

3.1

In this lesson

Lesson aims:

- Vocabulary: technology, using technology

Resources:

- Vocabulary worksheet 3.1, p. 149
- Tests: Vocabulary check 3.1

Homework:

- Workbook Unit 3, p. 26

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 8
- Peer learning: Exercise 6, 8 and Extra Activity
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write *Technology* on the board and explain the meaning. Ss take turns to say any technology words they know in English.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 34-35 and offer ideas in turns: *Today we will talk about technology.* Write the lesson objective on the board.

Lead-in

- Read out the words one at a time and Ss repeat. Explain the meanings of words Ss do not know.

Exercise 1

- Ss describe what they can see in the photos, e.g. *I can see a cat and a TV in photo 2.* Teach *guinea pig* and *lizard* if necessary.
- Follow-up: Ss take turns to tell the class which items in the box they use every day. Check Ss listen to each other. Ask *What item does [name] use every day?*

Exercise 2

- Make sure Ss understand all the vocabulary in the box.
- Ss work in small groups or pairs to find the technology in the photos, e.g. *Look. I can see a screen.* Monitor Ss for understanding and pronunciation.

3

Technology for all

Vocabulary I can talk about technology.

I know that!

- Do you know these technology words? Which things do you use every day?

mobile phone computer laptop camera tablet TV

In this unit

Vocabulary

- Technology
- Using technology
- Feelings
- Adjectives with prepositions

Grammar

- Present Continuous affirmative, negative, questions and short answers

13-14



3.2 Grammar video

15



3.2 Grammar animation

16



3.3 Grammar animation

17



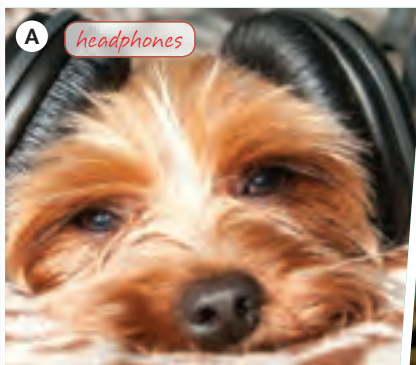
3.4 Communication video

18



BBC Culture video

34



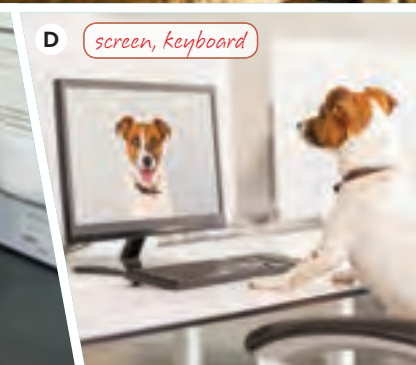
A headphones



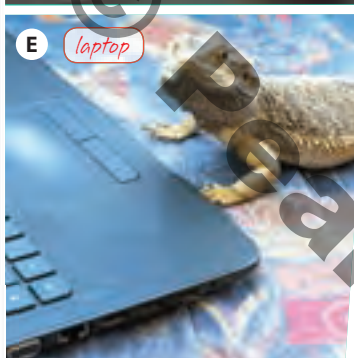
B TV, screen



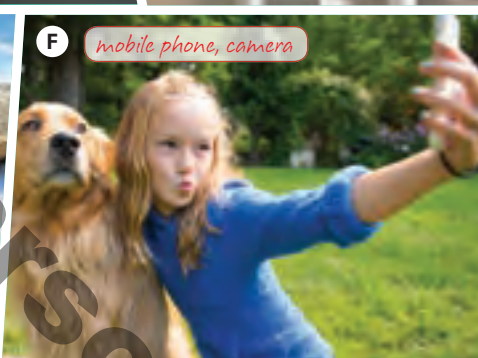
C keyboard, mouse, printer, computer



D screen, keyboard



E laptop



F mobile phone, camera

- Check answers with all class using the response cards.

Answer → student page

Exercise 3

- Before they listen, tell Ss to listen for the pet words and technology words.
- Follow-up: Ss work in pairs and write a description of the two remaining photos. Ask different pairs to read them to the class.

Answer → student page

Extra activity

- Ss work in pairs. They each draw a picture of a pet and some technology items similar to the photos on page 34. Then they swap pictures and label them with technology words. They

then describe the photos to each other in the same way as the listening activity in Exercise 3. Invite several pairs to share with the class.

Exercise 4

- Read out the phrases in the box and Ss repeat. Explain any new words.
- Ss work in pairs to label the pictures.
- Play the recording to confirm answers.

Answer → student page

- Critical thinking** Ss work in pairs and think about which technology we use for the phrases in the Vocabulary box. Ask for feedback with questions, e.g. *Can you use a laptop to download songs? What can you use to surf the Internet? What can you use a mobile phone for? Do you need speakers to chat online?*

- 2 2.1 Listen and repeat. Which things can you see in the photos on page 34?

Vocabulary Technology

camera computer headphones
keyboard laptop mobile phone mouse
printer screen speakers tablet TV

- 3 2.2 Listen to four people. Match their animals to the photos on page 34.

- 1 Manny 3 Kitty
2 Len 4 Charlie

- 4 2.3 Listen and repeat. Match the activities in the picture to the words in the Vocabulary box.

Vocabulary Using technology

chat online download a song
send an email surf the Internet
take a selfie/photo talk on the phone
text a friend



- 1 chat online 5 send an email
2 text a friend 6 surf the Internet
3 take a selfie/photo 7 talk on the phone
4 download a song

- 5 Play word tennis!

chat download send surf
take talk text

- A: Text ...
B: ... a friend. Chat ...
A: ... online.

- 6 Read the quiz. Complete the missing words.



Too much tech!

Love it or hate it, we all use technology.
But how often do you use it?

- 1 How many times do you text your friends in a day?
a 20 or more.
b Between 10 and 20. I sometimes send emails too.
c Between 0 and 10. We usually talk on the phone.
- 2 Is it a good idea for kids to use phones at school?
a Yes. You can take selfies with your friends!
b Sometimes. You can surf the Internet.
c No. You don't listen to your teacher.
- 3 How much time do you spend on your phone every day?
a 5-10 hours. b 2-5 hours. c 1-2 hours.
- 4 What do you do before you go to bed?
a I chat online or play computer games.
b I download songs and listen to music.
c I read a magazine or a book.

- 7 Read the quiz again and circle your answers. Check your answers on page 106.

- 8 What items of technology do these people use? Make notes and tell your partner.

- a your best friend
b your parents
c your grandparents
d you

My grandparents have a tablet. They surf the Internet and send emails.

I remember that!

Finishing the lesson

- (Books closed) Refer Ss back to the lesson objective: *Can you talk about technology?* Have them take turns to say one new word from the lesson. Ask different Ss to write them on the board.
- Ask Ss which words they think are the most difficult to spell. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks.

Fast finishers

- Ss look at the technology and/or the using technology vocabulary for 1 minute, then close their books and try to remember them in the order they appear in the box. They can write them down in their notebooks. Ask Ss how many words they remembered and if they could spell them.

Exercise 5

- Ss play in pairs.
- Follow-up: Play word tennis with the class, Ss taking turns to answer. T: *Text ...* Ss: *... a friend*, etc. Read out the words slowly at first, but get gradually faster.

Exercise 6

- Ss work using the Think-pair-share technique.
- Ask different Ss to read the questions to check answers and comprehension.

