

# What a wonder!

9

In this unit, students:

- read and understand an informative magazine article
- develop a close understanding of the article, its style, form and vocabulary
- learn more about words with two or more meanings; spell words ending in -ary / -ery / -ory; learn about clause order; study the prefix over-
- study and practise past continuous passive and present continuous passive
- study and practise use of adjective + preposition: good at, keen on, etc.
- write a magazine article from notes; research and write a magazine article
- listen to a conversation about food and a healthy diet
- make a short individual presentation about diet

## Lesson 1 Check-in; Reading SB pp87-89

### Lesson aims

- to prepare for the topic of built and natural wonders and other aspects of work in Unit 9 through the Check-in page
- to read and gain a general understanding of a magazine article about wonders in the UK

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

**WB practice:** Unit 9 vocabulary list (p140)

### 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 the class which of the places they recognise. They should all know the pyramids and perhaps the Sphinx. Some students might recognise Venice.

Ask if anyone recognises the main picture: the Guggenheim Museum of Modern Art in Bilbao, northern Spain, built in 1997.

### Check-in

- 1 Read the first two statements. Explain that extraordinary buildings and structures existed thousands of years ago and travellers wrote about them so that they were well known.

**Task box:** Ask what the seven wonders were. Students should have found out: the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Lighthouse of Alexandria, the Colossus of Rhodes, the Temple of Artemis, the Statue of Zeus, the Mausoleum of Halicarnassus.

Elicit that only the Great Pyramid of Giza still exists. Ask the class to tell you what places they have thought of. List them on the board.

- 2 Read the sentence about the magazine article.

### Reading

- 1 Read how the Seven Wonders were chosen.

**Task box:** Ask the class what their guess would be.

- 2 Read about the structure of the article.

**Task box:** Students should be able to answer the first question by saying that the same information is grouped in one paragraph with a heading to tell the reader what is in the paragraph. Students should suggest that there will also be illustrations, probably photographs.

- 3 Check the vocabulary with the class.

### Looking at language

- 1 Read about the language work that will be covered.
- 2 Explain that there is more to find out about words with two or more meanings.

**Task box:** Ask students to tell you the words they have thought of. Check the spelling is correct. Note two or three words for each ending on the board.

### Grammar

- 1 Read the information about Grammar.
- 2 Write talk over on the board. Ask what it means: **to discuss, talk about.**

### Writing

- 1 Read about the writing features of magazine articles.
- 2 Tell the class that they will have the opportunity to do their own research for their own piece of writing.

### Listening

Read the work that will be covered in the unit. Check students understand the noun *diet*.

### Speaking

- 1 Read the information about Speaking.
- 2 Ask the class: *Which is healthier, pizza or salad?*

## Reading: And the winners are ... SB pp88-89

### Before Reading Pre-reading questions

- 1 How many wonders are shown in the article? **six**
- 2 How many are natural and how many are constructed? **three natural, three constructed**
- 3 Did you correctly predict what else would be on the pages? Students probably predicted photos.

### Reading

- 1 Read the text to the class or play track 2.09.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

**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. Refer the whole class to the text to check details, if necessary. Use the following questions or any of your own:

- 1 Who organised the competition? **a national newspaper**
- 2 How could people make suggestions in the first stage? **by going online**
- 3 How many people voted? **over 20 million** (Ask students how close this is to their prediction.)
- 4 What special outdoor feature is Hampton Court famous for? **the maze**
- 5 What is Stonehenge? **a prehistoric monument - a circle of standing stones**
- 6 What was it used for initially? **as a burial site**
- 7 Where is Ben Nevis? **In Scotland**
- 8 How many people climb it each year? **100,000**
- 9 About how old is Castle Howard? **300 years**
- 10 What is special about Wastwater? **It is the deepest lake in England.**
- 11 What title did it win in 2007? **Britain's Favourite View**
- 12 Where is the Giant's Causeway? **Northern Ireland**
- 13 How many columns are there? **40,000**

### Reading practice

- 1 Ask different individuals to take turns to read sections of the text while the rest of the class listens and follows.
- 2 If there is time, divide them into groups to read again.

