

A website project

1

In this unit, students:

- read and understand a leaflet giving advice and guidance to participants in a website project
- develop a close understanding of the text, its function, purpose and the vocabulary it uses
- learn about noun entries in a dictionary; spell words ending in *-tion* / *-sion*; practise noun phrases
- revise main tenses: present simple/continuous; past simple/continuous
- revise future forms: *will*, *going to*; present perfect simple/continuous
- learn features of advice; write advice for a trip abroad; write advice on preparing for a visitor from abroad
- listen to a conversation and a discussion about the website project topics; discuss the topics
- present their own monologue about the website project topic they would choose

Lesson 1 Check-in; Reading SB pp7–9

Lesson aims

- to prepare for the topic of *A website project* and other aspects of work in Unit 1 through the Check-in page
- to read and gain a general understanding of a leaflet giving advice and guidance

SB skills: reading for general understanding; oral comprehension; reading fluency; vocabulary work

WB practice: Unit 1 vocabulary list (p138)

Time division: a rough guide to a 40-minute lesson

▶ Check-in – 10

▶ Before reading – 3

▶ Reading – 7

▶ After reading – 10

▶ Reading practice – 10

Point out the unit title and give students a few moments to look at the pictures. Ask: *What kind of website is illustrated? Do you think the students are using their computers for study or for entertainment?* Ask students if they use websites that look like the one shown.

Check-in

- 1 Read the first sentence to the class.

Task box Discuss each question, eliciting answers from around the class. Ask different students their four reasons for visiting a website and list ideas from around the class until all suggestions have been made, e.g. *to get information, to read opinions, to buy things, to access services, to contact people*, etc.

- 2 Read the last statement.

Reading

Read the sentences about what the leaflet does.

Task box Discuss the questions about teamworking. Read or ask a volunteer to read the new words.

Task box Check the meanings of the vocabulary words with the class. Read about the time zones.

Task box Discuss the questions about time zones.

Looking at language

- 1 Read out the Dictionary work. Check the class can define a noun: *a naming word*.
- 2 Read out the spelling work. Ask the class to tell you as many words ending in *-tion* / *-sion* as they can think of. Elicit at least two for each ending.
- 3 Read out the Language development work.

Grammar

- 1 Read the information about Grammar.
- 2 Ask the class which, if any, of these main tenses they find difficult.

Writing

Read about the writing features and advice.

Task box Discuss the question about travel abroad with the class, eliciting as many individual answers as possible. Read about writing advice for a friend.

Listening

- 1 Read out the listening activities.
- 2 Explain that the student characters will be involved in a website project and the class will hear them discussing it.

Speaking

- 1 Read the information about Speaking.
- 2 Explain that in every unit students will have the chance to speak in groups and individually.

Reading: *The www project* SB pp8–9

Before reading

Pre-reading questions

- 1 What is the title of the leaflet? **The www project**
- 2 Does the leaflet have illustrations? **Yes**. What sort of illustrations are there? **photos and cartoons, a map**
- 3 How is the information in the leaflet arranged? **in sections with headings**
- 4 Why are headings used? **so that the reader knows what each section is about before reading the detail**

Reading

- 1 Read the text to the class or play track 1.01.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 Some or all of the key words for Unit 1 in the Word list at the back of the WB may be checked in a dictionary during the lesson, if necessary, and also as a homework task.

Note: Students should check meanings of words for homework and they will do further comprehension and vocabulary work in following lessons. Do not spend time on checking meanings in the lesson unless essential to a general understanding.

After reading

General questions

Check students' general level of understanding by asking questions on the gist of the text.

Students should be able to answer broad questions fairly easily, referring back to the text to check as necessary.

Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details, if necessary.

Use the following questions or any of your own:

- 1 What is the name of the project? **The www project**
- 2 Who is the leaflet for? **students who are going to do the project**
- 3 What does it give them advice about? **good working practices (that they should try to use during the project)**
- 4 Which people are important? **team leaders**
- 5 How many teams will work on each subject area? **two**
- 6 How many different time zones are the teams in? **8**
- 7 What is the advice about copying files? **Remember to back everything up.**

Reading practice

- 1 Ask different students to read sections of the text aloud.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students re-read and listen again to the leaflet (track 1.01). Explain that they should ensure they understand all the words listed for Unit 1 at the back of their Workbooks.

