

UNIT 1 NEW MILLENNIUM

The expression *the new millennium* refers to the thousand years beginning in the year 2000. (A millennium is a period of one thousand years.) The arrival of the new millennium was an exciting event which was commemorated by celebrations around the world. Model how to say the years of the first decade of the new millennium, e.g. *two thousand and four*, and then the years after that, e.g. *twenty thirteen*.

Unit plan



Unit opener	(p. 8)	20 min.
Listening: to a talk	(p. 10)	30 min.
Vocabulary: internet activities	(p. 10)	25 min.
Grammar: past continuous	(p. 11)	40 min.
Speaking: asking follow-up questions	(p. 12)	20 min.
Vocabulary: describing reactions	(p. 12)	25 min.
Reading: pronoun reference	(p. 13)	30 min.
Pronunciation: vowel + consonant sound + e	(p. 14)	15 min.
Grammar: past continuous and past simple	(p. 14)	40 min.
Writing: about an event	(p. 15)	20 min.
LifeSkills: identifying sources of information (Study and Learning)	(p. 16)	45 min.
• optional downloadable LifeSkills lesson (Work and Career)		45 min.
• optional downloadable LifeSkills lesson (Self and Society)		45 min.
Language wrap-up	(p. 18)	15 min.
Writing workshop: writing about an event	(p. 19)	20 min.
Video and downloadable video worksheet		45 min.

Common European Framework: unit map



	Competence developed	CEF Reference (A2)
Listening	can understand and respond to a short talk	Table 1; Table 2; Section 4.4.3.1
Vocabulary	can talk about internet activities	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
	can describe reactions to events	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
Grammar	can understand and use the past continuous	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
	can understand and use the past simple	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
Speaking	can ask and respond to follow-up questions	Table 1; Table 2; Section 4.4.3.1; Section 4.4.3.5
Reading	can understand what personal pronouns refer to in a text	Table 2; Section 4.4.2.2
Pronunciation	can correctly pronounce a + consonant + e sounds	Section 5.2.1.4; Section 5.2.1.6
Writing	can write about an event that happened in the past	Table 2; Section 4.4.1.2; Section 5.2.1.2; Section 5.2.1.5; Section 5.2.3.1

Unit opener (p. 8)

Lead-in

Direct the students' attention to the objectives in the box and go through the information with them. Explain that this unit focuses on how to talk about *cultural trends* and *important events*. Then ask the students to look at the photo of the young man. Ask them to think about these questions: *How does he feel? What is he talking about?* Ask them to look for the photo of the man in the unit: *Which section does he appear in?*

To get your students to think about the two skills being developed in this unit, ask them to look at the questions in the cogs.

Reading: pronoun reference

Ask the students what *pronouns* are (noun substitutes) and why we use them (so that we don't have to use a noun repeatedly in speaking or writing). Elicit some examples of pronouns from the students.

Speaking: asking follow-up questions

Ask the students why it is important to ask questions when you are having a conversation with someone. Listen to their answers with the class.

Get your students to think about the two skills being practised in this unit.

Listening: to a talk

Instruct the students to look in the Listening section on p. 10 to find the definition of *Millennial* (the generation born after 1980).

Writing: about an event

Ask the students to think about an important event in their lives that they could write about. Listen to some of their ideas as a class.

Refer the students to the **LifeSkills** panel. Explain that the topic of this unit's LifeSkills section is *Identifying sources of information*. Ask them to look through the unit and find as many different sources of information as they can, then add any others that they often use.

A

- Read the instructions and ask the students to work in pairs to complete the task.
- Ask them to read the model conversation.
- Refer the students to the **How to say it** box. Encourage them to use the phrases when doing the exercise.
- Find out from the class how many of the students remember all of the people and items in the pictures (see Culture note).

B

- Elicit some categories that will help the students in their discussion. Some examples are *music, TV and films, video games, technology, famous people* and *clothes*.
- Ask the students to work in pairs to discuss the years 2000–2009.
- Listen to some ideas from the class. Write any interesting words or phrases on the board.