Answer → student page

Exercise 7

- Ss do the quiz in pairs. They take turn to read questions and answers to each other. Remind Ss how to say 0 (zero) if necessary.

- Ss check their answers. Involve Ss by asking for feedback with follow-up questions: *Do you watch TV before bedtime? What other things do you do? Do you agree with the quiz results? Why/Why not?*

Exercise 8

- Ask *What technology do your grandparents use?* Ask a student to read out the example answer. Ask *Is this true for your grandparents?* Check answers using the Basketball technique.
- Ss ask and answer in pairs. Monitor question forms and pronunciation.
- Ss share what they found out with to the class.

3.2

In this lesson

Lesson aims:

- Grammar: Present Continuous affirmative and negative

Resources:

- Grammar worksheet 3.2, p. 156
- Tests: Grammar check 3.2

Homework:

- Workbook Unit 3, p. 27
- Extra Online Practice Unit 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 4, 5, 7 and Get Grammar!
- Peer learning: Exercise 8
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write the verbs from the Using technology Vocabulary box in L3.1 on the board. Ss take turns to say the phrases.
- Give Ss learning feedback by asking who has started wordlists in their notebooks.
- Set the goal of the lesson. Say *We learn English every Monday. Now we are learning English. What is the difference between the sentences?* Write them on the board and have Ss reply. Say: *Today we will learn the Present Continuous so we can talk about what is happening now.*

Lead-in

- (Books open) Ss look at the photo and describe who and what they can see. They suggest what the story is about.

Exercise 1

- Tell Ss to read the task first so they have a purpose for watching or listening.

Answer → student page

Exercise 2

- Ss complete the exercise, then can watch or listen again to confirm answers.

Answer → student page

Elena, Amy: Hi Tom.
Tom: Hi Amy, Hi Elena ...
 Er, can you sit down?
 I'm taking a photo ...
Elena: A photo of who?
Tom: Harry Evans, the famous football player.
 He's sitting over there.
 Look – the waitress is asking for his autograph!
Elena: She isn't asking for his autograph! She's taking his order!
Amy: Wow! Let's text Lucas.
 WE'RE HAVING LUNCH WITH HARRY EVANS!
 Why don't you ask for his autograph?
Tom: But I haven't got any paper!
Elena: Go on Tom! You've got your football.



Amy: Hey Elena – look at Tom!
Elena: Wait a minute. I'm looking it up.
 ... Harry Evans ...

Tom: I've got Harry Evans's autograph!
Amy: Great! Let's see!
Tom: Oh no! That's a surprise!

- 1 1.3 2.4 Watch or listen and read. Match activities 1–3 to the children (a–c).

- 1 surf the Internet a Tom
 2 text a friend b Elena
 3 take a photo c Amy

- 2 Read the sentences. Circle T (true) or F (false). Correct the false sentences.

- 1 The children are at school. T / F
The children are at a café.
 2 Amy is interested in Harry Evans. T / F
Tom is interested in Harry Evans.
 3 Elena doesn't know about Harry Evans. T / F
 4 Tom has got some paper. T / F
Tom has got his football.
 5 Tom has got an autograph. T / F

- 3 2.5 Listen and repeat. Find these expressions in the story.

That's a surprise! Wait a minute.
 Go on!

Say it!

- 4 Guess! Why does Tom say 'That's a surprise'? Have a class vote.

- a Because Harry Evans spells Tom's name wrong.
 b Because it isn't Harry Evans.

- 5 1.4 2.6 Now watch or listen and check.

36

Exercise 3

- Read out the sentences. Make sure Ss understand them. Ask students to respond with a phrase from the Say it! box: *I want to ask for his autograph. Look! It's Lionel Messi! Can you help me? Oh no! It isn't Messi!*

Answer → student page

Exercise 4

- Critical thinking** Students discuss the options in pairs.
- Ask *Who chooses option a/b?* and Ss reply using their response cards.

Exercise 5

- Ss watch or listen to check their choice.

Answer → student page

Video/Audio script

Amy: It says 'Good luck Tom, from Mark Taylor.' Who's Mark Taylor?
Tom: I don't know, but it isn't Harry Evans!
Elena: Wait... Google says Mark Taylor is an actor!
Amy: So he isn't Harry Evans, but he is someone famous!

- Monitor comprehension. Ask: *Who's got a mobile phone? Who takes a photo? What does the man write on? How does Tom feel? Does Amy send a text? Does Amy surf the Internet?*
- Involve Ss. Ask *Is your guess correct?* Check answers with the response cards.
- Follow-up: Divide the class into groups of three and assign a role from the photo story to Ss. They roleplay the story in their groups.

Grammar

Present Continuous affirmative and negative

15 Get Grammar!

+	-
I'm talking.	I'm not talking.
You're talking.	You aren't talking.
He/She/It's talking.	He/She/It isn't talking.
We're talking.	We aren't talking.
You're talking.	You aren't talking.
They're talking.	They aren't talking.

'm = am

's = is isn't = is not

're = are aren't = are not

I can't give you lunch now.
I'm painting a picture.

Anna isn't painting.
She's texting a friend.
And I'm hungry!

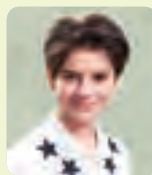


LOOK!

look + ing = looking
take + ing = taking
sit + t + ing = sitting

8 Complete the text with the correct forms of the Present Continuous.

Lucas is at home today. At the moment, he ¹ is sitting (sit) in his bedroom. He ² isn't listening (not listen) to music. He ³ isn't playing (not play) computer games! He ⁴ is surfing (surf) the Internet for his Science project. He's bored, Lucas's parents ⁵ are watching (watch) a film on TV downstairs. His friends ⁶ aren't doing (not do) homework. They ⁷ are chatting (chat) and laughing at the café! Poor Lucas!



9 Exam Spot Look at the pictures. Spot four more differences! Then tell your partner.

- 1 In Picture A the boy is talking on his phone. In Picture B he isn't talking on his phone. He's eating a hamburger.
2 In Picture A the dog is sleeping on the floor next to the table/boy. In Picture B the dog is sitting next to the table/boy.



- 3 In Picture A the boy is wearing a cap. In Picture B he isn't wearing a cap.
4 In Picture A the girl isn't reading a book. In Picture B she is reading a book.
5 In Picture A the girl is drinking lemonade. In Picture B she's drinking tea or coffee.

37

Get Grammar! 15

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class. Have Ss repeat in chorus.

Look!

- Read the Look! box to the class. Draw Ss attention to the spelling rules. Read out the verbs and Ss repeat.
- Practise the affirmative Present Continuous before Ss do Exercise 6. Write these gapped phrases on the board and ask Ss to fill in the gaps with the full and then the short forms:
I am talking. You're talking. He is sitting.
We are sitting. They are making a cake.
Tell Ss we use short forms for speaking or writing to friends. Ss should also think about spelling.

- You may check comprehension & exercise difficulty with the Traffic Lights technique before Ss fill in the gaps.

Exercise 6

- Ss work individually. Point out that they can use full or short forms.
- Choose different Ss to read out the answers. Write the full forms on the board. Then ask different Ss to write the short forms underneath.

Answer → student page

Exercise 7

- Ss work individually and then compare answers in pairs. Check answers using the Lollipop stick technique to write the answers on the board.

