

1

Making sense of it all

Unit contents

Vocabulary: The senses

Reading: True or false questions – identifying the topic of a paragraph

Pronunciation: Stress patterns

Grammar: Tense review

Listening: Dealing with multiple-choice questions

Word-building: Adjective suffixes

Speaking: Photo discussion (1)

Writing: A report

Exam skills: Revision

Vocabulary SB page 5

The senses

Exercise 1

- Lead in by asking: *What are your five senses?* Elicit the names of the five senses (*hearing, sight, smell, taste, touch*) then ask: *Which sense is most important to you? Why?* Elicit a range of answers.
- Focus on the photo and ask students to describe what they can see. Use the photo to teach *blindfold*. Ask individual students the questions and elicit a range of answers.

Exercise 2a 1-2

- Play the video or audio. Ask students which of their predictions were correct.

Exercise 2b

- Ask students if they would like to try the experiment and why.

Audio script: page T104

Extra activity (listening) 1-2

- Dictate these questions to the class:
 - 1 What does Kirstie break?
 - 2 What ingredients are in the sauce that Kirstie tries?
 - 3 What fruits are in the sauce that Leo tries?
- Play the video or audio again for students to write the answers.

Audio script: page T104

ANSWERS

- 1 A poppadom. 3 Peach or mango.
- 2 Mint and cream or yoghurt.

Exercise 3a 1-2

- Focus on the table and make sure students understand the task. Read through the adjectives, modelling pronunciation, and elicit a few adjectives which students can categorize from their own knowledge.

- Play the video or audio again for students to complete the table. With weaker classes, you could pause after some of the adjectives to help students.
- Check answers, and check that students understand all the adjectives, for example by asking students to translate them into their own language.

ANSWERS

hearing: faint; silent; crunchy; deafening

sight: blinding; bright; dark

smell: fragrant; stinky

taste: rich; spicy; sweet

touch: hard; rough; slimy; smooth; soft

Exercise 3b

- Students work individually or in pairs to add more of their own ideas to the table. Elicit answers and write all the adjectives on the board to check spellings.

Exercise 4

- Students replace the definitions with the correct adjectives. Check answers, then allow time for students to complete the sentences with their own ideas.
- Ask some students to read some of their sentences to the class.
- Encourage students to record the adjectives in their notebooks.

ANSWERS

1 sweet

2 faint

3 smooth

4 bright

5 stinky

6 dark; silent



Exercise 5

- Demonstrate the task by describing an object in the room.
- Students work individually to prepare a description. Ask students in turn to read their descriptions to the class, and see if the class can guess the objects.

Exercise 6

- Students think of a food item and prepare a list of adjectives individually or in pairs, then work in groups to read the adjectives and guess the food item. Monitor while students are working.
- Ask students how quickly they guessed the objects.

Reference and further practice

Word lists, SB p.140

Vocabulary, WB pp.4-5

Vocabulary worksheets, TRB pp.28-30; Tests and Resources CD-ROM

VocApp

Reading SB pages 6 & 7

Exercise 1

- Give the class an example by telling them your favourite and least favourite dishes and why you like or dislike them. Ask individual students the question and elicit a range of answers.
- Alternatively, ask students to prepare their ideas and then give a mini presentation to the class on their favourite dish.
- Pre-teach the phrase *it doesn't agree with me* (= I don't like it) to talk about food, and check that students understand to *pinch your nose*.

Exercise 2

- Read the Exam strategy box with the class. Read topics 1–5 with the class and make sure students understand them. Students match the topics with paragraphs A–E. Remind students that they should only read the first one or two lines of each paragraph.
- Check answers, and ask students if they found it easy to identify the topic of each paragraph.

ANSWERS

- 1 paragraph E
- 2 paragraph D
- 3 paragraph A
- 4 paragraph B
- 5 paragraph C

Exercise 3 1-3

- Students read the text again more carefully and decide if the statements are true or false. Remind them to find evidence for their answers. You may wish to play the audio so that students can read and listen at the same time.
- Check answers carefully, focusing on the evidence in the text for each answer.

