*.)

- c **Sound and spelling /t/ and /d/**

3.44 For exercise 1, play the recording for students to listen to the pronunciation of *talked* and *killed*. Play the recording again for students to listen and repeat.

3.45 For exercise 2, play the recording for students to listen to the pronunciation of the regular past simple forms. Play the recording again if necessary. Check answers as a class.

#### Answers

more like /t/: watched, worked; more like /d/: stayed, finished, played

Put students into pairs for exercise 3 to practise saying the verbs.

- d In pairs, students take turns to test each other on all the past forms (regular and irregular) in the table in 2a. Their partner should keep the table covered with their hand while being tested. They then swap roles.
- e 3.46–3.47 Students read the information in Grammar Focus 8B on SB p.124. Play the recording where indicated and ask students to listen and repeat. Draw attention to the spelling of -ed endings and remind students that there is a list of verbs with irregular past simple forms on SB p.165. Students complete exercises a–c on SB p.125. Check answers as a class. Give students two minutes to complete the sentences in exercise d using *I* or *we*. Students compare answers in pairs. Take feedback as a class. Do any students have the same sentences? Tell students to go back to SB p.67.

#### Answers (Grammar Focus 8B SB p.125)

- a  
1 went 2 had 3 stayed 4 saw 5 watched 6 arrived  
b  
1 went 2 saw 3 talked 4 stayed 5 watched 6 read  
c  
2 had 3 went 4 had 5 talked 6 stayed 7 watched  
8 went 9 read



### FAST FINISHERS

Ask fast finishers to look at the list of irregular past simple verbs on SB p.165 and choose six more they would like to learn. Tell them to write example sentences using these verbs.



## LOA TIP ELICITING

In this extended eliciting activity, students work together to produce a summary of *Who killed Lady Grey?* They have to remember the story and think about the past simple form of the verbs.

One-by-one, write these prompts down one side of the board (with stronger groups you could just say each prompt). For each one, ask questions like *Who? Where? What?* to elicit the missing information. If students need prompting to use past simple, say *Past?*. Write each sentence on the board as you elicit it, until you have the whole summary into a paragraph.

- go to ... for lunch
- be tired ... go to her bedroom
- stay in the house ... talk ...
- go into the garden
- go into the house
- kill ...
- be on the floor
- At 3:15 ... see ... on the floor
- dead
- see ... bag, knife, diamonds

### Summary

Sue Black, James Green and Jane White went to Lord and Lady Grey's house for lunch. Lady Grey was tired. She went to her bedroom. Lord Grey and James White stayed in the house and talked about business. Sue Black and Jane White went into the garden. Sue Black went into the house. She killed Lady Grey. At 3:15, Lord Grey saw his wife on the floor. She was dead. He saw a bag and a knife but no diamonds.

## 3 LISTENING AND VOCABULARY

### Free time activities

- a** **3.48** Individually, and without looking at *The police interviews* on SB p.66, students complete the sentences using past simple verbs from the table in 2a. Play the recording for them to check their answers. Check answers as a class. Use the answers to elicit the six free time activities in their present simple form. Write them on the board: *go home, go for a walk, read a book, watch TV, have coffee, talk about business*. Drill the free time activities in their present and past forms.

#### Answers

1 went 2 went 3 read 4 watched 5 had 6 talked

- b** Individually, students match the words and phrases with the past simple verbs to make more free time activities. Check answers as a class. Drill the free time activities in their past forms only.

#### Answers

1 to a café, shopping 2 the newspaper 3 at home  
4 a drink, breakfast 5 a film 6 to my friends

- c** **3.49** Point to the five pictures. Say: *These are Jane White's activities in the morning before she went to Lord and Lady Grey's house*. In pairs, students talk for a minute about the free time activities in the five pictures. Play the recording for them to listen and put the pictures in the correct order. Play the recording again if necessary. Check answers as a class.

#### Answers

1 e 2 d 3 c 4 a 5 b

- d** **3.49** Individually, students complete Jane White's statement with phrases in 3b. Play the recording for students to check their answers. Check answers as a class.

#### Answers

1 had breakfast 2 read the newspaper 3 went shopping  
4 went to a café 5 had a drink

- e** **3.50–3.51** Students complete the exercises in Vocabulary Focus 8B on SB p.138. Play the recording in exercise a for students to listen and put the activities in the correct order. Check answers as a class. Play the recording in exercise b for students to listen and repeat the verbs in their present and past forms. Students complete c individually. Check answers as a class. Monitor exercises d and e and help as necessary. Tell students to go back to SB p.67.

#### Answers (Vocabulary Focus 8B SB p.138)

##### a

1 I went shopping. I went to a café. I went to the cinema. I went to a party.  
2 I had a coffee. I had a shower. I had a pizza. I had a drink.  
3 I listened to the radio. I listened to music. I watched a football match. I watched a film on TV.  
4 I read a book. I read the newspaper. I read a magazine.  
5 I played football. I played the guitar. I played a computer game.

