

Lesson 1.1 Vocabulary

Lead-in

Topic introduction

Write the word TECHNOLOGY vertically on the board. Using the first two letters, make the words *computer* and *internet*:
COMPUTER
INTERNET

Put students into pairs and give them a time limit to make more words with the other letters of TECHNOLOGY. Elicit ideas and write the best ideas on the board.

Exercise 1

Before students open their Students' Books, ask them the questions and encourage a class discussion. Invite students to talk about the last photo they took on their mobile phone and why they took it.

Exercise 2

Invite students to describe what they can see in each of the photos. Have a class vote about which photo they like best and invite students to give reasons why they like it. Check that students understand the phrase *be up to mischief*.

Exercise 3 1.14

When students have finished, ask about details which can't be seen in the photos. For example, *What part of the tablet are 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 electrical appliance at the other end), *What is connected to the boy's earphones?* (an MP3 player or a smartphone), *What is on the end of the selfie stick?* (a smartphone or a camera).

Exercise 4

Tell students to brainstorm ideas in pairs and then to form a group with another pair to compare their ideas. Invite the groups to share their ideas with the class.

Exercise 5 1.15

Tell students to look at the words in the Vocabulary A box and ask which item they think would be the most likely to be given as a present. When students have listened to the audio, elicit the answers, asking students to explain their answers.



VOCABULARY

Everyday technology |
Adjectives of opinion | Time

GRAMMAR

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



SPAKING

Making suggestions



READING

Are all gadgets useful?

LISTENING

Are you technology crazy?

WRITING

A description of your dream lifestyle

BBC Culture and Skills

Do smartphones make you smarter?

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Exercise 6

Tell students to look at the picture without reading the text and to discuss who the people are and what they think is happening.

Exercise 7 1.16

Before you play the audio, tell students to read the expressions. Have a class vote to find out who in the class does each of the activities in the box.

That's my world!

VOCABULARY Lifestyle


I can talk about everyday technology.



1 **CLASS VOTE** Do you take photos with your mobile phone? What do you take photos of?

2 Match photos 1–6 with sentences a–f. Write the answers in your notebook.


- 3 a She's up to mischief again!
- 6 b Friends + chocolate cake #agreatday!
- 1 c Come on rain! We've got the right boots.
- 4 d Dan's singing again! ;)
- 2 e It's film time ... yay!
- 5 f Ready for our trip!

3  1.14 Listen and check you understand the words in the Vocabulary A box. Which of them can you see in the pictures?

Vocabulary A Everyday technology

battery cable charger earphones plug selfie stick speaker tablet

4 **I KNOW THAT!** Can you add more words to the Vocabulary A box? Write them in your notebook.

5  1.15 Listen to speakers 1–4 and name the presents. Use the Vocabulary A box to help you. Write the answers in your notebook.

1 charger 2 speakers 3 earphones 4 selfie stick

Exercise 8

When students have finished, invite them to share their answers with the class. Ask follow-up questions, e.g. *What sort of things do you write about in your messages?* *Do you always read new messages immediately, whatever you are doing at the time?*

Exercise 9 1.17

Put students into pairs and tell them to imagine that they have

been to the cinema. The pairs take turns to ask *How was the film?* and to answer using one of the adjectives written in the table with an appropriate intonation, e.g. a very enthusiastic intonation if they are saying *amazing* or *awesome*. Invite different students to ask and answer in front of the class to see who can use the most dramatic appropriate intonation.

I want to listen to music but my brother is using my ¹earphones / plugs. I decide to watch a funny film on my ²cable / tablet instead, but I can't find it. I look in my brother's bedroom. It's not there, but there's a pile of ³speakers / cables on his desk. I check them and find the short black one with the right ⁴plug / selfie for my tablet. 'So, where is it?' I ask him. Then I hear Mum's voice. 'I've got it! I'm just buying some shoes but the battery is nearly dead. Can you get me the ⁵battery / charger, please?'



Extra activity

Students work in pairs. They should imagine that one student has just bought a new gadget and the other student is a parent or grandparent who doesn't know much about technology. They should write a conversation where the parent/grandparent asks questions about the gadget and why the student likes it. When they have finished, invite pairs to act out their conversations in front of the class.

ANSWER KEY

Exercises 1, 8 and 11
Students' own answers.

Exercises 2, 3, 5, 6, 7 and 9
Answers on student page.

Exercise 4
Possible answers:
headphones, smartphone, USB drive, MP3 player

Exercise 10
Possible answers:
1 a smartphone, a dictionary
2 a theme park, a film
3 clothes, music
4 a photo, a story
5 an exam, weather

Audio scripts: page 137

Video scripts: page 151

Further practice

- Photocopiable Resource 1, page 189
- Workbook, page 4
- Extra Online Homework: Vox Pops Extra Activities

6 Read the text and choose the correct options. Write the answers in your notebook. Is it the same in your house?

7 **1.16** Listen to people talking about their phones. In your notebook, write down the expressions from the box that you hear.

Word Friends	Using gadgets
chat with friends	download songs
go online	listen to music
make/film a video	play games
read e-books	send/get instant messages
share photos	text friends/parents
upload pictures	watch music videos

8 In pairs, ask and answer the questions.

- How many instant messages do you send and get in a day?
I send about ten instant messages in a day and I get about twenty.
- Do you know somebody who reads e-books?
- When do you listen to music?
- How often do you download songs?
- Would you like to make a video with friends in your school?
- What games do you play on the computer?

