1 Different lives

Vocabulary	Compound nouns; Phrasal verbs 1
Grammar	Past simple vs Past continuous; *used to* for past habits
Speaking	Expressing extremes
Writing	A short story

Vocabulary Compound nouns

1 1.3 **Copy and complete the table with these words. Then listen, check and repeat.**

~~babysitter~~	businessperson	caretaker
classmate	homework	lighthouse
skyscraper	snowmobile	spaceship
speedboat	whiteboard	windmill

jobs	*babysitter*	....	....
transport	....	....	....
school	....	....	....
building	....	....	....

Word List page 43 **Livro de Exercícios** page 8

2 **Match the words in Exercise 1 to the pictures.**

babysitter *10*

3 **Write the words from Exercise 1 which correspond to these clues.**

1 This person looks after very young children. *babysitter*
2 This person works in an office and wears smart clothes.
3 This person looks after a building.
4 You make flour in this building.
5 Your teacher uses this every day.
6 You can travel fast in this when it's very cold.
7 Some people believe that aliens travel in this.
8 You use this on the water.
9 You are probably sitting next to one now!
10 You do this after school.
11 Most big cities have these. They are very tall.
12 This sends out a light across the sea.

1.4 **Pronunciation Unit 1** page 134

Brain Trainer Activities 1, 2
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Unit contents

Vocabulary

→ Compound nouns – *babysitter, businessperson, caretaker, classmate, homework, lighthouse, skyscraper, snowmobile, spaceship, speedboat, whiteboard, windmill*

→ Phrasal verbs 1 – *fill in, find out, get back, give up, go away, hang out, look after, look for, run away, set up*

Grammar

→ Past simple vs Past continuous

→ *used to* for past habits

Communication

→ Expressing extremes

→ Writing a short story; Telling a short story using the Past simple and the Past continuous

Pronunciation

→ Compound noun word stress

Vocabulary Compound nouns

Extra activity

Books closed. Write the following word snakes on the board:
homebasketkeynotefootskatebookheadfiretooth
caseballplacelinebookboardworkboardacheball
Students match the words from the first word snake to the words from the second to make compound nouns. Tell students there is only one combination which uses all the words from both snakes. Check answers by asking individual students to write the words on the board in alphabetical order. Elicit from the class the name (*compound nouns*) for this type of word.
(Answers: *homework, basketball, keyboard, notebook, football, skateboard, bookcase, headline, fireplace, toothache*)

1.3 Exercise 1

- Individually, students copy the table and then match the words to the correct headings to complete the table.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

jobs – *babysitter*, businessperson, caretaker
transport – snowmobile, spaceship, speedboat
school – classmate, homework, whiteboard
building – lighthouse, skyscraper, windmill

Exercise 2

- Students match the words in Exercise 1 to the pictures.
- Check answers as a class.

Answers

1 caretaker
2 skyscraper
3 classmate
4 windmill
5 snowmobile
6 businessperson
7 whiteboard
8 speedboat
9 spaceship
10 babysitter
11 homework
12 lighthouse

Exercise 3

- Students work in pairs, matching the clues to the correct words in Exercise 1.

Answers

2 businessperson
3 caretaker
4 windmill
5 whiteboard
6 snowmobile
7 spaceship
8 speedboat
9 classmate
10 homework
11 skyscraper
12 lighthouse

Extra activity

Write the following sentences on the board:

1 The teacher wrote the sentences on the … for us to copy and complete.
2 They travelled across Antarctica in a … .
3 They are building a … near here because the sea is very dangerous.
4 She is an important … and has a big office in the city centre.
5 I'm very sorry, but I didn't have time to finish my … last night.

Individually, students complete the sentences with compound nouns from Exercise 1. Check answers as a class.
(Answers: *1 whiteboard; 2 snowmobile; 3 lighthouse; 4 businessperson; 5 homework*)
Stronger groups write additional gapped sentences using the words from Exercise 1 not covered in this activity, i.e. *babysitter, classmate, caretaker, skyscraper, spaceship, speedboat, windmill*. Monitor and point out errors for students to self-correct. In pairs, students look at each other's sentences and complete the missing words.

1.4 Pronunciation

See Guia do Professor page 218 and Livro do Aluno page 134

Further practice

Livro de Exercícios pages 8 and 104

Reading

Revision

First – Write the following sentences on the board:

1 On Friday and Saturday evenings in this area because it's windy.

2 Some of my classmates are very noisy but the tallest in the world is in fact in Dubai.

3 There are lots of windmills to make electricity and they often make the teacher angry.

4 She wants to buy a speedboat because he's always asking the teachers about me.

5 My dad is the caretaker at my school and she sometimes works as a babysitter.

6 In New York there are lots of skyscrapers, she loves the sea and money isn't a problem.

Second – Tell students that the sentences have got mixed up. They need to break each sentence into two pieces and reorganise them to make six logical sentences. Students work in pairs to solve the puzzle.

Third – If students find the activity difficult, show them where the break is in each sentence. Check answers as a class. (Answers: *1 On Friday and Saturday evenings she sometimes works as a babysitter.*; *2 Some of my classmates are very noisy and they often make the teacher angry.*; *3 There are lots of windmills to make electricity in this area because it's windy.*; *4 She wants to buy a speedboat because she loves the sea and money isn't a problem.*; *5 My dad is the caretaker at my school and he's always asking the teachers about me.*; *6 In New York there are lots of skyscrapers, but the tallest in the world is in fact in Dubai.*)

Culture notes

- The *Sami* people live in Lapland, which consists of the northernmost parts of Norway, Sweden, Finland and the adjoining areas. The population is around 50,000. They have three languages but, because of rapid changes in their society, most are now bilingual and some don't speak their native language at all. They were originally a nomadic race, following their herds of reindeer across Lapland and living in tents, but now most Sami live in modern houses and only a few travel with their animals. Many Sami are now fully integrated into local society where they live and work.
- *Off-grid* is a term often applied to people who choose to live in a self-sufficient way. People who live off-grid usually aim to grow their own food, make their own clothes, generate their own heat and light, educate their own children, etc. rather than working, receiving a salary and then using that salary to purchase these things from others.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read the article quickly and match the people to the photos.
- Make sure students understand not to read in detail at this point.

Answers

1 B **2** C **3** A

1.5 Exercise 2

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

Answers

2 Florá **3** Tao **4** Tao and Tom **5** Florá

Extra activity

Stronger groups or individual students write three *true/false* sentences, one about Florá, one about Tao and one about Tom. Monitor and point out errors for students to self-correct. They then work with a partner, reading their sentences and answering true or false. Alternatively, read some of their sentences to the class for them to answer.

