

1

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.

Everyday chit-chat

instructions, dollars, cents, receipt

Receptive language

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

Pronunciation

the /tʃ/ and /dʒ/ sound (**ch**ats, **ch**ease, / 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

1 Lesson 1

Objectives and key competencies

- to name and describe electronic gadgets
- to listen and do a vocabulary quiz
- 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

Class Audio for Lesson 1

Student's Book

- Electronic gadgets ▶ *CD 1 Track 6 p221*
- Which electronic gadgets does Rosa have? ▶ *CD 1 Track 7 p221*
- Vocabulary quiz ▶ *CD 1 Track 8 p222*

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

1 A world of gadgets AIMS

In this unit:

- I name and describe electronic gadgets.
- I listen to and read a biography The father of computer science.
- I talk about the frequency people do things.
- I find out about English and US culture.
- I act out buying an electronic gadget, in a role play.
- I read about electronic gadgets and write a project.

Lesson 1

1 Listen and say.

Tiger Tracks SLN

Hi, everyone. My name's Rosa. I'm from England. In my country and in many others, a lot of people use electronic gadgets – including me. I have four of the electronic gadgets in the photos. Can you guess which ones? Can you name any other electronic gadgets?

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

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

3 Listen and do the vocabulary quiz.

4 INTERNET TRACKS Find out what the letters USB mean.

You put these on your head to listen to music. What are they?

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.

Activity Book

1 A world of gadgets

Lesson 1

1 Look and write. Find the missing gadget.

FLASH DRIVE

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

1 Do you have a TV?

2

3

4

5

3 Write about the gadgets.

1 You use this to do math.

2

3

4

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.

Detailed Lesson Plan

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

Review the lesson and say goodbye.

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



Lesson 2

Objectives and key competencies

- to play *The chain game*
- to read an advertisement
 - 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

▶ 'The Fab Tab' ▶ *CD 1 Track 9 p222*

Activity Book

▶ 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*

Detailed Lesson Plan

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

Review the lesson and say goodbye.

- 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.



Lesson 3

Objectives and key competencies

- 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.

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?

Student's Book

Lesson 3

1 Listen to and read the story.

The father of computer science

• What school subjects is Alan good at?
• What does he love doing?

1 It is 1912. Alan Turing is born in London. As a young child, Alan learns to read in three weeks and he loves numbers.

2 When Alan is six years old, he starts elementary school. He's very good at math. He also loves doing puzzles and secret codes.

3 One day on a picnic with his family, Alan uses math to calculate the flight path of some bees. The bees lead Alan and his family to the honey.

4 When Alan is thirteen, he starts middle school. He's very good at science and math. But the teachers aren't always happy.

5 After college, Alan works at Bletchley Park, a big house in the countryside. He works with a team of people to crack the famous secret code, Enigma.

6 Later, Alan develops one of the first computers at Manchester University. He also works on 'artificial intelligence' and secret codes.

7 Alan Turing's work on computer science, secret codes and artificial intelligence is important for electronic gadgets that we use today, like laptops and tablets. What a great achievement for a boy who loved puzzles and secret codes at school!

8 Do you know...? The 'Turing award' is an annual prize for computer science. Some schools have code-breaking competitions to try to find the next Alan Turing.

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

- Alan's very bad at math.
- Alan loves doing puzzles and codes.
- In middle school, Alan works hard in all subjects.
- Alan studies English at Oxford University.
- The 'Turing machine' is a way of calculating numbers.
- Alan develops one of the first computers at Cambridge University.

10 Ask and say.

- Do you like stories about real people's lives? Whipl / Why not?
- Do you think Alan is a genius?
- What's your favorite part of the story?
- Can you name other people who are famous for their work in science or technology?

Everyday phrases: learn and use!

Come on!
Look over here!
Well done!
You're right!

6 Home-School Link

Activity 10

- Talk about it! Ask and say.

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

- ▶ The father of computer science
- ▶ CD 1 Track 11 p222

Activity Book

Lesson 3

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

- Picture 1: What does Alan do in three weeks? Alan learns to read.
- Picture 2: What does Alan love doing? _____
- Picture 3: What does Alan use math to calculate? _____
- Picture 4: How old is Alan when he starts middle school? _____
- Picture 5: What does Alan study at Cambridge University? _____
- Picture 6: Where does Alan work after college? _____
- Picture 7: What's the name of the code Alan helps to crack? _____
- Picture 8: What does Alan develop at Manchester University? _____
- Picture 9: What is Alan's work important for today? _____

- 8 Look and write the message.

