

11 HELP!

Objectives

FUNCTIONS	expressing purpose; emphasising
GRAMMAR:	verbs followed by gerund or infinitive; <i>to / in order to / so as to; so and such</i>
VOCABULARY	danger and safety; adjectives with negative prefixes

Student's Book page 102–103

READING

1 Books closed. To lead into the topic, write the word *dangerous* on the board. Ask students to work in pairs and make a list of as many dangerous activities as they can. Give them four or five minutes for this and then elicit a few ideas in open class. Ask students what would happen if they had an accident during one of the activities and elicit *rescue services*.

Books open. Focus attention on the photos and ask students to discuss the questions in pairs. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed. Give pairs two or three minutes then elicit as many different similarities and differences between the photos as you can in open class. Accept all feasible suggestions.


2 Check/clarify: *rescuers, first aid, victim, treatment*. Students work with a partner to match the sentences to the photos. Check answers in open class. Encourage students to explain their choices.

Answers

1 B 2 A, B or C 3 A 4 A, B or C

3 Students list as many different people and things as possible in small groups. Ask them to compare lists with another group before whole-class feedback. Create a master list on the board. Students should copy the whole list into their notebooks.

4 Students work with a partner to discuss what the report might be about. Nominate pairs to share their ideas with the class and write these on the board to refer to during feedback. Ask students to read the article to check their predictions. Set a two-minute time limit for this to encourage students to read quickly and to focus on gist rather than more detailed understanding. In open class, refer to the board and ask: *Which of your predictions were correct?*

5  2.25 Check/clarify: *buggy, strapped, upside-down, tie a rope, CPR* (cardiopulmonary resuscitation, a first aid technique that can be used if someone's heart has

stopped). Ask students to read the questions and try to answer as many as they can, based on what they remember from their first reading. Students read and listen to the article to check. Ask them to underline the parts of the text that support their answers as they do this. Allow students to compare answers with a partner. During feedback in open class, ask students to explain their answers and correct the false sentences.

Answers

1 T 2 F The baby's buggy had fallen into the sea.
3 F He jumped in immediately. 4 T 5 T 6 F He knew the baby was OK after the nurse had given the baby CPR.
7 T 8 F He said he hadn't really been brave.

TRAIN TO THINK

Understanding cause and effect

6 Do number 1 in open class to demonstrate the task. Ask students to match causes and effects and check in the article. Allow them to compare answers with a partner before checking in open class.

Answers

1 d 2 a 3 b 4 e 5 c

7 Students work with a partner to brainstorm possible answers before they start writing. Monitor to ensure they are clear on the task and also to look at their writing and make a note of common errors. During feedback, nominate students to read out a sentence. Also, go through students' mistakes and draw attention to the punctuation in each sentence (*so* comes after a comma in the middle of a sentence, *therefore* begins a new sentence).

Optional extension

For further clarification of the differences in form between *so* and *therefore*, write these sentences on the board:

1 *My laptop is broken. _____, I can't do my homework.*

2 *My laptop is broken, _____ I can't do my homework.*

Ask: *What is the cause in each sentence? (My laptop is broken); and the effect? (I can't do my homework).* Point out that *so* and *therefore* have similar meanings and are both used to introduce consequences. Ask students to complete both sentences (1 *Therefore*; 2 *so*).

SPEAKING

Encourage students to speak at length and to try to use vocabulary from the article in their answers. Nominate students to report back to the class on what they discussed during feedback. Encourage students to listen to and challenge each other's opinions.

Optional extension

Put students into pairs. Tell them they are going to write and act out a dialogue between a newspaper journalist and a witness of the rescue. Encourage the witness to describe the events in detail and the journalist to ask lots of questions. Monitor to help with vocabulary. Invite one or two pairs to perform for the class. Give pairs the opportunity to practise first and encourage them to try to remember as much of the dialogue as they can rather than read.

Student's Book page 104–105

GRAMMAR

Verbs followed by gerund or infinitive

- 1 Ask students to refer to the article to find the answers. If you're short on time, put the three answers on the board in jumbled order for students to complete the sentences without needing to refer to the article. Students compare answers in pairs before a whole-class check. You might like to point out that each of the verbs can be followed by a noun, e.g. *I finished my homework at 10.00* but *if they're* followed by a verb, the verb must be a gerund.

Answers

1 seeing 2 helping 3 walking

The three verbs in the sentences (*remember, finish and avoid*) are all followed by gerunds.

