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IN THE PICTURE Create an avatar

Talk about the human body

Pages 64–65

STAGE	TIME	FOCUS
GET STARTED		Talk about avatars.
WORK WITH WORDS		Recycle and learn vocabulary for parts of the body. Take a parts of the body quiz. Watch a video of a machine making an avatar.
SPEAK		Draw a personal avatar and describe it to a partner.

Get started

Ask students if they know the meaning of *avatar* (an image on a computer that represents the user, particularly when the user is interacting with other people online).

Elicit from students some of the ways people interact online (e.g., games, chats, forums, virtual reality worlds, social networking sites). Find out if students interact in any of these ways and, if so, whether they use an avatar.

WORK WITH WORDS

1 **RECALL**

- Ask students to look at the pictures of an avatar under construction. Divide the class into pairs to name the body parts labeled A–L. Set a time limit of one minute for this.
- Let students compare their answers in pairs before you check them as a class.
- Ask students to do the **Work with Words** task on page 135.

ANSWERS

See items A–L in Exercise 3 answers / audio script.

2 1.67

- Play the track for students to listen to some clues to help them match the body parts in the box to the correct letters in the pictures.
- Let students compare their answers in pairs and ask if they would like to hear the clues again.
- Play the track a second time if necessary, but don't confirm the answers at this point.

AUDIO SCRIPT

 1.67

Brain. Your brain is inside your head.
 Finger. You have four fingers on each hand.
 Thumb. You have one thumb on each hand.
 Shoulder. Your shoulders are at the top of your arms.
 Toe. You have five toes on each foot.
 Ankle. Your ankles are between your legs and your feet.
 Knee. You have a knee in the middle of each leg.
 Heart. Your heart moves blood around the inside of your body.
 Neck. Your neck connects your head to your body.
 Throat. Your throat is in your neck at the front.
 Stomach. Your food goes to your stomach when you eat.
 Chest. Your chest is between your neck and your stomach.

MOVE BEYOND FOR TEACHERS

Fingers and thumbs

While sometimes thumbs are referred to as fingers, they are technically not fingers. The main difference is the number of joints in the thumb (two) compared to the number of joints in fingers (three). In addition, each finger has a name that ends in "finger" (unlike the thumb).

3 1.68

- Play the track for students to listen and check their answers. Tell students that they will also hear the answers to Exercise 1.
- Play the track again for students to listen and repeat.
- Ask students to find two examples of silent letters (the *k* in *knee*, the *b* in *thumb*).
- Draw students' attention to the word *stomach*. Remind them that *ch* is most often pronounced /tʃ/, as in *chest*, but that in some words it is pronounced /k/, as in *stomach*.

ANSWERS / AUDIO SCRIPT

▶ 1.68

A hand B eye C arm D teeth E back F head
 G leg H ear I foot J mouth K nose L face
 M brain N thumb O finger P stomach Q throat
 R toe S chest T ankle U neck V shoulder W knee
 X heart

4

- Refer students back to the word box in Exercise 2 and ask them to write the words in their notebooks according to their position in the body – from the highest to the lowest.
- Draw a simple body on the board and elicit the answers from top to bottom, writing them next to the corresponding body part.

ANSWERS

neck, throat, shoulder, chest, heart, stomach, thumb, finger, knee, ankle, toe

Extra activity

Divide the class into pairs to test each other on the body parts vocabulary by taking turns pointing to different parts of the avatar in the pictures for their partners to name.

5 THE MOVING PICTURE ▶

- Explain to students that they are going to watch a video of an avatar being created by computer graphics. Ask them to watch and write down the body parts in the correct order.
- Check answers as a class.

ANSWERS

brain, head, hand, arm, elbow, shoulder, feet, legs, heart, neck, throat, stomach, chest, eyes
 The avatar runs away/escapes into the street/city.

6

- Ask students to work individually to do the body parts quiz, checking the meaning of any unfamiliar words before they start; for example, *complex* (/ˈkɑːmpleks/; *made of many different things or parts that are connected; difficult to understand*) and *bone* (/boʊn/; *one of the hard parts that form a frame inside the body of a human or animal*). Set a time limit of five minutes for this.
- When they have finished, ask different students to read the quiz questions aloud and invite students to raise their hands if they know the answer. Choose students to give the answers.

ANSWERS

1 the brain 2 the throat 3 the nose and the ears
 4 the knee 5 the stomach

MOVE BEYOND FOR TEACHERS

The body parts quiz

- Despite advances in neuroscience, scientists are still a long way from understanding how the brain works. The brain has an estimated 85 billion neurons and is often referred to as the most complex object in the universe.
- A flap in the throat called the epiglottis actually separates the “food” pipe (esophagus) from the “air” pipe (trachea).
- According to some reports, the nose and ears continue to grow slightly as we get older. Various theories have been put forward to explain why this happens, but there is no general agreement about it.
- The three bones that connect at the knee are the thigh bone (femur) and the two bones of the lower part of the leg (tibia and fibula).
- Gastric acid in the stomach is capable of breaking down metal.

SPEAK

7

- Refer students to the examples of avatars on page 65. Take a poll of the class to see which style they prefer.
- Ask students to draw their own personal avatars. Encourage them to be creative. They may want to adopt one of the styles shown in the book or invent a style of their own. Set a time limit of five minutes. Remind them not to show their drawings to the people next to them, as this will spoil the second part of the exercise.

8

- Focus students' attention on the language in the **PHRASE BYTES** box. Elicit several example sentences from the class; for example, *It has long legs. It looks like a dinosaur.*
- Divide the class into pairs to take turns describing their avatars to their partners, who must try to draw it as precisely as possible. If possible, have students sit back-to-back so they are absolutely reliant on listening and do not see each other's drawings. Set a time limit of five minutes before students change roles. Encourage students to use the phrases from the **PHRASE BYTES** box.
- At the end of the exercise, invite students to show their originals and copies to other pairs and comment on how accurate (or inaccurate!) the copies are.

MOVE BEYOND

Ask students to do the **Move Beyond** task on page 135.

Extra activity

Divide the class into pairs and ask them to use the body parts vocabulary to make a crossword. First, they should arrange the words, looking for letters that can be used to link words. For example:




	t	o	e		t		
	h				h		
s	h	o	u	l	d	e	r
			m				o
			b				a
							t

When they have a suitable arrangement, they should draw an empty grid to represent the words, number the words for *down* and *across*, and write clues for each word. Each pair then exchanges their crossword with another pair to complete the puzzle.

Homework

Ask students to cut out a photo of a person from a magazine, stick it on a sheet of paper, and label the different body parts with vocabulary from this lesson. Display their work around the classroom.

Read quickly

STAGE	TIME	FOCUS
GET STARTED		Define the key vocabulary in the lesson.
SPEAK AND READ		Talk about different types of games and puzzles. Learn how to read quickly (reading subskill). Read a website about brain puzzles. Do five brain puzzles and compare answers with a partner.
REACT		Ask for and give opinions about brain puzzles.

Get started 

Write these words on the board: *puzzle, game, quiz*. Divide the class into pairs or small groups to talk about what these words mean and how the three activities differ from one another.

Listen to what students are saying, but don't give them the answer yet.

Dictate three definitions for students to write in their notebooks:

- 1 a competition in which you answer questions
- 2 an activity that you do for fun, that has rules, and that you can win or lose
- 3 an activity that you have to think about carefully in order to do it

Invite three students to the board and ask each of them to write one of the definitions. Make any corrections.

Ask students to match the definitions to the words.

