

# 4

# Is It A Crime?

- Grammar** Past continuous; Past simple and Past continuous
- Vocabulary** Breaking the rules; Prepositions of movement
- Speaking** Showing interest
- Writing** A short story

## Vocabulary Breaking the rules

1 2.1 Match the pictures to these phrases. Then listen, check and repeat.

- |                  |                             |
|------------------|-----------------------------|
| be rude          | bully                       |
| cheat in an exam | copy someone's homework     |
| drop litter      | fight                       |
| lie              | play loud music             |
| play truant      | spray graffiti              |
| steal something  | use a mobile phone in class |

Word list page 77 Workbook page 107

2 Match the phrases in Exercise 1 to the sentences.

- 1 My friends were at school but I wasn't. *play truant*
- 2 Max hit Leo and Leo hit Max.
- 3 I wrote the answers on my hand.
- 4 He wrote his name on the classroom wall.
- 5 She took some CDs but she didn't pay for them.
- 6 We can hear our neighbours' stereo at night.
- 7 They didn't put the paper in the bin.
- 8 Lucy didn't do her homework. I gave her mine.
- 9 She didn't speak nicely to me.
- 10 I sent her a text message in the Maths lesson.
- 11 He took the little boys' money and they cried.
- 12 She didn't tell the teacher the truth.

3 In pairs, ask and answer questions about breaking rules. Use *always*, *often*, *sometimes* or *never*.

Do you drop litter in the street?

No, I never drop litter.



**Brain Trainer Activity 3**  
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## Unit 4 Is It A Crime?

### Unit contents

#### Grammar

- Past continuous – affirmative, negative, questions and short answers
- Past simple and Past continuous – *when* and *while*

#### Vocabulary

- Breaking the rules – *be rude*, *bully*, *cheat in an exam*, *copy someone's homework*, *drop litter*, *fight*, *lie*, *play loud music*, *play truant*, *spray graffiti*, *steal something*, *use a mobile phone in class*
- Prepositions of movement – *across*, *along*, *around*, *down*, *into*, *off*, *out of*, *over*, *through*, *under*, *up*

#### Communication

- Showing interest
- Writing a short story

#### Key competences

- Linguistic competence
- Interpersonal, social and civic competence
- Cultural and artistic competences
- Learning to learn
- Autonomy and personal initiative

## Vocabulary Breaking the rules

Exercise 1 (Track 2.1)

- Individually, students match the pictures to the phrases.
- Play the recording for students to listen and check.
- Play the recording again. Pause after each word or phrase to check students' pronunciation.

#### Answers

- 2 drop litter
- 3 play loud music
- 4 steal something
- 5 play truant
- 6 copy someone's homework
- 7 fight
- 8 cheat in an exam
- 9 bully
- 10 lie
- 11 be rude
- 12 use a mobile phone in class

Exercise 2

- Individually, students match the phrases in Exercise 1 to the sentences.
- Check answers as a class.

#### Answers

- |                    |                                |
|--------------------|--------------------------------|
| 2 fight            | 8 copy someone's homework      |
| 3 cheat in an exam | 9 be rude                      |
| 4 spray graffiti   | 10 use a mobile phone in class |
| 5 steal something  | 11 bully                       |
| 6 play loud music  | 12 lie                         |
| 7 drop litter      |                                |

### Extra activity

Stronger groups or fast finishers use the words and phrases to write complete sentences in the most logical tense, e.g. '*Leo and Max fought.*', '*I cheated.*' etc. Students will probably use the Past simple for all the sentences apart from 6: '*They play loud music at night.*' Remind students that some verbs are irregular, e.g. *fight*, *steal*.

### Exercise 3

- Ask two students to read out the example question and answer.
- Revise the adverbs of frequency by writing *always*, *often*, *sometimes* and *never* on the board and a % symbol. Ask students approximately what percentage corresponds to each adverb.
- Monitor but do not interrupt fluency unless they make mistakes with the adverbs of frequency or the vocabulary about breaking the rules.

### Answers

Students' own answers

### Extra activity

Set up a 'class survey' on the subject of breaking rules. Students prepare a table in their notebooks as follows:

	<i>always</i>	<i>often</i>	<i>sometimes</i>	<i>never</i>
Question 1				
Question 2				
Question 3				

Use the question '*Do you drop litter in the street?*' as an example of a *yes/no* question about breaking rules. Students think of three of their own *yes/no* questions using vocabulary from this lesson. They then ask all the students in the class their questions. Tell them they need only tick each time a student answers *always*, *often*, *sometimes* or *never*, not record the names. When students have finished, they prepare simple graphs to display the results and present these to the class.

### Further practice

Workbook pages 34 and 107

### Brain Trainer Activity 3

See Teacher's Book page 213

## Reading

## Revision

**First** – Revise the vocabulary of breaking the rules and adverbs of frequency by playing ‘I usually follow rules, but ...’ with the class. Demonstrate the activity by saying ‘I usually follow rules, but I often play loud music.’ Elicit a second sentence from a stronger student, e.g. ‘I usually follow rules, but I often play loud music and I sometimes drop litter.’ Nominate a third student to repeat the sentence and add one more item. Check students understand the game before continuing. Make sure they understand that the sentences do not have to be true.

**Second** – Students play the game in groups of three to five. Do not allow students to write anything down. Monitor and correct students’ pronunciation as appropriate and check students put the adverb in the correct position.

**Third** – Play the game as a class two or three times, seeing how many items students can remember in total.

## Exercise 1

- Draw attention to the photo, title and heading and ask students what they can see.
- Make sure students understand not to read in detail at this point.
- Students decide what type of text they think it is.

## Exercise 2

- Students scan the text quickly and find out what type of text it is.

## Answer

- 2 A letter in a magazine

## Exercise 3 (Track 2.2)

- Individually, students read the text and decide if the sentences are true or false.
- Make sure students understand that if no information is given then they should mark the sentences DK.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before checking answers as a class.
- When checking answers, ask students to correct the false sentences.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

## Answers

- 1 False (The students weren’t late for school. The teacher was late for school.)
- 2 Don’t know (Oliver wasn’t at school, but we don’t know where he was.)
- 3 Don’t know (Rob was reading text messages but we don’t know who they were from.)
- 4 False (Maria copied Isabel’s homework.)
- 5 True
- 6 True
- 7 True
- 8 False (The head teacher only punished Rob.)

## Extra activity

Do some additional work on citizenship by asking students further questions related to the topic of the text, e.g.:

- 1 What are some of the negative consequences of playing truant?
- 2 Do you think taking mobile phones to school is a good idea?
- 3 Why is copying homework a bad idea?
- 4 When is lying OK? Why?
- 5 What do you think Rob can do?