Exercise 3

- Students read the text again and find the words.
- Check answers as a class.

Answers

1 reindeer **2** sweeping **3** researching

Exercise 4

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Check the pronunciation of the questions before students work in pairs.

Further practice

Livro do Exercícios page 9

Reading

1 **Read the article quickly. Match the people (1–3) to the photos (A–C).**

2 1.5 **Answer the questions.**

1 Who was helping his/her family? *Florá and Tom*
2 Who uses a phone?
3 Who spent a long time at school?
4 Who was studying?
5 Who works in summer?

3 **Find words in the text that mean:**

1 animal from cold countries in the north. (paragraph 1)
2 cleaning the floor with a brush. (paragraph 2)
3 collecting details and specific information about something. (paragraph 3)

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

1 Whose life is most like yours?
2 Which facts did you find interesting/unusual/surprising?
3 Imagine you can live another person's life for one day. Whose life would you choose?

A day in a life

What did you do yesterday? Tell us about your life.

1

I am a Sami Norwegian and I live 200 miles north of the Arctic Circle. In winter, I go to school with my friends in Tromsø. But in summer the Sami people work with reindeer, so my life is very different. Yesterday, I helped my family with calf marking. We were checking our herd of reindeer and then making special marks in their ears to show that they belong to our family. In the past, my family followed our herd of reindeer on wooden skis, but now we travel by snowmobile! While I was helping with the calf marking, I sent two texts to my friends in Tromsø.

Florá Turi, 15, Norway

2

Yesterday was the same as every other day. I got up at 6.00 a.m., ate a very quick breakfast and then I took the bus to school. When I got to school, at half past seven, my classmates were sweeping the classroom. I helped them and then we all sang our national song. Between 8 a.m. and midday I was studying, studying, studying and then, after lunch, I had more classes, until 4.30 p.m. Did I go home at 4.30 p.m.? No, I didn't! I stayed at school for an extra study class. And then I went to another school for more lessons. When I finally got home it was 10.00 p.m. I had some supper and then I did my homework. Life is all about study for Taiwanese teenagers!

Tao Chen, 16, Taiwan

3

I live with my family in a beautiful part of Canada. We live 'off grid' – that means that we have no electricity in our house. We don't have the internet and we don't have phones, but we do have a radio in case of emergencies. I don't go to school – I'm homeschooled, but I learn a lot from my off-grid life. Yesterday, I worked with my dad. We were looking at his designs for a new windmill. Then in the afternoon I did some homework. I was researching some facts for a History project with other homeschooled kids. Of course, we didn't use the internet for our research, we used an encyclopedia and other books from the local library.

Tom Renwood, 15, Canada

Grammar Past simple vs Past continuous

Past simple	Past continuous
I got up at 6 a.m. We didn't use the internet for my project.	We were checking our herd of reindeer. Between 8 a.m. and midday I was studying.
Past simple vs Past continuous	
When I got to school, my classmates were sweeping the classroom. While I was helping, I sent some texts to my friends in Tromsø.	

Grammar Reference page 113

1 Study the grammar table. Choose the correct option to complete the rules.

Rules

1. We use the *Past simple / Past continuous* for completed actions in the past.
2. We use the *Past simple / Past continuous* to describe a continuing situation in the past.
3. We usually use the *Past simple / Past continuous* after *when* and the *Past simple / Past continuous* after *while*.

2 Complete the text with the correct form of the verbs.

Hi Ted
I [1] *didn't have* (not / have) a good day yesterday. First, I [2] .... (not hear) my alarm clock and so I [3] .... (sleep) until 8 o'clock. Then, while I [4] .... (eat) breakfast, I [5] .... (drop) my plate on the floor and [6] .... (break) it. I was very late for my first class. When I [7] .... (go) into the classroom the teacher [8] .... (talk) to everyone about their homework. My classmates [9] .... (write) lots of notes, but I [10] .... (not / have) my notebook. It was in my bag – and my bag was still at home. So the teacher [11] .... (shout) at me because I was late and he [12] .... (give) me extra homework.
What about you? [13] .... (you / have) a good day yesterday?
Sam

3 Choose the correct option, Past simple or Past continuous.

Last weekend my brother and I [1] *went / were going* for a bike ride. We [2] *took / were taking* a train to Oxford and then we [3] *rode / were riding* our bikes to Woodstock. While we [4] *rode / were riding* along the road, we [5] *saw / were seeing* a car crash. We [6] *stopped / were stopping* and [7] *called / were calling* for an ambulance. When the ambulance [8] *arrived / was arriving*, the drivers [9] *sat / were sitting* on the pavement and they [10] *argued / were arguing* about the accident.

4 Make sentences.

1. While we / watch / TV / we / hear / a strange sound
   While we were watching TV, we heard a strange sound.
2. When you / phone / I / do my homework
3. I / not hear / the doorbell / because / I / listen / to my MP3 player
4. I / see / a strange cat in the garden / while / I / clean / the car
5. She / drop / a plate / while / she / do / the washing-up
6. They / play football / when / a helicopter / land / on the pitch

5 What about you? In pairs, ask and answer.

1. What did you do the day before yesterday?
   The day before yesterday I went to school in the morning and...
2. What were you doing between 2 p.m. and 5 p.m. last Saturday?
3. What did you see on your way to school today?
4. When did you last use a phone? Who were you talking to?

Grammar Past simple vs Past continuous

Language notes

- This lesson contrasts the Past simple with the Past continuous through very clear examples and controlled exercises. It specifically revises sentences with two clauses, one using the Past simple and one using the Past continuous. To link these it presents the conjunctions *when* followed by the Past simple (to talk about a short action) and *while* followed by the Past continuous (to talk about a long action).
- The spelling rules relating to the formation of the Past continuous will probably be familiar to your students, but you may wish to revise them nevertheless. They are as follows.

In most cases we simply add *-ing* to the infinitive of the verb to form the Past continuous. However, there are three exceptions to this rule:

- Infinitive ends with consonant + stressed vowel + consonant: double the consonant, e.g. *stop*, *run* and *begin* which become *stopping*, *running* and *beginning*.
- Infinitive ends with vowel + consonant + *-e*: omit the *-e*, e.g. *write*, *have* and *come* which become *writing*, *having* and *coming*.
- Infinitive ends with *-ie*: *-ie* changes to *-y*, e.g. *lie* and *die* which become *lying* and *dying*.
- Students are also introduced to a group of stative verbs (*know*, *understand*, *like*, *love*, *want*, *have*, *hear*), which are rarely found in the continuous form. This is the first time students have seen these in *Next Move* so be prepared to help them with the possible complications posed by these forms.

