

# I'm going to talk about ...

In this unit, students:

- read and understand advice about giving a presentation
- develop a close understanding of the stages in preparing and doing the presentation
- learn about phrasal verbs; spell words with silent *u*; investigate compound adverbs; learn about the suffix *-dom*
- learn and practise correct use of the future continuous tense
- learn and practise the formation of question tags
- write notes in preparation for a class presentation
- listen to a conversation about using different websites
- make a short individual presentation about creating a student website for school

## Lesson 1 Check-in; Reading SB pp107-109

### Lesson aims

- to prepare for the topic of doing presentations and other aspects of work in Unit 11 through the Check-in page
- to read and gain a general understanding of advice on doing a presentation

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

**WB practice:** Unit 11 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 what different kinds of presentations are illustrated and in what situations they could be taking place. Ask if they have been to any like these or seen them on TV.

### Check-in

- 1 Read the information about presentations.

**Task box** Elicit all the different kinds of presentations students have seen or listened to. List them on the board. Ask different students to say how many class presentations they have done. You could also ask them how many times they have done their presentation to a small group. Ask different students to give their views about the most difficult part.

- 2 Read the last statement.

### Reading

- 1 Read the first statement.

**Task box** Elicit answers from around the class. Note them on the board.

- 2 Read the remaining information about the guidance.

**Task box** Elicit ideas from the class: a tip is a short piece of extra advice that helps you to do something.

**Task box** Check through the meanings of the new words with the class.

### Looking at language

- 1 Read about the work that will be covered in the unit.
- 2 If you wish, ask the class if they can think of an example of a word with a silent *u*: they may remember, e.g. *guest*. If they cannot think of any words give them clues, e.g. *how you feel when you know you've done something wrong: guilty*, *a stringed instrument: guitar*.

### Grammar

- 1 Read the information about Grammar.
- 2 Ask: *When do you use question tags most often?* Elicit: *in conversation*. Explain that they are sometimes used in informal writing such as an advertisement. They are never used in formal writing.

### Writing

- 1 Read about the writing work that will be covered in the unit.
- 2 Ask how many of the class feel able to talk from notes and how many still rely on reading complete sentences.
- 3 Explain that, if they have not already learned to speak from notes, this unit will help them with developing the skill.

### Listening

Read about the listening work that will be covered in the unit.

### Speaking

- 1 Read the information about Speaking.
- 2 Explain that in every unit students will have the chance to speak in groups and individually.

## Reading: Giving a class presentation SB pp 108–109

### Before Reading Pre-reading questions

- 1 Tell the class just to look at the two pages without trying to read any words or sentences.
- 2 Ask: *How is the advice and guidance set out?* Students should be able to point out that:
  - there are clear headings
  - information is set out under the headings
  - some information is set out with bullet points
  - there are arrows to show how one section follows on from the one before.
- 3 Ask: *Why do you think the information is set out in this way?* Students should be able to explain that it makes the information easier to read and to understand. It also looks more interesting.

### Reading

- 1 Read the text to the class or play track 2.17.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.

Note: It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

### 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 What is the advice about? **giving a class presentation**
- 2 What do you need to think about at the beginning? **whether the task is to choose a topic or to write about a given topic**
- 3 What do you need to know before you start to research and prepare your presentation? **how long it should last for**
- 4 How many sources should you look at? **several** Why? **so that you have a broad range of information**
- 5 How should you organise your notes? **under headings**
- 6 What should you write your notes onto? **cards**
- 7 What can you use to make your presentation interesting? **technology, visual aids**
- 8 How many last-minute tips are there? **four**
- 9 Should you look at your audience? **Yes** Why? **because they won't want to look at the top of your head**

### Reading practice

- 1 Ask different students to read sections of the text aloud.
- 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

Re-read the advice carefully and check meanings again as necessary.

