

9

The Internet



Unit plan

- Reading:** multiple choice (right, wrong, doesn't say), understanding the order that events happen in
- Vocabulary:** words related to the Internet, word formation, phrasal verbs, collocations & expressions
- Grammar:** first conditional, second conditional
- Listening:** multiple choice (pictures), eliminating the option that is definitely wrong
- Speaking:** comparing photos, talking about electronic devices and the Internet, using phrases to compare pictures
- Writing:** article, coming up with a good title, using a second conditional question to make your readers keep reading

Unit Opener (SB page 109)

- Ask students to look at the picture and to tell you what they can see (*A little boy is using a roller brush to write WWW on a wall.*).
- Ask students to read the title of the unit and tell you how it is related to the picture (*The title is 'The Internet' and WWW is a large part of the Internet.*).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Explain anything they don't understand.
- Students discuss the question in pairs before discussing as a class.

Answer

WWW stands for World Wide Web. The World Wide Web (or just the Web) consists of all the public websites connected to the Internet worldwide, including the computers and mobile phones that access web content.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain anything they don't understand.
- Students discuss the question in pairs before discussing as a class.

Answers

Students' own answers
Possible answers: to help with homework, for social networking, to watch videos, to read the news, to shop, to play games, etc

Background information

The words 'Internet' and 'Web' are commonly used interchangeably, but this is incorrect. They are not synonymous. The Web is a part of the Internet. The word 'Internet' comes from 'interconnection of computer networks'. It is the huge combination of billions of personal, business and government computers, all over the world, and all connected to each other like roads and motorways. The Internet, not the Web, is used for email and instant messaging. The World Wide Web, or 'Web' for short, is the billions of digital pages that are available for us to view when we are online. →

It is an information system on the Internet that allows documents (web pages) to be connected to other documents by links so that we can search for information by moving from one document to another. Sir Tim Berners-Lee invented the World Wide Web in 1989.



TOP TIP

As you near the end of the course, encourage students to use language they have learnt in previous units during discussions. Class debates offer a good opportunity for this, especially with a topic such as the Internet that affects their lives directly. A debate can be held about the value of social networking, for example.

Let's talk about it!

- How much time do you spend online?
- Do you prefer to spend time with friends in real life or online? Why?
- What do you like most about the Internet? Why?

DVD 9

Summary of DVD 9: The video is titled 'Amazing Uses of the Internet'. These include communicating with people close by or far away, playing online multi-player games with people around the world, researching and booking holidays, becoming famous like Psy (Gangnam Style) and Justin Bieber, watching online television and films, shopping online, accessing endless amounts of information and downloading apps to help learning, using it for file sharing and storage, and connecting anytime, anyplace and anywhere.

DVD link: <https://www.youtube.com/watch?v=sawN1GVgDmE>

Answers

Students' own answers



Reading (SB pages 110-111)

1

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students if they are familiar with the websites in the orange box and which ones they have used. Check pronunciation by saying each of the websites in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Ask students to read the statements and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------|-------------|
| 1 Google | 4 Yahoo |
| 2 Facebook | 5 Wikipedia |
| 3 YouTube | 6 Amazon |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think about their answer before they read the article.
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students do the task individually, but check answer as a class.

Answer

Google, Facebook, YouTube, in that order

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that in multiple-choice questions about events, they may need to understand which order the events happened in. Tell them they can do this by writing numbers next to each important event to show which happened first, second, etc.
- Ask students to read question 3 and elicit that they will need to understand if the zoo video or the Gangnam Style video appeared first on YouTube.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

the zoo video

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the statements and explain anything they don't understand.
- Remind students that they did a form of this task in Unit 2, where they had two options to choose from, 'Right' and 'Wrong' and in Unit 6, where they had three options to choose from 'Right', 'Wrong' and 'Doesn't say'.
- Encourage students to use the tips from the *Download* box when doing the task and to mark option C 'Doesn't say' if they can't find the answer after looking for it carefully.
- Students work individually to choose the answers.
- They then check their answers in pairs before checking as a class.