Culture note

Barack Obama became president of the USA on 20th January 2009. He was the first black president of the USA and was reelected president in November 2012. *The Lord of the Rings*, directed by Peter Jackson, was a trilogy of epic fantasy adventure films based on the novel, *The Lord of the Rings*, by J.R.R. Tolkien. The films came out in 2001, 2002 and 2003. The films were very ambitious and had an overall budget of £281 million and the entire project took eight years. The Beijing Olympics took place in 2008. They were noted for their lavish opening ceremony and fireworks display.

The first iPod® was a portable music player (later versions also played videos, games, etc) made by Apple®. It was first released on 9th January 2001, the same day that iTunes® was released.

Extra: discussion

Ask the students to work in groups of three or four to discuss what they know about the people and things in the pictures. Listen to their ideas as a class and, if necessary, supplement their ideas with the information in the Culture note.

Listening: to a talk (p. 10)

Lead-in

Ask the students how old they are. Remind them that the easiest way to say this is to say, *I'm eighteen, I'm twenty-one*, etc. Point out the use of *be* (not *have*) for age in English. Briefly review the question, *When were you born?* and elicit the answer, *I was born in [year]*.

A 01

- Preteach the words *characteristics* (quality that is typical of someone or something) and *generation* (a group of people born around the same time). Elicit from students examples of *social networks*, e.g. groups of friends on Facebook.
- Ask the students to read the list of statements about the generation born after 1980 and tick those they think are typical of a 'Millennial'.
- Play the recording once for students to check their answers, and check their progress. If necessary, play the recording again.
- Check the answers with the class.

Audioscript

OK, class. You were all born near the end of the 20th century, so you are part of the generation called the Millennials. In general, each generation has certain characteristics. The main characteristic of Millennials is that you grew up with technology, so you are what we call 'technology natives'. You tend to be multicultural and interested in global issues, and you are connected to people all around the world through social networks. Millennials are extremely self-confident. You feel that your opinions are valuable, and you want to participate in decisions in your job. Most Millennials want to get a variety of work experience, so you usually don't stay in one job for a long time. Because Millennials are very sociable, many of you prefer working in groups or teams. You are good at communicating and working with other people. But watch out, Millennials! Here comes the post-Millennial generation – people born after the year 2000!

Answers

learnt to use technology as young children; are 'connected' through social networks; are interested in global issues; are very self-confident; prefer to work in teams

B

- Ask the students to read through the questions.
- Play the recording again for the students to tick the correct answers. If necessary, play the recording once more.
- Check the answers with the class.

Answers

1 a 2 c 3 a

C

- Remind the students of the characteristics of Millennials and write them on the board (see answers in Ex. A).
- If students are not Millennials, ask them to think of some of the characteristics of their own generation and share their ideas with the class.
- Ask the students to read the model conversation. Encourage them to use the same phrases when talking about their own generation.
- Circulate, monitoring students and checking that they are using English.

A

- Read the different options for use of a computer. Preteach the words *tablet* and *smartphone*. Elicit some other uses of a computer that aren't mentioned.
- Ask the students to compare answers in pairs. The students should take notes of their partner's responses as they will need them when giving feedback.
- Check answers with the class. Ask the students to tell you how their partner uses the internet. Make sure they use the correct form of the verb: third person singular in the present simple tense.

B

- Ask the students to read the article and answer the questions individually. Ensure that they understand that they need to match the phrases in bold type in the article to their definitions.
- Ask the students to check their answers in pairs.
- Check the answers with the class.

Answers

1 blog	5 online
2 upload	6 google
3 browse	7 download
4 post	8 tweet

C

- Read the instructions to the class, and ask the students to tick the boxes in Ex. B for the activities they do often on the internet.
- Ask the students to read the model conversation.
- Elicit the adverbs of frequency in the model conversation, and any other ones that students remember, and write them on the board in the order of frequency, e.g. *never, rarely, sometimes, often, usually, always*. Remind the students that these words usually go between the subject and the verb (except when the verb is *be*).
- Have the students discuss their internet activities in pairs, using appropriate adverbs of frequency.
- Listen to a few pairs from the class.

