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IN THE PICTURE Digital devices

Talk about using digital devices

Pages 16–17

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 1984 with the world today. Recycle vocabulary connected with the digital world.
WORK WITH WORDS		Learn a set of verbs related to the digital world. Practice sounds /k/ and /g/.
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 (e.g., *cell phone, computer, laptop, tablet, digital camera, television, game console, MP3 player*). Then ask students to work in pairs again and discuss which of these items they would keep if they were allowed to have only one item on the list. Discuss their ideas as a 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 as a class but don't confirm answers at this point. Elicit key vocabulary (e.g., *CCTV, cell phone, camera, public transportation card, automatic teller machine, and smartphone*). Point out that an automatic teller machine is called an ATM.

ANSWERS

The photos were all taken in New York. They all show different ways in which our location can be tracked (CCTV cameras, phones, public transportation cards, and ATMs).

2

- Invite a volunteer to read the instructions aloud. Ask students to read the text to check their predictions from Exercise 1 and answer the question.
- Check the answer as a class.

ANSWER

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

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

MOVE BEYOND FOR TEACHERS

Digital vocabulary

HD stands for *high definition*. *CCTV* stands for *closed-circuit television*. The term *blog* is short for *weblog* (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 as a class.

ANSWERS / VIDEO SCRIPT

Big Brother is the leader of the government in George Orwell's novel 1984. In the novel, the government watches what people are doing at every moment of their lives, and the speaker says we are all being watched today. That's why he thinks the fictitious Big Brother has become a reality.

In his book 1984, 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 it? 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 public transportation card to get on a subway or bus, or using your credit card to take out money to 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. Modern high-definition CCTV cameras can see your face in the crowd from a kilometer 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 mind map. Highlight the different sections (i.e., *devices, verbs, parts of devices, apps*).
- Divide the class into pairs to add vocabulary from the text in Exercise 2 and any other related words they know to the mind map. Make sure students understand that they should add only words that are directly related to the digital world (e.g., *swipe* but not *take*).
- While they are working, copy the mind map onto the board. Invite students to come to the board and add words to it. If there are any mistakes, ask other students to correct them.

SUGGESTED ANSWERS

devices – computer, camera, CD player, console, DVD player, laptop, cell phone, 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, email, messages, notes, social networks, videos

WORDS & BEYOND

For extra practice at finding 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 the words to the definitions and to write in the opposites for numbers 2–4.
- Check answers as a class. Explain that with two-part verbs (phrasal verbs) such as *log on*, the second word is almost always stressed (e.g., *log on*, *turn up*). Point out that *log out* can be used with the same meaning as *log off*.

ANSWERS

2 download; upload 3 turn up; turn down 4 log on; log off

6

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

ANSWERS

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

7a

- Model the sounds /k/ and /g/. Point out that the first sound is unvoiced (we hear it only 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

See Student's Book, page 17, for audio script.

7b

- Play the track for students to listen and circle the words they hear.
- Check progress. If necessary, play the track again.
- Check answers as a class.

ANSWERS / AUDIO SCRIPT

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

8

- 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

click download enter log on log off scan set up
tap turn on turn off turn up turn down update upload

EXTEND

9

- Write the verbs *back up* and *log on* on the board. Elicit or remind students that two-part verbs such as 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 as a class.

ANSWERS

Transitive: back up; set up
Intransitive: log on/off

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

MOVE BEYOND

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

Homework

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

READING For or against?

Recognize 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. Read a magazine article and identify main ideas and supporting points (reading subskill).
REACT		Explain your opinion to a partner.

Get started 

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

SPEAK AND READ

1

- Choose a student to read the two questions aloud to the class.
- Divide the class into pairs to discuss the questions.
- Elicit and discuss their ideas as a 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  1.19

- Refer students to the photos of the two young people. Explain that one is in favor 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 to find out 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 as a class.

ANSWER

John 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; for example, *Sports are very important in society. Regular exercise 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 of why sports are important*).

3b

Exam-type task

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

SUGGESTED ANSWERS

John'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 you've ever visited and every email you've sent. 2) The sites you use to search for information and stay in touch with your friends collect and keep information about your 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 partners what they wrote under each heading.
- Monitor as students work but don't give feedback at this point.

