4 SOCIAL NETWORKING

Objectives

FUNCTIONS	giving advice
GRAMMAR	indefinite pronouns (*everyone*, *no one*, *someone*, etc.); *all / some / none / all of them*; *should(n't)*, *had better*, *ought to*
VOCABULARY	IT terms; language for giving advice

Student's Book page 38–39

READING

You could set a homework research task for students to find out about these social networking sites as they come up in the text. Ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Facebook is an online social networking service which was founded at Harvard University in 2004 by Mark Zuckerberg. It was initially limited to Harvard University students, but soon expanded into the Boston area, then to other universities, high schools and beyond. It is now open to anyone in the world over the age of 13. Users create a personal profile on which they can post messages and photos. They then add friends, who can view the messages and photos. In 2012, Facebook had over a billion users and a market value of $104 billion.

Google is a corporation specializing in Internet-related services which was founded in California in 1998. It is best known for its search engine, the most used in the USA and other parts of the world. It was the most visited website in the world in June 2014. The verb to google (*if you need some information, google it*) is now commonly used to mean to carry out an Internet search.

Pinterest is an Internet service, launched in 2009, on which users create and share collections of photographs and other items of interest. By January 2012, the site had 11.7 million US users, making it the fastest ever site to reach 10 million users. 70% of the users are women.

LinkedIn is a social networking service mainly used for professional networking. It was founded in 2002 and by June 2013 had more than 250 million users in 200 countries. Users post their curriculum vitae and use the site to make connections with other business people, find jobs, search for employees etc.

Twitter (see background information in Unit 3).

As a warm up, ask students: *What do you use social networks for?* If your students have mobile devices, ask them to use them to compare answers. Ask: *Do you all use the same apps and networks?* Listen to some of their ideas in open class and encourage discussion.

1 SPEAKING Look at the logos and check students can name them. In pairs or small groups, students discuss the questions. Ask individual students to report back to the class during feedback. Use the interactive whiteboard (IWB) to show students some of the sites

and discuss how they work. See if the class can agree on what the best social network is.

Optional extension

If your students are interested in this topic, ask them to work in pairs and recommend a social network for the following:

Sending photos; Doing business; Keeping in touch with old friends; Looking for a job; Making live comments on a sports game.

2 SPEAKING Read through the sentences and check understanding. Give students some silent thinking time to think of their answers to the questions. In pairs, students discuss the sentences and make notes of their answers. Monitor and help with any questions about vocabulary. Tell students that they don't have to write complete sentences. Divide the class into small groups. Students tell each other their thoughts about the statements. Listen to some of the best ideas with the whole class as feedback.

3 🔊1.28 This exercise is closely modelled on Reading ✳ Part 3 of the Cambridge English: Preliminary exam. Students should read the sentences carefully and decide which key information they need to look for. They should be careful to check if the verbs in the sentences are positive or negative when deciding on their answer. Give students time to read the sentences and clarify any difficult vocabulary.

Tell students they are going to read an article giving advice on using social networks. Play the audio while students listen and read. Then they complete the exercise. Ask students to underline the parts of the text which helped them find the answer. Students can compare answers in pairs. Play the audio again for students to check or change their answers.

Answers

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

4 Ask students to work together with a partner and correct the incorrect statements. Stronger students may be able to do this without looking back at the text. Check answers with the whole class.

Answers

2 He wrote that he didn't have a very interesting job and his boss said he should look for something he would personally find more interesting.
3 Cathy's birthday party ended in disaster because she posted the invitation and address online.
8 He says that if you're angry or frustrated when you're writing a message, you should wait a bit. Read it again later before you post it.

THiNK VALUES

Responsible online behaviour

1 Read through the statements and check/clarify: *bullied*. Students work individually to complete the exercise. Monitor and help with any difficulties.

> **Answers**
>
> Do   talk to your teacher or another adult if you get bullied on social media.
> think carefully before you write a post about yourself or other people.
> think before you post a photo of yourself or someone else.
> Don't   say bad things about other people online.
> write a post about someone when you are angry with them.
> write posts containing personal information about your family.