ANSWERS

- 1 quiz 2 game 3 puzzle

SPEAK AND READ

1

- Refer students to the words and icons and elicit which of them are games (*chess and brain-training games*) and which are puzzles (*crosswords and Sudoku*).
- Elicit the verb we use with crosswords and Sudoku (*do*).
- Focus students' attention on the **PHRASE BYTES** box, pointing out that we use an *-ing* form after the verbs *like, love, and hate*.
- Divide the class into pairs to answer the questions and discuss these activities. Encourage them to give details (e.g., when they do them). Set a time limit of two minutes for this.
- At the end of the exercise, tell students that brain-training games are very popular, as they provide good exercise for the brain. Point out that learning a language is considered to be very good brain exercise too.

2a

- Elicit some situations in which reading quickly is important (e.g., when we want to get the general idea of a text in order to decide if we want to read it in more detail; in tests; when we have to gather a lot of information quickly for a task).
- Ask students if they think it's harder to read quickly in a foreign language than in their own language and, if so, why (there can be lots of words you don't know; sometimes you focus too much on the meaning of individual words and then you lose track of the overall meaning, etc.).
- Read through each of the tips in the **HOW TO** box with the class. After each of the tips, ask if they think they already do these things when they read in English.

2b  **2.01**

- Remind students that often when we are reading on the internet we try to look very quickly to see if a page has the type of information we are looking for.
- Ask students to read *The Brain Puzzler* website home page quickly, keeping in mind the tips from the **HOW TO** box. Point out that they should read the whole page, including the puzzles in the second column, but that for the moment they shouldn't do the puzzles.
- If they have timers on their cell phones or watches, encourage them to time themselves. If you have a computer in the classroom, you could activate a timer for the class to check as they read.
- Don't play the audio at this point. It is an extra feature, and suggestions for using it in class are included at the end of the lesson.

3

- Ask students to look back at the **HOW TO** box and to check the tips that helped them read quickly.

4

- Ask students to cover the text and see if they can remember the answers to the questions. Set a time limit of three minutes for them to make notes of the answers.
- Then refer them back to the website to check their own answers.

ANSWERS

- 1 Nothing - it's free. 2 There are over 10,000 puzzles.
 3 Because our whole body works better and we feel better.
 4 We need to exercise for 30 minutes at least three times a week.
 5 We become more intelligent. 6 Puzzles are fun.

Fast finishers

Ask fast finishers to scan the text to find words that match the following definitions.

- a mix of foods that keep us healthy (*balanced diet*)
- often (*regularly*)
- an adverb used for emphasizing something that is surprising (*actually*)
- feeling certain or sure about something (*convinced*)

5

- Ask students to work individually to do the puzzles in *The Brain Puzzler* text. Set a time limit of five minutes for this.
- Let students compare their answers in pairs and encourage them to explain the reasoning behind their answers.
- Refer students to page 141 to check their answers.

ANSWERS

- 1 second place 2 21 (multiply by 2 and subtract 1) 3 short
 4 Tuesday, Thursday, today, tomorrow 5 IV = 4 in Roman numerals (if you take the first and last letters away from FIVE, you get IV)

REACT

6

- Divide the class into pairs to answer and discuss the questions.
- Do a class poll to see how many students think puzzles can make you more intelligent.

MOVE BEYOND

Ask students to work in pairs to make a list of other activities that are good for your brain. Set a time limit of three minutes.

Invite students to share their ideas with the class and to say which activities they do.

Recorded reading text  2.01

The audio track can be used to help students with reading quickly. In Exercise 2b, playing the track while students read will encourage them not to stop at difficult words. For less confident students, allow them to read through the text first, and then play the audio for a second read-through.

Extra activity

Refer students back to the first tip in the **HOW TO** box. Ask them to work in pairs to apply this tip to the first section of the website text. Remind them to think about forming subject-verb-object groups; tell them to be careful not to make the groups of words so long that they would be difficult to read as one. Go through the introduction as a class first.

Encourage each pair to compare their ideas with another pair. Remind students that there is no right answer, but monitor and make suggestions as they work on the task.

Homework






Ask students to do some internet research on brain-training games and to take notes under the following headings: *Website*; *Name of game/puzzle*; *Short description* (i.e., What do you have to do?); *My opinion* (i.e., Was it fun? Was it good for your brain? Would you recommend it?).

Encourage students to report back in the following class by comparing their notes with a partner.

GRAMMAR Zero conditional, *should*

Talk about results and the best thing to do

Page 67

STAGE	TIME	FOCUS
GET STARTED		Talk about rules at school.
READ		Read and answer some quiz questions.
STUDY		Use the reading text as a reference to complete examples of the grammar.
PRACTICE		Recognize and produce target language in controlled exercises. Take quizzes about science and dangerous situations.
WRITE AND SPEAK		Use target language to write quiz questions to quiz other students.

Get started 

Write the word *RESULT* on the right-hand side of the board.

Elicit from students some of the rules in your school. As they tell you about the rules, write three or four rules on the board as examples of the zero conditional, lining up the main clauses underneath the word *RESULT*. For example, *If you fight with another student, you get detention. If you don't do your homework, you stay after class to finish it.*

Explain that the action in the second part of each sentence represents the result or consequence of the situation in the first part of the sentence.

READ Grammar in context

1

- Ask students to read and answer the quiz questions about health.
- Let students compare answers in pairs before you check them as a class. As you check the answers, personalize the process by asking: *Has anyone ever had a broken arm? How long did it take to get better? What do you usually do if you don't want to get a cold?*

ANSWERS

1 A 2 B

STUDY

2

- Explain that sentences like the ones in Exercise 1 that use the word *if* are called conditional sentences. Tell students that these follow four common patterns and that these patterns are often called the zero, first, second, and third conditional.
- Focus students' attention on the Study box and point out that today they will be looking at the pattern called the zero conditional.
- Explain that the zero conditional is used for situations that are always true. Write an example on the board: *If you eat too much, you feel sick.* Elicit that both verbs are in the simple present tense.
- Ask students to look back at the text in Exercise 1 and to complete the example in the Study box. Elicit that both verbs are in the simple present tense.
- Explain that the *if* clause can come either before or after the main clause. Point out that when the *if* clause comes first, a comma is used after it.

ANSWER

break takes

3

- Explain that *should/shouldn't* can also be used with an *if* clause to say that something is or isn't a good idea. For example, *If you don't want a cold, you should wash your hands often.*
- Ask students to complete the Study box by writing in the missing words in the examples.
- Ask students to reformulate number 2 from Exercise 1 to put the *if* clause at the end. Write the following on the board to help them:

You if you
 (You should wash your hands often if you don't want a cold.)

- Now ask them to reformulate the sentence as a question starting with *should*. (*Should you wash your hands often if you don't want a cold?*)

ANSWERS

should shouldn't should/shouldn't

PRACTICE

4

- Explain that we often use the zero conditional when we are talking about scientific topics in which a given situation always produces the same result.
- Go over the example before asking students to complete the remaining statements in the quiz with the correct verb forms.
- Check answers as a class.
- Divide the class into pairs to answer the quiz questions. Set a time limit of two minutes before checking answers as a class.

ANSWERS

2 boils 3 don't need 4 is 5 leave 6 does it make
1 A 2 B 3 B 4 B

MOVE BEYOND FOR TEACHERS

Science quiz

- Heat makes things expand because it causes molecules to move farther apart, making the substance occupy more space.
- The height of Mount Everest means that the air pressure is higher at the summit, and this has an effect on the boiling point. The boiling point of water is 100°C at standard pressure. On top of Mount Everest, at 8,848 m elevation, the boiling point of water is 71°C. The boiling point decreases 1°C for every 285 m of elevation.
- You can get sunburned on cloudy days, as UV radiation can penetrate some clouds and may even be more intense due to the reflection off the bottom of the clouds.
- Leaving your refrigerator door open makes the cooling mechanism work harder, meaning that more heat is generated from the coils at the back of the refrigerator. This extra heat cancels out any cooling effect from leaving the door open.

