

Wider World

AMERICAN EDITION



3

TEACHER'S BOOK

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 Pearson

1



VOCABULARY Lifestyle

I can talk about everyday technology.

That's my world!

VOCABULARY

Everyday technology | Adjectives of opinion | Time

GRAMMAR

Simple Present, Present Continuous, and state verbs | verb + -ing / verb + to-infinitive

Grammar:

It's upside down

Look at the picture. What do you think Tom and Alisha are talking about?



Speaking:

Let's go in

Look at the picture. Where are Tom and Alisha? How do you know?



1



2



3



4



5



6

- CLASS VOTE** Do you take pictures with your cell phone? What do you take pictures of? People? Places? Food? Other things? *Students' own answers.*
- Match pictures 1–6 to sentences a–f. What do the pictures tell you about each person's life? *Students' own answers.*
He/She has a cat.
 - sunny01** She's up to no good again!
 - jacko999** Friends + chocolate cake #agreatday!
 - ninab98** Come on, rain! We have the right boots.
 - singingboy98** Dan's singing again! ;)
 - robbie2** Jack and I busy choosing a movie!
 - paul13** Ready for our trip!

- 1.12** Listen and check that you understand the words in Vocabulary A box. Circle the objects you can see in the pictures. Then listen again and repeat the words.

Vocabulary A Everyday technology


battery cable charger earphones plug selfie stick speaker tablet

- I KNOW!** Can you add more words to Vocabulary A box? Make a list in your notebook. *Possible answers: headphones, cell phone, video game console, VR goggles*
- 1.13** Listen to speakers 1–4 and write the gifts. Use Vocabulary A box to help you.
 - charger
 - speakers
 - earphones
 - selfie stick
- Which object from Vocabulary A box would be the best gift for you? Why?
I'd like a selfie stick because my friends and I love taking pictures.

7  **1.14** Read the text. Circle the correct options. Listen and check. Is it the same in your house?
Students' own answers.

I want to listen to music, but I can't find my ¹ earphones / plugs because my brother is using them! "They're better than mine," he says. "It's OK," I say. I can use my new ² battery / speaker that plays music really loud. However, when I look inside, the ³ plug / battery isn't there because it's in my brother's digital camera, and guess what? His friend has it at the moment. In the end I decide to watch a funny movie on my ⁴ cable / tablet, but I can't find it. "OK, where is it?" I ask him. Then I hear Mom's voice. "Are you looking for this, sweetie?" she asks. "I'm just buying some shoes, but it's nearly dead. Can you get me the ⁵ battery / charger, please?" I know exactly where the charger is. I go into my brother's bedroom. On his desk there's a pile of ⁶ earphones / cables that are all different lengths. And of course, there's the short black one with the right ⁷ plug / selfie stick on the end of it for my tablet!




8  **1.15** **WORD FRIENDS** Listen to people talking about their phones and check (✓) the expressions you hear.






Word Friends	
chat with friends <input type="checkbox"/>	download apps <input type="checkbox"/>
go online <input checked="" type="checkbox"/>	listen to music <input checked="" type="checkbox"/>
make a video <input type="checkbox"/>	play games <input type="checkbox"/>
read e-books <input checked="" type="checkbox"/>	send/get text messages <input type="checkbox"/>
share pictures <input checked="" type="checkbox"/>	text friends/parents <input checked="" type="checkbox"/>
upload videos <input type="checkbox"/>	watch music videos <input checked="" type="checkbox"/>

9 In pairs, ask and answer the questions.
Students' own answers.

- How many text messages do you send and get in a day?
I send about ten text messages in a day and I get about twenty.
- Do you read e-books?
- When do you listen to music?
- How often do you download apps?
- Would you like to make a video with friends in your school?
- What games do you play on your cell phone?
- When do you usually text your parents?
- What type of pictures do you usually share?

10  **1.16** Write the words in the correct column. Listen, check, and repeat.

Vocabulary B	Adjectives of opinion
all right	amazing
amazing	awesome
awesome	awful
awful	boring
boring	cool
cool	disgusting
disgusting	exciting
exciting	funny
funny	lovely
lovely	nice
nice	noisy
noisy	OK
OK	old-fashioned
old-fashioned	perfect
perfect	strange
strange	terrible
terrible	useful
useful	

				
amazing	cool	all right	boring	awful
awesome	funny	nice	noisy	disgusting
exciting	lovely	OK	old-fashioned	terrible
perfect	useful		strange	

11 In your notebook, write two things for each adjective below. Then compare with a classmate. Students' own answers.

- | | |
|-----------------|-----------|
| 1 useful | 4 strange |
| 2 awesome | 5 awful |
| 3 old-fashioned | |

12 Who in your family uses technology the most? What do they use it for?
Students' own answers.

My brother loves his gadgets, especially his tablet. He shops online, watches movies, and uses it for studying.





I can use different tenses to talk about the present.

- 1 **CLASS VOTE** Do you watch music videos? If so, what are some of your favorites?

Students' own answers.

- 2 **1.17** Listen and read the text. What does the band do on Saturdays? What are/aren't they doing today?

See answers in the Teacher's Book.

X-RAY

The indie band with all the moves!

Hi! It's Gary here, lead singer. Today I'm writing the band's blog at a special event in a skate park. We have photographers and reporters with us, but we aren't singing at the moment. One reporter, Ali, is asking us lots of questions: "What do you normally do on Saturday afternoons? What are you doing today?" We tell Ali about our lives. We often travel from one city to the next on Saturday afternoons. Then in the evenings we usually play live in concert. We don't normally skateboard! Today there are lots of skateboarders around because we're making our new music video. They're doing some amazing tricks. I love the video!

- 3 Study the Grammar box, then circle the correct option about state verbs. Underline examples of the Simple Present, Present Continuous, and state verbs in the text.

Grammar

Simple Present, Present Continuous, and state verbs

Simple Present
They usually travel on a tour bus.
He doesn't write on his blog every day.
Do they speak English? Yes, they do.

Present Continuous
He 's traveling a lot these days.
They aren't recording a song at the moment.
Is she skateboarding now? No, she isn't.

State verbs
We should / shouldn't use these verbs in the continuous form: love, like, hate, know, think, see, feel, understand, want, need

- 4 **1.18** Circle the correct option. Listen and check.

- Ali and Gary sit / are sitting on a bench at the skate park.
- Gary usually sings / is singing in concerts on Saturday evenings.
- The band members don't often visit / aren't often visiting skate parks.
- The skateboarders do / are doing some awesome skateboard tricks at the moment.
- Sara always wears / is always wearing her lucky blue helmet.

- 5 In your notebook, use the Simple Present or the Present Continuous to write questions about the text in Activity 2. In pairs, ask and answer the questions. *See answers in the Teacher's Book.*

- there people in the park / film / the skateboarders?
Are there people in the park filming the skateboarders? Yes, there are.
- Gary / work / as a reporter?
- Ali / ask / questions at the moment?
- the band members / usually play / live in concert on Saturdays?
- the skateboarders / perform / in a competition today?

- 6 **1.19** Complete the text with the correct form of the verbs in parentheses. Listen and check.

My name's Sara. I ¹ love (love) skateboarding. I ² practice (practice) at a local park every weekend.

I ³ don't often participate (not/often/participate) in competitions because I'm from a small town.

I'm very excited today because I ⁴ am/m performing (perform) in a video for a famous band. At the moment we ⁵ are/re getting (get) ready. Lots of people ⁶ are coming (come) into the park now. My parents ⁷ are sitting (sit) near the front because they ⁸ want (want) to take lots of pictures!

- 7 In pairs, tell your classmate about a hobby/sport you like. Complete the sentences to make them true for you.
Students' own answers.
I really like/love ... because ...
I usually/never/don't often ...
I want ...





I can identify the writer's opinion in reviews and talk about unusual objects.

- 1 1.20 Look at the pictures. How do you think the gadgets work? Listen and read the reviews. Check your answers. *Students' own answers.*

The strangest new gadgets

by Max Stevens and Tina Wallis | Posted on May 15, 2020

Today we're going to school by bus as usual. We normally leave home at 8 a.m., but we're leaving early because we're testing some new gadgets for this month's reviews. All these gadgets are useful when you're traveling. So, what do we have?



First up is the **Sospendo**. It's a strange plastic gadget which works like an extra pair of hands to hold your phone or tablet. Tina's wearing it at the moment. She won't drop her tablet, but people are staring at her. I'm sure they're thinking, "What on earth is she doing?". Tina doesn't like this gadget!

Final rating: ★★☆☆☆

Next, we're trying the **Briefskate**. It's made of wood, so it looks like a normal skateboard, but you can open the top. Inside there's space for books and a cell phone or a tablet. In my opinion, it's useful and fun, but Tina and I can't skate, so we can't test it

Final rating: ☆☆☆☆☆

Well, we can't rate it if we couldn't test it!

Max

Now it's my turn. I normally take a backpack to school every day, but today I'm testing a **Defender** bag – you can wear it on your back or on your front. When it's in front of you, you can use it like a small table. I don't like it because it is ugly.



Final rating: ★★☆☆☆

Right now, Max is using the **Phorce** bag. You can use it to charge your phone or tablet. I often forget to charge my phone before I leave the house, so I think this is a brilliant idea. Max loves it, too. It's our favorite gadget!

Final rating: ★★★★★

Tina

- 2 Read the reviews again. Circle the correct answers.

- Max and Tina normally get the bus to school.
 a True b False c Doesn't say
- Tina is going to school on the Briefskate today.
 a True b False c Doesn't say
- The Sospendo is heavy.
 a True b False c Doesn't say
- You need to put the Defender bag on a table to use it.
 a True b False c Doesn't say
- Tina forgot to charge her phone today.
 a True b False c Doesn't say

- 3 What is Max's and Tina's opinion of each object? Use the adjectives below to help you. *See answers in the Teacher's Book.*

boring brilliant fun normal
strange ugly unusual useful

Max thinks the Briefskate looks quite normal.

Reading tip

Look for examples and reasons to explain the writer's opinion.

- 4 **CLASS VOTE** Which of the gadgets in the reviews do you prefer? *Students' own answers.*

- 5 In pairs, describe the things below.

Students' own answers.

something in your backpack
your favorite gadget

It's made of plastic. You can use it to charge your cell phone. It's boring.





I can use verb constructions with to-infinitives and -ing forms.

1 CLASS VOTE Who do you speak to when you have a problem with your computer, tablet, or cell phone? *Students' own answers.*

2 **1.21** Listen and read. Why does Tom want Alisha to help him?



IT'S UPSIDE DOWN

Tom: Hi, Alisha. Are you busy?

Alisha: Yes. I'm trying to finish my homework, but it's taking ages. I'd love to be outside in this weather.

Tom: Me too, but there's a problem with my computer. Dan says you're good at fixing things.

