



Introduction

Map of resources

IA Vocabulary

Student's Book, page 4; Workbook, page 4

IB Grammar

Student's Book, page 5; Workbook, page 5

IC Vocabulary

Student's Book, page 6; Workbook, page 6

Photocopiable: Vocabulary Review

ID Grammar

Student's Book, page 7; Workbook, page 7

Photocopiable: Grammar Review

Classroom Presentation Tool Unit I

End of unit

Short Tests: Unit I

IA Vocabulary

Friends

LESSON SUMMARY

Grammar: Verb patterns

Speaking: Talking about friends and friendship; talking about memorable events

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in and exercise 1 brief and set exercise 9 for homework.

LEAD-IN 2-3 MINUTES

- Play hangman on the board with the word *friendship*.
- Ask students to call out any nouns, adjectives, or verbs that they associate with friendship, e.g. *friend*, *friendly*, *hang out*.

Exercise 1 page 4

- Focus attention on the photo and ask: *What is the girl on the right doing?* (She's taking a photo of herself with her friends.) You might like to teach *selfie* /'selfi:/ (a photo of yourself that you take with your smartphone, usually to put on a social networking site) and say: *She's taking a selfie with her friends.*
- Focus attention on the title of the forum and ask students to read the posts. In pairs, they should then tell each other what they think of the comments and think of two more qualities that are important in a best friend.
- Elicit a few opinions and suggestions.

Exercise 2 page 4

- Explain that when one verb follows another, the form of the second verb depends on the first.
- Ask students to match the highlighted verbs in the forum post with the correct verb pattern.

- Check answers as a class. Point out the following word order: verb + *not* + infinitive, e.g. *decide not to do*.

KEY

- verb + *-ing* form: spend time (listening); mind (putting up with)
- verb + infinitive: hope (to be); decide (not to do); choose (to be)
- verb + object + infinitive: advise (me to do)
- verb + object + preposition + *-ing* form: warn (me against doing)
- verb + preposition + *-ing* form: apologise (for being)

Exercise 3 page 4

- Students choose the correct form of the verb.
- Check answers as a class.

KEY

- copying
- to study
- visiting
- to go
- to apply
- volunteering

Exercise 4 page 4

- Go through the verbs and check meaning and pronunciation. Students match them with the correct patterns.
- Check answers as a class. Note that *propose* has two structures. Then ask students to categorise the verbs in exercise 3. Note that *admit* can be followed by two structures: *admit + to* (preposition) + *-ing* form or *admit + -ing* form.

KEY

- verb + *-ing* form: deny, keep, mention, propose
- verb + infinitive: afford, manage, offer, promise, propose
- verb + object + infinitive: beg, persuade, remind, tell
- verb + object + preposition + *-ing* form: accuse (of), blame (for), thank (for)
- verb + preposition + *-ing* form: end up, insist on, think (of / about), wonder about

The verbs from exercise 3 are as follows:

- verb + *-ing* form: admit, enjoy
- verb + infinitive: agree, hope
- verb + object + infinitive: encourage
- verb + object + preposition + *-ing* form: praise
- verb + preposition + *-ing* form: admit

Exercise 5 page 4

- Students complete the dialogue.
- Check answers as a class. You could ask two students to read out the dialogue to the class.

KEY

- thinking
- asked
- reminded
- insisted
- accused / accusing
- apologise

Exercise 6 page 4

- Focus attention on the words *anger* /'æŋɡə(r)/, *anxiety* /æŋ'zaɪəti/ and *shame* /ʃeɪm/. Check pronunciation.

- Ask students to find a corresponding adjective in the dialogue. With a **stronger class**, elicit the adjectives first and then ask students to read the dialogue again to check.

KEY

anger – angry; anxiety – anxious; shame – ashamed

For further practice of word families:

Vocabulary Builder IA page 117

- 1 ease, easily, hopeful / hopeless, hope, hopefully / hopelessly, laziness, laze, lazily, beautiful, beautify, beautifully, creation, creative, creatively, pleasure, pleasant, pleasantly, sadness, sadden, sadly, surprising, surprise, surprisingly, annoying, annoy, annoyingly
- 2 1 laziness 2 surprising 3 beautifully
4 annoyingly 5 creatively 6 saddened 7 ease
8 pleasant 9 hopefully

Exercise 7 page 4

- In pairs, students give their opinion on Amy's feelings towards Lily and then say what they would do in a situation like this.
- Monitor and check students' use of *would* / *wouldn't* to talk about imaginary situations.

