Unit profile

Vocabulary: Computing phrases
Reading: Choosing an app
Grammar: Present simple passive
Vocabulary: Phrasal verbs: technology
Writing: An informal letter or email (3)

Warmer

Write *Technology* on the board and elicit one or two examples to demonstrate meaning, e.g. laptop and mobile phone.

Start a word association game with a confident student. Say, for example, 'laptop!' and then ask 'What do you think of when I say laptop?' Accept *computer* or any laptop-related vocabulary as an answer (e.g. mouse or tablet). Students continue playing the game in pairs. If they run out of ideas, the other person wins a point and starts a new game.

In whole-class feedback, invite a student to start the game, nominating another to answer. Continue until several students have had a turn.

Your profile

Show the class your mobile phone and tell them what you use it for, e.g. to send text messages, look things up on the internet and listen to music.

Put students into pairs to make a list of what they, or a member of their family, use their phone or tablet for. Share ideas and write them on the board. Students then decide which of the uses are the most popular. Find out by asking students to raise their hands for each use. Count them and write the numbers next to the uses.

VOCABULARY Computing phrases

1 ▶**2.15** Tell students that they are going to do a quiz but that they must first make the questions. Ask them to look at the sentence halves and get a confident student to explain what they have to do.

Students work in pairs to match the sentence halves. Invite different students to read out the full questions. Ask other students whether they think each sentence is correct, but do not confirm their answers at this point.

Play the recording for students to check their answers. Check the meaning of the words in blue by asking students to explain them. You may need to explain *delete* (remove) and *links* (a connection between documents on the internet). Check pronunciation of *virus* /ˈvaɪə.rəs/.

Audioscript

1 Have you ever <u>deleted</u> an important <u>file</u> by mistake?
2 Have you ever <u>got a virus</u> on your computer?
3 Do you think of a different <u>password</u> for each website you use?

4 Do you often <u>share links</u> to interesting websites with friends?
5 Have you ever <u>done a search for</u> your own name online?
6 Do you <u>upload photos</u> or videos to the internet to share with friends?
7 How many new <u>apps</u> have you <u>installed</u> on your phone this week?
8 Do you ever <u>download podcasts</u>?

Answers
1 c **2** f **3** b **4** h **5** e **6** a **7** g **8** d

2 ▶**2.16** Ask students to read the questions before they listen. Then play the recording for them to complete the questions. Tell them not to worry if they can't write everything down the first time they listen. They might prefer to write down every other question the first time they listen and complete the rest the second time they listen. Pause the recording after each of Ali's questions to give them more time to note down their answers.

Ask students to compare their answers in pairs and then invite different students to read out the questions.

Audioscript
Narrator: One
Ali: Have you ever deleted an important file by mistake, Matt?
Matt: Yes, I have. I was working late one night and I deleted a school project.
Ali: What did <u>you do</u>?
Matt: I got really stressed about it. Fortunately my dad managed to get it back.
Narrator: Two
Ali: Have you ever got a virus on your computer?
Matt: Only once but yes, I have.
Ali: How did you <u>get it</u>?
Matt: The virus was in a game that I downloaded. I installed the game and suddenly my computer warned me that I had a virus.
Narrator: Three
Ali: Do you think of a different password for each website you use?
Matt: Always. Each website has a different one!
Ali: How do you <u>remember them</u>?
Matt: I write them down! There's a really long list on my desk at home!
Narrator: Four
Ali: Do you often share links to interesting websites with friends?
Matt: Yes, all the time. I often share links on social networking websites.
Ali: What kinds <u>of things</u> do you share?
Matt: They're usually funny videos or photos. Anything that makes me smile, really.
Narrator: Five
Ali: Have you ever done a search for your own name online?
Matt: Yes. Lots of times!
Ali: What did <u>you find</u>?
Matt: I found my name on our school website. There are reports of important football matches that I've played in.

Narrator: Six

Ali: Do you upload photos or videos to the internet to share with friends?

Matt: Yes, I upload photos several times a day. I love taking photos of interesting things and sharing them.

Ali: Which apps do you use <u>to share them</u>?

Matt: I mainly use Instagram.

Narrator: Seven

Ali: How many new apps have you installed on your phone this week?

Matt: Probably about ten. There are hundreds of apps on my phone. I love finding interesting stuff.

Ali: How many do you <u>have altogether</u>?

Matt: Over two hundred, I'm sure. But I probably only use five regularly!

Narrator: Eight

Ali: Do you ever download podcasts?

Matt: No, not often. There are lots I'm interested in but I just forget.

Ali: Which ones do you <u>listen to</u> the most?

