

Grammar	Past simple & past continuous <i>when & while</i> <i>used to</i>
Vocabulary	The senses Parts of the body
Challenge	Talk about changes
Interaction	Telling an anecdote
Writing	A story

READING

- 1  You're going to read what happened to a boy of five who lived in India. What were you like at age five? Discuss the questions below in pairs.

- Could you read and write?
- Did you go to school?
- Did you have any brothers and sisters to play with?
- Who did you play with?
- What were your favourite toys?
- What did you do during the day?

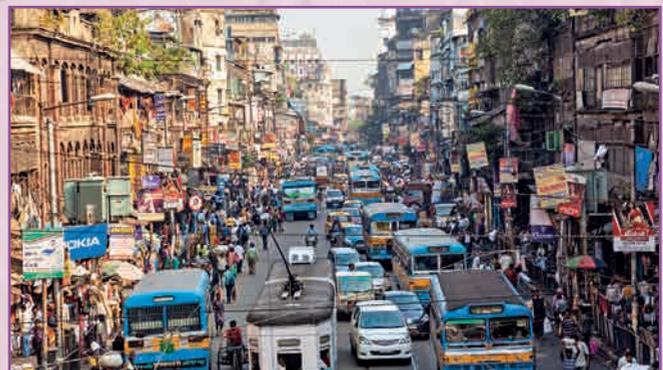
LOST AND FOUND

Saroo was a five-year-old boy from a town in central India. His family was poor so he didn't go to school as he had to work instead, cleaning trains. One night in 1986, he was working on a train with his older brother when he felt very tired. So he got off the train, sat down and fell asleep.

When he woke up, he rushed back to the train and looked for his brother. Unfortunately, he couldn't find him anywhere. He sat down on the train and fell asleep again. He woke up 14 hours later when the train stopped. He heard the roar of traffic and people shouting. This was the sound of Calcutta, India's third largest city. Saroo was in trouble. He couldn't read or write and he didn't know the name of his hometown. He just had a photo of himself.

Luckily, an orphanage took him in, and an Australian couple adopted him and took him to Tasmania, in Australia. He grew up, took a business degree, and worked for an engineering company.

30-year-old Saroo was happy, but he often thought about his lost family in India. How could he find them again? He only had his childhood memories. Suddenly he had an idea. He calculated that in 14 hours a train could travel about 1,200 km. So he drew a circle on a map around Calcutta. And then he used Google Earth™ to search for train stations.



Incredibly, while he was looking at the photos on his screen, he saw a waterfall where he used to play as a child. He zoomed into the town, which was called Khandwa, and he recognized his family home.

He flew to Khandwa. The sounds and the smells were so familiar. Sadly, his old home was empty – but he showed his photo to people and told his story. Luckily, they knew his mother. So amazingly after 25 years, Saroo and his mother were reunited.

2  Read the first two paragraphs about Saroo, and answer the questions about his early life.

- 1 Where did he live? *He lived in India.*
- 2 Did he go to school?
- 3 What job did he do?
- 4 Could he read and write?

3 Read the whole article and complete this summary of the story.

Saroo was a poor ¹...-year-old boy. He was from central ²... He worked as a cleaner on ³... One day he fell ⁴... on a train. It took him to ⁵... – a city about ⁶... km away. A couple adopted him and took him to live in ⁷... He got a ⁸... degree and worked in an ⁹... company, but he wanted to find his real ¹⁰... He used ¹¹... to look at maps, saw a photo of a ¹²... and recognized it. It was near a town called ¹³... He went to India and found his mother after ¹⁴... years.

4 Read *Word Zone* and find four more adverbs in the article.

WORD ZONE

Attitude adverbs

Use attitude adverbs such as *unfortunately* to communicate attitudes or feelings or to introduce new ideas. Remember, adverbs usually end in *-ly*.

5 Complete the sentences with an appropriate adverb below. Sometimes more than one adverb is possible.

amazingly luckily sadly suddenly unfortunately

- 1 ..., Saroo's family were very poor, so he had to work.
- 2 ..., he still had strong images of his childhood in his mind.
- 3 ..., he remembered the route from the train station to his home.
- 4 ..., when Saroo found his home, it was empty.
- 5 ..., he woke up and heard the noise of a big city.

6 In pairs, write four more questions to ask Saroo about what happened.

What's the first thing you said to your mother?