ANSWERS

- 1 True. 'Our taste buds develop as we get older ...'
- 2 False. 'The first humans ate sweet fruit because of the energy it gave their bodies.'
- 3 False. 'Our noses can pick out as many as 10,000 different smells ...'
- 4 True. 'Without any smell to help you, you'll find it very difficult to work out what you're eating!'
- 5 True. 'When we smell food, our mouths produce saliva ...'
- 6 True. 'Sometimes, as the saying goes, there's just no accounting for taste.'

Motivate

- If you think your students will struggle to read the whole text at once, you could divide the task up, setting them:
 - questions 1–2 (paragraph A–B)
 - questions 3–4 (paragraph C)
 - questions 5–6 (paragraph D–E).

Exercise 4

- Students answer the questions in their own words.

POSSIBLE ANSWERS

- 1 Young people don't like vegetables because their taste buds are not prepared for the bitter taste of vegetables.
- 2 We learnt that sweet-tasting food gave us energy and didn't have any negative effects, while bitter-tasting food was often dangerous for our health.
- 3 The taste of food is carried to our taste buds by the saliva that our mouths produce.
- 4 People might have different food preferences because of their genes, whether they are male or female, the culture they grew up in and the experiences of food they have had.

Exercise 5

- Students find the words in the text. Check answers, and check pronunciation of *ancestors*, *poisonous*, and *flavour*.
- Read the Tip with the class and ask students to write their own sentences for the new vocabulary in exercise 5. Ask some students to read their sentences to the class.

ANSWERS

- 1 ancestors
- 2 poisonous
- 3 flavour
- 4 pinch
- 5 slightly
- 6 there's just no accounting for taste



Exercise 6

- Allow time for students to prepare their ideas, then ask individual students to tell the class about their tastes.
- Alternatively, allow students time to prepare their ideas individually, then put them into small groups to share their experiences. Ask individual students to tell the class something they learnt from one of their group.

Exercise 7

- Allow time for students to prepare their ideas, then ask individual students to tell the class their ideas. Encourage students to participate and express their opinions, and discuss as a class how important the other senses are when we eat.
- Alternatively, ask students to prepare their ideas, then put them into groups. Ask them to compare their ideas and then rank the five senses in order of how important they are when we eat, from the most important (1) to the least important (5). Tell them they must be able to explain their answers. Monitor while students are working, and give help where necessary. Ask each group to report back to the class and decide on a final ranking as a class.

Culture note

- The word *umami* is a Japanese word, which has no translation in other languages, but is used in English, French, and Spanish to describe a rich, pleasant savoury taste. Foods that are rich in umami are meat, fish, shellfish, cured meats, cheese, and some vegetables such as mushrooms and ripe tomatoes.
- If students are interested in finding out more about *umami*, they could look at an online encyclopedia, or do a search for *umami* to try and find umami-rich foods and recipes for creating umami-rich meals. In the next lesson, ask students what they have learnt about umami.

Extra activity (vocabulary)

- Refer students to the Language focus box on phrasal verbs. Read the information with the class, then refer students to the phrasal verbs in the glossary. Ask students to find the phrasal verbs in the text and check that they understand the meaning.
 - To practise the phrasal verbs, dictate these gapped sentences to the class. Ask students to complete the sentences with the correct form of the phrasal verbs in the glossary.
- 1 We ____ that she wasn't telling the truth.
 - 2 John has ____ a good idea!
 - 3 I managed to ____ my sister in the crowd

ANSWERS

- 1 found out
- 2 come up with
- 3 pick out

Extra activity (vocabulary)

- Ask students to read the text again and find the following adjectives: *sweet, bitter, sour, salty, savoury, tasty, tasteless*.
- Elicit the meanings of the adjectives, then ask students to write an example sentence for each. Ask some students to read their sentences to the class.
- Ask: *Do you prefer sweet foods or savoury foods? Which vegetables do you think are tasty, and which are tasteless?* Elicit a range of answers from the class.

