

## Unit objectives

Reading:	multiple-choice questions
Vocabulary:	adjectives describing personality
Grammar:	present simple and present continuous; state verbs; time expressions
Listening:	listening for attitude and opinion; answering true/false questions
Speaking:	giving personal information
Writing:	writing a personal profile

## READING (SB pages 8–9)

## To start

Tell students that you are going to read them three sentences about your life: two true and one false. Make sure your sentences use the present tense as this is the grammar focus of the unit, e.g.

*I'm listening to a lot of hip hop at the moment.*

*I go horse-riding every week.*

*My favourite place in town is the park.*

Students should listen carefully and decide which sentence is false. Allow them to compare notes with a partner before conducting class feedback. Students now write three sentences about themselves (one should be false). Put students into small groups and ask them to take turns to read out their sentences. Nominate a student from each group to report back to the class.

## Power up

1 Write the name of the place where you live on the board. Tell students two things about this place and write them on the board, e.g. *It's got a beautiful park. There are a lot of tourists in the summer.* Put students into pairs and ask them to think of two more things about the place where they live. Monitor as students complete this task, providing vocabulary where necessary. Ask one student from each pair to report back to the rest of the class. Write students' ideas on the board.

Students' own answers.

2 Focus students' attention on the three photos of places and elicit the words: *city, town* and *village*. Direct students' attention to the brightly-coloured words and phrases and check students' understanding by asking them: *Which word is the opposite of 'safe'? (dangerous) If something is not interesting, what is it? (boring)* Choose one of the adjectives, e.g. *cold*, and ask students to tell you its opposite (*hot*). Work through the rest of the words and phrases in this way. Students work with a different partner and discuss the questions in the rubric. Check students' use of the adjectives. Conduct class feedback.

Students' own answers.

## Read on

## Background

Brazil is the largest country in South America and the world's fifth largest country. It has a very long coastline of 7,491 km and world-famous beaches. Its capital, Rio de Janeiro, is famous for its music and its carnival celebrations which take place in spring every year.

3 Tell students that they are going to read about a teenager who has an interesting life. If necessary, pre-teach the following words: *busy, waves, popular, shy* and *confident*. Check students' understanding, e.g. *If a town is very quiet and there are no people in the street, is it busy? (no) Is the town you live in busy? Can you find waves in the mountains? (no) Where can you find waves? (on the sea) If something is popular, do very few people like it? (no) Do a lot of people like it? (yes) If you feel shy, do you love going to parties? (no) If you are confident, do you feel shy and unsure? (no) Do you feel very sure of yourself? (yes)*

Focus students' attention on the photos and ask each student to contribute a phrase or sentence about one of them. Read the question aloud to students. Then tell them that they are going to read the text silently and find the answers in the first paragraph. Ask students to raise their hand when they think they know the answers. Once most hands are raised, nominate a student to answer the question.

1 F 2 T

4 Refer students to the Skill advice and then give them a few minutes to read the text in silence. Look at the first question and the example before asking students to quickly reread the text and choose the correct answer for each question. Allow students to check their answers with a partner before conducting class feedback.

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

- 5 Nominate a student to read the first example aloud. If necessary, work through the second one together as a class. Students work in pairs to complete the task. Afterwards, conduct class feedback. Personalise some of the new vocabulary by asking questions, e.g. *What are you mad about? Do you own anything which is made of straw? What is awesome about your town?*

1 awesome 2 huge 3 butterflies 4 mad about  
5 hard 6 straw

## Sum up

- 6 Write the words from the box on the board and read the rubric to the class. Nominate a student to read the examples aloud. Ask students to close their books and work with a partner. They should take it in turns to tell their partners what they remember about the text. Monitor as students complete this task, noting any issues with comprehension and accuracy. Conduct class feedback.

Students' own answers.

## Speak up

- 7 Tell students whether or not your own life is in any way similar to Elena's, e.g. *My life isn't really like Elena's because where I live it's very cold and we don't have monkeys outside the school. I like going to the beach though.*

Put students into small groups. Ask them to discuss similarities and differences between their lives and Elena's. Ask them to report back on the similarities and differences they have discussed.

Students' own answers.

## To finish

Focus students' attention on the questions in the interview with Elena. Tell students that they are going to interview each other using similar questions. Read the questions aloud to students, making any necessary changes to fit your teaching context, e.g. *How would you describe your (students' own nationality) friends? What's your favourite celebration in (students' own country)?* Write the questions on the board.

Put students into groups of four. Ask them to take it in turns to interview the person sitting beside them. After two minutes, ask students to stop and interview the person sitting opposite them. Monitor as students complete this activity, noting any language issues which can be discussed during class feedback. Ask a student from each group to report back on what they have learnt.

### Homework

MyEnglishLab

## VOCABULARY (SB page 10)

### Personal information

#### To start

Put students into pairs. Tell them that they have one minute to remember as much as they can about Elena's life. Write a few words on the board, e.g. *beaches, tourists, schools, people, food*. When the minute is up, ask students to form a group of four with another pair and give them half a minute to compare notes together. Groups now take it in turns to tell you what they remember.

- 1 Read the words in the boxes with students, focusing on pronunciation, e.g. *calm* /kɑ:m/, *serious* /sɪrɪ:əs/, *shy* /ʃaɪ/, *noisy* /nɔɪzi/. Students work in pairs and see who can match the definitions first. Conduct whole class feedback.

2 rude 3 funny 4 bossy 5 lazy 6 clever  
7 noisy 8 serious 9 shy 10 calm  
11 confident 12 sporty

- 2 Discuss the questions as a class. Encourage discussion about answers, e.g. some people might think that *shy* is negative; others might think that being *lazy* could be a good thing.

Students' own answers.

- 3 Focus students' attention on the conversation and point out the example. Students read the conversation and complete the task.

2 sporty 3 bossy 4 calm 5 confident 6 rude

- 4 Students listen and check their answers. Nominate two students to read the conversation aloud.

#### ► Track 1.1

**Nathan:** Hi, Alice. What are you doing?

**Alice:** Nothing. I'm staying at home today.

**Nathan:** You're so lazy. Come on. There's a volleyball game at the park.

**Alice:** You know I'm not very sporty, Nathan. I'm staying here.

**Nathan:** Alice, you should go out. It's bad to stay inside all day.

**Alice:** Stop being so bossy. I need to relax and be calm for my exams next week.

**Nathan:** All right. Are you feeling confident about the exam?

**Alice:** Yes, I am, but I need to revise. Now go to the park and leave me alone.

**Nathan:** OK, but don't be rude!

**Alice:** Please, leave me in peace, Nathan!

- 5 Point out the example and then ask students to complete the rest of the task individually. Check answers around the class.

2 e 3 b 4 a 5 c

## Word XP

Read the information in the Word XP box aloud to your students. Explain that the stress always lies on the adjectives rather than on the prepositions. Use some of the phrases to tell students about yourself, e.g. *I'm fed up with this bad weather. I'm interested in travelling.* Ask one or two students to share similar information about themselves with the rest of the class.

- 6 Nominate a student to read the example aloud. Students complete the second sentences. Point out that the phrases which students will use are all included in the Word XP box. Allow students to check their answers with a partner before conducting whole class feedback.

2 bad/terrible at (playing) 3 excited about

4 fed up with/bored with 5 frightened of

6 brilliant/good at (playing)

## Game on

Put students into pairs to play this game. Read the instructions in the box. Let students play the game for a couple of minutes. Conduct class feedback. Who scored the most points?

## To finish

Nominate a confident student to come up to the board. Tell the student that he/she must face straight ahead and not look around. Choose one of the character adjectives, e.g. *lively* and write it on the board. The rest of the class must take it in turns to offer clues that will help the student guess the word, e.g. *This is someone who is full of energy. This is someone who is happy and active.* When the student has guessed the word, another student can take their place. Write a different word on the board and play the game again.

## Homework

Workbook pages 4–5

MyEnglishLab

## GRAMMAR (SB page 11)

### To start

Put students into pairs and ask each student to choose a character adjective from the Vocabulary lesson. Then write the following situations on the board: *You are: at a party – introduce yourselves; in a shop choosing a birthday present for your mum; lost in a big city and you are asking for directions.*

Students work together in their pairs and roleplay the three situations, sticking closely to the character adjective they have chosen, e.g.

*You are at a party. Introduce yourselves.*

Confident student: *Hey! This is a great party! My name's Jose. What's your name?*

Shy student: *(speaking very quietly and looking at the floor) Valeria.*

Confident student: *Are you having a good time?*

Shy student: *Umm, yes.*

Once students have practised their roleplays, ask them to act them out in front of the rest of the class. The rest of the class must try and guess which adjectives the different students are playing. Award points for correct guesses.

### Grammar XP

Read through the examples in the Grammar XP box.

Check that students understand the meanings of the words *permanent, habit* and *repeated*. Divide the board into two columns. Write two or three sentences about yourself using the present simple in the left-hand column, e.g. *I work in Sant Andreu's school. I go to the cinema every Saturday. I live in a flat.* In the right-hand column, write sentences about yourself which are true for now, e.g. *I am wearing a black T-shirt. I am standing beside the board. I am teaching my favourite class.* Draw a line under the two columns and write a sentence which contrasts a regular activity you do with something which is happening now, e.g. *I usually wear black boots, but today I am wearing sandals.* Ask students if they can tell you why the verb *wear* has an *-ing* ending in the second part of the sentence. (Because the first *wear* refers to a habitual activity. *Wearing* refers to something which is happening now.)

Elicit the form of the third person in the present simple (verb + *-s*) and the form of the present continuous (*am/is/are* + *-ing*). Elicit the negative form (present simple: *don't*, present continuous: *'m not/isn't/aren't* + *-ing*). Ask students to tell you some things you don't do or are not doing now. Add these to the columns on the board.

Read the list of state verbs to students. Ask students if it is possible to say: *I am understanding you.* Elicit the reason why. (*Understand* is a state verb.)

Finally, give students a few minutes to write three sentences about themselves using the present simple and continuous. Allow them to read their work to a partner before conducting whole class feedback.

1 Ask students to read quickly through the email without trying to complete the task. Ask: *What do Andy and his friends do together?* (They go skating.) Now ask them to read the email again and complete the task. Give students the chance to check their answers with a partner before reading the email around the class.

