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IN THE PICTURE An app for everything

Talk about communication and technology

Pages 10-11

STAGE	TIME	FOCUS
GET STARTED		Brainstorm ways of communicating.
WORK WITH WORDS		Recycle vocabulary of technological devices. Introduce a vocabulary set related to apps.
SPEAK		Rank apps according to their usefulness. Discuss ideas for a new app. Watch a video of some teenagers talking about apps and discuss what they say.

Get started

Write the word *communication* on the board and elicit or provide a simple definition (eg the ways we share information or tell other people about our ideas, feelings, opinions).

Divide the class into pairs and give them two minutes to brainstorm different ways we communicate. If necessary, prompt them to think about these categories: speaking, writing, body language, sounds, images.

Elicit some examples and write a list on the board, eg **Speaking:** *face-to-face, by telephone, by video*; **Writing:** *emails, texts (SMS), instant messages, letters, stories, newspaper reports, articles*; **Body language:** *facial expressions, gestures*; **Sounds:** *songs, music*; **Images:** *emoticons, picture messages (MMS), art, photos*.

Encourage students to discuss which of these methods of communication they have used so far today.

WORK WITH WORDS

1 RECALL

- Divide the class into pairs to look at the images. Set a time limit of two minutes for them to make a list in their notebooks of the devices they can see, as well as any other things related to communication and technology that they already know. This activates any existing knowledge of the topic in preparation for the unit. (See Tips page 29.)
- Check answers in open class and invite students to read out any extra items they added to their lists for you to write them on the board.
- Remind or explain to students that the word *device(s)* /dɪ'vaɪs(ɪz)/ is used to describe all of the technological items they have listed, eg *A camera is a device used to take photos.*
- Ask students to do the Work with Words task on page 130.

ANSWERS

tablet, (desktop) computer, MP3 player, camera, laptop, video games console

GO BEYOND FOR TEACHERS

Apps

App is short for *application*. (Don't mention this fact to students because in Exercise 6 they will be quizzed about this.)

Apps are computer programs usually used on mobile phones or tablets that are designed to be practical or entertaining. A maps app, for example, might allow you to check your location or give you directions to a particular address. Young people who are still at school have designed some very successful apps. Your students may find it motivating to learn about such cases. You can find examples via a quick search on the internet.

2

- Ask students to match the icons on page 11 to the types of apps listed in the box. Set a time limit of two minutes.
- As students finish, let them compare their answers in pairs. Don't confirm any answers at this point.

3 1.08

- Play the track for students to check their answers.
- Play the track again for students to listen and repeat.

ANSWERS / AUDIO SCRIPT 1.08

1 maps 2 games 3 notes 4 messages 5 calculator
6 calendar 7 compass 8 social networking 9 web browser
10 mail 11 app store 12 videos

4a 1.09 PRONOUNCE

- Ask students to listen and repeat the word *maps*, focusing on the /æ/ sound.

4b 1.10

- Play the track for students to listen and underline the /æ/ sound in each word.
- Invite individual students to come to the board and write the words, underlining the /æ/ sound.

- Ask the rest of the class if they agree and, if not, elicit the correct answers.
- Play the track again and encourage students to repeat the words. (See Tips page 31 for suggestions on drilling words.)

ANSWERS / AUDIO SCRIPT



app store calculator calendar camera laptop tablet

5

- Refer students back to the list of apps in Exercise 2 and to the list 1–8.
- Before they start, draw students' attention to the example answer.
- Also elicit the difference between *location* and *destination* (*location* is the place where you are and *destination* is the place where you are going).
- Ask students to match the apps to the uses in the list and then check answers in open class.

ANSWERS

2 compass, maps 3 mail, messages, social networking
4 social networking, messages 5 calculator 6 maps
7 calendar 8 app store

6

- Ask students to do the mini app quiz on their own and then compare their answers in pairs.
- Nominate students to read out the answers to check in open class.

ANSWERS

1 A application 2 C a program 3 C 2008

SPEAK

7

- Divide the class into pairs and ask them to decide which of the two tasks they would prefer to do.
- Refer students to the language in the **PHRASE BYTES** box and suggest that they use these phrases to start their discussions.
- Set a time limit of five minutes but be prepared to extend this if students need more time to discuss their ideas.
- When they have finished, nominate a pair to tell the class about the apps they chose in activity 1 and why. Invite the rest of the class to say if they agree or disagree.
- Finally invite two or three pairs to present their ideas for a new app. Note: if you are going to ask students to prepare a presentation for homework, you may wish to omit this step at this point.

8 THE MOVING PICTURE

- Tell students they are going to watch a video of some teenagers talking about apps. Play the video and ask students to watch and make a note of the apps the teenagers mention and which ones they say are their favourites.
- Check the answers in open class. Encourage students to say if they like the apps and what other ones they like.

ANSWERS / VIDEO SCRIPT

(See underlined text in audio script for answers.)

Girl 1: So, what apps do you guys have?

Boy 1: I have quite a lot, you know.

Girl 2: Yeah, I have loads. I use apps way too much. I have, like, photography ones, social networking ones ...

Boy 2: I've got a lot of music apps. I love my music apps.

Girl 2: ... and a lot of games.

Boy 1: Yeah.

Boy 2: Yeah. What apps do you guys use the most?

Boy 1: Um ... well, me ... I like the social networking ...

Girl 2: Mmm ... same ...

Boy 1: ... apps.

Girl 2: If I didn't have social networking apps, I ... I dunno how I'd cope.

Boy 1: Yeah ... comes er ... kind of keeps you connected to everyone else.

Girl 1 & G2: Yeah.

