

In this unit, students:

- read and understand a magazine article expressing different opinions
- develop a close understanding of the opinions, their style and vocabulary
- learn more about words with two or more meanings; spell words ending in *-ise*, *-ize* or *-yse*; learn about pronouns
- study and practise reported questions
- learn the structure of and practise exclamations and result clauses
- collect and write different opinions about a subject
- listen to a conversation about losing things
- make a short individual presentation about an event when something important was lost

Lesson 1 Check-in; Reading SB pp77-79

Lesson aims

- to prepare for the topic of opinions and other aspects of work in Unit 8 through the Check-in page
- to read and gain a general understanding of a magazine article of different opinions

**SB skills:** reading for general understanding; reading fluency; vocabulary work

**WB practice:** Unit 8 vocabulary list (pp139-140)

**Time division:** a rough guide to a 40-minute lesson

▶ Check-in - 10	▶ After reading - 10
▶ Before reading - 3	▶ Reading practice - 10
▶ Reading - 7	

Point out the unit title and give students a few moments to look at the pictures.

Ask: *What are the people doing in these three pictures?* Students should be able to see that some people are talking and others are listening.

Ask the class if they have any idea where these pictures were taken. They should recognise the classroom at the top.

Explain that the photograph on the left is the Chamber of the House of Commons of the British parliament.

The large photograph shows a person addressing a small crowd at Speaker's Corner, at the edge of Hyde Park in London. It is an area where people can stand up and put forward their views.

Ask: *What other methods do people have for expressing their views?* Students should be able to suggest, e.g. *writing letters to newspapers or magazines, responding to websites*, etc.

Check-in

- 1 Read the statements about opinion.

**Task box** Ask around the class what things students feel strongly about.

Ask the second question. Answers may vary. Some students may disagree with brothers/sisters or other family members.

Ask students what their experience of **opinions** on websites is. If they don't send an opinion, **do** they read the opinions of others?

If your school holds formal debates or class debates, ask students if they have **been** involved in any way, either as a speaker or listener.

- 2 Read the last statement.

Reading

- 1 Read the first statement.

**Task box** Ask about text messaging. Are their messages important or do they just use messaging to keep in touch with friends?

- 2 Read the statement about the survey.

**Task box** Invite students to predict some views. Do they expect people to think it's a good thing or not?

- 3 Check the vocabulary list with the class.

Looking at language

- 1 Read about the dictionary work that will be covered.
- 2 Ask if they can think of two meanings for the verb *run*.
- 3 Read about the other work that will be covered.

Grammar

- 1 Read about the work that will be covered.
- 2 Ask the class if they can think of a phrasal verb with *make*.

Writing

Read about the writing features and opinions.

Listening

Read out the work that will be covered.

Speaking

- 1 Read the information about Speaking.
- 2 Ask the class if they often lose things or know someone who regularly loses things.

## Reading: Text messaging – GR8 or not?

SB pp78–79

### Before Reading

#### Pre-reading questions

- 1 Ask the class to look briefly at the two pages.
- 2 Ask the questions. Encourage students not to look back at the pages again very closely.
- 3 How many opinions are published in the article? Students should have noticed there are six separate sections. Are the different opinions set out clearly? How are they made clear? **They are set on different coloured boxes.** What impression do the cartoons give? Students' own ideas Do they make the article more or less interesting? Students' own views Can you predict what percentage of people will be in favour of text messaging? What is your prediction? Students' own ideas

### Reading

- 1 Read the text to the class or play track 2.05.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

**Note:** A *bee in my bonnet* is a figurative expression – the literal meaning being to have a buzzing insect inside your hat (bonnet), i.e. a situation that is the focus of your attention.

**Note:** Students will have the opportunity to check meanings of words as a homework task and will do further comprehension and vocabulary work in following lessons. It is important not to spend time on checking meanings in the lesson unless essential.

### After reading

#### General questions

Check students' general level of understanding by asking questions on the gist of the text.

Students should be able to answer broad questions fairly easily, referring back to the text to check as necessary.

Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details, if necessary, especially if there is disagreement about an answer.

Use the following questions or any of your own:

- 1 Which paragraph tells you about the two questions that people were asked in the survey? **the first paragraph**
- 2 What were the questions? **Do you use text messaging? What effect do you think it (text messaging) is having on the standard of English used by young people?**

**Note:** Elicit the questions from the class to check understanding of the magazine survey. The grammar aspect of the reported questions will be studied in the grammar lesson of this unit.