Do you enjoy secret codes like Alan Turing? Can you work out the message?

Alan

Y A D O T E S U E W T A H T S T E G D A G G I N O R
T C E L E R O F T N A T R O P M I S S E D O C T E R C
E S D N A E C N E T U P M O C N O K R
O W S ' G N I R U T N A L A

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

- The story is a science fiction story / a biography.
 - The story is about a famous Englishman / Australian.
 - At school, Alan Turing is very good at English and art / math and science.
 - At college, Alan studies history / math.
 - After college, Alan works on secret codes and computers / art and history.
 - Today he is called the father of computer science / puzzles.
- The story is a biography of a famous _____ At school, _____ At college, _____ Today he is called _____
- I think Alan Turing is _____
- My favorite part of the story is when _____
- I _____ this story. It's _____

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.

Detailed Lesson Plan

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 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

Review the lesson and say goodbye.

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



Lesson 4

Objectives and key competencies

- to listen and learn the grammar tables
- to read about gadgets different people use
 - 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

Class Audio for Lesson 4

Student's Book

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

At a Glance Lesson Plan

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.

Student's Book

GRAMMAR TRACKS

Lesson 4

11 Listen and read. Say the gadgets they use.

Lucy: I usually use my laptop to write emails. I sometimes use my tablet or my cell phone to send messages. I often listen to music on my MP3 player. I always use my headphones. I never use a stopwatch in the gym.

Zak: I usually use my tablet to read the newspaper. I always use my cell phone to call my friends. I never use a laptop. I sometimes use a digital camera. I often use my headphones. I never use a calculator to do math.

12 Say and ask.

This person always uses headphones. Who is it?
 It's Lucy!

13 Listen, repeat and learn.

Adverbs of frequency

I / You / We / They	always usually often sometimes never	use	a GPS, a tablet, a calculator, a stopwatch, a webcam.
He / She		uses	

never ————— sometimes often / usually ————— always
0% ————— 100%

Does he / she use a tablet?
 Yes, he / she often / sometimes / always / usually / often / sometimes / never does.
 No, he / she never uses.

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

When do we use adverbs of frequency?
 Where do we put adverbs of frequency in sentences?
 Where do we put adverbs of frequency in answers to questions?

FAST TRACK GRAMMAR Write five sentences using adverbs of frequency.

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.

Activity Book

Lesson 4

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

- Lucy Lucy sometimes uses her tablet.
- Zak _____
- Lucy _____
- Zak _____
- Lucy _____

11 Read and write. Be a grammar detective!

Adverbs of frequency

- We use adverbs of frequency to talk about how often we do things.
- We put adverbs of frequency:
 - before the main verb e.g. I sometimes use a GPS.
 - before the auxiliary verb in answers e.g. Does she ...? Yes, she always does.

1 _____
 2 _____
 3 often _____
 4 _____

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

- I sometimes use a flash drive.
- _____
- _____
- _____
- _____
- _____

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.

Detailed Lesson Plan

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

Review the lesson and say goodbye.

- 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.

1 Lesson 5

Objectives and key competencies

- 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

Starting the lesson

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

Activity 15

- Sound track: Listen and identify /tʃ/ 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?*

Student's Book

Lesson 5

1 Listen and identify /tʃ/ and /dʒ/. Count and say.

Jamie always chats and eats cheese and jam when he uses his stopwatch in the gym. Charlie loves gadgets and always uses his digital camera and charger in geography.

2 Listen and correct the sentences.

Things we do on Saturday

	never	sometimes	often	usually	always
Ben					
Lyn					
Sam					
Jo					

3 Play *Who am I thinking about?*

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.

4 Talk about you and your 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.

Fast Track Grammar

- Write five sentences about what you and a friend do on Saturday.
- Go to the Activity Book. See Activity Book 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
- Activity 13 ▶ *CD 1 Track 16 p223*

Activity Book

Lesson 5

- 13 Remember and write. Listen, underline /tʃ/ and /dʒ/ and count.



Jamie



Charlie

Which consonants do we use to pronounce /tʃ/ in the sentences?
Which consonants do we use to pronounce /dʒ/ in the sentences?

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

- Ben Does Ben watch TV on Saturday? Yes, he often does.
- Lyn _____
- Sam _____
- Jo _____
- Ben _____
- Jo _____

- 15 Write about your friends or family. Tell your family.