Alisha: Well, I enjoy trying. What's up?

Tom: I'm making a poster for a competition. I prefer using my own pictures, but when I upload them from my cell phone to the computer, they're upside down.

Alisha: That's weird.

Tom: It's really annoying. I want to put the posters up in town, but now I have ten pictures ... upside down!

Alisha: Tom, the problem is with your settings.

Tom: Oh, so what can I do?

Alisha: I can't explain now, but I don't mind coming to your boat later.

Tom: OK ... but don't forget to bring a snack. It could take a long time.

Alisha: Tom!

3 Study the Grammar box, then add the verbs in the correct place in it. Underline more examples of verb + -ing or verb + to-infinitive in the dialogue.

enjoy want

Grammar

verb + -ing and
verb + to-infinitive

verb + -ing

After: avoid, can't stand, enjoy, finish, look forward to, (not) mind, miss, practice, stop, and after prepositions

I don't mind coming to your house.

She's good at fixing things.

verb + to-infinitive

After: agree, allow, ask, choose, decide, forget, nope, learn, offer, plan, try, want, would like/love

I'd love to be in the park in this weather.

verb + -ing or to-infinitive

After: like, love, hate, prefer, start

I prefer making my own posters. / I prefer to make my own posters.

GRAMMAR TIME > PAGE 106

4 Circle the correct option.

- There's a concert on TV tonight. I want watching / to watch it when I get home.
- Our friends are coming to the park. We're planning meeting / to meet here after school.
- My cousin's learning Chinese and would like visiting / to visit China one day.
- Homemade pizza is amazing, but I'm not very good at making / to make it.
- Naomi misses seeing / to see her friends from her old school.

5 **1.22** Listen to some of the sentences from Activity 4. What do you notice about the pronunciation of to? Practice saying the sentences.

The pronunciation of to is weak.

Speak
UP!

6 Work in pairs. Tell your classmate five things about you. Use the verbs below.

Students' own answers.

don't mind forget hate hope learn
like look forward to miss plan
want would like/love

I always forget to clean my sneakers.

I'm looking forward to going on vacation.

And
YOU



1.5

LISTENING and VOCABULARY Are you technology crazy?

I can identify specific information from a radio show and talk about using technology.

- 1 **CLASS VOTE** Do you think you spend too much time on your cell phone or on the computer? *Students' own answers.*
- 2 Is it time for time out? Do the quiz and compare your results with the class. Then go to page 114 to read what your answers say about you. *Students' own answers.*

- 4 In pairs, ask and answer the questions. Compare your ideas with the class. *Students' own answers.*

- 1 What's your favorite mealtime? Why?
I love lunch because I eat with my friends.
- 2 What time do you go to bed on weekends?
- 3 What time do you do your homework?
- 4 What time do you get up on weekdays?
- 5 What do you normally do at recess?
- 6 What do you do the minute you wake up?

- 5 1.24 Listen to the first part of a radio show. What is it about? Circle the correct answer.

- a The number of families that use cell phones or tablets in their free time.
- b How much time families spend on their cell phones or tablets.

- 6 1.25 Listen to the second part of the show. Mark the sentences true (T) or false (F).

- 1 T Everybody in Gemma's family has a cell phone.
- 2 F First Gemma gets up and then she checks her messages.
- 3 F Gemma's mom uses her cell phone to read the news.
- 4 T A phone app helps Gemma's mom when she's running.
- 5 T Sometimes Gemma's brother doesn't hear his mom's questions.
- 6 F Gemma thinks they should talk more in her family.

- 1 When do you first look at your cell phone or use the internet?
 - a In the evening.
 - b Probably around noon.
 - c The minute I wake up.
- 2 When is it too late to text somebody?
 - a On a weekday, after 10 p.m.
 - b At midnight.
 - c It's never too late.
- 3 What do you do when you have some free time?
 - a I listen to music.
 - b I read a book.
 - c I go online.
- 4 How often do you check your text messages?
 - a Once a day. I don't get many.
 - b At school I check them between classes.
 - c I check them all the time.



- 3 1.23 Complete the blanks in the Vocabulary box with words from the quiz. Listen and check.

Vocabulary	Time
second, <u>minute</u> , hour	
6 a.m., <u>10 p.m.</u>	
in the morning/the afternoon/ <u>the evening</u>	
on a schoolday/ <u>a weekday</u> /Sunday(s)/the weekend	
at mealtimes/ <u>midnight</u>	
<u>once</u> /twice/three times a day/a week/	
a month/a year	

- 7 How important is technology in your life? What technology do you use and what do you like doing with it? Write five sentences in your notebook. *Students' own answers.*



Technology is very important to me. It's useful because I can go online and do my homework and I can chat with friends. In my free time, I listen to lots of music ...



1.6

SPEAKING Making suggestions

I can make and respond to suggestions.

- 1 CLASS VOTE** Do you ever watch cat videos online? Which one is your favorite?
Students' own answers.



LET'S GO IN

Tom: Hi, Alisha. Welcome to my canal boat. Let's go in.

Alisha: This is so cool! So, are you making your poster?

Tom: No, not now. I'm filming my cat for an online video. Like these.

Alisha: Aah! I love Ninja Cat! Your cat can be famous, too.

Tom: You could help me.

Alisha: OK, cool. Where's your cat? What's his name?

Tom: Her name is Hissy. She's a girl.

Alisha: Oops, sorry! So, where is she?

Tom: Er, I don't know. She usually hides from visitors.

Alisha: Why don't we look for her? Maybe she's behind the **sofa**.

Tom: I can't see her. Oh, yes, she's there, but she isn't coming out.

Alisha: What about putting some food down?

Tom: Good idea. Dinner time, Hissy!

Alisha: Look! I can see her eyes. Why don't we film her there?

Tom: Sure, why not? She looks funny.

Hissy: Hissssss!

Alisha: What's up? Oh, she doesn't like the camera.

Tom: Hissy! Where are you going? Come back!

Alisha: Don't worry! You can call the video "Moody Cat"!



sofa



couch

Watch OUT!

- 2** **1.26** Listen and read. Then answer the questions.

- What's Alisha's opinion of the canal boat?
She thinks it's cool.
- What's Tom doing?
He's filming his cat for an online video.
- How does Hissy react to visitors?
She usually hides from visitors.
- Where's Hissy hiding?
Behind the sofa / couch.

- 3** Study the Speaking box. Underline more examples of suggestions in the dialogue.

Speaking Suggestions

Making suggestions

You could look online.
Let's look for it.
What about texting her?
Why don't you charge it?

Accepting or rejecting suggestions

Yes, great idea. / Yes, why not? / OK, cool.
I'm not sure. / I'd rather not.

- 4** **1.27** Listen to six speakers and respond accordingly. Use the Speaking box to help you.
See possible answers in the Teacher's Book.

- 5** In pairs, follow the instructions.

Students' own answers.

Student A: choose a situation from the list.

Student B: respond with a suitable suggestion.

I need some information for my project.
The teacher's late.
I can't see the board.
It's really cold in here.
I can't swim.
There are too many people working in this project.
Let's plan her surprise party.

- 6** In pairs, plan a funny video. Discuss what you want to film and where. Make suggestions and respond to them. *Students' own answers.*

a dog with a stick - in a park
my sister at dinner - at the table
a child eating pizza - at a restaurant
a man looking at his cell phone - on the sidewalk
a boy with a dog - near the lake

And Y?U


I can describe places and lifestyles.

- 1 **CLASS VOTE** Which of these would be your dream home? *Students' own answers.*

a modern RV
a castle in Europe
a beach hut on an exotic island
a huge skyscraper
a villa in Costa Rica
a cottage in the mountains

- 2 Read the text. Which of the things below does Skye write about in paragraph 1? Which are in paragraph 2?

sports 2 home 1 hobbies 2
friends 2 place 1 daily routine 2



My Dream Lifestyle

Skye Winter-Fox

In my everyday life, I live in a house near Wisconsin with my grandma **because** my parents are in New Zealand. **But** my dream home is a beach hut in Bali. The beach hut has one bedroom and a living room. **As well as** a huge touch screen TV, there's **also** a fast internet connection **in case** I want to share videos with friends! **Although** it's small, outside there's a porch, **so** I have a perfect view of the sea.

In real life I go to Cherwell High School on weekdays. I usually swim before school and I try to write on weekends. **However**, in my dream lifestyle, I sit outside and write my novel on my laptop every morning. Then in the afternoon I swim and go surfing, **too**. Friends often visit me on weekends and we have amazing barbecues on the beach.

- 3 In pairs, find four differences between Skye's real life and her dream lifestyle.
In her real life Skye lives near Wisconsin, but in her dream lifestyle she lives in Bali.
See answers in the Teacher's Book.

- 4 Complete the sentences to make them true for you.
Students' own answers.

Writing A description of your dream lifestyle

Real home and dream home

I live in _____. / My home is in _____.
My dream home is _____ in _____.
It's near a beach/a cliff/ _____.
It has _____.
Outside/Inside there is/are _____.

Daily life and dream life

In real life I go to _____ school.
I usually/often/sometimes/never _____.
I _____ on weekdays.
In my dream lifestyle, I often _____ in the morning.

- 5 Complete the blanks with the connectors in bold in the text, matching them to their function.

- Adding similar detail: **also**, **as well (as)**, **and**, **too**
- Showing contrast: **although**, **but**, **however**
- Giving reasons: **in case**, **so**, **because**

- 6 Write a description of your dream lifestyle for a school magazine. Follow the instructions below.
Students' own answers.

