



## Lesson 1

### Aims

- To learn vocabulary related to IT activities.
- To read about the power of technology.
- To raise awareness of the importance of the paratext.
- To focus on and practise stress.

## Initial phase

Brainstorm nouns and verbs related to technology and write them on the board in two columns. Make questions or invite students to make their classmates questions using the technology words on the board.

## Core Vocabulary 1

### IT activities

- 1 Ask the class to look at the pictures and name the equipment. Do this orally.

#### Answers

1 smartphone / mobile phone; 2 charger; 3 memory stick / USB flash drive; 4 e-book reader; 5 laptop / notebook

- 2 Ask which of the things in blue students can do with the equipment shown in pictures 1–5. Elicit one as an example and give them time to think. Discuss.

#### Answers

scan a photo: 1; send an email: 1, 5; store data: 1, 3, 4, 5; post a comment: 1, 5; connect to the Internet: 1, 4, 5; charge a mobile phone: 2; download/upload a video clip: 1, 5; go online: 1, 5; plug in a memory stick: 5

- 3 1.14 Play the track for the class to listen and repeat. At this stage, it is advisable to focus on pronunciation, so pay special attention to initial clusters /sk/ and /st/. For the sake of internalization, ask how often they do each of these actions, who with, who to, etc.
- 4 Have students choose the correct words and check their work orally.

#### Answers

1 charge; 2 stores; 3 download; 4 post; 5 send; 6 go online

### PHASES EXTRA

Have students work orally. Write these words on the board: 'a picture', 'data', 'music', 'a photo', 'a comment', 'an email' and 'a mobile phone'. Ask students to say the verbs that collocate with each of them, eg: 'scan a picture', 'print a picture', 'download a picture'. Accept different combinations.

- 5 1.15 Play the track for students to listen to Megan and Dan. Ask how many hours Dan watches TV every week.

#### Audioscript/Answer

**Megan** How many hours do you use a computer every week?

**Dan** A computer? About three. I spend about one hour chatting online and about two hours playing computer games.

**Megan** How many hours do you watch TV every week?

**Dan** About four or five.

**Megan** And how many hours do you spend listening to music on your mp3 player?

**Dan** A lot! Probably about eight hours.

### PHASES EXTRA

Play each exchange once and elicit repetition.

- 6 Encourage students to ask and answer questions using the vocabulary in exercise 2. Model with a strong pair first. Monitor their work.

▶▶ **Workbook page 15**

## Reading 1

### The power of technology

#### LOOK!

Draw students' attention to the Look! box and have them read and discuss the given information. Ask the class to read the title and make predictions about the content of the text: Do they expect to read about a positive or a negative aspect of technology? Then lead students to focus their attention to the photo: How do the people in the photo look? Do they think they are old friends? Pictures can also anticipate what we are going to read about.

- 7 Pre-reading: Have students read the text quickly and encourage them to answer the general comprehension questions individually. Do not check answers yet.

- 8  1.16 Play the track for students to listen as they read the text attentively. Have them check their answers to exercise 7. Check them orally.

**Answers**

1 Patrick did. 2 It is the amount of money Patrick offered Leo.

- 9 Have students read the text silently so as to be able to correct the wrong information in each of the given statements. Check orally. If necessary, discuss and write the answers on the board.

**Answers**

1 Leo lost his job and he became homeless. 2 Patrick decided to help Leo after five months since the first day he saw him. 3 Patrick offered Leo money or free lessons in writing computer code. 4 Patrick bought Leo a second-hand laptop and three books on Java. 5 Leo found programming interesting and he learnt quickly.

- 10 Have students read the text again and then answer the given questions. Encourage students to discuss the answers in pairs and then check orally or on the board.

**Answers**

1 He worked for an insurance company. 2 He taught Leo every day for two months. 3 Because they said Leo needed food and a home instead of computer lessons. 4 You can use it for building apps, websites or video games, for example. 5 He built and launched his own app to encourage people to share car rides and reduce pollution.

## Pronunciation

### Word stress

- A Have students focus attention on words 1–7 and help them break the words into syllables.
- B  1.17 Play the track once for students to listen and mark the stress on the words in exercise A. Invite them to read the words aloud. Correct pronunciation.

**Audioscript/Answers**

- 1 *digital*  
2 *download*  
3 *Internet*  
4 *scan*  
5 *charge*  
6 *document*  
7 *comment*

## Closing phase

Invite students to play this memory game. Explain you will read word trios for them to identify which word has been taken from the text they have just read. Once they have identified the words, students must make a true statement about themselves using them. Play with the class as a whole or in two teams as a competition. Words to be read: 'computer code –

essays – compositions'; 'brand new – old – second-hand'; 'uploading – investigating – programming'; 'email – blog – webpage', eg: Teacher: 'programs – apps – social networks'. Students: 'apps'. Student A: 'I download lots of apps on my phone every day.'