2 live 3 don't come 4 meet 5 's snowing  
5 'm staying 6 love 7 go 8 Is it snowing  
9 What do you do

2 Ask students to complete the sentences with the correct form of the verbs in brackets. Conduct class feedback orally.

2 don't see 3 Do, understand 4 am/'m looking  
5 don't enjoy 6 is/'s raining

3 Draw students' attention to the photos and ask them how they think the two girls are communicating. Ask: *Do you enjoy talking to your friends in this way?* Ask students to read the conversation and complete it with the correct form of the verbs in brackets. Students read the conversation with a partner and check each other's answers. Finally, check answers as a class.

2 am/'m sitting 3 do, finish 4 ends 5 am/'m relaxing  
6 starts 7 doesn't finish 8 Are, studying 9 am/'m doing  
10 are/'re practising

## Write on

4 Read the task and examples with students and give them time to write four sentences. Put students into groups of three or four and ask them to read their sentences to each other. Circulate as students do this, noting down any problems with the new language. Ask a student from each group to report back and tell you one or two things they remember about their classmates.

Students' own answers.

## To finish

Prepare a few questions based on what you know about the students in your class, using a mixture of present simple and present continuous tenses, e.g. *Who is Ronaldo sitting beside? How does Julia usually travel to school? What colour socks is Marco wearing today?*

Divide the class into two teams. Ask students to close their eyes and ask them the questions you have prepared. Students raise their hands and answer the questions. Award points for correct answers. Students open their eyes. Give students a few minutes to work in groups and prepare similar questions about their classmates using a mixture of present simple and present continuous tenses. Students take it in turns to ask and answer the questions (the answering team must have their eyes closed). Award points for accurately formed questions and correct answers.

## Homework

Workbook page 6

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## LISTENING (SB page 12)

### To start

Play a game of Fruit salad. Arrange students' seats in a circle, but so that there is one less seat than there are students. Nominate one student to stand in the middle. Students need to listen carefully. Explain that when they hear you read out a sentence which applies to them, they must change places with another student. The student in the centre of the circle must take this chance to find a free seat. The student who is left standing at the end of the round must try to get his/her seat back next time you call out a command. Play one round of the game as a demonstration before beginning the game properly.

Suggestions:

*All students who are wearing white socks change places.*

*All students who are wearing blue change places.*

*All students who walk to school change places.*

*All students who travel to school by bus change places.*

*All students who have a pet at home change places.*

*All students who play football after school change places.*

Create more sentences of your own using both the present simple and the present continuous if you wish to extend the game.

### Power up

1 Focus students' attention on the picture of the globe and ask them to match the words with the definitions. Drill the pronunciation of the words chorally and individually: *equator* /ɪkweɪtə/, *latitude* /lætɪtju:d/ and *longitude* /lɒŋdʒɪtju:d/.

1 latitude 2 longitude 3 the equator

2 Discuss the questions as a class. Ask students to tell you what they already know about these two places and write their ideas on the board.

Students from towns in the northern hemisphere will be to the north of Macapá.

Students from towns in the southern hemisphere will be to the south of Macapá.

Students from the following towns/areas will be very near or on the equator: North Brazil (e.g. Belém, Natao), Ecuador (e.g. Quito), Bolivia (e.g. La Paz), Colombia (e.g. Llerida), Indonesia, Singapore, Central African countries (e.g. Kenya, Tanzania).



## Background

St Petersburg is often described as the cultural capital of Russia. It is Russia's second largest city: over 5 million people live there. It is famous for its art museum, the Hermitage, a collection of art treasures housed in a wonderful palace.

Macapá is a city in Northern Brazil. The equator runs through the middle of Macapá, which is why people who live there call their city the capital of the middle of the world. Macapá is one of the wealthiest cities in Brazil and is famous for its enormous sports stadium and sambadrome (samba concert hall): the Monumento de Marco Zero.

Macapá is on the equator.

## Listen up

- 3 Draw students' attention to the photos and ask questions, e.g. *What is Alyona wearing? Do you think it's usually hot or cold in her country?* Tell students that they will listen to these two people speaking and that they must match each speaker with a place. Point out that they are listening 'for gist' during the first listening. Encourage them not to worry about catching every detail.

### ► Tracks 1.2–4

**Presenter:** Welcome to the Geography Channel. Each week we team up two young people from very different parts of the world. They join us via a TV satellite link to find out about each other's lives.

**Alyona:** Hi, my name's Alyona and I'm from St Petersburg in Russia. What's your name and where are you from?

**Victor:** Hi, Alyona. I'm Victor and I live in Macapá in Brazil. Alyona is a nice name. How do you spell it?

**Alyona:** Well, our Russian alphabet is different, but in English I spell my name A-L-Y-O-N-A. Tell me, what's Brazil like?

**Victor:** It's a lovely friendly country with warm weather and my town is on the equator so it's never cold. We never wear jumpers or big coats. I like Brazil, but I like finding out about other countries, too.

**Presenter:** So guys, tell us some more about where you live. What time is it?

**Alyona:** It's half past midnight here now.

**Victor:** It's half past five in the afternoon here. The sun is starting to go down now. Is it dark there?

**Alyona:** No, it isn't. The sun isn't shining, but it's not very dark. In June, the, erm, sunset is at eleven o'clock at night and it rises again at four o'clock in the morning, so it's never very dark. We call them 'white nights'. I love this time of year because I usually stay up late and go outside with my friends. We don't sleep much!

**Victor:** Wow, that's really different from Macapá. Here on the equator the days and nights are always the same – both are twelve hours long every day of the year!

**Presenter:** Do you, er, get bored of the days being the same?

**Victor:** No, not really, but I sometimes get fed up with the rain here. It's a tropical climate so it rains most days from January to July, but it doesn't usually rain all day. We don't have seasons like you have.

**Alyona:** Really? Is it very warm there today?

**Victor:** Yes, it's always warm in the day and at night, all the time.

**Alyona:** Wow! I can't imagine that! In St Petersburg, it's freezing cold in winter, but it's quite warm in summer. Our seasons are very different so life here is always interesting!

**Victor:** What's winter like? Does it snow? I'm not, um, keen on cold weather!

**Alyona:** In winter I love staying indoors. I enjoy watching TV or reading or using my computer. I like going out in the snow, too. My friends and I ...

- 4 Play the recording again and allow students to check their answers. Remind students to use the information from Exercises 1 and 2 to help with their decision.

Alyona: St Petersburg Victor: Macapá

- 5 Refer students to the Exam advice. Elicit some more words and phrases related to attitude and opinion, e.g. *I like, fed up with, keen on, lovely*, etc. Play the recording again and ask students to decide if the sentences are true or false. Allow students to check their answers with a partner before conducting class feedback.

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

## Grammar XP

Read the information in the Grammar XP box as a class. Elicit what an adverb of frequency tells us (how often something happens) and write a list of adverbs of frequency students probably know on the board, e.g.

*never, rarely, seldom, sometimes, often, usually, always*

Generate examples similar to those in the Grammar XP box with students about their own lives and write these on the board, focusing on the correct position of the adverbs.

*It often snows here in winter.*

*We seldom have really hot weather here.*

- 6 Students put the words in the correct order to make sentences. Remind them that they can refer to the Grammar XP box if they are not sure. Read the answers around the class.

2 We enjoy 'white nights' once a year.

3 It often rains in the middle of the day.

4 I like swimming in the river now and then.

5 My friends and I go surfing once a week.

- 7 Tell students about yourself using the ideas from the rubric, e.g. *I see my friends most days. I go on holiday once a year. I rarely play a sport.* Ask students to write their own sentences. Monitor as students complete the task, checking that their adverbs of frequency and time expressions are in the correct places. Put students into pairs and ask them to read their sentences to each other. Ask a student from each pair to report back with information about their partner.

Students' own answers.

## To finish

Read the following mixed-up sentence to students: *Shopping most go 1 days*. Tell students to raise their hands when they have managed to unjumble it. Nominate a student to come to the board and write the correct sentence. Ask each student to write a similar sentence using an adverb of frequency and jumble it up. Divide the class into two teams. Students take it in turns to read out their sentences for the other team to unjumble. Award points to teams who produce the correct sentence on their first attempt.

### Homework

Workbook page 7

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## SPEAKING (SB page 13)

### To start

Explain to students that this lesson focuses on asking questions and that you are going to begin by practising this. However, students must think of questions which their partners do not know the answer to, e.g.

*When is my birthday?*

*What's this in English?* (pointing to the windowsill)

Put students into pairs and give them one minute to think of some questions. Begin the game. Students get one point for each question they ask which their partner does not know the answer to. If their partner does know the answer, no points are awarded. Monitor as students complete the task. Conduct class feedback.

### Power up

1 Ask the questions around the class, focusing on spelling.

Students' own answers.

### Speak up

2 Focus students' attention on the form and ask a student to read the text in the speech bubbles. Nominate a confident pair of students to demonstrate the first part of the task (asking for and giving name). Students work in pairs to ask and answer.

Students' own answers.

### Language XP

Nominate a student to read the Language XP box. Elicit when we use this language (when we are giving reasons and examples). Ask students why they think it is important to give reasons and examples when you talk (it makes your speech more interesting and informative). Ask each student to come up with an example using one of the phrases in the box.

3 Tell students that they are going to listen to the first part of an interview. Focus their attention on the question and then play the recording. Ask students to compare answers with a partner. Then conduct class feedback orally.

#### ► Track 1.5

**Narrator:** One.

**Interviewer:** Where do you come from, Aydin?

**Aydin:** I'm from Istanbul. It's a very big city in Turkey, but it's not the capital. I live near Taksim Square. I like my home. One reason is that it's near the centre of the city.

**Narrator:** Two.

**Interviewer:** Adrianna, where do you live?

**Adrianna:** I live in the town centre.

Aydin gives the best answer because he gives a full answer with extra information, e.g. *I like my home* (opinion) and *One reason is ...* (reason).

- 4 Elicit ideas as to how Adrianna in Exercise 3 could improve her answer. Write the ideas on the board, e.g. *add opinions, reasons, examples*. Put students into pairs and ask them to use the ideas on the board to come up with full sentences, e.g. *It's not a beautiful town, but in my opinion it's a good place to live.*

*I live in the town centre, so it's easy to walk to my school and to the shops.*

*There's lots to do in a big city, for example you can go to the cinema or shopping.*

Conduct class feedback.

Students' own answers.

- 5 Tell students that they are going to listen to the second part of the interview. Ask students to identify the best answer. Allow them to compare notes with a partner before conducting class feedback.

