

# Earthquake!

In pairs, read the story. Then choose the correct form of the verbs, past simple or past continuous.

1 James <sup>M</sup> *did* / <sup>C</sup> *was doing* his homework in his bedroom when the earthquake <sup>H</sup> *started* / <sup>A</sup> *was starting* at 6.15 p.m.

2 He <sup>J</sup> *sat* / <sup>A</sup> *was sitting* at his desk when the chair <sup>R</sup> *started* / <sup>A</sup> *was starting* to move across the floor.

3 When the floor <sup>L</sup> *stopped* / <sup>M</sup> *was stopping* moving, James <sup>E</sup> *ran* / <sup>R</sup> *was running* to find his mother.

4 His mother <sup>D</sup> *cooked* / <sup>S</sup> *was cooking* when the earthquake <sup>R</sup> *started* / <sup>S</sup> *was starting*.

5 When he <sup>I</sup> *found* / <sup>T</sup> *was finding* his mother, she <sup>Y</sup> *stood* / <sup>C</sup> *was standing* in front of the cooker.

She was OK, but the kitchen was a mess!

6 They <sup>H</sup> *decided* / <sup>R</sup> *were deciding* to look outside. Outside, they <sup>T</sup> *saw* / <sup>I</sup> *were seeing* some trees on the ground and they heard voices calling for help.

7 The hospital was very busy that evening, but nobody <sup>E</sup> *died* / <sup>N</sup> *was dying*.

8 It wasn't a very bad earthquake. It only <sup>R</sup> *measured* / <sup>G</sup> *was measuring* 5.5.

Write the letters from over the correct answers to find out the name of the American scientist who invented a scale for measuring earthquakes in 1935.

**C H** \_\_\_\_\_



# What Do You Do...?



**1** Read the questions and circle the best word: *when* or *while*.

- 1** What do you do *when* / *while* the phone rings?
  - a. run and answer it immediately
  - b. wait and listen to the person on the answering machine
  - c. wait for somebody else to answer the phone
- 2** What do you do *when* / *while* you're waiting at the dentist's?
  - a. read a magazine
  - b. bite your fingernails
  - c. think about your last visit to the dentist
- 3** What do you do *when* / *while* you're sitting on an aeroplane for four hours?
  - a. read a good long book
  - b. play games
  - c. sleep
- 4** What do you do *when* / *while* you can't find your trainers?
  - a. look for them until you find them
  - b. ask your Mum where they are
  - c. get angry
- 5** What do you do *when* / *while* you are studying for a very difficult exam?
  - a. close the door and work quietly
  - b. listen to the radio and study at the same time
  - c. stop every ten minutes to get a drink
- 6** What do you do *when* / *while* your bicycle doesn't work?
  - a. get some tools and mend the bicycle
  - b. wait for your dad to mend the bicycle
  - c. get angry



**2** For each question choose the answer which best describes what you would do. Then read the personality analysis below.

