

A good start

Reading Skills and abilities

1 Read the article about different learning styles and complete Rosie Brandon's tips with the names of the teens (Sam, Jenny and Ron).

Discover your learning style

Just as we are different in the way we look, we are different in the way we learn. Studying isn't always easy, but discovering our learning style can help us to study more easily. What learning style do you have? Read and find out!

I remember information when I see it. I enjoy looking at images and analysing diagrams. I usually remember how the information is set out on the page. *Sam, 16*

I love listening to music and playing musical instruments. I remember information when I listen to it. I don't like reading. I prefer listening to explanations instead. I enjoy group discussions. *Jenny, 17*

I'm an active person and I enjoy speaking. I love working with my hands, doing experiments and observing things. I enjoy being with people – like social events and teamwork. *Ron, 16*

Rosie Brandon is a secondary school teacher. These are her tips for learning better!

- (a) ... you're a **tactile learner**. You should do practical work. You learn better when you do group projects, give presentations and do experiments. It's a good idea to write notes by hand and teach a friend when you study. You should take active study breaks – go for a walk, do some exercise or dance.
- (b) ... you're an **visual learner**. You should make notes in class. When you study at home, draw charts or mind maps and use colours. You should use lists and break information into categories, and add colourful headings.
- (c) ... you're an **audible learner**. It's a good idea to record your notes and listen to them. You should study with a classmate, so you can talk things over. Create rhymes or songs to remember concepts. Don't listen to music when you study – it distracts you!

2 Describe the three types of learner and say two things each type can do to learn better.

Answers:

- 1 What type of learner are you? Why?
- 2 According to Rosie Brandon, what should you do to learn better?
- 3 In your opinion, which tip is going to work best for you?
- 4 Think of useful strategies for learning English and make a list on the board as a class. Which are the best strategies according to your learning style?

engage presentations make summaries enjoy teamwork highlight information understand experiments use colours take active breaks draw diagrams

Do you usually study alone?
Yes, I do.
Can you remember images?

ANSWERS

- 1 1 Ron; 2 Sam; 3 Jenny

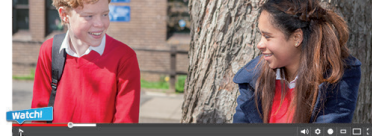
Listening & Speaking

Inviting someone out

1 Before you watch the video? Look at the photo and make predictions. Where is Ben inviting Chloe to?

2 Watch the video and listen for general ideas? Answer.

- 1 Where is Ben inviting Chloe to? 2 Can Chloe come? 3 What do they arrange to do?



3 Watch the video and listen for details? Complete the conversation.

<p>Hi, Chloel! Hey, I'm having a (1) ... party this weekend. Would you like to come?</p> <p>It's on (2) ... evening at (3) ... o'clock.</p> <p>Oh, what a shame! Are you free on (5) ... ? Maybe we could go (6) ...</p> <p>Let's say (8) ... I'm having lunch at my (9) ... so I probably won't be back until then. Great! Saw you there. I'll (10) ... you if I'm going to be late.</p>	<p>That sounds great! I'd love to. When is it?</p> <p>I'm really sorry but I'm busy on Friday. I'm going to my (4) ... engagement party.</p> <p>Yes, Saturday's fine. Shall we meet at (7) ... ?</p> <p>OK, that's fine. How about meeting at the bowling alley in (11) ... ?</p> <p>OK, no worries. Have a great time on Friday!</p>
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4 Speak > Role play in pairs.

- 1 Role play the conversation in Exercise 3.
- 2 Role play a new conversation. Use events from the box.
- 3 Change roles.

a barbecue

a fancy dress party

a dance party

a pizza party

Keep it going!

Underline these expressions in the conversation.

Would you like to come? That sounds great!
I'm really sorry but I'm busy ...
Are you free on ...? Maybe we could ...
Yes, ... (time or day) is fine.
How about meeting at ...? Great! Saw you there.
Remember to use them to invite someone out or to accept an invitation.

ANSWERS

- 2 1 Ben is inviting Chloe to his birthday party on Friday evening. 2 No, she can't because she is busy on Friday. 3 They arrange to go bowling on Saturday.
- 3 1 birthday; 2 Friday; 3 eight; 4 cousin's; 5 Saturday; 6 bowling; 7 4.00; 8 4.30; 9 grandma's; 10 town; 11 text

A good start

Reading

p4

Discuss what Ss like the most about learning English, ie: what activities they like the most and what they would like to do this year. Elicit from Ss activities and exercises they used to do in previous courses: completing exercises, watching videos, playing games, etc. Write their answers on the board and then ask Ss to rank them from 1 to 5 according to their preferences (5 = 'I like it a lot'; 1 = 'I like it the least'). Ss can do the activity in pairs.

EXTRA: (before Exercise 1) Explain to Ss that they are going to read about different learning styles. Refer them to Exercise 4 and ask them to read the Ss' comments. Ask them to find similarities with their own preferences in learning.

- 1 Ask Ss to check their answers in pairs first and then with the whole class. Have them account for their choices.
- 2 As Ss discuss answers, lead them to share what strategies they use when they study.

EXTRA: (after Exercise 4) Ss can make a poster of the strategies mentioned so far and use it as a guide for further work.

! Feedback from Exercise 5 will allow Ss to find coincidences as regards their preferences and will provide useful information so as to group Ss according to their learning styles.

Listening & Speaking

p5

- 1 Draw Ss' attention to the photo and see what further information they can get from it, eg: *The boy and the girl are classmates or they are just friends. They are / aren't at school. It's a cold day.*
- 2 Before having Ss watch the video, give them a minute to read the questions. Remind them that, at this stage, they do not need to understand every single word.
- 3 Once again, ask Ss to read the lines before they watch the video. If they are able to anticipate missing information, allow them to complete it. They will have the chance to check whether it is correct or not while listening.
- 4 Have an instance of choral repetition of the conversation in Exercise 3. Then have Ss practise the conversation in pairs before they role play it. Devote some time to go through the 'Keep it going!' section before Ss act out the new conversation. Work on stress and intonation so as to help them to sound more natural.

Vocabulary / Grammar

p6

As Ss do Exercises 1 and 2, encourage them to give further information and concentrate on similar preferences. Write some new vocabulary on the board for further use.

EXTRA: Write the following words on the board: *time, film, money, game, computer, homework, equipment, invitation, friend, card, sandwich* and *present*. Ask Ss to classify them into 'Countable' or 'Uncountable'. After checking answers, have Ss add more words.

- Elicit from Ss what they remember about the use of articles and quantifiers. Write some of the exponents on the board.
- As Ss complete the table, discuss the use of the present continuous (actions now and arrangements for the future). Elicit true-to-life examples, eg: *We are studying English now.*

EXTRA: Ss look for a photo where they can describe three things happening at that moment. Invite Ss to scan the book for photos, go online or even grab a piece /sheet of paper and draw!

As Ss do Exercises 5 & 6, ask them to account for their choices. Invite Ss to write some new exponents using the present continuous.

Vocabulary

Free time activities

- Match. Then listen and check.

1 go	a to music
2 hang out	b water sports / yoga
3 chat	c video games / volleyball
4 play	d with friends
5 do	e online
6 watch	f to parties / shopping
7 listen	g TV / films / football matches

- In turns, ask and answer about the activities you usually do in your free time.
 - What do you usually do in your free time?
 - I usually listen to music and chat online.