- (watch TV) My father always watches TV after dinner.
- (go shopping) _____
- (do homework) _____
- (use a computer) _____
- (play soccer) _____
- (read books) _____

8 Home-School Link

Activity Book

Activity 13

- Sound track: Remember and write. Listen, underline /tʃ/ and /dʒ/ and count.
- ▶ *CD 1 Track 16 p223*

Activity 14

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

Activity 15

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

Detailed Lesson Plan

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 /tʃ/ and /dʒ/ 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 chats and eats cheese and jam when he uses his stopwatch in the gym (= 6). Charlie loves gadgets and always uses his digital camera and charger in geography (= 5). We pronounce ch /tʃ/. We pronounce j, dg and g /dʒ/.

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

Review the lesson and say goodbye.

- 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.

1 Lesson 6

Objectives and key competencies

- to read about two famous cities in England
- 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

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.

Student's Book

Lesson 6
 Listen and read.

OXFORD AND CAMBRIDGE
 Oxford and Cambridge are cities in the south of England. They are famous for their universities. There are a lot of things to see and do in both cities.

In Oxford, the dining room of Christ Church College is Hogwarts Hall in the Harry Potter movies. Magdalen College has a large deer park.

In Cambridge, you can walk in a beautiful park by the River Cam. The Botanic Garden has a glasshouse with carnivorous plants and a tropical rainforest. At the Fitzwilliam Museum, you can see ancient Egyptian mummies.

Every year there is a boat race on the River Thames in London between students from Oxford and Cambridge Universities. In England the race is always on TV. Many people support either Oxford or Cambridge. The race is often exciting and the winners are always happy.

At the Pitt Rivers Museum, you can see traditional costumes.

What famous cities are there in your country?

Read and guess. Listen and say the answers.

England is part of the UK. Here's a fun culture quiz about England. Can you do it?

Culture quiz time: England

- What's the capital of England? a) Oxford b) London c) Manchester
- Who is on every English stamp? a) Shakespeare b) the Prime Minister c) the Queen
- What color are English mailboxes? a) yellow b) blue c) red
- What's the name of the river in London? a) The Thames b) The Severn c) The Cam
- What's England's favorite food? a) fish and chips b) chicken curry c) roast beef
- What's the most popular country for a vacation? a) Spain b) Italy c) France

Ending the lesson

- Review the lesson and say goodbye.

Class Audio for Lesson 6

Student's Book

- 'Oxford and Cambridge' ▶ CD 1 Track 17 p223
- Culture quiz time: England ▶ CD 1 Track 18 p223

Activity Book

- Activity 17 ▶ CD 1 Track 19 p224

Activity Book

Culture

Lesson 6

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

- The dining room of a college is Hogwarts Hall. O
- It has a glasshouse with carnivorous plants. C
- It has a large deer park. C
- You can see ancient Egyptian mummies. C
- You can see traditional costumes. C
- You can walk in a beautiful park by the river. C

Listen and write.

Rosa uses the Tiger Tracks SLN to talk to a college student.

Name: Ryan Age: _____
 Name of university: _____
 Studying: _____
 Loves: _____
 Wants to work in: _____ or _____

Lesson 7

Everyday chit-chat

Read and complete the dialogue in your own words. Act out.

Woman: Hello there. (1) Can I help you?
 You: Oh, yes, please. I need a (2) _____
 Woman: OK. Come this way, please. All the (3) _____ are over here.
 You: Oh, great. I think this is the one I need. How (4) _____?
 Woman: This one is (5) _____
 You: OK. Here you go. (6) _____ exactly.
 Woman: Perfect. (7) _____

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

Detailed Lesson Plan

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 O 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

Review the lesson and say goodbye.

- 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.



Lesson 7

Objectives and key competencies

- 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

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*
- Everyday chit-chat: How to buy an electronic gadget – dialogue ▶ *CD 1 Track 22 p224*

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

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

Lesson 7

21 Listen and read. Say True or False.

- 1 A lot of stores are usually on Main Street.
- 2 There are always big shopping centers.
- 3 You can never go shopping on Sunday.
- 4 Sometimes there are convenience stores on residential streets.
- 5 Convenience stores often stay open very late and on the weekend.
- 6 Supermarkets always stay open all night.