4

- Have students work individually to read the other opinion. Ask them to underline any supporting points their partner did not mention.
- Discuss their ideas as a 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; for example, *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 from the class.

ANSWERS

John M.: 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 check off the tips in the **HOW TO** box that helped them 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 the questions aloud. 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 as a class, encouraging them to give reasons for their answers.

Recorded reading text 1.19

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

MOVE BEYOND

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

Homework

Ask students to research the issue of internet privacy by entering the term in a web browser. They should note the opinions of at least three different people. Ask them to compare what they found in pairs at the beginning of the next class before having a class discussion about what they found.

GRAMMAR Present perfect

Connect past actions to 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 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> . Complete examples from text messages.
PRACTICE		Choose the correct options to complete a conversation and practice writing sentences with the present perfect.
SPEAK		Discuss letters you have written.

Get started

Tell students about an amusing video clip you have seen on the internet (e.g., a dog playing the piano, a bizarre mistake by a goalkeeper in a soccer game). Then divide the class into pairs to describe to their partner something funny that they have seen in a short video clip on YouTube or a similar video-sharing site. Discuss their ideas as a 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 as a class.

ANSWER

Gerry

STUDY

2

- Make sure that students understand the grammar rules. Ask them to work individually to use examples from the conversation in Exercise 1 to complete the explanations.
- Check answers as a 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 is used when no time is specified and the simple past is used when we know the exact time.
- Focus on the difference between *for* used with periods of time (e.g., *for three weeks*, *for two hours*, *for 10 years*) and *since* used with dates and points in time (e.g., *since Monday*, *since two o'clock*).

ANSWERS

Have; seen
've; seen
's; had
hasn't stopped

PRACTICE

3 ▶ 1.20

- Do the first item with the class as an example (*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 simple past. Elicit that this is because we know when Carol got the phone (for her birthday – an exact date) and when Dom posted the video (on the weekend).

ANSWERS / AUDIO SCRIPT

▶ 1.20

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 over the example with the class and then ask students to work individually to complete the remaining sentences.
- Let students compare their answers in pairs before you check them as a class. Point out the pronunciation of *virus*: /ˈvaɪrəs/.

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 maps app.

5

- Explain that students should write questions that produce the answers in Exercise 4.
- Go over the example question with the 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 as a class.

ANSWERS

- How long has your house had an internet connection?
- Have you already updated your profile page today? / Have you updated your profile page yet today?
- Has someone just sent you a message?
- How many videos have you downloaded from the Net?
- How long have you had your phone?
- Has your computer at home ever had a virus?
- Have you ever used a maps app?

Extra activity

Practice drilling present perfect 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 switch roles and repeat.

SPEAK

6

- Choose two students to read the model conversation aloud.
- Highlight that as soon as the specific question *When?* is asked, the simple past 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, helping students as necessary.
- Invite some pairs to ask and answer some of the questions for the class.

Fast finishers

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

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

Have 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 and *for* or *since*; for example, *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 class, ask students to read their sentences aloud. Correct any errors in the use of the present perfect 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 conversations and choose the best options to complete sentences about them. Use the audio type and features of grammar and pronunciation to help you (listening subskill).
REACT		Explain your opinion to a partner.
WORK WITH WORDS		Learn how to use prefixes to form negative adjectives.

Get started

Draw a timeline on the board – morning to night. Mark some key points in the day; for example, *breakfast (7 a.m.)*, *driving to school (8 a.m.)*, *school (9 a.m. – 4 p.m.)*, *driving home (4:30 p.m.)*, *dinner (6 p.m.)*, *correcting homework (7 p.m. – 8 p.m.)*, *watching TV (8 p.m. – 9 p.m.)*. Tell students what you listen to or hear at different times on the timeline; for example, *At breakfast, I listen to the traffic report on the radio. Driving to work, I listen to the DJs on my favorite 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 honking 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 the one in the previous activity.
- Monitor while they are working and offer help if necessary.
- Invite students to share their ideas with the 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, etc.*).

2b 1.21

- Ask students to read the three questions. 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 as a class.

ANSWERS / AUDIO SCRIPT 1.21

- It's a series of conversations.
- There are eight places:

1 in a kitchen	5 at a subway station
2 at a subway station	6 in the street
3 on the platform in a subway station	7 in a class at school
4 on a subway	8 in a school playground
- Matt made the recording on his phone.