2 **SPEAKING** Students compare their lists with a partner. As feedback, create a *dos* and *don'ts* list on the board and ask individuals to come to the board and add to it.

> **Optional extension**
>
> Divide the class into small groups. Ask students to discuss if they have, or they know someone who has, ever had a bad experience on a social network. Ask some of the students to share their experiences in open class.

Student's Book page 40–41

GRAMMAR

Indefinite pronouns (*everyone*, *no one*, *someone* etc.)

1 Students complete the sentences from the article. Check answers with the whole class. Ask students if the indefinite pronouns refer to people, places or things (things: *everything, something,* people: *no one*). Then ask students to find more indefinite pronouns in the text on page 39.

> **Mixed-ability**
>
> Stronger classes: Ask students to try to fill the gaps from memory without looking back at the text. Elicit or explain the meaning of the indefinite pronouns in each sentence, asking students if they are used in this case to refer to people, places or things (things: *everything, something,* people: *no one*).
>
> Explain that these words are called *indefinite pronouns* in English. Then give students a few minutes to go back through the text on page 39 and find more.
>
> Weaker classes: Write the following examples (or a few of your own) on the board:
>
> *I can't remember everything in my diary for this week.*
> *I'm meeting someone tomorrow, but I can't remember who!*
>
> Explain or elicit the meaning of the pronouns in each sentence, asking students if they are used in this case to refer to people, places or things (*everything*: things, *someone*: people). Students now open their books on page 40 and look at the examples. Give them three options to fill the gaps: (*no one, something, everything*). Students complete the sentences. Check answers, and then ask students to find more examples in the text on page 39.

> **Answers**
>
> 1 everything   2 something   3 No one
> Other examples of indefinite pronouns (underlined) – look for <u>something</u>; <u>some</u> of them; <u>some</u> important tips; <u>none</u> of them; <u>all</u> of them; Not <u>everyone</u> will like; <u>everyone</u> should ask; <u>someone</u> is unfriendly; <u>anyone</u> can be polite; Don't share your passwords with <u>anyone</u>

2 Students read through the table while you copy it onto the board. Elicit the words to complete the gaps. Let students look back at the text if necessary.

> **Answers**
>
> 1 someone   2 no one   3 anyone

Divide the class into pairs and ask students to complete the rule. Check answers in open class.

> **Rule**
>
> every   some   any   no

> **Language note**
>
> 1 Explain that words ending in *-thing* refer to things, words ending in *-one* refer to people and words ending in *-where* refer to places.
>
> 2 *some-* and *every-* words are used in positive statements and *no-* words are used in negative statements with positive verbs. A typical mistake for many students is to use double negatives (e.g. *I don't know nothing*), which isn't correct in English.
>
> 3 Students may find it useful to translate the words in the table into their own language and compare them.

3 Students read sentences 1–8. Check any vocabulary problems. Go through the first sentence as a class asking students to explain why the correct answer is *everywhere*. Students work in pairs to complete the exercise. Remind them to look carefully at each sentence and decide if the missing word is a person, place or thing first. Students compare answers in pairs before a whole-class check.

> **Answers**
>
> 1 everywhere   2 everyone   3 No one   4 someone
> 5 something   6 anywhere   7 nowhere   8 somewhere

4 Students work individually and complete the sentences. Divide the class into pairs for students to share their sentences. A variant on this exercise is for students to write three true sentences and one untrue sentence, all of which must contain an indefinite pronoun. Their partner should then guess which of the sentences is untrue. If you're short on time, set this exercise for homework.

👁

VOCABULARY

IT terms

1 Books closed. To introduce the topic of computers, write *computer geek* on the board. Elicit or explain that this is a term for a person who is extremely interested in how computers work and who spends a lot of time using them. Ask students: *Are you a computer geek? Why?* Ask students to work in pairs and describe how they use computers at home. Ask them: *What do you use them for?*

Books open. A lot of technology vocabulary is international, so your students are likely to have seen some of the phrases before. Students complete the exercise in pairs. Check answers with the whole class.

> **Answers**
>
> b 4   c 3   d 5   e 8   f 1   g 2   h 9   i 6   j 10

> **Fast finishers**
>
> If students finish early, ask them to write sentences about how often they do each of the actions in the phrases.

