






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IN THE PICTURE Digital devices

Pages 16-17

Talk about using digital devices

STAGE	TIME	FOCUS
GET STARTED		Recycle vocabulary for technological devices and discuss which ones are the best.
RECALL AND READ		Predict the connection between photos and read to confirm predictions. Watch a video comparing the future world in <i>Nineteen Eighty-Four</i> with the world today. Recycle vocabulary connected with the digital world.
WORK WITH WORDS		Introduce a set of verbs related to the digital world.
EXTEND		Learn about phrasal verbs and how they are used.
SPEAK		Explain how to use a digital device.

Get started

Introduce the topic by writing the phrase *modern technology* on the board. Divide the class into pairs to brainstorm all the electronic devices they use at home, at school or when they are out and about. Invite students to come to the board and make a list, eg *mobile phone, computer, laptop, tablet, digital camera, television, games console, MP3 player*. Then ask students to work in pairs again and discuss which of these items they would keep if they were only allowed to have one item on the list. Discuss their ideas in open class and ask them to give reasons for their choice.

RECALL AND READ

1

- Divide the class into pairs to describe what they can see in photos 1-5 and discuss what the connection is between them. Set a time limit of three minutes for this. (See Teaching Tips, *Set time limits*, page 28.)
- Discuss their ideas in open class. Elicit key vocabulary, eg *CCTV, mobile phone, travel card, smartphone* and *cashpoint* or *cash machine*. Point out that in American English, a cash machine is called an ATM. In colloquial English, people sometimes call a cash machine *the hole in the wall*.

ANSWERS

The photos were all taken in London. They all show different ways in which our location can be tracked (CCTV cameras, phones, travel cards and cashpoints).

2

- Invite a volunteer to read out the instructions. Ask students to read the text to check their predictions from Exercise 1 and answer the question.
- Check answers in open class.

ANSWERS

The blogger says we're never anonymous because we're always being tracked, through our phone, travel cards and bank cards and being watched on CCTV.

Extra activity

Focus on some of the vocabulary in the text. Elicit from the class the meaning of *browse* (look for information), *anonymous* (used to describe someone whose name is not known), *swipe* (pass a card through or over a piece of electronic equipment that reads the information on the card), and *make out* (see, usually with some difficulty).

Point out that *give away* and *reveal* have the same meaning (let something be known).

GO BEYOND FOR TEACHERS

Digital vocabulary

HD stands for *high definition*. *CCTV* stands for *closed circuit television*. The term *blog* is short for *web log* (a *log* is a written record, similar to a diary, that records data, especially on a ship). *Blog* was first used as a term in 1999.

3 THE MOVING PICTURE

- Tell students they are going to hear someone talking about something called Big Brother. Ask if they have heard of this term and elicit ideas, but don't confirm answers at this point.
- Ask them to watch the video to find out what Big Brother is and why the speaker thinks Big Brother is here today.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS / VIDEO SCRIPT

Big Brother is the leader of the government in George Orwell's novel *Nineteen Eighty-Four*. In the novel, the government watches what people are doing at every moment of their lives, and that's what the speaker thinks is happening today. That's why he thinks the fictitious Big Brother has become a reality.

In his book *Nineteen Eighty-Four*, the writer George Orwell describes a future world. In this world, 'telescreens' are everywhere. These screens show government propaganda. But they also have a camera in them. The government, whose leader is called Big Brother, uses the screens to watch what people are doing at every moment of their lives.

Nothing is private. It's impossible to be alone.

Orwell wrote his book in 1949. When the year 1984 came, it was clear that his vision of the future hadn't come true. But he only got the date wrong. Because today, his fiction has become our reality. You don't believe me? Consider these facts.

Fact one. You are never invisible. Your phone always knows where you are. That's how it can connect your calls. Many of the apps you use on your mobile devices reveal where you are too. So does using your travel card to get a train or bus, or using your credit card to take out money or buy something. These activities all say 'I am here'.

Fact two. You're being watched – and identified. There are hundreds of thousands of CCTV cameras in our major cities, and modern high-definition CCTV cameras can see your face in the crowd from close to a kilometre away. Face recognition software can then be used to identify you. Your personal information can now be found on the Net. There really is nowhere to hide. Big Brother is here.

4

- Ask students to read the instructions and look at the network. Highlight the different sections, eg devices, verbs.
- Divide the class into pairs to add vocabulary from the text in Exercise 2 and other related words they know to the network. Make sure students understand that they should only add words that are directly related to the digital world to the network (eg *swipe* but not *take*).
- While they are working, copy the network onto the board. Invite students to come to the board and add words to the network. If there are any mistakes, ask other students to correct them.

SUGGESTED ANSWERS

devices – computer, camera, CD player, console, DVD player, laptop, mobile, MP3 player, tablet

parts of devices – Ethernet port, headphones, keyboard, monitor, mouse, printer, speaker, USB port, webcam

verbs – connect, upload, turn off, search

apps – maps, app store, calculator, calendar, compass, games, mail, messages, notes, social networking, videos

WORDS & BEYOND

For extra practice at finding out the meaning of phrases, phrasal verbs and idioms in a dictionary, refer students to page 131 and ask them to complete the Work with your Dictionary task.

WORK WITH WORDS

- 5
- Refer students to the words in the box. Then ask them to match them to the definitions and also write in the opposites for numbers 2–4.
 - Check answers in open class. Explain that with two-part verbs (phrasal verbs) like *log on*, the second word is almost always stressed, eg *log on*, *turn up*. Point out that *log off* can be used with the same meaning as *log out*.

ANSWERS

2 download; upload 3 turn up; turn down 4 log on; log out
5 back up 6 swipe

6

- Draw students' attention to the text *How to avoid digital dangers*, and ask them to read the whole text first, ignoring the gaps.
- Ask students to work individually to complete the text using the verbs in the box.
- Check answers in open class. Ask students to mime the difference between *tap* and *click* (using a mouse).

ANSWERS

1 Update 2 scan 3 set up 4 enter 5 tap 6 click

7a

- ▶ 1.15 **PRONOUNCE**
- Model the sounds /k/ and /g/. Point out that the first sound is unvoiced (we only hear it because a lot of air is expelled when we say it), and that /g/ is voiced (our vocal cords vibrate when we say it and there is not much air).
 - Play the track two or three times for students to repeat the words chorally and individually. (See Teaching Tips, *Vary drilling techniques*, page 31.)

AUDIO SCRIPT

▶ 1.15
See Student's Book, page 17.

7b

- ▶ 1.16
- Play the track for students to listen and circle the words they hear.
 - Check progress. If necessary, play the track again.
 - Check answers in open class.

ANSWERS / AUDIO SCRIPT

▶ 1.16
1 log 2 back 3 gap 4 could 5 blog 6 class

8

- ▶ 1.17
- Ask students to identify where the stress is in each phrasal verb. Help them by saying *turn on* and *turn off* with a natural but clear stress on the second word. Elicit that it is always on the preposition or adverbial particle.
 - Play the track two or three times for students to repeat the words chorally and individually. Make sure students place the stress correctly on the preposition or adverbial particle in the phrasal verbs.

