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IN THE PICTURE Create an avatar

Talk about the human body

Pages 64–65

STAGE	TIME	FOCUS
GET STARTED		Talk about avatars.
WORK WITH WORDS		Recycle and learn body parts vocabulary. Do a body parts quiz.
SPEAK		Draw a personal avatar and describe it to a partner.

Get started

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

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

Ask if anyone has seen the film *Avatar*. If so, invite them to explain something about the story to the class.

GO BEYOND FOR TEACHERS

Background note: Avatars

The word *avatar* has its origin in Hinduism, where it refers to a deity taking a terrestrial form. It has become a widely-used term in computing to refer to the graphic form adopted by a person in a forum, chatroom, game or virtual reality world. The hugely successful 2009 science-fiction film *Avatar*, directed by James Cameron, tells the story of an alien species which is infiltrated by humans who are able to remotely 'inhabit' alien bodies.

WORK WITH WORDS

1 **RECALL**

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

ANSWERS

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

2 1.67

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

AUDIO SCRIPT

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

3 1.68

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

ANSWERS / AUDIO SCRIPT

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

- 4
- Refer students back to the word box in Exercise 2 and ask them to write the words in their notebooks according to their position in the body – from the highest to the lowest.
 - Draw a simple body on the board and elicit the answers from top to bottom writing them next to the corresponding body part.

ANSWERS

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

Extra activity

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

5 THE MOVING PICTURE

- Explain to the students that they are going to watch a video of an artist creating an avatar. Ask them to watch and note down the body parts in the correct order.
- Check answers in open class.

ANSWERS / VIDEO SCRIPT

(See underlined text below for answers.)

Narrator:

Now the avatar's ready, we can see him in action. There he is.

He's waking up/opening his eyes. He can hear something. Somebody's coming. He needs to escape.

He's climbing down the fire escape ladder and jumping onto the street.

He's running towards us.

He's turning round now and he's running towards that fence. He's climbing over the fence. And he's gone.

- 6
- Ask students to work individually to do the body parts quiz, checking the meaning of any unfamiliar words before they start, eg *complex* /'kɒmpleks/ (made of many different things or parts that are connected; difficult to understand); *bone* /bəʊn/ (one of the hard parts that form a frame inside the body of a human or animal). Set a time limit of five minutes for this.
 - When they have finished, ask different students to read out the quiz questions and invite students to raise their hands if they know the answer. Nominate students to give the answers.

ANSWERS

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

GO BEYOND FOR TEACHERS

Background note: The Body Parts Quiz

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

SPEAK

- 7
- Refer students to the examples of avatars on page 65. Do a class poll to see which style they prefer.
 - Ask students to draw their own personal avatar. Encourage them to be creative. They may like to adopt one of the styles shown in the book, or invent a style of their own. Set a time limit of five minutes. Remind them not to show their drawing to the person next to them as this will spoil the second part of this activity.
- 8
- Focus students' attention on the language in the **PHRASE BYTES** box. Elicit several example sentences from the class, eg *It's got long legs. It looks like a dinosaur.*
 - Divide the class into pairs to take it in turns to describe their avatar to their partner who must try and draw it as precisely as possible. If possible have students sit back-to-back so they are absolutely reliant on listening and do not see each other's drawings. Set a time limit of five minutes before students change roles. Encourage students to use the phrases from the **PHRASE BYTES** box.
 - At the end of the activity invite students to show their originals and copies to other pairs and comment on how accurate (or inaccurate!) the copies are.

GO BEYOND

Ask students to do the Words & Beyond exercise on page 135.

Extra activity

Put students into pairs and ask them to use the body parts vocabulary to make a crossword. First they should arrange the words, looking for letters that can be used to link words, eg




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

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

Homework

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

Read quickly

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

Get started 

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

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

Dictate three definitions for students to write in their notebooks:

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

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

Ask students to match the definitions to the words.

