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## 8A Vocabulary

### Sports and hobbies

#### LESSON SUMMARY

**Vocabulary:** Sports

**Grammar:** Past simple: affirmative and negative

**Speaking:** Talking about sports and hobbies

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 2–3 minutes on exercise 5.

#### LEAD-IN 2–3 MINUTES

- Say: *It's the weekend and you haven't got any work or plans. What would you like to do?*
- Start students off by saying what you would like to do, e.g. read the paper, go for a walk, play tennis, go to the beach.

#### Exercise 1 page 84

- If you like to do any sports, tell students which ones you do, how often you usually do them and where.
- Elicit students' answers to the questions.

#### Exercise 2 page 84

- Focus attention on the photos and ask: *Can you name any of these sports?* Students may know at least a few of them.
- Check the meaning of the words. Then do the matching exercise as a class.

#### KEY

1 badminton 2 basketball 3 golf 4 handball  
5 karate 6 yoga

#### Exercise 3 3.27 page 84

- Play the recording for students to listen and repeat.

#### Exercise 4 page 84

- Students read the *Learn this!* box and do the exercise. Point out that although cycling and athletics both have team events, we still say *do athletics* and *go cycling*.

#### KEY

**play** badminton, basketball, football, golf, handball, ice hockey, table tennis, tennis, volleyball  
**go** climbing, cycling, dancing, ice skating, roller skating, running, skateboarding, skiing, surfing, swimming  
**do** aerobics, athletics, gymnastics, judo, karate, yoga

### Extra activity

Ask: *Which are team sports?* (badminton, basketball, football, handball, ice hockey, volleyball)  
*Which sports do we play with a ball?* (basketball, football, golf, handball, table tennis, tennis, volleyball)  
*Which sport do we play with clubs?* (golf)  
*Which sport do we play with a puck?* (ice hockey)  
*Which sport do we play with a shuttlecock?* (badminton)  
*Which sports do we play with a racket?* (badminton, tennis)  
*Which sport do we play with a bat?* (table tennis)

### Exercise 5 page 84

- Students do the exercise in pairs. With **stronger classes**, set a time limit of one minute and see which pair can come up with the longest list of sports.

#### KEY

(Possible answers)

**play** baseball, cricket, rugby

**go** bowling, sailing, snowboarding

**do** archery, boxing, fencing, motorcycle racing,

taekwondo, weightlifting, wrestling

### Extra activity

- Write the following on the board: *Football, Equipment, Venue*. Explain the meaning of *venue* (a place where people meet for an organised event, e.g. to do sport). Then ask: *What equipment do you need to play football?* (a ball, goal posts)  
*Do you wear special clothes? If so, what?* (football kit: shorts, shirt, socks, football boots; the goal keeper usually wears gloves)  
*Where do you play football?* (on a football pitch)
- Elicit or teach the answers.
- In pairs or small groups, students talk about the equipment, clothes and venue for a sport they like.

### Exercise 6 page 84

- Model the task with a confident student.
- Students work in pairs to ask and answer the questions.
- When they have finished, ask a few students to tell the class about their partner.

### Extra activity

- Ask: *What do you think are the three most popular sports in the class?* Make sure students understand that you want to know about sports they do, not sports they watch.
- Elicit answers and write them on the board. Then students raise a hand for each sport they do and count the number of hands. Was the original prediction correct?

### Exercise 7 page 85

- Focus attention on the quiz. If pairs are unsure of the correct answers, they can check with other pairs.

#### KEY

**1** A (the Olympic torch) and C (the Olympic flag) **2** b  
**3** c **4** ice hockey, ice skating, skiing **5** a (BMX) cycling;  
b (cross country) skiing; c (synchronised) swimming;  
d (beach) volleyball **6** b **7** a (2008) Beijing; b (2012)  
London; c (2016) Rio de Janeiro; d (2020) Tokyo

### Extra activity

- On the board, write: *bronze, silver, gold*. Ask: *What are these? (medals) Which is the best? (gold) Which is second? (silver) Which is third? (bronze)*
- Ask: *What sports does your country often win medals for?*

### Exercise 8 3.28 page 85

- Tell students they are going to listen to four people talking about sports and hobbies.
- Write *racket* on the board and check the meaning. Then ask: *Which sports do we play with a racket?* (badminton and tennis)
- Play the audio for students to answer the questions.
- Check answers as a class. Ask students which words helped them to find the answers.

#### KEY

**1** surfing **2** tennis **3** ice hockey **4** athletics

#### Transcript

- I live near the beach, so I go quite often. In the summer, I go nearly every day. It's really difficult to stand up on the board. I can't do it every time – I fall over a lot! Like last Saturday afternoon – there was a perfect wave, and I stood up, but I couldn't stay on my feet. I didn't hurt myself or anything – I was fine. My friend videoed it all on his phone! It was funny ...
- I took part in a competition last weekend. I didn't do very well, really. It was really sunny and I couldn't see the ball very well. Then my racket broke half way through my first match. I lost the match anyway 6:1, so I didn't take part in the competition after that. It really wasn't a very nice experience for me.
- I joined the team because I love ice skating – but I'm not a very good player. Last night was probably my best match, though. The whole team played well. And guess what – I got two goals! The final score was 5:3 to us. We were so happy, because we don't win very often!
- I joined the national team a few months ago, and now I go to competitions most weekends. Last Sunday, it was in London. I competed in three races and I nearly won the 400 metres – I was only half a second behind the winner. And my time was really good. In fact, it was a new British record for my age group. So it was a good experience for me.

### Extra activity: Stronger classes

- Write the following questions on the board:  
*Speaker 1: Is the boy good at surfing? (no)*  
*How do we know? (He falls over a lot.)*  
*Speaker 2: What two problems did the girl have in the tennis match? (She couldn't see the ball and her racket broke.)*  
*Speaker 3: Why did the boy say his last hockey match was good? (He scored two goals.)*  
*Speaker 4: How do we know the girl is very good at athletics? (She's on the national team. Her time was really good.)*
- Play the audio again for students to answer the questions.

### Exercise 9 3.28 page 85

- Students read the *Recycle!* box. They then complete the sentences.
- Play the audio again for students to check their answers.

