

4

Shopping Therapy

Unit plan

Reading:

multiple choice, answering questions about four related texts

Vocabulary:

words related to shopping, phrasal verbs, prepositions, commonly confused words

Grammar:

past perfect simple, past perfect continuous, past perfect tenses, past simple

Listening:

multiple choice (pictures), relating the conversation to the pictures

Speaking:

deciding on the best solution, talking about shopping and buying presents, contrasting

Advantages and disadvantages

advantages and disadvantages

Writing:

article, getting your reader's attention, making comparisons to explain your opinion

Unit Opener (SB page 43)

- Ask students to look at the main picture and ask them what they think the place is (*a mall / shopping centre*). Ask students if there is a mall in their town or city and if they go shopping there. Ask them what the mall offers other than shops (*eg cinema, restaurants, cafes, etc.*).
- Ask students to read the title of the unit and elicit/explain what it means ('*Shopping Therapy*' is shopping with the main purpose of improving the shopper's mood.).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to tell you what the items in the pictures are (*shoes, a camera, groceries – fruit and vegetables, cat care items – cat collar*).
- Students work individually to complete the task.
- After answers have been checked, ask students if they go shopping only for themselves or if they help with the household shopping, too.

Possible answers

shoes: shoe shop, department store, market, online

groceries: supermarket, market, online

camera: photography shop, electronics shop, online

dog care items: pet shop

2

- Ask students to read the instructions and check that they understand what they have to do. Remind the students that the presents must be realistic.
- Monitor and help with vocabulary if necessary.
- When students have completed their list, they swap with a partner.
- After pairs have compared their lists, do a class survey to find the most popular present.

Answers

Students' own answers

Background information

The first fully enclosed shopping malls appeared in the mid-1950s in the United States. They had large parking areas and restaurants, as well as shops.

Early malls were built in residential suburbs instead

Over time, malls became bigger and fancier, with indoor fountains and garden areas, and were built on more than one level. Nowadays, malls include food courts, and department stores, as well as individual shops.

Currently, the largest mall in the world is the New South China Mall in Dongguan, China with a floor area of 892,000 m².

As online shopping has increased in popularity, malls have had to find new ways to attract customers. These include turning them into leisure centres with cinemas, bowling alleys and gyms.

TOP TIP

Whenever you have a topic that can lead to different views, take advantage of the situation to encourage discussion. In this unit, the topic is shopping; not everyone enjoys it, so perhaps you could have a class debate with 'pro' shoppers and 'anti' shoppers.

Let's talk about it!

- Do you enjoy going shopping? Why?/Why not?
- Why do you think malls are so popular?
- Have you ever bought anything online? What?
- Do you prefer online shopping or traditional shopping?

DVD 4

- First, explain to students what a motto is (*a short sentence or phrase that represents a company or a business*).

Summary of DVD 4: The video is titled 'Exclusive tour inside Harrods'. It is a tour of the most famous department store in the world – Harrods. It isn't just a shopping destination, but also a tourist sight as no visit to London is complete without a walk through the store. It is the third most popular tourist attraction after Buckingham Palace and Big Ben.

Five thousand people from over 50 countries work there. Everything is sold at Harrods, from affordable teddy bears to items worth millions. There are seven floors of shopping and many unusual items for sale.

Answers

Motto: All things for all people everywhere
Average number of customers per day: 300,000



Reading (SB pages 44-45)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to mark their preferences.
- They then discuss their answers in pairs before discussing as a class.

Answers

Students' own answers

2

- 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 – they must say which, if any, of the items in 1 they have bought online, and then they must discuss the advantages and disadvantages of online shopping.
- Students discuss their answers in pairs before discussing as a class.
- List the advantages and disadvantages on the board.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the texts 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. Ask them to underline the parts of the texts that help them to answer the question.
- Students do the task individually, but check answer as a class.

Answer

You need to download an app to your iPhone, then put the iPhone into the gTar. You use the app to choose a song. Lights flash on the fretboard (the long, thin part of the guitar) to show you where to put your fingers. The gTar uses a battery for its power.

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 when dealing with a multiple-choice task with different sections, they may have to answer a question or two about something

The best way to find the answer is to underline any key words in the question and look for similar words, phrases or ideas in the named sections or in all of the sections.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Ask students to read the texts again and to look at the questions and underline key words before looking for the information in the texts.
- Students work individually to answer the questions. Remind them to look back at all the texts in order to answer questions 6 and 7.
- They then check their answers in pairs before checking as a class.

