# A world of gadgets

# Objectives and key competencies

- Name and describe electronic gadgets
  - Listen and do a vocabulary quiz
  - Understand and practice grammar
  - Learn the grammar tables for Unit 1
  - Listen and use everyday language
  - Talk about what people do
- Read an advertisement
  - Ask and say how often you and other people do things
  - Listen and read about two famous cities in England
  - Talk about the gadgets people use
  - Read the report of a survey on electronic gadgets
- Use the Student's Practice Kit
- Predict what happens in the story
  - Practice pronunciation: /tʃ/ and /dʒ/
  - Review, assess and plan your own learning
- Understand and think about values
  - Read and write about the pros and cons of using electronic gadgets
- Play the games
  - Do a role play (how to buy an electronic gadget)
  - Plan, prepare, write and present your project
- Listen, read and understand the story
  - · Do a culture quiz about England
  - Listen and find out about shopping in American towns

# **Active language**

#### Core vocabulary: electronic gadgets

calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam

# Story vocabulary

computer science, genius, puzzles, secret codes

# CLIL vocabulary: how often do you use electronic gadgets?

con, concentrate, creative, lifestyle, pro, (keyboard) skills, world

# Structures

I think ... I want to ...

He/She uses ... He/She doesn't use ...

Does he/she use ... ? Yes, he/she does. No, he/she doesn't.

I always, often, never, sometimes, usually ... Are you thinking about ... ? Yes, I am./No, I'm not.

# Recycled language

digital, camera, keyboard, laptop, cell phone country, email, food, friends, gym, light, math, message, museum, park, science, small, student do homework, go shopping, listen to music, play games/soccer, take photos, use a computer, watch movies/TV the alphabet, members of the family Do you have ...? Yes, I do./No, don't. Do you ...? Yes, I do./No, I don't.

# Receptive language

instructions, dollars, cents, receipt

artificial intelligence, calculate, computer printout, Egyptian mummies, hero, glasshouse, podcast, traditional costumes

# **Pronunciation**

the /tʃ/ and /dʒ/ sound (chats, cheese, / jam, gym)

# **Culture and CLIL**

England: Oxford and Cambridge

**England:** Culture quiz

How to buy an electronic gadget

Social Science: How often do you use

electronic gadgets?

# Values and attitudes

- Interest in electronic gadgets
- Curiosity in reading an advertisement
- Enjoyment in a biography
- Awareness that it's important to follow your interests at home and at school
- Interest in finding out which gadgets people use
- Recognition of how many gadgets are part of our daily lives
- Pleasure in learning about English culture
- Confidence in using everyday language
- Awareness of the pros and cons of using electronic gadgets
- Enjoyment in preparing, planning and writing your project
- Willingness to review, assess and plan your own learning



- to name and describe electronic gadgets
  - to listen and do a vocabulary guiz
- to ask and answer questions about electronic gadgets you have
- to use the Student's Practice Kit

# **Active language**

calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam

Do you have a ...? Yes, I do./No, I don't. car, cell phone, computer, digital camera, laptop, listen to music, math, movies, photo, play games, TV

#### **Materials**

Flashcards and Word cards: calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam. Class Audio CD

# At a Glance Lesson Plan

# Starting the lesson

- · Greet the students.
- Explain the aims of Unit 1.
- Explain the aims of the lesson.

# Vocabulary presentation

 Present vocabulary with the Unit 1 flashcards and word cards.

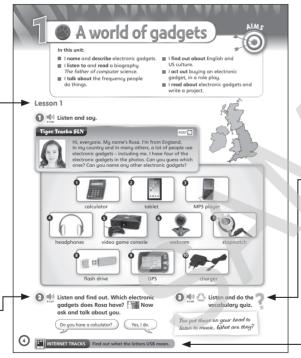
# Activity 1

- Listen and say.
- ▶ CD 1 Track 6 p221

# Activity 2

- Listen and find out. Which electronic gadgets does Rosa have?
- ▶ CD 1 Track 7 p221
- Now ask and talk about you.

# Student's Book



# **Activity 3**

- Listen and do the vocabulary quiz.
- ► CD 1 Track 8 p222

# **Internet Tracks**

- Find out what the letters USB mean.
- Go to the Activity Book.
   See Activity Book activities to the right.

# **Ending the lesson**

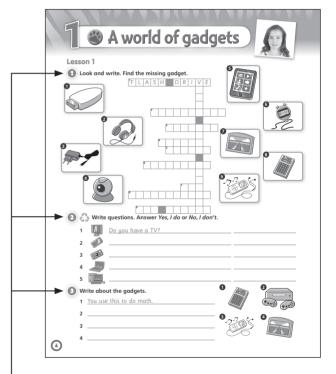
 Review the lesson and say goodbye.

# Class Audio for Lesson 1

# Student's Book

- ■1) Electronic gadgets ► CD 1 Track 6 p221
- Which electronic gadgets does Rosa have?CD 1 Track 7 p221
- (a) Vocabulary quiz ► CD 1 Track 8 p222

# **Activity Book**



# **Activity Book**

# **Activity 1**

Look and write. Find the missing gadget.

#### Activity 2

 Write questions. Answer Yes, I do or No, I don't.

#### **Activity 3**

• Write about the gadgets.

# Starting the lesson

# Greet the students.

 Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

# Explain the aims of Unit 1.

 Draw the students' attention to the top of Student's Book page 4. Say In this unit ... and read the aims. Check understanding.

# Explain the aims of the lesson.

 Say Today we're going to find out about electronic gadgets. We're going to ask and answer questions about which gadgets we have, and we're also going to do a vocabulary quiz.

# Vocabulary presentation

# Present the vocabulary.

- (Books closed.) Explain the meaning of 'gadget' (a small, useful tool or machine). The students name electronic gadgets they know.
- Introduce the new gadgets by sticking printouts of the flashcards on the board. The students repeat the words once or twice.
- Hold up the word cards in turn. The students read the words. They then match the word cards and flashcards on the board.

# Student's Book Activity 1

# Listen and say.

- ▶ CD 1 Track 6 p221
- The students look at the photo of Rosa and the map.
   Ask Where's Rosa from?
- Play the CD. The students listen and repeat the new words
- The students guess which electronics gadgets Rosa has. (Don't say the answers yet.)
- The students name other electronic gadgets. (Computer, laptop, digital camera, cell phone.)

# Student's Book Activity 2

Listen and find out. Which electronic gadgets does Rosa have? Now ask and talk about you.

- ► CD 1 Track 7 p221
- Ask Which electronic gadgets does Rosa have?
   Say Let's listen and find out.
- Play the CD once or twice.
- The students say which gadgets Rosa has.
- In pairs, the students ask and answer questions about all the electronic gadgets.
- Ask a few pairs to report back to the rest of the class. I have a (stopwatch). (Ana) has a (video game console).

**Answers:** Rosa has a calculator, an MP3 player, a flash drive and a charger.

# Student's Book Activity 3

Listen and do the vocabulary quiz.