7  Work in groups. Take it in turns to be Saroo. Ask your questions. Be inventive with your answers.

8 Complete the sentences with the correct form of the verbs.

feel hear listen look see smell
sound taste touch watch

- 1 This drink *tastes* delicious. Try some.
- 2 ... to the rain on the windows. It's so loud.
- 3 We all sat down together and ... a DVD last night.
- 4 The music you're playing ... beautiful.
- 5 Don't ... anything in my room while I am out!
- 6 Your perfume ... nice.
- 7 Excuse me, I can't ... the whiteboard.
- 8 ... at that aeroplane. It's flying very low.
- 9 Shhh. Did you ... a noise?
- 10 He opened the door and ... a cold wind on his face.

9 Read this article and do the task.

Which is your strongest sense?



Perhaps you learn best by looking at things. Or do you need to listen? Or maybe physically moving and using your hands is most important to you. There is no right or wrong way to learn because we are all different.

TASK Think of these things, one at a time:

*rain | silk | lemon | a car | a bird
a mobile phone | the moon | a baby | the sea
grass | a bus | a rose | coffee | a cat | the road
a tree | a fish | your best friend | your jacket*

Each time, write the word under the sense you used first. For example for rain, did you hear it? Or did you feel it? Or maybe you saw it?

10 Compare your answers in groups. Are your learning styles similar or different?

11  Ask and answer the questions with your partner.

What's your favourite...?

- smell sound view taste thing to touch

What's your favourite smell?

I think it's new books. They smell so fresh.

We use the past simple to talk about finished actions and situations in the past.

Saroo was a five-year-old boy.

His family lived in a small village.

He didn't go to school.

Did they have a TV?

We use the past continuous to talk about activities in progress in the past.

He was cleaning a train.

Saroo and his brother weren't working in a shop.

Was it snowing?

We can connect past actions with *when* and *while*. We usually use *when* before the past simple, and *when* or *while* before the past continuous.

They were putting up the tent when it started to rain.

I got a text message while I was watching a film.

Grammar reference page 113

1 Choose a verb for each sentence. Then complete the sentences using the past simple.

- Saul *went* to the cinema last week. (✓)
- I ... for my Maths exam last night. (X)
- My dad ... me a fantastic birthday present. (✓)
- We ... homemade pizza last night. (X)
- My sister and I ... to some cool music last night. (✓)
- We ... all our money on ice cream and popcorn. (✓)

PRONUNCIATION -ed endings

2 Put the past simple verbs into the correct group. Then listen and check.

More practice

/t/	/d/	/ɪd/
fixed	missed	needed
opened	played	started
travelled	tried	wanted
	washed	

More practice? page 147

3 Complete the conversations with the verbs below. Use the past simple or the past continuous.

be do drive happen have see visit walk

Jay: What¹ ... you ... yesterday evening? I called but you weren't at home.

Zara: We² ... my grandparents. Why?

Jay: I³ ... a spare ticket for the Adele concert.

Zara: Oh no! I love her!

Theo: Something really strange⁴ ... on Friday. I⁵ ... home when I⁶ ... my teacher.

Ben: Why was that strange?

Theo: He⁷ ... a big new sports car! It⁸ ... a Ferrari!

4 In pairs, ask and answer past continuous questions. How many of your answers are the same? Use the past simple to give more detailed information.

What / do / yesterday at 6am / 10am / 2pm / 6pm / 10pm / midnight?

What / wear on Saturday / Sunday?

What were you doing at six o'clock yesterday morning?

I was doing my homework because I forgot to do it the night before.

5 Match the sentence halves using *when* or *while*.

We were playing football when a dog ran onto the pitch.

- | | |
|----------------------------|-----------------------------|
| 1 We were playing football | he was running for the bus. |
| 2 Max dropped his mobile | she was writing her blog. |
| 3 Lisa was having lunch | a dog ran onto the pitch. |
| 4 The screen went blank | she bit her tongue. |
| 5 He was cooking rice | he was doing his homework. |
| 6 Nikki fell asleep | he burned his hand. |

6 Complete Nathan's dream with the correct forms of the verbs in brackets.

Hi guys
I had an amazing dream last night.



I¹ ... (cycle) along the road. The sun² ... (shine) and the birds³ ... (sing) in the trees. But then I⁴ ... (notice) there weren't any other people in the road. That was weird because it was a Monday morning. I⁵ ... (go) past an old house when I⁶ ... (hear) a loud noise. I got off my bike and looked around. The front door was open so I⁷ ... (decide) to look inside. I⁸ ... (go) into the hall and I⁹ ... (stop). While I¹⁰ ... (stand) there a voice from the living room said, 'Come in.' ...

