

6 HOW DO THEY DO IT?

Objectives

FUNCTIONS	talking about sequence; explaining how things are done
GRAMMAR	present and past passive (review); <i>have something done</i> ; future and present perfect passive (review)
VOCABULARY	extreme adjectives and modifiers; <i>make and do</i>

Student's Book page 56–57

READING

1 **SPEAKING** If you have access to the Internet, do a video search for magic tricks (David Blaine has done some good ones) and choose a suitable one to show in class as a warm up. Ask students to discuss how they think the tricks were done in pairs or small groups. Listen to their ideas in open class. If you don't have the Internet, perform this simple magic trick: Ask a student to give you a number between 1 and 100. Write the number on a small piece of paper and fold it up. (Do not let them see what you are writing!) Ask another student for a number, but write the first number again and fold up the piece of paper. Do the same with eight other students, always writing the first number. Now you have ten pieces of paper with the same number written on each. Put the ten pieces of paper into a cup and ask a student to take out a piece of paper and look at it. Pretend that you are mind-reading and say the number on the paper! Ask students to guess how the trick was done.

Focus attention on the photos. In pairs, students describe each of them and decide together which they think looks most dangerous. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed. Nominate one or two students to share their ideas in open class before students open their books and discuss questions 1–3 in the same pairs. Give them five minutes for this. During feedback, invite students to perform a trick for the class (you may like to take a deck of cards into class for this activity).

2 Check/clarify: *floating* (resting on top of water – Ask: *Does wood float?* (yes)); *stretched* (explain this by stretching out your arms). Tell students to just focus on identifying the four tricks and not to worry about trying to understand every word. Set a time limit of three minutes to encourage them to read quickly. Allow students to compare answers with a partner before checking in open class.

Answers

floating on the side of a bus; walking on water; turning a five-pound note into £20; turning paper butterflies into real ones

3 **1.38** This exercise is closely modelled on Reading and Writing Part 6 of the Cambridge English: First exam. Check/clarify: *throw himself in, refuses*. Before students begin matching, ask them to read around each space in the article and agree in pairs on both the topic of that bit of text, and the type of language that should fill the space. Pairs then choose a sentence from sentences a–g. Play the audio for students to listen and confirm answers. With this type of exercise, it is useful practice for students to be able to explain *why* they have chosen their answers. Ask them to discuss the ways in which sentences a–g link to the text. (For example, sentence g follows a description of a man walking on air and this act is referred to in the following question – *How was it possible?*). During whole-class feedback, nominate students to explain the reasons for their choice of answers.

Mixed-ability

To make the exercise easier for weaker classes, tell students which sentence (f) is not necessary.

Answers

a 6 b 2 c 4 d 3 e 5 f (extra sentence) g 1

BACKGROUND INFORMATION

Dynamo (born in 1982) is an English magician. He has appeared on numerous TV programmes and has his own show called *Dynamo: Magician Impossible*, in which he performs tricks in front of celebrities. His most famous tricks involve walking through a window and pulling jewellery through his skin.

Dizzee Rascal (born Dylan Mills, in London, 1985) is an English musician, whose music blends grime, hip-hop and R&B. His five UK number ones include *Bonkers* and *Dirtee Disco*.

Ms Dynamite (born Niomi McLean-Daley, in England, 1981) is an English hip-hop and R&B musician. She has recorded two albums: *A Little Deeper* (2002) and *Judgement Days* (2005).

Will Smith (born in Philadelphia USA, 1968) is an American actor and rapper. He has starred in many major films including *Independence Day*, *Men In Black* and *I am Legend*.

One Direction is a British pop band formed in London in 2010. They have released four massively successful albums, all of which debuted at Number One on the US Billboard charts.

TRAIN TO THINK

Understanding what's relevant

- 4 In pairs, students decide which sentence is not relevant to the first one. To contextualise this, you could refer back to Exercise 3 and elicit/point out the need for sentence-linking in order to complete this type of task correctly. During feedback, point out the use of the pronoun *it* – elicit that this refers to ‘a TV series’ and that it works to link the sentences.