AUDIO SCRIPT

▶ 1.17
turn on turn off download upload turn up turn down
log on log out back up swipe update scan set up
enter tap click

EXTEND

- 9
- Write the verbs *back up* and *log on* on the board. Elicit or remind students that two-part verbs like these are called phrasal verbs.
 - Ask students to read the text carefully and complete the sentences using phrasal verbs from Exercise 6.
 - Let students compare their answers in pairs before you check them in open class.

ANSWERS

Transitive: back up, set up
Intransitive: log on/out

Fast finishers

Ask fast finishers to find more phrasal verbs in the text in Exercise 2 and add them to the explanation (*give away*, *make out* – both transitive).

SPEAK**10**

- Invite two volunteers to read out the two possible tasks.
- Divide the class into pairs and ask them to do one or both of the tasks. Point out for the first one that they should take it in turns to explain while their partner asks questions. For the second one, encourage them to give reasons for their answers.
- Monitor while they are working and give help if necessary.

GO BEYOND




Ask students to do the Words & Beyond exercise on page 131.

Homework

Ask students to write a short paragraph about their digital device. They should describe the device and say why it is important to them. At the beginning of the next lesson, divide the class into pairs to read each other's paragraphs, correcting any errors they find. Invite students to read their paragraphs out loud to the class.

READING For or against?**Recognise main ideas and supporting points**

Page 18

STAGE	TIME	FOCUS
GET STARTED		Recycle verbs from the previous lesson.
SPEAK AND READ		Discuss the pros and cons of internet privacy and read a magazine article.
REACT		Explain your opinion to your partner.

Get started 

Play a game of *Snowman* to recycle some of the verbs from the previous lesson. (See Games, page 33.) Tell the students that all of the words in the game are verbs related to technology, eg *upload*. If you choose a phrasal verb, indicate that there are two words by leaving a clear space, eg _ _ _ _ _ (log on).

SPEAK AND READ**1**

- Nominate a student to read out the two questions to the class.
- Divide the class into pairs to ask and answer the questions.
- Elicit and discuss their ideas in open class. Make a list of their arguments for and against internet privacy on the board. Leave the list on the board and point out that they will come back to these ideas later in the lesson.

2  **1.18**

- Refer students to the photos of the two young people. Explain that one is in favour of internet privacy and the other is against. Ask which one they think is which. (See Teaching Tips, *Encourage prediction*, page 31.)
- Encourage students to read the text quickly and find which person is for internet privacy and which is against. Don't play the audio at this point. It is an extra feature and a suggestion for using it in class is included at the end of the lesson.
- Check the answer in open class.

ANSWER

Jirka M is against internet privacy.
Maria B is for internet privacy.

3a

- Ask students to read the tips in the **HOW TO** box. Make sure they understand the difference between the main idea and the supporting points (extra information).
- Write a brief example on the board, eg *Sport is very important in society. Regular sport helps people stay healthy.*

Ask students to tell you the main idea (the first sentence) and the supporting idea (the second sentence, which is an example).

3b**Exam-type task**

- Explain the task. Divide the class into pairs for each student to choose a different part of the article (ie one chooses Jirka's opinion and the other chooses Maria's opinion).
- Ask students to work individually to write notes under the different headings, eg *Topic – internet privacy*.

SUGGESTED ANSWERS**Jirka's opinion:**

Topic: Internet privacy

Writer's opinion: Not having privacy on the internet is a good thing.

First main idea: The fact that your web browser knows your habits makes browsing a better experience.

Supporting points: 1) It can show the search results that you really want to see. 2) You only see ads for products that really interest you.

Second main idea: Losing some of your privacy is a small price to pay for a free internet.

Supporting points: 1) If internet companies couldn't sell information and advertising space, they would have to charge for using their sites. 2) If internet companies charged for using their sites, fewer people would use them, and your social network would suddenly be much smaller.

Maria's opinion:

Topic: Internet privacy

Writer's opinion: Not having privacy gives the internet a dark side.

First main idea: A lot of information is collected and stored without our permission, and that's unacceptable.

Supporting points: 1) On the Net there's a record of every site we've ever visited and every email we've sent. 2) The sites we use to search for information and stay in touch with friends collect and keep information about our online habits.

Second main idea: It's unacceptable that we have no way to erase personal information on the Net.

Supporting points: 1) If the information gets into the wrong hands, it could be used to rob us. 2) Somebody could also use it to commit a crime in our name.

3c

- Encourage students to tell their partner what they wrote under each heading.
- Monitor as students work but don't give feedback at this point.

4

- Students work individually to read the other opinion. Ask them to underline any supporting points their partner did not mention.
- Discuss their ideas in open class. Elicit from the class the main ideas and supporting points for each opinion.

Extra activity

Select three phrases from each of the two texts and write them in random order on the board, eg *a dark side*, *a record of every site you've ever visited*, *results that you really want to see*, *they would have to charge for using their sites*, *a small price to pay for a free internet*, *that's scary*.

Divide the class into pairs to say which text each phrase belongs to. Set a time limit of one minute for this task so that pairs can quickly refer to the text. Elicit answers in open class.

ANSWERS

Jirka: results that you really want to see, they would have to charge for using their sites, a small price to pay for a free internet
Maria B: a dark side, a record of every site you've ever visited, that's scary

5

- Encourage students to reflect on and tick the tips in the **HOW TO** box that helped them to find the main ideas and supporting points in Exercises 3b and 4.
- Invite several individual students to tell the class which tips they used.

REACT

6

- Invite a volunteer to read out the questions. Ask students to make some notes about their answers. Refer them to the arguments listed on the board from Exercise 1. Set a time limit of three minutes for this.
- Divide the class into pairs to compare and discuss their answers.
- Monitor as students are doing the activity and make a note of any language you wish to highlight at the end. (See Teaching Tips, *Correct errors effectively*, page 28.)
- Elicit and discuss students' ideas in open class, encouraging them to give reasons for their answers.

Recorded reading text 1.18

The audio can be used after Exercise 4 to check students have identified all the main ideas and supporting points. Play each person's opinion separately and have the students raise their hand when they hear a point that supports each main idea. Pause the track, elicit the point and then continue playing the track.

GO BEYOND

Explain the task. Students should write a short paragraph for or against internet privacy, with a main idea and supporting points. This could also be done as a homework task.






Homework

Ask students to research the issue of internet privacy by entering the term in a web browser. They should note down the opinion of at least three different people. Ask them to compare their ideas in pairs at the beginning of the next lesson before discussing them in open class.

GRAMMAR Present perfect simple

Connect past actions with the present

Page 19

STAGE	TIME	FOCUS
GET STARTED		Discuss funny video clips you have seen on the internet.
READ		Read two messages about a video.
STUDY		Learn the rules for using the present perfect simple with <i>ever</i> and <i>never</i> , <i>just</i> , <i>yet</i> and <i>already</i> , and <i>for</i> and <i>since</i> .
PRACTISE		Choose the correct options to complete a conversation and practise the use of the present perfect simple.
SPEAK		Discuss letters you have written.

Get started

Tell your students about an amusing video clip you have seen on the internet (eg a dog playing the piano, a bizarre mistake by a goalkeeper in a football match). Then divide the class

into pairs to describe to each other something funny that they have seen in a short video clip on YouTube or a similar video-sharing site. Discuss their ideas in open class.