Discuss the questions as a class, offering your own thoughts on appropriate and responsible school behaviour. Ideally the discussion should be completed in English, but you may want to support weaker students with some L1, if appropriate.

## Exercise 4

- Read the examples with the class.
- Students then work in pairs, asking and answering the questions.
- Monitor but do not interrupt fluency.
- Feedback as a class.

## Answers

Students’ own answers

## Extra activity


Students write a letter of their own to Paul’s Problem Page, talking about a problem they have had recently. This can be real or fictitious. When checking students’ work, focus on the positive use of the grammar and vocabulary taught so far. Use some of the students’ written work as the basis for further comprehension practice. Select three of the most interesting and varied texts and prepare four comprehension questions or true/false statements about each. Students then read their classmates’ texts and answer the questions.

## Reading

- 1 Look quickly at the text. What type of text do you think it is?

- 1 A magazine interview
- 2 A letter in a magazine
- 3 An email to a magazine

- 2 Read and check your answer to Exercise 1.

- 3  2.2 Read the text. Are the sentences true (T), false (F) or don’t know (DK)?

- 1 The students were late for school. *F*
- 2 Oliver was at home.
- 3 Rob was reading text messages from Oliver.
- 4 Isabel copied Maria’s homework.
- 5 One of Rob’s friends sprayed graffiti.
- 6 The school rules say students can’t use mobile phones in class.
- 7 The teacher thought Rob’s answer was rude.
- 8 The head teacher punished the students in Rob’s class.

- 4 What about you? In pairs, ask and answer.

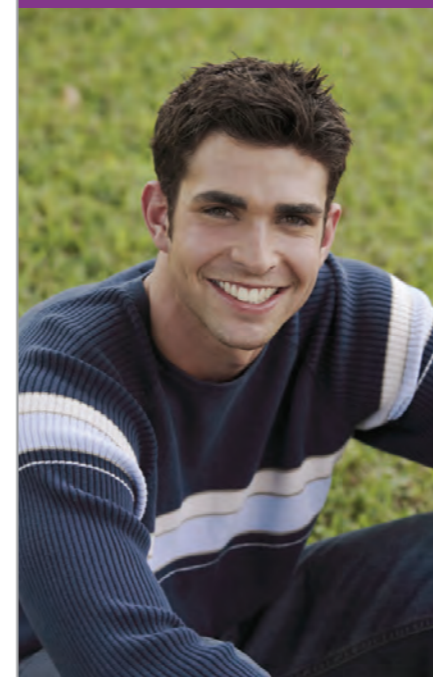
- 1 Are you sometimes late for school?
- 2 Do you or your friends ever play truant?
- 3 Do you send text messages to your friends in lessons? Do your friends send you text messages?
- 4 Are your friends rude to teachers?

Are you sometimes late for school?

Yes, I’m often late for school. What about you?

I’m never late for school.

## Paul’s Problem Page



## ★ Letter Of The Week

Hi Paul,

I had a bad day at school yesterday. Let me tell you about it. My friends and I were in the classroom. It was twenty past nine and we were waiting for our teacher. She was late. I was alone at my desk because my best friend Oliver was playing truant that day. I was reading some text messages on my mobile phone. Two boys from my class, Dan and Marcus, were fighting. Maria was copying Isabel’s homework because she never does her own homework. One boy, Carl, was even spraying graffiti on a wall.

Suddenly, Miss Harris came into the classroom. She was very angry. She stopped in front of my desk, looked at me and said: ‘Why are you using your mobile phone in class? You’re breaking the school rules!’ ‘But Miss Harris, I wasn’t using my mobile phone. I was only reading some text messages,’ I said. ‘Why are you angry with me?’ Miss Harris thought I was lying to her: ‘Don’t be rude, Rob! You are using your mobile phone!’ she said, and she sent me to the head teacher’s office. The head teacher punished me, but he didn’t punish anyone else. What can I do?

Rob

## Grammar Past continuous

Affirmative		
I/He/She/It	was reading	a text.
We/You/They	were reading	
Negative		
I/He/She/It	wasn't (was not) reading	a text.
We/You/They	weren't (were not) reading	

### 1 Study the grammar tables. Choose the correct option to complete the rule.

We use the Past continuous to describe an *action in progress* / *an action that finished* at a particular time in the past.

### 2 Make sentences with the Past continuous.

- at eight o'clock last night / my dad / watch TV  
*At eight o'clock last night my dad was watching TV.*
- you / cheat / in the exam!
- I / sleep / at midnight
- Julie and Chris / study / at ten o'clock
- we / send / text messages / in class
- my sister / sing / in the bath / last night

### 3 Make negative sentences with the Past continuous.

- You were lying to your parents.  
*You weren't lying to your parents.*
- He was stealing CDs.
- Our neighbours were playing loud music.
- She was playing truant.
- I was spraying graffiti on the walls.
- We were copying the answers to the exercise.

### 4 Make questions with the Past continuous.

- your friend / wear / jeans / yesterday?  
*Was your friend wearing jeans yesterday?*
- your teacher / write / on the board / at the start of the lesson?
- you / watch / TV / at 9.00 p.m. last night?
- you and your friends / walk / to school / at 8.00 a.m. yesterday?
- what / you / do / yesterday at eleven o'clock?

Questions and short answers	
Was I/He/She/It reading a text?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were we/you/they reading a text?	Yes, we/you/they were. No, we/you/they weren't.
Wh-questions	
What were you doing last night?	Why was she cheating?
Time expressions	
yesterday morning	last night
three days ago	

Grammar reference Workbook page 92

### 5 In pairs, ask and answer the questions in Exercise 4.

Was your friend wearing jeans yesterday?  
Yes, she was.

## Pronunciation

### was and were: strong and weak forms

#### 6a 2.3 Listen and repeat the sentences.

- Was he listening to music? (weak)
- Yes, he was. (strong)
- Were they cheating in the exam? (weak)
- No, they weren't. (strong)
- They weren't cheating. (strong)

#### b Read the sentences. Is was/were strong (S) or weak (W)?

- Were they playing football? *W*
- Yes, they were.
- They weren't doing yoga.
- He was watching TV.
- Was she waiting for us?

#### c 2.4 Listen, check and repeat.

### 7 What about you? What were you doing at 8.00 p.m. last night? Write sentences.

## Unit 4 Is It A Crime?

## Grammar Past continuous

### Language note

This unit introduces the Past continuous for actions in progress at a specified past time. The spelling rules relating to the formation of the Past continuous are the same as for the Present continuous. For full details see Teacher's Book page 43.

### Exercise 1

- Read the grammar tables with the class.
- Individually, students complete the rule, referring back to the grammar tables where necessary.
- Check the answer as a class.

