

# 1 Get up and go!

## Unit aims:

**Topic:** Exercise

**Grammar**

Present tense review;  
 Past tense review

**Vocabulary**

Fitness;  
 Phrasal verbs and expressions with *get*

**Interaction, Speaking and Pronunciation**

*Speak:* Talking about exercise

*Pronunciation:* /ɪz/

*Interaction 1:* Catching up with a friend

**Listening, Reading and Portfolio**

*Read:* Capoeira

*Listen:* Shaolin monks

*Portfolio 1:* An informal article

**Graphic novel**

*Crash*


## 1 Read and listen

- a** Books closed. Introduce the word *exercise*. Name two or three types of exercise (e.g. *running*, *swimming*, *climbing*, etc.) and write them on the board. Divide the class into groups of three or four. Give them a few minutes to brainstorm more types of exercise. Ask groups to report back to the class. Then ask: *What's your favourite form of exercise? What types of exercise don't you like?*

Students open their books at page 4. Read out the four headings and explain the task. Students skim through the text quickly to get a general idea of the content and match the headings with the paragraphs. You might want to pre-teach some of the key vocabulary, e.g. *passion*, *martial arts*, *stretch*, *rhythm*, *lyrics*, *to train*, *tobacco plantations*. Ask students to compare answers in pairs before a whole-class check.

**Answers**

1 What is Capoeira? 2 Moves  
 3 Music 4 History

- b**  **1.2** Ask students to read through sentences 1 to 6. Play the recording while students read and listen. Students read the sentences again and complete the exercise. Tell them to correct the wrong sentences. Ask them to compare answers in pairs before a whole-class check.

**Answers**

1 ✓ 2 – 3 X They swing from side to side.  
 4 ✓ 5 X New songs are being created all the time. 6 ✓

- c** Tell students they are going to search for the words in the text. Encourage students to think carefully about the type of word as well as the meaning they are searching for when doing this exercise.

Read out the first definition. Students read through the paragraph and identify the word which best fits the definition (*define*). Students then work in pairs to complete the rest of the exercise.

**Answers**

1 define 2 combination 3 swing  
 4 slaves 5 beliefs

- d** Students work in groups to discuss the questions. Set a three-minute time limit for this activity. Ask a student from each group to report their answers to the class.

### Optional activity

Write these words on the board: *kick*, *swing*, *stretch*, *fall*. Ask students to find them in the text. Check the meaning of the words. Ask students to describe the moves of Capoeira. Students then work in pairs to describe another form of exercise or create a new form of exercise. They think of a name for their exercise and the moves that it involves, e.g. *stretching*, *jumping*, *swinging* etc. Ask a student from each group to read out their description. You could have a class vote on which exercise sounds the most enjoyable.

## 2 Grammar

### Present tense review

- a** Ask students to look at the text on page 4 again. Ask: *What do players do when they play Capoeira? (They swing and kick.) What is growing fast? (Capoeira.) Where have Capoeira schools opened? (All over the world.)* Students find the answers in the text. Write the answers in full on the board. Point out the different tenses, and ask students if they can name them. Do not confirm their answers. Students open their books at page 5 and match the sentences from the text with the tenses.

#### Answers

- 1 present perfect    2 present continuous  
 3 present simple    4 present simple  
 5 present perfect

Students then look at the rules and choose the correct words to complete them. Ask them to compare answers in pairs before a whole-class check.

#### Answers

- present simple
- present simple
- present continuous
- present perfect
- present perfect

**Weaker classes:** Revise the forms of the present tenses in the review more thoroughly, eliciting example sentences from students to describe their own lives, e.g. *I live with my parents, I am studying history at school, I've played the guitar for five years.* You can also elicit time expressions that are commonly used with the tenses covered in this exercise and write them on the board. For example:

**Present simple:** *usually, often, sometimes, never, every day, every week, in the afternoon, at the weekend, on Fridays*

**Present continuous:** *now, right now, at the moment, today*

**Present perfect:** *recently, ever, never, for, since, this week, this month, this year*

### Language notes

- 1 Explain that events described by the present continuous may not be happening literally at the moment of speaking. For example, in a sentence like *I'm learning Spanish this year* the speaker is referring to the present period of time, not to the exact moment of speaking.

- 2 Many languages use the present tense to convey the idea of an action that began in the past and continues in the present. Students might produce sentences like *I live here for six months* or *I play computer games since 2010*. Remind them to use the present perfect in English in these sentences.

- b** Students complete the sentences with the correct verb forms.

