

2.1 I lost my bus ticket!

Weekly Objectives

Topic Excuses
Grammar ◀◀ Past simple
Vocabulary Actions



Warmer

Ask Ss how they feel when somebody makes them wait and give them false excuses or what sounds like false excuses. Would they say it happens quite often? Ask them to give some examples.

1 Discuss these questions with your friend.

Ss express their opinion. Encourage them to use expressions such as: *I think ... To me ...*
 You may also ask them to explain why they consider they may be late for some events and / or add to the list new events they shouldn't be late for.

Answers
 Ss' own answers.

2 Read Greg's excuses and answer.

Ss look at the photo and describe Lin and Greg's feelings (*angry, sorry, tired, etc.*).
 Ask them to predict what the topic of the conversation is.
 Ss read the text and answer the question.

Answer
 Because Greg is always late.

3 Match Greg's excuses (1-4) with the words and phrases below.

Ask Ss to read all the phrases before working on the exercises. Elicit what information they expect to find for each phrase.
 In pairs, Ss read the text again and match the phrases with the excuses.

Answers
 1 b 2 c 3 d 4 a

4 Imagine the date is Wednesday, 26th March. What's the date in each of the situations 1-4?

You may want to remind Ss that in English: 1) you write "26th March" but you say "the twenty-sixth of March" and 2) days and months always bear a capital letter.

Answers
 1 Monday, 24th March. 2 Sunday, 23rd March.
 3 Yesterday, Tuesday, 25th March. 4 Saturday, 22nd March.

Grammar | Past simple of verb to be

Elicit from Ss the past forms of the verb *to be*. Draw their attention to the **Note!** with the following past time expressions: *yesterday, last ..., ... ago*. Remind them of the weak and strong pronunciation forms of *was / were*.
 Ss complete the table in pairs.

Answers	
Affirmative: was / were	Questions: was / wasn't
Negative: wasn't	were / weren't
	was

Grammar | Past simple

Elicit what Ss remember about the other past forms.
 This is a good opportunity to work on the pronunciation of *-ed* and encourage Ss to start writing a list with the 3 different pronunciations (/t/, /d/, /ɪd/).
 Remind them that the pronunciation is related to the last sound of each verb and not to the spelling. You may direct Ss to the list of irregular verbs in the **Quick Check** section.

Answers	
Affirmative: left	Questions: Did / did
Negative: arrive / didn't	leave / left

! Encourage Ss to share the memory strategies and study techniques they use to remember the irregular verbs in the past. Listening to peers' suggestions facilitates the development of new techniques and skills.

5 Complete with the correct form of the Past simple.

Ss work in pairs. Remind them to read the dialogue entirely before they try and complete it. You may ask them to say which verbs are regular and which irregular before completing the exercise. Refer Ss to the **Grammar** boxes and the verb list at the end of the book if they need help.
 When correcting the exercise in class, make a point of the pronunciation of each past form. After the class check, you may ask them to write 4 questions about the text to check comprehension. E.g. *Why was Josh worried? Did Greg have a phone?*

Answers
 1 *happened* 2 *was* 3 *didn't have* 4 *were you*
 5 *phoned* 6 *didn't answer* 7 *lost* 8 *Did you walk*
 9 *took* 10 *walked*

Extra practice 1

6a Use the prompts to write sentences.

Ss work individually and then check in pairs.

Answers

1 *I didn't bring it because I lost my schoolbag.* 2 I did my assignment but my little sister dropped food on it. 3 I did my homework but my dog ate it!

b In pairs, invent two funny excuses for your homework delay.

Ss may read their excuses aloud and vote for the funniest, the most original, and / or the easiest to accept.

Answers

Ss' own answers.

Extra practice 2

7  12 Listen and repeat. Then practise the conversation in pairs.

Ss look at the photo and predict why the boy is carrying flowers. Then they listen to Track 12 and check their predictions. Elicit from them the meaning of the word *apologies*.