- 3 Go around as they read and check on fluency and accuracy of reading.
- 4 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 5 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

### Homework

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

## Lesson 2 Reading comprehension SB p90

### Lesson aims

- to re-read *And the winners are ...* (i) in full (ii) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the magazine article

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

**WB practice:** matching phrases to places; true/false; personal response

**EPB link:** Test 6, Reading Q2

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

► Warm-up – 3	► Activity 2 – 5	► Vocabulary check – 5
► Re-reading – 5	► Activity 3 – 10	
► Activity 1 – 8		► Your views – 4

### Warm-up

With books closed, ask the class to name the wonders that were included in the magazine article and to say what each one is.

Before starting this page, read *And the winners are ...* again or play track 2.09.

### Activity 1

- 1 If students have re-read the text and listened again carefully they should be able to choose the correct answers without looking back.
- 2 However, remind them that it is always wise to look back and check any answer of which they are not completely certain.
- 3 Students may choose answers in pairs.
- 4 Check answers with the class.

**Answers** 1c 2b 3c 4b 5a 6b 7c

### Activity 2

- 1 Ask different students to read out the three phrases.

Give students a minute or two to choose correct meanings.  
3. Check answers together.  
**Answers** 1a 2b 3b

#### Activity 3

- 1 Students work in small groups to discuss these questions.
- 2 Remind students that the answers to these questions are not in the text so they will have to use their own ideas.
- 3 Tell them all to note down ideas but to make sure they share ideas and listen to each other in the group.
- 4 Go around listening as they work.
- 5 Go through the answers together. Ask one group for their ideas then ask the other groups to add as much as they can.

#### Example answers

- 1 It's a large, old palace which is always interesting. The architecture is impressive. It has large grounds / a park all round it. It has the maze which is fun and unusual. It is near the centre of London which is a city that is visited by many people. It has an interesting history and is strongly connected with Henry VIII.
- 2 The stones are very big and heavy and would be difficult to move with modern equipment but they were moved when no wheeled transport existed so no one can be sure how they were moved a long way.
- 3 It looks as though it has not changed since it was built so it would fit historical settings. It has interesting architecture so would make an interesting setting.
- 4 The mountain is very high so when the weather is bad and the clouds are low, the top of the mountain is likely to be above or in the clouds.

#### Vocabulary check

- 1 This gives students a chance to check they recall the meanings of words used in the article.
- 2 They only check those words that they cannot remember.
- 3 They may do this in pairs. They should find each word and agree on what it means, using the dictionary if they have to.

#### Your views

- 1 Ask the questions and elicit some immediate oral responses.
- 2 Each student should write their own response as an independent homework task.
- 3 Explain to the class how much you require them to write.

#### WB: Reading comprehension (WB p84)

##### Vocabulary check

##### Your views personal response

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

#### WB answers

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

**Exercise 2** 1T 2F 3T 4F 5T 6T 7F

#### Exercise 3

- 2 Hampton Court was remodelled as a palace by Henry VIII.
- 4 Ben Nevis is the highest peak in Great Britain.
- 7 The Giant's Causeway is in Northern Ireland.

#### Exercise 4

- 1 James Robertson was the person who first climbed to the top of Ben Nevis in 1771.
- 2 Henry Wise was one of the people who designed the Hampton Court maze in about 1700.

#### Exercise 5 Students' own answers

#### WB: Vocabulary (WB p85)

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 fatalities 2 residence 3 hectare  
4 prehistoric 5 initially 6 monument

#### Exercise 2

buildings: palace, manor house, residence, castle  
landscape: grounds, estate, hectare, peak

**Exercise 3** 1 response 2 ascent 3 selection  
4 competition 5 attraction 6 tourist 7 eruption  
8 construction 9 residence 10 visitor

**Exercise 4** 1 unimportant 2 unpopular  
3 discontinue 4 disorganised 5 unattractive 6 incomplete

#### Exercise 5 Students' own answers

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#### Lesson 3 Looking at language SB p91

##### Lesson aims

- to learn about words with two or more meanings for the same part of speech and for other parts of speech
- to spell words ending in -ary / -ery / -ory
- to learn about clause order; to study the prefix over-

**SB skills:** dictionary use; vocabulary development; spelling; pronunciation; identifying clauses

**WB practice:** word families; definitions; word completion; identifying clauses, gapfill

**EPB link:** Test 6, 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 some words that are different parts of speech and ask the class to change them to other parts of speech, e.g. adjective, careful change to adverb: carefully; adjective, broken change to verb: break, etc.