- ► CD 1 Track 8 p222
- Divide the class into two teams.
- Draw attention to the recycle logo. Explain that the students will be hearing familiar words, as well as practicing new vocabulary.
- If necessary, briefly review the vocabulary that's included in the quiz.
- Play the CD. Use the pause button. Members of each team take turns answering. Keep score on the board.
- Extend the quiz by holding up the flashcards. The students say and spell the words.
- The team with most points at the end wins the quiz.

**Answers:** (See answers in audioscript.)

# Internet Tracks

# Find out what the letters USB mean.

- · Read the instructions as a class.
- The students research on the internet with a teacher what the letters USB mean.

Answer: USB means universal serial bus.

# Activity Book

# **Activity 1**

# Look and write. Find the missing gadget.

• The students do the crossword puzzle and find the missing word.

Answers: 1 flash drive 2 headphones 3 charger 4 webcam 5 tablet 6 stopwatch 7 GPS 8 calculator 9 MP3 player

Missing gadget: video game console

# **Activity 2**

# Write questions. Answer Yes, I do or No, I don't.

- The students look at the pictures and write the questions, based on the example.
- For each question, the students write Yes, I do or No, I don't

**Answers: 1** Do you have a TV? **2** Do you have a cell phone? **3** Do you have a digital camera? **4** Do you have a laptop? **5** Do you have a computer?

# **Activity 3**

# Write about the gadgets.

 The students write sentences to describe the gadgets shown.

**Suggested answers: 1** You use this to do math. **2** You use this to play electronic games. **3** You use this to listen to music. **4** You use this in a car to find places.

# Ending the lesson

- Ask How many electronic gadgets can you name?
- The students clean up, put their books away and say goodbye.



- • to play The chain game
- - to answer questions about the text
- to express a personal opinion

# **Active language**

calculator, charger, flash drive, GPS, headphones, homework, light, MP3 player, podcast, school bag, small, stopwatch, tablet, video game console, webcam I think ... I want to ...

#### **Materials**

Flashcards: calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam, Class Audio CD

# At a Glance Lesson Plan

# Starting the lesson

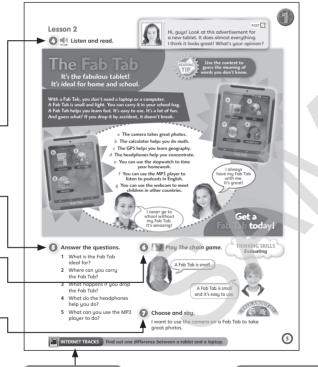
- · Greet the students.
- Review the Unit 1 flashcards.
- Explain the aims of the lesson.

# Activity 4

- Listen and read. ▶ CD 1 Track 9 p222
- Activity 5
- Answer the questions.

# Activity 6

- Play The chain game.
- Activity 7
- Talk about it! Choose and say.



Student's Book

# Internet Tracks

- Find out one difference between a tablet and a laptop.
- Go to the Activity Book.
   See Activity Book activities to the right.

# **Ending the lesson**

 Review the lesson and say goodbye.

# Class Audio for Lesson 2

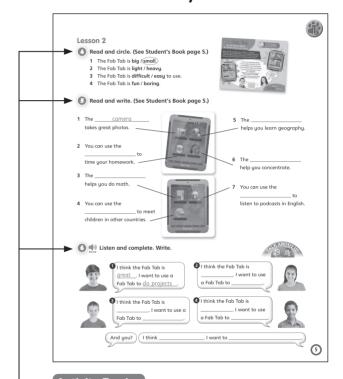
#### Student's Book

(1) The Fab Tab' ► CD 1 Track 9 p222

# **Activity Book**

**●**1) Activity 6 **► CD** 1 **Track** 10 **p222** 

# **Activity Book**



# Activity Book

# **Activity 4**

• Read and circle. (See Student's Book page 5.)

#### **Activity 5**

• Read and write. (See Student's Book page 5.)

# Activity 6

- Talk about it! Listen and complete. Write.
- ▶ CD 1 Track 10 p222

# Starting the lesson

# Greet the students.

 Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

# Review the Unit 1 flashcards.

- Give printouts of the Unit 1 flashcards to individual students, without the other students seeing the pictures.
- The students with the flashcards take turns saying a sentence about their electronic gadget. You use this to (do math). The rest of the class guesses what it is. It's a (calculator).

# Explain the aims of the lesson.

 Say Today we're going to read an advertisement for a new tablet and answer questions about it.
 We're also going to play a game and give our opinions.

# Student's Book Activity 4

# Listen and read.

- ▶ CD 1 Track 9 p222
- Read Rosa's post. Elicit the meaning of 'advertisement'. Read the title: *The Fab Tab*.
- Play the CD. The students listen and read.
- Read the Reading Tip. Give an example. Say If you don't know the word 'light', you can guess the meaning by reading the next sentence.
- Encourage the students to use the context to guess the meaning of new words in the advertisement, such as 'drop' and 'break'. Be ready to help, as necessary.
- Play the CD again.
- Ask What features does a Fab Tab have? (Digital camera, calculator, GPS, headphones, stopwatch, MP3 player, webcam.) (Note: Make sure the students realize that the Fab Tab isn't a real product.)
- Draw attention to the thinking skill: Evaluating information. Ask the students if they think the Fab Tab sounds good or not. Explain that when we read an advertisement, we evaluate the information that is given.

# Student's Book Activity 5

# Answer the questions.

 The students read and answer the questions about the advertisement

**Answers: 1** (The Fab Tab is ideal for) home and school. **2** (You can carry it) in your school bag. **3** (If you drop it) it doesn't break. **4** (They help you) concentrate. **5** (You can use it) to listen to podcasts in English.

# Student's Book Activity 6

# Play The chain game.

- The students take turns saying sentences about the Fab Tab. Read the speech bubbles to demonstrate. A Fab Tab is small. / A Fab Tab is small and it's easy to use. A third student might say A Fab Tab is small, it's easy to use and it's lots of fun.
- If the students can't remember the previous sentences, they say Help! and a student who can remember has the next turn.

# Student's Book Activity 7

# Talk about it! Choose and say.

- Read the example.
- The students take turns expressing their opinions and saying what they want to use a Fab Tab to do. I think the Fab Tab is (fantastic). I want to use the calculator on a Fab Tab to (do math).

# Internet Tracks

# Find out one difference between a tablet and a laptop.

- Read the instructions as a class.
- The students research on the internet with a teacher one difference between a tablet and a laptop.

Answer: A tablet doesn't have a keyboard or a mouse.

# Activity Book

# **Activity 4**

# Read and circle. (See Student's Book page 5.)

• The students read the advertisement again on Student's Book page 5 and circle the correct words.

Answers: 1 small 2 light 3 easy 4 fun

# **Activity 5**

# Read and write. (See Student's Book page 5.)

 The students read the sentences and write the missing words. They can refer to Student's Book page
 5.

Answers: 1 camera 2 stopwatch 3 calculator 4 webcam 5 GPS 6 headphones 7 MP3 player

# **Activity 6**

# Talk about it! Listen and complete. Write.

- ▶ CD 1 Track 10 p222
- Play the CD. The students listen and complete the speech bubbles.
- The students write a sentence expressing their opinions.

**Answers:** (See answers in audioscript.)

# Ending the lesson

- Ask What do you know about the Fab Tab? Do you think a tablet like the Fab Tab is useful? Why?
- The students clean up, put their books away and say goodbye.