Grammar

Articles and quantifiers

- Complete the sentences with the words from the box. You can use each word more than once.

a	an	the	a lot of	any	some
any	how much	how many			

- It's my birthday next week and I want to have a party at my house. I want to invite ... friends!
 - I'm not doing ... exercise these days. I should go to ... gym and start ... new sport.
 - Do you have ... plans for this weekend?
 - There were ... interesting film at ... cinema.
 - There were ... people at the party! We had ... great time!
 - I'm looking at ... photos of a fancy dress party. Do you want to see them?
 - A: ... money did you spend on that video game?
B: I only spent £4 because I had ... discount coupons.
 - A: Do you need ... special equipment to do parkour?
B: No, you don't need ... equipment.
 - A: ... invitations did you make?
B: About 20 but I want to make ... more.
 - A: ... sandwiches did you buy?
B: I didn't buy ... sandwiches. I bought a big cake!

Present continuous

- Complete the table. Use short forms where possible.

Affirmative and negative	
I	'm / 'm not
He / She / It	's / 's not
You / We / They	're / aren't
Wh- questions	
Where	are / is / he / she / it / ?
	are / you / we / they

- Complete the conversations with the present continuous form of the verbs in brackets. Use short forms where possible.

- A: Hello. Can I speak to Harry, please?
B: He's sorry. He's not in. He ... (play) football at the club.
A: (Ben) / go to his grandparents' house this weekend?
B: No, he ... He ... (train) for a football match.
- A: Where's Lisa? Is she at the gym?
B: Yes, she ... She ... (do) yoga.
A: ... (they) / go to the cinema on Friday?
B: Hi, Greg. How are you? What ... (you) / do?
A: I ... (study) but I ... (not study) physics.
B: I ... (do) some maths exercises. And you?



- Which sentences or questions from Exercise 5 refer to the future?

ANSWERS

- 1 f; 2 d; 3 e; 4 c; 5 b; 6 g; 7 a
- 1 a, a lot of; 2 any, the, a; 3 any, an, the; 4 a lot of, a; 5 some; 6 How much, some; 7 any, any; 8 How many, some; 9 How many, any isn't, 're; am, is, playing
- 1 's playing; 2 Is Ben going, isn't, 's training; 3 is, 's doing; 4 Are they going, aren't, 're having; 5 are you doing, 'm studying, 'm not studying, 'm doing
- 6 2, 4

Ask fast finishers to go to Skills Builder pp2&3

Vocabulary / Grammar

p7

- (before Exercise 1) Ask Ss to think of and mention true-to-life facts that illustrate this idea 'The Iguazú Falls are impressive.'

EXTRA: (after Exercise 1) Ask Ss to add more adjectives in each group. Write the words Ss suggest on the board.

As Ss do Exercises 2–4, ask them to account for their choices. Systematize the use of the comparative and superlative forms.

EXTRA: (after Exercise 6) In pairs, Ss prepare a quiz for their classmates. Walk around and monitor.

! Encourage Ss to show and share their knowledge of the world.

EXTRA: Play Hot potato. Make a paper ball or grab any soft and light object for Ss to pass around. While you play some music, Ss pass the object around. When the music stops, they say an adjective and make a comparative or superlative sentence. Music continues. Play until a S repeats an adjective.

EXTRA: (after Exercise 8) Encourage Ss to prepare a similar conversation. Then have them exchange it with a classmate and complete it. Attend to Ss' needs as they work.

EXTRA: Give Ss a prompt and have them provide or enlarge information, eg: T: *John Kennedy*. S: *He was an American president.*

Ask fast finishers to go to Skills Builder p3

Vocabulary

Adjectives

- Classify the adjectives. Then listen and check.

boring	scary	fantastic
dangerous	terrible	exciting
sad	funny	amazing
impressive	amazing	beautiful
	+	-
	interesting	

Grammar

Adjectives: comparative and superlative forms

- Complete the table.

	Comparative	Superlative
Short adjectives		
safe	safer	the safest
high		
Short adjectives ending in -y		
funny	funnier	the funniest
dry		
Long adjectives		
beautiful	more beautiful	the most beautiful
interesting		
Irregular adjectives		
good	better	the best
bad		

- Write sentences using the comparative form of the adjectives in brackets.

- New York City / London (modern)
 - Villages / cities (quiet)
 - Brazil / Canada (hot)
 - the USA / the UK (big)
- Write sentences using the superlative form of the adjectives in brackets.
 - Vatican City / country in the world (small)
 - Burj Khalifa / building in Dubai (impressive)
 - Atlanta / has / airport in the world (busy)
 - Singapore / city to live in (expensive)
 - Río de la Plata / river in the world (wide)

Vocabulary

Geographical features

- Complete the table with names of places in your country.

a river	a desert
a mountain	an ocean
a waterfall	a lake
a beach	a sea

- Write sentences about places you know using comparative and superlative forms.

Aconcagua is the highest mountain in my country. It's also the highest mountain in America!

Grammar

Past simple – be

- Complete the table.

Affirmative and negative	
I / He / She / It	was / wasn't
You / We / They	were / weren't
Wh- questions	
Why	was / were / he / she / it / you / we / they / ?

- Complete the conversations with the past simple form of be.

- A: Did you watch TV last night?
B: Yes, I did. I saw an action film. The special effects ... great and the music ... cool.
A: ... the film good?
B: I ... (not) very scary and the actors ... (not) very good.
- A: Did you like the book?
B: No, I didn't. It ... long and boring.
A: ... you at the cinema yesterday?
B: No, I ... at home.
- A: Did you use the travel guide during your trip?
B: Yes, I did. It ... very useful.

- Write sentences about a place you visited, a film you saw or a book you read. Use the past simple of be and adjectives from Exercise 1.

ANSWERS

- +: fantastic, exciting, funny, amazing, impressive, beautiful;
-: boring, scary, dangerous, terrible, sad
- higher, the highest; drier, the driest; more interesting, the most interesting; worse, the worst
- 1 New York City is more modern than London.
2 Villages are quieter than cities. 3 Brazil is hotter than Canada. 4 The USA is bigger than the UK.
- 1 Vatican City is the smallest country in the world. 2 Burj Khalifa is the most impressive building in Dubai. 3 Atlanta has the busiest airport in the world. 4 Singapore is the most expensive city to live in. 5 Río de la Plata is the widest river in the world.
- wasn't, were; were
- 1 were, was; 2 Was, wasn't, weren't; 3 was; 4 Were, wasn't, was; 5 was

Vocabulary Technology

Do the quiz. What's your score? Do you agree with the results?

HOME NEWS QUIZES MUSIC REVIEWS CONTACT

HOW DIGITAL IS YOUR LIFE?

1 What do you always carry with you?
 a) My mobile phone.
 b) My mobile phone and earphones. I can't live without music!
 c) My mobile phone, my earphones and a charger, of course!

2 What do you usually do when you get home from school?
 a) I spend about an hour on social media - Instagram, for example. I write comments and view my friends' posts.
 b) I turn on my games console and play video games for about an hour or more.
 c) I do my homework, play a sport or practise a hobby.

3 What do you usually do when you do homework?
 a) I usually upload files to the cloud to save them or share them with my class.
 b) I usually listen to my favourite music, watch TV and chat with friends.
 c) When I do my homework, I usually silence my mobile phone.

4 What do you mostly use YouTube for?
 a) To follow YouTube and watch films and concerts.
 b) To watch online tutorials when I need help to study.
 c) In fact, I don't use YouTube very often.

5 Which of these technological inventions are important in your life?
 a) Laptops or computers - how did people live without them in the past?
 b) E-readers. I love reading! With an e-reader you can download books and read them anytime!
 c) Apps. Definitely. Just can't live without them!