Ss repeat the dialogue after the recording. This is a good opportunity to work on intonation and stress so ask Ss to try and imitate the recording as much as possible.

 12 Audioscript

See SB page 17.

8  Practise similar conversations. Use the prompts below in the Past simple. Then invent other two conversations.

Ss work in pairs. Encourage them to change roles and include excuses for their delay.

Circulate around the class and provide suggestions if necessary, but try not to interrupt their work as this is an activity that aims at developing Ss' fluency.

 Digital connection

Ss invent a dialogue including apologies and excuses, dramatize it and film it, using the cameras in their notebooks or mobile phones. Then they share their productions with their friends.

Extra practice 1

Bingo: Write 24 verbs in the past on the bb and ask Ss to write them on a slip of paper. Put the slips in a bag. Each S chooses 4 verbs in the past and writes them in their folders. Then, ask a S to get one verb from the bag and make a sentence with it. Ss circle the verbs that are called out in their folders. The S who marks the 4 verbs calls out "Bingo!" The verbs are checked and if they are OK, he / she wins the game.

Extra practice 2

Ss invent new excuses for each of the phrases in Exercise 3. E.g. *A celebration: Last Saturday, it was my parents' anniversary party. We had a great party at home and I was very busy because there were a lot of people at home.* Ss choose the best 4 excuses.

Workbook**Answers**

1 1 *talk* 2 *stay* 3 *looks* 4 *open* 5 *Stop*

2a 1 *happened* 2 *was* 3 *weren't* 4 *had* 5 *put*
6 *rang* 7 *was* 8 *opened* 9 *landed* 10 *tried*
11 *asked* 12 *was* 13 *didn't answer* 14 *stopped*
15 *got*

b 1 *Where did the incident happen? It happened on a busy train.* 2 *What did Fred put in his mouth? He put three pieces of chewing gum.* 3 *Where did the gum land? It landed on a woman's head.* 4 *Did Fred talk to the woman? No, he didn't.*

3 1 *Did ... go* 2 *didn't do* 3 *went* 4 *bought*
5 *didn't listen* 6 *didn't like* 7 *took* 8 *met* 9 *had*
10 *was*

4 1 *sorry* 2 *That's OK* 3 *I'm very sorry* 4 *Don't worry*
5 *It doesn't matter*

2.2 Was she driving?

Weekly Objectives

Topic	Stories and jokes
Grammar	Past continuous
Vocabulary	Actions



Warmer

Ask Ss if they saw a celebrity in the last two years. If not, encourage them to say who they would like to meet, where and what they would like to ask him / her.

Background information

On April Fool's Day people play jokes on their friends and make them believe some extraordinary things happen to them. In the UK, it is on 1st April. In Argentina, people celebrate it on 28th December (*Día de los Inocentes*).

1 13 Listen and choose the correct option.

Ask Ss to look at the photo and predict what the relationship between Gwen Stefani and the friends is. Ss listen to Track 13, check their predictions and choose the correct option.

Answer
b

13 Audioscript

See SB page 18.

2 Answer the questions about the story.

Ss may answer the questions directly without listening to Track 13 again. Then, they check with the recording.

Answers
1 Because Josh and Greg say they met Gwen Stefani yesterday. 2 No, she doesn't. 3 They are old cinema tickets.

3 Today is Tuesday. What day is Gwen Stefani's next concert?

In pairs, Ss re-read the text and answer the questions. Ask them to justify their answers (If today's is Tuesday 1st April and Gwen Stefani's concert is on 5th April, then it is on Saturday).

Answer
On Saturday

Grammar | Past continuous

Ask Ss whether the sentences refer to actions in the past, present or future.

Ss read the examples and complete the table in pairs. Make sure they all understand the tense refers to actions in progress in the past.

You may ask Ss to compare the Past continuous with the Present continuous.

Answers

Affirmative: were

Questions: ing / were

Negative: wasn't / ing

Answers: was / weren't

We use the **Past continuous** for actions in progress in the past.