Extend the topic

- If students would like to know more about the sense of taste, they could search online for articles, images, and videos on the subject of our sense of taste.
- Students could report back to the whole class or in small groups in the next lesson.

Extra activity (speaking)

- Students might like to try out some of the experiments mentioned in the unit. For example, they could try tasting some foods at home with their eyes closed, while pinching their nose, with a dry mouth.
- Ask students to conduct an experiment at home and then tell the class about it in the next lesson. They should report back on what they did, and what they noticed about the flavours of the food they were eating. When they report back, encourage them to use the vocabulary they have learnt in this unit.

Reference and further practice

- Reading reference, WB pp.108–109
- Reading, WB p.8
- Tests and Resources CD-ROM

Present and past tenses

Exercise A

- To lead in, focus on the photo and elicit that it shows a large herd of horses stampeding together. Ask: *What might have frightened the horses to make them run like this?* Elicit a range of answers.
- Students read the text. Discuss with the class whether animals might have a sixth sense.

Culture note

- Scientists have no way of predicting exactly when and where an earthquake will strike. There have been many anecdotal reports of animals seeming to sense an impending disaster such as an earthquake or tsunami. Some people also believe that some humans have a 'sixth sense' and are able to sense, for example, when a family member is close to death. In humans, the sixth sense is sometimes referred to as ESP (extra-sensory perception).

Exercise B

- Students read the text again to answer the questions and name the tenses. If students are struggling with this, you could do the exercise with the whole class.
- Refer students to the Grammar Bank on pages 112–115 to check their answers. Go through the grammar explanations in the Grammar Bank with the class, and make sure that students understand the form and use of all the tenses.

ANSWERS

- 1 present simple; believe
- 2 present continuous; is developing
- 3 past simple; was
- 4 past continuous; were jumping
- 5 past perfect simple; had told
- 6 past perfect continuous; had been behaving
- 7 present perfect; haven't taken
- 8 present perfect continuous; have been studying

Exercise 1

- Ask students to read the text quickly, ignoring the gaps. Ask: *What sixth sense does it describe? Have you ever experienced this?* Elicit a range of answers.
- Students then complete the text using the correct form of the verbs.
- Check answers carefully, referring back to the *Grammar Bank* if necessary to explain the choice of tense in each case.

ANSWERS

- 1 Have you ever had
- 2 is / was looking
- 3 have experienced
- 4 hadn't done
- 5 decided
- 6 was watching
- 7 sat

- 8 stared
- 9 didn't know
- 10 recorded
- 11 showed / shows
- 12 looked
- 13 was staring
- 14 complained
- 15 hadn't carried
- 16 suggested
- 17 had seen
- 18 were / had been
- 19 do you think
- 20 Was
- 21 do we really have

Fast finishers

- Fast finishers can write two or three sentences saying how they would explain the findings of the experiment.
- After you have checked answers, ask fast finishers to read out their sentences, and ask the class to say whether they agree or not.

Exercise 2

- Students prepare their texts individually.
- With weaker classes, you could brainstorm some strange experiences with the class first, and write them on the board.

Fast finishers

- Ask fast finishers to write three questions using different tenses from this grammar presentation.
- When you have finished exercise 3, fast finishers can ask their questions in open class, and other class members can answer them.

Exercise 3

- Allow students time to prepare their sentences, then put them into small groups to compare their ideas.
- Ask one student from each group to tell the class how similar or different their memories are.

Future forms

Exercise A 1-4

- Focus on the photo and ask students to describe what is happening.
- Ask students to read the dialogue quickly, ignoring the gaps. Ask: *What are the trainee police officers going to learn?* (how to follow people without looking at them).
- Students read the dialogue again and choose the correct verb forms.
- If students are struggling, you could refer them to the Grammar Bank on pages 116–117 to help them.
- Play the audio for students to check their answers.
- Check answers carefully, referring to the Grammar Bank to make sure that students understand how to use all the verb forms.