Lesson 2 Reading comprehension SB p10

Lesson aims

- to re-read *The www project* **(i)** in full **(ii)** in sections for detail
- to develop a close understanding of the leaflet
- to give a personal response to the website project

SB skills: reading for detail; guessing meanings from context; vocabulary; critical thinking

WB practice: sub-headings and paragraphing; find the wrong word; gapfill; Vocabulary page (after this lesson or after Lesson 3)

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Activity 2 – 6

▶ Vocabulary check – 2

▶ Re-reading – 5

▶ Activity 3 – 4

▶ Your views – 4

▶ Activity 1 – 6

▶ Activity 4 – 10



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Warm-up

Without looking in their books, ask the class to tell you the nine countries that the teams come from: **Brazil, Canada, UK, Kenya, Jordan, Russia, India, Thailand, Australia.**

Before starting this page, read *The www project* again or play track 1.01.

Activity 1

- 1 Ask the literal comprehension questions.
- 2 Elicit oral answers from the class.
- 3 Remind students that the answers are stated in the text.

Answers

- 1 Science, Art, Education, Environment
- 2 create a young people's website (with a worldwide perspective)
- 3 young people around the world
- 4 in the first session
- 5 because they play an essential role in project co-ordination
- 6 the team leader
- 7 change their plan later
- 8 four o'clock in the morning
- 9 project supervisors
- 10 the design and maintenance staff

Activity 2

Tell the class to find each expression in the text. They should read the sentence containing the expression carefully. They read the alternative meanings and decide which is correct.

Pair work

This activity may be done with students working in pairs. Give them a time limit then check answers together.

Whole class

If you wish, do the activity with the whole class working together. Elicit the first answer. If necessary, refer the whole class back to the text and re-read the context of the expression.

Answers 1a 2b 3b

Activity 3

- 1 Students complete the sentences using expressions from Activity 2. They may do this activity in pairs or independently.
- 2 Give them a time limit, then check answers together.

Answers 1 do her own thing 2 stick with it
3 make the most of it

Activity 4

- 1 Students work in pairs or small groups to discuss answers to these questions. See Introduction pp21–22 for advice on pair or group work if you are not familiar with the technique.
- 2 Explain to the class that the answers to these questions are not always directly in the text. Students will need to think about the questions and look for evidence in the text in order to come up with a reasoned answer.
- 3 If your class is confident with group discussion let them discuss all the questions within the time limit. Alternatively, ask the groups to discuss one question at a time.
- 4 Appoint a note taker for each group and ask them to note answers in a few words.
- 5 Make sure the class understands that there are no right or wrong answers to this discussion activity. They should use their common sense to think of good answers and, where appropriate, refer to the text to support their ideas.
- 6 Go through the answers with the class. For each question, elicit a response from one of the groups. Ask if any group has a different answer or can add anything.

Example answers

- 1 Students may make any reasonable suggestions, e.g. *email, texting*. Students may mention phone calls or video phone calls. If you wish, ask them to discuss the advantages and disadvantages, e.g. *In a call, you can see/hear the person directly but calls are expensive. Sending a letter by post is slow., etc.*

- 2 Students' own opinions. Make sure they justify their views, e.g. *A leader is important because he/she can check that things are being done properly and at the right time. Having a leader for a small group is not important because a small team can discuss everything together.*
- 3 Students should be able to explain, e.g. *The ideas of a person working alone may be misunderstood and left out by the others and that person will feel annoyed. The project may not be so good if everyone's ideas are not included from the start.*
- 4 Students may suggest several ideas, e.g. *The partner team will feel that they are being made to feel unimportant. They will be working on the previous plan so the project could be confusing. The partner team may start to feel annoyed.*

Vocabulary check

This activity may be done in class if there is time. Normally, it is likely that there will only be time to point out the list to students and remind them of the importance of checking new words before they do vocabulary practice in the Workbook. The Workbook Vocabulary page may be done after this lesson or after Lesson 3.

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. This activity offers students the opportunity to give their individual response to the text they have read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 2 Students should write their own response for homework. Explain how much you require them to write.
- 3 Students reading their responses can also be a warm-up activity for following lessons.

WB: Reading comprehension (WB p4)

Vocabulary check

Your views personal response

- Check before the end of the lesson that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

WB answers

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

Exercise 3 1,3 2,6 3,1 4,5 5,4 6,2

Exercise 4 1 presentation – perspective 2 time – subject 3 week – day 4 leader – supervisor 5 months – weeks

Exercise 5 1 perspective 2 went off 3 backed up 4 essential 5 deadline 6 request 7 promptly 8 assigned

WB: Vocabulary (WB p5)

This page may be completed for homework after Lesson 2, Reading comprehension or Lesson 3, Looking at language.