Answer

- 2 Elena isn't taking a photo.
3 The man isn't wearing a blue T-shirt. 4 The waitress isn't asking the man for his autograph. 5 Amy isn't surfing the Internet. 6 Elena and Amy aren't talking to the man.

Extra activity

- Ss work in pairs and describe what is happening in the photo story using the Present Continuous. They can then do the same with the photo stories in Units 1 and 2.

Exercise 8

- Ss work individually and then compare answers in pairs. Ask different Ss to read out a sentence each.

Answer → student page

Exercise 9

- This is preparation for the CYLET Movers Speaking test.
- Read out the example. Involve Ss by asking *What tense do we use to describe what is happening in a picture?* Ss: *The Present Continuous.*
- Ss talk about the differences in pairs. Make sure they use the Present Continuous, then have them share ideas with the class.

Answer → student page

Finishing the lesson

- (Books closed) Mime some actions. Ss say what you are doing, e.g. *You're taking a photo, you're eating an apple*, etc. Then ask different Ss to mime actions for things the class knows in English.
- Refer back to the lesson goal: *So, can you talk about what is happening now? What tense do we use?* Have Ss finish the sentence in their notebooks: *I can...*

Fast finishers

- Ss underline the Present Continuous affirmative and circle the negative in the photo story. They write them in their notebooks and then write the opposite.

3.3

In this lesson

Lesson aims:

- Grammar: Present Continuous questions and short answers

- Vocabulary: feelings

Resources:

- Grammar worksheet 1.3, pp. 157
- Tests: Grammar check 3.3

Homework:

- Workbook Unit 3, p. 28

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar! and Exercise 3
- Peer learning: Extra activity and Exercise 7
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Revise the Present Continuous affirmative and negative. Write the headings *Weather*, *Me* and *Teacher* on the board. Ask Ss to write down a sentence in the Present Continuous that is true for each heading. Ss then swap sentences in pairs and change their friend's sentences to the Present Continuous negative. Ask different pairs to read out some examples.
- Set the goal of the lesson. Refer Ss back to the sentences on the board. Ask *Are these questions?* Ss: *No. They are sentences. Say Today we will learn to use the Present Continuous to ask and answer questions about what is happening now.*

Lead-in

- (Books open) Ss look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1*, etc.

Exercise 1

- Make sure Ss remember the items of technology.
- Ss work individually to find the items. Ask *Can you see a camera? Where?* etc, and elicit class response.

3.3

Grammar

I can ask and answer questions about what is happening now.

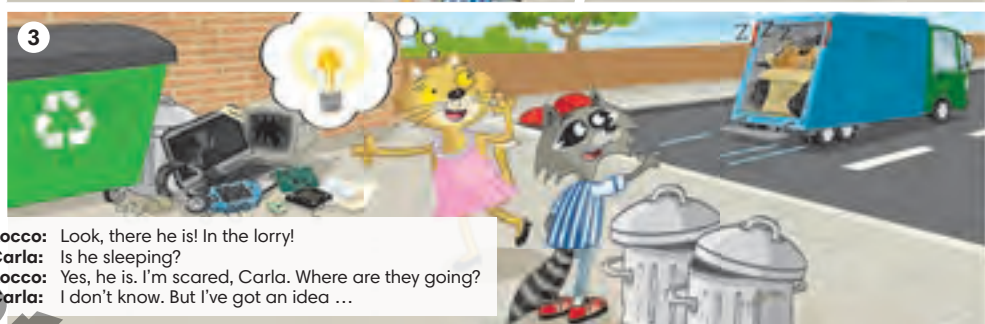
City Creatures The lorry



Rocco: What's that noise?
Carla: It's the rubbish lorry. It's coming!
Rocco: Quick, run!



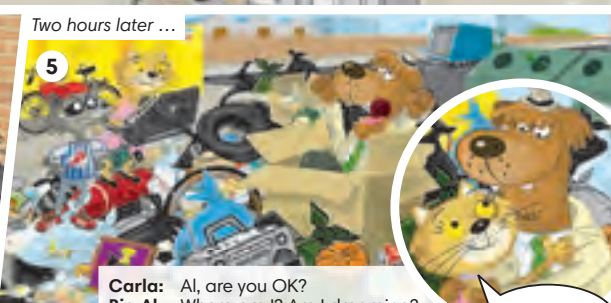
Carla: Where's Big Al?
Rocco: I don't know. Are you calling him?
Carla: Yes, I am. But he isn't answering. I'm worried.



Rocco: Look, there he is! In the lorry!
Carla: Is he sleeping?
Rocco: Yes, he is. I'm scared, Carla. Where are they going?
Carla: I don't know. But I've got an idea ...



Twenty minutes later ...



Two hours later ...

Rocco: What are you doing?
Carla: I'm looking for Big Al's phone. Look, here it is!
Rocco: The lorry's driving down North Street. Come on!

Carla: Al, are you OK?
Big Al: Where am I? Am I dreaming?
Carla: No, you aren't.
Big Al: You look tired. What's the matter?
Rocco: Tired? TIRED?! We're ...

WE'RE HAPPY NOW!

1 Look at the pictures. Tick (✓) the items of technology that you can see.

- | | |
|--|--|
| 1 <input type="checkbox"/> camera | 5 <input checked="" type="checkbox"/> mobile phone |
| 2 <input checked="" type="checkbox"/> headphones | 6 <input checked="" type="checkbox"/> mouse |
| 3 <input type="checkbox"/> keyboard | 7 <input type="checkbox"/> printer |
| 4 <input checked="" type="checkbox"/> laptop | 8 <input type="checkbox"/> tablet |

2 2.7 Listen and read. Correct the wrong information.

The ~~ice cream~~ ^{rubbish} lorry is taking Big Al. Carla's phoning him, but he's ~~watching~~ ^{sleeping} TV. The lorry's driving down ~~South Street~~ ^{North Street}. At the end of the story, Big Al's OK and Carla's very ~~sad~~ ^{happy}!

38

Answer → student page

Exercise 2 2.7

- Make sure Ss understand the paragraph before doing the exercise.

Answer → student page

Get Grammar! 16

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Practise the question form before Ss do Exercise 3. Write these gapped questions on the board and ask different Ss to fill in the gaps. They should also think about spelling.
___ you read ___? ___ he run ___?
___ they mak ___ a cake? ___ I study ___?

- You may check comprehension & exercise difficulty with the Traffic Lights technique.
- Ask different Ss to answer the questions on the board with short answers. Replace *he* and *they* with Ss names.

Exercise 3

- Ss fill the gaps individually. Check answers using the Lollipop stick technique to make sure all Ss participate in the lesson.

Answer → student page

Exercise 4

- Ss write their answers in their notebooks.

Answer

2 Yes, they are. 3 No, they aren't. 4 No, he isn't. 5 She's looking for Big Al's phone. 6 It's driving down North Street.

Grammar

Present Continuous questions and short answers

16 Get Grammar!

?	Short answers
Am I coming?	Yes, I am . / No, I'm not .
Are you coming?	Yes, you are . / No, you aren't .
Is he/she/it coming?	Yes, he/she/it is . / No, he/she/it isn't .
Are we coming?	Yes, we are . / No, we aren't .
Are you coming?	Yes, you are . / No, you aren't .
Are they coming?	Yes, they are . / No, they aren't .

What **are** you **doing**? Where's it **going**? Why **are** they **running**?

What's he doing now?
Is he running?

Yes, he is.