Writing Time

- Find ideas**
Look at the Writing box. In your notebook, take notes about your real home and dream lifestyle.
- Draft**
Write a draft of a description of your lifestyle. Look at the description in Activity 2 to help you. Consider the structure below.
Paragraph 1: Real home and dream home
Paragraph 2: Daily life and dream life
- Share**
Share your text with another student for feedback. Listen to his/her opinion and suggestions. Check the spelling and grammar.
- Write**
Make any necessary changes to your description. Do you use the Simple Present and the adverbs of frequency correctly? Write the final version of your text.

alarm [n]
 all right [adj]
 amazing [adj]
 app [n]
 awesome [adj]
 awful [adj]
 band [n]
 barbecue [n]
 battery [n]
 beach hut [n]
 blog [n]
 boring [adj]
 cable [n]
 castle [n]
 charge [v]
 charger [n]
 cliff [n]
 couch [n]
 competition [n]
 cool [adj]
 cottage [n]
 dead (battery) [adj]
 digital camera [n]
 disgusting [adj]
 (dream) lifestyle [n]
 earphones [n]
 event [n]
 exciting [adj]
 fix [v]
 fun [n]
 funny [adj]
 gadget [n]
 heavy [adj]
 helmet [n]
 internet connection [n]

lead singer [n]
 lovely [adj]
 mealtime [n]
 midnight [n]
 nice [adj]
 noisy [adj]
 noon [n]
 normal [adj]
 novel [n]
 OK [adj]
 old-fashioned [adj]
 perfect [adj]
 perform [v]
 photographer [n]
 photography [n]
 plug [n]
 porch [n]
 poster [n]
 recess [n]
 reporter [n]
 RV (recreational vehicle) [n]
 selfie stick [n]
 settings [n]
 skate park [n]
 skateboarder [n]
 skyscraper [n]
 smart [adj]
 sofa [n]
 space [n]
 speaker [n]
 strange [adj]
 tablet [n]
 technology [n]
 terrible [adj]
 top [n]

touch screen TV [n]
 trick [n]
 ugly [adj]
 unusual [adj]
 upside down [adj]
 useful [adj]
 view [n]
 villa [n]

WORD FRIENDS

chat with friends
 download apps
 go online
 listen to music
 make a video
 play games
 read e-books
 send/get text messages
 share/take pictures
 text friends/parents
 upload videos
 watch music videos
 it's made of metal/wood/plastic/
 cotton/paper
 it's like a/an (+ noun)
 it looks (+ adjective)
 it looks like a/an (+ noun)
 it works like a/an (+ noun)
 you can (+ verb)
 you can use it like a (noun)
 you can use it to (+ infinitive) /
 for (+ -ing)

VOCABULARY IN ACTION

1 Use the Wordlist to find and write in your notebook:

See answers in the Teacher's Book.

1 three people
*photographer, reporter,
 skateboarder*

2 three types of houses

3 three positive adjectives

4 three types of materials


5 three gadgets

2 In your notebook, write adjectives from the Wordlist that describe: *Students' own answers.*

- the town you live in
exciting
- your school
- your favorite band
- your school backpack
- your cell phone or computer

3 Use the Wordlist to complete the sentences. In pairs, tell your classmate if the sentences are true for you.

- I always listen to music on my cell phone when I walk to school.
- I like to sing along when I watch music videos.
- My friends usually send me text messages.
- I always text my parents when I'm late.
- I only go online when I don't have any homework.

4  **1.28 PRONUNCIATION** Listen and decide how the final s is pronounced in each word. In your notebook, write the word in the correct column. Then listen and repeat the words. When do you pronounce the final s as /s/ and /z/?

earphones e-books gadgets helmets hours
 novels pictures plugs reporters tablets tricks

/s/	/z/
e-books	plugs

SELF-CHECK

1 Write the correct word for each definition.

- You put these in your ears to listen to music. e a r p h o n e s
- If you use a skateboard, you should wear this on your head. h e l m e t
- This means the opposite of awesome. a w f u l
- A small house in the country. c o t t a g e
- You put this inside a gadget to give it energy. b a t t e r y
- Sixty seconds. m i n u t e

2 In your notebook, complete the quiz with one of the expressions in the box. In pairs, ask and answer the questions.

Students' own answers.

in the evening on weekends twice a day
at mealtimes on a weekday at midnight

QUIZ

- 1 Do you text your friends ...?
- 2 Do you play sports ...?
- 3 Do you use your cell phone ...?
- 4 Do you go online ...?

A: *Do you text your friends at mealtimes?*

B: *I never text my friends at mealtimes.*

3 Complete the sentences with the correct form of the verbs in parentheses, then match them to the correct function (A, B, or C).

- A an action in progress
B a regular action
C a state verb

- Carla is reading (read) an e-book now. **A**
- My grandparents usually call (usually/call) us on the weekend. **B**
- Jake doesn't like (not/like) music videos. **C**
- We don't often download (not/often/download) apps. **B**
- I know (know) how to upload photos. **C**
- Why are you chatting (you/chat) with friends now? It's very late. **A**

4 Complete the questions with the correct form of the verbs in parentheses.

- Are you planning to go (go) online later?
- Are you good at fixing (fix) things?
- Do you prefer living (live) in a village or in a town?
- Do you want to make (make) a video of your school?
- Are you looking forward to seeing (see) your little brother?

5 Complete the dialogue with the words below.

about ~~want~~ idea rather
could sure don't let's

- A: Do you ¹ want to go to the movies?
B: No, I'd ² rather not. What's on TV tonight?
A: Er, not much ... Why ³ don't we watch *The Simpsons*?
B: I'm not ⁴ sure. What time does it start?
A: 7:30 p.m. ... Oh, it's 8 p.m. now.
B: What ⁵ about watching soccer on PBC? It starts at 8.
A: Mmm, I don't really like soccer. I know, ⁶ let's watch a series online!
B: Yes, great ⁷ idea. We ⁸ could watch *Anne with an E*.

6 In pairs, decide what to watch together. Use the TV guide to help you.

TVGUIDE		
Time	NBS	PBC
7:30	The Simpsons	soccer
8:00	Teen Wolf	
8:30	This Country's Got Talent	tennis
9:00	Shark Tank	
9:30	Teen Movie Awards	basketball
10:30	Star News	gymnastics
11:00	Teen Reality Show	Golf News
11:30	The Big Bang Theory	volleyball

7 1.29 Listen, then listen again and write down what you hear.

*We're traveling around the country in our RV at the moment.
I'm making a video of our trip. We use our RV every summer.
It's old-fashioned and it has awful plastic chairs, but it's my dream home!*

Do smartphones make you smarter?

How do teenagers in the UK and the USA use their cell phones?

More than ninety percent of British teenagers own a cell phone; a minority have two or more. These *screenagers* spend more than twenty-seven hours a week online. They can now connect when and where they like with smartphones and tablets. Apparently, UK teenagers avoid using smartphones to chat with friends. Instead, they choose to watch video clips, play games, share pictures, and send instant messages. As for social media, teens like keeping in touch via Twitter, Snapchat, or Instagram. They leave Facebook to their moms and dads!

Teenagers may be connected all the time, but there is one place where most teenagers can't use their digital devices: school! In the UK there is no law about cell phone use in schools, but teachers can remove devices from students if necessary. However, not all teachers agree and some even try to use smartphones in class.

A recent British report said that removing smartphones from schools will give students more time for their education. It said that smartphones are a big distraction, make students less productive, and are bad for learning.

However, in the USA some people do not agree. Recently one school in New York decided to allow students to use smartphones at school. They said that smartphones can be an excellent resource for the classroom. We carry a lot of information in our pockets and this information can be really useful. In this New York school, smartphones can definitely make you smarter!

GLOSSARY

device (n) a machine or tool

distraction (n) something that takes your attention away from what you are doing

law (n) a system or rules

minority (n) a small part of a larger group

remove (v) take away

EXPLORE

1 In pairs, ask and answer the questions.

Students' own answers.

- 1 What do you do with your cell phone?
- 2 Do you think it makes you smarter or less smart? Why?
- 3 Do many people have smartphones in your country?

2 In your notebook, correct the sentences about the article.

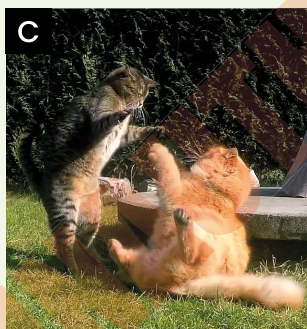
See answers in the Teacher's Book.

- 1 All UK teachers believe smartphones are bad for students.
- 2 A recent UK report said that using smartphones at school can be positive.
- 3 All schools in the USA and the UK have similar ideas about smartphone use in schools.

EXPLORE MORE

3 01 Watch Part 1 of the video and answer the questions in your notebook.

See answers in the Teacher's Book.



- 1 Picture A (above) shows a busy street in an Asian country. Which country is it?
- 2 Why is this country so important in the video?
- 3 How similar is your country to the one in the report?

4 01 Complete the sentences about South Korea with the numbers below. Then watch Part 1 again and check.

eight a couple of ~~ten~~ eighteen four

- 1 You can download files ten times faster here.
- 2 Even four-year-olds spend eight hours a week online.
- 3 Some teenagers use the internet for eighteen hours a day.
- 4 Will your country be like this in a couple of years from now?

5 What do you think about the issue of internet addiction in South Korea? Do you think the same thing could happen in your country in the future?

Students' own answers.

6 02 Watch Part 2 of the video. Match pictures B-D to captions 1-3.

- 1 D Students can interact online to solve problems.
- 2 B Reading online is not like reading a book.
- 3 C This is part of a big online conversation.

7 02 Watch Part 2 again. Circle the correct option.

- 1 Now we send / receive information via connections or hyperlinks.
- 2 You can watch the angry cat and then create your own clip / text.
- 3 South Korea is the most addicted / connected country in the world.
- 4 They are regularly at the top / bottom of the world's education league tables.

8 Do you think the report is in favor or against the use of the internet? Why? Discuss in pairs. *Students' own answers.*

YOU EXPLORE

9 CULTURE PROJECT In groups, prepare for a debate based on the question: "Do smartphones make you smarter?"

Students' own answers.

- 1 In your notebooks, prepare a list of points to support your argument.
- 2 Present your argument to the class.
- 3 What was the most common point of view among your classmates?

1.2 Simple Present, Present Continuous, and state verbs

Simple Present

We use the Simple Present for facts, permanent situations, and routines.

They **sing** in a band.

She **doesn't use** her tablet every day.

Time expressions

every day/week/month/year

once/twice/three times a month

on Mondays/weekdays/vacation

always/usually/often/sometimes/rarely/never

Present Continuous

We use the Present Continuous for actions that are happening at or around the time of speaking.

They're **playing** a video game right now.

I'm **recording** songs this week.

Time expressions

now, at the moment, this morning/afternoon, this year, these days

State verbs

State verbs express opinions, preferences, mental states, and perception.

love, like, hate, prefer, want, need, understand, think, feel, hear, see

They don't normally have a continuous form, even if they refer to the time of speaking.

I **want** to see your new cell phone.

1 Complete the text with the correct form of the verbs below.

(not) like dance go make prefer
show ~~think~~ wear

I ¹ think one of the favorite free-time activities for my generation is watching music videos online. My favorite is the one by Ylvis called "What does the fox say?" Do you want to watch it?

Look, there's a costume party and all the people ² are wearing animal costumes. They ³ are dancing in the forest and ⁴ making crazy animal sounds! It's amazing, although a little old now! My sister ⁵ doesn't like music videos – she ⁶ prefers videos about shopping where people ⁷ go shopping for clothes or cosmetics and then ⁸ show the viewers what's in their shopping bags ... Not my kind of thing, really.

2 In your notebook, write a similar text about the types of videos you like to watch and describe your favorite one.

Students' own answers.

1.4 Verb + -ing/verb + to-infinitive

Verbs followed by the -ing form:

avoid, can't stand, enjoy, finish, (not) mind, miss, practice, stop

I **avoid using** flash in my camera.