Answer

C

- 5 Check/clarify: *amazed*. Ask students: *Does it mean surprised or not surprised?* (surprised); *Does it mean very surprised or a little surprised?* (very). Refer students back to Exercise 2 to remind them of Dynamo's tricks. Ask: *Which pronoun will you use in your sentences?* (he/his). While students are writing, monitor to see how they're getting on and steer them in the right direction on this potentially challenging activity. In pairs, students complete each other's tasks.

Mixed-ability

Allow weaker students to work in pairs, making sure both students in each pair write their sentences down. Swap pairs for students to do each other's tasks.

SPEAKING

In pairs, students discuss the questions. Monitor, but as this is a fluency activity, do not interrupt to correct mistakes unless they impede communication. If you have access to the Internet, do a video search for *walking on water revealed*. During feedback, ask students how they think the trick was done before showing the video to explain it.

PRONUNCIATION

For practice of the /ʒ/ phoneme, go to Student's Book page 120.

Student's Book page 58–59

GRAMMAR

Present and past passive (review)

- 1 Students work with a partner to complete the sentences from memory before looking back at the article to check. During whole-class feedback, ask: *Who did the action in each sentence?* (we don't know); *Which is more important in, for example, number 2: the number of photos being taken or the people who took them?* (the number of photos); *Which comes first in the sentence?* (the number of photos – this is the focus).

Answers

1 was 2 were 3 is 4 are

Read the rule in open class and elicit answers. Refer to the examples in Exercise 1 to clarify.

Rule

1 be 2 past participle 3 by

LANGUAGE NOTE

When forming questions in the passive, *by* comes at the end of the question, for example *Who were the photos taken by? Who was the man pulled into the boat by?*

- 2 If you're short on time, set this exercise for homework but do the set-up in class. Draw attention to the photo and nominate students to try to describe it in open class. If you're using an IWB, this would best be done as a heads-up activity with books closed. Ask: *Do you know how this trick is done?* Invite students to volunteer ideas. Students check these by reading the sentences for gist, ignoring the gaps. Conduct brief feedback on this before students focus on the language and attempt to complete the exercise. Check answers in open class.

Answers

1 hides 2 gets 3 holds, pushes 4 is cut 5 are pulled

Fast finishers

Students write three questions using the passive to quiz their classmates. For example: *Who was Harry Potter written by? Who was Bonkers recorded by?* Students can ask their questions to the class after feedback on Exercise 3.

Workbook page 54 and page 124

VOCABULARY

Extreme adjectives and modifiers

- 1 Ask students to work with a partner to think of the gradable forms of the adjectives in bold, perhaps doing number 1 in open class as an example.

Answers

1 very exciting 2 very big 3 very cold 4 very interesting

- 2 Students complete the exercise in pairs. During feedback, say the adjectives for students to repeat. Pay particular attention to the pronunciation of *minute* (very small), as compared to *minute* (sixty seconds). Model enthusiastic intonation when using extreme adjectives and encourage students to copy you. Perhaps have fun with this by really exaggerating and prompting students to do likewise. Students will naturally lower their range outside of this type of controlled practice but a sufficiently wide range is crucial here to avoid sounding sarcastic so it's worth emphasising the point!

Answers

1 e 2 a 3 b 4 c 5 d

- 3 Students work individually to complete the exercise, referring to the Look! box to help them. Allow them to compare answers with a partner. Elicit corrections during whole-class feedback.

Answers

- 1 ✓ 2 ✓ 3 ✓ 4 ✗ very funny; absolutely hilarious
5 ✗ absolutely tiny; very small 6 ✓

Fast finishers

Students close their books and try to remember as many of the extreme adjectives as they can. They should write them on a blank piece of paper, and then open their books to check they remembered all of them and also spelling.