3 Complete the questions about the cartoon.

Picture 1

1 Is the lorry coming (come)?

Picture 2

2 Are Carla and Rocco running (run)?

3 Is Carla texting (text) Big Al?

4 Is Big Al answering (answer)?

Picture 4

5 What s Carla doing (do) with the laptop?

6 Where s the lorry driving (drive)?

4 In your notebook, write answers to the questions in Exercise 3.

1 Is the lorry coming? Yes, it is.

5 Listen and repeat. Label the pictures with the words in the Vocabulary box.

Vocabulary Feelings

angry bored happy sad scared tired worried



1 worried 2 angry 3 bored 4 tired



5 scared 6 happy 7 sad

6 Listen. Say how each person feels.

1 Ben - happy 3 Bob - tired 5 Daniel - bored

2 Sarah - scared 4 Anna - sad

7 Game! Choose a verb from the box below and an adjective in the Vocabulary box. Mime actions and feelings for your partner to guess!

dance eat a pizza
play computer games
play football
read a book sleep
swim take a photo
talk on the phone
text a friend
your ideas!

A: Are you playing football?

B: Yes, I am.

A: And are you angry?

B: No, I'm not.

A: Are you happy?

B: Yes, I am!

8 Listen and sing I'm Waiting for a Text song.

Exercise 6 2.9

- Tell Ss to listen to how the speakers sound to work out how they feel.
- Play the audio track, pause after each sound effect and check answers before playing the full version.

Answer → student page

Exercise 7

- Ask two Ss to read out the example.
- Ss play in pairs. Monitor grammar and vocabulary.
- Ask pairs to demonstrate the game to the class with their own ideas.

Exercise 8 2.10 2.11

- Play the song for Ss to hear the first time.
- Read out the lyrics and Ss repeat. Then Ss can sing along.
- Different groups perform the song. Have a class vote for the best performance.

Finishing the lesson

- (Books open) Ss have one minute to look at pictures 1, 2 and 5 of the cartoon story.
- Ask Ss the questions in Exercise 3 again to see what they can remember. Ss take turns to answer. Ask them to finish the sentence: *Today I have learned...* and write it on the board.

Fast finishers

- Ss underline the Present Continuous questions and circle the answers in the cartoon story. They find two verbs with spelling changes (come, drive).

- Follow-up: Choose different pairs to stand up. Student A asks any question from Exercise 3. Student B answers.

Exercise 5

- Mime the feelings the first time Ss listen to the recording to teach the meanings. Play it again for Ss to repeat.
- Ss work in pairs to label the emojis.
- (Books closed) Involve and assess Ss understanding by playing a miming game. Call out the feelings one at a time and Ss do a mime for each one. Do this as a class and/or individually.

Answer → student page

- Ask some follow-up comprehension questions for the cartoon story. Say *Who is worried about Big Al? Why? Is Big Al tired? How do we know? Why is Rocco scared? Why are they happy at the end of the story?*

Extra activity

- Ss do a roleplay. Divide the class into groups of three and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Ss then perform their roleplays to the class. Challenge stronger Ss by asking them to perform the roleplay without their books. Assign a less confident student to help them by prompting from the books if they get stuck.

3.4

In this lesson

Lesson aims:

- Communication skills: talking on the phone

Resources:

- Communication worksheet 3.4, p. 170
- Tests: Communication check 3.4

Homework:

- Workbook Unit 3, p. 29
- Extra Online Practice Unit 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2
- Peer learning: Exercise 4, 5 and Extra Activity
- Independent learning: Finishing the lesson.

Warm-up

- (Books closed) Revise the feelings from L3.3. Say *Can you mime the feelings?* Try *angry*, etc. Ss mime as a class.
- Set the goals of the lesson. Mime talking on the phone. Ask *What am I doing?* Say *In this lesson we will learn how to talk on the phone in English.*

Lead-in

- (Books open) Ss look at the photo and say who and what they can see. Ask *How do you think Elena feels right now? What is Elena's dad doing? What is Amy doing?*

Exercise 1 17 2.12

- Read out the questions. Ss watch the video or listen.

Answer → student page

Exercise 2 2.13

- After the class repeat together, choose individual Ss or pairs to repeat. Monitor pronunciation.
- Involve Ss by personalising the topic. Ask them in turns, using the Basketball technique: *How often do you phone your best friend? Do you use the phone or your mobile phone? Do you talk or text? Why?*

Exercise 3 2.14

- Ss work in pairs. They should look at the photo story and Communication box for help.

3.4

Communication

I can phone a friend.

Can I speak to Amy?

Mr Riley: Hello.
Elena: Hello Mr Riley, it's Elena here.
Mr Riley: Oh, hello Elena. How are you?
Elena: I'm fine, thanks. Can I speak to Amy, please? She isn't answering her mobile.
Mr Riley: Yes, just one moment. Amy! It's Elena for you!
Amy: Hi Elena.
Elena: Hi Amy. What are you doing at the moment?
Amy: Nothing. What about you?
Elena: I'm reading a magazine. I'm bored.
Amy: Do you want to watch a movie at my house?
Elena: Great idea! See you in fifteen minutes.
Amy: OK, see you soon.



- 1 17 2.12 Watch or listen and read. Answer the questions.

- Why does Elena call Amy? *She calls Amy because she's bored.*
- What do the girls want to do? *The girls want to watch a movie.*

- 2 2.13 Listen and repeat.

Communication Talking on the phone

Hello, it's Elena here.
 Can I speak to Amy, please?
 Just one moment. / Just a minute. / Hang on.
 It's Elena for you.
 I'm afraid he's / she's out.
 Bye. / See you soon. / See you later.

- 3 2.14 Complete the dialogue. Then listen and check.

Toby: Hello ¹ *Mrs Lee*, it's ² *Toby* here. Can I ³ *speak* to Harry, please?
Mrs Lee: ⁴ *Just* a minute. Harry! It's Toby ⁵ *for you*!
Harry: Hello Toby. What are you doing?
Toby: I'm reading a comic. What ⁶ *about* you?
Harry: I'm sitting in my bedroom. I'm bored.
Toby: Do you want to go to the park?
Harry: Great ⁷ *idea*! See you in twenty minutes.
Toby: OK, ⁸ *see* you soon.

- 4 Look at the dialogue in Exercise 3. Make a new dialogue. Invent new names and use the ideas in the box to help you. Act out your new dialogue in pairs.

go to the sports centre have dinner/lunch
 listen to music play computer games
 play football in the garden
 surf the Internet watch TV *your ideas!*



Fun Spot

- 5 In pairs, practise calling and answering with different names. Who can invent the funniest dialogue?

A: Hello.

B: Hello, it's Cinderella here. Can I speak to the prince, please?

A: Yes, just one moment. Prince! It's Cinderella for you! / No, I'm afraid the prince is out.

- Ask different Ss for answers. Do not confirm the answers yet. Play the recording for Ss to check.

Answer → student page

Extra activity

- Play the video or recording again. Then Ss roleplay the dialogue. Assign the roles of Amy, Elena and Mr Riley to three Ss. Encourage them to do the roleplay without their books.

Exercise 4

- Divide the class into groups of three. Assign Student A, B and C to groups. Make sure Ss understand what they have to do.
- Monitor Ss vocabulary and grammar and correct if necessary.
- Groups perform to perform their roleplays to the class.

Exercise 5

- Ask two Ss to read out the example.
- Ss practise in pairs, then ask different pairs to perform to the class. Have a class vote for the funniest names.