Mom: Your breakfast is cold. Have you been playing with that phone again?

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

Mom: Come and eat. It's unhealthy to skip breakfast.

Matt: I'm not hungry.

Mom: Just take something with you. 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 math 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 a lot to do recently.

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

PA message: Doors open on the right.

PA message: Once again we apologize for the delay.

Woman: Typical. The subway'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 Red Line? I've been going around 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 Green Line's that way.

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

Matt: We're really late.

Lucy: I know. Mrs. 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 subway again.

Teacher: You've been using that excuse since the school year started.

Matt: Sorry.

Teacher: Have you done the homework?

Matt: Uh, yes.

Teacher: How unusual! So you're not completely irresponsible. Could you tell us the answer to the third problem?

Matt: Six hundred thirty liters.

Teacher: That's 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? Um, 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: Uh, yes.

Lucy: Turn that thing off. Now!

3  1.22**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 as a class.

ANSWERS / AUDIO SCRIPT

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

 1.22

4

- Encourage students to reflect on and check the tips in the **HOW TO** box that helped them answer Exercises 2b and 3.
- Elicit and discuss as a class which tips students checked.

REACT

5

- Read the question aloud 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 ideas from the 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 as a 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 realize 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* or *p*.
- il-* before words beginning with *l*.
- ir-* before words beginning with *r*.

7

- 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 as a class.

ANSWERS / AUDIO SCRIPT 1.22

1 unhealthy 2 incapable 3 impatient 4 unlikely
5 unfair 6 irresponsible 7 unaware 8 illegal
See Exercise 2b for audio script.

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; for example, 1 *unhealthy/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 the example sentence aloud 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 as a class.

Fast finishers

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

MOVE 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 class, ask students to read their excuses aloud to the rest of the class. Then ask them to vote for the best excuse.

GRAMMAR Present perfect progressive

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 progressive and the difference between the present perfect and the present perfect progressive.
PRACTICE		Choose the correct forms to practice the present perfect, the present perfect progressive, 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:
two 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. Remind them that we use *for* with an amount of time and *since* with a specific point in time.

ANSWERS

for: 10 minutes, a long time, ages, two years, three hours, two weeks
since: two o'clock, Tuesday, 2008, October 9th, 10:30, last Friday

READ AND LISTEN

1 1.23

- Focus students' attention on the photo. Elicit what the girl is doing and how she is feeling (e.g., *She's waiting / making a phone call. She's feeling bored, impatient, angry*). (See Teaching Tips, *Encourage prediction*, page 31.)
- Read the questions aloud 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 as a class.

ANSWERS / AUDIO SCRIPT 1.23

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

STUDY

2

- Go through the explanations with the class. Then have students look back at Exercise 1 and underline examples of the different uses of the present perfect progressive.
- Check answers as a 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 my geography project all afternoon.
You've been saving it in somebody else's folder.

3

- Ask students to read the rules and choose the correct options to complete them.
- Check answers as a class. Emphasize that sometimes either tense can be used, as in the examples given in the final rule. (See Teaching Tips, *Present perfect progressive*, page 29.)

ANSWERS

progressive simple similar

PRACTICE

4 1.24

- Explain the task and go over the example with the class. If necessary, do the second one as a further example (*has it been working*).

- Have students work individually to complete the conversations.
- Play the track for them to listen and check their answers before you check them as a class.

ANSWERS / AUDIO SCRIPT 1.24

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 1.25

- Explain the task. Do the first one with the class as an example if necessary (*seen*).
- Have 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 progressive form.
- Play the track for students to listen and check their answers. Then elicit the answers from the class and point out that the simple form is used in numbers 4, 5, and 7 to indicate the result or completion of an action.

ANSWERS / AUDIO SCRIPT 1.25

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

Extra activity 1.25

Divide the class into pairs. One should take the part of Hank and the other the part of Trisha. Play track 1.25 again and ask students to read their part aloud in time with the recording. Then ask them to switch roles and read the conversation aloud 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 progressive; for example, *I've been studying a lot*.
- Have students work individually to write their notes. Monitor and offer help if necessary.

