

**Aims**

**Vocabulary:** modern technology (*Nauka i technika: korzystanie z urządzeń technicznych i technologii*)

**Listening:** for specific information (a dialogue in a shop)

**Writing:** creating questions for a technology survey

**Speaking:** doing a technology survey

**Optional materials:** a piece of paper for each group of 5–6 students (for Extra practice 2); photos of the first computer (for Happy goodbye)

**Lead-in**

Write the following question on the board:  
*How much time do you spend on your mobile phone each day?*

Tell the students to raise their hands and hold up the number of fingers which shows how many hours a day they spend on their mobile phone.

**After exercise 1** **Extra practice 1**

Put your students into pairs. Get each Student A to choose an item of vocabulary from exercise 1. Then ask him/her to jumble up the letters in it, and write them down in his/her notebook. Then, Student A shows the jumbled letters to Student B, who has to look at them and guess the word.

Example:

Student A: E S P O R H E N A

Student B: *earphones*

**After exercise 2** **Extra practice 2**

Divide the class into teams of 5–6 to play a vocabulary race. Give each team a piece of paper and tell them that their task is to write the English translation of the words you say. Start saying words from exercise 2, but use Polish. Each team races to write the translation in English on their piece of paper and hold it up in the air once they are ready. The first team to write the word correctly and hold it up wins a point.

**After exercise 3** **Fast finishers**

Ask the fast finishers to compare any other answers they have written in their notebooks.

**After exercise 6** **Extra practice 3**

Put your students into groups of three. Tell Student A to choose a gadget from this page. Tell Students B and C to ask Student A questions to guess what the gadget is. The winner is the first student to guess the right answer. Then swap roles.

Example:

Student B: What is it made of?

Student C: What is it used for?

Example conversation:

(Secret gadget: mouse)

Student B: *What is it made of?*

Student A: *It's made of plastic.*

Student C: *What do you use it for?*

Student A: *You use it to scroll up and down on a computer.*

Student B: *Is it a touch screen?*

Student A: *No, it isn't!*

Student C: *Is it a mouse?*

Student A: *Yes, it is!*

**Brainy fact**

Charles Babbage is sometimes referred to as the 'father of the computer' because he built the first modern mechanical computer in the 1830s. But it was over 100 years later that Konrad Zuse invented the first programmable computer in the world (called Z3).

**Happy goodbye**

Show the class some photos of one of the first computers (e.g. Z3, ENIAC) and ask your students the following questions about technology. Encourage them to discuss their answers/opinions.

*How often do you use a computer?*

*How do you think computers have changed since they were first invented?*

*Do you think computers will get smaller or bigger?*

**Homework**

Workbook, page 6

## Aims

**Grammar:** past tense review (Past simple, *used to*, Past continuous); use of *when/while*

**Speaking:** talking about technology using past tenses

**Optional materials:** a piece of A4 paper for each student (for Extra practice 5)

## Lead-in

Ask for a volunteer to come to the front of the class and mime three things he/she did yesterday.

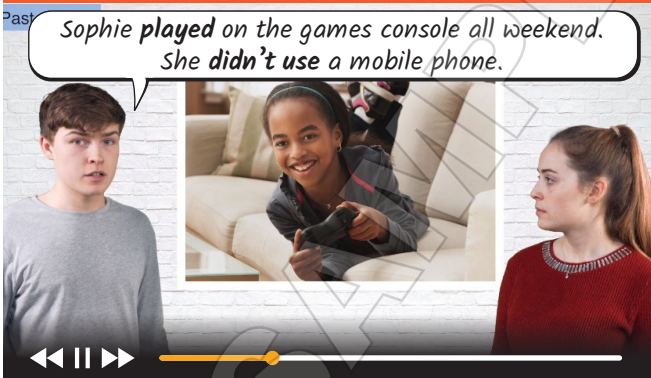
The other students watch and guess the situations in English, using Past simple verbs.

## ✓ Quick check

Put your students into groups of three or four and ask them to play *Pictionary* with the vocabulary from lesson 1:

- 1 game controller
- 2 keyboard
- 3 mouse
- 4 printer
- 5 ink cartridges
- 6 monitor
- 7 laptop
- 8 touch screen

## Grammar hub: Past simple



### Option 1 (5 minutes)

Ask your students the following questions:

*What is the girl (Sophie) doing?*

(Answer: She's playing on the games console.)