Finishing the lesson

- Encourage Ss to reflect on the lesson by asking: *What was easy about the lesson? What was difficult? What do you need to practise more?* Ask Ss to write their answers in their notebooks.

Fast finishers

- Ss find the examples of the Present Continuous in the dialogue and say the form.

Space Adventure USA



Are you interested in Space travel? Then read Zoom Magazine's interview with Space Cadet, Zak Cohen. 14-year-old Zak is at The Space Adventure Summer Camp in Orlando.

Hi, Zak. So, do you like it here?

Yes, the camp is great. We learn a lot about space and we do lots of activities! Look, here are some photos of what we can do at the camp.

What are you doing in this photo?

I'm sitting in a special chair and I'm flying into space. Well, not really. I'm in a simulator – it's like a big computer game!

Are you enjoying it?

Yes, I am. It's a bit difficult – because I'm not good at computer games! But I'm having fun!

Cool! What about space walking? Is there a simulator for that?

Yes, there is, but I'm scared of it. I don't want to be sick!

What other things can you do at the camp?

We can make small rockets – they're great! And we can meet real astronauts too. I'm excited about that.

And what about aliens?

Aliens? You're joking! There aren't any aliens in Space Adventure!

5 Complete the questions with the correct prepositions. Then ask and answer in pairs.

- 1 Are you interested in space?
- 2 Are you good at taking selfies?
- 3 Are you excited about the holidays?
- 4 Are you scared of spiders?
- 5 Are you worried about your exams?
- 6 Are you bad at computer games?

6 In your notebook, write four sentences about your partner.

Sofie is good at taking selfies ...

Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up, Exercise 2
- 💬 Giving feedback: Exercise 6
- 👥 Peer learning: Extra activity
- 📅 Independent learning: Finishing the lesson

Warm-up

- (Books closed) Mime an activity from Exercise 4 in L3.4. Ask *What am I doing?* and elicit answers in the Present Continuous.
- 🎯 Set the goals of the lesson. Have Ss quickly look at L1.5 and 2.5 and ask *What texts are these?* Ss then look at the text in 3.5 for a few seconds. Ask *Is this an email? Is this a blog?* Ss: No. Say *In this lesson we will read an interview.* Explain the meaning of *interview* if necessary.

Lead-in

- (Books open) Ss look at the photos and take turns to say what they think is happening.

Exercise 1 🎧 2.15

- Give Ss one minute to read the text or play the text once.

Answer → student page

Exercise 2

- 🎯 Involve Ss by reminding them of the WILF technique to underline key words.
- Follow-up: after they work individually, ask different Ss to read out sentences in the text.

Answer → student page

Exercise 3 🎧 2.16

- Point out that it is important to use the correct prepositions with the adjectives.
- Follow-up: Say sentences and Ss can mime the feelings, e.g. *I'm worried/excited about the test.*

Exercise 4

- Ss underline the adjectives.

Answer → student page

Extra activity

- 🎯 Ss play a game using their response cards. They write one true and false sentence each, using adjectives with prepositions. The class has to decide which sentence is true and which one is false.

Exercise 5

- Ss work individually, then ask and answer in pairs.

Answer → student page

Exercise 6

- Read out the example. Ss write in their notebooks.
- 💬 Check individual Ss work using descriptive evaluation (see also L1.6). Time-permitting, different Ss share their sentences with the class.

Finishing the lesson

- 📅 (Books closed) Involve Ss in feedback. Ask *What do you remember from the lesson?* Are you interested in *The Space Adventure Summer Camp*?

Fast finishers

- Ss underline the Present Continuous and circle the Present Simple in the text.

- 1 🎧 2.15 Read and listen to the interview. Which activities can Zak do at the camp? Would you like to go to a Space Camp?
flying into space (on a simulator), going space walking, making rockets, meeting astronauts
- 2 Read the interview again and answer the questions.
 - 1 Is Zak enjoying Space Camp?
Yes, he is.
 - 2 What is he doing in the photo on the right?
He's flying into space in a simulator.
 - 3 Is he good at it?
No, he isn't.
 - 4 Why is he scared of the space walk?
He doesn't want to be sick.
 - 5 What things can he make at the camp?
He can make small rockets.
 - 6 Who can he meet at the camp?
He can meet real astronauts.
- 3 🎧 2.16 Listen and repeat.

Vocabulary

Adjectives with prepositions

excited <u>about</u>	bad <u>at</u>	interested <u>in</u>
worried <u>about</u>	good <u>at</u>	scared <u>of</u>

4 Find four adjectives with prepositions in the interview. Use the Vocabulary box to help you.

- 1 *interested in*
- 2 *good at*
- 3 *scared of*
- 4 *excited about*

3.5

In this lesson

Lesson aims:

- Reading and understanding an interview
- Vocabulary: adjectives with prepositions

Homework:

- Workbook Unit 3, p. 30

3.6

In this lesson

Lesson aims:

- Listening for specific information
- Writing an essay
- also and too in writing

Resources:

- Tests: Writing Test 3

Homework:

- Workbook Unit 3, p. 31

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 3 and 6
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Ss work in pairs and write down as many of the technology words they can remember from the unit so far.
- Set the goals of the lesson. Ss open their books on page 42 and look at Exercise 4, then close their books. Ask *What will we learn today?* Say *We will learn how to write a short text about technology.*

Lead-in

- (Books closed) Ask *What is your favourite item of technology?*

Exercise 1

- (Books open) Give Ss a minute to read the box and choose three items.
- Call out each item and check answers using the Thumbs up/down technique.

Exercise 2 2.17

- Ss decide individually what the items are.
- After Ss listen and check, ask them for feedback. Ask Ss if they guessed correctly.

Answer → student page

Exercise 3

- Ss read the sentences before listening again. Check answers using their response cards.

Answer → student page

3.6

Listening and Writing

I can understand and write short texts about technology.

- What items of technology do you use most often? Circle your Top 3.

camera computer games console
headphones laptop mobile phone
tablet TV your own ideas

- 2.17 Look at the photos and read the captions. What are the teenagers' Top 3 items of technology? Listen and check.



1

Josh:
1 laptop
2 speakers
3 headphones

Josh Hawkins is thirteen. He often DJs at friends' parties.



2

Dani:
1 computer
2 tablet
3 mobile phone

Dani Morgan is twelve. In her free time, she writes a blog about books.

- 2.17 Listen again. Circle T (true) or F (false). Correct the false sentences.

- Josh downloads music to his laptop. T/F
- He loves rock music. T/F
He loves dance music.
- Right now, he's watching some new videos. T/F
Right now, he's listening to some new music.
- Dani only reads e-books. T/F
She reads paper books and e-books.
- She surfs the Internet for photos. T/F
- She's reading a book called *Boy With a Black Cat*. T/F
*Right now, she's reading a book called *Girl With a White Dog*.*

42

Exercise 4

- Give Ss one minute to read the text and answer the question.
- Follow-up: *Has Jake got a computer? What does he use the family computer for?*

Answer → student page

Exercise 5

- Make sure Ss understand *also* and *too* with this example: *I like apples. I also like bananas. I like oranges too.*
- Choose different Ss to read out the answers.

Answer → student page

Exercise 6

- Ss think of ideas in pairs, then write their own draft. Encourage them to share and help each other while writing.

