Unit profile

Vocabulary: Video games: verbs
Reading: *Video games: have fun and get smarter?*
Grammar: Relative clauses
Vocabulary: Nouns: *-ness* and *-ment*
Writing: A review

Warmer

1 Put students into pairs and tell them to write down the names of three video games that they have both played.

2 Ask students to write a sentence about each game, comparing their ability. They could compare things like level reached, points scored, speed, etc.

3 In feedback, find out the most popular game and who is the best at it, and why.

Your profile

Put students into same-ability pairs to discuss the questions. When feeding back on the second question, ask students if they have changed what they play on in recent years, e.g. do they now use phones and tablets more than computers or games consoles? Alternatively, you could get students to survey as many people as possible in the class in five minutes. Afterwards, nominate two or three individuals to summarise their findings to the class.

VOCABULARY   Video games: verbs

1 Put students into pairs to describe what they can see in the pictures and to discuss the two questions. In feedback, ask students to raise their hands if they have played any of the games. Which is the most popular and why?

Cultural background

On average, teenagers spend 13 hours per week playing video games. Some of the bestselling games include *Wii Sports*, *Minecraft*, *Mario Kart Wii*, *Kinect Adventures!*, *Nintendogs*, and *The Sims 2*.

Answers

Need for Speed – a driving game; *Final Fantasy* – an action adventure game

2 ▶1.16 Tell students they are going to hear two people talking about the games in the photos. Give them a few minutes to read the questions and to ask and answer them with a partner for themselves. Nominate individuals to answer each question and then play the recording. Check answers.

Answers

1 Zoo Tycoon   **2** Final Fantasy   **3** Need for Speed
4 Need for Speed

Audioscript

Ryan: What are you playing at the moment?
Mia: I've just been catching up on how my zoo's doing in *Zoo Tycoon*.
Ryan: I'm never sure about those business games. You construct places for the animals to live – and then feed the animals, keep them clean … I mean, it isn't exactly exciting, is it?
Mia: Yeah! *Zoo Tycoon*'s really fun. You gather all sorts of cool little things as your zoo grows, you can sell animals to other zoos, or exchange them for different animals. Other players help you out if you need something, and you get points for cooperating with other people.
Ryan: Hmm. I think the slightly old-fashioned graphics put me off!
Mia: I know what you mean, but games like this are about the satisfaction of looking after animals and getting your business to grow.
Ryan: Mmm. I'm really into *Final Fantasy*, do you know it?
Mia: No.
Ryan: OK. So, it's a fantasy-adventure game. The basic story is quite simple really. You have to try to defeat the bad guys without being caught. But there are lots of different situations you have to deal with, and you can get other characters to help you out.
Mia: I bet it's violent.
Ryan: Not really. Of course, you have to fight people sometimes, but what I love is all the characters' movements. You can do a lot more than in most games. You can run up and across walls, and you can dive, and roll along the ground. And crawl under things on your hands and knees. It's really realistic. And you have to be really precise – you might have to do something like balance on a narrow pipe high up between two buildings. I tell you, it really tests your gaming skills!
Mia: Are you still playing *Need for Speed*? I thought that was your favourite.
Ryan: I still play a bit, but not as much as *Final Fantasy*.
Mia: You might be surprised to hear my new number one game is … *Need for Speed*! I'm totally addicted! I can steer round corners quite well now. I can also overtake other cars while I'm going forwards, and while I'm reversing!
Ryan: Are you serious?
Mia: Yes. If you're being chased by another car and they're catching you up, you can brake so you slow down, and then turn the steering wheel really quickly and as long as you don't roll the car it should turn around.
Ryan: Wow. It sounds as though you're getting pretty good at it! But can you balance the car on two wheels?

3 ⬤◯ ▶**1.16** This exercise helps to prepare students for *First* Reading and Use of English Part 3, in which students are asked to complete the gaps by making changes to given words. Check students understand the verbs in the box and then ask them to complete the sentences individually (*balance – be in a position where you will not fall to either side; brake – make a vehicle stop; chase – go after something or someone quickly; construct – build something from separate parts; cooperate – work together with someone to achieve the same aim; crawl – move on your hands and knees; exchange: give something to someone and receive something similar from them; gather – collect several things together; overtake – go past a vehicle that is going in the same direction; reverse – drive a vehicle backwards; roll – move by turning in a circular direction; steer – control the direction of a vehicle*). Remind them that they may need to change the form of the verb. Play the recording again for students to check their answers. To consolidate the vocabulary, put students into small groups and tell them to take turns miming the verbs for other students to guess.

Extension activity

Ask students to work in pairs and tell them to write down four or five of their favourite computer games. The games can be apps for their phones or social networking sites if they prefer. Ask the students to select one of the games to describe. They should use as many of the words from the box as possible. Once students have finished their description, ask a few pairs to work together to read out their descriptions. The others should try to guess the game being described.