##### c

1 watched 2 read 3 went 4 listened 5 had

- f** Tell students to look at the three sentence beginnings. Give students two minutes to complete the sentences and write one using their own ideas. Monitor and help as necessary.

- g** Put students into groups to read out and compare their sentences from 3f. You could also set this stage up as a mingling activity, with students walking round the classroom to compare their sentences with as many people as possible. Monitor and check that students are using free time activity phrases correctly in their present and past forms. After about three minutes, put students into pairs to prepare their answers to questions a–c. Continue to monitor students' use of tenses. Take feedback as a class.

## 4 SPEAKING

▶ Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As read the information about Leo on SB p.106. Student Bs read the information about Nina on SB p.111. Student As tell Student Bs about Leo, then Student Bs tell Student As about Nina. Monitor, but don't interrupt fluency. Note down any common mistakes/errors to deal with during feedback. Students then answer this question in pairs: *Which of Leo and Nina's activities are the same?* Check the answer as a whole class, then correct any errors you noted while monitoring.

#### Answer

Leo and Nina both had breakfast, went shopping, went to a café and read a book.

## ADDITIONAL MATERIAL

- ▶ Workbook 8B
- ▶ Photocopiable activities: Grammar p.155, Vocabulary p.162, Pronunciation p.169

# 8C Everyday English

## Let's go somewhere this weekend

### OPTIONAL LEAD-IN

Books closed. Write these free time activities on the board:



- 1 *go for a walk*
- 2 *go to a football match*
- 3 *go shopping*
- 4 *read a book*
- 5 *go to a party*
- 6 *play a computer game*
- 7 *go to a concert*
- 8 *read the newspaper*
- 9 *go to the cinema*

Now write these adverbs of frequency on the board:

- *often*
- *sometimes*
- *never*

In pairs, students say how often they do activities 1-9.

## 1 LISTENING

- a**  Give students time to read the questions and think about their answers. In pairs, they ask and answer the questions. Take feedback as a class.
- b** In pairs, students look at 1 and 2 and guess the answers. Take feedback as a class. Write the most common guess for each question on the board (a or b).
- c**  **3.52** Play Part 1 of the video or audio recording for students to listen and check the correct answers to 1b. Check answers as a class.

### Answers


1 b 2 a

### Video/Audioscript (Part 1)

- DAVID** Hi, Sophia. How was your weekend?  
**SOPHIA** Yeah, it was nice. Yours?  
**D** Well, you know, busy with friends. So, how do you like it here in England?  
**S** Oh, I love it. Well, I like London, but that's not England! Where are you from, David?  
**D** I'm from Bristol. It's in the west of England.  
**S** Oh, right. Do you miss your family?  
**D** Oh, you know, my parents, but I love living in London. Well ... I ... um ...
- S** Oh, of course. See you later.  
**MEGAN** Good morning, Sophia.  
**S** Oh, hi Megan!  
**M** How are you?  
**S** Yeah, OK, thanks. Thank you for Saturday. You really helped a lot.  
**M** Oh, that's all right. I love shopping.  
**S** It was fun.  
**M** Yes, it was. We could go shopping again some time.  
**S** Yes, OK. Good idea.  
**M** Steph, did you get my email? ... I sent it last night.


At the end of this lesson, students will be able to:

- understand conversations about settling in and getting to know a new area
- use appropriate phrases for making and responding to suggestions
- recognise and produce main stress and tone correctly
- write short emails, letters and notes
- write a thank-you note

- d**  **3.52** Play Part 1 of the video or audio recording again for students to listen and tick the correct sentences. Students compare answers in pairs. Check answers as a class.

### Answers

1 c 2 a


- e**  **3.53** Play Part 2 of the video or audio recording for students to watch or listen and answer the questions. Check answers as a class.

### Answers

Megan went to a party.  
 Sophia watched TV.


### Video/Audioscript (Part 2)

- MEGAN** Thank you.  
**SOPHIA** So, how was your Sunday?  
**M** It was OK. I was at a party in the evening.  
**S** Was it good?  
**M** Yeah ... but the food wasn't very nice.  
**S** Oh dear.  
**M** I was tired. I went home early. What about you?  
**S** Me?  
**M** How was your Sunday?  
**S** Oh, it was OK. I went for a walk in the afternoon. And then I stayed at home and watched TV. London's really big. It's difficult to meet people.  
**M** Well, you know me!
- S** Yes, that's true.  
**M** I find London difficult too, sometimes. I know – let's go somewhere this weekend. So you can see a different town. We could go to Henley.  
**S** Henley? Where's that?  
**M** Oh, it's a small town, it's not far from London. I went to school there.  
**S** Really?  
**M** Yes, it's a beautiful place. Look.  
**S** Oh, yes, it looks nice.  
**M** So, shall we go there for the day next Saturday?  
**S** OK, that's a lovely idea. I'd like to see some different places. Let's go to Henley!