Answers

1d ... three levels of difficulty

2a ... I was sceptical. Could it really make guitar playing as simple as the company claimed? Once I'd tried it, though, I was blown away.

3b Currently the gTar is compatible with the iPhone 4/4S and the iPhone 5. We hope to make it possible to use with other smartphones in the future.

4d The heading is *FAQs*, which means *Frequently Asked Questions*. This section provides answers to those questions, ie information.

5c ... it's not cheap, but if a few of us put in the money, we'll be able to buy it.

6a A: Interactive fretboard ... lights up in different ways to show you where to put your fingers ... tracks how well you're doing as you play B: Pop in your iPhone, activate the app, choose your song and start playing. C: To charge the gTar, you can use the USB charger that is included or you can plug the gTar into any standard USB dock on a computer.

7c A: ... designed to help anybody start playing the guitar as quickly as possible B: ... anyone who wants to grasp the essentials of guitar playing. C: ... playing it will teach you the basics ...

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

Answers

1 instructional
2 regular
3 compatible

4 standard
5 sceptical
6 genuine

- Remind them to include information for all four points.
- Monitor and help with vocabulary and grammar if necessary.
- When students are ready, they can present their gadget to the class.

Answers

Students' own answers

► EXTENSION ACTIVITY

Ask students to tell you what their favourite gadget is, eg smartphone, tablet, computer, iPad, etc. They must also explain why it is their favourite and what they use it for.

1 Vocabulary 1 (SB page 46)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Remind students what a compound noun is (*one noun made up of two nouns that are joined together*).
- 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.
- Once the answers have been checked, check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

Answers

1 price tag	5 flea market
2 full refund	6 sales receipt
3 bargain hunter	7 market stall
4 window shopping	8 car-boot sale

2

- Ask students to read the instructions and check that they understand what they have to do. Explain to students that they must use only vowels to complete the words.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that all of the words are adjectives.
- Do the first item together as a class. Copy the letters and gaps on the board and ask students to give you vowels. Once the word has been completed (*advanced*) ask a student to explain what it means in his/her own words.
- Ask students to work in pairs before checking answers as a class.
- Check pronunciation by saying each of the adjectives to the students and asking them to repeat after you. Correct where necessary.

Answers

1 advanced	4 novel
2 efficient	5 compact
3 portable	6 educational

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must also correct the sentences that are false.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that all of the words in bold are nouns.
- Ask students to work in pairs before checking answers as a class.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

1T

2T

3T

4F *Cloths woven from silk, wool and nylon, for example, are fabrics.*

5T

6F *The design of a gadget, the way the gadget is made, affects how well it works.*

7F *If a shirt has a pattern on it, it has a set of lines, shapes or colours on it. This means that it would have to be more than one colour.*

8T

► EXTENSION ACTIVITY

Ask students to choose words from the Reading text and write sentences like the ones in Vocabulary 1, Exercise 2, ie the word must only have its consonants and the vowels are gapped. They then swap with a partner and try to complete their partner's words.

Extra Task (for early finishers)

See photocopyable material on page 150.

2 Grammar 1 (SB page 47)

Before you read the Grammar box

- Revise the different forms of the past perfect tenses (affirmative, negative, question) and short answers for these with the class.
- Refer students to section B of the text in Reading and ask them to find and underline an example of the past perfect simple (*Once I'd tried it, though, I was blown away.*).
- Ask students what happened first – did he try the gTar or was he blown away? (*he tried it first and then he was blown away*). Remind students that the past perfect tenses (simple and continuous) are used to talk about actions that happened in the past before other actions.

1

- Read through the grammar theory with the class.
- Go through the different uses of the two tenses and the example sentences and ask students for sentences of their own to show that they have understood. Tell them to pay attention to the time references used in the examples.

2

Ask students to read the text and then ask them to underline the past perfect tenses.

which of the two sentences could be changed into a question beginning with *How long ...?*

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

Answers

- a past perfect simple
- b past perfect continuous

Sentence b. (*How long had Irene been texting her friend before she got a reply?*)

Read 4.1-4.2 of the Grammar Reference on page 166 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that for each pair of sentences, they must use the same verb, but with different tenses – the past perfect simple and the past perfect continuous.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to read the sentences again and to underline any time expressions or other clues that will help them to choose the correct tense.
- Encourage students to look back at the examples in the grammar theory so as to write the correct tense.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

1a had been looking	3a had designed
1b had looked	3b had been designing
2a had been buying	4a had shopped
2b had bought	4b had been shopping

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide which tense – the past perfect simple or the past perfect continuous – to use each time.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to read the sentences again and to underline any time expressions or other clues that will help them to choose the correct tense.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

1 had left	5 had been reading
2 had not opened	6 had just bought
3 had been searching	7 Had you been using
4 Had they invented	8 had learnt



EXTENSION ACTIVITY

Write the following on the board and ask students to complete the sentences by telling you what they had done or had been doing during the day.