**KEY**

a fell (irregular) b didn't injure (regular) c didn't win (irregular) d didn't enjoy (regular) e scored (regular) f didn't lose (irregular) g came (irregular) h broke (irregular)

**Transcript**

See exercise 8.

**Exercise 10** page 85

- Go through the instructions and the four points together.
- Model the task by telling the class about your own experience of doing a sport or hobby.
- While students talk, circulate, monitor and help as necessary.

**Exercise 11** page 85

- Ask a few students to tell the class about their partner.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about different sports and activities.*

**8B Grammar****going to****LESSON SUMMARY**

**Grammar:** *going to*

**Vocabulary:** Future time expressions

**Speaking:** Talking about plans

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief, spend no more than 3–4 minutes on exercise 8 and omit exercise 9.

**LEAD-IN 2–3 MINUTES**

- Ask: *What kinds of competition do you have at school?* If necessary, explain *competition*. (Most schools have competitions in sport, science, the arts, and so on.)
- Ask: *Do you like taking part in competitions? Why / Why not?* Elicit answers.

**Exercise 1** 3.29 page 86

- Focus on the photo. Ask: *What sport are they doing?* (judo)
- Play the audio for students to listen and read. Then elicit the answer to the question.
- You could ask some additional comprehension questions:

**KEY**

c

**Exercise 2** page 86

- On the board, write *going to* and ask students to find the first example in the dialogue. (*What are you going to do this weekend?*)
- Ask: *Is Suzie asking about the past, the present or the future?* (the future)
- Go through the *Learn this!* box together. Students then find the rest of the examples of *going to* in the dialogue.

**KEY**

**Affirmative** I'm going to take part in a judo competition in Newcastle. I'm going to stay with my cousins, Luke and Toby. You're going to have lots of supporters. They're going to take part in the competition!

**Negative** My cousins aren't going to support me.

**Interrogative** What are you going to do this weekend? Are you going to stay in a hotel? Are they going to be at the competition?

**Exercise 3** page 86

- With a **weaker class**, students do the exercise in pairs. With a **stronger class**, students work individually.

**KEY**

1 I'm not going to do 2 're going to do 3 's going to buy  
4 Are ... going to be 5 aren't going to have 6 'm going to meet

**For further practice of going to:****Grammar Builder 8B** page 138

- 1 2 are 3 're / are 4 are 5 is 6 'm / am  
7 's / is 8 're / are
- 2 2 My parents aren't going to visit Canada.  
3 We aren't going to have dinner at home.  
4 My sister and I aren't going to do our homework together.  
5 Lucas isn't going to buy a new bike.  
6 I'm not going to play video games all evening.  
7 She isn't going to make lunch for us.  
8 They aren't going to start school tomorrow.
- 3 2 We aren't going to take an exam in a few days. We're going to take an exam this afternoon.  
3 I'm not going to write a letter tonight. I'm going to send an email (tonight).  
4 They aren't going to move house tomorrow. They're going to move house tomorrow.  
5 She isn't going to go running this evening. She's going to do aerobics (this evening).  
6 I'm not going to start university next month. I'm going to start university next year.
- 4 2 Is your best friend going to visit you tonight? Yes, he/ she is. / No, he/she isn't.  
3 Are you going to travel abroad next summer? Yes, I am. / No, I'm not.  
4 Are your friends going to start university next year? Yes, they are. / No, they aren't.  
5 Are you going to take any exams next year? Yes, I am. / No, I'm not.  
6 Are you and your classmates going to have maths tomorrow? Yes, we are. / No, we aren't.

**Exercise 4** 3.30 page 86

- Go through the instructions together.
- Play the audio and pause after the first monologue. Then go through the example together.
- Play the audio from the beginning, pausing after each monologue or dialogue for students to write sentences.

**KEY**

- 2 Olivia and Sophie are going to do (their) schoolwork.  
 3 Bella isn't going to send an email. 4 Conrad and Alex aren't going to watch a DVD. 5 George is going to go cycling. 6 Poppy and Alice are going to play volleyball.

**Transcript**

- 1 We're going to have a special meal this weekend because it's my grandad's 70th birthday. I'm going shopping this evening with my dad to buy the food. And then my mum and dad are going to cook everything on Saturday afternoon. I'm not going to help, though – I'm not very good at cooking!
- 2 **Olivia** What are your plans for the weekend, Sophie?  
**Sophie** I'm going to finish my science project.  
**Olivia** Yes, me too! And I need to practise the piano tonight. I've got a concert tomorrow evening.  
**Sophie** Good luck!
- 3 **Bella** Next month, I'm going to Canada to see my aunt and uncle. So this weekend, I'm going to write a letter to them. They don't like emails. In fact, they haven't got a computer! It's strange, isn't it? Everybody sends emails these days – except for my aunt and uncle!
- 4 **Conrad** Hi, Alex. What are your plans for the weekend?  
**Alex** Well, tomorrow, I'm going to meet some friends in town.  
**C** At the shopping centre?  
**A** That's right. Are you going to be there?  
**C** No, I'm not. What about Sunday? Have you got plans?  
**A** No, I haven't. Why don't you come over?  
**C** Great idea. We can watch a DVD.  
**A** No, we can't. My DVD player isn't working.  
**C** Oh, dear!  
**A** But we can listen to music.  
**C** OK. Let's do that. See you tomorrow!
- 5 The weather is really good at the moment, so this weekend, I'm going cycling with some friends. I hope my bike is OK. It's really old and I need a new one – badly! In fact, next week I'm going to the bike shop with my parents. We're going to buy a new bike. I'm really excited about it. But we can't do it before this weekend, so I have to use my old one ...
- 6 **Poppy** Great. It's Saturday tomorrow!  
**Alice** I know. Are you going to be at the beach in the afternoon?  
**P** For the volleyball game? Yes, definitely. I love playing volleyball.  
**A** Me too. And we're going to stay at the beach for the evening too.  
**P** Really? Why?  
**A** For the barbecue!  
**P** Oh. I didn't know about that.  
**A** Yes, we're going to have a barbecue in the evening. Can you stay?  
**P** Yes, I can.  
**A** Great! See you tomorrow, then!