- 4 Encourage students to first read the text for overall understanding by asking the questions: *What trick did the writer see? Did she/he enjoy the show?* Check answers. Now students read a second time and complete the spaces. Tell students that more than one answer is possible in some instances. Students compare answers in pairs before you check answers in open class.

Answers

- 1 great/fantastic/wonderful/brilliant/amazing
2 funny/hilarious 3 enormous 4 tiny/minute
5 happy/delighted

Optional extension

Write adjectives 1–5 from Exercise 2 on the board. But do not write the extreme adjectives. Students work in pairs and take it in turns to form exchanges of the type:

- A: *It was really, really good!* (*It was really, really + adjective*)
B: *It was brilliant!* (*It was + extreme adjective*)

Optional extension

Write these words on the board: *gorgeous, frightening, ugly, pretty, hideous, terrifying, silly, ridiculous*

Ask students to work with a partner and decide which of the adjectives are gradable and which are extreme. They should then match each gradable adjective to an extreme adjective.

Answers

- gradable: *pretty, ugly, frightening, silly*
extreme: *gorgeous, hideous, terrifying, ridiculous*

Workbook page 56



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

LISTENING

- 1 1.41 If you have access to the Internet, do an image search for *tattoos* and show some examples on the IWB as a warm up. (Do this before class so that you can select appropriate ones!) Ask students to work with a partner and describe the tattoos using adjectives from the previous exercises (*amazing, enormous, gorgeous, frightening, ugly, pretty, hideous, terrifying, silly, ridiculous*). Take feedback in open

class. Tell students they are going to listen to a conversation between a girl (Kim) and a boy (Dave) about tattoos. Students listen for which animal Dave's tattoo shows. Check answers.

Answer

a tiger

Audio Script Track 1.41

- Dave Hey, Kim. So, what do you think?
Kim What do you mean?
Dave What do think? Look!
Kim What?! You've ... You've ...
Dave Yeah – I've had a tattoo done! What do you think?
Kim What do I think? I think you've gone mad! Your parents are going to go crazy.
Dave Maybe.
Kim You haven't shown them yet?
Dave No, I haven't.
Kim Don't! Oh, Dave, what have you done?
Dave So do you like it?
Kim No, I don't! I think it looks really awful.
Dave Whatever. I like it.
Kim So how did they do it?
Dave It was pretty easy. First, I chose the design I wanted.
Kim A tiger.
Dave Yes, a tiger. Then the man took the design on a piece of paper and pressed it onto my arm.
Kim And then?
Dave And then he used this ink machine. It's got, like, these tiny needles that go up and down really quickly and they break the skin and put the colour underneath it.
Kim So he draws around the design on the paper?
Dave Yes, that's more or less it.
Kim Does it hurt?
Dave Yes, it does. It really hurts. It really, really hurts.
Kim So when did you have it done?
Dave A couple of days ago.
Kim And does it still hurt? Here – let me touch it.
Dave No, don't do that! Ow! That hurts. So you really don't like it?
Kim No, I don't. I think it was a really stupid thing to do.
Dave Why?
Kim Because it's there for the rest of your life and you're much too young to make a decision like that. I mean, if you really want to do something like have a tattoo, wait until you're old enough.
Dave So you think my mum and dad are going to be cross?
Kim Yes, I do. Really cross.
Dave Well, I can have it removed, I suppose.
Kim Isn't that really painful?
Dave I don't think so. Let's see.
Kim What are you doing?
Dave I'm just putting a bit of water on it. See – look how easily it comes off.
Kim You mean ...
Dave Yes. It isn't a real tattoo. It's just a transfer. How stupid do you think I am?
Kim I'm going to kill you.

Dave Don't do that. I'm just going to have my hair dyed – blue!
 Kim What?!
 Dave Just joking!

- 2 1.41 Check/clarify: *upset* (you are upset when someone or something worries you or makes you unhappy). Check that students understand that Dave didn't really get a permanent tattoo by asking: *What's the joke?* Ask students to tick the reasons in pairs based on memory before they listen and check.