- 1 ____ before I came to the lesson.
- 2 ____ and then I went to school.

Extra Task (for early finishers)

See photocopyable material on page 150.

a-z Vocabulary 2 (SB page 48)

1

- Ask students to read the instructions and check that they understand what they have to do (*circle the correct phrasal verb*).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

Answers

- 1 look round
- 2 pay you back
- 3 shut down
- 4 put the clean clothes away
- 5 try it on
- 6 keep up with
- 7 put off
- 8 stand out in

2

- 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 match the phrasal verbs not used in 1 with their meanings, and then they must use the phrasal verbs in sentences.
- 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.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.

Answers

- 1 put up
- 2 keep down
- 3 look out for
- 4 put on
- 5 stand in for
- 6 pay off
- 7 try out
- 8 shut off

Example sentences:

- 1 Why don't you **put up** some pictures to brighten up this room?
- 2 How can the government **keep down** unemployment?
- 3 John works at the department store; you should **look out for** him when you're there.
- 4 You should **put on** your new jacket; it looks good on you.
- 5 Mr Smith will **stand in for** Miss Jones while she is away.
- 6 The company **paid off** all the workers when it went out of business.
- 7 Here; **try out** this new lip gloss – it's really nice.
- 8 I don't want to think about the exams; I'm **shutting** them **out** for now!

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to choose the correct preposition for each phrase.
- Ask students to read the phrases and explain anything they don't understand.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

Answers

- in
- on
- in
- in
- in
- in
- on

4

- Ask students to read the instructions and check that they understand what they have to do (*complete the sentences with the phrases in 3*).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- in an advert
- in debt
- in the sales
- in fashion
- in cash
- on special offer
- on credit

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are pairs of words which are commonly confused because they have similar meanings.
- Ask students to read the words and 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

- fits, suits
- costume, uniform
- lend, borrow
- brochures, catalogues
- purchase, bargain

► EXTENSION ACTIVITY

Individually, students write a sentence using a phrasal verb, a prepositional phrase and a commonly confused word from Vocabulary 2. For example, *I was looking round the shops for a bargain in the sales*.

Extra Task (for early finishers)

See photocopyable material on page 150.

Grammar 2 (SB page 49)**Before you read the Grammar box**

- Write the following sentence on the board without the underlining and ask a student to underline and name the tenses:

Karen had already booked a trip to Paris when she broke her leg. (*past perfect simple, past simple*)

- Ask why these tenses are used and elicit that the action in the past perfect simple happened before the action in the past simple and that we use these tenses together to show which action happened first.
- Write the following sentence on the board and ask students to tell you which tense is used (*past simple*) and why (*the actions happened one immediately after the other in the past*).

We looked at computers online, found one and ordered it.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board and ask students to tell you which action happened first. Then ask them to identify the time words.

1 *I had already reported my lost credit card to the bank when I found it under my bed!* (*had already reported; already*)

2 *Before paying for the books, John checked to see they were in good condition.* (*checked to see; before*)

3 *By the time Sam got to the cinema, his friends had been waiting for an hour.* (*had been waiting; by the time*)

- Make sure students understand the difference between the past simple and the past perfect tenses by asking them to give you sentences using them before moving on to 2.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that three of the four sentences will require a verb in the past simple and another in the past perfect simple or continuous. Explain the fourth sentence requires verbs in the past simple tense only and they will have to explain why.
- 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

- had tried on, went
- realised, had bought
- broke, started
- had been standing, opened

We must use the past simple in both gaps in sentence c because one action happened quickly after the other.

Read 4.3 of the Grammar Reference on page 166 with your students.

must determine which action happened first.