9 **1.17** In your notebook, write the words from the box in the correct column. Listen and check.

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

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

10 In your notebook, write two things that are:

- useful
- awesome
- old-fashioned
- strange
- terrible



11 **VOX POPS** Talk to your partner. Who in your family uses technology the most? What do they use it for?

My brother loves his gadgets. He's older than me and he's got a really good tablet. He shops online, watches films, and he uses it for studying.



Exercise 10

Before students do the exercise, elicit one idea for each adjective and write these on the board. They don't have to have anything to do with technology. Encourage students to use these ideas to help them to think of more ideas for each adjective.

Exercise 11

Before students do the exercise, put them into pairs to role play a vox pops interview. The students take turns to play the role of the interviewer and the role of someone in the street. Invite pairs to carry out their interviews in front of the class. When students write their sentences, they can use the ideas they have heard or any other ideas.

While watching, students should write down one thing said by one of the speakers that is also true for them or for people in their family. After watching, encourage students to share their ideas with the class.

Lesson 1.2

Grammar

Lead-in

Review of adjectives of opinion

Invite two students to come to the front of the class. Tell them to sit facing the class and not to turn round. Write the phrase *It's OK* on the board. The rest of the class, who are facing the board, should ask questions starting: *What do you think of ...?* to try to elicit the phrase written on the board. When they have succeeded (or given up), 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*. Continue a few times, with different students and different adjectives of opinion.

Culture 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.

Exercise 3

Remind students about when we use the Present Simple (to state facts and talk about routines) and when we use the Present Continuous (to describe things happening now or around now).

Exercise 4 1.19

Discuss the example with the class and elicit why the Present Continuous is the correct option.

Exercise 6 1.20

Elicit the answers and check the spelling of the verbs in items 5 (*getting*), 6 (*coming*) and 7 (*sitting*).

Exercise 7 2

While watching, students should write down the name of one free-time activity mentioned by the speakers. After watching, elicit the activities students wrote down, and ask if students ever do any of them.


 **Video scripts:** page 151

Further practice

- Grammar Time, page 126
- Photocopiable Resource 2, page 190
- Workbook, page 6
- Extra Online Homework: Vox Pops Extra Activities

1.2 GRAMMAR Present Simple, Present Continuous and state verbs

I can use different tenses to talk about the present.

- 1 CLASS VOTE** Do you watch music videos? What are some of your favourites?
- 2  1.18** Look at the photo. What can you see? Read the text.

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've got 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 filming our new music video. They're doing some amazing tricks. I love the video!



- 3** Study the Grammar box. Find examples of the Present Simple, Present Continuous and state verbs in the text.

Grammar Present Simple, Present Continuous and state verbs

Present Simple

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

Present Continuous


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

State verbs

Verbs with no continuous form: *love, like, hate, know, think, see, feel, understand, want, need*

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- 4  1.19** Choose the correct option. Write the answers in your notebook. Listen and check.

- 1 Ali and Gary *sit / are sitting* on a bench at the skate park.
Ali and Gary are sitting on a bench at the skate park.
- 2 Gary usually *sings / is singing* in concerts on Saturday evenings.
- 3 The band members *don't often visit / aren't often visiting* skate parks.
- 4 The skateboarders *do / are doing* some fantastic skateboard tricks at the moment.
- 5 Sara *always wears / is always wearing* her lucky blue helmet.
- 6 Several people *film / are filming* the skateboarders.

- 5** In your notebook, write questions about the text in Exercise 2. Use the Present Simple or Present Continuous. In pairs, ask and answer the questions.

- 1 the people in the park / film / the skateboarders?
Are the people in the park filming the skateboarders?
- 2 Gary / work / as a reporter?
- 3 Ali / ask / questions at the moment?
- 4 Sara / wear / a helmet in the photo?
- 5 the band members / usually play / live in concert on Saturdays?
- 6 the skateboarders / perform / in a competition today?

- 6  1.20** Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

My name's Sara. I ¹ *love* (love) skateboarding. I'm a real fan. I ² *practise* (practise) at a local park every weekend. I ³ *don't often do* (not/often/do) 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 mum and dad ⁷ *are sitting* (sit) near the front because they ⁸ *want* (want) to upload photos for their friends!

2

- 7 VOX POPS** Talk to your partner. What sports do you like? What do you like to do in your free time? What new sports would you like to try?

I really like/love ... because ...
I usually/never/don't often ...
I want/would like to ...



ANSWER KEY

Exercises 1 and 7

Students' own answers.

Exercise 2

A girl skateboarding in a skate park

Exercise 3

Present Simple: It's, We've got, What do you normally do, We tell, We often travel, we usually play, We don't normally skateboard, there are

Present Continuous: I'm writing, we aren't singing, is asking, What are you doing, we're filming, They're doing
State verbs: I love

Exercises 4 and 6

Answers on student page.

Exercise 5

2 Does Gary work as a reporter?

3 Is Ali asking questions at the moment?

4 Is Sara wearing a helmet in the photo?

5 Do the band members usually play live in concert on Saturdays?

6 Are the skateboarders performing in a competition today?

I can find specific detail in an article and talk about unusual objects.



Gadget testers for a day! By Max Stevens and Tina Wallis

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 report. All these gadgets are useful when you're travelling. So, what have we got?