**Weaker classes:** Look at the first sentence with the class as an example. Point out that *does* is correct because the action happens regularly (*every day*). If necessary, go through another example, helping students to recognise whether the sentence describes an action happening now, a fact, habit or routine, an action which started in the past and continues to the present or an action which happened at some time in the past.

#### Answers

- 1 does    2 is playing    3 Have ... tried  
 4 don't know    5 isn't wearing  
 6 has never visited

### Check it out!

Ask students to look at the information in the box. You could point out that although the present continuous is not usually used for verbs of liking, the verb *enjoy* is an exception.

*I enjoy films.* (= a fact)

*I'm enjoying this film.* (= this is happening now)

#### Corpus examples for use of verbs not usually used in the continuous form

- 1 I am also wanting to know about your sales figures. Correct sentence: I also want to know about your sales figures.  
 2 I am not agreeing with this point of view. Correct sentence: I don't agree with this point of view.

- c** Pre-teach *fit, belly dancing, drum* and *have fun* (meaning 'to enjoy yourself'). Give students a minute or so to skim quickly through the text before they start the exercise. Then ask them to describe what is shown in the photo. Students work in pairs to complete the text with correct form of the verbs.

#### Answers

- 1 do ... want    2 don't know    3 is  
 4 is becoming    5 play    6 has opened

- d** Elicit everyday activities and write them on the board, e.g. *watch TV, play sport, play computer games*. Give students a few moments to think about

their ideas. Students then exchange ideas in pairs. Encourage them to ask follow-up questions. When they have finished, ask different students to tell the class what they found out about their partner.

### Optional activity

Ask students to write five sentences about themselves, some true and some false, using the present simple, present continuous and present perfect, e.g. *I live with my parents, I'm learning English, I've met Robert Pattinson*. In pairs, they take it in turns to read out their sentences. Their partner responds with *Yes, that's true* or *No, you don't/aren't/haven't!* Then ask several different students to read out one of their sentences for the class to respond to.

## 3 Speak

- a** Students can work alone or in pairs to match the halves of the questions. Fast finishers can be asked to write three extra questions using the present simple, present continuous and present perfect. These questions can be added to the list to ask their group in Exercise 3b.


### Answers

1 E 2 A 3 G 4 D 5 C 6 B 7 F

- b** Divide students into groups of three or four. Give students a few minutes to ask and answer the questions from Exercise 3a. Encourage them to ask follow-up questions for extra information. Monitor and help if necessary.
- c** One student from each group reports back to the class on what they talked about in Exercise 3b. You could have a class vote on which exercises/sports are the most and least popular.

## 4 Vocabulary

### Fitness

- a**  1.3 Books closed. Elicit all the words students know connected to exercise (*play, swim, jump* etc.) and write them on the board.

Students work in pairs to match the words with the definitions. Point out that some of the words might be similar to words in their language (e.g. *energetic, flexible, active*). Encourage students to use dictionaries to check new words. Play the recording and then check answers with the class.

### Audioscript/Answers

- A 6 train  
 B 8 work out  
 C 5 stretch  
 D 7 warm up  
 E 4 flexible  
 F 2 energetic  
 G 3 fit  
 H 1 active

- b** Give students two minutes to write down as many other words for fitness and exercise as they can. Examples could include *rollerblading* and *skiing*, which were seen in *Interactive 1* and *2*. Write the words on the board. Ask students to use their dictionaries to find the nouns from the words in Exercise 4a, e.g. *activity, energy, flexibility, training*. Ask students to record these, together with the words from Exercise 4a, in the vocabulary section of their notebook.
- c** Tell students to read through the text before they start the exercise. Go through the first sentence with them as an example. Students then work in pairs to complete the text.

### Answers

1 active 2 warm up 3 stretch 4 working out 5 fit 6 flexible 7 energetic 8 train

- d** Ask two students to read out the questions. Students discuss the questions in pairs. Encourage them to ask follow-up questions for extra information. Ask students to report back about their partner. Ask the follow-up question: *What's the best way to keep fit?* Elicit ideas and write them on the board. Students then decide on the best five ideas and finally vote on the one activity they think is the best way to keep fit.

### Optional activity

Divide the class into two teams. Say a word from Exercise 4a, which teams take turns to spell. If neither team makes a mistake both teams win a point. If one team makes a mistake, give the other team the chance to win the point by spelling the whole word correctly. The team with the highest score at the end is the winner.

## 5 Listen


- a** Ask students to look at the photo. Discuss the questions with the class, then write *Shaolin monks* on the board. If the class are not familiar with the monks, explain a little about them and what they do.