- Ask students to read the sentences and explain anything they don't understand.
- Remind students to read the sentences carefully and to underline any time expressions or other clues that will help them to choose the correct tense.
- Encourage students to look back at the examples in the grammar theory so as to underline the action that happened first correctly.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 had been shopping	6 had just bought
2 had left	7 had been waiting
3 saw	8 had forgotten
4 had made	9 went
5 had put away	10 pushed

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the past simple if it is possible to do so. If not, the gaps should be completed with one of the past perfect tenses.
- Ask students to read the sentences and explain anything they don't understand.
- Remind students to read the sentences carefully and to look for any time expressions or other clues that will help them to choose the correct tense.
- Remind students to look back at the grammar theory 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

1 had been spending
2 had put on
3 showed
4 had lost
5 had been waiting
6 started
7 had been cleaning
8 had been looking round



EXTENSION ACTIVITY

Ask students to write two or three gapped sentences using the past tenses they have learnt. Each sentence must have two gaps for two different verbs as in 2. They swap with a partner and complete their partner's sentences.

Extra Task (for early finishers)

See photocopiable material on page 150.



Listening (SB page 50)

1

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

the item (CD) and the three words connected to it.

- Students work in pairs to complete the task, but compare answers as a class.

Possible answers

shoes: leather, high heels, women's
dress: online, women's, short sleeves
price tag: 50% off, on special offer, bargain

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that first, in pairs, they must describe what they can see in the pictures in 3 and then they must discuss how the three items in each set of pictures are connected.
- Explain the importance of guessing what the topic and question will be in picture-related multiple-choice listening tasks. Tell students that they should always ask themselves what the three pictures have in common.
- Students work in pairs before checking as a class.

Answers

1	video game, music CD, DVD: electronic entertainment
2	cherries, apples, oranges: fruit
3	laptop + phone, tablet + phone, laptop + tablet: electronic devices
4	golf clubs, tennis racket, ice-hockey gear: sports equipment
5	dress, shoes, necklace: an outfit
6	patterned, plain and striped curtains
7	dresses in a shop, online and in a magazine
8	different price tags

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Emphasise the importance of looking at the pictures to work out how they are connected. Point out this is very useful in situations when they don't know the name of an item.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the picture option that answers the question. Remind them to think about how the pictures in each set are connected.
- Play the recording and ask students to circle 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

1C	Perhaps I could get him a DVD set of that TV show about vampires that he's addicted to.
2A	... I'd been to three market stalls this morning and none of them had any cherries ...
3A	... I actually bought a tablet last week ... they offered me a full refund, but I decided to buy a laptop instead in the end. ... you're going to use it a lot, so it's better to buy a laptop.

- 4B *Is that a new tennis racket, Steve?*
- 5B *... I let her borrow a pair of my shoes ...*
- 6A *Are those new curtains, Geoff? I love the flowery pattern!*
- 7C *Did you manage to find that blue dress you saw in the magazine advert ...*
- 8C *They were on offer at 50% off the original price, so I only paid £60 instead of £120.*

See the recording script on pages 140-141.

Speaking (SB page 51)

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

2

- Ask students what sort of language can be used to explain the advantages and disadvantages of a situation. Make a list on the board (*The pros/cons are ...*, *One advantage of ... would be ...*, *A disadvantage of ... would be ...*, etc).
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide which expressions are used to introduce advantages and which are used to introduce disadvantages.
- Ask students to read the expressions and explain anything they don't understand.
- Ask students to look at the first expression and elicit what clues will help them to decide if it is used to introduce an advantage or a disadvantage (*the risk*) and elicit that this is used to introduce a disadvantage.
- Ask students to read the rest of the expressions carefully and to underline any clues that will help them to make their choices.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1D 2D 3A 4A 5D 6A

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Tell students that their partner will only tell them the disadvantages of each option, so they will need to

3

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them.
- Ask students to read the instructions and check that they understand what they have to do. (*Student A has a problem and will use the information on page 189 to explain the situation to Student B. Student B will find out what the situation is by asking the questions on page 51. Student A must tell Student B three things: what the problem is, what some possible solutions are and the disadvantages of each solution. Once Student B has received all of the information from Student A, he/she must give Student A advice on the best solution and also say why it is the best solution. In addition, Student B must explain why he/she rejected the other solution.*) Make sure students understand the mechanics of the task as it is quite difficult to grasp at first. If necessary, ask a strong student to explain in L1.
- Stress the importance of listening carefully to Student A because the information Student B requires in order to do the task is provided by Student A.
- Point out to Student A that they will have to make slight changes to some of the information on page 189. For example, *Your brother ...* → *My brother*.
- Students work in pairs to complete the task.
- 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