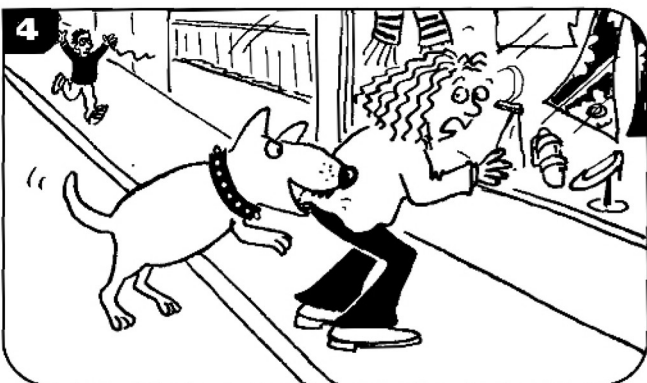
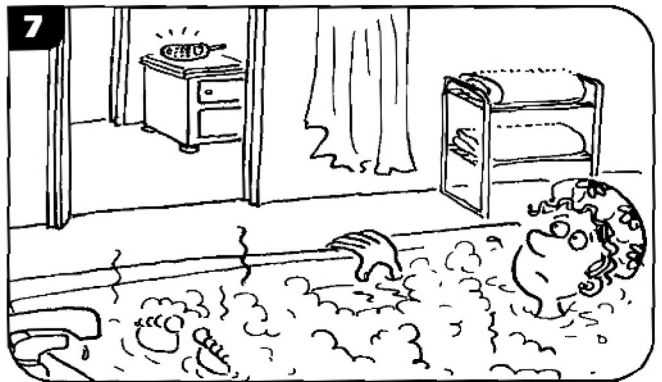
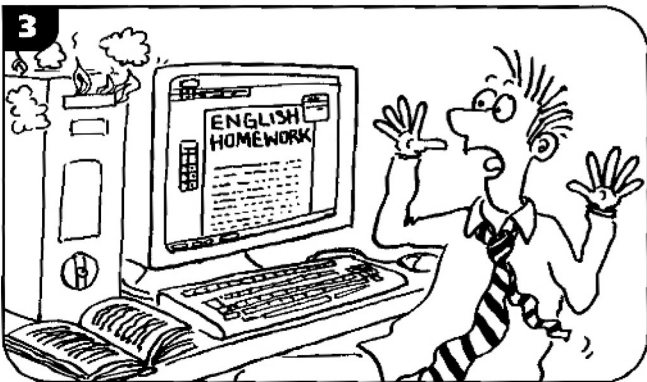
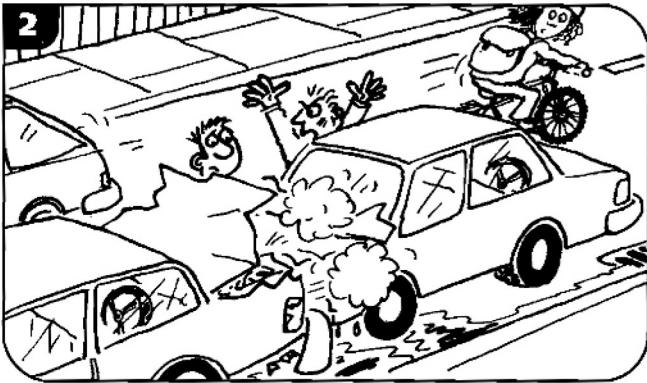
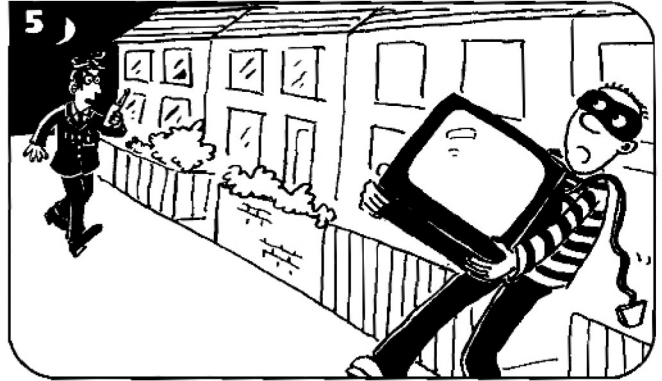
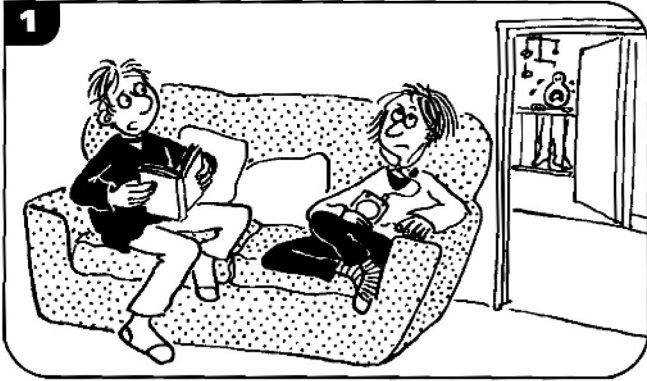
Add up your score and find out about your personality.  
A = 2 points B = 1 point C = 0 points  
10-12 points You're very sensible. You like to do things well.  
7-9 points Sometimes you're a bit lazy.  
4-6 points You want life to be easy. You don't want to work hard for things.  
1-3 points You're lazy! You need to be a bit more energetic!

# What were they doing?

1 Look at the pictures and make sentences.

Use a verb in the past simple and a verb in the past continuous in each sentence.

e.g. They were relaxing in the living room when the baby started crying.



**2 Complete the sentences about pictures 1–4 in exercise 1.**

**Use a verb in the past simple and a verb in the past continuous for each sentence.  
Use positive or negative forms.**

**Picture**

- 1 They (sleep) *weren't sleeping* when the baby (start) *started* crying.
- 2 She (have) ..... an accident while she (cycle) ..... to school.
- 3 He (do) ..... his English homework when the computer (catch) ..... fire.
- 4 She (play) ..... with the dog when it (decide) ..... to bite her.