ANSWERS

1 quiz 2 game 3 puzzle

SPEAK AND READ

1

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

2a

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

2b  2.01

- Remind students that often when we are reading on the internet we try to read very quickly to see if a page has the sort of information we are looking for.
- Ask students to read *The Brain Puzzler* website homepage quickly, keeping in mind the tips from the **HOW TO** box. Point out that they should read the whole page including the puzzles in the second column but that, for the moment, they shouldn't stop to do the puzzles.
- If they have timers on their mobile phones or watches, encourage them to time themselves. If you have a computer in the classroom, you could activate a timer for all the class to check as they read.
- Don't play the audio at this point.

3

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

4

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

ANSWERS

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

Fast finishers

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

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

5

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

ANSWERS

- 1 Second place
- 2 21
- 3 short
- 4 Tuesday, Thursday, today, tomorrow
- 5 IV = 4 in roman numerals

REACT

6

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

GO BEYOND

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

Invite students to share their ideas in open class and to say which activities they do.

Recorded reading text  2.03

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

Extra activity

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

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

Homework






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

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

GRAMMAR Zero conditional, should

Talk about results and the best thing to do

Page 67

STAGE	TIME	FOCUS
GET STARTED		Talk about rules at school.
READ		Read some quiz questions. Encounter the target grammar in context.
STUDY		Use the reading text to deduce grammar explanations.
PRACTISE		Practise verb forms in zero conditional and <i>if</i> clauses with <i>should</i> . Do quizzes about science and dangerous situations.
WRITE AND SPEAK		Write some quiz questions and quiz other students.

Get started 

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

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

Explain that these actions represent the results or consequences of the situation explained in the first part of the sentence.

READ Grammar in context

1

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

ANSWERS

1 A 2 B

STUDY

2

- Explain that sentences like the ones in Exercise 1 that use the word *if* are called conditional sentences. Tell students that these follow four common patterns and that these patterns are often called the zero, first, second and third conditional.
- Focus students' attention on the explanation box and point out that in today's lesson they will be looking at the pattern called the *zero conditional*.
- Go through the explanation box with the class and elicit the tense used to talk about the result.
- Explain that the *if*-clause can come either before or after the main clause, pointing out that if it comes first, a comma is needed after it. Ask students to reformulate some of the rules you wrote on the board in the *Get started* activity starting with the main clause, eg *You get a detention if you fight with another student.*

ANSWER

present simple

3

- Explain that *should* can also be used with an *if*-clause to say that something is a good idea. Give an example, eg *If you don't want a cold, you should wash your hands often.*
- Ask students to complete the explanation box by writing in the missing word for the question form.
- Ask students to reformulate question 2 from Exercise 1 as a positive sentence. Write the following on the board to help them:
You if you
(*You should wash your hands if you don't want a cold.*)
- Now ask them to reformulate the sentence as a question starting with *should*. (*Should you wash your hands often if you don't want a cold?*)

ANSWER

Should

PRACTISE

4

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

ANSWERS

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

GO BEYOND FOR TEACHERS

Background note: Science quiz

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

5a

- Refer students to the pictures and elicit what the dangerous situations are.
- Ask students to complete the quiz with *should* or *shouldn't*.
- Let students compare their answers in pairs before you check in open class.

ANSWERS

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

GO BEYOND FOR TEACHERS

Background note: Dangerous situations

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

5b

- Ask students to reformulate the statements in the quiz to write them as questions. Encourage them to vary the order of the *if*-clause and the main clause, using a comma where necessary. Set a time limit of five minutes.
- Check answers by nominating students to read you the questions and giving them the correct quiz answers.

ANSWERS

- Q: Should you stand under a tree if you're in a storm? or If you're in a storm, should you stand under a tree? A: No, you shouldn't.
- Q: Should you use the lift if there's a fire in a building? or If there's a fire in a building, should you use the lift? A: No, you shouldn't.
- Q: Should you phone 112 if you're on holiday in Europe and you need the police? or If you need the police and you're on holiday in Europe, should you call 112? A: Yes, you should.
- Q: Should you go swimming if you see a red flag at the beach? or If you see a red flag at the beach, should you go swimming? A: No, you shouldn't.
- Q: Should you put ice on your hand if you burn it on something very hot? or If you burn your hand on something very hot, should you put ice on it? A: No, you shouldn't.

WRITE AND SPEAK

6a

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

6b

- Ask students to swap their questions with another pair and decide on the correct answers. Allow three minutes.
- Then invite them to check with the pair who wrote the questions to see if their answers are correct.

