

6.1 Tricky choices

A billionaire is planning the first manned mission to Mars. You are the perfect candidate to be an astronaut. It's a great opportunity, but it's possible you won't return to Earth.

A genetics test shows that you were switched at birth by accident and have been brought up in a family that is not your biological family.

Your best friend, sitting next to you in a final exam, asks you for the answer to a question. The teacher isn't looking. There is a one percent chance that they will see you cheating.

A train is going to crash, probably killing ten passengers. You control a lever which changes the track, saving the passengers but killing three people standing on the second track.

There is a fire in your house and you can only save one thing (all the people are safe).

There's only one fruit left to eat for the rest of your life.

The group is having a party. You can invite anyone, including famous people.

You get the chance to live a day you've already had over again.

You are told you can either lose your mobile phone forever or lose the little finger of one hand.

A medical situation means you have to choose—your sense of smell or your sense of taste?

For one month you are only allowed to shower or brush your teeth, not both.

You can speak another language fluently (that isn't English).

You get one superpower.

You can go anywhere in the world right now!

You get to be invisible for a day.

You can meet one person from history.

You are going to change into a different species of animal for the rest of your life. You can keep your human intelligence and identity. What animal would you be?

You alone survive a shipwreck on a desert island. All the food and water you need is there. You save one luxury from the ship (it's nothing that you can use to call for help).

You win a prize to go on a date with any celebrity.

You are given the chance to go back to any time in history.

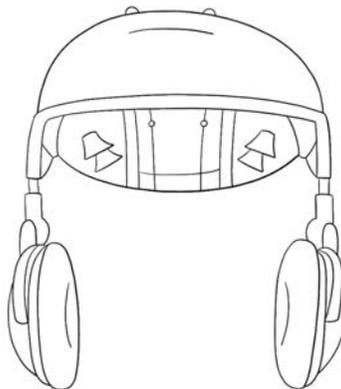
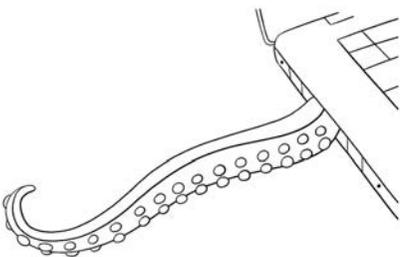
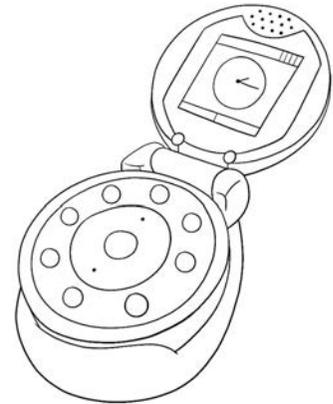
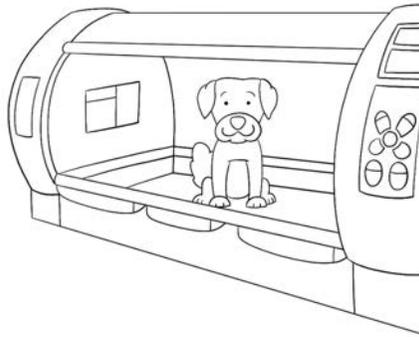
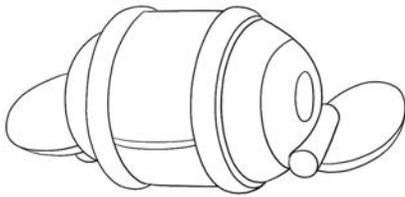
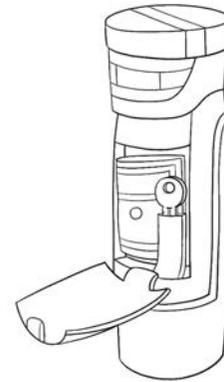
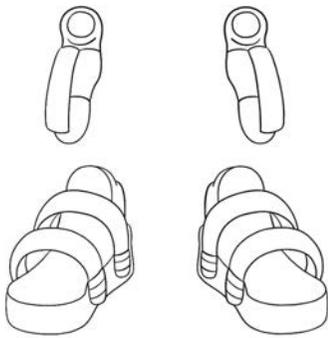
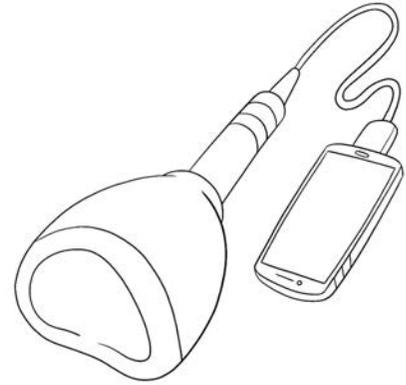
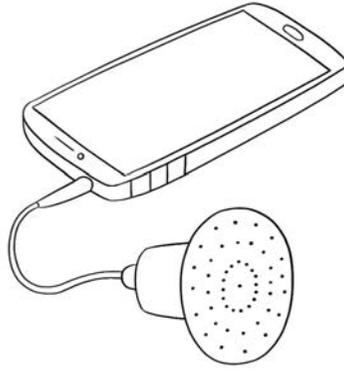
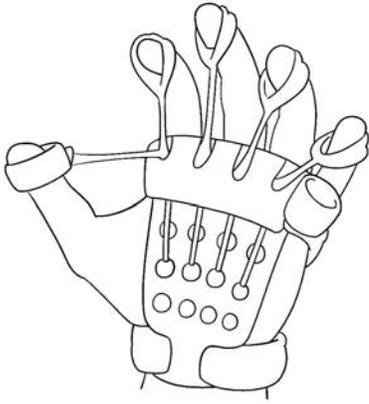
You've just passed your driving test. You bump into a parked car on a quiet street and scratch their car, but nobody sees you. You could just drive away.

