

7

Digital world

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7A Vocabulary

Computing

LESSON SUMMARY

Vocabulary: Computing (nouns and verbs)

Grammar: Present continuous

Speaking: Talking about computer equipment

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Spend only 1–2 minutes on exercise 1. Exercise 4 can be set for homework.

LEAD-IN 2–3 MINUTES

- Tell the class about computer devices you have got or use, e.g. *I use my smartphone to communicate with my family and read the news. I prepare lessons on my laptop.*
- Ask: *What computer equipment do you use?* and elicit answers.

Exercise 1 page 74

- Focus attention on the photos. Discuss the question as a class. Opinions may differ about what is old and what is modern, so there are no right or wrong answers.
- Ask: *Have we got some of these things in our school?* Elicit which ones.

Exercise 2 page 74

- Before doing the matching exercise, ask: *Do you know what these are called in English?* Students may know a few of them.
- Do the matching exercise as a class and check understanding of the rest of the words. Point out that *headphones* is only used in the plural, like *scissors* and *trousers*. *Speakers* usually come in pairs, but we can refer to a single *speaker*.

KEY

1 computer, keyboard, mouse, monitor, speakers, webcam 2 laptop, router 3 tablet, charger 4 headphones 5 printer 6 memory stick

Exercise 3 3.17 page 74

- Play the audio for students to listen and repeat.

Extra activity

- Revise comparatives by discussing developments in computer technology. On the board, write:
Modern monitors are ___ older monitors. (Elicit: thinner than)
Modern routers ___ old routers. (are faster than)
Some new tablets ___ old tablets. (are smaller / bigger than)
- Extend vocabulary by teaching *touch screen* (a screen on a computer, tablet, etc. which allows you to give instructions to the computer by touching areas on it), *track pad* (instead of a mouse, laptops have often got a small, flat place where you control the computer with your finger) and *desktop* (a term we often use to describe a computer that is not a laptop).

Exercise 4 page 75

- Write the nine verbs on the board and see if students already know any nouns that commonly follow them.
- Students do the exercise. Point out that we usually *upload* from a smaller device to a larger device, e.g. *I uploaded my photos from my smartphone to my computer*. We usually *download* to a smaller device from a larger device or from the internet, e.g. *I downloaded a song from the internet to my laptop*.

KEY

2 post 3 upload 4 download 5 delete 6 connect to 7 enter 8 surf 9 print (delete / download / scan / upload)

Extra activity

- Students work in groups of three. Set a time limit of three minutes in which students take turns choosing a vocabulary item from exercises 2 and 4 and drawing it for their classmates to guess what it is. For example, for *connect to*, someone could draw a plug with an arrow pointing to a socket; for *delete*, they could draw a bin.
- The group with the most correct guesses is the winner.

Exercise 5 3.18 page 75

- Play the audio for students to listen and find the phrases.

KEY

scan a photo, upload (a photo) onto the internet, print a document, post a comment, delete a document, connect to the Wi-Fi network, enter a password, surf the Web, download a song

Transcript

- 1 **Boy** What are you doing?
Girl I'm scanning an old photo.
B Really? Why?
G I want to upload it onto the internet.
B Oh, I see. Who's in the photo?
G Me. And you ... as a baby.
B Hey! Let me see! Oh no, that's terrible ...
- 2 **Boy** What are you doing?
Girl I'm printing a document for school. What about you? Why are you laughing? What are you doing?
B I'm posting a comment on Facebook.
G I hope it's a nice comment.
B It's a funny comment.
G Whose Facebook page is it?
B Yours.
- 3 **Boy** What are you doing?
Girl I'm deleting some documents from my laptop.
B Why are you doing that?
G The memory's full. I need more space. Whoops! Oh, no!
B What?
G That was our science project. I needed that!
B Don't worry. I've got a copy. I can email it to you from my phone. But I need to connect to the Wi-Fi network first. It says, 'Please enter your password!'
G Oh. I don't know the password for this network.
- 4 **Girl** What are you doing?
Boy I'm surfing the web. I'm looking for a song ...
G Which song?
B I don't know the name. But it's on an advert. Ah, here it is. And I can download the song from the internet for free!
G That's good.

Exercise 6 page 75

- Focus attention on the quiz. Do the first item as a class. Some of the answers may be difficult, so ask students to raise a hand if they get stuck and try to elicit the answer from the class. If no one knows the answer, tell them.