Answers

1 ✓ 2 ✓ 5 ✓

- 3 Go through the example in open class before students continue with the exercise in pairs. If you're using an IWB, you could project the audio script either to support (weaker) students or to use during feedback.

Suggested answers

Who?	What?	Why?
Dave	So do you like it?	He's asking her opinion of his tattoo.
Dave	Whatever. I like it.	He's showing that he doesn't care about her opinion.
Kim	I'm going to kill you!	She's angry that Dave played a trick on her.

GRAMMAR

have something done

- 1 Ask students to work with a partner and discuss what the subject of each sentence is and who is removing the tattoo (in numbers 1 and 2) and who is dyeing the hair (in number 3). During feedback, ask: *Is the subject and the person doing the action the same?* (no).

Answers

1 I've had a tattoo done 2 I can have it removed
 3 I'm going to have my hair dyed

We don't know who is performing the action but we can speculate that it was a tattoo artist (in 1), a doctor (in 2) and a hairdresser (in 3).

Ask students to complete the rule using the example sentence to help them. Allow them to compare in pairs before checking answers in open class.

Rule

1 someone 2 us

Optional extension

If students need more examples, ask them what they would do in each of these situations: *your hair is too long; your bike is broken; you're finding it difficult to see the board in class.* Ask students who would typically provide the service in each case (a hairdresser, a bike shop, an optician). Ask students what the person would do (cut their hair, repair their bike, test their eyes).

Write these sentences on the board to explain what happened in the three situations:
The hairdresser cut my hair.
The bike shop repaired my bike.
The optician tested my eyes.

Ask students to rewrite the sentences beginning '*I ...*' for example *I had my hair cut.*

LANGUAGE NOTE

The person doing the activity is usually paid.

I have my dinner made by my mother. ✗

My mother makes my dinner. ✓

I have my car repaired by my father. ✗

I have my car repaired by Mr Barry the mechanic. ✓

- 2 Focus attention on the picture of Lord Uppity. To encourage students to read first for gist, ask: *What is Lord Uppity's life like?* (it's boring; he has nothing to do because he pays people to do everything for him). Students quickly read, ignoring the spaces, in order to answer this question. They then read again and complete the sentences. In weaker classes, write the base form of the verbs needed on the board. Students compare answers in pairs before a whole-class check.

Answers

1 has ... cooked 2 have ... done 3 has ... bought
 4 have ... driven 5 have ... organised 6 have ... looked after

Fast finishers

Students test themselves on irregular past participles using the list on page 128 of the workbook. Ask them to look at the infinitives and cover the past participle column to see if they can remember them.

- 3 Look at the example sentence with students and draw attention to the question form (*have + object + past participle*). Or, elicit this with books closed and ask students to open their books and check. Students work in pairs to complete the exercise.

Answers

1 Where can you have a/your wedding cake made?
 2 Where can you have your car repaired?
 3 Where can you have a tattoo done?
 4 Where can you have your teeth cleaned?

Optional extension

Students work with a partner and list things that they or their parents never do themselves, e.g. *We never clean our windows, xxx does it; I never cut my hair; I go to xxxx, etc.* Students exchange sentences with another pair and each pair rewrites the sentence using *have something done*, e.g. *We have our windows cleaned by xxx. I have my hair cut at xxxx, etc.*

Workbook page 54 and page 124

THINK SELF-ESTEEM

Life changes

- 1 If you're using an IWB, do this as a heads-up activity with books closed. Use the photos to check/clarify: *dyed, pierced, shaved* then ask pairs to quickly match the photos to sentences 1–4. During feedback, point out that *get* + object + past participle is the same structure as *have* + object + past participle. The replacement of auxiliary *have* with *get* makes it slightly more informal.

Answers

A 1 B 3 C 4 D 2

- 2 **SPEAKING** Give students five minutes to work individually and note down possible reasons, then divide the class into small groups for students to compare ideas. You could set this up as a competition by tasking groups to come up with as many reasons as possible. Find out which group has most reasons and ask them to share their ideas with the rest of the class. You could also ask students to discuss this question in their groups: *What are your own parents' points of view on these issues?*
- 3 **SPEAKING** Ask students to discuss their own attitudes in the same groups. Monitor and ensure quieter students are getting a chance to speak. Listen to some of their thoughts in open class and encourage further reactions and debate.