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that Student A will now play the role of Student B and vice versa. The pictures for the task are on page 189 and the information about the problem is on page 191. (*Student B has a problem and will use the information on page 191 to explain the situation to Student A. Student A will find out what the situation is by asking the questions on page 189. Student B must tell Student A three things: what the problem is, what some possible solutions are and the disadvantages of each solution. Once Student A has received all of the information from Student B, he/she must give Student B advice on the best solution and also say why it is the best solution. In addition, Student A must explain why he/she rejected the other solution.*)
- Stress the importance of listening carefully to Student B because the information Student A requires in order to do the task is provided by Student B.
- Point out to Student A that they will have to make slight changes to some of the information on page 191. For example, *Your sister ...* → *My sister ...*; *Take the camera back* → *She could take the camera back ...*; *Explain to the other friend ...* → *She could explain to the other friend ...*.
- Remind students to use words and expressions from the *Language Bank*.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not

- 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



TOP TIP

Make sure your class can practise their spoken English in more natural ways than those connected to exams tasks. For example, you can 'create' a problem and ask them for solutions. Some possible problems are: you need to buy a present for your niece/nephew and you need your students' advice; you're not familiar with the nightlife in your town/city, but your cousin is visiting and you would like to take him/her out; etc.



Writing (SB pages 52-53)

Article: Getting your readers' attention

- Ask students to read the information on articles and getting the readers' attention.
- Explain to students that a good article must engage the reader. Point out that since articles are not as serious in tone as essays, it is possible to discuss an idea in a less formal way and involve the reader with direct questions. Also explain that they can make the reader feel included in what they are writing by using words like 'we' and 'us'.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that the two opening paragraphs are possible ways of starting the same article.
- Give students time to read the paragraphs and elicit/explain what the article is about (*the money we spend on new technology*).
- Remind them that they should keep in mind the advice on getting the readers' attention in order to assess each paragraph before they tick their choice.
- As a class, ask students to discuss which paragraph is best and why.

Answer

1

2

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to rewrite the opening paragraph in a more interesting way for a teenage magazine.
- Ask them how they might be able to do this (by asking a direct question).
- Go through the *Language Bank* with the students and make sure they know how to use the question forms for 'asking the reader'. Ask them what structure follows 'Can you imagine ...?' (a gerund).
- Students work individually to complete the task.
- They then compare their paragraphs in pairs before discussing as a class.

Suggested answer

How much do you spend on new trainers? We all want to have the latest brand-name fashion, but are we spending too much money on it?

3

- 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 read the task and underline the three points to be covered in the article and then they must answer the questions about the task. Point out that the questions will help them to analyse the task in order to understand it better. Ask them to think about the intended reader, whether they could use 'we' and 'us' in their article and what exactly the task asks them to describe.
- Remind students that they should always spend time analysing writing tasks so that they know exactly what they have to write.
- Ask students to read the task carefully and to underline the three points to be covered.
- Ask students to answer the questions individually, but check as a class.

Answers

Students should underline: *what kind of shop, what they want to buy, why it is important to them*.

- 1 teenagers (all over the world)
- 2 yes
- 3 young people generally

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the article in 4 is in answer to the question in 3 and that they must answer questions about it.
- Read out the article or ask a strong student to do so.
- Ask students if they think it is a good article. If yes, elicit why. Then look at the questions in depth to analyse the task. Make sure students understand they need to look back at the task for the three points that need to be covered. Also, they need to find the writer's opinion in paragraph 3 and also the comparison that is made there.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- 1 yes
- 2 technology gives us independence

3 technology gives us independence

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the opinion and explain anything they don't understand.
- Elicit/Explain that the opinion is about teenage reading habits and that they must make two comparisons. The first is a comparison of reading habits in the past and now, and the second is a comparison between reading at school and reading during free time.
- Give students enough time to think about and write their answers.
- 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 do the task individually, but check as a class.

Suggested answers

- In the old days there was less for young people to do so reading was fun, but now the internet means we/they can read all sorts of things so we/they don't need books so much anymore.
- When teenagers are at school they have to read a lot of books so when we/ they have free time, we/they want to do something else to relax.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the different structures and remind students to use them in order to engage the reader.
- Make sure students know how to use the forms by asking them to give you example questions using them.
- Ask them to look at the model article in 4 again and to underline any question forms there that appear here (*How many hours ...*, *Why is this kind of ...*, *... isn't it?*).

► EXTENSION ACTIVITY

Time permitting, have a class discussion about the topic of relaxation for teenagers. Ask your class what they do to relax and why they enjoy it. Students can take notes and use them when they write their articles.