WB answers

Exercise 1 1 thoroughly 2 monitor 3 co-ordinate
4 assign 5 access 6 supervisor 7 appropriate
8 conference

Exercise 2 request access encounter launch
contact

Exercise 3

1 (computing) back-up access files website
2 (organising) co-ordinate supervise contact review
3 (time) promptly regular deadline
4 (speaking together) meeting discussion conference

Exercise 4 1 request 2 launched 3 encounter
4 zone 5 maintenance 6 supervisor 7 confusion
8 available

Lesson 3 Looking at language SB p11

Lesson aims

- to investigate noun entries in a dictionary
- to investigate formation and spell correctly words with *-tion / -sion*
- to study how nouns can be put together to make phrases

SB skills: Dictionary work: countable / uncountable / plural nouns

Spelling: formation of abstract nouns ending in *-tion / -sion*

Language development: creating and using noun phrases

WB practice: noun plurals; spelling of abstract nouns; noun phrases; newspaper headlines

Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► B Spelling – 10

► A Dictionary work – 10

► C Language development – 15

Warm-up

Ask students to tell you all the parts of speech they know: *noun, verb, adjective, adverb, pronoun, preposition, conjunction*. List them on the board. Tell them or prompt them with any they have forgotten. Ask for an example of each of the first four classes. Ask what these four word classes do, e.g. *noun – naming word; verb – doing (action) word; adjective – describing word, tells you more about a noun; adverb – tells you how, when or where something happens, tells you more about a verb*.

A Dictionary work

- 1 Read the first line of information.
- 2 Tell them to look at the first line for the first entry: *website*. Explain that they can find all this information about any noun in a dictionary, i.e. the word Ask: *How are words arranged in a dictionary?* **alphabetical order**
phonetic spelling Ask: *How does the phonetic spelling help you?* **It tells you how the word sounds when you say it.**
the word class
whether the noun is countable [C] or uncountable [U]. Ask students to give examples of countable and uncountable nouns to ensure understanding of the terms.
definition Ask: *What is a definition?* **the meaning of the word**
Ask a volunteer to read out the definition of *website*.
- 3 Read the next information point.
- 4 Tell students to read the entry for *copy* in the Information box. Ask: *Is there any information here that was not in the entry for website?* Students should note that the plural form – **copies** is given.
- 5 Emphasise that the plural of any noun which does not form its plural with 's', will be given in the dictionary.

Activity 1

- 1 Before using the dictionary, ask students to say if they think each noun is *countable* or *uncountable*. Record the majority verdict on the board.
- 2 Students look up the words individually or in pairs. Note on the board which ones the class was right about. Correct those that are wrong.

Answers 1 countable 2 uncountable 3 countable
4 uncountable 5 countable 6 uncountable

Activity 2

- 1 Ask individual students to form sentences from the choice of words in Activity 1. Students can respond orally or you may wish to write sentences on the board.
- 2 If you are short of time, this can be done as an additional independent homework task.

B Spelling

- 1 Read the Information box with the students. As with all spelling sections in the book, explain that not all words follow the rules. Explain that it is not just a case of adding *-tion / -sion* to the root word – the spelling may change. Remind them: *If you are not sure, check in a dictionary!*
- 2 Check understanding of the *-tion* and *-sion* words given as examples: *fiction – writing that is made up by the author; conjunction – a part of speech that joins words, phrases or clauses; addition – the act of adding things together*.
- 3 Read about the smaller groups of nouns and point out the different endings. Read the examples and check understanding of the verbs and nouns.

- 4 Based on the rules they have read ask students to say *-tion* or *-sion* as you read these words:
to direct – *direction*; to explode – *explosion*; to invent – *invention*; to confuse – *confusion*; to invite – *invitation*

Activity 1

- 1 Ask different students to read aloud each word in the box. Check for pronunciation.
- 2 Students work individually or in pairs to match words and definitions.
- 3 Check answers by asking different pairs to give the definition of each word. Check that the rest of the class agrees. If necessary, tell the class to find words in the dictionary and ask a volunteer to read the definition to the class.

Answers multiplication 3; station 5; emigration 1; discussion 2; possession 6; composition 4

C Language development

Read through the information about compound nouns with the class. Students should be familiar with these and know that each compound noun is a word that makes sense and the two nouns that form it also make sense on their own.

Activity 1

Give students a moment or two to write down two compound nouns. Elicit examples. Make sure they give a compound noun that is a word in its own right, e.g. policeman, i.e. not just two nouns put together, e.g. policecar. Tell them to check in their dictionaries before giving their answers if they are not completely certain.

- 1 Read the information about forming a noun phrase.
- 2 Ask volunteers to read out the noun phrases and what they mean.

Activity 2

Elicit suggestions for noun phrases for the illustrated objects.

Answers 1 pencil sharpener 2 money box

- 1 Read about abstract nouns in noun phrases.
- 2 Ask a volunteer to read out the example. Check the class understands *intelligence*.