- Read Jake's essay. Which items of technology does he use? *the family computer, a games console, a mobile phone*

HOW DO I USE TECHNOLOGY?

Jake Williams

Some of my friends have got their own computers, but I haven't. I sometimes use the family computer to do my homework, for example to look for information on the Internet. I also use it to talk to my grandparents in Australia. I've got a games console in my bedroom. I sometimes play games with my friends at weekends. I've also got a mobile phone. I don't talk on the phone, I just text people. I listen to music and I watch videos on my phone too.

Writing too and also

- Too usually comes at the end of a sentence.
- Also usually comes before the verb.
I listen to music on my CDs. I listen to music on my phone too.
I use the computer to do my homework. I also use it to talk to my grandparents.

- Rewrite the sentences in your notebook. Use *too* and *also*.

- I like Beyoncé. I like Meghan Trainor. (too)
I like Beyoncé. I like Meghan Trainor too.
- My sister sends emails. She chats online. (also)
My sister sends emails. She also chats online.
- I like watching funny videos online. I share my own funny videos. (also)
I like watching funny videos online. I also share my own funny videos.
- Amy's got a new phone. She's got a new tablet. (too)
Amy's got a new phone. She's got a new tablet too.
- I take photos of my friends. I take selfies. (also)
I take photos of my friends. I also take selfies.

- Writing Time Write about the items of technology that you use.

Find ideas

List the items of technology that you use. Think how you use them. Make notes.

Draft

Write about the items of technology that you use.
I've got a ... I use it to ...
I've got a ... too. I sometimes/often ... I also ...

Check and write

Check the use of *too* and *also* and write the final version of your text.

- Check Ss final texts in class, or Ss hand in their notebooks.
- Give positive feedback through descriptive evaluation on Ss work, e.g. *Think about when you can use too and also* (see also L1.6).

Extra activity

- Ss copy their work from Exercise 6 onto a piece of paper to display for the class.

Finishing the lesson

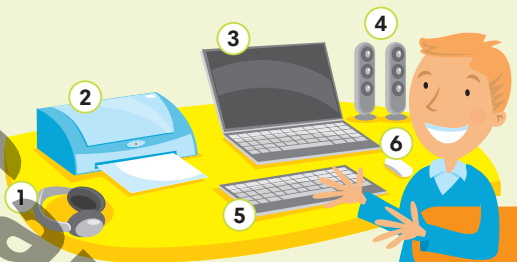
- (Books closed) Ss talk in pairs about Josh and Dani.
- Have them reflect on the lesson by finishing the sentence: *I can now ...*

Fast finishers

- Ss read Jake's essay, underline the verbs and decide which tense is used.

Vocabulary

1 What items of technology can you see in the picture?



I can see headphones ...
printer, laptop, speakers, keyboard, mouse

2 Match the sentence halves. Which sentences are true for you?

- | | |
|---|-------------------------------------|
| 1 <input type="checkbox"/> a I never text my | a friends at school. |
| 2 <input type="checkbox"/> f I often surf | b on the phone. It's expensive. |
| 3 <input type="checkbox"/> c It's good to chat | c online with my friends. |
| 4 <input type="checkbox"/> e I often download | d emails, but I don't! |
| 5 <input type="checkbox"/> b I don't usually talk | e songs onto my smartphone. |
| 6 <input type="checkbox"/> d My parents send | f the Internet for school projects. |

3 Circle the correct answer.

- My mum is angry / happy because I'm late.
- I'm scared / tired of that dog – it's so big!
- I can't find my money. I'm worried / bored.
- Alice can't come to my party. I'm sad / tired.
- We do the same thing every day. I'm bored / scared.

4 Complete the sentences. Then, in your notebook, write sentences that are true for you.

- Tom is interested in football.
- Elena is scared of spiders.
- Lucas is excited about Science.
- Amy is good at Art.
- Elena is bad at Maths.

I'm interested in ...

Pronunciation

5 2.18 Listen and repeat: /ŋ/.

He's surfing the Internet
He's chatting online
He's taking a selfie
All at the same time!



Grammar

6 In your notebook, write true sentences in the Present Continuous.

- we / play / a computer game
We aren't playing a computer game.
- I / have / lunch
- my best friend / take / a selfie
- my parents / work
- I / sit / next to my friend
- my teacher / chat / online
- we / surf / the Internet

7 In your notebook, write questions and short answers. (✓ = yes ✗ = no)

- Maria / read / a text message? ✗
Is Maria reading a text message?
No, she isn't.
- he / listen / to music? ✗
- they / play / a computer game? ✓
- you / text / your friend? ✗
- she / watch / a video? ✓
- Elena and Lucas / chat / online? ✗
- you / use / the computer? ✓

Communication

8 Complete the dialogue. Then act out the dialogue in pairs.

Mrs Evans: Hello.
Matt: Hello, Mrs Evans,
 1 it's Matt here.
 2 Can I speak to
 Adam, please? He isn't
 3 answering his mobile.
Mrs Evans: Yes, just a moment / minute.
 4 Excuse me / for you!



Check yourself!

- ☐ I can talk about technology.
- ☐ I can say what is happening now.
- ☐ I can ask and answer questions about what is happening now.
- ☐ I can phone a friend.

43

Exercise 2

- Ss compare in pairs before sharing with the class.

Answer → student page

Exercise 3

- Check answers using the Lollipop stick technique.

Answer → student page

Exercise 4

- Check answers using the Basketball technique.

Answer → student page

Exercise 5 2.18

- Ss repeat. Play the recording again for individuals to repeat.
- Follow-up: Dictate: *I'm texting. I'm happy.* Ss say where there's no /ŋ/ sound.

Exercise 6

- Different Ss read out the answers.

Answer

2 I'm/I'm not having lunch.
3 My best friend is/isn't taking a selfie. 4 My parents are/aren't working. 5 I'm / I'm not sitting next to my friend. 6 My teacher is/isn't chatting online. 7 We are/aren't surfing the Internet.

Exercise 7

- Different pairs read out the questions and answers.

Answer

2 Is he listening to music? No, he isn't. 3 Are they playing a computer game? Yes, they are. 4 Are you sending a text? No, I'm not. 5 Is she watching a video? Yes, she is. 6 Are Elena and Lucas chatting online? No, they aren't. 7 Are you using the computer? Yes, I am.

Exercise 8

- Ss do the exercise using the Think-pair-share technique.

Answer → student page

Extra activity

- Ss improvise phone calls on different sides of the room.

Finishing the lesson

- Explain to Ss that the Check yourself box is for self-assessment.
- (Books closed) Ask e.g. *Can you answer the phone in English?* and Ss offer feedback.

Fast finishers

- Ss write more sentences for Exercise 4.

3.7

In this lesson

Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 3

- Pronunciation: /ŋ/

Resources:

- Tests: Language Test 3

Homework:

- Workbook Unit 3, p. 32
- Extra Online Practice Unit 3

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 4
- Peer learning: Exercise 2 and 8
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Help Ss clarify the vocabulary goals of Unit 3. Ask *What new words are in this unit? Can you remember them all? Can you spell them?*
- Set the goals of the lesson. Say *In this lesson we will revise the language from Unit 3.*

Lead-in

Exercise 1

- (Books open) Different Ss write the words on the board.