The -ing form is also used after prepositions.

I'm looking forward **to seeing** my grandpa.

Verbs followed by the to-infinitive:

agree, allow, ask, choose, decide, forget, hope, learn, offer, plan, try, want, would like/love

I **hope to become** a good photographer in the future.

Some verbs can be followed by either the to-infinitive, or the -ing form:

like, love, hate, prefer, start

I **love taking** pictures of cats.

I **love to take** pictures of cats.

1 Complete the sentences with the correct form of the verbs in parentheses.

- Martha's parents often allow her to stay up (stay up) late at night.
- I would love to buy (buy) a new camera.
- My boyfriend is crazy about watching (watch) old silent movies.
- Why don't you practice playing (play) this song again?
- Please, try to stay (stay) calm.
- Would you mind helping (help) me with this poster?

2 Circle the correct option.

A: What are you planning to do / doing on the weekend, Josh?

B: I don't know. I want to write / writing the essay for the French class. Finish to write / writing it, in fact.

A: Doesn't sound very exciting!

B: Well, no, it doesn't. I can't stand to learn / studying on the weekend. What about you, Jessica?

A: Well, I'm trying to earn / earning some money for a new cell phone. My old one is broken. I can help my aunt in her backyard. She is offering to pay / paying me five dollars an hour. Actually, she wants me to bring / bringing a friend, too ... There's enough work for two people with planting apple trees.

B: That's great! I need some cash. And I'm really good at to plant / planting!

A: Really? That's new!

Unit 1 Lesson 1.5, Activity 2

ANSWER KEY

Mostly As: You're obviously busy with other things in life, and that's great. Have fun and enjoy real time with your friends!

Mostly Bs: You know it's there when you need it, but technology isn't the most important thing in your life.

Mostly Cs: You're internet crazy! You love going online and checking messages from friends. Make sure you take time to do other things, too.

Unit 2 Self-check, Activity 7

MENU

Food

- Pizza with cheese and tomato
- Chicken salad
- Fresh sandwiches with tuna or cheese
- Ice cream — any flavor!

Drinks

- Fruit juice Smoothies
- Coffee Tea Water

Unit 6 Lesson 6.1, Activity 5

ANSWER KEY

Mostly As: You don't like big crowds and are probably happy on your own. You know how to be a good friend to a few special people.

Mostly Bs: You love having lots of friends. You give your opinion honestly, and you don't mind if other people agree. You are happiest when you're busy and in a crowd.

Mostly Cs: You know how to get a balance. You can have fun when you want, but you're not afraid to do things on your own.

Unit 6 Lesson 6.6, Activity 4



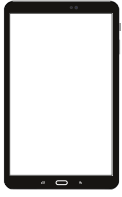


PRODUCTION



WORKBOOK

1 Look at the pictures and complete the words.



1 t a b l e t



2 b a t t e r y



3 e a r p h o n e s



4 s p e a k e r



5 p l u g

6 s e l f i e
s t i c k

7 c a b l e



8 c h a r g e r

2 Write the correct word for each definition. Use the words in Activity 1.

- It's a small computer you can hold in your hands. tablet
- You put this inside a camera or other piece of technology to make it work. battery
- It's a piece of wire to join things. cable
- You use this to take a picture of yourself. selfie stick
- You use these to listen to music so that no one else can hear. earphones
- You push this into the wall to connect to the power supply. plug
- You use this to put more power into your phone. charger
- This is a device that reproduces sound. speaker

3 Complete the sentences with the words below. There is one extra word.

chat download games listen make
messages online read send share
text videos

- I usually go online after dinner and chat with my friends.
- When I find a song that I like, I buy and download it, and then listen to it on my music player.
- On vacation, I usually read e-books or play games on my tablet.
- I use my cell phone to text my friends or send messages to them.
- I take a lot of pictures, then I share them with my friends.
- I love music, so I watch a lot of music videos. I'd like to make a video some day!

4 Circle the adjective that does NOT fit in each sentence.

- I don't like that movie. I think it's _____.
a awful **b** exciting
c boring
- E-books on tablets are ____ because they're light and easy to carry.
a brilliant b perfect
c noisy
- My old cell phone is _____, but I'd like to get a new one.
a disgusting b OK
c all right
- Thank you for the gift. What a _____ surprise!
a nice **b** disgusting
c lovely
- I love your new tablet. It's _____!
a awful b amazing
c awesome
- I like Sara, but I don't know why she wears such _____ clothes.
a weird **b** noisy
c old-fashioned

5 Complete the text with one word in each blank.

I'm really ¹ into technology. I always have my tablet with me, so I can ² go online whenever I want. It's brilliant for listening ³ to music. I can ⁴ download songs that I like, and I've just bought some new ⁵ earphones, so I can listen to them on the bus on my way to school. My tablet also has a really good camera. I often take pictures and ⁶ share them with my friends online. I don't have a ⁷ selfie stick, though - I don't often take pictures of myself. I send a lot of text ⁸ messages to my friends and I sometimes ⁹ play games, but not very often. My brother loves games, but he only likes really modern ones, not ¹⁰ old-fashioned ones.

6 Circle the correct option. Then mark the sentences SP (Simple Present) or PC (Present Continuous).

- Joe's do / doing some tricks on his bike at the moment. PC
- We aren't / don't often go to the movies. SP
- Sara doesn't / isn't wearing her helmet today. PC
- My dad never travels / traveling by bus. SP
- Are / Do you usually do your homework after dinner? SP
- What do / are you doing here? PC

7 Match questions 1-6 to answers a-f.

- c Are you enjoying the movie?
 - f Does your uncle live in Miami?
 - a Do you go online every day?
 - b Are they making a movie?
 - e Is Jack practicing on his skateboard?
 - d Do your friends play in a band?
- a Yes, I do. I chat with friends online every evening.
 b No, they aren't. They're just taking some pictures.
 c ~~Yes, I am. It's great!~~
 d Yes, they do, and they're awesome!
 e No, he isn't. He's playing tennis.
 f No, he doesn't. He lives in Orlando.

8 Read the dialogues. Circle the correct option.

A

- A: Hi. What are you doing / do you do?
 B: ² I try / I'm trying to take a selfie while I'm on my skateboard, but ³ I think / I'm thinking it's impossible! ⁴ I fall off / I'm falling off every time I try!

B

- A: ⁵ Do you like / Are you liking the new James Bond game?
 B: Yes, I ⁶ am / do. But ⁷ I don't spend / I'm not spending much time on video games at the moment because ⁸ I study / I'm studying hard for my tests.

C

- A: Hi! Are those your new earphones? What ⁹ do you listen / are you listening to?
 B: That new band, The Fun. ¹⁰ Do you know / Are you knowing them?

9 Complete the email with the Simple Present or Present Continuous form of the verbs in parentheses.

To: []

Hi Jen,

How are you? I ¹ 'm staying (stay) with my uncle in Toronto this weekend because there's a big video games fair here. My uncle ² comes (come) to this event every year. You ³ know (know) I ⁴ love (love) games and I ⁵ play (play) them every day at home, so this is a great place for me. At the moment, I ⁶ am sitting (sit) in a big hall with lots of other games fans. We ⁷ are trying (try) a new game - it's awesome! The only problem is it's a difficult game and I ⁸ am not doing (not do) very well! We're on a break at the moment. OK, I know you ⁹ don't like (not like) video games because you ¹⁰ think (think) they're boring, but maybe you should try this one. What ¹¹ are you doing (you/do) this weekend? Write and tell me.

Paul

10 Read the text. Match gadgets 1–3 to pictures A–C.

- 1 C EnSoles 2 A UE Boom 2 3 B Nixie

Gadget World

Read about our three top gadgets this month.

The **UE Boom 2** is a small speaker with a really big sound! It's about the size of a can of soda, so you can carry it with you easily. It's round, so the sound comes out in all directions. It's powerful enough to fill a large room with music, so you can have a party wherever you are! It's made of strong plastic, so it's OK if you drop it, and it's also waterproof, so you can use it at the beach or in the shower. And the battery lasts for fifteen hours.

Do you sometimes forget to charge your phone? Well, why not buy some **EnSoles**? They look like normal insoles, but they use the power that you create when you're walking to charge your phone. Just put the Ensoles in your shoes, plug your phone cable to them and you can chat or text while you walk. They're really cool, and a very useful gadget.

Taking selfies is fun, but sometimes you'd like your selfie stick to be just a little bit longer. Well, **Nixie** is the perfect gadget for you! It's a camera that flies! You wear it on your arm like a watch, so it's easy to carry. When you're ready to take a picture, you let it go and it flies up into the air. It knows where you are and it can follow you to take some awesome pictures. It then comes back down, you catch it and put it back on your arm. Simple! Nixie isn't available to buy yet, but you can put your name on the list to get one as soon as it's on sale.



A



B



C

11 Read the text again. Circle the correct answer.

- You can only use the UE Boom 2 speaker inside a room.
a True b False c Doesn't say
- The UE Boom 2 speaker doesn't break easily.
 a True b False c Doesn't say
- The EnSoles are expensive.
a True b False c Doesn't say
- The EnSoles use power from the sun to charge your phone.
a True b False c Doesn't say
- The Nixie camera is comfortable to wear.
a True b False c Doesn't say
- You can't buy a Nixie at the moment.
 a True b False c Doesn't say

12 Match 1–6 to a–f to make sentences.

- c I'm looking forward
 - f Sonia can't
 - a I don't
 - e I would like
 - d Dan is very good
 - b Please stop
- a mind helping with the party.
b making so much noise!
c ~~to seeing you.~~
d at playing the guitar.
e to go to New York.
f stand cooking.

13 Complete the sentences with the correct form of the verbs in parentheses.

- 1 My grandma wants to learn (learn) how to download apps.
- 2 Why don't you come to my house when you finish doing (do) your homework?
- 3 We're planning to go (go) to France in the summer vacation.
- 4 Are you interested in seeing (see) the new superhero movie?
- 5 Mark never offers to do (do) the dishes!
- 6 My sister sometimes asks me to help (help) her with her homework.

14 Find and correct the mistakes in the sentences. One sentence is correct.

- 1 My brother often chooses watching movies on his tablet.
My brother often chooses to watch movies on his tablet.
- 2 I can't stand to listen to that awful music!
I can't stand listening to that awful music!
- 3 Hurry up – I hate being late!
correct
- 4 I hope my dad agrees paying for our tickets.
I hope my dad agrees to pay for our tickets.
- 5 I'm really looking forward to read that book.
I'm really looking forward to reading that book.