Language note: Verb + infinitive or -ing

forget to do = not remember to do something that you ought to do

forget doing = not remember something that happened in the past

go on to do = do something after completing something else

go on doing = continue an activity without stopping

remember to do = not forget to do something; actually do what you have to do

remember doing = have or keep an image in your memory of an action that you did in the past

stop to do = no longer continue to do something for a time in order to do something else

stop doing = no longer continue to do something

try to do = make an effort to do something

try doing = use, do or test something in order to see if it is good, suitable, etc.

Exercise 8 page 4

- Go through the *Learn this!* box together and ask students to put the verbs into group 1 or group 2.
- Check answers as a class and make sure students understand the difference in meaning when the verbs in group 2 take the infinitive or -ing.

KEY

- 1 continue, like, prefer, start
2 forget, go on, remember, stop, try

Exercise 9 page 4

- Students choose the correct verbs.
- Check answers as a class.

KEY

- 1 to go / going 2 to tell 3 to laugh 4 to talk
5 to play / playing 6 to rain / raining

Extension: Fast finishers

Ask **fast finishers** to choose three verbs from group 2 and write two sentences to illustrate the difference in meaning between verb + infinitive and verb + -ing.

Exercise 10 page 4

- Tell students about something you did recently, e.g. *Last week, I went camping with a friend and her family. It started raining on the first day of the holiday and it continued to rain for five days!*
- Ask students to work in pairs and tell each other about something they did recently.
- Monitor and check students are using the correct form of the verbs.

Extra activity

Ask students to write a short paragraph beginning: *I'll never forget meeting my best friend.* They should try to use verbs from exercises 4 and 8.

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 talk about friends and friendship. I can talk about something I did recently. I understand different verb patterns. I understand the different meanings of verbs that are followed by the infinitive or the -ing form.*

IB Grammar

Present and future tenses

LESSON SUMMARY

Grammar: Present simple and continuous; *will* and *going to*

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in and exercise 1 brief.

LEAD-IN 2-3 MINUTES

- Act out an annoying habit such as continually tapping your foot on the floor whilst sitting down. Ask: *Does this annoy you?* Encourage students to answer *Yes.* / *No, it doesn't bother me.* Then ask them to suggest a habit that annoys them.

Exercise 1 page 5

- Focus attention on the list of annoying habits. In pairs, students answer the questions about them.
- Ask some students to share their answers with the class.

Exercise 2 1.02 page 5

- Tell students that Andy is complaining about his friend Tom's annoying habit.
- Play the recording while students read. They have to identify the fault and answer the questions in pairs.
- Elicit the answers and students' opinions and reasons.

KEY

He always talks about himself.

Transcript

See Student's Book page 5.

Exercise 3 page 5

- Go through the *Learn this!* box together. Students then match the highlighted sentences with the correct rules.
- Check answers as a class.

KEY

- a he never takes an interest in other people
- b That's the personality he's got.
- c Our first lesson tomorrow is English.
- d Next time you see him
- e his attitude is really putting me off him
- f He's always talking about his life
- g I'm playing football this evening

Exercise 4 page 5

- Students find more examples of the present simple and continuous in the dialogue and match them with the rules.
- Check answers as a class. Note that Jessica uses the present simple in *You don't seem too happy* since *seem* is a stative verb and is usually used in the simple form.

KEY

- a he never asks
- b he doesn't care about anyone else; it annoys you; it irritates me; I don't see
- e what I'm doing

Exercise 5 page 5

- Ask students to read the text and complete it with the correct form of the verbs, present simple or continuous. They should write both forms if both are possible.
- Check answers as a class. For item 2, point out that the present continuous rather than the present simple suggests a feeling of annoyance.