> **Optional extension**
>
> The phrases in this exercise can easily be made into a matching activity. Before the lesson, write half of each phrase on a different piece of paper (e.g. *to key in/your password*; *to install/a programme*). Mix up all the beginnings and endings. Create enough sets of cards to allow for one set per four students. Students work in groups to match the beginnings and endings of the phrases.

2 SPEAKING Divide the class into pairs. Students read through questions 1–4. Check/clarify: *secure*. Give students a few minutes to discuss the questions with a partner. Ask each pair to feedback to the class and if there are any interesting points, discuss these further with the whole class.

3 Look at the mind map for *key in*. Divide the class into three and ask each group to create a mind map for one of the other three verbs. Ask individuals to come to the front of the class and recreate their group's mind map on the board. Elicit further words from the rest of the class to add to each mind map.

LISTENING

1 As a warm up, ask students: *How much do your parents know about computers? What do they use them for? Do they ever ask you for help with computers?* Ask students to discuss the questions in small groups, and then listen to some of their answers in open class.

Books closed. Tell students that you have a list of six computer problems and you want students to guess what they are. Elicit possible computer problems and write any interesting vocabulary on the board.

Books open. Read through the problems and definitions and check understanding. If you have a computer or an IWB in the classroom, you could use the screen to help you explain some of the vocabulary. Divide the class into pairs. Students complete the exercise before feedback in open

class. During feedback, encourage students to add any further IT related vocabulary and write any interesting suggestions on the board.

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

2 SPEAKING Students work together in pairs to discuss the questions. Ask individuals to share their experiences with the class and find out who has had the most serious computer problem.

> **Mixed-ability**
>
> Weaker students can discuss the questions in small groups. Ask them: *Who has had the most serious computer problem?* Stronger students can also think of other problems (not mentioned in Exercise 1) that people have with computers.

> **Optional extension**
>
> Ask students to work in pairs and imagine three computer problems. When students have their problems, join pairs into groups of four. Students ask the other pair to solve their problems. Hold a competition to find out which pair is best at solving problems.

3 🔊1.29 Tell students they are going to listen to a conversation between a girl and her father. Students listen and answer the questions. Encourage students to concentrate on the task and not to worry if they don't understand every word. Check answers.

> **Answers**
>
> 1 He's trying to install and play a computer game.
> 2 He hasn't created a username and password.

> **Audio Script Track 1.29**
>
> Dad   Why isn't this working, come on. OK, I'll try again. Argh!! Stupid machine!
>
> Hannah   What's up, Dad?
>
> Dad   Oh, it's nothing, Hannah, don't worry. I'm only trying to …
>
> Hannah   What are you doing?
>
> Dad   Oh, a friend of mine gave me this game. But I can't make it work.
>
> Hannah   Let me see. Football Fast – I didn't know you're into gaming, Dad!
>
> Dad   Well, I'm not normally, you know that. But they're all talking about this game at the office. I thought I should give it a try, too.
>
> Hannah   You of all people? Isn't it you who's told your son about 7 million times that he should 'stop playing those silly games'.
>
> Dad   Ha, ha. Come on, be a good girl. You don't need to tell him, Hannah!
>
> Hannah   Well, I'll think about it. As you know, 'there are more important things to get on with in life' …
>
> Dad   … than gaming.
>
> Hannah   Anyway, what's the problem?
>
> Dad   It just won't start.
>
> Hannah   Let me have a look. You haven't created a username and a password, have you?
>
> Dad   Username? Password? What for?

Hannah	Come on, Dad. Let's not ask any unnecessary questions. The question isn't what for, it's whether you've done it or not.
Dad	Well, no, I haven't. My friend says it's easy to download, and I don't have to do anything. Just start it and that's it.
Hannah	Well, to install it you need to create a username and a password. That's not exactly a huge job, is it? But let me do it.
Dad	OK. But don't …
Hannah	Alright. That's COOLDAD42, and the password is ICANDOIT.
Dad	Oh, dear.
Hannah	You have to wait a bit and then you have to choose your team.
Dad	OK.
Hannah	Dad. You don't have to press ENTER 12 times. Once is enough.
Dad	That's ridiculous.
Hannah	Hey. What are you doing? You mustn't touch the keyboard during the installation.
Dad	Stupid game.
Hannah	Well, the game isn't stupid, but you're impatient. Oh, no. What's that? A serious error has occurred while loading Football Fast. We recommend that you apologise to your daughter.
Dad	Ha ha. Very funny!

