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9A Vocabulary**Gadgets****LESSON SUMMARY**

Speaking: Describing gadgets in photos; a quiz about different materials; saying what objects around the classroom are made of; using language for describing technology to describe different gadgets

Vocabulary: Materials

Listening: People discussing different gadgets

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercise 7 can be done for homework and exercise 8 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Write *gadget* /'gadzɪt/ on the board and elicit its meaning (a small device, tool or machine that has a particular but usually unimportant purpose).
- Tell students about a gadget that you often use or particularly like, e.g. *I own a mechanical potato peeler. That's a gadget that peels potatoes, so I never have to do it myself.*
- Ask:
Can you think of some other gadgets? (e.g. MP3 player, pedometer, reading light that clips on to a book)
What's your favourite gadget?
Are these items essential for a happy life?
Elicit answers.

Exercise 1 page 96

- Focus attention on the photos. In pairs, students describe what the different gadgets do and whether they are good or bad ideas. They then choose their favourite.
- Elicit some answers. (The gadgets are: A: a dog water fountain; B: a door that turns into a tennis table; C: ninety-degree reading glasses; D: stash sandals (sandals with a secret drawer for keys and credit cards))

Exercise 2 3.09 page 96

- Go through the materials and check their meanings.
- Play the recording for students to listen and repeat.
- Students decide what the gadgets in exercise 1 are made of.
- Check answers as a class.

KEY

(Possible answers)

A plastic, rubber, steel **B** plastic, nylon, rubber, wood
C aluminium, glass, plastic **D** plastic, nylon, rubber

Transcript

See Student's Book, page 96.

Exercise 3 page 96

- Tell students they are going to do a quiz about different materials. Go through the quiz together and explain any unknown vocabulary.
- Students do the quiz in pairs. They can then check their answers at the bottom of page 96. Ask which answers surprise them the most.

Exercise 4 page 97

- In pairs, students name describe things that are each made of different materials.
- Elicit students' answers.

Exercise 5 page 97

- Go through the words and phrases for describing technology together and check meaning and pronunciation. Pay particular attention to *straight* /streɪt/, *curved* /kə:vɪd/, *rectangular* /rek'tæŋgjʊlə/, *spherical* /'sfɛrɪk(ə)l/, *square* /skwɛː/, *triangular* /traɪ'æŋgjʊlə/ and *circular* /'sɜːkjʊlə/.
- Students complete the phrases.
- Do not check answers at this point.

KEY

1 mains 2 mostly 3 handle 4 base 5 allows

Exercise 6 3.10 page 97

- Tell students that they are going to listen to a recording about gadgets.
- Play the recording. With a **weaker class**, play the recording once so that students can find out what the gadgets are. Play it a second time to allow them to check their answers in exercise 5.
- Check answers as a class.

KEY

battery powered; mains powered; it's got a long handle; It's got a triangular base; It's made mostly of glass

Transcript

- 1 **Customer** This is lovely. Isn't it lovely? What is it exactly?
Shop assistant It's a coffee machine.
C Oh, yes. Of course. Is it battery powered?
SA No, it's mains powered. Look, the cable's here, under the base. If you press this button, the plug appears.
C That's clever. I love it. It's perfect for my kitchen at home. I'll come back later today and buy it.
SA Would you like to try a cup before you go?
C I'm sorry?
SA A cup of coffee?
C Oh, no thanks. I never drink coffee. Horrible stuff.
- 2 **Shop assistant** I see you're looking at the cycling machines.
Customer Cycling machines? Oh, yes. Yes, they're very nice, aren't they? A very unusual design.
SA It will look great in your living room. You don't need to put it away if friends come to visit.
C Yes, I see. Good idea. And it's got a long handle. Is that for carrying it?
SA No, that's the seat. It's leather.
C Oh yes, of course. It's heavy, isn't it?
SA Yes. It's got a triangular base that's made of iron. It allows you to cycle very fast without the whole thing shaking.
C And what are these buttons for?

SA That's the computer. If you choose 'share' mode, it automatically posts your workout results on Facebook.

C I see. Yes, I really like it. The thing is, I joined a gym recently.

SA Oh, right.

C But my son is trying to get fit, and he would use it, I'm sure.

- 3 **Customer** I like this stereo. It's a really unusual design.

Shop assistant Yes, it's amazing, isn't it?

C What's it made of?

SA It's made mostly of glass. Would you like to hear it?

C I didn't bring any CDs.

SA Don't worry. There's one in there. Listen.

C It sounds great!

SA It goes forward to the next track if you just touch here.

C Can you turn it down?

SA Yes, you can turn it up or down. If you wave your hand once, it gets louder. If you ...

C I mean, can you turn it down now, please? Thank you! I'd like to buy it, please.

SA Great! You can pay by credit card or cash.

Exercise 7 3.10 page 97

- Go through the *Recycle!* box together and revise the structure of the zero conditional.
- Tell students to read the sentences. Then ask them which products they describe. (1: coffee machine, 2: exercise bike, 3: exercise bike, 4: stereo, 5: stereo)
- Play the recording for students to complete the sentences. With a **stronger class**, ask students to complete the sentences before listening again.
- Check answers as a class.

KEY

1 press 2 come 3 posts 4 goes 5 gets

Transcript

See exercise 6.

Extra activity: Fast finishers

Ask **fast finishers** to write one sentence for each product that the assistant could use. They can use the expressions in exercise 6, e.g. *The coffee maker has a beautiful spherical shape. The exercise bike allows you to get fit in the comfort of your own home.*

Exercise 8 page 97

- Tell students think of a gadget to describe. They should also think about its shape, how it is powered, what it is made of and what it is used for.
- Students take turns to describe the gadget to each other. The other student must guess what it is.