#### ► Track 1.6

**Interviewer:** What do you enjoy doing in your free time, Aydin?

**Aydin:** Er, I like swimming. I go swimming once a week. I also enjoy basketball. It's fun and I'm in the school team.

**Interviewer:** Adrianna, what do you enjoy doing in your free time?

**Adrianna:** Well, I enjoy lots of different things. For example, I'm keen on music so I have singing lessons twice a week. I love listening to music on my music player. At the moment I'm listening to Adele's new album. I do karate, too, because I think it's important to keep fit.

Adrianna gives the best answer because she gives a full answer with extra information. She gives opinions (*I enjoy, I'm keen on, I love, I think it's important*) and reasons (*so, because*).

- 6 Ask students to work with a different partner. Read aloud Aydin's answer (from the audio script) and ask them to copy it into their notebooks. Tell students that they should extend the answer by adding opinions, reasons and examples. Ask each pair to read out their completed answer. Conduct class feedback.

Students' own answers.

- 7 Ask students to read the Exam advice. Tell students about one of your own interests, giving examples and reasons, e.g. *I like painting in my free time. I paint all kinds of different things, for example people, trees and butterflies. I live very near a beautiful forest, so I don't need to go far to find things to paint.* Nominate a confident student to talk about his/her interest using this kind of language. Put students into pairs and ask them to practise their own answers. Monitor and record examples of good language for use in class feedback.

Students' own answers.

- 8 Put students into pairs, A and B. Tell the Student As to look at page 130 and the Student Bs to look at page 142. Draw students' attention to the form. Ask each student to think of a famous actor or singer and to check that they know the relevant information about that person. Monitor as students complete the task, encouraging them to use the target language to link their ideas.

Students' own answers.

### To finish

Ask the class to think of three more questions which they might have to answer in an everyday situation. Write the questions on the board. Brainstorm ways in which students could answer these questions, giving as many reasons and examples as possible. Once you have collected ideas and generated vocabulary, put students into small groups. Ask them to take turns at asking and answering the questions, e.g.

*What's your school like?*

*What's your favourite subject?*

*Who is your best friend?*

There is additional speaking practice on page 116 of the SB.

### Homework

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## To start

Tell students that they are going to practise their fluency by playing Just a minute. Students work in two teams, A and B. Teams take it in turns to nominate a speaker. The speaker then has to talk for one minute on a chosen topic, but without hesitating or repetition. If a student does hesitate or repeat him/herself, a student from the other team can 'challenge' the speaker by putting up their hand. If you accept the student's challenge, this student can then continue speaking about the topic and will win a point for their team if they manage to get to the end of the minute without hesitation or repetition. The team which manages to talk successfully about the greatest number of subjects is the winner.

Possible topics:

*free time activities where I live*

*what I like about where I live*

*what I don't like about where I live*

*shops where I live*

*festivals where I live*

*the weather where I live*

## Power up

1 Put students into pairs. Students tell their partners three adjectives which describe them (e.g. *quiet, friendly, sporty*). Ask a student from each pair to report back and write their ideas on the board. Use this as an opportunity to generate as much vocabulary as possible and to revise the character adjectives. Elicit opposites where necessary and encourage students to suggest the most interesting adjectives they can.

Students' own answers.

2 Read the phrases together. Tell students about yourself, e.g. *I hate supermarkets. I'm fed up with this rain. I'm frightened of heights. I'm keen on cycling.* Then ask students to talk with their partner. After a few minutes, ask the class to come together. Take this as an opportunity to find out what students have in common and write down any new vocabulary on the board.

Students' own answers.

3 Focus students' attention on the advert and on Camila's plan. Give them one minute to read the two texts. Ask students questions to check their comprehension: *What is the Channel One film going to be about?* (students and the place they live) *What do Channel One want people to send?* (a personal profile and a plan for a short film) *Where does Camila live?* (the north of Argentina) Students find phrases in the plan to match the information required in the advert. Allow students to check their answers with a partner before conducting class feedback.

The place you live:

I come from the north of Argentina.

We live on quite a big ranch.

We're not near a town.

My country is big and beautiful.

I3–17:

I'm fifteen.

Why should we choose you?

I'm a confident person.

I'm good at making friends

I'm a typical teenager.

I live in a very different place. Not many people have this lifestyle.

4 Read the information in the Language XP box with students. Students find four phrases with *quite* and *very* in Camila's plan. Check answers as a class.

quite shy, quite a big ranch, my family is very important, a very different place

## Language XP

Ask students to think back to the adjectives they chose to describe themselves with at the beginning of the lesson. Would they use *quite* or *very* with these adjectives? Nominate a couple of students to share their ideas.

## Plan on

5 Direct students' attention to Adam's profile notes. Students complete the notes with the phrases in the box. Read answers around the class. Ask students to tell you whether they think Adam's or Camila's life would make the better film and encourage them to give reasons for their answer.

2 a very old 3 very keen on 4 quite interested

5 a very funny



- 6 Students join the sentences. They do not need to include all possible linking words in each answer, as long as they have correctly used at least one. Allow students to check their answers with a partner before reading the completed sentences around the class.

- 1 It's quite an exciting city and there are a lot of things to do here.  
2 My grandparents live in a very old part of the city, so I know a lot of Warsaw's history.  
3 I'm not very keen on maths or science.  
4 I'm interested in acting and I like singing, but I don't enjoy dancing.  
5 Choose me because I'm a very funny person and I can make you laugh.

## Write on

- 7 Students write their own personal profile. Encourage them to look back at Exercises 1–6 for help. Refer students to the Skill advice and encourage them to use it in their writing. Write this checklist on the board:

- interesting adjectives
- information the advertisement asks for
- because, and, but, or, so

Monitor as students complete the task. When finished, students should ask a partner to read their work. Their partner should use the checklist on the board to help them provide their partner with constructive feedback. Students read out their work to their classmates. Conduct a class vote on whose life would make the most interesting film.

Students' own answers.

### Model answer:

I'm from Budapest in Hungary. It's a very beautiful city and there's a lot of interesting history here. I go to drama school, so I'm used to talking to the camera! I'm not interested in sport and I'm not very keen on shopping. I'm interested in acting and I love singing, but I don't like dancing. Choose me. I'm a good actor. I live in a wonderful place.

## To finish

Tell students that you have some good news for them: they are all going to star in a film, with their partner as filmmaker. They are going to talk about their lives and the places where they live. Write some prompts on the board, e.g. *friends, school*.

Give students a time limit to discuss the content of their film, and then make it using their mobile phones. Students work in small groups to show the films they have made to each other.

There is additional writing practice on page 116 of the SB.

### Homework

MyEnglishLab

## SWITCH ON (SB page 15)

### Welcome to our town

- 1 Focus students' attention on the screen shot of the three friends. Tell them that they are going to hear Rebecca, Emma and Toby talking about where they live. Read the question aloud and ask students to choose four items from the list. Give students one minute to compare their ideas with a partner before playing the video. Conduct class feedback. Who has managed to guess all four items?

They mention A, B, D and E.

- 2 Read the sentences around the class. If necessary, play the video again and ask students to answer the questions. Then put students into pairs to correct the false sentences. Check answers orally.

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

- 3 Read the question aloud. Put students into groups and give them one minute to make a list of what there is to do in the evening in the place where they live, e.g. *watch a film at the cinema, go to the park/swimming pool*. Nominate a student from each group to come and write their ideas on the board. Then allow groups a couple of minutes to discuss the second part of the question. Monitor as students discuss this, offering suggestions and ideas where necessary. Nominate a different student from each group to report back and generate a whole class discussion.

Students' own answers.

## Project

- Put students into groups of four and give them two minutes to make notes for each of the headings in the SB. Conduct class feedback and allow the whole class an opportunity to exchange ideas. Write any good examples of language and interesting ideas on the board.

Students write their script. As you monitor, try to make sure they write a dialogue rather than a series of disconnected sentences. Remind them to include questions and phrases to show they agree or disagree with each other. If you notice a group who have made a good start, stop the rest of the class and ask the group to read out the first few lines of their dialogue. Elicit the features of a good and interesting dialogue.

Allow students to rehearse their dialogue before acting it out. Monitor, focusing on intonation, word and sentence stress. When students have rehearsed their dialogue, ask them to act it out in front of the class. Alternatively, the dialogues can be filmed. Watch the dialogues as a class, then conduct class feedback.

.....  
Students' own answers.  
.....

SAMPLE UNIT

## Unit objectives

<b>Reading:</b>	multiple-choice questions
<b>Vocabulary:</b>	technology around the home; appliances; compound nouns; phrasal verbs
<b>Grammar:</b>	<i>will</i> for predictions, offers and immediate decisions; <i>going to</i> for plans; indefinite pronouns
<b>Listening:</b>	listening for main ideas; picture multiple-choice questions
<b>Speaking:</b>	agreeing and disagreeing
<b>Writing:</b>	writing an email

## READING (SB pages 26–27)

### To start

Focus students' attention on the title of the unit and ask them what they think it means. Tell students to work with a partner. Give them one minute to write down all the sounds they hear over the course of a usual day. Stop them when the time is up and ask them to share their ideas with the rest of the class. List ideas on the board, in a column headed *Now*. Next, ask students to think about the sounds they think people will be able to hear in the year 3000. Give students a couple of minutes to think of ideas. Conduct class feedback and write down students' ideas in a column headed *The year 3000*.

Suggestions:

*Now: bird song, traffic, the wind, people, children playing in the street, cars, bicycles, etc.*

*The year 3000: no traffic (cars are very quiet), people won't drive any more) more birdsong, less noise, spaceships hovering quietly, etc.*

### Power up

1 Focus students' attention on the photo of the head and elicit the words for the senses: *hearing, smelling* and *tasting*. Elicit the remaining two senses: *seeing* and *touching*. Point to one of the photos, and ask students to identify it. Ask students: *Do we hear, smell or taste this thing?* Put students into pairs and ask them to answer the same question for the remaining pictures.

.....  
salt: taste

lemon: smell, taste

water on ice: hear, taste

fire: smell, hear  
.....

2 Tell students two things you like the sound, taste and smell of, e.g. *I love the sound, taste and smell of a summer breeze when I am at the beach.*

*I love the sound, taste and smell of a day at the fairground: the sound of the music, the taste of the candyfloss and the smell of popcorn.*

Focus students' attention on the rubric and ask them to share their ideas with a partner. Invite students to report back on their partners' choices and ask them if they share the same tastes.

.....  
Students' own answers.  
.....