*Did you play on a games console last weekend?*

*How much time did you play games for?*

### Option 2 (10–15 minutes)

Write the following question on the board:

*Did Harry steal her notes?* Play VIDEO 04 (<https://macmillandlaucznia.pl/brainy-kl-8>)

and get your students to find the answer (Answer: Yes, he did.).

Finally, get the students to do the TASK TIME! which is at the end of the video.

### TASK TIME!

**Answer the questions.**

*Which person or people in the Thomas family*

- 1 *texted friends?*
- 2 *used a digital camera?*
- 3 *read a book or an e-reader?*

**Answers:**

- 1 Max
- 2 Mr and Mrs Thomas
- 3 Mr and Mrs Thomas and Max

## Before exercise 1 Extra practice 1

Write the following table on the board and get your students to copy and complete it with the affirmative, negative and question forms of past tense verbs. Have a race to see who can complete it first.

Verb	Past simple affirmative	Past simple negative	Past simple question
use			
have			
log			
chat			
charge			
tell			

**Answers:**

Verb	Past simple affirmative	Past simple negative	Past simple question
use	used	didn't use	Did you use
have	had	didn't have	Did you have
log	logged	didn't log	Did you log
chat	chatted	didn't chat	Did you chat
charge	charged	didn't charge	Did you charge
tell	told	didn't tell	Did you tell

### After exercise 1 Extra practice 2

Tell your students to read the completed text from exercise 1 again and to highlight in their notebooks any of the actions which they did last night, too.

### Before exercise 2 Extra practice 3

Tell your students to look at the verbs in the Student A box. Get them to work in pairs discussing with a partner what the verbs mean. Deal with any queries by translating the verbs into Polish.

#### Brainy fact

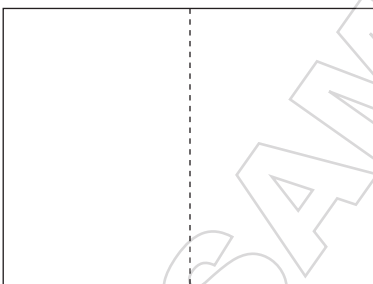
The computer with the largest single memory unit was made by Hewlett-Packard. It has 160 terabytes (1 terabyte = 1,000 gigabytes). The iPhone 7 has 2 gigabytes of RAM!

### Before exercise 4 Extra practice 4

Tell your students that they are going to listen to a conversation between a boy and his mother about technology. Put your students into pairs and get them to write three questions that they think the boy will ask his mother, using *Did you use to ...?* Play the audio and prompt your students to see whether the questions they created were actually in the listening.

### After exercise 5 Extra practice 5

Give each student a piece of paper. Tell them to draw a line down the middle of it.



Prompt them to think of a sentence that would involve using Past simple, Past continuous and *when* or *while*.

Examples:

*I was using the computer when the electricity went off.*  
*I was having a bath when the dog jumped in!*

Tell the students not to show or tell anyone their sentence. Then, get them to draw simple illustrations of their sentences. The part of the sentence with the first verb should be illustrated on one half of the paper and the second part, with the second verb – on the other.

When they have finished, ask students to put their pictures on the board or classroom walls, then guess and write down 4–5 sentences that describe the pictures of other students. Get them to check each sentence with the person who illustrated it.

### Happy goodbye

Ask your students to find three things in common that they used to do when they were 5 years old.

### Homework

Workbook, page 7

## Aims

**Vocabulary & Grammar:** revision of lessons 1–2

**Reading:** for general and detailed understanding (an article)

**Speaking:** talking about present and past habits concerning listening to music

**Optional materials:** audio and chorus lyrics of a current pop song your students like (for Happy goodbye)

## Lead-in

Elicit the names of five famous music artists from your class. Get them to vote to find the most popular current musician.

## Before exercise 1 Grammar in context

Tell your students to look at the text in this lesson and to count the number of verbs used in the Past simple and Past continuous.

### Answers:

Past simple: 12

Past continuous: 6

## Brainy fact

Did you know that people used to listen to tapes of music on a machine called *Walkman*? It was released in 1979 by the Japanese company Sony. It was a portable cassette player that changed listening habits by allowing people to listen to music of their choice while moving around.