- 3 Did most people who answered the survey use text messaging? **No, just under half did.**

- 4 Did most people think it made the standard of English worse? **Yes, just over half did.**
- 5 How many of the opinions clearly think texting is bad? **three** Which ones? **Anna, Aimee, Maria Ferreira**
- 6 How many clearly think it is good? **two** Which ones? **Ahmed Eid, Jiffen Patel**
- 7 Which opinion gives advice about how to deal with texting and young people? **Sara Evans**

### Reading practice

- 1 Ask different students to read different views. Ask which view/s most students agree and disagree with.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

### Homework

Listen and re-read the magazine article carefully. Check meanings again as necessary.

## Lesson 2 Reading comprehension SB p80

### Lesson aims

- to re-read *Text messaging – GR8 or not?* (i) in full (ii) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the magazine survey

**SB skills:** reading for detail; guessing meanings from context; adjectives; vocabulary; critical thinking

**WB practice:** identifying views; true/false; gapfill, definitions; personal response

**EPB link:** Test 5, Reading Q1

**Time division:** a rough guide to a 40-minute lesson

▶ Warm-up – 4	▶ Activity 2 – 5	▶ Vocabulary check – 3
▶ Re-reading – 5	▶ Activity 3 – 5	▶ Your views – 5
▶ Activity 1 – 5	▶ Activity 4 – 8	

### Warm-up

- Ask the class to write on the board the short forms they most frequently use in texting in English or any other language.
- Ask individuals to say the full form of the short form. Ask if they can spell the words properly.

**Before starting this page, read *Text messaging – GR8 or not?* again or play track 2.05.**

### Activity 1

- 1 Ask the literal comprehension questions to check whether the class has a good understanding of the views.

- 2 Elicit short oral answers from the class. They should turn back to the text and scan it to find or check the content of the different opinions.

**Answers** 1 Maria Ferreira 2 Ahmed Eid  
3 Jiffen Patel 4 Anna 5 Sara Evans 6 Aimee

### Activity 2

- Students work in pairs. If they have checked the vocabulary for homework, they should find this task possible.
- As usual, remind them to:
  - think about the words they know in each phrase, or parts of words they know
  - look back in the text at the context of the phrase and try to match the sense of it to the correct definition.
- If they find one or two difficult, advise them to do those they can and return to the others that are not so obvious.
- Check answers by asking pairs to give the definitions.

**Answers** fully aware; 2; teenage craze 5; worked up 1; ridiculous notion 7; bee in my bonnet 8; stock phrases 6; here to stay 4; rendered meaningless 3

### Activity 3

- Again, students may do this work in pairs.
- Give them a time limit then check answers in the usual way.

**Answers** appropriate 2; problematic 3; advantageous 1; proficient 5; efficient 4

### Activity 4

- Divide the class into small groups to discuss and note answers to these questions.
- Remind them to note evidence from the text to support their ideas where required.

#### Example answers

- Anna is a teacher.  
**Evidence:** 'many of my pupils' 'Fewer pupils'
  - Ahmed Eid is the businessman.  
**Evidence:** he writes about adult use and says text messaging is 'a recognised means of communicating in business'
- Students should note the following points: feelings are expressed using face pictures so people do not use words to express them; people also just use short phrases like gr8 because they are quick to write and they do not explain feelings in any detail.
- Advantages: quick and easy; good for exchanging information, making arrangements; is private; efficient  
Disadvantages: bad effect on spelling; no punctuation; limited vocabulary use

- Sara Evans; she says it is a 'quick, efficient means of communicating' but has 'abbreviations, missing punctuation and odd spellings'

### Vocabulary check

- Students find the words and read the sentence in which each one appears. If they are confident of the meaning they may pass on to the next word but remind them to check any they do not know.
- If you are short of time, set this as an extra homework task to be done before they do the first two WB pages of the unit.

### Your views

- Ask the questions and elicit some immediate oral responses from around the class.
- If you wish, ask how many students agree or disagree with each opinion.
- Each student should write their own response as an independent homework task.
- Explain to the class how much you require them to write.

### WB: Reading comprehension (WB p73)

#### Vocabulary check

#### Your views personal response

- Check before the end of the lesson that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

### WB answers

**Exercise 1** 1 Anna, Aimee, Maria Ferreira  
2 Ahmed Eid, Jiffen Patel 3 Sara Evans

**Exercise 2** 1F 2T 3T 4F 5F

#### Exercise 3

- Text messaging does not improve spelling and punctuation.
- Adults use text messaging.
- Without punctuation, written English is not clear.

