

# 2 HARD TIMES

## Objectives

FUNCTIONS	talking about the past
GRAMMAR	narrative tenses (review); <i>would</i> and <i>used to</i>
VOCABULARY	descriptive verbs; time periods

Student's Book page 20–21

## READING


1 Books closed. As a warm up and to introduce the topic of historical events, draw a horizontal line on the board and write *today* at the far right end of the line. Divide the line into four sections and title the four sections from right to left: *21st Century; 20th Century; 19th Century; 18th Century*. Check students are clear that the 20th Century refers to 1900–1999 etc. Divide the class into small groups and ask them to come up with at least two historical events that occurred in their country (or abroad) for each century. You could set this up as a competition. The first group to write down two events for all four centuries wins.

Books open. Focus on the two pictures and elicit one or two similarities and differences between the pictures in open class before students discuss questions 1 and 2 in pairs. Put prompts on the board to aid discussions, such as *both pictures show ... in the first picture ... whereas in the second picture ...*. This is also useful practice for part 2 of the First Speaking test. If you're using an interactive whiteboard (IWB), this exercise would best be done as a heads-up activity with books closed. During whole-class feedback, invite students to share their ideas with the class. Focus on content rather than language at this stage.

2 Books closed. Tell students they are going to read an article about the Great Fire of London. Before reading, ask students what information they'd like to know about it. Elicit one or two questions in open class to check understanding of the task then ask students to write four or five questions in pairs. Focusing on the topic in this way encourages prediction, a useful technique for improving reading speed. Books open. Ask students which of the questions they came up with appear in Exercise 2. Give students a three minute time limit (or longer with weaker classes) to read the text and answer *all* questions (theirs' as well as those in the exercise). Tell them not to worry about understanding every word and to focus only on answering the questions. Allow students to compare answers with a partner before whole-class feedback.

## Suggested answers

1 It happened in 1666. 2 It started when an oven in a bakery got too hot. 3 It lasted for four days. 4 Some people escaped from the city on boats, while others dived into the river. 5 The Duke of York stopped it by getting his soldiers to demolish a large warehouse full of paper. This created a 'fire break', which prevented the flames from spreading any further. 6 It destroyed many houses and made many people homeless.

3  1.33 Play the audio while students read again, listen and add to their answers. You could challenge stronger students to do the exercise by listening only – with books closed. They could then read to check their answers. After reading and listening, give students time to compare their answers with a partner. Monitor and praise those making an effort to expand on their answers. Conduct brief whole-class feedback.

## BACKGROUND INFORMATION

The Great Fire of London was a massive fire which broke out in 1666. London was much smaller then, and it is estimated that 70,000 of the 500,000 inhabitants were made homeless. It was thought by many at the time that the fire had either been started by undercover agents of the Dutch government (Britain and Holland were at war at the time and the British Navy had recently set fire to a town in Holland) or by supporters of the Pope. Even if either conspiracy theory were true, the extent to which the fire spread was due to weather conditions and the highly combustible building materials used in the 17th century.

## TRAIN TO THINK

### Following an idea through a paragraph

4 Focus on the explanation and clarify that fully understanding a paragraph can take time. Reading a paragraph more than once for example, can be useful. Ask students to work individually to answer the questions. Encourage them to underline the parts of the text that give them the answers. Allow them to compare answers in pairs before nominating students to report back to the class on their answers.

## Answers

1 Three: a spark, fuel and oxygen. 2 The spark came from the hot oven in the bakery; the fuel was the food and oil in people's homes, and the wood, coal and other winter supplies in warehouses; the oxygen came from the wind. 3 The fire was difficult to fight because it started in an area of the city where the houses were very close to one another, and also because the streets were blocked with people trying to escape and with material that had fallen from houses.

## SPEAKING

Clarify that the article was one of a series describing world-changing events. You could tell students your own answers to the questions to get them started. To give their discussions a communicative aim, ask them to agree on the following in pairs: 1 *Two events that the series should include*; 2 *Three items to carry between them*. Perhaps focus on errors relating to narrative tenses in your monitoring and write these on the board, ensuring anonymity, to review following whole-class feedback. Do not interrupt students' discussions to correct mistakes unless these impede communication.

Student's Book page 22–23

## GRAMMAR

### Narrative tenses (review)

- 1 Books open. Draw students' attention to the words in bold (1–5) and ask them to match them to the correct tenses (a–d). Conduct brief whole-class feedback on this before students complete the rule in pairs. Check answers in open class. Use the example sentences to clarify the rules.