## Lesson 2

### Aims

To revise the past simple and past continuous in all their forms.

To use *when* and *while* as subordinating conjunctions in adverbial clauses of time.

To listen to an interview about Facebook to extract the main information.

## Initial phase

In advance, copy this table into a sheet of paper and make as many copies as groups of four there are in your class:

send emails	chat with friends	look for information on the Internet	play online
charge my phone	scan a photo	print a document	buy online

Organize the class into groups of four and pick a strong student from each group. Give each of those students a copy of the table with IT activities and ask them not to let the members of their group see the words. Explain to the class that the chosen student in each group will have to define the actions as quickly as possible for the members of their group to guess, eg: if the action is 'use a memory stick', the students may say, 'I do this when I want to store data. I can move a document from one place to another. I do not usually do it every day, but I do this when our IT teacher asks us to bring a project to school. I don't print the document – I load all the information onto it and bring it to school.' Tell them they are not allowed to use any of the words in the phrase while giving their definition, but they may say the first letter and the number of letters in each phrase as a clue. Make sure students have understood the rules and start playing. The winner is the group that finishes first. Monitor their work while they are playing.

## Core Grammar 1

### Past simple and continuous: *when* and *while*

- 1 Make the class a few questions about the text on page 17 as a revision and then have them read the first three sentences in the grammar table. Elicit the tenses used and point out that the adverbial clause may also be used at the beginning of the sentence. Proceed in the same way with the second set of sentences and elicit the differences between *when* and *while*. Use the board to illustrate the concept of long and short actions in the past as follows:

<p>'I was having a shower when the bell rang.'</p> <p>↓</p> <p>long action in progress (past continuous) when a short action interrupted it (past simple)</p>	<p>'I was having a shower while my sister was studying.'</p> <p>→</p> <p>two simultaneous long actions in the past (past continuous)</p>
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Ask students to look at the sentences in the grammar table and choose the correct words to complete the rules. Check orally. Point out how we form the interrogative and negative forms as well.

#### Answers

a long; b a short one; c past

- 2 Have students look at the pictures to write sentences about what was happening while Mary was having a shower. Check their work on the board.

#### Answers

1 was having a shower, was watching TV; 2 she was having a shower, was sleeping on the sofa; 3 she was having a shower, was cooking; 4 she was having a shower, was sweeping the floor/cleaning the bedroom; 5 she was having a shower, was sitting on her bed

#### PHASES EXTRA

- Ask students to work in pairs to ask and answer questions about the sentences in exercise 2, eg: 'What was Mary doing while her grandmother was watching TV?' 'Who was cooking while she was having a shower?'
- You may also conduct this as a game by dividing the class into two teams. Give them two minutes to observe the picture in exercise 2 in detail and then have students from team A make a question and students from team B answer it, and vice versa.

- 3 Tell students to complete the sentences with the past continuous form of the verbs in brackets to learn what was happening when Beth arrived home yesterday. Check orally.

#### Answers

1 was not writing, was watching; 2 were looking, weren't preparing; 3 wasn't listening, was chatting; 4 was waiting, wasn't using; 5 were sleeping, weren't eating

#### PHASES EXTRA

Give the class two minutes to memorize what each person was and was not doing. Read these sentences aloud. All of them starting 'When Beth arrived home yesterday, ...': 'her two cats were not sleeping.' (F) 'her sister was listening to her favourite song on her phone.' (F) 'Mike was watching TV.' (T) 'her mum was reading a website.' (T) 'her friend was not using the computer.' (T) 'her father was cooking.' (F). Have students stand up if the sentence you read is false and remain seated if it is true. If the sentence is false, elicit the correct version.

- 4 Ask the class to write questions about the situations described in exercises 2 and 3. Check their work orally.

#### Answers

1 Were Beth's parents preparing a meal when she arrived? 2 Was Lisa chatting online when Beth arrived? 3 Was Lisa listening to music when Beth arrived? 4 Was Mary's mum cooking while Mary was having a shower? 5 What was Mary's dad doing while Mary was having a shower?

- 5  Have students work in pairs to ask and answer the questions in exercise 4. Monitor their work as they do so.

- 6 Ask the class to read the text and write the verbs in the past simple or continuous. Check on the board.

#### Answers

1 took; 2 was sleeping; 3 was writing; 4 was trying; 5 saw; 6 looked; 7 did, do; 8 was asking; 9 arrived

- 7 Give the class three minutes to write five past continuous questions about the text in exercise 6. Check orally.

- 8  Tell the class to work in pairs to ask and answer the questions they have just written down in exercise 7. Walk around and monitor.

In order to study and monitor their own learning, refer students to the Language Database on page 119.