Optional extension

Divide the class into AB pairs. Tell students they are going to do a role play in which a parent and a teenager discuss the issues in Exercise 1. As are teenagers who wants to do the four things. Bs are parents and should respond negatively to their son/daughter. Tell students they must try to convince their partner to change his/her mind. Monitor and help with vocabulary as necessary. Encourage students to try to fully express their ideas and opinions but use English to do so. Avoid error correction. Make a note of any nice expressions in English that students use during the activity. At the end, write these on the board for the whole class to copy. Also praise the student who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks.

Student's Book page 60–61

READING

- 1 A recording of this text is available with your digital resources. To lead in to the topic of the text, write these questions on the board:

How do you make a football bend when you kick it?

How do you dive into a swimming pool without hurting yourself?

Ask students to discuss the questions in pairs. (There are various ways to do these things. The point is for students to discuss different possibilities.) Monitor and help with vocabulary. Listen to students' ideas in open class. Write any interesting vocabulary on the board. Books open. Focus attention on the photos. Ask students to work in pairs to say what they can see. If you're using an IWB, this would best be done

as a heads-up activity with books closed. Conduct brief feedback on this in open class, taking the opportunity to feed in any unfamiliar vocabulary that students will need for the reading. Students then read the article and order the photos. Set a three-minute time limit to encourage them to scan the article to find the information and not try to understand every word. Students compare answers in pairs before a whole-class check.

Answers

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

- 2 Check/clarify: *personal finances* (managing your money; planning how much you spend and save); *put on weight* (to get heavier, usually due to eating too much). Ask students to read the questions and underline key words before reading the article again. Encourage them to underline the parts of the text that helped them find the answers. Students compare answers in pairs. During feedback, ask students to justify their answers by quoting text they underline.

Answers

- 1 The presenters wear white coats, to look like scientists.
- 2 Nine different programmes are mentioned.
- 3 The best way to cook an egg is to wash it, put it in boiling water for three minutes, and then leave it in the water for a further 60 seconds.
- 4 The writer couldn't tell you how a touch screen works because it didn't make much sense to him/her.
- 5 The evidence that the writer doesn't have a partner is that (s)he's looking forward to the programme about how to meet the perfect partner.
- 6 This week's programme will start at 9.30 pm.

- 3 The article mentions nine different programmes. Give students thirty seconds to memorise the titles, then ask them to close their books and write them down. Elicit them and write them on the board. Check/clarify: *whales, GPS*. Students answer the questions in pairs. You could set this up as a race to add an element of competition, vary the pace and challenge stronger students. Ask students to close their books to indicate that they've found the answers.

Answers

- 1 Personal finances 2 Education 3 Around the house
- 4 The natural world 5 Travel

Optional extension

Students discuss how to do each of the things in questions 1–5, in pairs or small groups. Monitor to keep them on task and to ensure they're using English. Listen to some of their answers in open class.

- 4 **SPEAKING** Students work with a partner to choose the four programmes they think would be most interesting and to think of four questions (one for each). Listen to some examples in open class.

Optional extension

Regroup students. They should ask each other their four questions from Exercise 4. Alternatively, this could be extended into a homework research task with different students researching the answers to different questions to feed back to the group in a subsequent class.

GRAMMAR

Future and present perfect passive (review)

- 1 Ask students to work individually to complete the exercise. They can either do this from memory and then go back to the article to check, or go straight to the article to find the sentences and complete the exercise. Students compare answers with a partner before feedback in open class.

Answers

- 1 been covered 2 been shown 3 be revealed
- 4 be shown

Ask students to complete the rule in pairs. Remind them to use the sentences in Exercise 1 to help them.

