

# RICHMOND

# NOW YOU!




























## Dear Student,

- Do not write in this book. Do all the exercises in a separate notebook.
- No escribas en este libro. Realiza todos los ejercicios en un cuaderno aparte.
- No has d'escrivre en aquest llibre. Fes totes les activitats en una llibreta a part.
- Ez idatzi liburu honetan. Egin ariketa guztiak zure koadernoan.
- Non escribas neste libro. Realiza todos os exercicios nun caderno á parte.

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# WELCOME TO NOW YOU!

Richmond NOW YOU! provides you with all the **tools and support** you need to **take control of your English language learning**. This course will take you from **A1 to B1+** of the Common European Framework of Reference for Languages (CEFR).

## Lessons 1 and 2 • Grammar, vocabulary and listening

- Unit menu** lists what you're going to learn in each unit.
- Lesson focus** on language and skills.
- Vlogs** provide the context for the unit. The optional **Flipped Learning** tasks encourage you to take control of your learning.
- Exercises and activities** give you a variety of ways to practise what you are learning.
- Lesson objectives** tell you the language goal of each lesson.
- NOW YOU!** exercises challenge you to put your knowledge to practical use.

**1 OUR WORLD**

**1.1 Listening and vocabulary**

**1.2 Grammar and vocabulary**

**1.3 Project Task 1: Summary**

**1.2 Vocabulary and listening**

**1.3 Grammar and vocabulary**

**1.4 Project Task 2: Summary**

- Fast finishers** ensure you make the most of your time in class.
- Grammar tables** show the structures with clear examples. The **Grammar reference** at the back of the Student's Book takes a detailed look at form and use.
- Grammar animations** show you how the grammar works in an appealing and visual way.
- Learning to learn tools** provide you with tips and tricks for more effective learning.
- Pronunciation** exercises help to perfect your spoken English.
- Project tasks** develop and build towards a final presentation over two units.

## Lesson 3 • Reading

- Exercises and activities** provide guidance and focus before reading, while reading and after reading.
- Reading texts** expose you to a variety of styles and genres and show the vocabulary and grammar in context.
- Core values** help you to develop skills for understanding and respecting the people around you.

**1.3 Reading**

**1.4 Grammar and vocabulary**

**1.5 Project Task 3: Summary**

## Learning to learn tools

- 4 Listening tools Speaking tools Reading tools Writing tools Vocabulary tools



# Lesson 4 • Writing

- Focus on** takes a closer look at key language items from the reading and writing texts.
- Model texts** provide you with a framework to use as a reference.
- Did you notice?** highlights useful language you can include in your writing.
- NOW YOU!** Plan, write, check guides you through the process of producing your own text.

1-4 Writing

1 **Focus on** Complete the sentences and say which celebrity from pages 14-15 they are about.

2 **Model text** Read the profile and answer the questions.

3 **Did you notice?** Read the profile from the text and write the expressions from the box.

4 **NOW YOU!** Decide what information you want to include in your personal profile and write a plan. Try to include some unusual or surprising facts.

5 **Model text** Read the profile and answer the questions.

6 **Did you notice?** Use your plan and the model to write your profile. Copy expressions from the model where appropriate.

7 **Check** Read your profile and check that it includes everything in your plan. Check for spelling and grammar mistakes.

PROJECT TASK 3 - Survey

# Lesson 5 • Culture and communication

- Culture videos** give you a window on the world from a cultural perspective.
- Idioms and expressions** highlight natural, everyday language and phrases.
- Pairwork** provides communicative tasks to practise the target language in line with CEFR mediation descriptors.
- Unit reviews** help you to revise the language from the unit and practise for external exams.
- Wordlists** help you to revise the main vocabulary from the unit.

Culture and communication 1-5

1 **Link** Watch the video and complete the information.

2 **Match** the expressions you heard with their meanings.

3 **Read** and choose the correct option. Listen and check your answers.

4 **Now you!** Write how many questions for your survey. Include a question about hobbies.

5 **Check** Read your profile and check that it includes everything in your plan. Check for spelling and grammar mistakes.

# Project

PROJECT: Survey

1 **Recap** In this project, you designed and carried out a survey and organized your results.

2 **Final task** Present your data. In this task, you have to introduce the presentation, present the information you have collected, and answer the questions.

3 **Useful expressions** This is useful and I can borrow it from you. In the survey, I asked people who like and dislike people who are like. The age of the participants is light. They are from (country).

4 **21st Century Skills** Collaboration. Networks: a network of schools, or work and/or home. Identify all the tasks. Think about each person's skills and how they can help. Distribute tasks accordingly, according to their performance and learn from the experience.

5 **Evaluation** Answer the questions in your plan. How did you perform as an individual? Did you enjoy your work? How did your team perform? Was the material/ equipment positive or negative? Did you have any disagreements? How did you solve problems?

6 **Go Beyond** WHAT ARE SURVEYS? Surveys are used to collect information. This helps to design and do a survey case. Create questions. Choose which people you are going to talk to. Ask the questions and collect the answers. Present and use the information. People and companies collect information to help them to make decisions. For example, before a company makes a new product, they often ask their customers about problems with the old product. Marketing companies collect information to help them sell products. When you receive necessary, you use surveys for use on children's TV channels and adverts for cars in the magazine, after programmes for adults. This is because companies have got information about their products from TV. This information is useful for companies, but we need to be careful about how they use it and use it. This is so that your information cannot be collected without your permission or used to change your ideas.

- Recap** looks back at the project tasks you have completed throughout the two units.
- Final task** brings all the project tasks together in a final presentation.
- Useful expressions** provide a list of useful phrases to incorporate into your final presentation.
- 21st century skills** shows you how the skills you are developing can be used outside of the classroom.
- Evaluation** helps you to evaluate individual and team performance.
- Go beyond** takes a closer look at an aspect of the project theme.

# Workbook

In **full colour** with extra practice, expanded grammar reference and wordlists. Access to extra **interactive practice** based on real-world situations available with the Workbook.

OUR WORLD

1.1 Learning and vocabulary

1 Listen to the dialogue and decide if the sentences are true (T) or false (F).

2 Match the words and numbers to make sentences.

3 Read and write the correct option.

4 Order the words and numbers to make sentences.

5 Match the questions from exercise 1 to answers A-E.

6 NOW YOU! Write answers to exercise 2 for you.

RICHMOND NOW YOU!

WORKBOOK 1

Richmond

# 7 A SPIRIT OF ADVENTURE

## In unit 7 you will:

- talk about interesting people.
- describe emotions and situations.
- ask and answer questions about the past.
- write a mini-biography.

## 7.1 Vocabulary and grammar

### SARAH'S VLOG: My inspiring grandma



#### Discuss the questions.

- What hobbies do your grandparents have?
- Can you imagine your grandparents when they were young?
- Do you know any interesting stories about your grandparents?

Flipped Learning

### 1 Read the text and choose the correct option. Listen and check.



#### FREYA MADELINE STARK (1893–1993)

Freya Stark was born in Paris. She was an explorer and travel writer. She was <sup>1</sup> **interesting** / **interested** in travelling and making maps of the places she visited.