5a

- Refer students to the pictures and elicit what the dangerous situations are.
- Go over the example, and then ask students to complete the quiz with *should* or *shouldn't*.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

2 shouldn't 3 should 4 shouldn't 5 shouldn't

MOVE BEYOND FOR TEACHERS

Dangerous situations

- There are two reasons here. The first is that trees can be blown over during storms. The second is that trees are often the tallest objects in the area and may therefore attract lightning.
- The fire is likely to short-circuit power in the building, or firefighters will turn off the electricity when they arrive to fight the fire, so you could get trapped in the elevator.
- 911 is the common emergency telephone number that can be dialed free of charge from any telephone or any cell phone to reach emergency services (ambulances, fire and rescue services, and police) in the USA.
- A red flag means it isn't safe to swim, or the beach is closed to swimmers.
- Putting ice on a burn can harm the skin more, or lower body temperature unnecessarily.

5b

- Ask students to reformulate the statements in the quiz to write them as questions. Encourage them to vary the order of the *if* clause and the main clause. Set a time limit of five minutes.
- Check answers by choosing students to read the questions aloud and eliciting the correct quiz answers.

ANSWERS

- Q: Should you stand under a tree if you're in a storm? or If you're in a storm, should you stand under a tree? A: No, you shouldn't.
- Q: Should you use the elevator if there's a fire in a building? or If there's a fire in a building, should you use the elevator? A: No, you shouldn't.
- Q: Should you call 911 if you're on vacation in the USA and you need the police? or If you're on vacation in USA and you need the police, should you call 911? A: Yes, you should.
- Q: Should you go swimming if you see a red flag at the beach? or If you see a red flag at the beach, should you go swimming? A: No, you shouldn't.
- Q: Should you put ice on your hand if you burn it on something very hot? or If you burn your hand on something very hot, should you put ice on it? A: No, you shouldn't.

WRITE AND SPEAK

6a

- Divide the class into pairs to write an extra question for each of the three quizzes. Remind them of the topics (Quiz 1 – Health, Quiz 2 – Science, Quiz 3 – Dangerous situations) and encourage them to follow the question format in each section. Set a time limit of eight minutes for this.

6b

- Ask students to exchange questions with another pair and answer their questions. Allow three minutes.
- Then invite students to check their answers with the pair who wrote the questions.

Homework





Dictate these sentence beginnings and ask students to write suitable endings using the zero conditional.

- If my friend is feeling sad, ...
- If I get hungry between meals, ...
- If I don't sleep for eight hours, ...
- If I don't get exercise, ...
- At my school if you don't do your homework, ...
- If I don't understand something in class, ...

LISTENING AND VOCABULARY Stretch!

Understand spoken instructions

Page 68

STAGE	TIME	FOCUS
GET STARTED		Recycle vocabulary for body parts.
WORK WITH WORDS		Talk about exercise habits. Match verbs for different actions to pictures. Practice saying the words.
LISTEN		Learn how to understand spoken instructions (listening subskill). Listen to a podcast and follow instructions for an exercise routine. Fill in the blanks in a summary of the podcast. Invent an exercise routine.
REACT		Exchange opinions about the benefits of exercising in class.

Get started 

(Before class, prepare copies of the audio script for Exercise 4b to hand out to each student for homework.)

Write these jumbled words on the board and ask students to rearrange the letters to form the names of body parts. Set a time limit of three minutes for this.

1 hubmt 2 stech 3 cenk 4 barin 5 drelhous
6 ote 7 rathe 8 keen 9 chamsto 10 klena

ANSWERS

1 thumb 2 chest 3 neck 4 brain 5 shoulder 6 toe
7 heart 8 knee 9 stomach 10 ankle

WORK WITH WORDS

1 

- Divide the class into pairs to answer the questions about their exercise habits. Remind them to use the expressions *once / twice / three times a week/month*, as well as other frequency adverbs and expressions (from Unit 1) when they answer question 1.
- Choose two or three students to tell the class what they learned about their partners.

2

- Refer students to the verbs in the box and ask them to match them to the pictures. Set a time limit of five minutes.
- As students finish, ask them to compare their answers with a partner. Don't confirm the answers at this point.

3  2.02

- Play the track for students to listen and check their answers.
- Play the track again for students to listen and repeat.

ANSWERS / AUDIO SCRIPT

 2.02

1 look up 2 look down 3 stand up 4 sit down 5 point
6 hold 7 turn 8 stretch 9 touch 10 pull

LISTEN

4a

- Elicit some situations in which students have to understand spoken instructions (e.g., following instructions in a class, talking to a pharmacist about medications, understanding technical instructions if their computers crash).
- Read through the tips in the **HOW TO** box with students.

4b  2.03

- Tell students they are going to listen to some instructions from a podcast. Refer them to the picture and title of the podcast and elicit what they think the podcast is about (*how to do exercises at your desk*).
- Ask students to listen to the instructions and do the exercises. They will need to have some space to do the exercises.
- Play the track without stopping and observe how they follow the instructions. You may need to repeat the track, stopping after each instruction to check that students have understood it.

AUDIO SCRIPT

 2.03

Welcome to this month's "Exercise at your desk"! If you do these simple exercises every day, you'll feel better and you'll study better! All you need is a chair and three minutes. But it's very important to move slowly. If you're not careful, you'll hurt yourself. Are you sitting comfortably? Then let's start!

First, stand up and sit down. But don't use your hands. Now do the exercise again.

For the next exercise, try to touch your ears with your shoulders. Then do it again. Next, look up slowly, then look down. Now do it again.

Finally, turn your head from side to side. If you do it slowly, you'll relax your neck. Now do it again.

For the third exercise, stretch your arms out in front of you. Point your fingers down at the floor. Now turn your hands over so that your fingers are pointing up. Next, stretch your arms above your head. Try to touch the ceiling. Finally, try to touch the middle of your back with your right hand. Use the other arm to help you. Do the same with the other arm.

And now the last exercise. First, look down. Next, slowly move your chest forward and try to touch your knees with your chest. Relax your arms and neck. Now hold your right elbow with your left hand. If you pull your arms up, you'll stretch your back and shoulders.

And that's it! Have a great day!

Alternative procedure: less confident classes

You may prefer to read the audio script aloud yourself with a less confident group. This will give you much more flexibility to repeat or emphasize words if you see that your students have not understood parts of the text.

5

- Encourage students to reflect and say which tips in the **HOW TO** box helped them understand the instructions in the podcast and to check them.

Exam-type task

- Give students one minute to read the summary of the podcast before they listen.
- Play the track again for students to listen and complete the notes.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

2 slowly 3 sitting (down) / on your chair 4 neck
5 back and shoulders

7

- Divide the class into pairs to invent a short exercise routine with a maximum of three different exercises. Ask students to write it in their notebooks. Remind them to use verbs from Exercise 2 and the parts of the body listed on page 64. Set a time limit of 15 minutes.
- Choose different students to read one of their exercises aloud and ask the rest of the class to follow the instructions. (Make sure in advance that these exercises are simple and not dangerous.)

Extra activity

Save students' exercise routines and use them in class when students have been doing a sedentary activity or you feel they need a boost in energy. Each time, ask the authors of the routines to lead the exercise sessions.

REACT

8

- Divide the class into pairs to answer and discuss the questions. Set a time limit of two minutes.
- Before they start, draw students' attention to the **PHRASE BYTES** box and encourage them to use the phrases in their discussions.

Alternative procedure: more confident classes

Divide pairs into Student A and B. Explain that Student A is a couch potato (*someone who hates exercise and loves sitting around not doing much at all*), and Student B is a busy bee (*someone who is always busy doing things and rarely stays still*). Students must answer the questions in character and try to convince each other of their differing opinions.

MOVE BEYOND

Ask students to do the **Move Beyond** task on page 135.