Exercise 1

- Read the grammar table with the students.
- Students choose the correct options, referring back to the grammar table where necessary.
- Check answers as a class.

Answers

1 Past simple **2** Past continuous
3 Past simple, Past continuous

Extra activity

Before students look at the text in Exercise 2 and work on sentences with two clauses, practise the Past continuous in isolation by asking them questions like: *'What were you doing (on Sunday) at (1 o'clock)?'*, *'What was your best friend doing (yesterday) at (8 o'clock in the morning)?'* and *'What were your parents doing (yesterday afternoon) at (3 o'clock)?'* Elicit answers using the Past continuous before students work in pairs, asking and answering similar questions. Monitor and help with grammar and vocabulary if necessary.

Exercise 2

- Students complete the text.
- They then check in pairs before checking answers as a class.

Answers

2 didn't hear
3 slept
4 was eating
5 dropped
6 broke
7 went
8 was talking
9 were writing
10 didn't have
11 shouted
12 gave
13 Did you have

Exercise 3

- Students choose the correct options.
- Check answers by asking individual students to read sentences from the text.

Answers

2 took
3 rode
4 were riding
5 saw
6 stopped
7 called
8 arrived
9 were sitting
10 were arguing

Exercise 4

- Students use the prompts to make sentences.
- Check answers as a class.

Answers

2 When you phoned, I was doing my homework.
3 I didn't hear the doorbell because I was listening to my MP3 player.
4 I saw a strange cat in the garden while I was cleaning the car.
5 She dropped a plate while she was doing the washing-up.
6 They were playing football when a helicopter landed on the pitch.

Extra activity

Write the following sentences on the board. Individually, students decide if they are correct or not. They suggest possible changes to the incorrect sentences.

1 While the teacher was writing on the whiteboard, my classmate's mobile phone rang. (✓)
2 I'm really sorry, but I wasn't understanding anything you said to me. (✗ – *I'm really sorry, but I didn't understand anything you said to me.*)
3 When she was arriving, he was cooking the dinner. (✗ – *When she arrived, he was cooking the dinner. / When she arrived, he cooked the dinner.*)
4 The caretaker was cleaning the office windows when it suddenly started to rain. (✓)

Exercise 5

- Monitor, but do not interrupt fluency unless students make mistakes with the Past simple or the Past continuous.

Further practice

Livro de Exercícios pages 10 and 86–87

Vocabulary Phrasal verbs 1

Revision

First – Prepare a 'live listening' describing a photo for the class. This can either be a personal photo which you are happy to share with your students, a photo from a magazine or a famous photo. Make sure, as far as possible, that it's a picture with various people in it doing actions which students know the vocabulary for in English. Use a mixture of the Past simple and the Past continuous to describe the scene. Do not let students see the photo. They listen to you and try to draw the photo. Use the following text as an example:

This picture is from my holiday two years ago. My brother and his family were living in Norway and we went to visit them. While we were staying there, we visited a lot of interesting places and in this photo we were standing inside the Arctic Circle – it was very, very cold! My nieces and nephews were riding their snowmobiles and my brother and his wife were telling me all about the lighthouse you can see behind us. My husband/wife was taking the photo so you can't see him/her in the picture. It was very cold and there was a lot of snow and there were reindeer everywhere. In fact, a herd of reindeer were crossing the snow in the distance, can you see them?

Second – Students compare their drawings in pairs. Ask a student who you know is good at drawing to draw the picture on the board and ask other students to help and make suggestions, changes and additions. Finally, show the class the original photo.

Third – Students choose a photo of their own and practise describing it to a partner.

Language notes

This lesson introduces students to the concept of phrasal verbs. Students have already seen a number of phrasal verbs in various contexts in the previous levels of *Next Move*, e.g. *eat out*, *get up*, *plug in*, *throw away*, *turn off*, etc. but this is the first time they have seen a group of phrasal verbs together. Be prepared to explain to students that phrasal verbs are verbs which are followed by a 'particle', and that it is this particle which gives the verb its very specific meaning. In some phrasal verbs, e.g. *run away*, the meaning of the verb and the particle is clear, but in many cases, e.g. *look after*, it is abstract, which makes the meaning difficult or impossible to deduce without the context.

Students work in this lesson with phrasal verbs at a purely lexical level and the exercises do not require them to distinguish between separable and non-separable phrasal verbs.

1.6 Exercise 1

- Individually, students complete the phrasal verbs.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

2 out **3** back **4** up **5** away **6** out **7** after
8 for **9** away **10** up

Exercise 2

- In pairs, students match the phrasal verbs in Exercise 1 to the definitions.
- Check answers as a class.

Answers

2 fill in **3** hang out **4** run away **5** find out **6** set up
7 give up **8** get back **9** look for **10** go away

Extra activity

Write the following beginnings and endings of the sentences on the board. Individually, students match the parts of the sentences.

1 My friends and I usually hang
2 His sister wants to set
3 I have to look
4 You have to fill
5 Can you find

a up her own business.
b after my brother on Saturday night.
c out in the park after school.
d out what time the film starts?
e in this form if you want to join the club.

Check answers as a class.
(Answers: *1c*; *2a*; *3b*; *4e*; *5d*)

1.7 Exercise 3

- Individually, students match the pictures to the conversations.
- Check answers as a class.
- They then complete the conversations with the correct form of the phrasal verbs from Exercise 1.
- Play the recording for students to listen and check.

Answers

1 E **2** C **3** A **4** B **5** D
2 get back **3** hang out **4** set up **5** fill in **6** give up
7 ran away **8** find out **9** looking for **10** go away

Exercise 4

- In pairs, students write short conversations using some of the phrasal verbs from Exercise 1.
- Ask some students to read out their conversations to the class.

Further practice

Livro de Exercícios pages 11 and 104

Vocabulary Phrasal verbs I

1 1.6 **Read the text and complete these phrasal verbs with the correct preposition. Then listen, check and repeat.**

1 fill *in*
2 find ....
3 get ....
4 give ....
5 go ....
6 hang ....
7 look a ....
8 look f ....
9 run ....
10 set ....