Homework





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

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

VOCABULARY AND LISTENING Stretch!

Understand spoken instructions

Page 68

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

Get started

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

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

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

ANSWERS

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

WORK WITH WORDS

1

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

2

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

3 2.02

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

ANSWERS / AUDIO SCRIPT

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

LISTEN

4a

- Elicit some situations where students have to understand spoken instructions, eg following instructions in a class, talking to a pharmacist about medication, understanding technical instructions if their computer crashes, etc.
- Read through the **HOW TO** box with students.

4b 2.03

- Tell students they are going to listen to some instructions from a podcast. Refer them to the picture and title of the podcast and elicit what they think the podcast is about (*how to do exercises at your desk*).
- Ask students to listen to the instructions and do the exercises. They will need to have some room to carry out the exercises, so make sure their chairs are set back from their desks to give them space.
- Play the track through without stopping and observe how your students are coping with the instructions. You may need to repeat the track stopping after each instruction to check that students have understood it.

AUDIO SCRIPT

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

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

For the next exercise, try to touch your ears with your shoulders. Count to ten. Then do it again. Next, look up slowly, then look down. Now do it again. Finally, turn your head from side to side. If you do it slowly, you'll relax your neck. Now do it again.

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

And now the last exercise. First, look down. Next, slowly move your chest forwards and try to touch your knees with your chest. Relax your arms and neck. Now hold your right elbow with your left hand. If you pull your arms up, you'll stretch your back and shoulders. And that's it! Have a great day!

Alternative procedure: less confident groups

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

5

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

Exam type task

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

ANSWERS

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

7

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

Extra activity

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

REACT

8

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

Alternative procedure: more confident groups

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

GO BEYOND

Ask students to do the Words & Beyond exercise on page 135.

Extra activity

In pairs, students take it in turns to mime sequences of three actions using the verbs in Exercise 2. Their partner must say the verbs in the order that they were performed.






Homework

Prepare copies of the audio script and ask students to study it and identify imperatives, sequencers and adverbs of manner. They could highlight each feature in a different colour.

GRAMMAR First conditional

Talk about possible situations in the future

Page 69

STAGE	TIME	FOCUS
GET STARTED		Write two first conditional sentences by separating and punctuating words from a line of letters.
READ		Read a conversation. Encounter the target grammar in context.
STUDY		Use the reading text to deduce grammar explanations for first conditional.
PRACTISE		Practise using first conditional structures in controlled exercises. Practise correct sentence stress in first conditional sentences. Personalise opinions using first conditional sentences.
SPEAK		Talk about future consequences of different actions.

Get started 

Write these letters in a line across the board:

*ifyouhelpmpaintmybedroomillhelpyoufixyourbikeifyoudont
studyhardyouwontpassyourexams*

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

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

Let students compare their answers in pairs before you check them in open class, writing them on the board.

ANSWERS

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

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

Ask them how they know this (the verb tense in the second part is not present simple / they are not situations that are always true).

Explain that these are examples of the first conditional and that they are going to be studying this structure in today's lesson.

READ

1

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

ANSWER

Rosa and Aiden decide to do a fun run.

STUDY

2

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

ANSWERS

you finish they'll give

PRACTISE

3

- Ask students to work individually to read the sentences and circle the correct options. Encourage them to refer back to the explanations if they are not sure.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

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

4a  2.04 PRONOUNCE

- Remind students that in English, some words are stressed more, or said louder, than others.
- Play the track for students to listen. Ask them to pay particular attention to how the underlined words are stressed.

AUDIO SCRIPT

See Student's Book page 69.

4b

- Have students read the question and choose the correct answer using the sentences in Exercise 4a to help them.
- Check the answer in open class.

ANSWER

2 Nouns, adjectives, verbs and negative verbs like *don't*, *can't*. (These are the types of word that give the 'content' of a sentence.)

4c  2.05

- Play the track for students to listen and repeat.

AUDIO SCRIPT

See Student's Book page 69 Exercise 3.