**A Dictionary work**

**Information box** Read the information about two or more meanings. Read the information point about word boxes. Point out the example word box for **number**. Read the different meanings in the word box. Point out the full entry below for the first meaning of **number**: amount. Explain that full definitions for each of the other four meanings follow in the dictionary. Ask students why they think the different meanings are given in a box with full entries for the different meanings below. Elicit/Prompt: *so that a reader can see the various definitions in brief and can decide quickly which one they need to look at in detail.*

Point out the next main dictionary entry: **number** used as a verb. Read the two meanings for the verb. Explain that the second meaning is more formal and would be used in a formal or old-fashioned piece of writing, e.g. *The inhabitants of the old city **numbered** more than ten thousand.*

**Activity 1**

- 1 Students may do this activity in pairs.
- 2 Give them a time limit then check answers together.

**Answers** 1 leg 5; 2 heart 5; 3 hour 5; 4 life 7

**Activity 2**

- 1 Students continue in pairs.
- 2 **More able** students may be able to categorise some or all the words without looking in a dictionary. Advise them to check their answers, all the same.

**Note:** These answers are written to coincide with students using the Macmillan School Dictionary. If they are using a different dictionary, some answers may vary.

**Answers**

- a noun and verb: load, heat, line, move
- b noun and adjective: mass, front

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**B Spelling**

**Information box** Read the information. Explain that these word endings can sound very similar in everyday conversation. It is necessary to learn which words have which ending in order not to make spelling mistakes in writing.

**Activity 1**

- 1 Tell the class that some of these words will be familiar. They should check their answers.
- 2 They may do this work in pairs.
- 3 Check answers together.

**Answers** 1 compulsory 2 silvery 3 primary 4 rubbery 5 explanatory 6 solitary 7 watery 8 secondary 9 advisory 10 imaginary 11 satisfactory 12 fiery

**Activity 2**

Students look up **stationary** and **stationery** in their dictionaries and write a sentence for each word.

**C Language development**

- 1 Read the first two information points.
- 2 Ask a student to read the complete example sentence.
- 3 Ask another to read the subordinate clause again. Check everyone agrees that it is the subordinate clause.
- 4 Ask what information the clause contains. Elicit, e.g. *how the columns were made - as the result of a volcanic eruption.*
- 5 Point out that this is extra information about the columns.
- 6 Read the next information point.

**Activity 1**

- 1 Read the instruction.
- 2 Ask a volunteer to read the example sentence.
- 3 Students underline the clause. Check the answer.

**Answer** standing at 1,344m

- 4 Ask: *What information does the clause contain? extra information about the mountain - how high it is*
- 5 Read the next information point about clause position.

**Activity 2**

- 1 Students find and underline the subordinate clause.

**Answer** Situated in the Lake District National Park

- 2 Ask: *What information does the clause contain? where Wastwater is*
- 3 Read the next information point.

**Activity 3**

- 1 Explain to the class that every long sentence has a main clause somewhere, which contains the completed action. There may be other clauses before it, after it or in the middle of it. If the sentence is long and difficult to understand, the first task is to find and understand the main clause.

Ask a volunteer to read the sentence.  
Students find and underline the clauses.  
Check answers. Ask the class how the two clauses are joined; with the conjunction and.

#### Answers

Built as a manor house in the 11th century  
remodelled as a palace by Henry VIII

- 5 Tell the class that knowing how to recognise the parts of a sentence will help them with reading more difficult texts.
- 6 Remind them that they have previously studied clauses beginning with the present participle (-ing clauses); the past participle (-ed clauses) and that (that clauses).

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##### Activity 4

- 1 Read the information about the prefix over.
- 2 Check that students understand the example words.
- 3 Students complete the words and check any they are not sure of.
- 4 Ask which meaning of over is used in each word. Help students to work out the correct answer if necessary by asking what the meaning of each complete word is.

**Answers** 1 overgrown, too much 2 overcrowded, too much 3 overall, outer 4 overseas, across 5 overcome, a lot 6 overlook, above

#### WB: Looking at language (WB pp86–87)

This work should be done as an independent homework task.