## Lesson 2 Reading comprehension SB p 110

### Lesson aims

- to re-read *Giving a class presentation* (i) in full (ii) in sections for detail
- to develop a close understanding of the advice and guidance
- to give a personal response to making a presentation

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

**WB practice:** matching information to section headings; true/false statements; gapfill; personal response

**EPB link:** Test 7, Reading Q2

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

▶ Warm-up – 5	▶ Activity 2 – 6	▶ Vocabulary check – 4
▶ Re-reading – 5	▶ Activity 3 – 10	▶ Your views – 4
▶ Activity 1 – 6		

### Warm-up

- List on the board: *reading aloud in class, giving an individual presentation, appearing in a play, giving a group presentation, meeting people for the first time, tests and exams.*
- In pairs or groups, ask students to order these with the task that makes them most nervous and anxious first and the one that makes them least nervous last.
- Find out what the general perception is.
- Ask students what they can do to help them feel less nervous in the most stressful situation.
- If they do not mention it themselves, explain that being well prepared can help to make any of these tasks less stressful.

Before starting this page, read *Giving a class presentation* again or play track 2.17.



### Activity 1

- 1 Ask the literal comprehension questions to check whether the class has a good understanding of the advice and guidance.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text.
- 3 Encourage them to turn back to the text and scan it to find or check answers.

#### Answers

- 1 a Choose something you know about and are interested in and that the audience will be interested in.  
b Don't choose something you know nothing about.
- 2 several; so that you have a broad range
- 3 make detailed notes
- 4 so that you can organise the information you are going to present
- 5 practise with it before you use it; check it is working just before the presentation
- 6 You should speak slowly and clearly so that people can hear and understand the presentation.

### Activity 2

Students may do this in pairs or small groups. Tell them to find the expression in the text and read the complete sentence before choosing the correct answer.

Answers 1b 2b 3a 4b

### Activity 3

- 1 Students discuss their answers in groups. Ask them to note down their answers.
- 2 Give them a time limit.
- 3 Ask different groups to answer each question. Ask for other comments or ideas from the other groups.

#### Example answers

- 1 a so that you know whether you have to do all the presentation yourself or share it out with others  
b so that you know how much material to prepare and practise
- 2 a because it is not very interesting for the people listening and they may not hear you very well if your head is down all the time  
b it makes it more interesting and helps to explain things
- 3 so that you have everything ready and the audience arrives for something that is properly prepared
- 4 because you might get it wrong

### Vocabulary check

- 1 Students may do this work in pairs or groups. Tell them to look at each word in context then to agree a meaning. If they

are not sure, or there is disagreement, they must check in their dictionaries.

- 2 If there is time, ask individual students to give meanings of some or all of the words.
- 3 Alternatively, tell students to check this activity again for homework.

#### Answers

noun: privacy, aspect, duration  
adjective: nerve-wracking, several, tedious, relevant  
verb: select, ensure, required, review, condense  
adverb: thoroughly, beforehand

### Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class, as many as you have time for.
- 2 In addition, each student should write their own response as an independent homework task.
- 3 Explain to the class how much you require them to write or a minimum amount.

### WB: Reading comprehension (WB p104)

#### Vocabulary check

Your views personal response

- Students should be able to complete this page independently for homework.
- Remind them that they should always re-read the text before starting to write their answers.

#### WB answers

**Exercise 1** 1 prepare thoroughly 2 duration of presentation 3 several sources of information  
4 review notes 5 using visual aids 6 glass of water  
7 make a note of the question

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

#### Exercise 3

- 1 Choose something that you know about and are interested in.
- 2 Give your audience different visual aids to look at.
- 4 Arrive before the audience.
- 6 Speak slowly and clearly.

**Exercise 4** 1 thoroughly 2 beforehand 3 tedious  
4 relevant 5 duration

**Exercise 5** Student's own answers

### WB: Vocabulary (WB p105)

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 when they do this page.

### WB answers

**Exercise 1** 1 source 2 know 3 some 4 need  
5 not 6 made 7 write 8 key 9 hear

### Exercise 2

noun, private  
verb, selection  
verb, requirement  
verb, review  
adjective, tediously  
adjective, relevance

### Exercise 3

tedious, boring  
select, choose  
duration, length of time  
several, more than two or three / a few  
ensure, make certain  
condense, make shorter

**Exercise 4** Students' own sentences

## Lesson 3 Looking at language SB p111

### Lesson aims

- to investigate how phrasal verbs are set out in a dictionary
- to look at words with silent *u*
- to look at the meanings and use of compound adverbs

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

**WB practice:** definitions; composing/completing sentences; dialogue completion

**EPB link:** Test 7, Grammar and Vocabulary Q4, Q5

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

► Warm-up - 5

► A Dictionary work - 10

► B Spelling - 10

► C Language development - 15

### Warm-up

With all books closed, ask students in pairs or groups to think of three different phrasal verbs and to put each one into a sentence.