### Answer

an action in progress

### Exercise 2

- Individually, students complete the sentences.
- Check in pairs before checking answers as a class.
- Check answers and spelling by asking individual students to write sentences on the board.

### Answers

- You were cheating in the exam!
- I was sleeping at midnight.
- Julie and Chris were studying at ten o'clock.
- We were sending text messages in class.
- My sister was singing in the bath last night.

### Exercise 3

- Individually, students transform the sentences.
- Monitor and point out errors for students to self-correct.
- Check answers as a class.

### Answers

- He wasn't stealing CDs.
- Our neighbours weren't playing loud music.
- She wasn't playing truant.
- I wasn't spraying graffiti on the walls.
- We weren't copying the answers to the exercise.

### Exercise 4

- Make sure students remember that they have to invert the subject and the verb.
- Check the questions before students work in pairs in Exercise 5.
- Drill the questions for pronunciation and sentence stress.

### Answers

- Was your teacher writing on the board at the start of the lesson?
- Were you watching TV at 9.00 p.m. last night?
- Were you and your friends walking to school at 8.00 a.m. yesterday?
- What were you doing yesterday at eleven o'clock?

### Exercise 5

- In pairs, students ask and answer the questions.
- Monitor and correct students' pronunciation as appropriate.
- Ask some students to say their questions and answers for the class.

## Pronunciation was and were: strong and weak forms

### Language note

One of the many barriers to students fully understanding native speakers is the pronunciation of the numerous weak forms involving the schwa (/ə/). This section works intensively on the weak pronunciation of *was* /wəz/ and *were* /wə/ in questions and affirmative sentences and contrasts it with the stronger pronunciation used in short answers and negative sentences (*wasn't* /wɒznt/ and *weren't* /wɜ:nt/).

### Exercise 6a (Track 2.3)

- Play the recording for students to listen and repeat.
- Highlight and drill the strong and weak forms in isolation.

### Exercise 6b

- Individually, students decide if the sentences contain a strong or weak form.
- Students compare their answers in pairs.

### Answers

2 strong 3 strong 4 strong 5 weak

### Exercise 6c (Track 2.4)

- Play the recording for students to listen and check.
- Elicit that we use the strong forms in short answers and negative sentences and the weak forms in questions and affirmative sentences.
- Play the recording again. Pause after each item to check students' pronunciation.

### Further practice

Workbook page 123

### Exercise 7

- Individually, students write sentences about what they were doing at 8.00 p.m. last night.
- Monitor and point out errors for students to self-correct.
- Ask some students to read out their sentences to the class.

### Further practice

Workbook pages 36 and 92–93

### Brain Trainer Activity 2

See Teacher's Book page 213

## Vocabulary Prepositions of movement

### Revision

**First** – Prepare a ‘live listening’ about what you, your family and friends were doing last night at 7 o’clock. This can be real or fictitious. Remember to grade your language appropriately. Use the following text as an example:

*Last night at 7 o’clock my family were at home because it was cold and raining. My children were doing their homework in their bedrooms. My husband/wife was making dinner and my dog was running around the house. He/She’s crazy – my dog I mean, not my husband/wife! I was watching television with my friend Sam in the living room. Well, we were trying to watch television, but it was very difficult to hear!*

**Second** – Students listen and make notes of the different people you talk about and what they were all doing.

**Third** – Students compare their answers in pairs. Collate answers on the board.

### Language note

Students may have problems understanding the difference between prepositions of place and prepositions of movement. Although the exercises do not require students to make this distinction you might like to explain that prepositions of place describe where something is and are usually used with ‘static’ verbs, e.g. ‘The book is in my bag.’ In contrast, prepositions of movement are usually used with a verb describing movement, e.g. ‘He walked into the classroom.’

### Exercise 1 (Track 2.5)

- Individually, students match the pictures to the prepositions.
- Play the recording for students to listen and check.
- Play the recording again for students to repeat the words. Pause after each word to check students’ pronunciation and word stress.

#### Answers

- |          |           |           |
|----------|-----------|-----------|
| 2 down   | 6 through | 9 along   |
| 3 under  | 7 into    | 10 off    |
| 4 over   | 8 across  | 11 out of |
| 5 around |           |           |

### Extra activity

Before students complete the sentences in Exercise 2 draw attention to the pictures of Bill. Students cover the sentences and, in pairs, guess what verbs could go with the pictures. Tell students that they can repeat verbs if necessary. Collate suggestions on the board before students uncover and scan the sentences to see how many verbs they guessed correctly.

### Exercise 2 (Track 2.6)

- In pairs, students complete the sentences.
- Monitor and point out errors for students to self-correct.
- Play the recording for students to listen and check.
- Drill the sentences for pronunciation and word stress.

#### Answers

- |          |           |          |
|----------|-----------|----------|
| 2 across | 6 through | 9 up     |
| 3 into   | 7 down    | 10 along |
| 4 around | 8 over    | 11 off   |
| 5 out of |           |          |

### Extra activity

Stronger groups can practise prepositions of movement if they are all familiar with the area around the school. Demonstrate the activity by telling students a route to a place, but without telling them the place itself, e.g. ‘I go out of the school, across the road, through the shopping centre and over the bridge. Then I go left. Where am I?’ Students work in pairs, explaining routes and identifying the places. Monitor but do not interrupt fluency.

### Further practice

Workbook pages 37 and 107

### Brain Trainer Activity 4

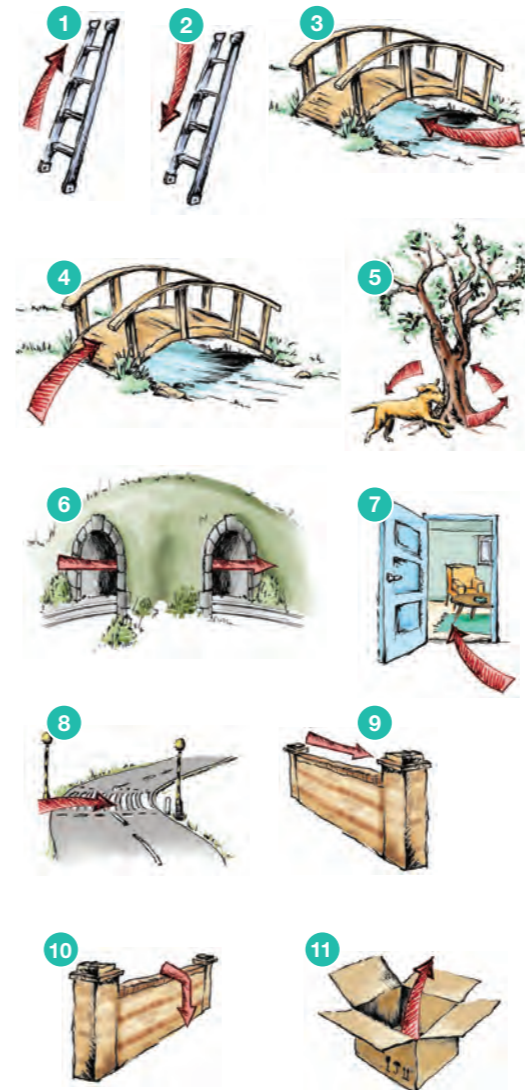
See Teacher’s Book page 213

## Vocabulary Prepositions of movement

### 1 2.5 Match the pictures to these prepositions of movement. Then listen, check and repeat.

- |         |       |        |      |
|---------|-------|--------|------|
| across  | along | around | down |
| into    | off   | out of | over |
| through | under | up     | 1    |