Stark's trips were sometimes <sup>2</sup> **frightening** / **frightened** because she was the first European to visit many of these distant countries. She wrote more than 20 books about travel, history and culture. The books also include maps, drawings and <sup>3</sup> **surprising** / **surprised** stories.

### ADJECTIVES: -ING AND -ED

Adjectives that end in **-ing** describe things or events.

This film is **frightening**.  
The camping trip was **boring**.  
My grandparents' lives were **interesting**.

Adjectives that end in **-ed** describe people's feelings or emotions.

They were so **frightened**!  
She was **bored** on the camping trip.  
I am **interested** in volcanoes.

Grammar reference page 113

### 2 Complete the text with the correct option. Listen and check.

bored/boring      excited/exciting  
fascinated/fascinating      surprised/surprising  
terrified/terrifying

#### MARCO POLO (1254–1324)



The explorer Marco Polo was born in Italy. His life was very <sup>1</sup>...! He was a good friend of Kublai Khan, the great leader of the Mongols. Polo was <sup>2</sup>... by Khan's stories, and he included them in a book, *The Travels of Marco Polo*. In it, he tells tales of <sup>3</sup>... events such as finding cannibals. People were very <sup>4</sup>... by his adventures, and some people think his stories weren't true. Well, they certainly weren't <sup>5</sup>...!

### 3 Imagine the following situations and write two sentences about each.

- It's 1271. You're 17 years old and you are travelling to a mysterious land called China.  
*I am excited. Travelling is exciting.*
- You have to fight cannibals who want to eat you.
- You meet Kublai Khan, the leader of the Mongol empire, and talk to him about his life.
- You return home and there is nothing exciting in your daily life.

**FAST FINISHERS** Imagine you are Freya Stark. Write a story about an amazing place you are visiting.

PAST SIMPLE BE		
I He She It	<b>was / wasn't</b>	born in England. 20 years old. an explorer. cold in China.
You We They	<b>were / weren't</b>	born in 1997. excited about the trip. dangerous people.

Grammar reference page 113

### LISTENING TOOLS

When you learn several new words in one listening exercise, write them down together and make a note of the context they come from. This makes them easier to remember.

#### 4 Listen and take notes. Write full sentences using **was** or **were**.

- Name: (Roald Amundsen) His name was *Roald Amundsen*.
- Date of birth: ...
- Country of birth: ...
- Achievements: ...
- Exciting moment: ...



#### 5 Copy and complete the table. Use **was**, **wasn't**, **were** or **weren't**. Tick (✓) the correct explorer.

	Freya Stark	Marco Polo	Roald Amundsen
1 I ... born in 1872.			✓
2 I ... frightened by the cannibals!			
3 We ... able to travel by dog sled.			
4 I ... the first European to visit some distant countries.			
5 People ... very surprised by my terrifying adventures.			
6 There ... maps and drawings in the books I wrote.			
7 I ... fascinated by stories about explorers when I was young.			

#### 6 NOW YOU! Talk to your partner about someone interesting in your family.

My aunt was a very good painter.

Really? Where was she born?

#### PROJECT TASK 1 Memorabilia chest

- Get into groups of four. Your teacher will show you a list of explorers. Each group will choose one explorer.
- Write an information card with a general summary of who your explorer was and find an image of them.
- Look for their country and date of birth, their main achievements, etc.

→ Workbook page 74





## PAST SIMPLE BE: QUESTIONS



Yes/No questions		Wh- questions	
Was he surprised?	Yes, he <b>was</b> . / No, he <b>wasn't</b> .	Who <b>was</b> a teacher?	Arthur Lakes <b>was</b> a teacher.
Were they bored?	Yes, they <b>were</b> . / No, they <b>weren't</b> .	Where <b>were</b> the fossils?	They <b>were</b> in Colorado.

Grammar reference page 113

### 1 Complete the text. Listen and check.

No, it wasn't.    was (x2)    wasn't    were    weren't  
Where were    Who was    who was    Yes, it was.

## THE BONE WARS

Edward Drinker Cope and Othniel Charles Marsh were two famous American palaeontologists in the mid-1880s. Both of them were dinosaur fossil hunters and they <sup>1</sup>... great rivals. Arthur Lakes <sup>2</sup>... a teacher and geologist from Colorado. Their rivalry over the discovery of fossils in Colorado started the Bone Wars. The big question is – <sup>3</sup>... the discoverer of the Colorado bones? Cope? Marsh? Or Lakes?




**FAST FINISHERS** Imagine you are Arthur Lakes. Write a letter to a friend and talk about the fossil you found.

**2 Complete these questions.**

- 1 ... Arthur Lakes? He was a teacher, geologist and fossil hunter.
- 2 ... Arthur Lakes in the mid-1800s? He was in Colorado looking for fossils.
- 3 ... Cope and March friends? No, they weren't. They were enemies.
- 4 ... the fossil big? No, it wasn't. It was small.

**Pronunciation:** *was and were*

**3**  **Listen and repeat. Do the words *was* and *were* sound weak or strong?**

- 1 I was excited.
- 2 Where were you yesterday?
- 3 Yes, I was.
- 4 No, you weren't.

**4 Read and complete the questions with *was* or *were*.**

- 1 When ... Roy Chapman Andrews in Mongolia?
- 2 What ... Mary's surname?
- 3 ... egg fossils discovered in Mongolia?
- 4 Who ... the greatest fossil finder of her time?
- 5 ... Mantell and Anning alive at the same time?
- 6 Why ... Gideon Mantell right?

**5**  **In pairs, answer the questions from exercise 4.**

**Roy Chapman Andrews**

1923 expedition to Mongolia was a success! There were dinosaur egg fossils!



**Gideon Mantell was right!**  
Dinosaurs were real and they were reptiles! (1822)

**Mary Anning (1799-1847)**

The greatest fossil finder of her time!



**6**  **NOW YOU!** Read the text and ask questions in pairs.

When was Isabella Bird born?

She was born in 1831.

**ISABELLA BIRD  
(1831–1904)**

Isabella Bird was an English author, photographer and traveller. She was interested in exploring places all around the world. She started travelling to these amazing places when she was 41 years old. She surprised people because she was a small woman, but she climbed mountains, rode elephants and wasn't afraid of anything. Her adventures certainly weren't boring. They were amazing!



**PROJECT TASK 2 Memorabilia chest**

- Cut out six pieces of paper and write a question about your team's explorer on each one. Write the answer to the question on the back of the piece of paper.
- Draw maps of your explorer's trips. Find out what navigation instruments existed in their time and print pictures of them.

→ Workbook page 74



1  Copy the headings, listen and complete.**Vasco de Gama**

Nationality: ...

Profession: ...

Was famous for: *discovering the sea route to India.*

2

**Gertrude Bell**

Nationality: ...

Profession: ...

Was famous for: ...



3

**Daniel Boone**

Nationality: ...

Profession: ...

Was famous for: ...

READING TOOLS 

Before you start reading, look at the images and think about the information you might find in the text. This will help you to understand when you read.

2  Read the text quickly to find out who Edmund Hillary was. Tell your partner.

## 3 Match the headings with the paragraphs in the text.

Early life

Expeditions

Philanthropy

Tributes

Who was he?