Extra: homework

Ask the students to write three or four sentences about their internet activities, using the vocabulary in this section and adverbs of frequency.

▶ Workbook p. 4, Section 1



Vocabulary: internet activities

(p. 10)

Lead-in

Do a quick class survey. Ask general questions about the internet and the students' use of it, e.g. *Who uses the internet for more than three hours a day? What do you use it for – shopping, work, research, listening to music, watching films, reading emails? Who uses the internet on a smartphone? etc.*

Grammar: past continuous

(p. 11)

Lead-in

- Write three sentences about things you were doing this time two years ago on the board. Two of these sentences should be true and one should be false (though it shouldn't be obvious which is which). For example: *This time two years ago, I was teaching beginners. Two years ago, I was studying art at evening classes. I was working for a different company.*
- Ask the students to work in pairs or small groups and decide which of the three sentences is not true. Listen to their ideas as a class. Find out how many students guessed correctly!

Alternative

Dictate your true and false sentences to the class rather than writing them on the board. Then continue with the same procedure as above.

A

- Ask if any of the students have a blog and how many read other people's blogs. Elicit the type of information we expect to find in a blog (e.g. *descriptions of events, opinions, feelings, photos, etc.*)
- Have the students complete this task individually. Then check the answers with the class. Elicit examples of what has changed.

Answers

Now she has left university; she doesn't have to study; she is socialising more; life is getting more interesting.

NOTICE!

Ask the students to identify the verbs which talk about Stephanie's life two years ago.

Answers

was I doing, was studying, was, was going ... working, wasn't going out, didn't have

B

Form

- Ask the students to complete the grammar table individually and to check answers in pairs.
- Check answers with the class.
- Go over the formation (spelling) of present participles if students are unsure, e.g. drop -e and add -ing for verbs ending in -e, e.g. *having*; double the consonant for one-syllable verbs ending in consonant + vowel + consonant, e.g. *hitting*.

Answers

- 1 was studying
 - 2 wasn't going
 - 3 was, doing
 - 4 were, doing
- ing

Function

- Make sure that the students understand that we use the past continuous to say that somebody was in the middle of doing something at a particular time, e.g. *I was shopping in town yesterday afternoon.*

Answer

b

C

- Ask students what was special about the night of 31st December 1999. Elicit that it was the last night of the old millennium and that there were big celebrations across the world.
- Remind the students of how they form the past continuous (*was/were + -ing* form of the verb).
- Complete the first question with the class to ensure that the students understand that they need to write the verbs in brackets in the past continuous form.
- Ask them to work individually and then to compare their answers in pairs, discussing any differences.
- Check the answers with the class. Make sure that students have remembered to drop the -e when forming the continuous form of some verbs, e.g. *have – having; make – making.*

Answers

- | | |
|-----------------|----------------------|
| 1 were, doing | 5 were having |
| 2 was dancing | 6 was working |
| 3 was sleeping | 7 wasn't celebrating |
| 4 were watching | |

Extra: grammar practice

Write the following on the board and ask the students to complete the sentences using the past continuous and their own ideas:

- 1 At 7 o'clock this morning, I ...
- 2 At 7 o'clock yesterday evening, we ...
- 3 Half an hour ago, I ...
- 4 Last Saturday evening, we ...
- 5 Yesterday at 4 o'clock in the afternoon, you ...
- 6 At 11 o'clock today, I ...

Possible answers

- 1 was having a shower.
- 2 were watching television.
- 3 was waiting at the bus stop to come to school.
- 4 were chatting and laughing together.
- 5 were doing your homework.
- 6 was giving a presentation.

D

- Ask the students to read the model conversation.
- Ask them to work in pairs to ask and answer questions about what they were doing at particular moments in the past. If students find it difficult, give them a moment in the past that is likely to be significant for them, e.g. *last summer; on 31st December 1999.*
- Listen to some examples from the class.