Answers

- 1C It says the men couldn't find videos of important events, but it doesn't tell us what kind of videos they created YouTube for.
- 2A *The first video was 'Me at the zoo' ... You can watch it on the site.*
- 3A *The first video was 'Me at the zoo' ...*
- 4B *In her videos, she showed viewers her new clothing and make-up from her bedroom ...*
- 5C It says that Zoe makes money from ads on her channel, but it doesn't say the same about Felix.
- 6B *Salman Khan ... made his first maths videos to help his cousin who lived far away.*

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that all of the words in the orange box are from the article.
- Ask students to read the words in the orange box and the dialogues, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | | |
|---------|---------|--------------|
| 1 video | 3 ads | 5 subscriber |
| 2 site | 4 views | 6 channel |

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must create a user name and write a comment.
- Ask students to read the comment and explain anything they don't understand.
- Explain that if they wish, they may write how long ago the comment was left, how many replies it received and the number of likes and dislikes it attracted.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- Ask students to read out their comments to the class.

Answers

Students' own answers

▶ EXTENSION ACTIVITY

Ask students to swap comments with a partner and reply to their partner's comment in an appropriate way. Monitor and help with vocabulary and grammar if necessary.

a-2 Vocabulary 1 (SB page 112)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the email and explain anything they don't understand.
- Point out that they will be choosing the correct information about the email.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------|-------------|
| 1 an email | 5 inbox |
| 2 Debbie | 6 reply |
| 3 in the morning | 7 addresses |
| 4 Mandy | |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Make sure students understand the symbols before they do the task. Ask them to tell you what they mean in their own language.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|--------------|----------|
| 1 download | 4 search |
| 2 delete | 5 dot |
| 3 attachment | 6 at |

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Students work with a partner to read out the email addresses, but individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- 1 a dot landis at megamail dot com
- 2 sarah bigelow at new publishers dot com
- 3 ali 17 at gotmail dot co dot uk
- 4 enquiries at phones for you dot com

- 1 b and d
- 2 d
- 3 c
- 4 b
- 5 a and b

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there will be some words (three in total) they do not need to use to complete the dialogues, and that they will need to write their own dialogues using those words.
- Ask students to read the words in the orange box and the dialogues, and explain anything they don't understand.
- Students work individually to complete the dialogues.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

- Allow students time to write dialogues using the words that they didn't use to complete the dialogues. Ask individual students to read out their dialogues to the class.

Answers

- | | |
|------------|----------|
| 1 software | 4 camera |
| 2 web page | 5 chat |
| 3 folders | 6 Net |

Example dialogues:

- A:** I've signed Anne's birthday card. What shall I do with it?
- B:** Put it in this **envelope** and I'll write her address on the front.
- A:** How do you know I used your computer?
- B:** Because the **mouse** is on the left and I'm right handed.
- A:** Did Shelly ring to tell you her good news?
- B:** No, she sent me a **text** and said she'd call me tonight.

EXTENSION ACTIVITY

Ask students to work in pairs. They must make up three email addresses – one each for an individual, a work email, and a business/company email – then swap with their partner, and read out each other's email addresses.

Extra Task (for early finishers)

See photocopiable material on page 122.

Grammar 1 (SB page 113)

Before you read the Grammar box

- Introduce the first conditional. Write the sentences below on the board.
- 1 *If you go to that website, you will find a lot of information.*
- 2 *If I get a smartphone, I can use it to go online.*
- Ask a student to come to the board, underline the verb tenses in each clause and tell you what they are (1 *go, will find* – present simple, future simple; 2 *get, can use* – present simple, modal verb).
- Explain that these sentences are examples of the first conditional.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board.
- 1 *If you need a new computer, go to that shop.*
- 2 *Unless I can find the book in the shops, I will order it online.*
- 3 *He will text us if he decides to visit us.*
- Point out that a comma is used after the *if*-clause and the clause with *unless* (sentences 1 and 2). Point out also that a comma is not used when the conditional begins with the main clause (sentence 3).