## Read on

### Background

Food manufacturers are spending an increasing amount of time and money on making sure that their products appeal to all of our senses. Our sense of smell has a great impact on what we buy and companies are now scenting plastic bags and bottles so that shoppers can smell shampoo or crisps before opening the packaging. Some retailers are beginning to scent their catalogues in a bid to catch potential customers' attention.

3 Focus students' attention on the photo. Encourage them to speculate about why the teenager is wearing headphones when eating. If necessary, pre-teach the following words: *fresh* (new, not old), *reduce* (to make less), *connection* (a link between one thing and another), *company* (a group that sells things to make money) and *packet* (a paper container in which food is sold). Use concept questions to check students' understanding: *If something is fresh, is it old or new?* (new) *If you reduce something, do you make it more or less?* (less) *If there is a connection between two things, then are they linked or are they completely different in every way?* (linked) *Are crisps sold in packets or bottles?* (packets)

Tell students that they are going to read the newspaper report quickly. Stress that they do not need to read every word, but they need instead to focus on the question *What foods does it mention?* Give students a time limit to do this. Allow students one minute to check their answers and then list the foods from the text around the class.

.....  
pizza, popcorn, fish, sugar, crisps, greens  
.....

4 Refer students to the Exam advice on page 27, checking students' understanding of the phrase *key words* (the most important words). Instruct students to read the text more slowly a second time, and find the answers to the questions. Conduct class feedback, asking students to back up their answers with evidence from the text where appropriate.

.....  
2 A 3 A 4 C 5 C  
.....

- 5 Read the first definition to students and elicit suggestions for what this word might be. Ask students to locate a word with a similar meaning in the text. Students complete the rest of the task. Allow them to check their answers with a partner before conducting feedback.

1 desserts 2 pop 3 companies 4 reduce  
5 sugar 6 playlist

## Sum up

- 6 Read the first sentence with the class. Give students one minute to think about how they might sum this up in their own words. Listen to a few different answers and write any sentences which sum the idea up concisely and accurately. Then allow students another minute or so to discuss the next two sentences. Remind students that they can refer back to the reading text for information, but that they must try to use their own words to summarise. Conduct class feedback and write the best summaries you hear on the board.

Students' own answers.

## Speak up

- 7 Put students into pairs and ask them to discuss the questions. After a few minutes, put students into larger groups of four so that they can share their ideas with another pair. Finally, conduct whole class feedback. Divide the board into three columns headed *Why*, *Why not* and *Food you'd like to try this with*. Generate as much vocabulary as you can and write it on the board.

Students' own answers.

## To finish

Tell students that they are going to design a café of the future! Put students into groups of four. Each group must think about a name for their café and what kind of food will be served. They must then think of three 'dishes of the future' that they are going to serve. Each dish must come with its very own sound, which should be written on the menu. Students can use ideas generated in Exercise 6 to help them, e.g.

*chicken soup* (pleasant farmyard noises)

*pizza and chips* (with a song from an opera playing and the sound of a gondola floating along a canal)

*coconut cream* (the sound of a desert island, water running over a beach)

Ask students to vote for the most creative-sounding dishes and sound effects, and display the best menus on your classroom wall.

## Homework

MyEnglishLab

## VOCABULARY (SB page 28)

### Technology around the home

#### To start

Focus students' attention on the title of this Vocabulary lesson. Put students into pairs and ask them to close their books. Allow them one minute to work together and list as many items of 'technology around the home' as they can in the time. When the time is up, find out which pair collected the most items. Write students' ideas on the board.

- 1 Focus students' attention on the photos and read the words in the box, focusing on the pronunciation and sentence stress of *air conditioning* /eɪrˈkɔːndɪʃənɪŋ/ and *washing machine* /wɒʃɪnməʃiːn/.

A air conditioning B fridge C dishwasher  
D microwave E washing machine

- 2 Read the words and phrases in the box together. Students work together in pairs to complete the sentences.

2 hair straighteners 3 headphones  
4 hairdryer 5 SD TV 6 plug 7 iron

- 3 Tell students that they are going to listen to six sounds. Explain that the sounds will be of the appliances in Exercises 1 and 2. Play the recording and give students one minute to make notes. Play the recording a second time, pausing it after each sound effect to discuss the sound. Ask students which room of the house they would expect to hear these sounds in.

#### ▶ Track 3.1

- 1 [sound of a washing machine on a fast spin]  
2 [sound of a hairdryer]  
3 [loud humming of a fridge freezer]  
4 [sound of crackly speakers]  
5 [the ping of a microwave oven]  
6 [sound of steam from an iron]

1 washing machine 2 hairdryer 3 fridge  
4 speakers 5 microwave 6 iron



## Word XP

Read the information in the Word XP box. Elicit other nouns the students might know, e.g. *football, handbag, dustbin, mobile phone, vacuum cleaner*, etc. Elicit that the stress usually falls on the first word.

- 4 Put students into pairs and give them two minutes to note down the compound nouns they can find on the page. Nominate different students to write their words on the board. Read the list together, focusing on pronunciation and sentence stress.

air conditioning, dishwasher, microwave, washing machine, hair straighteners, hairdryer, headphones, action films, electricity supply, bedroom light

- 5 Ask students: *What is a phrasal verb?* (a verb plus a particle; the particle changes the meaning of the verb) Read the phrasal verbs in the box and ask students if they can tell you where the stress lies (on the particle). Tell students that they are going to match the definitions with the phrasal verbs and point out that they can use the particles as a clue to the meaning.

2 pick up 3 turn up 4 switch on 5 turn down 6 switch off

- 6 Students read the sentences and complete them with the appropriate phrasal verbs. Allow students to check answers around the class before conducting whole class feedback.

2 Turn down 3 pick up 4 switch on

5 plug in 6 turn up

## Game on

Draw a picture on the board which represents one of the phrasal verbs, e.g. a stick person bending over to pick up a ball. Ask students what the phrasal verb is. Put students into pairs and ask them to take turns at drawing pictures of phrasal verbs. You could collect them and use them as flashcards in the next lesson.

## To finish

Draw a picture of an ear on the board and draw a ring beside it. Ask students to name the compound noun (*earring*). Repeat with other examples, e.g. *football, dustbin, lipstick*, etc. Encourage students to come up to the board and draw their own compound noun pictures.

Suggestions:

*classroom, butterfly, moonlight, dishwasher, bookcase, babysitter, honeymoon, weekend, daydream*

## Homework

Workbook pages 14–15

MyEnglishLab

## GRAMMAR (SB page 29)

### To start

Tell students that they are going to practise the new words they learned in the Vocabulary lesson. Write this on the board and ask students to unjumble the letters and find the word (*microwave*): *icrowveam*

Ask one half of the class to make anagrams of the technology words from the Vocabulary lesson, while the other half makes anagrams of phrasal verbs. Then ask students to work with a partner from the other group. They should swap their pieces of paper and solve each other's anagrams.

### Grammar XP

Read the examples to students. Generate some more examples to explain the difference between *going to* and *will*. Write three of your own predictions for the future on the board, e.g.

*There will be no more English teachers, only robots.*

*People will go on holiday to the moon.*

*People won't eat meat any more.*

Then write three of your plans for the future, e.g.

*I'm going to live somewhere warm and sunny when I retire.*

*I'm going to travel to Mexico on my next holiday.*

*I'm going to write a book someday.*

Ask students to work in pairs to generate three predictions of their own for the year 3000. Then ask them to work individually to write down three personal plans for the future (*next week, next summer, when I leave school*).

Write down the following sentences on the board:

*I'm going to see my best friend on Saturday.*

*Katie isn't very well. Oh, I'll go and see her!*

Ask students to tell you which future form is used in each sentence, and why. Elicit that in the first example, the speaker has already planned to go and visit her friend. In the second example, the speaker has not planned to visit her friend. She makes a spontaneous decision to visit her, based on some news she has heard.

Conduct class feedback. Focus on the correct pronunciation of *will* and *going to*. *I'll* is pronounced /aɪl/ and *I'm going to* is pronounced /ɪmˈɡoʊɪŋ tə/ in natural speech. Finally, elicit the negative form of both *will* and *going to* (e.g. *I won't* and *I'm not going to*).

- 1 Tell students that they are going to read the short conversations and choose the correct future form. Read the example together and elicit why *will* is the appropriate future form in this case (it is an immediate decision). Ask students to complete the rest of the exercise. Give them one minute to check their answers in pairs before conducting whole class feedback.

2 'm going to 3 's going to 4 'll 5 'm going to 6 'll

2 Look at the sentences. Think of some of your own examples and share these with the class, e.g.

*I'll have a coffee-making robot in my bedroom.*

*I'm going to buy a new guitar with my money.*

*I'm going to swim in the sea at the weekend.*

*I'll help my dad cook dinner tonight.*

Ask students to think of their own examples. Put students into pairs to share their sentences. Then ask students to report back about their partners.

Students' own answers.

3 Focus students' attention on the photo and ask them if they have ever seen anything like this. Ask: *Have you ever been to a technology fair? What would you expect to find there?* Elicit examples and write them on the board. Read the example together and ask students to tell you why the answer is *we'll* (because it refers to a prediction about something that is likely to happen in the future). Ask students to work individually to complete the email. Let them check their answers with a partner before conducting whole class feedback.

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

## Speak up

4 Focus students' attention on the questions. Nominate a confident student to demonstrate asking and answering the questions. Share some of your own ideas with the class, e.g. *I'm going to watch a good film tonight. I don't think I'll have much homework. I don't think there'll be any good programmes on TV, so I'm going to watch a DVD.* Put students into pairs to discuss the questions. Monitor students as they do this, modelling correct pronunciation of the future forms where necessary.

Students' own answers.

## To finish

Write the words *optimistic* and *pessimistic* on the board. Elicit what these words mean by asking students: *If I am optimistic, do I feel positive about the future? (yes) If I am pessimistic, do I feel positive about the future? (no) How do I feel? (negative, bad)*

Ask students to write *optimistic* or *pessimistic* depending on how they feel about the future. Now ask them to go and sit beside someone who feels the same way. Ask them to make a list of five predictions (either optimistic or pessimistic). They need to make sure they use the correct language of prediction (i.e. *will/won't*), e.g.