Ask a few groups or pairs to say their sentences.

## A Dictionary work

**Information box** Read the information about phrasal verbs.

Point out to the class how the entry is set out in a dictionary.

Read through the entry.

### Activity 1

- Tell students to look up *go* and find the Phrasal verb heading.
- Ask volunteers to read out the definitions of the phrasal verbs with *go*.
- Students write their own sentences. Give them a time limit.
- Ask different individuals to read out sentences.

### Activity 2

- Students look up the phrasal verb *write down*.
- Ask an individual to read out the definition.
- Point out the phrasal verbs with *write* in the box.
- Tell them to check the meanings.
- Give them a time limit to write their own sentences.
- Ask different individuals to read out sentences.

## B Spelling

**Information box** Read out the information and the example phrases.

Ask the class to tell you the words with silent *u*: *vague*, *guess*.

### Activity 1

- Ask an individual to read out the words in the box.
- You may do this activity orally with the whole class or ask students to work in pairs or groups.

**Answers** 1 tongue 2 guilty 3 disguise 4 guitar  
5 guide

## C Language development

- Read the statement in the Information box.
- Ask two volunteers to read the two sentences.
- Ask the class if they can find the two compound adverbs. Remind them that they are made up of two smaller words joined together. Remind them that the words they are looking for are adverbs, not nouns, adjectives or verbs.
- Elicit the answers: *however*, *moreover*.

### Activity 1

- If students are unfamiliar with these words, ask them to check them in their dictionaries and then to match them with the phrases: *in addition - moreover*; *in spite of that - however*.
- Ask volunteers to read the sentences.
- Ask the class to find the two compound adverbs: *nevertheless*, *furthermore*.

- 4 Ask the class to check the meanings in their dictionaries.

### Activity 2

Students match the compound adverbs. They should be able to do this without using dictionaries again.

**Answers** nevertheless, however; furthermore, moreover

**Information box** Read the first alternative meaning of *however*.

Ask a volunteer to read the example sentence.

Explain that *no matter* means the same as *it doesn't matter*.

Explain that this single sentence could be rewritten as two sentences: *Make sure you go through your talk several times. It doesn't matter how long it takes.*

Point out that using *however* means that the two ideas can be expressed in one sentence.

Read the second information point.

Ask a volunteer to read the example sentence.

Ask if anyone can express the same idea in two sentences.

Elicit/Prompt, e.g. *Make your talk interesting. You can choose any way you like to do this.*

If the class has trouble coming up with this answer, make sure that they understand that this is the meaning of the example sentence.

Point out again that using *however* means two ideas can be expressed in one sentence.

Read the third information point.

Ask a volunteer to read the example sentences.

Point out that this meaning is for a question and is used in conversation, especially to express puzzlement and surprise on the part of the speaker.

### Activity 3

**Information box** Read the information and ask a volunteer to read the example sentence.

- 1 Give students a moment to complete the words.
- 2 Ask different students to give definitions. If no one in the class can give a definition, tell them to check the words in their dictionaries.

**Answers** 1 boredom 2 wisdom 3 kingdom

- 3 The students use these words in a sentence of their own.

### WB: Looking at language (WB pp106–107)

This work should be done as an independent homework task.

### WB answers

#### Dictionary work

**Exercise 1** 1 find out 2 see to 3 call on  
4 break free 5 take care of 6 pass out

**Exercise 2** Students' own sentences

#### Spelling

**Exercise 1** 1 quibble 2 queue 3 quadrant  
4 quadruped 5 quarry

**Exercise 2** 1 guest 2 dialogue 3 builds, builder  
4 guessed 5 guide

**Exercise 3** Students' own sentences

#### Language development

**Exercise 1** 1 in spite of that 2 no matter how  
3 in whatever way 4 no matter how 5 in whatever way  
6 in what way

#### Exercise 2

(Where an alternative is possible, it is given in brackets.)

Dad: You don't seem to be getting very far with your project, Ben.