2

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students to think carefully about the meaning of *unless* (*if not*) before they write their answer.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

Unless ... you have a computer, you won't be able to use the Internet.

Read 9.1-9.2 of the Grammar Reference on page 143 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the verbs in the correct form of the first conditional and that this will involve completing *if*-clauses and main clauses, and adding commas where necessary.
- Ask students to read the text and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the gaps.
- They then check their answers in pairs before checking as a class.

Answers

1a want

1b read

Students should add a comma after *certain things*.

2a use

2b have

Students should not add a comma.

3a own

3b rely

Students should add a comma after *encyclopaedias*.

4a don't feel

4b try

Students should add a comma after *this weekend*.

5a go

5b will find

Students should add a comma after www.labnol.org.



EXTENSION ACTIVITY

Ask students to write two conditional sentences of their own about their favourite websites, using the first conditional. When they are ready, ask them to read their sentences out for the rest of the class.

Extra Task (for early finishers)

See photocopiable material on page 122.



Vocabulary 2 (SB page 114)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that some of the sets do not have a verb form.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

1 conversation

2 attachment

3 communicate

4 technological

5 personal

6 sender

7 monthly

8 connection

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with some of the words from the table in 1.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to look for clues in the sentences that will show them what kind of word they need in the gap (verb, noun or adjective) before they choose their answer.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 communicate

2 monthly

3 technology

4 conversation

5 connection

6 sender

7 personal

8 attachment

3

- Ask students to read the instructions and check that they understand what they have to do (*match the phrasal verbs in bold with their meanings*).
- Tell/Remind students what a phrasal verb is (*a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts*).
- Before students do the task, ask them to cover column a-e and see if they can work out the meanings of the phrasal verbs by looking at them.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. Ask if any of the meanings they came up with were correct.

Answers

1e 2c 3b 4d 5a

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use all of the phrasal verbs from 3 to complete the sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 take off

2 come up with

3 pop up

4 sign up for

5 shut down

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must complete the expressions and then they must think about the meaning of each expression.
- Ask students to read the dialogues and explain anything they don't understand.
- Tell them they will check their answers to the first part before they try to work out the meanings of the expressions.

- Students work individually to complete the expressions.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, ask students to think about the meanings of the expressions. They may discuss with a partner.
- When students are ready, ask them to tell you what they think the expressions mean.

Answers

- | | |
|---------|-----------|
| 1 tears | 4 paint |
| 2 cold | 5 nothing |
| 3 fuss | |

Meanings:

- 1 something bores me to tears: I find something very boring.
- 2 something leaves me cold: It doesn't interest me at all.
- 3 I can't see what all the fuss is about: I don't understand why other people are crazy about something.
- 4 something is as interesting as watching paint dry: Something is very boring.
- 5 something does nothing for me: Something doesn't interest me at all.

▶ EXTENSION ACTIVITY

Ask students to write a sentence using a noun or an adjective from the table in 1, another using a phrasal verb from 3, and a third using an expression from 5.

Extra Task (for early finishers)

See photocopiable material on page 122.

Grammar 2 (SB page 115)

Before you read the Grammar box

- Introduce the second conditional. Write the sentence below on the board.

If I owned Facebook, I would be very rich!

- Ask students the following questions.

1 Do I own Facebook? (no)

2 Am I very rich? (no)

- Tell students that the second conditional is used to talk about something that is impossible or unlikely in the present or the future.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board, without the underlining.

1 If I were you, I would look for the information online.

2 If Max wasn't busy, he could help us.

- Ask a student to come to the board and underline the verbs and tenses.

- Ask students to complete the following second conditional sentence in their own words.