7 Write a possible ending to Nathan's dream. Use the past simple, the past continuous and *when* and *while*.

LISTENING

Understand people talking about memories



First memories

1 Some people are going to talk about their earliest memories. Look at the photos. What do you think happened?

2 Read the *Study Skill* and do the listening exercises.

STUDY SKILL

Reading instructions to listening exercises

When you listen to a text, read the instructions for the exercise carefully. If there is more than one exercise, focus on each one in order.

3 Listen and match the stories to the photos. There is one photo you don't need. Did you guess what happened?

4 Listen again and answer the questions. Sometimes more than one name is possible.

- Fred
- Lily
- David
- Isabella

- 1 Who felt happy?
- 2 Who heard a noise?
- 3 Who was with a parent?
- 4 Who got hurt?
- 5 Who laughed a lot?
- 6 Who started crying?

5 Listen again and answer these questions.

- 1 Why did Fred get stung by the bee?
- 2 What did Lily see?
- 3 What is David's strongest memory of the day?
- 4 Why does Isabella think it was a cold day?

6 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE

- the funniest thing ever
- kind of
- mad about

Dialogues page 146

7 Think about an early memory and make notes of your answers to the questions below.

- | | |
|------------------------------|---------------------|
| ● How old were you? | ● Where were you? |
| ● Who were you with? | ● What happened? |
| ● What did you see and hear? | ● How did you feel? |

8 Talk about your memories in small groups. Ask questions to get more information.

I was walking home when I heard a terrible noise.

What was it?

Did you feel scared?

1  In pairs, discuss these questions.

- Do you know anyone who is blind?
- What things are difficult if you can't see?
- Could you cycle or play football with your eyes closed? Why / Why not?

2  Read the text quickly to find out the amazing things these blind people can do.**NO LIMITS****SEEING WITH SOUND**

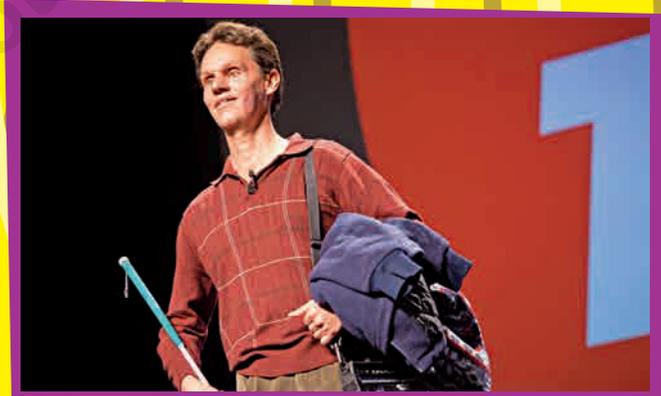
An American, Daniel Kish – ‘the real life batman’ – has changed the way we think about blindness. He became blind when he was a baby, but when he moves it’s as if he can see. He uses echolocation like bats and dolphins. By making clicking noises with his tongue he finds out about obstacles. The echo tells him their size and distance from him. Which ear the sound reaches first tells him the object’s position. So Daniel can identify buildings, cars and even trees, just like a seeing person.

With echolocation, blind people can go mountain biking, tree climbing, or skateboarding, and they can even score goals in basketball! Scientists studied Daniel’s brain with a brain scan and they discovered that when he echolocates, the visual part of his brain lights up. Hearing becomes like seeing.

Daniel calls his method Flash Sonar, and he is President of World Access for the Blind. This association has already helped over 2,500 blind people in 18 countries, teaching them the techniques of echolocation and other mobility skills such as using a cane.

One of Daniel’s students is Sebastian Mancipe. He was born blind and he didn’t use to leave the house, he just used to sit in his room. Then he learned echolocation and now he feels free. He can ride a skateboard and a scooter and plays soccer, too.

Juli Schweizer is from Berlin and was born blind. She learnt echolocation from the age of two. At first Juli used to forget to click and hit obstacles. But she learnt quickly and now she can ride her bike outside safely.



A Flash Sonar mobility teacher, Juan Ruiz from the USA is completely blind. He used to be happy with his own methods before he met Daniel. But he realized that echolocation was better. Now he does risky things, like riding a mountain bike on mountain trails. And he holds a Guinness World Record for the fastest blind bike slalom - you can see him on the internet.