- to learn everyday phrases used in the story
- to use the Student's Practice Kit
- to predict what happens in the story
- to give a personal response and think about values
- to listen to and read the story
  - to answer questions about the story

# **Active language**

computer science, genius, math, puzzles, science, secret codes

# **Materials**

Class Audio CD

# At a Glance Lesson Plan

# Starting the lesson

- · Greet the students.
- Review the Fab Tab.
- Explain the aims of the lesson.

# Pre-story activities

- Predict what happens in the story.
- Listen to the story (books closed).
- ▶ CD 1 Track 11 p222

# Activity 8

Listen to and read the story.
 CD 1 Track 11 p222

# **Activity 9**

- Read and say True or False.
- · Correct the false sentences.

# Student's Book



# Tiger Values

- Think about it: Is it important to follow your interests at home and at school?
- How do you follow your interests at home and at school?

Read the information.

# Everyday phrases

- Learn and use!
- Go to the Activity Book.
   See Activity Book activities to the right.

# Ending the lesson

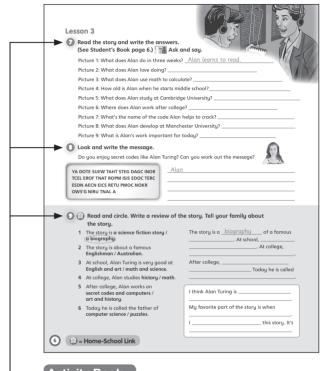
 Review the lesson and say goodbye.

# Class Audio for Lesson 3

# Student's Book

- (1) The father of computer science
- ► CD 1 Track 11 p222

# **Activity Book**



# Activity Book

#### **Activity 7**

• Read the story and write the answers. (See Student's Book page 6.) Ask and say.

#### **Activity 8**

Look and write the message.

#### **Activity 9**



Read and circle. Write a review of the story. Tell your family about the story.



# Starting the lesson

# Greet the students.

 Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

# Review the Fab Tab.

Ask What can you remember about the Fab Tab?
 What's your opinion of the Fab Tab?

# Explain the aims of the lesson.

 Say Today we are going to listen to, read and discuss a biography about someone very important to computer science.

# Pre-story activities

# Predict what happens in the story

- Read Rosa's post and the story title. Elicit or explain the meaning of 'biography' and 'hero'.
- Ask the students to predict what happens in the story (in English or L1).

# Listen to the story (books closed).

- ▶ CD 1 Track 11 p222
- Say Let's listen and find out if you're right.
- Read the focus questions to the students: What school subjects is Alan good at? What does he love doing?
- Play the CD. The students listen to the story.
- Check the answers to the questions. (He's good at math and science. He loves doing puzzles and secret codes.)

# Student's Book Activity 8

# Listen to and read the story.

- ▶ CD 1 Track 11 p222
- Play the CD. The students listen and read the story.
   Pause to check understanding or clarify meaning, as necessary.
- The students take turns reading the story, with or without the CD.

# Do you know ... ? fact

Read the information as a class. Check comprehension.

#### Student's Book Activity 9

# Read and say *True* or *False*. Correct the false sentences.

 The students read the sentences and say whether they are true or false. They correct the false sentences.

Answers: 1 False. Alan's very good at math. 2 True. 3 False. Alan works hard in science and math. 4 False. Alan studies math at Cambridge University. 5 True. 6 False. Alan develops one of the first computers at Manchester University

# Student's Book Tiger Values

- Say Think about it! Is it important to follow your interests at home and at school? Listen to the students' answers (in English or L1). Establish that it is important to follow your interests where possible.
- Ask the students how they follow their interests, prompting them if necessary with questions such as What are you interested in doing? Do you learn about it at school? Do you develop your skills at home? If you have a confident class, ask them to discuss the question further (in L1).

# Student's Book Activity 10

# Talk about it! Ask and say.

 Ask the questions. The students say their opinions and give their reasons.

# Everyday phrases

#### Learn and use!

- Read the phrases. Ask the students to find the phrases in the story.
- Elicit or give examples of when to use the phrases every day.
- Encourage the students to use the phrases whenever appropriate from now on.

# Activity Book

# **Activity 7**

Read the story and write the answers. (See Student's Book page 6.) Ask and say.

- The students read the story again and write the answers.
- In pairs, the students ask the questions and say the answers.

Answers: 1 He learns to read. 2 He loves doing puzzles and secret codes. 3 He uses math to calculate the flight path of some bees.
4 He's thirteen. 5 He studies math. 6 He works at Bletchley Park.
7 It's called the Enigma code. 8 He develops one of the first computers.
9 His work is still important for electronic gadgets we use use today.

# **Activity 8**

# Look and write the message.

In pairs, the students work out and write the message.
 Be ready to give clues, as necessary (i.e. the message reads backwards from end to beginning; the letters of each word are in groups of four).

**Answer:** Alan Turing's work on computer science and secret codes is important for electronic gadgets that we use today.

# **Activity 9**



Read and circle. Write a review of the story. Tell your family about the story.

- The students read the six sentences and circle the correct words.
- The students write their review, completing the sentences and adding their opinions.
- The students read and compare their reviews.
- Encourage the students to tell their family about the story.

Answers: 1 biography 2 Englishman 3 math and science 4 math 5 secret codes and computers 6 computer science (Possible review) The story is a biography of a famous Englishman. At school, Alan Turing is very good at math and science. At college, he studies math. After college, he works on secret codes and computers. Today he is called the father of computer science. (Students' own opinions will follow.)

# Ending the lesson

- Say Can you tell me ten words from the story?
- The students clean up, put their books away and say goodbye.



- to listen and learn the grammar tables
- - to talk and ask about the gadgets people use
- to use the Student's Practice Kit
- • to be a 'grammar detective'

# **Active language**

calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam gym, email, friends, math, message

This person always/usually/often/sometimes/never uses a ... Who is it? It's ...

# **Materials**

Class Audio CD

# At a Glance Lesson Plan

# Student's Book

# Starting the lesson

- · Greet the students.
- Review The father of computer science story.
- ▶ CD 1 Track 11 p222
- Explain the aims of the lesson.

# Activity 11

- · Listen and read.
- ► CD 1 Track 12 p223
- Say the gadgets they use.

# Activity 12

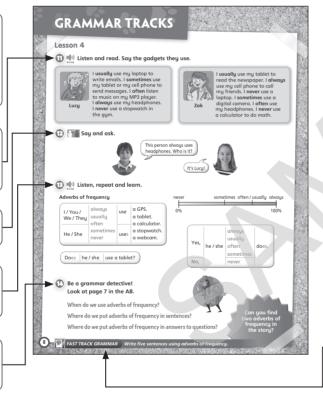
• Say and ask.

# **Activity 13**

Listen, repeat and learn.
 CD 1 Track 13 p223

# **Activity 14**

• Be a grammar detective! Look at page 7 in the AB.



# Fast Track Grammar

- Write five sentences using adverbs of frequency.
- Go to the Activity Book.
   See Activity Book activities to the right.