## UPGRADE

This activity may be done by the whole class or by fast-finishers. Students read the text and complete with the correct form of the verbs.

### Answers

1 went; 2 saw; 3 visiting; 4 met; 5 wasn't; 6 decided; 7 were watching; 8 went; 9 left; 10 had

## ▶▶ Workbook pages 16 & 17

## Listening

### A social network

- 9 Pre-listening: Teach the expression 'social networking site' and ask students to name the ones they know. Ask what they use these sites for. Have the class look at exercise 10 and predict the answers orally.

### PHASES CULTURE

A social networking site enables users to create public profiles within that website and form relationships with other users of the same website who access their profile. Social networking sites can be used to describe community-based websites, online discussion forums, chatrooms and other social spaces on line. Facebook and Twitter are the most common ones but there are others, eg: asmallworld (for the jet set), buzznet (about pop music and pop culture), filmaffinity (about films and TV series), etc.

- 10  1.18 Play the track for students to listen and choose the correct answers.

#### Audioscript

**Presenter** On today's programme we're looking at the history of one of the most popular social networking sites today – Facebook. Ben Davies is here to tell us all about it. Ben, how did Facebook start?

**Ben** Well, a student called Mark Zuckerberg started it when he was at Harvard University.

**Presenter** So he started it by himself?

**Ben** No, he started it with three other computer science students ... Eduardo Saverin, Dustin Moskovitz and Chris Hughes.

**Presenter** So there were four of them all together who started Facebook?

**Ben** Right.

**Presenter** And why did they start it?

**Ben** Well, they wanted to have a website for all the university students, so it started as a website for Harvard University students. That was in 2004. Then it became available for other American universities. Then it became available for all American high school students in 2005.

**Presenter** I didn't know that.

**Ben** And in 2006 it became available for everyone age 13 and over. You need an email address, but if you're over 13 and you've got an email address you can join Facebook.

**Presenter** But Facebook isn't available in every country, is it?

**Ben** No ... you're right. It's prohibited in countries such as China and Iran, so it isn't available there. And many offices don't like people using it at work. Office managers think people spend too much time networking with friends and not working.

**Presenter** So how many Facebook users are there now?

**Ben** How many people have profiles and use it? Let's see ... It's got over 2.2 billion monthly active users all over the world!

**Presenter** And is it more popular than other social networking sites?

**Ben** At the beginning of 2018, it was the most used site ... so now it's more popular than YouTube or WhatsApp – or any other site. In January, Facebook had about 2.2 billion active users, compared to YouTube which had about 1.5 billion active users. And it's the most popular social networking site in India, America and Brazil.

**Presenter** Is it mainly young people who use it?

**Ben** No, not at all, but it is very popular with young people. An American company did a survey and asked students what their favourite things are ... music was number one, Facebook was number two.

**Presenter** I see! So Facebook is really popular, but not as popular as listening to music.

**Ben** Yes. Did you know there's a new dictionary word because of social networking sites? Some years ago an important American dictionary said that their word of the year is the new verb 'unfriend'.

**Presenter** To 'unfriend'?

**Ben** Yeah. It means to remove someone as a friend on a social networking site like Facebook.

**Presenter** So now you know. Don't offend your Facebook friends or they could unfriend you!

#### Answers

1 c; 2 c; 3 b; 4 c; 5 b

### PHASES EXTRA

Play the track exchange by exchange so that students can repeat the questions and summarize the answers. After this, you can invite a strong pair to role play different parts of the interview.

## Closing phase

Have students play the 'Oral Composition Game'. Organize the class into two teams. Explain that they will have to create a story orally: each student will have to repeat what the previous student has said and add some information. Model with some strong students, eg: Teacher: 'My friend Mary arrived home

from work and decided to have a shower, so ...' Student A: 'My friend Mary arrived home from work and decided to have a shower, so she got a towel and went to the bathroom ...' Student B: 'My friend Mary arrived home from work and decided to have a shower, so she got a towel and went to the bathroom. She was having a shower and listening to her favourite music when ...' When a student fails to repeat what a partner has said or to add information, the opposing team takes over. The winner is the team that manages to complete a story.

## Lesson 3

### Aims

- To learn and use vocabulary about jobs.
- To read about a miracle thanks to technology.
- To revise the comparative and superlative forms of adjectives.

### Initial phase

Get students to define and guess some jobs and professions they are well-acquainted with, eg: 'police officer', 'nurse', 'detective', 'teacher', 'scientist', 'reporter', etc. Provide an example, eg: Teacher: 'This person sometimes works in an office and sometimes in the streets. He/She wears a uniform and represents the law.' Student A: 'police officer'. To make this activity even more productive, you may elicit adjectives that students associate with each of the jobs/professions, eg: 'police officer': 'brave', 'respectful', 'smart', 'strict', 'responsible', 'reliable'. You may pre-teach adjectives, eg: 'reliable' or 'trustworthy' if necessary.