READ**1**

- Ask students to work individually to read the messages and answer the question.
- Let students compare their answer in pairs before you check it in open class.

ANSWER

Gerry

STUDY**2**

- Make sure students understand the task. Ask them to work individually to use examples from the conversation in Exercise 1 to complete the explanations.
- Check answers in open class.
- Write on the board: *Have you seen the video Dom's uploaded?* and *Did you see the video Dom uploaded last Saturday?* Ask students to explain why the different tenses are used. Elicit that the present perfect simple is used when no time is specified and the past simple is used when we know the exact time.
- Focus on the difference between *for* used with periods of time (eg *for three weeks, for two hours, for ten years*) and *since* used with dates and points in time (eg *since Monday, since two o'clock*).

ANSWERS

I've never felt so embarrassed in my life!

It's one of the funniest videos I've ever seen.

It's already had 50 comments.

It's only been there for 15 hours.

She hasn't stopped laughing since Sunday evening.

PRACTISE**3**  1.19

- Do the first one as an example with the class to demonstrate the activity (*haven't seen*). Elicit why the present perfect is correct (because we don't know the exact time).
- Ask students to work individually to complete the exercise.
- Play the track for students to check their answers.
- Ask students why numbers 4 and 6 are past simple. Elicit that this is because we know when Carol got the phone (for her birthday – an exact time), and when Dom posted the video (at the weekend).

ANSWERS / AUDIO SCRIPT 1.19

1 haven't seen 2 have you had 3 For 4 I got
 5 haven't been 6 Dom posted 7 has already watched
 8 've never seen

See Student's Book, page 19, for audio script.

4

- Elicit or remind students that *for* is used with periods of time and *since* with dates and points in time.
- Go through the example in open class and then ask students to work individually to complete the remaining sentences.
- Let students compare their answers in pairs before you check them in open class. Point out the pronunciation of *virus* /'vaɪrəs/.

ANSWERS

2 My house has had an internet connection since I was born.

3 I've already updated my profile page today.

4 Someone has just sent me a message.

5 I haven't downloaded many videos from the Net.

6 I've had my phone for more than a year.

7 Our computer at home has never had a virus.

8 I haven't used a mouse many times.

5

- Explain that students should write questions that produce the answers in Exercise 4.
- Go through the example question in open class. If necessary, elicit the second question too (*How long has your house had an internet connection?*). Then ask students to work individually to write the remaining questions.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

2 How long has your house had an internet connection?

3 Have you already updated your profile page today? / Have you updated your profile page yet today?

4 Has someone just sent you a message?

5 How many videos have you downloaded from the Net?

6 How long have you had your phone?

7 Has your computer at home ever had a virus?

8 How many times have you used a mouse?

Extra activity

Practise drilling present perfect simple questions and answers. Divide the class into two groups and have one half of the class repeat a question from Exercise 5 in a choral drill. The other half of the class repeats the answer from Exercise 4 in a choral drill. Continue with all the questions and answers from Exercises 4 and 5, focusing on correct stress and pronunciation. Have the groups swap roles and repeat.

SPEAK**6**

- Nominate two students to read out the model conversation.
- Highlight that as soon as the specific question *When?* is asked, the past simple is used because we are now talking about a specific time.
- Divide the class into pairs to ask and answer the questions in Exercise 5. Encourage them to give answers that are true for them and to ask follow-up questions.
- Circulate and monitor while they are working, giving help if necessary.
- Nominate some pairs to ask and answer some of the questions in open class.

Fast finishers

Ask fast finishers to work in pairs and write present perfect simple questions from the following prompts:

1 *How many / text messages / send / today?*2 *you / take / a lot of photos / with your phone?*3 *How long / have / that book?*

Students ask and answer the questions in addition to those from Exercise 5.





Homework

Ask students to write at least five sentences about themselves or their friends and family members using the present perfect simple and *for* or *since* (eg *My father has worked at the hospital since 2002; My friend has been in this class for two years*). At the beginning of the next lesson, ask students to read out their sentences. Correct any errors in the use of the present perfect simple and time expressions with *for* and *since*.

LISTENING AND VOCABULARY Record. Stop. Play.

Use the audio type, grammar and pronunciation to help you understand

Page 20

STAGE	TIME	FOCUS
GET STARTED		Find out what people listen to.
SPEAK AND LISTEN		Listen to a series of conversations and choose the best options to complete sentences about them.
REACT		Explain your opinion to your partner.
WORK WITH WORDS		Use a set of negative adjectives formed with the prefixes <i>un-</i> and <i>in-</i> .

Get started

Draw a timeline on the board – morning to night. Mark some key points in the day, eg *breakfast (7am), driving to school (8am), school (9–4), driving home (4.30pm), dinner (6pm), correcting homework (7–8pm), watching TV (8–9pm)*. Tell students what you listen to or hear at different times on the timeline, eg *At breakfast, I listen to the travel news on the radio. Driving to work, I listen to the DJs on my favourite radio station talking. At school, [jokingly!] I hear the students talking in my class when they should be listening to me! Driving home, I listen to the sound of angry drivers beeping their horns.*

Ask students to work individually to write a similar timeline for themselves, including all the types of talking and sounds they hear during the day. Divide the class into pairs to compare and discuss their timelines.

SPEAK AND LISTEN

1

- Read the instructions to the class and check that students understand what to do.
- Divide the class into pairs to discuss and write their lists. Make sure they are working with a different partner from in the previous activity.
- Monitor while they are working and give help if required.
- Invite students to share their ideas in open class.

2a

- Refer students to the **HOW TO** box. Ask them to read the tips carefully. Elicit or explain the meaning of *intonation* (how the pitch of our voice moves up and down to show we are asking a question, giving information or expressing feelings such as surprise, anger, interest, boredom and so on).

2b 1.20

- Ask students to read the three questions first. Then play the track once for them to listen and answer the questions. If necessary, play it a second time.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS / AUDIO SCRIPT 1.20

- It's a series of conversations.
- There are eight 'scenes': 1 in a kitchen; 2 at an Underground station; 3 on the platform in an Underground station; 4 on an Underground train; 5 at an Underground station; 6 in the street; 7 in a class at school; 8 in a school playground
- Matt made the recording on his phone.

Matt's mum: Your breakfast's cold. Have you been playing with that phone again?

Matt: No. I've been finishing some homework.

Matt's mum: You look a little unwell.

Matt: I'm just tired.

Matt's mum: Well, you'd better eat quickly. It's time to go.

Matt: Sorry I'm late, Lucy.

Lucy: Matt, you are incapable of being on time.

Matt: How long have you been waiting?

Lucy: For about 10 minutes. You're lucky I'm not the impatient type!

Matt: I'm really sorry. Let's go down to the platform.

Lucy: Have you done the maths homework?

Matt: I tried. It's impossible. You?

Lucy: Yeah, but there was too much. It's completely unnecessary.

Matt: It's not unusual, though. She's been giving us lots to do recently.

PA message: Please do not leave baggage unattended. Any unattended baggage will be removed and destroyed.

PA message: Mind the gap ... Mind the gap.

PA message: Once again we apologise for the delay, which is due to an incident at Oxford Circus.

Woman: Typical. The Underground's so unreliable.