6b

- Invite a volunteer to read the model question aloud and highlight the question form. Elicit or point out that students should use the question *What have you been doing recently?* in reference to the first two bullet points in Exercise 6a. They can use the question *How long have you been ... ?* with the last three bullet points.
- Divide the class into pairs to ask each other questions.
- When they've finished, have them report their partner's answers to the whole class; for example, *Helen has been living in her house for three years*. Check their use of the present perfect progressive 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 class, ask them to work with the same partner and exchange their paragraphs to check that the information is correct.

LANGUAGE BEYOND GET THINKING

Deal with peer pressure

Page 22

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: DEAL WITH PEER PRESSURE

During adolescence, peers become an important influence on behavior. 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 among 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 behavior, 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 college, 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 shouldn't do or are not allowed to do (the *don'ts*). Discuss their ideas as a 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

1

- Ask students to read the definitions. Make sure they understand the word *behave* (to do things in a particular way).
- Divide the class into pairs to answer the three questions. Set a time limit of five minutes for this.
- Discuss their ideas as a class.

2

- Elicit the meaning of these words and phrases: *affect* (to change or influence something), *embarrassing* (making you feel nervous or ashamed), 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.
- Have 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 as a 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 their comments aloud 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 as a 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 a 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 (e.g., clothes, school) and why.
- Discuss their ideas as a class. (See Teaching Tips, *Be sensitive*, page 28.)

REFLECT

- 5
- Ask students to read the **REFLECTION POINT**. Then choose a student to read the three questions aloud 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 with the class.

Alternative procedure: less confident classes

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

EXTEND

- 6
- Highlight the three topics to be discussed and their subcategories (what other people think and what you think).

- 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 offer help if necessary. Make sure they also give their own opinions about the topics.
- Discuss their ideas as a class.

Homework

Ask students to write a short paragraph about the advantages and disadvantages of peer pressure. At the beginning of the next class, divide the class into small groups to compare their ideas. Invite one person from each group to summarize 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 (speaking subskill). Say what each sign means.
LISTEN		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 (e.g., *download*, *turn up*, *swipe*, *click*, *illegal*, *impatient*, *peer pressure*, *public transportation card*). Write the first and last letters of each word and put dashes for the other letters (e.g., 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 Dogs* sign on the board (i.e., a dog on a leash with a diagonal red line through it). Elicit what the sign means and where you might see it (*in a park or a public building*).
 - Refer students to the expressions in the **PHRASEBOOK** box and encourage them to use these when discussing the meanings of signs 1–6.
 - Divide the class into pairs to answer the questions.
 - Check answers as a class.

ANSWERS / SUGGESTED ANSWERS

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

LISTEN

- 2  1.26
- Ask a student to read the question aloud to the class. Make sure that students know to listen for two things – the general situation and the warning or prohibition in each case.
 - Play the track for students to listen and make a note of the answers.
 - Check answers as a class.

ANSWERS / AUDIO SCRIPT 1.26

Conversation 1: A girl is watching a friend downloading a game. She warns her that she might download a virus.
Conversation 2: A girl wants to get an autograph after a concert. The security guard tells her she can't go backstage.
Conversation 3: A boy is walking with his mother. His mother tells him to be careful on some steps and crossing the street.
Conversation 4: A boy is having a picnic on the grass in a park. A park ranger tells him he can't have a picnic on the grass.

1

Helen: Are you sure you trust that site? I'd watch out if I were you.

Josie: Why? I'm only downloading a game.

Helen: You might download a virus too if you're not careful.

Josie: Do you really think so?

2

Guard: I'm sorry – you can't go in there.

Laura: I just want an autograph.

Guard: I'm sorry – you're not allowed to go backstage.

Laura: Can I stay here and take a picture?

Guard: No, it's prohibited.

Laura: Says who?

Guard: Says me.

3
Mom: Watch the steps. You could fall and hurt yourself.
Vince: Don't worry, Mom, I'll be careful. Let's cross the street here.
Mom: Look out! There's a car coming.
Vince: It's OK, we're in a crosswalk. It has to stop.
Mom: Better safe than sorry.

4
Ranger: Excuse me, you can't sit on the grass. It's forbidden.
Felipe: Can I just finish my sandwich?
Ranger: There's also a ban on having picnics in the park.
Felipe: I'm almost finished.
Ranger: If you don't get off the grass right now, I'll have to call the police.
Felipe: OK, OK, I'm going.