Rule

- 1 be 2 past participle 3 present perfect
- 4 past participle

- 2 To make sure students understand why we'd want to use the passive in these sentences (to emphasise the object of each sentence), ask students to decide what *they/people/someone* refer to in each one. In open class feedback, confirm that these all refer to unknown or unimportant people (in these contexts). Students rewrite the sentences.

Answers

- 1 The match will be shown live on TV.
- 2 The next Olympic city will be chosen in April.
- 3 The match will be watched (by people) all over the world.
- 4 All the tickets for the show have already been sold.
- 5 The decision has already been made.
- 6 That money has already been spent.

Fast finishers

Ask students to write the negative and question forms of each of the sentences in Exercise 3.

- 3 Encourage students to read the text once for overall understanding, ignoring the spaces, by asking them to answer the question: *What's different in the new series of 'How Do They Do That?'* (It has a new presenter, it is being shown at a different time and the presenters will be joined by Spike the robot dog.) Students read again and complete the text. Ask them to check answers in pairs before whole-class feedback. Numbers 2 and 9 are also possible in active voice, so accept these as correct if offered by students.

Answers

- 1 will be filmed 2 will be aired 3 will be presented
- 4 won't (will not) be joined 5 will be chosen
- 6 will ... be joined 7 will be covered 8 won't (will not) be shown 9 'll (will) be moved 10 'll (will) be watched

- 4 Books closed. Lead in by asking students to brainstorm five things they would need to think about when planning a party for their parents. They could do this in pairs or small groups. When they've finished, ask them to open their books and to compare with the list in the book. Check/clarify meaning and form of *already* (something that happened earlier; it is used in questions and positive sentences; and goes either between *have* and the past participle, or at the end of the sentence); and *yet* (something that will happen in the future; it is used in negative sentences and questions; and is placed at the end of the sentence). Students work in pairs to complete the exercise.

Answers

- A place for the party has already been found.
The invitations have already been sent.
The drinks haven't been bought yet.
The food hasn't been prepared yet.
A DJ has already been hired.
The music hasn't been chosen yet.

Workbook page 55 and page 124

VOCABULARY

make and do

- 1 Books closed. Write on the board: *make, do*. Tell students that *make* and *do* are very common verbs in English. In many cases, *make* is used when we talk about constructing something (She made a cake yesterday.) and *do* is used to describe actions (What did you do yesterday?) However, there are many exceptions to this rule and in many cases, students will simply need to memorise the collocation, for example: *make money; do your best*. Students work in pairs to think of other phrases containing *make* or *do*. Write correct answers on the board when taking feedback on this. Books open. Students decide which words go with *make* and which with *do*. Encourage students to say the collocations aloud and think about whether the collocation sounds right or wrong. Check answers and get students to record the collocations in their notebooks. Concept-check: *make your own way* (to go somewhere without help or company). Ask: *If you make your (own) way somewhere, does the person you're going to see come and pick you up in the car?* (no). Also check: *make sense*. Ask: *If something makes sense, is it a logical thing to do?* (yes). Check: *make time*. Ask: *If you make time for something, do you think it is important?* (yes). Ask students to add the other phrases with *make* and *do* from the board to their lists. Further examples included in *italics* in the answer key.

Answers

make: your way, sense, time, money, *fun of (someone), a difference, an effort, a mess, room for something, a mistake*
do: an experiment, well, housework, *our best, some good, damage, homework, a job*

- 2 Students read the sentences and complete them with the correct form of *make* or *do*. Ask students to compare their answers with a partner before checking in open class.

Answers

1 doing 2 make 3 make 4 doing 5 makes
6 made


Workbook page 56

Student's Book page 62–63**FICTION**

- 1 Books closed. To prepare students for the reading, write these story 'clues' on the board:

<i>stolen gold</i>	<i>yellow bird</i>	<i>blue bag</i>
<i>pendant</i>	<i>grandmother</i>	<i>library</i>
<i>Hotel Continental</i>	<i>magic</i>	

In pairs, students discuss what the story might be about. Tell them they should try to use all of the items on the board to create a possible story. Monitor and help with vocabulary and ideas. Listen to their ideas in open class, but do not comment at this stage. Books open. Students discuss the questions in pairs or as a whole-class. Take feedback on this.