First up is 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 mobile or a tablet. In my opinion, it's useful and fun, but Tina and I can't skate, so we can't test it ...

Next, we're trying the **Suspendo**. 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!

Max

Now it's my turn. The next gadget is a tiny controller. You put it on your mobile or tablet so that you can play games. It looks cool, but I don't need this to play games on my phone.

I normally take a rucksack to school every day, but today I'm testing a **Defender** bag. It's like a rucksack. 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 looks ugly.

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 favourite gadget!

Tina

1 CLASS VOTE Would you like to test new gadgets for teenage students?

2 **1.21** Find the names of the gadgets in bold in the text. Read the text and match two of the gadgets with pictures A and B. *A Suspendo B Phorce*

3 Read the article. Are the sentences true, false or the text doesn't say? Write the answers in your notebook.

- 1 Max and Tina normally get the bus to school. *True*
- 2 Tina is going to school on the Briefskate today. *False*
- 3 The Suspendo is heavy. *Doesn't say*
- 4 Tina thinks the controller is useful for her. *False*
- 5 Tina forgot to charge her phone today. *Doesn't say*

4 In pairs, complete the phrases with words from the text. Write the answers in your notebook.

Word Friends	Describing objects
1 it's <i>made</i> of metal/wood/plastic	5 it looks <i>like</i> a skateboard
2 it's <i>like</i> a rucksack	6 you can <i>use</i> it like a small table
3 it <i>looks</i> ugly	7 you can use it <i>to charge</i> your phone
4 it <i>works</i> like an extra pair of hands	

5 What do you think of the gadgets in the report? Which do you like?

I like the Defender bag, but I don't want to look stupid at school!

6 In pairs, describe the things below. Use the expressions from Exercise 4.

something in your bag your favourite gadget

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

Exercise 5

Students should work alone to choose which gadget they like best. Then they should work in pairs and take turns to say which they gadget they chose, giving reasons why. Pairs can rank the gadgets from best to worst. Elicit ideas and encourage a class discussion to compare students' opinions.

Exercise 6

When the pairs have finished, invite different students to describe one of their objects, to see if the rest of the class can guess what it is.

Extra activity

Students work in groups of four. They brainstorm ideas for a gadget similar to those described in the text and then create an advert for it. The advert should include a picture, some adjectives to describe the gadget and information about what the gadget can do. When the groups are ready, they should present their advert to the class. When all the groups have presented their adverts, have a class vote for the best gadget. (Tell students that they can't vote for their own gadget.)

ANSWER KEY

Exercises 1, 5 and 6
Students' own answers.

Exercises 2, 3 and 4
Answers on student page.

Further practice

• Workbook, page 7

Lesson 1.3
Reading and Vocabulary

Lead-in

Review of state verbs

Write these cues on the board.

- you / like ...?
- you / know ...?
- you / think ...?
- you / understand why ...?
- What / you / want / to do ...?

Put students into pairs and tell them to make questions from the cues. When they have finished, join pairs together to

form groups of four. Pairs take turns to ask their questions and to answer the other pair's questions. Invite groups to share some of their questions and answers with the class.

Exercise 1

Tell students not to open their Students' Books yet. Elicit what a gadget tester would have to do and have a class discussion about the question, asking students to give reasons for their answers.

Exercise 2 **1.21**

Tell students to open their Students' Books and to look at the two pictures. Discuss what gadget each picture shows and why each gadget might be a good (or bad) idea.

Exercise 3

Elicit the answers and the clues in the text for each answer.

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

Lead-in

Review of characters

Write the names *Alisha* and *Tommo* on the board and tell students to copy these characters' names into their notebooks as two headings. Explain that you are going to dictate twelve 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, they should compare their answers in pairs and then together as a class. The twelve facts: half-Indian (*Alisha*), lives on a boat (*Tommo*), mother is a nurse (*Tommo*), has a younger brother (*Alisha*), speaks Hindi (*Alisha*), hasn't got any brothers or sisters (*Tommo*), has a cat (*Tommo*), is into computers (*Alisha*), is fit and strong (*Alisha*), likes kayaking (*Tommo*), loves drawing (*Tommo*), likes kickboxing (*Alisha*)

Exercise 1

Tell students to keep their Students' Books closed. Elicit different things that can go wrong with a computer or a smartphone. Ask students which of these things they are able to fix on their own. Then ask the question in the rubric.

Exercise 2 1.22

Tell students to keep their Students' Books closed. Play the video and then ask the question in the rubric. After students have given their ideas, tell them to open their Students' Books and to listen to the dialogue once more while they read the text. Ask students if they think this is a difficult problem to solve and encourage them to give their ideas about how to solve it.

Exercise 3

Discuss different verbs which can be followed by an *-ing* form or the *to*-infinitive. Remind students that *love*, *like* and *hate* are usually followed by *-ing* and it may be safer for them to use that structure as this is the form expected at this level in exams. Also 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*.



Tommo: 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.
Tommo: Me too, but I've got a problem with my computer. Dan says you're good at fixing things.
Alisha: Well, I enjoy trying. What's up?
Tommo: I'm making a poster for a competition. I prefer using my own photos but when I upload them from my phone to the computer, they're upside down.
Alisha: That's strange.
Tommo: It's really annoying. I want to put the posters up in town but now I've got ten photos ... upside down!
Alisha: Tommo, the problem is your settings.
Tommo: Oh, so what can I do?
Alisha: I can't explain now but I don't mind coming to your boat later.
Tommo: OK ... but don't forget to bring a snack. It could take a long time.
Alisha: Tommo!