You're offered a well-paid job in another country, but it would mean not seeing your friends or family for long periods of time.

You are an astronomer. You've discovered an asteroid is flying toward Earth. Only you know that everyone on the planet is going to die, and there are only four days left.

You can have twenty years of incredible happiness, but only if you accept that you will die at the end of the period.

6.2 Pitch a gadget



6.1 Tricky choices

Aim

To compare what people would do in different hypothetical situations

Language

Second conditional

Time

30 minutes

Preparation

One copy of the worksheet for every six students, cut up

Procedure

- Write *Tricky choices* on the board. Ask students what *tricky* means. Show them how *tricky* and *choices* start with the same /tʃ/ sound. Ask them if they have had to make any tricky choices. You might lead by example and offer a tricky choice you've had to make in your life, such as whether to accept one job offer or another, or whether to tell someone a secret or not.
- You may decide to preteach the following words: *asteroid, be brought up, swap, lever, desert island, scratch, shipwreck, astronomer*. Or you can let students look them up in dictionaries or ask you when they meet the words.
- Place the cards in a pile face down on the table. Pick up a card, read it out, and say what you would do in that situation; then ask others what they would do, and let the discussion continue for as long as it needs.
- Put students in groups of five or six and get them to play. Set a time limit of no more than 25 minutes.
- At the end, ask students from different groups which questions generated the most discussion, which were the silliest, most surprising, etc.

6.2 Pitch a gadget

Aim

Practice verbs describing ability

Language

allow, enable, prevent, stop you from, etc.
Vocabulary in Lesson 6B

Time

50 minutes

Preparation

One copy of the worksheet for the whole class, cut up.
If possible, enlarge the images.

Procedure

- Write *gadget* on the board. Show your mobile phone or any other gadget you have and ask students to do the same. Elicit a definition (a small piece of equipment that helps you do something, and it uses technology in some way). Write *multipurpose* on the board and show how your mobile phone is *multipurpose*. Ask students to think of other *multipurpose* gadgets, e.g., a Swiss Army penknife.
- Demonstrate the activity. Show the first image to the class or let students pass the photo around. Say that they must listen for three uses of this gadget.
- Pretend to be a sales person trying to sell the gadget. Say: *Introducing the new Handyman 3000. This clever device **allows you to** cook and use your mobile device at the same time without getting your mobile device dirty. Each of your fingers becomes a control for your mobile, tablet, or PC, **enabling you to** move a mouse on the screen, turn the volume up and down on your multimedia, and even write text messages without touching your device! The finger covers are cleverly designed **to prevent you from** cutting your fingers when cutting vegetables with a sharp knife. Not only that, but this section here **also lets you** grate cheese faster than a normal cheese grater. And all for the amazing price of 30 dollars!*
- Put students in pairs to discuss the three uses of the *Handyman 3000*. Elicit answers from the class.

Answers

It allows you to control your mobile phone while you cook; it prevents you from cutting your fingers when cutting vegetables; it lets you grate cheese faster than a normal cheese grater.

- Tell students they are going to pitch their own products to potential investors. Put them into a maximum of eleven pairs or groups. Hand out one photo to each group.

- Tell them to think of as many clever uses for the gadgets as they can and prepare a presentation, which must include a name for the product, reasons you should buy it, and a price. Remind them of the verbs in Lesson 6B Vocabulary Building (*enable, allow, etc.*).
- Go around the groups offering support.
- Tell the students that they need to 1) convince people with money to invest in their gadget, and 2) invest 10,000 dollars in somebody else's gadget (not their own).
- During each presentation make a note of any common or interesting errors as they present their ideas. At the end of each presentation, invite the class to ask any questions they have about the gadget.
- When all the groups have pitched their ideas, find out which gadgets have got investment and how much. Congratulate the successful pitches.
- Conclude by correcting errors that you heard.

7.1 Biography of a brand

Aim

To revise and practice grammar of the unit

Language

Passives: present simple, past simple, past continuous, present perfect, past perfect, modal verbs

Time

30 minutes

Preparation

One copy of the worksheet for every two students, cut in two

Procedure

- Write *Vans* on the board and ask if they know anything about the company. If they don't, tell them that it makes shoes and that they are going to find out more about it.
- Show the class the two texts and point out that A has the information missing in B and *vice versa*. Write the first sentence on the board, with the missing information marked by a gap, as in text A. Elicit the question that the students need to ask to get that information: *When was the first Vans shop opened?* Remind them of the rules for making the passive in the past simple tense.
- Divide the class into two groups and hand out Text A to one group and Text B to the other.
- Give them ten minutes to write the passive questions they will need to ask to get the missing information.
- Go around the class and check. Correct errors that you see or hear. If there are some common errors being made, stop the activity and go through the rules of question formation in the passive with the class.
- When most students have finished, reorganize them in pairs of A and B. Tell them not to show their texts to each other!
- Give them ten minutes to ask and answer each other's questions, making sure that they write the answers. Go around the room checking that they are on task.
- When students have completed their text, call on A students and B students to read out their respective gapped sentences.
- Ask them to research another fashion company for homework and write a similar text about it. They could then read these out in the following lesson, with the other students making notes.