Girl 1: I love that. I think that's great ... like ... before you could use them there was not really a way to ... you know ... speak to people that ... you don't see very often, so I think that's a great way to connect with people.

Boy 1: Yeah.

Girl 2: Yeah but what's your favourite?

Girl 1: I love Twitter. I think that's ...

Boy 1: I'd have to say Instagram.

Boy 2: Yeah, Instagram definitely.

Girl 2: Uuh ... Tumblr!

Boy 1: Tumblr?

Girl 2: Tumblr's the one.

Boy 1: Yeah.

Girl 2: It's the best.

GO BEYOND

Ask students to do the Go Beyond task on page 130.

Extra activity

Read out the following exercise to students (or dictate the sentences) and ask them to make notes on one or more suitable type of app.

What apps do these people need? (Suggested answers in brackets.)

- 1 John likes to keep in contact with his friends. (social networking, email, messages)
- 2 Sarah often forgets when she has to meet people. She isn't very organised. (calendar, notes)
- 3 Felix uses the internet a lot to find out information. (web browser)
- 4 Troy loves maths. (calculator)
- 5 Helene organises the drama club at her school. She needs to send information to the members of the club. (email, messages)
- 6 Billie likes trying new apps. (app store)
- 7 Nestor gets lost all the time. He can't remember the names of streets. (maps, compass)

Homework




Exercise 7 Task 2 can be extended into a project. Students work in groups to prepare a presentation for the app they have invented, making a poster or a PowerPoint presentation. At the start of the next lesson, students can present their app. The rest of the class vote on which app they would invest in.

If students have worked on Task 1 in Exercise 7, they can prepare a presentation to support their choices.

READING Switch off

Understand new words in a magazine article

Page 12

STAGE	TIME	FOCUS
GET STARTED		Play a game to guess the meaning of a mystery word. Introduce some of the reading subskill techniques that are practised in the lesson.
SPEAK AND READ		Read the magazine article and do a survey about the need to switch off. Practise understanding new words (reading subskill).
REACT		Discuss the results of the survey and say if you agree or disagree. Talk about the difficulty of switching off. Rank free-time activities and compare rankings with those of a classmate.

Get started

Play a game of *Mystery Word* (see Games page 33), which introduces students to some of the techniques they will be using in this lesson for practising the subskill of understanding new words when reading.

SPEAK AND READ

1

- Ask students to read the sentences and decide if they are true for them.
- Divide the class into pairs to explain why the sentences are or aren't true for them, eg *Well, number one isn't true for me. I don't have lots of free time because every weekday except Wednesday I have an activity after school. I also have a lot of homework and at the weekend I have to help my dad in his shop.*

2 1.11

- Find out if students ever read magazines and elicit some examples of the types of magazine they like reading. Tell students they are going to read the first part of a magazine article.
- Refer students to the photos that accompany the article and elicit what the people are doing and how they might be feeling.
- Ask students to read the extract. Don't play the audio at this point. It is an extra feature and suggestions for making use of it in class are included at the end of the lesson.
- Reassure students by telling them not to worry if they don't understand every word. Ask them to underline any words they don't know as they read.

3a

- Ask students how many words they underlined. Tell them they are going to look at some techniques that can help them to understand new words without looking them up in a dictionary.
- Focus students on the **HOW TO** box and read out the first tip, quickly reviewing the four parts of speech mentioned and eliciting a simple definition of each one, eg *a verb is a word to describe an action; a noun is the name of a person, place or thing; an adjective gives us more information about a noun; an adverb gives us more information about a verb*. Ask students to give you examples of these parts of speech from the text.
- Read out the second tip and ask students to give you some examples of words that are similar in English and their language.
- Read out the third tip and remind students that it is important to take into account the general topic of the text as well as the immediate context of the unfamiliar word(s).

3b

- Refer students back to the words they underlined in the article. Ask them to work individually to write a possible definition for each word on a separate page of their notebook or a piece of paper. Ask them not to write the word next to their definition (as this will affect the next step of the activity).
- You may need to give students plenty of positive encouragement for this task, reminding them that it doesn't matter if they're wrong and that they will get better as they practise the technique more. Encourage them to be imaginative and creative.

Alternative procedure: more confident classes

Challenge more confident students to write definitions and point out some of the more difficult words or expressions for them to work with, eg *relax, hardly ever, during, switch off, from time to time, full*. Tell them that although they may understand the meaning, you'd like them to focus on using their English to write clear definitions.

4

- Divide the class into pairs and have them swap their definitions with their partner.
- Ask them to read their partner's definitions and try to find the correct words in the text.
- Circulate and monitor, making a note of any particularly good definitions.
- In open-class feedback at the end of the exercise, nominate students to read out the best definitions.

5

- Refer students to the survey and ask them to answer it individually and calculate their score. Set a time limit of four minutes for this.
- When they have calculated their score, ask students to read the corresponding explanation.

Extra activity

Divide the class into pairs to do the survey again, but this time they should predict what their partner's answers will be by ticking the answers in a different colour. Then they take it in turns to tell their partner about their predictions. Their partner should respond, saying if they are right or wrong. For example:

A: *I think you watch TV once a day or more.*

B: *No! I often watch TV, but not every day. Some days I don't have time. I think you sometimes read and send emails.*

A: *Wrong. I rarely use email. I prefer to send texts or chat on Facebook.*

REACT

6

- First, ask students to read the questions and make notes about their answers. Set a time limit of three minutes.
- Divide the class into pairs and ask students to discuss their opinions using the phrases in the **PHRASE BYTES** box.
- Monitor as students are doing the exercise and make a note of any language you wish to highlight at the end.
- Finish by giving language feedback and inviting several students to share their answers with the class.