# Ending the lesson

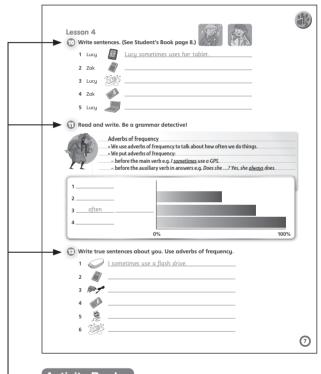
 Review the lesson and say goodbye.

# Class Audio for Lesson 4

#### Student's Book

- The father of computer science
  CD 1 Track 11 p222
- (1) How often do they use their gadgets?
  - ► CD 1 Track 12 p223
- (I) Grammar tables
  - ▶ CD 1 Track 13 p223

# **Activity Book**



# Activity Book

#### **Activity 10**

• Write sentences. (See Student's Book page 8.)

# **Activity 11**

• Read and write. Be a grammar detective!

#### **Activity 12**

Write true sentences about you. Use adverbs of frequency.



# Starting the lesson

# Greet the students.

 Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

# Review The father of computer science story.

- Ask Can you remember Alan Turing's biography?
- Play the CD. The students listen and follow in their books. Pause before key words; for example, He's very good at ... (math). He also loves doing ... (puzzles and secret codes). The students supply the words that follow.
- ▶ CD 1 Track 11 p222

# Explain the aims of the lesson.

 Say Today we're going to read and talk about gadgets people use. We're also going to learn about adverbs of frequency and be grammar detectives, too!

# Student's Book Activity 11

# Listen and read. Say the gadgets they use.

- ► CD 1 Track 12 p223
- Play the CD. The students listen and read. Pause after each sentence for the students to repeat.
- Draw attention to the adverbs of frequency highlighted in bold.
- Ask Can you tell me about Lucy? Can you tell me about Zak? The students say sentences about the gadgets the children use and how often. Lucy usually uses her laptop to write emails. Zak never uses a laptop ...

#### Student's Book Activity 12

# Say and ask.

- Say sentences based on the information in Activity
   11. This person (always uses headphones). Who is it? The students respond. It's (Lucy)!
- The students take turns saying sentences and identifying who it is.

# Student's Book Activity 13

# Listen, repeat and learn.

- ▶ CD 1 Track 13 p223
- Play the CD. The students listen and repeat the sentences in the grammar tables.
- The students learn the grammar tables and use them for reference and revision. They can copy the grammar tables into their notebooks.

# Student's Book Activity 14

# Be a grammar detective! Look at page 7 in the AB.

- Read the 'grammar detective' questions. The students answer in English or L1. The students can look at Activity Book page 7 for a summary of the answers.
- The students find two adverbs of frequency in the story on Student's Book pages 6 and 7. (In frame 2: always, usually/often.)

Answers: (See Activity Book page 7 Activity 11.)

# Fast Track Grammar

# Write five sentences using adverbs of frequency.

 Ask the students to write five sentences in their notebooks that include adverbs of frequency.

**Answers:** Student's answers to include the adverbs 'often', 'never', 'sometimes', 'usually' or 'always'.

# Activity Book

# **Activity 10**

# Write sentences. (See Student's Book page 8.)

 The students look at the pictures, read the information about Zak and Lucy on Student's Book page 8 and write sentences.

**Answers: 1** Lucy usually uses her tablet. **2** Zak never uses a calculator. **3** Lucy often listens to music on her MP3 player. **4** Zak always uses his cell phone. 5 Lucy usually uses her laptop.

# **Activity 11**

# Read and write. Be a grammar detective!

- Read the 'grammar detective' summary.
- Elicit other examples of sentences and answers to questions.
- The students complete the chart.

Answers: 1 never 2 sometimes 3 often/usually 4 always

# **Activity 12**

# Write true sentences about you. Use adverbs of frequency.

- Draw the students' attention to the position of adverbs of frequency in a sentence.
- The students write true sentences following the picture prompts and example.
- The students take turns reading one or two of their sentences to the class.

**Answers: Possible answers: 1** I sometimes use a flash drive. **2** I always use a calculator. **3** I sometimes use a charger. **4** I never use a cell phone. **5** I often use a stopwatch. **6** I often use an MP3 player.

# Ending the lesson

- Ask When do we use adverbs of frequency? How many adverbs of frequency do you know?
- The students clean up, put their books away and say goodbye.



- to talk about the things you and your friends do on Saturday
- to practice pronunciation: /tʃ/ and /dʒ/
  - to listen to what people do
- to play Who am I thinking about?

# **Active language**

calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam

do homework, go shopping, play soccer, Saturday, use a computer, watch TV

Does he/she ...? Yes, he always/usually/often/sometimes does. / No, he/she never does.

Are you thinking about ... ? Yes, I am./No, I'm not.

#### **Materials**

Flashcards: calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam, Class Audio CD

# At a Glance Lesson Plan

# Student's Book

# Starting the lesson

- Greet the students.
- Review the Unit 1 flashcards.
- Explain the aims of the lesson.

# Activity 15

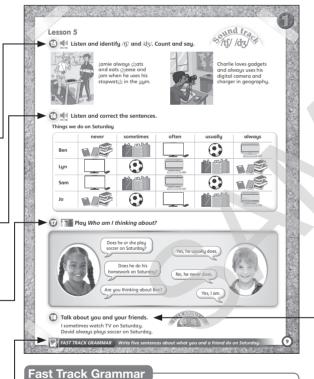
- Sound track: Listen and identify /t∫/ and /dʒ/.
- ▶ CD 1 Track 14 p223
- · Count and say.

# **Activity 16**

- Listen and correct the sentences.
- ▶ CD 1 Track 15 p223

# **Activity 17**

• Play Who am I thinking about?



• Write five sentences about what you and a

• Go to the Activity Book. See Activity Book

friend do on Saturday.

activities to the right.

# Activity 18

Talk about you and your friends.

# Ending the lesson

 Review the lesson and say goodbye.

# Class Audio for Lesson 5

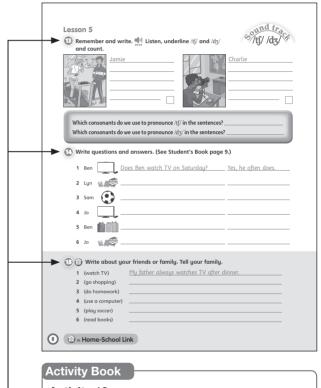
# Student's Book

- Sound track ► CD 1 Track 14 p223
- Things we do on Saturday ► CD 1 Track 15 p223

# **Activity Book**

(a) Activity 13 ► CD 1 Track 16 p223

# **Activity Book**



# Activity 13

 Sound track: Remember and write. Listen, underline /t∫/ and /dʒ/ and count.

▶ CD 1 Track 16 p223

#### Activity 14

• Write questions and answers. (See Student's Book page 9.)

# **Activity 15**

W

Write about your friends or family. Tell your family.

# Starting the lesson

# Greet the students.

 Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

# Review the Unit 1 flashcards.

• Hold up printouts of the Unit 1 flashcards in turn. The students say what they can remember about Zak and Lucy (from Student's Book page 8). For example, Zak often uses his headphones. Lucy never uses a stopwatch in the gym.

# Explain the aims of the lesson.

 Say Today we're going to listen and identify sounds and practice pronunciation. We're also going to play a game and find out what people do on Saturday.

