

# 11

## High-Tech World



### Unit plan

#### Reading:

#### Vocabulary:

#### Grammar:

#### Listening:

#### Speaking:

#### Writing:

missing sentences, identifying sentences that explain something in the text  
words related to technology, prepositions, phrasal verbs, commonly confused words  
causative forms, wishes & preferences  
multiple matching, identifying the differences between the sentences  
comparing photos, talking about technology, sequencing your ideas  
article, writing about what you prefer, using conditional sentences to explain reasons

### Unit Opener (SB page 135)

- Ask students to look at the two pictures and describe what they see (*an oil refinery in the main picture and a stand with petrol for sale in glass jars in the smaller picture*).
- Ask students to read the title of the unit and explain what it means and how it is connected to the main picture (*The title is 'High-Tech World' and it refers to advanced technology; the main picture is of a high-tech installation.*).

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the pictures and decide how they are connected, how they are similar and different, and where the places are likely to be in the world.
- Students discuss their answers with a partner before discussing as a class.

### Answers

The photos are connected by petrol – the main picture is of a refinery (where petrol is produced) and the smaller photo is of refined petrol being sold. The main similarity is that they are both connected to petrol; there are major differences because the main photo is of a technically advanced place whereas the smaller photo is of a place that does not look technically advanced. The main photo is from a developed country, while the smaller one is from a developing country.

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think about the problems people in developing countries face and how technology can deal with such problems and improve lives.
- Students discuss in pairs before discussing as a class.

### Suggested answers

They probably have no electricity; access to electricity would make lighting and cooking easier. They have no running water in their homes and probably need to collect water from a well; easy access to water would make doing the laundry easier, as well as cooking, bathing, etc.

### Background information

Petrol, also known as gasoline in the USA, is an example of high technology. It revolutionised transport, making it possible for trains and ships to travel faster and further; it also made the invention of road vehicles and planes possible. Buildings could be heated with the new fuel instead of with wood-fed fires. However, there are problems associated with the burning of this fossil fuel, the main one being atmospheric pollution.



### TOP TIP

The topic of technology is good for class discussions because technology affects our lives constantly and directly, both by making our lives easier and more enjoyable. A class debate can be held to compare two common examples of technology and determine which is more important, for instance, the smartphone or the car.

### Let's talk about it!

- How would you adjust to life without a mobile phone?
- Is technology always in our best interests? Why?/ Why not?
- Do you think science and technology can solve most of the world's problems?

### DVD 11

Summary of DVD 11: The title of the video is 'Uncharted Play presents the sOccket'. The speaker is former US President Bill Clinton. According to the video, 1 out of 5 people live without electricity. The sOccket is a special kind of football that can store energy while it is being kicked and played with, and then turn that energy into electricity.

**DVD link:** <http://www.youtube.com/watch?v=Bi8-wLWqjP8>

### Answers

About 3 hours of electricity.  
Student's own answers.



## Reading (SB pages 136-137)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that there are no right or wrong answers.
- Allow students time to make their lists and rank them in order of importance (1 for most important).
- Ask students to work in pairs to discuss their lists before discussing as a class.

### Answers

Students' own answers, but could include air conditioning, lighting, water heating, cooking, refrigeration, television, computers, etc.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to match the types of power with the methods used to produce it.
- 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.

### Answers

1a 2e 3d 4c 5b 6f

3

- Ask students to read the instructions and check that they understand what they have to do.
- 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. Ask them to underline the parts of the text that help them to answer the question.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

### Answer

Energy that is possessed by an object due to its motion

### 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 this kind of task, the missing sentence may explain an idea. If that is the case, something about the idea will be mentioned in the sentence before the gap and then immediately after it. The missing sentence will provide the 'explanation' that links the other two sentences.
- Ask students to look at gap 5 and decide with which sentence it fits.
- They then check their answer in pairs before checking as a class.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task.
- Students work individually to fit the sentences to the gaps.
- They then check their answers in pairs before checking as a class.