Answers
1 construct   **2** gather   **3** exchange   **4** cooperating
5 roll, crawl   **6** balance   **7** steer   **8** overtake, reversing
9 chased, brake

4 Put students into pairs to describe the games. Tell them to use as many of the words as possible from exercise 3, and to count how many they used. Find out which pair used the most words and ask them to describe the game.

ᴇᴘ Word profile

Books closed. Write *catch up on*, *catch you up* and *catch on* the board and elicit possible meanings. Books open. Ask students to compare their ideas with the sentences. Set the exercises on page 123. Check answers.

Answers
1 1 catching   **2** catch up with   **3** caught   **4** catch fire
  5 catching us up   **6** caught   **7** caught my attention
  8 catch up with/on
2 1 travel   **2** catch up with   **3** criminal   **4** catch fire
  5 catch sb up   **6** discover   **7** catch someone's attention
  8 catch up on
Student's own answers

READING

1 Books closed. Ask students to work with a partner to think of an example of how video games might be bad for you, or how they might be good for you. Share ideas as a class. Books open. Tell students to look at the title of the article and discuss the two questions with a partner. Elicit some ideas from the class and find out whether they think the positives outweigh the negatives or not.

2 Give students just one minute to encourage them to scan the article quickly to find the answers.

Fast finishers

Ask fast finishers to discuss with a partner, or think about, whether they agree with the points made in the article or not. They can share their ideas with the class after checking answers to exercise 2.

Answers
1 You can improve your fitness, e.g. balancing, by playing fitness games at home.
2 They help you to improve your concentration and your decision-making skills.

3 Tell students to complete the exercise individually and to then compare their answers with a partner. Ask them to correct the false sentences. Check answers, asking volunteers to give the corrections where needed.

Answers
1 True
2 False. They allow you to practise balancing and hitting balls.
3 False. They can teach you that you can succeed if you keep trying.
4 True
5 True
6 False. There is very little evidence to support this.

4 Do the first one as an example with the whole class and then ask students to complete the exercise individually. Check answers. Alternatively, this could be set up competitively. Put students into small groups and tell them to find the words as quickly as possible. The first group to complete all the answers correctly is the winner.

Extension activity

Put students into pairs. Tell them to write five statements about their opinions on video games using words from exercise 4. Then ask them to discuss their opinions with another pair. Share ideas as a class.

Answers
1 a harmful, b unhealthy, c negative
2 a incredibly, b physically, c psychologically
3 a concentration, b entertainment, c violence

Put students into small groups to discuss the questions. You could also ask them to consider whether they agree with giving games official age ratings, as some countries do, e.g. not allowing people under the age of 15 to buy or play certain games. Share ideas as a class.

Cooler

Put students into small groups. Tell them that their parents have decided to ban video games for the next month. How would this make them feel? What would they do to fill their time? Would they accept the decision or try to fight it? What arguments would they use? Ask one or two groups to share their ideas with the class.

GRAMMAR   Relative clauses

1 Books closed. Write one of the defining relative clauses and one of the non-defining relative clauses on the board. Put students into pairs to discuss the differences between the two sentences and any rules they know about this structure. Remind them that relative clauses describe or provide information about something or someone that has already been mentioned. A defining clause often describes exactly what something is. The clause cannot be removed from the sentence. A non-defining clause provides extra information. It can be removed from the sentence. Books open. Ask students to compare their ideas with the book and to complete the rules. Check answers.

→ **Grammar reference Student's Book page 142**

Answers
1 who   **2** where   **3** that   **4** comma   **5** can't replace

2 Monitor as students do the matching exercise individually. Remind them they need to add a word, and draw their attention to *where* in the example. Nominate stronger students to give answers and check that the class agrees with them.

Mixed ability
Support weaker students by telling them how many times they will need to use each relative pronoun to complete the task.

Answers
1 d who   **2** e where   **3** a which   **4** g which   **5** c who
6 b which

3 Monitor and help as students use the sentence beginnings to define the words in the box. To save time, or with weaker students, you could put students into pairs and ask each person to write five sentences instead of ten.

Possible answers
blog: This is a thing that people use to publish their personal views online.
chatroom: This is a place where people meet virtually to chat.
email: This is a thing people send to each other.
the internet: This is a thing which connects computers and allows people to communicate with each other.
keyboard: This is a thing which is used for typing.
mouse: This is a thing which moves a cursor around the screen.
password: This is a thing which stops people accessing something private.
programmer: This is a person who writes computer software.
screen: This is the thing which you look at on a computer.
social networking site: This is a place where people connect with friends.
webcam: This is a thing which is used to transmit images of yourself.

4 Model the activity with a stronger student, by reading them the example and asking them to guess the word (*gamer*). Tell students to read their definitions to a partner and to guess which word their partner is defining. Monitor and give positive feedback for students' use of relative clauses.