Man: Considering how fast ticket prices have been going up, it's unacceptable.

Woman: Listen, if we stay here, we're unlikely to get to the meeting on time.

Man: You're right. Let's get off and get a taxi.

Man 2: How do I get to the Central Line? I've been going round in circles for about 20 minutes.

Woman 2: Go down the passageway and turn right.

Man 2: But that's totally illogical. It says the Victoria Line's that way.

Woman 2: You'll see the sign round the corner. ... Can you have your tickets ready, please?

Matt: We're really late.

Lucy: I know. Hopkins won't be happy.

Matt: She never believes my excuses. It's so unfair.

Lucy: Well, you do make a lot of them! She's not being so unreasonable.

Matt: Sorry we're late. It was the Underground again.

Teacher: You've been using that excuse since term started.

Matt: Sorry.

Teacher: Have you done the homework?

Matt: Er, yes.

Teacher: How unusual! So, you're not completely irresponsible.

Could you tell us the answer to the third problem?

Matt: 630 litres.

Teacher: Is incorrect. Lucy?

Lucy: How long have you been recording me?

Matt: Since I got my phone. And you were totally unaware of it!

Lucy: That's immoral! It's probably illegal too.

Matt: Why?

Lucy: Why? What about my right to privacy?

Matt: Privacy doesn't exist anymore. It's irrelevant.

Lucy: Well, I think it's important. Matt, are you recording this?

Matt: Er, yes.

Lucy: Turn that thing off. Now!

3  1.21**Exam-type task**

- Ask students to read the statements and the different answer options first.
- Play the track for students to listen and choose the best option for each sentence.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS / AUDIO SCRIPT

1 A 2 A 3 A 4 B 5 A 6 B 7 A 8 A
See Exercise 2 above for audio script.

 1.21

4

- Encourage students to reflect on and tick the tips in the **HOW TO** box that helped them to answer Exercises 2b and 3.
- Elicit feedback in open class.

REACT

5

- Read out the question to the class. Give students a few minutes to work individually and make notes about their answer.
- Divide the class into pairs to discuss the answer.
- Elicit their ideas in open class, encouraging students to give reasons for their answers.

WORK WITH WORDS

6

- Write the word *kind* on the board. Ask what type of word it is and elicit that it can be a noun or an adjective. Elicit the opposite of the adjective (*unkind*).
- Draw students' attention to the words in the box and ask them to work individually to complete the explanation.
- Let students compare their answers in pairs before you check them in open class. As you check the answers, make sure students understand all the words. If necessary, ask them to translate the words into their language. Elicit or explain *unaware* (if you are unaware of something, you do not realise that it exists or is happening).

ANSWERS

To form negative adjectives, the most common prefixes are *un-* and *in-*. The prefix *in-* changes to:

- im-* before words beginning with *m* and *p*.
- il-* before words beginning with *l*.
- ir-* before words beginning with *r*.

7  1.21

- Explain that students have to use the adjectives in Exercise 6 to complete the sentences about the audio.
- Ask them to work individually to complete as many sentences as they can. If necessary, play the track again to help them complete all the sentences.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 unwell 2 incapable 3 impatient 4 unlikely 5 unfair
6 irresponsible 7 unaware 8 immoral

Alternative procedure: less confident classes

Look at the answer key for Exercise 7. For each sentence choose the correct adjective and one that is obviously incorrect, eg 1 *unwell/unfair*; 2 *impatient/incapable*. Write the pairs of adjectives on the board. Make sure you put the correct one first in some cases and second in others. Ask students to choose the correct adjective to complete each sentence.

8

- Read out the example sentence to the class.
- Ask students to work individually to write five sentences. Remind them that each sentence should use one of the negative adjectives from Exercise 6.
- Divide the class into pairs to compare their sentences before discussing their ideas in open class.

Fast finishers

Ask fast finishers to write more sentences and, if possible, one for each of the negative adjectives in the box.

GO BEYOND

Ask students to do the Words & Beyond exercise on page 131.






Homework

Ask students to imagine a really good excuse for being late for school and to write a short note explaining why they are late. At the beginning of the next lesson, ask students to read out their excuses to the rest of the class. Then ask them to vote for the best excuse.

GRAMMAR Present perfect continuous

Talk about activities in progress before or until now

Page 21

STAGE	TIME	FOCUS
GET STARTED		Review time expressions with <i>for</i> and <i>since</i> .
READ AND LISTEN		Read and listen to a conversation about a geography project.
STUDY		Learn the rules for using the present perfect continuous, and the difference between the present perfect simple and the present perfect continuous.
PRACTISE		Choose the correct forms to practise the present perfect simple, the present perfect continuous, and <i>for</i> and <i>since</i> .
SPEAK		Ask and answer questions about recent activities.

Get started

Write these dates, times and time phrases on the board:
2 o'clock, Tuesday, 10 minutes, 2008, October 9th, a long time, ages, 10.30, two years, last Friday, three hours, two weeks.
Divide the class into pairs to sort the expressions into two groups, one for expressions that follow *for* and the other for expressions that follow *since*. Write the two words at the top of two columns on the board.

Invite students to come to the board and write the expressions in the correct column. If they make a mistake, encourage other students to correct it. Highlight the fact that, with the exception of the expression *for a long time*, the expressions that follow *for* are in the plural, but point out that singular time expressions, such as *one hour* and *one week*, also follow *for*.

ANSWERS

for: 10 minutes, a long time, ages, two years, three hours, two weeks
since: 2 o'clock, Tuesday, 2008, October 9th, 10.30, last Friday

READ AND LISTEN

1 1.22

- Focus students' attention on the photo. Elicit what the girl is doing and how she is feeling (eg *She's waiting. She's feeling bored, impatient, angry*). (See Teaching Tips, *Encourage prediction*, page 31.)
- Read out the questions to the class.
- Play the track and have students listen and follow the text in their books.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS / AUDIO SCRIPT 1.22

Jason's in the library.
Talia helps him to find the information he's been saving.
See Student's Book, page 21, for audio script.

STUDY

2

- Have students read the explanations, then look back at Exercise 1 and underline examples of the different uses of the present perfect continuous.
- Check answers in open class. Highlight the fact that the only change in form in different persons is *have/has*, usually contracted in the affirmative to 've/'s. Remind them that *been + -ing* is the same for all persons.

ANSWERS

Use 1: I've been waiting at the gate for 20 minutes.
Use 2: I've been doing the geography project all afternoon.
You've been saving it in somebody else's folder.

3

- Ask students to read the rules and choose either *simple* or *continuous* to complete them.
- Check answers in open class. Emphasise that sometimes either tense can be used, as in the examples given in the final rule. (See Teaching Tips, *Present perfect simple or continuous*, page 29.)

ANSWERS

continuous; simple

PRACTISE

4 1.23

- Explain the task and go through the example in open class. If necessary, do the second one as a further example (*Has it been working*).

- Students work individually to complete the conversations.
- Play the track for them to listen and check their answers before you check them in open class.

ANSWERS / AUDIO SCRIPT 1.23

2 Has it been working 3 's been standing 4 for
5 's been taking 6 Have you two been downloading
7 haven't been using 8 have you been learning 9 since
10 haven't been playing
See Student's Book, page 21, for audio script.