Everyday chit-chat

How to buy an electronic gadget

22 Listen and repeat.

23 Listen and read. Repeat.

Woman: Hello there. Can I help you?
 Lisa: Oh, yes, please. I need a new charger for my digital camera.
 Woman: OK. Come this way, please. All the chargers for digital cameras are over here.
 Lisa: Oh, great. I think this is the one I need. How much is it?
 Woman: This one is twenty-one dollars and fifty cents.
 Lisa: OK. Here you go. Five... ten ... twenty-one dollars and fifty cents exactly.
 Woman: Perfect. Thank you. Here's your receipt. And the instructions are in the packet.
 Lisa: Thank you very much for your help.
 Woman: You're welcome. Don't forget your camera!
 Lisa: Oh, thanks! Goodbye.

24 Do a role play.

Ending the lesson

- Review the lesson and say goodbye.

Activity Book

Lesson 6

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

- 1 The dining room of a college is Hogwarts Hall. O
- 2 It has a glasshouse with carnivorous plants. C
- 3 It has a large deer park. O
- 4 You can see ancient Egyptian mummies. C
- 5 You can see traditional costumes. O
- 6 You can walk in a beautiful park by the river. O

17 Listen and write.

Rosa uses the Tiger Tracks SLN to talk to a college student.

Name: Ryan Age: _____
 Name of university: _____
 Studying: _____
 Loves: _____
 Wants to work in: _____ or _____

Lesson 7

Everyday chit-chat

18 Read and complete the dialogue in your own words. Act out.

Woman: Hello there. (1) Can I help you?
 You: Oh, yes, please. I need a (2) _____
 Woman: OK. Come this way, please. All the (3) _____ are over here.
 You: Oh, great. I think this is the one I need. How (4) _____?
 Woman: This one is (5) _____
 You: OK. Here you go. (6) _____ exactly.
 Woman: Perfect. (7) _____

Activity Book

Activity 18

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

Detailed Lesson Plan

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

Review the lesson and say goodbye.

- 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.



Lesson 8

Objectives and key competencies

- to answer questions on the text
- to listen and read 'How often do you use electronic 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

Class Audio for Lesson 8

Student's Book

- How often do you use electronic gadgets?
▶ **CD 1 Track 23 p224**

Activity Book

- Activity 21 ▶ **CD 1 Track 24 p224**

At a Glance Lesson Plan

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.

Student's Book

Lesson 8

How often do you use electronic gadgets?

Children often use electronic gadgets at home and at school. These include laptops, tablets, video game consoles and cell phones.

But if you always use electronic gadgets and never do anything else, you need to change your lifestyle. There are many positive things, or pros, about electronic gadgets. But there are also some negative things, or cons, too.

What are the pros?
Electronic gadgets:
 • improve your keyboard skills.
 • make you more creative.
 • help you find out about the world.
 • help you learn school subjects.

What are the cons?
Some children use electronic gadgets for seven hours a day, or fifty hours a week. This means that you:
 • often sit in front of a screen for a long time.
 • don't have time for exercise and outdoor activities.
 • only play video and computer games.
 • sometimes find it hard to concentrate on school work.

Conclusion
It's important to keep a balance. Electronic gadgets are fun and help you learn but you need to find time to exercise and do other activities as well.

25 Listen and read.

26 Answer the questions.

- 1 What do electronic gadgets improve?
- 2 What do they help you find out about?
- 3 What do they help you learn?
- 4 How often do some children use electronic gadgets?
- 5 What don't you have time for?
- 6 What do you sometimes find hard to do?

27 Play Pro or Con?

28 Think and say.

Do you and your friends use electronic gadgets? What's your opinion of the pros and cons?

My words to remember
pro con lifestyle creative skill concentrate

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

Internet Tracks

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

My words to remember

- Make sentences using the words.

Ending the lesson

- Review the lesson and say goodbye.

Activity Book

Lesson 8

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

creative lifestyle concentrate cons skills

- 1 If you always use electronic gadgets and never do anything else, you need to change your lifestyle.
- 2 There are many pros and about electronic gadgets.
- 3 Electronic gadgets improve your keyboard .
- 4 Electronic gadgets make you more .
- 5 You sometimes find it hard to on school work.

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

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

21 Listen and check (✓).

Lisa is asking the Tiger Tracks SLN members their opinions about the article on electronic gadgets.

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

22 Write your opinion about the article. Tell your family.

I agree with

I think

10 Home-School Link

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.