▶ Workbook p. 5, Section 2

Speaking: asking follow-up questions (p. 12)

Lead-in

Read aloud the information in the skills panel. Elicit three reasons why we ask follow-up questions (*to show interest, to get more information and to keep the conversation going*). Encourage the students to give any other reasons for asking follow-up questions (e.g. *to be polite, to make the other person feel comfortable/good, etc.*). Emphasise the importance of listening attentively.

A  **02**

- See the Student's Book page for the completed **audioscript**.
- Give the students time to read through the expressions in a–f.
- Preteach the expression *How come?* (an informal, friendly way of saying *Why?*). Point out that the follow-up question *Really? How come?* also requires an answer (a reason in this case).
- Play the recording once, and check progress. If necessary, play the recording again.
- Check the answers with the class.

Answers

a, c, d, e

B

- Give the students time to read through the conversation.
- Ask the students to do the exercise individually and to check answers in pairs. Play the recording again for them to check.
- Check the answers with the class. Talk about why Jessie asks, 'What about you?' Point out that it is polite when someone has asked about you / your experience to ask them about themselves.

Answers

- 1 Oh, yeah? How come?
- 2 Wow! Did you like it?
- 3 And what about you?
- 4 Really? Why? What were you doing?

C

- Ask the students to read the model conversation on the right.
- Elicit some possible answers from the students (e.g. *I was working with my father*).
- Give the students two minutes to read the questions and make notes about what they are going to say. Encourage them to use follow-up questions to keep the conversation going.
- Listen to some examples from the class.

▶ Workbook p. 7, Section 6

Vocabulary: describing reactions (p. 12)

Lead-in

- Ask the students to work in teams of three or four. Tell them to choose one person to be 'secretary' (the person who will do the writing). Ask the 'secretary' to turn the page in their notebook to landscape and write the letters of the alphabet across the top.
- Check that students know what an adjective is, e.g. ask them how they would describe the day and elicit *sunny, hot, rainy, etc.*
- Set a time limit of ten minutes, and ask the students to think of one adjective for each letter. Point out that they may not be able to think of an adjective for each letter, especially for x or z.
- Check the answers with the class by reading aloud each letter and having teams call out the word they have written. Have the students spell the words aloud in English, if necessary. The team with the most correct adjectives wins.

A

- Ask the students to work in pairs or small groups for this exercise. Encourage the students to use their dictionaries to check the meanings of any unknown words.
- Check the answers with the class.
- **Highlight** that the words *surprised* and *amazed* can be applied to both positive and negative situations, e.g. *I was surprised by her good grades* and *I was surprised by their bad behaviour*. If you are *amazed*, you are *very surprised*. If you are *shocked*, you are surprised by something negative. Note that if you are *upset*, you are *sad, worried, concerned* or *angry* about something. Note that the phrase *that's interesting* can be used in both positive and negative ways, depending on context e.g. If you hear that someone saw your boyfriend with a different girl, then it is possible to say *that's interesting* where the meaning is negative.
- Draw the students' attention to the prepositions these adjectives typically combine with. Encourage them to learn the adjective together with the preposition.

Answers

1 A 2 E 3 F 4 H 5 G 6 B 7 D 8 C

B

- The students may need some prompting to think of important events during their lives. You could write some of the following on the board to help them: *the Asian tsunami; Hurricane Katrina in New Orleans; Barack Obama is elected first black president of the USA; the credit crunch and world recession; Usain Bolt runs 100 metres in 9.69 seconds; assassination of Benazir Bhutto; Michael Jackson dies; the launch of Wikipedia/Twitter/Facebook/YouTube*. You could also suggest that they think about events in entertainment, politics or other areas in their own country.
- Ask the students to read the model conversation. Then ask the students to work in pairs and discuss the important events you wrote on the board or any others they can think of. Encourage them to talk about their reactions to the events, using the adjectives from Ex. A.
- Listen to some ideas from the class.

Extra: speaking about reactions

Write some of the adjectives from Ex. A on the board, and ask the students to think of a time they felt that way. Then ask them to talk about these feelings in pairs, e.g. *Once I felt really worried about an exam. It was a science exam, and I'm not very good at science. I studied really hard and I passed!*

Extra: homework

Ask the students to write four or five sentences about important events during their lives. Encourage them to use some of the adjectives from Ex. A.