I usually hang out with my friends during the holidays and often feel bored. But last year, I set up a pet-minding service with my sister. We looked after people's pets when they went away. Our favourite pet was a dog called Tyson. On his first walk, he ran away. We looked for him for several hours, but finally we gave up. We went to the police station and filled in a 'missing pet' form. 'What will the owner say when he finds out?' my sister said. When we got back to the owner's house, we saw Tyson. He was waiting for us by the front door!

Word List page 43 **Livro de Exercícios** page 11

2 **Match the phrasal verbs in Exercise 1 to these definitions.**

1 to take care of someone *look after*
2 to complete a form
3 to spend time in a place doing nothing
4 to escape
5 to discover or learn new information
6 to start a new business or organisation
7 to stop doing something
8 to return
9 to search
10 to go on holiday

3 1.7 **Match the pictures (A–E) to the conversations (1–5). Then use the correct form of the phrasal verbs to complete the conversations. Listen and check your answers.**

1 **A** Can you [1] *look after* your little sister this afternoon? I've got a meeting in London.
B OK, but please don't [2] .... late because I've got a party in the evening. *E*

2 **A** What did you do yesterday? Did you [3] .... with your friends in the park?
B No, I didn't. I went online and [4] .... a Facebook page for my new band.

3 **A** I'm trying to [5] .... this form online, but my computer isn't working. I can't do it!
B Don't [6] ....! Print out the form and post it.

4 **A** My cat [7] .... yesterday. He got onto the local bus and travelled into town.
B How did you [8] .... where he was?
A The bus driver saw the tag on his collar and phoned me.

5 **A** Are you [9] .... something?
B Yes, I am. I can't find my holiday photos.
A Oh! Did you [10] .... to somewhere nice?
B Yes, we did. We went to Portugal.

4 **Work in pairs. Choose at least four phrasal verbs from Exercise 1 and write a short conversation.**

Brain Trainer Activity 3
Go to page 128

Chatroom Expressing extremes

Listening and speaking

1 **Look at the photo. Can you remember how the girls know each other?**

2 1.8 **Listen and read the conversation. Check your answer.**

3 1.8 **Answer the questions.**

1 Why is Yasmin in Freston?
She lives there now.
2 What does she think of the village?
3 What does Archie think of the village?
4 What does Yasmin's mum do?
5 Does Yasmin's house have an amazing garden?

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

Say it in Portuguese

I don't think so!
As if!

Holly Hi, Fraser! Hi, Archie! This is my cousin, Yasmin.

Archie Hey, Yasmin. We met last summer, remember?

Yasmin Yes, of course. And now I live here! I love Freston. It's such a cool village!

Archie Cool! I don't think so. It's really boring. It's so small and there's nothing to do in the evening.

Yasmin Well, I used to live in a really busy city and I hated it. It was so noisy.

Fraser Why did your family move here?

Yasmin My mum wanted to get out of the city. She used to have such a stressful job, but she gave it up and set up her own business as a garden designer.

Fraser Do you now live in a house with an amazing garden?

Yasmin As if! It's a junkyard. But Mum's got lots of plans.

Listening and speaking

Expressing extremes

Revision

First – Revise with students the phrasal verbs covered in the Livro do Aluno on page 13. Write the following scrambled words on the board:

1 finill
2 petus
3 piveug
4 dintofu
5 floorok
6 goayaw
7 tagbeck
8 oathgnu
9 ayawurn
10 taleforok

Individually, students unscramble the phrasal verbs.
(Answers: *1 fill in, 2 set up, 3 give up, 4 find out, 5 look for, 6 go away, 7 get back, 8 hang out, 9 run away, 10 look after*)

Second – Write the following gapped sentences on the board:

1 Can you help me … … my homework? I don't know where it is.
2 My friend's dog … … and we never saw it again!
3 While I was … … the form, my pen broke.

Students complete the sentences using the correct form of three of the phrasal verbs.
(Answers: *1 look for, 2 ran away, 3 filling in*)

Third – Students write gapped sentences using five of the phrasal verbs not covered in the previous stage. Monitor and point out errors for students to self-correct. In pairs, students look at each other's sentences and complete them.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- Check students are clear about the names of the characters before they complete the exercises. (From left to right: Yasmin, Holly, Archie and Fraser)

Extra activity

Ask students what they remember about the characters from the Starter Unit. Use the photo to elicit basic information about the characters, e.g. how old they are, what they are wearing, what they are doing and what hobbies they might enjoy. Remember to grade your language appropriately.

1.8 Exercise 2

- Play the recording for students to listen, read and check their answer to Exercise 1.
- Check answers as a class.

Answers

They are cousins.

1.8 Exercise 3

- Play the recording again.
- Individually, students answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 Yasmin loves Freston. She thinks it's cool.
3 Archie thinks Freston is boring and small and that there's nothing to do in the evening.
4 Yasmin's mum is a garden designer.
5 No, it doesn't.

Exercise 4

- Divide the class into groups of four.
- The 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 four 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 conversation.

Say it in Portuguese…

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

I don't think so! – exclamation used to express disagreement with something which someone has just said. It is commonly used in informal situations and spoken with a 'light' intonation to indicate that the phrase is being used in friendly disagreement. It may, as in this case, be preceded by the specific word or phrase with which the person disagrees, e.g. *'Cool!'*, pronounced with exaggerated intonation.

As if! – phrase very similar in meaning to *'Of course (not)!'*. Often used as a humorous response to an unusual question. You might use it in class, for example, if a student asks you *'So, aren't you giving us any homework today?'* to which you might respond *'As if! Of course I'm giving you homework!'* It is frequently spoken with quite exaggerated intonation to indicate that we are being humorous.

Exercise 5

- Read through the phrases for expressing extremes with the class.
- Make sure students understand that *really* is a synonym of *very* and is followed by an adjective, that *so* is followed by an adjective without a noun, and that *such* is followed by an adjective with a noun.

Exercise 6

- Students read the conversation again and find the sentences with *so* and *such* and answer the question.
- Check answers as a class.

Answers

2 so **3** so **4** such

so comes before an adjective without a noun and *such* comes before an adjective with a noun.

1.9 Exercise 7

- Play the recording for students to listen and complete the conversations. Check answers as a class.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Answers

1 so funny **2** such a great **3** such a big **4** so cold

Exercise 8

- Read the examples with the class. Then elicit a second conversation from the class.
- Students make their own conversations.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for expressing extremes.