## 4 Find the words in the text and match them with their definitions.

1 philanthropist

a paper money

2 expedition

b someone who helps people

3 courageous

c a journey, often for exploration

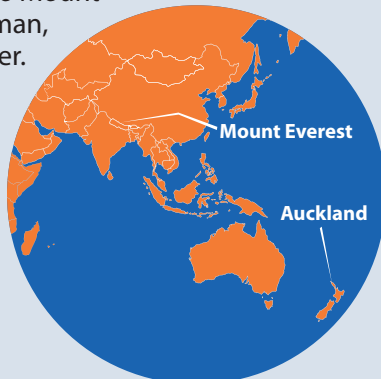
4 banknote

d brave

# EDMUND HILLARY

<sup>1</sup> Sir Edmund Hillary was a mountaineer, explorer and philanthropist. People remember him as the first man to climb Mount Everest, but he wasn't alone on his adventure. A man called Tenzing Norgay, a Sherpa from eastern Nepal, was with him on this expedition. After climbing Everest with Norgay, Hillary became a friend of the Sherpa community for the rest of his life.

<sup>2</sup> Edmund Hillary was born in Auckland, New Zealand, in 1919. He was a shy child and was fascinated by books. He was interested in mountain climbing from the age of 16, when he went on a school trip to Mount Ruapehu. As a young man, he was also a beekeeper. He did beekeeping in the summer, so he was only able to climb in winter. This was a big advantage for his later career.



<sup>3</sup> On 29th May 1953, Hillary and Norgay conquered the 8,850 metres of Mount Everest. They were the first people to climb the highest mountain in the world, and suddenly they were famous! After climbing Everest, Hillary was a member of various other expeditions, including an unsuccessful trip to find a mysterious animal called the Yeti. Later, he also went on expeditions to the North and South Poles. He was the first person in history to reach both Poles *and* the top of Everest.



**5 Read the text again and answer the questions.**

- 1 What is Edmund Hillary most famous for?
  - a Discovering Mount Everest.
  - b Climbing the world's highest mountain.
- 2 Which sentence about Hillary's early life is false?
  - a He was an enthusiastic reader.
  - b He was always interested in climbing.
- 3 What do we know about his expeditions?
  - a He wasn't always successful.
  - b Tenzing Norgay was always there.
- 4 What does paragraph 4 tell us about Hillary?
  - a He was interested in helping people.
  - b He was very brave.
- 5 What is not true about the tributes to Sir Edmund Hillary?
  - a You can see images of him printed on money.
  - b There is a mountain that has his name.

**6 Answer the questions in pairs.**

- How was keeping bees useful for Hillary's mountaineering skills?
- Why do you think the expedition to find the Yeti wasn't successful?
- How are famous people in your country honoured after their death?

<sup>4</sup> Hillary was not only daring and courageous, but also kind-hearted. Once, one of the Sherpas said, 'I wish my children could have an education'. This wish had a big impact on Hillary and thanks to his efforts, there are now many more schools and hospitals in the Himalayas.

<sup>5</sup> When Hillary died, aged 88, he was one of New Zealand's most loved and respected public figures. His face appears on stamps and on the country's \$5 banknote. There are also many things named after him, including a rugby trophy, a walking track, and even a ridge on New Zealand's highest mountain.

**CORE VALUES Achievement**

**7** In groups of three, order these achievements according to how important they are. Compare your answers with another group's.



**Christopher Columbus**  
European discovery of the American continent.



**Charles Darwin**  
Introducing the theory of evolution.



**Martin Luther King Jr.**  
Encouraging non-violent protests and improving civil rights.



**J.K. Rowling**  
Writing the best-selling book series in history.



**Malala Yousafzai**  
Fighting for the universal right to education.

**FAST FINISHERS** Think of another famous person. Write about why their achievements are important.



## A mini-biography

### Focus on linking language

- 1 Complete the sentences with the name of a famous person from page 69 and a word from the box.

after as but later so

- ... two years of arguing with the Spanish court, ... was able to make his first voyage.
- ... is famous for introducing the theory of natural selection, ... he was not the first person to propose a theory of evolution.
- ... was an important figure in the Civil Rights movement and Americans wanted to honour him, ... there is now a national holiday in his name.
- ... created the character of Harry Potter on a long train trip to London in 1990. Six years ..., she was one of the most successful writers in the world.
- ... a young girl, ... was a very enthusiastic student.

- 2 Put the paragraphs in the correct order.

### Amelia Earhart (1897–1937)



- Earhart was very good at flying, so the press called her the 'Queen of the Air'. Her biggest achievement was her solo flight across the Atlantic on 20<sup>th</sup> May 1932.
- Amelia Earhart was an American aviator. She was the first woman to fly solo across the Atlantic Ocean.
- She is an inspiration for everyone who wants to follow a dream.
- Her next big project was in 1937 – to fly around the world. But unfortunately, after flying from Miami to New Guinea, Earhart's plane was lost.
- She was born on 24<sup>th</sup> July 1897 in Kansas. After a 10-minute flight at age 23, flying was her only passion.



### Did you notice?

- 3 Find the words in the text and match them with their definitions.

- aviator
- solo
- the press
- unfortunately

- journalists or newspapers
- not with other people, alone
- somebody who flies an airplane, a pilot
- sadly, unluckily

### NOW YOU!

→ Workbook page 64

- 4 **PLAN** Choose one of the people from this unit or think of someone different. Use this plan to make notes.

Paragraph 1: name and main achievement  
 Paragraph 2: childhood  
 Paragraph 3: early career and first successes  
 Paragraph 4: details of main achievement  
 Paragraph 5: relevance today

### WRITING TOOLS

When writing a biography, don't start every sentence with the subject (he/she). Use the full name or surname, or begin your sentences with the correct linking word.

- WRITE** Use your plan and the model to write your mini-biography. Remember to include some linking words.
- CHECK** Read your mini-biography and check that it includes everything in your plan. Check that you used the verb *be* correctly.

### PROJECT TASK 3 Memorabilia chest

- Find four dangerous, scary or unusual adventures your explorer experienced. Write letters, describing them from your explorer's point of view.
- When you have finished, use a tea bag to wet the paper to make them look like old letters.

→ Workbook page 74





African safari



Discuss the questions.

- 1 Would you like to be an explorer?
- 2 What is the most exciting holiday you can imagine?
- 3 Would you like to visit an exciting but dangerous place?
- 4 How do you act in stressful situations?

1 Listen and answer the questions.

- 1 How old was Lisa?
- 2 Where was she?
- 3 Who was she with?
- 4 What was the thing she found?
- 5 Was it frightening?



2 Complete the stories with was or were and adjectives from the unit. Listen and check.



One day, my sister and I <sup>1</sup>... in the woods. We were walking along. Suddenly, I <sup>2</sup>... face to face with a bear! It was huge and <sup>3</sup>...!

2



A famous writer from Ireland <sup>1</sup>... at our school last week. It was so <sup>2</sup>... There was a story competition and I was the best in my class. I was over the moon!

3



Last winter, I <sup>1</sup>... on holiday with my family in Canada. We <sup>2</sup>... skiing in the mountains. There was an avalanche and I was in trouble. I was <sup>3</sup>... How did my dog find me? It beats me!