Extra activity

Have students work in pairs and take turns miming sequences of three actions using the verbs in Exercise 2. Their partners must say the verbs in the order that they were performed.

Homework

Prepare copies of the audio script and ask students to study it and identify imperatives, sequencing words, and adverbs of manner. They could highlight each feature in a different color or write the features in a table.

GRAMMAR First conditional

Talk about possible situations in the future

Page 69

STAGE	TIME	FOCUS
GET STARTED		Write two first conditional sentences by separating and punctuating words from a line of letters.
READ		Read a conversation and find the answer to a question.
STUDY		Use the reading text to deduce grammar rules for the first conditional.
PRACTICE		Practice using first conditional structures in controlled exercises. Practice correct sentence stress in first conditional sentences. Personalize opinions using first conditional sentences.
SPEAK		Talk about future consequences of different actions.

Get started

Write these letters in a line across the board:

*ifyouhelpmepaintmybedroomillhelpyoufixyourbikeifyoudont
studyhardyouwontpassyourexams*

Explain that there are two sentences on the board but that all the punctuation marks and the spaces are missing.

Give students two minutes to separate the words and write two sentences with the correct punctuation – capital letters, commas, apostrophes, etc.

Let students compare their answers in pairs before you check them as a class by writing them on the board.

ANSWERS

If you help me paint my bedroom, I'll help you fix your bike.
If you don't study hard, you won't pass your exams.

Ask students if these sentences are examples of the zero conditional (*no*).

Ask them how they know this. (*The main clause / second part does not have a simple present verb; they are not situations that are always true.*)

Explain that these are examples of the first conditional and that students are going to be studying this structure in this lesson.

READ Grammar in context

1

- Ask students to read the conversation and answer the question.
- Elicit the answer as a class and ask some follow-up questions such as these: *Why is it called a "fun run"?* (because it isn't a serious race – anyone can do it); *How much money will the organizers give to charity if you finish the run?* (\$20); *How far is the run?* (5 km); *Why is Aiden worried about doing the run?* (because he's out of shape); *Which verb is used in the last line of the conversation to talk about preparing for the run?* (train).
- Ask if anyone has ever done a fun run.

ANSWER

Rosa and Aiden decide to do a fun run.

STUDY

2

- Start by asking students to underline any sentences that have an *if* clause in the conversation in Exercise 1. When you elicit the examples, point out that these are examples of the first conditional. Ask students: *Does the if clause describe a situation or a result?* (a situation).
- Divide the class into pairs to complete the rules in the Study box.
- Read through the explanations with students, checking that they have completed the rules correctly.
- If you feel it's necessary, write example sentences for the zero and first conditionals on the board and contrast their form and use. You may also want to give further practice of the contracted form of *will*.

ANSWERS

simple present future

PRACTICE

3

- Go over the example with the class, and then ask students to work individually to read the sentences and circle the correct options. Encourage them to refer back to the explanations if they are not sure.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

2 do 3 might hurt; don't 4 it's; you'll

4a **2.04** **PRONOUNCE**

- Remind students that in English some words are stressed more, or said with more emphasis, than others.
- Play the track for students to listen. Ask them to underline the words that are stressed.

ANSWERS / AUDIO SCRIPT

finish run give money charity
 don't train legs hurt next day
 See Student's Book, page 69, for audio script.

2.044b **2.05**

- Play the track for students to listen and repeat.

AUDIO SCRIPT

See Student's Book, page 69, Exercise 3.

2.05**Alternative procedure: more confident classes**

Before playing the track for Exercise 4b, ask students to underline the words that they think will be stressed in the two sentences. Remind them of the distinction between "content" and "function" words. Play the track for them to see if they were right, and then play it again and have them listen and repeat.

5a

- Ask students to work individually to complete the opinions with the correct form of the verbs in parentheses.
- Let students compare their answers in pairs before you check them as a class.

ANSWERS

1 eat; won't live 2 'll do / will do; exercise 3 will work; do
 4 don't go; won't get

5b

- Ask students to decide whether they personally think the opinions are true. If they don't, ask them to rewrite the opinions in their notebooks using *will probably*, *might*, or *probably won't*.

Alternative procedure

Divide the class into pairs to discuss the opinions and decide whether they agree or disagree. If they disagree, they should rewrite the opinions in their notebooks using *will probably*, *might*, or *probably won't*. Encourage pairs to compare their adjusted sentences with another pair and justify their opinions.

6

- Go over the example with the class. Then ask students to put the words in order to make the remaining questions. Suggest that they cross out the words as they use them so that they are sure to use all the words.
- Check the answers as a class.

ANSWERS

2 If you go online tonight, which website will you visit first?
 3 What will your English teacher do if you don't do your homework?
 4 If you go to the movie theater this weekend, what movie will you see?
 5 What will your mom or dad say if you pass all your tests?

Fast finishers

Ask fast finishers to write two more questions using a first conditional pattern.

SPEAK

7






- Divide the class into pairs to ask and answer the questions in Exercise 6. Before they start, focus their attention on the **PHRASE BYTES** box and encourage them to use these phrases in their discussions.
- Monitor and make corrections of the first conditional as necessary.

Homework

Ask students to write six sentences about their futures using the first conditional. For example:

If I go to college after I finish school, I'll study geography.

If my brother doesn't turn down his music, I won't be able to finish my homework.

STAGE	TIME	FOCUS
GET STARTED		Talk about how you feel about giving a speech in class. Think about jobs and other situations where it is important to be able to give a speech.
READ AND LISTEN		Listen to a student giving a speech. Suggest how it could be improved.
DO		Rank tips for giving a speech according to how important they are.
REFLECT		Discuss what is important when giving a speech in order to communicate your message.
EXTEND		Prepare and give a short speech. Give feedback to other students.

LIFE SKILLS

COMMUNICATE YOUR MESSAGE WHEN YOU GIVE A SPEECH

Whether it is to be successful in the workplace or to participate in a public meeting, being able to speak in front of others is a skill that must be learned and practiced in order to feel confident. Public speaking is daunting, and for many teenagers it can be a huge challenge; and, of course, doing it in a foreign language increases the pressure. For a lucky few, public speaking comes easily, but most students will need some help to deliver a speech and successfully communicate their message.

Get started 

Ask students what the difference is between *speaking* and *giving a speech*. (The first is general, meaning to use words to communicate, but the second is more specific, referring to speaking in front of people in a structured presentation.)

Divide the class into pairs and give them two minutes to talk about how they feel when they have to speak in front of the class and how important they think it is to be able to give a speech and why.

Elicit some answers from the class; for example, *I feel nervous. Giving a speech is important because you might have to do it in your job. Giving a speech helps you present your ideas clearly. Giving a speech in English is difficult because you don't know some of the words you need.*

Give students two minutes to brainstorm jobs in which a person might have to speak in front of other people (e.g., teacher, lawyer, businessperson, politician) and say why they might have to.

READ AND LISTEN

1

- Focus students' attention on the photo of a student giving a speech and elicit whether they think it went well or not, giving reasons for their answers.
- Then ask them to read the beginning of his speech and ask students if this changes or confirms their original ideas.

2  2.06

- Play the track for students to listen to Ruben's speech and find out what it is about (*chess*).

ANSWER / AUDIO SCRIPT



Ruben's speech is about his hobby, which is playing chess.

Ruben: Uh, hi. Should I start now? OK. Um. Where should I start ... ? Uh ...

Teacher: Quiet, please. Ruben's speaking.

Ruben: Yes, well, you all know my hobby. Well, most of you. It's a really old game. Uh, thousands of years old. I can't remember how many thousands. A lot. Uh, it originally came from ... from ... I have it here somewhere ... no, I can't find it. I think it was India. And I started playing when I was really young. I think I was six or five. My uncle taught me to play. And it's great. I really enjoy it. They say it's good for your brain, so that's good. Maybe you should all try it. Yes, I definitely recommend it. Chess is a great game. So, does anyone have any questions? OK, well, that's it. Can I sit down now?