- 2  2.02 Play the audio while students read and listen to the extract, and try to answer the questions. Encourage them to focus solely on answering these, and not on understanding every single word of the text. Allow students to compare answers with a partner before a whole-class check.

Answers

1 Lucho used the pendant to draw the circles for the mind map. Then the words appeared in his notebook.
2 A mystery novel

- 3 Ask students to read sentences 1–6 and, in pairs, mark them *true* or *false* based on memory. Students then read again to check. Encourage them to underline the parts of the extract which support their answers. During feedback, ask students to justify their answers by referring to the text they've underlined.

Answers

1 F He had previously seen it outside the history class window 2 T 3 F An American man gave it to her
4 T 5 T 6 T

SPEAKING

Students discuss the questions in pairs. For question 2, encourage them to be imaginative. They could introduce new characters, a crime, a mystery or a disaster. Make sure all students make notes. Swap pairs, for students to tell their story to a new partner.

FUNCTIONS**Talking about sequence**

Books closed. To introduce this language, perform a sequence of activities in front of the students, for example: open your bag, look at your phone, open the window, say 'Hello', close the window, leave the room. Ask students to work with a partner and describe what you just did. Monitor and listen to how they sequence the activities. During feedback, write the sequence and elicit sequence markers: *first, after that, next, finally*. Check understanding. Ask: *Do we use these sequencers at the beginning or the end of a sentence?* (usually at the beginning). Books open. Focus attention on the pictures. Use them to check/clarify: *powered up, pulled up, lifted into, taken off, turned around, lined up*. Students work in pairs to order the things and describe the process, linking the six sentences with *first, after that, next* and *finally*. Nominate one or two students to share their ideas with the rest of the class but don't confirm answers at this stage.

Answers

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

WRITING**Explaining how things are done**

- Tell students they are going to read a description of how a plane takes off. Students read the text and check their answers to the last exercise (*see above*). During feedback, ask: *Which tense is used to describe the process?* (the present simple passive). We use the passive because the agent (the person doing the activity) is either not known or not important.
- Students could work individually or in pairs. During feedback, go through the text, eliciting which parts refer to theory (these are described with active forms) and which describe procedure (these are described with passive forms).
- This can be done as a collaborative writing activity in class with students working together in pairs. Pairs first decide on who will be the writer then choose an activity to describe. They then work together to make notes before expanding these into a paragraph. Prompt students to use sequence markers (from Functions) and the passive in their compositions. Once they've finished, you could put pairs together to make groups of four. Pairs read each other's writing. Pairs could evaluate each other's paragraph using the following criteria: *Is it clear and easy to follow? Are sequence markers used and are they used correctly? Is the passive used and is it used correctly? What do you like best? What could they do better next time?*

READING AND USE OF ENGLISH

Part 5: Multiple choice

Answers

1 D 2 B 3 C 4 C

Workbook page 53

TEST YOURSELF UNITS 5 & 6

1 VOCABULARY

Answers

1 hero 2 hilarious 3 ending 4 terrified 5 freezing
6 character 7 terrible 8 miserable 9 delighted
10 villain

2

Answers

1 that 2 have been taken 3 who 4 have it removed
5 are pulled 6 where

3

Answers

1 The decision will be ~~done~~ **made** by the judges tonight.
2 I didn't ~~make~~ **do** very well in the test.
3 The marathon will ~~have~~ **be** shown live on TV.
4 I won a medal for swimming last term, ~~what~~ **which** made me feel proud.
5 I'm not allowed **to** have my hair dyed.
6 Mr Jones, ~~who~~ **whose** son I went to school with, is my piano teacher.

4 FUNCTIONAL LANGUAGE

Answers

1 believe; What; chances 2 annoying 3 is; that
4 had; kill