



Are you online? 2

READING
topic: learning to vlog
skill: understanding the gist of a simple text with visual support
task: open cloze

GRAMMAR
talking about now
present simple and
present continuous

VOCABULARY
technology words
technology collocations

LISTENING
topic: technology
skill: extracting factual information from simple speech
task: multiple choice (pictures)

SPEAKING
topic: a school technology day
skill: describing a photo using prepositions of place
task: describe photos

WRITING
topic: apps
skill: writing short descriptive paragraphs using simple connectors
task: a paragraph

SWITCH ON ▶
video: toddler tech
project: interactive app

Lead-in SB p23
This lead-in section is a good way of seeing how engaged the class is with technology – how much technology they use, what kind, how often and at what level they use it. Gathering information at this point will help you in planning what kind of activities to use throughout the unit.

background information

Nowadays most teenagers own a smartphone and the vast majority of them are online daily. A decreasing percentage of them talk with friends over the phone in the traditional sense; instead most talk through video calls, with the rest using social media and text.

Now most TVs are smart TVs, with hundreds of gaming apps that can be downloaded. Gaming consoles are also increasingly popular with all teens, not just a niche group of 'gamers' as in the past.

Ask students to look at the photo and elicit what they can see (people using their mobile phones). Ask: *What are they doing?* Elicit talking to their friends, playing games, taking photos and texting. Write any new words on the board.

Ask a student to read the unit title *Are you online?* Ask the students: *What does this mean?* Elicit answers, e.g. *Do you use the internet to talk to your friends?* Get as much information from students as possible, helping them with any new vocabulary and writing it on the board for their use in Ex 1.

Ask students for a show of hands of who has a smartphone. Get students to put their hands up if they talk to their friends on their phone every day. Ask them which apps they use, giving some examples so they understand what you mean. Ask a student to read the quotation *I'm always on my phone*. Ask: *What does this mean?* And elicit that people can't be without their phones. They have to have them. Ask students for a show of hands of those who can't live without their phone.

Read the first question with the class. Elicit examples of technology, e.g. *smartphone, tablet, laptop*. Write these on the board. Put students into groups of three and ask them to discuss the two questions. Encourage them to say what they use their phones/tablets/laptops for and what makes them important.

READING SB pp24–25

To start
Write 'yes' in large letters on one piece of A4 paper and 'no' on another piece. Pin the bits of paper up at opposite ends of the classroom where there is space for students to stand.

Tell students you are going to ask them some questions: if the answer is 'yes' they should go and stand on the 'yes' side of the classroom; if the answer is 'no' they should stand on the 'no' side of the classroom. After students have arranged themselves for each answer, ask them if their classmates' answers surprise them.

Questions:

- Do you check your phone before you get out of bed?
- Is it OK to check your phone when you are having dinner with someone?
- Do you use your phone in bed after 9 p.m.?
- Do you think you use your phone too much?
- Do you think you should be able to use your phone in class?

Ask how many students write a diary – write about their day, their feelings, a hobby. Do they write it on paper or online? Elicit what an online diary is called (a blog). If they don't write one, do they read anyone else's blog? Tell students about a blog you read, e.g. a cooking blog with meals from the country you are teaching in. Tell them some of the blog is video so that you can see the food. Elicit 'vlog', then tell students that the topic of this lesson is learning to vlog.

Power up

1 Not all students may have a personal computer so you might prefer to adapt the second question to include computers at school, the family computer, tablets, etc. Put students into small groups to discuss the questions. Give them three minutes, then elicit ideas from each group. Talk about any interesting similarities or differences between the groups.

Model answers

1 I use my phone all the time. I look at my phone in bed when I wake up. I usually chat to my friends at breakfast and on the bus. I don't use my phone in class, though – because you are not allowed! Maybe I use my phone a bit too much!

2 My sister and I have to share the family computer. It's in the living room so I can't really chat to my friends because my sister can read what I'm writing! I have to do my homework on a computer and this is hard too because it's very noisy in the living room.

Read on

2 If you did the *To start* activity, students should be able to answer the question quite easily.

A _____

extra

Some of the students in the class might not have come across a vlog before, so it might be helpful to look online for a vlog about a suitable topic by a teenager and play it to the class on the IWB. Ask them what they found interesting about the vlog.

3 Read the instruction with the class, then elicit how many things the students need to find out (two). Ask: *Do you need to read the article only or the comments as well?* (just the article). *Why?* (because the comments are the readers' opinion and don't give us any information). Ask students to read the article quickly, then compare their answers with a partner before class feedback.

It's a weekly club (in Exeter). You can learn to make YouTube-style videos/vlogs there.

extra: digital

Find Tubers UK online on a social media site or their website and play the video explaining what they do. Use the same gist questions in Ex 3 with the class.