### Background information

#### Shaolin monks

The Shaolin monks are Zen Buddhists from Henan Province in China. The Shaolin temple was founded in AD 495. The monks are famous around the world for their theatrical shows which draw on their mastery of Kung-fu and demonstrate their extraordinary strength and skill.

b

 **1.4** Tell students they are going to listen to an interview about a boy who became a Shaolin monk. You may want to pre-teach *get up and go* (meaning 'to have enterprise, initiative and ambition'), *internet access*, *bucket*. Play the recording. Students order the events (1–4).

#### Answers


- 1 He saw the Shaolin monks in London.
- 2 He joined a martial arts club.
- 3 He went to China.
- 4 He travels the world with the Shaolin monks.

#### Audioscript

- Presenter:** Today we're talking about people with get up and go. Suki has been to watch the Shaolin monks and has spoken to Matthew Ahmet, a British boy who is a Shaolin monk. Suki, how was the show?
- Suki:** Well, the Shaolin monks are amazing – they're so strong and fit! I felt very unfit while I was watching them.
- Presenter:** Why is Matthew's story so special?
- Suki:** Well, Matthew wanted to become a Shaolin monk when he was just 11 years old. He saw the monks in London and while he was watching he decided to become a monk. He went home and told his parents, but they didn't believe him.
- Presenter:** Well, 11 is very young to make such a big decision.
- Suki:** Yes, it is. But Matthew was serious. He joined a martial arts club and he used to train every day before school. Then, when he was 17, he asked his parents if he could go to China to train with the real Shaolin monks.
- Presenter:** What did they say?
- Suki:** They weren't very happy because they wanted him to study and get into university, but finally they said he could go to China for one year.
- Presenter:** What was his life like when he got to China?

- Suki:** It was very difficult. When he lived with his parents he used to have a lovely room with a computer and internet access, but in China he had an empty room and slept on a hard bed. Also, he didn't understand the language and didn't have any friends.
- Presenter:** That's hard. And what about his daily routine?
- Suki:** Well, he was woken up at five o'clock every morning and he trained 10 hours a day. He trained until he couldn't walk and he only had one shower a week – a bucket of cold water.
- Presenter:** Ooohh – that sounds horrible! Did he want to come home?
- Suki:** No, he didn't. Little by little he got fitter, he began to speak the language and he started to get on with the other monks. And this helped him to get through the first few difficult months. Now Matthew loves his new life.
- Presenter:** And now he travels the world with the Shaolin monks, doesn't he?
- Suki:** Yes, but his real dream is to help young people. He teaches young people that they can be strong without being violent. He also wants to get across the message that you can do anything in life if you try.
- Presenter:** What an incredible story!

c

 **1.4** Ask students to read the questions before they listen again. Then play the recording. Students listen and answer the questions.

Play the recording once again, pausing where appropriate to check the answers. Elicit other information that students have picked up from the interview.

#### Answers

- 1 He was 11.
- 2 They wanted him to go to university.
- 3 Ten
- 4 Young people.

### Culture Vulture




Ask students to read the information in the box then discuss the questions with the class. Ask follow-up questions such as: *Do you enjoy doing PE at school? What PE facilities does your school have* (e.g. tennis courts, football pitches)?



## 6 Pronunciation

**DVD** As an optional visual alternative to the audio CD, this exercise is available on the DVD.

**/ɪz/**


- a**  **1.5** Start by writing *goes* and *watches* on the board and asking students to distinguish between the pronunciation of the final *-es* in each word. Tell students they are going to focus on the /ɪz/ sound at the end of *watches*. Read the instructions for the exercise with the class. Ask students to look at the words in the list. Play the recording. Students listen and write the form with the /ɪz/ ending.

### Audioscript/Answers

- 1 house houses
- 2 class classes
- 3 exercise exercises
- 4 wash washes
- 5 stretch stretches
- 6 George George's


### Language notes

When the word ends in /s/, /z/, /ʃ/, /tʃ/ or /dʒ/ and we add *-s*, *-es* or *'s*, the new syllable at the end of the word is pronounced /ɪz/, e.g.: *dance, dances; watch, watches; box, boxes; Chris, Chris's*.

- b**  **1.6** Play the recording. Students listen and tick the words they hear that end in the syllable /ɪz/. Check the answers and then play the recording again for students to repeat.