Ben: I am trying, Dad. But **however** hard I try, I just can't get started.

Dad: Hmm. **Nevertheless**, Ben, the work has to be done.

Ben: Yes, Dad.

Dad: **Moreover** (Furthermore), Ben, it has to be done properly.

Ben: Yes, Dad.

Dad: Why is it difficult, Ben? Didn't your teacher say you could do it **however** you liked?

Ben: Yes, she did. But that's just the trouble, Dad. There's too much choice.

Dad: Oh, for goodness sake, Ben! **However** (Nevertheless), I can see your point. It can be hard to decide how to get started.

Ben: Exactly. And, **furthermore** (moreover), Dad, I know so much about the subject that I don't know what to include.

Dad: Well, perhaps I can help you get started.

Ben: I'd be really grateful, Dad.

Dad: What's the project about?

Ben: Text messaging.

Dad: Text messaging! **However** do you expect me to know about that?

**Exercise 3** 1 kingdom 2 boredom 3 freedom  
4 wisdom



## Lesson 4 Grammar SB p112

### Lesson aims

- to read and understand a short text using the future continuous
- to learn about the correct use of the future continuous
- to practise using the future continuous in context

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

**WB practice:** completing/composing sentences; ordering words for polite questions

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

▶ Warm-up - 5	▶ Activity 3 - 6	▶ Activity 5 - 6
▶ Activity 1 - 5	▶ Activity 4 - 6	
▶ Activity 2 - 6	▶ Remember! - 6	

### Warm-up

Ask two or three individuals to read their responses to Your views on p110.

### Activity 1

#### 1 Pre-reading questions

Where is the girl now and what is she doing? **In her room, doing schoolwork**

What is the girl thinking about? **giving a presentation**

How do you think she feels about it? **Students' own ideas**

2 Ask two or more students to read paragraphs while the class follows in their books.

3 After reading the text, ask: Will Annie be going to the mall tomorrow? **No. Why not? because she's too busy**

How will she be feeling on Monday? **sick** Why? What will she be doing? **She'll be getting ready to give / giving her presentation.**

### Activity 2

- 1 Tell the class to cover the text.
- 2 Ask an individual to read the first statement. Ask if it is true or false.
- 3 Elicit the answer and ask for the correct statement.
- 4 Continue with the other sentences asking for correct statements when necessary.

**Answers** 1F: Annie has got to give a presentation on Monday. 2F: She is dreading it. 3T 4F: She'll be feeling sick and shaking like a leaf. 5F: She'll be phoning her best friend, Jenny, later on.

### Remember!

Go through the *Remember!* box now or at the end of the lesson.

Read out each use and ask a volunteer to read the examples. Write them on the board if you wish and underline the future continuous.

Explain how *going to* can replace *will*. Read or ask volunteers to read the examples.

Point out that *will be* + present participle is the simpler structure and the one most likely to be used in more formal writing. *Going to be* + present participle is often used in informal conversation as well as *will be*.

### Activity 3

- 1 Go through this activity with the whole class working together
- 2 Give them time to read the first sentence then ask a volunteer to complete it.
- 3 Ask the class if it is correct. Ask them to help correct any mistakes.
- 4 Continue with the other sentences.

**Answers** 1 will be giving 2 will be flying 3 will be waiting 4 will be going 5 will be getting up 6 will be sleeping

### Activity 4

- 1 If your class needs support with this activity, work with the whole class together then let students repeat in pairs taking turns to ask questions.
- 2 Alternatively, let students work in pairs first. Go around listening as they speak.
- 3 Ask different students to say each question.

### Answers

- 2 Will you be giving your presentation this week?
- 3 Will your brother be going to university in October?
- 4 Will the president be paying a visit to our town?
- 5 Will he be arriving in the morning or afternoon?
- 6 Will he and his wife be coming to our school?

### Remember!

Go through the *Remember!* box now if you have not already done so.

### Activity 5

Ask students to find examples in the text that are mentioned in the *Remember!* box.

### Answers

in progress in the future: I'll be standing  
in the normal course of events: I'll be phoning Jenny later.  
polite information request: Will you be doing schoolwork ...

## WB: Grammar (WB p108)

These exercises are for independent homework.