- f**  **3.53** Play Part 2 of the video or audio recording again for students to answer the questions. Students compare answers in pairs. Check answers as a class. Ask: *What is Henley? (It's a small town near London.) What does Megan say about it? (She went to school there. It's very beautiful.)*

### Answers


- 1 The food wasn't very nice.
- 2 It's difficult for Sophia to meet people.
- 3 To go to Henley.
- 4 She feels happy because she'd like to see some different places.

- g**  Individually, students think about their answers to the questions. They then compare their opinions in pairs or small groups. If you did the Optional lead-in, remind students of the free time activities they talked about at the beginning of the lesson. Take feedback as a class.



## 2 USEFUL LANGUAGE

### Making and responding to suggestions

- a**  **3.54** Play the recording for students to listen and underline the words they hear. Check answers as a class. Ask: *Are both options possible?* and discuss the answer with the class. Write the four sentence beginnings on the board: *We could go ... We can go ... Shall we go ... ? Let's go ...*. Play the recording again and ask: *Is 'could' stressed?* (no) *Is 'shall' stressed?* (no).

#### Answers

- 1 could, Good
- 2 shall we, lovely


Both options are possible in all four cases, but we would use a full stop or an exclamation mark after *let's...*, not a question mark.



#### LOA TIP DRILLING


Say *could*, *can* and *shall* in their unstressed forms /kʊd/, /kən/ and /ʃəl/ for students to listen and repeat. Then say the stressed word *Let's* for students to listen and repeat. Now drill the sentences below. Monitor and check that students are saying the unstressed words correctly. Repeat the drill, changing *Let's go* to *Let's stay*, etc.

- *We could stay or we could go.*
- *Shall we stay or shall we go?*
- *Let's go.*
- *We can talk or we can watch TV.*
- *Shall we talk or shall we watch TV?*
- *Let's talk.*
- *We could have lunch or we could have a coffee.*
- *Shall we have lunch or shall we have a coffee?*
- *Let's have lunch.*

- b**  **3.55** Individually, students complete the conversation with the words in the box. Play the recording for them to listen and check their answers. Check answers as a class.


#### Answers

- 1 go 2 sorry 3 we 4 idea



- c**  In pairs, students practise the conversation in 2b. Monitor and check students are pronouncing the expressions for making suggestions correctly.
- d** Individually, students complete the conversation with words and phrases from 2a and 2b. Check answers as a class, accepting all possible answers.

#### Suggested answers

- A** *Let's go to the cinema tonight.*  
**B** *I'm sorry, I'm not free. I have a dinner with my family.*  
**A** *We could go tomorrow night.*  
**B** *OK, that's a lovely idea.*


- e**  In pairs, students practise the conversation in 2d with a partner, taking turns to be A and B. Ask stronger students to change free time activities and the times/days.

## 3 PRONUNCIATION Main stress and tone

- a**  **3.56** Play the recording for students to listen for the main stress in the underlined words in the two expressions.
- b**  **3.56** Play the recording for students to listen for whether the tone rises or falls after the stressed word in the two expressions in 3a. Check the answer as a class. Play the recording again for students to listen and repeat the two expressions. Remind students that having a flat intonation might not sound polite. Students practise saying the expressions in pairs.

#### Answer

It falls.

- c**  Divide the class into pairs and assign A and B roles. Student As say sentences 1 and 2 and Student Bs respond with an expression in 3a. They then swap roles. Monitor and check that students are using stress and tone correctly in their responses.




#### EXTRA ACTIVITY

Point to the picture of Megan and Sophia looking at the computer on SB p.69. Ask: *Which city are Megan and Sophia in?* (London) *What does Megan suggest doing with Sophia next weekend?* (going to Henley / going to a small town near London).

Elicit some places in the area where you are now (beaches, towns, museums, etc.) that are good for visitors to go to. Write these places on the board. In pairs, students use the ideas on the board to have mini-conversations like the ones in 3c. Encourage them to add extra information about the places, e.g. *It's really beautiful, It's a small town, It's a big museum, It's very interesting.* Monitor, but don't interrupt fluency.

## 4 SPEAKING

- a** Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Give students one minute to look at the conversation map and decide what they're going to say.

- b**  Tell students they're going to act out a phone conversation. Elicit the opening lines of a phone conversation and write them on the board:

A: (ring, ring...)

B: Hello?

A: Oh hi it's me, (name).

B: Hi (name), how are you?

A: I'm fine thanks. Listen, shall we ...