**Exercise 4** 1 communication 2 notion 3 norm  
4 ability 5 vicinity

**Exercise 5** 1 good at it 2 working well 3 suitable  
4 causing difficulties 5 likely to make something more successful

**Exercise 6** Students' own ideas

### WB: Vocabulary (WB p74)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them.

### WB answers

**Exercise 1** 1 information 2 arrangement/s  
3 communication 4 punctuation 5 conversation  
6 abbreviation

**Exercise 2** 1 notion 2 difficult 3 responding  
4 proficient 5 vicinity 6 abbreviations

**Exercise 3** 1 inappropriate 2 disappearing 3 quick  
4 meaningless

**Exercise 4** spelling, double letters, punctuation, capital letters, full stops, vocabulary

### Exercise 5

part of speech

verbs: imagine, expressed, represent, analyse

nouns: norm, adults, bonnet, notion

**Exercise 6** 1 verb 2 noun

**Exercise 7** Students' own sentences

## Lesson 3 Looking at language SB p81

### Lesson aims

- to investigate words with two or more meanings that are different parts of speech
- to investigate words ending in *-ise* / *-ize* / *-yse*
- to study and practise back-referencing using pronouns

**SB skills:** dictionary use; vocabulary development; spelling; use of pronouns

**WB practice:** completing a dictionary entry; using words as different parts of speech; gapfill; pronouns

**EPB link:** Test 5, Grammar and Vocabulary Q4, Q5

**Time division:** a rough guide to a 40 minute lesson

▶ Warm-up - 5

▶ B Spelling - 10

▶ A Dictionary work - 10

▶ C Language development - 15

### Warm-up

Write up a few words with their word class and ask students to note down two different meanings for each word. They may do this in pairs or groups. Use these words or your own: match (n), head (n), work (v), stop (v).

### A Dictionary work

Introduce the topic and read about dictionary work in Unit 7.

**Information box** Read through the box with the class. Go through the two entries. Point out the small numbers next to each entry that show there are two different definitions, one for each part of speech. Point out the different parts of speech and the definitions. Explain to the class that there are many words in English that have different meanings according to the part of speech that is used. Sometimes the meanings are related but sometimes they are completely different.

### Activity 1

- 1 Students look up each word and note the parts of speech.
- 2 If possible, they should do this individually so that you can check how proficient individuals are at using a dictionary.
- 3 Ask individuals in the class for their answers.

**Answers** 1 coat: verb and noun 2 heap: verb and noun 3 rap: verb and noun 4 sketch: verb and noun 5 uniform: noun and adjective

### Activity 2

- 1 Explain the task to the class and go through the example.
- 2 Students write sentences.
- 3 Ask several individuals to read out their sentences. Ask the rest of the class if the word has been correctly used.

## B Spelling

**Information box** Read through all the information with the class. Ask students to read the examples if you wish. Point out the speech bubble.

Explain that American spelling usually uses *-ize* in the group of words which can end *-ise* or *-ize*. Modern English spelling tends to use *-ise* in this group.

Make sure they understand that some words end in *-ise* but *-ize* is not an alternative, e.g. *advise*, *revise*.

### Activity 1

- 1 Let students work in pairs to do this activity.
- 2 If they are sharing dictionaries, they should take it in turns.
- 3 Check answers by asking different pairs to say the endings.

**Answers** 1 advise 2 paralyse 3 criticise/ize  
4 enterprise 5 recognise/ize 6 surprise

### Activity 2

Tell them to read the definitions and to try to guess meanings first, then check.

**Answers** improvise 3; emphasise 1; synchronise 2

## C Language development

- 1 Read the two information points giving a brief revision of pronouns.
- 2 Ask a volunteer to read the sentence about the magazine.

### Activity 1

Ask the question.

**Answer** the magazine

Read the information point.

### Activity 2

- 1 Tell students to look carefully at the two sentences from the article they read and to answer the question.
- 2 Advise students to check their answer by reading the sentence and replacing the pronoun with the noun. If it makes sense, their answer is probably right. If it does not make sense, they may be wrong and they should think again.
- 3 Elicit the answers and check everyone agrees.

**Answers** 1 text messaging 2 punctuation

- 1 Read the information about missing pronouns.
- 2 Ask a volunteer to read the sentence.

### Activity 3

- 1 Students discuss the answers to the questions in pairs.
- 2 Give them time to answer the three questions in full.
- 3 Check answers together.

**Answers** 1 it 2 Of course, many of my pupils are fully aware that 'b4' is fine in a text message but it is inappropriate in a piece of schoolwork. 3 It replaces the word: 'b4'

- 1 Read about missing nouns.
- 2 Ask a volunteer to read the sentence.

### Activity 4

- 1 Ask the question.

**Answer** faces

- 2 Ask the class why they think sentences are written with some nouns and pronouns missing. They should realise that it makes writing quicker and more can be said in fewer words.

### WB: Looking at language (WB pp75-76)

This work should be done as an independent homework task.