- 2 Ask students to refer to the article to find the answers. If you're short on time, you could put the four answers on the board in jumbled order for students to complete the sentences. Students compare answers in pairs before a whole-class check.

Answers

1 to see 2 to do 3 to tie 4 to pull

The four verbs in the sentences (*expect, decide, help, manage*) are followed by to + infinitive.

Check students understand the meaning of all of the verbs. Clarify with example sentences where necessary. Ask students to work with a partner to complete the rule. Elicit answers in open class.

Rule

1 gerund 2 to + infinitive

- 3 First, point out that *hope* followed by an infinitive expresses a future meaning when used in the present simple tense, for example *I hope to do well in the test on Friday*. Students complete each sentence using a verb from group A followed by one from group B. Tell students they will need to think carefully about the tense of the verbs from group A and the form of the verbs from group B. Go through the example in

open class. Students work in pairs to complete the exercise. Check answers.

Answers

1 decided to buy 2 hope to see 3 feel like going
4 avoid speaking 5 finish watching

Fast finishers

Students write four sentences about themselves using verbs from the rule box – two from each column.

Workbook page 100 and page 126



Be aware of common errors related to verb patterns, go to Get it right on Student's Book page 126.

PRONUNCIATION

For practice of strong and weak forms: /tu:/ and /tə/, go to Student's Book page 121.

VOCABULARY

Danger and safety

- 1 Before tackling this exercise, ask students to work with a partner to categorise the words in the list according to whether they refer to *safety* or *danger*. Conduct brief feedback on this. Pairs then complete the exercise. Check answers in open class.

Answers

1 survived 2 dangerous 3 recover 4 rescued
5 save his life 6 out of danger 7 in danger
8 to safety

- 2 If you're short on time, do numbers 1–4 in class and set 5–8 for homework. First, check/clarify: *passengers, harm*. Ask students to compare answers in pairs before checking in open class.

Answers

1 saved 2 dangerous 3 survive 4 rescued
5 recovered 6 survived 7 out of 8 to safety

Fast finishers

Ask students to list adjectives to describe how they might feel if they were in danger or involved in a rescue.

- 3 **SPEAKING** Focus attention on the picture. Elicit/pre-teach: kayaking. Ask: *Have you ever been kayaking? How dangerous is it? Why?* Give students time to reflect, make notes and discuss their answers to questions 1–3 in pairs. While monitoring, encourage students to expand on their answers. Ask pairs to report back to the class on what they discussed and invite further comments and anecdotes in open class.


Workbook page 102

LISTENING

- 1 Books closed. To introduce the topic of stories with morals, tell students a story of your choice, or write the title of a famous story that your students will know on the board e.g. *The Tortoise and the Hare*. Ask students to work in pairs and re-tell the story in their own words. Books open. If you're using an IWB, do this as a heads-up activity with books closed. Nominate students to come to the front of the class and point to each of the things. Say the words for students to repeat. This focus on pronunciation will help students to recognise the words when they hear them. Highlight the pronunciation of *earth* which includes the /3:/ sound.

Answers

a well: A, B, C, D a farmer: A, B, C, D a donkey: A, B, D
a wheelbarrow: A, B, C earth: B, C

- 2  2.28 Tell students they are going to hear a story about a donkey, a farmer and a well. Alternatively, elicit these words as you point at the various things in the pictures. Students work with a partner to order the pictures and predict the story. Listen to their ideas in open class and write a few of their suggested orders on the board, but do not comment at this stage. Play the audio for students to check their predictions. During feedback, refer to the predictions on the board and ask: *Which order is correct?* (2, 4, 3, 1)

Audio Script Track 2.28

Hello, podcast listeners. Thanks for downloading today's Story of the Day. We asked you, our listeners, to send us your favourite fables – you know, stories with a moral, where we learn a lesson about life. We got some great fables from you and now we're reading one every day as part of the podcast. Today's story is from Pauline Smith in Cambridge. It's called *The Donkey in the Well*. Here we go.

One day, a farmer was working outside his house with his donkey. Suddenly, he heard the donkey making a noise, crying for help. The farmer ran over to see what had happened. The donkey had fallen into the well.

He looked into the well and there was the donkey, a few metres below, looking up at him. The farmer didn't know what to do. He thought carefully for a while. He couldn't throw a rope down in order to pull the donkey out because, of course, the donkey couldn't hold it. And he couldn't climb down into the well to push the donkey out because there wasn't enough room for both of them.