GO BEYOND

Ask students to put the survey activities in order of preference, then compare and explain their choices in pairs.

Extra activity

Ask students to close their books and give them a list of the verbs used in the *Switch Off* survey questions, ie *watch, listen, play, phone, send, read and send, use, chat, go, watch*. Ask them to reconstruct the survey items. You could draw images on the board to prompt them, eg a TV, musical notes, a video games console, two friends, a mobile phone showing a text message.

Recorded reading text 1.11

The audio track could be used for less confident students to listen to while reading the text for a second time. For more confident students, use the track for Exercise 4. Encourage students to close their books and listen for the word that matches their partner's definition.






Homework

Prepare a short text for students, or suggest one from a suitable website, which relates to the topic of switching off and relaxing away from the internet, mobile phones, etc. Ask students to read the text and write possible definitions for any unfamiliar words using the techniques they have practised in class. You could also ask them to write a short summary of the text in two or three sentences.

GRAMMAR Present simple and expressions of frequency

Talk about how often you do things

Page 13

STAGE	TIME	FOCUS
GET STARTED		Recycle the present simple by doing a puzzle to discover a hidden word.
READ		Read a short conversation. Encounter the target grammar in context.
STUDY		Find examples for grammar explanations in the reading text. Expand knowledge of frequency adverbs.
PRACTISE		Practise using the present simple and expressions of frequency in controlled and free tasks.
SPEAK		Conduct a survey of other students about how they contact their friends. Consolidate the use of the present simple third person singular by explaining the survey results to a classmate.

Get started

This word puzzle activity is designed to remind students about some of the basics of the present simple. Draw the grid on the board and ask students to copy it.

Ask students to use the clues to complete the answers and find the hidden word. Explain that an apostrophe (') takes one box. Once they have discovered the hidden word (*device*), ask them to give you some examples of technological devices, eg *camera, laptop, tablet*.

Clues

- The negative form of *does*.
- My friends in other countries me emails all the time.
- My sister in Ireland so I don't see her very often.
- The negative form of *is*.
- My friend Veronica and I online every night using social networking apps.
- your teacher give you a lot of homework?

1		D	O	E	S	N	'	T
2	S	E	N	D				
3	L	I	V	E	S			
4		I	S	N	'	T		
5		C	H	A	T			
6	D	O	E	S				

READ Grammar in context

1

- Ask students to tell you about any blogs they read.
- Tell them they are going to read a conversation between two students who have a class blog. Ask them if they think a class blog is a good idea and why/why not.

- Ask students to read the conversation and answer the question. Then check the answer in open class.

ANSWER

Because Carla doesn't see his messages on the class blog.

STUDY

2

- Ask students to read the grammar explanations about the present simple and write in examples from the conversation in Exercise 1.
- Let students compare their answers in pairs before you read through the rules with the class, nominating different students to give answers.

ANSWERS

uses don't have Do you use

Extra activity

If you think your class would benefit from a review of the present simple form, refer them to the Grammar Database on page 120, or go through it with them.

For less confident classes, you could do some additional practice in class. For example if students are unsure when to use *don't* and when to use *doesn't*, do a quick substitution drill with them. Drill the sentence: *I don't have time*. Write on the board, or say, a series of different subjects one by one and indicate that the students should repeat the sentence starting with the new subject, eg *you, my father, we, my cousins, Mr Jones, Grandma*.

If students are unsure about word order in questions, write an example question on the board: *How often do you use the class blog?* Elicit the subject (*you*), the verb (*use*) and the auxiliary (*do*) and write each part of speech below the corresponding word. Repeat this procedure with a *yes/no* question to show that the word order is the same whether or not a question word is used. Ask students to give you some more examples of questions in the present simple following the pattern given in the explanation.

3

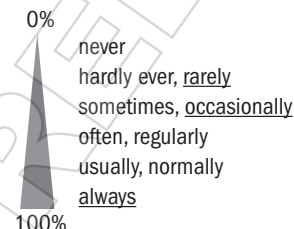
- Refer students back to the conversation in Exercise 1 and draw their attention to the words in bold. Tell them that these are adverbs and expressions of frequency.
- Ask students to read the explanations about them and to complete them with examples from the conversation.
- Check answers by nominating two different students to read out the explanations with the examples they added.

ANSWERS

Adverbs: rarely, occasionally Expressions: every day

4

- Refer students to the chart and point out that some of the adverbs have a similar meaning, eg *often, regularly*.
- Ask students to complete the chart using the adverbs in bold in Exercise 1.
- Check the answers in open class and drill the pronunciation of the adverbs.

ANSWERS**Alternative procedure**

Books closed. Write the adverbs on pieces of card and draw a line on the board labelling one end 0% and the other 100%. Distribute the cards among your students and invite them to place the cards on the board in the correct place on the line. Remind them that some of the adverbs have the same meaning. Once the cards have been attached to the line, ask the class to decide together if they are all in the correct place.

PRACTISE

5

- To lead in to the exercise, find out if your students have mobile phones with cameras. Ask how often they take pictures or videos with their cameras.
- Tell students they are going to read an interview between a woman doing a survey about mobile phones and a boy called Jude.
- Ask them to read the interview and complete it with the present simple form of the verbs.
- Check answers in open class and then divide the class into pairs to practise the conversation.

ANSWERS

2 does 3 do you use 4 look 5 don't worry 6 gives

6a

- Ask students to rewrite the sentences putting the adverbs and expressions in the correct position. Remind them to look at the explanations in Exercise 3 if they are unsure.
- Let students compare their answers in pairs before you nominate students to read out their answers in open class.