Alternative procedure: more confident groups

Before listening in Exercise 4c, ask students to underline the words that they think will be stressed in the sentences in Exercise 3. Remind them about the distinction between 'content' and 'function' words. Play the track for them to see if they were right, then play it again and have them listen and repeat.

5a

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

ANSWERS

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

5b

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

Alternative procedure

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

6

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

ANSWERS

2 If you go online this evening, which website will you visit first?
3 What will your English teacher do if you don't do your homework?
4 If you go to the cinema this weekend, what film will you see?
5 What will your mum or dad say if you pass all your next exams?

Fast finishers

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

SPEAK

7

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






Homework

Ask students to write six sentences about their future using the first conditional, eg
If I go to university after I finish school, I'll study geography.
If my brother doesn't turn down his music, I won't be able to finish my homework.

LANGUAGE & BEYOND COMMUNICATE & COOPERATE

AIM: Communicate your message when you give a talk

Page 70

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

LIFE SKILLS COMMUNICATE YOUR MESSAGE WHEN YOU GIVE A TALK

Whether it is to be successful in an increasingly competitive job market or to participate in a public meeting and state one's point of view, being able to speak in front of others is a skill that must be learned and practised if students are to feel confident. Public speaking is daunting at the best of times, but for many teenagers it can be a huge challenge and of course, doing it in a foreign language increases the pressure. Whilst for a lucky few public speaking comes easily, most will need some help to deliver a talk and successfully communicate their message.

Get started


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

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

Elicit some answers in open class, eg *I feel embarrassed. Giving is talk is important because you might have to do it in your job. Giving a talk helps you to present your ideas clearly. Giving a talk in English is difficult because you don't know some of the words you need.*

Give students two minutes to brainstorm jobs where a person might have to talk in front of other people (eg teacher, lawyer, business person, politician, etc) and why.

READ AND LISTEN

- Focus students on the photo of a student giving a talk and elicit if they think it went well or not, giving reasons for their answers.
 - Then ask them to read the start of his talk and ask students if this changes or confirms their original idea.
-  2.06
 - Play the track for students to listen to Ruben's talk and find out what it is about.

ANSWER / AUDIO SCRIPT

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

Ruben: Er, hi. Shall I start now? Right. Erm. Where shall I start ... er ...

Teacher: Quiet please, Ruben's talking.

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

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

DO

4

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

REFLECT

5

- Refer the students to the questions and give them three minutes to reflect on their answers.
- Discuss the questions in open class. Alternatively set up small groups and ask students to discuss the questions.
- Nominate a student to read out the **REFLECTION POINT**. Ask the class if they agree with all of the points and if there are any other recommendations they think should be included.
- You could make these comments to finish the discussion:
 - All of the tips in Exercise 4 are useful ones.
 - Good preparation will help you if you are feeling nervous.
 - When you are giving a talk, you often have to speak slower and more clearly than you *think* you do. Speaking slowly will also help to keep you focused and calm.
 - Looking at your audience will make them feel that you are interested in them and that you want to communicate your message.

EXTEND

6

- Ask students to work individually to prepare a one-minute talk about one of their hobbies or interests using the tips in Exercise 4. Give them 5–10 minutes.
- You might like to model the task giving a one-minute talk about one of your own hobbies or interests. This will give students a feel for how much material they need to create.

7

- Divide the class into groups of three or four and ask them to present their talks and give some feedback to the others in their group. Invite them to refer them back to the tips in Exercise 4 to do this.
- Circulate and monitor as they work, making notes of anything you would like to give feedback on.

Extra activity

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

Check the answers in open class.

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

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

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

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

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

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

ANSWERS

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





Homework

Ask students to use their one-minute talks as a basis for a three-minute talk that they can prepare at home using visual or audio material if possible. Draw up a schedule so that over a period of two weeks, in each lesson one or two students give their talks. You can give personalised feedback to students after these talks and they could form part of your oral assessment for the term.

SPEAKING At the doctor's

Ask for and understand advice at the doctor's


Page 71

STAGE	TIME	FOCUS
GET STARTED		Play a game of hangman to introduce some key phrases used in the lesson.
SPEAK		Learn vocabulary for symptoms of common illnesses. Talk about the last time you were ill.
WATCH OR LISTEN		Watch or listen to a person visiting the doctor. Listen for specific information. Identify useful phrases for being sensitive when giving bad news or difficult advice (a speaking sub-skill).
ACT		Prepare a conversation between a doctor and a patient. Memorise and perform the conversation for the class.