4 Look at the pictures and complete the sentences.

If Ss have any doubts, refer them to the Grammar box.

Ss tend to omit the verb *to be* in this type of sentences. If so, you may need to point out the verb phrases contain two elements (*be + V-ing*).

Answers

1 was reading 2 was playing the guitar 3 were doing karate 4 was sleeping

Extra practice 1



When Ss are working on an exercise, remind them it is always easier to move from what they know to what is new. It is often useful to skip unknown parts and go back to them after they have completed the exercise with the concepts they are sure of.

5 Look at the photo. Ask and answer questions. Imagine it was yesterday.

Ss work individually and check in pairs before the class check.

Answers

1 **A:** What was Greg wearing? **B:** He was wearing a blue T-shirt and jeans. 2 **A:** Where were the three friends waiting? **B:** They were waiting at a bus stop. 3 **A:** What was the man doing? **B:** He was looking at the bus timetable. 4 **A:** What was the woman doing? **B:** She was walking her dog.

Extra practice 2

6  **14 Listen and repeat.**

The difference between /b/ and /ɔ:/ does not exist in Spanish so Ss generally need intensive practice imitating these sounds to be able to understand the quality of each one. After the recording, Ss repeat in small groups, in pairs and individually.

14 Audioscript

See SB page 19.

7  **15 Listen to Sarah's story and choose the correct option.**

Ask Ss to read the statements and predict the story Sarah tells.

Ss listen to Track 15, check the predictions and choose the correct options.

Answers

1 cold 2 bus 3 looking at her 4 jacket

15 Audioscript

It was about four o'clock on Sunday afternoon. I was waiting at the bus stop and listening to my MP3 player. It was December and quite cold and it was getting dark. Then I noticed a woman on the other side of the road. She was looking at me. And she had strange green eyes. I was starting to feel nervous. Then she crossed the road, came up to me and said. "Excuse me, but I like your jacket. Where did you buy it?" I just laughed. How silly of me!

As a follow up, Ss may add details to Sarah's story. E.g. *What was the woman wearing? What was she doing? Who was she with? What were they talking about?* Etc.

 **Digital connection**

Ss may create a similar story and record it using sound effects from their computers or the Internet. E.g. *It was a cold day and I was walking down the street when suddenly*
Suggested tool:
Audacity

8  **Is there an equivalent to "April Fool's Day" in your country? Did you make a joke to your friends last Fool's Day? What was it? Use these questions as a guide to write your joke.**

Tell Ss they may include celebrities in their stories. Remind them the idea is to talk about something exceptional (not habitual) in their lives. You may want Ss to publish the jokes on the class blog and vote for the most original one.

Answers

Ss' own answers.

Extra practice 1

Find coincidences: In pairs Ss say what they were doing at the weekend at different times and try to find 3 coincidences. E.g. S₁: *I was sleeping on Saturday at 9 a.m.* S₂: *I was sleeping, too.*

Extra practice 2

S₁ describes a photo from **My Life 3** to S₂, considering the actions happened the day before. S₂ tries to spot which photo it is. E.g. S₁: *Greg, Lin and Polly were talking at the train station yesterday* (see SB on page 28). *Lin was wearing a skirt and a light blue T-shirt.*

Workbook**Answers**

- 1 1 was doing 2 were shopping 3 was chatting
4 were cooking 5 was sleeping 6 were drinking
7 was trying
- 2 1 were you doing 2 were eating 3 were you going
4 were going / walking to the cinema 5 was talking
6 were taking photos
- 3  4 1 was listening to music / was working 2 were having dinner 3 was having a shower 4 were playing a video game

4 Audioscript

1 **Mum:** *Nick! Put the volume down, please! I can't work!*
2 **Granny:** *This chicken is delicious. Grandpa: And try this wine, dear!* **Granny:** *Ummm!* 3 **Mum:** *Hurry up, Jane, please. I need to wash the dishes. Jane: OK, mum but don't open the tap now! I'm not ready yet!* 4 **Boy 1:** *I'm in. Yes! I'm in ...* **Boy 2:** *Wait! Don't move! Wait for my avatar! Here it is!* **Boy 1:** *Yes! We scored 10 points!*

2.3 He was driving when ...

Weekly Objectives

Topic	Crazy stories
Grammar	Past continuous and Past simple <i>While / when</i>
Vocabulary	Prepositions of motion



Ss work in pairs and then check with the class. You may also want to ask them to change the sentences using *while*.