Further practice

Livro de Exercícios pages 12 and 113

Grammar *used to* for past habits

Language notes

In this lesson students are introduced to *used to* for the first time. Many languages have a structure to express the idea of past habits, but there may be slight differences between the use of the structure in students' L1 and the use of *used to* in English. The three most common areas of confusion are:

- Use of the final '*d*' – In the affirmative form *used to* always ends in '*d*'. In negatives and questions, however, students often also include a final '*d*', e.g. *'Did she used to … ?'*, *'They didn't used to … .'* If students have difficulty remembering this, point out that *used to* functions like any other regular past tense verb and finishes with '*-ed*' in the affirmative form but not in the negative or question form as we use the auxiliary verb *did*.
- Confusion between *used to* and *usually* – in English, unlike some other languages, *used to* can only be used to talk about the past. If we wish to talk about habits in the present we use the adverb *usually*.
- When *used to* can and cannot be used – in some cases it can be difficult to distinguish when exactly *used to* can be used. Make sure students understand that, as well as to talk about habits, *used to* is also often used to talk about regularly repeated actions or stable situations in the past, e.g. *'I used to go to school on the bus but now I walk.'*, *'I used to be in the same class as my best friend.'*, etc. Under no circumstances, however, can it be used to talk about completed actions which happened only once.

Exercise 1

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

Answers

1 used to, habits **2** used to **3** use to **4** use to

Exercise 2

- Individually, students complete the sentences with the correct form of *used to* and the verbs.
- They then check in pairs before checking answers as a class.

Answers

2 didn't use to walk
3 use to go
4 Did you use to be, didn't use to enjoy
5 didn't use to spend
6 did you use to do

Exercise 3

- Students write sentences with their own ideas.
- Monitor and help with vocabulary if necessary.
- Ask some students to read their sentences to the class.

Possible answers

1 When I was five, I didn't use to walk the dog or do the washing-up.
2 I always used to like watching TV, but now I prefer listening to music on my MP3 player.
3 My family used to live in the country, but now we live in the city centre.

Further practice

Livro de Exercícios pages 13 and 86–87

5 **Read the Language box.**

Describing a place	
so	It was **so** noisy. The skyscrapers are **so** tall. I'm **so** hungry.
such	It's **such** a cool village! He's **such** a nice man. It's **such** a hot day today.
really	It's **really** boring. I used to live in a **really** busy city.

Listening Reference Livro de Exercícios page 113

6 **Look back at the conversation. Find and complete these sentences with *so* or *such*. Which word comes before an adjective without a noun?**

1 It's *such* a cool village.
2 It's .... small and there's nothing to do in the evening.
3 It was .... noisy.
4 She used to have .... a stressful job.

7 1.9 **Listen and complete the conversations. Then act out the conversations in pairs.**

Holly I love this film. It's [1] ....!
Yasmin I agree. And Carey Mulligan is [2] .... actress.

Archie You've got [3] .... house, Fraser.
Fraser It is big, but it's [4] .... in winter.

8 **Work in pairs. Look at the conversations in Exercise 7. Use these words and/or your own ideas to act out similar conversations.**

A I love this video game. It's so cool!
B I don't agree. It's really boring!

video game / band / book / bedroom / phone

talented / exciting / lovely / small / cool / boring

Gerard Frost / the author / hot in summer / difficult to use

good singer / wonderful writer

Grammar

used to for past habits

Affirmative		
I/He/She/We/You/They	used to	live in a big city.
Negative		
I/He/She/We/You/They	didn't use to	have a car.
Questions and short answers		
Did I/he/she/we/you/they use to read comics when I/he/she/we/you/they was/were younger? Yes, I/he/she/we/you/they did. No, I/he/she/we/you/they didn't.		
***Wh-* questions**		
Who used to teach English at this school?		

Grammar Reference page 113

1 **Study the grammar table. Complete the rules with *used to* or *use to* and choose the correct option.**

Rules

1 We use .... to talk about *habits / completed actions* in the past.
2 We form the positive with .... + infinitive.
3 We form the negative with *didn't* and .... + infinitive.
4 We form questions with *Did* + subject + ... + infinitive.

2 **Complete the sentences with the correct form of *used to* and the verbs in brackets.**

1 My sister *used to love* (love) chocolate but now she hates it.
2 I .... (not / walk) to school but now I walk there every day.
3 Where did you .... (go) on holiday?
4 **A** .... (you / be) in the football team?
B Yes, I did. But I .... (not / enjoy) it.
5 We .... (not / spend) much time in the park.
6 What .... (you / do) after school when you lived in London?

3 **Complete these sentences with your own ideas.**

1 When I was five, I didn't use to ....
2 I always used to like ...., but now ....
3 My family used to ...., but now ....

Reading

1 Read the article quickly. Which sentence is the best summary of the article?

1 Ezekiel Barzey started The Golden Company because he was scared of bees.
2 Ezekiel Barzey's experience of beekeeping changed his life.
3 Ezekiel Barzey used to work for a bank but now he makes honey.

Ezekiel, the Bee Guardian

'I used to be a completely different person,' says Ezekiel Barzey, aged 19. 'A few years ago, I used to hang out with my friends and we got into trouble with the police. I felt excluded and I only saw the negative things in my community.' But when Ezekiel was 17 years old, he got involved in a project run by Zoe Palmer and his life began to change.

Zoe used to be a filmmaker for a TV nature channel and she spent some time in Albania, filming bees and beekeepers. She was impressed by the relaxed and calm atmosphere around the beekeepers. When she got back to Britain she set up 'The Golden Company'. It teaches young people in London about beekeeping and gives them the opportunity to connect with nature and to find out how to develop, market and sell honey products.

Ezekiel is now a 'Bee Guardian' and he looks after a hive on the roof garden of the Nomura Investment Bank, in the heart of the City of London. The bank buys all the honey and uses it at meetings and business breakfasts. There are several other hives in London and they all have special 'Bee Guardians' from The Golden Company. Ezekiel also helps to run a stall at a local market in the city. He and other 'Bee Guardians' make beauty products from honey and sell them on the stall.

Ezekiel was scared of the bees when he started his training, but he learnt to calm down and not to panic. 'I'm more in touch with nature now,' he explains, 'I understand how bees operate!' He is also much more confident about himself and his role in society. 'Now I've got a chance in life to become successful,' he says. 'I'm glad the company was there for me when I needed it.'