### Answers

- 1G *You wish they would hurry up and finish* in sentence G refers to the people who are doing road works and have disconnected the electricity. *How annoying* after the gap refers to the fact that *it's now dark and you can't even read a book to pass the time* mentioned in sentence G.
- 2D Sentence D fits here because it compares a lack of electricity in the developed world and the developing world. This links paragraph 1 and paragraph 2 in the text.
- 3A *These* in sentence A refers to *kerosene lamps and wood-burning stoves* before the gap. The sentence after the gap gives an example of the dangers of kerosene lamps mentioned in sentence A.
- 4E *This solution* in sentence E refers to the *Solar energy* that is put forward as a solution. The sentence after the gap begins *Another solution*, which follows on logically.
- 5C *It* in sentence C refers to *the Soccket*. The sentence explains how the energy is created and the sentence after the gap in the text tells us where this energy is stored.
- 6F Paragraph 6 talks about how a lamp uses the electricity, and sentence F tells us how much light can be produced from the Soccket.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find words in the text that mean the same as the words in bold in 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 disconnect  
2 convert  
3 generate  
4 store  
5 install  
6 capture

6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to identify the items (*a telephone and a letter*).
- Students work individually to complete the task.

### Answers

Students' own answers, but they could include text messages and Skype to replace the telephone, and email to replace the letter.

### ▶ EXTENSION ACTIVITY

Ask students to compare two items, for example, a 14-inch TV and a big screen TV or a print book and an e-reader, etc, and say how they are similar and different, and also how the high-tech version is an improvement on the older version.

## a-z Vocabulary 1 (SB page 138)

1

- 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.
- 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 label the pictures.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 nuclear power
- 2 GM food
- 3 space exploration
- 4 robotics
- 5 hybrid vehicle
- 6 green energy

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that sometimes more than one answer is possible.
- Ask students to read the words in the two columns and explain anything they don't understand. Elicit that all the compound nouns are related to high-technology.
- Students work individually to form the compound nouns.
- They then check their answers in pairs before checking as a class.
- After 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

1g 2a 3i 4d 5e 6h 7b/a 8f/d 9c

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the compound nouns from 2 in the correct categories in the table.
- Students work individually to complete the task.
- They then check their answers in pairs before

### Answers

Television: flat screen, remote control, satellite dish, volume control  
Laptop: built-in microphone, touch pad, wireless network  
Mobile Phone: memory card, text message, touch screen, volume key

4

- 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 definitions, and explain anything they don't understand. Elicit that the words are all adjectives used to describe technology.
- 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 definitions.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 User-friendly
- 2 Cutting-edge
- 3 Outdated
- 4 Voice-activated
- 5 Hands-free
- 6 Labour-saving

### ▶ EXTENSION ACTIVITY

Ask students to think of a device they use regularly and write down three or four adjectives that describe it. They then swap with a partner and try to guess what their partner's device is.

### Extra Task (for early finishers)

See photocopiable material on page 157.

## Grammar 1 (SB page 139)

### Before you read the Grammar box

- Revise the causative form. Write *have/get something done* on the board and remind students that we use the causative form when we arrange for someone to do something for us. Explain that in this lesson they will also learn another form of the causative (*have somebody do something/get somebody to do something*).

1

- Read through the grammar theory with the class.
- Write these causative forms on the board and ask individual students to give you sentences using them.
  - 1 subject + *have* + object + past participle
  - 2 subject + *get* + object + past participle
  - 3 *have* + object + bare infinitive
  - 4 *get* + object + full infinitive
- Remind students that if we want to mention the agent, we use *by* (*I had/got my computer fixed by a technician.*) and that we also use the causative to talk about



2

- Ask students to read the instructions and check that they understand what they have to do.
- Refer them to the grammar theory to help them answer the questions.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

### Answers

The sentence uses *have*. It means 'I'll make him show you how the gadget works.'  
*Show*, a bare infinitive, would change to *to show*, a full infinitive.  
If we use the verb *get*, it would mean 'I'll persuade him to show you how the gadget works.'

Read 11.1-11.3 of the Grammar Reference on pages 174-175 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the correct form of the bold words using the causative. Explain that sometimes more than one answer is possible.
- Ask students to quickly read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 had/got ... installed
- 2 are having/getting ... designed
- 3 haven't had/got ... graded
- 4 will have/get ... planted
- 5 had ... stolen
- 6 Are you going to have/get ... repaired
- 7 hasn't had/got ... published
- 8 don't have/get ... fixed

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rewrite a part of the second sentence so that it means the same as the first sentence. Remind them that they must use the word that is given in bold.
- Ask students to read the sentences 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

- 1 haven't had the technician
- 2 get the manager to give
- 3 had the scientist explain
- 4 had the factory replace
- 5 get your secretary to call
- 6 gets his wife to record

## ▶ EXTENSION ACTIVITY

Ask students to write three sentences about things that need doing around their home. Tell them to use three different forms of the causative.

### Extra Task (for early finishers)

See photocopiable material on page 157.