Get started

Play a quick game of *Hangman* with phrases related to the theme of illness, eg *visit the doctor, take some medicine, get the flu, feel terrible*. All these phrases appear in this lesson. If you think your students will have difficulty with this vocabulary, you can simplify it, eg *doctor, medicine, nurse, headache*.

SPEAK


- 1**
 - Focus students' attention on the pictures and ask students to match them to the expressions in the box.
 - Let students compare their answers in pairs, but do not confirm answers at this point.
- 2**  **2.07**
 - Play the track for students to listen and check their answers.
 - Play the track again for students to listen and repeat.
 - Remind students that *ch* is pronounced /k/ in some words, eg *ache* /eɪk/ and /tʃ/ or /ʃ/ in others, eg *church* /tʃɜː(r)tʃ/, *chef* /ʃef/.
 - If your students are having trouble pronouncing *cough*, write the phonemic script on the board and emphasise that there are just three simple sounds, in spite of the spelling of the word, ie /kɒf/.

ANSWERS / AUDIO SCRIPT

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


- 3**
 - Divide the class into pairs to answer and discuss the questions with a partner.
 - Circulate and offer any help as needed.

WATCH OR LISTEN

- 4**  **2.08**
 - Tell students that they are going to watch or listen to Ben visiting a doctor. Elicit or clarify the meaning of *symptoms* /'sɪmptəmz/ (changes in your body that show you might be ill).
 - Books closed. Play the first part of the scene for students to watch or listen to and note down Ben's symptoms.
 - Let students compare their answers in pairs before you elicit them in open class.

ANSWER / VIDEO/AUDIO SCRIPT

- Doctor:** Come in. So, what's the problem?
Ben: I feel terrible. I've got a runny nose and a headache.
Doctor: Right. Does your stomach hurt?
Ben: No, it doesn't.
Doctor: Have you got a temperature?
Ben: Yes, it's 38 degrees.

- 5**  **2.09**
 - Books still closed. Play the rest of the scene for students to watch or listen to and find out and note down what Ben has got and what he needs to do.
 - Ask students to check their answers by reading the video script on page 71.
 - After checking the answers, ask students what word is often used by Ben and the doctor to ask for or give advice (*should/shouldn't*).

ANSWERS / VIDEO/AUDIO SCRIPT

Ben has got the flu. He shouldn't go to school and he should rest a lot. He could take an aspirin for his headache. He shouldn't play basketball on Friday.

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

6a

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

6b

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

ANSWERS

I'm afraid you've got the flu.
Perhaps you could take an aspirin for your headache.
I think you should probably stay at home.
You won't be better on Friday, so maybe it'll be best for your team if you don't play.


7 2.10

- Play the track for students to listen and repeat.

AUDIO SCRIPT

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

ACT

- 8**  **2.11**
 - Divide the class into pairs to prepare a conversation at the doctor's including expressions from Exercise 1 and ways of expressing advice in a sensitive way. Before they start, focus their attention on the **PHRASEBOOK** box. Play the track for students to listen to and repeat the expressions.
 - Encourage them to follow these steps:
 - Decide who their characters are. How old are they? What type of people are they?
 - Decide on the illness and the symptoms. Make notes of the language you will need.
 - Decide what advice the doctor will give. Discuss ways to give difficult advice sensitively.
 - Decide how the patient will react to the doctor's advice.
 - Write your conversation. Make use of expressions from the **PHRASEBOOK** box.
 - Check your conversation for any language errors.

9

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

Extra activity

Divide the class into pairs. Ask them to write the symptoms from Exercise 1 on small pieces of paper and to place the pieces of paper face down in a pile. Each student takes it in turn to pick up a piece of paper. They must imagine that their partner has the symptom on the piece of paper. They should offer advice to their partner until he/she guesses what the symptom is, eg (Student picks up a piece of paper saying a *headache*): *You should take an aspirin and you should get lots of sleep. Don't move your head too much. Stay in a dark room.*







Homework

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

WRITING What's your advice?