Key Words

excluded (adj)	get involved (v, i)	beekeeping/beekeeper (n)
honey (n, u)	hive (n, c)	stall (n, c)

2 1.10 Read the article again. Answer the questions.

1 Why did Ezekiel's life change when he was 17 years old?
Because he got involved in a project run by Zoe Palmer.
2 What impressed Zoe Palmer in Albania?
3 What is The Golden Company?
4 Where is the hive that Ezekiel looks after?
5 How does the bank use the honey?
6 What do Ezekiel and the other Bee Guardians make from the honey?

3 Look at the Key Words box and find:

1 a sweet, sticky, golden food that is made by bees.
2 a temporary shop that you find in a market.
3 a word that means 'not part of', the opposite of *included*.
4 the special 'house' that bees live in.

Listening

1 1.11 Listen to the radio programme and choose the correct summary.

1 Laura taught the trumpet and changed someone's life.
2 Laura heard the trumpet and it changed her life.
3 Laura found a trumpet on the street and it changed her life.

2 1.11 Listen again. Are the sentences true (T) or false (F)?

1 Laura is now a famous trumpet player. *T*
2 She was excited to hear the band because they were famous.
3 There were two trumpet players, a singer and a guitar player in the band.
4 After the band finished playing, she went home.
5 When Laura asked her mum for trumpet lessons she immediately said yes.

Reading

Culture notes

- *Ezekiel Barzey* is a real person. He lives in the East End of London and was interviewed in the *Hackney Gazette* in 2011, where he talked about how important Zoe Palmer and The Golden Company have been in his life. Further information about him and The Golden Company is available by searching the internet.

Exercise 1

- Draw attention to the photos and the text and ask students what they can see.
- Students read the article quickly and choose the best summary of the article. Make sure students understand not to read in detail at this point.
- Check the answer as a class.

Answers

2 Ezekiel Barzey's experience of beekeeping changed his life.

Extra activity: Dictionary work

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.

excluded – an adjective meaning not part of, the opposite of *included*, slightly formal in register

get involved – to become part of an organisation, institution or activity voluntarily, without the objective of being paid

beekeeping/beekeeper – the activity of looking after bees and the places where they live/the job of looking after bees

honey – the very sweet, sticky, golden coloured liquid made by bees from the nectar of flowers and frequently 'stolen' by humans and other animals

hive – the structure where bees live. This may either be made by bees in nature, or made by humans, in which case it is usually a type of wooden box

stall – one of the individual 'shops' forming part of a market, which can usually be put up and taken down, e.g. *'We have a small stall in the market. It's made of a few pieces of metal and a cover to protect it from the rain.'*

1.10 Exercise 2

- Students read the article again and answer the questions. If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

2 The relaxed and calm atmosphere around the beekeepers in Albania impressed Zoe.
3 The Golden Company is a company that teaches young people in London about beekeeping, helps them connect with nature and teaches them about honey products.
4 The hive which Ezekiel looks after is on the roof of the Nomura Investment Bank in London.
5 The bank uses the honey at meetings and business breakfasts.
6 Ezekiel and the other Bee Guardians make beauty products from the honey and sell them.

Exercise 3

- Students refer back to the Key Words box and match the words with the definitions.
- Check answers as a class.

Answers

1 honey **2** stall **3** excluded **4** hive

Listening

1.11 Exercise 1

- Play the recording. Students choose the correct summary.
- Check the answer as a class.

Answers

2 Laura heard the trumpet and it changed her life.

Audioscript

See Guia do Professor page 228

Exercise 2

- Individually, students answer the questions. Explain that students should only make notes at this point.
- In pairs, students talk about their famous person and themselves.
- Ask some students to tell the class about their famous people or themselves.

Answers

2 False (She was excited because they play an amazing sound.)
3 False (They were two guitar players, a singer and a trumpet placer.)
4 True
5 False (She was very surprised.)

Further practice

Livro de Exercícios page 14

Writing A short story

Revision

First – Quickly review the pronunciation of the alphabet with the class, paying particular attention to any letters which habitually cause problems for your learners. Then write the word *windmill* on the board. Ask students to spell it for you chorally. Draw an arrow under the word pointing from the end to the beginning and ask students to spell it again backwards.

Second – Give your students a ten-item backward spelling test. Check students understand the game before continuing. Students listen and write down the following words:

1 hang out *(t u o g n a h)*
2 run away *(y a w a n u r)*
3 look after *(r e t f a k o o l)*
4 spaceship *(p i h s e c a p s)*
5 babysitter *(r e t t i s y b a b)*
6 lighthouse *(e s u o h t h g i l)*
7 skyscraper *(r e p a r c s y k s)*
8 whiteboard *(d r a o b e t i h w)*
9 snowmobile *(e l i b o m w o n s)*
10 businessperson *(n o s r e p s s e n i s u b)*

Check answers by asking individual students to write words on the board. Students self-correct and give themselves one point for each word they spell correctly.

Third – In pairs, students spell other words from the course backwards.

Exercise 1

- Read the Writing File with the class.

Exercise 2

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

Answers

Present simple – It's, don't believe, What is it?, Do you remember?, never win, usually go
Present continuous – I'm always entering
Past simple – was, began, got up, had, helped, wanted, came, said, read, shouted, asked, entered, didn't remember, won, laughed, ran, started
Past continuous – was shining, were singing, was holding

Exercise 3

- Students read the story again and answer the questions.
- Check answers by asking pairs of students to read questions and answers.

Answers

2 The weather was good (and the sun was shining).
3 Gina was not happy because she had a lot of homework and she wanted to go out with her friends.
4 She's always entering competitions.
5 She won first prize – a family holiday to Florida.
6 They usually go camping in the rain.

Writing Plan: A short story

Exercise 1

- Read through the questions with the students.
- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Answers

Students' own answers

Exercise 2

- Read through the Paragraph Plan with the class.
- Show students how the example text is divided into three sections – an introductory paragraph, a middle section with direct speech, and a conclusion. Tell them that they should now organise their notes in the same way.
- Look at the questions in Exercise 1 with students again. Make sure they understand that they should answer the first question in the introductory paragraph, the second and third questions in the middle section and the last question in the conclusion.

Exercise 3

- Draw students' attention to the checklist.
- Students check and correct their story before giving it to you.