ANSWERS

2 I can't play video games every day.
3 I occasionally listen to music when I do my homework.
4 From time to time I watch videos on the internet. / I watch videos on the internet from time to time.
5 My phone is rarely switched on.
6 Now and then I send text messages to friends. / I send text messages to friends now and then.

6b

- Ask students to look back at their sentences in Exercise 6a and change them, as necessary, to make them true for them.
- Before they start, write an example on the board, showing the types of changes that may have to be made, eg *I often check my emails. / I check my emails from time to time. / I sometimes check my emails*.
- Set a time limit of five minutes for them to change the sentences and write their personalised versions in their notebooks. Monitor and offer advice as necessary.
- Encourage them to compare their sentences in pairs, giving reasons for their answers.

7

- Ask students to work individually to write four questions with *How often* in order to create a survey about ways to contact friends. Point out that they should use the prompts in the box.
- Circulate and monitor to check that students' questions are correct.

ANSWERS

How often do you chat online with your friends?
How often do you phone your friends?
How often do you send emails to your friends?
How often do you send text messages to your friends?

Fast finishers

Encourage fast finishers to add further similar questions to their surveys.

SPEAK

8

- Divide the class into pairs to interview each other using their surveys. Set a time limit of five minutes for this. Point out that they should make a note of their partner's answers.

- Ask students to join together with another pair to tell their new partners the results of their survey. Remind students that they will be using the third person singular so will need to add -s, -es or -ies.





Homework

To personalise the grammar point, refer students back to the sentences in Exercise 6a and ask them to rewrite them to make true sentences about their own friends or family, eg *My friend Joanna checks her emails every evening. My dad never plays video games. My grandma's phone is hardly ever switched on.*

LISTENING AND VOCABULARY Raspberry Pi

Listen for the main ideas

Page 14

STAGE	TIME	FOCUS
GET STARTED		Identify four pairs of homophones including <i>pi</i> and <i>pie</i> .
WORK WITH WORDS		Talk about studying IT. Match computer parts to a picture.
LISTEN		Listen to a news report to understand the main ideas. Listen again and practise an exam-style multiple-choice task.
REACT		React to the listening text. Speak about how students use computers and whether it is important to learn to write code.

GO BEYOND FOR TEACHERS

Raspberry Pi

The Raspberry Pi is a tiny computer the size of a credit card, developed in the UK with the aim of sparking students' interest in computers and teaching computer science in schools. For more information you could visit the Raspberry Pi website: www.raspberrypi.org. The name is a play on the words *pi* and *pie*, which are homophones, ie words of different meaning and spelling that are pronounced the same.

Get started

In order to understand some of the humour in the listening text in this lesson, students will have to be aware of the meanings of the homophones *pie* and *pi*.

Write these two gapped sentences on the board:

Spiders have legs.
The children their sandwiches quickly because they were hungry.

Elicit words to fill the gaps (*eight, ate*). Ask students if there is any difference in pronunciation between the two words that filled the gaps. (No, both words are pronounced /eɪt/.)

Tell students that in English there are some pairs of words which have exactly the same pronunciation but different spelling and different meaning.

Write the following words on the board: *pie, won, they're, one, new, their, knew, pi*. Clarify the meaning of any words the students do not know. (Students may not know *pi*, which is part of the name of the computer that they are going to hear about in this lesson. You could explain *pi* (π) is the name of a Greek letter which is also a mathematical number.) Ask students to match the words that have the same pronunciation.

ANSWERS

pie/pi won/one their/they're new/knew

WORK WITH WORDS

1

- Divide the class into pairs to answer and discuss the questions.
- In open-class feedback, take a class vote to see if the majority of the class like or don't like studying IT.

Alternative procedure

Books closed. Dictate questions 1 and 2 for students to discuss in pairs.

2

- Refer students to the picture and ask them to match the computer parts in the box to the different items.
- Let them compare their answers in pairs but don't confirm them at this point.

3  1.12

- Play the track for students to listen and check their answers.
- Play the track again for students to listen and repeat.

ANSWERS / AUDIO SCRIPT

 1.12

1 microphone 2 headphones 3 speaker 4 screen
5 monitor 6 printer 7 webcam 8 USB port 9 mouse
10 keyboard

4

- Ask students to categorise the computer parts according to their uses.
- As they finish, let them compare their answers in pairs before you nominate different students to read out their answers.

ANSWERS

2 speaker, headphones 3 screen, monitor, webcam
4 USB port

LISTEN

5a

- Tell students that they are going to hear a news report from a school website twice. Point out that the first time they shouldn't worry too much about specific information but should just listen for the main ideas.
- Refer students to the **HOW TO** box and go through the tips with them.

5b **▶ 1.13**

- Give students a minute to read the three summary options before you play the track.
- Ask them to listen and choose the option that best summarises the report.
- Do a quick poll by asking students to raise their hands if they think the answer is 1, 2 or 3. Then confirm the correct answer.

ANSWER / AUDIO SCRIPT**▶ 1.13**

3 A school is using a small computer to teach students how computers work.

Tom: Welcome to Newtown School TV! Here you can watch video reports from different schools in Newtown. My name's Tom Swift, and I study at Farm Wood School. Today I'm in an IT class at my school, and I'm here to find out about the Raspberry Pi. What exactly is the Raspberry Pi? It sounds like something you eat.

Sally: Well, we just call it the Pi, and it's a computer.

Tom: Is this it? It's very small.

Sally: That's right. It's a very simple computer. But it works really well!

Tom: So tell me about it.

Sally: Well, you can connect it to a monitor or a TV, and it has USB ports to connect a keyboard and mouse.

Tom: Can we switch it on now?