‘If you guys can see with your eyes, we can see with our ears.’ - Juan Ruiz

3 Read the article again and decide if the sentences below are true or false. Then correct the false sentences.

- 1 Daniel Kish is blind and deaf.
- 2 He acted in a *Batman* film.
- 3 He created a way for blind people to 'see' using echolocation.
- 4 He has been blind all his life.
- 5 He can move around like a seeing person.
- 6 When he echolocates only the hearing part of his brain lights up.

4 Read the article again and make notes about these things and people.

Echolocation
World Access for the Blind
Juan Ruiz
Juli Schweizer
Sebastian Mancipe

5 Write sentences about Daniel Kish and echolocation.

Daniel Kish is a blind man from America. He created a new way for blind people to 'see'.

6 Work in groups. Use your sentences from exercise 4 and 5 to write a short summary of the article.

7 Read *Word Zone*. Then find other examples of *like* in the article.

WORD ZONE

like

We can use *like* to compare things and say they are similar.

He uses echolocation like bats and dolphins.

8 Complete the quotes with these words. Then write a quote of your own.

artist's canvas bicycle book mirror sea

LIFE QUOTES

Life is like the *sea*. It can be calm or stormy. But it's always beautiful.

Life is like a(n) Each day you add a different colour.

Life is like a(n) Every page has a new adventure.

Life is like a(n) If you smile at it, it smiles back.

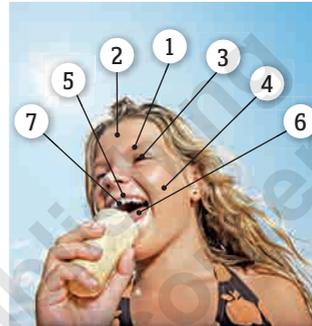
Life is like riding a(n) To stay on, you have to keep moving.

Life is like ...

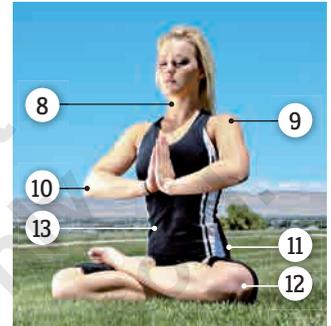
9 Have a class vote on the best quotes.

10 In pairs, look at the photos below and name the parts of the body you know.

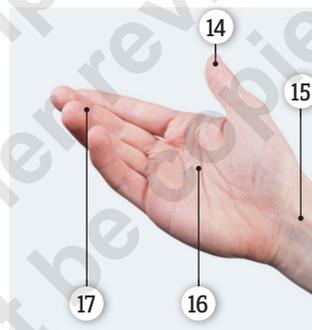
11 Match the words with the parts of the body. Then listen and check.



cheek eyelashes eyebrows
forehead lips teeth tongue



elbow hip knee neck
shoulder waist



finger palm thumb wrist



ankle heel toe

12 Listen and follow the instructions.

13 Read the scenarios and discuss them in pairs. How do you think the people are feeling? What does their body language tell you about them?

- 1 Paolo is waiting to see the dentist. He's biting his lip.
- 2 Emma and Antony are talking. Emma's hands are on her hips. Antony is pointing his finger at Emma.
- 3 Jessica and Sarah are classmates. Jessica is sticking her tongue out at Sarah.
- 4 Clara is reading a newspaper. Her eyebrows are raised.
- 5 Ken's arms are crossed. Mary's hand is on Ken's shoulder.
- 6 Billy is in bed. His mum has got her hand on his forehead.



used to

We use *used to* to talk about past habits and old routines. We use it when ...

- the state or action lasted for some time, or happened repeatedly.
- the state or action doesn't happen now.
- it happened a long time ago.

I used to walk to school, but now I cycle.

He used to go to that restaurant a lot.

Did you use to swim every day?

I didn't use to like cheese, but now I love it.

Grammar reference page 113

1 Read the article and write the correct names. Then complete the article with *used to* or *didn't use to* and the verbs in brackets.

- ... wrote the Harry Potter novels.
- ... started Starbucks.
- ... founded the famous Cirque du Soleil.

Inspirational people



These three inspirational people had a dream – to change their lives. But what did their lives use to be like? Read on and find out!

Howard Schultz's family ¹ ... (have) much money. But Howard ² ... (dream) of a different kind of life. Fortunately, he was good at sports and he won a scholarship to go to university. Then he started work at a coffee company.

JK Rowling ³ ... (be) one of the richest women in the UK or an important supporter of charities. In fact, she ⁴ ... (live) in a small apartment in Edinburgh, Scotland. And there she created the character of a young wizard.