Audio script: page T104

ANSWERS

- | | |
|--------------------|-------------------|
| 1 are you teaching | 5 'll have learnt |
| 2 be teaching | 6 going to turn |
| 3 have learnt | 7 be showing |
| 4 'll | 8 will find |

Exercise B

- Students match the verbs with the verb forms and explain the use of each form. If necessary, refer students to the Grammar Bank to help them. With weaker classes, you may prefer to do this exercise with the whole class.
- Check answers carefully, and read through the explanations in the Grammar Bank, making sure that students understand everything.

ANSWERS

- 1 present continuous – a fixed arrangement
- 2 future continuous – something in progress at a certain future time
- 3 future perfect – something that will be completed by a certain future time
- 4 will – decisions, promises and requests
- 5 future perfect – something that will be completed by a certain future time
- 6 be going to – predictions based on evidence
- 7 future continuous – something in progress at a certain future time
- 8 will – giving opinions

LANGUAGE NOTE Students tend to over-use *will* to talk about the future, and need to be reminded to use other forms such as *be going to* and the present continuous to talk about plans and arrangements.

Students also tend to forget that in English we use present, not future forms in future time clauses, e.g. *When I'm 18, I'll leave school*, NOT *When I will be 18, I'll leave school*.

Exercise 4

- Students choose the best verb forms. Remind them they can use the Grammar Bank on pages 116–117 to help them.

ANSWERS

- | | |
|---------------|---------------|
| 1 ask | 4 be getting |
| 2 be using | 5 're meeting |
| 3 's going to | 6 have learnt |

Exercise 5

- Students complete the sentences with their own ideas. With weaker classes, you could read each sentence with the class first and elicit some possible answers, pointing out which future form students should use in each sentence.

Fast finishers

- Fast finishers can write three questions using different future forms. When you have checked answers to exercise 6, fast finishers can read their questions to the class, and class members can answer them.

Exercise 6

- Ask some students to read their sentences to the class. Ask if any other students have written similar sentences.
- Alternatively, students can compare their sentences in small groups. Ask individual students to tell the class something they learnt about a member of their group.



Exercise 7

- Read the questions with the class and explain *déjà vu* if necessary. Allow students time to prepare their ideas individually. Ask individual students to tell the class about their experiences. Encourage other students to comment and ask questions.
- Alternatively, put students into small groups to compare their experiences. Monitor while students are working, and encourage them to ask follow-up questions.
- Ask individual students to tell the class who in their group had similar views and experiences to their own.

To consolidate students' understanding of all the grammar points in this section, you may wish them to complete the Consolidation exercise on page 118 of the Grammar Bank.

Reference and further practice

Grammar Bank, SB pp.112–118

Grammar, WB pp.6–7

Grammar worksheets, TRB pp.6–8, Tests and Resources CD-ROM

Vocabulary and listening SB pages 10 & 11

Sense verbs

Exercise 1


- Focus on the photo and elicit what students see. Point out that there is no right and wrong answer, because the photo is an optical illusion, and different people will see different things.
- Ask students to read the first paragraph, then check that they have understood the gist by asking them to explain in their own words why we have problems with optical illusions.

Exercise 2

- Pre-teach or check *optical illusion, taste buds, facial expressions, and body language*.
- Students read the texts and complete them with the correct verbs. Check answers, and check that students understand the meaning of all the verbs.
- With weaker classes, you could deal with each text separately, asking students to read and complete it and then checking answers and asking students to explain the gist of what they have just read.

ANSWERS

sight: watch; gaze; look; see
 taste: taste; savour; taste; swallow
 hearing: listen; hear; sounds
 touch: touch; feel; stroke; feel
 smell: sniff; smell; smells; stink

Culture note 

- Scientists estimate that 25% of people are non-tasters, who have a very poor sense of taste, 50% are medium tasters, with an average sense of taste, and 25% are supertasters.

Exercise 3a

- Read the Language focus box with the class. Focus on the table and elicit one or two verbs for each column. Students then categorize the remaining verbs.