6 a piece of equipment used for providing a battery with electricity

7 Listen and repeat the words in blue. Then find a word for each of these definitions.
 1 a set of information on a computer
 2 platforms such as Instagram or TikTok where people interact online
 3 online services where you can keep and access information
 4 a device for downloading books and reading them on screen
 5 a device for listening to music without disturbing other people
 6 a video on the Internet that gives instructions on how to do something
 7 content that people publish on the Internet

8 a piece of equipment used for providing a battery with electricity

9 In pairs, share your answers to these questions.
 1 Which of the words in blue are things that you own or use?
 2 What do you use them for?
 3 There's a games console at home but I don't use it very often.
 4 Really? I have one too and I use it all the time!

YOUR SCORE
 1 a + 2 b + 3 c = 4
 2 a + 3 b + 4 c = 2
 3 a + 3 b + 4 c = 2
 4 a + 3 b + 4 c = 2
 5 a + 3 b + 2 c = 4
 6 a + 3 b + 2 c = 4
 7 a + 3 b + 2 c = 4
 10-12 You have to find a balance between technology and real life. 10-14 Technology is your friend. You enjoy a digital life. 15-20 You really love gadgets. You're a true technology fan!

ANSWERS

- 2 1 file; 2 social media; 3 the cloud; 4 e-reader; 5 earphones; 6 online tutorial; 7 posts; 8 charger

Reading An online debate

1 Before you read > Look at the website quickly. What is the debate about? How many people express their opinion? Who are they?

Should mobile phones be banned at school?

Mobile devices are such a big part of everyday life now, but should they be used at school? Do you use your mobile phone in class? What do you use it for? Does it help you learn? Here are some personal experiences that provide arguments for and against the use of mobile phones in class. Read them and then vote in our online poll!

When I was in class, I always checked my phone and looked to see what my friends were saying. I couldn't help it! Now, we can't use mobile phones at school anymore. This is what happened.

People worry that mobiles are a big distraction at school, but I disagree - they can be really useful in the classroom. It's not the technology that's bad. It's the way that people use it.

Right now I'm taking an intensive course at a School of English in London and we use our mobiles a lot in class. We use dictionary apps whenever we meet and we use online maps to find places. We also do internet research for collaborative projects and students share documents on the cloud.

We use our mobile phone cameras a lot too. We don't take notes while the teacher is writing - we just take pictures of the board. On Monday evenings, when the teacher asks, 'What did you do at the weekend?', we show our pictures and videos. We also sometimes record our answers. Personally, I like asking Siri (the voice-activated software on my mobile phone) questions. It's a great way to improve pronunciation because Siri doesn't understand if I say things incorrectly! Obviously students shouldn't use mobiles to call friends in class, read and answer personal messages or cheat in tests, but otherwise I think they are a great educational tool.

What do you think? VOTE NOW!
 Should mobile phones be banned at school?
 Yes, including breaks. No, because they're a useful tool for learning.

- 2 Read for general ideas > Answer.
 1 What was the survey at Sarah's school about?
 2 What happened during the digital detox week?
 3 Can Sarah use her mobile phone at school now?
 4 What is Katsumi doing in London?
 5 Can he use his mobile phone in class?
 6 What shouldn't he use his mobile phone in class for?
- 3 Read for details > Find in the text:
 1 Five benefits of the digital detox experiment at Sarah's school.
 2 Eight uses of mobile phones at Katsumi's School of English.
- Give your opinion
 What's your vote? Explain.

ANSWERS

- 1 It's about the use of mobile phones at school and whether they should be banned or not. Two teenagers express their opinion. They are Sarah and Katsumi.
- 2 1 It was about the use of social media. 2 During the digital detox week, 400 students and their teachers didn't use any mobile devices at home or at school. 3 Yes, she can but only at lunchtime. 4 He is taking an intensive course. 5 Yes, he can. 6 He shouldn't use his mobile phone to call friends, read and answer personal messages or cheat in tests.
- 3 1 People aren't distracted by their mobile phones, they sleep better, they enjoy talking more with friends, they feel less stressed and they have more free time. 2 They use dictionary apps, online maps, they do internet research, they share documents on the cloud, they use their cameras to take pictures of the board, they show pictures and videos of what they did at the weekend, they record answers and they ask the voice-activated software on their mobiles questions.

Vocabulary

Tell Ss that they are going to deal with vocabulary on technology. Elicit from Ss words related to technology. Write the words they mention on the board. If any of the words or concepts is unknown to some Ss, encourage further explanation among classmates.

- 1 After Ss do the quiz, in small groups, give them some minutes to discuss their score. Ask them to read the quiz again and check which words previously mentioned appear in the text.

EXTRA: Offer further oral practice of the new vocabulary. Define the terms presented in Exercise 2 at random and have Ss provide the correct word for each definition, eg: T: *You use it to play games.* S: *Games console.* Then Ss do the same in pairs.

EXTRA: Have Ss play Memotest so as to offer further written practice of the new vocabulary. In small groups, Ss choose six words, and write them and their definitions on separate cards as well. Then they exchange their memotest cards with another group and play.



Start a flyer

Ask Ss to choose a useful app they have on their mobiles and make a flyer about it. Tell them to use Smore. Go to p29 for instructions on how to use it. The flyer should have a title and at least two photos. Ss should include a list of what they can do with it.

Ask fast finishers to go to Skills Builder p4

Reading

- 1 Have Ss describe the website. Have them notice it is an online debate. Ask them to read about Sarah and Katsumi and decide who they feel more identified with. Advise them not to get discouraged by new words. As Ss make comments about their own preferences, react naturally so as to make them feel this is an instance of real communication.

EXTRA: Ask Ss to make a list of technology words. Encourage them to scan the text and underline all the words that they usually see on their screens and that are commonly used when talking about technology, eg: *social media.*

EXTRA: (after Exercises 2-3) Write the following terms on the board and invite Ss to find their synonyms in the online debate:

- *prohibited* (banned)
- *Consequently* (As a result)
- *survey* (poll)
- *remote storage* (cloud)
- *made better* (improved)
- *In my opinion* (Personally)

Grammar

p10

Draw Ss' attention to the examples given and elicit what they have in common. Make sure Ss notice that all the statements and questions in Exercise A refer to habits or routines, and preferences. This will lead you to systematize the use of the present simple in Exercises B–D.

EXTRA: (after Exercise 3) In pairs, Ss exchange the sentences they have written in Exercise 3 about themselves and rephrase those of their classmate starting with *He/She*.

EXTRA: (after Exercise 4) For further practice on the present simple, give Ss prompts so that they tell you true sentences about themselves, eg: T: *Tablet*. S: *I don't use my tablet to study. / I use it to play games*. T: *Don't like*. S: *I don't like aggressive messages*.

EXTRA: Divide the class into small groups. Ask Ss to talk about their preferences as regards technology, and how and what they use different gadgets for. As you join them, value different opinions or habits and stress what they share.

Ask fast finishers to go to Skills Builder

p5

Vocabulary

p11

EXTRA: Write on the board: *When I was a child,... / When my parents were teenagers,... / At the moment,...* Ask Ss to think about technology in each of the periods mentioned. Talk about yourself, eg: T: *When I was a child, I didn't use the computer for so many hours*.

- 1 Ask Ss what apps they have on their mobile phones and what they use them for. Have them see whether they have the apps that are mentioned in the text. Lead Ss to comment on them.
- 2 Refer to other phrasal verbs Ss are acquainted with, eg: *get up, go out*. Write some examples on the board.

EXTRA: (after Exercise 5) For extra practice, say phrasal verbs and have Ss use them to make up sentences, eg: T: *Look up*. S: *I look up information for school on my tablet*.

