

8 SCIENCE COUNTS

Objectives

FUNCTIONS	talking about past habits; talking about imaginary situations; talking about scientific discoveries
GRAMMAR	past simple vs. past continuous (review); <i>used to</i> ; second conditional; <i>I wish</i>
VOCABULARY	direction and movement; science

Student's Book page 74–75

READING

1 Books closed. As a warm up, write the word *blog* on the board. Divide the class into two teams and play a quick game of 'vocab tennis'. Teams take it in turns to say a word beginning with the letter *b* and continue until one of the teams cannot immediately think of a word. Do the same with *l*, *o* and *g*. Ask students: *Which blogs have you read?* Listen to some of their answers in open class and look at some of the blogs they mention on the Interactive Whiteboard (IWB). Ask: *What makes a good blog?* Elicit answers and discuss in open class.

Books open. Look at the pictures in open class and nominate individuals to say what each one shows.

Answers

1 Fire 2 A wheel 3 Electricity 4 A mobile phone (smart phone) 5 Paper 6 A car (automobile)

2 **SPEAKING** Read through the questions and speech bubble in open class. Divide the class into pairs and ask students to complete the exercise. Monitor to help with any difficulties and encourage students to think of at least three reasons why the things are important and three things that were different before people had these things. Listen to some of their answers in open class as feedback. Check students are using past tenses in their answers to question 2.

3 **SPEAKING** Divide the class into small groups. Read through the questions and check understanding. Ask students to discuss the questions and write down their answers. For extended speaking practice, regroup the students when they have completed the exercise and ask them to compare their answers. Listen to some of their ideas in open class and encourage further discussion.

4 With the whole class, look at the pictures and elicit answers to the questions. Write some of their ideas on the board to refer back to after the next exercise.

5 **2.11** Play the audio while students check their ideas. You could set a homework research task for students to find out about the following people who come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Isaac Newton (1643–1727) was an English physicist and mathematician, and one of the greatest scientists of his era. In 1661, he went to Cambridge University where he became interested in mathematics, optics, physics and astronomy. In the mid-1660s, Newton discovered that white light is composed of the same system of colours that can be seen in a rainbow and established the modern study of optics (or the behaviour of light).

In 1687, Newton published 'Mathematical Principles of Natural Philosophy'. This showed how a universal force, gravity, applied to all objects in all parts of the universe.

Archimedes (c.287–c.212 BCE) was a Greek mathematician, philosopher and inventor who wrote important works on geometry, arithmetic and mechanics. He was born in Sicily and educated in Alexandria in Egypt.

Among his inventions are the lever and the hydraulic screw for raising water from a lower to higher level. He is most famous for discovering the law of hydrostatics, sometimes known as 'Archimedes' principle', stating that a body immersed in fluid loses weight equal to the weight of the amount of fluid it displaces.

Archimedes also created war machines such as the catapult and (though this may be an invented story) a mirror system for reflecting the sun's rays on to enemies' boats and setting light to them.

6 Read through the question with students and check/clarify: *sideways*, *gravity*, *directly related to*, *come up with*. Students answer the questions.

Mixed-ability

Stronger students can try to answer the questions from memory, before looking back at the text to check their answers. Weaker students can look at the text and find the answers. Allow them to compare their answers with a partner before checking answers with the whole class.

Answers

- 1 Why things fall down and not up or sideways.
- 2 That the level of the water went down.
- 3 It's Greek for 'Now I understand'.
- 4 They needed scientists, people like Newton and Archimedes, to think about them and understand them.

Optional extension

For further work on the text, tell students that it is written in an informal, conversational style. Ask students to work together with a partner and read through the text, underlining any language which is informal and conversational. Listen to some of their ideas in open class as feedback.