KEY

- 1 text 2 are always using / always use 3 go out
- 4 am using 5 am revising 6 start / are starting
- 7 are trying 8 helps

For further practice of the present simple and continuous: Grammar Builder I.1 page 122

1 1 a 2 b 3 b 4 a 5 a / b 6 b 7 a

Exercise 6 page 5

- Go through the *Learn this!* box together and elicit the missing verbs.
- Ask students to look at the underlined sentences in the dialogue and match them with the correct rules.

KEY

- a going to b will c going to d will e will
- Are you going to do anything about it? – c
- I'll tell him if you want – e
- I'll speak to him then. – d
- he won't get angry – b
- it looks like it's going to rain – a

For further practice of will and going to:
Grammar Builder I.2 page 122

- 1 1 'll see 2 'm going to meet 3 's going to crash
- 4 'll give 5 'll be 6 Are you going to see 7 going to fall
- 8 'll have 9 won't forget 10 'll do

Exercise 7 page 5

- Go through the questions together, eliciting the correct tenses for the answers. Note that sometimes more than one answer is possible. With a **weaker class**, you could also elicit the reasons why.

KEY

- 1 present simple (habits and routines) / present continuous with *always* (describing annoying behaviour)
- 2 present simple (habits and routines)
- 3 present continuous (future arrangements) / *going to* (when we have already decided what to do)
- 4 *will* (based on what we know or just a guess)
- 5 *going to* (when we have already decided what to do) / present continuous (future arrangements)

Exercise 8 page 5

- In pairs, students take turns to ask and answer the questions in exercise 7 using the tenses they identified. Monitor their use of present and future tenses.
- Make a note of any mistakes you hear and write them on the board for the class to correct.

Extra activity

Ask students to write another version of the dialogue in exercise 2. They should choose a different annoying habit. They can choose one of the habits in exercise 1 or use their own idea.

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 different tenses to talk about the present and future.*

IC Vocabulary**Life events****LESSON SUMMARY**

Vocabulary: Stages of life; life events

Speaking: Describing life events

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in and exercise 1 brief. Set exercise 8 for homework.

LEAD-IN 2-3 MINUTES

- Focus attention on the photo and ask students to describe it, e.g. *It's the boy's birthday. He's five. He's blowing out the candles on his birthday cake.*
- Ask a few students: *Who is the youngest person in your family? How old is he/she? Who is the oldest person? How old is he/she?*

Exercise 1 page 6

- In pairs, students take turns to tell each other about two things in the list. Point out that they will need to use *remember + -ing* form to talk about their memories.
- Ask a few students to share their memories.

Exercise 2 1.03 page 6

- Go through the stages of life together and check meaning and pronunciation, especially *adult* /'ædʌlt/ or /ə'dʌlt/, *centenarian* /ˌsentɪ'neəriən/, *infant* /'ɪnfənt/, *elderly* /'eldəli/ and *aged* /eɪdʒd/ in *middle-aged*.
- Tell students they will hear someone describing seven people. Play the recording for students to match the people with the correct stage of life.
- Check answers as a class.

KEY

- 1 be an infant
- 2 be a centenarian
- 3 be in your teens
- 4 be a toddler
- 5 be elderly
- 6 be an adult
- 7 be middle-aged

Transcript

- 1 She's started to eat solid food, but she hasn't learned to walk yet.
- 2 My great-grandma turned 100 just last week. Isn't that amazing!
- 3 My younger brother wants to study medicine at university, but he'll need to get really high marks in his exams this summer to get a place.
- 4 She's at a lovely age – really curious about the world – but you have to keep a close eye on her. She has very little sense of danger.
- 5 Even though she has some health problems, my mum is still very active. She does voluntary work three days a week in a charity shop and has just joined a hiking group. She says she won't let old age slow her down!
- 6 It's not like when I was a student. I've got so much more responsibility now. My job's really demanding, and I have to pay for my apartment too.
- 7 The children left home last year, and it's a bit quiet around the house now. We'll have to start going out more often, like we did in our twenties!

Exercise 3 page 6

- Explain the task and go through the example together. With a **weaker class**, check that students know how to talk about obligation or necessity (*have to / don't have to*) as this language will be useful.
- In pairs, students talk about the changes between the stages of life. Monitor and help where necessary.
- Ask some students to share their ideas with the class.