If I had a thousand Facebook friends, ____.

- Remind students that a comma is used after the *if*-clause and that when the *if*-clause is not at the beginning of the sentence, we do not use a comma.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to look back at the grammar theory for help as they do the task.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

We can use 'were' because we can use this word instead of 'was' in the 'if' clause for all persons.

Read 9.3 of the Grammar Reference on pages 143-144 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the verbs in the correct form of the second conditional.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that they will have to complete both of the clauses in the conditional sentences.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the gaps.
- They then check their answers in pairs before checking as a class.

Answers

- 1 were, would shut down
- 2 had, would use
- 3 would come up with, weren't
- 4 would give, asked
- 5 took, would fix
- 6 wouldn't study, went

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must determine which sentences can use a modal verb instead of *would* in the main clause.
- Encourage them to look back at the grammar theory for help as they do the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

In sentences 2-5.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Point out that they will have to use a suitable modal verb.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the gaps.
- They then check their answers in pairs before checking as a class.

Answers

- 1 I would/could get up late
- 2 he would take an English course
- 3 you would call the computer shop
- 4 I would/could look on Wikipedia
- 5 I would order online

▶ EXTENSION ACTIVITY

Students work in pairs. They write their own second conditional sentence stems, as in 5, then swap with their partner and complete each other's sentences in their own words.

Extra Task (for early finishers)

See photocopiable material on page 122.

Listening (SB page 116)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write down the times they hear.
- Explain to them that they can write the times as numbers or words.
- Play the recording and ask students to write down the times. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- A five/5 (*See you at five o'clock*)
- B six/6 (*It's at six o'clock*)
- C seven/7 (*a meeting at seven o'clock*)

See the recording script on page 113.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide which time in 1 is wrong.
- Ask students to read the extract and explain anything they don't understand.
- Students work individually to answer the question.
- They then check their answer in pairs before checking as a class.

Answer

6 o'clock

3

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to them that they will listen to the same recording as in 1 and answer the question.
- Play the recording and ask students to answer the question. Then ask students to discuss their answer with a partner and to justify their answer if it is different.
- Play the recording again if necessary, and check answer as a class.

Answer

5 o'clock (*I got a text from the coach. He said that we're meeting at five.*)

See the recording script on page 113.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.

- Explain that in picture-based listening tasks, they should read the question and look at the pictures before the recording starts. When they listen the first time, they should cross out the option that is definitely wrong and then use the second listening to choose the correct answer.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and look at the pictures, and explain anything they don't understand.
- Encourage students to think about the question and the pictures before they listen, to cross out the option that is definitely wrong the first time they listen and to choose the correct answer the second time they listen.
- Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1B (Girl: *my brother has black hair.*, Boy: *Does your brother wear glasses?*, Girl: *Yes, that's right.*)
- 2A (*But there was only one attachment – the invitation.*)
- 3B (Girl: *I want to take up table tennis.*, Boy: *I love that game! I think I'll do that too.*)
- 4C (*I've seen these really cool trainers on Amazon, but my mum won't let me buy them.*)
- 5A (Girl: *It's only £15.*, Boy: *That's great. I'll take it.*)

See the recording script on page 113.



Speaking (SB page 117)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers



TOP TIP

Make the most of the photo task by writing your own questions for students to answer in addition to those in the Student's Book. For example, here in 4, you could ask the following questions: Photos A and B: *What do you think the people are happy about?*; Photos C and D: *What do the boys have in common?*

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that to compare means to talk about the similarities and the differences between two things. Elicit that they must listen to a student comparing the photos and answering the question. As they do so, they must tick the statements that are true regarding what the student says.
- Ask students to read the statements and explain anything they don't understand.
- Play the recording for students.
- Students work individually to tick the statements. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

Students should tick: 1, 2, 4, 5 and 7.