## Core Vocabulary 2

### Jobs

- Ask students to match pictures 1–6 with some of the jobs in blue. To teach the unknown words, help students discover cognates (words that look the same on two or more languages, eg: 'politician') or use a definition.

#### Answers

1 surgeon; 2 bank clerk; 3 graphic designer; 4 optician; 5 builder; 6 politician

-  1.19 Play the track for students to listen and repeat. Draw their attention to phonological aspects such as the silent 'u' in 'builder' or the quality of /ʃn/ in '-cian'.
- Ask the class to complete the sentences with words from exercise 1 and check orally.

#### Answers

1 journalist; 2 bank clerk; 3 surgeon; 4 technician; 5 optician; 6 politician

### PHASES EXTRA

Have students define the rest of the words in exercise 1.

### LOOK!

Draw students' attention to the noun endings in the Look! box and their pronunciation: *-cian* /ʃn/, *-er* /ə/ and *-ist* /ɪst/.

- Give students two minutes to add one or as many jobs as possible to each word set. They may use words from exercise 1 or others they know. Check orally.

#### Possible answers

1 beautician, electrician, politician, mathematician; 2 lawyer, researcher, computer programmer, taxi driver; 3 scientist, artist, dentist, psychologist, ecologist

### PHASES CULTURE

Many women are now doing jobs that were previously done by men and vice versa and this has brought about some language changes. Now we commonly use neutral words, eg: 'firefighter' (instead of 'fireman'), 'flight attendant' (instead of 'air hostess'), 'police officer' (instead of 'policeman' or 'policewoman') or 'postal worker' (instead of 'postman').

### PHASES EXTRA

Revise jobs and professions. Spell words for students to say them and use them in questions.

▶▶ Workbook page 18

## Reading 2

### A miracle – thanks to technology

- Pre-reading: Have students read the title and the words in blue. Lead them to predict the words they expect to find in the text and to tick them.
- Ask students to read the text quickly so as to check their answers to the previous exercise. Check orally.
-  1.20 Play the track if possible with books closed and check global comprehension through these questions: 'What is the text about?' 'What problem did Martin have?' 'What was the solution?'. Then play the track a second time for students to read, listen and answer the

questions. Discuss the answers orally. Clear up vocabulary queries. Then ask leading questions to check content.

#### Answers

1 A tooth. 2 His wife. 3 Yes, they do.

- 8 Ask students to read the statements individually and then to correct the wrong information in each of them. Check the answers with the whole class. If necessary, write them on the board.

#### Answers

1 Martin became blind when he had an accident. 2 Martin was already blind when he met his wife. 3 Doctors knew from the very beginning that the operation wasn't easy. 4 They put the lens in a tooth before putting it into the patient's eye.

To move deeper, discuss other ways students can think of in which technology can help people who are ill or who have disabilities.

#### PHASES EXTRA

Write these words on the board for students to put them in order and make sentences about the text in exercise 7:

- 1 is / in / life / Martin's / technology / very / important
- 2 accident / ago / an / Martin / some / had / years
- 3 told / about / Martin / optician / an / revolutionary / treatment / a
- 4 implanted / lens / tooth / doctors / the / in / a / first
- 5 Martin / eyes / after / operation / when / opened / his / the / saw / he / wife / his
- 6 Martin / not / blind / is / that / he / happy / is

#### Answers

1 Technology is very important in Martin's life. 2 Martin had an accident some years ago. 3 An optician told Martin about a revolutionary treatment. 4 First doctors implanted the lens in a tooth. 5 When Martin opened his eyes after the operation, he saw his wife. 6 Martin is happy that he is not blind.

the superlative forms and finally have students choose the correct words to complete the rules. Check orally.

#### Answers

a two; b -er; c more; d short; e superlative

#### PHASES EXTRA

Invite students to compare different technological devices, eg: a tablet, a smartphone, a laptop, an e-book reader and a flatscreen TV. They can use these adjectives: 'cheap', 'expensive', 'big', 'small', 'interactive' and 'modern'. As they say the sentences, point to the corresponding column on the board.

#### LOOK!

Draw students' attention to the Look! box and make sure they understand that two-syllable adjectives ending in -y form their comparative and superlative forms like any short adjective, while those two-syllable adjectives ending in any other letter behave like long adjectives, eg: ending in -y: 'happy', 'messy', 'tidy', 'angry', 'dirty', 'sexy'; ending in other letters: 'nervous', 'anxious', 'clever', 'modern', 'useful'.