3

- Divide the class into pairs to evaluate Ruben's speech and make suggestions about how he could make it better. Set a time limit of three minutes for this.

DO

4

- Focus students' attention on the tips for giving a speech.
- Divide the class into pairs to discuss and rank each tip from 1 to 5, where 5 = very important and 1 = not important. Before they start, draw students' attention to the **PHRASE BYTES** box and encourage them to use the phrases in their discussions.
- In a class discussion, go through the tips and invite different pairs to say what ranking they gave the tip and why. See if other students agree.

REFLECT

5

- Refer students to the questions and give them three minutes to reflect on their answers.
- Discuss the questions as a class. Alternatively, set up small groups and ask students to discuss the questions.
- Choose a student to read the **REFLECTION POINT** aloud. Ask the class if they agree with all of the points and if there are any other recommendations they think should be included.

- You could make these comments to finish the discussion:
 - All of the tips in Exercise 4 are useful ones.
 - Good preparation will help you if you are feeling nervous.
 - When you are giving a speech, you often have to speak more slowly and clearly than you *think* you do. Speaking slowly will also help keep you focused and calm.
 - Looking at your audience will make them feel that you are interested in them and that you want to communicate your message.

EXTEND

6

- Ask students to work individually to prepare a one-minute speech about one of their hobbies or interests using the tips in Exercise 4. Encourage them to write notes for the points they want to include, rather than complete sentences. Give them 5–10 minutes.
- You might want to model the task, giving a one-minute speech about one of your own hobbies or interests. This will give students a feel for how much material they need to create and how to organize it.

7

- Give students a few minutes to go over their notes for their speeches and practice them silently.
- Divide the class into groups of three or four and ask them to present their speeches and give some feedback to the others in their groups. Invite them to look back at the tips in Exercise 4 to do this.
- Circulate and monitor as they work, making a note of anything you would like to give feedback on.

Extra activity

Ask students to put these stages of a speech in the correct order: *Moving from one topic to another; Reminding people what you talked about; Introducing yourself; Telling people what's in your speech; Ending your speech.*

Check the answers as a class.

Prepare and hand out these phrases from a speech for students to match to the stages.

A: *Thanks for listening. Does anyone have any questions?*

B: *OK, so now let's move on to ...*

C: *First, I'll talk about things you will need to go skiing, and then I'll explain how to ski. At the end of my speech, I'll tell you about some good places to go skiing.*

D: *So that's it. In my speech today, I've given you some ideas about what you need to buy if you want to go skiing, some tips for how to ski, and some suggestions of where to go.*

E: *Good morning. My name's Trevor, and today I'm going to talk to you about skiing.*

ANSWERS

- Introducing yourself (E)
- Telling people what's in your speech (C)
- Moving from one topic to another (B)
- Reminding people what you talked about (D)
- Ending your speech (A)





Homework

Ask students to build up their one-minute speech so that it's three minutes long. They can prepare it at home using visual or audio materials if possible. Draw up a schedule so that over a period of two weeks, in each class one or two students give their speeches. You can give personalized feedback to students after these speeches, and they could form part of your oral assessment for the year.

SPEAKING At the doctor's office

Ask for and understand advice at the doctor's office

Page 71

STAGE	TIME	FOCUS
GET STARTED		Play a game of <i>Snowman</i> to introduce some key phrases used in the lesson.
SPEAK		Learn vocabulary for symptoms of common illnesses. Talk about the last time you were sick.
LISTEN		Listen to a patient asking for advice and a doctor giving advice. Identify useful phrases for being sensitive when giving bad news or difficult advice (speaking subskill).
ACT		Prepare a conversation between a doctor and a patient. Memorize and perform the conversation for the class.

Get started 

Play a quick game of *Snowman* (see Games, page 33) with phrases related to the topic of illness (e.g., *visit the doctor, take some medicine, have the flu, feel terrible*). All these phrases appear in this lesson. If you think your students will have difficulty with this vocabulary, you can simplify it (e.g., *doctor, medicine, nurse, headache*).

SPEAK

1

- Focus students' attention on the pictures and ask students to match them to the expressions in the box.
- Let students compare their answers in pairs, but do not confirm answers at this point.

2  2.07

- Play the track for students to listen and check their answers.

- Play the track again for students to listen and repeat.
- Remind students that *ch* is pronounced /k/ in some words, for example, *ache* (/eɪk/), and /tʃ/ or /ʃ/ in others, for example, *church* (/tʃɜː(r)tʃ/) and *chef* (/ʃef/).
- If your students are having trouble pronouncing *cough*, write the phonetic script on the board and emphasize that there are just three simple sounds, despite the spelling of the word (i.e., /ka:f/).

ANSWERS / AUDIO SCRIPT

▶ 2.07

- 1 a headache 2 a runny nose 3 a temperature
4 a sore throat 5 a stomachache 6 a cough

3

- Divide the class into pairs to answer and discuss the questions with a partner.
- Circulate and offer any help as needed.

LISTEN

4 ▶ 2.08

- Tell students that they are going to listen to Kevin visiting a doctor. Elicit or clarify the meaning of *symptoms* (/ˈsɪmptəmz/; *changes in your body that show that you might be sick*).
- Have students close their books. Play the first part of the conversation for them to listen and write down Kevin's symptoms.
- Let students compare their answers in pairs before you elicit them in a class discussion.

ANSWERS / AUDIO SCRIPT

▶ 2.08

- Doctor:** Come in. So, what's the problem?
Kevin: I feel terrible. I have a runny nose and a headache.
Doctor: Hm. Does your stomach hurt?
Kevin: No, it doesn't.
Doctor: Do you have a temperature?
Kevin: Yes, it's 39 degrees.

5 ▶ 2.09

- Ask students to keep their books closed and play the rest of the conversation for them to listen and write down what Kevin has and what he needs to do.
- Ask students to check their answers by reading the audio script on page 71.
- After checking the answers, ask students what word is often used by Kevin and the doctor to ask for or give advice (*should/shouldn't*).

ANSWERS / AUDIO SCRIPT

▶ 2.09

Kevin has the flu. He shouldn't go to school, and he should rest a lot. He could take a pain reliever for his headache. He shouldn't play basketball on Friday.

- Doctor:** I'm afraid you have the flu.
Kevin: The flu? So what should I do?
Doctor: Well, you shouldn't go to school. You should rest a lot.
Kevin: Should I take some medicine?
Doctor: I'm not sure that will help, but maybe you could take a pain reliever for your headache.
Kevin: I have a basketball game on Friday.
Doctor: I think you should probably stay at home.
Kevin: But I'm the captain!
Doctor: You won't be better on Friday, so maybe it'll be best for your team if you don't play.

6a

- Elicit or clarify the meaning of *sensitive* (/ˈsensətɪv/) in this context (*showing that you care about someone and understand their feelings*).
- Ask students if they think it's important for a doctor to be sensitive. Why or why not?
- Refer students to the tips about being sensitive in the **HOW TO** box.

6b

- Refer students to the conversation in Exercise 5 to find and underline examples of being sensitive.
- Choose different students to read their answers aloud.

ANSWERS

I'm afraid you have the flu.
Maybe you could take a pain reliever for your headache.
I think you should probably stay at home.
You won't be better on Friday, so maybe it'll be best for your team if you don't play.

7 ▶ 2.10

- Play the track for students to listen and repeat.

AUDIO SCRIPT

▶ 2.10

- 1 I'm afraid you have the flu.
2 What should I do?
3 Should I take some medicine?
4 Maybe you could take a pain reliever.
5 I think you should probably stay at home.
6 Maybe it'll be best for your team if you don't play.