ANSWERS

Verb + noun phrase	Verb + adjective
look at	look
watch	taste
gaze	feel
see	sound
taste	smell
savour	
swallow	
listen to	
hear	
touch	
feel	
stroke	
sniff	
smell	

Fast finishers

- Fast finishers can write some example sentences about themselves, using the verbs in exercise 3.
- When you have checked answers to exercise 3, ask fast finishers to read their sentences to the class, and ask the class to say whether they agree or not.

Exercise 3b

- Refer students back to the completed texts in exercise 2 and the completed table in exercise 3a.

ANSWER

stink

Exercise 3c

- Refer students back to the completed texts in exercise 2 and the completed table in exercise 3a.

ANSWERS

taste; feel; smell

Exercise 4

- Remind students of the second point in the Language focus box. Elicit some example answers for sentence 1.
- Students write their sentences.

Exercise 5

- Ask some students to read some of their sentences to the class. Ask other students to say if they used the same adjectives.
- Alternatively, students could compare their sentences in groups. Monitor while students are working, making sure that students are speaking in English. Ask individual students to tell the class who used the same adjectives as them.

Extend the topic

- Students might like to learn more about our senses and how we perceive things. The BBC website has a whole area devoted to science and nature.
- Students could look on the website for homework. They could search on this site for 'senses', or they could choose one particular sense to search for and learn more about. The site also has information on supertasters. Students could report back to the class in the next lesson on what they learnt.

Reference and further practice

- Word lists, SB p.140
- Vocabulary, WB pp.4–5
- Vocabulary worksheets, TRB pp.28–30, Tests and Resources CD-ROM
- VocApp

Listening

Exercise 6

- Refer students to the photo. Elicit what the photo shows, then encourage students to speculate on what the dog might be doing.
- Alternatively, students could prepare their ideas individually then work in small groups to discuss the photo. Ask a student from each group to tell the class some of their ideas.

Exercise 7a

- Elicit some ideas on how dogs use their sense of smell to help people. Write students' ideas on the board. If students are struggling to think of ideas, prompt them with questions like: *What about helping to solve crimes? What about helping to rescue people?*
- Pre-teach *cancer, urine, and Dalmatian* (a kind of dog).

Exercise 7b 1-5

- Play the audio for students to listen, then elicit which of the ideas on the board were mentioned.

Audio script: page T105

Culture note

- Dogs have lived and worked with humans for thousands of years. Their keen sense of smell is used in many different ways. In crime fighting, sniffer dogs are used to detect explosives, firearms, illegal drugs, blood, and human remains. They are also used by prison guards to search for illicit mobile phones in prison cells. Search dogs help with finding survivors who have been buried in disasters such as earthquakes. In California, dogs are used to detect the Quagga Mussel, an invasive species of shellfish which attaches itself to the bottom of boats. In conservation work, dogs have also been used to detect the nests of endangered bumblebees, to enable conservation workers to find and protect them.

Exercise 8

- Read the Exam strategy box with the class. Refer students to the questions in exercise 9. Read through the first question and options with the class, eliciting the main ideas. Allow students time to read through the remaining questions and options carefully.

Exercise 9 1-5

- Play the audio again for students to listen and answer the questions.

Audio script: page T105

ANSWERS

1 B 2 A 3 C 4 B 5 B 6 C

Extra activity (listening) 1-5

- With stronger classes, you could use the listening to extend the grammar of the unit by looking at tenses in the listening, including *used to* and *would* for past habits.
 - Write these gapped sentences on the board. Allow students some time to think about the form of the missing verbs, then play the audio again for students to listen and complete the verbs. Point out the use of *used to* and *would* for past habits.
- 1 The hospice ____ (be) here since 1050.
 - 2 In the winter, the monks ____ (take) travellers through the snow.
 - 3 When someone was lost in the snow, a team of dogs ____ (send) out.
 - 4 For years now, different species of dog ____ (follow) the example of the St Bernard.
 - 5 I ____ (realize) Sultan ____ (sniff) at a small spot on my skin.
 - 6 Some experts claim that we ____ soon ____ (see) dogs helping doctors.