## Before exercise 2

## Exam skills: Reading – answering questions

Put your students into pairs and tell them to read the questions in exercise 2. Get them to tell you what type of information they need to look for.

### Answers:

1 a past habit

2 a date

3 a reason / an explanation

4 a number

## ABC Brainy words

Put your students into pairs and get them to make one sentence containing all three *Brainy words* – *portable*, *playlist* and *download*. Check the sentences. Then ask each pair to read their sentence to the pair next to them and to decide together which is better.

## After exercise 4 Extra practice 1

Write the following five vocabulary items on the board:

*gadgets digital music pop song earphones vinyl records*

Tell your students to listen to the first paragraph of the audio again and to tell you which of the five words are mentioned.

### Answers:

gadgets, earphones

## After exercise 5 Extra practice 2

When your students have the answers to exercise 5, write the following two questions on the board:

- 1 *How do the people in your family usually listen to music?*
- 2 *How did they use to listen to music?*

Ask your students to come up to the board and write their answers from the activity. When everyone has finished, look at the board and find the most common ways of listening to music in the past and now.

## Happy goodbye

Choose a song that is popular with your students, write the chorus on the board with gaps for certain words. Play the song. Get your students to listen and write the missing words in their notebooks.

## Homework

Workbook, page 8

## Let's read – Book genres

Get the students to read more! Tell them to open their books to page 119 where they will learn to name different book genres and write a review of a book they have recently read.

## Aims

**Functions:** taking things back to the shop

**Vocabulary:** returning and replacing goods  
(*Zakupy i usługi: wymiana i zwrot towaru*)

**Listening:** for general and detailed understanding  
(filling the returns form)

**Speaking:** taking things back to the shop,  
returning and having goods replaced (a shop  
dialogue between customer and assistant)

## Lead-in

Tell your students to look at the photo that introduces this lesson and to guess what the situation is.

### Example answer:

The customer is in a tech shop and has something that he wants to return or buy.

## After exercise 3 Extra practice 1

Put your students into pairs. Tell them to write a tech object that could go with each piece of vocabulary from exercise 3.

### Example answers:

- 1 a two-year guarantee for **earphones**
- 2 get a refund for a **laptop** that doesn't work
- 3 return a **tablet**
- 4 replace a broken **charger**
- 5 a broken/damaged **screen**

## Brainy fact

Which of these words are British English and which American English? Which do you prefer to use?

*vacation vs. holiday*

*flat vs. apartment*

*pants vs. trousers*

*truck vs. lorry*

*trainers vs. sneakers*

### Answer:

British English: *holiday, flat, trousers, lorry, trainers*

American English: *vacation, apartment, pants, truck, sneakers*

## Life skills: Be polite

Before you tell the students to look at the *Life skills* box, write the following sentences/expressions on the board:

- 1 *I want to return this.*
- 2 *It doesn't work.*
- 3 *No.*

Ask your students if the sentences are polite (Answer: No, they aren't.). Ask the students to write politer versions in their notebooks. Then tell them to look at the *Life skills* box in the Student's Book to compare their answers.

## After exercise 5 Extra practice 2

Put your students into pairs and get them to sit or stand together. Tell them to recreate the dialogues from exercise 5 from memory. Remind them that they need to be as polite as possible.

## Before exercise 6 Extra practice 3

Tell each student to choose one of the items from the box in exercise 6. Ask them to complete the Returns Form in their notebooks to prepare for the dialogue.

### Returns Form

Item: \_\_\_\_\_

Reason for return: \_\_\_\_\_

Bought: \_\_\_\_\_

Receipt: \_\_\_\_\_

Guarantee: \_\_\_\_\_

Action: \_\_\_\_\_

## Happy goodbye

Elicit round the class all the technology items mentioned in this lesson and write them on the board. Get your students to decide which two items they would most like to have/keep.

### Example answers:

earphones, Bluetooth speaker, USB cable, game controller, mouse, printer, headphones, wireless charger

## Homework

Workbook, page 9

## Aims

**Vocabulary:** using services (*Zakupy i usługi: korzystanie z usług*)

**Listening:** for general understanding and detailed information (dialogues about using services)

**Optional materials:** a small soft ball (for Lead-in)

## Lead-in

Take a small ball and throw it to a student. The first student with the ball starts by saying the name of a shop. After that, he/she passes the ball to another student who has to start spelling the name of the shop with the first letter. Students pass the ball until the whole word is spelt.