Activity 3

- 1 Students should think of phrases using two nouns including the given noun, e.g. *beauty salon, beauty shop, beauty contest; danger sign, danger signal, danger point, danger zone*.
- 2 Read about the noun phrases in the leaflet.
- 3 Elicit phrases to explain the meanings of the noun phrases.

Example answers

phone conference: a conference held by speaking on the phone
review meeting: a meeting to review something

- 4 Ask the class to scan the text to find other examples.

Answers Students' own choices, e.g. *subject area, team leader, project supervisor, project website, partner team*

- 5 Make sure they are able to explain what each phrase means, e.g. *the area (of information) that is included within a subject; the leader of a team; a person who supervises the project; the website that will come from the project; the team that is partner to another team*.
- 6 Read the Information box about putting more than two nouns together.
- 7 Ask a volunteer to read out the example.
- 8 Read about the usefulness of noun phrases.

Activity 4

Ask a volunteer to read the headline and elicit the meaning.

Example answer

The theft of a necklace made of diamonds

WB: Looking at language (WB pp6–7)

- 1 Make sure students understand the tasks.
- 2 Spelling, Exercise 3: point out to students that they will sometimes be asked to use words in sentences of their own. Encourage them to write interesting sentences, e.g. *There was an interruption to our lesson when the head teacher came in with a visitor tells the reader more about the abstract noun than There was an interruption*.
- 3 If you wish, set up a system of giving extra marks for sentences where students have made an obvious effort to write something with meaning in a clear context.

WB answers

Dictionary work

Exercise 1 1 videos 2 boxes 3 donkeys 4 rubies
5 bureaux or bureaus 6 buses 7 knives 8 fungi
9 ditches 10 plateaus or plateaux

Exercise 2 bureau plateau

Exercise 3 1 child 2 tooth 3 goose 4 foot

Spelling

Exercise 1 1 alteration 2 conversation 3 admission
4 direction 5 decision 6 discussion 7 correction
8 interruption

Exercise 2 1 solution 2 presentation 3 persuasion
4 reaction 5 ambition

Exercise 3 Students' own sentences

Language development

Exercise 1 1 football boots 2 shopping bag
3 soup bowl 4 plant pot 5 bus stop

Exercise 2

- 2 a monitor for viewing information that is stored in a computer
- 3 a rocket for travelling in space
- 4 a pilot who flies a helicopter
- 5 a cage for keeping a bird in

Exercise 3

- 1 enquiry into an accident on a motorway
- 2 (example answer) disaster involving / caused by a tanker carrying / full of oil
- 3 (example answer) a rescue of someone/something from a fire at a factory

Exercise 4

(example answers) headline:

Helicopter cliff rescue Helicopter climber rescue

Cliff rescue heroes Helicopter sea rescue

(example answer) The story is about the rescue of a climber from a cliff by a helicopter.

Activity 1

1 Pre-reading questions

Where are Laura, Ross, Holly and Jack? **in New York**

What are they looking at? **a skyscraper**

What is Laura doing? **taking a photo**

- 2 Point out that the target tenses, present simple, present continuous, past simple and past continuous are in bold.
- 3 Select volunteers to read a paragraph each.

Activity 2

Ask the literal questions and elicit oral answers to check understanding. Remind students they will find the answers in the text.

Answers

- 1 They are in New York because they won a competition.
- 2 When they arrived, they met prize-winners from eight other countries.
- 3 Now they are sightseeing for the last time.
- 4 They love New York.
- 5 Laura is a good photographer because she always takes brilliant photos.
- 6 Tomorrow morning they are meeting their new friends and Professor Brown.

Lesson 4 Grammar SB p12

Lesson aims

- to read and understand a short text using the present simple/continuous and past simple/continuous
- to understand and practise correct use of the tenses through oral exercises and activities

SB skills: reading; grammar accuracy; speaking

WB practice: past/present simple/continuous

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|------------------|
| ▶ Warm-up – 3 | ▶ Remember! – 5 | ▶ Activity 5 – 6 |
| ▶ Activity 1 – 5 | ▶ Activity 3 – 3 | ▶ Remember! – 5 |
| ▶ Activity 2 – 4 | ▶ Activity 4 – 6 | ▶ Activity 6 – 3 |

Warm-up

In pairs or groups, ask the class to write down as many facts about each of the friends, Laura, Holly, Jack and Ross as they can. Ask, e.g. *What are they good at? What do they like doing?* Students should remember that Laura and Jack are sister and brother; Laura is particularly good at photography; Holly likes clothes and fashion; Ross and Jack both enjoy sport; Ross is good at drawing. Ask the first group to read out their list of facts then ask if any other group can add anything else.

Activity 3

Remember!

Go through the Remember! box with the class. Ask volunteers to read the examples. Ensure that students understand the examples and the different uses of the two tenses.