- 3 1.26
- Play the track again. Ask students to listen 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 as a class.

ANSWERS / AUDIO SCRIPT 1.26
 See answers underlined in audio script in Exercise 2.

- 4 1.27
- Play the track, pausing after each phrase for students to repeat chorally and individually. (See Teaching Tips, *Vary drilling techniques*, page 31.) Point out the stress on *prohibited* and *forbidden*.

AUDIO SCRIPT 1.27

- 1 Watch out!
- 2 Be careful!
- 3 Watch the steps!
- 4 It's prohibited.
- 5 It's forbidden.
- 6 There's a ban on it.

- 5 1.28
- 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 as a class.

ANSWERS / AUDIO SCRIPT 1.28
 1 c 2 f 3 d 4 b 5 a 6 e
 See Student's Book, page 23, for audio script.

ACT

- 6 1.29
- 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 and offer help if necessary. You may need to help them with ideas for the situations (e.g., using a cell phone in the library, crossing the street when the light is red).
 - Invite each pair to present their conversation 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 aloud. When they have finished, they should switch roles and read them again.

Homework

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

WRITING Keep in touch

Organize information in informal emails and letters

STAGE	TIME	FOCUS
GET STARTED		Discuss different types of writing.
SPEAK AND READ		Read an email to identify types of information.
STUDY		Match paragraphs to their contents. Learn how to organize information (writing subskill).
PRACTICE		Put words in order to make sentences and match them to their functions.
DISCUSS AND WRITE		Discuss things you've been doing lately. Plan and write an email to a friend.
SHARE		Read and answer 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 as a 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. Divide the class into pairs to discuss the questions.
- Discuss their ideas as a class.

2

- Explain the task and ask students to work individually to find the information.
- Circulate and monitor, helping students if necessary. Allow five minutes to complete this task.
- Let students compare their answers in pairs before you check them as a class. Elicit or point out the meaning of *to try something out (to test it to see if it works)*.

ANSWERS

- I've uploaded some photos.
I've finished my game.
My game needs to be tested.
I'll be in Columbus on Saturday the 28th.
- Could you try it out for me?
Would you be able to meet up that day?
- How's it going?
Have you been winning a lot of games?

STUDY

3

Exam-type task

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

ANSWERS

1 c 2 a 3&4 d 5 b

4a

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

4b

- Refer students back to the email to underline any expressions from the **HOW TO** box that they can find. Point out that they should also underline any expressions that are similar.
- Check answers as a 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. By the way, I've uploaded some photos to my page, ...
The main reason I'm writing now is to ask a favor. Do you remember I told you about a game I've been developing? Well, I've finally finished it, but it needs to be tested. 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 practicing a lot lately. Have you been winning a lot of games?

One last thing, I'll be in Columbus on Saturday the 28th. Would you be able to meet up that day?

Anyway, I have to go. I've got a long day tomorrow.

Take care,
Kevin

PRACTICE

5

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

DISCUSS AND WRITE

6

- Explain to students that they are going to write an email to an old friend, 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 about things they have been doing.
- Divide the class into pairs and ask them to talk about things they've been doing recently. Remind them that they can invent some news if they want to.

7

Exam-type task

- Read the instructions aloud to the class and emphasize 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 offer help if necessary.
- Make sure they refer back to the tips in the **HOW TO** box to check their email.

Alternative procedure

Assign Exercise 7 as homework.

SHARE

8

- Divide the class into pairs to read each other's emails and write an answer.
- When they have written an answer, they should "send" it back to their partner.

Homework

You can either assign Exercise 7 as homework, or if students have already written one email in class, ask them to write an email to another friend. They should write about what they have been doing, one important thing that has happened recently, and what their plans are for the next vacation. Ask them to bring the emails to the next class to hand in for grading.

VOCABULARY Digital devices

1

- Encourage students to read Alan’s explanations carefully before completing them with the verbs in the box.
- Check answers with the class by choosing 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 before they complete the adjectives by adding negative prefixes.
- Invite students to come to the board and write their answers, asking the rest of the class if they agree and making any necessary corrections.