# Student's Book Activity 15

# Sound track: Listen and identify /tʃ/ and /dʒ/. Count and say.

- ▶ CD 1 Track 14 p223
- Draw the phonemic symbols on the board. Say a few words to demonstrate the sounds.
- Draw attention to /tʃ/ and /dʒ/, as underlined in the first sentence. Ask How many times do you hear /tʃ/ and /dʒ/ in the second sentence?
- Play the CD. The students listen and count the sounds.
- Play the CD again. The students repeat the sentences.

**Answer:** /dʒ/ 3, /tʃ/ 2

# Student's Book Activity 16

# Listen and correct the sentences.

- ▶ CD 1 Track 15 p223
- The students look at the table showing the things that Ben, Lyn, Sam and Jo do on Saturday.
- Play the CD, pausing before the answers. The students listen and correct the sentences. They then check their answers.
- The students say false sentences and correct them in the same way.

Answers: (See answers in audioscript.)

# Student's Book Activity 17

# Play Who am I thinking about?

- The students choose one of the children from Activity 16. They ask each other questions to identify the child, for example Does he or she play soccer on Saturday? / Yes, he usually does. / Does he do his homework on Saturday? / No, he never does. / Are you thinking about Ben? / Yes, I am.
- Play the game with the whole class.
- The students play the game in pairs.

# Student's Book Activity 18

# Talk about you and your friends.

• The students say true sentences about themselves and their friends. I (sometimes) (watch TV) on Saturday. (David) (always) (plays soccer) on Saturday.

# Fast Track Grammar

# Write five sentences about what you and a friend do on Saturday.

 Ask the students to write five sentences in their notebooks about what they and a friend do on Saturday.

Answer: Students' answers will vary.

# Activity Book

# **Activity 13**

Sound track: Remember and write. Listen, underline  $/t_0^2$  and  $/d_0^2$  and count.

- ► CD 1 Track 16 p223
- The students write the sentences from memory.

  Check the answers; the students say the sentences.
- Play the CD. The students listen, underline /tʃ/ and /dʒ/ and count how many times they hear the sounds in each sentence. They write the numbers in the boxes.
- The students answer the questions.

**Answers:** Jamie always <u>ch</u>ats and eats <u>ch</u>eese and jam when he uses his stopwat<u>ch</u> in the gym (= 6). <u>Ch</u>arlie loves gadgets and always uses his digital camera and <u>ch</u>arger in geography (= 5). We pronounce ch /t{}/. We pronounce j, dg and g /d3/.

# Activity Book (continued)

#### **Activity 14**

# Write questions and answers. (See Student's Book page 9.)

 The students look at the table on Student's Book page 9 and use the names and picture prompts to write questions and answers.

Answers: 1 Does Ben watch TV on Saturday? Yes, he often does.
2 Does Lyn do homework on Saturday? Yes, she always does. 3 Does Sam play soccer on Saturday? Yes, he usually does. 4 Does Jo watch TV on Saturday? Yes, she often does. 5 Does Ben go shopping on Saturday? Yes, he sometimes does. 6 Does Jo do homework on Saturday? No, she never does.

# **Activity 15**



# Write about your friends or family. Tell your family.

- The students write true sentences about their friends or family using the word prompts.
- The students read one or two of their sentences to the class.
- Encourage the students to say their sentences to their family.

Answers: Students' own answers.

# Ending the lesson

- Ask What sounds have we practiced? How can we ask questions about what people do?
- The students clean up, put their books away and say goodbye.



- to do a culture quiz about England
  - to listen and find out about a university student in England

# **Active language**

boat race, capital, city, college, movie, museum, park, stamp, student It's ... / They're ...

# **Materials**

Class Audio CD

# At a Glance Lesson Plan

# Student's Book

# Starting the lesson

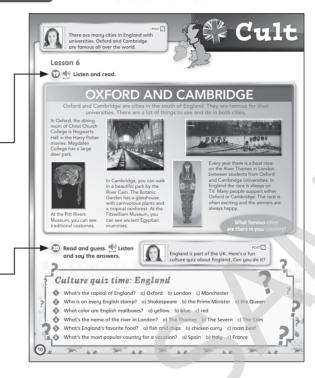
- · Greet the students.
- Review adverbs of frequency and activities.
- Explain the aims of the lesson.

# **Activity 19**

• Listen and read. ▶ CD 1 Track 17 p223

# Activity 20

- · Read and guess.
- Listen and say the answers.
   CD 1 Track 18 p223
- Go to the Activity Book.
   See Activity Book activities to the right.



# Ending the lesson

 Review the lesson and say goodbye.

# Class Audio for Lesson 6

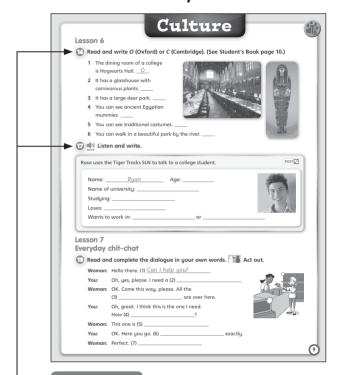
# Student's Book

- (a) Oxford and Cambridge' ► CD 1 Track 17 p223
- ●)) Culture quiz time: England ► CD 1 Track 18 p223

# **Activity Book**

(a) Activity 17 ► CD 1 Track 19 p224

# **Activity Book**



# Activity Book

# **Activity 16**

• Read and write O (Oxford) or C (Cambridge). (See Student's Book page 10.)

# Activity 17

- · Listen and write.
- ▶ CD 1 Track 19 p224

# Starting the lesson

# Greet the students.

 Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

# Review adverbs of frequency and activities.

 The students say sentences about what they and their friends do on Saturday. I (sometimes) (go shopping). (Alex) (always) (plays soccer).

# Explain the aims of the lesson.

 Say Today we're going to read about two cities in England that are famous for their universities. We're also going to do a culture quiz about England.

# Student's Book Activity 19

#### Listen and read.

- ▶ CD 1 Track 17 p223
- Read Rosa's post. Elicit or remind the students of the meaning of 'city' (a large, important town).
- Ask the students if they've heard of Oxford and Cambridge and, if so, what they know about them.
- Play the CD. The students listen and read.
- Ask questions, such as Where can you see a deer park/a tropical rainforest/traditional costumes/ Egyptian mummies? Elicit or explain the meaning of vocabulary, as necessary.
- Ask What famous cities are there in your country?
   The students name famous cities in their country.

# Student's Book Activity 20

# Read and guess. Listen and say the answers.

- ▶ CD 1 Track 18 p223
- Read Rosa's post.
- Read the quiz questions. The students guess the answers.
- (Optional) The students write the numbers 1 to 6 in their notebooks. They write a), b) or c) to make a note of their guesses.
- Play the CD. Use the pause button for the students to say their answers before they hear them on the CD.
- The students compare the answers with their guesses and say which facts they think are particularly interesting or surprising.

Answers: (See answers in audioscript.)

# Activity Book

# **Activity 16**

# Read and write *O* (Oxford) or *C* (Cambridge). (See Student's Book page 10.)

• The students read the text in the Student's Book again and write O or C by each sentence.