**3 Write two questions and answers for pictures 5–8 in exercise 1.  
Use your imagination for the second answer.**

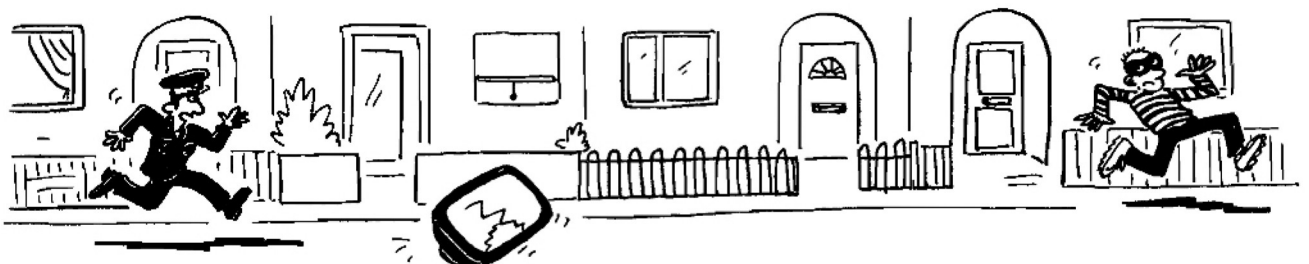
**Picture**

- 5 *What was he doing when the policeman arrived?*  
*He was stealing a TV.*  
*What did he do when the policeman arrived?*  
*He dropped the TV and ran away.*

- 6 *What were they doing when it*  
*They*  
*What did they do*  
*They*

- 7

- 8





## Read all about it!



**ACTIVITY TYPE**  
individual form filling and  
story writing

**LANGUAGE FOCUS**  
past simple  
past continuous

**LEVEL**  
3

**AGE RANGE**  
11–12

**SKILLS**  
reading, writing, speaking

**TIME**  
45 minutes

**MATERIALS**  
a copy of the *Read all about it!* worksheet per pupil

### Before class

Make a copy of the *Read all about it!* worksheet for each pupil.

### In class

- 1** Revise the language used in the sheet. Ask pupils questions similar to the ones on the sheet, e.g.  
*Where were you yesterday? What were you wearing? Who did you meet?*
- 2** Explain that your pupils are reporters and they are going to write a scandalous article for a gossipy newspaper.
- 3** Divide the class into small groups of three to four pupils seated around a desk. Give pupils the worksheet and ask them to write the date and the price of the newspaper in the spaces provided. Demonstrate the activity by example. Point to the first section, saying *The name of a famous person or character*, to elicit suggestions. Write these on the board. As long as the names are in English, allow any suggestions, e.g. Mickey Mouse, Cinderella, Harry Potter, Madonna. Explain that the information that pupils write on the paper is 'secret' and that their neighbours must not see it.
- 4** Ask pupils to complete the first section and to fold the sheet along the line away from them, so that the second section is now at the top of the page. Demonstrate by example if necessary.
- 5** Ask pupils to pass the sheets to the pupil on their left to complete the second section with the information required. At this stage it is not necessary to write complete answers. e.g. 'In the bath' is sufficient for the moment. When they have written the answer, pupils again fold the sheets and pass them to the pupil on their left.
- 6** Continue in this way until all the sections have been completed. At this point the pupil holding each sheet unfolds it and reads the 'nonsense' story in silence.
- 7** Each pupil then reads the story aloud to the rest of the group, using the questions to form complete sentences, e.g. *Mickey Mouse was in the bath. He was wearing a pink bikini. He was eating a hamburger.* Circulate to monitor and correct.

### Extension

Pupils can write out their stories in their notebooks.

Use this opportunity to explain how pupils can improve their narrative by using connectors: *and, then, after that, so*, etc. Circulate to correct.

Pupils can then write their correct stories out, to be displayed on the walls or made into a class newspaper.

# THE DAILY SCANDAL

Date \_\_\_\_\_

Price \_\_\_\_\_

The name of a famous person/character

Fold here

Where was he/she?

Fold here

What was he/she wearing?

Fold here

What was he/she doing?

Fold here

Who did he/she meet?

Fold here

What did he/she say?

Fold here

Where did they go?

Fold here

What did they do?

Fold here

What happened as a result?

Fold here