Extra activity

- Students choose one of the products from exercise 1 and write a dialogue about it between a sales assistant and a customer. They should describe it using the words for materials and expressions to describe technology. They should also use the zero conditional. Monitor and help with grammar and vocabulary where necessary.
- Alternatively, ask students to research a new gadget on the Internet and write sentences about it using the expressions in exercise 6 and the zero conditional.

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 students: *What have you learned today? What can you do now?* and elicit answers: *I can describe gadgets and talk about their use. I can name different materials. I can use expressions for describing technology. I can use the zero conditional for describing facts.*

9B Grammar

The passive (present simple and past simple)

LESSON SUMMARY

Reading: A text about mobile phones

Grammar: The passive (present simple and past simple)

Speaking: Talking about the reading texts in the students book using the passive

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercise 7 can be set as a written activity for homework.

LEAD-IN 2-3 MINUTES

- On the board, write the following questions:
What gadgets do you use every day?
What would life be like if you didn't have a mobile phone?
- Students discuss the questions in pairs. Encourage them to use second conditional sentences.

Exercise 1 page 98

- Students brainstorm different uses of mobile phones.
- Ask: *What do you use your mobile phone for the most?*
- Elicit answers.

KEY

(Possible answers) make calls, text / send messages, listen to music, take photos, play games, tweet, send and receive emails, search the internet

Exercise 2 page 98

- Ask students to scan the text to find the answers.
- Check answers as a class. Write the answers on the board and ask students *what is more important: the thing that happens to something, or the person or thing that does the action?* (the thing that happens to something)
- Explain that we *this form is called* the passive. It is often used to talk about technology.

KEY

1973 The first mobile phone call was made by Martin Cooper of Motorola.

1986 Voicemail was added to phones.

1992 The first text message was sent.

1997 The camera phone was invented by Philippe Kahn.

Exercise 3 page 98

- Students study the first two sentences of the text. Then go through the *Learn this!* box together.
- Students complete the rules.
- Check answers as a class.

KEY

1 be 2 present 3 past 4 by

Exercise 4 page 98

- Students find the examples. Then ask what forms of 'be' we use:
 - when the subject is plural? (are, were)
 - when the subject is singular? (is, was)
 - in negative sentences? (isn't, aren't, wasn't, weren't)What word order do we use in questions? ('be' + subject + past participle)
- Check answers as a class.

KEY

Nearly a billion mobile phones are sold ... (a)

The first mobile phone call was made ...

The call was answered ...

The first mobiles were powered ... (a)

Voicemail was added ...

Internet access was not added ... (b)

The first text message was sent ...

It was not typed ... (b)

The camera phone was invented ...

Photos of his newborn daughter were shared ... (a)

In the UK, a mobile phone is stolen ...

What are mobile phones used for the most? (c)

For further practice of the passive:

Grammar Builder 9B page 140

1 1 broken 2 taken 3 made 4 sent 5 spent
6 flown 7 tried 8 shown 9 grown 10 known

2 1 was 2 was 3 is 4 is 5 was 6 are
7 were 8 are

3 1 are made 2 is known 3 are used
4 are grown 5 is produced 6 are prepared
7 are cooked 8 are served

4 1 was transmitted 2 was broadcast 3 was sent
4 was sold 5 were made 6 were demonstrated
7 were televised 8 was earned 9 were bought
10 was watched 11 was shown

Exercise 5 page 98

- Go through the *Look out!* box together.
- Ask students to read the sentences. With a **weaker class**, ask students to underline the words or phrases that tell them which tense to use, e.g. 1 *today*.
- Students complete the sentences.
- Check answers as a class.

KEY

2 were sold 3 are often used 4 is usually answered
5 were bought 6 is accessed 7 are sent
8 was dropped

Extra activity: Fast finishers

- Write the following on the board:
 - 1 *the children / give / a lot of presents* (past)
 - 2 *pasta / cook / water* (present)
 - 3 *the moon / not make / of cheese* (present)
 - 4 *the emails / send / yesterday?* (past)
 - 5 *the exercise bikes / sell / online?* (present)
 - 6 *I / not tell / about the party* (past)
- Ask **fast finishers** to write passive sentences in their notebooks.
- Key:
 - 1 *The children were given a lot of presents.*
 - 2 *Pasta is cooked in water.*
 - 3 *The moon isn't made of cheese.*
 - 4 *Were the emails sent yesterday?*
 - 5 *Are the exercise bikes sold online?*
 - 6 *I wasn't told about the party.*

Exercise 6 page 98

- Students complete the questions.
- Check answers as a class.

KEY

1 was ... watched 2 Were ... rescued 3 are improved
4 was nearly killed 5 is ... allowed
6 was ... laughed at 7 are ... sometimes held
8 were ... found

Exercise 7 page 98

- Tell students to scan the texts to find the necessary information.
- In pairs, students take turns to ask and answer the questions.
- Check answers as a class.

KEY

(Possible answers)

- 1 *She was watched carefully because she didn't feel pain, so she often injured herself badly.*
- 2 *No, they weren't. They swam to a beach and were helped by a farmer.*
- 3 *Players are taught to think about objects in three dimensions and how to react well to failure. Social skills are also improved.*
- 4 *Ewa Wisnierska was nearly killed by a storm.*
- 5 *He is allowed to have the day off because he is terrified of Halloween.*

- 6 *He was laughed at because he fell asleep on the beach with no sunscreen and when he woke up he had white circles round his eyes where his sunglasses had been.*
- 7 *They are sometimes held at burger bars.*
- 8 *They were found on a small piece of paper in a secret pocket inside a dead man's trousers.*

Extra activity: Fast finishers

Ask **fast finishers** to write questions about the text in exercise 2. They then give them to a partner to answer, e.g. *How many mobile phones are sold every year?*
Who was the first mobile phone call answered by?