5 1.24

- Explain the task. Do the first one with the whole class as an example if necessary.
- Students work individually to complete the task. Remind them that in some cases both answers may be correct, in which case they should choose the continuous form.
- Play the track for students to listen and check their answers. Then elicit the answers in open class and point out that the simple form is used in number 4 to indicate completion.

ANSWERS / AUDIO SCRIPT 1.24

1 seen 2 been studying 3 been going 4 done 5 had
6 been sleeping 7 left 8 been doing
See Student's Book, page 21, for audio script.

Extra activity

Divide the class into pairs. One should take the part of Henk and the other the part of Trisha. Play track 1.24 again and ask students to read their part out loud in time with the recording. Then ask them to swap roles and read the conversation out loud again, this time without the recording.

SPEAK

6a






- Ask students to read the instructions carefully and make sure they understand the task. Point out that for recent activities and recent schoolwork they should use the present perfect continuous, eg *I've been studying a lot*.
- Students work individually to write their notes. Monitor and give help if necessary.

6b

- Invite volunteers to read out the model questions and highlight the question forms. Elicit or point out that students should use the first question (*What have you been doing recently?*) in reference to the first two bullet points in Exercise 6a. They can use the last question (*How long have you been ...?*) with the last three bullet points.
- Divide the class into pairs to ask and answer the questions.
- When they've finished, have them report their partner's answers to the whole class (eg *Helen has been living in her house for three years*). Check their use of the present perfect continuous and correct any errors at the end on the board. (See Teaching Tips, *Correct errors effectively*, page 28.)

Homework

Ask students to use the answers from Exercise 6b to write a short paragraph about the person they interviewed. At the beginning of the next lesson, ask them to work with the same partner and swap their paragraphs to check that the information is correct.

STAGE	TIME	FOCUS
GET STARTED		Introduce the topic of parental pressure and discuss <i>dos</i> and <i>don'ts</i> at home.
SPEAK AND READ		Read definitions of <i>peer group</i> and <i>peer pressure</i> and discuss questions. Divide a set of comments into three groups.
DO		Discuss a series of comments and make a pie chart to show different influences on decisions.
REFLECT		Discuss questions related to peer pressure.
EXTEND		Discuss what peers and parents think about different aspects of your life and compare it to how you feel.

LIFE SKILLS GET THINKING: DEALING WITH PEER PRESSURE

During adolescence, peers become an important influence on behaviour. Young people feel a strong pressure to conform to the style, taste, appearance, values and opinions of their peers. Peer pressure leads to a desire amongst young people to be socially accepted by their peer group through conforming to the norms of teen culture. Peer pressure can often have a negative effect and can sometimes lead to criminal behaviour, such as taking drugs, vandalism and reckless driving, activities that almost always take place in the company of peers. However, peer pressure can also have positive effects, such as volunteering for charity work, participation in sports, having a healthy lifestyle and having aspirations such as studying to pass exams, going to university and aiming for a career. Peer pressure tends to decline as young people enter adulthood.

Get started 

Write the words *dos* and *don'ts* as column headings on the board. Divide the class into pairs to make a list of the things they have to do at home (the *dos*) and the things that they mustn't do or are not allowed to do (the *don'ts*). Discuss their ideas in open class and make lists under the two headings. Find out which are the most common *dos* and *don'ts*.

Introduce the concept of parental pressure – the idea that your parents try to make you do certain things and stop you from doing other things.

SPEAK AND READ

- Ask students to read the definitions carefully first. Make sure they understand the word *behave* (do things in a particular way).
 - Divide the class into pairs to answer the three questions. Set a time limit of five minutes.
 - Discuss their ideas in open class.
- Elicit the meaning of these words and phrases: *affect* (to change or influence something), *embarrassing* (making you feel nervous, ashamed or stupid) and *tag* (to identify and label a person in a photo you post online).

- Refer students to the table and the comments at the top of the page. Explain that for each comment they should decide who would make the comment and what topic the comment is referring to.
- Students work individually to read the comments and write the letter of the comment in the correct space in the table.
- Let students compare their answers in pairs before you check them in open class.

SUGGESTED ANSWERS

Topic	Appearance	Social networking	Studying
Parent	D, F	H	A
Peer	B	C, E	G

Extra activity

Divide the class into small groups to write two more typical comments that you might hear from either parents or peers about one or more of the topics. Invite each group to read out their comments for the rest of the class to guess who would say it and what topic it is about.

DO
3

- Divide the class into pairs to ask and answer the questions.
- Discuss their ideas in open class. Make sure they give examples of the comments and say what would happen if they followed the idea in each comment.

4

- Explain the task. Check that students understand how a pie chart works: different parts of the chart show what proportions each factor contributes, so in the example pie chart, peers have the most influence on the student's decisions on appearance.
- Ask students to work individually to draw their own pie charts.
- Have them compare their pie charts with their partner's and see if they are the same or different. Invite them to discuss which areas they would like to have more influence over (eg clothes, school) and why.
- Discuss their ideas in open class. (See Teaching Tips, *Be sensitive*, page 28.)

REFLECT

5

- Ask students to read the **REFLECTION POINT** carefully first. Then nominate a student to read out the three questions to the class.
- Give students a couple of minutes to think about their answers and make a few notes.
- Invite them to share and discuss their ideas in open class.

Alternative procedure: less confident classes

Ask students to discuss the questions in pairs or small groups before discussing their ideas as a class.

EXTEND

6

- Highlight the three topics to be discussed and their sub-categories.

- Divide the class into pairs to discuss what their parents and peers would say about each topic. Encourage them to look back at the ideas in the comments in Exercise 2 to help them.
- Monitor while they are working and give help as necessary. Make sure they give their own opinions about the topics.
- Discuss their ideas in open class.





Homework

Ask students to write a short paragraph about the advantages and disadvantages of peer pressure. At the beginning of the next lesson, divide the class into small groups to compare their ideas. Invite one person from each group to summarise their ideas for the whole class.

SPEAKING Be very careful

Give warnings and prohibitions

Page 23

STAGE	TIME	FOCUS
GET STARTED		Review vocabulary from this unit.
SPEAK		Look at a series of signs and decide which are warnings and which are prohibitions. Say what each sign means.
WATCH OR LISTEN		Watch or listen to four short conversations with warnings or prohibitions.
ACT		Role-play two conversations, one containing a warning and the other a prohibition.

Get started

Review some of the vocabulary from this unit. Prepare a list of 8–10 words from previous lessons (eg *download, turn up, swipe, click, illegal, impatient, peer pressure, travel card*). Write the first and last letters of each word and put dashes for the other letters, eg d _ _ _ _ _ d, p _ _ r p _ _ _ _ e. Invite students to come to the board and write in the missing letters. If there are spelling mistakes, encourage other students to come to the board and correct them.

SPEAK

1

- Draw a *No Smoking* sign on the board, ie a smoking cigarette with a diagonal red line through it. Elicit what the sign means.
- Refer students to the expressions in the **PHRASEBOOK** box and encourage them to use these when discussing the meaning of signs 1–6.
- Divide the class into pairs to answer the questions.
- Check answers in open class.