Word list page 77 Workbook page 107



**Brain Trainer Activity 4**  
Go to page 115

### 2 2.6 Complete the sentences with a preposition of movement. Then listen and check.



- 1 At 8.30 p.m. Bill Smith was walking **under** a bridge.
- 2 At 8.35 p.m. he was running **across** a road.
- 3 At 8.50 p.m. he was walking **into** a hotel.
- 4 At 9.00 p.m. he was walking **into** a room.
- 5 At 9.14 p.m. he was taking money **out of** a bag.
- 6 At 9.15 p.m. he was climbing **up** a ladder.
- 7 At 9.20 p.m. he was climbing **up** a ladder.
- 8 At 9.25 p.m. he was jumping **over** a wall.
- 9 At 9.30 p.m. he was riding a motorbike **along** a hill.
- 10 At 9.35 p.m. he was walking **over** a wall.
- 11 At 9.37 p.m. he was falling **off** a wall.

# Chatroom Showing interest

## Speaking and Listening

### 1 Look at the photo. Answer the questions.

- Where are the friends?
- What do you think Jody is saying to Nadia?

### 2 2.7 Listen and read the conversation. Check your answers.

### 3 2.7 Listen and read again. Answer the questions.

- Which two things did Nadia lose?  
*Nadia lost her mobile phone and her purse.*
- How does she think she lost them?
- Did she take the bus to the bowling alley?
- Who phones Jody?
- Where is Nadia's mobile phone?
- How does Nadia feel in the end?

### 4 Act out the conversation in groups of four.

**Jody** Nadia! At last! Where were you? Zak was phoning you.

**Nadia** You'll never guess! A thief took my mobile phone – and my purse!

**Zak** Really? What happened?

**Nadia** Well, I was waiting at the bus stop when a man bumped into me. When the bus arrived, I didn't have my purse or my mobile phone.

**Zak** Oh no! What did you do?

**Nadia** I walked to the bowling alley.

**Zak** Poor you!


**Zak** Is that your mobile phone, Jody?

**Jody** It is. Hello?

**Nadia's mum** Hello, Jody. It's Nadia's mum. Please tell her she left her mobile phone and purse at home.

**Jody** Of course. Bye. Nadia, that guy at the bus stop wasn't a thief. You left your mobile phone and purse at home.

**Nadia** Really? That's great!

 **Say it in your language ...**  
At last!  
You'll never guess!



## Chatroom Showing interest

### Revision

- First – Write the following sentences on the board:
- I was walking to school at 8.30 a.m. /wəz/ (weak)
  - Were you cheating in the exam? /wə/ (weak)
  - Yes, we were. /wɜː/ (strong)
  - Was he wearing jeans yesterday? /wəz/ (weak)
  - No, he wasn't. /wɒznt/ (strong)
  - She wasn't using the computer last night. /wɒznt/ (strong)
  - We weren't playing truant this morning. /wɜːnt/ (strong)
  - They were using their mobile phones in class. /wə/ (weak)

In pairs, students read the sentences and decide if the underlined words are pronounced with a strong or weak form. (Answers in brackets.)

Second – Read the sentences for students to listen and repeat. Make sure you pronounce the underlined forms correctly.

Third – Ask students to identify what sound is common to all the weak words. Write the phonetic symbols for the weak forms in a column next to each sentence and write a large schwa symbol (/ə/) to the right. Explain that this is the most common sound in spoken English. Drill the sentences for pronunciation and sentence stress.

## Speaking and Listening

### Exercise 1

- Students describe what they can see.
- Answer the questions as a class.

### Exercise 2 (Track 2.7)

- Play the recording for students to listen and check.
- Check answers by asking individual students to answer the questions.

### Answers

- They are at a bowling alley.
- Students' own answers

### Exercise 3 (Track 2.7)

- Play the recording again for students to listen and read.
- Individually, students answer the questions.
- They then compare their answers in pairs.
- Check answers by asking pairs of students to read questions and answers.

### Answers

- A man bumped into her and she thinks he took her mobile phone and her purse.
- No, she didn't. She walked.
- Nadia's mum phones Jody.
- Her mobile phone is at home.
- She feels happy.

### Brain Trainer Activity 1

See Teacher's Book page 213


### Exercise 4

- Divide the class into groups of four.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

### Extra activity

Stronger, more fluent students will complete this task before weaker ones. Suggest stronger students repeat the conversation three times, taking different parts each time. Alternatively give them one minute to try to memorise their part. They then cover the conversation and try to perform it from memory. After they have tried to reproduce the conversation they look at the version in the book and see where their version was different. Note that this activity can be reused at any point during the course when you want to extend work on a dialogue.

### Say it in your language ...

 Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

**At last!** – informal expression, used when we have been waiting a long time for something to happen, or when we *feel* like it's a long time. Often followed by an expression asking the cause of the delay. You might use it in class slightly ironically if students arrive late, or just before the holidays or the weekend which have seemed a long time coming.

**You'll never guess!** – used to generate a sense of anticipation before telling a story or giving a piece of information which you expect will surprise the listener. Generally used with animated intonation to increase the sense of mystery.

Exercise 5

- Students refer back to the conversation and identify the speakers.
- Check answers as a class.

Answers

2 Zak 3 Zak 4 Zak 5 Zak 6 Nadia

Exercise 6

- Read the phrases for showing interest with the class.
- Drill the phrases for word stress and intonation.

Exercise 7 (Track 2.8)

- Play the recording for students to listen to the conversation.
- They then act out the conversation in pairs.
- Monitor and correct students' pronunciation as appropriate.

Extra activity

Drill the conversation for correct pronunciation. Tell the class that they are going to be Zak and that you are going to be Nadia. Build up the conversation step by step until students can perform it unprompted. Swap the roles and repeat the procedure so that students have practised both parts. Students then work in pairs, acting out the conversation.