The farmer thought about it for a long time. In the end, he had to make a very difficult decision. And so the farmer got a wheelbarrow full of earth. Then he went back to the well and, with a heavy heart, began to throw the earth into the well, on top of the donkey.

At first, the donkey was surprised, and then, when it realised what was happening, it became frightened and made a terrible noise. The farmer had had the donkey for a very long time, so he didn't like what he was doing, but he thought, 'If I don't do this, the poor donkey will die a slow and painful death. I'm doing this so as to help the donkey die quickly.' So he carried on throwing dirt into the well. And the donkey carried on crying for help.

But then the donkey stopped making any noise. The farmer thought that the donkey was dead and felt very unhappy. But when he looked down into the well, it was his turn to be surprised. The donkey was standing on top of the earth in the well! The farmer threw some more earth in and watched. The earth landed on the donkey's back, the donkey shook the earth off its back, and then the donkey stepped up onto the growing pile of earth in the well.

The farmer was amazed. He began to throw more and more earth into the well and the donkey carried on stepping up onto it. After some time, the earth filled the well and the donkey stepped out, alive and safe.

So, there you are. And the moral of the story? Well, Pauline doesn't say. Maybe it's that life will always throw things on top of you, but if you're clever, you can use it to step up higher. I think ... I'm not sure. What do you think? Post your comments on our website ...

- 3  2.28 Ask students to answer as many of the questions as they can before they listen again. Get students to do this in pairs. Play the audio for students to check and expand on their answers. Students compare answers in pairs before a whole-class check.

Suggested answers

- 1 He didn't throw a rope to the donkey because the donkey couldn't hold it.
 - 2 He didn't go into the well to get the donkey because there wasn't enough room for both of them.
 - 3 He threw earth on the donkey to bury it in the well.
 - 4 The donkey stopped making a noise because it was saving itself by standing on top of the earth in the well.
 - 5 That life will always throw things on top of you, but that if you're clever, you can use it to step higher.
- 4 **SPEAKING** Put students into pairs/small groups to discuss the questions. Monitor and help with ideas. Also be prepared to input any vocabulary students might need to be able to describe (the moral of) other stories. In open class, nominate students to share their ideas for the moral of the story they just heard.

GRAMMAR

to / in order to / so as to

- 1 Books closed. To lead into this grammar point, refer back to the story and ask: *Why did the farmer throw earth in the well? Why did the farmer run over to the well?* Elicit and reformulate factually correct answers by writing them on the board as follows: *He threw earth on the donkey because he had decided to bury it in the well. He ran over to the well because he wanted to see what had happened.* Next, erase the *because*-clauses from each sentence (*because he had decided* and *because he wanted*) and ask: *Is the meaning still clear?* (yes, since the word *to* on its own expresses purpose). Books open. Focus students on the sentences and ask them to complete the rule. During feedback, point out that *to* on its own means the same as *so as to* and *in order to*. They are all used to express purpose.

Rule

in order to; so as to

LANGUAGE NOTE

To form a negative, we use *so as not to* or *in order not to*:

He left home early in order not to be late.

He left home early so as not to be late.

We cannot say: *He left home early not to be late.* X

- 2 Give students two minutes to discuss with a partner what they remember about the article on page 103 then conduct brief feedback on this. Students match questions 1–4 with answers a–d and rewrite the sentences before you check answers in open class.

Answers

- 1 a – Mr Reeder jumped into the water to rescue a small boy.
- 2 c – The farmer looked into the well so as to see why the donkey was quiet.
- 3 d – The nurse stopped on the seafront in order to help the baby boy.
- 4 b – The authorities say not to walk on the seafront in windy weather in order to prevent future accidents.

Fast finishers

Ask students to write three sentences about what they did last weekend and why, using *so as to* and *in order to*.

Optional extension

Divide the class into AB pairs. Give As and Bs a different set of nouns each and tell them they must not show them to their partner. You'll need to prepare these prior to the class. Choose nouns for concrete objects, for example, *a mobile phone*, and take the opportunity to recycle words from previous units. Ask students to take turns to define their words using *to* to express purpose, for example: *you use it to call and text people* (a mobile phone); *the farmer used it to carry earth to the well* (a wheelbarrow). The first pair to have guessed all the words wins.

Workbook page 100 and page 127

FUNCTIONS

Expressing purpose

- 1 Ask students to cover sentences a–e and think of possible answers to the questions in pairs, before uncovering a–e to compare their ideas and complete the exercise. Check answers in open class.