Extra activity: Fast finishers

- Write on the board: *Would you rather be in your teens than in your twenties? Why? / Why not?*
- Ask **fast finishers** to discuss the question in pairs.

Exercise 4 page 6

- Go through the adjectives in the questions together and check meaning and pronunciation, especially *obsessed* /əb'sest/, *curious* /'kjʊəriəs/, *addicted* /ə'dɪktɪd/ and *sensitive* /'sensətɪv/.
- Students complete the questions. Point out that sometimes there is more than one correct answer.
- Check answers as a class.

KEY

- 1 with 2 about 3 at 4 to 5 to 6 with/about
7 by/at 8 of

For further practice of adjective + preposition: Vocabulary Builder IC page 117

- 3 1 with 2 of 3 about 4 to 5 from 6 on
7 at 8 by

Exercise 5 page 6

- Students discuss the questions in exercise 4 in pairs. With a **weaker class**, elicit some phrases for agreement (*I think you're right. / I agree with you.*) and disagreement (*I don't agree. / I completely disagree. / I think you're wrong.*).
- Ask a few students for their opinions and reasons. Encourage discussion if there is disagreement.

Exercise 6 page 6

- Ask students to complete the life events.
- Check answers as a class, helping with meaning and pronunciation.

KEY

- 1 born 2 fall 3 get 4 have 5 learn 6 leave
7 pass 8 settle 9 start 10 become

Exercise 7 page 6

- Students complete the sentences with the correct words from exercise 6. Point out that when the missing word is a verb, students should write the correct form. With a **weaker class**, do the first item together.
- Check answers as a class.

KEY

- 1 born, moved, grew
2 left, job, go, career
3 fell, engaged, got
4 grandparent, retire, a business
5 buy, inherited, passed away
6 emigrated, settled, started
7 split, divorced, brought up
8 left, started school, to drive

Exercise 8 page 6

- Students complete the sentences with words from exercise 6. Remind them that when the missing word is a verb, they should write the correct form.
- Check answers as a class.

KEY

- 1 born 2 emigrated 3 left 4 been 5 job 6 fell
7 got 8 married 9 moved 10 settled 11 family
12 brought 13 became

Extra activity

- Ask students to choose an older family member and write a short biography. They should include the most important events in the person's life and a photo if possible.
- Display the biographies on the wall for the class to read.

Exercise 9 page 6

- In pairs, students take turns to describe life events in their family.
- Ask some students to tell the class some interesting facts that they have learned about their partner's family.

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 talk about my family and life events. I can use some adjectives + prepositions.*

ID Grammar

Past tenses

LESSON SUMMARY

Grammar: Past tenses review; present perfect simple and continuous

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in and exercise 1 brief. Set exercise 7 for homework.

LEAD-IN 2-3 MINUTES

- Write *get married* on the board and brainstorm words connected to getting married, e.g. *wedding, church, bride, groom, bridesmaid, bouquet, confetti, reception, honeymoon*. Help students with any unknown words.

Exercise 1 page 7

- Focus attention on the photo and ask students to describe it. Monitor their use of tenses, e.g. *The bride and groom are leaving the church. They're smiling and they look happy because they have just got married. Some guests are throwing confetti at them.*
- Ask a few students to tell the class about a wedding they have been to.

Exercise 2 page 7

- Go through the *Learn this!* box together and then ask students to find four sentences to illustrate the rules.
- Check answers as a class.

KEY

- a sentence 1
- b sentence 4
- c sentence 3
- d sentence 5

Extra activity

Ask students to write true sentences about themselves or their family using the past simple, past continuous and past perfect. They should write one for each rule in the *Learn this!* box.

Exercise 3 page 7

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

KEY

- 1 learned, was studying
- 2 was snowing, were driving
- 3 grew, moved
- 4 got, had left
- 5 emigrated, started, was living
- 6 met, hadn't seen

For further practice of past tenses:

Grammar Builder I.3 page 122

- 1 1 was shining, were singing, left 2 saw, realised
- 3 were (you) doing, called 4 were waiting, started
- 5 walked, sat down, started 6 was living, moved
- 7 played, was living 8 was leaving, came out
- 2 1 hadn't been 2 had always kept 3 hadn't told
- 4 had been 5 Had (you ever) visited
- 6 had got up 7 had known

Exercise 4 page 7

- Go through the *Learn this!* box together and then ask students to find sentences in exercise 2 to illustrate each rule.
- Check answers as a class.