6

- Read the task out to students and explain anything they don't understand.
- Remind them to underline the points that have to be covered.
- Go over the *Plan* with the students.
- Ask students to write short notes for each paragraph and go round checking as they write.
- 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

readers and how this can be done by asking them to consider the topic in their own lives. Using pronouns and direct questions is a good way of doing this.

► Reload 4 (SB page 54)**Objectives**

- To revise vocabulary and grammar from Unit 4.

Revision

- Tell students that Reload 4 revises the material they saw in Unit 4.
- 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: Revise the words for compound nouns by writing one half of the compound noun (in mixed up order) in one column and the other half of the compound noun in another column and asking students to match them. Once they have matched them and formed the compound nouns, ask students to use them in sentences.
- 2: Write the adjectives on the board and ask students what they mean and to give you examples of things that can be described with the adjectives, eg *an efficient gadget*.
- 3: Write the nouns on the board and ask individual students to point out examples of them in the classroom. Students will be wearing most of the items.

Vocabulary 2

- 1 and 2: Practise phrasal verbs. Write these phrasal verbs on the board: *look round*, *look out for*, *pay sb off*, *pay sb back*, *shut out*, *shut down*, *put sth away*, *put sth up*, *try sth on*, *try sth out*, *keep down*, *keep up with*, *put off*, *put on*, *stand in for*, *stand out in*. Then ask individual students to come to the board and write sentences using the phrasal verbs.
- 3 and 4: Practise prepositions. Write the sentences on the board and ask students to complete them with the correct preposition, *in* or *on*.

- This jacket is _____ fashion.* (*in*)
- I bought my boots _____ credit.* (*on*)
- I only buy clothes _____ the sales.* (*in*)
- Max has no money and is _____ debt.* (*in*)
- I'll pay for it _____ cash.* (*in*)
- Is it _____ special offer?* (*on*)
- I saw the laptop _____ an advert online.* (*in*)
- 5: Practise commonly confused words. Write the sentences on the board and ask students to complete the words.

- If you need to b _____ money, I can l ___ you*

3 The dress was small and didn't *f*___.; plus, the colour didn't *s*___. me. (fit, suit)

4 I have to wear a *u*_____ to school and I hate it! (uniform)

5 He went to the party in a sailor *c*_____. (costume)

6 She left the shop and put her *p*_____ in the car. (purchases)

7 This T-shirt's a real *b*_____ at only five euros! (bargain)

8 I saw this jacket in the StyleStore *c*_____ and bought it the next day. (catalogue)

Grammar Revision

Grammar 1

Practise the past perfect simple and the past perfect continuous.

- Revise all forms of the two tenses. Then write the following gapped sentences on the board and ask students which verb tense is required.

1 All the bargains ____ (go) by the time Ellie got to the mall. (had gone)

2 They were tired because they ____ (shop) all day. (had been shopping)

3 Bruce ____ (carry) the shopping bags when he fell. (had been carrying)

4 The cafe ____ (already / close) by six o'clock. (had already closed)

Grammar 2

Practise the past perfect tenses and the past simple.

- Remind students that the past perfect tenses are

used to talk about actions that happened in the past before other past actions. The past perfect tenses help us to show the order of events when they are not clear or when we want to emphasise which action happened first. When the actions happen one after another in quick succession, we use the past simple for both actions.

- Ask students to make their own sentences using a past perfect tense and the past simple, or only the past simple tense with these prompts:

1 *he / look all morning / before find DVD* (He had been looking all morning before he found the DVD.)

2 *we / know / make a mistake* (We knew we had made a mistake.)

3 *she / cook dinner / when drop the pan* (She had been cooking dinner when she dropped the pan.)

4 *they / see / the car / fall in love / buy it / immediately* (They saw the car, fell in love with it and bought it immediately.)

- Students are now ready to do Reload 4.

- 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

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

Grammar

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

Objectives

- To revise vocabulary and grammar from Units 3 and 4.

Revision

- Tell students that Progress Review 2 revises the material they saw in Units 3 and 4.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress 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 40 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

Revise sports.

- Unit 3, Vocabulary 1, Exercise 1: Write the names of the sports on the board. Then read out the clues and ask individual students to name the sports.
squash, badminton, cricket, darts, wrestling, rugby strength, two competitors, physical contact (wrestling) teams, bat, ball (cricket) racket, ball, wall (squash) throw, run, tackle (rugby) aim, throw, board (darts) hit, net, chase (badminton)

Revise sports venues.

- Unit 3, Vocabulary 1, Exercises 2 and 3: Write the nouns for places where sports are played on the board. Then one by one read out the sports and ask individual students which noun they go with to create a compound noun.