## a-z Vocabulary 2 (SB page 140)

1

- 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 sentence.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that the prepositions will complete prepositional phrases with nouns.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 to
- 2 for
- 3 to
- 4 of
- 5 for
- 6 of
- 7 of
- 8 for

2

- 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 plug it in
- 2 look to
- 3 pick up
- 4 moved on
- 5 told off
- 6 play it back

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 match the phrasal verbs not used in 2 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.

### Answers

- 1 look over
- 2 move up
- 3 play up
- 4 work up
- 5 call off
- 6 turn in

### Example sentences:

- 1 Could you **look over** my essay and see if I've made any spelling mistakes?
- 2 Well done! You've scored 150,000 points. You can **move up** to the next level.
- 3 My computer's **playing up**. I can't save anything to my hard drive.
- 4 I've **worked up** an appetite washing my car. What's for lunch?
- 5 They **called** the match **off** because of bad weather.
- 6 **Turn in** your physics assignments on Friday, please.

4

- 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 or sound similar.
- 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

- |               |           |
|---------------|-----------|
| 1a home page  | 4a access |
| 1b web page   | 4b excess |
| 2a programme  | 5a accept |
| 2b program    | 5b except |
| 3a discovered | 6a recent |
| 3b invented   | 6b modern |



### EXTENSION ACTIVITY

Individually, students write a sentence using a phrasal verb, a prepositional phrase and a commonly confused word from Vocabulary 2. For example, *My mum is always **telling off** my brother because he has a **fondness for** the silliest TV **programmes**.*

### Extra Task (for early finishers)

See photocopiable material on page 157.

## Grammar 2 (SB page 141)

### Before you read the Grammar box

- Revise wishes and preferences. Remind students that wishes can be expressed with *I wish* and *If only*. Explain that preferences can be expressed with *prefer*, *would prefer* and *would rather*.

1

- Read through the grammar theory with the class

(full and bare infinitive) used to express preferences.

- Ask students to write one wish each for the past, present and future. Then ask students to write a sentence complaining about an annoying situation. Repeat with preferences; ask students to write one general preference and one for a particular situation.
- Encourage students to look at the sentences in the grammar theory to help them.
- Check the students' sentences to make sure they understand fully before moving on to 2.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to say what the sentence expresses and decide which structure it uses.
- Ask students to read the sentence and explain anything they don't understand.
- Refer them to the grammar theory to help them answer the questions.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

### Answers

It expresses a complaint about a situation that annoys the speaker. It uses *wish* + *would*.

Read 11.4–11.5 of the Grammar Reference on pages 175–176 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to use the correct form of the verbs to complete the dialogues.
- Ask students to read the dialogues and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the dialogues.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 had
- 2 would stop
- 3 had asked
- 4 weren't
- 5 hadn't built

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that all of the sentences express preferences.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- |           |          |
|-----------|----------|
| 1 prefers | 4 go     |
| 2 want    | 5 forget |



## ▶ EXTENSION ACTIVITY

Tell students to imagine they have lost or broken their new smartphone. Ask them to write a few sentences about it using *I wish* and *If only*.

### Extra Task (for early finishers)

See photocopyable material on page 157.

## Listening (SB page 142)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write noun or adverb derivatives from adjectives.
- Explain that derivatives are often used to rephrase what the speaker says in listening tasks.
- Ask students to read the adjectives and explain anything they don't understand.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 photo(graph)/photography
- 2 technology
- 3 popularity
- 4 expense
- 5 convenience
- 6 enjoyment
- 7 technologically
- 8 digitally
- 9 simply
- 10 expensively
- 11 conveniently
- 12 electronically

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must underline the key words in A-H in 3.
- Ask students to read items A-H in 3 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

Students should underline these things in the sentences A-H in 3:

- A Disagrees with the way modern technology is used on photos
- B Prefers to have his/her photo taken than to take photos of others
- C Relies on latest developments in photographic technology
- D Is not interested in complicated and expensive cameras
- E Needs help to keep up with changes in photographic technology
- F Doesn't understand the popularity of photography
- G Thinks digital technology has taken the fun out of photography
- H Is impressed with the advances in technology

## DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that when the speakers are all talking about the same topic, the sentence options will invariably have a lot in common. For this reason, it is important that they underline the key words as this will help them to differentiate one sentence from another and thereby match them to the correct speakers.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear five speakers and that they must choose from a list what each speaker says about their attitude to photography. Point out that there are eight statements in all, but they only have to choose five.
- Remind students to pay attention to the words they underlined in A-H.
- Play the recording and ask students to mark 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 *My cameras are the tools that I use to make a living, so obviously it's important that I'm fully up to date with all the cutting-edge developments in camera equipment.*
- 2D *What I need from a camera is simplicity. I'm not into complex cameras or having the latest technology. I'd rather have a camera that's user-friendly and cheap ...*
- 3H *I have to say that I was pleasantly surprised. The technology in phones these days has developed so much that it means the cameras are really good. I've actually been very happy with the photos I've taken with my phone and it's all so convenient.*
- 4A *I'd rather see the real person, and wouldn't we all? I can't understand why messing about with photos is so popular. I think it's wrong.*
- 5G *Nowadays it's all done for you, and even if you don't take the perfect shot, you can fix it electronically afterwards. I think that's cheating, and I can't see how modern photography is at all enjoyable. Where's the challenge and excitement in that?*

See the recording script on page 146.

## Speaking (SB page 143)

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.

### 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, you could ask the following questions: Which activity would your parents prefer to do? (photos A and B); How do you prefer to study? (photos C and D).

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that first they must choose a pair of items and describe how they are similar and different; then they must tell their partner which item they would prefer to own and why.
- Go through the *Language Bank* with the students and make sure they understand the phrases for sequencing their ideas.
- Ask students to read the items and explain anything they don't understand.
- Students work in pairs to do 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 a student to explain their view to the class.
- Time permitting, repeat until every student has had a turn.

### Answers

Students' own answers

### 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 are comparing and describing photos, they will need to sequence their ideas so they are presented logically, and that they can do this with suitable phrases to link their ideas.

3

- 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 main elements, and then he/she must answer the specific question about the popularity of each activity. Student B must reply to one question about which activity they would be more likely to choose to do in their free time. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about the advantages of each way of studying. Student A must reply to one question about whether they think they spend too much time on their computer.*)
- Remind students to use words and phrases from the *Language Bank* to sequence their ideas.
- 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.

### Answers

Students' own answers

4

- 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 144-145)

### Article: Writing about what you prefer

- Ask students to read the information on articles and writing about their preferences.
- Explain to students that when the task requires them to state the reasons for their preferences, they should make one set of notes in favour of their preference and another set of notes against the option that they would not choose. This helps them to clearly identify their reasons and write a better article.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the reasons for and against two different ways of shopping and answer questions about them.
- Point out that the notes are brief, as advised in the Writing box.
- Give students time to read the notes and the questions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

### Answers

- 1 a and d
- 2 You can take your shopping home with you the same day and wear the clothes immediately.
- 3 You can try them on; you can wear them immediately; it's sociable.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to choose a preference and write brief notes about it like those in 1, and then use their notes to identify positive reasons for their preference like those in 1.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

### Possible answers

smart: they can be uncomfortable, you worry about spoiling them  
casual: they are more practical, my friends wear them so I fit in  
Reasons: Casual clothes are practical and



3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to read the writing task and state their preference and support it with reasons, as well as say what they don't like about the other choices.
- Ask students to read the writing task and explain anything they don't understand.
- Explain that there are three forms of communication for them to choose from and that they must choose one of them. Stress that they cannot choose a way to communicate that is not mentioned in the task, eg over the phone.
- Students work individually to make their choice and make notes as they did in 1 and 2.
- Discuss answers as a class.

#### Answers

Students' own answers

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. Explain that they must read it to see if any of the ideas they discussed in 3 are mentioned, and then answer questions about it. Point out that the questions will help them to analyse the task in order to understand it better.
- 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 circle the topics only in paragraphs 2-4. Elicit that the topic is usually stated in the first sentence. Point out that they also need to look for a comparison the writer makes, and then underline three conditional sentences. Refer students back to Unit 8 grammar if they need help with conditionals.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

#### Answers

- 1 Students should circle: *conversation is spontaneous* (para 2), *feelings that you can't communicate with words* (para 3) and *keeping your personal life private* (para 4).
- 2 Yes
- 3 Students should underline:  
*... if you write down personal thoughts and feelings, they could easily be read by other people.* (para 4)  
*If you send someone a text, you are forced to sit on your own waiting for them to think of, and write, their reply.* (para 2)  
*If one of my friends was unhappy, for example, I would want to be there to give them a hug.* (para 3)

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write conditional sentences in order to explain some statements. Point out that they can use conditionals in this way to explain their reasons.

anything they don't understand.