Example:

Student A: *supermarket*

Student B: *S ...*

Student C: *... U ...*

Student D: *... P ... (and so on)*

## Look: to + infinitive for purpose

Tell your students to write two sentences in their notebooks about places they go to regularly to do things.

Example:

*I go to school **to** learn.*

*I go to piano class **to** enjoy myself.*

## After exercise 3 >>> Extra practice 1

Get your students to write the correct verb for the odd one out words from exercise 3.

Answers:

- 1 **make** a photocopy
- 2 **use** a streaming service
- 3 **make** a photocopy
- 4 **take** a photo
- 5 have your parcel **delivered**

## Before exercise 5 >>>

### Exam skills: Listening – multiple choice

Tell your students to talk in pairs about what they can see in the illustrations before they do the listening task. Explain that before doing this type of task in the future, they should do the same individually to focus on the topic of the task.

## Encouragement note

When your students have finished the exam practice task, get them to tell their partner how they felt about doing this type of exercise. Was it easy or difficult? Prompt them to brainstorm some helpful ideas on how to better focus before doing a listening task.

**Suggested answers:**

breathe deeply, clear your mind, think about the topic of the listening.

## After exercise 5 >>> Extra practice 2

Get your students to tell each other about the last time they went to any of the places from exercise 1 (*hairdresser's, phone shop, post office, copy shop*) and why they went there.

## Joke

Do you know why hairdressers are bad friends?  
They are always talking about you behind your back.

## Happy goodbye

Have a class conversation about the best mobile phone nowadays and why it's better than the competition.

## Homework

Workbook, page 10

## Aims

**Grammar:** Present perfect + *ever, never, just, yet, already, for* and *since*; Present perfect and Past simple

**Speaking:** asking and answering questions with *How long ... ?*; talking about a visit in town

## Lead-in

Ask your students to put their hands up if they have a bike. Find out who has cycled the furthest distance.

### ✓ Quick check

Put your students in groups of three or four. Get them to tell you where they go to do the following things. The first group to raise their hands tells you the answers (10 points).

- 1 top up a mobile (phone shop)
- 2 send a parcel (post office)
- 3 have a phone repaired (phone shop)
- 4 get a haircut (hairdresser's)
- 5 make photocopies (copy shop)
- 6 hire a bike (bike hire place)
- 7 subscribe to a magazine (online)

## Grammar hub: Present perfect

Tell your students to look at the *Grammar hub* and to focus on: *just, for, since, already, yet, ever* and *never*. Get them to talk to their partner and say where these words are placed in a sentence:

- at the beginning of the sentence,
- in the middle, separating the auxiliary verb and the participle,
- at the end of the sentence.

Prompt them to translate the words into Polish and to compare where they are placed in a sentence in Polish.

### ➤➤ After exercise 2 ➤➤ Extra practice 1

Put your students into groups of three. Write the following names of places on the board, and tell the students to imagine they are at one of them.

*at the hairdresser's    at the phone shop*  
*at the post office    at the copy shop*

Get the students to follow the instructions below.

- 1 Student A chooses a place from the box and asks a question with *How long have you been ... ?*
- 2 Student B answers the question using *since* + a time.
- 3 Student C makes a sentence using *for* + a duration.
- 4 Students swap roles.

How long have you been at the hairdresser's?

I've been at the hairdresser's since 9 o'clock this morning.

Eva has been at the hairdresser's for three hours – it's 12 o'clock now!

### ➤➤ After exercise 2 ➤➤ Extra practice 2

Write the dialogue with the gaps on the board. Get your students to copy and complete it with the correct present perfect form of the words in brackets.