LEARNING TO LEARN Point out that it is important to associate new words to personal experiences. When Ss copy a sentence, they just obtain the correct form, but when they think of a sentence related to them, they grasp and acquire the language.

Listening

Tell Ss they are going to listen to two friends talking about their favourite apps. Invite them to make predictions on the words or phrases they expect to hear. Write them on the board and have Ss confirm whether their predictions are right or not while listening.

Ask fast finishers to go to Skills Builder

pp5&6

Grammar
Present simple: affirmative, negative and questions
Love, (don't) like, enjoy, don't mind, hate + -ing

USE
A Analyse these sentences from the text on page 9. Underline eleven more present simple verb forms.
Do you use your mobile phone in class?
What do you use it for?
Does it help you to learn?
I don't mind giving up instant messaging.
Enjoy talking with my friends more during break.
We use online maps to find places.
We don't take notes.
We just take pictures of the board.
We show our pictures and videos.
We also sometimes record our answers.
I like asking Siri questions.
Siri doesn't understand if I say things incorrectly!

B Look at the sentences in Exercise A again. Find and write an example for each rule.
We use the present simple...
• to talk about habits or routines:
• with adverbs of frequency:
• with love, like, enjoy, don't mind and hate:

FORM
C Complete the table.
Affirmative
I / You / He / They send messages.
He / She / It
Negative
I / You / We / They don't send messages.
He / She / It
You/No questions
Does he / she / it send messages?
Short
Yes, he / she / it does.
No, he / she / it doesn't.
Wh-questions
What / Where / When / Why / How often I / you / we / they send messages?
He loves using his mobile phone in class.
She hates running out of battery.
We use -ing forms of verbs / the present continuous after love, like and hate.

D Read these sentences and choose the correct option to complete the rule.
He loves using his mobile phone in class.
She hates running out of battery.
We use -ing forms of verbs / the present continuous after love, like and hate.

1 Complete the sentences with the correct form of the verbs in brackets.
1 We sometimes ... (use) our mobile phones in class.
2 I ... (like) (watch) tutorials on my tablet.
3 She always ... (listen) to music on her mobile phone.
4 He ... (enjoy / play) video games after school.

2 Complete the questions with the present simple form of the verbs in brackets.
1 How often ... (you / check) social media?
2 What app ... (they / use) a lot?
3 How often ... (you / use) your phone?
4 ... (he / do) online searches at school?

3 Free practice > Choose words from each box to write sentences that are true for you.
always often usually sometimes never
watch tutorials / films on my laptop chat with friends follow youtube's post videos / photos do online searches spend time on social media play video games upload files to the cloud

4 Free practice > Write three sentences about what you love, like, enjoy, don't mind, don't like or hate doing in relation to technology.

ANSWERS

A do you use; Does it help; enjoy; use; don't take; take; show; record; like; doesn't understand; say / B We use online maps to find places. We also sometimes record our answers. I don't mind giving up instant messages. / C sends; doesn't; Do; does; don't; do; does / D -ing forms of verbs
1 1 use; 2 like watching; 3 listens; 4 enjoys playing
2 1 do you check; 2 do they use; 3 do you use; 4 Does he do

Vocabulary
Phrasal verbs: communication

1 Read the text. Which app can you use to communicate with friends?

APPS
How did we live without them?
There's an app for everything!
Here are some of our favourites...

Shazam
Want to know what song is playing? To find out, just hold your phone near the music and get the name of the song and the artist. This useful app was set up in 2002.

Koperny QR Scanner
Use this app to scan QR codes and log on to websites on your smartphone. This safe app also alerts you when a suspicious link is found.

Itinerary
This is a great translation app! You can also look up words in the integrated dictionary. Its offline mode allows you to use this app on holiday without needing charge!

OmniKey
You don't need to turn off your phone when driving. This app automatically activates when you start driving. Get paid to drive without texting and text or call back any flood later when it's safer!

Say It English Pronunciation
Look for hundreds of words on the Say It app. Then turn up the volume and practise your pronunciation on the move!

WhatsApp
Send free text and multimedia messages with this app! You can catch up with your friends on WhatsApp messages.

2 Read the definition.
phrasal verbs + phrasal verb consists of two or three parts: a verb + a particle or a verb + a particle + a preposition. The meaning of a phrasal verb is different from the verb on its own. Compare these examples:
I usually set the table at home.
You can set up your own business.
verb + a particle
verb + a particle

3 Find phrasal verbs in the text that mean...
1 start using a computer system.
2 search; try to find something.
3 try to find a piece of information in a list.
4 phone someone again later.
5 talk to someone you haven't seen for some time.
6 discover; learn about.
7 start something (a business, a product).
8 make the volume louder.
9 stop a device from working temporarily.

4 Listen, check and repeat.

5 Choose the correct options. Then write answers that are true for you.
1 How do you usually find out / call back information for your homework?
2 Which dictionary do you use to set up / look up words in English?
3 Do you log on / turn off your mobile phone when you come to school?
4 When do you usually catch up with / turn up friends?

LEARNING TO LEARN
To learn phrasal verbs, write sample sentences in your folder. It's easier to learn phrasal verbs when you see them in context.

Listening
My favourite app

6 Listen to two friends talking about apps. Which three apps do they mention?
7 Listen again. Choose the correct answers.
1 The first app gives you links to...
a radio and TV programmes.
b downloads and videos.
2 The first app...
a is free. b costs £2.99.
3 There are... songs in the Shazam database.
a more than 30 million b 300 million
4 Elena downloaded her app because...
a she was bored.
b it helped her to prepare for an exam.
5 Elena used her app every day when she was...
a at the bus. b at school.
6 Elena's app has also got...
a links to English b games and quizzes.
c songs. d games and quizzes.

ANSWERS

- 1 You can use WhatsApp to communicate with friends.
- 3 1 log on; 2 look for; 3 look up; 4 call back; 5 catch up with; 6 find out; 7 set up; 8 turn up; 9 turn off
- 5 1 find out; 2 look up; 3 turn off; 4 catch up with
- 6 They mention Shazam, Sounds and WhatsApp.
- 7 1 b; 2 a; 3 a; 4 b; 5 a; 6 b

07 Audioscript on p36

1 Before you read Look at the title and the picture on the book cover. In your opinion, is the book about a family who moved to another country or a family who didn't use gadgets for some time?

The WINTER of Our DISCONNECT

The amazing story of a family who gave up all their electronic gadgets and learnt that 'real life' can be fun!

When Susan Maushart told her family 'We're going to live without electronic gadgets for six months', her children (Sissy, 14; Bill, 15) and Anni (8) didn't believe her. It wasn't a joke. Susan was tired of all the technology that dominated their family home. There were gadgets everywhere – mobile phones, laptops, iPods and games consoles. When her children got back home from school, they did the same thing every day: they went to separate bedrooms and communicated with friends by text or social media but they didn't really talk to each other at all.

Anni enjoyed cooking. Bill started playing the saxophone again and they came home when they told her that she wasn't so bad after all. They shared mealtimes again, had long conversations and slept together. Susan and Anni went to the cinema together and played board games with their friends. In the end, they all agreed that it was much better than they expected.

Do you need a digital detox? Then this is a great book for you. I read it last week and I really enjoyed it. Some parts were very funny. I laughed out loud!

Review by Sam, 14



2 Read for general ideas > Answer.

- 1 What decision did Susan make and why?
- 2 What did her children think at first?
- 3 How did Sissy react?
- 4 What did Anni and Bill enjoy doing?
- 5 Was the experiment a success?
- 6 Does Sam recommend the book? Why?