- 1 Students look at the text to find examples of the different uses of the two tenses.
- 2 Encourage other students to correct any mistakes and refer the class back to the Remember! box if necessary.

Answers

present continuous for present events: *are sightseeing; is photographing*
present continuous for future event: (Tomorrow) *are meeting*
present simple for regular events: (always) *takes*
verbs usually in the present simple: *love, wants, has*

Activity 4

- 1 Students may do this activity in groups or pairs. Give them a time limit to think of three sentences for the first question.
- 2 Elicit answers from around the class. Invite other groups/pairs to correct any mistakes. Refer the class back to the Remember! box as necessary.
- 3 Give the groups another time limit to discuss question 2. Ask the groups to report back to the class in turn.

- 4 Give the groups time to complete question 3. Go around listening as they talk.

Activity 5

- 1 Give the class a minute or so to note down three questions.
- 2 Give them a time limit to talk in groups and note down their answers.
- 3 Ask students from different groups to give their friends' answers to their questions, e.g. *Do you remember our first day at this school? Anna remembers our first day at this school.*

Activity 6

Remember!

Go through the *Remember!* box with the class, inviting volunteers to read and ensuring that the class understands the examples and the different uses of the two tenses.

- 1 Students look at the text to find examples of the different uses of the two tenses.
- 2 Encourage other students to correct any mistakes and refer the class back to the *Remember!* box if necessary.

Answers

past simple for completed actions: *won, was, got, met, visited, went, saw*
 past continuous for continuing actions in the past: *were looking forward, were shopping*
 past simple and past continuous with *while*: *While they were shopping ... they saw*

WB: Grammar (WB p8)

Check students understand the tasks. They should be able to complete these exercises independently. Remind them to look in the Grammar reference section at the back of their WBs if they need to check rules.

WB answers

Exercise 1 1 are enjoying 2 are buying 3 takes
 4 does ... remember 5 are meeting 6 do ... want
 7 are going 8 are ... looking

Exercise 2 1 flew 2 was waiting, arrived 3 got, felt
 4 looked, was shining 5 were walking, began 6 were ... wearing
 7 visited, went 8 did ... like, loved

Exercise 3

- 1 Where do the prize-winners come from?
- 2 Are they spending two weeks in New York?
- 3 When are they going home?
- 4 Who did they see in the department store?
- 5 Does Laura take photos all the time?
- 6 What were they doing yesterday afternoon?

Lesson 5 Grammar in use SB p13

Lesson aims

- to listen to, read and understand a short conversation
- to revise and practise future forms *will / going to*; the present perfect simple and continuous
- to practise correct use of verbs *make* and *do* + object

SB skills: listening, reading, speaking, grammar accuracy; colloquial expressions; Grammar extra: *make* or *do*

WB practice: future: *will, going to*; present perfect simple/continuous; *make* or *do*

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|---------------------|
| ▶ Warm-up – 4 | ▶ Activity 3 – 4 | ▶ Activity 5 – 10 |
| ▶ Activity 1 – 5 | ▶ Activity 4 – 5 | ▶ Grammar extra – 7 |
| ▶ Activity 2 – 5 | | |

Warm-up

Ask students: *If you could visit New York, what would you like to do? What would you like to see?* Elicit ideas from around the class.

Activity 1

1 Pre-listening questions

Who are the students meeting? **Professor Brown**
 Who is Professor Brown? **He teaches at Hampton University. He organised the Portrait project and now he is organising The website project.**
 What do you think Professor Brown is going to say? Students' own ideas

- 2 Play track 1.02. Students listen and follow.

Activity 2

Ask the literal questions and elicit oral answers to check understanding. Remind students they will find the answers in the dialogue.

Answers

- 1 They have had an absolutely brilliant week.
- 2 They've been sightseeing, taking photos, shopping, and making new friends.
- 3 They'll be back home next week.
- 4 They're going to create a website.
- 5 It will be special because it will be for young people.

Remember!

Go through the *Remember!* box with the class, ensuring that they understand the examples and the different uses of the two future forms.

Activity 3

- 1 Students look at the dialogue to find examples of the different uses of the two tenses.
- 2 Encourage other students to correct any mistakes and refer the class back to the *Remember!* box if necessary.

Answers

you'll be back, will be able, You'll find
you're going to stay, You're going to create

Remember!

Go through the *Remember!* box with the class, ensuring that they understand the examples, the different uses of the tense and the words it is often used with: *yet, just, ever* and *never*.

Activity 4

- 1 Students look at the dialogue to find examples.
- 2 Encourage other students to correct any mistakes and refer the class back to the *Remember!* box if necessary.