#### Answers

1 c 2 c 3 a 4 d 5 b

#### Rule

1 past simple 2 past continuous 3 past continuous  
4 past perfect 5 past perfect continuous

### Alternative approach to the grammar

If you need an alternative approach to reviewing narrative tenses, choose one or all of the following ideas for clarifying the differences between tenses.

For **past continuous** vs. **past simple**, write on the board: *I saw a parrot while I was waiting for the bus.* To provide a context for the sentence (by getting the students to come up with one) and to check meaning, ask: *Where was I? Where was I going on the bus? What did I think when I saw the parrot?* Elicit answers in open class, encouraging students to be as inventive as possible and accepting all answers. Next, ask students: *Which action began first?* (waiting for the bus); *Which action interrupted that action?* (I saw a parrot.); *Which action continued after the interruption?* (waiting for the bus). Remind students/elicited that we use the past continuous to give background information and the past simple to describe specific past actions.

For **past perfect** vs. **past simple**, write on the board: *John was very sad because his girlfriend had left him.* Ask students to identify which event happened first (*his girlfriend left him*). Get students to write the two events in the correct order on a time line.

Point out that when we use the past perfect, there is always another past event in the past simple.

For **past perfect** vs. **past perfect continuous**, write these sentences on the board: *I recognised the hotel. I had stayed there in 2004. When I arrived, I met Isobel. She had been staying at the hotel for a few days.*

To provide a context for the sentence and to check meaning, ask: *Where was the hotel? Why was I there? What did I think when I saw Isobel? Why was Isobel at the hotel?* Accept all answers. Encourage students to be creative. Ask: *Which happened first – I recognised the hotel, or I had stayed there in 2004?* (I had stayed there in 2004).

Ask students if they can say why the second example (*had been staying*) is different from the first (*had stayed*). Elicit that we use the past perfect continuous to express duration (*for a few days*) and the past perfect simple to refer to an event at a specific time in the past (*in 2004*).

- 2 Before students begin, check they understand that they need to use either the past simple or past continuous but not the past perfect. Monitor and help any students who are struggling. Also let students compare answers with a partner. During feedback, refer to the rules in Exercise 1 and use timelines to clarify differences between tenses.

#### Answers

1 noticed, took, tried 2 was looking, found  
3 were thinking, became 4 were making, started

#### Fast finishers

Students underline further examples of the past simple and past continuous in the article on page 21 and think about how they would explain the tense used in each example?

- 3 In this type of gap-fill exercise, it is always a good idea for students to read the whole text first for gist understanding and then to read a second time to complete the spaces. To encourage them to just focus on reading for gist, ask: *What was happening in Ian's house?* Students read the text quickly to answer the question. Set a time limit of 30 seconds before brief feedback. (His brother had been doing a science experiment that went wrong.) Next, students complete the spaces. Students compare answers with a partner before a whole-class check.

#### Mixed-ability

To provide more staging for weaker students: Once they've got the gist of the text, they read a second time to decide which verb goes in each gap before reading again and deciding on tense.

#### Answers

1 was walking 2 saw 3 Was ... burning 4 ran  
5 opened 6 was sitting 7 had been doing 8 had gone

#### Optional extension

Divide the class into small groups. Read out the following situations and give students a short time to think of a reason for the situation. Their reason must include the past perfect continuous. Encourage them to use their imagination and give a point for the best idea. Example: *Why was Sally standing at the bus stop looking angry? She had been waiting for twenty minutes.*

- 1 Why was Tony's face wet?
- 2 Why did Bill's feet hurt?
- 3 Why was Kate carrying two heavy bags?
- 4 Why were Josh's knees dirty?
- 5 Why did Sue have blue fingers?

If students enjoy the activity, ask them to think of more situations and swap them with another group to come up with reasons.

Workbook page 18 and page 122



Be aware of common errors related to narrative tenses, go to Get it right on Student's Book page 122.

## VOCABULARY

### Descriptive verbs

- 1 Books closed. To introduce the topic of descriptive verbs, display the following story, or one of your own, on the board.

*Sally was walking home when a man stopped her and asked her to give him her money. "No", she said. The man said "Give me your money!" again. "Help" said Sally. She ran away from the man. He ran behind her. They ran for a long time. She went into a shop. "Help" she said. "A man is behind me." But the man was not there. Sally went home.*

Ask students: *What is the problem with the story?* (The sentences are very short and the verbs are repeated and uninteresting.) Ask students to work with a partner and think of some ways to make the story more exciting. Listen to some of their ideas in open class. Try to elicit that a greater range of verbs would help. Students may also suggest the use of adjectives and adverbs which – while not the focus here – is a valid suggestion.