Optimistic:

*The world will be more peaceful.*

*There won't be any war.*

*Everything will get better.*

*There won't be any more illness because doctors will know more about medicine*

*Technology will get better and anything will be possible!*

Pessimistic:

*There will be no more trees and no more forests.*

*The earth will get hotter and a lot of animals will die.*

*There will be no more jobs.*

*There will be a third world war.*

*There won't be enough food for us to eat.*

## Homework

Workbook page 16

MyEnglishLab

## LISTENING (SB page 30)

### To start

Put students into groups of four. Write the following sentence beginnings on the board:

*Tomorrow, we're going to ...*

*It's raining. I'll ...*

*In the year 3000, there won't ...*

*Tomorrow it will ...*

Tell students that the first team to complete the four sentences accurately and sensibly is the winner. Write down the best suggestions on the board and recap on the different usages of the future forms *going to* and *will*.

### Power up

1 Look at the picture together. Ask students: *What is this household device?* (a vacuum cleaner) and *What is it used for?* (cleaning carpets). Then ask students: *What is different about this particular vacuum cleaner?* (a robot). Read and discuss the questions together. Ask students if they like doing the vacuuming at home. Would they enjoy this type of vacuuming?

Students' own answers.

2 Focus students' attention on the items in Exercise 3. Put students into pairs and ask them to name the items. Write the words on the board. Drill the pronunciation of *straighteners* /streɪtnərz/ and ask students to tell you where the stress lies on *cordless* (on the first syllable). Read the example together and ask students to discuss with their partner what they have in their homes. Monitor as students complete the task, noting any issues with pronunciation of the new words.

1 A hairdryer, B cordless (hair) straighteners, C (hair) straighteners

2 A trainers, B sunglasses, C cap

3 A dictionary, B book, C electronic book

4 A phone, B photo of a cow, C photo of a baby

5 A magazines, B video game control, C laptop

### Listen up

3 Focus students' attention on the rubric and tell them that they are going to listen to people talking about technology. Refer students to the Exam advice and remind them of the task they carried out in Exercise 2. Take time to drill the words in the photos, both chorally and individually. Give students one minute to read the questions carefully. Play the recording, twice if necessary. Allow students to discuss their ideas in between listenings. Check answers with the class.

### ▶ Track 3.2

1

**Gary:** Today's programme will tell us everything about the future of gadgets in our homes. Suzy is looking at gadgets for your hair. Suzy?

**Suzy:** Hi, Gary. Yes, I've got some exciting new gadgets here. Of course, most people have got a hairdryer at home, and lots of us have got hair straighteners – including you, Gary. Am I right?

**Gary:** Er, yes, Suzy!

**Suzy:** I thought so! But I bet you haven't got hair straighteners like these. They're cordless, so when they're hot, you can use them without the plug and cord. Isn't that cool?

2

**Paula:** Hey, Emilio! I see you've got new trainers! Were they a birthday present?

**Emilio:** No, my dad bought them for me a few weeks ago. What about my sunglasses? These were a birthday present. Do you like them?

**Paula:** Yes, they're cool, but there's something near your ear. It's a little black thing. Is it an earphone?

**Emilio:** Yes, there's a music player in the sunglasses! Listen ... It sounds amazing!

3

**Maria:** Miss Jones, I'd like to read a short story in English. Have you got *Billy Elliot*?

**Miss Jones:** Yes, we've got it in the library, but someone borrowed it yesterday. There are some great stories here, though. Do you want a book or do you want to download a digital version?

**Maria:** I'd like a book, please. Oh, this one looks good. Has anyone read it yet?

**Miss Jones:** No, it's new. No one has read it yet, you're the first. Do you need to borrow a dictionary, too?

**Maria:** Er, no, thanks. I've got one at home.

4

**Vera:** Hey, Bruno. Listen to this!

**Bruno:** Vera! What is it? It sounds like a cow.

**Vera:** It is a cow. It's a ringtone. I want to download a new one. I'd like something funny.

**Bruno:** A cow isn't funny. What about this old phone?

**Vera:** No. That's not funny. I think this Baby Rap is my favourite. Everyone likes the Baby Rap ringtone! Listen ... I'll download that.

5

**Son:** Mum, are you going to go into town today?

**Mum:** Yes, we need something for dinner. There's nothing in the fridge! Why? Do you want anything?

**Son:** Yeah, can you get me a magazine, please?

**Mum:** Which one?

**Son:** You know, that PC magazine with all the new games in it.

**Mum:** OK, I'll get it.

1 B 2 B 3 B 4 C 5 A

## Grammar XP

Read the information and examples in the Grammar XP box as a class. Ask students: *Which pronouns are for people? (someone, anyone, everyone, no one) Which are for things? (something, anything, everything, nothing)* Ask students to write sentences which are true for them, e.g.

... likes English lessons – they're great fun.

We looked ... for the class dictionaries, but we couldn't find them.

This grammar book tells you ... you want to know about English.

Drill the pronunciation of the words. Point out that the stress falls on the first syllable in each case, and as a result, the second syllables are pronounced very quietly.

- 4 Focus students' attention on the sentences and ask them to choose the correct word in each case. Check answers as a class.

- 1 anything 2 No one 3 everyone  
4 Everything 5 anyone 6 something  
7 someone 8 nothing

## To finish

Put students into pairs. Ask them to design a piece of technology which will help them in their everyday lives. It can be something for use at home or at school, e.g. a robot teacher or a robot school bag. Ask students to talk about their invention and speak about how it works. Remind them to use the phrasal verbs from the Vocabulary lesson.

## Homework

Workbook page 17  
MyEnglishLab

## SPEAKING (SB page 31)

### To start

Write these sentences about the future on the board:

We will eat insects.

There will be no more meat.

There won't be any cars.

People will travel everywhere by bicycle.

Doctors will be able to cure any illness.

Nominate a confident student to say whether they agree or disagree with the statements. Do not correct any mistakes at this stage, but make a note of the language they use to express their agreement or disagreement.

Ask students to work with a partner to write a prediction about the future. Nominate students to read out their predictions. Ask the rest of the class to say whether or not they agree.

### Power up

- 1 Direct students' attention to the brightly-coloured phrases. Put students into pairs and ask them to discuss the question. Conduct class feedback. Ask students to tell you more about where they have seen robots and to describe the types of robots they have seen.

Students' own answers.

- 2 Read the question together and focus students' attention on the words and phrases in the box. Ask students to think of a robot they have seen and describe it to a partner. Circulate as students do this, providing support where necessary. Conduct class feedback. Who has seen the most interesting robot?

Students' own answers.

- 3 Tell students that they are going to listen to a boy describing his robot. Drill the items in the box in Exercise 2, so that students are aware of what they are listening for. Play the recording twice if necessary. Then conduct class feedback. Ask students if they would like a mini-robot like this one. Do they think it sounds useful?

### ► Track 3.3

**Speaker 1:** This is Jacob Williams reporting. I'm with a group of people who all own mini-robots. As you know, they're very popular at the moment. Why do you like these robots? When they 'walk', they can move around any objects in front of them. That's so clever!

**Speaker 2:** Well, I agree that the robots are fun. Like, they move to music and their eyes and ears light up in time to the sounds ... so you're right about that. But I wanted my robot to be useful, too. It won't tidy my desk or help me to study!

move to music



## Speak up

### Language XP

Read the Language XP box with students. Focus on the pronunciation and intonation of the phrases and drill them chorally and individually. Exaggerate the rising and falling intonation of *Well, maybe* so that students get the idea that this is supposed to sound tentative and unsure.

- 4 Students work with a partner to decide on which four phrases they can add to the Language XP box. Conduct class feedback. When could the two other phrases be used? (giving directions and responding to a joke/funny story)

.....  
That's a good point. You might be right.

.....  
I don't think so. I think so.

- 5 Focus students' attention on the pictures of the robots. Ask students to choose a robot and describe it to their partner. Their partner must listen carefully and identify the robot which is being described.

.....  
Students' own answers.

- 6 Read the Skill advice to students, emphasising the importance of listening carefully when you are taking part in a conversation. Put students into pairs, A and B. Focus students' attention on the role cards. Give students one minute to read the ideas on the role cards and jot down some ideas. Circulate as students complete the activity, encouraging them to use the target language wherever possible and noting any difficulties to deal with in class feedback.

.....  
Students' own answers

- 7 Divide the class into two halves, A and B students. Ask Student As to turn to page 130 and Student Bs to turn to page 142. Give students one minute to read the statements. Before beginning the task, write your own statement on the board, e.g. *There won't be any flowers or plants.* Then conduct a class discussion. Ask students: *Do you agree or disagree with this statement?*

Now turn to the pairwork task. Give students one minute to discuss some ideas with students from their own group (A or B). Then ask students to find a partner from the other group and take it in turns to discuss the ideas on their role cards. Go around the class as students do this, recording any examples of particularly good language used. Nominate a couple of pairs to perform their discussion in front of the rest of the class.

.....  
Students' own answers.

### To finish

Write the following headings on the board:

*the future of phones*

*the future of people*

*the future of food*

Ask students to discuss their ideas about these things with their partner. Then conduct class feedback. Generate as many ideas as possible and write them on the board. Put students into small groups. Ask students to choose the topic they feel is the most interesting and prepare a one-minute talk on the subject which they will perform in front of their classmates.

There is additional speaking practice on page 118 of the SB.

.....  
I

.....  
1 sure 2 agree 3 point 4 so 5 might

### Homework

.....  
MyEnglishLab

SYNOPSIS UNIT

## To start

Put students into pairs. Draw a line along the board and explain to students that this is a technology timeline. Give pairs one minute to note down all the electric and electronic gadgets they can think of. When the time is up, ask students to number the items in their list according to when they think they were invented.

Students can then take it in turns to come up to the board and draw their technology timelines. The rest of the class can choose to agree or disagree with the order they have decided on, provided they remember to use the language they learned in the Speaking lesson. Use the Internet to sort out any serious disagreements.

## Power up

1 Focus students' attention on the word cloud and read the words that are inside it to students. Put students into pairs and give them one minute to list more words related to technology that are not included in the cloud. See which pair can create the longest list, and write words from students' lists on the board.

Students' own answers.

## Background

Word clouds show frequent words used in articles, books or speech. Bigger words are used more often than the smaller words. If students wish to create their own word picture/cloud for any topic they can search online for word cloud websites.

2 Focus students' attention on the title of the notice. Ask them: *What do you think an 'Unplugged day' at school is?* Read the notice and the two emails with students. Ask them to explain exactly what an Unplugged day is (when you give up using an electronic gadget for the day). Elicit the meaning of *give up*, if necessary, by asking students: *If I give something up, do I continue doing it or do I stop doing it?* (stop doing it) *Have you ever given anything up? What did you give up?* Refer students back to the notice and ask: *What do students have to give up?*

Now ask students to complete the texts with the words in the box. Do the first one together as an example. Let students check their answers with a partner and then read the notice and the emails around the class.