Audio script: page T105

ANSWERS

- | | |
|-----------------|--------------------------|
| 1 has been | 4 have been following |
| 2 used to take | 5 realized, was sniffing |
| 3 would be sent | 6 'll, see |

Exercise 10

- Allow students time to prepare their answers.
- Ask individual students to tell the class their ideas.
- This activity could also be done in groups. Students prepare their ideas individually then work in small groups to talk about their ideas. Briefly revise expressions for agreeing and disagreeing and write them on the board, e.g. *I agree, I don't agree, That's true, but ... , I'm not sure about that*. Encourage students to use these expressions in their discussions.
- Ask individual students to tell the class whether the people in their group agreed or disagreed about question 3.

Reference and further practice

- Photocopiable audio script, p.T105**
- Listening reference, WB pp.106–107**
- Exam practice listening, WB pp.64–83**
- Listening worksheets, TRB p.58, Tests and Resources CD-ROM**

Word-building SB page 12

Adjective suffixes

Exercise 1a

- Ask the question in open class and elicit a range of answers. If students are struggling to think of things, ask them to close their eyes and concentrate on what is happening around them and inside them. Ask: *How do you feel? What is your body telling you?* Elicit that your body can also tell you if the temperature is hot or cold, or if you are hungry or thirsty.

Exercise 1b

- Students read the text quickly to check their answers. Elicit which other senses are mentioned in the text.

ANSWERS

balance, pain, hunger, thirst

Culture note

- As well as the five traditional senses, many scientists recognize other senses that humans have. These include: hunger, thirst, temperature, pain, balance, acceleration, and proprioception. The last one is the sense of knowing the relative position of things, and you can test it by closing your eyes and trying to touch your nose.

Exercise 2a

- Focus on the table. Read through the words and check that students understand them all.
- Students find the words and complete the table.
- Check answers, and check that students understand all the adjectives.

ANSWERS

1 adventurous	6 careful
2 basic	7 agreeable
3 stinky	8 dominant
4 countless	9 insistent
5 practical	10 active

Exercise 2b

- Student look for more examples of adjectives with the same suffixes in the text to add to the table.

ANSWERS

From nouns: traditional; original; slimy; noisy; additional; medical; universal; cautious

From verbs: different; pleasant

Exercise 2c

- Students look at the adjectives and note spelling changes they had to make. Point out that when we add a suffix to a word, sometimes a spelling change is necessary but sometimes not.

ANSWERS

From exercise 2a: adventure + *ous*; base + *ic*; practice + *al*; dominate + *ant*

From exercise 2b: slime + *y*; noise + *y*; please + *ant*; caution + *ous*

Pronunciation 1•6

- Focus on the stress patterns. Clap them and drill them if necessary, so that students can hear the difference between them.
- If students are using dictionaries, ask them to find the first word and note how stress patterns are marked in their dictionary.
- Students complete the table.
- Play the audio for students to check their answers. Play it again for them to listen and repeat.

Audio script: page T104

ANSWERS

Oo	Ooo	oOo	oOoo
basic stinky countless careful active	practical dominant	insistent	adventurous agreeable



Exercise 3

- Students complete the gaps with the adjective form of the bold words and then continue the sentences with their own ideas.

ANSWERS

1 different 2 pleasant 3 basic 4 active 5 adventurous
Students' own answers

Extra activity (speaking)

- Ask individual students to share their sentences with the class, and ask other students to respond.
- Alternatively, put students into small groups to compare their sentences and choose the best or most imaginative answer for each sentence. Ask one student from each group to read these to the class.
- This activity could also be done as pairwork, with students comparing their answers in pairs and then telling the class the most interesting thing they learnt about their partner.

Reference and further practice

Word lists, SB p.140

Vocabulary, WB pp.4–5

Vocabulary worksheets, TRB pp.28–30, Tests and Resources CD-ROM

Speaking SB page 13

Photo discussion (1)

Exercise 1

- Focus on the photos and use them to teach any vocabulary you think your students may not know.
- Working in pairs, Student A makes notes on photo A while Student B makes notes on photo B.
- Monitor while students are working, and make sure that they are making notes, not writing full sentences.