Answer → student page

In this lesson

Lesson aims:

- Culture focus: *Space and the USA*
- BBC video: *International Space Station* (optional)
- Project: A video about a day in the life of an astronaut

Resources:

- Project worksheet p. 179

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 3, A and the Project
- Peer learning: Extra Activity and the Project
- Independent learning: Finishing the lesson

Culture notes

The Kennedy Space Centre is NASA's primary launch centre. At the visitor centre you can learn about space exploration. The Space Shuttle was a winged spacecraft that could go into space and return to planet Earth. The program ended in 2011. The International Space Station orbits the Earth. Astronauts do many experiments there, for example in biology. They now get there by rocket.

Warm-up

- (Books closed) Write *the Earth* and *the Moon* on the board. Ask Ss if they know what they mean. Explain if necessary. Ask a student to draw planet Earth and the Moon on the board. Say: *When you go to the Moon you fly into space.* Write *space* on the board between the Earth and the Moon.
- (Books open) Have Ss look at the photos on page 44 for a few seconds, then close their books again. Ask: *What did you see in the photos? What is this lesson about? Write the lesson aim on the board: Today we will learn about space.*

Lead-in

- Pre-teach this vocabulary (*launch, encounter, simulator*).

THE KENNEDY SPACE CENTRE, FLORIDA, USA



Visit the Kennedy Space Centre and learn all about space! See the world's first rocket, and meet an astronaut too! Here are the Top 4 things you can do there.



1 Which of these things can you find in the photos?

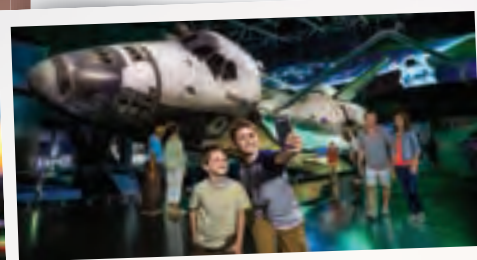
an astronaut a rocket a space shuttle
the space station the Moon the Earth

2 2.19 Read and listen to the text. Where is the Space Centre?

The Kennedy Space Centre is in Florida, the USA.

3 Read the text again and answer the questions.

- 1 Where is the Space Shuttle Atlantis now?
- 2 Where can you see planet Earth from Space?
- 3 What type of garden can you see at the Space Centre?
- 4 Where can you meet an astronaut?
- 5 What can you eat at the Moon Café?



1 Space Shuttle Atlantis

Atlantis is a real space shuttle – but it isn't flying to the moon, it's here, at the Space Centre! You can walk around Atlantis, then watch it on a big screen. Look! It's taking astronauts to the International Space Station!

2 Shuttle Launch Experience

Do you want to be an astronaut? No problem! Imagine you're an astronaut and travel into space on this amazing simulator. You can see planet Earth from space too. It's great!

3 The Rocket Garden

It's a garden but there aren't any plants. There are very big rockets! You can sit in some of the rockets, but be careful! They are very small inside.

4 Astronaut Encounter

Do you want to know more about space? Come and talk to a real astronaut. You can take a selfie with your space hero too!

Then after your visit, you can try a space burger at the **Moon Rock Café**.

They're delicious! So what are you waiting for? Come and visit the Kennedy Space Centre today!

4 2.20 Listen and match the children to the attractions.

The Rocket Garden Shuttle Launch Experience
Astronaut Encounter Space Shuttle Atlantis

- 1 Lucas: The Rocket Garden
- 2 Clara: Astronaut Encounter
- 3 Nina: Shuttle Launch Experience
- 4 Alexei: Space Shuttle Atlantis

5 Read the text again. Which attraction is the most interesting for you? Why?

44

If you have an English learner's dictionary, ask different Ss to read out the definitions. Ask Ss to find them in the titles.

Exercise 1

- Ask Ss to look at the photo. Ask e.g.: *Can you see a type of plane?*
- Read out the words and explain the meanings. Ask different Ss to draw an *astronaut* and a *rocket* on the board.
- Ss work in pairs. Check answers using the Lollipop stick technique.

Answer → student page

Exercise 2 2.19

- Ss read and listen. Ask different Ss to offer answers.

Answer → student page

Exercise 3

- Read out the questions first so Ss know what information to look for. Ss work individually and then compare answers in pairs. They write their answers in the notebooks.
- Check answers using the Lollipop stick technique.

Answer

- 1 At Space Central
- 2 On the simulator
- 3 A rocket garden
- 4 At the Space Centre
- 5 A space burger

Extra activity

- In pairs, Ss write one question on the text on a piece of paper. They then swap questions with another pair and answer each other's questions before sharing with the class.

International Space Station



Astronauts wash with soap, but they don't use water.



A **14** Watch the video and answer the presenter's questions. Put the activities in the order in which they appear in the video.

- 2** exercise **5** wash **3** have coffee **4** go to sleep **1** go on a spacewalk

B **18** Watch the video again. Complete the sentences.

- 1 The ISS goes round the Earth 16 times a day. 4 Astronauts exercise for 2 hours every day.
2 All the astronauts on the ISS speak English. 5 Space food is difficult to eat!
3 They do experiments in the Science Laboratory and outside. 6 Astronauts sleep for 8 hours every night.

C Compare your life with an astronaut's. Find two similarities and two differences.

*I have a shower everyday.
Astronauts can't have a shower.*

*I speak English.
Astronauts speak English too!*

PROJECT

- Work in groups of four. Make a video about a day in the life of astronauts in two different space stations.
- Plan your video. Decide who plays the roles of two astronauts and the interviewer, and who films the video. Decide what clothes and prompts you need. Decide when and where you can shoot the video.
- Write the script for the interviewer and two astronauts. Use these questions to help you.
What's your name and what's your job?
What do you do during the day in space?
Which activities do you like and dislike?
What are you doing at the moment? How do you feel?

A day in the life of an astronaut

Hi! My name is ... and I'm a(n) American/Polish astronaut.
My life is really interesting! I get up at ... Then I ... I really like ... because ...
At the moment I'm ...
I'm very hungry/tired/happy!

- Learn and practise the script. Then film the video.
- Share your video with the class. Vote for your favourite video.

45

Exercise 4 2.20

- Tell Ss to listen for key words. They can note these down while they listen.

Answer → student page

Exercise 5

- Read out the questions and make sure Ss understand them. Ss discuss in pairs. Then ask pairs to report back to the class.

BBC Video

Video script → see Teacher's Book p. 140

Presenter's questions

- 1** (0:22) Are you ready?
2 (1:12) Do you know what the astronauts do at the International Space Station?
3 (2:49) How do you think astronauts in space wash?

Note: if you can't show the video, spend more class time on preparing the Project.

- Tell Ss that this video is presented by Greg again, who tells us about the International Space Station. Before they listen ask Ss to look at the photo and say what they can see (astronauts and the Earth).
- Note: For less confident Ss you can play the video with the subtitles on.

Exercise A 18

- Make sure Ss understand the phrases before they watch the video. Explain if necessary. Stop the video after the first two questions and encourage feedback using Ss response cards. Ask for suggestions for the third question.
- Play the video again for Ss to order the activities.

Answer → student page

Exercise B 18

- Ss read the sentences before watching again. Play the video without stopping it. Ss work individually and then compare answers in pairs. Ask different Ss to read out a sentence each.

Answer → student page

Exercise C

- Divide Ss into groups to answer the questions. They report back to the class to discuss.