1 – 2 a 3 an 4 some 5 the 6 The  
7 any 8 – 9 the 10 a

3 Ask students to discuss the question with a partner. Ask them to report back, giving the reasons in both cases.

Lade's email gives one reason. Jason's email gives two reasons.

- 4 Focus students' attention on the sentences and the rubric. Do the first sentence as a class. Ask students to identify which sentences could be rewritten using the second alternative, e.g. Sentence 2: *You can't play games on the laptop because I'm doing my homework on it.*

1 because 2 so 3 so 4 because 5 so

## Plan on

### Language XP

Read the Language XP box to students. Generate some personalised examples of the language to suit your students, e.g.

*Roberto is going to the cinema tomorrow because it's his birthday.*

*Hedda likes learning English, so she's going to study it at university.*

Ask students to write two sentences about themselves using *because* or *so*. Nominate a few different students to read their sentences out, offering guidance where necessary.

- 5 Tell students they are going to talk about what they would give up for the Unplugged day. Nominate a confident student and model the activity with them. Provide answers about yourself, too, e.g. *I'm going to give up my laptop because that will be a really big challenge for me! It will be more difficult than giving up my TV or my mobile because I watch films and chat to friends on my laptop. I'm going to give it up because I think it will be healthy for me and I'll spend more time outside in the fresh air!*

Students' own answers.

- 6 Focus students' attention on the sentence beginnings. Write them on the board, completing them with your own ideas from Exercise 5. Go around the class, helping with the new language and providing lexis where needed.

Students' own answers.

## Write on

- 7 Focus students' attention on the task. Remind them that they can use the information in Exercise 6 to help them and the emails in Exercise 2 as a model. When they have finished writing, refer them to the Skill advice. Students check their own work for errors and swap their work with a partner and check their partner's work for errors. Monitor as students check each other's work.

Students' own answers.

### Model answer:

Dear Technology Team,

I'm going to give up my laptop. It's more difficult than giving up my mobile phone because I don't really like texting, but I use my laptop all the time!

I'm going to give up using my laptop because it will be a really big challenge for me. I use it to email friends, to shop and to check my Facebook page, so it's going to be really difficult!

Best wishes,

Polly

### To finish

Ask students to imagine that they have lived without the technology for a day. Tell them that they are going to interview each other about their feelings and experiences.

Suggested questions:

*Why did you give this up?*

*How did you feel?*

*What was the most difficult thing?*

*What did you miss?*

There is additional writing practice on page 118 of the SB.

### Homework

MyEnglishLab

## The future is here!

1 Focus students' attention on the photograph of Rebecca. Nominate a student to read out the sentences, and give students one minute to work with a partner and guess the order in which Rebecca, Emma and Toby will talk about the ideas.

B, C, A

2 Read the example sentence aloud. Play the video again and ask students to complete the sentences with the words in the box as they listen.

2 a robot 3 tip 4 cash 5 card

6 online shopping

3 Read the question aloud and ask students to discuss the ideas in the video. Discuss the first one together as an example. Encourage students to give reasons for their answers and to give examples of situations where these ideas might be true today.

Students' own answers.

## Project

4 Ask students to tell you which idea they find the most interesting. Explain that they are going to choose the most interesting idea and make a poster about it. As an example, ask students to think what will happen if more and more people start to shop online. Ask: *What will happen to shops? What will happen to town centres? What jobs will be lost? What new jobs will be created? How will life change?*

Explain that the posters need to include these ideas, and consider how all areas of life will be affected by the changes in technology. Encourage students to illustrate their posters, either with drawings or with pictures they find on the Internet, and focus students on the examples of language given in the SB.

When students have finished their posters, ask them to prepare a poster presentation. This can either be filmed or presented to the class. Make sure that every student contributes to the presentation in some way. As students present their ideas, note down correct and incorrect examples of this unit's target language for use in whole class feedback.

Students' own answers.



## Unit objectives

Reading:	multiple-matching questions
Vocabulary:	sport
Grammar:	present perfect simple with adverbs; past simple and present perfect simple
Listening:	listening for detail; answering true/false questions
Speaking:	describing a photo
Writing:	writing an article

## READING (SB pages 44–45)

## To start

Focus students' attention on the title of this unit. Explain that *Go for it!* is a way of encouraging someone to do something, and that this unit is all about sport.

Ask students to write down the name of their favourite sport, but without showing anyone. They must then go and find someone who has chosen the same (or a similar) sport. Working together, they need to brainstorm as many words as they can which are related to their chosen sport: equipment, where it is played, verbs associated with this sport, clothes you wear when doing/playing it, etc. Give students one minute to brainstorm the words.

After the minute is up, groups come up to the board and write down the words they have collected, but not the name of the sport. The rest of the class have to guess what the chosen sport is.

## Power up

- 1 Direct students' attention to the coloured words. Put students into small groups and give them one minute to list sports associated with the equipment. Ask students to come to the board and list the sports they have collected.

board: surfing, skateboarding, windsurfing, snowboarding

helmet: skateboarding, cycling, snowboarding

goggles: swimming, skiing

racket: tennis, squash, badminton

wetsuit: surfing, swimming, windsurfing, kitesurfing

- 2 Tell students about the last time you bought new sports equipment, e.g. *Last month, I bought some new goggles for swimming because my old ones were broken.* Ask students to ask and answer the question with a partner. Nominate a few students to report back.

Students' own answers.

## Read on

- 3 Nominate students to read the emails aloud. After students have read each email, elicit the sports which each person mentions. Note that Luke doesn't mention any specific sports. Write suggestions on the board.

Sandra: running, cycling

Luke: no specific sport

Olivia: gymnastics, swimming

Joseph: water sports

- 4 Draw students' attention to the photos and explain that they must match them with the short texts. Emphasise that at this stage, they only need to read the title of each text and maybe the first line, in order to match the photos. Explain that it is always important to get an idea of what a text is about before reading it properly. Give students one minute to complete the task.

A kickboxing B mud running C sprint cycling

D water polo E kiteboarding

F synchronised swimming

- 5 Explain that students must now read the texts in detail in order to choose a new sport for each of the teenagers from Exercise 3. If necessary, pre-teach the following words: *mud* (a sticky liquid made of soil and water), *sprint* (to run (or cycle) very fast), *mixture* (two or more things together), *contact sport* (a sport where players are allowed to touch each other). Use concept questions to check students' understanding, e.g. *Where might you see mud?* (in the park, in a field, etc. after the rain) *If I sprint, am I running fast or slowly?* (fast) *If I make a mixture, do I have one thing or more than one thing coming together?* (more than one thing) *Is running a contact sport?* (no) *What about football?* (yes) Refer students to the Exam advice. Tell students to read the texts and choose a sport for each teenager. Once they have done this, they can compare notes with a partner and write down two reasons for each answer. Monitor as students do this task, providing support where necessary. Conduct class feedback.

Students' own answers.

- 6 Read the first definition to students and do the first example as a class. Students complete the rest of the task individually. Allow them to check their answers with a partner before checking answers around the class.

1 achieve 2 join 3 breath 4 enthusiasm

5 junior

## Sum up

- 7 Ask students to close their books. Put students into pairs, A and B. Student A has one minute to tell their partner everything they remember about the sports. When you call out *Change!*, it is Student B's turn. When the time is up, go through the sports one by one, asking students to tell you about them. When you have covered all of the sports from the reading task, ask students to open their books to see if they have forgotten anything.

Students' own answers.

## Speak up

- 8 Read the question to students. Tell the class your own opinion, e.g. *I think water polo is fun because I love swimming and I enjoy team sports. You can do mud running here because it rains a lot and there is a mud running club.*

Put students into pairs and ask them to discuss the question. Offer support where necessary and note any difficulties to talk about during class feedback.

Students' own answers.

## To finish

Tell students that you would like to try a new sport. Write a couple of sentences on the board in the style of the emails in Exercise 3, e.g.

*I love being outdoors. I'm not a very fast runner and I'm not very good at team sports. I'm good at swimming though.*

Ask students to choose a new sport for you. Encourage them to give reasons for their choices. Give students one minute to write a similar short message about themselves on a piece of paper. Collect the papers in and redistribute them so that everyone gets a new message.

Give students one minute to choose a new sport for the writer of their message and to think of a couple of reasons for their choice. Then put students into groups of four to read the messages aloud and explain their choices.

## Homework

MyEnglishLab

## VOCABULARY (SB page 46)

### Sport

#### To start

Think of a sport and describe it to students. Say: *You need two people to play this sport. You usually play it on a court. You need trainers and a racket.* Ask students to guess what sport you are describing (tennis). Put students into two teams and ask them to take it in turns to describe a sport to the other team. Remind them of the new sports they learned about in the Reading lesson. The other team has to guess what sport is being described. Award a point if a team guesses the sport correctly. Award points for good use of language and recently learned words.

- 1 Focus students' attention on the notices and ask them where they might see notices like these in their school. Read the words in the word box together and drill pronunciation. Emphasise the /z/ in *prize* and the /s/ in *race*. Students complete the task. Allow students to check answers with a partner before conducting class feedback.

1 prize 2 locker 3 race 4 coach 5 court

6 match 7 track 8 changing rooms

- 2 Nominate a student to read the verbs in the word box aloud. Ask students to tell you where the stress lies in *compete* (it lies on the second syllable). Read the first sentence together and ask students to tell you which of the verbs can replace the phrase *try to win (beat)*. Students complete the task with a partner. Check answers with the class.

2 score 3 hit 4 win 5 kick 6 train 7 beat

#### Word XP

Read the information in the Word XP box to students. Check students' understanding by asking them to create sentences with the words as verbs and as nouns, e.g.

*My friend and I like racing each other.*

*It was a very exciting race.*

Write students' sentences on the board.

- 3 Ask students if they like watching football. Ask: *Which team do you support? Who are your favourite players?* Give them one minute to read the text. Check students' understanding by asking: *Which teams were playing? (Italy and Spain) Who did Danielle want to win? (Italy)* Students complete the task.

2 C 3 A 4 A 5 C 6 B

## Game on

Choose a word from the page and describe it to the class, e.g. *This is a small place where you can put your clothes if you are playing sport or swimming. Sometimes you need to put some money inside so your things are safe.* (locker) Put students into pairs and ask them to play this game together, using words from the page. Circulate, noting any particularly good definitions you hear.