- 4** Ask students to read the questions and underline the important words in each one. Ask: *Why do we do this?* (To make it easier and quicker to find the information in the text.) Ask students to do the task on their own then check their answers in pairs before class feedback. When you elicit the answers, ask the other student in the pair to read the part in the text where they found the answer. Elicit or teach the meaning of *download* (to get information on a computer, especially using the internet). Ask stronger classes if they know the opposite of *download* (*upload*) and what it means (to move information from their computer to a place on the internet) and *webcam* (a camera on your computer or tablet. Ask: *What's YouTube?* (it's a website and app where you can add or watch videos on almost anything). Ask students to look at the name of the club again. Ask: *Why do you think it is called 'Tubers'?* Elicit that this name is taken from the word *YouTube*. Ask students to record any new words so that they can use them in the Speak up section and Speaking lesson.
- 1** No, it's for 7–18 year olds. (Tubers UK is a weekly club for 7–18 years olds)

2 Only one at the moment. (At the moment, Tubers UK are teaching teenagers only in Exeter, but they hope to open lots more clubs in other parts of the country soon.)

3 She learns about fashion. (My favourite vlogger is called Mazz. She gives great fashion advice.)

4 On his school website. (We're filming a video about our football team. We're doing it for our school website.)

5 Because she thinks it's fun to learn with other people. (I like the idea! It's fun to learn with other people.)

exam tip
Go through the exam tip with the class. Put students into pairs and ask them to try to work out which kind of word is missing in each gap, e.g. 1 *where* – relative pronoun.

exam task: open cloze

Explain to students that this is a Cambridge A2 Key for Schools exam-style task so they need to do the task on their own. Note that in the Cambridge exam a word that is an answer to one question will not usually appear anywhere else in the text, although repetition is sometimes inevitable because of the level. In this book, sometimes an answer will be reused elsewhere in the text, for the purposes of maximising practice of the target language.

5 e Tell students that in the exam, they will have eight and a half minutes for Part 5, so less than a minute and a half for each question. Tell them you will time them and let them know when four minutes has passed. If they have any time left at the end of the task, they should read the completed text to see if their answers make sense. Check answers around the class.

- 1 where (relative pronoun to describe the place the writer lives)
- 2 is (main sentence verb *to be*)
- 3 from (preposition)
- 4 to (preposition)
- 5 not (adverb – used to make the sentence have the opposite meaning: *but* introduces a contrast so we know that this part of the sentence will have the opposite meaning)
- 6 you (pronoun – the writer is talking to the person they are writing to)

extra: fast finishers

Challenge fast finishers to write a sentence containing all the different parts of speech in the Exam tip box, i.e. verb, adjective, pronoun, preposition. If there is time, they can swap their sentence with a partner who can find and label the different parts of speech.

Sum up

6 Put students into pairs and ask them to find three facts. You could turn this activity into a race to encourage students to practise their scanning skills. Once pairs have found three facts, tell them to swap partners to ‘collect’ more facts, then elicit ideas from the class, starting with the person or people who have the most facts.

Possible answers

- Tubers UK has a studio you can practise in.
- You can make videos there using webcams.
- It’s a weekly club.
- It’s for 7–18-year-olds.
- It’s in Exeter, in the UK.
- You can learn to make your own vlog there.
- They want to open more Tubers UK clubs.

Speak up

7 Put the class into small groups of students who don’t normally work together. This will encourage them to speak more. Encourage them to give reasons for their answers.

alternative: mixed ability

For classes with different abilities, arrange students into groups of a similar level. Give higher level groups an extra task to come up with a similar idea to Tubers. Ask them to plan what kind of vlogs they would teach and why.

Circulate and help less able groups with vocabulary and ideas. Provide prompt questions when students get stuck, e.g. *What did they like about the Tubers club? What didn’t they like? What would they do differently?*

Elicit ideas from the groups at the end of the activity. Encourage groups to ask each other questions, e.g. *Why did you choose this idea?*

Fun footer

Ask students to look at the number and say what it is (forty-five million). Read the footer with the class and ask students: *What’s a hit?* (each time someone opens a page, it’s called a ‘hit’). Does this fact surprise the students?

To finish

Put students into groups to use their smartphones to create their own mini vlog about studying English. Nominate one student in each group to record using their phone’s camera. Allow students 6–8 minutes to brainstorm what they are going to include in their vlog and how they are going to present it. Groups can either upload their vlogs to the class shared space on the internet or if you don’t have a shared online space, they could bring in their smartphone cable to connect the phone to the IWB.

Alternatively, students could do the same presentation on paper in their groups. Put the presentations up around the class at the beginning of the next lesson for the class to read, then have them vote on the best one.

To prepare for the Grammar lesson, ask students to read the explore grammar box on page 26 of the Student’s Book, then to do Ex 1 for homework. Ask them to read the Grammar reference on the present continuous on page 130, and share with them the PowerPoint presentation on the present continuous. Tell them to write down any questions they have and tell them you will go over these at the beginning of the Grammar lesson.

Presentation tool:	Unit 2, Reading
Workbook / Online Practice:	WB p16
Extra Practice App	

To start

Depending on whether your class did the vlog or paper presentation at the end of the Reading lesson, students can present their work to the class. As each group makes their presentation, ask the rest of the class to think of a follow-up question to ask them relating to the presentation.

If students did the paper version of the presentation, put the presentations up around the room and invite students to read them and vote on the best one by adding a tick to the top of the page.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

1 If you used the flipped classroom approach at the end of the last lesson, elicit answers to the exercise and go over any questions students have from the Grammar reference section or from the PowerPoint presentation, if you used it.