KEY

- a sentence 8
- b sentence 7
- c sentence 9
- d sentence 6
- e sentence 2

Extension: Fast finishers

Ask **fast finishers** to write true sentences about themselves or their family using the present perfect simple and continuous. They should write one for each rule in the *Learn this!* box.

Exercise 5 page 7

- Students choose the correct form of the verb.
- Check answers as a class.

KEY

- 1 been reading, finished
- 2 been jogging
- 3 married
- 4 been raining
- 5 bought
- 6 been studying

Exercise 1 page 12

- Focus attention on the photo and ask: *What do you think is unusual about this boy?* Elicit a few ideas, but do not say if they are right or wrong.
- Students read the text to check.

KEY

(Possible answer)

He is extremely intelligent and he did unusual things at a very young age.

Extension: Fast finishers

Ask **fast finishers** what adjectives from 1A they could use to describe Akrit, giving reasons and using information from the text.

KEY

(Possible answers)

self-confident He could read and write from the age of two.

passionate He had a passion for science and would read everything he could find about human anatomy.

considerate and self-confident He treated a girl whose family couldn't afford medical care.

hard-working At the age of twelve, he was accepted into a medical university.

single-minded and selfless He is currently trying to find a cure for cancer.

Exercise 2 page 12

- Go through the *Learn this!* box together. Remind students that *used to* takes the same form in every person and the negative form is *didn't use to*.
- Point out the contraction of *would* (*'d*) in the sentence in point 1 and explain that it cannot be *had* because *had* would be followed by the past participle.
- Students find examples of *used to* and *would* in the text.

KEY

He didn't use to play; he used to read a lot; And what did he use to read ... ?; He ... would read everything

For further practice of *used to* and *would*:

Grammar Builder 1.2: page 125

- 1 1 used to live 2 used to forget / would forget
3 used to enjoy 4 used to want 5 used to go / would go
6 used to play / would play 7 used to have 8 didn't use to own

Exercise 3 page 12

- Students complete the sentences with the correct form of *used to* or *would* and decide in which sentences they can use either.
- Check answers as a class.

KEY

- 1 used to work 2 used to go / would go
3 used to have 4 Did / Didn't she use to wear
5 used to follow / would follow
6 never used to accept / would never accept

Exercise 4 page 12

- Explain the task and ask students to note down their answers.
- Check answers as a class. With **stronger students**, ask them to give the rule.

KEY

- 1 correct 2 used to own 3 correct 4 enjoyed
5 lasted 6 used to be 7 correct

Exercise 5 page 12

- Students complete the sentences. Tell them they will sometimes have to add a word so that the sentence makes sense, but they must not use more than five words.
- Check answers as a class.

KEY

- 1 used to want to 2 did you use to have 3 didn't use to
4 he would do 5 Didn't she use to 6 would let

Exercise 6 page 12

- In pairs, students talk about when they were five or six. Encourage them to ask questions. Elicit a question for the examples, e.g. *Did you use to take your teddy bear to bed?* *Didn't you use to have any good toys?*

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 'used to' and 'would' to talk about past habits and situations. I can use the past simple to say how long a past habit lasted. I can ask about past habits with 'Did / Didn't you use to ... ?'*

1E Word Skills

Position and order of adjectives

LESSON SUMMARY

Reading: A message board

Grammar: Position and order of adjectives

Speaking: A famous person you would like to meet

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in and exercise 1 brief and set exercises 4 and 7 for homework.

LEAD-IN 2-3 MINUTES

- Tell students to imagine that they have just read a comment about a celebrity on an online message board. Ask:
How do you feel when you read a comment you completely agree with?
What do you do in response? Why?
How do you feel when you read something that you really disagree with? What do you do in that situation? Why?

Exercise 1 page 13

- Ask students to read the comments on the message board and decide if they agree with any of the opinions.
- Elicit a few answers from individual students.