## To finish

Continue the sporty theme by doing a running dictation. Choose a short passage from the Students' Book (e.g. the text about kickboxing on page 45). Put students into groups of four. Nominate one reader and one writer per group, and two runners. Ask the reader to stand at one end of the classroom and the writer at the other. The two runners take it in turns to run up to the reader and ask him/her to read a short extract from the passage (as much as they will remember – four or five words at a time is best). The runner then goes to the writer who writes down what the runner has heard. The group continues in this way until the writer has written down the entire extract. The first group to finish is the winner. The groups should then look at their writing and compare it with the version in the Student's Book.

### Homework

Workbook pages 24–25

MyEnglishLab

## GRAMMAR (SB page 47)

### To start

Pick a word from the Vocabulary lesson (e.g. *coach*) and ask a volunteer to spell it. Each student should then choose five words from the Vocabulary lesson and write them down. Put students into pairs and ask them to take it in turns to read and spell the words. Conduct class feedback. Who managed to spell all five words correctly? Which words were the most difficult to spell?

### Grammar XP

Read the Grammar XP box as a class. Draw a timeline on the board. Write *NOW* at the right-hand end of the timeline and draw an arrow pointing left to refer to past experience. Explain to the class that we use the present perfect simple to talk about things which happened in the past, but which are linked to the present. Generate a few examples from students' lives, e.g.

*We've finished Units 1 to 4 of our coursebook.*

*I've played in five football matches so far this season.*

Tell students that we often use the present perfect with *ever* or *never* to talk about our experiences. Write down one thing you have never done on the board, e.g.

*I've never tried kiteboarding.*

Ask students to write down a sport they have never tried. Go around the class, listening to students' sentences and drilling pronunciation. Draw students' attention to the weak and stressed syllables in their sentences and the pronunciation of *I've never*.

1 Ask students if they have ever tried climbing. Ask: *Where can you go climbing?* (outside, in the hills, the mountains, etc.) Ask students if they know what a climbing wall is. Has anyone ever tried this? Ask students to read Nicole's email quickly, ignoring the gaps for now. Then ask them to tell you what sport she describes in the email. Ask: *Where did she do it? Did she like it?* Ask students to fill in the email with the past participle forms of the verbs. Allow students one minute to check their answers with their partner before reading the email around the class.

2 has opened

3 have/'ve never climbed

4 have always done (no contraction because it follows *my friends and I*)

5 have/'ve used

6 have/'ve never used

7 Have, ever tried

- 2 Ask students to remind you how the present perfect is formed (*have* + past participle). Write the word *buy* on the board and elicit the past participle (*bought*). Put students into pairs. Tell them they are going to have a race to see which pair can be first to write down all the past participle forms.

bought, cut, done, found, had, played, seen, started, watched, won

- 3 Tell students that they are going to hear six sentences and write down the past participle they hear in each case. Say the following sentence as an example: *Have you found your tennis racket yet?* Ask students to identify the past participle in this sentence (*found*). Play the recording. Let students check their answers with a partner and play the recording a second time if necessary. The second time you play it, stop the recording after each sentence and ask students to repeat what they have heard. Focus on natural-sounding pronunciation.

#### ► Track 5.1

- 1 They've started a new gym class.
- 2 Have you bought some new trainers?
- 3 Jack hasn't seen the match yet.
- 4 We've played tennis every day.
- 5 The team hasn't had a good practice.
- 6 Well done! You've won the competition.

2 bought 3 seen 4 played 5 had 6 won

- 4 Focus students' attention on the conversations and nominate a confident pair of students to read the example together. Students complete the task. Ask students to check their answers with a partner and then nominate pairs to perform the dialogues. As a possible extension, students can then go on to ask each other the questions and give answers about themselves.

2 Have, won, have 3 Have, lived, haven't  
4 Have, done, haven't

- 5 Ask students to think back to the Grammar XP box they looked at at the beginning of the lesson. Remind students by asking them some questions about their own experiences: *Have you ever tried mud running? Have you had PE yet today? How long have you played tennis for?* Focus students' attention on the task and do the first question together. Check answers around the class.

1 haven't done 2 have/'ve just 3 for  
4 have/'ve tried 5 haven't bought 6 since

## Write on

- 6 Nominate a student to read the questions aloud. Write answers about yourself on the board as an example.
- I've spoken to my brother and my best friend today.*  
*I've been swimming today, but I haven't played football.*  
*The worst thing about today has been the weather – it's cold and rainy!*
- Go around the class as students complete the task, providing support with the new language where necessary. Ask students to swap their sentences with a partner and check that they are formed correctly. Then nominate a few students to read their sentences to the rest of the class.

Students' own answers.

## To finish

Play the *I've never ...* game with your class. Write two sentences about yourself on the board. Both should start with the words *I've never ...*. One sentence should be true and one should be false, e.g.

*I've never won a prize in a sports competition.*

*I've never been skiing.*

Ask students to tell you which sentence they think is true and encourage them to give reasons for their answers. Ask students to write two similar sentences about themselves. Put students into small groups and ask them to take it in turns to read out the sentences while the others listen and decide if they are true or false. Conduct class feedback and ask students to tell you about anything interesting they learned about their classmates.

## Homework

Workbook page 26  
MyEnglishLab

# LISTENING (SB page 48)

## To start

Bring a soft ball into class. Put students so that they are standing in a circle. Practise past participles by saying a verb infinitive, e.g. *cut*, and throwing the ball to a student. The student must supply the past participle: *cut*. Continue in this way, using a mixture of regular and irregular verbs. Move back from the game and ask students to supply the infinitives themselves.

## Power up

1 Focus students' attention on the photo. Ask: *What are the people doing? Where are they?* Write students' suggestions on the board.

Students' own answers.

2 Ask students to tell you what they know about freerunning and write their ideas on the board. Ask: *Where do people usually do this? Is it a contact sport? Is it a team sport? What equipment do you need for it? Would you like to try this sport? Why/Why not?*

Students' own answers.

## Background

Freerunning is also known as 'parkour'. The sport has its roots in military obstacle course training. Freerunners have to move through space using objects in their immediate environment (e.g. walls, fences, etc.) to propel themselves along. They try to move as fast and jump as high as possible without hurting themselves. Freerunning is also about climbing, swinging and rolling. Freerunning is usually practised in everyday urban spaces: outside buildings and in the street. It is a non-competitive sport. You can watch freerunning videos online.

## Listen up

3 Refer students to the Exam advice. Explain that they must always listen to what both people are saying in a dialogue and they should listen out for key words. Remind them that they don't have to understand every word, as long as they pick up on the key words. Give students one minute to read the sentences. Play the recording.

## ► Tracks 5.2–3

**Lucy:** Hey, Connor. Have you heard about our video on YouTube? Everybody was talking about it at school this morning.

**Connor:** Yeah, I have. It's really cool, isn't it? A girl from my tennis class texted a few minutes ago. She says three hundred people have watched it. I can't believe it. That's brilliant for the first day.

**Lucy:** I think we've done really well. Making a freerunning video was a great idea.

**Connor:** ... and it was my idea.

**Lucy:** OK, OK. Honestly you've got such a big head, Connor!

**Connor:** I know, but it was a good idea. You see, lots of my friends don't really know much about freerunning.

**Lucy:** You're right, but that's because we don't do it at school. It's not fair. We always have to do the same boring sports like football and tennis.

**Connor:** Well, I like those sports, too, but sometimes it's good to do something different. So, lots of people have seen the video, but, er, do you think they liked it?

**Lucy:** Definitely! Go and look! They've left some really good comments. I think that before we did the video, some people at school had the wrong idea about freerunning. We were jumping over walls and climbing up buildings, but they didn't think it was ... you know ... a real sport – and a sport that can keep you fit.

**Connor:** That's right. The video's shown how much training we've done and how good we are.

**Lucy:** Yeah ... and one person has asked us to start a freerunning club after school!

**Connor:** Brilliant! Why don't we start a club for beginners? It will be good fun and perhaps we can make more videos.

**Lucy:** Great idea, Connor! It was great fun making the video.

**Connor:** It was, but it took ages. I got a bit bored when we had to repeat the same movements. No, the best bit for me was the music. I loved choosing the different tracks for it.

**Lucy:** Yes, I know, but next time I'd like to choose some music, too. Anyway, I'm going home to watch it again. Perhaps there'll be some new comments!

Students' own answers.

4 Students listen to the recording again and check their answers. Conduct class feedback.

2 F 3 T 4 T 5 F 6 T



## Grammar XP

Read the information in the Grammar XP box together with your class. Write the following dialogue on the board:

A: *Have you ever tried freerunning?*

B: *Yes, I have. I tried it last week. We went to a freerunning club in the park – it was amazing!*

Ask: *Which part is present perfect? Which is past simple?* (the question uses the present perfect because the speaker wants to know if the person has had this experience any time up to now. The person answers using the present perfect to show that she has had this experience, but when she goes on to talk about something that happened at a specific time in the past, she uses the past simple.) Nominate a confident student and ask:

*Have you ever tried freerunning?*

If he/she says *Yes, I have*, then ask questions in the past simple, e.g.

*When did you try it?*

*Where did you do freerunning?*

*Did you like it?*

Ask students to work in pairs to create similar dialogues to illustrate this difference.

- 5 Read the example question together. Ask students why the answer is *has trained* and not *trained*. (because Nick trained in the past and this has a result in the present) Ask students to work in pairs to complete the rest of the exercise and check answers around the class.

2 didn't win 3 have started 4 ran

5 Did you watch 6 haven't finished

7 Have they done 8 tried

## To finish

Put students into three teams and tell each team to think of a sport. One member of the first team must mime the sport to the other two teams. The first team to correctly identify the sport earns a point. Once the sport has been identified, the two 'guessing' teams must race to see who can be the first to find three words associated with the sport, e.g. if the sport is *freerunning*, the associated words might be *climbing*, *rolling* and *outdoors*. The team which finds three words first wins a point. Then it is the second team's turn to mime a sport. Play the game again until each team has taken a turn. If there is time, play a second or third round. Add up the points to find the winner.

### Homework

Workbook page 27

MyEnglishLab

## SPEAKING (SB page 49)

### To start

Tell students that they are going to conduct a three-minute survey to get an idea of what sports are the most/least popular in the class. Elicit questions that they could ask, e.g. *What's your favourite sport? What sports do you dislike?*

Inform students that when you say *Go*, they are to move around the class speaking to as many different people as they can and jotting down notes on a piece of paper.