**Exercise 5** page 86

- Focus attention on the time expressions. Ask: *Which one is the soonest?* (this afternoon)
- With a **weaker class**, do the exercise together. With a **stronger class**, students work in pairs. Then check answers as a class.
- Explain that *in a few days* could be two, three, four or even five days away, so its order can vary.

**KEY**

this afternoon, this evening / tonight, tomorrow, the day after tomorrow, in a few days / this weekend, in a few days / next week, next weekend, next month, next year  
**Other future time expressions** tomorrow morning / afternoon / evening / night, next Saturday, the week after next, in a few weeks / months / years

**Exercise 6** 3.30 page 86

- Go through the instructions together and make sure students know what they have to do. Then give them time to read the prompts.
- Play the audio for exercise 4 again. Pause after the first monologue and ask students to look at the example. Point out the future time expression: *this evening*.
- Play the audio from the beginning, pausing after each monologue or dialogue for students to write the sentence.

**KEY**

- 2 Olivia is going to practise the piano tonight.  
 3 Bella is going to visit relatives next month.  
 4 Conrad and Alex are going to listen to music this weekend.  
 5 George is going to get a new bike next week.  
 6 Poppy and Alice are going to have a barbecue tomorrow (evening).

**Transcript**

See exercise 4.

**Exercise 7** page 86

- Model the exercise by telling students about a plan you have got. Then ask students to think of a few plans of their own.

**Exercise 8** page 86

- Students do the exercise in pairs. Circulate, monitor and help as necessary.

**Exercise 9** page 86

- Ask a few students to talk about their partner's plans.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about plans.*

**8C Listening****Prediction****LESSON SUMMARY**

**Listening:** Predicting while listening

**Speaking:** An interview with a climber

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 8 only if you have time.

**LEAD-IN 2-3 MINUTES**

- On the board, write *rock climbing*. Ask: *Why do people go rock climbing?* (e.g. It's exciting; it's a challenge; it's good exercise.)  
*Would you like to try rock climbing? Why / Why not?*
- Discuss answers.

### Exercise 1 page 87

- Focus attention on the photos. Then go through the words together and check meaning. Ask a few confident students to try to describe the photos.

#### KEY

(Possible answers)

In photo A, I think I can see a man in a tent. The tent is on the side of a mountain. It doesn't look safe. The man is probably tired, so he's resting. In photo B, two people are climbing a steep rock face. They're using ropes. In photo C, it's dark. A man is looking at a rock. He's wearing a light on his head.

### Exercise 2 page 87

- Students read the text.
- Ask individual students to read out a question and then call on a volunteer to answer.

#### KEY

- 1 They wanted to climb the Dawn Wall.
- 2 It's a one thousand-metre rock face on El Capitan, a mountain in Yosemite National Park.
- 3 It is using ropes only for safety, not for climbing.
- 4 They trained for six years.
- 5 They attempted it at the end of 2014.

### Exercise 3 3.31 page 87

- On the board, write: *The student didn't study for the test. He's going to ...* Elicit possible endings.
- Students read the Listening Strategy. Then tell them they are going to practise 'listening ahead'.
- Play the audio. Pause after each item for students to write as many endings as they can.

#### KEY

(Possible answers)

- 2 thirsty / hot
- 3 El Capitan / the mountain / the Dawn Wall / the hill
- 4 the world / Yosemite / Turkey
- 5 drove away / waited
- 6 cash / credit card / debit card
- 7 ago
- 8 internet / web

#### Transcript

- 1 Look at those dark clouds. I think it's ...
- 2 Is there anything to drink? I'm ...
- 3 They climbed to the top of ...
- 4 It's the tallest mountain in ...
- 5 Dad got in the car and ...
- 6 Can I pay by ...
- 7 I bought this phone a few weeks ...
- 8 I love surfing the ...

### Exercise 4 3.32 page 87

- Play the audio for students to hear the complete sentences. Pause it after each item. Ask students to raise a hand if the sentence ending is the same as one of their own.

#### KEY

- 2 really thirsty
- 3 the hill
- 4 the world
- 5 drove to work
- 6 debit card
- 7 before the end of term
- 8 internet

#### Transcript

- 1 Look at those dark clouds. I think it's going to rain.
- 2 Is there anything to drink? I'm really thirsty.
- 3 They climbed to the top of the hill.
- 4 It's the tallest mountain in the world.

- 5 Dad got in the car and drove to work.
- 6 Can I pay by debit card?
- 7 I bought this phone a few weeks before the end of term.
- 8 I love surfing the internet.

### Exercise 5 3.33 page 87

- Go through the instructions together and make sure students understand what they have to do.
- Play the audio for students to predict what will come next.

#### Transcript

See exercise 6 for full transcript.

### Exercise 6 3.34 page 87

- Play the audio for students to check their answers.

#### KEY

- 2 went to sleep
- 3 on social media websites
- 4 falling off the rock face
- 5 stayed fine
- 6 stop for a few days
- 7 arrived at the top
- 8 in the world

#### Transcript

- 1 The men started their climb in December, when the days are short. Each day, they started their climbing day at 3pm, just two hours before **the sun went down**.
- 2 They climbed every day for about seven hours, using head-torches to see where they were going. Then at midnight they stopped climbing, set up their tent and **went to sleep**.
- 3 They woke up at 10 a.m. and had breakfast. Every day the climbers took photos and made videos on their phones, and posted them **on social media websites**.
- 4 The climbers used ropes, of course, but the ropes didn't help them to climb. The ropes were only there to keep them safe and stop them from **falling off the rock face**.
- 5 The biggest danger was the weather. It's too dangerous to climb in very strong winds and rain. But luckily, the weather **stayed fine**.
- 6 Another danger was injuries. The rock is very hard and sharp, but the climbers can't wear gloves. Half way up the rock face, Jorgeson cut his finger badly and they had to **stop for a few days**.
- 7 But his hand got better, and on the evening of January 14th 2015, after climbing for nineteen days, they finally **arrived at the top**.
- 8 Their lives will be very different now. TV stations and newspapers want to interview them. That isn't very surprising, though, as Tommy and Kevin are now probably the most famous climbers **in the world!**

### Exercise 7 page 87

- Students make notes about key details and any information they found interesting. If necessary, play the audio for exercise 5 a third time.
- Students work in pairs and prepare questions and answers. Circulate, monitor and help as necessary.