#### WB answers

##### Dictionary work

##### Exercise 1

- foul (1) adjective  
foul (2) verb 1 to break the rules of a game  
2 to make something dirty  
foul (3) noun an action in a game not allowed by the rules

##### Exercise 2

Students' own sentences

##### Exercise 3

- 1 limit, stop, telephone
- 2 young, adult, private

### Spelling

**Exercise 1** 1 advertising, advertised 2 organising, organised 3 emphasising, emphasised 4 exercising, exercised

**Exercise 2** 1 prioritise 2 enterprise 3 emphasise

### Language development

#### Exercise 1

- 1 their = the language and conventions of texting
- 2 the language and conventions of texting
- 3 they

#### Exercise 2

- 1 their = the students; its = the castle; they = the gates
- 2 their = the boys; they = the train tickets; their = the train tickets; they = the boys
- 3 their = Peter and James; he = the teacher; it = the text message; they = Peter and James; their = Peter and James; him = the teacher

#### Exercise 3

- 1 Our teacher started a discussion in class and it went on for ages because everyone was interested so he/she let us continue it in the next lesson.
- 2 I couldn't read the text message that my cousin sent me because it had no punctuation and he/she hadn't used any capital letters so without them, it was completely incomprehensible.

## Lesson 4 Grammar SB p82

### Lesson aims

- to read a short text with direct questions and reported questions
- to study the structure of reported questions and practise them through oral activities

**SB skills:** reading; speaking; grammar accuracy

**WB practice:** reporting questions with and without changing tenses

**Time division:** a rough guide to a 40-minute lesson

- |                  |                   |                  |
|------------------|-------------------|------------------|
| ▶ Warm-up - 4    | ▶ Activity 2 - 5  | ▶ Activity 4 - 8 |
| ▶ Activity 1 - 5 | ▶ Activity 3 - 10 | ▶ Remember! - 8  |

### Warm-up

- Ask two or three students to read out their responses to
- Your views on p80.

### Activity 1

#### 1 Pre-reading questions

When do we use *direct questions* most often? *in conversation*

When are *reported questions* used most often? *when telling someone what someone else asked*

Where would you read *reported questions* most often? *In news reports or magazine articles that are telling readers or listeners about things that have been said recently.*

- Ask different students to read out the speech bubbles.
- Ask three students to read a paragraph each.
- Ask: Which tenses do the *direct questions* use? Elicit: **present (and present continuous) and past tense.**  
Which question uses the *past tense*? **How did business people ever manage without it?**

#### Activity 2

- Ask the questions to check understanding and practise the target language.
- Elicit oral answers.

#### Answers

- text messaging
- First they asked those taking part if they used text messaging.
- They wanted to know what people liked or disliked about it.
- They also asked whether text messaging should be banned in schools.
- Not everyone approved of text messaging. One teacher wondered if it was having a bad effect on her pupils' spelling. A lady asked why young people only used punctuation to draw little pictures.
- It is good for business people and it is private.

#### Activity 3

- Explain the task.
- Point out that it is not necessary to change any tenses because the reporting verbs use present tenses. If the question uses a present tense it is reported using a present tense. Likewise if the reporting question is in the present and the question uses the past tense, then when reported, it stays in the past tense.
- Read through the example with the class.
- Ask students to speak in pairs and check answers together.

#### Answers

- She is asking whether Billy speaks Spanish.
- Ross wants to know if Holly has lost her mobile.
- The teacher is wondering if Jack can finish his work.
- Holly is asking whether Laura saw the film.
- The teacher is asking where the students are.
- I wonder when the exam starts.

- Holly wants to know how Laura is feeling.
- The teacher wants to know where Laura went.
- Laura is wondering what that animal is.

#### Activity 4

- Point out that this time the reporting verbs are in the past tense so the reported question tense must change and other words may need to change.
- Go through the example with the class. Ask the class to identify the changes made when the question is reported in the past tense. Elicit: **is changes to was.**
- Go through the questions with the whole class.
- Ask a student to read the direct question and ask a volunteer to give the correct reported question.
- Check that everyone agrees with the answer.

#### Answers

- Brad asked Holly if she spoke French.
- Holly asked Ross what he was doing.
- Laura wondered how she could help.
- The boy wanted to know when the exam would start.
- Laura asked Ross whether he had finished his work.

#### Remember!

Go through the box with the class. Read through the examples and make sure students understand the changes.

In the second part of the box, point out the example reported questions that demonstrate the grammar points that are listed.

Remind them to think about word order.

#### WB: Grammar (WB p77)

These exercises are for independent homework.

Remind the class that when they write reported questions there is no question mark at the end.

Point out the speech bubbles at the bottom of the page. Advise them to check word order and look carefully at pronouns and possessive adjectives in the sentences.

#### WB answers

##### Exercise 1

- The teacher wants to know if the students have mobile phones.
- Laura is asking whether/if Holly sent a text message.
- I wonder where the professor lives.
- Jack wants to know what Ross bought at the mall.
- Laura's father is asking if she is neglecting her studies.
- The passengers want to know when the train will arrive.