ANSWERS / SUGGESTED ANSWERS

- Warnings: 3, 4, 6
Prohibitions: 1, 2, 5
- 1 park – don't walk on the grass
2 river or lake – don't swim
3 pavement – slippery surface
4 road – wild animals crossing / in road
5 classroom – don't use mobile phones
6 road – falling rocks

WATCH OR LISTEN

2   1.25

- Refer the students to the photo. Elicit what they can see and ask them to say what they think is happening. Read the questions out to the class.
- Play the video or audio track for students to watch or listen and answer the questions.
- Check answers in open class and ask students to say which scene the photo refers to (scene 2).

ANSWERS / VIDEO/AUDIO SCRIPT

  1.25

- Scene 1:** A boy is watching a friend downloading a game. He warns her that she might download a virus.
- Scene 2:** A girl wants to get an autograph after a concert. The security guard tells her she can't go backstage.
- Scene 3:** A boy is walking in the street with his grandmother. The grandmother tells him to be careful when going down some steps and crossing the road.
- Scene 4:** A boy is having a picnic on the grass in a park. A park warden tells him he can't eat on the grass.

1

- Luis:** Are you sure you trust that site? I'd watch out if I were you.
Ava: Why? I'm only downloading a game.
Luis: You might download a virus too if you're not careful.
Ava: Do you really think so?

2

- Guard:** I'm sorry, you can't go in there.
Ellie: I just want an autograph.
Guard: I'm sorry, you're not allowed to go backstage.
Ellie: Can I stay here and take a photo?
Guard: No, it's prohibited.
Ellie: Says who?
Guard: Says me.

3

- Gran:** Mind the step. You could fall and hurt yourself.
Dan: Don't worry, Gran, I'll be careful. Let's cross the road here.
Gran: Look out! There's a car coming.
Dan: It's OK, we're on a zebra crossing, it has to stop.
Gran: Better safe than sorry.

4

- Warden:** Excuse me, you mustn't sit on the grass. It's forbidden.
Luis: Can I just finish my sandwich?
Warden: There's also a ban on eating picnics in the park.
Luis: I've nearly finished.
Warden: If you don't get off the grass now I'll have to call the police.
Luis: OK, OK, I'm going.

3 1.25

- Play the track again. Students listen or watch and complete the conversations with the exact words they hear. Check progress and, if necessary, play the track again.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS / VIDEO/AUDIO SCRIPT

1.25

See answers underlined in video/audio script in Exercise 2 above.

4 1.26

- Play the track, pausing after each phrase for students to repeat them chorally and individually. (See Teaching Tips, *Vary drilling techniques*, page 31.) Point out the stress on *prohibited* and *forbidden*.

AUDIO SCRIPT

1.26

- Watch out!
- Be careful!
- Mind the step!
- It's prohibited.
- It's forbidden.
- There's a ban on it.

5 1.27

- Refer students to the **PHRASEBOOK**. Point out that this includes the phrases they heard in the conversation in Exercise 3.

- Ask students to work individually to match the sentence halves, using the examples in the **PHRASEBOOK** to help them.
- Play the track for students to check their answers.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1.27

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

See Student's Book, page 23, for audio script.

ACT

6 1.28

- Divide the class into pairs to think of two situations, one with a prohibition and the other with a warning. Consider pairing stronger and weaker students as peer assistance can be a positive factor when performing this task.
- Refer students to the **PHRASEBOOK** and play the track. Ask students to prepare a short conversation for each situation. Encourage them to use phrases from the **PHRASEBOOK** where appropriate.
- Circulate and monitor while they are working in pairs and give help if necessary. You may need to help them with ideas for the situations (eg using a mobile phone in the library, crossing the street when the light is red).
- Invite each pair to present their conversations to the class. Encourage the others to guess what the situation is.

Extra activity

To give students practice in stress, rhythm and intonation, ask them to work in pairs and read the conversations in Exercise 3 out loud. When they have finished, they should swap roles and read them again.

Homework

Ask students to write another conversation based on a warning or a prohibition. Tell them that they will practise their conversations at the beginning of the next lesson. In the next lesson, give students a couple of minutes to share and practise their conversation with their partner. Invite pairs to perform their conversations to the class.

WRITING Keep in touch

Organise information in informal emails and letters

STAGE	TIME	FOCUS
GET STARTED		Discuss different types of writing.
SPEAK AND READ		Read an email to identify new information.
STUDY		Match paragraphs with their contents.
PRACTISE		Put words in order to make expressions.
PLAN, WRITE AND CHECK		Write an email to a friend.
SHARE AND REVIEW		Read and review another student's email.

Get started

Write these words on the board: *email, text message, letter, postcard, message on social networking site*. Ask students to work individually and rank these five types of writing from 1 (the one they use most frequently) to 5 (the one they use the least). Ask them to compare their answers in pairs and then discuss their ideas in open class. Find out which method is the most popular and which is the least popular.

SPEAK AND READ

1

- Ask students to read the questions carefully first. Divide the class into pairs to discuss the questions.
- Discuss their ideas in open class.

2

- Explain the task and ask students to work individually to find the information.
- Circulate and monitor, giving help if necessary. Allow around five minutes to complete this task.
- Let students compare their answers in pairs before you check them in open class. Elicit or point out the meaning of *to try something out* (to test it to see if it works).
- Draw students' attention to the **Get it right** box as well as the second sentence of paragraph 2 in the email (*Do you remember I told you ...*). Remind students that the verb *tell* takes a direct object (eg *I told you*) but *said* does not (eg *I said you*).

ANSWERS

- I've uploaded some photos.
I've finished my game.
My game needs testing.
I'll be in Liverpool on Saturday 28th.
- Could you try it out for me?
Would you be able to meet up that day?
- How's it going?
Have you been getting good results?

STUDY

3

Exam-type task

- Ask students to read the email again and match the paragraphs to the descriptions of their contents.
- Check answers in open class.

ANSWERS

1 c 2 a 3&4 d 5 b

4a

- Ask students to read the tips in the **HOW TO** box carefully and make sure that they understand all them.

4b

- Refer students back to the email to underline any expressions from the **HOW TO** box they can find. Point out that they should also underline any expressions that are similar.
- Check answers in open class.

ANSWERS

How's it going? It was great to see you last weekend. We haven't been in touch much since you moved away, so it was good to catch up. I've uploaded some photos to my page, by the way.
The main reason I'm writing now is to ask a favour. Do you remember I told you about a game I've been developing? Well, I've finally finished it, but it needs testing. Could you try it out for me? If so, I'll tell you how to download it.

Apart from that, I wanted to ask about your basketball team. You said you've been training a lot lately. Have you been getting good results?
One last thing, I'll be in Liverpool on Saturday 28th. Would you be able to meet up that day?
Anyway, I must go. I've got a long day tomorrow.
Take care,
Kevin

PRACTISE

5

- Explain the task and have students work individually to reorder the words to make expressions commonly used in emails, then match them to the corresponding points in the **HOW TO** box.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

- It was good to hear from you. (point 1)
- Sorry I haven't written for such a long time. (point 1)
- This is just to let you know my new email address. (point 2)
- Do you remember I was writing a blog? (point 4)
- I hope to hear from you again soon. (point 5)
- I'll be in touch soon. (point 5)

PLAN, WRITE AND CHECK

6

- Explain to students that they are going to write an email to a friend in New York, using the list of paragraph contents in Exercise 3. Point out that the news can be either real or invented.
- Encourage them to make some notes for each paragraph before they start writing.
- Monitor while they are writing and give help if necessary.