Answers

1 e 2 a 3 d 4 b 5 c

- 2 Students work in pairs and think of three questions. Switch pairs for students to ask their questions to a new partner. Tell students to make a note of the answers given. Ask students to return to their original partner and say the responses, in random order. Partners have to guess the question each response relates to. Monitor and check students are using *so as to* / *in order to* to correctly. Make a note of any repeated mistakes and draw attention to these when students have completed the exercise.

THINK SELF-ESTEEM

Offering and accepting help

- 1 Check students understand that they can put any number between 1 and 5 next to each statement and that 1 means *agree strongly* and 5, *disagree strongly*. Give students a few minutes to do this. Encourage them to think of experiences they have had which support their answers.
- 2 **SPEAKING** Divide the class into small groups and ask them to compare answers to Exercise 1. Ask: *How similar are you?* Monitor but as the focus here is on fluency rather than accuracy, do not interrupt. Take feedback on how similar students' answers were.

Optional extension

Write these questions on the board:

In which of these situations would you offer to help? Why (not)? What would you do?

- *A woman in the park has lost her dog.*
- *A man in dirty clothes at the train station tells you he has lost his wallet and needs money to buy a train ticket.*
- *Your friend needs help with his/her homework.*
- *You receive a phone call asking you to spend ten minutes answering some questions.*
- *You see an old man carrying a heavy bag.*

Students discuss their responses in small groups. Encourage debate. Monitor and make a note of any nice contributions to quote and praise at the end of the activity.

Student's Book page 106–107

READING

- 1 A recording of this text is available with your digital resources. As a warm-up, write on the board: *small problem; big problem; very big problem*. Elicit three examples of each in open class. Students work in pairs or small groups to decide what to do if they have that kind of problem (e.g. for a small problem: *If I forget my purse, I borrow some money from my friend.*) Monitor to ensure students are clear on the task. Nominate students to share their solutions with the class and elicit *phone the police*. Books open. Elicit answers to question 1 in open class.
- 2 Focus attention on the pictures and nominate students to say what the emergency might be in open class. If you're using an IWB, this would best be done as a heads-up activity with books closed. Books open. Students read the article quickly in order to match the calls (1–8) to the pictures. Were students' predictions correct? Ask students to compare answers with a partner before a whole-class check.

Answers

A 5 B 8 C 7

- 3 Ask students to try to answer the questions before re-reading the article. Tell them to underline the parts of the article that gave them the answers. Students check ideas in pairs before feedback in open class.

Suggested answers

- 1 being in a car accident; seeing a crime
- 2 It's irresponsible and illegal.

- 4 **SPEAKING** In pairs or small groups, students discuss the question and try to agree on a ranking of calls from most to least crazy. Monitor and help with vocabulary. Hold a class vote to decide which call students thought was the craziest.

Optional extension

Ask students to work with a partner and think of possible responses the police might give to each of the calls. Tell them they should be polite and offer suggestions to help the caller. Listen to some of the best examples in open class and write them on the board. Put students into different pairs for variety. One student is the caller and one is the police officer. Ask students to create dialogues using some of the ideas on the board or others of their choice.

GRAMMAR**so and such**

- 1 Ask students to complete the sentences in pairs and check their answers in the article. You might want to clarify that students should use *so* or *such* in each space.

Answers

- 1 so 2 such 3 such

Ask students: *How do so and such change the sentences in Exercise 1?* (They emphasize or intensify the meaning of the adjectives that follow.) Focus students on the sentences and ask: *Why do we use so in sentence 1 and such in sentences 2 and 3?* Ask students to consider this in pairs before you elicit ideas and complete the rule in open class.

Rule

- 1 so 2 such

- 2 Check/clarify: *can't stand* (really don't like); *in tears* (crying). Ask students to complete the sentences in pairs before looking back at the article to check their answers. Encourage pairs to discuss the types of words that could go in each space and to consider how these words would be used with either *so* or *such*. There will be alternative ways to complete the sentences that are also correct but that perhaps don't use the target language. Praise students who come up with any. Tell students that the focus when checking in the article should be on noticing rather than on whether what they put was right or wrong.

Answers

- 1 so boring 2 so tired 3 such a loud noise upstairs
4 such unimportant reasons

Ask students to work with the same partner and to use the sentences in Exercise 3 to help them complete the rule.

Rule

that

- 3 If you're short on time, set this exercise for homework but do number 1 in class first. Students work individually to complete the exercise. Weaker students could start by identifying the cause (adjective or noun) and then deciding whether *so* or *such* is appropriate before they write sentences in full. Monitor and praise students who are using *so* and *such* correctly. Allow students to compare answers with a partner before whole-class feedback.