In pairs, students role play the conversation they prepared in 4a. They then swap roles. Monitor, but don't interrupt fluency. Listen for correct usage of the target language from this lesson as well as any mistakes with the target language. Correct errors as a class at the feedback stage.

## 5 WRITING

- a** Give students one minute to read the note and answer the question. They compare their answers in pairs. Check the answer as a class.

**Answer**

to say thank you

- b** Students go to Writing Plus 8C on SB p.157. Go through the information as a class. Draw attention to the reference to using past simple. Individually, students do exercises b and c. Check answers as a class. Tell students to go back to SB p.69.

**Answers (Writing Plus 8C SB p.157)**

**b**

1 c 2 e 3 a 4 b 5 d

**c**

1 Dear 2 Here are 3 sorry 4 It was 5 talked  
6 hope 7 wishes



### FAST FINISHERS

Ask fast finishers to change the start and finish of the email in b (e.g. *Dear Suzy* instead of *Hi Suzy*), and to change some of the details (e.g. *dinner* instead of *lunch*).

- c** Give students five minutes to write a thank-you note to a friend. Encourage them to use the ideas given. Monitor and help as necessary. Check that students use the past simple appropriately in their note.
- d** Students read their partner's note. Ask a few students: *What does your partner say thank you for?* Do students say thank you for the same or very different things?

### ADDITIONAL MATERIAL

- ▶ Workbook 8C
- ▶ Unit Progress Test
- ▶ Personalised online practice
- ▶ Photocopiable activities: Pronunciation p.169

# UNIT 8

## Review

### 1 GRAMMAR

- a** Write (?) *where / you yesterday* and elicit the past simple question *Where were you yesterday?*. Ask the question to a few students in the class. Individually, students use the prompts to make sentences using the past simple. Check answers as a class.

#### Answers

- 1 I was in a meeting.
- 2 Were you OK?
- 3 James wasn't at work this morning.
- 4 Where was he?
- 5 Yasmin and Adele were in New York two weeks ago.
- 6 We weren't in Paris six years ago.

- b** Write these five places on the board: *museum, sports game, cinema, hotel, concert*. Give students 30 seconds to read the text and find out which three places the writer went to last week. Tell them not to worry about the gaps at this point. Check answers as a class (*museum, cinema, hotel*). Now give students two minutes to read the text again and complete it with the past simple form of the verbs in brackets. Check answers as a class.

#### Answers

- 1 were 2 arrived 3 visited 4 talked 5 went 6 saw
- 7 watched 8 stayed 9 weren't 10 liked 11 was 12 had

### 2 VOCABULARY

- a** Individually, students look at the date and time at the top of the exercise, then choose the correct answers. Students compare answers in pairs. Check answers as a class.

#### Answers

- 1 a 2 b 3 a 4 a 5 b 6 b

- b** In pairs, students ask and answer questions using *Where were you ... ?* and the past time expressions in 2a. Take feedback as a class.

- c** Individually, students use the words and phrases in the box to complete the table. Point out that one phrase can be used more than once. Check answers as a class.

#### Answers

- 1 a pizza 2 the radio 3 a football match 4 a magazine
- 5 a computer game 6 a football match

#### EXTRA ACTIVITY

Individually, students write five past simple sentences with phrases from the table. They should use *I* and *yesterday* or *this morning*. They compare their answers with a partner and find out how many of their sentences are the same. Take feedback as a class.

- d** Individually, students correct the errors in the sentences. Students compare answers in pairs. Check answers as a class.

#### Answers

- 1 I was in Manchester two weeks ago.
- 2 We were in Rome at the weekend.
- 3 I had coffee with Lily on Friday.
- 4 We went to a party yesterday.
- 5 I listened to music last night.
- 6 We played football this morning.

### 3 SOUND AND SPELLING

- a** Write *killed* and *liked* on the board and underline the -ed endings. Write /t/ and /d/ on the board. Ask about each word: *What's the final sound? (killed /d/, liked /t/)*. Individually, students add the words to the correct place in the table. Play the recording for students to check their answers. Check answers as a class. In pairs, students practise saying the words in the table.

#### Answers

/t/	/d/
talked, watched, helped	stayed, listened, played

- b** Play the recording for students to listen and go through the information in the table. Elicit and write the different spelling patterns for each sound on the board:

/eɪ/ *ay, a, ea, ey* and /aɪ/ *i, igh*

Drill all the words in the table.

- c** Individually, students decide whether the marked sounds in each pair of words are the same or different. Play the recording for students to check their answers. In pairs, students practise saying the words.

#### Answers

- 1 S 2 S 3 D 4 S 5 D 6 S



#### FAST FINISHERS

Ask fast finishers to think of more words with the sounds /eɪ/ (e.g. *name, same, page*) and /aɪ/ (e.g. *my, why, five, wi-fi*).



#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.