Idioms and expressions

3 Match the expressions you heard with their meanings.

- |                                  |  |
|----------------------------------|--|
| 1 be face to face with something | a When you can't find a solution to something. |
| 2 be over the moon               | b When you feel very excited about something.  |
| 3 it beats me                    | c When you are directly in front of something. |

SPEAKING TOOLS



To remember new expressions, associate them with images in your mind. Sometimes a silly image is the easiest to remember!

4 NOW YOU! Tell an amazing story from your childhood, or about someone you know. Use the new expressions.



PAIRWORK

- Student A: go to page 102  
Student B: go to page 106

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Wordlist • pages 117–120

# 8

# TELL ME A STORY

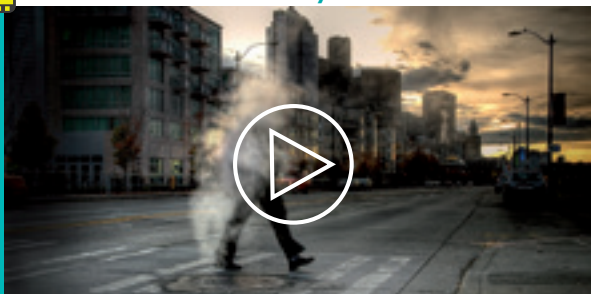
## In unit 8 you will:

- learn how to tell a story.
- talk about things that happened in the past.
- ask and answer questions about the past.
- write a scary story.

## 8.1 Listening and vocabulary



### GEORGE'S VLOG: Urban myths



#### Discuss the questions.

- 1 What is an 'urban myth'?
- 2 What urban myths do you know?
- 3 Has something strange ever happened to you or someone you know?

Flipped Learning

### LISTENING TOOLS

Remember that listening exercises sometimes include distractors; words which distract you from the correct answer.



#### 1 Listen and choose the best picture for each story.

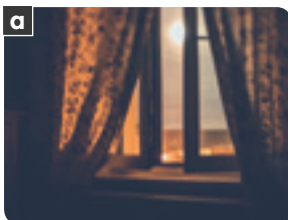
1 a



b



2 a



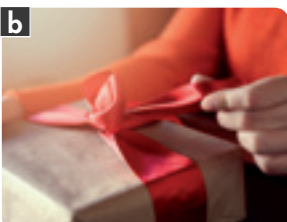
b



3 a



b



#### 2 Choose the correct option. Listen again and check.

1 <sup>1</sup> Last weekend / Last year, I went camping with some friends. We arrived <sup>2</sup> just after / just before lunch and we put up our tent. As we started to make lunch, we heard a strange noise. I thought it was a bear and I was really scared, so I climbed up a tree. <sup>3</sup> But as / But when I looked down, I saw it was only a goat! It walked towards the food, but it didn't eat any. Instead, it ate a sock from my backpack!

2 My grandma lives in a big old house in the country. <sup>1</sup> One winter / One day, when I was younger, I was at her house. We had dinner and told each other ghost stories. <sup>2</sup> Finally / After some time, I went to bed. As I sat in bed, I saw the curtain moving. It was strange because the window was shut. <sup>3</sup> Afterwards / Suddenly, it flew open! I shouted out to my grandma. But when she arrived, she didn't believe me. I still don't really know what happened.

3 My cousin and I like the same things. Right now, for example, we're both learning to play the guitar. <sup>1</sup> One Christmas / One year, I bought him a book. We started opening presents. <sup>2</sup> Before that / Before long, his turn came to open my present to him. <sup>3</sup> Then / Next he said, 'But this present is for you.' I showed him the label with his name on it. 'Oh,' he said. 'I think I got you the same present as you got me!'

**FAST FINISHERS** Write about something strange that happened to you or someone you know.



PAST SIMPLE	
Affirmative	
Regular verbs	Irregular verbs
start → started	go → went
arrive → arrived	put → put
study → studied	eat → ate
stop → stopped	see → saw
Negative	
He <b>didn't start</b> yesterday. We <b>didn't go</b> to America.	
I <b>didn't arrive</b> on Monday. I <b>didn't put</b> it there.	

Grammar reference page 114

**Pronunciation: -ed endings**

**3 Listen and repeat.**

- /t/ laughed, missed, watched
- /d/ enjoyed, happened, realised
- /ɪd/ hated, sounded, started

**4 In pairs, decide if the -ed words end with a /t/, /d/ or /ɪd/ sound. Listen and check.**

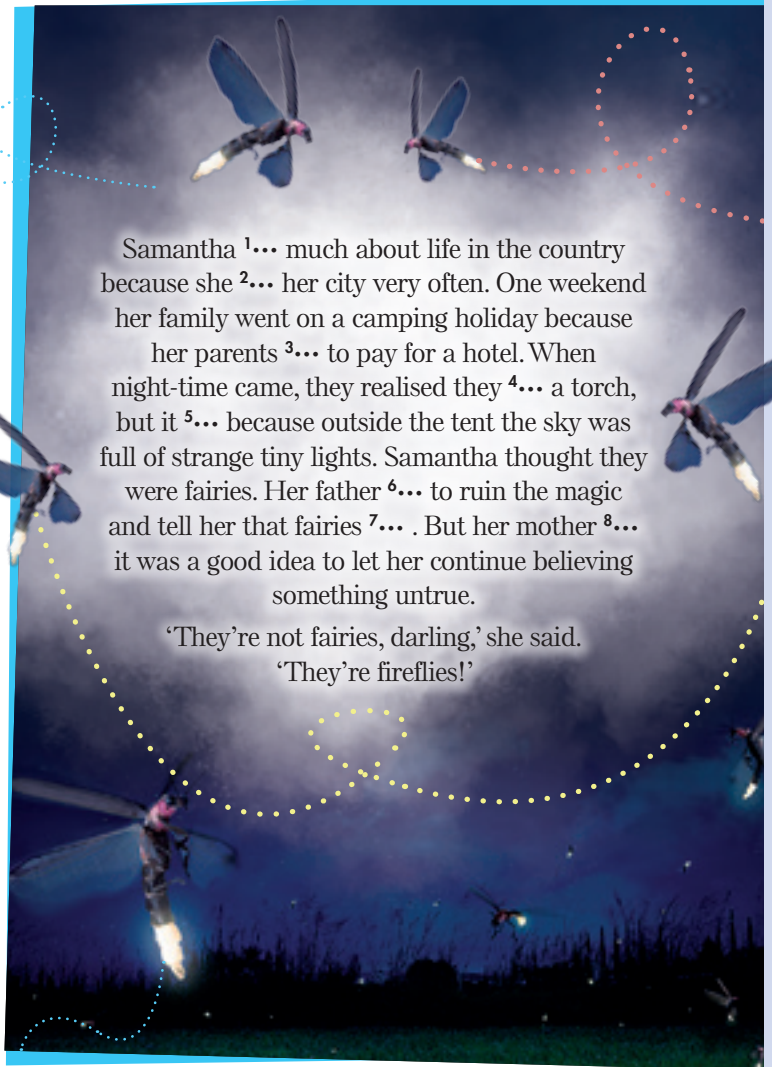
They walked and climbed until they reached the top. They waited, but no one arrived. He wanted the sandwich but she really needed it, so he handed it to her.