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 students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present and past passive to talk about technology. I can use the passive to ask and answer questions about reading texts.*

9C Listening

Intentions of the speaker

LESSON SUMMARY

Exam topic: Identifying the intentions of the speaker

Vocabulary: Speaker intentions; collocations

Listening: People speaking with different intentions

Speaking: Giving a short speech

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercises 6 and 7 can be done as a written activity for homework and the speeches presented in the next lesson.

LEAD-IN 2-3 MINUTES

- Write the following on the board:

Your friend is crying because she has split up with her boyfriend.
You aren't happy with your new phone, so you take it back to the shop.
You are bored and want to go out tonight with a friend.
You are a head teacher and some new pupils are arriving for their first day.
You are at a tourist office and you want to find out about tourist attractions.
You have just broken your mum's favourite plate.
You are at the entrance to the platform at a train station. You can see your train but the ticket guard won't let you through.
- Ask: *What would you do in each situation?* Elicit some ideas as a class for the first situation. Then ask: *What verb describes how you would speak to your friend?* (comfort) Do the same with the other situations and try to elicit some of the verbs in exercise 3.

Exercise 1 page 99

- Focus attention on the photos. In pairs, students decide where the people are and what they are saying.
- Elicit ideas.

Exercise 2 page 99

- Go through strategy together. Then check the meaning and pronunciation of the verbs.
- Tell students to read the sentences and then ask: *Where do you think the speakers are? Who are they talking to?* Students match the sentences with the verbs.
- Focus attention on the photos. Students match three of the sentences with the photos.
- Check answers as a class.

KEY

1 to warn 2 to complain 3 to recommend
4 to welcome 5 to enquire 6 to comfort
A 2 B 6 C 4

Extra activity: Fast finishers

- Ask **fast finishers** to think of another sentence each speaker in the sentences in exercise 2 would say, e.g.
 - 1 *You could burn yourself.*
 - 2 *We've been here for hours!*
 - 3 *I really enjoyed it and I think you'll love it too.*
 - 4 *Please take a seat. If you need anything, please let me know.*
 - 5 *Could you tell me what time the museum opens?*
 - 6 *You have nothing to worry about. Everything will be OK.*

Exercise 3 3.11 page 99

- Tell students they are going to listen to six people. Each speaker has a different intention.
- Play the recording for students to answer the questions.
- If there is time, play the recording again. Ask students who they think the speakers are, who they are talking to and where they could be.
- Check answers as a class.

KEY

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

Transcript

- 1 It was really kind of you to lend me your car. I'm really grateful.
- 2 Please come to the film with me. You'll really enjoy it, I'm sure. And I don't want to go on my own.
- 3 This match is going to be tough. The other team are really strong. But I think you can win if you really want to.
- 4 I'm sorry, but this soup is cold. Could you change it, please?
- 5 I'm sorry to hear that you failed your driving test. I know you're upset, but you only made one little mistake and I'm sure you'll pass next time.
- 6 It's great to see so many of you here today for the concert. Thank you very much for coming. I hope you enjoy it.

Exercise 4 3.12 page 99

- Tell students they are going to listen to five more people with different intentions. Then ask them to read the questions quickly to see who the speakers are and to guess what their intention might be. Remind them to listen out for phrases such as *I think you should, be careful to, I'm going to tell you about.*
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

1 c 2 b 3 a 4 a 5 c

Transcript

- 1 We are all aware of the dangers of being overweight and how hard it can be to lose weight. This new health drink which my company has invented can help do just that. It's better than other drinks because it has a new special formula that gives you all the vitamins you need without extra calories. I won't give you all the technical details here but it has been thoroughly tested and is very effective. So, rather than persist with other products, I recommend that you try this new one. I don't think you will be disappointed.
- 2 I sold my old motorbike last month and got this new one. Well, it isn't new, actually – it's second-hand. I couldn't afford a new one. But it's only a couple of years old, and it's as good as new, really – there's hardly a scratch on it. I was lucky to get it at such a good price. It didn't cost much more than what I got for my old motorbike. I'd get one if I were you, but there aren't many around and you're unlikely to get such a good deal, but it's really worth trying. Yeah, go for it.
- 3 Your high blood pressure is due to a build-up of cholesterol in your arteries. This has probably been caused by eating too many fatty foods and smoking. I can certainly prescribe some drugs that will help to bring down the high cholesterol, but initially I'd like you to make some changes to your diet and increase your level of exercise. Try to avoid eating fatty foods such as cheese, butter, cakes, and so on. Try also to exercise regularly – ideally three times a week for 20 minutes or half an hour. Come back to me in three months. If the level is still high we will consider a course of treatment at that point.
- 4 I came up with the idea for this about five years ago, but only built it in the past twelve months. It's circular with handles on each side. It's battery powered – rechargeable batteries, of course. They are inserted just here. It's made of steel and plastic, and it allows you to browse the internet as well as record film. So it's a computer combined with a camcorder. I've met a quite a few people who might be interested in investing in it, 'cos it'll take a lot of money of course to develop and produce. But I haven't heard back from them ... which is a bit worrying because I need money to start advertising it.
- 5 You'll be delighted to hear that the new minibus which the school purchased has finally arrived. It runs on biofuel, which is sourced from plants, so it is very environmentally friendly. It'll allow the school sports teams to get to and from matches quickly and easily. We were able to purchase the minibus thanks to the money we made at the Christmas fair. We are very grateful to all the people who donated unwanted items for the stalls and who made all those delicious cakes and biscuits. Without you, we wouldn't have this wonderful new bus. I'm sure the bus will be in high demand from the word go.

Exercise 5 3.12 page 99

- Explain that combinations of words from A and B form collocations from the recording in exercise 4.
- Ask students to see if they remember the collocations.
- Play the recording again for students to check their answers.
- Check answers as a class. Encourage students to write a sentence for each collocation; using them in a different context will help them to learn them.