Guy Laliberté ⁵ ... (manage) a famous company. In fact, he ⁶ ... (play) the accordion on the streets. And he ⁷ ... (perform) tricks such as eating fire and walking on stilts.

2 Read and unscramble the questions.



Hi guys,

This is my interview with my granddad about his early life. He lived in Italy until he was 16. Then his family moved to London in 1964. His name's Giacomo, but we call him Granddad Jack!

Tilly

- did / Italy / where / use to / you / live / in / ?
Where did you use to live in Italy?
- use to / your parents / what / do / did / ?
- live / a house / you / did / in / use to / ?
- you / did / a musical instrument / play / use to / ?
- did / music / you / what / listen to / sort of / use to / ?
- did / free time / use to / you / what / in / your / do / ?

3 Match the questions in exercise 2 with these answers. Then complete them with *used to* or *didn't use to* and the verbs below.

hang out listen to live (x2) play (x2) send work

- No, we We ... in an apartment in the city centre.
- Well, I liked classical music when I was a boy, so I ... that. But my tastes changed later on!
- Well, I ... video games all the time. And I ... text messages to my friends! I ... with my friends a lot and have fun. We were boys!
- My dad ... in a bank. My mum did all the work at home!
- We ... in Genova, a city in the north of Italy.
- I ... the piano. When I got to London, I bought an electric guitar!

4 Think of when you went to primary school. How are you different now? Write eight sentences with *used to* or *didn't use to*. Choose from the verbs below.

draw drink eat have go like listen to
live play read sleep watch wear

I used to wear shorts to school.

I didn't use to eat much cheese but now I do.

5 Tell your partner how you have changed. Are any of your sentences the same?

I used to watch The Simpsons on TV.

Me too! It used to be my favourite programme.

CHALLENGE

Talk about changes

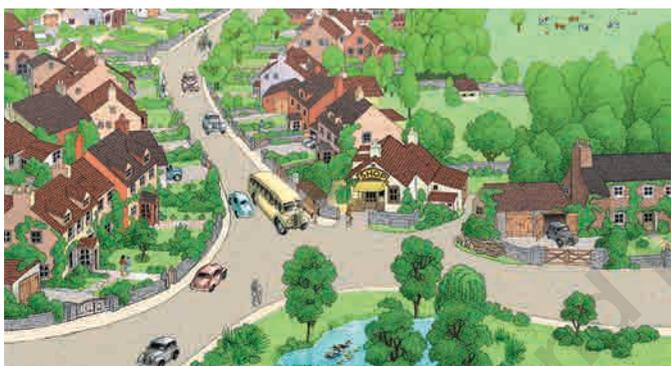
PREPARATION

- 1 Look at the pictures of Woodgreen today and in 1950. How has it changed? Write as many sentences as you can.

There used to be fields and animals.

There didn't use to be lots of houses.

There was a little stop but now...



DO THE CHALLENGE

- 2 Work in pairs. Think about these questions and complete the table.

- How was life different when your grandparents and great-grandparents were young?
- What did people use to do?
- What were their lives like? Think about:

clothes communication education
entertainment food home transport

	In the 1960s	Now
Entertainment	<i>They used to listen to records or the radio.</i>	<i>We download music to listen to on our phones.</i>

- 3 You are going to work in pairs to role play an interview between an elderly person and a journalist for an article in Woodgreen's local newspaper. Follow the instructions below.

- First work in small groups of elderly people and journalists. Read your role cards and prepare your questions and answers together.

JOURNALISTS

ROLE CARD

Use your answers in exercise 2 to help you with your ideas.

Plan your questions. Use the past simple and *used to*.

Don't forget to ask simple personal information such as names, age, and number of children and grandchildren.

ELDERLY PEOPLE

ROLE CARD

Use your answers from exercise 2 to help you with your ideas.

Plan how you are going to answer. Use the past simple and *used to*.

Make sure you prepare some personal information, for example your name, age, number of children and grandchildren, etc.

- Now find a partner with a different role card from you and do your interviews.

Where did people use to live?

A lot of people used to live in the country. We had small houses and we grew our own vegetables.

How did people use to cook?

We didn't use to have microwaves. We used to spend more time cooking.

- The journalist writes notes about the answers.
- The elderly person can sometimes say 'I don't remember!'
- You can change partners after the first four or five questions.

FOLLOW UP

- 4 Write about your interviews. Follow the instructions below.