#### KEY

- 1 How long did you train for? We trained for six years.
- 2 When did you start to climb? We started in December.
- 3 How many hours did you climb each day? We climbed for about seven hours.
- 4 Did you get any injuries? I cut my finger badly and we had to stop for a few days.
- 5 Where did you sleep? We slept in our tent.
- 6 What was the biggest danger? The weather.

## Exercise 8 page 87

- Ask a few volunteers to act out their dialogue for the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* Elicit answers: *I can 'listen ahead' and predict what I'm going to hear.*

## 8D Grammar

### will

#### LESSON SUMMARY

**Grammar:** *will* future

**Speaking:** Talking about the future and making predictions

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. If you run out of time, omit exercise 9. Exercises 4 and 6 can be set for homework.

#### LEAD-IN 2-3 MINUTES

- On the board, write *disability* and say:  
*Some people can't see.* Indicate your eyes.  
*Some people can't hear.* Indicate your ears.  
*Some people can't walk.* Indicate your legs.
- Be positive about the topic and suggest that most people do the best they can with the body they have got.

## Exercise 1 page 88

- On the board, write *Paralympics*. Discuss the questions.

#### KEY

People with physical disabilities compete in the Paralympics.

## Exercise 2 page 88

- Students read the sentences and underline the key words. They then read the text and decide if the sentences are true or false.
- Check answers as a class. You could then ask a few additional comprehension questions: *How tall is Ellie?* (123 centimetres)  
*How old was she when she won two gold medals?* (thirteen)  
*What's she doing now?* (She's studying at university.)

#### KEY

1 F 2 T 3 F

## Exercise 3 page 88

- Students find the first example of *will* in the text: *'I will never forget that moment,' she says.*
- Ask: *Is Ellie talking about the past, the present or the future?* (the future)
- Go through the *Learn this!* box together. Students then find all the examples of *will* future in the text.

#### KEY

**Affirmative** 'I will never forget that moment,' she says. 'I think I'll probably take a short break,' says Ellie. She'll be a member of the British Paralympic team for years to come.

**Negative** She won't stop swimming – that's certain!

**Interrogative** What will she do when she finishes her course?

### For further practice of *will*:

#### Grammar Builder 8D page 138

- 1 Josh won't be at home this weekend.  
2 I'll phone you this evening.  
3 Our next maths exam won't be easy.  
4 My dad will be 47 on 14 October.  
5 I hope that I'll be rich and famous.  
6 You won't need an umbrella today.
- 7 1 will / won't discover 2 will / won't travel 3 will / won't speak 4 will / won't be 5 will / won't live 6 will / won't disappear
- 8 2 Do you think you and your friends will go out on Friday evening?  
3 Do you think you'll pass all your exams?  
4 Do you think your country will win the next World Cup?  
5 Do you think you'll study English at university?  
6 Do you think you'll wear jeans to school tomorrow?

## Exercise 4 page 88

- Students do the exercise individually.

#### KEY

1 won't arrive 2 'll see 3 won't do 4 won't be  
5 'll meet 6 Will ... be, will

## Exercise 5 page 88

- Students read the *Learn this!* box and find a prediction with *I think* in the text in exercise 2.

#### KEY

'I think I'll probably take a short break,' says Ellie.

## Exercise 6 page 88

- Students do the exercise individually.

#### KEY

2 I think / I don't think the 2028 Olympics will be in Europe.  
3 I think / I don't think I'll go to a live sports event in the next few months.  
4 I think / I don't think Neymar will score more than 30 goals next season.  
5 I think / I don't think Andy Murray will play at Wimbledon next year.  
6 I think / I don't think Spain will win the World Cup in 2022.

## Exercise 7 page 88

- Elicit both a negative and an affirmative example from the class.
- Students do the exercise individually.

## Exercise 8 page 88

- Model the task with a confident student. Ask the example question and elicit a response.
- While students work in pairs, circulate, monitor and help as necessary.

### Extra activity

- Ask students to think of more questions to ask about the future, e.g.  
*Do you think you'll be rich in ten years?*  
*Do you think you'll visit the UK next year?*  
*Do you think you'll have a big birthday party when you're eighteen?*
- Students ask and answer in pairs.

### Exercise 9 page 88

- Ask a few students to tell the class about their partner's answers.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about the future and make predictions.*

## 8E Word Skills

### Noun suffixes

#### LESSON SUMMARY

**Vocabulary:** Noun suffixes

**Speaking:** Talking about raising money for a charity

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than a minute on exercise 1. Exercise 5 can be set for homework.

#### LEAD-IN 2-3 MINUTES

- Ask students:  
*Can you ride a bike?*  
*Do you ever cycle to school? To your friend's houses?*  
*Why do you think cycling is so popular in some countries?*  
*Is cycling popular in your country?*
- Elicit answers, but be aware that some students may not be able to ride a bike.

### Exercise 1 page 89

- Focus attention on the photo and the title of the text.
- Students discuss the question.
- Elicit ideas. If you have got a world map in the classroom, ask a student to locate Japan. Then elicit any information that students may know about the country. (e.g. Rice, fish and noodles are staple foods in Japan. Japan is the home of many famous brands, including Toyota, Honda, Suzuki, Mitsubishi, Sony and Toshiba, and it is famous for its cars, motorbikes and electronics like TVs and stereo equipment.)

### Culture note: Raising money for charity

When people want to raise money for a charity, for example, a charity that supports medical research or a charity for old people, they sometimes do a challenging activity such as a long walk, run or cycle ride, and ask friends and family to donate money if they complete it. In some cases, people ask for donations per kilometre.

### Culture note: Kobe

Kobe is Japan's sixth largest city. It has a population of about 1.5 million. It is the capital city of Hyōgo Prefecture and is located on the island of Honshū, on the shore of Osaka Bay.