How do you say these expressions in Polish?

It's upside down. *It's taking ages.*
It's really annoying.

OUT of class

- CLASS VOTE** Who do you speak to when you've got a problem with your computer, tablet or phone?
- 1.22 Listen. Why does Tommo want Alisha to help him?
- Study the Grammar box. Find more examples of verbs + *ing* or verbs + *to*-infinitive in the dialogue. Write the answers in your notebook.

Grammar verb + *ing* and verb + *to*-infinitive

verb + *ing*

After: *avoid, can't stand, enjoy, finish, look forward to, (not) mind, miss, practise, 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, hope, 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 / to make** my own posters.

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4 Choose the correct option. Write the answers in your notebook.

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

5 Complete the advert with the correct form of the verbs below. Write the answers in your notebook.

take come meet do bring

School photography club!

Are you interested in ¹*taking* better photos?

Then don't forget ²*to come* to the new photography club. It's the place where you can enjoy ³*doing* something different. This week our theme is buildings and we want you ⁴*to bring* some of your best photos to the club. We're looking forward to ⁵*meeting* you!

Video scripts: page 151

Further practice

- Grammar Time, page 126
- Photocopiable Resource 3, page 191
- Workbook, pages 8 and 14

ANSWER KEY

Exercise 1

Students' own answers.

Exercise 2

He's got a problem with his computer and Alisha is good at fixing things.

Exercise 3

Verb + *ing*: enjoy trying, prefer using, don't mind coming
 Verb + *to*-infinitive: trying to finish, love to be outside, want to put, don't forget to bring

Exercises 4 and 5

Answers on student page.

I can identify specific detail in a radio programme and talk about using technology.

- CLASS VOTE** Do you think you spend too much time on your phone or on the computer?
- Do the quiz and compare your results with the class. Write the answers in your notebook. Then go to page 135 to read what your answers say about you.

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



- 1.23** Copy the Vocabulary box into your notebook and complete the gaps with words from the quiz. Listen and check.

Vocabulary Time

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

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

- What's your favourite mealtime? Why?
I love lunchtime because I eat with my friends.
- What time do you go to bed at the weekend?
- How many seconds are there in five minutes?
- What time do you get up on a schoolday?
- What do you normally do at break time?

- 1.24** Listen to the first part of a radio programme. What is the programme about?

- Families that don't use phones or tablets in their free time.
- How much time families spend on their phones or tablets.

- 1.25** Listen to the second part of the programme. Are the sentences true or false?

- Everybody in Gemma's family has a smartphone. *True*
- First Gemma gets up and then she checks her messages. *False*
- Gemma's mum uses her smartphone to read the news. *False*
- Sometimes Gemma's brother doesn't hear his mum's questions. *True*
- Gemma thinks they should talk more in her family. *False*

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

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

Exercise 5 1.24

Before you play the audio, put students into pairs and tell them to look at the two answers. For each answer, they should think of something the presenter could say, e.g. *75 percent of families use phones or tablets in their free time. and Most families spend at least two hours a day on their phone or tablets.* Invite pairs to share their ideas with the class.

Exercise 6 1.25

Before you play the audio, tell students to imagine that they are being asked the questions. Working in pairs, they should take turns to say if they think the sentences are true or false for them and their family.

Exercise 7

Put students into pairs. Give the pairs four minutes (two minutes each) to take turns to talk about what the people in their families use technology for. Students use their notes to write their sentences. This can also be done for homework.

Extra activity

Put students into groups of four or five. Each group should think of four or five more questions about using technology, similar to the questions in the quiz in Exercise 2. Each student in the group should write a question and three choices. When they have done this, the students ask each other their question and note the answers the other members of their group give. Then they mingle and ask the same question of as many other students in the class as possible, again noting the answers. When they have finished, they go back to their original groups and calculate the total number of a, b and c answers for each question. Ask the groups to report their results to the class.

Lesson 1.5
Listening and Vocabulary

Lead-in

Review of verb patterns

Tell students to work alone. Dictate some of these sentence stems: *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 complete the sentences so that they are true for them. They must use a verb

with an *-ing* form or a *to-* infinitive and not just a noun. When students have written their sentences, put them into pairs. Students take turns to read aloud one of their endings (without saying the sentence beginning) while their partner guesses the sentence beginning it matches with. Give them a time limit. Then invite students to share some of their ideas with the rest of the class.

Exercise 3 1.23

When students have finished, discuss further time expressions that are used with *in*, *on* or *at*. For example:

- in* + months, seasons, years
- on* + day, with the time of day (e.g. *Sunday afternoon*), with special days (e.g. *New Year's Eve, my birthday, the first day of the holiday*), dates (e.g. *17 July*)
- at* + time (e.g. *seven o'clock*), a general holiday period (e.g. *Christmas, Easter*)

ANSWER KEY

Exercises 1, 2, 4 and 7
Students' own answers.

Exercises 3, 5 and 6
Answers on student page.