THINK VALUES**How science helps people**

- 1 Look at the sentences with students and check understanding of vocabulary. Make sure they read them carefully and consider each one when deciding which is the best summary of the blog. Working individually, students complete the exercise. Ask them to re-read the text and find reasons for their choices.
- 2 **SPEAKING** Divide the class into pairs or small groups for them to compare their answers. Monitor and help students explain their ideas. Listen to some of their answers in open class and encourage further discussion.
- 3 **SPEAKING** In pairs or small groups, students discuss the question. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feed back to the class and discuss any interesting points further.

Optional extension

As a follow-up to Exercise 3, ask students to imagine their lives without the four items. Ask them: *What would you do without the Internet? How would you contact people without the Internet or telephones? What would you do without medicine? How would you keep food cold without a fridge?* Weaker classes could just imagine life without one of the items. Quickly elicit some ideas in open class, and then divide the class into small groups for them to discuss the questions. After five minutes, appoint a spokesperson from each group to feed back some of their ideas in open class.

Student's Book page 76–77**GRAMMAR****Past simple vs. past continuous (review)**

- 1 Read through the instructions and the two sentences from the text.

Mixed-ability

Stronger students can complete the sentences without looking at the text. Weaker students should look back at the text to find the answers.

Answers

- 1 sitting; thinking; fell; hit 2 getting; noticed; went

Students now read through the rule box and complete it with a partner. Check answers with the whole class. To check understanding, ask students: *Which tense do we use to describe the actions that began first?* (the past continuous). Elicit or explain that in sentence 1, the

first action was in progress when it was interrupted by the second action. In the second sentence, the past continuous describes the background situation to an action in the past.

Rule

past simple; when past continuous; while

- 2 Read through the example in open class and check students understand why each tense is used. Students work with a partner to complete the exercise before open class feedback. During feedback, refer to the rule to explain answers.

Answers

1 were doing; started 2 didn't stop; didn't have 3 went; was doing 4 discovered; was surfing 5 were ... talking; saw 6 found; became

Fast finishers

Ask students to think of as many double consonant *-ing* forms as they can, e.g. *running, swimming* etc.

- 3 Ask students to quickly read through the statement to get an overall understanding of the situation. Students complete the statement in pairs. Check answers with the whole class.

Mixed-ability

Divide the class into pairs by level.

Stronger students: Ask them to cover the list of verbs and complete the exercise with verbs of their choice. Monitor and help with any questions. During feedback, check they have used the correct tenses and verbs that make sense.

Weaker students: Allow them to look at the list of verbs and complete the statement.

Answers

1 were walking 2 doing 3 were standing/were walking 4 saw 5 was riding 6 was going/was riding/was cycling 7 cycled/rode 8 hit 9 knocked 10 didn't stop

Optional extension

Divide the class into pairs or small groups. Tell them they are going to play a game to practise the past continuous and past simple. Ask one student to start a sentence for the other to finish, e.g.

A I was walking to school when ...

B I saw a black cat. (One point to B)

B I met my friend Billy when ...

A Err ... (No points to A)

Students score a point only if they can make a correct sentence immediately without hesitating. When students have tried a few sentences, you could divide the class into two teams and have a group competition.

Workbook page 72 and page 125

VOCABULARY**Direction and movement**

- 1 Read the sentence in open class and elicit the answers. Use hand gestures to clarify meaning.

Answers

1 down 2 up

- 2 Look at the pictures with students and read through the sentences. Use hand gestures to clarify understanding. Point out the different use of *up and down* (in sentence 6, *up and down* means to walk in one direction and then the other, usually when feeling nervous). Divide the class into pairs and ask students to complete the exercise. Check answers with the whole class and read through the Look! box.

Answers

A 1 B 6 C 3 D 5 E 2 F 4

Fast finishers

Ask students if they can think of any more words describing movement (e.g. *over, through*).

- 3 In pairs or small groups, students discuss the question. Listen to some of their ideas in open class. Ask them: *Can any of you travel in all the directions?*

Optional extension

Ask students if they play any online games. Elicit some examples in open class and if possible, look at some games on the IWB. Divide students into small groups and ask them to describe the movement of the characters in the games. Students score a point each time they use vocabulary of direction and movement. Listen to some examples in open class as feedback.