3 Read for details > Write T (True) or F (False). Justify your answers with sentences from the text.

- 1 All of Susan's children were teenagers.
- 2 They didn't have many gadgets.
- 3 During the experiment, they could use gadgets at their friends' houses.
- 4 They didn't spend much time together during the experiment.
- 5 The children thought that the experience was worse than they expected.

DID YOU KNOW?

In South Korea, there are five digital detox camps for teenagers who can't put down their mobile phone and use it for 7 hours a day or more. When they arrive at the camp, they hand in their phone and start a 22-day detox. At the camp, they participate in games, arts activities and sport events, and they meditate for 30 minutes before sleep.

COMPARING CULTURES

Have you got a lot of gadgets? Does technology dominate your home? Do you share mealtimes with your family? Do you have long conversations? Do you spend time together?

Reading

▶▶ **EXTRA:** To start the lesson, invite Ss to watch this video: www.youtube.com/watch?v=TSL9GB1trRk. Then ask: *Would you like to try putting your phone down for 20 minutes?*

▶▶ **EXTRA:** To recycle the vocabulary seen on the previous lesson, invite Ss to play Hangman using phrasal verbs. Lead Ss to interact in the following way, eg: Ss: *Is there an 's'?* T: *Yes, there are two 's'.* In order to get one point, the group that has guessed will have to make up a correct sentence using the phrasal verb.

▶▶ **EXTRA:** (after Exercise 3) Provide prompts for Ss to complete the information, eg: T: *Saxophone.* S: *With no technology, Bill started playing the saxophone again.*

ANSWERS

- 2 1 She decided her family was going to live without electronic gadgets for six months because she was tired of all the technology that dominated the family home. 2 They didn't believe her. 3 She found it very hard at first and went to stay with friends. 4 Anni enjoyed cooking and Bill enjoyed playing the saxophone. 5 Yes, it was. 6 Yes, he does because he enjoyed it and some parts were very funny.
- 3 1 T; Susan's children were 14, 15 and 18 years old. 2 F; There were gadgets everywhere – mobile phones, laptops, iPods and games consoles. 3 F; Sissy found it very hard at first and she went to stay with friends. 4 F; They shared mealtimes again, had long conversations and slept better. They read books, went to the cinema together and played board games with their friends. 5 F; In the end, they all agreed that it was much better than they expected.

DID YOU KNOW? Invite Ss to search online for two facts about the free digital detox camps and share them with the class. To wrap up the concept, invite Ss to watch this TED talk about mobile phone addiction: www.youtube.com/watch?v=qBbEXJ-Uqio. Then ask Ss to draw a personal conclusion about it. Invite them to write their thoughts on a slip of paper for you to read without addressing anyone.

COMPARING CULTURES In pairs, Ss discuss the role electronic gadgets play in their lives. Encourage Ss to be honest and not to judge their classmates' opinions. In any case, allow them to give advice but always in a friendly natural tone.

Grammar

Past simple: affirmative, negative and questions

USE

A Analyze these sentences from the text on page 12. Underline eight more examples of the past simple.

Her children didn't believe her. They went to separate bedrooms. So 'The Experiment' began.

When Sussy, Bill and Anni got back home, they turned off their mobile phones. They didn't turn on their computers to catch up with friends.

How did it go? Anni enjoyed cooking. Sussy came home.

B Tick the time expressions we can use with the past simple.

- yesterday
- two years ago
- when they got home from school
- last night
- now
- last week

1 Complete the text with the correct form of the verbs in brackets.

(1) (you / had) a contract or pay-as-you-go mobile phone when you were aged 12. (2) (did) you mean exactly the highest cost but mobile phones didn't exist when you were young? (3) (was) there was only one telephone in the house – an old gramophone. (4) (was) anyone (5) (found) at family could have your conversation. (6) (is) a French boy on a school holiday called her every two weeks. (7) (was) a letter often because international calls were very expensive. (8) (was) instant messaging (9) (for) used then?

2 Write questions using the past simple. Then answer using the information in Exercise 1.

- 1 Jane's mum / meet a boy in Spain?
- 2 she / call him every two weeks?
- 3 international calls / cost a lot of money?
- 4 Skype / exist then?

FORM

C Complete the table.

Affirmative
I / You / He / She / It / We / They came home.

Negative
I / You / He / She / It / We / They didn't home.

Yes/No questions
I / You / He / She / It / We / They came home?

Short answers
Yes, I / you / he / she / it / we / they did.
No, I / we / they didn't.

Wh- questions
How / When / Where / Why I / you / he / she / it / we / they do it?

D Look at the sentences in Exercise A again and answer.

- 1 Enjoy is a regular verb. What is the past simple ending for regular verbs?
- 2 Come is an irregular verb. What is its past simple form?

E Classify the verbs from Exercise A and the past simple verbs in the text on page 12.

regular verbs	irregular verbs
believe – believed	come – came

3 Free practice In terms, ask and answer about the Maushart family and their experiment.

- Did the experiment last six weeks?
- No, it didn't. It lasted six months.

COMPARING LANGUAGES
In English, past simple forms use the same form for subjects. What about in your language?

Grammar

Direct Ss' attention to the examples in Exercise A and elicit that they all refer to actions in the past. This will pave the way towards the systematization of the use of the past simple in Exercises B–E. Highlight the use of past time expressions.

▶▶ **EXTRA:** Play a verbs chain. A S calls out a verb in the infinitive form and their classmate on the left says its past form. Then, this S chooses another one and repeats the procedure. Write the verbs that are said on the board to avoid repetition.

COMPARING LANGUAGES Point out the fact that past simple verbs do not have different inflections for the different subject pronouns. Tell Ss it is easier for us to learn verbs in English than what it is for English speakers to learn verbs in Spanish.

Ask fast finishers to go to Skills Builder pp6&7

ANSWERS

A went; began; got back; turned off; didn't turn on; did it go; enjoyed; came / B yesterday; two years ago; when they got home from school; last night; last week / C come; Did; did; did / D -ed; came / E regular verbs: turn – turned; enjoy – enjoyed; believe – believed; dominate – dominated; communicate – communicated; talk – talked; start – started; share – shared; play – played; agree – agreed; expect – expected; laugh – laughed; irregular verbs: go – went; begin – began; get – got; come – came; give up – gave up; learn – learnt; tell – told; be – was / were; do – did; find – found; have – had; sleep – slept; read – read

1 1 Did you have; 2 asked; 3 replied; 4 phoned; 5 met; 6 had; 7 didn't exist

2 1 Did Jane's mum meet a boy in Spain? No, she didn't. 2 Did she call him every two weeks? Yes, she did. 3 Did international calls cost a lot of money? Yes, they did. 4 Did Skype exist then? No, it didn't.

Build your skills

Reading & Listening

p14

Ask Ss if they would feel attracted to this forum and why. Ask: *What is the forum about? Which gadget do you think is the best? Why?*

GIVE YOUR OPINION Ask Ss to choose their favourite Bosonova gadget. Allow pairwork to promote the exchange of ideas and opinions. Then have Ss share their choice with the class.

EXTRA: Describe the gadgets in one word without mentioning their names. Encourage Ss to trace information in the forum and to supply complete true information about any of the gadgets using the word given as a prompt, eg: T: *Flash*. S: *The flash doesn't work.*

T: *Awesome*. S: *Bosonova TX mobile phone is awesome*. Then Ss can do the same in pairs. Walk around and provide help if needed.

EXTRA: Using the forum in Exercise 1 as a model, Ss can prepare a new one to write posts about problems with other mobile phones or other electronic gadgets, eg tablets or computers.