### Exercise 2 page 89

- Students read the text and check their ideas in exercise 1. As a class, discuss briefly if this is a good way to raise money.
- You could ask additional comprehension questions:  
*Where is Samar Barakat from?* (London) *How far will she cycle in Japan?* (550 kilometres, from Tokyo to Kobe)  
*How is she preparing for the trip?* (She's learning Japanese, researching the route and looking for accommodation.)  
*How long will her cycle journey take?* (ten days)

#### KEY

She's going to cycle through Japan to raise money for charity.

### Exercise 3 page 89

- Go through the *Learn this!* box together. Then ask students to do the exercise.

#### KEY

accommodate – accommodation (change: drop the e)  
achieve – achievement dark – darkness donate – donations (change: drop the e) homesick – homesickness  
organise – organisation (change: drop the e) permit – permission (change in spelling) prepare – preparation (change: drop the e) treat – treatment

### Exercise 4 page 89

- Do the first item as a class. With a **weaker class**, encourage students to use a dictionary to help them do the exercise. With a **stronger class**, students try to do the exercise before checking their answers in a dictionary.

#### KEY

1 advertisement 2 rudeness 3 information  
4 suggestion 5 fitness 6 argument 7 discussion  
8 explanation

### Extra activity

Students work in pairs. They take turns to say a verb or adjective from exercises 3 and 4 and the *Learn this!* box while their partner responds with the noun, e.g. *organise* (organisation), *fit* (fitness).

### Exercise 5 page 89

- Students do the exercise individually.

#### KEY

1 information 2 advertisement 3 Fitness 4 argument  
5 discussion 6 rudeness 7 suggestion 8 explanation

### Extra activity

Ask students to try to come up with ten more nouns formed as described in the lesson:

- five from adjectives (e.g. good – goodness, blind – blindness, friendly – friendliness, lazy – laziness, polite – politeness, nervous – nervousness, ill – illness).
- five from verbs (e.g. act – action, announce – announcement, describe – description, develop – development, educate – education, imagine – imagination).

### Exercise 6 page 89

- Go through the instructions together and check the meaning of the phrases.
- With a **weaker class**, brainstorm ideas on the board together. With a **stronger class**, students work in pairs or small groups.

### Exercise 7 page 89

- Ask a few pairs / groups to share their ideas with the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can form nouns with a range of suffixes.*

## 8F Reading

### Against the odds

#### LESSON SUMMARY

**Vocabulary:** Nationalities

**Speaking:** Talking about inspiring sports people

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercises 4 and 5 can be set for homework.

#### LEAD-IN 2-3 MINUTES

- On the board, write *inspiring* and elicit or teach the meaning (exciting and encouraging you to do or feel something).
- Tell students about a famous athlete who has inspired you, or inspired other people and explain why he / she is great.
- Elicit some of the students' favourite or most inspiring athletes. If you want to extend the lead-in, have a vote on the class's most inspiring athlete.

### Exercise 1 page 90

- Focus attention on the photos and elicit what sports they show. (photo A: motor racing; photo B: basketball; photo C: skiing; photo D: cycling)
- Students answer the question and then discuss why it is the correct choice. (Option A is probably wrong because motor racing isn't a Paralympic sport. Option C is probably wrong because motor racing and skiing aren't team sports.)

#### KEY

B

### Exercise 2 page 90

- Students read the text and check their answer to exercise 1.
- Students then match the photos with the paragraphs.

#### KEY

A 2 B 3 C 3 D 1

### Exercise 3 page 90

- Go through the Reading Strategy together. On the board, write *50:50 chance* and say: *fifty-fifty chance*. Ask: *What does this mean?* (We have got an equal chance of choosing correctly or incorrectly.)
- Students read the questions and underline the key words.
- Students then answer the questions and note which answer option is definitely wrong in each case, and why.

#### KEY

1 a 2 b 3 c 4 c 5 a 6 c

### Exercise 4 page 90

- Students read the questions and underline the key words so that they know what information to look for.

#### KEY

1 Mike 2 Mike 3 Alana 4 Christian 5 Alana  
6 Christian

### Exercise 5 page 91

- Have a quick geography quiz. Ask: *Where is Sydney?* (Australia) *Where is Beijing?* (China) *Where is Rio de Janeiro?* (Brazil) *Where is Stockholm?* (Sweden) *Where is Vancouver?* (Canada) *Where is Madrid?* (Spain) *Where is Berlin?* (Germany) *Where is Bratislava?* (Slovakia) *Where is Budapest?* (Hungary) *Where is Moscow?* (Russia) *Where is Warsaw?* (Poland) *Where is Rome?* (Italy) *Where is Tokyo?* (Japan)
- Focus attention on the nationality adjectives in the list. Read them out and ask students to listen and repeat.
- Ask students to find the nationality adjectives in the texts.

#### KEY

French; British; Turkish; American

### Exercise 6 page 91

- Students do the exercise individually.

#### KEY

**-an** American, Australian, Brazilian, Canadian, German, Hungarian, Italian, Russian  
**-ish** British, Polish, Spanish, Swedish, Turkish  
**-ese** Chinese, Japanese  
*Czech, Slovak and French do not fit.*

#### Extra activity: Stronger students

- Write the following countries on the board: *Algeria* (Algerian), *Egypt* (Egyptian), *Estonia* (Estonian), *Denmark* (Danish), *Finland* (Finnish), *Ireland* (Irish), *Vietnam* (Vietnamese), *Greece* (Greek), *Switzerland* (Swiss), *Czech Republic* (Czech).
- Students find the nationality adjectives. They can use a dictionary to help them.

### Exercise 7 page 91

- Go through the instructions together and make sure students know what they have to do.

- With a **weaker class**, ask students:  
*How is each person brave?* (e.g. Christian fell many times, but he continued trying. He probably has difficulty doing everyday tasks, so cycling is a big challenge. Mike can't see, but he goes 300 kilometres per hour. That speed is scary even when you can see. Alana was badly hurt doing sport. Returning to the snow is a very brave thing.) *How did each person show their talent?* (e.g. Christian rides 27,000 kilometres each year. Mike broke many records. Alana won a lot of medals and plays many sports.) *Who is probably the least fit and why?* (e.g. Mike, because his sport is driving.)
- Students do the exercise in pairs.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about inspiring sporting achievements.*

## 8G Speaking

### Negotiating

#### LESSON SUMMARY

**Vocabulary:** Athletics events

**Speaking:** Negotiating when discussing plans

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than a minute on exercise 1. Exercise 5 can be set for homework.