Workbook page 74

LISTENING

- 1 In open class, ask students to look at the pictures. Nominate individuals to describe what they can see.

Answers

1 D 2 A 3 C 4 B

- 2  2.12 Tell students they are going to hear four people talking about things children didn't understand. Play the recording while students listen and put the pictures in the order they hear about them. Tell students not to worry about difficult words, but to concentrate on the task. Let students compare answers with a partner before whole-class feedback.

Answers

A 2 B 3 C 1 D 4

Audio Script Track 2.12

Teacher Morning everyone.

Class Morning.

Teacher Right! Everyone OK? OK, this morning I was having breakfast and I was listening to a radio programme, and they were talking about what kids used to believe when they were little. It was really interesting! And I started to think about when I was a kid, and I remembered that when I was a little girl, every night I used to plug something in to all the electrical sockets in my bedroom. I thought that if I didn't, the electricity would come out of the holes during the night, and I'd get ill. I used to plug in different things all around the room so that I didn't get sick!

Sarah Really, miss? Did you really use to do that?

Teacher Yes, it's true – honestly! So, I thought it might be fun today to start our lesson, just a few minutes, talking about the things we used to believe when we were kids.

Alex We still are kids, miss.

Teacher Come on, Alex, you know what I mean! I mean when you were little kids. Did you use to believe strange things? Anyone? Yes, Sarah!

Sarah Well, when I was a kid, about five I guess, I thought the moon was really beautiful, and I used to look at it for hours. And, you know how the moon looks white sometimes, well, for some reason I thought it was white because it was afraid of me! So I used to laugh at it and call it names!

Teacher You thought the moon was scared of you?

Sarah That's right. I guess I remembered cartoons where people go white in the face when they're scared, maybe that's why.

Teacher OK, Sarah, thank you. That's a really nice story. Who's next? Yes, come on, Alex.

Alex Well, miss, this is actually about my grandfather, not me.

Teacher OK. That's fine. Tell us.

Alex I remember my grandfather said that when he was a kid, he noticed how when you stand on a water hose, the water stops coming out of it. And so he used to be scared of standing on a wire or cable, because he thought that the electricity would stop!

Teacher Oh, nice one. So, if you stand on a wire, there's no more electricity?

Alex Yes.

Teacher OK, thanks, Alex, that's a good one. Anyone else? Hands up! Yes, Martin, off you go.

Martin Well, my family used to have an apple tree in the garden, so we didn't use to buy apples, we always had apples from our tree, you know?

Teacher Right.

Martin And we ate lots of apples. But I got this idea, I don't know where from, I really don't, anyway, I used to think that I mustn't eat the pips, the apple seeds.


Teacher Really? Why not eat the apple seeds?

Martin Yeah, well, I used to think that if I got an apple seed in my stomach, then an apple was going to grow inside me!

Teacher Goodness! But now you know that's not true, right?

Martin Of course!

Teacher	Excellent. Great stories! So today we're going to think about ideas that people used to have in the past, ideas that we now know aren't true. OK?
Sarah	Like, people used to think that the Earth was flat, miss?
Teacher	Exactly. Now, can anyone think of more examples? Anyone? ...

- 3  2.12 Read through the questions with students and check/clarify: *ill, step on, wires*. Play the recording again while students answer the questions. Stronger classes may like to try to guess the answers to the questions before listening. Check answers in open class. If necessary play the recording again to clarify answers.

Answers

- 1 She thought electricity might come out of the sockets.
- 2 She thought it was beautiful.
- 3 She thought it was afraid of her.
- 4 He thought the electricity would stop.
- 5 They had an apple tree in their garden.
- 6 He thought an apple would grow inside him.