#### WB answers

##### Dictionary work

**Exercise 1** model, mean, light, lead

**Exercise 2** Students' own sentences

##### Spelling

**Exercise 1** laboratory 3; celery 4; cookery 5; glossary 2; temporary 1

**Exercise 2** 1 bakery 2 summary 3 memory 4 misery 5 February 6 factory 7 history 8 library 9 gallery 10 dictionary 11 category 12 machinery

**Exercise 3** Students' own sentences

##### Language development

**Exercise 1** 1b 2d 3a 4e 5c

**Exercise 2** ↗

- 1 Designed by an unknown architect, the new airport has been greatly admired.
- 2 Too late to catch the bus and too tired to walk home, we decided to accept our uncle's invitation to stay overnight.

- 3 The mountaineers finally arrived back at base camp, gasping with breathlessness and shivering with cold. Also correct: Gasping with breathlessness and shivering with cold, the mountaineers finally arrived back at base camp.

- 4 Finding the task his teacher had set both challenging and difficult, Charlie decided to get help from the internet.

- 5 The explorers set off to find the river without having any idea of which direction to take or how to get through the jungle. Also correct: Without having any idea of which direction to take or how to get through the jungle, the explorers set off to find the river.

**Exercise 3** 1 overpowered 2 overshot 3 overheard

4 overlooks 5 overload

**Exercise 4** 1 overcast 2 overdue 3 overhead

4 overpriced

#### Lesson 4 Grammar SB p92

##### Lesson aims

- to study and learn the correct use of the present continuous passive and past continuous passive
- to practise using past passives through oral activities

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

**WB practice:** rewriting active sentences into the present/past continuous passive

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

► Warm-up – 3	► Activity 2 – 8	► Activity 4 – 8
► Activity 1 – 5	► Activity 3 – 8	► Activity 5 – 8

##### Warm-up

Ask two or three students to read out their responses to Your views on p90.

##### Activity 1

###### 1 Pre-reading questions

Which place is shown in the photo? **Stonehenge**  
Which of the places that were chosen in the United Kingdom Wonders competition did you think was the most impressive?  
Students' own answers

- 2 Ask two students to read a paragraph each.
- 3 After reading the text, point out the two structures. Remind the class that continuous forms express actions that continue or continued over a period of time.

### Activity 2

- 1 Tell students to cover the text and do the activity in pairs. They should mark each statement T/F then write correct sentences in place of the false ones.
- 2 Elicit correct statements as you go or when you check answers if students work in pairs.

**Answers** 1F: It is situated in the south-west of England. 2T 3F: It was being used as a burial site. 4T 5F: A new visitor's centre is being planned 2.5km from the stones. 6F: It is being designed with cafes and shops (also educational facilities and a large car park).

### Activity 3

#### Remember!

Go through the present continuous passive form with the class.  
Ask different students to read the examples.

- 1 Ask a pair of students to read out the example sentences.
- 2 Students work in pairs and take it in turns to read the active sentence while their partner changes it to the passive.
- 3 Check answers together.

#### Answers

- 2 The palace is being renovated.
- 3 Plans are being drawn up.
- 4 Wild promises are being made.
- 5 The law is being broken.
- 6 A party is being organised.
- 7 Decorations are being put up.

### Activity 4

#### Remember!

Go through the *Remember!* box and make sure students understand the two uses.  
If you wish, ask students when it might be appropriate to add the person or thing doing the action. Elicit/Prompt, e.g. *when the person or thing is important or surprising*.

Go through the example then let students work in pairs.

#### Answers

- 2 Songs were being sung.
- 3 Jokes were being told.
- 4 This land was being farmed two hundred years ago.
- 5 Wheat and cotton were being grown.
- 6 A bell was being rung.

### Activity 5

- 1 Go through the example. Students ask and answer in pairs.
- 2 Go around listening as they work then check answers by asking different pairs to read the question and give the answer.

### Answers

- 2 The entries are being judged by a team of experts.
- 3 A winner is being chosen by a university professor.
- 4 The prizes are being presented by a celebrity.
- 5 The crops were being damaged by insects.
- 6 This product was being bought by teenage girls.

### WB: Grammar (WB p88)

These exercises are for independent homework.

#### WB answers

##### Exercise 1

- 2 The forests are being cut down.
- 3 This land is being sold.
- 4 New houses are being built.
- 5 An expedition is being planned.