Books open. Explain that all of the verbs can be used to make narratives more dramatic. Encourage them to use English-English dictionaries to complete the exercise as there may not be a direct translation in their own language. They could use mobile devices if available.

### Answers

*smash*

1 to cause something to break noisily into a lot of small pieces 2 smashed / smashed

*rage*

1 to happen in a strong or violent way 2 raged / raged

*dive*

1 to jump into water, especially with your head and arms going in first, or to move under the water 2 dived / dived

*flee*

1 to escape by running away, especially because of danger or fear 2 fled / fled

*strike*

1 to hit or attack someone or something forcefully or violently 2 struck / struck

*demolish*

1 to completely destroy a building 2 demolished / demolished

*grab*

1 to take hold of something or someone suddenly and roughly 2 grabbed / grabbed

*scream*

1 to cry or say something loudly and usually in a high pitch, especially because of strong emotions such as fear, excitement or anger 2 screamed / screamed

### Alternative approach

An alternative approach to Exercise 1 would be to play a game of *Call My Bluff*. Divide the class into eight groups and give each group one of the verbs. Groups write three definitions for the verb, one of which is correct. Groups take turns to read their three definitions, the other groups guess which is the correct definition.

### Fast finishers

Ask students to close their books and to write down as many of the eight verbs from Exercise 1 as they can remember. They can open their books to check the verbs and spelling.

- 2 Check/clarify: *knocked down, make space, wallet*. Students complete the exercise in pairs. During whole-class feedback, pay attention to pronunciation of the descriptive verbs. Students may have difficulty with the /dz/ sound in *raging* and the vowel sounds /i:/ in *screaming*, /eɪ/ in *raging* and /aɪ/ in *dived*.

### Answers

1 fled 2 raging 3 screaming 4 demolished  
5 grabbed 6 struck 7 dived

### Optional extension

For further practice of these verbs and also narrative tenses, tell students they are going to think of a continuation for one of the sentences. If necessary, give a quick example of a story to continue the example sentence:

*He swam for ten minutes, enjoying the cool water and thinking about what he was going to have for dinner. He was so relaxed that he nearly fell asleep. He had been floating for ten minutes when suddenly he heard a sound and turned round to see a grey triangle coming towards him. Is that a shark?! He screamed and swam as fast as he could and got back to the beach. He turned round and saw a grey plastic bag floating on the water.*

Divide the class into seven groups and assign each group one of the sentences from Exercise 2. Ask them to work together to invent a story. Tell them they should all write down notes to help them remember the story. Monitor and help with vocabulary and ideas. When students have completed their stories, regroup the class into groups of seven including one person from each of the original groups. Students tell each other their stories. Hold a class vote to decide on the best one.

Workbook page 20

## PRONUNCIATION

To practise the pronunciation of initial consonant clusters with /s/, go to Student's Book page 120.

## LISTENING

- 1 Books closed. As a warm up, ask students to make a list of any pets they or members of their extended family/friends/neighbours have. Divide the class into small groups and ask students to compare their lists and tell their partners some of the things that the animals have done wrong – dogs eating furniture, cats leaving hairs everywhere, rabbits digging up the garden, etc. Listen to some examples in open class as feedback. Come to an agreement on which is the worst thing. Show a photo of a courtroom on the board in order to pre-teach: *take someone to court/be put on trial*. Ask: *Do you think the animal should be taken to court for this 'crime'? Are there any crimes that animals should be put on trial for?* Listen to their ideas and encourage whole-class discussion. Books open. Focus attention on the photo and elicit students' predictions in open class. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed.

- 2 1.16 Tell students they are going to listen to someone talking to a class about animals going to court. Consider adding these questions to those in Exercise 2 to ensure students have a clear understanding of the gist:

*How did the class react to the story? (They found it funny); Which animal does the man talk about? (a rat).*

Play the audio while students listen and answer the questions. Tell them not to worry if they don't understand every word. If you're using an IWB, ask students to close their books and look at the board. This will avoid them being distracted by and perhaps trying to complete Exercise 3 on first listening. Students compare answers with a partner before a whole-class check.

### Answers

- 1 Animals were taken to court from the Middle Ages to the nineteenth century. 2 It happened all over Europe, America and in some other countries.