If you didn’t use the flipped classroom approach at the end of the Reading lesson, read the explore grammar box now with the class then go through each of the sentences individually. For each sentence, ask: *Is this happening right now?* (Yes: 1, 4, 5 = answer A). For the other questions, ask: *Is this always true?* and elicit *No, it’s a temporary situation* (something which is true now but will not always be true). Ask students which of the B sentences could also be an A sentence (sentence 3). Ask students why (because the speaker could be in Mr Lee’s classroom at the time of speaking).

Ask students to look at the spelling rules table on page 130 of the Student’s Book. Write a few verbs on the board and elicit the different spelling rules, e.g. *make – making; die – dying; sit – sitting*. Brainstorm a few more examples of verbs which follow each rule.

- 1 A
- 2 B
- 3 B
- 4 A
- 5 A

watch out for

Students can often mix up the present simple and present continuous forms, e.g. *I am stay in Brighton./I staying in Brighton*. This is because in many languages there is one tense to cover both the simple and continuous forms. Monitor students’ language carefully and correct any errors with form.

2 2.1 Ask students to read the question and underline the important words: *What problem is the girl talking about?* Tell students they are going to hear a conversation between two friends. Play the recording then elicit the answers from the class.

Her phone isn’t working.

3 2.2 Ask students to listen a second time and complete the sentences with the words they hear. With weaker classes, pause the recording after each speaker to give students a chance to write the answer. Alternatively, put students into pairs to try to complete the sentences before listening to check their answers.

- 1 ‘m looking for
- 2 ‘s talking
- 3 ‘re doing
- 4 ‘m not doing
- 5 ‘m (only) playing
- 6 ‘m trying
- 7 isn’t working

exam task: open cloze

4 e Less able students can do this activity in pairs, otherwise ask students to complete the paragraph on their own. When they have finished, students should read their completed paragraph to check all the answers make sense.

- 1 having
- 2 ‘re/are
- 3 ‘s/is
- 4 taking
- 5 Are
- 6 ‘re/are

extra: fast finishers

Fast finishers can write their own message to another fast finisher. Ask them to include something they are doing at the moment and something which is a temporary situation. They can either finish their message for homework or, if they finish in class, give their message to their partner to read. Alternatively, students can upload it to your classroom online space for students to read and reply to in their own time.

Speak up

5 Remind students to use the present continuous in their answers. Allow students 2–3 minutes to talk about the questions, then elicit ideas from pairs. Ask students to give the class more information about the vlogger if the rest of the class don’t know them.

Model answer

I’m watching Daily Bumps at the moment. It’s about a family and family life. They go on lots of trips and say what they think about different places. Their family is like mine.

game on

Tell students that their drawings don’t have to be perfect – they just need to be good enough for their partner to see what they are. Alternatively, if you think your students will struggle with this, they can choose to mime some or all of the activities to each other.

To finish

Choose a vlog that you know is popular with your students, or with a certain sector of their community, or one that you love yourself. Play a short bit of it on the IWB for students to watch. Ask students what they thought of the vlog and encourage some class discussion.

To prepare for the Vocabulary lesson, you could ask students to do Ex 1 on page 27 at home. To help them, students can do an internet search for any unknown words and click on ‘images’ which will give them a picture of the object. You could bring up an internet search engine on the IWB and demonstrate with the first item.

Presentation tool:	Unit 2, Grammar
Workbook / Online Practice:	WB p17
Grammar Reference and Practice:	SB pp130–131
Audioscript:	SB p152
PowerPoint Grammar Presentation:	Unit 2, Grammar
Extra Practice App	

Sample VOCABULARY SB p27

technology

To start

Put students into pairs. Give them one minute to brainstorm as many words to do with technology as they can. At the end of the minute ask them to count up their words and elicit ideas from the pair with the fewest words, writing any new or interesting ones on the board for students to record, then ask other pairs to add any extra words.

1 If you didn’t use the flipped classroom approach suggested in the last lesson, direct students’ attention to the picture and elicit what they can see. Put students into pairs to match the words to the things in the picture. Tell them to match the ones they are sure about first, then guess any which are left. If students have access to the internet in the classroom, and it’s appropriate, allow them to do an image search for any of the words they don’t know. Don’t check answers at this stage as students will listen to check in Ex 2.

2 2.3 Tell students to listen to the words to check their answers, then play the recording. Check answers around the class.

A speakers	B printer	C headphones	D laptop
E webcam	F screen	G keyboard	H digital camera
I mouse			
missing item: mobile phone			

3 Ask students to complete the activity on their own, then check their answers with a partner. If they have any answers which are different, they should try to decide together which is the correct answer. One way to do this is to try to put the phrases into a sentence to see if it sounds natural.

Check answers with the class and point out that for 6 we can also say *site* for *website*.

1 B	2 A	3 F	4 E	5 C	6 D
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extra

Students can work in pairs to make questions using the collocations from Ex 3, e.g. *How often do you chat online?* They can then join another pair to interview them about their tech habits.