KEY

browse the internet, come up with an idea, get a good deal, lose weight, prescribe drugs, run on biofuel

Transcript

See exercise 4.

Extension

- Write the following sentences from the recording in exercises 4 and 5 on the board:
We are very grateful ... Without you, we wouldn't have this ... (head teacher)
I'd get one if I were you, but there aren't many around and you're unlikely to get such a good deal, but it's really worth trying. Yeah, go for it. (boy)
... initially I'd like you to make some changes ... (doctor)
I recommend that you try this new one. I don't think you will be disappointed. (scientist)
It's circular with handles on each side. It's battery powered ... (man)
- Ask students to match the sentences to the people. Do the activity as a class.

Exercise 6 page 99

- Go through the different situations together.
- Students then choose a situation and prepare a speech for it.
- With a **stronger class**, ask students to think of more phrases they could use, e.g. *How about ...? It was very kind of you to ...*
- With a **weaker class**, elicit examples for each situation, e.g. 1 cinema, party, beach picnic; 2 French penfriend, visited him/her for two weeks in Paris, different activities you did.
- Students prepare their speeches.

Exercise 7 page 99

- Students deliver their speeches to a partner. Monitor while students are speaking.
- You could choose four of the best speeches and ask the students who made them to give them to the class.
- The class vote for the best speech.

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 students: *What have you learned today? What can you do now?* and elicit answers: *I can identify a speaker's intention. I can express my intention and use a variety of phrases to do it.*

9D Grammar

The passive (present perfect and future)

LESSON SUMMARY

Reading: A text about the future of cameras

Grammar: The passive (present perfect and future)

Speaking: Asking and answering questions using the present perfect passive with *ever*

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 8 can be set for homework and exercise 9 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Revise the meaning of *gadget* (a small device, tool or machine that has a particular but usually unimportant purpose) and ask students to name their favourite gadgets.
- Write some of them on the board. Then ask:
What's the future of these gadgets?
How will they change in the future?
Can you describe a gadget that you would like to invent?
- Elicit students' ideas.

Exercise 1 page 100

- Focus attention on the photo and the title. Ask students if they recognise what the man is wearing (Google Glass). If they have heard about the product, what do they know about it? Explain that Google Glass is a computer that you wear on your head like a pair of glasses. It is voice-operated and can perform tasks like those of a smartphone, e.g. it can make phone calls, display information from the internet, take photos and make videos.
- Ask students how wearable gadgets in general can make their lives easier, e.g. you do not have to use your hands, so they save you time and allow you to do more things simultaneously. If students are having difficulty coming up with ideas, ask: *Do you need to use your hands with a wearable gadget?* (no)
- Ask:
How is a wearable camera better than an ordinary one?
How do you take pictures if you don't use your hands?
What do you think the picture quality is like?
- Elicit ideas and write them on the board.

Exercise 2 page 100

- Students read the text and check their ideas in exercise 1.

KEY

The gadget allows people to take a photo simply by blinking. You can also send messages and surf the internet.

Exercise 3 page 100

- Ask students to read the underlined sentences in the text and ask what they have in common. (They are in the passive.) Remind students that the passive is often used to talk about technology.
- Briefly revise the structure of the passive: subject + *be* + past participle.
- Students match the sentences with a–f.
- Check answers as a class.

KEY

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

Present perfect affirmative billions of photos have been uploaded to social networking sites; Wearable gadgets have recently been developed ...

Present perfect negative They haven't been replaced yet ...; ... we haven't even thought of

For further practice of the passive (present perfect and future): Grammar Builder 9D page 140

- 5 2 haven't been washed 3 Has ... been checked
4 has been built 5 hasn't been shown
6 Has ... been delivered 7 have been sold
8 have been invited 9 hasn't been marked
- 6 1 will be uploaded 2 will be scanned
3 will be stored 4 will be backed up
5 won't be lost 6 won't be charged 7 will be sent
- 7 2 Three men have been arrested.
3 Desktop computers probably won't be needed ten years from now.
4 The bus stop has been vandalised by youths.
5 Celluloid film cameras have been replaced by digital cameras.
6 The CCTV footage will be studied by the police.
7 Computers that can think like humans haven't been invented.

Extra activity: Fast finishers

- Write the following prompt on the board:
the photo / take.
- Ask **fast finishers** to make passive sentences using the tenses and forms in exercise 3.
- Key:
The photo has been taken.
The photo hasn't been taken.
Has the photo been taken?
The photo will be taken.
Will the photo be taken?
The photo won't be taken.

Culture notes

- Vertical farms are farms in purpose-built, tall thin structures or in adapted high-rise buildings. Therefore, they only take up a small amount of space on the ground. Inside there is a controlled atmosphere that limits water usage and eliminates the need for pesticides. Additionally, these farms are situated near large populations who will buy the crops, reducing transport costs and therefore, carbon emissions. Vertical farms have already been tried in countries such as the UK and South Korea.
- Fibre-optic networks give us faster broadband connections, a better cable TV service and clearer telephone connections. The fibres that transmit the information are made of glass but are as thin as a human hair.
- Driverless cars have already been pioneered by Google, and several countries in Europe as well as the USA have allowed them on public roads for testing purposes. Users programme the route, and the car transports them to their intended destination.

Exercise 4 page 100

- Go through the predictions 1–6 together and check any unknown vocabulary.
- Students complete the sentences.
- Check answers as a class.

KEY

1 will be grown 2 will be connected
3 will be assisted 4 will be worn 5 will be driven;
won't be needed 6 will ... be watched

Culture notes

- Weather modification already exists in the form of cloud seeding. Chemicals are fired into clouds to control the amount of rainfall or snowfall. Cloud seeding is practised by several countries around the world, most notably China, where cloud seeding was used in an attempt to reduce rainfall during the Beijing Olympics. However, there is some debate about its efficacy.
- A study by French bank Natixis indicates that by 2050, French may be the most widely spoken language in the world, followed by Chinese Mandarin, Spanish and then English. This result is based on the fact that French is widely spoken in the fastest-growing regions of the world, particularly sub-Saharan Africa, whose economy is expected to grow dramatically in the next hundred years.