### WB answers

**Exercise 1** 1 will be taking 2 will be celebrating  
3 will be playing 4 will be waiting 5 will be snowing  
6 will be ... rising

**Exercise 2** Students' own answers. Check for correct use of the future continuous.

### Exercise 3

- 1 Where will you be spending your holidays this summer?
- 2 Will your sister be having a birthday party this year?
- 3 When will the president be leaving for the airport?

**Exercise 4** 1 will be starting 2 will be feeling  
3 will be sleeping 4 will be shutting 5 will be putting  
6 will be taking off

## Lesson 5 Grammar in use SB p113

### Lesson aims

- to listen to, read and understand a short conversation about the launch of the website
- to understand and practise question tags with the future tenses, present perfect tenses and modal verbs
- to understand and practise phrasal verbs with *hand*

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

**WB practice:** writing question tags to end statements; completing sentences and adding tags; completing sentences with correct phrasal verb

**EPB link:** Test 7, Grammar and Vocabulary Q1, Q2, Q3, Q6

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

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

### Warm-up

- Remind the class that the website that Laura, Jack, Holly and Ross have been working on is about to go live at 10 in the morning in the UK.
- Without looking in their books, ask students if they can guess what time it will be for the other teams who have created the website: Russia, Jordan, Kenya, India, Thailand, Australia, Brazil, Canada.
- Let them make guesses, then check on p9 in their SBs.

### Activity 1

- 1 Point out the characters and the project note.
- 2 **Pre-listening questions**  
Where are the students? *In the living room of Jack and Laura's house*  
What are they doing? *looking at the computer*  
What do you think they are waiting for? *the website to go online*
- 3 Play track 2.18. Students listen and follow in their books.
- 4 Point out the question tags with modal verbs and tell the class they are going to practise these.

### Activity 2

- 1 Ask the questions to check understanding.
- 2 Elicit short oral answers. Ask the class if they agree.

### Answers

- 1 the morning
- 2 They are waiting for the website to go online at 10 o'clock.
- 3 excited
- 4 to wake him up
- 5 because he wants to see the website
- 6 amazing, brilliant, fantastic

### Activity 3

#### Remember!

Go through the question tags with future tenses. Ask different students to read out the examples. Point out that the tag is the same for both simple and continuous tenses. Remind the class that an affirmative statement has a negative tag. A negative statement has an affirmative tag.

Go through the sentences with the class, eliciting the correct tag from different students. Check with the class that it is correct. Ask them to help make any corrections.

**Answers** 1 won't she? 2 will she? 3 won't they?  
4 won't it? 5 will you? 6 will he?

### Activity 4

#### Remember!

Go through the question tags with the present perfect tenses. Ask different individuals to read the examples. Remind them again of the relationship between affirmative/negative statements and negative/affirmative tags.

- 1 Go through the sentences with the class, eliciting the correct tag from different students. Check with the class that it is correct.
- 2 Ask them to help make any corrections.



**Answers** 1 have you? 2 hasn't she? 3 hasn't he?  
4 has it? 5 haven't they? 6 have we?

### Activity 5

#### Remember!

Go through the questions tags with modal verbs, asking different students to read each sentence. Point out how the n't short negative ending is added to the modal verbs just as they are to the other verbs they have practised.

- Students make up their own sentences. This could be done in groups.
- Ask different students from each group to say their sentences. If you are short of time, this could be an extra homework task.

### Grammar extra (SB p130)

Ask a volunteer to read the bubble.

#### Activity 1

- Ask a different volunteer to read out the first sentence.
- Ask if anyone can explain what the underlined phrase means.
- If necessary, help the class to work out the meaning and express it in their own words.
- Continue with the other sentences.

#### Example answers

- pass to people in a group
- given to younger people in the family
- give it to the teacher
- to give back, to return something to someone
- to give something to someone

#### Picture

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

#### Example answers

She's going to ask him to hand back / hand over her diary.  
She'll be cross if he doesn't hand back / hand over her diary.

#### 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 p109)

These exercises should be completed independently as a homework task.