Sally: Yes, of course.

Tom: Can it connect to the internet?

Sally: Yes. There's a port for a fast internet connection.

Tom: Right. So what do you use the Pi for?

Sally: We use it to learn how computers work.

Jan: And sometimes we use it to write code.

Tom: Code?

Jan: The instructions for a computer. With code, we can create our own games and programs.

Tom: That's amazing. I have no idea how computers work.

Jan: The Pi may be small, but it can do lots of things! And it's from the UK. It's a British invention.

Tom: Right. Great. One final question. Does it make lunch?

Jan: Sorry?

Tom: Talking about the Raspberry Pi is making me really hungry!

6

- Ask students to reflect on which ideas from the **HOW TO** box helped them to do Exercise 5b and tick them.

7 **▶ 1.13****Exam-type task**

- Give students a minute to read the multiple-choice questions before you play the track again.
- Let them compare their answers in pairs before you check answers in open class.

ANSWERS

1 B 2 B 3 A 4 B

REACT

8

- Divide the class into pairs to answer the questions using the **PHRASE BYTES** box to help them.

Alternative procedures

If you are looking for a more creative way to set up this speaking activity and your students enjoy role-play activities, you could try these ideas:

For question 1: one student plays the role of an old person who doesn't know much about computers and the other has to tell them about their computer and what they use it for. The 'older' person should imagine they know nothing about computers and ask as many questions as possible. The 'younger' person should try to convince his/her partner that computers are useful and fun.

For question 2: Together students brainstorm as many reasons as they can think of for both sides of the argument, ie whether learning to write code is important or not. Each student then takes one side and tries to convince the other of his/her position.

GO BEYOND

Ask students to do the Go Beyond task on page 130.

Extra activity

Play a game of *Hot Seat* (see Games page 33) using the computer parts vocabulary from Exercise 2.






Homework

Ask students to read the audio script of track 1.13 and make a list of all the computer-related vocabulary. Encourage them to add any further words or expressions from the **Words & Beyond** page 130 to their list. Explain that they should memorise the words and their meanings for a quick vocabulary test in the next lesson.

GRAMMAR Articles: a(n) and the

Use a(n) and the to refer to things

Page 15

STAGE	TIME	FOCUS
GET STARTED		Play a game of <i>Three in a Row</i> . Identify errors in the use of articles.
READ		Read for gist.
STUDY		Find examples for grammar explanations in the reading text.
PRACTISE		Practise using articles in controlled tasks.
SPEAK		Speak for 30 seconds on a range of topics. Focus on fluency.

Get started

Play a game of *Three in a row* (see Games page 33) to test students' knowledge of articles. This will help you to see how much extra help they might need with the grammar input of today's lesson.

Next to the grid write the list of sentences (see below). To be able to add their symbol to the grid, students have to say whether or not the sentence is correct. If it isn't, they have to give the correct version.

Divide the class into two teams and start by tossing a coin to see which team goes first.

- A My father is teacher. (X My father is a teacher.)
- B We went to the beach at the weekend. (✓)
- C I read an interesting article on internet. (X ... on the internet.)
- D There is a old church in the centre of the city. (X There is an old church ...)
- E My brother really loves the dogs. (X My brother really loves dogs.)
- F Harriet is from United States of America. (X ... the United States of America.)
- G President of the USA in 2012 was Barak Obama. (X The president ...)
- H Every day I have the breakfast at 8.00. (X ... I have the breakfast ...)
- I We live in big house. (X We live in a big house.)

GO BEYOND FOR TEACHERS

Tossing a coin

In English-speaking countries, as in many cultures, tossing a coin is a common way to decide who will go first in a game. The two sides of the coin are called *heads* and *tails*. *Heads* refers to the head of the monarch or statesman on one side of the coin, and *tails* is traditionally used for the other side, probably because the tail is seen as the opposite to the head.

READ Grammar in context

GO BEYOND FOR TEACHERS

Silicon Valley

Silicon Valley is an area near San Francisco in California. It is the centre of technological innovation in the USA and is called Silicon Valley because many of the original technology companies in the area were silicon chip manufacturers or developers.

Waldorf Schools follow an educational philosophy based on the ideas of Rudolph Steiner and aim to nurture a range of capacities in children, including the physical, emotional, intellectual, aesthetic, moral and spiritual capacities.

1

- Find out what your students know about Silicon Valley and tell them they are going to read about a school there.
- Ask students to find out what is unusual about the school by reading the description. Set a time limit of one minute and then nominate a student to answer the question.
- Ask students if they can think of any advantages of attending a school where there is no technology.

ANSWER

The school is unusual because they don't use technology, just books and blackboards, and yet it is located in Silicon Valley, where many technology companies are based.

STUDY

2

- Refer students to the explanations of the use of articles and read through them with the class.
- Ask students to work individually to match the examples in the text to the explanations.
- Let them compare their answers in pairs before you check them in open class.

ANSWERS

a job: 9 a specific thing: 8 superlatives and dates: 4
plural place names: 3 things in general: 7

Extra activity

You may wish to give students further examples as you check through the explanations and examples from the text.

a(n) +:

- one example of a thing, eg *This is **a** page from the Student's Book.* Contrast with a specific page (see below).
- a job, eg *My brother is **a** doctor.*

the +:

- a specific thing, eg *This is **the** page from the Student's Book that we looked at in the last class.*
- the only example of a thing, eg ***the** sun, **the** moon, **the** president of France.*
- superlatives and dates, eg *Today is Monday **the** 3rd of March.*
- something mentioned before, eg *My mother works in an office. **The** office is in the city centre.*
- plural place names, eg ***the** Philippines, **the** Cayman Islands, **the** Netherlands, **the** Himalayas.*

no article +:

- things in general, eg ***Dogs** are wonderful pets.*
- meals, days, singular place names, eg *What do you eat for **breakfast**?*

(See Tips for teaching articles page 30.)