Exercise 5 page 100

- Students complete the predictions.
- Check answers as a class.

KEY

1 will be controlled 2 will ... be connected 3 will be spoken
4 will be driven 5 will be bought and sold
6 will be built

Exercise 6 page 100

- Ask students to read the predictions in exercise 5 again and decide whether or not they agree with them. They should think of reasons to support their opinions, e.g. *I don't agree that cars will be driven by robots. Humans will feel more confident if they drive the cars themselves.*
- In pairs, students give their opinions. Encourage them to use a variety of phrases to give their opinions and make additional points, e.g. *As I see it, Moreover.*
- Ask a few students to share their ideas with the class.

Extra activity: Fast finishers

Ask **fast finishers** to give their opinions on the predictions in exercise 4.

Exercise 7 page 100

- Students read the facts and complete the sentences.
- Check answers as a class by asking students to read out the sentences. Make sure they say the numbers correctly.

KEY

2 have been sold 3 have been uploaded
4 have been shared 5 have been watched

Exercise 8 page 100

- Check that students understand the words in the prompts.
- Students write questions.
- Check answers as a class.

KEY

2 Have you ever been punished for something you didn't do?
3 Have you ever been involved in an accident?
4 Have you ever been hurt while doing sport?
5 Have you ever been criticised by a good friend?
6 Have you ever been stung by a bee?

Exercise 9 page 100

- Focus attention on the model question and answer. Point out that the tense in the answer changes from the present perfect to the past simple, as students have practised.
- Tell students that they do not have to give their entire answer using the passive. However, the more information they can give in the passive, the better.
- In pairs, students ask and answer the questions in exercise 8.
- Ask a few students 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can use the passive to make predictions and to talk about things which have happened. I can give my opinions on predictions using the future passive and describe experiences using the present perfect passive.*

9E Word Skills

Verb + preposition

LESSON SUMMARY

Reading: A text about the Mars One project

Exam topic: Using a dictionary to find out which prepositions can be used with different verbs

Dictionary work: Finding the correct preposition to follow a verb

Speaking: Discussing whether people will live on Mars in the future; discussing different topics using verbs with prepositions

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 7 and 8 can be set for homework and exercise 9 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Remind students of the prediction *Hotels will be built on the moon* from Lesson 9D. Ask: *Is the moon a good place to live? Why / Why not?*
- Elicit ideas.

Exercise 1 page 101

- Ask students to think of two advantages and two disadvantages of living on another planet.
- Elicit ideas and write them on the board. Ask students to give reasons for their ideas.

Exercise 2 page 101

- Focus attention on the title and the illustration. Ask: *Do you know what the text is about?* Elicit answers.
- Students read the text for gist. They then discuss in pairs whether they think the project is a good idea and give reasons for their opinions.
- Ask students to read the text again more carefully and check any unknown vocabulary. Do not check verbs + prepositions at this point.

Exercise 3 page 101

- Focus attention on the highlighted verb + preposition collocations in the text. Ask them to find more verbs + preposition collocations.
- Check answers as a class and check that students understand the meaning.

KEY

for search for, prepare for
about learn about
of consist of
to adjust to
with cope with

Exercise 4 page 101

- Go through the strategy together. Then ask students to read the dictionary entry.
- Elicit the meaning of *recover*.
- Students answer the question.
- Ask students in which two contexts we can use *recover from*.

KEY
from

Exercise 5 page 101

- Ask students to read the sentences and note which have missing prepositions.
- Students can use a dictionary to complete the sentences. With a **stronger class**, ask students to do the exercise and only use a dictionary to check their answers.
- Check answers as a class.

KEY

1 apologised 2 about 3 of 4 asked 5 laugh
6 with

Exercise 6 page 101

- Tell students they are going to discuss the possibility of living on Mars. Go through the expressions for giving opinions together.
- Give students a minute to think about the likelihood of people living on Mars. They then discuss in pairs.
- Ask a few students to share their ideas with the class. Elicit a range of positive and negative opinions and write them on the board. Leave them there for the extra activity at the end of the lesson.

Exercise 7 page 101

- Go through the *Look out!* box together. Ask students how a dictionary can help them to decide which preposition to use. (They should look for the meaning or an example sentence that shows you the context in which they can use the preposition.)
- Students choose the correct prepositions.
- Check answers as a class. Check that students understand what the collocations mean, e.g. *care for* means 'to look after'; *care about* means 'to be worried about or interested in something'.

KEY

1a of 1b about 2a for 2b about 3a about 3b of
4a to 4b at 5a to 5b about 6a to 6b with

Extra activity: Fast finishers

Ask **fast finishers** to choose five verb + preposition collocations from exercise 7 and write a sentence for each.

Exercise 8 page 101

- Tell students to complete as many sentences they can without a dictionary. They then use a dictionary to check their answers.
- Check answers as a class.

KEY

1 about 2 with; about 3 about 4 to 5 in 6 to

Exercise 9 page 101

- In pairs, students take turns to ask and answer the questions. Monitor and check that students are using the collocations correctly.
- Ask a few students to share their ideas with the class.

Extra activity

- Tell students to imagine they are living on Mars and are writing an email to a friend back on Earth.
- Remind them of the advantages and disadvantages of living on Mars that they discussed in exercise 2; they should include them in their email.
- The email could start:
Dear ...
Well, I've been on Mars for two months now and ...
- Students complete the email.

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 students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use verb + preposition collocations. I can understand collocations in a text about the Mars One project and use them to give my opinions on the project.*

9F Reading

Great inventions?