### WB answers

**Exercise 1** 1 won't it? 2 won't he? 3 will she?  
4 will he? 5 won't they? 6 won't you?

**Exercise 2** 1 haven't they? 2 hasn't she?  
3 haven't we? 4 hasn't it? 5 hasn't he? 6 have they?

**Exercise 3** Students' own sentences

**Exercise 4** 1 handed ... in 2 handed ... over  
3 handed down 4 Hand ... back 5 handed ... round

## Lesson 6 Writing SB pp114-115

### Lesson aims

#### SB

**Stage 1:** to investigate the preparation, research and written notes needed to give a successful class presentation

**Stage 2:** to work collaboratively on condensing given information into notes in preparation for a class presentation

#### WB

**Stage 3:** to create an individual class presentation

**SB skills:** note making for a class presentation

**WB practice:** independent research, note making and preparation for giving a class presentation

**EPB link:** Test 7, Writing

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

► Warm-up - 5  
► Stage 1 - 10

► Stage 2 - 20  
► Stage 3 - 5

#### Warm-up

- Hold a short spelling test of words from the unit, e.g. magazine, preparation, information, punctuation, unnecessary.
- Students work in pairs or groups and agree the correct spelling.
- Check their spelling by asking different groups to write a word on the board.

### Stage 1 Features of preparing for a class presentation

- Read through the Information box with the students.
- Ask: What do you think 'thorough preparation' for a class presentation means? What can you do in advance to make things better for yourself when you do a presentation?
- List their ideas on the board.



### ► Research to final copy

- 1 Remind students of Level 7 Unit 3: *Life at the edge* that took them through note taking and drafting in preparation for a written information piece.
- 2 Read through the list of stages. Check with the class that they remember all these and understand them.
- 3 Ask: *Can you explain why some of the stages for that activity and those for a class presentation are the same?* Students should be able to say that in both activities they need to find out information, take notes and group them in sections so that they give the information in the right order.

### ► The differences

- 1 Read the information to the class.
- 2 Ask students to identify Stage 4: **The first draft**
- 3 Ask: *Why might this be a necessary stage for some students but not for others?* Some students may say they prefer to write a complete presentation first, then write notes from it so that they know what they are aiming to present. More confident students could speak just from notes that they have never written out in full. Either approach is suitable for year 8 students.

### ► Key words and phrases

- 1 Read the information to the class.
- 2 Ask: *What difference would it make to your notes if they always used 'four words instead of one'?* Students should understand that they would have a dense text that it would be difficult to pick the key words from.

### Activity

Students shorten the phrases. Give them some help to do the first one if they find the phrase difficult to understand.

**Answers** 1 very soon 2 fishermen 3 midnight

- 3 Read the information about not needing full sentences and point out the example.
- 4 Ask: *Why is it not necessary to write full sentences? What difference would writing full sentences make to your notes?* Again, students should understand that it is more difficult to deliver a presentation that is made up of full sentences. It is easier to read this kind of text. For speaking to an audience it is necessary to have notes as reminders.

### Activity

- 1 Give the class a moment to look at the first line of notes. Ask a volunteer to say what the complete sentence would be. Encourage the student who makes the attempt to speak the sentence fluently so that the individual and the whole class do not lose confidence in speaking from notes.
- 2 Continue with the other notes in the same way.

### Example sentences

(There are many other possibilities, especially for 2 and 3. Accept sentences that make sense.)

- 1 The Metropolitan Museum of Art was opened in 1870 and is the world's largest museum.
- 2 Text messaging can result in poor spelling.
- 3 When giving a class presentation, you should speak clearly.

### Activity

- 1 Give students a few minutes to read the sentences and write notes. They may do this in pairs or groups if you wish.
- 2 Check their ideas by asking different pairs/groups to give their notes.

### Example answers

- 1 Times Square is a busy, noisy place at all hours of the day and night.  
Times Square – busy / noisy – both day and night
- 2 Professor Brown told the students that they were going to create a website.  
Prof. Brown – students – create a website
- 3 Text messaging is a quick way to pass on information, ask and respond to questions and make arrangements.  
Text messaging = quick for info. / asking questions / answering / arrangements

### ► Short forms

- 1 Read through the information with the class.
- 2 Check they understand it all.
- 3 Can students suggest any other short forms they could use?