Exercise 2

- Read through the Useful language box with the class. Elicit examples of each phrase, and write examples on the board.
- Put students into pairs to talk about their photos using their notes from exercise 1.
- Monitor, and encourage students to use expressions from the Useful language box.

Exercise 3 1-7

- Students swap notes. Play the audio for students to listen and compare their partner's notes to the recording. The script for the audio material that accompanies the speaking pages is available on page 109 of the SB.

Audio script: page T104 (and SB page 109)

Extra activity (listening) 1-7

- To reinforce the expressions in the Useful language box, write these gapped sentences on the board. Ask students to complete them, then play the audio again for them to check.
- 1 It looks ____ the girl is reading.
 - 2 She ____ be a bit bored.
 - 3 She appears ____ in a library.
 - 4 It seems ____ a pleasant, but not very exciting place to work.
 - 5 He ____ quite content.
 - 6 It ____ to be a sunny day.
 - 7 The man doesn't ____ tired.
 - 8 He ____ be quite fit.

Audio script: page T104 (and SB page 109)

ANSWERS

- 1 as if
- 2 could
- 3 to be
- 4 like
- 5 looks
- 6 appears
- 7 look
- 8 must

Exercise 4a

- Read the Exam strategy box with the class.
- Students complete the sentences individually with their own ideas.

Exercise 4b

- Students work in pairs to compare their sentences.
- Ask some students if they and their partner had any similar ideas.



Exercise 5a

- Put students into pairs and ask them to turn to the appropriate page to look at the photos and make notes.
- Monitor while students are working, and remind them to note how they feel about the situations shown.

Exercise 5b

- Students take it in turns to discuss their photos. Encourage them to use expressions from the Useful language box and the Exam strategy box, and to try and speak for at least one minute each.

Extra activity (speaking)

- Ask students to look through the Student's Book and find another photo that they would like to talk about. Allow them a few minutes to prepare their ideas. Monitor and help with vocabulary as necessary.
- Put students into pairs to show each other their photos and describe them. Monitor and encourage students to use the expressions from the Useful language box and the Exam strategy box.
- Alternatively, students could describe their photo to the class, without telling other students which page it is on. Other students could try to find the photo as they speak.

Reference and further practice

Audio script, SB p.109

Speaking reference, WB pp.102–105

Exam practice speaking, WB pp.64–83

Real English, WB pp.84–90

Tests and Resources CD-ROM

Writing

SB pages 14 & 15

A report

Exercise 1

- Focus attention on the photo and elicit where the people are and what they are doing.
- Ask individual students the questions. Elicit a range of answers.
- Alternatively, this could be done as a mingle activity. Students prepare their answers to the questions individually, then move around the classroom asking and answering the questions. Tell them to try and remember as many of their classmates' answers as they can, but they mustn't write the answers down. After two or three minutes stop the activity. Point to individual students in turn and ask: *What was the last thing (Maria) bought? Where? Why?* You could give points to students who remember all the details.

Exercise 2

- Students read the report quickly and answer the question.

ANSWER

It mentions sight and hearing.

Exercise 3

- Read the Exam strategy box with the class.
- Students complete the report with the correct headings.

ANSWERS

- 1 D
- 2 B
- 3 A
- 4 C

Extra activity (vocabulary)

- Read the Tip with the class. Ask students to find synonyms for the following words in the report.
- 1 ways (paragraph A)
 - 2 put (paragraph B)
 - 3 feeling (paragraph C)
 - 4 making (paragraph C)
 - 5 suggest (paragraph D)

ANSWERS

- 1 techniques
- 2 place
- 3 sensation
- 4 creating
- 5 recommend

Extra activity (speaking)

- Ask: *Do you think the techniques mentioned in the report work? Have you ever bought something that you didn't really need? Do you think it's wrong that shops use these techniques? Why?*
- Ask individual students the questions, and try to stimulate a class debate on the topic, encouraging students to join in, express their opinions, and agree and disagree with each other.