#### LEAD-IN 2-3 MINUTES

- Tell students about a sporting event you watched, e.g. an international match or a school football match. Say what happened and whether it was boring or exciting.
- Ask: *Did you watch any sports last week or month? Tell a partner about it.*
- Ask a few students to share their experience with the class.

#### Exercise 1 page 92

- Focus attention on the three pictures. Then go through the sports in the list and check meaning. (e.g. In the high jump, you run and then jump over a bar. In the long jump, you run and then jump as far as possible. In the pole vault, you run carrying a long pole and use it to push yourself over a high bar. In the marathon, you run 42 kilometres. In a relay, there are teams of four runners; each person runs one part of the race. In the shot put, you throw a heavy steel ball.)
- Match the pictures with the sports. Then discuss the questions as a class.

#### KEY

shot put; high jump; relay

### For further practice of athletics events: Vocabulary Builder 8G page 121

- 1 A hurdles B shot put C cross-country running  
2 Running 5,000 metres, 10,000 metres, cross-country running, marathon, relay, hurdles  
Throwing hammer, javelin, shot put  
Jumping hurdles, long jump, pole vault, triple jump

#### Exercise 2 3.36 page 92

- Play the audio for students to read and listen to the dialogue. They then answer the questions.
- Check answers as a class.

#### KEY

1 the 100 metre race 2 badminton, swimming 3 They agree to watch the swimming.

#### Exercise 3 page 92

- Focus attention on the key phrases. Check the meaning, especially of *reject* (refuse to accept or consider something), *fancy doing something* (want to do something) and *alternative* (something you can choose to do out of two or more possibilities).
- Students add the underlined phrases in the dialogue.

#### KEY

1 I'd rather not. 2 I don't think that's a good idea.  
3 I'd rather 4 I think ... would be better.

#### Exercise 4 page 92

- Go through the instructions together and make sure students understand what they have to do.
- Model the task with a confident student.
- While students work in pairs, circulate, monitor and help as necessary.

#### Exercise 5 page 92

- On the board, write *DVD – £10*. Then say: *I've got eight pounds. Can I buy a DVD?* (no)
- On the board write *too expensive* and ask: *Why can't I buy a DVD?* Elicit or say: *It's too expensive.*
- Go through the *Learn this!* box together. Students then find the two examples in exercise 2.

#### KEY

That's too early! Those tickets are too expensive.

### For further practice of too + adjective: Grammar Builder 8G page 138

- 9 1 too short 2 too early 3 too heavy  
4 too scary 5 too difficult 6 too hot

#### Exercise 6 3.37 page 92

- Focus attention on the timetable of Olympic events. Check the meaning of *arena* (a place with an open area in the middle and seats around it where people can watch sports) and *stadium* (a sports ground surrounded by rows of seats).
- Play the audio for students to do the exercise.

#### KEY

They agree to see two events: basketball and water polo.

## Transcript

**Boy** Hi, Kate. Are you excited about the Olympics?

**Girl** Yes, I am. There are lots of great events on Saturday. Let's buy tickets for some of them.

**B** Sure, good idea. Have you got the timetable?

**G** Yes, it's online. We can look at it on my phone.

**B** OK. Let me see ... So there are three venues.

**G** Yes. But the stadium is on the other side of the city. I think it's too far.

**B** You're right. Let's just go to the other two. They're closer.

**G** Do you fancy going to the diving?

**B** I like diving. But eight o'clock in the morning is very early!

**G** I suppose so. But we want to start early. That way, we can see three different events.

**B** I think three events in one day is too much. For a start, the tickets will be really expensive.

**G** I see what you mean. OK, let's just choose two events.

How about basketball at ten o'clock?

**B** That's a good idea. I love basketball.

**G** So basketball at ten o'clock in the indoor arena. What about handball? That's at twelve.

**B** I don't fancy it. I'm not really into handball. It's boring.

**G** Do you think so? I like it. But I also like water polo. It's really exciting!

**B** Is that right? I never watch it.

**G** You'll enjoy it, believe me.

**B** OK. So that's water polo at four o'clock.

**G** Great! I'll buy the tickets.

## Exercise 7 3.38 page 92

- Ask students to read the Speaking Strategy.
- Then ask: *What event would you like to see?* Elicit a response and react: *I see*. Then ask: *Why?* Again, elicit a response (e.g. *Because it's exciting*). React again, e.g. *I suppose so*.
- Emphasise the importance of reacting by asking the same questions again, but not reacting to the answers. Ask: *Can you see the difference?*
- Play the audio for students to complete the phrases.

## KEY

1 right 2 so 3 see 4 mean 5 think 6 that

## Transcript

See exercise 6.

## Exercise 8 page 92

- On the board, brainstorm a plan for the dialogue, e.g. A suggests buying tickets. B agrees. A mentions the timetable. They look at it together. B suggests a sport. A agrees. A suggests a sport. B rejects it and suggests another. A agrees. B suggests a sport. A rejects it and suggests another. B agrees.
- In pairs, students use the plan to write a dialogue. Circulate, monitor and help as necessary.

## Exercise 9 page 92

- Ask some volunteers to act out their dialogue in front of the class.

## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can negotiate when discussing plans*.

# 8H Writing

## An informal letter

### LESSON SUMMARY

**Vocabulary:** Sports equipment

**Writing:** Informal letters

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 7 can be set for homework.

### LEAD-IN 2-3 MINUTES

- Ask students to tell each other about a (real or invented) sporting event that raised money for charity. They should answer the following questions:

*What was the event?*

*Did they take part?*

*Did they donate money?*

*Did they watch the event and cheer?*

*How much money did the event raise?*

## Culture note

An Olympic triathlon, also called a standard triathlon, includes a 1.5-kilometre swim, a 40-kilometre bike ride and a 10-kilometre run. The shorter sprint triathlon is a 750-metre swim, a 20-kilometre bike ride and a 5-kilometre run.