##### Exercise 2

- 2 Rooms were being tidied.
- 3 The floors were being swept.
- 4 The furniture was being polished.
- 5 A fine meal was being prepared.

##### Exercise 3

- 2 That loud noise is being made by the wind.
- 3 These buildings are being used by the university.
- 4 The horse was being ridden by a young boy.
- 5 The souvenirs were being bought by Japanese tourists.

##### Exercise 4 Students' own sentences

### Lesson 5 Grammar in use SB (p93)

#### Lesson aims

- to listen to, read and understand a short conversation about the website project
- to understand and practise using an adjective + preposition
- to understand and practise phrasal verbs with talk

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

**WB practice:** completing/writing sentences with correct preposition / correct phrasal verb

**EPB link:** Test 6, Grammar and Vocabulary Q1, Q2, Q3, Q6

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

► Warm-up - 4	► Activity 3 - 5	► Remember! - 5
► Activity 1 - 5	► Activity 4 - 5	► Grammar extra - 6
► Activity 2 - 5	► Activity 5 - 5	

### Warm-up

Ask questions about the website project. Allow students to look back if they have forgotten some information.

How near to the end of the project are they? **They must be quite near the end because Holly lost the work that was almost finished.**

What environmental information have they already included in it? **coral reefs, oil pollution**

What information have they sent to other teams? **Holly sent information about theatre to Tippi in Thailand.**

### Activity 1

1 Point out the characters.

2 **Pre-listening questions**

What was the accident that happened to Holly? **she lost the project**

What do you think Laura and Ross are talking about? **the problem and how to solve it**

3 Play track 2.10. Students listen and follow in their books.

4 Point out the expressions in bold. Remind the class that it is easy to get the correct prepositions muddled up and they need to practise these phrases.

### Activity 2

1 Ask the questions to check understanding of the situation.

2 Elicit short oral answers.

### Answers

- 1 because she lost all the work
- 2 because she's good at IT
- 3 Laura can help because she's got the project on her laptop.
- 4 She's back on the project.
- 5 because he phoned her mum and **dad** and talked them round
- 6 all the arguments
- 7 because they're doing a feature on healthy eating
- 8 a questionnaire

### Activity 3

- 1 Let students complete the blanks in pairs or small groups.
- 2 Be ready to prepare some extra practice if students have difficulty with these phrases.
- 3 Check answers together in the usual way.

### Answers

1 with 2 of 3 about 4 of 5 to 6 of  
7 or 8 on

### Activity 4

- 1 Ask students to do this individually so that everyone finds and completes the expressions.
- 2 Check answers together.

### Answers

1 about 2 with 3 at 4 to 5 with  
6 from

3 Students make up their own sentences. They may do this in groups. Ask each group to tell you two of their sentences.

Note: Some adjectives can be followed by more than one preposition, e.g.

grateful can be followed by both to and for.

She was grateful to the professor. She was grateful for his help. Also angry, furious, pleased, etc. can be followed by with and about.

She was angry with her sister. She was angry about her behaviour.

Different can be followed by to and from.

This hat is different to that one. Harry chose a T-shirt that was different from his brother's.

### Activity 5

1 Students talk in pairs taking turns to ask the question and answer.

2 Tell the students answering to use complete sentences, e.g. *I'm good at ..., etc.*

3 Go around listening as they speak.

4 Ask different students to say their answers to the class.

### Remember!

Tell the class that they simply have to learn these phrases and use them in order to learn them.

Ask different students to read out the sentences.

### 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 made them change their minds  
2 persuaded 3 reply rudely 4 speaks as if to a child or inferior person 5 discuss

### Picture

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

### Example answers

He was talked into running the marathon.  
He didn't want to run the marathon but his friend talked him round.

### Activity 2

Students may think of their own sentences in pairs.

## WB: Grammar in use (WB p89)

These exercises should be completed for homework.

### WB answers

**Exercise 1** 1 for 2 with 3 with 4 of 5 to/from  
6 of 7 of 8 to 9 for 10 about

**Exercise 2** Students' own sentences

**Exercise 3** 1 talked ... into 2 talked ... over  
3 talking back 4 talk ... round 5 talks down

### ► Headline

- 1 Read the sentence about the headline.
- 2 Ask students what they can remember about headlines. Ask: Does it have to be a sentence? no Is it usually long or short? short What kind of words does it use mostly? nouns and noun phrases

### Activity

Students go back to the reading passage to identify and discuss the headline. **And the winners are ...** Ask: Does this headline make you want to read on? Why or why not?