Matt: Some of the science ones are great. But I haven't listened to any for a while.

Answers
2 get it   **3** remember them   **4** do you share   **5** you find
6 to share them   **7** have altogether   **8** listen to

3 ▶**2.16** Ask students to look again at the words in blue in exercise 1 and, in pairs, to complete the sentences using the words. Remind them that they may need to change the form of some of the words.

Tell them to compare their answers with another pair. Play the recording for them to check answers.

Answers
2 virus   **3** password   **4** shares links   **5** done a search for
6 uploads; photos   **7** installed; apps   **8** download; podcasts

4 Tell students to ask and answer each question with their partner. Monitor and join in with the discussions. Encourage them to use the questions in exercise 2 to get further information.

Remind them to listen carefully to what their partner tells them as they are going to report back to the class.

5 Each student tells the class something interesting they found out about their partner, as in the example. Ask 'Who thinks they are good with technology? Who thinks they are not so good? How can you get better at using technology*?'* Invite suggestions from the class.

READING

1 Ask students which their favourite apps are. Find out whether they use language apps and whether they know any good ones for practising different skills, such as grammar or listening.

Tell them to read about Emre and to look at the underlined information carefully. Ask 'What kind of app does Emre need?'

2 Tell students to think about Emre's needs and read the first three app descriptions. Ask them which of the apps mention a, b and c.

Hold a brief class discussion about which app would be best for Emre and why. Find out which app students would like to use and why.

Answers
a App B (most suitable for higher-level learners) and App C (the questions are often quite challenging)
b App B (professional quality videos) and App C (helps you understand stories from online newspapers and podcasts)
c App A (it's perfect for a bus ride) and App C (You can set time limits for the activities).
C is the best app for Emre (the questions are challenging, it helps you understand stories from online newspapers and podcasts and you can set time limits for the activities).

3 Tell the class that they are going to help some more students find an app to help them learn English.

Refer students to the text about Anna and ask 'What three things does she want?' Students decide in pairs. Invite different pairs to give the key information. Ask the class whether they agree. Repeat the activity for Luis and Evie.

Ask which student they identify with most, and why.

Possible answers
2 <u>Anna enjoys all subjects at school</u> but finds she needs more help in English. She is <u>bored of doing traditional vocabulary and grammar exercises</u> and is looking for something else, that is <u>quick to complete</u>.
3 Luis likes watching movies and TV comedy shows in English, but <u>would like to understand them better</u>. <u>He expects apps to look good</u> and is <u>prepared to spend a lot on the right one</u>.
4 Evie <u>likes fun language apps that allow you to compete</u>. In particular, she's <u>interested in developing her vocabulary skills</u>. She <u>doesn't mind paying for something if it's worth the price</u>.

4 ◐ *Preliminary* Reading and Writing, Reading Part 2 tests students' ability to read for specific information and detailed understanding.
They match five descriptions of people to eight short, factual texts.

Ask students to read the descriptions again. Then put them into small groups to decide which app would most suit each student. Ask them to look at the information in exercise 3 and find the corresponding ideas in A–F. Tell them they need to match three requirements in each person description to the appropriate text. Monitor and help as they are working. Invite different students to share their opinions with the class. Encourage them to give reasons for their answers.

Find out which of the apps students would most enjoy using. Ask 'Do you already use a similar app? What do you like/dislike about it?'

Talking points

Put students into pairs. Number them 1 and 2. Tell students who are number 1 to think about the first question, and those who are number 2 to think about the second question. Ask them to note down a few ideas.

Tell students to share their ideas with their partner. Encourage partners to add other ideas or opinions. Share some ideas as a class.

This is a good opportunity to get students thinking about what they can do outside the classroom to improve their English skills. Encourage them to share information about apps and websites they use or other ways they practise English outside class.

Extension activity

Sell an app. Put students into mixed-ability pairs and ask them to choose one of the apps on page 87. Give them a few minutes to prepare a short sales presentation to sell the app to other students. Remind them to be as convincing as possible and to present the possible negatives in a positive way. Model the activity by saying, for example, 'Buy VidEnglish! It's fantastic for students with a high level of English. You can watch all kinds of video clips from interesting documentaries. It looks cool and all you need is an internet connection!'

Invite different pairs to stand up and 'sell' their app. Take a class vote on the app students would most like to buy.

EP Word profile

Write *turn* on the board. Ask students what it means and find out whether they know any phrases which use the verb *turn*.

Tell them to read the example sentences and elicit how the meanings are different. Ask them to write three more sentences using the three different meanings with their partner. Share some ideas as a class.