PRACTISE

3

- Ask students to complete the sentences with *the* or no article (-).
- When checking answers in open class ask students to say why *the* is used, referring to the explanations in the box.

ANSWERS

2 The (a specific thing) 3 (-), (-) (things in general)
 4 The (the only example of a thing), the (superlative), (-) (things in general), the (the only example of a thing)

Fast finishers

Ask fast finishers to work in pairs to exchange opinions about statements 3 and 4 in Exercise 3. Alternatively ask students to write a few lines saying what they think.

4

- Ask students to work individually to circle the correct options.
- Monitor as they are doing the task and when most students have finished, tell them they should have three examples of *a* and three of *the*. Give them a minute to reconsider their answers if necessary before you confirm answers.

ANSWERS

1 a (one example of a thing) 2 the (a specific thing, ie Ray's kitchen)
 3 a (one example of a thing) 4 a (one example of a thing)
 5 the (superlative) 6 the (a specific thing, ie Ray's house)

5

- Give students one minute to read the text about Ekin. Tell them not to worry about the gaps as they read.
- After one minute, have them cover the text and elicit from them as much information about Ekin as possible. Prompt with questions like: *Where does Ekin study? Why does she love IT lessons? When is her IT lesson?*

- Ask students to complete the text with articles where necessary.
- Let them compare answers in pairs before you check them in open class.

ANSWERS

2 (-) 3 (-) 4 (-) 5 the 6 a 7 (-) 8 the
 9 (-) 10 (-) 11 The 12 an

SPEAK

6

- Divide the class into pairs to take it in turns to choose a topic and speak for 30 seconds without stopping.
- Stress that the aim is to speak as fluently as possible, but that they should also think about using articles correctly where necessary.

Extra activity

Remind students that articles are most often pronounced in their weak form with the schwa sound /ə/. Contrast the strong and weak forms by writing the phonemic symbols on the board and modelling the pronunciation: *a* /eɪ/ (strong), /ə/ (weak); *an* /æn/ (strong), /ən/ (weak); *the* /ði:/ (strong), /ðə/ (weak). (See Tips for teaching sentence stress page 32.)






Divide the class into pairs to read the conversation in Exercise 4, paying attention to their pronunciation of the articles.

Homework

Ask students to write a text like Ekin's, talking about their favourite subject at school. Encourage them to pay particular attention to how they use articles in their text. Set a word limit of 80–100 words. In the next lesson nominate a few students to read their texts out loud.

LANGUAGE BEYOND GET ORGANISED

Use lists to help you to organise your time

STAGE	TIME	FOCUS
GET STARTED		Talk about how you remember the things you have to do. Understand the meaning of the lesson title.
READ		Read the notes on Jasmin's notice board and place them in a diary.
DO		Work with another student to decide on priorities for Jasmin.
REFLECT		Discuss the challenges of organising time and how being organised or disorganised makes you feel.
EXTEND		Make a list and prioritise it. Compare lists with other students and discuss your priorities and how they were decided.

USING LISTS TO HELP YOU TO ORGANISE YOUR TIME

Teenagers are generally coming to terms with greater independence and increasing responsibilities in their lives and need to learn how to manage their time. Introducing teenagers to time management techniques can really empower them and boost their confidence. Making lists and prioritising tasks are two fundamental principles of effective time management. Making lists can help students feel less stressed and more in control as they do not have to worry about forgetting things. The actual act of making a list can also help them to clarify exactly what needs to be done over a certain period of time. An important follow-up step is prioritising what is important and deciding what can be achieved in a given amount of time. Checking off tasks in a list as they are done helps students to feel good about what they have achieved and reminds them what still needs to be completed.

Get started 

Ask students if they keep a diary so that they don't forget things they have to do each week. Elicit from students some other ways of remembering what they have to do (eg writing lists, mobile phone alerts, writing notes on their hands, Post-it notes, notice boards, etc).

Ask if anyone has ever forgotten to do something important.

READ**1**

- In pairs, ask students to look at Jasmin's notice board for 20 seconds then close their books.
- Ask them to remember as many things about Jasmin as they can. Before they start, prompt them with questions like: *What does she like doing? What is she studying? Who are her friends?* Set a one-minute time limit.
- Invite different pairs to say one piece of information to see how much they remember.
- Ask students to transfer the relevant information from Jasmin's notice board into her diary.

ANSWERS

Thursday: revise maths, French and chemistry; 7pm: cinema *The Abyss*
 Friday: maths, French and chemistry exams
 4pm: guitar lesson
 before 6pm: Maggie's house for sleepover (take sleeping bag)
 Saturday: 10am: sister's basketball final
 1pm: Colin's party

2

- Refer students to Jasmin's diary and elicit students' thoughts on the questions in open class.

DO**3**

- Divide the class into pairs to make suggestions as to how Jasmin can organise her time. Set a time limit of five minutes and refer students to the **PHRASE BYTES** box for ideas for how to start their discussion.
- Elicit some responses in open class and invite students to say if they agree or disagree with the comments made.