#### TEACHING TIP

Although we may try to set grammar rules as clearly as possible, very often these are changed by native speakers, who in turn rely on tendencies. In fact, two-syllable adjectives show great variability. The tendency, however, is to inflect (ie add -er, -est to) adjectives ending in -y, ('pretty', 'prettier', 'prettiest') and to accept both forms with adjectives ending in -ly ('lonelier' or 'more lonely'). Adjectives ending in -ow, like 'narrow', -er, like 'clever' and -le, like 'simple' are accepted in both forms.

- 10 Have the class complete the sentences using the adjectives in blue. Check on the board.

#### Answers

1 longer; 2 more interesting; 3 most important; 4 more long-lasting; 5 more modern

#### LOOK!

Remind students of the irregular forms of 'good' and 'bad'. Elicit examples with the comparative and superlative forms, eg: in relation with bands, singers and computers.

- 11 Ask the class to compare using the adjectives given. Check their work orally.

## Grammar 2

### Comparative and superlative forms of adjectives

- 9 Make the class a few questions about the text in exercise 7 using the comparative form, eg: 'Is Martin happier now than in the past?' 'Is Martin's lens cheaper or more expensive than a plain pair of glasses?' 'What do you think is more difficult: to be blind or to have "a science fiction eye"?' Say adjectives and write their comparative form on the board in two columns, one for short adjectives and the other for long adjectives. Then have the class read the sentences exemplifying both comparative forms, for short and long adjectives, in the grammar table. Elicit differences orally. Proceed in the same way with

### Possible answers

1 A lion is more dangerous than a cat. 2 This electric guitar is more expensive than a recorder. 3 Halle Berry is the oldest of the three. 4 The red car is the most modern of the three. 5 The smartphone is better than the computer.

In order to study and monitor their own learning, refer students to the Language Database on pages 119 & 120.

### PHASES EXTRA

Divide the class into two teams and invite students in team A to write the names of two celebrities or two animals on a slip of paper. Ask team B to write three things or people on a slip of paper, eg: three electric gadgets, three songs or three actors. Have students in team A swap their slip of paper with team B and give each team four minutes to write as many sentences as possible to compare the people, animals or things, eg: 'Madonna – Shakira': 'Madonna is older than Shakira.' 'Shakira is more beautiful than Madonna.' 'Madonna is richer than Shakira.' Check their work orally.

▶▶ Workbook pages 19 & 20

## Closing phase

Write or read these sentences aloud for students to correct the mistakes:

- 1 Tablets are not best than smartphones.
- 2 Smart TVs are expensivier than traditional ones.
- 3 Most people agree that cheetahs are the fast animals in the world.
- 4 Have you ever seen a most modern computer than this?
- 5 Who is the richer man on earth?
- 6 I have never flown on a biggest plane that this.
- 7 Our new teacher is patienter than Ms Brown.
- 8 My writing seems to be worst than before.
- 9 What is the more practical gadget you've got?

## Lesson 4

### Aims

- To develop speaking skills: Out shopping.
- To write a thank you letter.

## Initial phase

Have students close their books and ask if they have recently bought any electronic equipment. Ask, eg: 'What did you buy?' 'Where?' 'How much did you pay for it?' 'What questions did you ask about it?'

## Core Speaking

### Out shopping

- 1  1.21 Play the track for students to listen to the conversation and answer the question.

#### Audioscript

**Shop assistant** Can I help you?

**Carla** Yes, I'm looking for a new smartphone.

**Shop assistant** This one's on special offer. It's £75.

**Carla** What features has it got?

**Shop assistant** It's got an HD video camera, a music player and 4G mobile Internet.

**Carla** Right. What about that one over there? Can I see it?

**Shop assistant** Sure. This is a really good one.

**Carla** How much is it?

**Shop assistant** It's £200.

**Carla** Oh! That's too expensive for me. OK, I'll take the other one.

**Shop assistant** That's £75 then, please.

**Carla** Here you are. Thanks. Bye.

#### Answer

She wants to buy a smartphone.

- 2  1.21 Have students complete the dialogue. Play the track a second time for them to check their work. Check orally.

#### Answers

1 £75; 2 camera; 3 see; 4 much; 5 expensive

- 3 Give the class a few minutes to memorize the dialogue. Then, with books closed, play the questions and elicit the answers. Invite students to practise and act out the dialogue.

### Speaking Task

- 4  Tell the class they will create a similar dialogue. Read step 1 aloud and have them decide what they want to buy. Read step 2 aloud and ask the class to think about what they and the shop assistant will say. Finally, have them work in pairs and take turns to act out the dialogue. Avoid corrections unless the mistakes are worth it.

▶▶ Unit 2 Speaking Task  
(see Teacher's Resource Centre)

## Writing

### A thank you letter

- 5 Ask the class how often they write emails or letters and when they last wrote a thank you letter or email. Ask who and why they had to thank. Have students read the letter and cross out eight unnecessary words. Invite them to compare and discuss their findings in pairs and then check the answers with the whole class.