1 *In both pictures ...; In the first picture ...; but in the other picture ...*

2 *Technology is very useful for older people because they can use it to keep in touch with their relatives. If they have problems getting around, they can buy things on the Internet.*

4 *In both pictures, I can see older people using electronic devices.*

5 *In the first picture, I can see a man, but in the other picture there's a couple. The man is taking a selfie and the couple are using a laptop.*

7 *Technology is very useful for older people because they can use it to keep in touch with their relatives. If they have problems getting around, they can buy things on the Internet.*

See the recording script on page 113.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Go through the *Language Bank* with the students and explain anything they don't understand.
- Play the recording for students again.
- Students work individually to tick the phrases. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

Students should tick the first (*In the first picture, I can see ...*) and third (*In both pictures, I can see ...*) phrases in the *Language Bank*.

See the recording script on page 113.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that when they do the photo task, they must compare the two photos, ie say what is similar and different about them, and that they can use set phrases to do this. Tell them that after they compare, they will need to answer a specific question that is somehow related to the photos.

4

- As this may be the first time students have attempted this particular exam task in its entirety,

allow plenty of time to explain the mechanics of it. Although students saw the same task in Units 3 and 6, they discussed the photos without comparing them.

- Go through the *Language Bank* again with the students and make sure they understand the phrases and how to use them. Ask them to look back at 3 to see which phrases were used.
- Ask students to read the instructions and check that they understand what they have to do. (*Photographs A and B: Firstly, Student A must compare the two photographs, that is, briefly describe their similarities and differences, and then he/she must answer the specific question about the best way to communicate with friends. Student B must reply to one question about text messages. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their similarities and differences, and then he/she must answer the specific question about the best way to search for information. Student A must reply to one question about using a library.*)
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 118-119)

Article: Coming up with a good title

- Ask students to read the information on articles and coming up with a good title.
- Tell students that when they write an article, they should also think of a good title for it.
- Explain that a good title serves a number of purposes: it gives readers an idea about what they are going to read, it attracts the readers' attention and makes them want to read the article.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the topics and titles, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1c 2e 3b 4d 5a

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Encourage them to look back at the titles in 1 if they need help with the style of titles.
- Students work in pairs before comparing answers as a class.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and answer the questions about it.
- Ask students to read the writing task and answer any queries they might have about it.
- Point out that the questions they need to answer will help them to analyse the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 teenagers
- 2 Students should underline: Do you think online entertainment is better than entertainment before the Internet?
- 3 Students should underline: the way entertainment has changed since the Internet took off

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will read an article that has been written in answer to the writing task in 3 and choose the best title for it.
- Ask students to read the article and the titles, and explain anything they don't understand.
- Remind them to choose the most appropriate title. Tell them that all three of the titles relate to the content of the article in some way, but only one relates to the task and the model article.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

Title *b* is the best because it is the only one that gives the reader some idea of the question the writer is going to discuss **and** attracts his/her attention, making him/her want to read the article.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must underline the question in the article and then they must use the prompts to write questions using the second conditional.
- Ask a student to read out the question that he/she underlined in the article. Write the question from the article on the board, and ask students what they would do for fun if there was no Internet. Tell them they must reply using the second conditional, ie *If there was no Internet, I would ...*

- Ask students to read the prompts and explain anything they don't understand.
- Remind them to use a comma if the conditional begins with the *if* clause, and not to use a comma if it begins with the main clause.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline: What would you do for fun if there was no Internet?

- 1 Would your life be different if there was no Internet?
- 2 If young people didn't have Facebook, would they have fewer friends?
- 3 What would happen if they stopped making books?
- 4 If the Internet stopped working, what would happen?
- 5 How would we find information if we couldn't use the Internet?