GRAMMAR

used to

- 1 Read through the instructions and sentences 1–5 in open class. Ask students to work with a partner and complete the exercise. During whole-class feedback, ask concept check questions to clarify meaning. For example, *Do the people from the class discussion (in Exercise 2) do these things now? (no); Did they do them in the past? (yes); Did they do the things in 1, 2, 3 and 5 once in the past or many times? (many times); In 4, was the speaker scared for one moment in time or for a period of time? (for a period of time).*

Answers

- 1 plug
- 2 do
- 3 laugh
- 4 be
- 5 eat

To check understanding at this point, ask students to give you a sentence of their own using *used to*. In open class, read through the rule and nominate individuals to complete the sentences.

Answers

- 1 used
- 2 use
- 3 use



Be aware of common errors related to *used to*, go to Get it right on Student's Book page 124.

Language note

- 1 Students may produce incorrect questions like: Did he used to like punk music? Remind them that the question form is *did + use to*.
- 2 They may also produce incorrect statements like: Did she used to going to university? Remind that we use *used to + infinitive* without *to*.
- 3 Students may find it helpful to translate some examples into their own language and compare the two.

- 2 Students read through sentences 1–7. Check any problems. Go through the example, focussing students' attention on the use of the present simple in the second part. Students complete the exercise. Remind them to read each one carefully and to think about which verb should be in the present simple. Check answers. If you're short on time, set this exercise as homework.

Answers

- 1 used to be; don't know
- 2 didn't use to listen; don't listen
- 3 don't like; used to be
- 4 used to go; prefer
- 5 used to believe
- 6 didn't use to care; think
- 7 did ... use to have

Fast finishers

Ask students to write sentences about the clothes/music/food they used to like when they were younger.

Optional extension

In small groups, students think about their own town or city and how it has changed over the years. They must produce a sentence using *used to* to describe how their city has changed. For example:

There used to be a vegetable shop on the corner of the square. There's a big supermarket there now.

Ask groups to feedback to the rest of the class.

Stronger students: They can follow this up as a mini-project and illustrate or add photos to this and write out a short paragraph about the changes to their city.

PRONUNCIATION

For pronunciation practice in the /ju:/ sound, go to Student's Book page 121.

Workbook page 72 and page 125

FUNCTIONS

Talking about past habits

- 1 Ask students to work individually and answer the question. You might like to give an example of your own to get them started. Monitor and help with any difficulties or to give students ideas.
- 2 **SPEAKING** Read the speech bubbles with students and point out the use of *used to* to describe a repeated past action. Divide the class into small groups for students to tell their stories. Monitor to help with any questions. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Listen to some of the stories in open class as feedback.

READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. To introduce this topic, write the following on the board.

Would you like to have these things? Why/why not?
A pair of flying shoes
An invisible winter jacket
An extremely fast bicycle
A memory chip for your brain

Ask students to work with a partner and discuss the questions. Listen to some of their answers in open class and encourage further discussion.

Books open. Read through the instructions and speech bubbles. Ask students to work individually and think of further examples of things that haven't yet been invented, and then compare their answers in small groups. Ask each group to decide which was the best idea and to report back to the rest of the group.

- 2 Look at the pictures in open class and elicit answers to the question. Write some of their ideas on the board.
 3 Ask students to read the forum and check their answers to Exercise 2. Check answers in open class.

Answers

Petrol that doesn't cause pollution; a time machine; a cure for malaria; a machine that does homework; something that allows you to live on one or two hours of sleep.

- 4 Point out the names of the people in the forum. Read through the instructions and the statements. Check/clarify: *go back in time*. Ask students to work in pairs and decide who is being described. Ask them to underline the parts of the text that helped them choose their answers. Check answers in open class, asking students to refer back to the text.