#### Answers

this; do; so; did; to; the; to; of

- 6 Give students ten minutes to read the letter again individually and to answer the questions given so as to check comprehension. Check the answers orally. If necessary, write them on the board.

#### Answers

1 Because she was very busy at school. 2 It was a smartwatch. 3 She can read texts and emails, take photos and make phone calls. 4 She had pizza and cake with her friends after school and then they all went to the cinema.

Draw students' attention to the structure of the letter: there are three paragraphs. The first paragraph is an introduction. The second paragraph tells about the present. The last paragraph is about how the girl celebrated her birthday.

#### LOOK!

Tell the class that there are fixed expressions for writing emails and letters and these differ depending on whether you are writing to someone you know, like a friend or a member of your family, or to someone you don't know. Read the expressions in the Look! box and make sure students understand them. Ask which ones Luciana uses in her letter and have the class say which phrases are used in the introduction, which to thank and which at the end of the letter.

- 7 Lead students to match beginnings 1–5 with endings a–e so as to make expressions for a thank you letter.

#### Answers

1 e; 2 d; 3 b; 4 c; 5 a

### Writing Task

Tell students that they will work on their own thank you letter. Tell them to follow the three steps given. Explain that they will have to create a similar piece of writing as the one Luciana wrote.

- As in the previous writing task, ask them to make notes about who they they want to write to and why they haven't written before, what present they want to thank for and why they like it, and what they did on their birthday.
- Explain that now they have to expand their notes and assemble them so as to fit the suggested structure. Remind them to include the typical expressions used in a thank you letter.
- Give them a few minutes to go through the checklist so as to make sure they have included vocabulary related to IT activities as well as the past simple and the past continuous tenses.

►► **Workbook page 22**

## Closing phase

Invite students to swap their letters with a partner for peer correction and once they have finished their final version, you may correct two or three samples orally. Remember to correct the rest as well.

## Lesson 5

### Aims

To learn factual information about famous inventions and inventors.

To visit a website to find specific information about the invention of the radio.

To read and answer about Alexander Graham Bell.

To integrate what students have learnt so far.

## Initial phase

- Ask students if they think there are more landline phones than mobile phones or vice versa. Discuss the advantages and disadvantages of each and write down ideas on the board, eg:

Landline phone	Mobile phone
It is cheaper. Those who know your habitual timetables can usually find you. It can't be stolen. You can hear the person you are talking to more clearly. It doesn't need any apps.	They are more fashionable. The colour and style show your personality, so in a way, it's a personalized gadget. You can take it with you wherever you go. It can be very useful in emergencies, for example when you get a flat tyre in the middle of nowhere. You can do many other things apart from just phoning, eg: send messages, listen to music or take photos.

- Read these sentences aloud for students to guess the missing word: 'He ... born in Scotland, but his family moved to Canada when he was 23.' (was) 'He made ... first invention at the age of 12.' (his) 'After his first invention, ... continued inventing things.' (he) 'His mum became deaf ... he was a child.' (when) 'He became interested ... sound and started designing machines to transmit sound.' (in) 'After a few years, he invented ... telephone.' (the) Ask the class if they know who all the above sentences refer to (Alexander Graham Bell).

## Core Culture

### Famous inventions and inventors

- 1  1.22 Play the track for students to read as they listen to text. Check global comprehension through these questions: 'What is the text about?' 'In what way did his mother influence his work?' 'Who was Watson?' Then give the class a few minutes to answer the questions individually and finally check the answers orally.

#### Answers

- 1 He was born in the USA. 2 He produced his first invention when he was just 12. 3 Because his mother became deaf. 4 In Boston. 5 Over 150,000 people.

#### PHASES EXTRA

Invite students to read the text again if necessary and answer these questions:

- 1 Why do you think Bell's family moved to Canada?
- 2 What kind of a child do you think Bell was?
- 3 In your opinion, was Bell similar to other children of his age? Justify your answer.
- 4 Of the 93% of the people who own a mobile phone in the UK, what percentage do you think are teenagers?

Accept different answers.

- 2  **ABOUT YOU** Read the questions aloud and have various students answer. This activity may be done in two ways: 1) You may read one question at a time and elicit different answers. 2) You may give the class a few minutes to prepare a short speech in answer to the three questions. Of course, the answer to the second question will not be exact, but you may invite students to research at home and bring accurate information for the next class.

### Webquest

Invite the class to visit various websites so as to obtain information about one of the greatest inventions of the last century: the radio.

#### Answers

Lee DeForest developed a device that made it possible to amplify the radio frequency signal picked up by an antenna so that weaker signals could be used. He was also the person who first used the word 'radio'.