**5 Copy and complete the table. Use the texts on page 72 to help you.**

Infinitive	Past simple
buy	bought
come	...
eat	...
fly	...
get	...
go	...
have	...
hear	...
put	...
see	...
sit	...
think	...

**6 Complete with the past simple negative of the verbs.**

exist have know leave matter think want (x2)



**7 NOW YOU! Listen to a farmer telling a strange story and write an ending. Use the past simple and time expressions.**

**8 In small groups, compare your endings and decide which one you like best.**

**PROJECT TASK 4 Memorabilia chest**

- Write a role play about one of your explorer's adventures.
- You will need to write the dialogue, create costumes and find props or make puppets. Try to use recycled materials wherever you can.
- You will perform your play in the final task.

→ Workbook page 75

## 8.2 Listening and grammar

- 1 Complete the text with the correct form of the verb. Listen and check.

# Who was the thief?



**Mr Smith:** the butler

**Mrs Templeton:** a wealthy widow

**Mr Parker:** Mrs Templeton's nephew, who has no money

**Miss Scarlet:** Mr Parker's girlfriend

**Mr Davies:** Mrs Templeton's old friend

**Miss Olive:** Mrs Templeton's niece, who wants to marry Mr Parker

**Detective Gregson**

**Dt Gregson:** Did you wear your diamond necklace tonight, Mrs Templeton?

**Mrs Templeton:** No, I didn't. I <sup>1</sup>... (think) it would be too heavy, but I <sup>2</sup>... (show) it to everyone before dinner. Then, when we <sup>3</sup>... (finish) eating, the lights went out and it disappeared!

**Dt Gregson:** I see. Where did you go after dinner, Miss Olive?

**Miss Olive:** I <sup>4</sup>... (go) to my aunt's room to look for her medicine.

**Dt Gregson:** Mmm... and you, Mr Parker, why did you leave the room?

**Mr Parker:** Because I <sup>5</sup>... (want) to go to the kitchen to get another bottle of champagne for my aunt.

**Dt Gregson:** Is that true, Mrs Templeton? Did you ask Mr Parker for more champagne?

**Mrs Templeton:** Not exactly. I <sup>6</sup>... (ask) him to get more red wine, not champagne. But it's true that I <sup>7</sup>... (tell) him to go to the kitchen.

**Dt Gregson:** And you, Mr Davies. Mr Smith <sup>8</sup>... (see) you hiding something in your jacket after the lights <sup>9</sup>... (come) back on. What did you hide?

**Mr Davies:** Uh, well, it's glue for my wig. I didn't want Mrs Templeton to know that I wear one.

**Mrs Templeton:** Oh, Mr Davies my dear, I <sup>10</sup>... (know) about that!

- 2 In pairs, decide who stole the necklace and why.

- 3 Listen and complete the questions Detective Gregson asks. Did you guess the thief correctly?

- 1 So, Miss Scarlet, where ... ?
- 2 Mr Davies, did ... ?
- 3 Mr Smith, who ... ?
- 4 Hmm! And did ... ?
- 5 Well then, tell us, why ... ?

**FAST FINISHERS** Write questions for Detective Gregson to ask the suspects.



PAST SIMPLE: QUESTIONS	
Yes/No questions	Wh- questions
<b>Did</b> you <b>wear</b> your diamond necklace tonight? Yes, I <b>did</b> . / No, I <b>didn't</b> .	Where <b>did</b> you <b>go</b> after dinner, Miss Olive? I <b>went</b> to my aunt's room.
<b>Did</b> she <b>ask</b> Mr Parker for more champagne? Yes, she <b>did</b> . / No, she <b>didn't</b> .	What <b>did</b> he <b>hide</b> ? He <b>hid</b> his glue.

Grammar reference page 114

4 In pairs, use the prompts to ask each other questions. Switch partners and tell your new partner the answers you heard.

- 1 Where / go / yesterday afternoon?
- 2 see / an interesting film / last week?
- 3 What / buy / the last time you went to the shopping centre?
- 4 visit / your family / last summer?
- 5 What / do / last night?
- 6 have / Maths class / before English today?

5 Listen and answer the questions.

- 1 When did the man go to the supermarket?
- 2 What did he buy?
- 3 Did he run home? Why?
- 4 What did he eat?
- 5 Did he win something?
- 6 What did he win?

**LISTENING TOOLS**

Homophones have

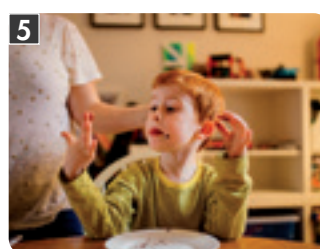
- the same pronunciation.
- different spelling and meaning.

ate / eight      eye / I  
be / bee      meat / meet  
buy / bye      Wales / whales

6 Say the words in bold out loud. Choose the correct option.

- 1 I put some **flower** / **flour** in the cake I **maid** / **made**.
- 2 She didn't comb her **hair** / **hare**.
- 3 He wore a Santa **Claws** / **Claus** costume.
- 4 Angie **flu** / **flew** to New York with her teddy **bare** / **bear**.

7 Match the pairs of homophones. Listen again and point to the pictures when you hear the words.



**PROJECT TASK 5**  
Memorabilia chest

- Look at the list of explorers from project task 1.
- Write four questions for the other groups' explorers. These can be questions about their lives, their experiences, important dates, etc.

→ Workbook page 75

**1**  **Read the title and look at the pictures.**

**Answer the questions in pairs.**

- What kind of story is this?
- What do you think happens in the story?

**2**  **Read the story and answer the questions.**

- 1 Where is the Otis family from?
- 2 Why did people think that Mr Otis was making a mistake?
- 3 What was the red stain on the floor of the library?
- 4 What did Mr Otis hear in the corridor?
- 5 What did he see when he went to investigate?

**READING TOOLS**




To identify the plot of a story, think of the main events and the general idea. Don't focus on the details.


**3**  **Answer the questions in pairs.**

- What is the plot of the story?
- Does Mr Otis believe the house is haunted when he first buys it from Lord Canterville?
- Who do you think the man in the corridor is?
- How does he react to the oil lubricant? Why?

**CORE VALUES Empathy**

**4**  **In groups of three, decide if the most empathetic answer below is a, b, c or something else.**

- 1 What do you do if someone gets angry with you?
  - a Defend yourself.
  - b Talk to them about the problem.
  - c Say sorry.
- 2 If a friend talks to you about a problem, what do you do?
  - a Let them talk.
  - b Listen and offer solutions.
  - c Tell them to be positive.
- 3 Someone tells you ghosts exist. How do you react?
  - a Tell them they are wrong.
  - b Ask them questions about ghosts.
  - c Say you don't believe in ghosts.

 **FAST FINISHERS** Write a summary of what you think happens at the end of the story.

# The Canterville Ghost

ADAPTED FROM THE STORY BY

OSCAR  
WILDE





When Mr Otis moved to England from America and bought Canterville Chase, everyone told him he was making a mistake because it was haunted. In fact, when Lord Canterville sold the house to Mr Otis, he felt it was his duty to mention the ghost.

'My Lord,' answered Mr Otis, 'I will take the house with the furniture and the ghost. I come from a modern country, where we have everything that money can buy.'