Answers

Students' own answers

Further practice

Livro de Exercícios page 15

Writing A short story

1 **Read the Writing File.**

Writing File Using different tenses

When we tell a story in the past we use:

- Past simple: describe a series of events.
  I jumped out of bed, got dressed and went down to the kitchen.
- Past continuous: descriptions and continuous actions.
  It was raining and a dog was barking.
- Present simple in dialogues and to describe states and things that don't change.
  'I don't feel well today,' she said.
  My family lives in a small house by the sea.

2 **Read the text and find these tenses: Present simple, Present continuous, Past simple, Past continuous.**

An Amazing Day

by Gina Bett

1 Yesterday was an amazing day. It began as usual – a typical boring Saturday. I got up, had breakfast and helped my dad in the garden. The sun was shining and the birds were singing in the sky, but I was in a bad mood because I had a lot of homework and I wanted to go out with my friends. Then my mum came outside. She was holding a letter.

2 'It's for you!' she said.
I read the letter quickly and shouted 'I don't believe it!'
'What is it?' asked my mum.
'I entered a competition last week,' I said. 'Do you remember?'
Well, of course she didn't remember. I'm always entering competitions and I never win anything. But this time it was different.

3 'I won the first prize,' I said. 'A family holiday to Florida!'
We all shouted and laughed. Then we ran inside and started to plan our holiday. We usually go camping in the rain – but not this year!

3 **Read the story again and answer the questions.**

1 What did Gina do after she got up?
She had breakfast and helped her dad in the garden.
2 Was the weather good or bad?
3 Why was Gina not happy?
4 What is Gina always doing?
5 What prize did Gina win?
6 Where does Gina's family usually go on holiday?

Writing Plan: A short story

1 **You are going to write a short story with the title *An Unusual Day*. Plan your story. Think about these things and make notes.**

- Who are the main characters in the story?
- What happens to them?
- How do they feel?
- What happens at the end of the story?

2 **Write your story. Use the model text, your notes from Exercise 1 and the Paragraph Plan.**

Paragraph Plan

Title

1 Introduce the main characters, explain what they were doing, when it was, what the weather was like, etc.
2 Describe the main events of the story and explain why the day was unusual.
3 Finish your story by saying how the main characters felt and what happened in the end.

3 **Check and correct your writing.**

- Use a mix of tenses.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Writing Reference Livro de Exercícios pages 125–126

Refresh your memory

Grammar

1 Match the beginnings (1–5) to the endings (a–e) of the sentences.

1 The sun was shining brightly *b*
2 When I got to the bus stop,
3 I sat down
4 I was waiting for the bus
5 While I was running towards the child,

a I dropped my bag.
b and the birds were singing.
c and waited for the bus.
d the bus was already disappearing down the road.
e when I saw a child in the middle of the road.

2 Complete the text with the Past simple or Past continuous form of the verbs.

I [1] *was eating* (eat) my lunch when the phone [2] .... (ring). I [3] .... (stand) up quickly and [4] .... (run) towards the phone. While I [5] .... (run), I [6] .... (fall) over the dog and [7] .... (hurt) my leg. I [8] .... (try) to stand up again when I [9] .... (hear) the doorbell. I [10] .... (walk) slowly to the door and [11] .... (open) it. It was my friend, Kate. 'Are you OK?' she asked. 'You [12] .... (not / answer) the phone.'

3 Make sentences with *used to* and *didn't use to* and the information in the chart.

When John was five ...

1 play football	✗
2 be scared of the dark	✓
3 believe in ghosts	✓
4 have lots of homework	✗
5 ride a bike to school	✗
6 like chocolate	✓
7 climb trees in the park	✓

1 When John was five he didn't use to play football.

Vocabulary

4 Match the words in box A to the words in box B to make compound nouns.

A ~~baby~~	business	care	class	
home	light	sky	snow	
space	speed	white	wind	

babysitter

B board	boat	house	mate	mill
mobile	person	scraper	ship	~~sitter~~
taker	work			

5 Complete the sentences with the correct form of these phrasal verbs.

fill in	get back	give up	go away
hang out	look after	look for	~~set up~~

1 My mother *set up* her own travel company when she was 20 years old.
2 I know that the homework is difficult, but don't ....!
3 Please .... this form to apply for the job.
4 I .... my jacket in my bedroom, but I couldn't find it.
5 Last year we .... to France on holiday.
6 Can you .... our cat while we're on holiday?
7 I usually .... with my friends at the weekend.
8 I usually .... from school at 4 o'clock.

Speaking

6 1.12 Choose the correct option to complete the conversation. Then listen and check.

A I don't like this town. It's [1] *so* / *such* boring!
B I don't agree. I think it's [2] *such* / *really* great. It's got [3] *such* / *really* a fantastic park and the sports centre is [4] *so* / *such* cheap.
A Well, that's true. But we live [5] *so* / *such* a long way from the town centre. And the buses are [6] *so* / *such* expensive.
B Yes, but you have a [7] *so* / *really* big house with a lovely garden. You're [8] *so* / *such* lucky!

Dictation

7 1.13 Listen and write in your notebook.

My Assessment Profile Livro de Exercícios page 128

Refresh your memory

Exercise 1

Answers

2 d **3** c **4** e **5** a

Exercise 2

Answers

2 rang **3** stood **4** ran **5** was running **6** fell
7 hurt **8** was trying **9** heard **10** walked
11 opened **12** didn't answer

Exercise 3

Answers

2 … he used to be scared of the dark.
3 … he used to believe in ghosts.
4 … he didn't use to have lots of homework.
5 … he didn't use to ride a bike to school.
6 … he used to like chocolate.
7 … he used to climb trees in the park.