3 (before listening) Make sure Ss can identify the three options, ie: a landline call, a mobile call and a recorded message – which can be recorded either during a landline call or a mobile call.

EXTRA: To foster discourse coherence, copy the first lines from the audioscript in random order on the board and encourage Ss to write them in order. After checking answers as a class, have Ss do some practice on intonation and sounds.

Listening & Speaking

p15

- Ask additional questions, eg: *In your opinion, how old are they? What are they talking about? What can you buy in a shop like this? What time of the day is it?*
- Remind Ss it is not necessary to understand all the words at this stage. They only need to get the general idea.
- Ask Ss to do choral repetition of the lines and have them focus on intonation to convey meaning. If needed, invite Ss to imagine they are not the ones who are reading but it is somebody else. This will allow them to feel less exposed in front of their classmates.
- Give Ss some time to prepare the role play and to rehearse it. Walk around and encourage them to sound natural. Remind them to use the expressions in the 'Keep it going!' section to sound more natural. Choose a strong pair and invite them to role play in front of the class as a model.

EXTRA: In pairs or in small groups, have Ss write a possible conversation about a situation in which they or their families had to make a complaint. Provide all the vocabulary Ss may require. Attend to their needs as they rehearse the conversation. In turns, invite Ss to role play their conversation and have the class say how convincing they are.

Build your skills

Reading & Listening

An online forum

1 Before you read > Look at the online forum. What kind of store is Bosonova? How many posts are there? What do you think they are about?

- 2 Read > Match the devices and the problems with the people.
- Ava 2 Leo 3 Melisa
 - a mobile camera
 - laptop
 - e-reader
 - the flash doesn't work
 - the battery doesn't last very long
 - the volume doesn't work very well
- 3 Listen to three types of phone calls. In what order do you hear them? Write 1, 2 or 3.
- A landline call
 - A mobile call
 - A recorded message
- 4 Listen again. Write T (True) or F (False).
- Call 1: The line was busy.
 - The speaker suggested calling back later.
 - Call 2: Lucy answered the phone.
 - Lucy and Kerry are school friends.
 - Call 3: Simon was busy when Dan called.
 - Dan wants to go shopping this afternoon.

Give your opinion: Choose your favourite Bosonova gadget. Then answer the questions.

- Which gadget did you choose?
- Why did you choose it?

ANSWERS

- It's a hi-tech store. There are three posts. They are about problems with different gadgets from the store.
- 1 b, f; 2 a, d; 3 c, e
- 1 c; 2 a; 3 b
- 1 T; 2 F; 3 F; 4 T; 5 T; 6 F

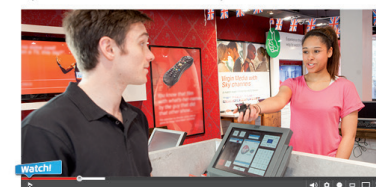
08 Audioscript on p36

Build your skills

Listening & Speaking

Making a complaint

- Before you watch the video > Look at the photo and answer.
 - Where is Chloe?
 - Who works in the shop?
 - Who is the customer?
- Watch the video and listen for general ideas > Answer.
 - What problem does Chloe have?
 - When did she buy the product?
 - What does she want?



3 Watch the video and listen for details > Complete the conversation.

Hello, can I help you?	Yes, I bought this (1) ... yesterday but there's a problem with it.
Oh dear. What's the matter with it?	I'm not sure but it doesn't (2) ... properly.
OK. Have you got the receipt?	Yes, (3) ... it is.
Would you like to exchange it for a (4) ... one?	No, I'd rather have a refund if that's OK.
Yes, of course. Here you are.	Thanks for your (5) ...
No worries.	Bye!

4 Speak > Role play in pairs.

- Role play the conversation in Exercise 3.
- Role play a new conversation. Use ideas from the box.
- Change roles.
 - You can't hear anything in the right ear of your new earphones.
 - When you try to turn on your new tablet, nothing happens.
 - The screen of your new mobile phone was broken when you took it out of the box.

Keep it going! Underline these expressions in the conversation. It doesn't work properly. I'd rather have a refund if that's OK. Thanks for your help. Remember to use them to make a complaint.

ANSWERS

- 1 She is in a shop. 2 A man works in the shop. 3 Chloe is the customer.
- 1 Chloe's new charger doesn't work properly. 2 She bought the charger the day before. 3 She wants a refund.
- 1 charger; 2 work; 3 here; 4 new; 5 help

Writing
A product review

1 Read the product review. Complete the table.

Magic 5 tablet	
Positive	Negative
easy to set up	Wi-Fi only



2 Read the 'Write it right!' section.

Write it right!

Adverbs of degree
→ We use adverbs of degree to modify adjectives or adverbs.
It's **quite** light. I'm **very** happy with it. It's **a bit** slow.
not very a bit quite very really

3 Underline six more examples of adverbs of degree in the review.

4 Complete the sentences with adverbs of degree and your own ideas so they are true for you.
1 The computers at my school are ...
2 My classroom is ...
3 Our school is ...
4 English is ...

5 Look at the review again. Answer:

1 How many paragraphs has it got?

2 What is each paragraph about?

3 What are the pros and cons?

4 Write your review. Remember to:

• use vocabulary from this unit;

• use adverbs of degree;

• write four paragraphs: 1) an introduction,

2) the pros, 3) the cons, 4) why you recommend / don't recommend it.

Check > Check your writing.

Build your skills

Writing

1 Ask Ss to read the review individually and then to complete the table in pairs. Get feedback from Ss' answers as a class. Ask comprehension questions to check understanding if needed.

➤ **EXTRA:** Give Ss prompts about the presented product (the Magic 5 tablet). Have Ss trace information in the review and complete or enlarge the given prompt, eg: T: *Set up.* S: *The Magic 5 tablet is easy to set up.*

- Ss complete the sentences individually and then share and compare their views as a class. Allow disagreement.
- Lead Ss to analyze the structure of the review and the content of each paragraph. Have Ss suggest their own ideas and opinions to include in the review.

Writing task Check if instructions are clear before Ss start writing. Advise them to use the information provided in the review of the Magic 5 tablet as a model. Attend to Ss' needs and queries while they are writing so that they can get a correct and tidy piece of work. Remind them of the importance of writing rough copies, and of checking on word order, spelling and punctuation before handing in the final work.

➤ **EXTRA:** Ss can staple all the reviews together and prepare a booklet of reviews on different technological products. Have the class share the booklet with other classes at school.

Ask fast finishers to go to Skills Builder

p7

07 AUDIOSCRIPT

Dan Look! Have you seen this app? It can identify any song you like – on the radio, on the TV, wherever!

Elena Yeah? How does it work?

Dan Well, you 'tag' the song for ten seconds – the microphone in your mobile picks it up... and then it looks for the song in a sort of – enormous database, I think!

Elena Really? Let's see! Let's turn on the radio... and find out about this song, for example...

Dan OK, here goes. So... yeah, look! It tells you about the artist, see? And the song title, and the album... it even gives you a link so you can download it...

Elena Yeah, and a link to watch the videoclip!

Dan It's great, isn't it? And it's free!

Elena But does it recognize all songs?

Dan Yeah, pretty much. Apparently there are more than ten million songs in the Shazam database!!

Elena Wow!

Dan What about you – what's your favourite app?

Elena My favourite? Umm – I don't know. Well, here's one that's really useful. I downloaded it while I was preparing for my English exam.

Dan Let's see? What is it?

Elena It's called 'Sounds' – it's great for practising my English!

Dan What does it do, exactly?

Elena Well, I use it to improve my pronunciation – you can record your voice and then compare it with the correct pronunciation. When I was revising for my exam, I used it every day on the bus, while I was coming home from school. People probably thought I was crazy!!