Answers

have you enjoyed ...?, It's been, you've been here, you've made, I've just given, I haven't seen, There has never been

Remember!

Go through the *Remember!* box with the class, ensuring that they understand the examples, the different uses of the tense and the time phrases with *for* and *since* that are often used with it.

Activity 5

- 1 Students think of other examples of the present perfect continuous in sentences expressing an action started in the past and still continuing.
- 2 Elicit suggestions from around the class or divide the whole class into pairs and give them a minute to compose a sentence.

Grammar extra (SB p127)

Ask a volunteer to read the bubble.

Activity 1

- 1 Remind the class that some expressions use the verb *make* and some use *do*. They must learn and practise them.
- 2 Explain that these expressions have been used in the unit and they should recognise them.
- 3 Ask volunteers to complete each sentence. Check with the class that it is correct.

Answers 1 make 2 do 3 make 4 make 5 do

Picture

- 1 Students may work individually or in pairs.

- 2 Elicit sentences. If you wish, this could be done in two or more teams with a point given for each correct sentence.
- 3 If time is short, ask students to write a sentence as a homework task.

Activity 2

- 1 Students write sentences using the nouns and the correct verb. If you are doing this work in class, give students time to write five sentences.
- 2 Ask different students to read out sentences using the nouns.

WB: Grammar in use (WB p9)

Check the class understands the tasks. If you wish, do the first sentences in Exercises 2 and 4 together to check understanding of what is required, before the class completes on their own.

WB answers

Exercise 1 1 will create 2 will stay 3 will work
4 will share

Exercise 2 Students' own ideas. Check for correct use of *going to*.

Exercise 3 1 have met 2 has ... chosen, has ...
bought 3 Have ... seen 4 have ... eaten

Exercise 4

- 1 The passengers have been waiting for half an hour.
- 2 He has been revising for a science exam.
- 3 They have been discussing a new project.
- 4 We have been exchanging email addresses.

Exercise 5 1 make, announcement 2 made, copies
3 done, practice 4 do research

Lesson 6 Writing SB pp14–15

Lesson aims

SB

Stage 1: to review the features of writing to give advice

Stage 2: to work collaboratively to plan and produce advice for going abroad on holiday for the first time

WB

Stage 3: to plan and produce an email giving advice to a first-time air traveller

SB skills: recognising and using the features of writing to advise in group writing

WB practice: writing advice independently

Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► Stage 2 – 20

► Stage 1 – 10

► Stage 3 – 5

Warm-up

Write on the board: *instructions* *advice*

Ask the class if they can give definitions of these two words. If necessary, refer them to their dictionaries.

Ask students to tell you the difference between the two:

Instructions are commands that are given and that you must follow.

Advice is someone's opinion about the best way to do something or what you should do but you do not have to follow the advice.

- 4 You should make use of the technical support.
- 5 Your supervisor will monitor your work and give you advice.

► The language of advice

- 1 Read about imperative and modal verbs.
- 2 Check students understand that the imperative form is a command and that modal verbs express suggestions and possibilities. Read the examples.

Activity

Elicit examples of imperatives from the leaflet.

- 3 Read about the language of suggestion and the two examples.

Activity

Give students a moment to read the sentence beginnings then elicit sentences containing the advice phrases.

Stage 1 Features of writing to advise

- 1 Read the title and the first small box. Explain that the common features are listed below.
- 2 If you wish and before you read, ask students to scan the information in the first four points. Ask how many features are explained. Students should note the four sub-headings and answer: *four*.

► **Introduction** Read about the introduction and the examples. Tell students to look back at the first two paragraphs of the leaflet. Ask them to find the examples in the paragraphs.

► **Layout** Make sure they understand the term 'layout': **how the text is arranged or laid out**. Ask them to find the example sub-headings in the leaflet.

► **Imperative verbs** Check they understand what imperative verbs are: **commands**. Ask them to find one or two more examples in the leaflet.

► **Precise language** Go through the precise language. Make sure they understand that this kind of language has detail and an exact meaning. Check they understand how the phrases on the left are clearer than the phrases on the right.

- 3 Read about the other features of written advice.

► **Personal / direct style** Explain that written advice is always directed at a person or persons, so they are directly addressed as 'you'. Read the examples.

Activity

Students change the third person sentences to second person.

Answers

- 1 If you follow this advice, it should work.
- 2 You should not call your contact in the middle of the night.
- 3 You should not make changes to your plans without discussion.

Stage 2 Writing together

Read out the task in the box and check students understand it.

Things to think about.