15 Complete the text with the correct form of the verbs below.

be choose download make get make
practice ride see visit

I love ¹ making videos of me and my friends. We all enjoy ² riding our BMX bikes, and some of the tricks we can do look great when you film them. I always try ³ to choose interesting places for the videos – next month we're planning ⁴ to visit a big park in San Francisco to make a movie there. I've asked all my friends ⁵ to practice their tricks, so they can do them really well. I'm really looking forward to ⁶ seeing the results. My friends all tell me I'm quite good at ⁷ making videos. I wouldn't mind ⁸ getting a job with a movie company when I'm older. I'd love ⁹ to be a famous movie director one day! Click [here](#) if you want ¹⁰ to download some of my videos and watch them. I hope you enjoy them!

16 Circle the correct option.

- 1 I get up for school at 7 a.m. / p.m.
- 2 There are sixty seconds in a minute / an hour.
- 3 I often see my friends in / on weekends.
- 4 I usually text my grandma once / once time a week.
- 5 My brother usually gets up late at / on Sundays.
- 6 I sometimes watch TV in / on the evening.

17 How often do you do these things? Write sentences. Use a different time expression for each sentence. *Students' own answers.*

- 1 text friends
I text my friends every day.
- 2 chat with friends

- 3 find information online

- 4 download apps

- 5 listen to the radio

- 6 watch TV shows online

- 7 upload videos

- 8 print pictures



18 Complete the replies in the dialogues with the words below.

cool great rather sure why

- 1 A: Why don't you add some music to the video?
B: Yes, great idea.
- 2 A: You could buy a better camera.
B: I'd rather not. They're very expensive!
- 3 A: Why don't you use your brother's video camera?
B: I'm not sure. He doesn't like people using his things.
- 4 A: Let's make a video about soccer.
B: Yes, why not?
- 5 A: Do you want to go to the park?
B: OK, cool.

19 Write the responses from Activity 18 in the correct column.

Accepting a suggestion	Rejecting a suggestion
<u>Yes, great idea.</u>	<u>I'd rather not.</u>
<u>Yes, why not?</u>	<u>I'm not sure.</u>
<u>OK, cool.</u>	

20 Match suggestions 1–4 to responses a–d.

- 1 **c** Let's make a video of our band.
- 2 **a** You could use the camera on your cell phone.
- 3 **b** Why don't you ask someone to help you?
- 4 **d** Do you want to meet at six o'clock?
- a I'm not sure. It doesn't take very good pictures.
- b I'd rather not. I want to do it myself.
- c ~~Great idea! We might get famous online!~~
- d OK, cool. See you then.



21 Complete Matt's article for his school magazine with the words below.

evening has home usually
view weekdays

My unusual lifestyle

by Matt Thompson

Most people live in a house or flat, but my ¹ home is in a boat. I always have a ² view of water! It ³ has three bedrooms and a small living area. There's a kitchen and a bathroom, too. Although it's small, it's warm and comfortable. We don't have much technology. However, I have a tablet in case I want to go online to chat with friends or watch movies in the ⁴ evening. I live with my parents and my sister. We ⁵ usually stay in one place during school time. I get up early on ⁶ weekdays because I help look after the boat. On school vacations, we travel around. I like this lifestyle because I visit interesting places. Also, I meet lots of different people – as well as my school friends. I have friends all over the country!

22 Read the text again. Mark the sentences true (T) or false (F).

- 1 **F** Matt can't use the internet on his boat.
- 2 **T** Four people live on Matt's boat.
- 3 **F** Matt and his family never stay in one place for more than a few weeks.
- 4 **T** Matt enjoys his lifestyle.

23 Circle the correct option.

- 1 My home isn't very big. *Although* / However, I enjoy living in it.
- 2 I meet lots of interesting people, so / *because* I never get bored.
- 3 There's an extra bed *as well as* / in case we want to invite friends to stay.
- 4 There's a living area inside the boat and there's space outside, *as well as* / too.

SELF-ASSESSMENT

Vocabulary

1 Complete the words in the sentences.

- 0 My phone has no power – I need to find my c h a r g e r.
- 1 This s e l f i e s t i c k is great for taking pictures of yourself.
- 2 Do you usually s h a r e pictures with your friends online?
- 3 I love games, so I d o w n l o a d a lot of apps for my cell phone.
- 4 I hate that TV show – it's a w f u l!
- 5 It's really hot and sunny today – it's a p e r f e c t day to go to the beach!

/5

2 Complete the sentences with the words below. There is one extra word.

evening made recess twice ugly
useful weekend

- 0 I go swimming twice a week, on Wednesdays and Fridays.
- 1 This is a very useful gadget. I'd really like one.
- 2 I don't like this bag – it is ugly.
- 3 Is that bag made of plastic?
- 4 At eleven o'clock our classes stop because it's recess.
- 5 I often listen to music in the evening.

/5

Grammar

3 Complete the sentences with the Simple Present or the Present Continuous form of the verbs in parentheses.

- 0 Can you wait a minute? I am chatting (chat) with my friends at the moment.
- 1 I don't often watch (not often/watch) movies on my tablet – I prefer a bigger screen.
- 2 My uncle lives (live) near the beach.
- 3 I don't like (not like) her music. I think it's boring!
- 4 It isn't raining (not rain) now, so we can go out.
- 5 Jake doesn't want (not want) to come to the party.

/5

4 Complete the questions with the Simple Present or the Present Continuous form of the verbs in parentheses. Then complete the short answers.

- 1 A: ⁰ Do you often read (you/often/read) e-books?
2 B: No, I ¹ don't. I prefer printed books.
- 3 A: ² Is Jamie listening (Jamie/listen) to music at the moment?
4 B: Yes, he ³ is. He's upstairs in his room.
- 5 A: ⁴ Do you think (you/think) it's a good movie?
6 B: Yes, I ⁵ do. It's brilliant!

/5

5 Circle the correct option.

- 0 Hurry up – I can't stand to be being late!
- 1 George never offers to pay / paying for anything.
- 2 Please be quiet – I'm trying to listen / listening to music.
- 3 My parents allow me to stay up / staying up late on the weekend.
- 4 It's OK – I don't mind to wait / waiting for you.
- 5 Mike is hoping to go / going to art school.

/5

Speaking language practice

6 Complete the dialogue with one word in each blank.

- A: Why ⁰ don't we organize something for Alana's birthday?
B: Yes, great ¹ idea. We ² could have a party.
- A: I'm not ³ sure. A party's quite expensive. ⁴ Why don't we go out for a pizza?
B: I'd rather ⁵ not. I don't really like pizza.

/5

Vocabulary

/15

Grammar

/10

Speaking language practice

/5

Your total score

/30



TEACHER'S BOOK

the boys looking at? (the screen) What is the cable the cat is playing with attached to? (a plug at one end and a computer, a TV, or another appliance at the other end) What is connected to the boy's earphones? (a music player or a cell phone).

4 I KNOW! Can you add more words to Vocabulary A box? Make a list in your notebook.

- Students add more words related to everyday technology to Vocabulary A box in their notebooks. Walk around the classroom to monitor their work and encourage some students to share their ideas with the class.

5 1.13 Listen to speakers 1–4 and write the gifts. Use Vocabulary A box to help you.

- Play the audio. Students listen to speakers 1–4 and do the task. Remind them to use Vocabulary A box for help. If students are struggling with the activity, play the audio twice.
- Check answers with the whole class and write them on the board.

Audio script

- 1 **It's a really cool gift I got from my aunt! It's small and it doesn't have any cables. When I go on school trips, I can use it on the bus ... which is great because the battery in my phone doesn't last long.**
- 2 **I'm really happy with my birthday gift from Dad this year. When friends come to the house, I can use them to play really loud music and the quality is great. They're good for parties, too.**
- 3 **They're pink and they're very ugly. They're a gift from my sister and I think they're cheap ones. You can't hear things well with them. It's a nice idea, but ... sorry ... they're awful!**
- 4 **I love it and it's great fun. Sometimes I feel a bit silly when I use it, but if you're with a big group of friends, it's the best way to get a good picture.**

6 Which object from Vocabulary A box would be the best gift for you? Why?

- Organize students into pairs to discuss their ideas of an object from Vocabulary A box that would be the best gift for them.
- Before asking students to share their ideas with the class, tell each pair to imagine that they are going to buy gifts for another pair of students. They should discuss which of the objects each student in the other pair would want as a gift and then join the other pair to say what they have chosen and to find out if they were correct. Walk around the classroom to monitor their work.

7 1.14 Read the text. Circle the correct options. Listen and check. Is it the same in your house?

- Students read the text individually and circle the correct options to complete it. Walk around the classroom to monitor their work.
- Play the audio for students to listen and check their answers. Then ask: *Is it the same in your house?* and encourage students to share their experiences.

8 1.15 WORD FRIENDS Listen to people talking about their phones and check (✓) the expressions you hear.

- Go over the expressions in the box with the whole class.
- Play the audio. Students listen to people talking about their phones and check the expressions they hear. Elicit the answers from the class.

Audio script

- 1 **Computers can be slow, but you can go online quickly with a good internet connection on your cell phone.**
- 2 **My new cell phone has a big screen. I can easily read e-books on it.**
- 3 **The camera is great on this phone and it's easy to share pictures with others.**
- 4 **The best thing about cell phones is ... you can listen to music anywhere.**
- 5 **I never go out without it. I text friends all the time, especially when we're making plans.**
- 6 **It's fun to use a cell phone on the school bus because we can watch music videos together.**

9 In pairs, ask and answer the questions.

- Organize students into pairs. Tell them to ask and answer the questions. Remind them to use the Word Friends in Activity 8 for help.
- Walk around the classroom to monitor their work. Make sure students change roles. When they have finished, have students share their answers with the whole class. Ask follow-up questions (e.g., *What kinds of things do you write about in your messages? Do you always read new messages immediately, whatever you are doing at the time?*)

10 1.16 Write the words in the correct column. Listen, check, and repeat.

- Go over the words in the box with the whole class. Students then study the box individually and write the words in the correct column.
- Play the audio for students to listen and check. Then ask them how they would say the words in their language.
- Play the audio a second time. Students listen again and repeat the words.

Extra activity

- Organize students into pairs and tell them to take a selfie using their cell phones. Then tell the pairs to describe their picture using the adjectives in Activity 10. Walk around the classroom to monitor their work.
- Address the whole class, have the pairs show their pictures and share the description.
- If students aren't allowed to use their cell phones for pedagogical purposes in class, you can adapt the activity so that they describe the last picture they took with their cell phones, for example.

11 In your notebook, write two things for each adjective below. Then compare with a classmate.

- Students write two things for each adjective in their notebooks. Walk around the classroom to monitor their

work. Then organize students into pairs for them to compare their answers.

- Encourage students to share their answers with the class.

And YOU?

12 Who in your family uses technology the most? What do they use it for?

- Read the example answers with the class. Then ask: *Who in your family uses technology the most? What do they use it for?* and have students share their answers with the class.