Answers

- 1 It was such a bad accident that two people had to go to hospital.
- 2 It was so windy that it was dangerous to walk there.
- 3 The well was so deep that the donkey couldn't get out.
- 4 The road was so icy that it was dangerous to drive on.
- 5 They were such careless people that they always forgot to lock the door to their house.

Fast finishers

Ask students to rewrite the *so* sentences with *such* and vice versa. Answers: 1 The accident was so bad that two people had to go to hospital. 2 It was such a windy day that it was dangerous to walk there. 3 It was such a deep well that the donkey couldn't get out. 4 It was such an icy road that it was dangerous to drive on it. 5 The people were so careless that they always forgot to lock the door to their house.

Optional extension

Write on the board:

- 1 hot – have a cold shower to cool down
- 2 expensive – borrow £500 to buy it
- 3 silly film – walk out
- 4 heavy box – not carry it
- 5 worried – not sleep

Students make sentences using *so* or *such*. They can decide on a subject. Do number 1 with them as an example.

Suggested answers: 1 It was so hot that I had a cold shower to cool down. 2 It was so expensive that I had to borrow £500 to buy it. 3 It was such a silly film that we walked out of the cinema. 4 It was such a heavy box that they couldn't carry it. 5 I was so worried that I couldn't sleep.

Workbook page 101 and page 127

VOCABULARY

Adjectives with negative prefixes

- 1 Books closed. Write these prefixes on the board:

un- im- in- ir- il-

Divide the class into small groups. Elicit that these are prefixes and that they make adjectives negative. Give students five minutes to make lists of negative adjectives using the five prefixes. Tell them it is a competition and that they should work quietly so that the other teams cannot hear their answers! During feedback, write answers on the board and ask students to copy the lists. Give teams one point for each correct answer. Books open. Go through the example in open class. Students complete the exercise in pairs. During feedback, say the adjectives with negative prefixes for students to repeat. Elicit which the stressed syllable is in each adjective (underlined in the answer key). Also draw attention to these spelling anomalies: the double 'r' in *irresponsible* and the double 'l' in *illegal*.

Answers

1 impossible 2 unhappy 3 unsurprising
4 unimportant 5 unnecessary 6 untrue; irresponsible;
illegal

- 2 Ask students to read the adjectives and underline any they don't know. Clarify meaning by giving example sentences, for example *I see a spider and I scream, I'm ___ (afraid)*. Working in pairs, students add the adjectives to the lists.

Answers

un-	im-	in-	ir-	il-
<u>un</u> surprising	impatient	informal	irresponsible	illogical
un <u>com</u> fortable	im <u>pos</u> sible	in <u>exp</u> ensive	ir <u>reg</u> ular	il <u>leg</u> al
un <u>help</u> ful	im <u>pol</u> ite			
un <u>heal</u> thy				
un <u>con</u> cerned				
un <u>afra</u> id				

Fast finishers

Ask students to mark stressed syllables on each of the adjectives in Exercise 2. During feedback, say each one and elicit stressed syllables.

- 3 Working individually, students complete questions 1–5. Allow them to compare answers with a partner before feedback in open class.

Answers

1 unhealthy 2 unconcerned 3 impatient
4 irresponsible 5 inexpensive

- 4 **SPEAKING** Give students a minute to make notes on their answers to the questions in Exercise 3. Write the word *Why?* on the board in large letters to encourage them to give reasons and examples to support their answers. Put students in pairs or small groups for them to discuss. Monitor and if students are not explaining their reasons, point to the word *Why?* on the board.

Optional extension

Hold a class competition. Give students three minutes to memorise the adjectives in Exercise 2 and their respective negative prefixes. Next, divide the class into pairs and give students one minute to write down as many of the adjectives as possible. Ask students to swap papers with another pair and mark each other's work. Did any pairs get all 15?

Workbook page 102

Student's Book page 108–109

CULTURE

- 1 If you'd like a warm-up, nominate a student to give you the name of a job. If they can't think of a job immediately, move on to the next student. After a few examples, ask students to name a dangerous job and continue around the class. Write these on the board and elicit reasons why each of them is dangerous. Books open. Focus students' attention on the photos and get students to speculate on them in pairs. If you're using an IWB, do this as a heads-up activity with books closed. Listen to their ideas open class. Accept all suggestions and write them on the board.
- 2 **2.29** Tell students to read the article quickly and to focus on checking the ideas on the board. Were any of their predictions correct?
- 3 Ask students to locate and circle the numbers in the text. Point out that the numbers may be in word or numerical form and that one of the numbers refers to two different things. Allow students time to read the text carefully to find the answers. Ask them to compare answers with a partner before doing a whole-class check.