ANSWERS

- 1 unhealthy 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

3

- Ask students to read the whole text carefully before they complete it.
- Have students work individually to complete the text using the present perfect or simple past of the verbs in parentheses.
- Let students compare their answers in pairs before you check answers with the class. When eliciting answers, encourage students to justify their choices (e.g., *number 2 is simple past 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 progressive

4

- Ask students to complete the conversation using the present perfect progressive or present perfect of the verbs in parentheses. Point out that they should use the present perfect progressive if possible.
- Check answers by choosing different students to read each sentence aloud 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 Center at www.macmillangobeyond.com for:

- downloadable audio and audio scripts for the Student’s Book and Workbook;
- videos, video scripts, 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 *Go Beyond* Level 4 wordlist;
- Test Generator for Unit 2 testing materials (all skills);
- tips for using the Grammar Database;
- extra reading materials;
- and more!

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

PROGRESS CHECK 1&2

Preparing for the Progress Check

The Progress Check can be done either as a review 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 reviewing what they have learned. Reassure the class that the Progress Check contains only material they have covered in the previous two units.

Ask students what advice they would give to a friend who was about to take a test. Elicit suggestions such as *Try to relax*, *Read the instructions carefully*, and *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*.
- 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 class the main grammar points from each unit:
 - Unit 1: *Present tenses review; Past tenses review*
 - Unit 2: *Present perfect; Present perfect progressive*
- 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 figure out the answers?*
- Elicit that this is a word-formation exercise, where the word in parentheses 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 (e.g., *bodysurfing, snowboarding*).

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 from the one in the first sentence in order to complete the second sentence.
- Refer students to the **Test-Taking 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 **Test-Taking 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 organize their email.
- Refer students to the **Test-Taking 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
- 've/have been downloading
- 've/have just found out

LISTEN Exercise 3

▶ 1.30

- If you have decided not to do the warm-up, point out to students that reading the assignment and the options carefully will help them with the context and make the listening easier.
- Go through the **Test-Taking 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 and that three of the options will not be used.

ANSWERS / AUDIO SCRIPT



1 F 2 H 3 C 4 A 5 E

Narrator: You will hear five different people talking about smartphones and the internet. Match the speakers to the attitudes (A to H). You won't use three of the answers.

Speaker 1: I don't have too many problems when I use the internet. Of course, I'm careful about what I do. I always log off my email account when I'm on a shared computer, and I don't use the same password all the time. And, I never download files if I don't know the website. Using the internet isn't dangerous if you're careful.

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, Grandma. 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 that 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 really hard 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 internet.

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 call someone when I'm out, then I'll use a public phone or borrow someone else's phone.

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 movies 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 right now, 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 a movie. Let me know.

All the best,
[Student's Name]

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 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 Saturday?*
- Elicit a possible answer from the class (tell students the answer does not have to be true); for example, *Last Saturday 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 another one.
- Continue around 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 students have had a turn.

Feedback and extension

After the test has been graded, 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 grades 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 blank 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 in 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, for example, *compete* (*competition, competitor, competitive*) and *excite* (*excited, excitement*), and one that is not used in the text, for example, *sense* (*sensible, sensitive, nonsense, sensitivity, senseless, sensor*). If necessary, encourage students to use their dictionaries to help them.

WRITE Exercise 4

- As this is the first test of students' writing, spend a few minutes going over the task carefully with them and ensuring that they know what they have to write.
- Go through the **Test-Taking Tips** with the class, highlighting the importance of each tip.
- Refer students back to the **HOW TO** tips on pages 14 and 24 and emphasize 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 apologizing and suggesting (e.g., *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.

PROGRESS CHECK 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 is technically required because my first parachute jump happened before I couldn't wait to do another one*. However, in informal English, the simple past could be used. It is also correct to leave out the subject and verb and use only the noun phrase.
- Explain that sentence 2 requires a noun and a preposition.

LISTEN Exercise 3

▶ 1.30

- 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 recognize if they have misheard something.
- For further practice at 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 as a 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 progressive 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 in ages. What have you been doing?

I'm writing because I'm going snowboarding in the mountains next month and I wonder if you'd like to come too. We're leaving on Thursday, February 10th, and coming back on Tuesday the 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 (e.g., *some of those days are schooldays, plane tickets are expensive and so are hotels, I don't like snowboarding, I don't have 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 assigned as homework.