Wrap-up

- Organize students into pairs. Student A plays the role of a teenager who has just bought a new gadget and Student B plays the role of a parent or grandparent who doesn't know much about technology. They should role-play a dialogue where the parent/grandparent asks questions about the gadget and about the reasons why the teenager likes it.
- Walk around the classroom to monitor the activity. When they have finished, invite pairs to act out their dialogues in front of the class.

Further practice

- Workbook, Activities 1–5, pages 120–121.

1.2 GRAMMAR Simple Present, Present Continuous, and state verbs

page 12

Lesson learning objective

Students can use different tenses to talk about the present.

Materials:

- Student's Book
- audio tracks 1.17, 1.18, and 1.19

Warm-up

- (*Books closed*) Invite two students to come to the front of the class. Tell them to sit facing the class and not to turn around. Write the phrase *It's OK* on the board. The other students, who are facing the board, should ask questions such as: *What do you think of selfie sticks/making videos?* to try to elicit the phrase written on the board from the two students.
- When they have succeeded (or when a fixed number of questions have been asked), invite two different students to come to the front of the class and write a new phrase on the board (e.g., *It's terrible*). Repeat the procedures with different students and different adjectives of opinion.
- (*Books open*) Students look at page 12. Explain the lesson objective.

Background notes

The original definition of an indie band was one which was signed to an independent record company rather than one of the larger companies such as Sony or EMI. However, the phrase has now become more associated with the genre of music rather than the record company label. Famous bands which are often referred to as indie bands include The Killers, Arcade Fire, Oasis, Radiohead, The Smiths, and Imagine Dragons.

1 CLASS VOTE Do you watch music videos? If so, what are some of your favorites?

- Ask the questions and elicit answers from the class. See if there is a particular singer/band your students like and find out why. Hold a class vote to find out students' favorite music videos.
- **Critical thinking** Students discuss what makes a music video have the most views. Encourage them to think of how music videos are made, how they make money, and why they are important in artists' careers.

Answers:

They often travel from one city to the next on Saturday afternoons. In the evenings they usually play live in concert. They don't normally skateboard. Today they are answering questions in an interview and making their new music video.

2 1.17 Listen and read the text. What does the band do on Saturdays? What are/aren't they doing today?

- Play the audio. Students listen and read the text. Then ask: *What does the band do on Saturdays?* and have students refer to the text to find the answer.
- Ask follow-up questions. You might ask, for example: *Who is Gary?* (the lead singer of the band) *Who is Ali?* (a reporter) *Why are there lots of skateboards around?* (Because they're making their new music video).

3 Study the Grammar box, then circle the correct option about state verbs. Underline examples of the Simple Present, Present Continuous, and state verbs in the text.

- Go over the Grammar box with students and elicit other example sentences using the Simple Present, the Present Continuous, and state verbs. Remind students about when we use the Simple Present (to state facts and talk about routines) and when we use the Present Continuous (to describe things happening now or around now).

- Students then study the box individually and circle the correct option about state verbs. Check answers with the whole class.
- Set a time limit and tell students to underline examples of the Simple Present, Present Continuous, and state verbs in the text. Have some students read those examples to the class.

4  **1.18 Circle the correct option. Listen and check.**

- Discuss the example with the class and elicit why the Present Continuous is the correct option (the sentence is describing what is happening now and *sit* is not a state verb). Students then circle the correct options to complete the sentences.
- Play the audio for them to listen and check.

5 In your notebook, use the Simple Present or the Present Continuous to write questions about the text in Activity 2. In pairs, ask and answer the questions.

- Students use the Simple Present or the Present Continuous to write questions about the text in Activity 2. Tell them to write the questions in their notebooks.
- Then organize students into pairs to ask and answer the questions. Walk around the classroom to monitor their work. Check answers with the whole class.

Answers:

- 2 *Is Gary working as a reporter? No, he isn't.*
- 3 *Is Ali asking questions at the moment? Yes, he is.*
- 4 *Do band members usually play live in concert on Saturdays? Yes, they do.*
- 5 *Are the skateboarders performing in a competition today? No, they aren't.*

6  **1.19 Complete the text with the correct form of the verbs in parentheses. Listen and check.**

- Students complete the text with the correct form of the verbs in parentheses. Play the audio for them to listen and check. Check the spelling of the verbs in items 5 (*getting*), 6 (*coming*) and 7 (*sitting*), elicit the spelling rules these illustrate, and provide other examples. Write them on the board.

And YOU?

7 In pairs, tell your classmate about a hobby/sport you like. Complete the sentences to make them true for you.

- Organize students into pairs. They complete the sentences to make them true for them and tell their classmate about a hobby/sport they like. When students have finished discussing their ideas, set a time limit for them to walk around the classroom and talk to other students in the class about hobbies or sports they like.

Extra activity

- Organize students into groups of five. In each group, one student should play the role of a reporter and the other four students should play the role of members of a band. The group should work together to think of questions that the reporter can ask, and the band's answers to these questions. When groups have finished working, invite them to act out their interviews in front of the class. Before each interview, the reporter should introduce the band and explain where they are.

Wrap-up

- Organize the class into groups of three or four. Each group should think of a music video that they all know and describe what happens in it. Tell them to write their descriptions in their notebooks.
- Walk around the classroom to monitor their work. When the groups have finished, have a student from each group read their description as the rest of the class tries to guess which music video it is.

Further practice

- Workbook, Activities 6-9, page 121.
- Grammar Time, page 106.

1.3 READING and VOCABULARY Gadget reviews

page 13

Lesson learning objective

Students can identify the writer's opinion in reviews and talk about unusual objects.


Materials:

- Student's Book
- audio track 1.20

Warm-up

- (*Books closed*) Write the following cues on the board:
you / like ...?
you / know ...?
you / think ...?
you / understand why ...?
What / you / want / to do ...?

- Organize students into pairs and tell them to make questions using the cues. They should write them in their notebooks. When they have finished, join pairs to form groups of four. Pairs then take turns to ask their questions and to answer the other pair's questions. Walk around the classroom to monitor their work. When they have finished, ask groups to share some of their questions and answers with the class.
- (*Books open*) Students look at page 13. Explain the lesson objective.

1  **1.20** Look at the pictures. How do you think the gadgets work? Listen and read the reviews. Check your answers.

- Students look at the pictures and describe them. Encourage them to come up with ideas about how the gadgets work and why each one might be a good (or a bad) idea.
- Play the audio. Students listen and read the reviews to check their answers.

2 Read the reviews again. Circle the correct answers.

- Read the reviews with the class and clarify any questions they might have. Then tell them to read the reviews again silently and circle the correct answers.
- Elicit the answers and the clues in the text for each one of them.

3 What is Max's and Tina's opinion of each object? Use the adjectives below to help you.

- Go over the information in the Reading tip box with your students and clarify any questions they might have. Ask them for examples and reasons to explain the writer's opinion in the reviews.
- Then tell students to use the adjectives to talk about Max's and Tina's opinion of each object. When they have finished, ask them to think of one more adjective for each gadget. Elicit their ideas and write them on the board.

Answers:

Max thinks the Briefskate is useful and fun. / Max thinks the Defender is ugly. / Tina thinks the Phorce is brilliant.

4 **CLASS VOTE** Which of the gadgets in the reviews do you prefer?

- Ask the question in the rubric and elicit answers from the class. Have students explain why they prefer the gadget they mention. Then hold a class vote to find out students' favorite gadget and rank the gadgets from the best to the worst. Elicit students' help to write the rank on the board.

And YOU?

5 In pairs, describe the things below.

- Organize students into pairs. Read the example and make sure students understand the following structure: *It's made of + material* (e.g., *plastic, metal, paper, wood*).
- Students then take turns to describe the things. Walk around the classroom to monitor their work. When pairs have finished, encourage different students to describe one of the objects and have the rest of the class guess what it is.

Extra activity

- Organize students into groups of four. They should brainstorm ideas for a gadget that might be similar to those described in the text and then create an ad for it. The ad should include a picture, some adjectives to describe the gadget, and information about what the gadget can do. Allow the groups enough time to work on their ads and when they have finished, tell them to present their ads to the class.
- When all the groups have presented their ads, hold a class vote for the best gadget. (Tell students that they can't vote for their own gadget.)

Wrap-up

- Address the whole class and ask: *Would you like to test new gadgets for teenage students?* Encourage students to share their answers with the whole class. Elicit what a gadget tester would have to do and have a class discussion about the required abilities to be a good gadget tester and the common tasks he/she performs.

Further practice

- Workbook, Activities 10-11, page 122.

1.4 GRAMMAR Verb + -ing / verb + to-infinitive

page 14

Lesson learning objective

Students can use verb constructions with to-infinitives and -ing forms.

Materials:

- Student's Book
- audio tracks 1.21 and 1.22

Warm-up

- (*Books closed*) Write the names *Alisha* and *Tom* on the board and tell students to copy these characters' names in their notebooks, as two headings. Explain that you are going to dictate six facts about the characters and that they should write each fact under the correct name. There are six facts for each character.

- When students have finished, have them compare their answers as a class.
- Here are suggestions of facts you might use: *half-Indian* (Alisha), *lives on a boat* (Tom), *mother is a nurse* (Tom), *has a younger brother* (Alisha), *speaks Hindi* (Alisha), *doesn't have any brothers or sisters* (Tom), *has a cat* (Tom), *is into computers* (Alisha), *is fit and strong* (Alisha), *likes kayaking* (Tom), *loves drawing* (Tom), *likes kickboxing* (Alisha).
- (*Books open*) Students look at page 14. They discuss what they think they will learn in this lesson. Elicit ideas from the class and then explain the lesson objective.

1 CLASS VOTE Who do you speak to when you have a problem with your computer, tablet, or cell phone?

- Elicit different things that can go wrong with a computer, tablet, or a cell phone (e.g., *slowness, bad connection, viruses*) and ask students which of these things they are able to fix on their own. Then ask the question in the rubric and elicit answers from the class. See if there are different people students speak to when they have other problems rather than the ones mentioned and find out why. Hold a class vote to find out students' favorite person to talk to when they have a problem related to technology.

2 1.21 Listen and read. Why does Tom want Alisha to help him?

- Ask students why they think Tom wants Alisha to help him. Remind them of their predictions about them in Lesson 1.1. After students have shared their ideas, play the audio. Students listen and read.
- Ask students if they think Tom's problem is a difficult problem to solve and encourage them to share their ideas about how to solve it.

Extra activity

- **Critical thinking** Organize students into pairs. Have them discuss after-school clubs that offer activities such as IT and robotics and whether or not they are a good idea. Ask if any students go to after-school clubs dedicated to technology and encourage them to describe what they do at the club.

3 Study the Grammar box, then add these verbs in the correct place in it. Underline more examples of verb + -ing or verb + to-infinitive in the dialogue.