▶ Workbook p. 6, Section 3

Reading: pronoun reference (p. 13)

Lead-in

Read the information in the skills panel. Point out the importance of understanding which words pronouns refer to in a text.

Elicit subject and object pronouns from students (e.g. *I, me, he, him*). Draw two columns on the board: one for subject pronouns and one for object pronouns. Write down some of the pronouns, but leave others blank. Ask the students to work in pairs and complete the columns. Check the answers with the class (e.g. *she, her, we, us, they, them*).

A

- Ask the students to do the exercise individually and then to compare their answers in pairs, discussing any differences.
- Check the answers with the class. Ask the students to give you reasons for their choices, e.g. *Dave says 'temperatures reached more than 40 degrees', and Raymond says 'When the storm hit' and 'the big problem was with the floods ...'*.

Answers

- 1 The heatwave in Europe in 2003
- 2 Hurricane Katrina in 2005

B

- Ensure that the students understand that they should write the number of the pronouns, which are written in bold type in Ex. A, next to the appropriate phrase.
- Give the students time to complete this exercise individually and then to compare their answers in pairs.
- Check the answers with the class.
- Note that in each extract one of the pronouns refers back to the paragraph heading.

Answers

Text 1: a 2 b 4 c 1 d 3
Text 2: e 8 f 6 g 7 h 5

C

- Ask the students to read the questions and write their answers. Students should check their answers in pairs and discuss any differences.
- Check answers with the class.

Answers

- 1 in the south of France
- 2 It was too hot.
- 3 They opened all the windows.
- 4 No. He was in France.
- 5 the floods
- 6 Because they are below sea level.

Extra: analysing reactions in the text

Write some of the adjectives from Vocabulary Ex. A on the board: *amazed, interested, happy, worried, angry, shocked*. Have the students discuss in pairs which adjectives correspond best to Dave and Raymond's reactions to the events they describe. Then discuss their ideas as a class.

▶ Workbook p. 6, Section 4

Pronunciation: vowel + consonant sound + e (p. 14)

Lead-in

Write the word *mad* on the board and elicit the pronunciation. Then write the word *made* on the board. Ask the students to tell you the difference between the pronunciation of *made* and *mad* (the *a* in *mad* is the sound /æ/, but in *made* it is /ei/). Elicit that the *e* at the end of the word is silent. Then ask students if they can tell you any other words with a_e, where the *e* is silent and the *a* makes an /ei/ sound. Tell students that this is a pattern for many words in English, and with other vowels, not just *a*.

A  **03**

- See the Student's Book page for the **audioscript** – the words in the box.
- Give the students time to read the words in the box. Then play the recording.
- Check the answer with the class.
- Elicit that the long vowel sounds are also the same as the names of the letters in the alphabet (A = /eɪ/, O = /əʊ/, etc).

Answers

The first vowel sound is long.

B

- Play the recording again, pausing if necessary to allow the students time to categorise the words in the correct column in the table.
- Check the answers with the class. Make sure that students say the words aloud when giving answers.

Answers

'short' vowel	'long' vowel
not	note
hid	hide
mad	made
us	use
hop	hope
at	ate

C  **04**

- See the Student's Book page for the **audioscript**.
- Ask the students to work in pairs and practise saying the sentences. Circulate and correct any errors if necessary.
- Then play the recording and have the students check whether their pronunciation of each word is correct.

Extra: pronunciation

Play the recording again, pausing after each word. Ask the students to repeat each word chorally during the pauses.

Grammar: past continuous and past simple (p. 14)

Lead-in

Ask the students if they know what a *tsunami* is and what causes it. (It is a tidal wave or a huge wave of water and it is usually caused by an underwater earthquake. A tsunami can reach a height of 30 metres and can travel faster than a plane.) Ask the students if they remember the tsunami in Indonesia in 2004. Tell the students that although the epicentre of the tsunami was in Indonesia, many other islands in southwest Asia were affected.