4 🔊1.29 This exercise is closely modelled on
✳ Listening Part 4 of the Cambridge English: Preliminary exam. Tell students they will hear the audio again and that they should decide if each sentence is correct or incorrect. Tell them to read the sentences carefully and to pay particular attention to sentences with negative verbs, as these often cause confusion. Before listening, students should decide which key information they are listening for. Play the audio. Let students compare answers with a partner before playing the audio for a second time. Check answers and ask students to correct incorrect statements in open class.

Answers

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

GRAMMAR

all / some / none / any of them

1 Before introducing this grammar point, refer back to the grammar of indefinite pronouns on page 40 and explain that we use *somewhere/nowhere/everywhere* to make general statements. Tell students they are going to learn how to give extra information about a group of people or things. Ask students to work in pairs and try to complete the sentences before they refer back to the article on page 39 to check. Check answers.

Mixed-ability

Weaker classes/students: If your students need a bit more support with this language point, write this information on the board:

I asked ten people these three questions.

1 Do you like strawberries?

2 Can you speak English?

3 Have you been to Paris?

The answers were:

1 Yes 10 No 0

2 Yes 5 No 5

3 Yes 0 No 10

Elicit or write the following sentences:

All of them like strawberries.

Some of them can speak English.

None of them have been to Paris.

Point out that we use *of them* when we refer to a specific group. Add that we can also use *any of them* in negative sentences and questions such as:

I have a lot of numbers in my phone but I can't remember any of them.

Do any of them come from France?

Any of them can also be used when we don't express preference.

Which cake would you like? Any of them would be great!

Answers

1 none of them 2 all of them

2 In open class read the rule and elicit answers.

Rule

1 none 2 things 3 more

3 Read the sentences with students and check understanding of vocabulary. Go through the first sentence as an example. Students work individually to choose the correct option to complete sentences. Allow them to compare answers with a partner before whole-class feedback.

Answers

1 None 2 any 3 some 4 Any 5 all 6 none
7 any 8 some

Language note

If we are talking about a group that includes the person speaking (or writing) we use *all / some / none / any of us*. If the group includes the listener (or reader) we use *all / some / none / any of you*.

Fast finishers

Ask students to write sentences about their families using *all / some / none of them / us*. Listen to some of their sentences when you check answers for Exercise 3.

4 Students complete the gaps and check with a partner before whole-class feedback. If you're short on time, set this exercise as homework.

Answers

1 none / all 2 some 3 all / some 4 any 5 none
6 None / Some

Student's Book page 42–43

READING

1 A recording of this text is available with your digital resources. As a warm up activity, write on the board:

text message; email; note.

Divide the class into small groups and ask students how often they use each of the three types of communication. Discuss in open class and find out who sends the most messages.

Tell students they are going to read some messages. Make it clear that the messages are not in the correct order and that they shouldn't worry about the order at this stage. Students read the messages and work with a partner to complete the exercise. Tell them it is not important to understand every word at this stage. If students have any questions about difficult words, tell them to try to guess the meaning. Check answers with the whole class.

Answers

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

2 Ask students to read through questions 1–6. Check/
✳ clarify: *warm up, posted, advert, condition, lower.* Ask students to read the text and choose the correct option. Ask students to compare their answers in pairs before whole-class feedback.

Answers

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

TRAIN TO THiNK

Logical sequencing

1 Working individually, students decide on a logical order for the messages. Ask them to underline words and phrases which helped them make their decisions.

Mixed-ability

Tell weaker students which of the messages to put first (and possibly last).

Answers

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

2 SPEAKING Divide the class into pairs for students to compare their answers to Exercise 3. Monitor and help with any questions. Go over answers in open class and pay particular attention to which words and phrases they used to help them decide.