- Go over the Grammar box with the class. Provide example sentences and elicit others from the class. Write them on the board. Discuss different verbs which can be followed by an *-ing* form or the *to*-infinitive. Explain that when *start* is in the continuous form, we don't follow it with *-ing* because it sounds strange to have two *-ing* forms together (e.g., *I am starting to enjoy myself* and not *I am starting enjoying myself*).
- Students then study the Grammar box individually and add the verbs in the correct place. Remind them they can refer to the dialogue for help. Check answers with the whole class and tell students to underline more examples of verbs + *ing* or verbs + *to*-infinitive in the dialogue. Go over the dialogue with the whole class to check answers.

4 Circle the correct option.

- Students circle the correct options to complete the sentences. When they have finished, check answers with the whole class.

- Ask follow-up questions for students to practice some verbs from the Grammar box. You might ask, for example: *Is there anything you hope to watch on TV tonight? Where do you enjoy meeting your friends? Which country would you like to visit? What kinds of food are you good at making? Do you miss seeing your friends from primary school?*

Speak Up!

5 1.22 Listen to some of the sentences from Activity 4. What do you notice about the pronunciation of *to*? Practice saying the sentences.

- Play the audio. Students listen to some of the sentences from Activity 4 and pay attention to the pronunciation of *to*. Ask them to say what they have noticed about it (it has no stress, it's weakened) and then practice saying the sentences as a class.

Audio script

- 1 I want to watch it when I get home.
- 2 We're planning to meet here after school.
- 3 My cousin's learning Chinese and would like to visit china one day.

And YOU?

6 Work in pairs. Tell your classmate five things about you. Use the verbs below.

- Organize students into pairs and tell them to tell their classmate five things about themselves. Remind them to use the verbs listed and to practice the weak pronunciation of *to*. Walk around the classroom to monitor their work and make sure students take turns.
- Tell students to take notes about their classmate's information in their notebooks.

Wrap-up

- Tell students to refer to the information they wrote down about their friends in Activity 6. Have them share 2 pieces of information about their classmates with the class. They might say, for example:
_____ always forgets to clean his sneakers.
_____ is looking forward to going on vacation.

Further practice

- Workbook, Activities 12-15, pages 122-123.
- Grammar Time, page 106.

1.5 LISTENING and VOCABULARY Are you technology crazy?

page 15

Lesson learning objective

Students can identify specific information from a radio show and talk about using technology.

Materials:

- Student's Book
- audio tracks 1.23, 1.24, and 1.25

Warm-up

- (*Books closed*) Tell students to work alone. Dictate some of these sentence stems and have students write them in their notebooks: *I'm looking forward to ...*, *I don't mind ...*, *I am planning ...*, *Last week I forgot ...*, *I don't want ...*, *I hate ...*, *I would love ...*
- Students should then complete the sentences so that they are true for them. Remind them to use a verb with an *-ing* form or a *to*-infinitive and not just a noun (e.g., *I'm looking forward to meeting my friends*, and not *I'm looking forward to the summer*). When students have written their sentences, organize them into pairs and tell them to take turns to read one of their endings (without saying the beginning of the sentence) while their classmate guesses the sentence beginning it matches to. Walk around the classroom to monitor their work.
- Then invite students to share some of their ideas with the rest of the class.
- (*Books open*) Students look at page 15 and discuss what they will learn in this lesson. Explain the lesson objectives.

1 **CLASS VOTE** Do you think you spend too much time on your cell phone or on the computer?

- Read the question in the rubric and encourage students to share their opinions with the class. Then follow up by asking them how much time they think is too much. Have them talk about the idea of having time limits set beforehand, too.
- After the initial discussion, hold a class vote.
- **Critical thinking** Have the class discuss the use of cell phones or computers for pedagogical purposes, such as for language learning apps and educational games.

2 **Is it time for time out? Do the quiz and compare your results with the class. Then go to page 114 to read what your answers say about you.**

- Make sure students understand the meaning of *time out*. Then tell them to do the quiz and compare their results with the class. When they have finished comparing their results, have them go to page 114 to read what their answers say about them.
- Ask students whether or not they agree with the results of the quiz and encourage them to justify their answers.

3 **1.23 Complete the blanks in the Vocabulary box with words from the quiz. Listen and check.**

- Students do the task individually. Play the audio for them to listen and check.

- When they have finished checking their answers, discuss other time expressions that are used with *in*, *on*, or *at*. You might mention, for example: *in* + *months*, *seasons*, *years* (e.g., *July*); *on* + *days and times of day* (e.g., *Sunday afternoon*); *on* + *special days* (e.g., *New Year's Eve*, *my birthday*); *on* + *dates* (e.g., *July 17*); *at* + *times* (e.g., *seven o'clock*); *at* + *a holiday period* (e.g., *Christmas*, *Easter*).

4 **In pairs, ask and answer the questions. Compare your ideas with the class.**

- Organize students into pairs for them to ask and answer the questions. Walk around the classroom to monitor their work.
- When they have finished, have them compare their ideas with the class.

5 **1.24 Listen to the first part of a radio show. What is it about? Circle the correct answer.**

- Before you play the audio, tell students to look at the two answers, think of something the presenter could say (e.g., *75 percent of families use cell phones or tablets in their free time. Most families spend at least two hours a day on their cell phone or tablets*), and share their ideas with the class.
- Play the audio. Students listen and circle the correct answer to the question. Elicit the answer from students.

Audio script

RP = Radio presenter

RP: Radio Presenter: And hello from Gold Radio ... A report today says that families are spending less time together because they're always on their cell phones or tablets. In the studio I have Gemma ... Now, you live with your mom and older brother. So, tell me, Gemma, is this true in your house?

6 **1.25 Listen to the second part of the show. Mark the sentences true (T) or false (F).**

- Go over the sentences with the class and make sure students understand them. Play the audio. Students listen to the second part of the show and mark the sentences true or false. If students are struggling with the activity, play the audio twice.

Audio script

G = Gemma RP = Radio presenter

G: Well, I think we're the same as most other families. We love our screens and all enjoy using our cell phones at home. We all have one. On a schoolday, I use the alarm on my phone, so the minute I wake up I see my phone and er ... I check my messages. Then I get up. My phone goes everywhere with me because I listen to music on it.

RP: And what about your mom?

G: Mom prefers her tablet. She often reads the news and books on it. But she uses her cell phone, too.

She's training for a race and she uses an app on her phone to show her how fast she runs.

RP: Your brother's older. Does he still use his phone or tablet a lot?

G: Yeah, definitely. He loves watching funny videos. He often sits with his earphones in and laughs. Mom gets a bit angry when she asks him something and he doesn't answer.

RP: So, do you think you talk less at home because of the technology?

G: No, not at all. We never text at mealtimes. But in the evening, we like watching funny videos together ... and we often share pictures. It's a big part of our daily life and I think it's something that we all enjoy.

Extra activity

- Organize students into pairs. Tell them to take turns to say if they think the sentences in Activity 6 are true or false for them and their family. (They can ignore sentence 5 if they don't have a brother or answer it about a sister if applicable.)
- Walk around the classroom to monitor their work. When they have finished, encourage them to tell their classmates whether or not their answers matched Gemma's.

And YOU?

7 How important is technology in your life? What technology do you use and what do you like doing with it? Write five sentences in your notebook.

- Organize students into pairs and set a time limit for them to take turns to answer the questions and write five sentences about the importance of technology in their lives, about the technology they use, and about what they like doing. Walk around the classroom to monitor their work.
- Encourage students to read their sentences to the class.

Wrap-up

- Keep students in pairs. Write these sentence stems on the board:
 - 1 Do you like ...? It's OK, but I prefer ...
 - 2 What do you want ...? Oh, I'd love ...
 - 3 Do you enjoy ...? Yes, but I can't stand ...
- Ask students to use the sentence stems to make short dialogues about using technology. Tell them to write the dialogues in their notebooks. Walk around the classroom to monitor their work. When they have finished, invite pairs to act out their dialogues in front of the class.

Further practice

- Workbook, Activities 16-17, page 123.

1.6 SPEAKING Making suggestions

page 16

Lesson learning objective

Students can make and respond to suggestions.

Materials:

- Student's Book
- audio tracks 1.26 and 1.27
- A4 sheets of paper

Warm-up

- (*Books closed*) Organize students into groups of three. Give each group three sheets of paper. On one piece of paper they should write *IN*, on the second one they should write *AT*, and on the third one they should write *ON*. Tell them to write the prepositions so that they are big enough for you to see them at the front of the class. Then tell students that you are going to say some time expressions and that they should hold up the correct preposition for each time expression. Explain that the first group to do this will score a point, but if a group holds up more than one preposition, they will lose a point.
- Suggested time expressions: *seven fifteen (at), the morning (in), night (at), Sundays (on), weekdays (on),*

Sunday evenings (on), July (in), 1987 (in), midnight (at), the July 22 (on).

- (*Books open*) Ask students to open their books to page 16, look at the picture, and describe it. Have them discuss what they will learn in this lesson. Explain the lesson objective.

1 CLASS VOTE Do you ever watch cat videos online? Which one is your favorite?

- Read the questions in the rubric and encourage students to share their opinions with the class. Ask them to justify their opinions. Then follow up by encouraging students to describe the videos they mention.

2 1.26 Listen and read. Then answer the questions.

- Ask questions to help students remember what they read about in Lesson 1.4. You might ask, for example: *What problem did Tom have?* (the pictures on his poster were upside down) *Who is going to help him?* (Alisha) *Where are they going to meet?* (on his boat).

- Before you play the audio, tell students to read the questions and to try and guess the answers. Remind them about the predictions they made in Lesson 1.1.
- Then play the audio. Students listen, read, and answer the questions. Check answers with the whole class.

3 Study the Speaking box. Underline more examples of suggestions in the dialogue.

- Read the information in the box with the whole class. Then tell students to study the box individually and underline more examples of suggestions.
- Go over the dialogue to check answers with the whole class.

4 1.27 Listen to six speakers and respond accordingly. Use the Speaking box to help you.

- Play the audio once while students listen and think about what the best response would be. Then play the audio again and ask students to give a suggestion in response to each situation. As more than one suggestion may be possible for each situation, elicit alternative ideas. Remind students to use the Speaking box for help.