So, Mr Otis moved to Canterville Chase with his family. When they arrived, Mrs Umney, the housekeeper, took them into the library. She pointed to a red stain on the floor. She said, 'This is the blood of Lady Eleanor of Canterville, who was murdered on that very spot by Sir Simon of Canterville, in 1575. The blood stain cannot be removed.'

'That is nonsense,' cried Washington Otis, Mr Otis's son. 'Pinkerton's Champion Stain Remover will clean it up in no time,' he said. Before the terrified housekeeper could stop him, he cleaned the stain.

'I knew Pinkerton would do it,' he exclaimed triumphantly, as he looked at his admiring family. Then, a terrible flash of lightning lit up the room and Mrs Umney fainted.

One night, Mr Otis heard a curious, metallic noise in the corridor outside his bedroom. He opened the door and right in front of him there was a terrifying old man. His eyes were red; long, grey hair fell over his shoulders; his clothes were dirty and ragged, and he had heavy, rusty chains hanging from his wrists.

'My dear sir,' said Mr Otis, 'I really must insist you oil those chains. Here, I have brought you some Rising Sun Lubricator!' Mr Otis put a bottle down in front of the ghost and returned to bed. For a moment the Canterville ghost remained motionless in anger. Then, knocking the lubricator over violently onto the floor, he flew down the corridor, crying noisily.





## A scary story

## Focus on the past simple

## 1 Complete the sentences with the past simple of the verbs and find the time expression.

- 1 Some time ago, there ... (be) a man who ... (live) in a cabin by a lake.
- 2 One stormy night, the doctor ... (decide) to bring his creation to life.
- 3 Just as the woman ... (open) the window, she ... (see) a thin white hand reaching towards her.
- 4 Suddenly, the candle ... (go) out and the children ... (be) left in total darkness.

## 2 Read the story and tell your partner why it is scary.

## THE RED WRISTBAND

One day, a sick boy went to a hospital where a young doctor worked. The doctor operated on him all night, but the boy died. The doctor was devastated.



When he was leaving the hospital, the doctor started talking to a young woman. They walked to the lift together. As they got in, they saw a boy walking towards them. The doctor pressed the button repeatedly to shut the door.

'What's wrong?' asked the woman.

'That was the boy I was talking about!' said the doctor. 'Didn't you see his red wristband? We put those on patients when they die!'

'You mean like this one?' said the woman, raising her arm.

## Did you notice?

## 3 Order the parts of the story.

- a 'twist'
- b description of the setting and main character(s)
- c climax of tension
- d moment where things seem normal
- e moment where something goes wrong

## NOW YOU!

→ Workbook page 72

## 4 PLAN Choose one of the titles for your scary story.

A present for Harriet Hill

The uninvited guest

The box

The house on Craggy Mountain

Think about what the title means and what the twist could be. Use exercise 3 to help you write a plan like the one below.

## Story plan for 'The uninvited guest'

Main characters: Me, Grandad, Mum and an old man who knocks on the door.

Something goes wrong: My grandad doesn't like him and leaves the house because he is upset.

Climax: The old man says that he is my real grandfather.

Twist: We realise that 'my real grandad' is gone and Mum's jewellery too.

## WRITING TOOLS

Include dramatic dialogue in your stories to make your characters interesting. Look again at the stories in this unit to help you punctuate correctly.

## 5 WRITE Use your plan and the model to write your story. Remember to use the past tense and include time expressions.

## 6 CHECK Read your story and check that it includes everything in your plan. Check your past tenses and time expressions.

PROJECT TASK 6  
Memorabilia chest

- Create a memorabilia chest by decorating a shoe box with paints and other materials.
- Summarise your explorer's achievements and life philosophy in a short phrase and write it on the box.
- Next, do the final task on page 80.

→ Workbook page 75



Sherlock Holmes



Discuss the questions.

- 1 Do you read crime stories?
- 2 How are superheroes and detectives similar? How are they different?
- 3 Do you watch crime shows on TV?
- 4 Who is your favourite fictional detective?

1 Listen to the detectives and take notes using the words below.

- boyfriend
- dog
- kidnap
- prison
- robbery
- son



**SPEAKING TOOLS**

Use notes to remember what you want to say, but don't read them word for word. You will sound more natural if you speak without reading.

2 In pairs, choose one of the cases in exercise 1 and use your notes to retell the story.

Idioms and expressions

3 Listen again and match the detectives with the idioms you heard and their meanings.

- |             |                               |
|-------------|-------------------------------|
| 1 Dt Jones  | a a shot in the dark          |
| 2 Dt Miller | b a skeleton in the closet    |
| 3 Dt Smith  | c blood is thicker than water |

- i) A hidden, unpleasant secret.
- ii) To say that family relationships are more important than other relationships.
- iii) To make a guess without knowing all the facts.

4 NOW YOU! Answer the questions in pairs.

- What was the skeleton in the closet in exercise 1? What other examples can you think of?
- Do you think blood relationships are the most important?
- Do you think detectives in real life take shots in the dark?
- Can you name any famous detectives from books?
- Which of these words describe a good detective? Why?

- brave
- clumsy
- conspicuous
- daring
- resourceful
- sophisticated



**PAIRWORK**

- Student A: go to page 102
- Student B: go to page 106

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Wordlist • pages 117–120





# PROJECT: Memorabilia chest

## RECAP

- In this project, you have investigated a famous explorer and designed a memorabilia chest filled with information about their life.
- In **units 7 and 8**, you learnt how to tell stories, and how to use time expressions and the past tense. You also learnt interesting expressions such as *a skeleton in the closet* and adjectives like *frightening* and *frightened*.
- Now you are ready to show off your new skills!

### TASK 1

You made an information card with a summary of your explorer.

### TASK 2

You made maps and collected information about your explorer.

### TASK 3

You wrote letters from your explorer about their adventures.

### TASK 4

You wrote a role play about your explorer.

### TASK 5

You wrote questions about the other explorers.

### TASK 6

You made a memorabilia chest.



## FINAL TASK: Give your presentation

- Use the elements you created in **tasks 1–6** to fill your memorabilia chest and prepare a presentation.
- Choose someone to:
  - organise the presentation.
  - explain the memorabilia chest and its contents.
  - read out the information card and the letters.
  - look after the props and direct the role play.
- Present your memorabilia chest to the class.
- Your classmates will ask you the questions they prepared in **task 5**.

## USEFUL EXPRESSIONS

### About the explorer's life experiences:

- He/She was a ... person.
- His/Her experiences were amazing/daring/unbelievable.
- Among his/her achievements, we should mention...

### About the memorabilia chests:

- This memorabilia collection shows...
- This photo represents...



## 21<sup>ST</sup> CENTURY SKILLS

### Communication

We can tell stories in many different ways, in written and spoken language and also through videos and photos, art and dance, etc.

Learning to tell stories in another language helps us to communicate and connect with other people. Storytelling also helps you to develop skills such as creativity and memory.

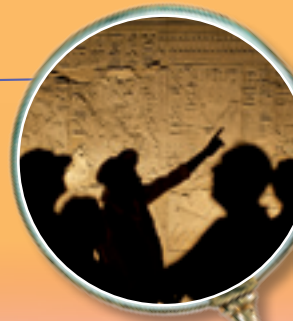


## GO BEYOND

### WHY STUDY THE PAST?

Historians look for clues that help them to reconstruct and make sense of the past. Historical evidence can be a piece of pottery, a stone or a fragment of glass. Other evidence includes written material and archaeological data.