## Exercise 1 page 93

- Focus attention on the photos. Ask: *What three events does the triathlon combine?* (swimming, cycling and running – in that order)
- Students discuss whether they would like to take part in a triathlon, and why or why not.

## Exercise 2 page 93

- Students read the letter.
- Students answer the questions.
- You could ask a few additional comprehension questions: *Why was Emily busy?* (Her exams finished last week.) *What's she doing to prepare for the race?* (She is training: she runs, swims or cycles every day.) *What did her parents give her for her birthday?* (a really good bike and helmet)

## KEY

The triathlon will be at the end of July in Hyde Park in London.

## Exercise 3 page 93

- Focus attention on the sports equipment and find the items in the letter. Point out that there are goggles and a wetsuit in the photo.

## KEY

bike, helmet, wetsuit, goggles, running shoes

**For further practice of sports equipment:  
Vocabulary Builder 8H** page 121

**3** A skates B socks C bat and ball D net  
E racket F goal G shorts H gloves

**4** a boots, gloves, goggles, helmet, running shoes,  
shirt, shorts, skates, socks, trainers, wetsuit  
b ball, bat, racket

**5** (Possible answers) **2** ice hockey, rollerskating  
**3** tennis, badminton **4** ice hockey, skiing  
**5** cycling, climbing, skateboarding **6** volleyball,  
tennis **7** surfing **8** baseball, table tennis

**Extra activity**

Students name as many sports as possible that use the equipment in the list in exercise 3.

**KEY**

(Possible answers)

**boots** hiking, climbing, football **goggles** skiing, diving,  
swimming, motor racing **helmet** motor racing, skiing,  
climbing, American football, ice hockey **wetsuit** diving,  
swimming in open water

**Exercise 4** page 93

- Students read the *Learn this!* box. Then ask:  
*What is Emily's address?* (89 Stover Rd, Birmingham, B99 7HL)  
*What date did she write the letter?* (4 July 2016)  
*Who did she write the letter to?* (Henry)  
*Why is there another sentence after her name?* (She forgot to write it and only thought of it after she wrote her name.)
- Explain that *PS* stands for *postscript*, meaning *after* (post-)  
*what was written* (script).
- Students do the exercise.

**KEY**

**1** top-right **2** below **3** Dear **4** PS

**Exercise 5** page 93

- Focus attention on the key phrases. Emphasise that these commonly used expressions will make students' own letters sound natural and fluent.
- Give students time to read the key phrases and do the exercise.

**KEY**

**A** Sorry, it's ages since I wrote to you.  
**B** Listen, did I tell you that ... / about ... Oh, and another thing, ...  
**C** Maybe you / we could ... How about (+ *-ing form*)?  
Emily uses: Sorry I didn't reply sooner. Guess what! It would be great if you could ...

**Exercise 6** page 93

- Focus attention on the Writing Strategy. Then go through the instructions and the task together.
- With a **weaker class**, brainstorm notes on the board. With a **stronger class**, students work individually.

**Exercise 7** page 93

- Students work individually. With a **weaker class**, students write a letter using the notes on the board from exercise 6. Circulate, monitor and assist as necessary.
- When students have finished writing, focus attention on the *Check your work* box and remind students to read their letter again to make sure it is as good as it possibly can be. Remind them to check that the layout of their letter is also correct.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can write an informal letter.*

## 4 Exam Skills Trainer

**LESSON SUMMARY**

**Reading:** Reading true or false statements carefully

**Listening:** Thinking about the type of information needed for gap-fill exercises

**Use of English:** Identifying noun and adjective endings for people, nationalities and things

**Speaking:** Persuading someone to accept your opinion

**Writing:** An informal letter

**LEAD-IN 2-3 MINUTES**

- Think of a funny or amazing video you have seen on the internet and tell the class about it. It might be wingsuit flying, people climbing tall buildings, a flash mob event or something else.
- Ask: *Have you seen anything amazing on the internet – a sport, trick or stunt? Why do people put videos of themselves on the internet?* (e.g. They want to be famous. They want to show the world what they can do.)
- Elicit answers.

### Reading

**Exercise 1** page 94

- On the board, write: *Tricking is an exciting activity.* Then ask: *What are the three most important words in the sentence?* (tricking, exciting, activity) *Do you know anything about this activity?*
- Elicit any information. Listen to ideas, but do not explain yet. Students will read an article about it in exercise 2.
- Go through the strategy together. Teach or elicit the meaning of *gymnastics* (physical exercises that develop and show the body's strength and ability to move and bend easily, often done as a sport) and *judo* (a Japanese martial art – a sport in which two people fight and try to throw each other to the ground).
- Then students do the exercise.

**KEY**

**1** Tricking, gymnastics, dance  
**2** long list, rules, tricking  
**3** Tricking, started, judo  
**4** Trickers, post videos, online  
**5** Trickers, learn, social media  
**6** first tricking, 2010  
**7** trickers, all over the world  
**8** butterfly twist, easy, beginners

## Exercise 2 page 94

- Students skim-read the text for gist.
- Focus attention on the first sentence from 1–8. Students find the place in the text where the answer is given. (It hasn't got any written rules.)
- Students continue doing the exercise and identifying the places in the text that give the answers.
- Check answers as a class and elicit the parts of the text where the answers are given.
- (2 but the man isn't dancing. Nor is he doing gymnastics ... 3 It developed from the martial arts. 4 Trickers filmed themselves and shared their new movements on social media. 5 Trickers used social media to arrange meetings at gyms or outdoor spaces. At these meetings, they learned new tricks from each other. 6 A character in the 2010 film *Tron* did a few tricks. 7 Now tricking is a worldwide sport. 8 They usually begin with easier movements such as the *540 kick* before learning moves like the *flashkick* and the *butterfly twist* which are much more difficult.)

### KEY

1 F 2 F 3 T 4 T 5 F 6 F 7 T 8 F

## Listening

### Exercise 3 page 94

- On the board, write: *I wake up at \_\_\_ every morning.* Ask: *What is the missing information?* (probably a time, so a number) Write: *Can I please have \_\_\_?* Ask: *What is the missing information?* (probably a thing, so a noun or noun phrase) Write: *I need to talk to \_\_\_.* Ask: *What is the missing information?* (probably a person, so a noun or name)
- Go through the strategy together. Then students do the exercise.