Answers: 1 0 2 C 3 O 4 C 5 O 6 C

# **Activity 17**

#### Listen and write.

- ▶ CD 1 Track 19 p224
- Read the introductory sentence and headings.
- Play the CD. The students listen and complete the form.
- Check the answers.

**Answers: Name** Ryan **Age** Eighteen **Name of college** Cambridge University **Studying** Math **Loves** Sports **Wants to work** in technology **or** computer science

# Ending the lesson

- Ask What do you know about Oxford and Cambridge? What do you know about English culture?
- The students clean up, put their books away and say goodbye.



- to listen and repeat a dialogue showing how to buy an electronic gadget
- to use the Student's Practice Kit
- to do a role play
- to listen and find out about shopping in the US

# **Active language**

dollars, cents, instructions, receipt Can I help you? I need a ... How much is it? please, thank you

# **Materials**

Class Audio CD

# At a Glance Lesson Plan

# Student's Book

# Starting the lesson

- · Greet the students.
- Review English culture.
- Explain the aims of the lesson.

# Activity 21

- Listen and read
- ► CD 1 Track 20 p224
- · Say True or False.

# **Activity 22**

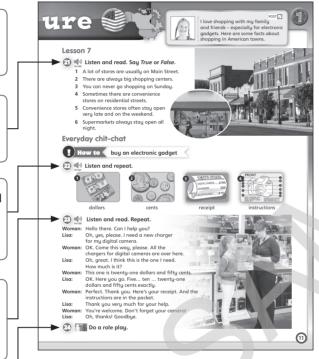
- Everyday chit-chat: Listen and repeat.
- ► CD 1 Track 21 p224
- · Repeat.

# **Activity 23**

- Everyday chit-chat: Listen and read.
- ▶ CD 1 Track 22 p224
- Repeat.

# **Activity 24**

- The Do a role play.
- Go to the Activity Book.
   See Activity Book activities to the right.



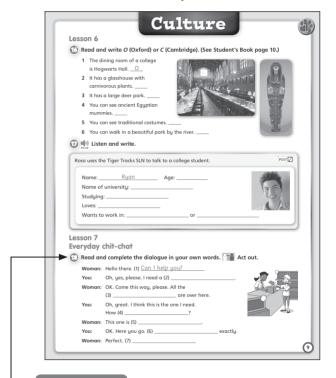
# Ending the lesson

• Review the lesson and say goodbye.

# Class Audio for Lesson 7

- Shopping in American towns ► CD 1 Track 20 p224
- Everyday chit-chat: How to buy an electronic gadget vocabulary ► CD 1 Track 21 p224
- (a) Everyday chit-chat: How to buy an electronic gadget dialogue **CD 1 Track 22 p224**

# **Activity Book**



# **Activity Book**

#### **Activity 18**

• Everyday chit-chat: Read and complete the dialogue in your own words. Act out.

# Starting the lesson

# Greet the students.

 Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

# Review English culture.

 Ask the students questions about English culture, such as What's the capital of England? What's England's favorite food?

# Explain the aims of the lesson.

 Say Today we're going to learn some facts about shopping in American towns. We're also going to listen to and repeat a dialogue showing how to buy an electronic gadget, and then do a role play.

# Student's Book Activity 21

# Listen and read. Say True or False.

- ► CD 1 Track 20 p224
- Read Lisa's post.
- Read the sentences. Explain vocabulary such as 'convenience stores' and 'residential streets', as necessary.
- The students predict if the sentences are true or false.
- Play the CD. The students listen carefully. Use the pause button after each statement for the students to say whether the sentences in the Student's Book are true or false.

Answers: 1 True 2 False 3 False 4 True 5 True 6 False

#### Student's Book Activity 22

# **Everyday chit-chat: Listen and repeat.**

- ▶ CD 1 Track 21 p224
- Play the CD. The students listen, look at the pictures and repeat the words.

# Student's Book Activity 23

# **Everyday chit-chat: Listen and read. Repeat.**

- ▶ CD 1 Track 22 p224
- Play the CD. The students listen and follow the dialogue in their books.
- Divide the class into two groups (Lisa, the woman).
- Play the CD again, pausing for the students to repeat their lines in their groups.
- The groups change roles and repeat.

# Student's Book Activity 24

# Do a role play.

- The students practice the dialogue from Activity 23 in pairs.
- The students take turns coming to the front of the class in pairs and acting out a role play based on the dialogue.

# Activity Book

# **Activity 18**

Everyday chit-chat: Read and complete the dialogue in your own words. Act out.

- The students read the dialogue and suggest options for the gaps.
- The students complete the dialogue in their own words.
- The students act out their dialogues in pairs.

Possible answers: 1 Can I help you? 2 digital camera/flash drive/tablet 3 digital cameras/flash drives/tablets 4 much is it? 5 ... dollars and ... cents 6 ... dollars and ... cents 7 Thank you. Here's your receipt.

# Ending the lesson

- Ask What do you know about shopping in American towns? What do you know how to buy?
- The students clean up, put their books away and say goodbye.



- to answer questions on the text
- gadgets?'
- to express your views of the pros and cons of using electronic gadgets
- to play Pro or Con?

# **Active language**

calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam con, pro

concentrate, creative, lifestyle, skill often/sometimes

# **Materials**

Class Audio CD

# At a Glance Lesson Plan

# Student's Book

# Starting the lesson

- · Greet the students.
- Review how to buy electronic gadgets.
- Explain the aims of the lesson.

# **Activity 25**

- Listen and read.
- ▶ CD 1 Track 23 p224

# Activity 26

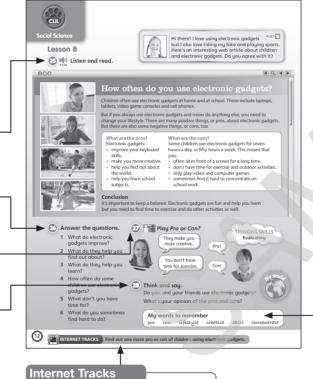
Answer the questions.

# **Activity 27**

• Play Pro or Con?

# **Activity 28**

• My world: Think and say.



# My words to remember

· Make sentences using the words.

# **Ending the lesson**

 Review the lesson and say goodbye.

# Class Audio for Lesson 8

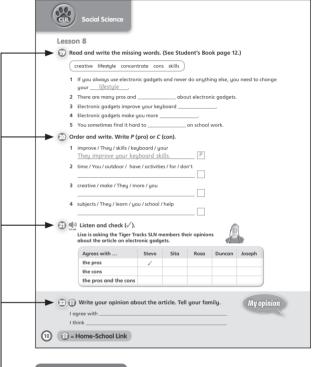
# Student's Book

(a) How often do you use electronic gadgets? ▶ CD 1 Track 23 p224

# **Activity Book**

Activity 21 ► CD 1 Track 24 p224

# **Activity Book**



# **Activity Book**

# **Activity 19**

• Read and write the missing words. (See Student's Book page 12.)

# **Activity 20**

• Order and write. Write P (pro) or C (con).

# **Activity 21**

- Listen and check (✓).
- ► CD 1 Track 24 p224

# **Activity 22**

My opinion: Write your opinion about the article. Tell your family.