### Exercise 2

- 1 Professor Brown wanted to know if/whether Laura could return to the project.
- 2 The teacher asked what Laura was reading.
- 3 A journalist asked Holly why she went to New York.
- 4 Laura asked her father when his plane took off.
- 5 The mother wanted to know if/whether her son would pass his exams.
- 6 The supporters wondered if/whether their team was going to win.

## Lesson 5 Grammar in use SB p83

### Lesson aims

- to listen to, read and understand a short conversation about a computer problem
- to understand and practise exclamations
- to understand and practise phrasal verbs with *make*

**SB skills:** listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

**WB practice:** completing exclamations; ordering sentences; choosing the correct phrasal verb

**EPB link:** Test 5, Grammar and Vocabulary Q1, Q2, Q3, Q6

**Time division:** a rough guide to a 40-minute lesson

- |                  |                  |                     |
|------------------|------------------|---------------------|
| ▶ Warm-up - 4    | ▶ Activity 3 - 7 | ▶ Activity 5 - 5    |
| ▶ Activity 1 - 6 | ▶ Activity 4 - 7 | ▶ Grammar extra - 6 |
| ▶ Activity 2 - 5 |                  |                     |

### Warm-up

- Lost consonants: write up some words with a consonant missing.
- Students try to guess the words. They may do this in pairs or groups.
- Give them a time limit then check ideas together, e.g. *picture, patern, adress, scool, dicionary, bakwards, production.*

### Activity 1

- 1 Point out the picture of Holly.
- 2 **Pre-listening questions**  
Where is Holly and what is she doing? *in her room, speaking on her mobile phone*  
What has she got in front of her? *her computer*  
How does she look? *upset*  
What do you think the problem might be? Students' own ideas
- 3 Play track 2.06. Students listen and follow in their books.

### Activity 2

- 1 Do the activity to check understanding of the situation.
- 2 Elicit short oral answers.

**Answers** 1F: She is in a panic. 2F: Ross is calmer.  
3T 4F: She lost the work because she was in a rush.  
5F: Laura can help.

### Activity 3

#### Remember!

Go through the structures. Point out the different exclamations *How* for use with adjective/adverb and *What (a/an)* for nouns.  
Ask different students to read out the examples.

- 1 Students may work in pairs to do this, taking turns to say the exclamation with the partner checking if it is correct or not.
- 2 Go around listening as they speak.
- 3 If you hear a lot of mistakes, be ready to go through the *Remember!* box again.
- 4 Check answers by asking individuals to say the complete sentences.

#### Answers

- 1 What interesting opinions!
- 2 What a fascinating survey!
- 3 How horrible!
- 4 How fast he drives!
- 5 What terrible punctuation!
- 6 What an exciting project!

### Activity 4

#### Remember!

Go through the structures with *so, such, such a/an* with the class. Point out how *so* is used with adjective/adverb and *such (a/an)* with nouns.  
Ask different students to read out the examples.

- 1 Students work in pairs and take turns to think of endings.
- 2 Check answers by asking different students to read their sentences.

### Activity 5

#### Remember!

Read about *so, such, such a/an* in result clauses.  
Ask different students to read out the example sentences.

- 1 Students work in pairs and write a sentence for each phrase.
- 2 Go around as they work and take note of any common mistakes.
- 3 If necessary, remind students to look back at the *Remember!* box to check their work.

## Grammar extra (SB p129)

Ask a volunteer to read the bubble.

### Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 If necessary, help the class to work out the meaning.
- 4 Continue with the other sentences.

**Example answers** 1 understand 2 invented, thought of 3 to use what is available 4 escaped, got away 5 apologise, show she was sorry

### Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

**Example answers** They can't afford a car so they'll have to make do with a bicycle.  
The man made up an excuse for not buying a car.

### Activity 2

Students may think of their own sentences in pairs or as an extra homework task if you are short of time.

### WB: Grammar in use (WB p78)

These exercises should be completed independently as a homework task.

#### WB answers

**Exercise 1** 1 What a 2 How 3 What 4 What an  
5 What 6 How

**Exercise 2** Students' own ideas

#### Exercise 3

- 2 The team played so well that they won the match.
- 3 There was such heavy rain that the river burst its banks.
- 4 It was such a difficult question that I could not answer it.
- 5 Joe made so many terrible mistakes that his teacher became angry.