Mum: (1) \_\_\_\_\_ (you / finish) your chores in town yet?  
Sam: No, we haven't. Rob (2) \_\_\_\_\_ (just / have) his hair cut. We (3) \_\_\_\_\_ (not / send) Grandma's parcel yet – we're going to the post office now.  
Mum: Will you be home for lunch?  
Sam: I'm not sure. I (4) \_\_\_\_\_ (not / top up) my mobile yet.  
Mum: Your dad (5) \_\_\_\_\_ (just / phone). He can pick you up at one o'clock.  
I (6) \_\_\_\_\_ (already / make) lunch.  
Sam: Perfect! See you soon. :)

## Answers:

- 1 Have you finished
- 2 has just had
- 3 haven't sent
- 4 haven't topped up
- 5 has just phoned
- 6 have already made

## Grammar hub: Present perfect and Past simple

Put your students in pairs. Get them to look at the *Grammar hub* and say why they think the question is in the Present perfect and the answer in the Past simple tense.

### Answers:

The question focuses on the present result (topped mobile) of the past action (topping up), so we use the Present perfect. The answer talks about a specific time in the past (yesterday), so we use the Past simple.

### Before exercise 4

#### Exam skills: Use of English – paraphrasing

Tell your students to think about where the given words should be placed in each sentence – separating the auxiliary verb and participle, at the beginning of the phrase or at the end?

### After exercise 4 Extra practice 3

Ask your students to write four sentences based on the phrases from the exam practice task:

- 1 something you have **already** done today,
- 2 something you did two years **ago**,
- 3 something you have done **for two years**,
- 4 something you have **never** done.

### Happy goodbye

Play *Never have I ever* with your students. Ask for some volunteers to say a sentence about something they have never done. The class listens and if anyone has also never done the thing, they raise their hand. Tell the students to be truthful.

Example:

*Never have I ever cheated in an exam.* (Raise your hand if this is true for you.)

### Homework

Workbook, page 11





## Aims

**Culture:** unusual services from around the world

**Reading:** for detailed understanding (answering the questions)

**Listening:** for detailed understanding (answering the questions)

**Writing/Speaking:** a presentation

**Optional materials:** a picture of a goat (for Lead-in)

## Lead-in

Show your students a picture of a goat and add arrows pointing to its horns, hooves, tail and muzzle. Ask for volunteers to come to the front of the class and label the different parts of the animal, guessing if necessary. Then ask the students what people use goats for (Answers: cheese, milk, removing weeds, etc.).

## Before exercise 3 Grammar in context

Tell your students to find examples of *every*, *already*, *just*, *since* in the texts in exercise 3 and to ask their partners to translate them into Polish.

## Before exercise 3 Extra practice 1

Get your students to quickly read the three texts in exercise 3 and to find the words from exercise 2.

### Answers:

Text 1: herd of goats, clear the weeds

Text 2: ordinary, hair salon

Text 3: device, senior citizens

## Brainy fact

The word *teenior* comes from the words 'teen' and 'senior'. This slang word means a senior citizen who does the actions that a teenager does, e.g. using a smartphone.

## After exercise 5 Extra practice 2

Do a dictation task. Play the first paragraph of the listening again and stop it at regular intervals (suggested intervals are marked below with the pause symbol). Get your students to listen and write down what they hear. Write the word 'Albuquerque' on the board before you start the dictation to help your students.

Teeniors is a business which was set up [||] by Trish Lopez in Albuquerque, New Mexico, a few years ago. [||] Since the service started in 2015, [||] the young technology experts at Teeniors [||] have helped more than 2,000 senior citizens in the Albuquerque area, [||] and the company has already won a lot of business awards.

## Discover more!

### Exercise 6

Tell your students to include the following phrases in their presentations:

The service started in ...

It has helped ...

It has already won ...

Recently, it has just ...

## Dyslexia tip - using a computer

Encourage any students with dyslexia to use a computer at home to write up their written tasks from class because they can use a spell check. This may help improve their accuracy.

## Happy goodbye

Show your students Alberto Olmedo's haircuts, e.g. on YouTube. Use these search words: *Alberto Olmedo haircuts*.

## Homework

Workbook, page 12

 **Watch more!**

In *Brainy klasa 8*, there are two *Culture Byte* videos in the book: in Unit 1 and Unit 5. Students can watch them in class or access the videos through the QR code that is given on the Student's Workbook cover.

**Option 1** (10–15 minutes)

Put these questions on the board:

- 1 *What percentage of teenagers use a smartphone?*
- 2 *What percentage of adults use a landline?*
- 3 *How many hours a day does the average person spend in front of a screen?*

Get your students to watch VIDEO 05 (<https://macmillandlaucznia.pl/brainy-kl-8>). After that, check the answers with the class.