Exercise 8

- Students make their own conversations by replacing the words in purple in Exercise 7.
- Monitor but do not interrupt fluency unless students make mistakes with the phrases for showing interest.
- Stronger groups or fast finishers can use their own ideas to make more situations.
- Nominate two or three pairs to perform some of their conversations for the class.

Answers

Students' own answers

Further practice

Workbook pages 38 and 116

Grammar Past simple and Past continuous

Language note

This section contrasts the Past simple with the Past continuous only through very clear examples and controlled exercises. Unit 2 contrasted the Present simple with the Present continuous in a similar way so students will not be completely unfamiliar with the idea of contrasting simple and continuous forms. This section also introduces *when* followed by the Past simple and *while* followed by the Past continuous.

Exercise 1

- Read the grammar table with the class.
- Individually, students complete the rule, referring back to the grammar table where necessary.
- Check the answers as a class.

Answers

while; when

Exercise 2

- Individually, students choose the correct options.
- They then check their answers in pairs before checking answers as a class.

Answers

- 1 (was waiting); saw
- 2 was walking; ran
- 3 were copying; saw
- 4 were having; rang
- 5 were you doing; arrived
- 6 came; was having

Exercise 3

- Individually, students complete the sentences.
- Check answers by asking individual students to read the sentences.
- Drill the sentences for pronunciation, especially of weak forms.

Answers

- 2 were having; heard
- 3 fell; was sleeping
- 4 was making; dropped
- 5 was sitting; came
- 6 did you see; were staying

Exercise 4

- Students work individually, writing the sentences.
- Monitor and point out errors for students to self-correct.
- Ask some students to say their sentences for the class to hear.

Answers

Students' own answers

Extra activity

Stronger groups or fast finishers create their own gapped sentences. Students write sentences with *when* or *while* and then write them with gaps in appropriate places on a clean page of their notebook. Monitor and point out errors for students to self-correct. They exchange these sentences with a partner and complete their partner's sentences.

Further practice

Workbook pages 39 and 92–93

5 Look back at the conversation. Who says what?

- 1 You'll never guess! *Nadia*
- 2 What happened?
- 3 Oh no!
- 4 What did you do?
- 5 Poor you!
- 6 Really? That's great!

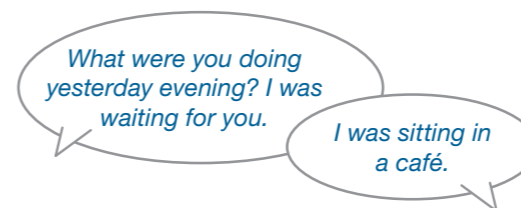
6 Read the phrases for showing interest.

Good news	Neutral	Bad news
That's great!	Really?	Oh no!
That's amazing!		Poor you!

7 2.8 Listen to the conversation. Act out the conversation in pairs.

- Zak Hi, Nadia. What were you doing <sup>1</sup> at 4.00 p.m.? I was waiting for you.
- Nadia I was <sup>2</sup> leaving my house when I saw <sup>3</sup> Shakira. <sup>4</sup> She was walking across the road.
- Zak Really? What did you do?
- Nadia I <sup>5</sup> took a photograph of her.
- Zak That's amazing!

8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversation.



1 yesterday afternoon / yesterday evening / at three o'clock

2 sitting in a café / walking in the park / getting off the bus

3 Justin Bieber / Mark and Sue / a lost child

4 talking on the phone / waiting for a taxi / stealing a woman's purse / asking for help

5 said hello / invited them to my party / took him/her to the police station

Grammar Past simple and Past continuous

when	while
I was waiting at the bus stop when a thief stole my bag.	While I was waiting at the bus stop, a thief stole my bag.

Grammar reference Workbook page 92

1 Study the grammar table. Choose the correct options to complete the rule.

We use *while* / *when* with the Past continuous and *while* / *when* with the Past simple.

2 Choose the correct options.

- 1 While I waited / **was waiting** for the bus, I saw / was seeing my friend.
- 2 I walked / was walking along the street when the thief ran / was running out of the shop.
- 3 While we copied / were copying the answers, the teacher saw / was seeing us.
- 4 They had / were having dinner when the phone rang / was ringing.
- 5 What did you do / were you doing when they arrived / were arriving?
- 6 Maria came / was coming to the front door while she had / was having a bath.

3 Complete the sentences with the Past simple or the Past continuous.

- 1 While we **were swimming** (swim), we **saw** (see) some dolphins in the water.
- 2 The students .... (have) a lesson when they .... (hear) a noise outside.
- 3 My sister .... (fall) out of bed while she .... (sleep).
- 4 While I .... (make) dinner, I .... (drop) a plate.
- 5 Mark .... (sit) in the garden when a neighbour .... (come) for a visit.
- 6 Who .... (you / see) while you .... (stay) in the country?

4 What about you? Write four sentences with when and while in your notebook.

*I was watching TV when the phone rang.*

## Reading

1 Look quickly at the text. What type of text is it?

- 1 A film review
- 2 A newspaper article
- 3 A magazine interview

# Supergran Catches Thieves!

Two young thieves got the fright of their lives when they tried to steal a woman's bag yesterday morning.

Mrs Emily Hill (71) of 13 Thorsten Road was sitting in Norwood Park with a friend, Mrs Rosie Williams (69). 'We were enjoying the sunshine and talking,' said Mrs Hill. 'There weren't many people in the park because it was early in the morning. Two boys were looking at the ducks. They were only about fifteen, but they weren't at school. I guess they were playing truant. One of the boys came up to us and asked us the time. I was looking at my watch when the other boy grabbed my bag. Both boys ran away.'

Mrs Hill was shocked, but she jumped up and ran after them. 'I didn't want to lose my money, my mobile phone or the photos of my grandchildren,' she said.

6 The Daily Press Friday, 30th September



Mrs Emily Hill, 71: Supergran!

The boys ran across the park and into a hotel. Mrs Hill followed them. A young waiter, Bruno Rossi (23) caught one of the boys. The other boy was not so lucky. He was trying to escape when Mrs Hill stopped him with a judo throw. 'I've got a black belt in judo,' Mrs Hill told our reporter. 'And I also go running every day. I was a top athlete when I was young.'

Who needs Superman when you're a Supergran?

### Key Words

fright	guess
came up to us	grabbed
a judo throw	reporter

2 Read and check your answer to Exercise 1.

3 2.9 Read the text again. Are the sentences true (T) or false (F)?

- 1 It was early in the morning. **T**
- 2 There were many people in the park.
- 3 The thieves tried to steal a watch.
- 4 The boys ran into a hotel.
- 5 Mrs Hill has got a brown belt in judo.