Audio scripts: page 137

Further practice

- Workbook, page 9

Lesson 1.6 Speaking

Lead-in

Review of prepositions of time

Put students into groups of three. Give each group three pieces of paper. On one piece of paper they write *IN*, on another they write *AT* and on the third they write *ON*. They should write the prepositions so that they are big enough for you to see them at the front of the class. 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 win a point, but that if a group holds up more than one preposition then they will lose a point.


Time expressions: seven fifteen (*at*), the morning (*in*), night (*at*), the weekend (*at*), Sundays (*on*), weekdays (*on*), Sunday evenings (*on*), July (*in*), 1987 (*in*), midnight (*at*), the 17th of July (*on*).

Exercise 2 1.26

Review what happened in the last episode of the video. Ask questions to help students remember, e.g. *What problem did Tommo have?* (the photos 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 video, tell students to read the questions and to try and guess the answers.

Extra activity

Either during the lesson, if students have access to the internet, or at home, students should find a funny video online. Then they work in groups of three or four to tell one another about the video and why they liked it. Invite the groups to tell the rest of the class about one of the videos they discussed.

 **Audio scripts:** page 138

 **Video scripts:** page 151

Further practice

- Photocopiable Resource 4, page 192
- Workbook, pages 10 and 15

1.6 SPEAKING Making suggestions

I can make and respond to suggestions.



LET'S GO IN

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

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

Tommo: 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.

Tommo: You could help me.

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

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

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

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

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

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

Alisha: What about putting some food down?

Tommo: Good idea. Dinner time, Hissy!

Alisha: Look! I can see her eyes. Shall we film her there?

Tommo: Yeah, why not? She looks funny.

Hissy: Hissssss!

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

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

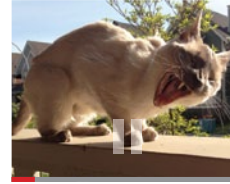
Alisha: Don't worry! You can call the video 'Cross Cat'!

How do you say these expressions in Polish?

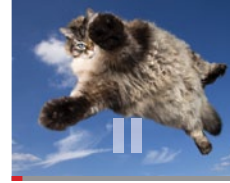
*Good idea. Come back.
This is so cool!*

OUT of class

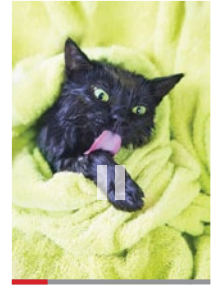
- 1 **CLASS VOTE** Describe each cat. Which video would you like to watch?





Scary Cat



Ninja Cat



Wet Cat

- 2  1.26 Listen. In your notebook, write the answers to the questions below. 

- 1 What's Alisha's opinion of the canal boat?
- 2 What's Tommo doing?
- 3 How does Hissy react to visitors?
- 4 Where's Hissy hiding?

- 3 Study the Speaking box. Find 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?

Shall we watch *Friends*?

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. Use the Speaking box to help you.

- 5 In pairs, follow the instructions.

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.

ANSWER KEY

Exercises 1 and 5

Students' own answers.

Exercise 2

- 1 She thinks it's cool.
- 2 He's filming his cat for an online video.
- 3 She usually hides from visitors.
- 4 Behind the sofa.

Exercise 3

Making suggestions: Let's go in., You could help me., Why don't we look for her?, What about putting some food down?, Shall we film her there?, You can call the video 'Cross Cat'!
Accepting or rejecting suggestions: OK, cool., Good idea., Yeah, why not?

Exercise 4

Possible answers:

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

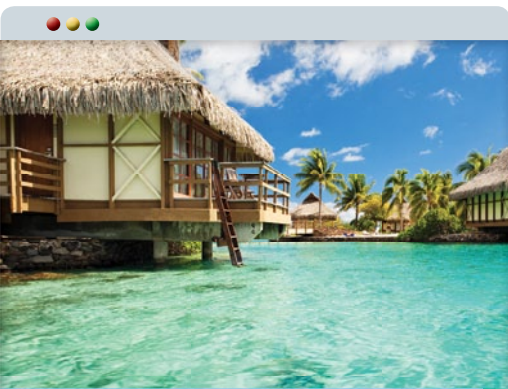
I can describe places and lifestyles.

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

- a modern caravan
- a castle in Scotland
- a beach hut on an exotic island
- a terraced house in a small town
- a massive skyscraper
- a villa in Spain
- a cottage in the mountains
- a flat in a block of flats

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

by Skye Winter-Fox

In my everyday life, I live with my grandma in a terraced house near Oxford, **but** my dream home is a beach hut in Bali. The beach hut has got one bedroom and a living room. There's a huge touch screen TV and **also** a fast internet connection **because** I want to share videos with friends! **Although** it's small, outside there's a veranda **so** I have a perfect view of the sea.

In real life I go to Cherwell School on weekdays. I usually go swimming before school and I try to write at the weekend. **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 at the weekend 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 Oxford, but in her dream lifestyle she lives in Bali.

4 How is your dream lifestyle similar or different to Skye's?

Skye's dream lifestyle is a beach hut in Bali, but I'd like to live in a villa in Spain.

5 Read the Writing box. In your notebook, complete the sentences to make them true for you.

Writing A description of your dream lifestyle

Real home and dream home
 I live in ? . / My home is in ? .
 My dream home is a ? in ? .
 It's near a beach / a cliff / ? .
 It has got ? .
 Outside / Inside there is / are ? .
 I have a view of ? .

Daily life and dream life
 In real life I go to ? school.
 I usually / often / sometimes / never ? .
 I ? on weekdays / at the weekend.
 In my dream lifestyle, I often ? in the morning.