Optional extension

Tell the class they are going to imagine a conversation between the two main characters from the text. Divide the class into two groups and give each group one of the following characters: *Emily* or *Lucas*. Students discuss some of the things their character might say when they first meet and during the bike ride. When students have some ideas, re-assemble the class into pairs containing one student from each of the groups. Students act out a conversation between the two characters. Monitor and take note of any repeated errors, but do not interrupt, as this is a fluency activity. Listen to some examples in open class as feedback.

GRAMMAR

Should(n't), had better, ought to

1 As an introduction to the grammar of giving advice, refer back to the messages in the reading and ask students to imagine that Emily and Lucas are going to meet again. What advice would they give? Write the following on the board:

Lucas ——— buy Emily some flowers.

Elicit *should* to fill the gap. Ask students if they know any other words with similar meaning to *should*.

Look at sentences 1–3. Ask students to look back at the text and complete the sentences. Check answers. Ask stronger students to try to explain the difference (if any) between *should, ought to* and *had better*.

Answers

1 ought to   2 should   3 'd better

Read through the rule with students and elicit answers. Give students an example of the use of *had better*. E.g. Mother to child – *You had better study hard or you won't pass the exam.*

Rule

1 advice   2 negative   3 don't

Language note

1 *Should* and *ought* to are modal verbs. You may want to remind students about some common features of modal verbs:

There is no infinitive, e.g. **to should*

There is no third person, e.g. **shoulds, oughts to*

Question forms are constructed by inversion, e.g. *Should I … ? Ought I to … ?* not **Do I should … ?*

The negative form of *ought to* is *ought not to* (or *oughtn't to*).

2 Make sure students are not saying **should to go*

3 *Had better* is used with *you* to give strong advice. When we use *had better* with *I* or *we*, we usually indicate an intention, e.g. *I'd better go to bed* implies that *I am going to bed*. *Had better* with *you* can imply a threat and therefore is not appropriate for giving polite advice.

2 Students match the correct questions and answers. Ask them to check answers with a partner before feedback in open class.

Answers

1 g 'd better (circled)   2 f ought to (circled)   3 d ought to (circled)   4 e 'd better (circled)   5 a shouldn't (circled)   6 b should (circled)   7 c 'd better not (circled)

Fast finishers

If any students finish early, ask them to write some sentences giving advice to someone who wants to learn to speak English. Listen to some of their ideas during feedback.

3 Ask students to work in pairs and write short dialogues giving advice to people in the pictures. Monitor and help with any difficult vocabulary. Listen to some examples in open class as feedback. If you are short on time, set this exercise as homework.

Optional extension

Ask students to imagine some problems that they have. You could either put them in pairs and ask them to create dialogues as in Exercise 3 above, or ask them to walk around asking people for advice for their problems. This encourages them to use the language of advice spontaneously. When students have asked for advice several times, ask individuals to give feedback in open class and decide as a class what the best piece of advice was.

◉ Be aware of common errors related to *should*, go to Get it right on Student's Book page 123.

VOCABULARY

Language for giving advice

1 This is a challenging exercise, so you might prefer to explain the difference between the verb *to advise* and the noun *advice* before completing b and c.

Books closed. Ask students who gives them the best advice. *Is it a friend, a family member, the Internet!?* Write on the board: *My mother gives me _____ advice. I always do what she says. She advises me _____ work hard and do all my homework. She advises me _____ playing computer games. I _____ her advice.*

Try to elicit words which can fill the gaps.

Books open. Give examples of what something or someone might be. Divide the class into pairs and ask students to discuss questions 1–3. Listen to some of their ideas in open class.

Answers

a Advice is a noun; advise is a verb.   b not to listen to somebody's advice: to ignore [someone's] advice
c do what somebody has advised you to do: to take/follow [someone's] advice

Language note

Point out that we say *to advise someone to do something*, but we *advise against doing something*. Tell students that this is because *against* is a preposition and is therefore followed by a noun or the gerund (*-ing*) form of the verb.

2 Students complete the sentences in pairs. Check answers. During feedback, make sure students are pronouncing *advice* /s/ and *advise* /z/ correctly.