A

- Ask the students first to look at the photo and predict what the text will be about. Make sure that they understand the word *miracle* (an event that cannot be explained and is usually considered to be an act of God).
- Ask the students to read the question and ensure they know that they need only answer this question at this time.
- Ask the students to read the text and answer the question in pairs.
- Check the answer with the class.

Answer

Carol uses the word 'miracle' because she survived the tsunami; many other people died.

NOTICE!

Ask the students to read the **Notice!** box.

Highlight that the words *when* and *while* refer to time and that clauses with *while* often use the past continuous.

Answer

When and *while* refer to time.

B

Function

- Ask the students to complete the first column of the grammar table individually and to compare their answers in pairs, discussing any differences.
- Check the answers with the class.
- Refer the students to the **What's right?** box and ask them to identify the correct sentence (*She was living in England when she met her husband.*). **Highlight** the use of past continuous for the background action.
- Ask the students to complete the second column of the grammar table individually and then to compare their answers in pairs, discussing any differences.
- Check the answers with the class.
- Point out that the clause beginning with *when* can come first without changing the meaning.

Answers

1 background scene	6 survived
2 was shining	7 while
3 was relaxing	8 when
4 events and actions	9 when
5 crashed	10 while

C

- Point out that some of the verbs in brackets need to be in the past simple and others need to be in the past continuous.
- If necessary, revise a few past simple forms with the class, including irregular past forms.
- Ask the students to complete the exercise individually and then to compare their answers in pairs.

- Check the answers with the class. Make sure you check the spelling of the *-ing* form of verbs which drop the *-e* (e.g. *coming*) or which double the consonant (e.g. *swimming*).

Answers

- | | |
|-----------------|----------------|
| 1 were enjoying | 5 noticed |
| 2 was shining | 6 were looking |
| 3 was coming | 7 saw |
| 4 were swimming | |

Extra: grammar practice

Write the following sentences on the board and ask the students to complete the sentences with the correct form of the verb.

Check answers with the class.

- 1 When I got to the party, everyone ____ (*dance*).
- 2 They were drinking tea when the lights ____ (*go*) off.
- 3 When I ____ (*call*) Paul to tell him about the party, he ____ (*write*) an essay for school.
- 4 When the fire alarm went off, the class ____ (*sit*) an exam.
- 5 I ____ (*browse*) the internet when the connection failed.
- 6 When I ____ (*see*) Emma last week, she ____ (*chat*) to friends on her way home from school. She looked happy.

Answers

- | | |
|-----------------------|---------------------|
| 1 was dancing | 4 was/were sitting |
| 2 went | 5 was browsing |
| 3 called, was writing | 6 saw, was chatting |

D

- Ask the students to read the model conversation. Remind them that the longer action uses the past continuous and the verb in the *when* clause takes the past simple.
- Give the students two or three minutes to make some notes about their lives before you ask them to work in pairs.
- Encourage them to look back at some of the irregular past simple forms and refer them to p. 168 of the Student's Book.
- Listen to some ideas from the class. Correct any errors in the use of the past continuous and past simple.

Extra: homework

Ask the students to create a quiz for their partner: they think of six to eight sentences, using the past continuous and past simple. They write the first half of their sentences in one column and the second half in another column alongside, but mixed up. In class, the students give their sentences to their partners for them to match.

▶ Workbook p. 7, Section 5

Writing: about an event (p. 15)

Lead-in

Write the word *dolphin* on the board. Make sure students can pronounce the word correctly – /'dɒlfɪn/. Elicit from the students where they might see dolphins (e.g. *at the beach, at sea, in a zoo, in an aquarium*). Ask them what is special about dolphins and elicit that they are intelligent, they can communicate with each other and they are very friendly to humans.

A

- Ask the students to read the text and find the answer.
- Check the answer with the class.

Answer

It happens to someone else (the writer's brother).

B

- Give the students time to think of an event or experience that they want to write about.
- If necessary, write a list of possible topics on the board (e.g. *an accident, a crime, a strange event, an unexpected visitor, a famous person*).
- Explain the task. Ask the students to work individually and write notes using the guidelines to help them.
- Monitor while they are writing and give help if necessary.