LESSON SUMMARY

Reading: A text about four forgotten inventions

Exam topic: Making sure that separate texts match questions correctly

Vocabulary: Nouns related to verbs and adjectives

Speaking: Discussing which inventions and discoveries are the most important

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 3. Exercise 10 can be set as a written activity for homework.

LEAD-IN 2-3 MINUTES

- Give students a minute to brainstorm recent inventions and discoveries, e.g. forms of wearable technology and the structure of DNA.
- Write students' ideas on the board.
- Ask:
In a hundred years from now, how important will these inventions be in people's lives?
Will we still remember them or will they be forgotten?
- Students discuss as a class.

Exercise 1 page 102

- Focus attention on the photos. Ask individual students to describe the photos, e.g. *I can see a large brown case. I can see some metal circles in a glass box.*

- In pairs, students speculate about what the inventions were for.

Exercise 2 page 102

- Students read the texts and check their answers.
- Students discuss as a class.

Exercise 3 page 102

- Students discuss in pairs.
- Elicit their answers. Which invention do students think is the most impressive and/or interesting?

Exercise 4 page 102

- Ask:
How silly do the inventions look compared with today's technology?
How do you think people reacted when they were first invented?
- Students scan the texts again to find the dates of the inventions. Make sure that students find the date that the Antikythera mechanism was invented, not discovered.
- Check answers as a class. You could also ask students to think about the impact the inventions had on people's lives at the time of their invention.

KEY

B 4 (2 BC) D 3 (1865) C 1 (1897) A 2 (1925)

Exercise 5 page 102

- Students read the texts and match them with the questions.
- Check answers as a class.

KEY

A 4 B 1, 2, 3 C 1, 2, 3 D 4 E 2 F 1, 3

Extra activity: Fast finishers

- Ask **fast finishers** to write one comprehension question about each text, covering a point not mentioned in previous exercises.
- Students then swap questions with a partner and answer their partner's question.

Exercise 6 page 102

- Go through the strategy together. Students answer the question.
- Students find the nouns in the text.
- Check the answer as a class.

KEY

The text says that 'the other two weighed nearly 200,000 kg!' We don't know which one was the heaviest or if they were both the same weight.

Exercise 7 page 102

- Students read the texts and answer the questions.
- Check answers as a class.

KEY

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

Exercise 8 page 102

- Students find the nouns in the text.
- Check answers as a class.

KEY

a invention b recordings c deafness d baldness
e movement f arrangement g discovery
h reconstructions

Exercise 9 page 102

- Students count the different noun endings in exercise 8.
- Check answers as a class.
- Ask:
Which noun contains a prefix (rediscovery)?
What does 're-' mean? (again)

Exercise 10 page 102

- Go through the inventions and discoveries together.
- Ask: *Which are inventions and which are discoveries?* (Fire, electricity and antibiotics are not inventions; they all exist in nature and were discovered. The rest are inventions because they are man-made.)
- Students discuss which invention or discovery is the most important. Encourage them to consider which inventions could not exist without other inventions or discoveries, e.g. television could not exist without electricity.
- Monitor and check that students are using the second conditional correctly.
- Ask a few students 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about forgotten inventions. I can understand and use nouns with different suffixes. I can give my opinion about the most important inventions and discoveries in history.*

9G Speaking

Making a complaint

LESSON SUMMARY

Listening: A candidate acting out a role-play between a shop assistant and a customer returning a faulty gadget

Vocabulary: Gadgets; parts of gadgets

Exam topic: Mentioning all the points in a guided conversation task

Speaking: A role-play between a shop assistant and a customer returning a faulty gadget

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Omit exercise 3 and 4 but read through the strategy. If necessary, exercise 9 can be set for homework.

LEAD-IN 2-3 MINUTES

- Elicit different gadgets that students own.
- Ask: *How can gadgets go wrong?* Give an example: *My mobile phone didn't switch on when I pressed the button.*

- Elicit answers. Encourage students to use verbs like *turn on*, *switch off*, *press*, *scroll down*, *swipe* etc. when they are describing the problem. Write useful verbs on the board and keep them there for use later on in the lesson.

Exercise 1 page 104

- Students describe the photo and discuss the questions in pairs.
- Elicit answers.

Extra activity

Revise shopping vocabulary from Lesson 7A. Write gapped words on the board for students to complete.

Exercise 2 3.14 page 104

- Go through each point in the task together and ask students what words or types of information they expect to hear in relation to each, e.g. 1 name of gadget and a date, 2 verbs to describe how to use it (e.g. *charge*, *turn on*).
- Play the recording for students to choose the correct answers.
- Check answers as a class.

KEY

1 b 2 b 3 a 4 a

Transcript

Teacher Hello. Can I help you?

Student Yes, I bought this portable DVD player here six months ago and there's a problem with it.

T Oh, dear. What's wrong with it?

S I can't switch it on. I press the on/off button and nothing happens.

T Let me have a look. Yes, you're right. Are the batteries fully charged?

S Yes, they are. It doesn't work even when the power lead is connected.

T Have you got the receipt?

S Yes, here it is. I'd like to exchange it, please.

T I'm afraid that won't be possible. It's over a month old, you see.

S Is there anything else you can do?

T We can repair it for you.

S How long will that take?

T About two to three weeks.

S OK, then. Repair it, please.

Exercise 3 page 104

- Go through the gadgets together and check meaning and pronunciation.
- Students discuss the questions in groups.
- Elicit answers.

For further practice of gadget vocabulary: Vocabulary Builder 9G page 121

- 1 A digital radio B camcorder
C Blu-ray player D digital photo frame
E solar-powered battery charger F satnav
- 2 1 smart TV 2 hard disc recorder 3 satnav
4 headphones 5 e-book reader

Exercise 4 3.14 page 104

- Go through the strategy together.
- Play the recording for students to listen and decide how well the candidate does the task.
- Elicit the answer.