### KEY

1 by the sea 2 2nd May 3 two o'clock 4 watch films  
5 a friend 6 two

### Extra activity

- On the board, write gapped sentences:  
*I want to buy a new \_\_\_\_.*  
*My favourite school subject is \_\_\_\_.*  
*I would love to meet \_\_\_\_.*  
*My favourite thing is my \_\_\_\_.*  
*I usually go to bed at \_\_\_\_.*
- Students think about ways to complete the sentences. They then work in pairs and try to guess their partner's answers for each question.
- Ask students to share a few answers with the class. Were a lot of answers the same?

### Exercise 4 3.38 page 94

- Read the instructions together and emphasise that the gaps can be completed by words or numbers.
- Students read the text for gist. Then focus attention on the first gap. Ask: *What kind of information goes here?* (an activity, very likely a sport)

- Students continue reading each sentence and predicting the kind of information that will be required to fill in the gap. (2 an age; 3 something technical; 4 a type of person; 5 a distance; 6 an amount of time; 7 a year or date; 8 a price)
- Play the audio for students to complete the report. Then play it again for students to check their answers.

### KEY

1 table tennis 2 17 / seventeen 3 computer game design  
4 engineers 5 thirty-five / 35 6 one week  
7 in 2008 8 700

### Transcript

If you type in 'summer camps' on the internet, you'll probably see a long list of children's holiday organisations offering activities like swimming, fishing, volleyball and table tennis. Now try typing in 'tech summer camps' instead, and see what you get. Something very different. Rather than outdoor activities, tech summer camps offer young people an exciting range of technology-related courses and activities. SuperTech Summer Camp in Ireland has an interesting programme of events for children and teenagers between the ages of nine and seventeen. 'Campers' can learn about web programming, computer game design and even robot-making. They can focus on one area of technology or try different things. They have the help of a number of course leaders who are all well-qualified and experienced teachers, engineers and scientists.

The camps are held at the O'Malley Centre. This is a large conference centre about 35 km to the west of Dublin. Children from the UK and Europe come to the camps. Each camp is one week, but children can come to two or three camps if they want a longer holiday. How did it all begin? Matthew Day was a science teacher at a school in Dublin and he wanted to offer something extra to children in the summer holidays. He started SuperTech Summer Camp in 2008. The first summer camp was small, but now about 200 children attend the Summer Camps each year. One week at SuperTech Summer Camp costs £700 per child.

## Use of English

### Exercise 5 page 95

- Ask: *What's my job?* Elicit *teacher*. Write the word on the board and underline the *-er* ending. Ask: *What other jobs do you know that end with '-er' or '-or'?* (e.g. writer, actor, manager)
- On the board, write *Turkey*. Ask: *What is the nationality of a person from Turkey?* Elicit *Turkish*. Ask: *What other nationalities do you know?* (e.g. British, Spanish, Canadian)
- On the board, write *argue*. Ask: *What noun can we make from 'argue'?* Elicit *argument*.
- Go through the strategy together. Then students do the exercise.

### KEY

People	Nationalities	Things
climber farmer runner swimmer worker	Chinese Swedish	achievement argument discussion, improvement

## Exercise 6 page 95

- Students read the text and decide if the gaps need a person, nationality or thing. They then complete the text.
- Check answers as a class.

### KEY

1 information 2 artist 3 photographer 4 British  
5 Australian 6 teenager 7 achievement  
8 invention

## Speaking

### Exercise 7 page 95

- On the board, write: *Ideal Start school one hour earlier.* Then say: *I think school should start at eight o'clock, not nine o'clock.* (You could use the starting time of your school instead of nine o'clock.)
- Ask: *Can you think why this is a good idea?* Elicit ideas, e.g. students can learn more; teachers can earn more money; students can have a longer lunch break.
- Ask: *Can you think why this is a bad idea?* Elicit ideas, e.g. it's too early, so people will be too tired; the school day will be very long; more students will come to school late.
- Go through the strategy and ask students to do the exercise.

### KEY

1 F 2 A 3 A 4 F 5 A 6 A 7 F 8 A

### Exercise 8 page 95

- Students read the activity holiday programme. On the board, write: *go swimming.*  
Ask: *Why is it a good idea to go swimming?* (e.g. it's fun; it's good exercise)  
Ask: *Why is it bad idea to go swimming?* (e.g. the water is too cold; I can't swim)
- Students choose one activity they would like to do for each of the three sessions – morning, afternoon and evening – and think of two or three arguments for doing it and two or three against doing it.
- Students work in pairs and discuss their preferences.

## Writing

### Exercise 9 page 95

- On the board, write: *I'm working right now, and I'm going to work tomorrow, but yesterday I relaxed.* Ask: *What tenses are in the sentence?* (present continuous, going to future, past simple)
- Go through the strategy together. Then students do the exercise.

### KEY

1 went 2 'm having 3 didn't reply 4 saw 5 'm going to be  
6 are thinking 7 found 8 don't have / haven't got

### Exercise 10 page 95

- Students read the task. With a **weaker class**, brainstorm ideas onto the board and ask all the students to use some of those to write their letter. With a **stronger class**, students use their own ideas. Circulate, monitor and help as necessary.

### KEY

(Example answer)

Dear Jess,

Guess what! I won a ticket for a holiday in Croatia! A few months ago, in a magazine, I saw some information about a photo contest. It invited people to send in their best travel photos. I sent a photo from my holiday in the Czech Republic last year. Then I forgot all about it. Then yesterday I received a letter saying I'm the winner! I'm going to take the trip next month. I want to go scuba diving there, so right now I'm taking scuba diving lessons at my local swimming pool. I'm really enjoying it. I'll send you a postcard from my holiday!

Love,

Kate

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can read true or false statements carefully. I can think about the type of information needed for gap-fill exercises. I can identify word endings for people, nationalities and things. I can persuade someone to accept my opinion. I can write an informal letter.*