6 Look at the expressions in bold in the text and match them to their functions a-c. Write the answers in your notebook.

- a adding information **also, too**
- b showing contrast **but, although, however**
- c giving reasons **because, so**

7 In your notebook, complete the sentences with the expressions in bold from the text.

- 1 I love playing the violin and I enjoy singing lessons **too**.
- 2 My dream home is small. **However**, it's perfect for me!
- 3 **Although** I love dancing, I'm not very good at it.
- 4 I want to live near the sea **so** I could go swimming every day.

8 WRITING TIME In your notebook, write a description of your dream lifestyle for a school magazine. Use the Present Simple and adverbs of frequency. Write about:

- Paragraph 1: your real home and your dream home
- Paragraph 2: your daily life and your dream life

Unit 1 17

Showing contrast:

- We use *although* at the beginning of the sentence and separate the two clauses with a comma, e.g. *Although it's small, outside there's a veranda.*
- We use *but* between two contrasting clauses, e.g. *I live in a terraced house, but my dream home is a beach hut in Bali.*
- We use *however* in a new sentence between two sentences, e.g. *In real life I try to write at the weekend. However, in my dream lifestyle, I sit outside and write my novel every morning.*

Giving reasons:

- *So* gives the result of an action or state, whereas *because* gives the reason for an action or state, e.g. *There's a veranda so I have a perfect view of the sea. I have a perfect view of the sea because there's a veranda.*

Exercise 8

Tell students that, when writing their own texts, they should try to use the sentence structures and development of ideas from Skye's text where possible but change the details to make the text true for themselves.

ANSWER KEY

Exercises 1, 3, 5 and 8
 Students' own answers.

Exercises 2, 6 and 7
 Answers on student page.

Exercise 4

Possible answers:
 In her real life Skye lives in a terraced house, but in her dream lifestyle she lives in a beach hut. In her real life she goes to Cherwell 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 with her friends at the weekend.

Further practice

- Photocopiable Resource 5, page 193
- Workbook, page 11

Lesson 1.7
 Writing

Lead-in

Review of making suggestions
 Elicit problems that people can have, e.g. *I'm tired, I'm lonely, I'm worried about my exams* and ask students to choose one. Encourage them to take turns telling each other their problem and responding with suggestions. Then invite individual students to say their problem and the best

suggestion they received from their classmates.

Exercise 2

When students have found the answers, elicit examples of the things Skye wrote about, e.g. *sports – swimming, surfing; home – a terraced house, a beach hut*, etc.

Exercise 4

Tell students to use the same structure as in the example. Invite them to share their ideas with the class.

Exercise 6

Adding information:

- We use *also* either in a separate sentence or joined with *and*, e.g. *There's a huge TV. There is also a fast internet connection. / There's a huge TV and there is also a fast internet connection.*
- We use *too* at the end of the sentence, joined with *and*, e.g. *There's a huge TV and a fast internet connection, too.*

VOCABULARY

1 In your notebook, write the correct word for each definition.

- You put these in your ears to listen to music.
earphones
- If you use a skateboard, you wear this on your head.
helmet
- This means the opposite of brilliant.
terrible
- A small house in the country.
cottage
- You put this inside a gadget to give it energy.
battery
- Sixty seconds.
minute

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

QUIZ

- 1 Do you text your friends ? ?
- 2 Do you do sport ? ?
- 3 Do you use your phone ? ?
- 4 Do you go online ? ?

in the evening at the weekend twice a day
at mealtimes on a schoolday at midnight

3 Tell the class about your partner.

GRAMMAR

4 Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.

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

5 Complete the questions with the correct form of the verbs in brackets. Write the answers in your notebook.

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

SPEAKING

6 Complete the dialogue with the words below. Write the answers in your notebook. In pairs, role play the situation.


about shall idea rather sure don't let's

- A: ¹ *Shall* we go to the cinema?
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 football on Channel 3? It starts at 8.
A: Mmm, I don't really like football. I know, ⁶ *let's* watch a film online!
B: Yes, great ⁷ *idea*.

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

TV GUIDE	Time	Channel 2	Channel 3
	7.30	The Simpsons	basketball
	8.00	Friends	football
	8.30	This Country's Got Talent	tennis

DICTATION

8  1.28 Listen to the recording. Write the sentences in your notebook.

Audio script: page 138

Check yourself!

- ✓ I can talk about everyday technology and unusual objects.
- ✓ I can use different tenses to talk about the present.
- ✓ I can use verb constructions with to-infinitives and -ing forms.
- ✓ I can identify specific detail in a written article and in a radio programme.
- ✓ I can make and respond to suggestions.
- ✓ I can describe places and lifestyles.