KEY

2 headphones 3 memory stick 4 download 5 router 6 laptop 7 surf

Exercise 7 page 75

- In pairs, students do the quiz. Tell them it is difficult and most people will not get a perfect score.
- Check answers as a class. Check the meaning of the following: *flash drive* (memory stick), *Wi-Fi connector* (a device that connects your computer to a wireless network), *HTTP* (hypertext transfer protocol – a set of rules that allow your web browser to display and share information on the web), *HDMI* (high-definition media interface – technology for connecting to TVs and monitors, with very clear, bright pictures), *HTML* (hypertext mark-up language – the computer language used for many web pages), *Mbps* (megabits per second – a unit for measuring the speed of data transfer), *gigabyte* (GB – a unit of information; one gigabyte is 200–300 MP3 songs), *cookie* (a computer file with information in it that is sent to the central server each time someone uses a network or the internet).

KEY

1 c 2 a 3 a 4 a 5 b 6 b 7 c

Exercise 8 3.19 page 75

- Students read the *Recycle!* box.
- With a **weaker class**, ask students to read sentences 1–6 and try to find the verb that completes it.
- Then say: *You are going to listen to six conversations about computers*. Explain to students that they will not hear the actual verb; they need to listen for a paraphrase.
- Play the audio for students to listen and write the correct answer.

KEY

1 isn't connecting 2 's deleting 3 're posting 4 isn't entering 5 's posting 6 're surfing

Transcript

- 1 **Girl** I love that photo. Can you email it to me?
Boy I can't. There isn't any Wi-Fi at the moment.
G Yes, there is. Look. I've got Wi-Fi on my phone.
B Well I haven't got it on my tablet.
G Oh. Do you need the password?
B I've got the password. It's a problem with my tablet, I think. It was OK this afternoon, but now it isn't working. I just get an error message.
G Oh, dear.
- 2 **Girl** How do I get these contact details off my phone? Do I click on the red button?
Boy Let me see ... That's Megan's email address and phone number. What are you doing?
G I don't want her contact details on my phone.
B Why not?
G Because she isn't my friend any more.
B Oh, OK. Then yes, you click on the red button.
- 3 **Girl** What are you writing?
Boy I'm writing 'Nice photo!'

- G** That's a bit boring. Can we put something more interesting?
B OK. What about: 'Nice photo! I love the new trainers.'
G Yes, that's more interesting.
B What do I do now?
G You just press return. See?

- 4 Boy** Aargh. This is really annoying.
Girl What is?
B I want to check my emails but I can't.
G Why not?
B Look. It says 'password incorrect'.
G Well, maybe you've got your password wrong.
B No way! Oh, wait. This is a different email account. I need my other password! That's why it isn't working.

- 5 Girl** Smile! Say cheese!
Boy Let me see. Ha! That's a funny photo.
G Yes, it's a good one. These other photos are good too.
B Are you sharing them on your Facebook page?
G I can't. I can't get online here. But I'm meeting Jack at the library this afternoon. They've got Wi-Fi there.
B Oh, OK.

- 6 Boy** Mmm ... This hot chocolate is so nice!
Girl Yes, the coffee's good too. Oh, look. Jay Z is playing at the Capital Radio summer festival next month.
B Really? Where can we buy tickets?
G I'm not sure.
B Let's visit the webpage. Look, there's a link.
G OK. Just a minute. I want to read this article first.

Exercise 9 page 75

- Elicit an answer to the question. If students say that sentence 1 is about the future, play the audio again. When the boy says that the Wi-Fi *was OK this afternoon*, we understand that *this evening* is now, not the future.

KEY

Sentence 5 is about the future.

Exercise 10 3.19 page 75

- Play the audio again for students to match the two halves of the phrases.
- Check answers as a class.

KEY

1 d 2 f 3 b 4 a 5 c 6 e

Transcript

See exercise 8.

Extra activity

- Write the following questions on the board:
 - What does the boy want to email to the girl? (a photo)
 - Why does the girl want to delete someone's contact details? (The person isn't her friend any more.)
 - What comment do they post on Instagram? (Nice photo! I love the new trainers.)
 - Why is the password incorrect? (Because it's for a different email account.)
 - Where is the girl going in order to post photos on Facebook? (the library)
 - What concert do they want to buy tickets for? (Jay Z)
- Play the audio again for students to answer the questions.

Exercise 11 page 75

- Model the task with a confident student, e.g. *How often do you use email? What do you use it for?* and elicit answers. While students work in pairs, circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about computer equipment.*

7B Grammar

Past simple (affirmative): irregular

LESSON SUMMARY

Grammar: Past simple (affirmative): irregular

Speaking: Talking about the previous weekend

Pronunciation: *-ought* and *-aught* in past simple forms

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 4–5 minutes on exercise 7. Exercises 4 and 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask: *What do people use the internet for?*
- Elicit answers and help with vocabulary as necessary. (A huge range of answers is possible, but here are some ideas: for finding facts you are interested in or have forgotten; for getting recipes or other useful information; for emailing friends; for playing online games; for watching films or listening to music; for doing research for school projects.)