Exercise 4

Answers

businessperson caretaker classmate homework
lighthouse skyscraper snowmobile spaceship
speedboat whiteboard windmill

Exercise 5

Answers

2 give up **3** fill in **4** looked for **5** went away
6 look after **7** hang out **8** get back

1.12 Exercise 6

Answers

2 really **3** such **4** so **5** such **6** so **7** really **8** so

1.13 Exercise 7

Answers and Audioscript

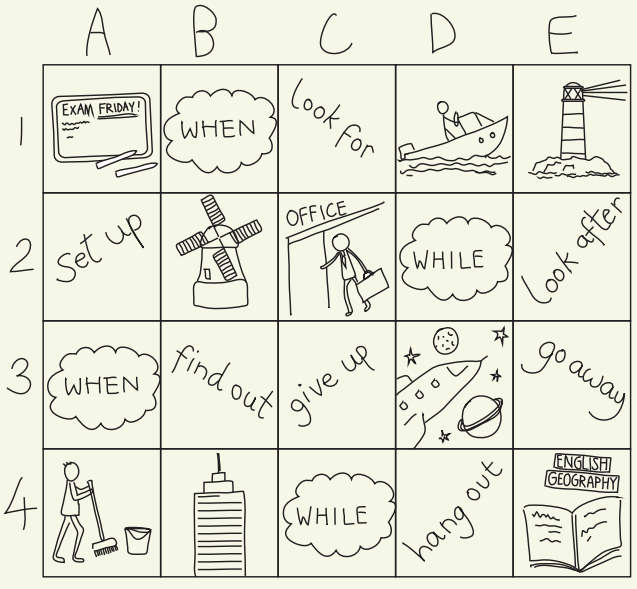
1 I was listening to some music when I heard a strange noise.
2 My sister didn't use to like coffee but now she drinks five cups a day.
3 She's a really clever girl, but she's so lazy.
4 My friend's dad used to own a speedboat.
5 Why were you running away from that boy?
6 Can you look after my dog this afternoon?

My Assessment Profile Unit 1

See Livro de Exercícios page 128

Extra activity

Revise the vocabulary and the grammar of the unit:
– Copy the grid onto the board. Explain to students that they are going to use the words and pictures to play a game. The objective is to make sentences to win squares on the board.
– Elicit the vocabulary for each picture from the class. (Answers: *1A whiteboard, 1D speedboat, 1E lighthouse, 2B windmill, 2C businessperson, 3D spaceship, 4A caretaker, 4B skyscraper, 4E homework*) and revise the meaning of the phrasal verbs by asking students to give you a definition or example sentence.
– Demonstrate the activity by choosing two of the squares, e.g. 4C and 4B and making a sentence connecting them *'While we were staying in New York, we went to the top of a skyscraper.'*
– Explain that when students make a sentence, they write their names in the square or squares they have used so the other student can't use them. Students can make sentences using one, two or even three squares at a time, but the sentences must always make sense and be grammatically correct.
– Give students further examples of sentences, using one square, e.g. 2E *'At eight o'clock last night I was looking after my sister.'* and three squares, e.g. 2D, 1A and 1C *'While the teacher was writing on the whiteboard, I was looking for my pen in my bag.'*
– Students work in pairs and copy the grid into their notebooks. They don't need to copy all the words and pictures, only a small version of the grid on which to write who wins each square.
– Students work in pairs, taking turns to choose squares on the grid and trying to make sentences to connect them. The winner is the player with their name in the most squares on the grid at the end.



Culture Halloween

Reading

Extra activity

Books closed. Tell students you are going to give them five clues to help them identify a special day in the year. They must listen very carefully and then write down what they think the day is. Read the following sentences slowly and clearly:

1 Children usually eat too many sweets.
2 Some people wear special costumes and masks.
3 This celebration always happens in the autumn.
4 If you go out, you might see witches, zombies and vampires on the street.
5 'Trick-or-treat' is the most popular activity and people often have parties, too.

(Answer: *Halloween*)

In pairs, students brainstorm everything they know about Halloween celebrations around the world, e.g. *which countries Halloween is popular in, what traditions are associated with it, the foods people typically eat*, etc. Collate information on the board. Students open their books and skim read the text to see if it contains any information they didn't know.

1.14 Exercise 1

- Draw attention to the photos and the text and ask students what they can see.
- Students read the text and find four countries where Halloween is celebrated.
- If you wish, play the recording for students to listen and read.

Answers

- Halloween is celebrated in Britain, Ireland, the USA and Canada.

Exercise 2

- Students read the text again and choose the correct options.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary, e.g. *souls, revenge, costumes, masks, trick-or-treaters, pumpkin, fruitcake*.

Answers

1 the souls of dead people
2 throw an egg
3 have
4 lucky, you'll find true love

Your presentation

Exercise 3

- Read through the questions with the class.
- In pairs, students discuss the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Students write 80 to 100 words about Halloween in their country.
- Suggest students attach a photo showing a Halloween tradition in their country to their paragraph.
- After correcting students' paragraphs you could display them on the classroom walls.
- If you have students from a variety of backgrounds, they can find out the similarities and differences between the Halloween traditions in the different countries.

In this unit have you …

… used the Language Test?
… used Grammar and Vocabulary worksheet?
… used Reading and Listening worksheet?
… used Speaking worksheet?
… used Writing worksheet?

With the exception of the Speaking and 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

Culture: Halloween

HALLOWEEN

The 31st October is Halloween, the night before All Saint's Day. In many parts of the world, it's the scariest night of the year!

Costumes in the past

People in Britain and Ireland used to believe that, when people died, their souls stayed on Earth until All Saint's Day. Halloween was the last time that these souls could get revenge on their enemies. For this reason, people wore costumes and masks so the souls couldn't recognise them.

Costumes today

Many people still wear costumes at Halloween today. In the UK, children usually dress as scary characters like witches, zombies or vampires. In the USA and Canada, there is a wider variety of costumes and there are lots of costume parties for adults as well as children.

Trick-or-treaters

In their costumes, children go to people's homes and say 'Trick or treat?' People usually give the children a treat, for example a sweet. If the children aren't given anything, they can sometimes play a trick on the people. For example, they might throw an egg at the front door.

Pumpkins

People cut a scary face into a pumpkin and light a candle inside it. They put this outside their house as a sign that they have treats for the trick-or-treaters.

Barmbrack

In Ireland, they eat a traditional fruitcake called 'barmbrack' at Halloween. Inside the cake there's a ring. The person with the ring in their piece of cake will find true love in the next year.

Reading

1 1.14 **Read about Halloween. Name four countries where Halloween is celebrated.**

2 **Choose the correct option.**

1. People wore costumes at Halloween in the past so that *their neighbours / the souls of dead people* couldn't recognise them.
2. If people don't give treats to the children, they might *throw an egg / spray graffiti* at the front door as a trick.
3. People put pumpkins outside their home to show that they *have / don't have* treats.
4. It is *lucky / unlucky* to find a ring in your cake because you'll *find true love / fail your exams* in the next year.

Your presentation

3 **In pairs, answer the questions.**

1. Do people in your country celebrate Halloween or All Saint's Day? What do they do?
2. Barmbrack has a ring inside it. Are there any traditions in your country in which people put objects or symbols inside food?

4 **Write 80 to 100 words about Halloween in your country. Use your answers to Exercise 3 and the Halloween examples to help you.**