ACT

8 ▶ 2.11

- Divide the class into pairs to prepare a conversation at the doctor's office including words from Exercise 1 and ways of expressing advice in a sensitive way. Before they start, focus their attention on the **PHRASEBOOK** box. Play the track for students to listen and repeat the expressions.
- Encourage them to follow these steps:
 - Decide who your characters are. How old are they? What type of people are they?
 - Decide on the illness and the symptoms. Make notes of the language you will need.
 - Decide what advice the doctor will give. Discuss ways to give difficult advice sensitively.
 - Decide how the patient will react to the doctor's advice.
 - Write your conversation. Make use of expressions from the **PHRASEBOOK** box.
 - Check your conversation for any language errors.

9

- Ask students to practice and memorize their conversations and make them sound as natural as possible. Remind them to stress the content words in sentences.
- Circulate and monitor as they practice, offering help with pronunciation and intonation as necessary.
- Invite students to present their conversations to the class. (If you can, try to set up some props for a doctor's office – at least a table and two chairs; a white coat for the doctor would be great!)
- You could ask students to vote on the best performance.
- Try to make some notes to give each pair feedback after their performance, highlighting the strengths and weaknesses of their conversations.

Extra activity

Divide the class into pairs. Ask them to write the symptoms from Exercise 1 on small pieces of paper and to place the pieces of paper facedown in a pile. Students take turns picking up a piece of paper. They must imagine that their partners have the symptoms written on the pieces of paper. They offer advice to their partners until their partners guess the symptoms. For example, a student picks up a piece of paper that says *a headache*: *You should take an aspirin and you should get lots of sleep. Don't move your head too much. Stay in a dark room.*







Homework

Ask students to make a set of vocabulary cards to record words and expressions related to doctors and illnesses. They should choose at least 10 words or expressions from page 71. On one side of the card they should write the word(s) and on the other a definition, small picture, or an example sentence with the words left out. They can use the cards to help memorize the vocabulary and to test themselves. Ask them to bring their cards to the next class to compare with another student.

WRITING What's your advice?

Give examples

Page 72

STAGE	TIME	FOCUS
GET STARTED		Talk about people that you ask for advice.
SPEAK AND READ		Read a problem and some replies from an internet forum page. Discuss which reply gives the best advice. Learn how to give examples (writing subskill).
PRACTICE		Use language for giving examples in a controlled exercise. Decide on advice for a student who has too much schoolwork.
DISCUSS		Discuss a situation that you want to change.
WRITE		Write a post explaining a real or invented problem and asking for advice.
SHARE		Share your "problem" with other students and offer them some advice about their problems.

Get started 

Dictate the following questions:

Who do you ask for advice when you have a problem?

What kinds of problems would you talk about with your parents? What do you ask your teacher, brother or sister, grandparents, or school friends?

Can you think of some good advice someone has given you?

What was the advice and how did it help you?

Divide the class into pairs or small groups to discuss the questions.

SPEAK AND READ**MOVE BEYOND FOR TEACHERS** 

Internet forums

Internet forums (sometimes called message boards) provide a space where people can ask questions or post problems that can be answered by others on the forum. Some forums are managed by moderators, who have to approve messages before they are posted. Forums can range from sites that host discussions on a variety of topics to sites that are dedicated to a specific topic (e.g., vegetarianism, games, computers).

1

- Elicit what an *internet forum* is. If necessary, explain what it is (*a website where people can ask for advice about problems or start a discussion about a topic that interests them*).
- Refer students' attention to the problem and the replies posted on the YOU.ME.US site. Ask them to read and decide which reply gives the best advice. Set a time limit of three minutes for this.

- Ask students to compare their ideas in pairs and explain their choices.

2a

- Point out to students that they can make their writing clearer and more interesting to readers by providing examples.
- Ask them to read the tips in the **HOW TO** box. Set a time limit of one minute for this.
- Then ask students to cover the box and work in pairs to recall the two tips in their own words.
- Elicit the tips from the class.

2b

- Refer students back to the forum messages in Exercise 1 to find and underline examples of giving examples.
- Elicit examples from different students.

ANSWERS

like my friends and my old room

like telling lies about me

For example, if I talk in class, she laughs.

such as talking to her, or contacting her parents

PRACTICE**3**

- Tell students they are going to read another problem posted on the forum. Ask them to work individually to write one word in each blank to complete the text.

- Let students compare their answers in pairs before you check them as a class.

ANSWERS

1 example 2 like 3 as

4

- Divide the class into pairs to discuss and decide on the best advice for Stefan.
- Ask several pairs to share their ideas with the class.

DISCUSS

5

- Explain to students that you'd like them to talk about a situation in their lives that they want to change or a problem they need advice on. Remind them that they should only choose a problem they feel comfortable talking about.
- Choose a student to read aloud the problems given as examples, but say that these are only suggestions and encourage them to think of situations that are true for them.
- Give students one or two minutes to think quietly before they speak and then put them in pairs or small groups to discuss their situations for three minutes.
- You might want to let students choose their own partners or groups for this activity, as it may involve sharing personal information.

WRITE

6

- Ask students to write down their problems and ask for advice using the forum post in Exercise 1 as a model.
- Explain that other classmates will be reading their problems, so they should only write about something that they don't mind being read and commented on by other students.
- Tell students to write six sentences explaining the background to their problems and to write about the ways they try to solve their problems.
- Tell them to use zero and first conditionals when they are writing to talk about the results of different actions. Ask them to find an example in Paula's forum post; for example, ... *if I talk in class, she laughs* (zero conditional).
- Ask students to tell you some words they could use to introduce examples (e.g., *like, such as, For example ...*). Refer them back to the **HOW TO** box and encourage them to give examples in their texts.

SHARE

7

- Collect all the problems and divide the class into small groups.
- Distribute three or four problems to each group and ask them to take turns reading a problem to the group.
- Encourage the group to discuss advice they could give to the author of the problem and decide on two good pieces of advice. They should write the advice under the problem.
- When they have finished, collect the papers and hand them back to the people who wrote the problems.
- Ask them to read the replies and decide which is the best advice.
- Ask a few volunteers to explain their problems and say which advice they thought was best.

Extra activity

Play a game to practice using *should* for giving advice. Write a list of six problems that you think your students could give advice on. Divide the class into two teams. Teams take turns selecting a representative, who sits with his or her back to the board. Write a problem on the board and ask other students to give advice to their team member without naming the problem. Deduct points if they name the problem. The guesser must guess exactly what the problem is by listening to the advice suggested. Suggested problems:

I'm running late to meet someone, and my cell phone needs recharging.

I have a test tomorrow, and I haven't studied.

I have a cold.

I need to buy a present for a friend, but I don't have much money.

I have lost a book that a friend lent me.

Homework

Ask students to choose one of the problems discussed in Exercise 7 and write a problem post for an internet forum. Point out that they will have to imagine that they have a problem, even if they don't.

Explain that they should then invent a reply giving advice. Their problem post should be around 60–80 words and the replies around 30–40 words each.

VOCABULARY Parts of the body

1

- Focus students on the picture and ask them what the woman is doing (*stretching her arms above her head*). Elicit the meaning of *workout* in the title (*a set of exercises*).
- Ask students to read the text and complete the parts of the body.
- Check the answers as a class, paying close attention to pronunciation.

ANSWERS

- 1 neck 2 throat 3 shoulders 4 chest 5 heart
6 stomach 7 fingers 8 thumbs 9 toes 10 knees
11 ankles 12 brain

Exercise verbs

2

- Ask students if they remember the physical exercises they did when they listened to the podcast on page 68. Explain that the text they are going to read here contains a similar set of instructions.
- Ask students to complete the instructions with verbs from the box.
- Let students compare their answers in pairs before checking them as a class.
- You may want to suggest that students work in pairs to take turns reading the instructions aloud and doing the exercises.