### Answers

dances, chooses, Chris's, messages, teaches, fishes

- c**  **1.7** Play the recording. Ask students to repeat, first in chunks (*Jess sends messages/about dances and exercises/to George's phone/during Chris's classes*) and then as a whole sentence. Tell students to gradually say the full sentence faster and faster.

### Optional activity

Write the following on the board:

#### AB

- |            |           |
|------------|-----------|
| 1 choose   | chooses   |
| 2 wash     | washes    |
| 3 watch    | watches   |
| 4 exercise | exercises |
| 5 Chris    | Chris's   |

Say one of the words in each pair. Students listen and circle the correct word.

## 7 Grammar

### Past tense review

- a** Books closed. Remind students about Matthew, whose story they listened to in Exercise 5. Ask: *What did he join? (He joined a martial arts club.) When did he decide to become a Shaolin monk? (When he was watching them in a show.) What did he use to do before school every day? (He used to train.)*

Students open their books at page 7. Read out the examples and draw particular attention to the form of the words in bold. Students then complete the matching exercise. Check answers.

### Answers

- 1 past simple 2 past continuous  
 3 *used to* 4 past simple

Students then look at the rules and choose the correct words to complete them. Ask students to compare answers in pairs before a whole-class check.

### Answers

- past continuous
- past simple
- *used to*

**Weaker classes:** You can revise the forms in the past tense review more thoroughly, eliciting example sentences from students to describe a significant moment in their own lives, e.g. *I joined the swimming club when I was ten. I used to swim every day after school. I decided to become a great swimmer when I was watching the Olympics on TV.*

### Language notes

- 1 Students may make mistakes producing the negative and question forms of the past simple. They may produce sentences like *I didn't went to my friend's house yesterday* or *What did you saw at the party?* Point out that in negative and question forms, the main verb is in the infinitive form. Remind students that *be* is an exception. It is not used with the auxiliary verb *do* in either the present or the past, and the question is formed by simply changing the order of the subject and verb.
- 2 Students might have trouble understanding the difference between the past continuous and the past simple. Emphasise that the past continuous describes an activity in progress at a particular time in the past. This often forms the 'background' for specific events

that happened during this time – for specific events we use the past simple. Ask students to look at example 2 in the grammar box in Exercise 7a. Write the following timeline of this sentence on the board to help students understand the difference between the two sentences. Ask: *When did he decide to become a monk? (While he was watching TV.)*

While he was watching TV he decided to become a monk.

PAST NOW

### Check it out!

Ask students to look at the information in the box. Emphasise that *used to* is used for habitual actions in the past. It cannot be used to describe a single specific event in the past – for this we use the past simple.

- b** Pre-teach *energy drinks* and *energy boost* (*a sudden increase in your energy levels*). Give students a minute or so to skim quickly through the text before they start the exercise. Then ask them to describe what is shown in the picture. Students work in pairs to complete the text with the correct form of the verbs.

#### Answers

1 became 2 used to drink 3 discovered  
4 started 5 drank/used to drink  
6 were doing 7 needed

- c** Students work individually or in pairs to complete the sentences with the correct form of the verb.

**Weaker classes:** Look at the first sentence with the class as an example. Point out that *learnt/was* are the correct forms because the sentence refers to a completed action in the past. If necessary, go through another example, helping students to recognise whether the sentence describes a completed action in the past, an action in progress at a particular time in the past or a repeated action in the past.

#### Answers

1 learnt ... was 2 used to play 3 saw ...  
was running 4 did ... go ... didn't know ...  
were 5 wanted ... joined ... started  
6 didn't use to be

- d** Allow students a few minutes to prepare their ideas individually. Students work in pairs to exchange their ideas. Encourage them to ask follow-up questions for extra information. One student from each pair then reports back to the class.

## 8 Vocabulary

### Phrasal verbs and expressions with *get*

- a** 1.8 Books closed. Elicit *get up* and write it on the board. Explain that *get up* is a phrasal verb and that phrasal verbs are formed with verbs and prepositions or adverbs. Ask: *Do you know any other phrasal verbs?* Write students' ideas on the board.

Students open their books at page 8. Students match the phrasal verbs with the uses. They can compare answers in pairs.

Play the recording and then check answers with the class. Remind students that they should keep an organised Vocabulary section in their notebooks. Students should have a special section for phrasal verbs, beginning by recording the ones introduced here.

#### Audioscript/Answers

A 6 get out of  
B 1 get into  
C 2 get through  
D 3 get across  
E 5 get on with  
F 4 get on with

- b** Explain that students should replace the underlined words with a phrasal verb from Exercise 8a. Make sure that students understand that they also have to think of the form of the phrasal verb, and will therefore need to read the sentence carefully. Go through the first one as an example. Students can work in pairs on this exercise.