Answers

- 1 c *She was swimming in the sea when she saw a shark.*
2 a The teenagers were having a party when their parents arrived home. 3 b I was watching a film in the cinema when my mobile phone rang.

Warmer

Ask Ss to think about weird, crazy stories or anecdotes that happened to them or their families.

1 Read and complete. The man followed the woman because ...

Ss look at the picture and describe the people's attitudes and feelings (*scared, surprised, happy, worried, etc.*).

Ss read the story and answer the question.

Answer

... she was beautiful and he wanted to talk to her.

2 Answer the questions.

Ss read the text again and answer the questions in pairs.

Answers

- 1 *No, it was near the street.* 2 To follow the beautiful girl.
3 She didn't pay any attention to him. 4 He was driving into the train platform.

Grammar | Past continuous and Past simple. *While / when.*

Ss read the text again and complete the table. Help Ss notice one of the actions refers to an action in progress and the other to a complete action.

Ss complete the rule using the examples in the text and in the table.

Answers

was / stopped / was
We use **while** + Past continuous / **when** + Past simple
The action in the Past continuous started first.

You may want to point out that, in some cases, the action in progress is interrupted by a complete action. E.g. *She was skating when she fell down.*

3 Match A with B to make sentences with *when*.

Elicit from Ss which actions are in progress (and so they started first) and which ones are complete actions.

4 Write a sentence with *while* and a sentence with *when* for each set of prompts.

Ask Ss to read the title and predict what the story is about.

Ss work in pairs and then check their sentences with the class.

If Ss have difficulty placing *when* and *while*, refer them back to the **Grammar** box.

Extra practice 1

Sample answers

- 1 a *While Steven was driving his car, he saw an open window.* b *Steven was driving his car when he saw an open window.* 2 a No one was looking when he climbed a ladder and broke into the house. b *While no one was looking, he climbed a ladder and broke into the house.* 3 a He was taking things from the house when he saw some food in the kitchen. b *While he was taking things from the house, he saw some food in the kitchen.* 4 a He was eating when he turned on the TV. b *While he was eating, he turned on the TV.* 5 a He was watching TV in the house when he fell asleep. b *While he was watching TV in the house, he fell asleep.* 6 a He was sleeping when the house owner came back and called the police. b *While he was sleeping, the house owner came back and called the police.*

Extra practice 2

Vocabulary

Ss look at the pictures. You may need to work on the difference between *over* (on top of) and *through* (three dimensional place like a tunnel, room, door).

You may need to make a point of the pronunciation of *through* /θruː/.

Remind Ss to show their tongues when pronouncing /θ/.

Provide examples for Ss to say the possible actions and prepositions of motion they can use. E.g. *tunnel* (walk through); *river* (walk along); *stairs* (go up / down); *gate* (jump over).

You may ask Ss to invent hand movements to illustrate the prepositions. They may compare the different movements and choose the most precise ones.

5a Write the correct preposition of motion.

Ss work on the exercise in pairs and then check with other pairs before the class check.

Answers

b down c over f into

b  **16 Number the pictures in the correct order. Then listen to the story and check.**

In pairs, Ss put Exercise 5a pictures in order.

Check their answers by asking different groups to tell the story. E.g. *First, Steven ...*

Then play Track 16 for Ss to listen to the story and check their answers.