- 1 Read through the first rubric and explain that you are going to make notes together.
- 2 Read the prompt questions.
- 3 Ask for suggestions for the destination and kind of holiday. Encourage the class to choose something they know about as they will have to give advice about it. Choose the most suitable.
- 4 Read the next rubric and explain you are going to make notes together about these.
- 5 Read about the items they will need to take with them.
- 6 Ask for suggestions for advice on each item. Explain anything with which the class is unfamiliar. Make brief notes on the board.
- 7 Read through the *Remember!* box.
- 8 Check with the class that they understand the words and phrases in each bullet point.
- 9 Help the class to compose the notes into written advice following all the features in the box.
- 10 When the advice is complete, ask the class to check to see if all the features have been used.
- 11 Make any necessary changes to include them all.
- 12 Ask the class to read the writing to see if there are any corrections or improvements that could be made. Make any changes that you and the class agree are an improvement.
- 13 Ask a volunteer to read the advice aloud.

Stage 3 WB: Individual writing (WB p10)

Students should be able to complete the task for homework.

- 1 Read the box and explain the task.
- 2 Point out the four sections of advice that are needed.

- 3 Things to think about** Point out that the questions in each section are there to help with ideas. Tell the class to read each section and to make notes in answer to each question.
- Point out the *Remember* box and the *Useful vocabulary*.
- Remind them to re-read their work and check that they have included all the points in the box and at least some of the vocabulary.

Assessment

In assessing the work, look for advice which:

- is clearly set out with an introduction and sub-headings
- uses the correct styles of language
- includes advice on the four sections: preparation; at the airport; the flight; the stay.

Lesson 7 Listening and speaking SB p16

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in groups
- to listen to a monologue for gist and detail
- to prepare and deliver a presentation about the website project

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: dialogue gapfill; individual presentation devising through prompts and note making

Time division: a rough guide to a 40-minute lesson

- | | |
|------------------------------|--------------------------------|
| ▶ Warm-up – 4 | ▶ Listening comprehension – 10 |
| ▶ Conversation practice – 18 | ▶ Individual speaking – 8 |

Warm-up

Ask students which were the four subject areas for the website project. Ask them to choose the one that interests them most. Ask them to write down any topic in that area that they think is important and that they would choose to write about. Elicit ideas from around the class.

Conversation practice

Activity 1

- Give students a few moments to look at the photos.
- Ask a volunteer to read out the words in the box.
- Ask volunteers to describe what is in each photo.
- Elicit what the characters are discussing: **the four subject areas of the website**.

Activity 2

- Play track 1.03. Students listen.
- Ask if they correctly guessed what the subject of the conversation would be.

Audioscript

Track 1.03 Activities 2 and 3

Ross: What do you think of these topics then?
 Holly: Well, they're all really interesting.
 Laura: They're very broad. There's loads of work you can do on all of them.
 Jack: I hope we get Science. We can look at new developments in medicine.
 Holly: Or space travel.
 Jack: Or robots. I did a project on robots last year.
 Ross: Education's interesting. I bet schools in Kenya and Thailand are very different from our schools.
 Laura: I wonder if other students wear uniforms like we do.
 Jack: Or if they have to do as much homework.
 Ross: What do you fancy, Holly?
 Holly: My favourite's the Arts. I love dancing and music and the theatre.
 Laura: Traditional music and traditional dancing in other countries – that's interesting.
 Jack: I've never been to the theatre.
 Holly: You're joking!
 Jack: No, it's true. I'm not really into all that artistic stuff.
 Laura: How about the Environment? That's a really fascinating topic.
 Ross: Absolutely. Renewable energy ...
 Holly: You mean wind farms and things like that?
 Laura: Saving the rainforests ...
 Jack: Protecting endangered species ...
 Ross: I'd love to get that topic.
 Laura: That's easily the best for me, too.
 Holly: Well, Professor Brown is going to decide who does what.
 Jack: Yes, so we'll just have to wait and see.
 Laura: And keep our fingers crossed.

Activity 3

- Ask a volunteer to read the phrases in the box.
- Tell the class to listen and raise their hands when they hear the phrases.
- Play track 1.03 a second time.

Activity 4

- Divide the class into small groups. Ask them to discuss the www project as if they were taking part in it. They should mention what they would find most interesting and what they would like to find out more about.
- Go around listening as they speak. Invite one or two groups to hold a short discussion while the class listens.

Listening comprehension

Activity 1

- Explain the task to the class. Make sure they understand who is speaking and who are listening.

2 Play track 1.04. Students listen.

Audioscript

Track 1.04 Activities 1 and 2

Prof B: Now, everyone, this is the moment you've all been waiting for. I'm going to tell you which teams are going to work together on the www project. And I'm also going to tell you which subject area each group is going to work on. If you remember, we have decided on four broad subject areas: Science, Art, Education and Environment. So ... listen carefully. Here are the groups. Group 1. Robert. Where's Robert?