Monitor as students complete the exercises on page 127. Check answers.

Answers
1 b (page)   2 d (change direction)   3 e (turn up/down)
4 c (time)   5 a (turn off/on)

GRAMMAR   Present simple passive

1 Books closed. Briefly describe a process using the present simple passive. Say, for example, 'Mobile apps are usually created by programmers. A lot of time and knowledge is needed to create an app. New apps are fully tested and are then used by people all over the world'.

Write the process on the board and get different students to come to the board and underline the verb forms. Ask

'What do you notice about the verbs?' to elicit the form *be* in the present simple + past participle.

Circle the two examples of *by*. Ask students what follows this word (the person/people who does/do the action).

Rewrite the process in the active: *Programmers usually create mobile apps. They need a lot of time and knowledge to create an app. They fully test the app and then people all over the world use it.*

Ask students to compare the two texts and think about why the first text is in the present simple passive (It describes a process. We are more interested in what happens than who does it. We may or may not know who does it).

Books open. Tell students to read the example sentences. Put them into pairs to complete the rules. Invite different students to read them out.

Answers
b be; past participle   c by

2 Ask students whether they use Instagram™. If so, get them to explain what it is and what they like about it. (It is a free way of sharing pictures and videos. You take a picture (or video), choose a filter for it and post it for your followers on Instagram to see. You can share it on other social media websites, too.)

Tell students that they are going to find out more about Instagram. Ask them to work in pairs to look at the missing words and decide which verbs fit each gap. While they are working, write the text on the board. Then invite different students to come and write the answers in the gaps. If an answer is incorrect, invite another student to come up, erase it, and try again.

→ **Grammar reference Student's Book page 152**

Answers
1 is owned   2 is thought   3 is used   4 are shared
5 is often added   6 are given

3 Ask students whether they have ever had a virus on their computer. Encourage them to describe what happened and what they did to fix the problem. Ask 'How did you feel when you realised your computer had a virus?'

Ask whether they know who creates viruses and how they spread. Tell them that they are going to find out more about this.

Ask them to read the text and complete the gaps using the correct form of the verb in brackets. Remind them to use the present simple passive. Monitor and help as they are working. Allow them to compare their answers with a partner before checking as a class.

Answers
1 are not created   2 are written   3 is downloaded
4 is hidden   5 are deleted   6 is not found   7 are sent

4 Books closed. Tell students that they are going to do a quiz. Divide them into groups of three or four. Read out each question for students to discuss. Stop them after a short amount of time and ask each group to give their answer. Keep a record of these.

Students check their answers on page 120. Find out which team got the most answers correct.

Extension activity

Elicit what *process* means (a series of actions that you take in order to achieve a result). Divide the class into small groups and ask them to think of a process that uses technology, e.g. building a website, and tell them that they are going to describe it. Each group should describe a different process if possible.

Students make notes about the process. Then they develop their notes into sentences using the present simple passive, e.g. *The website is designed professionally.*

Ask different groups to take turns to describe a process in front of the class.

Corpus challenge

Ask students to read the sentence, written by a student. Ask them to look at the sentence and elicit which tense is used (it is the present simple passive).

Tell them that there is one mistake in the sentence. Ask them to work in pairs to decide what the mistake is. Invite a student to say what the mistake is and why it is wrong (the sentence contains the past participle but not the appropriate form of the verb *be*). Ask another student to correct the mistake.

Answer
The game is called *Empire Earth*.

VOCABULARY   Phrasal verbs: technology

1 Ask students what a *switch* (a small object that you push up or down with your finger to turn something electrical on or off) is and what they do with it. Ask 'Where are switches found?' (on electrical equipment; light switches are on the wall).

Point out the preposition in the first item (*down*). Ask students which verb they think completes the phrasal verb, using the picture to help them (*turn*).

Students complete the exercise in pairs. Invite different students to read out the completed phrasal verbs. Ask the class to say whether they think it is correct and to correct any errors. Explain that where both *switch* and *turn* can be used, the meaning is the same.

Ask students when they might do each of these actions.

Answers
1 turn **2** put **3** take **4** switch **5** switch **6** turn **7** turn **8** look

2 Monitor as students complete the exercise in pairs. Invite different students to read out the completed sentences.

Fast finishers
Tell fast finishers to make gapped sentences for *switch on* and *turn up*. In feedback, ask them to write their sentences on the board for the class to complete.

Answers
1 look up **2** Turn down **3** switch off / turn off
4 turn over / switch over **5** Take out; put in

WRITING   An informal letter or email (3)

1 Ask students what they remember about writing an informal letter or email and what kind of language is used. Elicit how informal letters and emails are different from formal ones. Tell them that they are going to write another informal letter or email.