**Weaker classes:** Look at the first sentence with the class as an example. Point out that *get out of doing something* is correct because the sentence refers to someone who is trying to avoid tidying their room. You could elicit further example sentences using the phrasal verbs, helping students to recognise the very specific meaning that each phrasal verb has.

#### Answers

1 get out of 2 got through 3 get on with  
4 got into 5 get across 6 get on with

- c** Make sure students understand the meaning of the verbs in the list. Students then match the verbs with the expressions with *get* in the sentences. Check answers with the class.

#### Answers

A 4 arrive  
B 2 become  
C 1 obtain  
D 3 receive

## Language note

Explain that the expressions with *get* are less formal than the verbs *arrive*, *become*, *obtain* and *receive*. Encourage students to use the expressions in more informal or conversational contexts.

- d** Ask students to work in pairs to do this exercise. Students look at the expressions and decide which meaning of *get* from Exercise 8c applies to each one.

### Answers

2 arrive 3 receive 4 obtain 5 receive  
 6 become 7 become 8 arrive

- e** Divide the class into Student A and B pairs. Student A remains on page 8 while Student B turns to page 124. Read out the instructions. Give students a few minutes to complete their questions. Remind students that they need to put the verbs into the correct form. Monitor and help as necessary. Students then work in pairs to ask and answer the questions. At the end of this activity, ask students to tell the class the most interesting thing they found out about their partner.

### Answers

**Student A:** 1 get home 2 get better  
 3 get tired 4 got to school 5 got home  
**Student B:** 1 get text messages 2 get  
 3 get on with 4 get through 5 get into


## Optional activity

Students work in pairs. They use the phrasal verbs with *get* in Exercise 8 to ask and answer questions, e.g. *Who do you get on with in your family? What lessons would you like to get out of? When do you get on with your homework? When do your parents usually get home from work? Do you find it difficult to get your message across in another language? Which subjects do you think you are getting better at?*

## Interaction 1

**DVD** As an optional visual alternative to the audio CD, this exercise is available on the DVD.

### Catching up with a friend

- a**  **1.9** Books closed. Write *catching up with a friend* on the board. Explain that the phrase *catch up* means 'to talk with a friend you haven't seen for a while about what you've done recently'. Pre-teach *for ages* (*for a long time*), *catch you later*

(*see you later*), *What have you been up to?* (*What have you done recently?*), *What's new?* (*What's your news?*), *see you around* (*an informal way of saying goodbye*).

Students open their books at page 8. Explain that they are going to hear a conversation between two teenagers who are meeting for the first time in a long while. Play the recording and elicit the answer to the question.

### Audioscript

**Mickey:** Hiya, Jess. I haven't seen you for ages. How's it going?

**Jessica:** Great. And you? How are things?

**Mickey:** Fine, thanks. So, what's new?

**Jessica:** Oh, lots of things. I've been to Greece on holiday. I got back home yesterday. It was so hot in Greece it was unbelievable, but I had a fantastic time – I went water skiing. And I've started Judo lessons to try and get fit. What about you? What have you been up to?

**Mickey:** Oh, nothing really.

**Jessica:** By the way, guess what?

**Mickey:** What?

**Jessica:** My brother's got into sports college.


**Mickey:** That's great! Is he excited?

**Jessica:** Yeah. He got his exam results last week and he passed everything. You know my brother, he loves working out at the gym and playing football. He can't wait to go to college. Anyway, I've got to go now.

**Mickey:** Yeah, me too. See you around.

**Jessica:** Yeah, catch you later.

**Answers** The sports that are mentioned are: skiing, judo, working out at the gym and playing football.

- b**  **1.9** Play the recording again. Students match the sentences.

### Answers

1 B 2 E 3 A 4 C 5 F 6 G 7 D

- c** Before students begin, revise the phrases for catching up with a friend, making sure students know how to use them. Divide the class into Student A and B pairs. Student A turns to page 118 and Student B turns to page 121. Read out the instructions and refer students to Interaction 1 on the cover gatefold. Give them a few minutes to read through the information. Students work in pairs to prepare and practise their conversations.

## Portfolio 1

### An informal article

- a** Elicit or teach *article* and write it on the board. Ask: *Do you read articles in magazines or on websites? What type of articles do you like to read? (e.g. about music, sport, entertainment, technology etc.)* Ask students to look at the title of the article. Read out the information. Students then quickly read Keira's article to find the answer to the question.