4 2.9 Read the text again. Answer the questions.

- 1 How old is Mrs Hill? **She's 71.**
- 2 What were the boys doing when Mrs Hill first saw them?
- 3 How did Mrs Hill feel when the boys stole her bag?
- 4 What was in Mrs Hill's bag?
- 5 Who caught the boys?
- 6 What sports does Mrs Hill do?

## Listening

1 2.10 Listen to the police interviews with three people. Match each person (A-C) to the interview (1-3).

- A Mr White, the Parkview Hotel manager  
 B Rob Green, a teenager  
 C Bruno Rossi, a waiter at the hotel restaurant

2 2.10 Listen again. Choose the correct answer.

- 1 Who took the bag?  
 a the waiter    b Rob    c Sam
- 2 Who stopped the first boy?  
 a Mrs Hill    b the waiter    c the manager
- 3 What did the manager do?  
 a He phoned the police.  
 b He shouted at the boys.  
 c He sat on one of the thieves.

## Unit 4 Is It A Crime?

## Reading

Exercise 1

- Draw attention to the photo and the text and ask students what they can see.
- Make sure students understand not to read in detail at this point.
- Students then guess what type of text it is.

Exercise 2

- Students scan the text quickly and check their answer to Exercise 1.

Answer

2 A newspaper article

### Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text or through dictionary or definition writing work.

**fright** – the noun form of the adjective *frightened*

**guess** – imagine or think

**came up to us** – moved from a distance to be very near us

**grabbed** – took something quickly and strongly with a hand

**a judo throw** – martial art movement where you throw your opponent on the floor

**reporter** – the writer of articles for a newspaper or magazine

Exercise 3 (Track 2.9)

- Students read the text and decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- When checking answers, ask students to correct the false sentences.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- 2 False (There weren't many people in the park.)
- 3 False (The thieves tried to steal a woman's bag.)
- 4 True
- 5 False (Mrs Hill has got a black belt in judo.)

Exercise 4 (Track 2.9)

- Students work individually, answering the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

- 2 They were looking at the ducks.
- 3 She felt shocked.
- 4 There was money, a mobile phone and photos of her grandchildren in Mrs Hill's bag.
- 5 A waiter in the hotel, Bruno Rossi, caught one of the boys and Mrs Hill caught the other.
- 6 She does judo and goes running.

## Listening

Audioscript

See Teacher's Book page 226

Exercise 1 (Track 2.10)

- Play the recording for students to listen and match the interviews to the people.
- Check answers as a class.

Answers

1 B 2 C 3 A

Exercise 2 (Track 2.10)

- Read through the questions and the alternative answers with the class.
- Tell students that if they are not sure of the correct answer the first time they listen, they should eliminate any alternatives which they know to be incorrect.
- Play the recording for students to choose the correct alternatives.
- Play the recording again, pausing after each section to check students' answers.

Answers

1 c 2 b 3 a

### Extra activity

Stronger groups or individual students answer additional questions. Write the following questions on the board:

- 1 What is Sam's surname? (*Black*)
- 2 What did Rob want to do? (*He wanted to catch Sam and give the bag back.*)
- 3 What was Mr Rossi doing when he heard a noise? (*He was working in the restaurant.*)
- 4 Did the hotel manager help stop the boys? (*No, he didn't.*)
- 5 Where was the manager when he heard people shouting? (*He was in his office.*)
- 6 What did Mrs Hill do after she stopped the boy? (*She sat on him.*)

Play the recording again for students to answer the questions.

## Writing A short story

### Revision

**First** – Revise past verb forms by playing an ‘alibi’ game. Tell students that last night a bank was robbed in town sometime between 7 p.m. and 11 p.m. Divide the class in two and tell one group that they are going to be police officers and the other that they are going to be suspects.

**Second** – Put the police officers and the suspects in pairs to prepare. The police prepare questions asking the suspects about what they were doing the evening before. Monitor and feed in ideas for questions if necessary. Encourage them to ask ‘tricky’ questions, e.g. ‘What was your friend wearing last night?’. Meanwhile, the suspects prepare a detailed story about what they were doing last night. Encourage them to think of every little detail, e.g. if they went to the cinema, what film did they see and where did they sit in the cinema?, etc. Do not allow the suspects to write anything down.

**Third** – Group pairs of police officers with pairs of suspects. The police officers interrogate the suspects individually and then compare notes. If the suspects’ stories do not match up perfectly, they are convicted of the bank robbery.

### Exercise 1

- Read the *Writing file* with the class.

### Exercise 2

- Students read the story and find the sequencing words.
- Check answers as a class.

### Answers

Line 3: *First*; Line 3: *Next*; Line 6: *Then*; Line 12: *Finally*

### Exercise 3

- Individually, students choose the correct options.
- Check answers by asking individual students to read the sentences.

### Answers

2 Then 3 Next 4 Finally

### Exercise 4

- Students read the text again and answer the questions.
- Check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

### Answers

- 2 It was raining.
- 3 He climbed up the wall, broke a window, went through it and jumped down into the shop.
- 4 He stole DVDs, MP3 players and a DVD player.
- 5 Because it was locked.
- 6 To climb through the broken window.
- 7 He fell off the chair and broke his leg. Then the police arrived and took him to prison.

### Extra activity

Books closed. Write the following sentences about the short story on the board:

- 1 Ed climbed ... the wall.
- 2 Then he went ... the broken window.
- 3 He jumped ... into the shop.
- 4 When he tried to leave ... the back door it was locked.
- 5 ‘I’ll get out ... the window,’ Ed thought.
- 6 Ed fell ... the chair.

Students work individually, completing the sentences with prepositions of movement. Check answers as a class.  
(Answers: 1 *up*; 2 *through*; 3 *down*; 4 *through*; 5 *through*; 6 *off*)

### Exercise 5

- Help weaker students by having them work in pairs or groups of three to brainstorm ideas for a story.
- Be prepared to suggest scenarios if students have trouble thinking of their own, e.g. a sporting event they saw or took part in, a memorable holiday experience, a time when they got lost, etc.
- Explain that students should only make notes at this point or write short sentences.
- Monitor and help with vocabulary and feed in ideas if necessary.

### Answers

Students’ own answers

### Exercise 6

- Read through the ‘My short story’ writing guide. Tell students they must now present their information as a complete short story, not as notes or unconnected sentences.
- Draw students’ attention to the ‘Remember!’ checklist.

### Answers

Students’ own answers

### Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of word cards.