Answers

1 ignored; advice   2 advice about   3 advised; follow/take; advice   4 advises against

FUNCTIONS

Giving advice

SPEAKING Read the questions with students and quickly elicit some possible answers. Encourage students to use language from the unit in their answers. Students work in pairs and discuss the questions. Monitor and help students with any questions. If you have a problem with students speaking in L1, try giving them a 'time out' (they have to keep completely quiet for thirty seconds, and maybe even stand up!) if they use L1. In feedback discuss interesting ideas further.

Student's Book page 44–45

CULTURE

Communication through history

You could set a homework research task for students to find out about the following items from the text. You could then start off the lesson by asking students to tell the class what they have found out.

BACKGROUND INFORMATION

The Cave of Altamira is a cave in Cantabria, Northern Spain which is famous for its Upper Palaeolithic (c.16,000 years ago) cave drawings. The paintings were made public in 1880 and initially thought to be fake by many people. After scientific tests they were pronounced genuine and radically changed the perception of prehistoric man. The cave was closed to the public in 1977 as the paintings were being damaged by the carbon dioxide in the breath of the large number of visitors.

Egypt (population 86.5 million) is a country in North Eastern Africa. It has one of the longest histories of any country and has been a nation state for 12000 years. Ancient Egypt saw some of the earliest developments of writing, agriculture, organised religion and central government. Their ancient writing system of hieroglyphics has been found on clay tablets dating from the 33rd century BC.

Mesopotamia is an area of land around the Tigris River, corresponding to modern day Iraq, Kuwait and Syria. It is widely considered to be the cradle of Western civilization. 5000 years ago, Mesopotamia consisted of the Sumer, Akkadian, Babylonian and Assyrian empires. Sumerian writing is thought to pre-date and be the main influence on Egyptian hieroglyphics.

Papyrus is a thin paper-like material made from the papyrus plant. It was used in Ancient Egypt and throughout the Mediterranean region as a writing material.

Johannes Gutenberg (c.1398–1468) was a German printer who introduced printing to Europe. He invented mechanical movable type printing in around 1439. This introduced the era of mass communication. His most famous printed work is the Gutenberg Bible of which 48 still survive today. **Project Gutenberg**, an online digital library, was set up in 1971 and allows free digital access to thousands of public domain novels and other literature.

1 Books closed. As a warm up, write the word *books* on the board. Go round the class quickly nominating students to give you the title of a book by an English-speaking author. Write any answers on the board. Ask students: *How long ago were the first books written? Do you know where?*

Books open. In open class, ask students to describe the pictures and answer the questions. The pictures show (from left to right) an inscription on a stone, an e-reader, a cave painting and a printing press.

2 ◀1.30 Tell students they are going to read about the history of written communication. Read through the instructions and paragraph headings to check understanding. Tell students not to worry about difficult vocabulary at this stage. Let students compare answers with a partner before open-class feedback. Weaker classes: to make the exercise easier, ask students to choose from just four of the headings (*b, c, e, f*).

Answers

1 e 2 b 3 f 4 c

3 SPEAKING Students discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Praise them for any original ideas. Ask pairs or groups to feed back to the class and discuss any interesting points further.

PRONUNCIATION

For pronunciation practice in the short /ʌ/ vowel sound, go to Student's Book page 120.

4 VOCABULARY Read through the definitions with the class to check understanding of difficult vocabulary (*hole, underground, tongue*). Students read through the text more carefully to complete the exercise and check answers with a partner before whole-class feedback.

Answers

1 emotions   2 engraved   3 papyrus   4 licked
5 published   6 printing press   7 browsing

Optional extension

Ask students to imagine the following situation:

You are digging a hole in your garden when you find a 2000-year-old stone tablet that proves the existence of life on other planets. What would you do with the information? Would it be better to keep quiet and not tell anybody?

Ask students to discuss in pairs. When they have some ideas, hold an open class discussion and decide what to do.

WRITING

A web page giving advice

1 Students read through the instructions and questions. (The information would be important for anyone using a computer in a public place.) Check answers.

Answers

1 internet café, library, airport   2 (open question)
3 Someone else could access your account.
4 If you haven't logged out, your account information may still be accessible to someone else.