### Audio Script Track 1.16

Ryan OK, let's get started. In the last class, Claire gave a talk on how hard life was for people in the Middle Ages, with all those terrible illnesses, like the Black Death and so on. Today, I'm going to be talking about something completely different: animals from those times. I read a very interesting book recently that I want to talk about. It's a book about court cases against animals.

Class Court cases against animals? Really? Sounds like a joke. How's that possible?

Ryan I know it sounds like a joke, but it isn't. Animals were put on trial for doing bad things, just as humans were. It happened all over Europe, but also in America and in other countries. This went on throughout the Middle Ages, right up to the nineteenth century. All sorts of animals were taken to court – dogs, cows, horses, rats, even flies and mosquitoes – and for various reasons. Quite often, the reason was that an animal had attacked and killed a human. Of course, those cases never had a happy ending for the animal. But sometimes the court cases weren't so serious, and they're amazing to read about these days. I'd like to share one funny example with you today. It was a court case somewhere in France. Rats were taken to court because they'd stolen food from people's houses. Of course, the rats didn't turn up in the courtroom. There was a man who spoke for the rats, and he was absolutely brilliant. At the beginning of the meeting, he said that the rats weren't there because they moved from village to village, so they'd never received an order. Then he said that even if they did ever receive an order, they'd never come to a court meeting because nobody could guarantee that they'd be safe. He also said that everybody knew that cats killed rats, so as long as there were cats in the streets, rats could never be sued because they'd never be safe. Finally, nobody could find any reasons why what he'd said wasn't correct. The court case ended well for the rats. No one could prove they were guilty, so nothing happened to them, but, well, they hadn't come to the meeting anyway ...

- 3 1.16 This exercise is closely modelled on Listening Part 4 of the Cambridge English: First exam. Check/clarify: *hunting* (searching for animals to kill) and *be found not guilty* (a court decides that somebody is innocent). Give students time to answer the questions from memory in pairs. Play

the audio while students listen and check answers. Students compare answers in pairs before checking in open class.

### Answers

- 1 B 2 A 3 B 4 C 5 B

### BACKGROUND INFORMATION

Animal trials took place in Europe between the 13th and 18th centuries. Animals were charged with crimes such as murder and criminal damage. If an animal was found guilty, they were executed.

## THINK VALUES

### Animal rights

- 1 Do the first one in open class to demonstrate the task. Students complete the exercise in pairs. Check answers with the whole class.

### Answers

Scenario A: 2 & 3 Scenario B: 1 & 6 Scenario C: 4 & 5

- 2 Tell students they are going to discuss statements 1–6. With quieter groups, consider dividing the class into As and Bs. Tell As (animal 'indifferents') they need to argue in favour of statements 2, 3 and 6. Tell Bs (animal lovers) they should argue in favour of 1, 4 and 5. Forcing opinions like this can generate more discussion and free students from worrying about expressing their own ideas. Make groups of As and Bs to plan their arguments and make notes. Monitor and encourage quieter students to participate by prompting more confident students to invite all of their team-mates to contribute. Regroup students into groups of 6 (AAABBB) and ask them to debate the statements. As a follow-on, ask students to discuss their real opinions. Listen to these in open class and encourage further discussion.

### Student's Book page 24–25

### READING

- 1 A recording of this text is available with your digital resources. Books closed. Write these questions on the board and ask students to discuss them in pairs or small groups: *What do you know about life in your country in the seventeenth century? How was it different from life today? Where did people live? What did they eat? What did they wear?* After five minutes, bring the class together and listen to some of their ideas. If you're using an IWB, do an internet search for life in the seventeenth century and show images and invite discussion. Books open. Students look at the pictures and titles and discuss in pairs what each paragraph might contain. Tell them not to read the paragraphs yet. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed. Listen to their predictions in open class and write them on the board, but do not confirm answers at this stage.



- 2 Students read the article to check their predictions. Set a three-minute time limit to encourage students to skim the text and not focus on every word. Check answers in open class. During feedback, focus students on the board and elicit which predictions were correct.
- 3 Students read the text again and answer the questions. Ask them to underline the key parts of the text which gave them their answers. Students compare answers in pairs before open class feedback. Encourage students to explain their answers by referring to the text they underlined both during pair and class-checking stages.

### Answers

- 1 F Life was becoming more comfortable for people who had money.  
2 F There weren't many elderly people because people died young. 3 T 4 T 5 T

- 4 **SPEAKING** During pair discussions, monitor and encourage students to express themselves in English and to use vocabulary from the unit. Praise those attempting to develop their answers. During whole-class feedback, nominate students to report back on their discussions and review any common errors. Focus on those related to narrative tenses and unit vocabulary.