**Answer** Yes, Keira really enjoys keeping fit now.

- b** Ask students to read questions 1–4. Students then read Keira's article again and answer the questions.

#### Answers

- 1 Get up and go – skating!
- 2 Students who read the school website
- 3 four
- 4 paragraph 1: her name and hobby  
 paragraph 2: how she started inline skating  
 paragraph 3: her first experience of skating  
 paragraph 4: how she feels about skating now

- c** Read out the example words. Students work in pairs to find further examples of informal language in Keira's article.

**Answers** You know, get out of, get on well, so, so much fun, get up and go

### Check it out!

Ask students to look at the information in the box. Make sure students understand the idea that an informal article must be personal, friendly and conversational, in order to make the reader feel that the writer is speaking directly to them.

- d** Ask a confident student to read out the announcement. Explain that students are going to write an article for a school website. Tell them to use the kind of informal language used in Keira's article and to follow the advice listed in the Check it out! box. Give students 10–15 minutes to complete this activity. Monitor and help with vocabulary as necessary.
- e** Students work in pairs and read each other's articles. Choose one person from each pair to report back to the class on whether they found their partner's article interesting and friendly.

## CRASH!

Write *graphic novel* on the board. Ask students if they read comics or graphic novels and find out which are their favourites. Ask them to say what features they think are important for a graphic novel to work well, e.g. impressive artwork, interesting dialogue, memorable characters. You can discuss this with the whole class.

### Introducing themes


Ask students to think of examples of mystery and adventure stories from books, TV or the cinema. Then ask students why they think stories in which characters are lost and have to find their way home are so popular. Do not go into great depth here. The idea is to generate interest in the mystery genre.

## Read

Tell students that this is the first part of a story that will continue in Unit 5. Write on the board: *Who wrote the words on the wall of the cave?*

You can ask students to read the story on their own or you may want to assign roles to different students who read to the class. If students read quietly to themselves, set a four-minute time limit. When they have finished, elicit possible answers to the question on the board. Help students with other vocabulary: *storm, emergency landing, signal, cave*.

## Read, listen and speak

 **1.10** Play the recording. Students listen and read the story again. Then put them in small groups to discuss the comprehension questions below. (You might want to put the questions on a worksheet to hand out, or you can write them on the board.)

- 1 *Where were Ali, Ben, Lee and Laura going?*
- 2 *What caused the plane to crash?*
- 3 *What happened to the pilot?*
- 4 *Why do they go looking for a village?*
- 5 *Why do they stop in a cave?*
- 6 *What do they see in the cave?*

#### Suggested answers

- 1 They were flying home from their holiday.
- 2 There was a storm. The pilot was forced into making an emergency landing.
- 3 He broke his leg in the landing.
- 4 They want to get help for Mark.
- 5 They stop to get some rest and wait until the storm finishes.
- 6 They see writing on the wall, a light and a ghost.

## Optional activities

### 1 Speech bubbles

Write quotes from part one on the board in speech bubbles. Students have to remember who said them. You can also write a series of quotes out of sequence and ask students to put them in order.

### 2 Retelling the story

Students work in small groups or in pairs. They close their books and retell the story, trying to remember as much as they can about what happened in part one.

### 3 Role play

In pairs, students do role plays based on the events of part one:

- Student A is Ben, Student B is Ali. They are arguing about whether to leave Mark or to stay with him.
- Student A is Laura, Student B is Lee. Laura thinks they should stop and rest, Lee thinks they should keep walking.
- Student A is Lee, Student B is Ben. Ben is worried about the things they might find in the cave, Lee is telling him not to worry.

### 4 Describing the characters

Write *Ben*, *Lee*, *Ali* and *Laura* on the board. Ask the students what we know about these characters so far and how we might describe them. Lee, Ali and Laura try to solve problems, whereas Ben is more nervous than the others and worries about things.

### 5 Putting the story in order

The graphic novel pages are available on the *Interactive Teacher Website*:

<http://interactive.cambridge.org> with and without any text in the speech bubbles. You could print these off and cut them up so students have to put the story in the right order. They could try to remember the dialogue or they can re-write it or even use the pictures to create a new story.

### 6 Creating a graphic novel

In groups or individually, students can get really creative with the Comic Builder on the *Interactive Student Website*:

<http://interactive.cambridge.org>  
Here they can choose their own design, artwork and characters, write their own story and print it. If students have difficulty thinking up ideas, they could try to reproduce the story in the Student's Book.