C

- Ask the students to use their notes from Ex. B to help them write a paragraph similar to the one in Ex. A.
- **Highlight** the use of the past simple to talk about single events that happened and the past continuous to talk about events that were in progress. Encourage them to look back at the paragraph in Ex. A to help them write their story.

D

- Ask the students to read the phrases in the **How to say it** box. Encourage the students to use these questions when getting information about their partner's story.
- Put the students into pairs to read each other's stories and then ask for further information.
- Listen to some pairs with the whole class.

▶ Workbook
p. 8, Listen and write
p. 9, Down time



LifeSkills: identifying sources of information (p. 16)

Step 1: Decide what information you need. (Ex. A)

Step 2: Identify resources that can give you that information. (Ex. B, Ex. C)

Step 3: Find useful information. (Ex. D)

Lead-in

- Explain to the students that in this LifeSkills spread they will learn to identify different sources of information. Elicit from the students situations when they need to find a lot of information in order to become an expert on a topic (e.g. *to write an essay, to do some research, to prepare for an exam, to prepare a presentation, when deciding where to go on vacation or what job to do*).
- Emphasise that there are many possible sources of information and that it is important to use more than just the internet to find out about a subject. Point out that it is important to know what information you need to find out in order to identify the best resource(s) for finding that information.

A

- Ask the students to read the four statements to identify what the students have to do. Make sure that they understand the word *topic* (subject) and the phrasal verb *find out* (discover, usually a fact or a piece of information).
- Ask the students to look at the photos. Explain that they are all things that happened in the first decade of the 21st century.
- Ask the students to do this exercise individually and then to compare their answers in pairs.
- Ask the students to identify verbs in the past continuous, e.g. *What were people doing?*
- Check the answer with the class.

Answer

do research on a specific topic
prepare notes for an oral report

Culture notes

Angela Merkel became the Chancellor of Germany in 2005 and is the leader of the CDU. She is the first woman to hold the office of Chancellor in Germany and is one of the most powerful leaders in the European Union.

Lehman Brothers was an American financial services firm which went bankrupt in September 2008. The collapse of the Lehman Brothers bank is commonly considered to have begun the period of recession in the USA and Europe.

The Haiti earthquake on 12th January 2010 was a magnitude 7.0 earthquake just outside Port-au-Prince, the capital of Haiti. Over 250,000 buildings collapsed, according to the government of Haiti, and the death count was estimated at 220,000. An estimated three million people were affected by the 'quake.

B

- Ask the students to read the **How to say it** box. Make sure they understand the key vocabulary, especially *correct* and *false* (incorrect); *available* (that can be (easily) found).
- Talk about different websites and ask the students which websites are most likely to have correct information, e.g. *I use the BBC website because I know that the information has been checked*.
- Ask the students to work in groups. Explain that they should discuss each of the resources in the table and evaluate each one, listing advantages and disadvantages. Encourage them to use the phrases from the **How to say it** box.
- Get feedback from the class. Allow them to discuss any differences, but remember there is no single correct answer to any of the resources.

Answer

Resources	Advantages	Disadvantages
books/ newspapers/ magazines	information is reliable/correct, often presents more than one side of an argument	may have to pay to access the information, the information may not be very up-to-date
official websites from organisations, governments, etc	easy to access, free to access, information is 'official'	only presents one side of an argument
online encyclopaedias	information is reliable/correct, easy to search for information	sometimes you have to pay to access the information
blogs and online chat rooms	information is up-to-date, there is a range of different opinions	information may not be correct/reliable
other people (teacher/parents, etc)	may have first-hand experience of an event, they can explain things in detail to you	they may only know about one aspect

C

- Ask the students to stay in their groups and choose one of the topics from Ex. A.
- Ask them to read the model conversation and encourage them to use similar phrases as well as the phrases in the **How to say it** box when discussing which information and resources they will use. Ask the students to be precise and specify the names (and addresses) of the books, magazines, websites, etc they will use.