REFLECT**4**

- Ask students if it was easy or difficult to organise Jasmin's time and why. If students have difficulty answering, ask some follow-up questions like: *Which things do you think Jasmin really wanted to do? Which did she have to do? How do you decide between things you have to do and things you really want to do? How would Jasmin feel if she went to the cinema on Thursday evening instead of preparing for her exams and her guitar lesson? How do you feel when you are unprepared for exams or classes? How do you feel when you've prepared well for something?*
- Divide the class into pairs to discuss questions 2 and 3. Set a time limit of four minutes for this.
- Nominate a student to read out the **REFLECTION POINT** and invite students to participate in a class discussion, prompting with: *Why is it important to put items in order on a list? Why does writing a list and deciding which are more important help you to feel less stressed?*
- Ask them to discuss how lists could be useful in the following: *study, job, household tasks, keeping in contact with friends, shopping, personal goals, future plans.*

EXTEND**5**

- Ask students to work individually to make a list of the things they need to do over the next three days and then to prioritise what they have to do from most to least important. Set a time limit of five minutes for this.

6

- Divide the class into small groups to share their lists and explain how they decided on the best order to do things.





Homework

Ask students to write a short reflection on the lesson to address the questions: *What did you learn in today's lesson? Was what we talked about useful for you? Why?/Why not?*

Suggest a word limit of 100 words. Have students compare answers and share their thoughts in the next lesson.

SPEAKING Say what you think**Ask for and give opinions**

Page 17

STAGE	TIME	FOCUS
GET STARTED		Describe what is happening in the stills from internet videos on page 17.
SPEAK		Talk about internet videos and predict what will happen next in the videos pictured.
WATCH OR LISTEN		Watch or listen to four teenagers giving their opinions about an internet video. Study and practise expressions for asking and giving opinions.
ACT		Ask and give opinions on topics related to technology.

Get started

Ask students how often they watch videos on the internet and what kinds of videos they watch. Ask them what sites they use to watch videos.

Refer students to the stills from some internet videos and invite them to say who (or what) they see and what is happening. Write some key vocabulary on the board as necessary (eg *cat, dog, paw, baby, standing up, playing Wii® tennis, living room, jump, trampoline*).

SPEAK

1

- Divide the class into pairs to answer the questions. Set a time limit of five minutes for this.
- As you monitor their discussions, listen out for creative ideas as to what happens next and make a note so that you can nominate these students to share their ideas at the end of the five minutes.

Alternative procedure

If you have internet access in your classroom, pick a funny video. Check before the lesson that it's suitable. Watch the video up to the point where something goes wrong or something surprising happens, stopping the video from time to time to elicit from students what is going on. Ask them to make predictions about what happens next in the video. Finally play the ending for them to see if their predictions were correct.

Extra activity

Ask students to think of a funny video they have seen and give them five minutes to prepare an explanation of what happens. Encourage them to think about the language they will need and to ask you for any vocabulary they don't know. The present simple is often used to relate what happens in films or books and it would be quite appropriate for students to use it here to describe the video they have chosen.

WATCH OR LISTEN

2   1.14

- Refer students to the photo of the friends and ask them to say what is happening.
- Books closed. Play the video or audio track for students to watch or listen and find out what the friends think about the video they are watching.
- Be prepared to help students out with some of the vocabulary in the video, eg *original* (new, interesting, something no one has thought of or seen before), *cruel* (causing pain or suffering), *just* (only).

ANSWERS / VIDEO/AUDIO SCRIPT

  1.14

The friends think the video is funny. Vicky doesn't think it's very original. Kate thinks it's a bit cruel.

Marc: Hey guys. Watch this! ... So, what do you think about it?

Vicky: I think it's good. I don't think it's very original, but it's funny.

Marc: What do you think, Kate?

Kate: I don't know. I think it's quite funny, but it's also a bit cruel.

Marc: Cruel?

Kate: Yes. Do you think the cat's happy?

Marc: No, maybe not.

Ben: Hey, what are you doing with my tablet?

Vicky: We're watching that video.

Ben: So what do you think about it? Just funny, or really, really funny?

3   1.14

- Ask students to open their books and complete the gaps in the conversation with just two verbs.
- Play the track or watch the video a second time for students to check their answers.

ANSWERS

1, 2, 3, 4, 6, 7, 8 think 5 know

4

- Ask students to transform the statement into a negative one. Encourage them to try to do it without looking back at the conversation.
- Once they have written their answer, they can check if it's correct by looking for the phrase in the conversation.

ANSWER

I don't think it's very original.

5  1.15

- Ask students to listen and repeat the expressions from the conversation.

AUDIO SCRIPT

 1.15

- What do you think about it?
- I think it's good.
- I don't think it's very original.
- What do you think?
- I don't know.
- Do you think the cat's happy?

ACT

6

- Divide the class into groups of three or four to discuss their opinions about different topics related to technology.
- Encourage them to ask for and give reasons for their opinions and to use the language in the **PHRASEBOOK** box.

Alternative procedure: less confident classes

If you have students who are shy or reluctant to express their own opinions, you could write some role cards and make the activity a role-play, eg four different characters discussing social networking sites: a teenager, a teacher, a senior citizen and a marketing expert. The role cards would give information about the character's attitude and the opinions he/she should contribute.

Homework







Ask students to write five questions to find out their classmates' opinion. Give them some examples if necessary (eg *Do people spend too much time on the internet?*). Students are free to choose the topics for their questions.

Choose the best questions to post on a class blog or website, or pin them up in the classroom and encourage students to write up their opinions about them before or after lessons or in breaks. These opinion forums will also be useful for fast finishers during lessons.

WRITING Could you live without your mobile?

Use the correct word order

Page 18

STAGE	TIME	FOCUS
GET STARTED		Talk about the advantages and disadvantages of mobile phones. Say whether or not you could live without your mobile.
READ		Read a question on a website and compare opinions. Read tips on using the right word order (a writing subskill). Find examples of each tip in the texts.
PRACTISE		Practise putting words in the correct order.
PLAN		Plan an answer to the website question.
WRITE AND CHECK		Write and check an answer of around 60 words.
SHARE		Read the answers of other students.