**Exercise 4** 1 made off 2 make out 3 make do with  
4 make up for 5 make up

## Lesson 6 Writing SB pp84-85

### Lesson aims

#### SB

**Stage 1:** to investigate the features of writing which expresses *different* opinions

**Stage 2:** to work collaboratively on producing short pieces of text to express different opinions on a chosen subject

#### WB

**Stage 3:** to choose a subject, survey people's opinion and write up the opinions expressed

**SB skills:** discursive writing

**WB practice:** independent discursive writing – identifying reasons for and against

**EPB link:** Test 5, Writing

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5

► Stage 2 – 20

► Stage 1 – 10

► Stage 3 – 5

### Warm-up

Ask the class to write down as many verbs and phrases as they can think of which express a point of view, e.g. *I think, I believe, in my view.*

## Stage 1 Features of writing about opinions

- 1 Read through the information box with the students.
- 2 Make sure students understand that *opinion* is what a person thinks; the *reason* is why they think it.
- 3 Write up: *Dad says text messaging is useful because it saves time.*
- 4 Ask which is the opinion and which is the reason.

### ► Introduction

- 1 Read and discuss the first writing feature and the example.
- 2 Make sure students understand that the introduction must set out the points that are going to be discussed in the rest of the writing.

### Activity

Students re-read the introduction to the article on p78 and discuss what particular information it gives the reader.

#### Answer

People taking part were asked: if they used text messaging, and what effect they thought it was having on the standard of English used by young people, i.e. it tells the reader the scope of the survey and what opinions were asked for.

### ► First person

Read out the second language feature and the examples.

### Activity

Do this work orally as students should be able to do this easily.

### Answers

- 1 I have lost my mobile phone.
- 2 The text message didn't come through so I didn't know what time we were meeting.
- 3 I was careful not to use any texting conventions in my schoolwork.

### Reasons

- 1 Read the paragraph and ask students to read the examples of reasons.
- 2 Explain that when we give an opinion, we often want other people to agree with us. Giving a good reason for our opinion will make people think seriously about what we have said.
- 3 Students go back to the reading passage to find reasons for and against.

### Answers

more arguments against text messaging:  
it is creeping into written schoolwork; it has a bad effect on punctuation; it limits vocabulary

more arguments in favour of text messaging:  
it is a quick and easy way of asking and responding to questions and making arrangements; it is very private

### Second person

Read the sentence and ask individuals to read out the examples.

### Activity

Students go back to the reading passage to find another example.

**Answer** ... you can advise young people how to use it wisely ...

### Questions

Read the sentence and ask individuals to read out the examples.

### Activity

Students go back to the reading passage to find another example.

**Answer** Why do we assume that it is just a teenage craze?

### Persuasive language

- 1 Read the information to the class.
- 2 Check they understand all the words in bold.
- 3 Ask: Which do you find more persuasive: worried or particularly concerned? annoying or rendered meaningless and ridiculous?
- 4 Explain that persuasive language is often stronger and more forceful.

### Activity

Students go back to the reading passage to find more examples.

### Example answers

billions of text messages / quick and easy / very private / positive advantages / The rich and varied content of the English language is limited ... / wisely and selectively

## Stage 2 Writing together

- 1 Read out the task box and ensure students understand it.
- 2 Point out the suggestions for subjects.
- 3 It is important to choose one on which there are varying opinions. Ask students who agree or disagree with each statement. Choose the one which has the best balance.
- 4 Write *For* and *Against* as headings on the board.
- 5 Ask students for reasons as to why they agree or disagree with the proposal. Write the reasons under each heading.
- 6 Discuss the introduction. Remind them that they make it clear to the reader what they are writing about. Ask students to re-read the introduction to the reading passage.
- 7 Use the students' suggestion for the introduction.
- 8 Use the *for* and *against* notes to write four short letters, two *for* and two *against* the proposal.
- 9 Read the *Remember!* box with the students.
  - Have they made it clear in the introduction what they are writing about?
  - Have they used the first person?
  - Are the opinions expressed backed up by reasons?
  - Have they included examples of second person / questions / persuasive language?
- 10 Can they improve the piece of writing?

## Stage 3 WB: Individual writing (WB p79)

- 1 Read the Information box and explain the task.
- 2 Remind students that they must choose a subject that they have not written about in class.
- 3 They must write an introduction that makes clear to the reader what the opinions are about.
- 4 They can write the different opinions in paragraphs or set out their work in a similar way to the reading passage.
- 5 Point out the *Useful vocabulary* box to help them with the persuasive element of the writing.
- 6 Tell students to write a first draft, check the *Remember* box, make improvements and proofread.
- 7 They should then write a final copy.

### Assessment

In assessing this task, look for:

- a clear introduction introducing the subject
- each opinion written in the first person
- each opinion backed up by reasons
- some examples of use of second person and questions
- persuasive language throughout.