4 Students can complete the activity individually. Check answers with the class.

1 online	2 apps	3 stream	4 digital camera	5 webcam
6 headphones				

Sample Speak up

language note

Many nouns associated with communicating and being online are now used as verbs as well, for example *to text*, *to email*, *to blog*. This extends to the most popular sites and apps: *to Skype™*, *to Facebook™*. Write these on the board and ask students to practise using them as sentences in their pairs.

8 Tell students how you stay in touch, e.g. *My family live a long way away so we keep in touch by phone and also online. We usually video chat once a week.* Ask a couple of strong students to answer the question for the class, then tell groups to continue in the same way. Go around the class and help with any difficulties. Make a note of any good or interesting use of language to discuss at the end of the activity. After a few minutes, elicit ideas.

Fun footer

Read the fun footer with the class. Ask students if they know any other informal words or acronyms to do with technology, e.g. *lol* (laugh out loud), *facepalm* (when you put your hand on your face when someone says or does something stupid).

To finish

Tell students to write three true and three false sentences about their online life, e.g. *I spend over five hours a day on social media*. Give students 2–3 minutes to do this, then put them into pairs. Pairs should take turns to read their sentences to each other, and their partner guesses whether each sentence is true. Students gain a point for guessing correctly and also a point if their partner guesses incorrectly. At the end of the activity, elicit from the students any interesting facts about their partner, then find out who had the most points.

To prepare for the grammar focus in the Listening lesson, ask students to look at the explore grammar box and complete Ex 5 on page 16 of the Student’s Book for homework, and to read the Grammar reference on the present simple and present continuous on page 130.

Also share the PowerPoint Grammar Presentation on the present continuous and present simple with them. Tell them to write down any questions they have with any of the above, and say that you will go over these in the next lesson.

Presentation tool:	Unit 2, Vocabulary
Workbook / Online Practice:	WB p18
Photocopiable activity:	2A
Audioscript:	SB p152
Extra Practice App	

5 Put students into pairs with a student they don’t normally work with to ask and answer the questions. During class feedback, ask volunteers to tell the class something interesting about their partner’s online habits.

Model answers

- 1 I usually go online in the evening after I’ve finished my homework.
- 2 I’m really into photography so I’m always on Instagram. It’s an app where you can post photos for your friends to like.
- 3 I play the violin so I often stream classical music to listen to and copy.
- 4 No, I don’t have a digital camera. I already have a great camera on my phone so I don’t need another one.
- 5 No, I don’t use a webcam. I just use the camera on my phone to talk to my friends.
- 6 Yes, every day! I have two brothers so we all listen to our music with headphones so we don’t make a lot of noise.

extra: fast finishers

Students each write two extra questions of their own using words and phrases from Exs 1 and 3, then ask and answer in their pairs.

6 2.4 If you think your students will struggle with this task, read through the explore language box first to help them prepare for what they will hear. Then play the recording. Allow students to compare their answers, then check answers around the class.

- 1 07765487912
- 2 claire14@school.ac.uk
- 3 www.cinecity.com
- 4 01452 723559

explore language

Read through the explore language box with the class. Point out that for phone numbers we usually say ‘oh’ for the first zero, not ‘zero’. Write a few more examples on the board or bring in flyers with contact information on and ask students to practise saying the information in pairs.

7 Instead of using information they already know, you could also allow students to look up an appropriate local business, e.g. a leisure centre, on their smartphones and write down the contact information. Go around the class while students are talking and correct any errors with the target words.

LISTENING SB p28

To start

Put students into groups of three and ask them to brainstorm things that you can learn online. Give them an example: *Last year I did an online course in gardening.*

Give students one minute to discuss, then collect ideas from around the class.

Power up

1 Students can stay in the same groups as they were in for the To start activity. You could either do Exs 1 and 2 separately, or for stronger classes tell groups to discuss both questions together. Tell students to try to think of a reason or example for their answers. Elicit ideas from the class and try to come up with criteria for a good subject to learn online, e.g. *doesn't need special equipment, doesn't need a teacher to help you.* Write these on the board to help students with Ex 2.

2 For weaker classes, discuss the first item (cooking) together. Give groups five minutes to decide which things are easy to learn online and why, then elicit ideas from the groups.

Model answers

You can't learn to play the piano online because you can't connect the piano to the internet. I guess you could use a special computer program and an electronic piano keyboard but that would be very expensive.

I think it would be easy to learn how to paint online. There are lots of video lessons you can watch. The only problem is that a teacher can't see your paintings so it might be difficult to get better.

I don't think you can really learn how to play football online. I know that you can watch some videos online and get some tips, but you really need a coach to watch you and tell you what you are doing wrong.

It's easy to learn a language online. I think there are lots of online courses that you can do. This is cheaper than going to a language school as well.

Yes, I think you can learn cooking online. You can watch a video of someone else cooking and then do it yourself at home. They can't tell you if your meal tastes good, though!