2 Read through the example sentence with students to check that they understand the exercise. Divide the class into pairs and ask them to rewrite the sentences. Check answers with the whole class.

Answers

2 Don't click 'Yes'.   3 Make sure you do not simply close the browser.   4 You should always log out.   5 Politely ask them to go somewhere else.

3 Elicit that all of the sentences in Exercise 2 are used to give advice. Students work individually to match the advice with the situations. Allow them to compare their answers with a partner before checking in open class.

Answers

a 2 b 3 c 1 d 5 e 4

4 In open class, read through the descriptions of the content. Students look back at the text and complete the exercise. Check answers in open class.

Answers

Introduction: d   Bullet point 1: e   Bullet point 2: b
Bullet point 3: a   Bullet point 4: c

5 Divide the class into small groups. Ask them to read through the four ideas and discuss what advice they would give in each situation. Tell them to use the web page as an example and to use words like *should, ought to, make sure* etc. Monitor and check students are using the language of advice carefully. If you are setting the writing for homework, encourage all students to make notes as they will need to refer to the notes when they write their text.

6 Students write the text. This can be done as a collaborative writing activity in class with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their texts with another pair for them to read and correct any grammatical errors. If you have space, display the texts on the walls of the classroom. If you're short on time, set this exercise as homework.

Student's Book page 46–47

CAMBRIDGE ENGLISH: Preliminary

THiNK EXAMS

READING

Part 2: Matching

1

> **Answers**
>
> 1 C   2 E   3 D   4 A

LISTENING

Part 4: True/False

2   🔊 1.33

> **Answers**
>
> 1 A   2 B   3 B   4 B   5 A   6 A

Audio Script Track 1.33

Dad   Five minutes, Ellen. Then I want you to stop and come and help me in the kitchen.

Ellen   What?!

Dad   You've been on the computer long enough now. I want you to take a break.

Ellen   That's not fair. I've only been on for half an hour.

Dad   Yes, but what about this morning? You spent most of the morning on it, too. Anyway, what are you doing that's so important that you can't take a break?

Ellen   Stuff for school. I've got a history project and the teacher told us to go online to find out loads of facts.

Dad   Really? What's the project about?

Ellen   Umm. Queen Victoria.

Dad   So why are you looking at pictures of shoes? Don't tell me – they're Queen Victoria's shoes!

Ellen   No, of course not. I was just taking a break, and I need some new shoes.

Dad   So why don't you close that window down and show me the historical sites you're looking at?

Ellen   Dad!

Dad   Come on. Let's see what else you've got open. Oh, chatting with Jenny on a social networking site. Well, that's useful.

Ellen   Actually, it is. I'm asking her for ideas about the project. You can have a look if you don't believe me.

Dad   No, thanks. That's your private life, and in any case, I believe you. But that doesn't mean I don't want you to take a break and come and help me.

Ellen   What do you want help with anyway?

Dad   Well, I'm trying to make a cake for your Mum's birthday – it's a surprise so don't say anything – but anyway, I'm having problems with the ingredients.

Ellen   You – baking a cake? This I've got to see. Why didn't you say that earlier?

Dad   Great, but no laughing, please. I mean it's a bit of a mess in the kitchen.

TEST YOURSELF UNITS 3 & 4

VOCABULARY

1

> **Answers**
>
> 1 mode   2 comedy   3 upload   4 documentary
> 5 advice   6 news   7 advise   8 attachment   9 post
> 10 ignore

GRAMMAR

2

> **Answers**
>
> 1 no one   2 best   3 someone   4 none   5 better
> 6 Everyone

3

> **Answers**
>
> 1 He's a bit angry – I think you ought **to** apologise to him.
> 2 The film isn't as good ~~than~~ **as** the book.
> 3 There are six films on TV, and all of them ~~is~~ **are** terrible.
> 4 It's the ~~most bad~~ **worst** party I've ever been to.
> 5 He runs more ~~quick~~ **quickly** than me.
> 6 It's late. We'd better ~~to~~ **go** home now.

FUNCTIONAL LANGUAGE

4

> **Answers**
>
> 1 everything; should   2 help; would   3 with; against
> 4 hand; ought