## Lesson 7 Listening and speaking SB p86

### Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in groups
- to listen to a series of monologues for gist and detail
- to prepare and deliver a presentation about something important that was lost

**SB skills:** listening for gist and detail; listening and speaking in groups; individual speaking

**WB practice:** completing conversational expressions; preparation for individual spoken presentation

**EPB link:** Test 5, Listening Q1, Q3, Speaking Q1, Q2

**Time division:** a rough guide to a 40-minute lesson

- ▶ Warm-up - 5
- ▶ Listening comprehension - 10
- ▶ Conversation practice - 18
- ▶ Individual speaking - 7

### Warm-up

**Lost vowels:** write up some words which have a vowel missing. Give students a time limit to write all the words correctly, e.g. *cartful, frozn, necessary, beautiful, medicine.*

### Conversation practice

#### Activity 1

- 1 Explain that Ross and Jack are talking together.
- 2 Give the class a moment to look at the photos.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What are Ross and Jack talking about?* Elicit suggestions.

#### Activity 2

Play track 2.07. Students listen and check whether they predicted correctly.

### Audioscript

#### Track 2.07 Activities 2 and 3

Jack: Poor Holly! She's so upset about losing all that work.

Ross: I know. But I can't believe she's lost everything. Anyway, I hope Laura can help.

Jack: Well, that depends on Mum and Dad ...

Ross: Hmm ...

Jack: Have you ever lost anything on the computer?

Ross: I have, actually. I did a big science project last year. It was all on my laptop and somehow I lost half my files.

Jack: How on earth did you manage that?

Ross: I don't know. Perhaps I didn't save them. Or maybe I deleted them by mistake.

Jack: I hate losing things. I lost some money last week.

Ross: Really? How much?

Jack: Quite a lot. It was my birthday present from my uncle.

Ross: Where did you lose it?

Jack: In the shopping centre. One minute it was in my pocket and the next minute it was gone.

Ross: What a shame! Maybe a pickpocket took it.

Jack: Maybe ...

Ross: I thought I'd lost my keys the other day and I couldn't get into the house. I was locked out. I had to wait two hours for Mum to come home.

Jack: What a nuisance!

Ross: Yes. And then I found the keys on my desk. I'd forgotten to put them in my bag. So stupid.

Jack: I couldn't find my mobile the other day. I looked everywhere. I thought I'd lost it - like you and your keys.

Ross: So you found it?

Jack: I borrowed Laura's mobile and phoned my number. I could hear my ringtone coming from my room. But my room was in such a mess that I couldn't see it. I tracked it down eventually. It was under a pile of clothes.

Ross: Well, at least you found it.

Jack: Unlike my mum, who lost her engagement ring somewhere on the beach last summer. And unlike my dad, who left his camera in a restaurant and didn't realise it was missing until five days later.

Ross: You're a forgetful lot, aren't you?

Jack: Well, losing things does seem to run in the family.

#### Activity 3

- 1 Ask a volunteer to read the phrases.
- 2 Play track 2.07 again.
- 3 Remind the class to raise their hands when they hear one of the phrases from the box.

#### Activity 4

- 1 Divide the class into groups for this discussion activity.
- 2 Point out the starting question.
- 3 Remind them to look at the pictures and words for ideas.
- 4 They may also add their own ideas.

### Listening comprehension

#### Activity 1

- 1 Give the class time to look at the people and the objects.
- 2 Make sure they understand what all the objects are: a laptop, a dog, a mobile phone, a briefcase, a necklace.

- Explain that they will not hear the exact items mentioned. They will have to work out from what is said which item is being referred to.
- Play track 2.08. Students listen, look at the pictures and match.

### Audioscript Track 2.08 Activities 1 and 2

I think I left it on the train. I was on my way to the office and I needed to do some work before I got there so I took out my papers and started reading a report and making notes. As the train approached the station, I remember putting my papers away. I stood up to get off the train and I'm sure I had it in my hand. No! Wait a minute! I put it down on the seat while I put on my coat. The train was very crowded. I wonder if someone picked it up by mistake. What a nuisance! (briefcase)

I'm sure someone took it. I was in the cafe down the road waiting for a friend. He was late so I sent him a text and asked him where he was. He replied – eventually. He'd only just woken up! Can you believe it? I knew it would take him at least half an hour to get there so I put it down on the table and went to get a cup of coffee. I only turned my back for a minute. When I looked round it had gone. (mobile)

I'm in such a panic! My mum is going to be so furious. It belongs to her, you see, and I didn't ask her if I could borrow it. It was so pretty and it looked really nice with this dress. I have no idea how I lost it. I am going to be in such big trouble! I think it was quite valuable ... (necklace)

Well, it broke down, you see, and I had to take it to the repair shop. They fixed it for me and I went to pick it up yesterday afternoon. Well, I was just carrying it to my car when this group of boys appeared and blocked my path. One of them said (he was a bit rough, he was), "allo, Grandma. You got a present for me?" And he just snatched it out of my hands and they all ran off. Well, I couldn't catch them. They were too fast for me. What's that? Am I all right? Yes, I'm fine. I'm just cross that I can't send any emails. (laptop)

It's black and brown. It's not very big. It's not mine. I was looking after it for my sister. I don't even like it. It looks very nice but it's got a horrible temper so if you see it, don't try to pick it up whatever you do. You'll regret it. (dog)

### Activity 2

- Give students time to read the questions silently.
- Tell the class to note answers as they listen. Tell them to use their own words.
- Play track 2.08 again.
- Go through the questions and answers with the class.