Listen up

exam tip

It will be helpful to students to read through the exam tip before completing the task. Give students a minute to look at the pictures and write down any words they think they might hear. After the minute, look at the pictures together. Go around the class and ask students what they see in each picture and any words they think they might hear. For example, in the first question students will hear five o'clock, half past five or six o'clock. In the exam students can write these as numbers next to each picture.

exam task: multiple choice (pictures)

Note that the instruction given here is slightly different to the Cambridge A2 Key for Schools exam task rubric: *For each question, choose the correct answer.* Additionally, all the dialogues in this exercise have four lines but some dialogues may have five lines in the Cambridge exam. Time may be represented as analogue or digital clock in the Cambridge exam so students should be prepared for both.

3 2.5 Read the instruction with the class, then ask students to underline the important words in each question. Tell students they should always do this with this type of exam task so they know what to listen out for. Play the recording. Elicit the answers from the class and elicit from the class why the other two options were wrong in each case.

- 1 C (Her lesson usually finishes at five thirty but today her lesson's finishing at six.)
- 2 A (Can you see the woman with short hair and glasses? That's her.)
- 3 C (There are six robots from four different countries.)
- 4 B (They're giving the winner a digital camera.)
- 5 A (Are you doing your project about space travel? Zack: Not this time. I'm writing about cars.)

4 2.6 Read through the questions with the class and elicit the important words in each question. Ask students to underline them. Elicit the meaning of *robot* (you could show them a photo on the IWB), *exhibition* (a show where people can go and see paintings, photographs, etc.) and *project* (a piece of work for school). Ask students to listen again and answer the questions on their own, then elicit the answers from around the class.

- 1 Because she has an exam soon.
- 2 She comes to say hello.
- 3 At the technology festival.
- 4 A fashion website.
- 5 Zack's brother.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

Speak up

6 You could introduce the discussion by asking students how old they think Google is (it started in 1998). Ask: *How did people get information for their homework before Google?* (They went to the library.)

Put students into small groups to discuss the questions. Allow 4–5 minutes for discussion, then elicit some ideas from the class.

extra: mixed ability

For Ex 6 put students into groups of similar levels and write these extra questions on the board for higher level students to discuss. While they are talking, monitor the lower level groups and help them with any difficulties with language and the target vocabulary. Focus on the target grammar and ignore other grammatical errors for now.

Do you give your homework to your teacher or do you email some of it/upload it to the internet?

Is it easier to write on paper or type on the computer? Why?

Do you find learning easier on the internet or in the classroom? Why?

explore grammar

If you followed the flipped classroom approach suggested at the end of the last lesson, review Ex 5 now, and ask students if they have any questions about the explore grammar box, the Grammar reference or the PowerPoint presentation, if you used it.

If you did not follow the flipped classroom approach, read through the explore grammar box with the class now.

To help explain for weaker classes, you could draw two timelines like these on the board.



watch out for

Some 'state' verbs are traditionally only used in the simple tense, e.g. *like, love, hate, see, know, believe*. However, students might have seen these words in the present continuous on the internet and in modern advertising, e.g. the McDonald's advert *I'm loving it*. Point out to students that this is very informal use and they should not use it in the exam.

5 Ask students to complete the sentences. Weaker classes can do this activity in pairs. Check answers around the class and ask students to say whether each answer is present simple or present continuous.

- 1 streams, 's/is studying
- 2 does, isn't working
- 3 're/are cycling, walk
- 4 love, 'm/am not enjoying

extra: fast finishers

Ask fast finishers to go back through the sentences and find the adverbs of frequency and time expressions which helped them find the answers. As you check the answers for the main activity, ask fast finishers to provide the adverb or time expression that goes with it. (Answers: 1 usually, today; 2 normally, today; 3 this week, usually; 4 normally, today)

SPEAKING SB p29

To start


Students present their mini-projects from the Listening lesson to the class. Students can either present their project to the class orally for 1–2 minutes or you could put all the presentations up around the class for students to read. At the end of the activity, students can have a class vote on which is the best one.

Alternatively, if students haven’t done a mini-project, ask how many photos they have saved on their phones. Who has the most/least?

Power up

- 1 2
- Put students into small groups and try to mix the students up so they are not with people they usually work with. For stronger classes, ask students to discuss the questions in Ex 1 and 2 together, then ask individual groups to present their ideas to the class. If there is any disagreement between groups on whether it’s OK to take photos in a particular place, open up a class discussion and try to encourage students to give reasons and examples for their opinions.

Speak up

- 3
-  2.7 For weaker classes, go through the explore language box first. Ask students to complete the paragraph on their own. Students check their answers in pairs before checking the answers around the class.

1 in front of 2 opposite 3 between 4 next to 5 behind

explore language

For weaker classes, elicit the prepositions of place by moving an object around in relation to your desk, e.g. put the waste paper basket on the desk and say: *Where is the bin?* (on the desk). Repeat the question with the other prepositions in the box.

skill tip

Explain to students that being able to describe what is happening in a photo will help them in Part 2 of the Speaking exam, so they should practise this as much as possible.

- 4
- Read through the skill tip before students do Ex 4. For weaker classes, you could do one of the photos as a class. Elicit answers to each of the questions in the Skill tip.

Speaking extra

- 5
- Read through the example with the class, then model the activity by describing another item in the classroom for students to guess. Put students into pairs to play the game.