7

Exam-type task

- Read out the instructions to the class and emphasise that the expressions in the **HOW TO** box and Exercise 5 will be useful in the email.
- Give students about 10 minutes to write their email. Monitor while they are writing and give help if necessary.
- Make sure they refer back to the tips in the **HOW TO** box to check their email.

Alternative procedure

Set the task in Exercise 7 as a homework task.

SHARE AND REVIEW

8

- Divide the class into pairs to read each other's emails and check them using the tips in the **HOW TO** box.

Homework

You can either set the task in Exercise 7 as a homework task or, if they have already written one email in class, ask them to write another email, this time to a friend in Australia. They should write about what they have been doing recently; one important thing that has happened to them, a family member or a friend; and what their plans are for the holidays. Ask them to bring the emails to the next lesson to hand in for marking.

VOCABULARY Digital devices

1

- Encourage students to read the explanations first before completing them with the verbs in the box.
- Check answers in open class by nominating different students to say the answers.

ANSWERS

1 turn on 2 click 3 tap 4 swipe 5 back up
6 log on 7 enter 8 update 9 upload 10 turn up
11 scan 12 set up

Negative prefixes

2

- Ask students to read the text carefully first, then complete the adjectives by adding negative prefixes.
- Invite students to come to the board and write up their answers, asking the rest of the class if they agree and making any necessary corrections.

ANSWERS

1 unwell 2 unusual 3 impatient 4 incapable
5 irrelevant 6 illegal 7 unaware 8 irresponsible
9 unfair 10 unlikely 11 illogical 12 immoral

GRAMMAR Present perfect simple

3

- Ask students to read the whole text carefully before they complete it.
- Students work individually to complete the text using the present perfect simple or past simple of the verbs in brackets.
- Let students compare their answers in pairs before you check the answers in open class. When eliciting answers, encourage students to justify their choices, eg number 2 is past simple because we know when it happened – Saturday night.

ANSWERS

1 has broken 2 happened 3 has already hacked
4 left 5 haven't discovered 6 began

Present perfect continuous

4

- Ask students to complete the conversation using the present perfect continuous or present perfect simple of the verbs in brackets. Point out that they should use the present perfect continuous if possible.
- Check the answers in open class by nominating different students to read out each sentence and eliciting why they chose a particular tense in their answer.

ANSWERS

1 've been 2 've been working 3 've been trying
4 've already found 5 've finished 6 've been doing
7 haven't stopped

Extra Resources

Go to the Teacher's Resource Centre at www.macmillanbeyond.com for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video script and video worksheets
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- CLIL lessons, with full teacher's notes
- life skills lessons, with full teacher's notes
- extra speaking materials
- the *Beyond B1+* wordlist
- testing materials: test generator and unit test for Unit 2
- tips for using the Grammar Database
- extra reading materials
- and more!

Go to the Workbook, pages 16–27, for further practice material.

PROGRESS CHECK UNITS 1&2

Preparing for the Progress Check

The Progress Check can be done either as a revision of the units or as a formal test. For the first one, it is a good idea to get students to prepare thoroughly so that they get into the habit of regularly revising what they have learned. Reassure the class that the Progress Check only contains material they have covered in the previous two units.

Ask students what they would advise a friend who was about to take a test. Elicit suggestions such as *Try to relax; Read the instructions carefully; Don't worry about unknown words*. Write these on the board before asking the class to vote for the most important tip.

Vocabulary review

- Draw four columns on the board with these headings: *Extreme sports; Achievements and challenges; Digital devices; Negative prefixes: un- and in-*.
- Invite students to come to the board and write vocabulary items under each heading. As they do this, check that everyone remembers the items. The list does not need to be complete.
- When you have several items in each column, refer students to the Unit Reviews on pages 15 and 25. Encourage them to call out any items they missed. Students can then go through the Progress Check and see how many of the items they can find.

Grammar review

- Remind students that they studied a number of grammar points on pages 9, 11, 19 and 21. Elicit from the students the main grammar points from each unit (Unit 1: Present tenses and Past tenses; Unit 2: Present perfect simple and Present perfect continuous).
- Write these on the board, asking for examples as students call them out.

Optional warm-up activities

READ AND COMPLETE Exercise 1

- Refer students to Exercise 1 in the Progress Check and ask the following questions: *What type of exercise is this? What can help us work out the answers?*
- Elicit that this is a word-formation exercise, where the word in brackets has to be transformed into a different part of speech. Highlight that the context will help them decide if the word needs to be changed to a noun, an adverb, an adjective or a present participle (*-ing* form).
- Elicit a few examples of extreme sports from Unit 1 and write them on the board, eg *bodysurfing, snowboarding*.
- Refer students to the **Exam Tips** box and ask them to read the tips carefully.

READ AND COMPLETE Exercise 2

- Refer students to Exercise 2 in the Progress Check and ask the following question: *What type of exercise is this?*
- Elicit that this is a sentence-transformation exercise, where the sentence has to be changed to include the word given in bold capitals without changing the form of that word. Explain that they will need to use a different grammatical structure to the one in the first sentence in order to complete the second sentence.
- Refer students to the **Exam Tips** box and ask them to read the tips carefully.

LISTEN Exercise 3

- Refer students back to the listening activities and the **HOW TO** box on page 20.
- Tell students that they can find out a lot of information about the content of what they are going to hear by reading through the instructions and the different answer options.
- Ask students to think of examples of *online security issues, peer pressure, unwanted messages, safety on the internet and digital devices*. Elicit the advantages and disadvantages of owning a smartphone.
- Refer students to the **Exam Tips** box and ask them to read the tips carefully.

WRITE Exercise 4

- Write these phrases on the board: *Hi Peter; Dear Mr Brown; Dear Sir or Madam; Hello!* Ask students which are formal and which are informal.
- Remind students of the tips for editing and proofreading a text. Refer them to the **HOW TO** tips on page 14.
- Refer students to the **HOW TO** tips on page 24, which will help them organise their email.
- Refer students to the **Exam Tips** box and ask them to read the tips carefully.

Doing the Progress Check

READ AND COMPLETE Exercise 1

- If you have decided not to do the full warm-up, remind students of the reading texts and the **HOW TO** boxes they have studied (pages 8 and 18), as well as the information about extreme sports (pages 6–7).
- Encourage them to look at the photos for a clearer idea of the context.

ANSWERS

- seriously
- competition
- exciting
- illogical
- importance

READ AND COMPLETE Exercise 2

- If you have decided not to do the warm-up, point out to students that the word in bold capitals must be used in each sentence and should not be changed in any way.
- Point out that different past tenses will be used in the answers and that some of these may be in the passive voice.

ANSWERS

- after I had done / after / after I did
- a ban on
- are constantly recorded / are constantly being recorded
- have been downloading
- 've/have just found out

LISTEN Exercise 3



- If you have decided not to do the warm-up, point out to students that reading the task and the options carefully will help them with the context and make the listening easier.
- Go through the **Exam Tips** with the class and make sure they understand that this is the most effective way to approach a multiple-matching exercise.
- Point out that they will hear the recording twice.