**Answers:**

1 67%      2 64%      3 9 hours

**Option 2** (45 minutes)

Tell the students to open their workbooks at page 90 (Culture byte – Teens and screens).

## Aims

**Writing:** a blog

**Reading:** for general understanding  
(a technology blog)

**Functions:** describing a product, explaining a problem, offering solutions

**Grammar:** *other, the other, others, another*

## Lead-in

Write the names of the items from exercise 3 on the board. Get your students to tell their partners how often they use each product, e.g. *daily / every day, weekly, seldom* or *never*.

*alarm clock hairdryer earphones/headphones charger (Bluetooth) speaker*

## After exercise 1

### Brainy phrases

Get your students to complete the phrases from exercise 1 from memory. Put them in pairs to help each other.

### Look: (the) other, another, others

Write the following three questions on the board and get your students to fill the gaps with *other, another* or *the others*.

- 1 Have you seen my \_\_\_\_\_ phone? I can't find it.
- 2 Where are \_\_\_\_\_? We have to start the class.
- 3 Do you have \_\_\_\_\_ pen? Mine doesn't work.

#### Answers:

- 1 other
- 2 the others
- 3 another

## Before exercise 3 Extra practice 1

Tell your students to look at the adjectives in the box. Ask them to decide which words can go with which products.

#### Answers:

**alarm clock:** brand new, second-hand, well-made, badly made, old-fashioned, (un)reliable, useful, useless, wireless  
**hairdryer:** brand new, second-hand, well-made, badly made, old-fashioned, (un)reliable, useful, useless  
**earphones/headphones:** brand new, second-hand, well-made, badly made, (un)comfortable, fashionable, old-fashioned, (un)reliable, useful, useless, wireless  
**charger:** brand new, second-hand, well-made, badly made, old-fashioned, (un)reliable, useful, useless, wireless  
**Bluetooth speaker:** brand new, second-hand, well-made, badly made, fashionable, old-fashioned, (un)reliable, useful, useless, wireless

## After exercise 4 Extra practice 2

Ask for pairs of volunteers to share their dialogue with the class.

Example:

Student A: *What happened?*

Student B: *My brand new headphones stopped working!*

Student A: *What did you decide to do?*

Student B: *I decided to return them to the shop to get a refund.*

## Before exercise 6

### Exam skills: Writing – a blog

Tell your students to use the technology blog text from the Student's Book as a model for this writing task. Look at the tips with the students. Ask them to find examples of the language mentioned in the tips box in the blog.

## Happy goodbye

Have a class vote to find the top three gadgets used in every student's life.

## Homework

Workbook, page 13



## Aims

Revision of lessons 1–8: vocabulary, speaking and grammar in a variety of exam tasks

## Exam tasks

Explain to the students that this lesson contains exam tasks that are likely to appear in the compulsory end-of-school exam (*Egzamin ósmoklasisty*). For a more standard revision, go to the corresponding page in the Workbook.

## Lead-in

Put your students into pairs. Tell Student A to look through Unit 1 in their Student's Book and choose a picture. Then ask him/her to describe it to Student B. Student B has to listen, and then he/she has to open his/her book to find the picture that was described by Student A. Get the students to change roles.

## Before exercise 1 Pre-exam task

Play a guessing game with your students. Give definitions for the following vocabulary taken from the listening task (*subscriber, to top up your mobile, to crash, computer engineer*). Students have to guess the word/phrase that is being defined.

### Answers:

- subscriber – someone who pays to receive a product
- to top up your mobile – to add more money to your phone (to make it continue working)
- to crash – when your device (e.g. a phone) suddenly stops working
- computer engineer – someone who designs computer programmes and works in computer science

## After exercise 2 Post-exam task 1

Put your students into pairs. Get them to talk about their experience (or a family member's experience) of taking a gadget (or object) back to a shop. Tell them to try to use the language from exercise 2.

## After exercise 3 Post-exam task 2

Put your students into pairs. Tell them to practise the dialogue in exercise 3. Encourage them to record themselves on their phones or on a class computer. If they want to, tell them they can share the recording with the class.

## Culture note

Repair Cafés are free meeting places and they are all about repairing things (together). Go to <https://repaircafe.org/en/about/> and play some videos to familiarise the students with this concept.