### ► Opening paragraph

- 1 Read the sentences about the paragraph.
- 2 Look back at p88 with the class. Ask students to say in their own words what information there is about the competition and how it was organised.

### ► Tenses

Read the information about tenses.

### Activity

- 1 Students go back to the reading passage to find more examples of past and present tenses, e.g. ... **is visited** ... **was designed by** ...
- 2 Ask the question about future tenses. Elicit, e.g. **A future tense would be used when the article reports something that is expected to happen in the future.**
- 3 Students look for a future tense in the article: (Stonehenge) **It will continue to be visited** ...

### ► Detailed information

- 1 Read the sentences about detailed information.
- 2 Discuss the examples of the detailed information that the writer gives and the unclear language that the writer does not use, e.g. **somewhere**.
- 3 Ask the class why it is important to give details. Elicit, e.g. **so that the information is more interesting and helpful to the reader who might want to visit the place.**

### Activity

Students go back to the reading passage to find three more examples of detailed information, e.g. **The majestic peak, standing at 1,344m; Construction began in 1699 and was completed in 1712 for the Earl of Carlisle; At 79m, it is the deepest lake in England.**

### ► Sub-headings

Read the sentence about sub-headings.

### Activity

- 1 Read out the questions. Students go back to the article to identify and discuss sub-headings.
- 2 Ask: **How many sub-headings are in the article? 6** In what way are they helpful to the reader? Elicit, e.g. **sub-headings show how the information is organised; help the**

## Lesson 6 Writing SB pp94–95

### Lesson aims

**SB**

**Stage 1:** to investigate the features of informative magazine articles

**Stage 2:** to work collaboratively to produce an informative magazine article from given notes

**WB**

**Stage 3:** to produce an informative magazine article about famous local places

**SB skills:** informative writing in magazine style

**WB practice:** researching information; note making; ordering; paragraph writing independently

**EPB link:** Test 6, 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

Divide the class into groups. Ask them to list the subjects of the magazine articles they read most recently. Ask them to discuss quickly whether they think magazines are popular and if so, why. Get brief feedback from the groups. Find out if they all have a similar interest in the subjects they read about.

### Stage 1 Features of magazine articles

- 1 Read through the information box with the students.
- 2 Ensure students understand the terms **information** (noun) and **informative** (adjective). **We read an informative article about the United Kingdom.**
- 3 Discuss how magazine articles are presented on the page. Ask: **Why do students think they have to look inviting for the reader?** Elicit, e.g. **so that people want to buy them.**

readers easily to find the part they are especially interested in; divide the article up so it looks more interesting on the page, etc.

#### ► Illustration

- 1 Read the sentence about illustrations that can be used.
- 2 Ask: What was used for the article? How were they used? Do the pages look attractive? Why or why not?

### Stage 2 Writing together

- 1 Read out the task and ensure the students understand it.
- 2 Ask for suggestions for two/three sentences for the introduction of the article, e.g. *People today are still fascinated by the Seven Wonders of the Ancient World ...*
- 3 Discuss how the information about each 'Wonder' can be organised into a paragraph. Take each set of notes, one at a time and:
  - number the information in the order in which students agree it should be written
  - put each piece of information into an informative sentence, e.g. *Rhodes is an island in the Mediterranean Sea. In 305 BC the island was attacked by Demetrius.* Make each set of notes into one or two paragraphs.
- 4 Discuss suitable sub-headings for the three sections of the article. Encourage students to be adventurous, e.g. *An Astounding Statue (Colossus of Rhodes).*
- 5 Discuss a title for the article, e.g. *Amazing Ancient Wonders.*
- 6 Tell students they have a double-page spread for the information and illustration. How will they set out the text; what illustrations will they use and where? Draw the agreed layout on the board. Mark where pictures will go and where the text will go.
- 7 Read the *Remember!* box with the students.
- 8 Can they improve the magazine article by adding any features from the box?