Possible answers:

- 1 *Why don't you charge it?*
- 2 *Let's look for it.*
- 3 *What about Friends?*
- 4 *You could look online.*
- 5 *What about texting her?*
- 6 *OK, cool.*

Audio script

- 1 **My phone isn't working.**
- 2 **I can't find my pencil case.**
- 3 **What TV show do you want to watch?**
- 4 **I can't answer this homework question.**
- 5 **My mom is really late.**
- 6 **Let's go for a walk.**

5 In pairs, follow the instructions.

- Organize students into pairs and explain the activity. Encourage them to extend the activity by rejecting the first suggestion each time, meaning that the other student has to offer a second suggestion. You can write an example on the board:
A: *I need some information for my project.*
B: *Why don't you look on the internet?*
A: *I can't. We don't have Wifi at home at the moment. There's something wrong with our connection.*
B: *You could bring your tablet to my house and use it there.*
A: *OK, cool. Thanks a lot.*

- Walk around the classroom to monitor their work. When they have finished, ask students to act out the dialogues in front of the class.

And YOU?

6 In pairs, plan a funny video. Discuss what you want to film and where. Make suggestions and respond to them.

- Keep students in pairs. Explain that they should plan a funny video. Tell them to discuss what they want to film and where, make suggestions, and respond to them. Go over the examples with the students. Build up a possible conversation and write it on the board. You can write, for example:
A: *Let's make a funny video.*
B: *OK, cool. Why don't we make a video of a dog with a stick in the park?*
A: *I'm not sure. We don't have a dog! What about filming my sister eating dinner at the table? She says some really funny things.*
B: *Good idea. Your mom's a great cook. I'd love to come around for dinner!*
- When pairs have finished planning their videos, invite them to share their ideas with the class. Have a class vote to find out which idea is the most popular.

Extra activity

- Either during the class, if students have access to the internet, or at home, tell them to find a funny video online. Then organize them into groups of three or four to talk about the video and explain why they liked it.
- Invite the groups to tell the rest of the class about one of the videos they discussed.

Wrap-up

- Tell students to look at the Speaking box once more. Elicit which would be a suitable suggestion to give in response to *I want to know what the weather will be like tomorrow* or *Where can I find a good computer store near here?* (You could look online.)
- Then organize students into pairs and tell them to do the same for the other suggestions in the Speaking box. They should write their ideas in their notebooks. When they have finished, encourage pairs to share their ideas with the class.

Further practice

- Workbook, Activities 18-20, page 124.

Lesson learning objective

Students can describe places and lifestyles.

Materials:

- Student's Book

Warm-up

- (*Books closed*) Elicit problems that people can have (e.g. *I'm tired, I'm lonely, I'm worried about my tests*), write them on the board, and ask students to choose one. Then tell them to walk around the class and take turns telling their classmates about their problem and responding with suggestions to their classmates' problem. Then ask one student at a time to say his/her problem and the best suggestion he/she received from his/her classmates.
- (*Books open*) Ask students to look at page 17 and guess what they will learn in this lesson. Explain the lesson objective.

1 CLASS VOTE Which of these would be your dream home?

- Elicit the names of as many different types of home as possible and write them on the board. Then go over the list in Activity 1 and make sure students understand all types of homes mentioned.
- Hold a class vote to find out students' dream home. Encourage them to explain their choices.

Extra activity

- **Critical thinking** Students discuss what a home is and oppose the concepts of *house* and *home*. Encourage them to come to the conclusion that it doesn't matter what a house looks like, as long as it constitutes a safe, healthy, and happy place for its residents.

2 Read the text. Which of the things below does Skye write about in paragraph 1? Which are in paragraph 2?

- Students read the text individually and find out which of the things listed Skye writes about in paragraphs 1 and 2.
- Then read the text with the class and check answers. Elicit examples of the things Skye wrote about (e.g., *sports – swimming, surfing; home – a house, a beach hut, etc*).

3 In pairs, find four differences between Skye's real life and her dream lifestyle.

- Organize students into pairs and tell them to find four differences between Skye's real life and her dream lifestyle. Remind them to use the same structure as in the example for each sentence.

Possible answers:

In her real life, Skye lives in a house, but in her dream lifestyle she lives in a beach hut.

In her real life, she goes to Cherwell High School on weekdays, but in her dream lifestyle she writes her novel on her laptop every morning.

In her real life, she swims before school, but in her dream lifestyle she swims and goes surfing in the afternoon.

In her real life, she probably doesn't have barbecues very often, but in her dream lifestyle she often has barbecues on the beach with her friends.

4 Complete the sentences to make them true for you.

- Go over the Writing box and explain the activity. Students complete the sentences to make them true for them. Walk around the classroom to monitor their work.
- Encourage students to share their answers with the whole class.

5 Complete the blanks with the connectors in bold in the text, matching them to their function.

- Students complete the blanks relating the connectors to their function. Tell them that for each sentence they should decide whether they are adding similar detail, showing contrast, or giving reasons. Also remind them to look at the sentence structure carefully.

Writing Time**6 Write a description of your dream lifestyle for a school magazine. Follow the instructions below.**

- Read the steps in the writing activity with the whole class, providing examples and clarification whenever necessary.
- Allow students some time to make notes about the description of their dream lifestyle in their notebooks. Help with vocabulary if necessary and remind them to refer to the text in Activity 2 and the Writing box for help.
- Once they have taken notes, students start writing their drafts. Point out they should organize their text into paragraphs, making sure each part of the text focuses and develops one main idea. Walk around the classroom to monitor their work.
- Organize students into pairs for feedback. Monitor pairs' work to ensure appropriate and constructive feedback. You can list on the board common mistakes students have made for whole class discussion.
- Students write the final version of their text on a separate sheet of paper for further correction.

Wrap-up

- Students read their descriptions to the whole class. Encourage those who are listening to ask questions about their classmates' writings

Further practice

- Workbook, Activities 21–23, page 124.

Wordlist and Vocabulary in action

page 18

Materials:

- Student's Book
- audio track 1.28

Activities 1-3

- Allow students some time to do the activities individually. Check answers with the whole class.

Activity 1

Possible answers:

- 2 beach hut, RV, castle, cottage, skyscraper, villa
- 3 amazing, awesome, cool, exciting, funny, lovely, nice, perfect, smart, useful
- 4 metal, wood, plastic, cotton, paper
- 5 charger, digital camera, earphones, selfie stick, smartphone, speaker, tablet, touch screen TV

1.28 Activity 4

- Show students how to pronounce the final s before playing the audio.
- Then play the audio. Students listen and decide how the final s is pronounced in each word and write the words in the correct column in their notebooks. Check answers with the whole class.
- Play the audio again. Students listen and repeat the words.

Answers:

/s/: gadgets, helmets, tablets, tricks

/z/: earphones, hours, novels, pictures, plugs, reporters

The plural ending s in nouns is pronounced /z/ if the preceding sound is a vowel, a voiced consonant or an /l/, /m/, /n/, /r/, /w/ or /j/ sound. The s is pronounced /s/ if the preceding sound is a devoiced consonant.

Extra activity

- Organize students into pairs and tell them to look at the phrases to describe objects in the Word friends section. Students then take turns to think of an object (e.g., a battery charger), and, without saying what it is, describe it using two of the phrases from the Wordlist (e.g., *It's made of plastic. It looks like a small box.*). Then their classmate guesses the object, (e.g., *A: Is it your cell phone? B: No. A: Is it a battery charger? B: Yes.*)

Self-check

page 19

Materials:

- Student's Book
- audio track 1.29

Activities 1-5

- Allow students some time to do the activities. You can use this lesson for informal assessment. Check answers with the whole class or individually.

Extra activity

- After Activity 2, ask students to tell the class about their classmate. Then ask students to write sentences about the similarities and differences between them and their classmate in their notebooks. They might write, for example: *We both use our phones in the evenings. _____ texts her friends before school, but I don't.*

Activity 6

- Organize students into pairs. Walk around the classroom as students practice their conversations.

1.29 Activity 7

- Play the audio twice for students to listen and write what they hear.

Further practice

- Workbook, Self-assessment, Activities 1-6, page 125.

BBC Culture 1 Do smartphones make you smarter?

pages 90 and 91

Materials:

- Student's Book
- video files 01 and 02

Warm-up

- (*Books closed*) Organize students into groups of four. Ask them to discuss how cell phone usage is affecting our minds. Encourage them to consider aspects as *distractions, concentration, angst, interpersonal relationships*, etc. Set a time limit for the groups to discuss and walk around the classroom to monitor their work. Then encourage one student from each group to share their opinions with the rest of the class.
- (*Books open*) Ask students to look at the glossary on page 90. They should then find the sentences that contain the glossary words in the text and rewrite those sentences using different words or phrases that have the same meaning (e.g., *Two examples of digital devices are smartphones and tablets.*).
- Explain the class objective.

1 In pairs, ask and answer the questions.

- Organize students into pairs and set a time limit for them to discuss the questions. Walk around the classroom to monitor their work. Encourage students to discuss their ideas with the rest of the class.

Extra activity

- **Critical thinking** Engage students in a class discussion about how they think their lives would be if there weren't smartphones. Ask them what they would do differently.

2 In your notebook, correct the sentences about the article.

- Tell students to read the sentences about the article and correct them in their notebooks. Elicit the answers and write them on the board.

Possible answers:

- 1 Not all UK teachers believe smartphones are bad for students.
- 2 A recent UK report said that removing smartphones from schools would give students more time for their education and that phones are bad for learning.
- 3 One school in New York has different ideas about smartphone use in school.

3  01 Watch Part 1 of the video and answer the questions in your notebook.

BBC video

Note: If you cannot show the video, spend more class time preparing the Project.

- Tell students to read the questions and guess the answers before watching the video.
- Play the video and allow students enough time to answer the questions in their notebooks. Check answers with the whole class.

Answers:


- 1 South Korea.
- 2 Because people in South Korea are connected to the internet more than anywhere else in the world.
- 3 Students' own answers.

Video script:

Addicted to screens

Part 1

How long do you spend online every day? Is this increasing at the moment? And when you're online, what do you do there – chat with friends, listen to music, watch videos, play games, send messages? Can you do them all at the same time? The internet is transforming our society, too. It has a huge impact on culture, politics, and business. Now there are 'screenagers' who live most of their lives in the virtual world. Some people spend more time online than with their families! And this is the country where people are connected more than anywhere else in the world: South Korea. Here you can access the internet very easily, and it's really fast. You can download files ten times quicker here than in most countries in the world. Even young children of three to five years old use the internet and spend eight hours a week online. Then there are teenagers using the internet for eighteen hours a day. Experts say that if you take away the internet from these teens, they start to feel anxious and unhappy. So, is Korea creating a nation of screen addicts? And will your country be like this in just two or three years' time?

4  01 Complete the sentences about South Korea with the numbers below. Then watch Part 1 again and check.

- Students complete the sentences about South Korea with the numbers. Play Part 1 again for them to check their answers and write them on the board.

5 What do you think about the issue of internet addiction in South Korea? Do you think the same thing could happen in your country in the future?

- Ask students what they think about the issue of internet addiction in South Korea and encourage them to share their opinions with the class. Then have students say if they think the same thing could happen in their country in the future. Remind them to justify their opinions.