Sample

Fun footer

Read through the fun footer with the class. Ask students why we use the word ‘cheese’? (because the shape you make with your mouth when you say ‘cheese’ looks like a smile). Ask students to take turns saying ‘cheese’ with a partner so that they can see for themselves.

Ask students what phrase they use in their language when they are taking a photo. How do you say it in English? Does the word also make you smile when you say it?

To finish

If students brought a photo of themselves into class, they can describe it to their partner using the prompts in the Skill tip box to help them. Then for homework students can write a paragraph about their photo using the paragraph in Ex 3 as a model. Tell students not to write their name on their paper, and to bring their paragraphs and photos to the next lesson so they can use them in a game.

Presentation tool:	Unit 2, Speaking
Workbook / Online Practice:	WB p20
Audioscript:	SB p152

WRITING

SB pp30–31

To start

If students brought in their paragraphs and photos from the last lesson, they can play a game with them. Make sure no students have written their name on their paragraph. If they have, cover them up. Then put students into large groups and tell them to shuffle the paragraphs and place the photos on a table so that they are all visible. Students take it in turns to read a paragraph and match it to a photo. For more advanced classes, the photos can be face down. Students take it in turns to turn over a photo and a paragraph and replace both with each turn if they don’t get a match so that students have to match the photo and description from memory. The student with the most pairs at the end of the activity is the winner.

Have students write their name on their paragraphs, then collect them in with their photos for marking, or allow peer marking first if time allows.

Alternatively, invite students to tell their partner what apps they have on their phone at the moment. Ask students to feed back on their partner’s apps and say whether they also have each app, and if not, if they want it.

Power up

background information



You have to be 13 years old to be able to open an account for most of the most popular 'social media' apps. These apps allow people to write messages and share pictures.

- 1
- ‘App’ is a universal word and means the same in most languages, so students should not have a problem with this word. Elicit what an ‘app’ is (the shortened word for ‘application’ – a computer program which you can download onto a smartphone or tablet). Give students an example from your own experience, e.g. *I use a running app called Strava. It tells me how far and fast I run, then it posts my runs so that my friends can see them and write messages about my run. It’s a great way to make new friends with the same hobby.*

Before putting students into pairs, you might like to have a class poll to see who uses apps. Do they pay for them or do they only use free ones? Why?


If any students don’t use apps, they can tell their partner why not and what they do instead to chat to their friends.

- 2
- Go through the apps in the box and elicit what each one might do. Ask students if they know any examples of each type of app and to describe them to the class. Ask students to work on their own to match the sentences to the apps in the box, then compare their answers in pairs. When they are comparing answers, they should try to say what words in each sentence helped them find the answers. Elicit the answers from the class.

A maps B weather C translator D music
E sports news F messaging G game
extra app: social media

Sample

extra: fast finishers/whole class



Fast finishers can write a similar sentence about their favourite app, without mentioning the app type. They then share it with another fast finisher (but not the same person they were paired with in Ex 1) for that person to guess the type of app and the app name.

- 3
- Elicit the meaning of *playlist* (a list of songs). Ask students why someone would make a playlist (to collect all the songs they like together).

Ask students to underline the important words in the three questions and elicit what these are (1 *kind, apps, like*; 2 *why like*; 3 *When use*). Ask students to read the paragraph and answer the questions. For stronger classes, you could ask students to cover the text and answer the questions as you read.

As they do the activity, they should underline the part of the text where they found the answer. During class feedback, ask students to read this out along with their answer.

- 1
- Music apps.
- 2
- Because she can listen to music anytime and anywhere, and she can share music with her friends.
- 3
- When she wants to know the title and the singer of a song she hears in a café or in an advert.

explore language

Ask students to close their books, then write the examples from the explore language box on the board one at a time and as two separate sentences but leaving enough space to add the linking word in later:

I like sending messages. I like chatting to my friends.
I don’t phone my friends during lessons. I phone them a lot after school.
I love my app. I like sharing photos with my friends.

Start with the first sentence only and ask students how they can join the sentences together to make one sentence (by adding *and*). Erase the full stop and add *and*. Do the same with the *but* sentence. Ask students if they can use the same word in this sentence (no). Ask why (because the second sentence is saying something different from the first sentence). Explain that the second sentence gives contrasting information and elicit that we use *but* here. Ask students what the second sentence does in the third example (it gives a reason) and elicit that we can use *because* here. Then point out the repeated information in the first sentence (*I like*) and tell students that you can delete the second *I like*. Discuss why you can’t do the same in the second and third sentences (because the two parts of the sentence use slightly different words with different meanings).

Underline *and*, *but* and *because* and elicit what kind of words they are (linking words).

- 4
- Ask students to identify the examples in the text, then look at the rules in pairs. Ask students why we use linking words (to make our writing/speaking sound more natural).

1 because 2 and 3 but

WRITING (Continued)

5 Ask students to complete the paragraph on their own then check answers in pairs. If pairs have different answers, they should look at the question again and try to decide which answer is correct. Elicit answers around the class and for each *but* or *because* answer, ask which information the writer is contrasting/giving a reason for.