Revise all the vocabulary by organising a peer test. Give each student in the class two or three cards. They can look at the cards but must not show them to anyone else. Write the following questions on the board:  
*How do you say ... in English?*  
*How do you spell it?*

Demonstrate with one or two vocabulary cards. Students move around the classroom, ask the questions and find out how many of their classmates can remember the words and spell them correctly. Feedback as a class and identify any words students have particular problems remembering.

## Writing A short story

### 1 Read the Writing File.

#### Writing File Sequencing words

We use sequencing words to show the order of events. We use them at the beginning of sentences.

- First ...
- Then ... / Next ...
- Finally, ...

### 2 Read the short story about Ed Badman. Find the sequencing words.



### The Unlucky Thief

It was midnight and it was raining when Ed Badman arrived at the DVD shop. First, Ed climbed up the wall. Next, he broke a window, went through it and jumped down into the shop. He stole DVDs, MP3 players and a DVD player. Then he tried to leave through the back door but it was locked.

Ed had an idea. He climbed onto an old chair and tried to climb through the broken window. Unfortunately, the chair broke. Ed fell off the chair and broke his leg. Finally, the police arrived. ‘I want to go home!’ Ed told them. The police took him away in the police car – not home, but to prison!

### 3 Choose the correct options.

<sup>1</sup> *First / Finally* I got up. <sup>2</sup> *Then / First* I had breakfast. <sup>3</sup> *Next / Finally* I walked to school and I went to my classes. <sup>4</sup> *Finally / First*, I came home and I did my homework.

### 4 Read the story about Ed Badman again. Answer the questions.

- 1 What time was it when Ed arrived at the shop?  
*It was midnight when Ed arrived at the shop.*
- 2 What was the weather like?
- 3 How did he get into the shop?
- 4 What did he steal?
- 5 Why didn’t he leave through the back door?
- 6 Why did Ed climb onto a chair?
- 7 What happened to Ed?

### 5 Think of your own short story. Answer the questions. Make notes.

- 1 What time was it?
- 2 What was the weather like?
- 3 Who was there?
- 4 What did they do?
- 5 Why did they do it?
- 6 What happened?

### 6 Write a short story. Use ‘My short story’ and your notes from Exercise 5.

#### My short story

*It was ....  
First .... Next, ....  
Then .... Finally ....*



#### Remember!

- Use sequencing words.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.



# Refresh Your Memory!

## Grammar Review

### 1 Make sentences and questions with the correct form of the Past continuous.

- Luke and Jessica / play / basketball / at ten o'clock  
*Luke and Jessica were playing basketball at ten o'clock.*
- Monica / not watch / TV / at midnight last night
- you / ride / your bike / in the park / yesterday afternoon?
- I / listen to / my MP3 player / at five o'clock
- we / not work / in the shop / yesterday morning
- Lily / do / her homework?
- I / not eat / a sandwich
- they / wait / for me / in the right place?
- Gemma / cheat / in the exam / yesterday

### 2 Complete the sentences with the correct form of the Past simple or Past continuous.

- She **was standing** (stand) on a chair when she **fell** (fall) and **broke** (break) her leg.
- When the phone .... (ring), Jason .... (read) a book.
- Sally and Mike .... (copy) Jane's homework when the teacher .... (come) into the room.
- While we .... (wait) for the bus, a thief .... (steal) my bag.
- I .... (meet) them while they .... (walk) home from school.
- While you .... (sleep), the cat .... (eat) your dinner.
- The boys .... (spray) graffiti while Mr James .... (write) on the board.
- While I .... (do) my homework, Lisa .... (go) to the party.
- Beth .... (wait) for me when I .... (arrive).

### 3 Complete the sentences with *when* or *while*.

- I was studying for a test **when** Alan arrived.
- .... she was walking in the park, she saw Lucy.
- Dad was sleeping on the sofa .... Mum came home.
- It started to rain .... we were waiting for the bus.
- .... we arrived at the party, people were dancing.
- .... we were talking, the waiter brought our meal.
- Lucy was using her phone in class .... the teacher asked her a question.
- .... I was watching a film at the cinema, a thief stole my bike.
- My friend took a photo of me .... I wasn't looking.

## Vocabulary Review

### 4 Complete the sentences with these words.

copy drop fight lie spray were

- I never **copy** my friend's homework.
- Do you .... with your sister?
- They didn't .... to their parents. They told the truth.
- .... you rude to the teacher?
- I sometimes .... litter in the street.
- My sister didn't .... graffiti on the walls.

### 5 Look at the pictures. Complete the sentences with these words.

across around into ever under up

- The dog is jumping **over** a box.
- It's running .... a bridge.
- It's climbing .... a tree.
- It's climbing .... a car.
- It's running .... the man.
- It's running .... the street.



## Speaking Review

### 6 Complete the conversation with these words. Then listen and check.

do really what when

- James** 1 **What** were you doing at 3 p.m.?  
**Lisa** I was in the shop. I was looking at some books 2 .... I saw a girl take a magazine.  
**James** Then what did she 3 .... ?  
**Lisa** She put the magazine in her bag.  
**James** 4 .... ?

## Dictation

### 7 Listen and write in your notebook.

My assessment profile: Workbook page 130

## Unit 4 Is It A Crime?

## Refresh Your Memory!

### Exercise 1

#### Answers

- Monica wasn't watching TV at midnight last night.
- Were you riding your bike in the park yesterday afternoon?
- I was listening to my MP3 player at five o'clock.
- We weren't working in the shop yesterday morning.
- Was Lily doing her homework?
- I wasn't eating a sandwich.
- Were they waiting for me in the right place?
- Gemma was cheating in the exam yesterday.

### Exercise 2

#### Answers

- rang; was reading
- were copying; came
- were waiting; stole
- met; were walking
- were sleeping; ate
- sprayed; was writing
- was doing; went
- was waiting; arrived

### Exercise 3

#### Answers

- While 3 when 4 while 5 When 6 While 7 when 8 While 9 while

### Exercise 4

#### Answers

- fight 3 lie 4 Were 5 drop 6 spray

### Exercise 5

#### Answers

- under 3 up 6 into 5 around 6 across

### Exercise 6 (Track 2.11)

#### Answers

- when 3 do 4 Really

### Exercise 7 (Track 2.12)

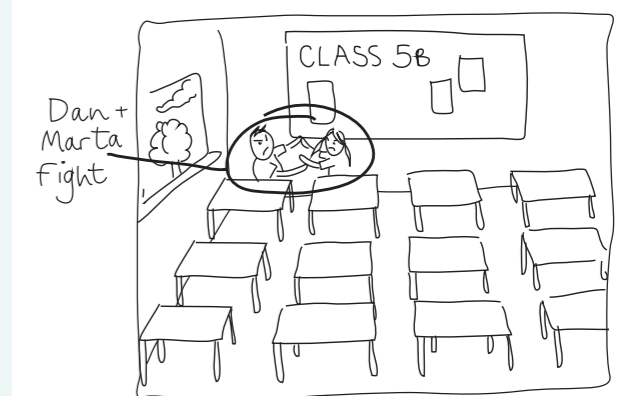
#### Answers and Audioscript

- Were you copying my homework?
- He didn't bully the new students.
- The cat was walking along the wall.
- He was fighting with his brother when we arrived.
- So what did you do next?
- First we did our homework and then we watched TV.