LESSON 1.1

Everyday technology Technologia codziennego użytku

battery /'bætri/ akumulator, bateria
cable /'keɪbl/ kabel
charge /tʃɑ:dʒ/ ładować
charger /'tʃɑ:dʒə/ ładowarka
earphones /'ɪəfəʊnz/ słuchawki
plug /plʌg/ wtyczka
selfie stick /'selfi stɪk/ kijek do selfie
speaker /'spi:kə/ głośnik
tablet /'tæblət/ tablet

Using gadgets Wykorzystywanie gadżetów

chat with friends /tʃæt wɪð 'frendz/ rozmawiać z przyjaciółmi (na czacie)
download songs /daʊn'ləʊd sɒŋz/ ściągać piosenki z internetu
go online /gəʊ ɒn'lain/ połączyć się z internetem
listen to music /lɪsən tə 'mju:zɪk/ słuchać muzyki
make/film a video /meɪk, fɪlm ə 'vɪdiəʊ/ nagrać krótki film
play games /pleɪ 'ɡeɪmz/ grać w gry
read e-books /ri:d 'i:buks/ czytać e-booki
send/get instant messages /send, get ɪnstənt 'mesɪdʒəs/ wysłać/dostawać wiadomości
share photos /ʃeə 'fəʊtəs/ udostępniać zdjęcia
text friends/parents /tekst 'frendz, 'peərənts/ wysłać SMS-y do przyjaciół/rodziców
upload pictures /ʌp'ləʊd 'pɪktʃəs/ zamieszczać zdjęcia w internecie
watch music videos /wɒtʃ 'mju:zɪk 'vɪdiəʊz/ oglądać teledyski

Adjectives of opinion Przymiotniki wyrażające opinię

all right /ɔ:l 'raɪt/ w porządku
amazing /ə'meɪzɪŋ/ zdumiewający
awesome /'ɔ:səm/ robiący wrażenie
awful /'ɔ:fl/ okropny
boring /'bɔ:ɪŋ/ nudny
brilliant /'brɪljənt/ wspaniały
cool /ku:l/ fajny
disgusting /dɪs'gʌstɪŋ/ obrzydliwy
exciting /ɪk'saɪtɪŋ/ ekscytujący
funny /'fʌni/ śmieszny
lovely /'lʌvli/ wspaniały, cudowny
nice /naɪs/ miły
noisy /'nɔɪzi/ hałaśliwy
old-fashioned /əʊld 'fæʃnd/ staroświecki
perfect /'pɜ:fɪkt/ perfekcyjny, idealny
strange /streɪndʒ/ dziwny

terrible /'terəbl/ okropny, straszny
useful /'ju:sfl/ przydatny

dead (battery) /,ded 'bætəri/ wyczerpana (bateria)

take photos /,teɪk 'fəʊtəʊz/ robić zdjęcia

LESSON 1.2

band /bænd/ zespół
blog /blɒg/ blog
event /'ɪvent/ wydarzenie
helmet /'helmt/ kask
perform /pə'fɔ:m/ występować
photographer /fə'tɒgrəfə/ fotograf
skate park /'skeɪt pa:k/ skate park
skateboarder /'skeɪt,bɔ:də/ skater
trick /trɪk/ sztuczka

LESSON 1.3

Describing objects Opisywanie przedmiotów

it looks ugly /ɪt lʊks 'ʌgli/ to wygląda brzydko
it looks like a skateboard /ɪt lʊks laɪk ə 'skeɪtbɔ:d/ wygląda podobnie do deskorolki
it works like a tablet /ɪt wɜ:kz laɪk ə 'tæblət/ działa jak tablet
it's like a rucksack /ɪts laɪk ə 'rʌksæk/ jest podobny do plecaka
it's made of metal/wood/plastic/cotton/paper /ɪts meɪd əv 'metəl, wʊd, 'plæstɪk, 'kɒtən, 'peɪpə/ jest zrobiony z metalu/drewna/plastiku/bawełny/papieru
you can use it like a table /jə kən ju:z ɪt laɪk ə 'teɪbəl/ możesz go użyć jako stołu
you can use it to charge/for charging your phone /jə kən ju:z ɪt tə tʃɑ:dʒ, fə tʃɑ:dʒɪŋ jə fəʊn/ możesz go użyć, aby naładować telefon

fun /fʌn/ dobra zabawa
heavy /'hevi/ ciężki
report /rɪ'pɔ:t/ raport
space /speɪs/ miejsce, przestrzeń
top /tɒp/ góra, wierzch
ugly /'ʌgli/ brzydki
unusual /ʌn'ju:ʒuəl/ niezwykły

LESSON 1.4

Out of class

It's really annoying. /ɪts ri:li ə'nɔɪɪŋ/ To naprawdę irytujące.
It's taking ages. /ɪts teɪkɪŋ 'eɪdʒɪz/ To zabiera mnóstwo czasu.
It's upside down. /ə'psaɪd daʊn/ To jest do góry nogami.

cross /krɒs/ rozgniewany
digital camera /,dɪdʒətəl 'kæməərə/ aparat cyfrowy
fix /fɪks/ naprawić
photography /fə'tɒgrəfi/ fotografia
poster /'pəʊstə/ plakat

LESSON 1.5

Time Określenia czasu

at break time /ət 'breɪk taɪm/ w trakcie przerwy
at mealtimes /ət 'mi:ltaɪmz/ w trakcie posiłków
at midday/midnight /ət ˌmɪd'deɪ, ˌmɪdˌnaɪt/ w południe/w nocy
at the weekend /ət ðə ˌwi:k'end/ w weekend
hour /'aʊə/ godzina
in the morning/afternoon/evening /ɪn ðə 'mɔ:ɪnɪŋ, ˌɑ:ftə'nʊn, 'i:vənɪŋ/ rano/po południu/wieczorem
minute /'mɪnɪt/ minuta
on a schoolday/a weekday/Sunday(s) /ɒn ə 'sku:ldeɪ, ə 'wi:kdeɪ, 'sʌndeɪ(z)/ w dzień nauki szkolnej/w dzień powszedni/w niedzielę/niedziele
second /'sekənd/ sekunda
once/twice/three times a day /wʌns, tuwaɪs, θri: taɪmz ə 'deɪ/ raz/dwa/trzy razy dziennie

LESSON 1.6

Out of class

Come back! /'kʌm bæk/ Wróć!
Good idea. /gʊd aɪ'dɪə/ Dobry pomysł.
This is so cool! /ðɪs ɪs sə 'ku:l/ To jest naprawdę fajne!