Nouns: *arena, course, court, park, pitch, ring, rink, track*

Sports: *athletics (track), badminton (court), boxing (ring), cricket (pitch), football (pitch), golf (course), horse-riding (arena), ice-hockey (rink), race (track), rugby (pitch), skateboarding (park), sports (arena), squash (court), tennis (court), wrestling (ring), ice-skating (rink)*

Revise verbs.

- Unit 3, Vocabulary 1, Exercise 4: Write the verbs on the board and then the gapped sentences one by one. Ask individual students to complete the sentences with the verbs in the correct form.

breathe, stretch, balance, inhale, push, exhale, pull, bend

- 1 *The doctor told me to _____ and then _____ while he _____ and then he _____ (inhalation, exhalation)*

- 3 *'Sally _____ me and I fell! So I _____ her hair!' cried Betty. (pushed, pulled)*
- 4 *The yoga instructor told me to _____ in and out slowly and _____ on one leg. (breathe, balance)*

Revise words for shopping.

- Unit 4, Vocabulary 1, Exercise 1: Write these compound nouns on the board and ask students to complete them. Then ask for students to explain what they are.

bargain h _____ (hunter), car-boot s _____ (sale), flea m _____ (market), full r _____ (refund), market s _____ (stall), price t _____ (tag), sales r _____ (receipt), window s _____ (shopping)

Revise adjectives.

- Unit 4, Vocabulary 1, Exercise 2: Write part of each adjective with a noun on the board and ask students to complete them.

advan_____ technology (advanced), an effic_____ gadget (efficient), a port_____ laptop (portable), a nov_____ idea (novel), a com_____ tablet (compact), an education_____ device (educational)

Revise nouns related to things we wear.

- Unit 4, Vocabulary 1, Exercise 3: Ask students to explain each word and give an example.

accessory (smaller items that go with your clothes, eg a scarf, belt, jewellery)

brand (a well-known company name, eg Nike, Adidas)

design (the arrangement of a product's features, eg touch screen, light, etc)

fabric (a textile such as wool, silk, cotton, etc)

footwear (all kinds of shoes, eg athletic shoes, high heels, boots, etc)

label (has manufacturer's information on it, eg size, care instructions, fabric, etc)

outfit (a set of clothes that are worn together, eg a dress, coat and shoes)

pattern (a design on a fabric, eg striped, checked, spotted, etc)

Revise word formation.

- Unit 3, Vocabulary 2, Exercise 1: Ask students to tell you different noun suffixes and write them on the board. Write the verbs from 1 on the board and ask individual students to tell you the noun form. Then ask students to use the nouns in sentences.

appear (appearance), appreciate (appreciation),

contribute (contribution), estimate (estimation),

indicate (indication), pay (payment), promote

(promotion), sponsor (sponsorship)

Revise collocations and expressions.

- Unit 3, Vocabulary 2, Exercises 2 and 3: Write the three nouns on the board (*sports, player, fan*). Read out the adjectives one by one and ask students to collate them with the correct noun.

big (fan), devoted (fan), extreme (sports), individual

(sports), indoor (sports), keen (fan), key (player),

loud (fan), night (sports), official (fan), professional

Revise phrasal verbs.

- Unit 3, Vocabulary 2, Exercises 4 and 5: Write these phrasal verbs on the board. Then read out the definitions and ask students to match them with the correct phrasal verb.
come down to, come to, pass out, pass up, pull off, pull through, stand for, stand up for, take off, take to be the most important part of a solution or problem (come down to)
survive and live (pull through)
represent (stand for)
have as a total (come to)
start liking something (take to)
defend (stand up for)
manage to do something difficult (pull off)
not take advantage of something (pass up)
remove clothing (take off)
faint (pass out)
- Unit 4, Vocabulary 2, Exercises 1 and 2: Read out these phrasal verbs and ask students to give you sentences using them.
keep down, keep up with, look out for, look round, pay off, pay back, put away, put up, put off, put on, shut down, shut out, stand in for, stand out in

Revise prepositions.

- Unit 4, Vocabulary 2, Exercises 3 and 4: Write the prepositions *in* and *on* on the board. Beside them, write the phrases they go with, but with gapped spaces for the prepositions. Ask students to come to the board to complete the phrases.
(in) an advert, (in) cash, (on) credit, (in) debt, (in) fashion, (on) special offer, (in) the sales

Revise commonly confused words.