Journalists: Write a 100–150 word news report for *Woodgreen News*. Choose the information you think is most important. Make sure you give it a headline.

Elderly people: Write a letter to *Woodgreen News* telling readers about how the village has changed.

INTERACTION

Telling an anecdote

 Express yourself

Telling an anecdote

Guess what happened to me!

I had an incredible experience.

One day / A few weeks ago / Last year ...

Then / Next / Finally ...

Luckily / Amazingly / Unfortunately / Sadly / Happily ...

So / But / Well ...

Responding

Really?

Did you? / Were you?

What happened next?

Sounds terrifying!

That's amazing!

ON THE WAY TO SCHOOL

- 1 Imagine you are seeing a friend for the first time after the summer holiday. What questions do you ask? Write them down.

Did you have a good summer? Did you go abroad?

- 2  Now ask your questions to your partner.

Did you have a good summer?

Yeah, it was good fun. I had a great time.

- 3 Look at the photo. Lauren and Charlie are talking about their summer holidays. What do you think they are saying? How do they feel?



- 4  Listen and answer the questions.

- When did Lauren go on holiday?
- Where did she go?
- Who was she with the day she went sailing?
- What happened on the sailing trip?
- How did Lauren feel?
- How did they get to safety?

- 5  Listen again. Note the expressions from *Express yourself* that you hear. What other expressions can you use?

- 6  Imagine you are Lauren and Charlie. Take it in turns to tell Lauren's story. Try to use the phrases from *Express yourself*.

YOUR TURN TO SPEAK

- 7 Think about your last summer holiday. Make notes about an interesting thing that happened. If you can't remember anything, invent a story! Think about:

when it happened

where you were

who you were with

what happened

how you felt

how the story ended

- 8  Work in small groups and tell your stories. Remember to show interest and ask questions.

Guess what happened to me this summer!

What happened?

Well, last month we went camping in the mountains.

Really? Who did you go with?

1 Read Ben's story. What is he writing about?

My lucky escape

by Ben Thomson

Last summer, I was camping with my parents on the north coast of Spain.



It was the second day of our holiday and I was sitting outside our tent playing on my phone. But things were about to change. First, I heard a loud noise. It sounded like a large animal. I ignored it. Next, I smelt a strange smell. Then I saw a bright orange light. After that, my neck and my shoulders started to feel very hot. Suddenly, I realized what was happening: it was a forest fire and the trees were burning all around us.

We were absolutely terrified and we ran to the beach. While we were waiting patiently with all the other people from the campsite, planes dropped water on the burning forest. Finally, after hours and hours, we went back to our tent but we couldn't stay on the campsite because it was too dangerous. Luckily, we were able to spend the night at a nearby school.

In the end, we had to go back home to England the next day. We were relieved and grateful to be alive.

2 Read the story again and answer the questions.

- 1 Where was Ben on holiday?
- 2 Who was he with?
- 3 What kind of holiday was it?
- 4 What was Ben doing when he heard the noise?
- 5 What did he think the noise was?
- 6 What was happening?
- 7 What did Ben and his parents do?
- 8 Where did they spend the night?

3 Find the sequencing words and expressions below in Ben's story. Put them in the order he uses them.

after that finally first in the end next then

4 Complete the text below with the sequencing words and expressions from exercise 3.

¹..., I heard a very loud noise outside the aeroplane window. I didn't think it was anything to worry about. ²..., I noticed some black smoke. ³... I heard the captain's voice. ⁴..., I don't remember a lot. I shut my eyes tight and waited and waited. ⁵..., the plane started to descend and I felt a huge bump when it landed. ⁶..., all the passengers got off the plane safely. We never found out what the problem was.

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

5 Decide what your story is about. Choose from one of these ideas or use your own:

a terrifying / interesting / exciting / funny experience
a memorable occasion a strange dream

6 Make notes of your answers to the questions below.

- 1 When and where did it take place?
- 2 Who were you with and what happened?
- 3 How did you feel?
- 4 What happened in the end and how did you feel afterwards?

WRITE NOW

7 Write your story.

- 1 Use Ben's story as a model.
- 2 Use your notes from exercise 6 to write a plan.
Paragraph 1: When – Last summer, Where – London
- 3 Use sequencing words and expressions.
- 4 Use the past simple and past continuous and some attitude adverbs.

CHECK AND CORRECT

8 Check and correct your story.

- 1 Check that the sequencing words and expressions are correct.
- 2 In pairs, swap your stories and check each other's work.