David Wilson In my view, most people want fame for attention and money these days – you need only look at reality shows like *Big Brother* or *Pop Idol* to see what I mean. The problem is that this kind of fame can be very short-lived. Let's take the group Hear'Say, as an example. Now, Hear'Say were the winners of the ITV1 show *Popstars*. Their first single sold 1.2 million copies and their debut album more than a million. But sales started to slow after their second number one single, and the band split up less than two years after first entering the limelight. Personally, I think it takes genuine talent rather than a desire to be rich to stay at the top.

Extra activity

Write these numbers on the board:

Text 1: £0 (the amount the band were paid to perform)

Text 2: 7.8 (the strength of the earthquake)

23 (the number of lives the doctor saved)

Text 3: 1.2 million (the number of sales of Hear'Say's first single)

- Play the recording again and ask students to explain their significance.

Exercise 5 page 19

- Go through the strategy together and ask students to think about which part of speech is needed in each sentence.
- Check answers as a class.

KEY

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

Exercise 6 page 19

- Students use their answers from exercise 5 and complete the text.
- Check answers as a class.

KEY

1 strangers
2 resemblance
3 similarities
4 especially
5 awareness
6 privacy
7 displeasing
8 affectionately

Extra activity

- Write the following text on the board and ask students to complete the gaps with the correct form of the words:
buy know increase private radio control
Drones are (1) ... being used by the paparazzi to film or photograph people who are in the public eye, often without their (2) ... and certainly without their permission. These small, (3) ... flying cameras can be (4) ... relatively cheaply and can easily be used to invade someone's (5) ...
- Students check their answers by looking at paragraph 1 of the article on page 11.

Exercise 7 page 19

- Go through the strategy together and allow students 10 seconds to study the photo.
- Students then choose the correct topic suggested by the photo.
- Remind students that they don't have to describe the photo, but should talk about the general topic.

KEY

Topic b

Exercise 8 page 19

- Students work in pairs and take turns to talk about the topic.
- Remind them that they should cover the information in all three bullet points.
- Ask a few students to share their ideas with the class.

Exercise 9 page 19

- Go through the strategy together and ask students to skim read the task in exercise 10. They then think about why they are writing the letter.
- Check answers as a class.

KEY

To complain about a magazine article.

Exercise 10 page 19

- Ask students to read the task again. Remind them that it's important to structure their letter correctly and to use paragraphs. Refer them back to the strategy if necessary.
- Encourage them to make brief notes about what they are going to include in each paragraph before they start writing.
- With a **weaker class**, elicit the organisation of the letter and brainstorm some ideas beforehand, e.g.
Paragraph 1: your reason for writing - to complain about a letter that has appeared in the school magazine
Paragraph 2: describe a news programme that you like and say why you enjoy it
Paragraph 3: reasons why you think it's important to keep up-to-date with the news
- Before students write their letters, ask:
What should you avoid in formal letters (informal words and contractions)
How should you start / finish the letter if you don't know who you're writing to? (Dear Sir or Madam / Yours faithfully)
- Students write their letters. When they have finished, they can swap their letters with a partner.
- Students read their partner's letter and offer feedback.

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 keywords to help with multiple matching tasks. I can listen for the main idea in a text. I can identify the part of speech that is missing in gapped sentences. I can describe and discuss a photo. I can write a formal letter.*

Exercise 5 page 29

- Go through the key phrases together.
- Students identify the ones used in paragraphs 2 and 3 of the essay.

KEY

The first advantage ...; no one can deny that ...; Although it is true that ... we should also remember that ...; Moreover, ...

Exercise 6 page 29

- Go through the *Learn this!* box together.
- Students find examples of the structures in the text.

KEY

You can find an answer to any question you have, provided that you search correctly; Even if you feel you are the only person with your particular problem, ...; Even if you get advice, ...; In conclusion, even though the internet can be helpful when you have a problem, ...

Exercise 7 page 29

- Go through the task together. Give students time to think of two or three advantages and disadvantages of always being in contact. With a **weaker class**, do this together and write ideas on the board.

Exercise 8 page 29

- Students write their essay. Monitor and help with grammar and vocabulary where necessary.
- Encourage students to check their work when they have finished.
- Display the essays around the classroom so that students can read each other's work. Have a class vote on the best essay.

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 discuss both sides of a topic. I can follow the correct structure for a pros and cons essay.*