Exercise 1 page 76

- Focus attention on the photo. Ask: *What can you see?* (an aeroplane)
- With a **stronger class**, students read the text and answer the question. With a **weaker class**, you can ask additional questions: *Why didn't the man go to university?* (He couldn't afford it.) *How did the man learn to make an aeroplane?* (from the internet) *How did his dream of flying hurt him?* (He fell off a roof and nearly broke his leg.) *Why did he leave high school?* (His family had no money.) *In the end, where did he get a job?* (in the South Sudan Air Force)

KEY

The man made the aeroplane himself.

Exercise 2 page 76

- Students call out some regular past simple verbs, e.g. *lived, surfed, walked*.
- Ask: *How do we form regular past simple verbs?* Elicit possible answers, e.g. add *-ed* to the verb: *work – worked*; add *-d*: *like – liked*; drop the *y* and add *-ied*: *carry – carried*; double the final consonant and add *-ed*: *chat – chatted*.
- Ask: *Do you know any irregular past simple verbs?* If students are able to answer, write a few on the board. If not, ask them to read the *Learn this!* box.
- Students do the exercise.

KEY

had (irregular), made (irregular), tried (regular), fell (irregular), broke (irregular), became (irregular), went (irregular), found (irregular), worked (regular), dreamed (regular), read (irregular), got (irregular), began (irregular), built (irregular), drew (irregular), took (irregular), saw (irregular), offered (regular)

Exercise 3 page 76

- With a **weaker class**, put students in three groups. Each group does five items each.
- Students from each group read out their answers for the rest of the class.

KEY

1 became 2 began 3 broke 4 built 5 drew 6 fell
7 found 8 got 9 went 10 had 11 made 12 read
13 saw 14 took

Exercise 4 page 76

- Students complete the sentences individually.
- Check answers by asking individual students to read out their completed sentences.

KEY

1 did 2 saw 3 went 4 found / saw 5 took
6 spoke

Exercise 5 page 76

- Read the *Look out!* box with the class. On the board, write: *buy – bought* and *catch – caught*.
- Ask a confident student to read out the past forms.
- Then write *short* on the board and say: *bought, caught, short* and ask: *Is the vowel sound the same?* (yes)
- Students complete the sentences.
- Check answers by asking students to read out their completed sentences. Pay attention to their pronunciation.

KEY

1 fought 2 bought 3 thought 4 taught 5 brought
6 caught

For further practice of the affirmative of past simple irregular verbs: Grammar Builder 7B page 136

1 1 got (irregular) 2 made (irregular) 3 enjoyed
4 bought (irregular) 5 played 6 drew (irregular)
7 taught (irregular) 8 took (irregular) 9 liked
10 had (irregular) 11 worked 12 built (irregular)

2 1 took 2 bought 3 built 4 had 5 got
6 made 7 lived 8 drew

3 2 She went to primary school last year.
3 I saw Luke's sister on the bus to school this morning.
4 She caught the train to work at 5.45 last Monday.
5 He read a magazine at breakfast yesterday morning.
6 They brought salad to school last week.
7 She did her homework in the kitchen last night.
8 My mum came home late from work yesterday.

4 1 was 2 fought 3 found 4 got 5 thought
6 were 7 fell 8 broke 9 spoke

Exercise 6 page 76

- Tell students: *You are going to read an email from Max to his friend Milly.*
- With a **weaker class**, students work in pairs. With a **stronger class**, students work individually.

KEY

1 had 2 was 3 did 4 could 5 went 6 bought
7 came 8 brought 9 stayed 10 watched 11 spoke
12 played 13 were

Exercise 7 page 76

- Model the task; say a few things you did last weekend. Then students do the exercise in pairs. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about past events.*

7C Listening**Listening to instructions****LESSON SUMMARY**

Speaking: Talking about computer problems

Listening: Listening to instructions

Vocabulary: Instructions for setting up a printer

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 7 only if you have time.

LEAD-IN 2-3 MINUTES

- Ask: *What do you do if you have got computer problems? Can you fix them yourself? Have you got a friend or someone at school who can help?*
- Help with vocabulary as necessary. If you have got an appropriate story to share, tell students about a time when you had a computer problem and how you fixed it.

Exercise 1 page 77

- Pre-teach *crash* (when a computer suddenly stops working) and *access* (the opportunity or right to use or to see something) and practise the pronunciation of *access* /'ækses/.
- Students read problems a–e and check the meaning of any words they are not sure about.
- Elicit any other computer problems they may have, e.g. the computer freezes (when things on the screen stop moving and the mouse and keyboard stop working); not having enough memory (when a computer disk is full and cannot save or store any more information).
- Have a vote on which problem is the most common and which the most annoying.