## Extra activity

Revise the vocabulary and grammar of the unit:  
 – Draw the classroom in the centre of the board without including the two figures or any of the text. Ask students what it is and elicit that it is a picture of the classroom, seen from the teacher's perspective:  
 – Write *When I walked into the classroom ...* in a cloud above the picture and copy the two figures fighting.  
 Ask students who the people are and elicit the names of two students in the class and what they are doing, using the Past continuous, e.g. *'Dan and Marta were fighting.'* Write *Dan*, *Marta* and *fight* on the left hand side of the board and draw an arrow to them.  
 – Nominate students to come to the board and draw up pictures of their classmates breaking the rules. Make sure they understand that the sentences do not have to be true. In each case elicit the names of the students and the infinitives, and write these down at the side of the picture, connecting them to the people with an arrow.  
 – Continue until you have ten different actions on the board. Drill all ten items as full sentences for pronunciation and sentences stress, paying particular attention to the weak forms of *was* and *were*.  
 – Write up the model conversation underneath the picture and drill the question forms. Divide the class into pairs and tell one of each pair to turn their back on the board. Their partner tests their memory using the questions *'What was X doing?'* or *'What were X and Y doing?'* Monitor and correct students' pronunciation as appropriate. Students change roles and repeat the activity.

When I walked into the Classroom...



A What/was x /were x and y /doing?  
 B He/she was... They were...  
 C Right !/ Wrong - try again

My Assessment Profile Unit 4  
 Workbook page 130

## Real World Profiles

## Cultural notes

Philadelphia in Pennsylvania is about eighty miles southwest of New York and is one of the most populous cities in the USA. Its name comes from the Greek *philos* (meaning 'love of') and *adelphos* (meaning 'brother'). Its role in American history is important as both the Declaration of Independence and the Constitution were signed in Philadelphia in the latter part of the eighteenth century.

The Mural Arts Program was founded in 1984 by mural artist Jane Golden, whose aim was to inspire the graffiti writers in the area and use their talents in a positive way. Since it was founded, as well as working with volunteers, the Mural Arts Program has also worked with illegal graffiti artists and helped them to create new legal street art. It is an important employer in the area, working with over three hundred artists per year. The average cost of a mural is between \$10,000 and \$15,000.

## Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read Angelica's profile and decide if the sentences are true or false.
- Check answers as a class.
- If you have a world map available, ask students where the USA and Philadelphia are.

## Answers

- 1 False (Angelica lives in Philadelphia.)
- 2 True
- 3 False (Her favourite things are art and music.)

## Exercise 2 (Track 2.13)

- Individually, students read the article and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

## Answers

- 2 Graffiti was a big problem 30 years ago.
- 3 They started the Mural Arts Program.
- 4 A mural is a beautiful, big painting on the wall of a building.
- 5 Many teenagers from Philadelphia joined the Mural Arts Program.
- 6 Angelica joined the Mural Arts Program in 2011.
- 7 She helps other teenagers.

## Extra activity

Extend the work on the Mural Arts Program and ask students to prepare a short profile of Jane Golden, the founder of the organisation. There is information about her on the internet. Students can use their imagination if necessary and can illustrate their profile with images from the internet.

## Class discussion

- Read the questions with the class.
- Students then work in pairs or small groups, talking about the questions.
- Monitor but do not interrupt fluency.
- Feedback as a class.
- Ideally the class discussion activity should be completed in English, but you may want to support weaker students with some L1, if appropriate.

## Extra activity

Ask students additional questions related to the topic of the text, e.g.:

- 1 What other things do you know about Philadelphia?
- 2 Do you think the Mural Arts Program would be popular in your country?
- 3 Why do you think people spray graffiti?
- 4 Do you think graffiti is an art form? Why?/Why not?
- 5 Can you paint? Would you like to help paint a mural?

## In this unit have you ...

- ... used the Grammar and Vocabulary worksheet?
- ... used the Reading and Listening worksheet?
- ... used the Writing worksheet?
- ... used the Speaking worksheet?
- ... used the Unit test?

## With the exception of the Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

- \* For students who need extra help and support
- \*\* For students who require an additional challenge

## Real World Profiles

## Angelica Da Silva's Profile



Age:  
14 years old

Home country: USA  
City: Philadelphia

## My favourite ...

music: hip hop  
artists: Picasso; Jane Golden (from the Mural Arts Program)  
things: art and music!

## Reading

## 1 Read Angelica's profile. Are the sentences true (T) or false (F)?

- 1 Angelica lives in New York. **F**
- 2 Angelica likes hip hop.
- 3 Angelica's favourite things are films and art.

## 2 2.13 Read the article. Answer the questions.

- 1 What does Angelica do at the weekends?  
*She becomes an artist.*
- 2 When was graffiti a big problem in Philadelphia?
- 3 What did the people of Philadelphia do about it?
- 4 What is a mural?
- 5 Who joined the Mural Arts Program?
- 6 When did Angelica join the program?
- 7 Who does Angelica help?

## Angelica's Mural

Angelica Da Silva is 14 years old. She lives in Philadelphia, in the USA. From Monday to Friday Angelica goes to school, but every weekend she becomes an artist! She works with the Philadelphia Mural Arts Program.

Thirty years ago, horrible graffiti covered many buildings in Philadelphia. The people of the city weren't happy about this, but what could they do? In the end, they found an answer to the problem. They started the Mural Arts Program. Murals are beautiful, big paintings on the walls of buildings. Many teenagers from Philadelphia joined the Mural Arts Program. These young people often had problems at home and school. The Mural Arts Program helped these teenagers. Through the program, they learned about art and became artists. Angelica joined the Mural Arts Program in 2011. Now she paints beautiful pictures on the walls of many city buildings. First she chooses a wall. Then she asks the owner's permission to paint it. Next she designs a mural with the help of the teachers in the program. Finally, she paints the wall with her friends. It's really exciting!

Angelica paints every weekend. She also teaches young children to paint. The Mural Arts Program helped her a lot, and now she's helping other teenagers.



## Class discussion

- 1 What big cities are there in your country?
- 2 Is graffiti a problem where you live?
- 3 Do you like the mural in the photo?
- 4 Would you like a mural in your school or street?