Robert: Here, Professor Brown.

Prof B: OK, Robert, you and your team from Kenya are going to work with the team from Brazil. Is that all right?

Sofia: Yes, that's great. And what is our subject?

Prof B: Your subject area is Education.

Sofia: Oh, right. That's interesting.

Prof B: Now Group 2. Group 2 is made up of Usha and her team from India. And they're going to work with Ali and his team from Jordan.

Ali: And our topic, please, Professor Brown?

Prof B: Your topic is Science.

Usha: Wonderful! That's my favourite!

Prof B: Now we come on to Group 3. Group 3 is Brad and the other Canadians and Tippi and her team from Thailand. Are you happy with that, Tippi?

Tippi: Yes, very happy, thank you.

Prof B: Excellent. And your topic will be the Environment ... What's the matter, Tippi?

Tippi: Well, we were hoping to get the Arts.

Prof B: Were you? Well, just wait a moment, Tippi. We'll see what we can do ... Now, last but not least we have Group 4 which is our Australian team and they are going to work with ...

Francisco: Us! The Brazilian team.

Sofia: No, no, Francisco. We're in Group 1 with Kenya.

Prof B: That's right. Now, please listen carefully everybody. Australia is working with the team from the UK and also with the team from Russia.

Sergei: So there are three teams in Group 4.

Prof B: That's correct. Three teams.

Ross: And what's our subject, Professor Brown?

Prof B: Well, I was planning to give the Environment to Group 3 and the Arts to Group 4 but Tippi has said that Group 3 would like to work on the Arts. Group 4 – that's Australia, Russia and the UK, how would you like to be responsible for the Environment?

Laura: We'd like that, Professor Brown. Is that OK with you and your team, Carrie?

Carrie: No worries. That's fine by us.

Ross: And how about you, Sergei?

Sergei: That's great. The Environment is a good topic.

Prof B: Excellent. Now, is that clear? Do you all know what you're doing?

Activity 2

- 1 Play track 1.04 a second time. Students fill in the chart as they listen.
- 2 Check answers together. Be prepared to play the track a third time if necessary.

Answers

Group 1, Kenya, Brazil, Education
Group 2, India, Jordan, Science
Group 3, Canada, Thailand, Arts
Group 4, Australia, Russia, UK, Environment

WB: Individual speaking (WB p 11)

Exercise 1

- 1 Explain to students that they will speak as if they were going to take part in the website project.
- 2 Point out the questions in the box. Explain that students should make notes for each question to help them compose their talk.

Exercise 2

- 1 Remind the class to choose something that is of interest to them. Tell them to note down what they already know.
- 2 Explain that they may look up more information and include it in their talk.

Exercise 3

- 1 Tell students that they should aim to speak for one to two minutes about their chosen area. They should write enough sentences for that length of presentation.
- 2 Encourage them to highlight key words in their presentation to help them develop the skill of speaking without having to read word by word.

Exercise 4

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about their chosen subject. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity

for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

Note: Teachers may wish to create their own scheme for *Individual speaking* and set aside a significant part of a few lessons to make sure all students get an equal chance to speak.

- Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 1 as a complete lesson*).
- If you do not plan to run a Check-out lesson, set the homework task.

WB: Listening and speaking (WB p11)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the pink box. The gaps with a line and a grey background are for the words and expressions in the grey box.

WB answers

Exercise 1

Ross: do ... think
 Holly: Well
 Jack: hope, look, did
 Ross: I bet
 Holly: wonder ... wear
 Ross: do ... fancy
 Holly: I'm really into
 Jack: have ... been
 Holly: You're joking!
 Laura: How about
 Ross: Absolutely!, would ... love
 Jack: wait and see
 Laura: fingers crossed!

WB: Check-out 1 (WB p12)

Students complete this page as an independent task when they have completed the work for the unit.

The page is not a formal test. It reminds students of the key points they have learned in the different skill areas. Explain to the class that this page is to help them to find out how well they have taken in the work in the unit. They should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 1 without using an additional lesson

- Students complete the Check-out page for homework.
- Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- Ensure that all students have presented their individual speaking task. Make plans for any that have missed doing this activity.

Check-out 1 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals to do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task.

Check-out 1 answers

Reading

- The WWW project: the Arts, Science, Education, the Environment
- so that the information is clear and well organised

Vocabulary

co-ordinate

Looking at language

- Dictionary work: advice, information, co-ordination
- Spelling: a introduction b division c solution d persuasion
- Language development: a shopping bag

Grammar

- have been thinking, am going to start, will finish, have ... taken
- a made b Make, do

Writing

- introduction, imperative
- sub-headings

Homework after Check-out 1

Students read the Check-in page for Unit 2 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.