### Optional extension

To focus more closely on the vocabulary in the text, write on the board:

- 1 buying and selling 2 normal, nothing special 3 33.333%  
4 people who look after sheep 5 often 6 things that you can sleep on 7 unusual, not common 8 look after 9 dream (verb) 10 easy

Put students into pairs and ask them to find words in the text that match the definitions.

The definitions follow the order of the text. This can be set up as a competition, with students racing to find the answers as quickly as possible. This will encourage students to quickly scan the text to find the words. When you have a winner, check answers with the whole class. Answers: 1 trade; 2 ordinary; 3 one in three; 4 shepherds; 5 frequently; 6 mattresses; 7 rare; 8 care for; 9 fantasise; 10 simple

## GRAMMAR

### would and used to

- 1 Students should try to complete the example sentences before looking back at the text to check their answers. Next, ask students to complete the rule, encouraging them to refer to the example sentences to help them. Clarify the difference between past habits or repeated actions and past states, drawing attention to the verbs that are used to describe a state or situation (*have, be*).

### Answers

- 1 used to 2 would 3 didn't use to 4 used to

### Rule

- 1 used to/didn't use to 2 would(n't)

- 2 Do number 1 in open class. Students complete the exercise and then compare answers with a partner before whole-class feedback.

### Answers

- 1 would / used to 2 used to 3 used to 4 used to  
5 used to 6 used to

### LANGUAGE NOTE

Students may produce questions like: *\*Would you like Mickey Mouse when you were little?* We cannot use *would* with state verbs to describe a repeated past action, we use the question form *did + use to*. Students may find it helpful to translate examples into L1 and compare the two.

- 3 This exercise can be set for homework. Even if you decide to do that, do number 1 in open class. Remind students to read each one carefully and think about which form should be used (positive, question or negative). Check answers.

### Answers

- 1 A: Did ... use to / B: used to 2 didn't use to  
3 A: Did ... use to / B: used to 4 didn't use to  
5 A: Did ... use to / B: used to 6 didn't use to

### Fast finishers

Ask students: In which of the sentences in Exercise 3 could *would* be used? (3 and 5)

### Optional extension

Ask students to think of things they used to play with when they were young children. Elicit one or two examples in open class and prompt students to use *used to / would*. Students continue discussing in pairs. Nominate one or two pairs to share their ideas during feedback. You could even hold a class vote to find out which the most popular childhood toys were.

Workbook page 19 and page 122

## VOCABULARY

### Time periods

Students match in pairs prior to a whole-class check.

### Answers

- 1 b 2 c 3 a 4 a 5 c 6 b 7 b 8 b 9 a

Workbook page 20

## FUNCTIONS

### Talking about the past


To generate interest in this exercise, show a variety of pictures of different things from a particular period and ask students to guess which period they are from. Divide the class into pairs or small groups. Perhaps do an example yourself to get them started. Tell students they should speak for one minute on their topic without interruption. Encourage students to use *used to*, *would* and phrases to refer to time periods in their answers. If appropriate, ask students to time their partners using their mobile devices. Monitor to ensure students are on task, but as this is a fluency practice activity, do not interrupt to correct mistakes.

#### Optional extension

Put students into pairs and ask them to choose a topic and a time period e.g. food in the 1970s. Ask students to do an internet search to find information on their topic and prepare a short presentation. Regroup students into small groups for them to present their information. During feedback, ask students which things were better in the past.

### Student's Book page 26–27

## CULTURE

- Books closed. As a warm up, write these questions on the board:  
*Does it snow every year in your country?*  
*How does your life change when it snows? What becomes more difficult?*  
*Would you like it if it snowed more?*  
Students discuss in small groups. Listen to their answers in open class and encourage further discussion. Books open. Focus attention on the photos and ask students to discuss the questions in pairs. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed. During feedback, invite students to share their predictions with the class and make a note of them on the board, but do give away answers at this stage.
-  1.17 Using images found via an internet search engine, pre-teach: *igloo*, *stove*, *binoculars*, *seals*, *whale*, *reindeer*. Play the audio while students read and listen to check the predictions written on the board. During feedback, ask students which of them were correct.
- Students read the article again to answer the questions. Tell students to underline the parts of the article that help them choose their answer. Monitor to ensure they are doing this. Students compare answers with a partner. During feedback, ask students to quote the information they underlined that supports their answers.