Project

Setting the project up

- Divide Ss into groups of four. Each group writes down a list of ideas.
- Give Ss the Project worksheets to help them prepare.
- Ss plan their scenes. Write these questions to help: *Where is each scene? Who is in the scene? How do they feel?*

Sharing the project

- Ss work together to write their script. Read out the example and tell Ss to use the same style.
- Ss learn their script. The video should be 2-3 minutes.
- Ss choose someone to film each scene. They can film a scene again if they want to change something.
- Ask Ss for feedback using the Basketball technique. *Are some scenes too long or too short? Are you happy with your performance?*
- After class vote, praise all videos.
- If Ss don't have access to video equipment, ask them to roleplay the scenes at the front of the class instead.

Finishing the lesson

- (Books closed) Ask Ss to finish the sentence in their notebooks: *Today I learnt...*

Fast finishers

- Ss underline space-related words in the texts.

Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication
- Exam practice: CYLET and PTEYL

Resources:

- Tests: Skills Test Units 3&4, Speaking Tasks Units 3&4

Homework:

- Workbook Skills Revision 3&4, pp. 42–43

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 4 and 5
- Peer learning: Exercise 3
- Independent learning: Finishing the lesson

Exam Language Bank

This lists the key language from Units 3–4. Here are some ideas to help you make the most of it.

- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 3 and 4 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down a many words as they can remember in 2 minutes.
- Make a multiple choice test. (Books closed) Write two words at a time on the board. Read out a gapped sentence (say *beep* for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *Tell me a geographical feature / technology word.* Student B: ... Student B: *Finish my phrase: Download a...* Student A: ...*song.*

Reading and Writing

Max and Karl are good friends. Max sometimes goes to Karl's ¹ house after school. Today they are playing on Karl's ² computer. 'Let's play *Forest Adventure*,' says Karl. 'It's too difficult,' says Max. 'I think *Mountain Quest* is more ³ exciting than *Forest Adventure*.' Karl has an ⁴ idea. 'Why don't we play *Mountain Quest* first, then we can play *Forest Adventure*?' he says. The boys start the game. They are looking for a magic key, but they can't see it. They go across a river and they ⁵ climb to the top of a volcano. Finally they ⁶ find the magic key. 'OK, let's play my game now,' says Karl. 'Sorry Karl, but I can't,' says Max. 'I've got Geography homework! Maybe tomorrow.'



1 Do you sometimes go to a friend's house after school? What do you do?

2 **Exam Spot** Read the story. Complete the text with the words below. There are three extra words.



3 Tick (✓) the best title for the story.

- ☐ Max's new computer.
- ☐ Max and Karl do their homework.
- ☒ Karl has an idea.

4 **Exam Spot** Write about 60–70 words about your favourite game. Use these questions to help you.

- What is the game about?
- When do you play it?
- Who do you play it with?
- Why do you like it?

*My favourite game is ...
It's a ... game. / It's about ...
I usually play it with ...
I like/love it because ...*

Listening

5 **Exam Spot** 2.39 Look at the pictures. Listen and draw lines. There is one extra name.



56

Warm-up

- (Books closed) Say an adjective and ask Ss to say the opposite. Then ask Ss to say as many adjectives, including feelings, which they can remember from Units 3 and 4.
- Write *Skills Revision* on the board. Ask what it means. (Books open) Pairs look and check. Tell Ss this lesson will help prepare them for CYLET and/or PTEYL too. (See the Introduction.)

Lead-in

- Name one item of technology. Ask a student to name another. Go around the class and ask each student to name an item of technology.

Exercise 1

- Read the questions. Ss talk in pairs.

Exercise 2

- This is preparation for CYLET Movers Reading and Writing Part 3.
- Tell Ss to read all the story first so they know what it is about. Then they should look at all the options before they complete the text. Remind them that there are three extra words.
- Check answers using the Lollipop stick technique.

Answer → student page

Exercise 3

- Ss work individually and can then compare answers in pairs.
- Ask a student to offer an answer and ask Ss who agree to raise their hands.

Answer → student page

Communication

- 6 Exam Spot** Look at the pictures. Match sentences a–h to pictures 1–6. There are two extra sentences.



- a Hi, Mum! Can I go to the cinema with Jake and his mum?
b I love Z-MEN. What about you?
c Hi Lily. It's Jake here.
d That's twelve pounds, please.
e The film starts at 5. What time is it, Jake?
f Can we have some popcorn?
g I'm afraid Lily's out.
h It's Lily for you.

- 7 Exam Spot** Ask and answer the questions in pairs.

- 1 How often do you phone your friends?
2 Which is your favourite film?
3 Where do you usually go on holiday?

Exam Language Bank

Technology

camera
computer
headphones
keyboard
laptop
mobile phone
mouse
printer
screen
speakers
tablet
TV

Using technology

chat online
download a song
send an email
surf the Internet
take a photo/selfie
talk on the phone
text a friend

Feelings

angry
bored
happy
sad
scared
tired
worried

Talking on the phone

Hello, it's *Elena* here.
Can I speak to *Amy*, please?
Just one moment. / Just a minute. / Hang on.
It's *Elena* for you.
I'm afraid *he's* / *she's* out.
Bye. / See you soon. / See you later.

Opinions

What's your favourite film?
What about you?
What do you think of *cartoons*?
My favourite film is *Action Team*.
I think *Electro Max* is *more exciting*.
In my opinion, they're *a bit silly*.
You're right. They are *silly*.

Adjectives with prepositions

excited
worried
bad
good
interested in
scared of

Geographical features

beach
city
desert
forest
island
lake
mountain
river
sea
town
volcano
waterfall

Adjectives

beautiful
boring
cheap
dangerous
difficult
easy
exciting
expensive
fast
friendly
funny
high
intelligent
kind
low
safe
strong

Exercise 6

- This is preparation for PTEYL Quickmarch, Task 4.
- Tell students to look carefully at the pictures and think about what they can see.
- Ss work individually and then compare answers in pairs. Have different Ss to offer answers.

Answer → student page

Extra activity

Ss work in pairs. Student A reads out a sentence from Exercise 6 and Student B points to the correct picture or says *No picture*. Students then swap roles.

Exercise 7

- This is preparation for CYLET/PTEYL Speaking.
- Read the questions. Ss talk in pairs. Ask different pairs to report their answers back to the class.

Finishing the lesson

- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards (😊, 😐, ☹️). Then they write one sentence about what they did well in each section and one about what they could improve.

Fast finishers

Ss write sentences like those in Exercise 4 about a favourite film.
Ss study the Exam Language Bank.

Extra activity

- Ask Ss these further comprehension questions on the text: *What are the boys' names? (Max and Karl); Which game do they play? (Mountain Quest); What are they looking for? (A key); Why can't Max play the other game? (He has Geography homework).*

Exercise 4

- This is preparation for PTEYL Quickmarch, Task 6.
- Read out the questions and make sure Ss know what to do. If they don't have a favourite game, they can make something up.
- Then Ss write individually. They exchange notebooks and review each other's work using the Two Stars and a wish technique.

Exercise 5 2.39

- This is preparation for CYLET Movers Listening Part 1.
- Tell Ss to look at the picture and think about what they can see before they listen. For less confident classes, ask different students to offer ideas before you play the recording.
- Play the recording once. Ss draw lines. Play the recording again for Ss to check their answers.
- Check answers using the Lollipop stick technique. Ask Ss to say which key words they heard that helped them choose the people.
- Play the recording again if necessary for less confident Ss to confirm answers.

Answer → student page