KEY

Yes, the student mentioned all four points and responded well to the sales assistant's contributions.

Transcript

See exercise 2.

Exercise 5 page 104

- Go through the parts of the gadgets together and check meaning and pronunciation.
- Students match the parts with the gadgets in exercise 3.
- Check answers as a class.

KEY

(Possible answers)

digital camera battery, case, charger, on/off button, screen, strap

digital radio battery, charger, on/off button, power lead, volume control

DVD player on/off button, power lead, remote control, USB port, volume control

e-book reader battery, case, charger, on/off button, screen, USB port

games console on/off button, power lead, volume control

headphones volume control

mobile phone battery, case, charger, on/off button, screen, volume control

MP3 player battery, case, charger, on/off button, screen, volume control

smartphone battery, case, charger, on/off button, screen, USB port, volume control

tablet battery, case, charger, on/off button, screen, volume control

Exercise 6 3.15 page 104

- Play the recording for students to listen to another candidate and answer the question.
- Check answers as a class.

KEY

screen, case

Transcript

Teacher Hello. How can I help you?

Student I bought this tablet here last week. There's a problem with it.

T Oh. What's wrong with it?

S The screen is broken. Look.

T How did that happen?

S I dropped it.

T Oh, dear. Well, we can repair it for you. But you'll have to pay for the repair.

S Why? It's only a week old. Can I have my money back, please?

T No, I'm afraid you can't. You broke it, you see. It isn't a fault with the tablet.

S But it shouldn't break when you drop it. And it was in its case.

T The glass is very delicate. It can break quite easily. I'm very sorry but there's nothing I can do.

- S Can I exchange it, please?
 T No, as I said, we can repair it, but we'll have to charge you.
 S Well, how much will it cost?
 T About £80, I think.
 S Eighty pounds! I'm not happy about that. Can I see the manager, please?
 T He isn't in the shop at the moment.
 S Well, if you won't exchange it or give me a refund, I'm going to write to the manager.
 T As you wish.
 S Thank you and goodbye.
 T Goodbye.

Exercise 7 page 104

- Students complete the phrases.
- Check answers as a class.

KEY

1 problem 2 something 3 work 4 stopped
 5 broken 6 come 7 money 8 exchange
 9 repair 10 happy 11 manager 12 write

Extra activity: Fast finishers

Ask **fast finishers** to paraphrase the phrases in exercise 7, e.g. *There's a problem with* = *I have a problem with*
Can I have my money back? = *Can you give me a refund?*

Exercise 8 3.15 page 104

- Play the recording again for students to write the phrases.
- Check answers as a class.
- Ask: *What does the student say to show that she is not pleased about the situation?* (I'm not happy about that.)
- On the board, write: *Well, how much will it cost?* and *Well, if you won't exchange it ...* and underline *well*. Explain that we often begin a sentence with *well* when we want to make it clear that we are unhappy about something.

KEY

There's a problem with ... It's broken. Can I have my money back, please? Can I exchange it, please? I'm not happy about that. Can I see the manager, please? I'm going to write to ...

Transcript

See exercise 6.

Exercise 9 page 104

- Students match the sentence halves.
- Check answers as a class. Make sure that students understand the meaning of *credit note* (a voucher you are given to spend in a shop when a refund is not possible).

KEY

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

Exercise 10 page 104

- Students use the vocabulary and phrases from the lesson to do the task in exercise 2.
- Give students a minute to plan their conversations. Remind them to mention all four points.
- Students act out the conversation and then swap roles.
- Ask a few pairs to act out their role plays 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can complain about faulty goods in a shop using vocabulary for gadgets and phrases for making complaints. I can make sure I mention all the points in a conversation task.*

9H Writing

A formal letter

LESSON SUMMARY

Vocabulary: Conjunctions

Exam topic: Writing a formal letter of complaint

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 1. Exercise 7 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask: *If you receive bad service in a shop or restaurant, do you complain? Why? / Why not? Have you ever written a letter of complaint? What was the situation and the result?*
- Elicit answers.

Exercise 1 page 105

- Ask: *Which is the most environmentally method of transport? Why? Which is the least environmentally friendly method of transport? Why?* Encourage students to come up with ideas that aren't in the list in exercise 1. Write any new vocabulary on the board.
- Students then complete the task in pairs.
- Elicit ideas.

Exercise 2 page 105

- Go through the instructions and task together and make sure students understand what they have to do.
- Monitor and help where necessary.
- Ask a few students to share their ideas with the class.

Exercise 3 page 105

- Go through the strategy as a class.
- Students match the highlighted words with their meanings.
- Ask students what type of information would follow each conjunction. (*as / since* – reason; *rather than* – alternative option; *unless* – an unlikely situation or one that happens only occasionally; *so* – consequence)

KEY

1 as, since 2 rather than 3 unless 4 so

Extra activity: Fast finishers

- Write the following sentence on the board: *Joseph plays football on Saturdays.*
- Ask **fast finishers** to elaborate it by using *unless, as, so, rather than* and *since*, e.g. *Joseph plays football on Saturdays rather than tennis. Joseph plays football on Saturdays as it's his only free day.*

For further practice of conjunctions:
Vocabulary Builder 9H page 121

3 1 c 2 a 3 c 4 b

Exercise 4 page 105

- Go through the instructions and task together and make sure students understand what they have to do.
- Students match the paragraphs with the headings.
- With a **weaker class**, you could do the first heading together as an example.
- Monitor and help where necessary.
- Check answers as a class.

KEY

1 D 2 A 3 F 4 B

Exercise 5 page 105

- Tell students to read the task.
- Check the answer as a class.

KEY

All in all, ...