- 1 but 2 because of 3 but 4 and 5 but 6 and

Plan on

6 Elicit some ideas around the class and help students with any vocabulary they might need. Write this on the board. Put students into pairs to discuss their ideas, then move around the class assisting where necessary.

Model answers

- 1 Good sleep
2 It tells me when to go to bed and how many hours’ sleep I need and it even has an alarm clock. There is also some slow music to help me go to sleep.
3 I like the app because it makes sure I get enough sleep and stay healthy.
4 It was expensive to buy. It should be cheaper.

Write on

exam task: short message

↪ SB p149

This is an exam-like task but there are differences between it and a real Cambridge exam writing task. The rubric in the Cambridge A2 Key for Schools exam task is slightly different – there is a context sentence, three bullet points and then the instruction to write 25 words or more.

7 e Tell students to use the text in Ex 5 as a model and use the answers to the questions in Ex 6 for the information.

Students can either do this activity in class or for homework. If students do the task for homework, there will be more time available for peer marking and improvement. If you do the activity in class, allow students 10 minutes to complete their writing on their own.

Model answer

My favourite app is a sleep app. It’s not a popular app, but it’s really helpful! I’m studying for a lot of exams at the moment and because of my studies, I often work late in the evening. I can’t sleep very well because I’m always worried about my exams. This sleep app helps me a lot. It tells me when I need to go to bed to get enough sleep and it also tells me to get up in the morning when I’ve had my eight hours! My sleep app is brilliant, but it’s really expensive.

Improve it

8 If students are doing Ex 7 for homework, they can also do this activity for homework. Alternatively, students can swap work and their partner can check their paragraph for each of these things.

9 If students did Exs 7 and 8 in class, they can do this exercise for homework. You might want to ask the class to rewrite their paragraphs based on the corrections from Exs 8 and 9, then collect the work in for marking.

To finish

Put students into groups of three or four and nominate one student to take notes in their notebook or on a separate piece of paper. Tell groups they are going to design their own app to present to the class. You could ask students to design an app for learning English, for studying for exams or for something of their choice.

As a class, quickly brainstorm what they should include in their presentation and write the information on the board, (e.g. a name, what the app does, why it’s good, who it’s for, how much it costs, why people should buy it). Then give students 5–6 minutes to discuss and write down their ideas.

Come together as a class and ask groups to present their ideas. At the end of the presentations, students can vote for the best app.

Presentation tool:	Unit 2, Writing
Workbook / Online Practice:	WB p21
Photocopiable:	2C
Writing file:	SB p149

SWITCH ON SB p32

Toddler tech

1 Before splitting the class into pairs, ask students for a show of hands for who has a tablet or a mobile phone. A family device that they are allowed to use is also fine. If not many students do, it might be a good idea to put students into groups (rather than pairs) where each group has at least one student who owns a device so that students can compare experiences.

If your students have access to their phones in class, partners can show each other their favourite apps, saying what they are for, how they work and what the good and bad points are.

2 ▶ Elicit or teach *toddler* (a very young child who is just learning to walk). Tell students that they are going to watch a short video about very young people using technology. Read the question with the class and elicit whether students think they will choose toys or tech.

The children prefer technology.

3 ▶ Read through the questions with the class and pay particular attention to question 3. If you have a weaker class, you may wish to teach *value* and *balance* before they watch again. Also for weaker classes you could split up the class so that different students answer one question only.

- 1 When they played with the toys they talked to each other. When they played with the technology, they didn’t talk to each other. All their attention was on the tech.
2 eight or nine
3 They worry that the children will lose the value of not using tech. They might not have balance in their lives.

4 Put students into pairs to discuss the question. Students think about the video: did they think the children would all choose to play with the tech and not the toys? Why/ Why not? What do students think about this? Are the children having enough fun? Is it healthy? Elicit ideas from the class.

Project

5 Put students into small groups. If students live in a small town, you could give them the option of choosing a different place, e.g. a famous city. To get students thinking critically, ask the following questions: *Why is an app for tourists a good idea? What do tourists need to know when they visit a place? How can you help them with an app?* For weaker classes, draw a spidergram on the board and write *app* in a circle in the centre. Write any good ideas from the above questions around the circle.

alternative: mixed ability



If you have a mixed-ability class, group students according to their ability and give them different tasks to do in order to create one app, e.g. put stronger students together and ask them to concentrate on how the app will work, i.e. what things it can do, how it works, what features it has. They can find similar examples from other apps online. Give each weaker group a different type of attraction to research, e.g. sports facilities, restaurants, historic attractions. Students can then:

- a) present their findings to the class, sharing photos of anything interesting to their online space for the class to look at either on their smartphones or on the IWB during their presentation. When they are watching others’ presentations they should make notes. Then they can write their complete app ‘proposal’ for homework.
b) form new groups with one student from each of the original groups. They can then share their information with each other and write up their app presentation for homework.

Read through the steps with the class. You can vary the time you allow for the students’ presentations according to how much time you have available in class. For example, telling students they have one minute to make their presentation will mean that they will need to research less material to include in their presentation than if you set a four-minute time limit on their final presentation.