Fast finishers
Ask fast finishers to choose three other words from previous units in the book and to define them for their partner to guess.

5 Nominate a stronger student to model the activity, before asking students to complete the exercise in same-ability pairs. Check answers.

Answers
1 Simon, who sits next to me in class, is brilliant at driving games. / Simon, who is brilliant at driving games, sits next to me in class.
2 Apple Computers is based in Cupertino, which is in California. / Cupertino, where Apple Computers is based, is in California.
3 My little brother, who is only four, is really good on the Wii. / My little brother, who is really good on the Wii, is only four.
4 *The Sims*, which has got millions of online players, is a real life-simulation game. / *The Sims*, which is a real life-simulation game, has got millions of online players.

Corpus challenge

Ask students to look at the sentence in the box and to identify what is being defined (a person). Then ask students to put the relative pronoun into the correct place.

Answer
I thought it was quite unfair for those who attended the show.

VOCABULARY Nouns: -*ness* and -*ment*

1 Books closed. Write the word endings -*ness* and -*ment* on the board. Put students into teams and tell them to write as many words as possible containing these endings in one minute. Find out which group has the most and check their words. Books open. Ask students to look at the example sentences and elicit the answer.

2 Put students into small groups. Give each group a set of cards with the verbs and adjectives on. Each student should take turns to turn over a card and to say the related noun. Do the first sentence as an example before setting the rest as individual work. Allow students to compare their answers with a partner before checking as a class.

Extension activity

Tell students to write four questions using the words in exercise 2. For example, *Who gives you the most encouragement at school?* Put them into pairs to ask and answer their questions. In feedback, discuss anything interesting students find out about their partner.

Answers
1 embarrassment **2** encouragement **3** greatness
4 friendliness **5** darkness **6** treatment **7** weakness
8 arrangements

WRITING A review

1 Ask students if anyone has bought a video game in the last month and if so, which one and what they think of it. Give them a few minutes to read the task and elicit what the review needs to include.

Answers
1, 2, and 4

2 Ask students to read the review and answer the questions. Tell them to underline the parts of the text that show positive points and circle the parts that show negative points. Elicit what the writer likes and dislikes about the game.

Answers
It covers all the points and is both positive and negative about the game.

3 Ask students to read the paragraph headings and to match them to a paragraph. This will probably be quite a quick task, so you could do this orally with the whole class. Draw students' attention to the other important features of a review in the *Prepare* box.

Answers
1 b **2** d **3** a **4** c

4 Tell students to match the bold adjectives to their meanings. Emphasise that such adjectives make the text more interesting as they provide a more engaging description. Ask students to think of their own example for each adjective, e.g. *I made a disgusting meal last night*, in feedback.

Extension activity

Ask students to use the five adjectives to write sentences about games they know well. Ask students to read their sentences out loud in groups and discuss whether they agree with each other's opinions or not.

Answers
1 ridiculous **2** ancient **3** packed **4** disgusting **5** superb

5 Ask students to read the second review and to decide whether it is mainly positive or negative. Put them into pairs to discuss any similar games they have played and whether they would recommend them or not.

Answer
Mainly negative

6 Put students in pairs and ask them to work out the meanings of the adjectives from the context. Alternatively, write the answers on the board, and tell students to match them to the bold adjectives. You could extend this exercise by asking students to write three or four sentences about a video game using these words.

Mixed ability

Allow weaker students to use a dictionary to help them complete this task, but encourage stronger students to rely solely on the context in the text and their own knowledge.

Answers
1 freezing = very cold **2** exhausted = very tired
3 fascinating = very interesting **4** endless = without end
5 dreadful = very bad

7 Give students a few minutes to plan their review and then ask them to share their ideas with a partner. Encourage them to give each other feedback on their plans, to check that they cover each point.

8 ◑ The task is related to *First* Writing Part 2 (one of the questions in this part can ask students to write a review). Once students have written their reviews, tell them to post them around the room. Ask students to read as many reviews as possible in a set time limit and choose a game they would like to play. Elicit which games are the most popular.

Cooler

Produce a set of cards for each pair revising words you would like students to practise. On the cards, write the verb form of the word (e.g. *encourage*) and on the other side the noun form (e.g. *encouragement*). Students should draw a noughts and crosses board on a piece of paper. Each student takes it in turn to look at the verb form. If they can correctly name and spell the noun, they are allowed to add a nought or a cross to the grid. The winner is the first one to get a line of three noughts or crosses.

Project

Ask students to go online to find three video game reviews written in English and to bring these to the following class. In groups, students should summarise the review they chose and say whether it would make them buy the game or not. In feedback, find out if anyone reviewed the same game and find out if its reviews were positive or negative.

Teacher's resources

Student's Book
Grammar reference and practice page 142
Vocabulary list page 130
Workbook
Unit 5, page 20
Go online for
• Pronunciation
• Corpus tasks