Answers

1-c 2-a 3-d 4-e 5-b 6-f

 **16 Audioscript**

When Steven saw the open window, he decided it was a good opportunity to break into that house. While no one was looking, he jumped over the wall and went into the garden. He climbed a ladder and went through the open window. Once inside the house, he walked along a corridor and then down the stairs and into the kitchen. Then he opened the fridge and saw some food. He was hungry! While he was eating, he turned on the TV. But while watching TV, he fell asleep! He was sleeping when the police arrived! Crime doesn't pay.

6a  **Use the information in Exercises 4 and 5b to write the story. Then listen to the story again and check.**

Ss write the story and listen to Track 16 again.

Depending on the level of the class, you may feel Ss need to listen to the story again before writing the story.

b  **In pairs, write another ending to the story.****Answers 6a & b**

Ss' own answers.

 **Digital connection**

Ss watch Peter Seeger' song "Where Have All the Flowers Gone?" and create an AV (audiovisual) clip with questions about life.

Suggested tool and websites:

Windows Live Movie Maker®

Song video: www.youtube.com/watch?v=1y2SIleqy34

Song lyrics: www.lyricsmode.com/

Enter and Search: "Where have all the flowers gone"

Extra practice 1

Mime it out: Write sentences with *when* or *while* on slips of paper. The T asks a S to mime out one of the sentences. The rest of the Ss guess and provide the correct sentence. To make the activity more fun, you may divide the class into two groups and assign a time limit for each round. E.g. *They were playing tennis when he broke his arm.*

Extra practice 2

Ss may look for funny jokes on YouTube and show the first part to their friends. They should say what the people were doing that day and predict what happened to them. E.g. *They were having dinner when...*

Workbook**Answers**

1 1 *through* 2 *along* 3 *across* 4 *through* 5 *through*
6 *down* 7 *over* 8 *up*

2a 1 *I was watching TV when my friend phoned.* 2 *We were swimming in the sea when it started raining.*
3 *The burglar was climbing the ladder when the police arrived.* 4 *You were riding your bike when you met your friends.* 5 *My mum was jogging when she fell over.*

b 1 *While I was watching TV, my friend phoned.*
2 *were swimming in the sea, it started raining.*
3 *burglar was climbing the ladder, the police arrived.*
4 *were riding your bike, you met your friends.* 5 *mum was jogging, she fell over.*

3 1 *When* 2 *won* 3 *was walking* 4 *didn't have*
5 *found* 6 *were watching* 7 *were ordering*
8 *scored*

Weekly Objectives

Consolidate new notions
Develop reading, listening, speaking and writing
Integrate skills



EXPLORE & DEVELOP

Warmer

Ask Ss if they read stories at home / on holiday. *What type of stories do they like reading (horror, mystery, detective, comic, etc.)? What are the names of their favourite books?*

Stories with a Twist

A Believer

1 Read the first story. How many characters are there?

Ss look at the picture and predict who the person is and where he is. Then they read the story and check.

Answer

There are 2 characters: the young man and the stranger.

2 Answer the questions.

Ss read the text again in pairs and answer the questions. Ask several Ss to read the answers to check their responses. Encourage Ss to say what the twist in the story is: the protagonist is a ghost and he is scared of a man.

Answers

1 The ghost. 2 Because there was a man in the dark, empty gallery. 3 The ghost. 4 It is based on a story by George Loring Frost.

Knock, knock

3 Read Story 2 and answer. Where was the woman?

You may want to explain this is a micro-story as all the elements are condensed in very few words. They are now very popular in Twitter. Ask Ss to read the question to guide their first reading of the story.

Answer

In her room.

4 Complete the sentences.

Ss read the story again and complete the sentences in pairs. Then they check their answers with other pairs before the class check.

Answers

1 ... she was the last person on Earth. 2 ... we know there were no other human beings on Earth. 3 Ss' own answers. **Sample answer:** an unknown creature / a mysterious being / an alien / an avatar. 4 Ss' own answers.