Allow stronger classes to work through the bullet points at their own pace, but you might prefer to break the stages up for weaker classes and conduct class feedback after each stage.

If you intend to do the Project extension, ask the class to make notes on anything interesting during each group’s final presentation, so that they can include this in their written homework presentation.

Project extension

Students can create a written app presentation for homework. Students can do as little or as much as they feel comfortable with. For example, some students might prefer to write a presentation in a word processing app or program. Other students might be interested to have a go at creating their own app using an online tool. They can do this by searching ‘create app’ online. Students can use the tool instructions in their own language but should use English for any text in the app.

Students can share their efforts on their online classroom space or in the next lesson, and invite feedback from the class.

Presentation tool:	Unit 2, Switch on
Switch on videoscripts:	TB p153

INDEPENDENT LEARNING

SB p32

Language and skills

- 1 Put students into groups of three and ask them to look through the unit lessons to find ideas for language points. Give them 4–6 minutes to look through the unit and draw a spidergram. Students should do this individually in their notebooks so that they have a record. Elicit answers from groups, then ask them in their groups to brainstorm ways to remember each language point they have chosen, e.g. draw flashcards for prepositions of place.

Ideas for language points can be found in the Unit Overview section at the beginning of the unit.
- 2 Go around the class and ask students to say which part of the unit was their favourite and why. Then ask students to discuss the questions in groups for 3–4 minutes. Elicit ideas from the students.
- 3 Stronger classes can answer Exs 2 and 3 together.
- 4 Ask students to think of ideas in their groups. Give them 3–4 minutes, then write the four skills on the board. Elicit ideas from each group and record these on the board. Ask students to work individually to choose two ideas and write them in their book using *I will ...* For example, *I will watch more films in English* (listening). Review students’ resolutions in a future lesson to see how they are progressing.

Sample

UNIT CHECK SB pp33–34

This Unit check covers vocabulary and language related to activities, technology words, technology collocations, places, prepositions of place.

extra

- In pairs, students take it in turns to tell their partner a preposition of place and their partner has to make a sentence about what they can see around them, e.g. *between: Felix is **between** Kira and Jan.*
- In pairs, one student chooses a word from the technology set but doesn’t tell their partner which one they have chosen. Their partner has to guess which word they have chosen by asking yes/no questions: the person who chose the word can only answer ‘yes’ or ‘no’. For example:
 - Can you make a call with it?
 - No.
 - Can you take photos with it?
 - Yes
 - Is it a digital camera?
 - Yes.

Practice

- 1 1 keyboard 2 printer 3 headphones 4 screen 5 webcam
- 2 1 E 2 A 3 D 4 B 5 C
- 3 1 stream films 2 video diary 3 message each other 4 sports news app 5 headphones 6 translator app
- 4 2.8 1 digital camera 2 behind 3 between 4 app 5 vlogger

Sample

GRAMMAR FILE SB p131

- 1 1 ‘m not 2 is 3 am 4 aren’t 5 isn’t 6 are
- 2 1 are/’re learning 2 aren’t listening 3 is/’s showing 4 are/’re building 5 am/’m not feeling 6 is/’s using
- 3 1 Are you enjoying the computer club? 2 We’re learning so many new things! 3 (What) are you doing at the moment? 4 (Our teacher) is showing us how to make a vlog. 5 I’m making a vlog about animals 6 (Dan) is doing a sports vlog.
- 4 1 ‘m writing 2 get 3 click 4 ‘m watching 5 ‘m taking 6 I usually check
- 5 1 do (you) send 2 Is (your phone) ringing 3 do (you) visit 4 Is (Harriet) playing 5 do (you often) use 6 are (you) taking
- 6 1 are (you) having 2 ‘m enjoying 3 is 4 ‘s raining 5 ‘re staying 6 have 7 ‘re visiting 8 ‘m standing

Presentation tool:	Unit 2, Unit check
Workbook / Online Practice:	WB p22
Audioscript:	SB p152
Extra Practice App	

Review

- 1 1 making 2 sitting 3 writing 4 chatting 5 having 6 taking 7 giving 8 using
- 2 1 Harry is chatting online to his grandpa. 2 The children are doing their school work on the computer. 3 I’m not using the laptop at the moment. 4 Oliver and Joshua are making their own website. 5 She’s starting a weekly vlog about dance. 6 You’re not clicking on the correct link.
- 3 1 Are (you) using 2 Is (Mr Smith) teaching 3 are (they) looking 4 Is (she) talking 5 are (you) sending 6 is (he) doing
- 4 1 always take 2 ‘s wearing 3 ‘m using 4 have 5 ‘s speaking 6 visit
- 5 2.9 1 are (you) doing 2 ‘m looking 3 are (you) thinking 4 Is (it) not working 5 doesn’t take 6 go to 7 looks
- 6 1 it 2 ‘m/am 3 ‘re/are 4 the 5 on 6 playing 7 not 8 ‘s/is
- 7 **Model answer**
I’m at school and I’m doing an English exercise. My brother’s also at school and he’s studying in another class. My dad’s at work and my mum’s at home. My mum’s looking after my baby sister. My grandparents are probably at home. My grandma’s probably cooking and grandpa is probably watching TV.