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

#### Answers

Students' own answers, but possible answers:

- 1 the service is slow, it can spoil your meal
- 2 you go to a restaurant, you have a choice of what to eat
- 3 you need to wear smart clothes, you might not feel comfortable

#### ▶ EXTENSION ACTIVITY

Ask students to choose between watching films on TV at home or going to the cinema. Ask students for a list of ideas both for and against both choices and write them on the board. Tell students to use the ideas to write a few conditional sentences explaining their preference.

#### LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the words and phrases and explain any unknown words.
- Make sure students know what the words mean by asking them for definitions.

6

- Read the task out to students and explain anything they don't understand.
- Remind them to give reasons for their preferences and that they can use conditional sentences to do so.
- Go over the *Plan* with the students. Remind them to get the reader's attention and state their preference, to explain their reasons with a new topic for each paragraph, and to finally re-state their preference in a new way at the end.
- 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 words.
- Remind students to make quick notes for their preference and against the other choices in order to help them find clear, positive reasons for their choice. Remind them to use conditional sentences as a way to explain what they mean. Finally, remind them to give their article a title.

## 🔄 Reload 11 (SB page 146)

#### Objectives

- To revise vocabulary and grammar from Unit 11.

#### Revision



- 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 technology by writing them on the board and asking students to explain what they are (*nuclear power, GM food, space exploration, robotics, hybrid vehicle, green energy*).
- 2 and 3: Revise the compound nouns by reading out the first part of each one and asking students to tell you what the complete compound noun is. Alternatively, if you feel students need help with the task, write the second part of each compound noun on the board in mixed up order for students to look at as they form the compound nouns. (*built-in microphone, flat screen, memory card, remote control, satellite dish, text message, touch pad or touch screen, volume key or volume control, wireless network*)
- 4: Revise the adjectives for technology by writing them on the board and then reading out the definitions one by one. Ask individual students to match the definitions to the adjectives.
  - 1 *old-fashioned or out of style (outdated)*
  - 2 *cuts down on how much work you need to do (labour-saving)*
  - 3 *the most modern and advanced technology (cutting-edge)*
  - 4 *lets you do other things while you talk on the phone (hands-free)*
  - 5 *controlled by someone talking to it (voice-activated)*
  - 6 *easy to use (user-friendly)*

### Vocabulary 2

- 1: Practise prepositions. Write *for, of, to* on the board. Read out the noun parts of the prepositional phrases and ask individual students to tell you which preposition completes them (*have access to, be given credit for, dedication to, have a habit of, have a talent for, the process of, have no knowledge of, have a fondness for*).
- 2 and 3: Practise phrasal verbs. Write the verbs below on the board in one column and the prepositions below in a separate list. Ask students to match the verbs and the prepositions to form the phrasal verbs. Once they have matched them, ask individual students to give you example sentences using the phrasal verbs.

<i>call</i>	<i>back</i>
<i>look</i>	<i>in</i>
<i>move</i>	<i>off</i>
<i>pick</i>	<i>over</i>
<i>play</i>	<i>to</i>
<i>plug</i>	<i>on</i>
<i>tell</i>	<i>up</i>
<i>turn</i>	
<i>work</i>	

(*call off, look to, look over, move on, move up, pick up, play back, play up, tell off, turn in, work up*)

- 4: Practise commonly confused words. Write the pairs on the board and ask students to explain what they mean and the difference between the two words in the pairs (*home page / web page; program / programme; invent / discover; access / excess; except / accept; recent / modern*).

## Grammar Revision

### Grammar 1

Practise the causative form.

- Write the forms on the board and ask students to give you sentences using them:
  - subject + *have* + object + past participle
  - subject + *get* + object + past participle
  - have* + object + bare infinitive
  - get* + object + full infinitive

### Grammar 2

Practise wishes and preferences.

- Read out these situations and ask individual students to respond with *wish* or *If only*.
  - 1 *I dropped and broke my tablet. (I wish/If only I hadn't dropped and broken my tablet.)*
  - 2 *Tom can't fix his motorbike. (Tom wishes he could fix his motorbike.)*
  - 3 *Your friend borrows your phone all the time and it's annoying. (I wish you wouldn't borrow my phone all the time.)*
  - 4 *It's a great laptop, but it's too expensive for Joe. (Joe wishes the laptop wasn't/weren't so expensive.)*
  - 5 *You want to go to the space museum, but you can't. (I wish I could go to the space museum.)*
- Ask students to talk about preferences using *prefer*, *would prefer* and *would rather*.

- Students are now ready to do Reload 11.
- 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

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

#### Grammar

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