Get started

Divide the class into pairs to write down at least three positive and three negative things about mobile phones, eg **Positive things:** *you can always be in contact with people, you can use them in an emergency, you have other fun/interesting things on them like apps; **Negative things:** *they can disturb you when you want a quiet time, they run out of battery, sometimes the coverage is not good and you can't use them.**

Elicit some answers from students in open class. Ask students to decide whether they could live without their mobile.

READ

1

- Refer students to the answers from a website forum.
- Ask students to read them and tell their partner which answer is closer to their own view and explain why.

2a

- Write the following jumbled sentence on the board: *call I my friend best usually every day.*
- Ask students if this sentence makes sense in English and elicit that the problem is the word order.
- Ask students to help you reconstruct the sentence correctly on the board: *I usually call my best friend every day.*
- With students' help, label the following elements of the sentence: subject (*I*), verb (*call*), object (*my best friend*), adverb of frequency (*usually*), expression of frequency (*every day*), superlative adjective (*best*).
- Read through the **HOW TO** box with students, using the sentence on the board as an example.

2b

- Ask students to find two more examples of each tip in the website answers.
- Let them compare their answers in pairs before you check them in open class.

ANSWERS

Sentences starting with SVO: I've got a really old phone; I don't need another one; I (hardly ever) use it; People (sometimes) ring me; I do everything; I use it; I (rarely) call friends; I never have time; I send text messages

Adverbs of frequency before the main verb: I hardly ever use it; People sometimes ring me; I rarely call friends; I never have time

Expressions of frequency after SVO: I use it every day; I send text messages about 20 times a day

Adjectives before nouns: old phone; the most important thing

PRACTISE

3

- Ask students to put the words into the correct order.
- Encourage them to check their answers against the tips in the **HOW TO** box before you nominate different students to read out their solutions and check answers in open class.

ANSWERS

- I rarely send text messages.
- I call my best friends every evening.
- I'm using a new app for browsing the web at the moment.
- I hardly ever watch videos on my phone.

PLAN

4

- Ask students to work individually to plan their answer using the **Writing plan** as a guide. Set a time limit of five minutes. Ask them to think of at least three reasons for point 2.

WRITE AND CHECK

5

- Tell students they have 10 minutes to write their answers and set a word limit of around 60 words.

SHARE

6

- Encourage students to compare their answers.
- In open-class feedback ask some students to report back to the class. Put some language on the board to help them, eg *We had similar/different ideas.; We agreed. We both wrote ... ; We didn't agree. X wrote ... , but I wrote ...*

Extra activity: speaking extension

Ask students to write down three things they couldn't live without and prepare to explain why. Encourage them to think beyond the current topic of technology. Divide the class into pairs to talk about the items on their lists.

Homework

Ask students to write their answer to another question, eg *Could you live without the internet? Could you live without television?* Set a word limit of 100 words. Remind them to focus on using the correct word order.

Introduction

Unit Reviews bring together all the grammar and vocabulary seen in the unit. Students can refer to the Grammar Database and Words & Beyond pages first and then try to do the exercises. Alternatively, they can try the exercises first and then study the reference material if necessary. Unit Reviews can be used in the classroom or for self-study at home. Procedural notes are provided here for their use in the classroom.

As in an exam, in the Unit Reviews students can clearly see how many points they can score for each exercise. When they have finished, encourage students to swap their books with a partner and mark each other's work, totalling up the score.

VOCABULARY Applications (Apps)

1

- Refer students to the title and pictures. Elicit why they think the pictures are titled: *The first apps* (they show how people did certain things before computers and apps were invented).
- Ask students to write in the missing letters to complete the names of the apps.
- Invite students to come to the board and write up their answers, asking the rest of the class if they agree and making any necessary corrections.

ANSWERS

1 games 2 maps 3 notes 4 messages 5 mail
6 videos 7 calendar 8 calculator 9 social networking
10 app store

Computer parts

2

- Ask students to look at the picture and label the computer parts correctly.
- Check answers in open class by nominating different students to say the answers.

ANSWERS

1 headphones 2 webcam 3 screen 4 speaker
5 printer 6 keyboard 7 mouse 8 monitor

Extra Resources

Go to the Teacher's Resource Centre at www.macmillanbeyond.com for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- CLIL lessons, with full teacher's notes
- life skills lessons, with full teacher's notes
- Speaking Database materials
- the Beyond A2+ wordlist
- test generator for Unit 1 testing materials (all skills)
- tips for using the Grammar Database
- and more!

Go to the Workbook pages 8–19 for further practice material

GRAMMAR Present simple, adverbs and expression of frequency

3

- Ask students to read quickly through the conversation between an employee at the Computer Museum and a caller requesting information.
- Ask them to choose the correct options to complete the conversation.
- Let students compare their answers in pairs before you check the answers in open class. When eliciting answers, encourage students to justify their choices.
- Finally ask students to practise the completed conversation in pairs.

ANSWERS

1 Do you 2 we're always 3 do 4 pay
5 doesn't 6 normally has
7 from time to time we get 8 run

Articles: a(n) and the

4

- Tell students that they are going to read about a social networking site called WeAreFriends. Encourage them to read through the text quickly before they start to answer.
- Ask students to complete the description with *a(n)*, *the* or no article (-).
- Check the answers in open class by nominating different students to read out the description sentence by sentence and eliciting why they chose their answer.

ANSWERS

1 the 2 a 3 (-) 4 the 5 the 6 a 7 a
8 (-)