## After exercise 5 Post-exam task 3

Put your students into groups of three. Get them to talk about the last thing they downloaded and the last time they had to reset a password.

## Happy goodbye

Get your students to share their two most useful apps with their classmates. See if anyone has a good app for learning English.

## Homework

Workbook, page 14



## Aims

**General aims:** revision of vocabulary and grammar from Unit 1 lessons 1–8, cumulative revision of vocabulary and grammar from *Brainy klasa* 4–8

**Special aims:** speaking skills (answering personalised questions); logical skills (solving a riddle, reading smartphone alerts); dictionary skills (looking up and preparing definitions), cooperation (project work)

**Optional materials:** a small soft ball to throw around (for Lead-in)

## Lead-in

Get the students to pass the ball among themselves to revise the vocabulary. Each student that gets the ball has to say a word associated with technology from this unit.

## Sound alert!

Write the following groups of words on the board. Get your students to practise pronouncing them in pairs. Ask the students to choose the one that sounds different from the others (the odd one out).

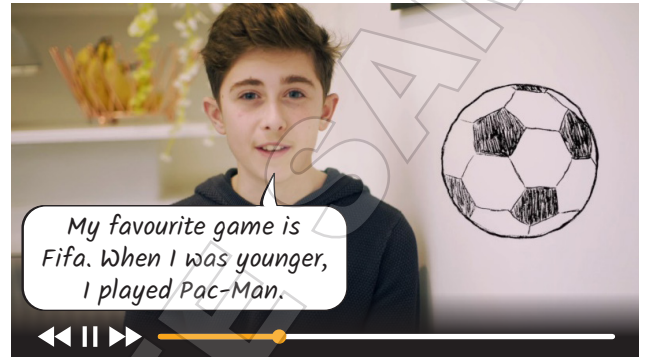
- 1 *hire / bike / mobile / did*
- 2 *wi-fi / service / find out / device*
- 3 *file / stick / information / photocopies*

### Answers:

- 1 did
- 2 service
- 3 file

## Over to you!

### Exercise 1



Tell your students that they are going to watch a video together. Play VIDEO 06 (<https://macmillandlauczna.pl/brainy-kl-8>) and get them to write the names of the computer games that are mentioned.

### Answers:

racing, *Minecraft*, *Candy Crush*, *Tetris*, *FIFA*, *Pac-Man*, *The Legend of Zelda*, *Super Mario*, *Donkey Kong*

Ask your students which ones they have played.

### After exercise 1 >>> Extra practice 1

Get your students to tell each other what they use their mobile phones for.

### After exercise 2 >>> Extra practice 2

Put your students into pairs. Tell them to write three questions (using Past simple, *used to* and Past continuous) about using technology. Then get them to speak with another pair of students, asking and answering all their questions.

Example:

Did you use to have a mobile phone when you were 5?

When you were studying yesterday, did you look for information on the Internet?

### After exercise 3 >>> Extra practice 3

Put your students into groups of three to tell each other two things they have *already* done today and two things they haven't done *yet*.

## Cumulative revision

In *Brainy klasa 8*, we want to make sure students revise and remember everything they have learnt from *Brainy klasa 4–7*, so we have designed the revision exercises in this book to reflect that. You will find that students are asked to remember grammar, functional language, vocabulary and skills from previous *Brainy* books. This will help them with exam preparation as well as with raising their level of English in general.

### After exercise 4 ➤ Extra practice 4

Get each student to choose a word from the vocabulary list from this unit and to think of its definition in English. Each student says his/her definition to the class. The class listen and write the word in their notebook. Check to see who guessed the most vocabulary correctly.

## Project

### Exercise 6

Encourage your students to use the Internet to search for short videos on their chosen project topic. This should help them with finding ideas on how to present their own video and what content they should (not) include.

## Happy goodbye

Ask your students to stand up. Tell them to visualise their bedroom. Get them to sit down if the objects you enumerate are in their bedroom. The person who is left standing at the end says four things he/she has in his/her bedroom.

Sit down if you have:

- a black laptop in your bedroom,
- a red mouse in your bedroom,
- 2 speakers,
- a *Brainy* book,
- ...

## Homework

Workbook, page 88