D

- Ask the students to read the model conversation.
- Ask the students to get a notebook (or a sheet of paper) and a pen. Ask them to circulate, finding out as much information about the years 2000–2009 as possible from their classmates and their teacher. Encourage them to write notes in their notebooks of people's responses.
- Set a time limit of ten minutes for this exercise.

E

- Ask the students to return to their groups from Ex. B and Ex. C.
- Students should take turns to tell the other members of the group what they found out.
- Get feedback. Elicit as much information as possible about each year, and write key information on the board.

Extra: homework

Ask the students to do some further research on the years 2000–2009, using any of the resources in Ex. B. Emphasise that they can get a lot of information from family members and friends as well as using the other resources listed. Encourage the students to use a number of different resources, not just the internet. In class, ask the students to tell you which resource they found most helpful and if they identified any other resources. If they did, what were their advantages and disadvantages?

REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Work and Career** and **Self and Society** where the skill of *Identifying sources of information* would be useful.
- Elicit the following ideas: making presentations to colleagues or clients, when it is important to have correct and up-to-date information; buying expensive new gadgets or things for the home; choosing holiday destinations or a restaurant for an important celebration, etc.

Language wrap-up (p. 18)

Students can do the Language wrap-up exercises in class or for homework. If you give them for homework, remember to check the exercises at the beginning of the next class or collect a few to mark and identify any typical errors.

If you decide to do the exercises in class, you can approach the Language wrap-up as a two-step reviewing procedure. First, ask the students to do the Vocabulary section individually. When ready, encourage the students to check their answers carefully and then put them into pairs to compare answers and discuss any differences. Self- and peer-correction are two excellent ways of developing learner independence and creating a cooperative learning environment. After completing the Vocabulary section, you can apply the same procedure to the Grammar section.

At the end of each section, ensure that the students write their score out of 15. If they have a score lower than 11, direct them to the appropriate sections of the unit and encourage them to read them again for homework. After that, ask the students to complete the exercise(s) again at home.

1 Vocabulary

Answers

- A**
- | | |
|------------|----------|
| 1 upload | 5 browse |
| 2 download | 6 google |
| 3 online | 7 blog |
| 4 tweet | 8 post |

- B**
- 1 c 2 e 3 d 4 f 5 a 6 g 7 b

2 Grammar

Answers

- 1 were, doing; was watching
- 2 was blowing; was raining
- 3 saw; was walking
- 4 were playing; broke
- 5 were, listening; was playing
- 6 were living; started
- 7 was having
- 8 were watching; went

Extra: word game

Prepare a list of 10 to 12 common irregular verbs (e.g. *go, come, read, run, become, think, teach, write, send, take, make, speak*). Divide the class into teams of four or five. Read aloud the base form of each verb, and ask the teams to write the past simple form. The group with the most correct past simple forms is the winner.

Writing workshop: writing about an event (p. 19)

A

- Ask the students to look at the photos and identify what is happening in each one (a moon landing; Mo Farah winning a race; a forest fire).
- Ask the students to work individually and read the comment from a webpage and answer the questions.
- Ask them to compare answers in pairs. Check the answers with the class.

Answers

- 1 a local event
- 2 They were eating dinner.
- 3 They ran outside. They called the emergency services and helped people.

B

- Ask the students to work individually to put the statements in order.
- Ask the students to compare answers in pairs.
- Check the answers with the class.

Answers

a 4 b 3 c 8 d 5 e 1 f 6 g 7 h 2

C

- Ask the students to work individually and write notes about their own event. Make sure they follow the questions to guide their thinking and writing.
- Monitor while they are writing notes and give help if necessary. Make sure that the students use the past continuous and past simple correctly.

D

- Put the students into pairs. Ask them to write up their online comment using the questions from Ex. C to help them.
- Tell students that you will allocate extra marks for correct use of the past continuous and past simple and clauses beginning with *when* and *while*.
- Take in the students' work to mark.

How are you doing?

- Ask the students to read the questions and tick the ones they believe are true.
- Ask them to tick the circle that most closely represents how they feel about their writing.