Exercise 6 page 105

- Go through the instructions and task together and make sure students understand what they have to do.
- Refer students back to their answers from exercise 4 as these paragraph headings will help them to structure their letters.
- Monitor and help where necessary.

Exercise 7 page 105

- Students write their letters. Remind them to use the conjunctions from exercise 2 to link their points and phrases from exercise 5 to sum up their argument.
- Students use the *Check your work* box to edit their work.

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 students: *What have you learned today? What can you do now?* and elicit answers: *I can write a formal letter about the pros and cons of cheap travel for young people on buses. I can include conjunctions in my writing and phrases for summing up.*

Exam Skills Trainer 5

LESSON SUMMARY

Reading: Adverts, articles and descriptions

Listening: Listening for gist

Use of English: Thinking about how to change words to the correct form

Speaking: Using appropriate language

Writing: A formal letter introducing a new invention

LEAD-IN 2-3 MINUTES

- Revise phrases for describing gadgets and their functions from Lesson 9A. Write the following on the board for students to complete:

s _ r a _ _ h t (straight)

c _ _ v _ _ d (curved)

s _ h e _ i c _ _ l (spherical)

t r _ _ n _ _ u l _ _ r (triangular)

e - _ _ _ k r e _ _ _ r (e-book reader)

g _ _ e s c _ _ s _ _ l _ _ (games console)

h _ _ d _ _ h _ _ n _ _ s (headphones)

d _ _ i t _ _ l c _ _ e _ _ a (digital camera),

It's battery p _ _ e _ _ ed. (powered)

It's c _ _ d l _ _ s. (cordless)

It's _ _ _ e o f s t _ _ l. (made; steel)

It a _ _ o _ _ s y o u t o ... (allows)

Reading

Exercise 1 page 106

- Go through the strategy together. Students then scan the texts for key words which will tell them what kind of texts they are. Remind students that titles also provide clues.
- Check answers as a class.

KEY

1 an advert 2 an article 3 a description
4 an article 5 an article

Exercise 2 page 106

- Students read the three texts and answer the question at the end of each one.
- Check answers as a class.

KEY

1 A 2 C 3 B 4 A 5 B

Listening

Exercise 3 page 106

- Go through the strategy together.
- Ask students to discuss their ideas in pairs.
- Elicit ideas.

Exercise 4 3.16 page 107

- Ask students to read the questions again.
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

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

Transcript

People have always looked up at the planets and dreamed of exploring space. The history of the telescope dates back to the early 1600s. Many people say that Galileo invented the telescope, but this is not actually true. In 1609, he was the first person to use a telescope to study the stars, but it's thought that a man named Hans Lippershey invented it in 1608. Galileo learned about this invention and built his own. At first people used it on land and at sea, but then Galileo had the idea of turning his telescope toward the sky. In March 1610 he wrote about his many discoveries including that the moon was not flat and smooth, but had mountains

and craters, and that Jupiter had its own moons. After this, people not only wanted to look at the stars and the planets, they wanted to travel in space. They started researching different ways to get there. The first successful flight was in 1944 when a German V-2 rocket went on a test flight. It was the beginning of many 'firsts'. In 1957 the Russians launched Sputnik 1 which was the first satellite to orbit the Earth. The first successful human space flight was when the Russian astronaut Yuri Gagarin travelled in a spacecraft called Vostok 1, in 1961. It completed one orbit around the Earth. The first object to land on the moon was Luna 2, in 1959. The first woman in space was Valentina Tereshkova, in 1963. And in 1969, the first men walked on the moon. Since then, there have been many attempts by scientists to explore Mars. There have been around forty attempts to get there by different countries and more than half have failed. Many people might think this is a waste of time. However, I don't agree with them because already scientists have discovered many interesting things about the planet including signs of water and possible life. More recently, in 2014, India successfully sent the latest spacecraft to send back images of the planet.

Use of English

Exercise 5 page 107

- Go through the strategy together.
- Go through the instructions and the task together and make sure students understand what they have to do.
- Students decide what kinds of words are needed in each gap.
- Check answers as a class.

KEY

1 adverb 2 noun 3 comparative adjective
4 adjective 5 adverb 6 adverb 7 adjective
8 adjective

Exercise 6 page 107

- Students complete the text with the correct form of the words in brackets.
- Check answers as a class.

KEY

1 accidentally 2 customer 3 longer 4 happy
5 thinly 6 Strangely 7 famous 8 nervous

Speaking

Exercise 7 page 107

- Go through the strategy together.
- Books closed, elicit phrases students could use to make a complaint and write them on the board.
- Students look at expressions 1–8 and decide if they are used for making a complaint.
- Check answers as a class. Are any of the expressions on the board?

KEY

1, 2, 5, 6, 8

Exercise 8 page 107

- Go through the task together. Then give students two minutes to brainstorm ideas for all four points.
- Give students two minutes to practise in pairs, using expressions for making a complaint.
- In pairs, students practise the conversation.

Exercise 9 page 107

- Students now summarise what happened in their conversation and how they felt.
- Ask a few students to share their ideas with the class.
- Students then repeat the activity.

Writing

Exercise 10 page 107

- Go through the strategy together.
- Students read the instructions and complete the task.
- Check answers as a class.

KEY

1 send 2 haven't entered 3 always work
4 I'm going to 5 I'm writing 6 I'm looking forward

Exercise 11 page 107

- Go through the task together.
- Refer students back to the key phrases and conjunctions in Lesson 9H and encourage them to use the phrases in their letter.
- Remind them to keep their language fairly formal.
- Students write their letters.
- They then swap their letters with a partner for feedback.

Learning outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can scan a text to find out what kind of text it is. I can use the information in a text and not just my general knowledge. I can think about the types of words that are needed in gapfill tasks. I can use expressions for making a complaint. I can write a formal letter about a new invention.*