Answers

1 Georgina 2 Bruna 3 Morris 4 Hannah

TRAIN TO THINK

Using criteria

- 1 Ask students to work individually and rank the five ideas. Encourage them to think of reasons for their choices.
 2 **SPEAKING** Divide the class into pairs or small groups for students to compare their lists. Ask them to try to come to agreement on the best ranking. As feedback, listen to their ideas in open class and hold a class vote to decide on the best ranking.
 3 In open class, elicit other possible ways to rank the ideas. Write students' suggestions on the board.
 4 Divide the class into groups and give each group a different criterion from Exercise 3 to order the things by. Students work with their partners to decide on the best order. Regroup the students to include one or two students from each of the initial groups. Students report back their decisions on how to order

the things. Listen to some of their ideas in open class as feedback.

Optional extension

Students work in pairs to come up with an idea for a scientific advance or invention that they would like to see, for example, a pill that improves your memory or a robot that cleans your room for you. They then present it to the class, telling the other students what criteria they used to evaluate its importance. The whole class then votes on the invention that best meets its criteria.

GRAMMAR

Second conditional

- 1 Students read through the questions and the example sentences. Elicit the answers in the first sentence (found, would be). Ask students to work with a partner and complete the three sentences. Check answers in open class. Ask students: *Are these situations real or imagined?* (imagined). Elicit/point out the use of the past simple in the *if*-clause and *would* in the main clause.

Answers

1 found; would be 2 could; would go for 3 Wouldn't it be; was

Ask students to re-read the web forum on page 78 and underline any further examples of the second conditional. Discuss their answers in open class.

Answers

It would be great if there was some kind of petrol we could use in cars and things that didn't produce any pollution. ... it would be great if they invented a pill ...

- 2 Read through the rule in open class and nominate individual students to fill the gaps.

Rule

1 an improbable 2 past 3 would

At this point students may find it useful to compare the form of the first conditional with a second conditional sentence. You can put a first conditional sentence on the board and ask students to give you an example of a second conditional sentence, e.g.

If I win the lottery, I'll buy a new car.

If I had lots of money, I'd buy a new car.

If necessary, ask students to look back at page 61 and review the usage of the first conditional. It might be useful to compare the rules for the first conditional with those for the second conditional.

Language note

- 1 Explain to students that after *if* in the second conditional we can use *was* or *were*, e.g. *If I were you, I'd ...* or *If I was you, I'd ...* Explain too that *were* can also be used with third person singular in the second conditional.
 2 Remind them that the *if*-clause can go at the beginning or at the end of the conditional sentence.

- 3 This exercise can be set for homework. Students read through sentences 1–5. Check any problems. Go through the example, if necessary. Students work individually to complete the exercise. Remind them to look carefully at the verbs and to see where the *if*-clause is before they make their choice. Allow them to check answers with a partner before open-class feedback.

Answers

1 would learn; listened 2 was; would have 3 would lend; asked 4 was; would stay 5 would give; knew

Fast finishers:

Ask students to write sentences describing what they would do if they had £20 million (or a large amount of money in students' own currency).

- 4 Students read through sentences 1–4. Go through the example, if necessary. To make the exercise more challenging for students, tell them to cover Exercises 1–3. Students work with a partner to complete the exercise before open class feedback. If you're short on time, set this exercise for homework.

Answers

1 would ... talk; had 2 'd like; were 3 didn't make; wouldn't do 4 could; would ... choose

Optional extension

Stronger classes: Write the following prompts on the board and divide the class into small groups for students to decide on a suitable answer.

If you went to a park and a dog started chasing you, what would you do?

If (insert name of famous person) invited you to dinner, what would you do?

If you discovered a box full of gold in your back garden, what would you do?

Circulate and help students with any difficulties with pronunciation and intonation. Listen to some of their ideas in open class as feedback. As an extension to this activity, ask students to think up some situations of their own and ask the rest of the class what they would do.

Optional extension

Give students the following short text and ask them to find seven mistakes in the second conditional sentences:

If I am winning the lottery I buy a new house for myself and my family. If I buy a new house for myself I choose a big one. If I would choose a big house my friends could come and live with me. If my friends would come to live with me, we have parties all the time.