Detailed Lesson Plan

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				✓	
the pros and the cons		✓	✓		

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

Review the lesson and say goodbye.

- 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

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.

Student's Book

Project: Electronic gadget survey

23 Listen and read. Look at my electronic gadget survey report. Who never uses an MP3 player in my family? Who uses all the gadgets?

Electronic gadget survey report
 The aim of my survey is to find out about electronic gadgets grown-ups in my family use. This report is about my mother, my father, my grandfather, and my aunt.

My mom always uses her cell phone. She never uses a tablet or a video game console. She usually uses the GPS in the car. She sometimes listens to music on her MP3 player.	My dad often uses his cell phone. He usually uses his tablet to write emails. He always uses his video game console and the MP3 player. He never uses a GPS.	My granddad sometimes uses his cell phone and his video game console. He often uses a tablet and an MP3 player. He never uses a GPS.	My aunt always uses her tablet. She often uses a video game console and the GPS in the car. She usually uses her cell phone and listens to music on her MP3 player.

By Lisa

You can present your project in this way.

My survey shows the electronic gadgets that grown-ups in my family use.

1 Choose who to ask.
 2 Prepare a questionnaire.
 3 Ask the questions in your survey.
 4 Prepare and write your project.

AB page 12
 Do the Unit 1 Review and self-assessment (Activity Book page 12). Complete your Progress Journal for Unit 1.

Ending the lesson

- Review the lesson and say goodbye.

Class Audio for the Project

Student's Book

- 'Electronic gadget survey report'
▶ CD 1 Track 25 p224

Activity Book

Project: Electronic gadget survey

23 Read Lisa's project and complete the table. (See Student's Book page 13.)

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

24 Choose the people and gadgets for your survey.

My electronic gadget survey

Gadgets	always	usually	often	sometimes	never

Now carry out your survey!

25 Read your notes and write your survey report.

Think!
• Start with the aim of your survey.

Remember!
• Put adverbs of frequency before the main verb.

Writing Tip!
• Use a new paragraph to write about each person.

The aim of my survey is ...

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.

Detailed Lesson Plan

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

Review the lesson and say goodbye.

- 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

Unit review and self-assessment

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

1 It's a GPS
2 It's a _____
3 It's a _____
4 It's on _____
5 It's a _____

6 It's a _____
7 It's a _____
8 It's a _____
9 It's a _____
10 They're _____

2 Look and write sentences.

Things Lisa does on Saturday

	always	usually	often	sometimes	never
Lisa					

1 Lisa always uses a computer _____ on Saturday.
2 _____
3 _____
4 _____
5 _____

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

1 Lucy Does Lucy use headphones? Yes, she always does.
2 Zak _____
3 Lucy _____
4 Zak _____
5 Lucy _____
6 Zak _____

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

1 What's the capital of England?
2 Who is on every English stamp?
3 What color are English mailboxes?
4 What's the name of the river in London?
5 What's England's favorite food?
6 What's the most popular country for a vacation?

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

keyboard skills creative school subjects the world

1 Electronic gadgets improve your keyboard skills.
2 Electronic gadgets _____
3 _____
4 _____

6 Assess your work in Unit 1.

Look and circle. 😊 😐 😞 😡 😢
Complete your Progress Journal for Unit 1.

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

Activity 26 ▶ CD 1 Track 26 p225

Progress Journal

1 A world of gadgets

My learning review

- 1 Can you remember the story? Tell a friend or your family. Use these words to help you. Read and circle. Write.



puzzles middle school
secret codes college
elementary school computers
science genius
math

What kind of story is it? A detective story A biography A legend

My story score and opinion

/10 I think the story is _____

- 2 Think about the CLIL (Social Science). Read and write pro or con. Tell a friend or your family your opinion of the pros and cons.



- Electronic gadgets help you learn school subjects. pro
- You don't have time for exercise and outdoor activities. _____
- You sometimes find it hard to concentrate on school work. _____
- Electronic gadgets make you more creative. _____
- You often sit in front of a screen for a long time. _____
- Electronic gadgets improve your keyboard skills. _____

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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.

Detailed Lesson Plan

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

Review the lesson and say goodbye.

- 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.



My teaching notes

Blank lined notebook page with a spiral binding in the center. The page is divided into two columns by a vertical line. Each column contains 20 horizontal lines. A large, light gray watermark reading "SAMPLE" is oriented diagonally across the center of the page.