Set a short time limit for them to read Ivan's email and find out what he wants. Check the answer.

Answer
He wants to know what Paul's favourite game is and for Paul to recommend some games for a long journey.

2 Ask students to read Paul's reply quickly to find out whether he answers Ivan's questions. Check the answer. You may need to explain *jump* (push your body up and away from the ground using your feet and legs), *land* (fall to the ground) and *whale* (a very large animal that looks like a large fish, lives in the sea and breathes air through a hole in the top of its head).

Ask 'Do you think this is a good reply? Why / Why not?' and 'Would you like to play the games Paul recommends? Why / Why not?'

Answer
Yes, he does.

3 Set a short time limit for students to read Paul's email and answer the first question. Check answers.

Then ask students to identify the phrases which Paul uses to recommend the two games. Invite different students to read out the phrases from the email.

Answers
Doodlejump and Whale Trail
You should definitely try it!; Another one I would recommend is …

4 Give students time to read Paul's email and the *Prepare* box. Ask 'Which three phrases from the box does Paul use to give his opinion?'

Answers
In my opinion…; I would say …; For me…

5 Find out what students think about game apps. Ask 'Do you like them?', 'How much time do you spend playing games each day?', 'Do you think they are a waste of time?' and 'What skills can they teach?' Model the activity by giving your own opinion, using the prompts.

Tell students to complete the sentences individually before comparing their answers in mixed-ability pairs. Encourage them to say whether they agree or disagree with their partner, using the phrases in the *Prepare* box.

Share some ideas as a class, encouraging students to say whether they agree with each other or not and why.

6 Ask students what they remember about how to start and end an informal letter or email. Ask 'Can you use the same phrases in informal letters and emails?' (yes).

Tell them to look at the way Paul begins and ends his email. Check answers. Ask whether they can remember any other ways to begin or end an informal letter or email (e.g. *Hello, Write soon, Bye for now*).

Answers
Hi; See you soon

7 Ask students to read Ivan's email again. Tell them that Ivan is also their friend and that they are also going to write a reply. Monitor and join in as they discuss the questions in small groups. Share some ideas as a class, writing any new vocabulary on the board.

Ask students to work individually to make notes. Remind them not to write full sentences at this point. Monitor and help as they work.

8 Students write their email to Ivan. Remind them to use the tips in the *Prepare* box and encourage them to include examples of the present simple passive and some of the new vocabulary from this unit.

Tell them to write about 100 words. Monitor and help as they are working, reminding them to pay attention to spelling and grammar.

Ask students to exchange their email with another student to check spelling and grammar.

Display the emails around the classroom for other students to read. Ask them which game they would most like to play that they haven't already tried.

Sample answer
Hello
I've got lots of games on my phone. I play them every day on the bus to school. In my opinion it's a good way to relax before lessons!
For me, *Frog jump* is the best game. You have to help a frog cross a busy road without getting run over. I like it because you have to make the frog jump really fast and it's scary!
For a long journey, *Build a business* is a good game to play. You have to create a business, like a shop or a café. It's fun but it takes a long time.
Bye,
Meg (102 words)

Cooler

Tell students to stand up. Call out the phrasal verbs from exercise 1 on page 88 and do an action to accompany it. Mix them up a bit, so that sometimes you do the right action and sometimes you do the wrong action.
Ask students to sit down if the action and phrasal verb match. If they do match, the last person to sit down is out of the game. If they don't match, anyone who sits down is out.

Project

Tell students that they are going to invent a game. Write some prompts on the board to help them think of ideas, for example:
Who's the main character?
Who are the 'baddies'?
What does the character have to achieve?
How does the character move?
How does the character win points?
How does the character win a level?
Brainstorm a few ideas for each question.
Divide students into groups of six (or groups of three if your class is smaller). Ask them to discuss the questions on the board and decide what the purpose of the game is. Students prepare a PowerPoint presentation to show the class. Each student in the group designs one slide (two if the groups are smaller).
Ask students to keep their slides simple, but to use the present simple passive to explain how the game works, e.g. *Bonus points are awarded when you go to the next level*. Tell them to present the information in a logical sequence.
In the following class, each group presents their game. Ask the class to give their opinions about each group's game. Encourage them to be positive about what they like, but to also make suggestions for improvements.

Teacher's resources

Student's Book
Grammar reference and practice page 152
Vocabulary list page 135
Workbook
Unit 15, page 60
Go online for
• Pronunciation
• Corpus tasks