Answers

- 1 The date in October when the miners were brought above ground. / The number of crew members on the *Jascon-4*.
2 The number of days that had passed before the rescue mission received the miners' note.
3 The age of Harrison Okene, the ship's cook.
4 The number of metres below the surface of the water where the ship was lying.
5 The number of miners trapped underground.
6 The number of hours that had passed since the ship had gone down when Okene heard knocking.
- 4 **SPEAKING** In pairs or small groups, students discuss the two questions. Monitor and praise students who are attempting to expand on their answers, perhaps by showing empathy in answer to question 1 and by giving reasons for their opinions in response to question 2. At the end, nominate one or two pairs to report back to the class and encourage class discussion by prompting others in the class to react to their ideas.
- 5 **VOCABULARY** Draw attention to the underlined words in the article. Students work with a partner to match the words with the definitions. During feedback, focus on pronunciation by saying the words and asking students to repeat them. Encourage them to notice the silent 'w' in *wreck*.

Mixed-ability idea

Stronger students can find the highlighted words in the text, try to decode meaning from context and come up with their own definitions before referring to definitions 1–7 to check their ideas. Weaker students proceed directly to matching the words and definitions, still using the context provided by the article to help them.

Answers

1 air pocket 2 safety record 3 sunk 4 tragedy
5 miracles 6 drill 7 wreck

BACKGROUND INFORMATION

San Jose copper mine collapse In the twelve years before the collapse, there had been several accidents at the San Jose mine and eight people had died. The miners were found 17 days after the collapse. Their emergency supplies had just run out. It took another 52 days before all 33 were free. Almost all the miners were in good physical condition but had lost an average of 8kg. When the mine first collapsed, they had tried to reach the surface via escape ladders, but the mining company had not installed the ladders.

Jacson-4 The Jascon-4 tugboat capsized and sank in June 2013. Lone survivor Harrison Okene spent sixty hours trapped in an air pocket at the front of the boat. As he had spent so long at pressure underwater, Mr Okene would have had a heart attack if he had been brought quickly to the surface. He had to be brought up slowly in a diving helmet and put into a decompression chamber. He only thought he had been underwater for twelve hours.

WRITING**A story about a rescue**

- As a brief introduction to the topic, ask students to work in pairs or small groups and talk about any rescues they've been involved in personally or any they've heard about either in their town/city or on the news. Ask students to read the text quickly in order to answer the question: *Why did the boy need to be rescued?* (He got stuck in mud.) Check answers and make sure students understand *mud*. Now students have the gist of the story, ask them to read again and answer the questions. Ask students to compare answers with a partner before feedback in open class.

Answers

- They walked across open land to get home more quickly.
- The rescue took around half an hour.
- He needed to go to hospital because he was cold, he was in shock and his legs were very painful because of the pressure of the mud.
- His mother was grateful to the people who had worked hard and put themselves in danger to save her son.

- Focus attention on the words and elicit/point out that they are linking words, which are used to join ideas together in a text. They make a text clearer and easier to read. Put students in pairs for them to complete the exercise. Check answers in open class.

Answers

1 after 2 which 3 and 4 because 5 where
6 but 7 later

- Ask students to work in pairs and match the paragraphs to the topics (a–d). During whole-class feedback, ask them to give examples from the text to support their answers.

Answers

a 2 b 4 c 1 d 3

- The planning for this exercise can be done in class and the writing set for homework. Tell students that their rescue story can be true or made up. Brainstorm a few ideas in open class before giving students a couple of minutes to choose an idea and make notes on each of the points. Monitor and help with ideas. The focus here is on content rather than accuracy so don't worry about correct language at this point. Put students in pairs for them to take turns to tell their stories by expanding on their notes. Ask them to make a note of any vocabulary they're missing while they do this. They can ask you for this afterwards. Next, students organise their writing by following the plan in Exercise 3. Finally, students should note down key words and structures to include in their stories to increase the level and variety of their writing, before writing a final version. On completion, ask pairs to swap stories and read and evaluate each other's writing on the basis of **content** (How interesting was the story?); **organisation** (Did the story follow the organisation of the model text?); and **language** (Did they use a variety of linking words?)