So why go to all this effort and study history? Why does studying life during ancient Greek, Roman or Medieval times matter, for example? Well, because what people from the past thought and did still influences our modern world. When we study history, we can understand how things have evolved or disappeared. For example, why were there fewer female explorers than male explorers in the 1800s? Questions like this make us think about our future and how we can make things better, by, for example, creating equal opportunities for all. History helps us see beyond our own horizons and understand that there are other ways of thinking and behaving.



## EVALUATION

### Answer the questions in your team.

- 1 Did your team work well together? Was everybody in the team happy with the presentation?
- 2 Did one person do more work than the other members? How could you solve this problem?
- 3 Did all the people in the team enjoy the tasks they had?
- 4 Did you have enough time to complete all the work? How can you avoid running out of time?

### Answer the questions in pairs.

- 1 Do you agree that studying history is useful?
- 2 Do you think that understanding history helps us to improve our future? How?
- 3 What can you learn from your explorer's experiences?
- 4 Do your explorer's experiences make you think differently about your own future?



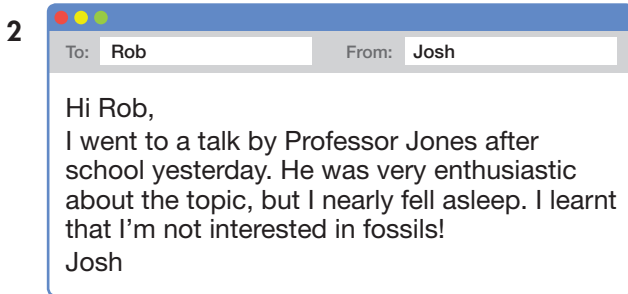


1 Read and choose the correct option.

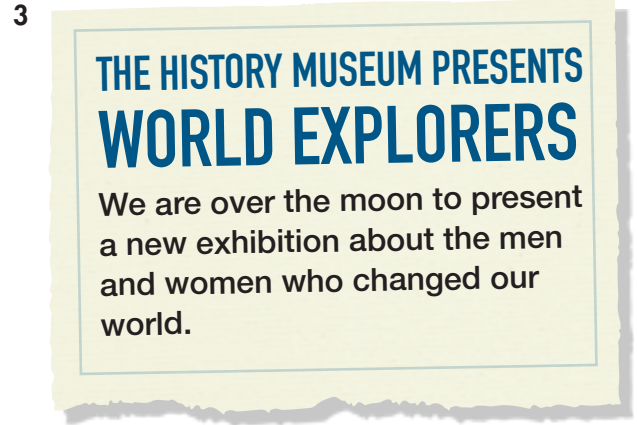


What should Meg do?

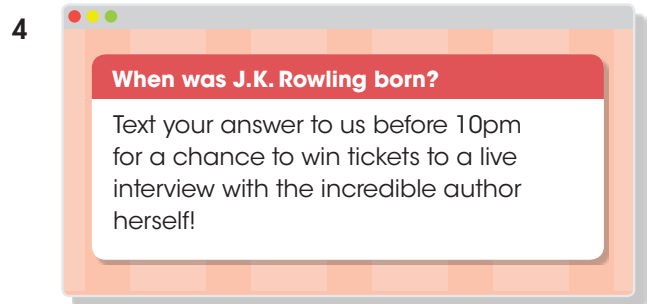
- a Tell Bella if she can go to her house.
- b Go to Bella's house.
- c Write a letter about an inspiring person.



- a Professor Jones was bored.
- b Josh was bored.
- c Josh was boring.



- a 'World Explorers' is the name of the museum.
- b The new exhibition is about voyages to the moon.
- c The museum is excited about their new exhibition.



- a You send a text to get tickets.
- b You send a text to enter a competition to win tickets.
- c You send a text to ask J.K. Rowling a question.

2 Look at the pictures and write a story.

**EXAM TIP**

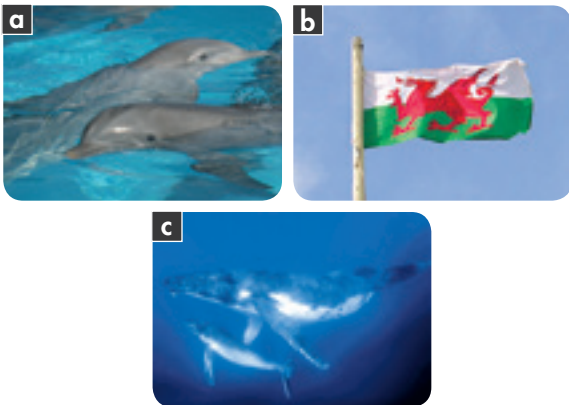
Make sure you write a story that makes sense and includes all the pictures. You could make a mini-plan before you start writing.





1 Listen and choose the correct option.

1 What did the teacher ask the class to do a project on?



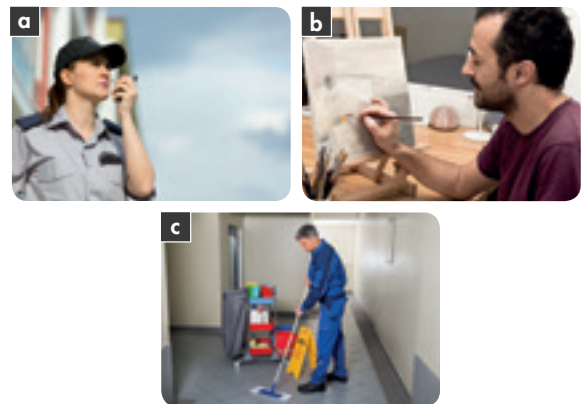
3 What moved in the boy's room last night?



2 What did the girl buy her brother for his birthday?



4 Who stole the diamonds on the detective show?



2 Read and complete the text. Write one word in each gap.

I'm from a small town in Australia, where the locals believe in a mysterious light called the Min Min. They say if you follow it, you never come back! One day, I <sup>1</sup>... at football training until late and I <sup>2</sup>... to walk home on my own. Just <sup>3</sup>... I left the park, I saw a light on the horizon coming towards me. I <sup>4</sup>... it was a car at first, but there was no sound. It got closer and closer and I <sup>5</sup>... very scared. Then it disappeared. <sup>6</sup>... I see the Min Min? Maybe I'll never know.



3 Look at the pictures and write a story.

EXAM TIP

When you write a text in an exam, remember to write in full sentences and try to show the examiner how much English you know.



## Unit 7 • Student A

- 1 Imagine that you are Howard Carter, the discoverer of Pharaoh Tutankhamun's tomb in Egypt in 1922. Look at the pictures of the objects you found and answer Student B's questions. Use your knowledge and your imagination!
- 2 Imagine that Student B is the discoverer of Shi Huang Di's tomb. Ask Student B questions about the objects they found using these prompts:

What / find?

What / look like?

What / tell us about their culture?

What / used for?