Mystery in the Garden

5 Read Story 3 and complete the information.

Ask Ss to look at the picture and predict what the story is about and what can be the twist in it. Ss read the story in detail and complete the chart in pairs. Ask several Ss to read their answers.

Answers

Setting (time / place) A week ago. **Characters** The writer and a cat. **Conflict 1** The cat's body disappeared in front of the writer's eyes. **Conflict 2** While he was writing, the writer became invisible. **Outcome** The writer is waiting for the reader to look for / to help him. **Author** Anonymous.

BUILD

6 In groups of 4, write a fantastic story.



When Ss write narrative texts, they should be aware that all the elements in the chart on Exercise 5 above have to appear in the story and that the use of linkers (especially those that indicate sequence) are essential for the reader to understand the story.

Step 1 Plan ►

Ss read the stories again and underline the traditional elements in ghosts stories (dark places, deserted rooms, danger, fear, etc.) and the unexpected elements (the ghost is afraid and not the man, there's a knock on the door, etc.). Brainstorm possible protagonists for the Ss' stories and write them on the bb. Discuss possible unexpected endings and write the ideas on the bb as well. In pairs, Ss choose a protagonist, a place, a time and an unexpected ending.

Step 2 Draft ▶

In pairs, Ss start writing the first draft of their story. At this stage, encourage them to read the **Writing notes**. Help them understand the use and position of inverted commas and reporting verbs when using direct speech.

Step 3 Edit ▶

Ss proofread their work, paying special attention to the use of linkers and the Past tenses.

Ss swap their texts with another pair.

Remind them to read the whole story first and check if they understand it. Encourage them to write questions and suggestions on the margin in pencil.

Ask Ss to hand in their work for you to add comments.

Step 4 Present ▶

Ss write a final copy of the stories and illustrate them.

They may upload their stories on the class blog.

EDB Listening task (See SB page 56)**1**  **17 Listen and answer. How many people were there in the room?**

Tell Ss they will listen to another story with a twist. Ask them to predict what the twist may be. Ss listen to Track 17 once and answer the question.

Answer

Two

2 Answer true (T), false (F) or doesn't say (DS).

Ss read the statements and complete the table before listening to Track 17 again.

Check the answers with the class.

If there are different answers, write them on the bb and play the recording a third time.

Answers

1 F 2 DS 3 F 4 DS 5 T 6 F

 **17 Audioscript**

"How weird", said the girl, "this door is too heavy". But when she touched it, the door closed, with a click.

"Oh, gosh!" exclaimed the man, "There's no handle in this door. We're both locked in this small room."

"Not both of us. Only one of us", said the girl, and, while he was looking at her, she passed through the door and disappeared.

CHECK YOUR PROGRESS 2**Answers**

1 1 into 2 on 3 along 4 across 5 across
6 through

2 1 were sleeping 2 phoned 3 was buying 4 texted
5 arrived

3a 1 called 2 weren't 3 was 4 finished 5 got
6 Did ... watch 7 didn't want 8 played 9 wrote

b 1 Where was Gary yesterday at 5 p.m. / He was at school 2 What time did the match finish / It finished at 6 p.m. 3 What did Gary do in the evening / He played the guitar and wrote a song

4 Sample answers **You:** 1 Have you got my racket?

Your friend: I'm very sorry but your racket is at the club. **You:** Don't worry. / It doesn't matter. / Never mind. Bring it tomorrow, please.

Your friend: Yes, of course.

TIME OUT A

Weekly Objectives

Integrate skills
Transfer knowledge to new situations
Develop comprehension strategies



MEMORIES

Background information

Twister game is a physical game played on a large plastic mat. The mat has four rows of large coloured circles on it with a different colour in each row. The players have to put their hand or foot on the different colours according to what a spinner says. The aim of the game is to move without falling down.

Warmer

Ask Ss about a special memory: when did it happen and what made it so special.

Remember the birthday party at Patty's?

You may want your Ss to do a True / False exercise on text. Copy the following statements on the bb and ask Ss to read the text and complete it.