Let students circulate for a few minutes. Then ask them to return to their seats and share their ideas. You should be able to piece together their answers to get a picture of what the most and least popular sports in the class are. Ask students to explain why they like and dislike certain sports, eliciting vocabulary such as *tiring*, *exciting*, *boring*, *too difficult*, etc.

### Power up

- 1 Read the statement to students. Ask them to discuss this statement with their partner and give reasons for whether they agree or disagree with it. Conduct class feedback. Do students in your class prefer watching sport or doing sport?

Students' own answers.

- 2 Focus students' attention on the photo and ask: *What sport do you think they are watching?* Direct students to the notes and read the headings and the example together. Students complete the task. Check answers orally.

Students' own answers.

#### Suggested answers:

People: group of friends; three boys/teenagers, between 11 and 16 years old

Objects/clothes: sofa, flat screen TV, football, bowl with popcorn; older boy: blue shirt and jeans; boy in the middle: striped T-shirt and jeans; boy on the right: yellow/green T-shirt

Actions: watching a match; having fun; cheering/shouting/celebrating; two boys on sofa; one boy is upside down, football in his hand; boy on the left is sitting on the floor; perhaps their team has scored a goal or is winning

Feelings: happy/excited; laughing and smiling

- 3 Students match the questions with the answers. Do the first one together as an example. Ask students to complete the task with a partner.

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

- 4 Tell students they will hear a girl describing the photo from Exercise 2. They must find five things from Exercise 3 which she does not mention. Play the recording and allow students to compare their answers with a partner. Play the recording again and conduct class feedback.

#### ▶ Track 5.4

**Girl:** Well, the photo shows some friends. Two are sitting on a sofa and one is on the floor. There's a white wall behind them. The boy in the middle is upside down. They're wearing jeans and a shirt or T-shirts. I think they're watching a match on TV. They're all happy and excited and they're having fun. They're celebrating because their hands are in the air. Perhaps their team has scored.

They're in a lounge. It's sunny outside. The colour of the shirts/T-shirts (blue, red and black striped, green). The boy is holding a football. They're eating popcorn.

### Language XP

Read the phrases in the Language XP box aloud to students. Choose a photo (perhaps one from the Students' Book or on your classroom wall) and describe it, using some of the language in the box. Choose another photo, and ask each student to say something about it using the target language.

### Speak up

- 5 Refer students to the Exam advice. Explain that no one expects them to know the words for everything in English. Speaking exams can be stressful situations, but it is important to keep talking, as long silences will not gain any points. Divide the class into two halves, A and B. Ask Student As to turn to page 130 and Student Bs to turn to page 142. Focus students' attention on the photos they can see and explain that As and Bs are looking at different photos. Give them one minute to read their questions and to think about what they are going to say. Put students into pairs, A and B. Student A begins by describing his/her photograph using the questions. Student B looks at the words in the box and as he/she listens, ticks the topics which Student A mentions. Now students swap roles and Student B talks about his/her photo, with Student A listening and ticking topics. As students complete this activity, monitor carefully. Note any examples of good language you hear. At the end of the activity, ask students if they have a clear picture of their partners' photo in their head. Now ask students to share their photo with their partners.

Students' own answers.

- 6 Ensure that students remain with the same partner they were working with in Exercise 5. Tell students that they are going to have the opportunity to talk with their partner about how well they did in the last exercise. Read the examples together and emphasise that they are all very positive. Remind students that it is very important not to be too critical of their partners' efforts. If they do have a criticism, they need to make sure that they find something positive to say too.

Students' own answers.

### To finish

Practise the present perfect by organising a *Find someone who ...* activity. Write the following phrases on the board and ask students to copy them into their notebooks:

*Find someone who ...*

*has tried freerunning.*

*has won a race.*

*has had an accident when playing sport.*

*has played sport in a different country.*

*has tried snowboarding.*

*has tried windsurfing.*

*has played football on the beach.*

*has tried horse-riding.*

Elicit what question students will need to ask in order to find out whether a classmate has done this activity. Write it on the board, e.g.

*Have you ever tried freerunning?*

Tell students that if they get the answer Yes, they must ask two more questions about the experience using the past simple, e.g.

*When did you try it?*

*Did you enjoy it?*

Circulate as students complete this activity, noting any issues with the new language. Conduct class feedback and generate some discussion about students' sporting experiences.

There is additional speaking practice on page 120 of the SB.

### Homework

MyEnglishLab

## To start

Tell students that they are going to prepare and take part in a sports quiz about their own sporting experiences. Put students into two teams, A and B. Tell each team to write four questions based on the sporting experiences of the team members, e.g.

*Has Ray ever tried sprint cycling?*

*Has Monika ever been a goalkeeper in a football match?*

Give students a three-minute time limit to write their four questions. Students from Team B must answer Team A's questions, and vice versa. Each correct answer earns the team one point.

## Power up

- 1 Ask students to focus on the photos and describe what they see. Ask students if they have ever tried these games. Why/Why not?

Students' own answers.

## Background

The alternative Olympic Games take place every year in Llanwrtyd Wells, Powys in Wales. They offer totally different sports from the traditional Olympics – underwater hockey, wife

carrying and gravy wrestling are among the events! Like the Olympics, people compete for gold, silver and bronze medals, but it is not really about winning, but more about having fun. Llanwrtyd Wells has organised unusual sporting events since 1980. It started doing this in order to boost tourism.

- 2 Give students a few minutes to discuss the answer to this question in small groups. Then open it up as a class discussion, writing suggested answers on the board.

Students' own answers.

## Language XP

Read the information in the Language XP box with students. Check that students understand the meaning of these connecting words. Generate some personalised examples to check students' understanding, e.g.

*You can hand your homework in either today or tomorrow.*

*Marco is going to do his English homework as soon as he gets home.*

*Everyone is here today except Nikki.*

*We're learning English so that we can travel and get good jobs.*

*Paula knows lots about Australia although she has never been there.*

- 3 Read the title of the article to students and ask them whether they love or hate sport. Students complete the article with the words and phrases from the box. Read the article around the class. Ask: *What sports does Jessica like playing? (basketball, football) What sports doesn't she like? (running)*

2 although 3 because 4 As soon as 5 except 6 so that

- 4 Students complete the sentences with words and phrases from Exercise 3. Check answers with the class.

2 either, or 3 as soon as 4 because

5 although 6 so that

## Plan on

- 5 Read the ideas and the example to students and ask them to match the ideas with the paragraph numbers.

Paragraph 2: a

Paragraph 3: c

- 6 Read the advert to your class and ask students the questions. Write the key words from the rubric and the text on the board: *advert, magazine, sports or activities tried, what you love/hate, what you have watched/haven't tried.*

1 an article 2 the chance to try a new activity with friends

- 7 Ask students to complete the notes with information about themselves. Monitor students as they do this, providing support where necessary. Nominate a couple of students to share their ideas with the class.

Students' own answers.

- 8 Students add more information about the sports they listed in Exercise 7, explaining the reasons for their likes and dislikes. Read the example on the board and brainstorm some other ideas for why students might like or dislike certain sports.

Students' own answers.

## Write on

- 9 Refer students to the Exam advice and discuss a possible order for students' articles. Elicit the questions asked in the advert in Exercise 6 and write them on the board in order.

*What sports or activities have you tried?*

*What do you love or hate?*

*Is there a sport or activity that you've watched, but haven't tried yet?*

Suggest that students follow this order when they come to write their own articles. Write the title of the article on the board. Students write the article. When students have finished, ask them to swap articles with their partner. Students check each other's work. Have they covered all the questions? Have they given reasons for their likes and dislikes? Have they used the present perfect correctly? What about the spelling? Ask students to revisit their work after their partners' feedback, making changes where necessary. Nominate a few students to read out their articles. Ask students to add photos or illustrations to their articles. Display their work on your classroom walls.

Students' own answers.

### Model answer:

I'm not a very sporty person, so I haven't tried very many sports, although I do love swimming. I've tried skiing and I've played football, too. I love skiing because it's great fun and I enjoy being in the mountains. I like swimming because it's relaxing.

I really don't like tennis because it's very difficult. I can never hit the ball! I don't like team games, although I like playing them if people aren't very serious about winning!

I've watched freerunning, but I haven't tried it. Quite a lot of people in my town do this sport, and I think it looks amazing! As soon as I finish my exams, I'm going to try it!

## To finish

Organise an alternative Olympics in your class. Tell your class that this Olympics is going to help them with the English they have learned in this unit. Put students into groups and ask them to think of an Olympic event which would help them prove how good they are at English. Bring the class back together and ask the groups to explain their event and any rules.

Possible suggestions:

*writing the longest sentence*

*memorising a passage from the SB*

*seeing who can walk the fastest and furthest with the SB balanced on their head*

*who can stand on their head and answer questions in English at the same time*

Conduct the English Olympics. You might want to have some small prizes to hand for the winning team.

There is additional writing practice on page 120 of the SB.

### Homework

MyEnglishLab

SAMPLE UNIT

## SWITCH ON (SB page 51)

### Just try it!

1 Focus students' attention on the picture of Toby and Rebecca. Tell students that they are going to find out the unusual sports or activities they have tried, or would like to try. Read the questions aloud and ask students to guess the answers. Play the video and ask students to tell you which answers they have guessed correctly.

1 B 2 A

2 Nominate a student to read the questions aloud. Explain that they are going to watch the video again and choose the correct answer. Play the video again. Allow students to check their answers with a partner before conducting whole class feedback.

1 C 2 A 3 B

3 Read the question aloud. Put students into small groups and ask them to discuss their ideas. Monitor as students do this and encourage them to back up their opinion with reasons, e.g. *I'd like to try indoor skydiving because it sounds exciting!*

Students' own answers.

### Project

4 Write the heading *Unusual Sport/Activity* on the board. Give students one minute to work in pairs and write down as many unusual sports and activities as they can think of. Collect ideas around the class, generating as much new vocabulary as possible. Put students into pairs and tell them that they are going to prepare an interview about an unusual sport or activity. Ask them to decide on their unusual sport or activity before focusing their attention on the headings in the SB and asking them to make notes.

Students work together to write their interview. Circulate, helping students with question formulation where necessary. Note down any difficulties students are having with this for use in the class feedback session at the end of the lesson.

Students act out their interview or work in small groups taking it in turns to film each other's videos. Encourage students to think of more questions to ask at the end of each interview. Conduct class feedback, focusing on examples of good language as well as any difficulties you have observed with the target language.

Students' own answers.