Dan Let's see how it works?

Elena Yeah, look... Tap on the symbol, see, and you hear the sound... or tap and hold, and hear an example word...

Dan Cool! It's great for your English!

Elena Yeah, and then there are games and quizzes too... Oh! And the other app that I use all the time is WhatsApp. I message my friends all the time with it. Do you use it?

Dan No, not really, because I use...

08 AUDIOSCRIPT

1 Hello and thank you for your call! All our agents are busy at the moment. Please hold, and we will connect you as soon as possible. By the way, did you know that you can do many operations online? Log onto our website at www.phones4me.com.

2 **Lucy's dad** Hello?

Kerry Oh, hi. Is Lucy there, please?

Lucy's dad Yes, I think so. Who's calling?

Kerry It's Kerry, from school.

Lucy's dad Oh, hi Kerry! I didn't recognize your voice! Hold on a minute. I'll see if Lucy's upstairs.

Lucy Lucy! It's Kerry on the phone! Coming! ... Hello?

Kerry Oh, hi. It's Kerry.

3 **Simon** Dan! Hi there!

Dan Hi Simon, how's it going? Did you have a good weekend?

Simon Yeah – great, thanks.

Dan Hey – I was wondering if you wanted to go swimming this afternoon?

Simon Listen, can I call you back in a minute? I'm just buying something at the moment...

Dan Sure, no problem.

Progress check

p17

EXTRA: Play *What's missing?* To revise *love, hate, (don't) like, don't mind* and *enjoy* say sentence beginnings for Ss to complete them with their own ideas to express their likes and dislikes. You can start with the pronoun *I* and then move on to subjects like *My friend, My mum, My dad, My parents, Our teacher*. You can play the game orally or you can ask Ss to write the sentences in their folders.

EXTRA: Play Tic-tac-toe. Draw a tic-tac-toe grid (a 3x3 grid) and fill each space with one of the following phrasal verbs: *find out, set up, log on, look up, turn off, call back, look for, turn up* and *catch up with*. Ask Ss to copy it on a sheet of paper. Ss, in turns, choose a verb and make a sentence. If the sentence is correct, that S can draw a nought or a cross on it. The S that has three noughts or crosses in a row (up, down, across or diagonally) is the winner.



Create an online presentation

Based on the product review on p16 of the SB, invite Ss to think about the website they used to create the flyer at the beginning of the unit (Smore) and make a presentation about it, adding, of course, a personal review as users. On different slides, tell them to include pros, cons, why they recommend it or not, and how many stars they give it. Tell them to use Piktochart. Go to p29 for instructions on how to use it.



Exit ticket

Write the following headings on the board: *I got it! I need some help. I need a lot of help*. Ask Ss to take three pieces of paper and write something they understood, something they still need help with and something they find difficult, each on one of the pieces of paper. You can encourage Ss to use green (to write about what they understood), yellow (to refer to what they need help with) and red (to refer to what they need a lot of help with). Invite volunteers to come to the front and stick their slips under the corresponding heading. Alternatively, use the Exit ticket templates on the Resource Centres.

Progress check

<p>Vocabulary</p> <p>Technology</p> <p>1 Complete the sentences with the words from the box.</p> <p>earphones app charger e-readers the cloud online tutorials</p> <p>1 My mobile phone is running out of battery. Have you got a _____?</p> <p>2 A lot of people don't like _____.</p> <p>3 I always use WhatsApp. It's my favourite _____ on my mobile phone.</p> <p>4 When I need help with maths exercises, I watch _____.</p> <p>5 _____ is a useful tool because you can save your files on the internet.</p> <p>6 When I listen to loud music with my _____, I can't hear anyone speaking to me.</p> <p style="text-align: right;">/ 6 points</p> <p>Phrasal verbs: communication</p> <p>2 Use the words from the boxes to form phrasal verbs and complete the sentences.</p> <p>catch call find back for off look set turn out up (x2)</p> <p>1 I always use Instagram. It's great to _____ with friends.</p> <p>2 Can you help me to _____ my mobile phone? I can't find it anywhere.</p> <p>3 I'm sorry but Brenda isn't here right now. Can you _____ later?</p> <p>4 Can you please go online and _____ who invented the first computer?</p> <p>5 Jason, _____ your mobile phone! You can't study and text friends at the same time!</p> <p>6 Can you _____ a laptop? I bought a new one and I don't know how to do it.</p> <p style="text-align: right;">/ 6 points</p> <p>Reflect and share!</p> <ul style="list-style-type: none"> ✓ What did you already know about the topic of this unit? ✓ What did you learn by working on this unit? ✓ What questions do you still have? 	<p>Grammar</p> <p>Present simple</p> <p>3 Complete the sentences with the correct form of the verbs in brackets.</p> <p>1 This app _____ (give) information about the songs you're listening to. It _____ (show) the artist and the album.</p> <p>2 I _____ (not post) personal details on social media.</p> <p>3 She _____ (use) her tablet to watch videos on YouTube.</p> <p>4 We _____ (do) internet research for projects.</p> <p style="text-align: right;">/ 5 points</p> <p>Love, (don't) like, enjoy, don't mind, hate + -ing</p> <p>4 Complete the sentences with the correct form of the verbs in brackets.</p> <p>1 She _____ (love chat) online.</p> <p>2 He _____ (hate lose) films.</p> <p>3 He _____ (not like run) out of battery.</p> <p style="text-align: right;">/ 3 points</p> <p>Past simple</p> <p>5 Complete the text with the correct form of the verbs in brackets.</p> <p>One day, the Maushart family stopped using gadgets and (1) _____ (start) a new life. When the experiment (2) _____ (begin), Susy (3) _____ (go) to stay with friends. The children (4) _____ (not like) the idea at first but they enjoyed it in the end. The family (5) _____ (not use) laptops at home. They (6) _____ (have) dinner together and they (7) _____ (sleep) much better.</p> <p style="text-align: right;">/ 7 points</p> <p>6 Complete the questions with the correct present or past simple form of the verbs in brackets.</p> <p>1 How often _____ (he / check) emails?</p> <p>2 Where _____ (you / buy) that tablet?</p> <p>3 _____ (she / always carry) her laptop?</p> <p style="text-align: right;">/ 3 points</p> <p style="text-align: right;">Total Score: / 30 points</p> <p style="text-align: right; font-size: small;">UNIT 1 37</p>
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ANSWERS

- 1 1 charger; 2 e-readers; 3 app; 4 online tutorials; 5 The cloud; 6 earphones
- 2 1 catch up; 2 look for; 3 call back; 4 find out; 5 turn off; 6 set up
- 3 1 gives, shows; 2 don't post; 3 uses; 4 do
- 4 1 loves chatting; 2 hates losing; 3 doesn't like running
- 5 1 started; 2 began; 3 went; 4 didn't like; 5 didn't use; 6 had; 7 slept
- 6 1 does he check; 2 did you buy; 3 Does she always carry

1 To learn useful words to express your views, read this conversation and answer: How many people discuss their views? Who changes his/her opinion? Who does not change his/her view?

Teacher: How do you choose to communicate with a friend if you had a problem with him or her? Is it better to send a message, speak on the phone or talk personally? Who would like to start?

Ben: Me! In my opinion, it's better to text. It can be hard to talk face-to-face.

Carla: I agree. It's not easy to meet up with a friend if you had a problem with him or her.

Steve: I also think it's a good idea to send a message. For me, a short initial text can help start a friendly conversation.

Ren: Well, I don't agree. You can't really understand someone if you can't see their face. I think it's better to meet up.