Answer true (T), false (F) or doesn't say (DS).

- 1 The friends who are chatting are 10 years old.
- 2 Max posted the birthday party photo.
- 3 Sandra liked her 5th grade teacher.
- 4 Ms Helen works as a model now.
- 5 Rachel knows what she wants to be in the future.

Answers

1 F 2 DS 3 T 4 F 5 T

My first theatre experience

Write the following sentences on the bb and ask Ss to complete them after reading the text.

- 1 Sandra posted this photo because ...
- 2 She felt excited during the play because ...
- 3 The experience was so important for Sandy that now she wants ...

Answers

Ss' own answers.

Duggie!

Answer the questions.

- 1 Is Duggie still alive?
- 2 Who was Duggie for Sandra?

Answers

1 No. 2 Her best friend.

POETRY CORNER

Background information

Robert L. Stevenson (1850 – 1894) was a famous Scottish writer. His most famous works are *Treasure Island* (a novel of piracy and adventures) and *The Strange Case of Dr. Jekyll and Mr. Hyde* (a horror novel with a psychological twist). He was a well-known literary figure in his lifetime and his novels were (and still are) very popular.

You may write the following questions on the bb and ask Ss to answer them in pairs.

- 1 Who is the speaker in this poem, a child or an adult?
- 2 What does the writer feel when he goes up in a swing?
- 3 What can he / she see when he / she is up in the air?
- 4 What are the words connected to the countryside?

Answers

- 1 An adult who feels like a child playing on the swing.
- 2 He feels it is the most pleasant thing a child can do. (*Oh, I do think it the pleasantest thing, Ever a child can do!*)
- 3 He can see all the countryside. (*Till I can see so wide, Rivers and trees and cattle and all, Over the countryside*)
- 4 Rivers, trees, cattle.

Ask Ss about their experiences with swings.

Have they ever played with a swing? Have they ever jumped off a swing? Where? When? How high did they go? What was it like? Did they feel like the protagonist of the poem? Where are the nearest swings to their houses? Do they still like swinging on a swing? Which other playground games did they play with? (E.g. seesaw, climbing frames, merry-go-round, slides, etc.)

BROTHERS AND SISTERS

You may want Ss to answer the following questions about the comic strip. Copy them on the bb and ask Ss to work in pairs. Then, ask several Ss to read their answers.

- 1 How old are the children?
- 2 What's the boy's problem? Who does he go to for help? Can you tell this in the first two frames?
- 3 Choose some adjectives to describe the girl's reaction and explain why: distant, interested, practical, clever, friendly, worried, hysterical, loving, desperate, calm.
- 4 What's funny about the situation? What does the boy want?
- 5 In your opinion, what is the girl thinking in the last frame?

Answers

1 The boy is about 5 and the girl is about 12. 2 He has fallen down and hurt himself. He goes to his sister for help. We cannot tell this in the first two frames. We only hear a person speaking to the child. We can't see that person. We only see his / her arm but we don't know who it is. 3 Ss' own answers. 4 The boy wants two lollypops because now he says he has fallen twice. 5 Ss' own answers.

Find five adjectives. Can you use them to describe memories from your childhood?

Answers

F	I	M	A	G	I	N	A	R	Y
R	A	I	R	H	J	K	W	N	K
H	A	P	P	Y	T	N	E	M	C
S	L	A	T	A	A	W	S	Q	U
W	W	U	E	T	V	X	O	Y	L
E	M	W	K	L	S	E	M	U	I
E	T	Q	S	A	D	T	E	O	P
T	F	A	V	O	U	R	I	T	E
Y	W	X	M	V	E	D	F	C	O

MY TIME OUT

MY MEMORIES

Ask Ss to collect photos of important days in their childhood and write what happened on those days. Then they may tell one of the stories to the class.

You may provide some guiding questions such as: *How old were you? Where were you? Who was with you? What were you doing? What happened? Why is this memory so important?*