#### Suggested answers

1 The winters are long, bitterly cold and windy inside the Arctic Circle. 2 Akycha survives by staying overnight in a little igloo that he makes himself. 3 Akycha hunts seals and whales, and he does it by hiding behind a screen of white canvas and shooting the animals with a gun. 4 They can't stay in one place for too long because the moss that the reindeer eat takes a long time to grow back. They therefore need to move to a new place to find more food.

- SPEAKING** Put students into similar-ability pairings to discuss the questions. Monitor, helping with vocabulary as required and encouraging students to use English rather than L1. Listen to some of their answers in open class.
- VOCABULARY** If you're short on time, set this exercise for homework. Otherwise, put students into pairs to complete the exercise.

#### Mixed-ability

Ask stronger students to not look at the definitions and to just use the context provided by the article to try to work out meaning of the highlighted words. They then refer to the definitions to check their ideas. Weaker students work in pairs to match definitions and words from the article directly.

#### Answers

1 last 2 left behind 3 overnight 4 on the move  
5 bear 6 herds 7 moss 8 breeding

## BACKGROUND INFORMATION

The Arctic Circle is the northernmost area of the Earth. Very few people live there (roughly 4 million) due to the harsh weather conditions – there are high winds, a constant coating of snow and average temperatures of -40 degrees centigrade in winter.

The Inuit people are the native inhabitants of the Arctic Circle. Numbering around 60,000 they live throughout the Arctic Region. They were previously known as Eskimos. The Inuit are traditionally a wandering people who spend part of the year travelling in search of food. They traditionally used dogs, sleds, kayaks and harpoons to hunt whales. In the 20th century, due to the arrival of whaling operations and the search for oil, Inuit numbers have decreased significantly and their traditional way of life has almost disappeared.

## WRITING

### A magazine article about a historical event

- As a lead-in to this activity, ask students what they know about Berlin. Students read the article and answer the questions. Let them check their answers with a partner before whole-class feedback.

#### Answers

1 In 1961 the Berlin Wall was built. 2 In 1989 there were a number of radical political demonstrations across Eastern Europe. East Germans were allowed to visit West Berlin and this led to the fall of the Berlin Wall. 3 In 1990 the two nations of East and West Germany became one.

- Students read the article again and work with a partner to find examples of 1–5. During feedback ask concept-check questions to check understanding of the different forms. If students find any of the grammar difficult, take the opportunity to go back in the book and review the item.
- Tell students that there is a basic format which should be followed when writing an article. With the whole class, look quickly through the article and elicit the order of the paragraphs.

#### Answers

1 Paragraph 2 2 Paragraph 3 3 Paragraph 1

- 4 Ask students to choose an event that shook the world. If you want students to work together on the final article, they should choose an event they are both familiar with. Students make notes on the event and decide how to organize the information in their article. If mobile device use is permitted, encourage them to search for information on the Internet. Students can use the text about the fall of the Berlin Wall as a template.
- 5 This can be set as homework or it can be done as a collaborative writing activity in class with pairs of students working together. On completion, ask students to exchange their texts with another pair for them to read and give feedback on content and structure. Students could check if the article uses the same structure as the template. They should also decide which the most/least interesting part of the article is. If you decide to collect students' work and mark it, avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to demotivate learners than to make them try harder next time.

Student's Book page 28–29

CAMBRIDGE ENGLISH: Towards First

THINK EXAMS

## READING AND USE OF ENGLISH

### 1 Part 1: Multiple-choice cloze

#### Answers

1 C 2 D 3 A 4 B 5 A 6 D 7 C 8 B

Workbook page 17

## TEST YOURSELF UNITS 1 & 2

### 1 VOCABULARY

#### Answers

1 travel 2 break 3 change 4 do 5 make  
6 grab 7 retire 8 give up 9 smash 10 scream

### 2 GRAMMAR

#### Answers

1 see 2 are going to 3 'll love 4 used to love  
5 'm seeing 6 was looking

### 3

#### Answers

- When he was young, my dad used to ~~reading~~ **read** books about nature.
- When I got to the house, there was no one there. The party ~~finished~~ **had finished**.
- I ~~am running~~ **run** in the park every morning before school.
- We're really excited because we ~~will go~~ **are going** on holiday next week.
- He was tired because he ~~had been running~~ **had run** two kilometres.
- While I was cycling in the park, I ~~was falling~~ **fell** off my bicycle.

### 4 FUNCTIONAL LANGUAGE

#### Answers

- always; I don't like
- olden; these days
- are having; I'll see
- uses; this day and age