### Example answers

- She put it on the seat while she put on her coat and someone else might have picked it up.
- He put it down on the cafe table while he went to get a cup of coffee and it was gone when he got back to the table.
- She borrowed the necklace without asking and now she's lost it.
- She was fetching it back from the repair shop and carrying it to her car.
- It has got a horrible temper and it might bite.

### WB: Individual speaking (WB p80)

- Explain that students are going to talk about something important or valuable that they, or someone they know, lost.
- Tell students to look at WB p80. Explain that they should note all this information but they can add more detail.
- Encourage more able students to speak from notes. After they have written their presentation, they should highlight key words and phrases and write these on pieces of paper.
- Advise them to practise their presentation first with the full text with highlighted words and phrases. They should then practise giving the presentation again, this time using the key words and phrases as notes on separate pieces of card.
- Advise them to practise it like this several times.
- Other students may still wish to write complete sentences but they should highlight key words and phrases and try to speak without reading every single word.

### WB: Listening and speaking (WB p80)

#### Exercise 1

Students complete the conversational expressions for homework.

#### WB answers

Exercise 1 1 rush 2 earth 3 A: matter  
B: nuisance A: easy, world 4 B: Calm, panic 5 down  
6 A: afraid B: shame 7 family 8 mistake

### WB: Check-out 8 (WB p81)

Students complete this page as an independent task. They may do this for homework before the lesson. It is not a formal test. It reminds students of the key points they have learned in the different skill areas. Tell them they should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

### Check-out 8 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their individual speaking task. Make plans for any that have missed doing this activity.

### Check-out 8 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through the answers with the class. They may check their own answers
- remind them that if they get a lot of incorrect answers they must look at the unit again in their own time
- take in completed Writing about the survey results.

### Unit 8 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Choose two or three individuals to make their presentations again to the whole class.
- 4 Hold a short class discussion. Ask: *What was the most unusual object that was lost in your group? Do you think some people are more careless with things than others?*

#### Check-out 8 answers

**Reading** 1 text messaging, six 2 first

**Vocabulary** private

#### Looking at language

- 1 Dictionary work: adjective, noun
- 2 Spelling: advise, analyse, disguise
- 3 Language development: the students

#### Grammar

- 1 Dad asked where Ben was.
- 2 a What a fantastic car! b How wonderful!  
c What an amazing pattern! d What kindness!
- 3 make up

**Writing** 1 reasons, second, questions, persuasive

#### Homework after Check-out 8

Students read the Check-in page for Unit 9 and complete the tasks.

If you wish, ask them to try to find out what all the places are in the photos on p87. Remind them to bring the answers and information with them to the next Reading lesson.

### Revision 4 (Units 7 and 8) (WB pp82-4)

#### WB answers

**Exercise 1** 2 She bought it for him. 3 He sent them to her. 4 They paid it to him/her.

**Exercise 2** 2 Luke told him the truth. 3 The stewardess brought her a drink. 4 The pilot gave them the signal.

**Exercise 3** 1 hers 2 yours 3 mine 4 ours  
5 theirs 6 his

**Exercise 4** 1 ourselves 2 herself, himself  
3 themselves

#### Exercise 5

- 1 Anna is asking her mum where her phone is.
- 2 Mum wants to know if she has left it in her room.
- 3 Ben asked Anna if she had taken part in the magazine survey.

**Exercise 6** 1 How, such an, so, What a 2 What  
3 What, such

#### Exercise 7

- 1 such, she gave up in the end
- 2 so, he was given extra marks
- 3 So, it took several days to read them
- 4 such a, we lost marks

**Exercise 8** 1 make, do 2 do, make, do

**Exercise 9** 1 make out 2 made up, made off

**Exercise 10** 1 lemon tree, rose bush, plants, seeds  
2 toys, paints, puzzle, games

**Exercise 11** start, finish

**Exercise 12** 1 mischievous 2 nervous 3 mysterious  
4 famous

**Exercise 13** 1 revise 2 surprise 3 analyse  
4 realise 5 paralyse

**Exercise 14** "I feel terrible," Anna whispered. "My head aches and my throat hurts," she sobbed, as tears began to roll down her cheeks.

#### Exercise 15

circle: their, it, they, it, they, their, its

- 1 Mum and Anna 2 restaurant 3 Mum and Anna  
4 cafe 5 Mum and Anna 6 tourists 7 the fountain