ANSWERS

- 1 stand 2 look 3 point 4 turn 5 look 6 touch
7 stretch 8 hold 9 pull 10 sit

GRAMMAR Zero conditional, *should*

3

- Write an example of a zero conditional sentence on the board; for example, *If you heat water to 100°C, it boils*. Invite students to help you explain the form: *if* clause with simple present + result with simple present.
- Remind students that we use *should* to say something is a good idea. Ask what the negative form of *should* is (*shouldn't*).
- Refer students to the title of the text and elicit what it means (*it's a good idea to exercise but not to do too much*).
- Ask them to complete the text, using the zero conditional or *should* and the verbs in parentheses.
- Let students compare their answers in pairs before checking them as a class.

ANSWERS

- 1 should exercise 2 exercise 3 has 4 shouldn't start
5 do 6 prepares 7 is 8 doesn't feel

First conditional

4

- Remind students that the first conditional is used to talk about actions and possible results in the future. Elicit the form: *if* clause with simple present + result with *will/won't/might*.
- Start by asking students to skim the text to say what type of text it is (*an ad*) before they read more carefully and choose the correct options. Set a time limit of two minutes for them to circle the correct options.
- After checking the answers as a class, divide the class into pairs to take turns reading the ad aloud. Encourage them to make it sound like a radio ad and to sound enthusiastic about what they are trying to sell.

ANSWERS

- 1 You'll 2 you 3 you 4 you'll 5 you aren't
6 we'll

Extra Resources

Go to the Teacher's Resource Center at www.macmillangobeyond.com for:

- the Speaking section of the Progress Check 5&6;
- a downloadable project linked to Units 5–6;
- downloadable audio and audio scripts for the Student's Book and Workbook;
- videos and video scripts;
- extra vocabulary at two levels of difficulty;
- extra grammar at two levels of difficulty;
- culture lessons, with full teacher's notes;
- a life skills lesson, with full teacher's notes;
- Speaking Database materials;
- the Go Beyond Level 2 wordlist;
- a Test Generator for Unit 6 testing materials (all skills);
- tips for using the Grammar Database;
- and more!

Go to the Workbook pages 68–79 for further practice material.

PROGRESS CHECK 5&6

Preparing for the Progress Check

Vocabulary review

- Draw a table on the board with the following headings: *Personality adjectives; Countries, nationalities, and languages; Parts of the body; Exercise verbs.*
- Elicit one or two examples for each category and write them on the board.
- Divide the class into pairs or small groups. Tell them to look back through Units 5 and 6 and find more examples from each vocabulary category.
- After five minutes, encourage students to come to the board and write their answers. Stop them when you have five or six words in each category.
- Finally, ask students to look at the Progress Check. Ask them to read the headline in Exercise 1 and tell you which vocabulary is in the reading section (*parts of the body; exercise verbs*). Then have them look at the multiple choice items in Exercise 2 and tell you which vocabulary they might hear in the listening section (*personality adjectives*).

Grammar review

- Divide students into pairs and ask them to refer to the grammar pages (pages 57, 59, 67, and 69).
- Remind students of the grammar they have studied in these two units (Unit 5: adjectives with prepositions + *-ing* form; hopes, plans, and predictions; Unit 6: zero conditional, *should*; first conditional).
- Write the following two sentences on the board, pointing out that each sentence contains both of the grammar points (underlined) from Unit 5: *I'm not very good at playing the piano, but I'm going to improve.* *I'm excited about going to the party, and I might wear my new shirt.*
- Ask each pair to write as many sentences as they can containing both of these grammar points, using the sentences on the board as a model. Allow five minutes before asking how many sentences each pair has made. Write some of the sentences on the board.
- For the Unit 6 grammar, write some sentence beginnings on the board that will fit neatly with the zero and first conditionals; for example, *If you break your leg ...* , *If it rains ...* , *You might get tired ...* .
- Ask students to try to come up with three alternative endings for each of the sentences.

Optional warm-up activities

READ Exercise 1

- Students may not be very familiar with this type of reading task, so they may need help. If you are not planning to do this under test conditions, do the first paragraph as a class activity.
- Ask students to read the first paragraph and look at the first four blanks. Go through the multiple-choice options one by one and ask the following:
In number 1, do couch potatoes sit up or sit down a lot? (down)
In number 2, since the writer says she is a couch potato, which is likely: I know I am, I will, or I should go running? (should)
In number 3, does exercise send oxygen to the brain, the neck, the throat, or the chest to help us think? (brain)
In number 4, do we say I am bad in, on, for, or at something? (at)
- Point out the importance of reading to the end of the paragraph or text before filling in the blanks. For example, in blank 4, the writer says she is bad at sports, which helps us understand the answer to blank 2 (*she should go running but ... she is bad at sports*).

- Doing the first paragraph as a class should help students gain the confidence to attempt the rest on their own. If it is clear that they are still having difficulty, encourage them to discuss the second paragraph (questions 5–7) with a partner.

LISTEN Exercise 2

- Read the task instructions with the class and make sure they realize that they have to check A, B, or C for each sentence.
- Refer students back to the listening activity and the **HOW TO** box on page 71. Point out that they are going to hear someone giving advice but in a different situation.
- Ask students to look at the first item while you write the following on the board: *You'll need to ...* , *You're going to ...* , *I think you should ...* , *You will probably / might ...* .
- Ask the class to suggest how a career counselor might express each of the options in the first item (e.g., *You'll need to choose what job you want to do; You're going to decide what new subjects to study next year; You will probably study math and science next year.*)
- Divide the class into pairs or small groups and ask them to discuss how the career counselor might phrase each of the options in the other items. After two or three minutes, ask students to tell you their ideas.
- Finally, point out to students that they are now prepared for what they will hear and they know exactly what to listen for.

WRITE Exercise 3

- Students did sentence transformations in the Progress Check for Units 1 and 2. Ask them what they remember and what the purpose of this exercise is (to fill in the blank so that both sentences mean the same thing although they are expressed in a different way).
- Remind the class of the grammar points they covered in Units 5 and 6 (see the **Grammar review**). Explain that they should expect to see some of those points in this exercise.
- Do the first item with the class by asking them which word comes after *good/bad* when we're talking about activities (*at*). Explain that *good at languages* is possible. However, students have learned that *good at* can be followed by the *-ing* form of a verb. Remind them of this and ask them which *-ing* form they need to use (*learning*).

WRITE Exercise 4

- Refer students back to Exercise 3 on page 62 and the writing they did on that page. Point out that the task in the Progress Check asks them to write about their plans.
- Ask pairs of students to make a list of things they could plan to do on Saturday.
- After a minute or two, ask them how the weather might affect their plans. If necessary, prompt with questions such as: *What will you do if it rains / if it's sunny?*
- Ask pairs to suggest why they can't meet on Sunday.
- Finally, ask students to suggest a good way to begin and end their messages.
- Bring all the above points together by constructing a model on the board with the class. Remind students to include all the information required in the task. First, invite one student to suggest a suitable greeting, which the student writes on the board. Ask other students to add sentences one at a time, before the last student suggests a way to end the message.

Doing the Progress Check

READ

1

- Go through the **Test-Taking Tips** with the class and remind them of the work they did to identify the goal of a text using the **HOW TO** box on page 56 and on reading quickly using the **HOW TO** box on page 66.

- Advise students to read the whole text before filling in any blanks. Encourage them to use the general meaning to help them find the specific answers.
- Remind students that they can usually eliminate one or more of the answers that clearly do not fit.
- Allow about 10 minutes for this section.