6

- Ask students to read the instructions and check that they understand what they have to do. Ask them for examples of linking words.
- Ask students to read the items and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Ask students to find and highlight or underline the indirect question in 3.
- Write the direct question and the indirect question on the board.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 also, besides
- 2 however
- 3 for example, such as
- 4 in my opinion

LANGUAGE BANK

- Go through the words and phrases in the *Language Bank*.
- Explain that students can use words and phrases from the *Language Bank* as well as their own phrases in their articles.
- Remind them to use words and phrases from all of the sections in the *Language Bank*.

7

- Read the task out to students and explain anything they don't understand. Elicit that they must write an article.
- Go over the *Plan* with the students.
- Remind them to think of a good title, to start with a question, write about two sides of the topic and to give their opinion in the final paragraph.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Tell students to think of a title that gives the reader an idea of what they are going to discuss and attracts their attention. Remind them to start their article with a question using the second conditional so that the reader wants to read on and find out the answer. Remind them also to use linking words to join their ideas and sentences, and make their article flow.

EXTENSION ACTIVITY

Time permitting, students can underline the question and what else they have to discuss, and then write notes about the points they want to make. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

Reload 9 (SB page 120)

Objectives

- To revise vocabulary and grammar from Unit 9.

Revision

- Tell students that Reload 9 revises the material they saw in Unit 9.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1, 2 and 3: Revise the words for emails and email addresses. Ask students to tell you what the following are: *inbox*, *sent folder*, *email address*. Write the following words on the board and ask students to draw the symbols for them: *at*, *attachment*, *delete*, *dot*, *download*, *search*. Write the following email addresses on the board and ask students to read them out.

1 ginajones@gomail.com

2 bananafashion@banana.co.uk

3 info@compuworld.com

Then read out the following email addresses, one by one, and ask students to write them down.

1 bob14@yourmail.com

2 p.smith@bigbox.co.uk

3 enquiries@shopnow.com

- 4: Write the following words on the board and ask individual students to tell you what they mean: *camera*, *chat*, *envelope*, *folder*, *mouse*, *Net*, *software*, *text*, *web page*.

Vocabulary 2

- 1 and 2: Practise word formation. Write these nouns on the board and ask individual students to come to the board and write the verb form, where it exists, and the adjective.

1 *conversation* (*converse*, *conversational*)

2 *attachment* (*attach*, *attached*)

3 *communication* (*communicate*, *communicative*)

4 *technology* (*-*, *technological*)

5 *person* (*-*, *personal*)

6 *sender* (*send*, *sent*)

7 *month* (*-*, *monthly*)

8 *connection* (*connect*, *connected*)

- 3 and 4: Practise phrasal verbs. Write the phrasal verbs on the board and then read out the meanings, one by one. Ask individual students to match the meanings with the phrasal verbs.

(*come up with*, *pop up*, *shut down*, *sign up for*, *take off*)

1 *appear suddenly* (*pop up*)

2 *think of or create something* (*come up with*)

3 *close a computer or machine* (*shut down*)

4 *become very popular* (*take off*)

5 *join* (*sign up for*)

- 5: Practise collocations and expressions. Write the following expressions on the board and ask students to tell you what they mean and to use them in sentences: *leaves me cold*, *can't see what all the fuss is about*, *does nothing for me*, *as interesting as watching paint dry*, *bores me to tears*.

Grammar Revision

Grammar 1

Practise first conditionals.

- Revise the first conditional by writing these sentence stems on the board and asking students to complete them in their own words.

1 *If Tom calls you, _____.*

2 *If the Internet is down, _____.*

3 *Unless my dad gives me money, _____.*

Grammar 2

Practise second conditionals.

- Revise the second conditional by writing these sentence stems on the board and asking students to complete them in their own words.

1 _____, *I would get a new phone.*

2 *If I had my own YouTube channel, _____.*

3 _____ *if I knew the answer.*

4 _____, *he could fix your computer.*

- Students are now ready to do Reload 9.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1b 2a 3b 4c 5a 6c 7c 8b 9a 10b

Grammar

1b 2a 3b 4b 5c 6b 7a 8a 9b 10b