### Stage 2 Writing together

- 1 Read out the task box and ensure students understand it. Explain that to condense means to make shorter.
- 2 This can be done as a whole class but you may find it easier to ask students to work in groups.
- 3 Take each sentence at a time. Ask for a shortened version using key words and phrases, and short forms, e.g. *Solidade – village – NE Brazil – discovery*
- 4 If you are working with the whole class, note their suggestions on the board. Ask the whole class to review it when all the sentences have been made into notes.
- 5 If students are working in groups, ask one student to write notes for the group. Go around as they work and sort out any difficulties.
- 6 After a time limit, ask each group to give their suggestions for one sentence. If there are significant differences between what the groups suggest, write up their notes and go through them with the class to find out the best version.

...around the groups until the whole passage has been condensed into note form, recording each sentence on the board.

- Read the Remember! box with the students.
- Have they used as few words as possible?
- Have they written complete sentences that could be condensed?
- Have they used short forms?
- Can they improve/shorten their notes?

### Stage 3 WB: Individual writing (WB p110)

Read the Information box and explain the task.

Emphasise that they should choose something they are interested in so that:

- they will enjoy the research stage
- their presentation will be interesting to the audience because they are interested in it.

Tell them to use the Useful short forms box and ideas of their own to condense their findings.

After writing the first draft, tell them to check the Remember! box, make improvements and proofread.

Students then write their final set of notes and prepare any visual aids they want to use.

Make time at the end of lessons in the following days/weeks for each student to give their presentation.

### Lesson 7 Listening and speaking SB p116

#### Lesson aims

- to listen to and understand the gist of a dialogue about computer use
- to hold a similar discussion in groups
- to listen to a presentation for gist and detail
- to prepare and deliver a presentation about creating a student website

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

**WB practice:** dialogue completion; preparation for a spoken class presentation

**EPB link:** Test 7, Listening Q1, Q2, 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

Ask the class if they can list five purposes for which computers are used in everyday life apart from laptops and personal computers, e.g. *flying planes, running car engines, controlling satellites and spaceships, running factory machines, controlling traffic and traffic lights*, etc.

### Conversation practice

#### Activity 1

- 1 Explain that Holly and Jack are talking together.
- 2 Give the class a moment to look at the pictures.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do the photos show?* Elicit answers, e.g. **computer screens with websites, a film, homework.**
- 5 Ask: *What are Holly and Jack talking about?* Elicit: **things that they do with their computers.**

#### Activity 2

Play track 2.19. Students listen and check if their prediction was correct.

#### Audioscript

##### Track 2.19 Activities 2 and 3

Jack: You've got your own computer, haven't you, Holly?

Holly: Yes, I've got a laptop. Have you got one?

Jack: No. Laura's got one. She doesn't like me borrowing it though. I have to use the family computer in the living room.

Holly: That's OK, isn't it?

Jack: I'd rather have my own laptop so I can use it in my bedroom whenever I want.

Holly: Yes, I know what you mean.

Jack: I hope I'll be getting one for my birthday.

Holly: Nice present! I couldn't do without mine.

Jack: What do you use it for most?

Holly: Chatting to my friends, I think, and sending them messages. How about you? What do you do on the computer?

Jack: I play games mostly and there are some websites I like to go on.

Holly: What's your favourite? Some football website, I expect.

Jack: Yes, I really like the Manchester United website. It's brilliant.

Holly: My favourite's called Trendy Girl. It's all about clothes and fashion and hairstyles and make-up.

Jack: I've told Mum and Dad that I've got to have my own laptop because I need it for my homework.

Holly: Well, that's true. We often need to do research – especially for projects and presentations.

Jack: And I could send emails. Do you send many emails?

Holly: Not really! I use my computer for having fun. I like listening to music on it and watching films.

Jack: Exactly! If I had my own laptop I could listen to the music I like without disturbing the rest of the family. And I could watch the films I like in my room. We wouldn't argue all the time about who's going to watch what on the TV.



Holly: It sounds like you definitely need your own computer.

Jack: I think so.

### Activity 3

Play track 2.19 again. Students number the screens in the order they hear the uses mentioned.

#### Answers

3 6 4 7  
2 1 5

### Activity 4

- 1 Students work in groups or pairs and have their own discussion.
- 2 They may use ideas from the pictures that are on the page and any of their own ideas.
- 3 Go around listening as they speak.
- 4 Give them a time limit, then ask individuals around the class to say how their partner uses a computer.
- 5 Note uses on the board and find out how many students have the same use.
- 6 Ask the class to compare their uses with Holly and Jack's. Are they the same or completely different?