Answers

If I am winning **won** the lottery I buy **would buy** a new house for myself and my family. If I buy **bought** a new house for myself I choose **would choose** a big one. If I would choose **chose** a big house my friends could come and live with me. If my friends would come **came** to live with me, we have **would have** parties all the time.



Be aware of common errors related to second conditional, go to Get it right on Student's Book page 125.

I wish

- 5 Read the sentences in open class. Elicit the answer to the question. Point out that this use of the past tense, to refer to wishes about a present and hypothetical situation, is similar to the use of a past tense in the second conditional.

Answer

Both ideas are impossible/unreal.

Language note

It is common to use *were* instead of *was* after *I wish/If only*, e.g. *I wish I was/were rich* or *If only he was/were here now* are all correct.

- 6 Ask students to work individually and complete the sentences with the correct verb form. Allow students to check answers with a partner before feedback in open class.

Answers

1 were 2 could 3 wasn't 4 weren't making/wouldn't make

- 7 **SPEAKING** Ask students to look at the pictures and match them to a sentence from Exercise 6. Listen to some of their ideas in open class as feedback.

Workbook page 73 and page 126

VOCABULARY

Science

- 1 Books closed. Ask students if they can remember any of the words connected to science that they have learnt in this unit. Write some of their ideas on the board.

Books open. Read through the words with the class. Students match the words with the definitions.

During feedback, say the words and ask students to repeat them altogether and check pronunciation.

Answers

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

- 2 **SPEAKING** Read the instructions in open class. Students complete the exercise individually. Monitor and check they are using the second conditional and *wish* correctly.

- 3 **SPEAKING** Nominate individual students to tell the class about their answers and hold a class vote to decide on the best one. Alternatively, ask students to write their answers on small pieces of paper and display these around the classroom for students to circulate and read before deciding which one is the best.

Workbook page 74

CULTURE

Great scientists

- 1 You could set a homework research task for students to find out about the following people before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

Galileo was an Italian astronomer, physicist and philosopher. In 1609, Galileo heard about the invention of the telescope in Holland. He constructed a superior version and made many astronomical discoveries, including mountains and valleys on the surface of the moon, sunspots, the four largest moons of the planet Jupiter and the phases of the planet Venus. In 1614, Galileo published his work on the Copernican theory that the sun was at the centre of the solar system. This was revolutionary at a time when most people believed the Earth was in this central position.

Louis Pasteur was a French chemist and microbiologist. In addition to the invention of pasteurisation, Pasteur is also remembered for creating the first vaccines for rabies and anthrax. His discoveries provided support for the theory that diseases are caused by germs and led to the use of sterilisation in operations.

Karl Landsteiner was an Austrian biologist and physician. He is famous for discovering the three main blood groups and for discovering the polio virus. In 1930, he received the Nobel Prize in Physiology or Medicine. He is recognised as the father of transfusion medicine.


Francis Crick and **James Watson** are most famous for their discovery of the double helix structure of DNA at Cambridge University in 1953. Every cell in the human body consists of the same DNA structure and everybody's DNA is unique. They were awarded the Nobel Prize in Physiology or Medicine in 1953.

Jane Goodall is a British primatologist, anthropologist and UN Messenger of Peace. She has studied chimpanzees for 45 years. She works extensively on conservation and animal welfare issues.

Books closed. As a warm up, write on the board: *Isaac Newton, Archimedes*. In open class, ask students: *What can you remember about the two people? What was their job? (scientist) Can you think of any more famous scientists? What did they discover?*

Listen to some of their ideas in open class and encourage discussion.

Book open. Look at the pictures with students and nominate individuals to describe one. Write any interesting vocabulary on the board.

- 2  **2.15** Tell students they are going to read about six scientists. Students quickly read the article to check their answers. Set a two minute time limit on the reading to encourage students to skim the text quickly and not to focus on every word. Students check answers with a partner before feedback in open class.