Give examples

Page 72

STAGE	TIME	FOCUS
GET STARTED		Talk about who you ask for advice.
READ AND SPEAK		Read a problem and some replies from an internet forum page. Discuss which reply gives the best advice. Learn how to give examples (a writing sub-skill).
PRACTISE		Controlled practice of language for giving examples. Decide on advice for a student who has too much schoolwork.
PLAN		Work through a plan for writing a forum post about a problem.
WRITE AND CHECK		Write a post explaining a real or invented problem.
SHARE		Share your 'problem' with another student and offer each other some advice.

Get started 

Dictate the following questions:

*Who do you ask for advice when you have a problem?**What kind of problems would you talk about to these people: parents, teacher, brother or sister, grandparents, school friends**Can you think of some good advice someone has given you?**What was the advice and how did it help you.*

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

READ AND SPEAK**GO BEYOND FOR TEACHERS** 

Background note: Internet forums

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

1

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

2a

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

2b

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

ANSWERS

like my friends and my old room
like telling lies about me
For example, if I talk in class, she laughs.
such as talking to her, or contacting her parents

PRACTISE

3

- Tell students they are going to read another problem posted on the forum. Ask them to work individually to write one word in each gap to complete the text.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 example 2 like 3 as

4

- Divide the class into pairs to discuss and decide on the best advice for Stefan.
- Elicit some ideas from different pairs in open-class feedback.

PLAN

5

- Explain to students that they are going to write about a problem to post on the forum. Emphasise that their problem can be a real one or an invented one, making sure students realise that they will be sharing their problem posts with other students. If they are sensitive about a problem, it is probably better that they invent one, or choose a real one that is less personal.
- Read through the **Writing plan** with students. When you come to point 2, ask students to find examples in the text in Exercise 1 of the zero and first conditionals.
- Set a time limit of five minutes to brainstorm ideas. Walk round the class, helping students if necessary.

ANSWERS

... if I talk in class, she laughs. (zero conditional)
If you talk to her when she's not with her friends, maybe she'll tell you why she's being so horrible. (first conditional)

WRITE AND CHECK

6

- Ask students to write their problem post. Set a word limit of 80 words and a time limit of ten minutes
- When they have finished writing, encourage them to check their texts carefully and tick the items in the **Writing plan** to make sure they have followed the instructions correctly. Then they should check for any grammar, spelling or punctuation mistakes.

SHARE

7

- Ask students to swap their problems with another student, allowing students to choose their partner for this activity.
- Explain that students should read their partner's problem and write a short reply giving him/her some advice on the situation.
- Students read the replies and discuss the problems and advice together.

Alternative procedure

Collect in all the problems. Divide the class into small groups. Distribute three or four problems to each group and ask them to take it in turns to read out a problem to the group. Encourage the group to discuss advice they could give to the author of the problem and decide on two good pieces of advice.

Extra activity

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

I am running late for a date and my mobile is out of battery.

I have an exam tomorrow and I haven't studied.

I have a cold.

I like someone I met, but I'm too shy to ask them out.

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

I have lost a book that a friend lent me.

Homework

Ask students to choose one of the suggested problems in the **Writing plan** box and write a problem post for an internet forum. Point out that they will have to imagine that they have this problem, even if they haven't. Remind them to follow the steps given.

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

VOCABULARY Parts of the body

1

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

ANSWERS

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

Exercise verbs

2

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

ANSWERS

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

GRAMMAR Zero conditional, *should*

3

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

ANSWERS

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

First conditional

4

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

ANSWERS

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

Extra Resources

Go online for

- the Speaking part of the Progress Check X&X
- a downloadable Project linked to Units X-X
- Downloadable audio and audioscripts for the Student's Book and Workbook
- Video s and video scripts
- Extra Vocabulary for revision (less confident students) and extension (more confident students)
- Extra Grammar for revision (less confident students) and extension (more confident students)
- A standalone CLIL lesson, with full teacher's notes
- A Life Skills lesson, with full teacher's notes
- Speaking Database materials
- Wordlists
- Tips for using the Grammar Database

Workbook pages 00-00