### Listening comprehension

#### Activity 1

- 1 Ask different students to suggest what Laura will talk about. Make a list on the board and see how many students agree about each one.
- 2 Play track 2.20. Students listen.
- 3 Ask them at the end if any of them were right or not.

#### Audioscript Track 2.20 Activities 1 and 2

Well, hello, everybody! Today I'm going to be talking to you about Global Youth Link. I've been involved in this project for almost a year now and it's been one of the most exciting things I've ever done.

It all started when the team from Hampton, of which I was a member, won the 'Portrait of Our Town Project'. Our prize was an amazing trip to New York. When we arrived there, we met winning teams from many other countries and we got a surprise! We were all going to work on a new project, Global Youth Link. We were going to create a website where young people all over the world could share their interests, their problems, their thoughts and their feelings about topics which concern them. What an opportunity!

When all the teams met for the first time in New York nine months ago, we didn't know each other at all. Well, that soon changed! I think we all know each other very well indeed now and many of us have become close friends, which is fantastic.

During the last nine months we have all worked incredibly hard to produce the Global Youth Link website. I have to say that we are not just happy with the results; we're absolutely delighted. I think we can be really proud of ourselves.

A few facts and figures. We started off with nine teams from different countries around the world. With four members in each team that gave us 36 young people ready to start work on the project. You will be interested to know that by the time we went online last week 300 young people had contributed to the project in one way or another, sending their opinions and comments by email, letter, text and phone. And since we went online a week ago over 2,000 people from 45 different countries around the world have visited the site. Many of them have left messages of support. Yuko from Japan says, "I love this site. I am looking forward to making new friends around the world." Maria-Jose from Chile in South America says, "This is a wonderful website. I've learned so much already." Lance, who lives in Hawaii in the middle of the Pacific Ocean says, "This is great. Keep up the good work!" This is a real chance for young people around the world to talk to each other, to discuss what is important to them and to share ideas.

Already on the website there are 12 hours of video recordings and 7 hours of audio recordings. There are 249 photos. There are 18 reports, 15 interviews and 176 messages on the message board! And of course the site is growing all the time. I hope that you will visit the website as soon as you can. I know you'll find lots of things to interest you.

#### Activity 2

- 1 Give the class a time limit to read the sentences.
- 2 Play track 2.20 again.
- 3 Students listen and circle the correct word in each sentence.
- 4 Check answers together.

**Answers** 1 nine 2 Some 3 thrilled 4 thirty-six  
5 before 6 Many more 7 Some 8 enthusiastic  
9 more 10 get bigger

#### WB: Individual speaking (WB p111)

- 1 Explain that students are going to talk about creating a website for the students at their school.

- 2 Tell students to look at WB p111. Explain that ideas are given to help them but they may use their own ideas if they wish.

### WB: Listening and speaking (WB p111)

#### 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 the words and expressions from the grey box.

#### WB answers

##### Exercise 1

Jack: laptop  
Mum: Certainly not!, expensive  
Jack: It's not fair!  
Mum: herself, pocket, anyway  
Jack: research, presentations  
Mum: living-room  
Jack: peace and quiet  
Mum: bedroom, right  
Jack: Exactly!  
Mum: Well, We'll see  
Mum: Hang on, promise

### WB: Check-out 11 (WB p112)

Students complete this page as an independent task. They may do this for homework before the lesson. Remind them to revise anything they are not clear about or could not answer easily.

#### Check-out 11 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 11 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.

### Unit 11 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: Are school websites for students useful or not? Why?

#### Check-out 11 answers

##### Reading

- 1 A class presentation
- 2 technology and visual aids
- 3 your notes, your visual aids, a glass of water

##### Vocabulary relevant

##### Looking at language

- 1 Dictionary work: adverb or a preposition
- 2 Spelling: guess
- 3 Language development: however

##### Grammar

- 1 will be living
- 2 won't you, haven't you
- 3 hand round, hand over

##### Writing

- 1 books, magazines, the web, words, phrases

#### Homework after Check-out 11

Students read the Check-in page for Unit 12 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.