#### PHASES EXTRA

Organize the class into two teams. Invite a member of team A to sit at the front facing his/her classmates, back to the board. Ask a student from team B to pick a word from the text and write it on the board. It should be a content word, eg: 'engineer', 'telephone', 'sound', etc. They shouldn't choose any articles or quantifiers. The student sitting at the front makes questions to the members of his/her team so as to guess the word. Go on in the same way. The winner is the team that guesses more words in less time.

### Closing phase

Give the class two minutes to go through this unit in their book and then ask them to mention one thing they have learnt or they remember from the unit, eg: 'There are nearly 7 billion mobile phone subscriptions in the world.'

### Progress check

#### Answers

- 1 1 scan, photos; 2 store, data; 3 charging, mobile phone; 4 print, document; 5 downloaded
- 2 1 politician; 2 builder; 3 journalist; 4 surgeon; 5 chemist
- 3 1 What were you doing at 10 pm last night? 2 What were your parents doing at 3 pm on Sunday? 3 Were you and your friend watching a film at 9 pm yesterday? 4 Was your friend sleeping at 10 am this morning?
- 4 When the technician arrived at the office, the manager was talking on the phone. When the technician arrived at the office, the secretary was drinking tea and using the computer. When the technician arrived at the office, the cleaner was cleaning the window. When the technician arrived at the office, the cat was chasing a mouse.
- 5 1 bigger; 2 more, than; 3 most; 4 the; 5 best
- 6 1 My mother's mobile phone is older than my mobile phone. 2 The Nile is the longest river in the world. 3 Sam's language test was the worst in class. 4 Sonia's daughter is the shortest in the family. 5 My brother's car is more modern than my dad's.

#### Integration

- 1 than; 2 were; 3 couldn't; 4 installed; 5 stopped; 6 was travelling; 7 connected; 8 started; 9 use; 10 greatest



## Revision 1

## Initial phase

Play with the pictures on page 26. Divide the class into three teams and give them four minutes to memorize as many details as possible from the pictures. Have the members of each team take turns to pick a picture and make as many sentences as they can in one minute. They will score one point for each correct sentence. Play for five or six minutes. The winner is the team with the most points.

## Core

## Vocabulary

Have students play the vocabulary game. This may be done in pairs. Ask students to take turns to guess the words. Alternatively, it may be done as a written exercise. Once they have finished, check their answers on the board.

## Answers

Move; roll, dice; cheat; cautious; clever; curious; talkative; posting; plug, stick; Builders; Surgeons

## Reading

## Daisy's blog

- 1 Ask students to read the text about Daisy and her plans to find out what cities she wants to visit.

## Answers

Blackpool

- 2 Have students re-read the text in order to answer the questions. Their answers may be discussed orally so that they can self-check their work.

## Answers

1 Because she started university. 2 To celebrate the beginning of the academic year. 3 No, they aren't. Some are peaceful and others are wild. 4 You can walk or do sports. 5 For having a tower similar to the Eiffel Tower in Paris.

- 3 Ask the class to complete the questions about the text in exercise 1. Check students' work and have them ask and answer the questions orally.

## Answers

1 is Blackpool usually; 2 did Daisy go to; 3 did she go  
1 Because it is the most important seaside town in the UK.  
2 When she was a little girl. 3 With her father.

## PHASES EXTRA

Invite students to take turns to choose words from the text for their classmates to make sentences about Daisy's blog.

You may also work on inferential reading asking students these questions:

- 1 Do you think Daisy and her friends will make parties every weekend?
- 2 What are the differences between a garden party and a party indoors?
- 3 What do you imagine Blackpool is like?
- 4 Why do you think Daisy doesn't mention her mum?

## Grammar

- 4 Ask students to write sentences using the present continuous or the present simple. Elicit the first as an example and check their work after a few minutes.

## Answers

1 Martin does not usually use his computer in the afternoon.  
2 My brother is downloading video clips in his room now.  
3 The speaker is taking his memory stick out of his briefcase now. 4 I don't usually print out documents. 5 Alice often cheats at games. 6 Children don't play boring games.

- 5 Give students some minutes to read the text silently and then to complete it with the correct form of the verbs in blue. Check the answers orally.

## Answers

1 lived; 2 wore; 3 didn't have; 4 heard; 5 Was; 6 were looking;  
7 sat; 8 were; 9 was visiting

- 6 Have students complete the given sentences with the comparative or superlative form of the adjectives in brackets. Check the answers orally and then write them on the board.

## Answers

1 bigger; 2 the most beautiful; 3 smaller; 4 the most interesting;  
5 more beautiful; 6 better

## Listening

- 7  1.23 Play the track for the class to listen to a group of friends and say what they are talking about. Check orally.