- Unit 4, Vocabulary 2, Exercise 5: Write these sentences on the board. Ask students to tell you the correct option and to use the other word in a sentence.
 - 1 *Wow! The colour red really fits / suits you! (suits)*
 - 2 *Have you found a good uniform / costume for the party? (costume)*
 - 3 *I'll borrow / lend you 20 euros till next week. (lend)*
 - 4 *I got a jacket from a mail order brochure / catalogue. (catalogue)*
 - 5 *Seventy per cent off the original price makes this a great bargain / purchase! (bargain)*

Grammar Revision

Revise the present perfect simple and the present perfect continuous.

- Write these sentences on the board and ask individual students to choose the correct tense, present perfect simple or present perfect continuous.
 - 1 *Melanie has jogged / has been jogging since three o'clock. (has been jogging)*
 - 2 *We haven't started / haven't been starting our training yet. (haven't started)*
 - 3 *Have you been / Have you gone to the doctor's today? (Have you been)*
 - 4 *The coach has complained / has been complaining all week. (has been complaining)*
 - 5 *Mark hasn't shopped / hasn't been shopping in ages. (hasn't been shopping)*
 - 6 *We haven't known / haven't been knowing Tom for long. (haven't known)*

- 8 *I've already bought / I've already been buying three dresses in the sales! (I've already bought)*
- 9 *I've just seen / I've just been seeing Brad Pitt in a café! (I've just seen)*
- 10 *The Smiths have visited / have been visiting the famous haunted house once. (have visited)*
- 11 *She's exhausted because she's trained / been training. (been training)*

Revise the past simple, the present perfect simple.

- Write these sentences on the board and ask students if they are correct. If they aren't, students must correct them.

- 1 *I have gone to the final two years ago. (incorrect; have gone → went)*
- 2 *We've recently bought new tennis rackets. (correct)*
- 3 *How long ago have you met Lionel Messi? (incorrect; have you met → did you meet)*
- 4 *I've never been to an ice-hockey game in my life. (correct)*
- 5 *I knew Jack Smith and his family since 2010. (incorrect; knew → have known)*
- 6 *Did you enjoy the game so far? (incorrect; Did you enjoy → Have you enjoyed)*

Revise the past perfect simple and the past perfect continuous.

- Write these sentences on the board and ask students to choose the correct words.

- 1 *Tom hadn't skied / hadn't been skiing for long when he had an accident. (hadn't been skiing)*
- 2 *Harry had scored / had been scoring three goals by half-time. (had scored)*
- 3 *We had walked / had been walking for hours and we were very tired. (had been walking)*
- 4 *I hadn't finished / hadn't been finishing warming up when the coach arrived. (hadn't finished)*
- 5 *Nigel had never worn / had never been wearing a scarf before! (had never worn)*
- 6 *Had you tried on / Had you been trying on the dress before you bought it? (Had you tried on)*

Revise the past perfect tenses, the past simple.

- Write these gapped sentences on the board and ask students to complete them with the verb in the correct tense.

- 1 *Sue had been training for ages before she _____ (run) the marathon. (ran)*
- 2 *By the time we got to the stadium, the match _____ (begin). (had begun)*
- 3 *I _____ (take) out my credit card and paid for the shoes. (took)*
- 4 *Tina _____ (not look) for long when she found the perfect bag. (hadn't been looking)*
- 5 *_____ (know) her for long before you lent her the money? (Had you known)*
- 6 *Sam _____ (not play) basketball on Saturday because he was unwell. (didn't play)*

- Students are now ready to do Progress Review 2.

- 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.

Vocabulary

Answers

1 outfits
2 footwear
3 price
4 brands
5 accessories
6 design
7 labels
8 purchase
9 track

2

1 take to
2 come to
3 try on
4 stand in for
5 look round
6 put on
7 stand for

3

1 shopping
2 hunter
3 professional
4 athletics
5 contribution
6 advanced
7 sponsorship
8 indication

4

1 is on special offer
2 is in debt
3 you lend me
4 stands out
5 compatible with
6 pass up
7 put up
8 put me off

Grammar

Answers

1
1 have/has been training
2 hurt
3 has recovered
4 have not played
5 won
6 had expected
7 played
8 have improved
9 did not play
10 had missed

2

1 had spent
2 have left
3 have won
4 had been looking
5 had forgotten
6 stopped

3

1 has been playing
2 has not won a
3 had been practising
4 had lost
5 had run
6 had been raining
7 had done
8 has been winning

4

1 just
2 once
3 already
4 never
5 ago
6 so far
7 since
8 By the time