- Find out one more pro or con of children using electronic
- Go to the Activity Book. See Activity Book activities to the right.

# Starting the lesson

# Greet the students.

 Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

# Review how to buy electronic gadgets.

• The students read or act out the everyday chit-chat dialogue from Lesson 7.

# Explain the aims of the lesson.

 Say Today we're going to listen to and read a web article about how often we use electronic gadgets.
 We're also going to answer questions, play a game and think about and say the pros and cons of using electronic gadgets.

# Student's Book Activity 25

#### Listen and read.

- ▶ CD 1 Track 23 p224
- Read Lisa's post.
- Explain that the article is about the 'pros' (positive things) and 'cons' (negative things) of using electronic gadgets.
- The students predict the pros and cons. Use this discussion to introduce new vocabulary in the text.
- Play the CD. The students listen and read.
- Ask questions such as What are the pros? What are the cons? Do you agree with the article?

# Student's Book Activity 26

# Answer the questions.

 Read the questions. The students write the answers in their notebooks.

**Answers: 1** They improve your keyboard skills. **2** They help you find out about the world. **3** They help you learn school subjects. **4** Some children use electronic gadgets for seven hours a day. **5** You don't have time for exercise and outdoor activities. **6** You sometimes find it hard to concentrate on school work.

# Student's Book Activity 27

# Play Pro or Con?

• Draw attention to the thinking skill: Evaluating information. Explain that if we think something is a 'pro' or a 'con', we're evaluating information.

# Student's Book Activity 27 (continued)

- The students take turns saying pros and cons from the text, with others responding *Pro!* or *Con!* Read the speech bubble examples.
- The students play the game with the whole class and/ or in groups.

# Student's Book Activity 28

# My world: Think and say.

 Read the questions. The students talk about the way they use electronic gadgets and give their opinions of the pros and cons.

# My words to remember

 Read the words to remember as a class. The students then make sentences using the words.

Suggested answers: Electronic gadgets have pros and cons. If you use electronic gadgets too often, you need to change your lifestyle. Electronic gadgets make you more creative. They improve your keyboard skills. They can make it hard to concentrate on school work.

# Internet Tracks

# Find out one more pro or con of children using electronic gadgets.

- Read the instructions as a class.
- The students research on the internet with a teacher one more pro or con of children using electronic gadgets.

**Answers:** Con: Looking at a screen for a long time can make your eyes ache. Pro: You keep up-to-date with modern technology.

# **Activity Book**

# **Activity 19**

# Read and write the missing words. (See Student's Book page 12.)

 The students read the sentences and write the missing words from the word box. They look at the text again in the Student's Book if necessary.

Answers: 1 lifestyle 2 cons 3 skills 4 creative 5 concentrate

#### **Activity 20**

# Order and write. Write P (pro) or C (con).

• The students order the words and write the sentences. They write *P* (pro) or *C* (con) by each one.

**Answers: 1** They improve your keyboard skills. (P) **2** You don't have time for outdoor activities. (C) **3** They make you more creative. (P) **4** They help you learn school subjects. (P)

# **Activity 21**

# Listen and check (√).

- ▶ CD 1 Track 24 p224
- Read the introductory text. The students look at the table and predict the answers.
- Play the CD once or twice. The students listen and tick the answers.

Agrees with	Steve	Sita	Rosa	Duncan	Joseph
the pros	✓				✓
the cons				1	
the pros and the cons		1	1		

# **Activity 22**



# My opinion: Write your opinion about the article. Tell your family.

- The students write their opinions about the article.
- The students take turns reading their sentences to the class.
- Encourage the students to tell their family about the article and their opinion about it.

**Possible answer:** I agree with the pros. I think electronic gadgets are great and they help me learn at school.

# Ending the lesson

- Ask What are the pros and cons of using electronic gadgets?
- The students clean up, put their books away and say goodbye.



# **Project: Electronic gadget survey**

# Objectives and key competencies

- to present your project (optional)
- to listen and read an example project
- to plan your project
- to prepare and write your project

# **Active language**

calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam members of the family

Do you use a ...?

My mom/dad/He/She always/usually/often/sometimes/ never uses a/his/her ...

#### **Materials**

Class Audio CD

# At a Glance Lesson Plan

# **Student's Book**

# Starting the lesson

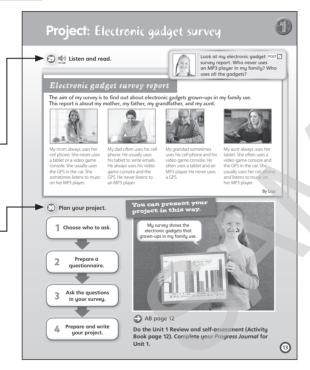
- · Greet the students.
- Review the pros and cons of using electronic gadgets.
- Explain the aims of the project.

# **Activity 29**

- Listen and read.
- ► CD 1 Track 25 p224

# Activity 30

- Plan your project.
- Go to the Activity Book.
   See Activity Book activities to the right.



# **Ending the lesson**

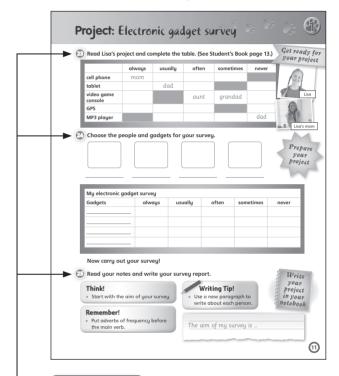
 Review the lesson and say goodbye.

# Class Audio for the Project

#### Student's Book

- (i) 'Electronic gadget survey report'
  - ► CD 1 Track 25 p224

# **Activity Book**



# **Activity Book**

# **Activity 23**

 Get ready for your project. Read Lisa's project and complete the table. (See Student's Book page 13.)

# **Activity 24**

 Prepare your project. Choose the people and gadgets for your survey.

# **Activity 25**

• Write your project in your notebook. Read your notes and write your survey report.

# Starting the lesson

# Greet the students.

 Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Review the pros and cons of using electronic gadgets.

 Ask questions such as How many pros and cons of using electronic gadgets can you remember?

Explain the aims of the project.

Say Today we're going to read an example project.
 We're then going to plan, prepare and write our own electronic gadget survey reports.

# Student's Book Activity 29

#### Listen and read.

- ▶ CD 1 Track 25 p224
- Read Lisa's post.
- Play the CD. The students listen and read.
- Read the two questions from Lisa's post again and check the answers. (Her dad / her aunt.)
- Ask further questions, such as Does Lisa's mom use a GPS?

# Student's Book Activity 30

# Plan your project.

- Read the four stages of the project plan in the flowchart.
- The students think about the people and gadgets to include in their survey.

# Activity Book

# **Activity 23**

Get ready for your project. Read Lisa's project and complete the table. (See Student's Book page 13.)

- The students read Lisa's project in the Student's Book again and complete the table.
- The students compare their tables.

	always	usually	often	sometimes	never
cell phone	mom	aunt	dad	grandad	
tablet	aunt	dad	grandad		mom
video game console	dad		aunt	grandad	mom
GPS	dad	mom	aunt		grandad
MP3 player		aunt	grandad	mom	dad

# **Activity 24**

Prepare your project. Choose the people and gadgets for your survey.