Hieroglyphics



Sarcophagus



Gold sandals

## Unit 8 • Student A

- 1 Someone stole a statue from the History Museum last night. There are three suspects: a watchman, a cleaning woman and a woman who was visiting the museum. Look at the picture and decide who the robber is and how they stole the statue. Write what happened on a piece of paper, but do not tell Student B!
- 2 Student B is going to ask you questions about the crime. Then allow Student B to look at your picture once and make one guess at the identity of the robber.



## Unit 7 • Student B

- 1 Imagine that Student A is the discoverer of Pharaoh Tutankhamun's tomb. Ask Student A questions about the objects they found using these prompts:

What / find?

What / look like?

What / tell us about their culture?

What / used for?

- 2 Imagine that you are one of the farmers who discovered Shi Huang Di's tomb in China in 1974. Look at the pictures of the objects you found and answer Student A's questions. Use your knowledge and your imagination!



## Unit 8 • Student B

- 1 Someone stole a statue from the History Museum last night. There are three suspects: a watchman, a cleaning woman and a woman who was visiting the museum. Student A has a picture of the crime scene and has written the solution to the crime. Look at the three pictures on this page and write questions you would like to ask Student A.
- 2 Ask Student A your questions. When you have finished, you can look at their picture once and make one guess at the identity of the robber.





Adjectives: **-ing** and **-ed**

Adjectives that end in <b>-ing</b> describe things or events.  This film is <b>frightening</b> . The camping trip was <b>boring</b> . My grandparents' lives were <b>interesting</b> .	Adjectives that end in <b>-ed</b> describe people's feelings or emotions.  They were so <b>frightened</b> . She was <b>bored</b> on the camping trip. I am <b>interested</b> in volcanoes.
--	--

Usually, adjectives ending in **-ing** describe a thing or a situation, and adjectives ending in **-ed** describe how a person is feeling.

It's an **exciting** book. The book makes me feel **excited**.  
The story is **shocking**. The story makes me feel **shocked**.

Be careful!

I am feeling bored: I'm **bored**.

I have a boring personality: I'm **boring**.

Past simple **be**

I He She It	<b>was / wasn't</b>	born in England. 20 years old. an explorer. cold in China.
You We They	<b>were / weren't</b>	born in 1997. excited about the trip. dangerous people.

We use the past simple of the verb **be** to talk about situations or describe events in the past. **Was** and **were** do not have contracted forms in the affirmative.

It **was** a nice day.

They **were** in the classroom.

In the negative, **not** always comes after **was** and **were**. We often use the contracted forms **wasn't** and **weren't**.

He **wasn't** at school yesterday.

We **weren't** invited to your party.

We also use **was** and **were** to say when someone was born.

My sister **was** born in April.

They **were** born in the 1970s.

Past simple **be**: questions

Yes/No questions	
<b>Was</b> he surprised?	Yes, he <b>was</b> . No, he <b>wasn't</b> .
<b>Were</b> they bored?	Yes, they <b>were</b> . No, they <b>weren't</b> .

In questions, **was** and **were** come before the subject pronoun, not after.

**Was she** an explorer?

NOT ~~She was an explorer?~~

**Were you** at the museum yesterday?

NOT ~~You were at the museum yesterday?~~

Wh- questions	
Who <b>was</b> a teacher?	Arthur Lakes <b>was</b> a teacher.
Where <b>were</b> the fossils?	They <b>were</b> in Colorado.

In *wh-* questions, we add a question word before **was** and **were**.

**Why was she** at the hospital last week?

**Where were** you yesterday?

## Past simple: regular and irregular



Affirmative	
Regular verbs	Irregular verbs
start → <b>started</b>	go → <b>went</b>
arrive → <b>arrived</b>	put → <b>put</b>
study → <b>studied</b>	eat → <b>ate</b>
stop → <b>stopped</b>	see → <b>saw</b>
Negative	
He <b>didn't start</b> yesterday.	We <b>didn't go</b> to America.
I <b>didn't arrive</b> on Monday.	I <b>didn't put</b> it there.
We <b>didn't study</b> hard.	You <b>didn't eat</b> much.
She <b>didn't stop</b> until the evening.	They <b>didn't see</b> the dog.

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

She **climbed** all the way to the top.

We **got** really good marks in our exams.

They **didn't know** the answers.

With regular verbs, we usually form the past simple by adding **-ed** to the infinitive.

She **played** football yesterday.

We **visited** our grandparents last year.

Kyle **wanted** to go to the pool.

With regular and irregular verbs, the negative of the past simple is formed by putting **did not** or **didn't** before the verb. We usually use the contracted form **didn't**.

She **did not work** today.

We **didn't buy** Laura a birthday present.

I'm sorry, I **didn't hear** you.

We use the infinitive form of the verb after **didn't**.

We **didn't arrive** in time for the concert.

NOT ~~We didn't arrived in time for the concert.~~

We often use past time expressions with past simple verbs.

I **worked** really hard **last year**.

My sister **went** to the cinema **at the weekend**.

He **didn't play** volleyball **last month**.

Go to page 116 to see a list of irregular verbs in the past simple.

## Past simple: questions



Yes/No questions	Wh- questions
<b>Did</b> you <b>wear</b> your diamond necklace tonight? Yes, I <b>did</b> . No, I <b>didn't</b> .	Where <b>did</b> you <b>go</b> after dinner, Miss Olive? I <b>went</b> to my aunt's room.
<b>Did</b> she <b>ask</b> Mr Parker for more champagne? Yes, she <b>did</b> . No, she <b>didn't</b> .	What <b>did</b> he <b>hide</b> ? He <b>hid</b> his glue.

We use **did** + **pronoun** + **infinitive** to form yes/no questions in the past simple.

**Did he go** to the concert last night?

**Did they know** the answer?

**Did you ask** the teacher?

Questions in the past simple are formed in the same way with regular and irregular verbs.

**Did you talk** about it?

**Did you hear** the story?

When we give a short answer in the past simple, we do not use the verb.

Did she open the door?

**Yes, she did.** NOT ~~Yes, she did open.~~

To ask for more information about the past, we use *wh-* question words before **did**. The question words include **how**, **how long**, **how many**, **how much**, **what**, **when**, **where**, **who** and **why**.

**How did** you travel to Greece?

**When did** they make the cake?

**Why did** they cancel the game?

We use the infinitive of the verb in all question forms.

**Did they leave** after the class?

NOT ~~Did they left after the class?~~

**Where did** you go?

NOT ~~Where did you went?~~

## Irregular verbs

be	was/were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned
leave	left	left

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



## UNIT 7

### Adjectives: -ing and -ed



bored	fascinating	surprised
boring	frightened	surprising
excited	frightening	terrified
exciting	interested	terrifying
fascinated	interesting	

### Travelling



countries	maps	traveller
culture	places	trips
dangerous	return home	visit
history	travel	

### Famous explorers



brave	early life	philanthropy
conquer	expedition	pioneer
courageous	explorer	tribute
daring	first person	trip
discover	Mount Everest	

## UNIT 8

### Time expressions



after some time	last year
afterwards	next
as	one Christmas
before long	one day
before that	one winter
finally	one year
just after	suddenly
just before	then
last weekend	when

### Ghost stories



believe	haunted	plot
blood	hear	stain
curious	murdered	story
ghost	noise	

### Parts of a story



characters	drama	tension
description	punctuate	title
dialogue	setting	twist