### Stage 3 WB: Individual writing (WB p90)

- 1 Read the *Information* box and explain the task. Remind them that p94 of the SB has details about the features of a magazine article, which they may check/review if they wish.
- 2 Explain that the first task is to choose three famous places in their country and research them.
- 3 They must then use their notes to write three informative and interesting paragraphs. They may use the *Useful vocabulary* box and other ideas of their own.
- 4 Remind them to add a title, an introductory paragraph and sub-headings.
- 5 Once they have written and proofread the text, students should consider the layout. If they have access to a computer, they can manipulate the text and add illustrations, change font colours and sizes, etc.

- 6 If they are doing this by hand, they should do as much as possible by way of a magazine article layout to interest the reader but they may have to indicate where illustrations will go as opposed to having the right illustrations in place.
- 7 Remind them to check the *Remember!* box after writing the first draft, then to make improvements and proofread.
- 8 They should write a final neat copy to hand in.

#### Assessment

In assessing this work, look for:

- an interesting title / sub-headings
- an informative opening paragraph
- appropriate use of tenses
- detailed information
- attractive layout with illustrations.

### Lesson 7 Listening and speaking SB p96

#### Lesson aims

- to listen to and understand the gist of a dialogue about food
- to hold a similar discussion in groups
- to listen to a dialogue about a food questionnaire for gist and detail
- to prepare and deliver a presentation about personal diet and its health content

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

**WB practice:** dialogue completion; preparing for an individual spoken presentation

**EPB link:** Test 6, Listening Q1, 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

Divide the class into two or more groups.  
Ask half of the groups to list the foods they think are bad for their health.  
Ask the other half to list all the foods they think are good for their health.  
Make two lists on the board.

#### Conversation practice

##### Activity 1

- 1 Explain that Ross and Laura 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 do the photos show?* Elicit answers.

5 Ask: What are Ross and Laura talking about? Elicit: *food*.

#### Activity 2

Play track 2.11. Students listen and see whether their ideas were right.

#### Audioscript

##### Track 2.11 Activities 2 and 3

Laura: So ... Usha and Ali are doing a feature on healthy eating.  
Ross: Yes, and they especially want to know what young people's eating habits are.  
Laura: Interesting. Do you think you eat a healthy diet?  
Ross: Me? Yes, I think so.  
Laura: What's your favourite food?  
Ross: Burgers and chips. Or pizza.  
Laura: In other words, fast food! That's not very healthy, is it?  
Ross: I don't eat them every day. How about you? Don't you eat fast food?  
Laura: Hardly ever. I'd rather have something healthy like meat or fish or vegetables.  
Ross: Hmm ... I'm not very keen on vegetables.  
Laura: What about fruit?  
Ross: Well, I like bananas but that's about it.  
Laura: Ross, you have to eat fruit and vegetables! They're full of vitamins. I bet you eat loads of snacks.  
Ross: I eat some snacks, yes ...  
Laura: Like what?  
Ross: Crisps.  
Laura: How many packets do you eat every day?  
Ross: Two or three.  
Laura: Ross! That's terrible! Do you know how much fat and salt there is in a packet of crisps?  
Ross: No.  
Laura: Do you eat sweet things, too? How about cakes and biscuits?  
Ross: I like cakes and biscuits but I don't eat many sweets ... except chocolate. I usually have a couple of chocolate bars in the afternoon.  
Laura: So you eat lots of salt, lots of fat and lots of sugar! Honestly! This is the unhealthiest diet ever!

#### Activity 3

- 1 Students get ready to note down what Ross eats.
- 2 Play track 2.11 again.
- 3 Check the answer: *Laura has the healthier diet*.

#### Activity 4

- 1 Students discuss what they eat in groups.
- 2 The photos can give them ideas but they can use their own ideas of other foods that are healthy or unhealthy.
- 3 Go around as they speak.

4 If there is time, spend a few minutes on a whole-class discussion of this topic.

#### Listening comprehension

#### Activity 1

- 1 Establish that Jack and Holly are filling in a questionnaire, the one that was sent to them by Usha and Ali.
- 2 Play track 2.12. Students listen to the conversation.

