

1 Work in pairs.

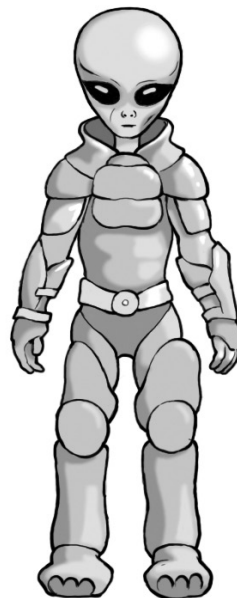
Student A, this is your avatar:



Student B, this is your avatar:



You have the option to replace your avatar with one of the three avatars below. Compare and contrast your avatars with these other options. Do you want to change or keep the one you have?



2 Imagine you had the avatar in 1, and unlimited access to a virtual world. Would you spend a lot of time in the virtual world? Why/Why not?

1 This exercise reviews the future in the past from lesson 4A and mixed conditionals from lesson 4D.

- | | |
|---------|----------|
| 1 to | 6 hadn't |
| 2 would | 7 was |
| 3 going | 8 were |
| 4 had | 9 would |
| 5 were | 10 be |

2 This exercise reviews the passive from lesson 4C.

The example and 5 are both in the active form to test whether SS can identify the difference between the active and the passive voice.

- was stung / had been stung
- will be given / are going to be given / are being given
- is being painted
- is believed
- destroyed

3 This exercise reviews quantifiers from lesson 4B and making comparisons from lesson 4E.

- ✓
- I know **hardly any** other people on my course.
- Dave is **a bit** harder to understand than Hamish when he speaks English.
- You're **not** nowhere near as tall as me!
- ✓

4 This exercise reviews Word Bank 16 on page 73 of the Student's Book.

- | | |
|---------------|--------------|
| 1 set list | 4 microphone |
| 2 venue | 5 keyboards |
| 3 support act | |

5 This exercise reviews Word Bank 17 on page 73 of the Student's Book.

- | | |
|------------|----------|
| 1 eggplant | 4 gas |
| 2 fall | 5 faucet |
| 3 sidewalk | |

6 This exercise reviews Word Bank 19 on page 74 of the Student's Book.

- | | |
|-----------------|-----------------|
| 1 webmail | 4 auction |
| 2 search engine | 5 video-sharing |
| 3 e-tailer | |

7 This exercise reviews Word Bank 5 on page 67 of the Student's Book.

- | | |
|--------------------|-------------|
| 1 chatty | 4 adaptable |
| 2 resourceful | 5 effective |
| 3 incomprehensible | |

8 This reading reviews the language of charity and the environment from Word Bank 18 and the theme of conservation from lesson 4C. Give 1pt for each correct answer.

- 1d 2 c 3 b 4 h 5 a 6 e

9 The second reading task asks SS to look more closely at the text, and extract specific information.

- | | | |
|---------|---------------|---------|
| 1 False | 3 Doesn't say | 5 True |
| 2 True | 4 True | 6 False |

10 The recording reviews the theme of avatars from lesson 4E. It also serves as a preparation task for the following speaking task, where SS reproduce a similar conversation.

- She's exploring a kind of future city.
- He's a Japanese web designer.
- It's a big metallic robot.
- It's a cheetah.
- She's learning to dance.
- They chat in the virtual world.
- She lives in the USA.
- It's dinner time.

11 For the speaking tasks, print one page for each pair of SS. If you have an odd number of SS in your class, play the second role yourself in one conversation (it is best to do this with the weakest S in the class, so that you can provide them with added support).

Give SS a minute or two to prepare their roles (without writing anything down) before the role-play begins.

SS compare and contrast the pictures. SS need to use the language of comparisons here.

In the second stage of the conversation, SS hypothesise about how they much or how little they would really use the avatars. It would also be acceptable for SS to discuss their real life here if they are already a keen user of avatars and virtual worlds. SS may not know exactly when to change from the first to the second part of the task, so you may need to prompt the change in the conversation (do not deduct any points for having to intervene at this stage).

Mark the conversation as follows:

- 4pts for correct use of comparative and superlative forms, including the language of making comparisons from lesson 4F, and conditional forms from lesson 4D
- 2pts for describing the avatars
- 2pts for pronunciation, and not pausing too much
- 2pts for successfully completing the task (in this case, discussing the possible options and then describing how much they would use their avatar)

12 This exercise reviews the writing skills from lesson 4F. Students write two paragraphs of an essay on whether the internet should be free or not.

Give 10pts for the written work, divided like this:

- 2pts for spelling and punctuation
- 2pts for use of vocabulary
- 3pts for use of linking phrases and for sentence structures, especially to express contrast
- 3pts for successfully completing the task (in this case, describing discussing reasons both for and against the question)

5.4

[fx: knocking on door]

Dad Denise? Are you all right in there?
Denise Er, yeah, I'm fine, Dad.

[fx: door opening]

Dad But what have you been doing? Oh... you're playing a computer game.
Denise It's not a computer game, it's a virtual world.
Dad Oh, like I read about in the newspapers. Can I have a look?
Denise If you must!
Dad Oh, it's some kind of future city with big buildings.
Denise That's right. I've been exploring it for a few days.
Dad Days? Why does it take so long?
Denise I was just going to look at it for an hour or two, but this city is huge. It has hundreds of places to explore.
Dad Who makes places like this?
Denise This one is by Steve Honda. He's a Japanese web designer. He's really cool.
Dad And who are all these other characters? Are you fighting them?
Denise No! They're other avatars. Other people.
Dad Which one are you?
Denise The big metallic robot in the middle.
Dad Right. Did you design it yourself? It's very good.
Denise Yeah, but it's nowhere near as good as some of the other ones.
Dad Mmm... all these other avatars. Who's controlling them? Do you know any of these people?
Denise Yeah! Look over here. See the cheetah?
Dad Yes...
Denise That's Jane, from school. She told me about the virtual world and that's how I got into it. If she hadn't told me about the virtual world, I wouldn't be doing it now.
Dad So you just walk around this virtual world, do you?
Denise No, there are lots of other things you can do. For example, I'm also learning to dance with my avatar.
Dad Oh, well, if you like dancing, why don't you do some classes? Real dancing is much more interesting than doing it on the computer.
Denise Dad, that's not the point! I want to learn how to use my avatar.
Dad Now what's happening? There are some words on the screen.
Denise It's a message from Tracy. She's on the virtual world too.
Dad Tracy – your friend who went to America?
Denise Yes, we've kept on chatting through the website. If I hadn't been on the virtual world, I wouldn't be able to talk to her now.
Dad You could call her up, couldn't you? Using one of these voice over IPs?
Denise Yes, but she's always online as her avatar. It's far easier to talk to her like this.
Dad I don't understand this at all.
Denise That doesn't surprise me, Dad!
Dad Anyway, I came up here to tell you that your dinner will be ready soon. You are still eating real food, are you?
Denise All right, I'll be down soon.
Dad Five minutes.
Denise Yeah, yeah, thanks Dad. Bye.