LESSON 1.7

barbecue /'bɑ:bɪkju:/ przyjęcie z grillem
beach hut /'bi:tʃ hʌt/ domek na plaży
block of flats /,blɒk əv 'flæts/ blok mieszkalny
bungalow /'bʌŋɡələʊ/ bungalow
caravan /'kærəvæn/ przyczepa kempingowa
castle /'kɑ:sl/ zamek
cottage /'kɒtɪdʒ/ domek (letniskowy)
dream lifestyle /,dri:m 'laɪfstɑɪl/ wymarzony styl życia
novel /'nɒvl/ powieść
skyscraper /'skaɪ'skreɪpə/ wieżowiec, drapacz chmur
terraced house /,terəst 'haus/ dom szeregowy
touch screen TV /'tʌtʃ skri:n ti: vi:/ telewizor z ekranem dotykowym
veranda /və'rændə/ weranda
view /vju:/ widok
villa /'vɪlə/ willa

Do smartphones make you smarter?

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

More than ninety percent of British teenagers own a mobile 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 photos and send instant messages. As for social media, teens like keeping in touch via Twitter, Snapchat or Instagram. They leave Facebook to their mums and dads!

Teenagers may be connected all the time, but there is one place where most of them can't use their digital devices: school! In the UK there is no law about 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

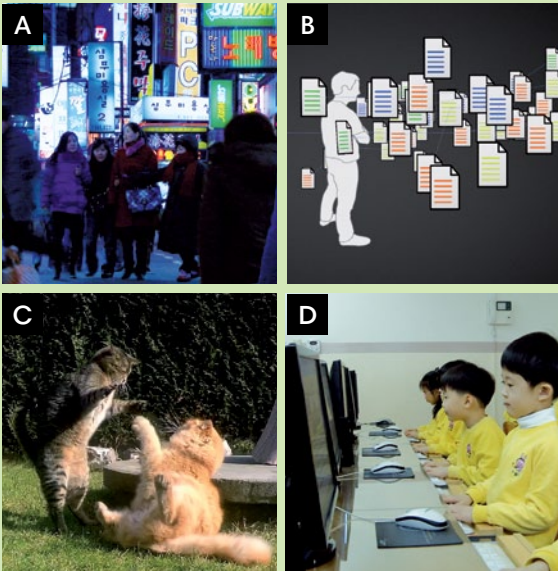
device (n) a machine or tool
distraction (n) something that takes your attention away from what you are doing
law (n) a system or rules
minority (n) a small part of a larger group
remove (v) take away

READING

- In pairs, ask and answer the questions.
 - What do you do with your phone?
 - Do you think it makes you smarter or less smart? Why?
 - Do many people have smartphones in Poland?
- Read the article. In your notebook, correct the sentences below.
 - All UK teachers believe smartphones are bad for students. *Not all UK teachers believe smartphones are bad for students.*
 - A recent UK report said that using smartphones in school can be positive. *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.*
 - All schools in the USA and the UK have similar ideas about smartphone use in schools. *One school in New York has different ideas about smart phone use in school.*

For this section, we recommend using the DVD instead of audio recordings.

LISTENING



- BBC 1** Listen to Part 1 of a BBC programme about the impact of the internet. Answer the questions.
 - Look at photo A. What country is the programme about? *South Korea*
 - Why is this country so important? *People in South Korea are connected to the internet more than anywhere else in the world.*
 - How similar is Poland to the country in the report?
- BBC 1** In your notebook, complete the sentences with the numbers below. Then listen again and check.

eight a couple of ten eighteen four

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

- What do you think about the issue of internet addiction in Korea? Do you think the same thing could happen in Poland in the future?

- BBC 2** Listen to Part 2. Match photos B–D with captions 1–3. Write the answers in your notebook.

- Students can interact online to solve problems.
- Reading online is not like reading a book.
- This is part of a big online conversation.

- BBC 2** Listen to Part 2 again. Choose the correct option. Write the answers in your notebook.

- Now we *send* / *receive* information via connections or hyperlinks.
- You can watch the angry cat and then create your own *clip* / *text*.
- Korea is the most *addicted* / *connected* country in the world.
- They are regularly at the *top* / *bottom* of the world's education league tables.
- Do you think the report is *in favour* or against the use of the internet? Why? Discuss in pairs.

PROJECT

- Work in groups. Prepare a debate based on the question below.

Do smartphones make you smarter?

- Choose the side of the argument you would like to argue for.
- Make a list of points in favour of your side of the argument.
- Think of good examples to support your opinions.
- Try to predict your opponents' arguments and think how to answer them.
- Put your arguments in a logical order and present them to the class.
- At the end of your presentation, take your classmates' questions and answer them.
- What was the most common point of view among your classmates?

Video scripts: pages 151–152