#### Audioscript

##### Track 2.12 Activities 1 and 2

Jack: Right ... Section A: What you eat every day.  
Holly: Question 1: What do you have for breakfast? What do you have, Jack?  
Jack: Oh, I usually have cereal, you know, cornflakes or something. And I might grab a piece of toast, too. And I drink milk usually. How about you? What do you have?  
Holly: Oh, I usually skip breakfast. I never have time.  
Jack: Tut tut. My mother says, "Breakfast is the most important meal of the day."  
Holly: Does she really ...? Question 2: If you have a break at school, what do you eat and/or drink? Well, I have a packet of crisps.  
Jack: And I usually have some fruit, an apple or something. And I have a drink of water.  
Holly: Me, too. Or fruit juice.  
Jack: Question 3: What do you eat for lunch?  
Holly: Well, that depends where I am. If I'm at school I have a sandwich and a chocolate bar. But if I'm at home, I'll have something a bit more interesting like a pizza.  
Jack: Question 4: ...  
Holly: Hang on! You didn't answer Question 3.  
Jack: Yes, I did. I have the same as you.  
Holly: Right. Question 4 then.  
Jack: What do you eat when you get home from school?  
Holly: OK ... Crisps, cakes, biscuits ... I'm always so hungry.  
Jack: Me, too but I usually have a sandwich. I don't eat sweet things like cakes and biscuits very often.  
Holly: Really? I love them.  
Jack: Question 5: What do you have for dinner? I don't know what to say here. We have all sorts of different things.  
Holly: So do we. Oh, look at Question 6. That's easy to answer. What's your favourite meal?  
Jack: Mine's roast chicken and vegetables. What's yours?  
Holly: Burger and chips!

#### Activity 2

- 1 Ask students to read the statements silently. Remind them that this is the information they must listen out for.

- 2 Play track 2.12 again. Students write true or false.
- 3 Be prepared to play the track a third time.
- 4 Check answers together.

**Answers** 1F: She usually skips (misses out) breakfast.  
2F: His mother says it. 3T 4F: She has pizza at home.  
5T 6F: He doesn't eat sweet things often. 7F: She loves them.  
8F: She has different things. 9F: His favourite meal is roast chicken and vegetables. 10T

### WB: Individual speaking (WB p91)

- 1 Explain that students are going to talk about their own diet and whether it is healthy or not. Remind them of the two lists you made on the board at the beginning of the lesson.
- 2 Tell students to look at WB p91. Explain that ideas are given to help them. They should complete all the information in as much detail as they can.
- 3 Encourage them to add their own ideas to the conclusion, especially whether and how they should make changes to their diet and why or why not.
- 4 Remind them to check their writing and to practise before they make their presentation. They should aim to speak for two minutes on this topic.

### WB: Listening and speaking (WB p91)

#### Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for expressions from the grey box.

#### WB answers

##### Exercise 1

Holly: healthy  
Ross: to be honest, keen, vegetables, chips  
Holly: In other words, fast food, snacks, I bet  
Ross: packets, especially  
Holly: unhealthy  
Ross: Hang on!, loads, yourself  
Holly: do without

### WB: Check-out 9 (WB p92)

Students complete this page as an independent task. They may do this for homework before the lesson. If they cannot complete it easily, they should revise the work they are not clear about.

### Check-out 9 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.

### Check-out 9 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 this page is to help them to find out how well they have taken in the work in the unit. If they get a lot of incorrect answers they must look at the unit again
- take in completed Writing about the local Wonders.

### Unit 9 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to give their presentations to the other group members. Go around listening as they speak.
- 3 Encourage students to speak from **notes**.
- 4 Choose two or three individuals to make their presentations again to the whole class.
- 5 Choose at least two students who are able to speak from notes only and do **not** need the full script in front of them. Make sure students understand the aim here is not to recite a full script that they have learned but to give a prepared presentation using notes as reminders of what to talk about.

#### Check-out 9 answers

##### Reading

- 1 wonders of the United Kingdom, three
- 2 the headline

##### Vocabulary consider

##### Looking at language

- 1 Dictionary work: light, model, clear
- 2 Spelling: a history b mystery c imaginary d machinery e category
- 3 Language development:  
As one of the most popular buildings in England
- 4 overcrowded

##### Grammar

- 1 a The building is being repaired.  
b The door was being painted.
- 2 talk over

**Writing** 1 present, past, information, sub-headings, illustrations

##### Homework after Check-out 9

Students read the Check-in page for Unit 10 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.