Carla: Perhaps you're right. It's easy to misinterpret a written message. If you look at someone in the eye, you can realize if they're telling the truth.

Steve: I still think instant messaging is better. Personally, I solve problems with my friends this way...

2 Classify the words in green.

To express an opinion	To agree	To disagree	To change your opinion	To insist on your opinion
In my opinion...	I also think...			
Personally...				

3 Sit in groups of six. Select a topic to discuss and choose your side. There should be three students for each side, so if necessary, toss a coin in order to have three proposers (your answer is 'Yes') and three opposers (your answer is 'No') in each group.

Topic A Should young people control their use of social media?
Topic B Should homework be banned at schools?
Topic C Should 16- to 18-year olds get part-time jobs?



4 Sit in two groups of three. The three proposers sit together to brainstorm ideas to support their argument and take notes. The three opposers do the same.

Here are some questions to help you support your side of the debate:

Topic A	Topic B	Topic C
Do young people spend too much time on social media?	What are the positive / negative aspects of doing homework?	What are the advantages / disadvantages of getting a job?
What are the positive / negative aspects of social media?	Does doing homework help students learn?	Is it possible to find a balance between schoolwork and paid work?
Does social media make young people feel stressed? Or does it make them feel happier?	Do students have time to do homework after school? Does it interfere with their hobbies?	Does a job help you become more responsible? Or does it make you neglect your studies?

5 Groups take turns to sit in front of the classroom in a semi-circle and discuss their topic. The rest of the students listen and, at the end of the debate, vote on which side made the most convincing argument.



TIPS FOR A POLITE DEBATE

- Be a good listener.
- Be respectful of others.
- Do not interrupt.
- Do not speak over others.

ANSWERS

- Four people discuss their views. Carla changes her opinion. Steve does not change his view.
- To express an opinion:** I also think;
To agree: I agree;
To disagree: Well, I don't agree;
To change your opinion: Perhaps, you're right;
To insist on your opinion: I still think

- After reading the dialogue, ask: *What is it about?* (How to communicate with a friend when you have a problem with him or her.) *What do the people in the dialogue say?* (Their point of view.) *Which phrases are used to introduce a point of view?* Guide Ss to read the phrases in green. Explain the difference between a debate and an argument. Explain that both of them refer to a discussion in which people share different points of view and opinions. Say: *When a person starts a debate, he or she presents arguments for or against a topic.*
- While Ss are classifying the expressions in green, encourage them to look at the context to figure out the possible meaning of the phrases. Avoid the use of L1. Copy the table and invite volunteers to the front to complete the columns.
- Encourage Ss to vote on the topic they would like to discuss.
- While Ss brainstorm ideas, suggest searching online and reading about the topic. Explain it is very important to learn about the topic they will discuss and see other points of view. Encourage Ss to look for ideas to support their side in the debate. Invite them to take notes and write keywords to use later on in their debate.

While Ss are searching online, ask: *Which search engine are you using?* If all Ss are using the same search engine, encourage them to go online and see which others exist (Google, Bing, Yahoo!, etc). Ask: *Which keywords are you typing to get information to your side of the debate? Are you looking for photos to support your arguments? How can you sound confident? Do your arguments support your side? Are they convincing? Which is your strongest argument in the debate?* Once Ss have finished their research, invite them to revise all the arguments. Ask: *How are you going to present your arguments? Which phrases from Step 1 are you going to use? Who will start the debate?* Give Ss plenty of time to do their research and organize how they will execute their debate. Monitor their work and help them, if necessary. Explain the importance of respecting group decisions. When Ss debate in groups, it is expected that all arguments presented have been previously discussed among the group and that each member behaves and talks as agreed and decided.

- Refer Ss to the 'Tips for a polite debate' box before starting the debate. Be the judge during the debate and guide it so that both sides speak and share their arguments peacefully and without any conflicts. Say: *Look at the speakers of the other group and make eye contact. Smile and speak clearly. Be organized and use the notes taken in Step 4 as a guide to speak. Ask Ss to be respectful towards the S or Ss that are speaking.*

Answer key

WORKBOOK

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- 1 Across:** cloud, online tutorial, posts;
Down: mobile phone, laptop, files, apps, earphones, e-reader, social media, charger
- 2** 2 files, cloud; **3** social media; **4** e-reader; **5** laptop; **6** online tutorial; **7** mobile phone, charger; **8** earphones
- 3** 2 How often does your brother play video games? **3** Sandra always downloads the newest apps on her mobile phone. **4** I don't like watching films on my laptop. **5** Do your friends post comments every day?
- 4 In any order:** Alex hates carrying a charger. Alex loves watching films on a tablet. My brothers love using apps. My brothers like watching films on a tablet. My grandmother doesn't mind using apps. My grandmother hates watching films on a tablet.
Students' own answers

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Extra Grammar Practice

- A** 2 don't watch, play; **3** don't take, take; **4** doesn't understand, don't pronounce; **5** doesn't write, shows; **6** don't check, use; **7** has, doesn't use; **8** hates, carries
- B** 2 doesn't like sending, likes sending; **3** enjoys watching; **4** don't mind turning
- C** 2 Do you want; **3** Does he use
- In pairs** Student A
- A** 1 do; **2** laptop / tablet / mobile phone; **3** take / post; **4** watch; **5** send

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- 5** 2 set up; **3** call back; **4** catch up with; **5** turn off
- 6** 2 Turn up; **3** find out; **4** catch up with; **5** turn off; **6** log on
- 7** turn, came, do, made, thought, expected, have, be, laughed, began, log on, set up, went
Irregular verbs: came, made, thought, had, was / were, began, set up, went
- 8** 2 Did John and Henry play football on Sunday? No, they didn't. They played rugby. **3** Did your mother make (a) chocolate cake yesterday? No, she didn't. She made (a) lemon pie. **4** Did your bother go on an excursion yesterday? No, he didn't. He went last week.
- 9** 2 went; **3** was; **4** didn't use; **5** Did you like; **6** didn't watch; **7** didn't play; **8** did you do; **9** had; **10** observed

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Extra Grammar Practice

- A** 2 got, went; **3** had, didn't watch; **4** made, enjoyed; **5** brought, cooked; **6** read; **7** played; **8** turned, was; **9** didn't find, thought
- B** 2 Did he go; **3** Did they enjoy / like; **4** Did they use; **5** Did they have
- C** 2 Who did they go; **3** How did they travel; **4** Where did they stay; **5** What did they do

In pairs Student B

- A** 1 play; **2** watch / record; **3** chat; **4** watch; **5** use

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- 10 Phrasal verbs:** find out, set up (x2), catch up with, look for
- 11** 1 find out; **2** catch up with; **3** the USA; **4** short; **5** videos; **6** around the world
- 12** 1 It was the first recognizable social media site. **2** Mark Zuckerberg created Facebook. **3** You can find information on places and people on Wikipedia. **4** With WhatsApp, people can catch up with friends and send free text, image, audio and video messages. **5** Businesses use Instagram as an advertising platform. **6** With TikTok, you can record short dance, lip-sync or other talent videos.

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- 13** 1 a; **2** c; **3** a; **4** a; **5** c; **6** b; **7** c; **8** b
- 14** Students' own answers
- 15 Gadget:** e-reader
When you bought it: recently
Pros: easy to set up, quite light, small in size, impressive screen resolution, voice function, battery charge lasts a month
Cons: a bit slow in downloading books, texts change size on their own
Why you recommend / don't recommend it: good value, a bit more expensive but better than other e-readers
- 16** Students' own answers
- Bonus practice**
Students' own answers