Answers

A 2 B 1 C 5 D 3 E 4

- 3 Read through the questions with the class. Check/clarify: *pasteurisation, transfusion, solving*. Students work individually and read the article again to answer the questions. Ask them to compare answers in pairs before open class feedback.

Answers

1 Jane Goodall, James Watson 2 Galileo 3 Jane Goodall 4 Louis Pasteur and Karl Landsteiner, Francis Crick, James Watson 5 Louis Pasteur 6 Louis Pasteur, Karl Landsteiner, Francis Crick, James Watson 7 Galileo 8 Francis Crick, James Watson

- 4 **SPEAKING** In pairs or small groups, students discuss the two questions. Monitor and help with any questions. As feedback, listen to some of their ideas in open class and hold a group discussion.
- 5 **SPEAKING** Point out the underlined words in the article. Read through the definitions and check understanding. Students work with a partner to match the words with the definitions. During feedback, say the words and ask students to repeat them.

Mixed-ability

Stronger students can attempt this exercise from memory, and then look at the text to check their answers.

Weaker students: If they are unsure about some of the vocabulary, allow them to look back at the text and guess the meaning from its context. If time allows, they could check their answers in a dictionary.

Answers

1 identify 2 enormous 3 basic 4 achievement
5 prevent 6 treat 7 tools

WRITING

A blog entry

- 1 As a warm up to this activity, ask students how often they read blogs. Ask them: *What sort of things do you read about?* Tell students they are going to read a blog entry about a world without television. Students read the blog entry and answer the questions. Let them check their answers with a partner before whole-class feedback.

Answers

a Read; listened to music; sang songs together; told each other stories. b She thinks it wouldn't be as good.

- 2 Students read the blog entry again and work in pairs to complete the exercise. Check answers in open class. Ask students to explain why they chose the paragraph headings. If there are any problems with the use of *used to* and the second conditional, use this as an opportunity to review the grammar.

Answers

A paragraph 2 B paragraph 1

- 3 Tell students they are going to write a similar blog entry, in which they imagine life without a piece of technology. Working individually or in pairs, students decide on a topic for their blog entry. Encourage them to think carefully about their choice and to make sure they will have something to write about!
- 4 Students work individually or with a partner to make notes on their blog entry. You might like to give students an example on the IWB, using bullet points and note forms. As feedback, discuss in open class the type of things students have decided to include.
- 5 Ask students to write their blog entry. Encourage them to organise their writing in a similar style to the example on page 81 and to use *used to* and the second conditional.

Students can do the writing task for homework. In a subsequent lesson, pin students' work on the walls so that they can circulate and read each other's descriptions and decide which is the most interesting.

Student's Book page 82–83

CAMBRIDGE ENGLISH: Preliminary

THINK EXAMS

READING

Part 1: Three-option multiple choice

1

Answers

1 B 2 B 3 C 4 A 5 A

Workbook page 71

WRITING

Part 1: Sentence transformations

2

Answers

1 ... I understood ... 2 ... does he 3 ... didn't use to ...
4 ... wouldn't fail / would pass ... 5 ... neither/nor does ...

Workbook page 17

TEST YOURSELF UNITS 7 & 8

VOCABULARY

1

Answers

1 next 2 towards 3 experiment 4 draw up 5 later
6 hire 7 cure 8 research 9 up and down 10 near

GRAMMAR

2

Answers

1 walked 2 isn't it 3 was walking 4 Neither/Nor
5 hasn't it 6 So

3

Answers

1 When I was a kid, I used to ~~playing~~ **play** with toy cars.
2 If you ~~would work~~ **worked** harder, you would do better at school.
3 When you phoned me, I ~~had~~ **was having** dinner.
4 The world **was would be** a happier place if people smiled more.
5 James never listens to pop music, and ~~so~~ **nor** do I.
6 I wish this homework ~~isn't~~ **wasn't** so difficult.

FUNCTIONAL LANGUAGE

4

Answers

1 wait; Neither/Nor 2 used; did 3 wish; So 4 was; do