ANSWERS / AUDIO SCRIPT

▶ 1.29

1 F 2 H 3 C 4 A 5 E

Narrator: You will hear five different people talking about smartphones and the internet. Choose each person's attitude from the list (A to H). There are three extra letters which you do not need to use.

Speaker 1: I've been using the internet for around six years and I've never had any problems. I think as long as you don't do anything stupid – like not logging out of your email account on a shared computer or using the same password all the time – and you don't do anything illegal – like downloading files from an unknown site, then it isn't dangerous. I'm sorry but I have to go now ...

Speaker 2: Well, new technology isn't really my cup of tea. I've attempted to use ... what's it called ... a smartphone but it was too complicated for me. And my granddaughter said – 'Watch out, Gran, if you're not careful you could call someone accidentally or click on something you shouldn't.' She thinks I'm incapable of doing *anything* for myself.

Speaker 3: This is it. What do you think? I got it last week. It cost me an arm and a leg. There was a cheaper model which I really liked but it was a year old and at school you have to have the latest model of *everything* if you don't want to be laughed at so I got this one. It was quite difficult to set up but it's really good. And I downloaded this cool ringtone. You wanna hear it?

Speaker 4: A lot of my friends use social networking sites. They're always sharing photos and passwords. I think they're unaware of the dangers. I wouldn't let anyone have *my* password. What for? So they can update my profile or upload embarrassing photos of me? Why take the chance? I had an online profile but I deleted it. There are plenty of other things you can do on the Net.

Speaker 5: Did you know that they can follow every move you make if you carry one of those? 'Big Brother is watching you!' Do you know what I mean? I can see the advantages of them. It's like carrying a computer in your pocket, isn't it? But I don't *want* a computer in my pocket. I keep mine at home where it belongs. And if I need to phone someone when I'm out, then I'll use a public phone or borrow someone else's phone.

WRITE Exercise 4

- As this is the first test of the students' writing, spend a few minutes going through the task carefully with them and ensuring they know what they have to write.
- Go through the **Exam Tips** with the class, highlighting the importance of each tip.
- Refer students back to the **HOW TO** tips on page 14 and page 24 and emphasise that these will also help them complete the task.
- Ask students: *Is the email formal or informal? How do you know?* Elicit that *Hi* and *All the best* are examples of informal language.
- Elicit from the class ways of apologising and suggesting, eg *I'm really sorry, I'd like to but ..., We could ..., How about ...?*
- Remind students of the word limit (at least 140 words and no more than 190) and the importance of checking their spelling, punctuation and grammar.

MODEL ANSWER

Hi Sam,

Thanks for your message. It's good to hear from you. I haven't been doing much. I've been to the cinema a few times but I've spent most of my time studying for exams.

Your idea for an 'extreme birthday' sounds amazing but a little dangerous. Do you really want to risk your life jumping out of a plane? I'd really like to come with you but I think it's too expensive. I don't have any money at the moment and I can't ask my parents. Apart from the money, I know they wouldn't allow me to go. They don't like me taking risks or doing extreme sports.

I'm really sorry I can't go with you and the others. Could we do something else on another day? Maybe we could go to the cinema. Let me know.

All the best,

After the Progress Check

Optional game

This game will follow up the theme from Exercise 1 in the Read and Complete section and will help to lighten the atmosphere after the test.

- Ask students to look back at the extreme sports on pages 6 and 7. Write this question on the board: *What did you do last Sunday?*
- Elicit a possible answer from the class (tell them the answer does not have to be true), eg *Last Sunday I went snowboarding.*
- Explain to students that they are going to play a memory game in which they need to remember what was said before their sentence.
- Begin by asking Student A: *What did you do last Saturday?* Student A replies *I went snowboarding*, and asks Student B: *What did you do last Saturday?* Student B replies, adding another activity: *I went snowboarding and skydiving.* Student B then asks Student C the same question. Student C replies with the two activities and adds one of their own.
- Continue round the class until someone makes a mistake or can't think of a new extreme sport. If the chain is broken, start again with the student who broke the chain and continue until all the students have had a go.

Feedback and extension

After the test has been marked, provide feedback to the class as a whole and individually as far as possible. Ask students which parts they found the most difficult and how they think they could improve their marks next time.

READ AND COMPLETE Exercise 1

- Go through the answers one by one. Ask students which type of word is missing in each case and if there are any clues in the context. For example, in number 1 the inclusion of a verb form and *more* before the gap indicates an adverb is required. In number 4 an adjective is required and the context indicates that it is negative, so the answer must be *illogical*. Remind students of the work they did on negative prefixes in Unit 2.
- For further practice of word formation, write the word *possible* on the board. Ask students how many words they can make using this word as the stem. Elicit suggestions and make a word network on the board: *impossible, impossibility, possibility, possibly*.
- Repeat with examples from the text, eg *compete* (*competition, competitor, competitive*) and *excite* (*excited, excitement*) and one which is not used in the text, eg *sense* (*sensible, sensitive, nonsense, sensitivity, senseless, sensor*). If necessary, encourage students to use their dictionaries to help them.

PROGRESS CHECK UNITS 1&2

READ AND COMPLETE Exercise 2

- Go through the answers one by one and elicit why a particular tense is used in each case (apart from sentence 2). For example, in sentence 1 the past perfect simple is required because *my first parachute jump* happened before *I couldn't wait to do another one*.
- Explain that sentence 2 requires a noun and a preposition.

LISTEN Exercise 3

▶ 1.29

- Handing out copies of the audio script is a good way to provide feedback. Focus on any mistakes in this way by asking students to read the section of the audio script where the mistakes were made. Reading the script may also help students to recognise if they have misheard something.
- For further practice of multiple matching, write these five questions on the board: 1 Who downloaded a cool ringtone? 2 Who thinks their friends are unaware of the dangers of sharing photos and passwords? 3 Who mentions 'Big Brother'? 4 Who has never had any problems with the internet? 5 Who doesn't like new technology?
- Play the track again for students to listen and write the answers. Check progress and, if necessary, play the track again.
- Check answers in open class.

ANSWERS

1 Speaker 3 2 Speaker 4 3 Speaker 5 4 Speaker 1
5 Speaker 2

WRITE Exercise 4

- Give students a copy of the model answer and ask them to read it carefully.
- Focus on the use of the present perfect and present perfect continuous in the first paragraph of the model answer.
- To give further practice in replying to emails, dictate this email to the class:

Hi!

How are you? I haven't heard from you for ages. What have you been doing?

I'm writing because I'm going snowboarding in the mountains next month and I wonder whether you'd like to come too. We're leaving on Thursday 10th February and coming back on Tuesday 15th. I need your answer soon because I need to book the plane tickets and the hotel.

Hope to see you soon.

Sam

- Divide the class into pairs to think about reasons for not going on the trip to the mountains.
- Elicit ideas from the whole class, eg *Some of those days are schooldays, Plane tickets are expensive and so are hotels, I don't like snowboarding, I haven't got the right equipment.*
- Build up the email on the board. Invite individual students to come to the board and write. If there are any errors, encourage students to correct them themselves or invite other students to help. Alternatively, writing the email could be set as a homework task.