## Audioscript

**Sarah** Hi, Mark. Hi, Anna. Come in.

**Anna** Where's James?

**Sarah** He's coming now. He's not very happy.

**James** Hi, Mark. Hi, Anna.

**Mark** What's wrong?

**James** I've got a new mobile phone and I don't understand it. I hate gadgets.

**Sarah** That's not true. You love playing computer games and chatting online to your friends.

**Anna** What's the problem?  
**James** I don't know. I was sending a text last night when the phone stopped working.  
**Mark** Why don't you show it to Anna?  
**Sarah** Good idea, Mark. Anna helped me when I had a problem with my mp3 player.  
**Anna** I love playing with electronics.  
**Sarah** So what are we doing today?  
**Mark** Let's go into town. There's an exhibition on the history of gadgets at the museum.  
**James** Oh no.  
**Sarah** What about going to the shopping centre?  
**Mark** Yeah, good idea. I want to go to the computer shop to buy a memory stick.

**Answer**  
b

- 8  1.23 Play the track a second time for the class to listen and answer the questions. Play the track part by part for students to check their work.

**Answers**

1 He doesn't understand it. 2 He was sending a text.  
 3 She had a problem with her mp3 player. 4 It's about the history of gadgets. 5 Because he wants to go to the computer shop to buy a memory stick.

 **UPGRADE**

Students read the text and choose the correct words.

**Answers**  
1 in; 2 built; 3 left; 4 planned; 5 because

**Collaborative Task – My technology world poster**

**1 Ideas**

Explain to the class they will make a poster about the technological gadgets they use and prefer or the ones they would love to have. Brainstorm a few ideas and write the words on the board, eg: 'games console', 'smart TV', 'laptop', 'iPad', 'smartphone'. Read the questions and ask the class to choose the gadgets they would like to include in their poster and make notes about them using the questions as a guide. This should be done individually.

**2 Group work**

Ask students to get together in groups of four or five. Have them check what gadgets they have in common and invite them to discuss their ideas using the tips given. Ask the class to choose four gadgets and make notes describing them, saying what they can be used for, when they bought them or if they are planning to buy them.

**3 Writing**

Students organize their information into paragraphs paying special attention to the use of punctuation marks, adjectives and linkers, and to word order. Remind students they should also make drawings or get pictures to illustrate their work.

**4 Presentation**

Students are given some time to rehearse their presentation and then present their work to the class.

**Closing phase**

Students vote for the best piece of work giving reasons for their choices. They may consider: amount of information, organization, vocabulary range, language mistakes, etc.

**Upgrade for Exams**

**Initial phase**

Read these cues aloud for students to frame complete statements by putting the verbs in the correct tenses.

- 1 When / my brother / pass / exams / last year / my parents / give / new phone
- 2 While / his father / work / he / study / his bedroom
- 3 I / arrive / the party / when / my friends / have / great fun

**Answers**

1 When my brother passed his exams last year, my parents gave him a new phone. 2 While his father was working, he was studying in his bedroom. 3 I arrived at the party when my friends were having great fun.

**Core**

- 1 Ask students to read the text attentively and then go through the statements and decide whether each of them is right or wrong. Point out that if there is not enough information to decide, they may choose the 'Doesn't say' (c) option. Check their answers orally.

**Answers**

1 b; 2 b; 3 a; 4 c; 5 b; 6 c

- 2 Give students some minutes to read the given statements and questions and to choose the correct answers. Check their answers orally.

**Answers**

1 a; 2 c; 3 b; 4 c; 5 b; 6 c

## Closing phase

Have students work in pairs. One student goes to page 102 and the other goes to page 107 to do Communication Activity 1. The aim of this activity is to enhance students' autonomy and have them describe technological objects using the vocabulary they have learnt. Explain that the activity will be timed. Read the instructions aloud and make sure everybody understands what they have to do. Mention that both Student A and B have the same pictures, but that three of the words are different. Give the class three minutes to do the work and two more minutes to check what sentences they have in common. Invite students to report the sentences that are different.

### Possible answers

Student A: The laptop is more expensive than the tablet. The tablet is not so practical as the smartphone. The smartphone is the smallest of the three. The smartphone is the most ecological and the fastest.

Student B: The tablet is the lowest of the three. The laptop is bigger than the tablet. The tablet is slower than the laptop.

The smartphone is the most practical and ecological. The tablet is not so inexpensive as the laptop.

### TEACHING TIP

Communicative activities imply information gap – something that is not known by one of the speakers, something that has to be found out. As communicative activities involve interaction, they are likely to make the classroom noisy but positively so. Don't be afraid of getting students to talk; just make sure you take the necessary precautions:

- a Give clear instructions and check they understand what they have to do.
- b Circulate monitoring their work and helping when there is some difficulty.
- c Avoid unnecessary correction; it only hinders progress.

It is true that communicative activities can pose challenges, especially when students and teachers are accustomed to teacher-centred work, but they provide more exposure, more authentic opportunities to use the language and are more fun.