ANSWERS

1 B 2 D 3 A 4 D 5 B
6 C 7 A 8 C 9 C 10 B

LISTEN

2  2.12

- Encourage students to read all the items and answer options so that they can try to predict what they will hear.
- Go through the **Test-Taking Tips** for the listening task, briefly referring students back to the work they did on pages 58, 68, and 71.
- Remind them that the answers usually appear in the same order as the items, so when they have heard the answer to one item, they should prepare for the next.
- Point out that they will hear the speech twice.

ANSWERS / AUDIO SCRIPT

 2.12

1 B 2 A 3 C 4 B 5 A

Maggie Thompson: Good morning, everyone. Sit down, please. No, don't get your books out. You won't need them. My name's Maggie Thompson, and I'm the school's career counselor. Now, I know what you're thinking: "I'm too young to think about what job I'm going to do after school." And you're right.

However, later this year you'll need to make some important decisions. You're all going to continue studying subjects like math and science, but you're also going to choose some other subjects. Now, these choices might influence what you do in the future, so I think you should start thinking about which ones to take.

So, what's the best way to do this? I think there are three things you can do. The first is to think about what you're good at doing – but also what you're *not* good at. For example, if you're good at learning languages, choosing Arabic or Chinese will be a good choice. You'll probably get good grades, and speaking a foreign language might help you get the job you want one day. But if you're scared of speaking in public, drama might be a good option. Because if you're shy, drama will help you to become more confident, and communicate better.

The second thing you should do is talk to teachers of new subjects. That way you'll get a better understanding of what the different subjects are about. And with that in mind, your teacher is going to invite other teachers to your class over the next few weeks. They'll talk to you about their subjects, and you'll also have the chance to ask questions. And finally, you should talk to your parents. I'm sure they'll give you good advice, but when you talk to them, you shouldn't be afraid of telling them what *you* would really like to do. You might think a subject you're interested in taking isn't serious enough, but it's important to be open and honest. You might be surprised by their reaction!

Finally, I have, um, a form to hand out. Um ... Now ... Oh, now please listen carefully to what I'm going to say. Take these forms to your parents. Then ask your parents to sign the first page ... um ... here. Then cut off the bottom of the page and bring it back to your teacher. Is that clear?

WRITE

3

- Remind students that this exercise mainly tests grammar. Make sure students remember the grammar points they covered in Units 5 and 6 (see the **Grammar review**).
- Students should check that the *meaning* of the second sentence matches that of the first sentence. Point out that they should use a maximum of three words in each blank and then check for any spelling mistakes.
- Make sure that students think about timing – although you might not want to set a specific time limit.

ANSWERS

1 at learning 2 going to study / planning to study 3 should
4 you train

4

- Check that students have understood the target reader and the reason for writing. Ask for suggestions for how to begin and end this message (see the model answer below for suggestions).
- Check that students understand what their messages must include (*the three bullet points*) and remind them of the importance of following all the instructions.
- Remind students to use *because* and *so*, as practiced on page 62. Ask them to tell you why we use these two words (*to explain a reason; to say what comes next*).
- Remind the class that they will need to use language to express hopes, plans, and predictions, as well as conditional constructions.
- Finally, remind students of the word limit and the importance of checking their own spelling, grammar, etc.
- Allow up to 20 minutes for the exercise; remind the class when they have five minutes left.

MODEL ANSWER

Hi, everybody.
On Saturday morning we're going shopping. In the afternoon we might go to the beach because it'll probably be hot. If the weather's bad, we'll watch a movie. I'm going to visit my grandparents on Sunday, so I can't see you then.
Charlie

After the Progress Check

Optional game

This role-play game follows up on the theme of giving advice from the listening section.

- Ask students to think about the audio from page 71 about a boy talking about some symptoms. Tell them they are going to act out different situations in which people ask for and give advice.
- Write the left-hand column of the following table on the board:

Problem ...	Advice
... with schoolwork	Perhaps ...
... learning a language	Maybe ...
... with friends	If ...
... with health	You'll need to ...
... about exercise	You're going to ...
... with a computer	I think you should ...
... choosing a sport	... probably ...
... choosing subjects to study	... might ...

- Ask the class to think of a problem someone can have with schoolwork; for example, *I can't understand my homework*. Ask students to write down their problems while you complete the table by writing the right-hand column.
- Repeat your example, *I can't understand my homework*. Point to the right-hand column and ask for advice using one of the phrases; for example, *You'll need to talk to your teacher*. Elicit a variety of different suggestions so that students remember how to use the items in the right-hand column.
- Now ask students to write down a problem for one of the other situations in the left-hand column of the table above.
- Divide the class into two teams. Team A is the *Problem* team; Team B is the *Advice* team. If possible, they should sit in two rows, facing each other. If your class is very large, split them into smaller teams for more talking time.

- One student from Team A tells Team B his or her problem. If any other members of Team A have a similar problem, they can also read it aloud.
- Members of Team B now give their advice (ask them to raise their hands). After one student has given advice, other students might want to give different advice, so allow them to speak too.
- Keep going until all of Team A's problems have been said. Students then change roles, and members of Team B read their problems aloud for Team A to answer.

Feedback and extension

READ

- Some students may have found this task difficult, so spend time answering their questions. Review the questions one at a time and ask students how they were able to eliminate certain answers. Discuss the options and focus attention on where the options were syntactically wrong (e.g., 1D "sit as soon after" makes no sense; 5C "walking probably be better" is the wrong word order and the wrong verb form).
- An exercise such as this one provides many opportunities to enrich students' vocabulary. Don't allow students to look at their grades and move on – that would be wasting a valuable opportunity. In many cases, students need to know how to correctly use the *wrong* answers as well as the right ones. The more phrases and expressions they can learn, the easier they will find future exercises such as this one.
- It's sometimes difficult for students to understand that they need to learn words in context or in fixed expressions. Encourage them to write down phrases as they encounter them. For example, *as* (question 1) has several uses (consider *such as, as soon as, as long as, as tall as, as well as*). Simply writing the word *as* and a definition has very limited use. Similarly, in question 1, students need to learn the phrasal verbs *sit up* and *sit down* rather than simply *up* and *down*.

LISTEN

- Hand out photocopies of the audio script and ask students, in pairs, to go through it and underline where the correct answers can be found. They can also underline sections that help eliminate the wrong answers. Remind students that the answers are usually in the same order as the items in the exercise. This will help them when referring to the audio script. Check the answers as a class.

WRITE

- Focus on the grammar points in Exercise 3. Write the first sentence of item 1 on the board.
- Ask the class to tell you how this sentence is constructed grammatically (subject "I" + verb "am" + article "a" + adjective "good" + noun phrase "language learner"). Write this next to or below the sentence on the board.
- Now write the correct second sentence and elicit the grammar used to form it (subject "I" + verb "am" + adjective "good" + preposition "at" + -ing "learning" + noun "languages").
- Point out the two ways the same idea is expressed (e.g., *a good learner = good at learning*).
- Go through items 2 and 3 in the same way, asking students to explain first the grammatical construction and second the pairs of expressions; for example, *Her plan is to ... = She is planning/going to ...* ; *It's a good idea to ... = You should ...*
- Question 4 depends on knowledge of conditionals. Point out that conditionals can begin with the *if* clause, or the *if* clause can be the second clause. This automatically gives us two ways of expressing the same meaning. Do several examples with the class, asking students to "convert" the conditionals you have written; for example, *If you feel sick, you should go to the doctor = You should go to the doctor if you feel sick; You will do better next time if you learn from your mistakes = If you learn from your mistakes, you will do better next time*.
- For students who had difficulty with Exercise 4, go through the grammar points that they need in order to follow the instructions (*going to, might, probably, if ...*).
- Write the following on the board and ask for as many suggestions as possible for each one: *On Saturday morning, we're going to ...* ; *In the afternoon we might ...* ; *... probably ...* ; *If the weather's bad, ...* ; *On Sunday, ...*
- If students had a lot of difficulty with their writing, you could now ask them to write another similar message based on this feedback.