 The students work individually. They draw and write the names of the people they want to ask, and note the gadgets they want to include in their survey in the first column of the table.

# Now carry out your survey!

• The students carry out their electronic gadget survey at home or for homework. They do this in English if they can, or otherwise in L1.

# **Activity 25**

Write your project in your notebook. Read your notes and write your survey report.

- Draw the students' attention to the *Think!*, *Remember!* and *Writing Tip!* boxes.
- The students use their notes to write a draft report of their survey in their notebooks or on a computer.
- The students prepare a final version of their projects, including photos or illustrations.

# **Project presentation (Optional)**

 The students present their projects. This can either be done as shown on Student's Book page 13 or following any of the suggestions for projects on Teacher's Edition page 32.

# Ending the lesson

- Ask Which electronic gadgets do people in Lisa's family use? Which electronic gadgets do people in your family use?
- The students clean up, put their books away and say goodbye.



# Unit review and self-assessment

# Objectives and key competencies

- to review vocabulary, grammar, culture and CLIL in the unit
- • to self-assess your work in Unit 1
  - to complete the Progress Journal for Unit 1

# **Active language**

calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam

creative, keyboard skills, school subjects, the world He/She always/usually/often/sometimes/never uses a ... Does he/she ...? Yes, he/she always/usually/often/sometimes does./No. he/she never does.

#### **Materials**

Flashcards and Word cards: calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam. Class Audio CD

# At a Glance Lesson Plan

# Starting the lesson

- · Greet the students.
- · Review the Unit 1 flashcards.
- Explain the aims of the lesson.

# **Activity 26**

- Listen and number.
- Write the names of the electronic gadgets.
- ▶ CD 1 Track 26 p225

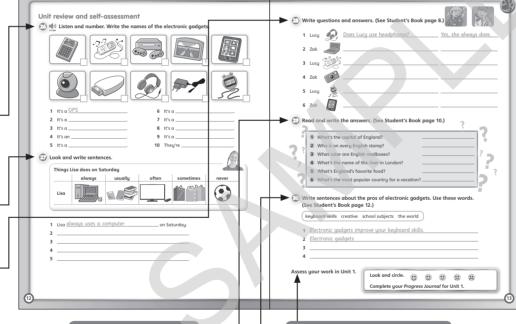
# **Activity 27**

· Look and write sentences.

# Activity 28

 Write questions and answers. (See Student's Book page 8.)

# **Activity Book**



# Activity 29

 Read and write the answers. (See Student's Book page 10.)

# **Activity 30**

 Write sentences about the pros of electronic gadgets. Use these words. (See Student's Book page 12.)

# Assess your work in Unit 1

- Look and circle.
- Complete your Progress Journal for Unit 1.
- Go to the Progress Journal. See Progress Journal activities to the right.

# Ending the lesson

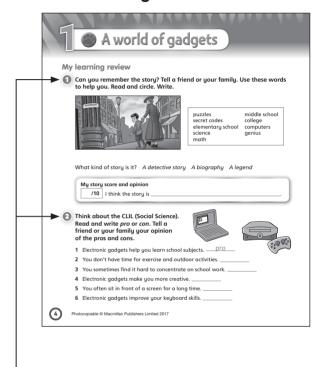
• Review the lesson and the unit and say goodbye.

# Class Audio for the Review

# **Activity Book**

(a) Activity 26 ► CD 1 Track 26 p225

# **Progress Journal**



# Progress Journal pages 4 and 5

#### Activities 1-4

• See Teacher's Notes page 63.

# Progress Journal pages 5, 6 and 7

• See the Progress Journal for pages 5, 6 and 7.

#### Activities 6-11

· Students' own answers.

# Starting the lesson

# Greet the students.

 Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

# Review the Unit 1 flashcards.

- Give printouts of the Unit 1 flashcards to individual students.
- The students hold up their flashcards and say a sentence about their gadget, for example You use a GPS in the car.

# Explain the aims of the lesson.

 Say Today we're going to do the Unit 1 Review and self-assessment. We're also going to complete our Progress Journals for Unit 1.

# Activity Book

# **Activity 26**

Listen and number. Write the names of the electronic gadgets.

- ► CD 1 Track 26 p225
- Play the CD. The students listen, identify the electronic gadgets and number the pictures.
- The students write the names of the electronic gadgets.
- Check the answers. Ask the students to spell the words.

Answers: 1 GPS 2 tablet 3 calculator 4 MP3 player 5 video game console 6 webcam 7 charger 8 stopwatch 9 flash drive 10 headphones

#### **Activity 27**

# Look and write sentences.

• The students look at the table and write sentences about what Lisa does on Saturday, and how often.

Answers: 1 Lisa always uses a computer on Saturday. 2 Lisa usually does her homework on Saturday. 3 Lisa often watches TV on Saturday. 4 Lisa sometimes goes shopping on Saturday. 5 Lisa never plays soccer on Saturday.

# **Activity 28**

# Write questions and answers. (See Student's Book page 8.)

 The students write the questions based on the example and using the picture prompts. They then write answers to the questions by referring to Student's Book page 8. Answers: 1 Does Lucy use headphones? Yes, she always does.
2 Does Zak use a laptop? No, he never does. 3 Does Lucy use an MP3 player? Yes, she often does. 4 Does Zak use a digital camera? Yes, he sometimes does. 5 Does Lucy use a stopwatch? No, she never does. 6 Does Zak use a tablet? Yes, he usually does.

# **Activity 29**

# Read and write the answers. (See Student's Book page 10.)

• The students read the culture quiz on Student's Book page 10 again and write the answers.

Answers: 1 London 2 the Queen 3 red 4 Thames 5 chicken curry 6 Spain

# **Activity 30**

# Write sentences about the pros of electronic gadgets. Use these words. (See Student's Book page 12.)

 The students read the CLIL text on Student's Book page 12 again and write sentences using the words in the word box.

Suggested answers: 1 Electronic gadgets improve your keyboard skills. 2 Electronic gadgets make you more creative. 3 Electronic gadgets help you learn school subjects. 4 Electronic gadgets help you find out about the world.

# Assess your work in Unit 1.

# Look and circle.

• The students circle the face that reflects how they feel about their work in Unit 1.

# Complete your *Progress Journal* for Unit 1.

• The students complete their Progress Journal for Unit 1, either during the lesson or for homework.

#### **Progress Journal page 4**

**Activity 1 answers:** Students' own answers. (The story is a biography. Students' own scores and opinions.)

Activity 2 answers: 1 pro 2 con 3 con 4 pro 5 con 6 pro (and student's own opinions).

#### Progress Journal pages 5, 6 and 7

**Activity 3 answers:** calculator, tablet, MP3 player, headphones, video game console, webcam, stopwatch, flash drive, GPS, charger

Activity 4 answers: 1 computer 2 laptop 3 cell phone 4 digital camera

**Activity 5 answers:** always, often, usually, sometimes, never (and students' own sentences)

Activities 6-11 answers: Students' own answers.

#### Ending the lesson

- Ask What have you learned in Unit 1? What have you enjoyed? What has helped you learn? How do you plan to remember what you've learned?
- The students clean up, put their books away and say goodbye.