Exercise 2 page 77

- Pre-teach *install* (to put a new program onto a computer) and *restart* (to turn off a computer and then turn it on again – one of the first things we do when we have problems with a computer).

- Ask: *Do you know how to connect a new printer to a computer?* Note anything students do know on the board. They then do the exercise.

KEY

1 remove 2 Connect 3 Turn on 4 Connect
5 Install 6 follow 7 Restart 8 Visit 9 download

Exercise 3 3.20 page 77

- Students read the Listening Strategy. Then, with books closed, ask: *What words do we often use when we give instructions to show order?* (e.g. *first of all, secondly, then*)
- Focus attention on the pictures. Ask students to try to put them in the correct order before listening to the audio.
- Then say: *You are going to hear some instructions for setting up a computer.*
- Play the audio for students to do the exercise.

KEY

1 C 2 E 3 A 4 B 5 F 6 H 7 D 8 G

Transcript

First of all, take your new computer out of the box and remove all the paper and plastic packaging. Secondly, before you plug in the computer, read the installation instructions and safety information. Thirdly, use the power cable to connect the computer to a power source. Then, press the power buttons on the wireless keyboard and mouse. Wait until the lights on the keyboard and mouse stop flashing. Next, turn on the computer by pressing the power button. After that, connect your computer to your wireless network and follow the on-screen instructions to set up your new computer, for example language selection or password creation. Finally, run the software update so that you have the newest versions of all the software on your computer.

Exercise 4 3.20 page 77

- Focus attention on the sequencing words. Ask: *Which two are used at the beginning of a set of instructions?* (first of all, to start off with) *Which two words mean 'next'?* (then, after that) *Which two words use numbers to show order?* (secondly, thirdly) *Which word means 'at this moment'?* (now)
- Play the audio again for students to find the words.

KEY

first of all; secondly; thirdly; then; next; after that; finally

Transcript

See exercise 3.

Extra activity

- Students practise giving instructions. Elicit the steps for making a phone call, e.g. *To start off with, take out your phone. After that, open your contacts and choose the person you want to call. Then touch the number to dial the phone. Finally, talk to your friend.*
- Students give instructions for other activities, e.g. send an email, listen to music on an MP3 player, make a video using a smartphone.

Exercise 5 3.21 page 77

- Ask: *What is a computer help desk?* (a service that people can phone when they have computer problems)
- Say: *We're going to listen to people asking for and giving help. Listen for the adverbs and count the steps.*
- Play the audio for students to do the exercise.

KEY

Conversation 1 There are 5 steps: 1 check the cable; 2 go to 'settings'; 3 click on network; 4 choose the network; 5 enter your password

Conversation 2 There are 4 steps: 1 double click on the recycle bin; 2 find documents; 3 drag the files onto the desktop; 4 drag the documents into the folder

Conversation 3 There are 3 steps: 1 take out the memory stick; 2 plug it into a different USB port; 3 plug in a different stick and see if the computer recognises it

Transcript

1 Help Desk Hello, Help Desk.

Man Oh, hi. I've got a problem with my computer. I can't get online.

HD OK. First of all, check the cable at the back of the computer. Is it connected?

M Yes, it is.

HD Now go to 'Settings'.

M OK, 'Settings'. OK, I'm there.

HD Then click on 'Network'.

M Click on 'Network'. OK!

HD Next, choose the network you want to join.

M OK. I'm choosing 'Office network'.

HD Finally, enter your password.

M I can't remember what it is ... Oh, yes, I remember! It's 'password'. P, A, S, S, W, O, R, D.

HD That isn't a very safe password.

M But it's easy to remember! ... Oh, it's working now. I'm back online. Thanks for your help.

HD You're welcome. Glad I could help.

2 Help Desk Good morning. IT Help Desk.

Woman Oh, good morning. I wonder if you can help me. I can't find some important documents. They were in a folder on my desktop. I think I accidentally deleted them. Can I get them back, do you think?

HD Have you emptied the Recycle bin?

W The recycle bin? No. The documents aren't in the recycle bin. I'm talking about documents on my computer.

HD Yes, I realise that. I'm talking about the Recycle bin on your computer. It's usually in the bottom right corner of the screen. Can you see it?

W Oh, yes! Sorry! There it is.

HD So, first of all, double-click on it. Then find the documents you are looking for.

W Yes, I can see them.

HD Drag them onto the desktop. Finally, drag the documents back into the folder.

W Oh, great. Thank you very much. I was really worried. It took me hours to write those documents!

3 Help Desk Good afternoon. Sally speaking. How can I help?

Man Oh, hi, Sally. Ben here. I've got a problem with a memory stick. When I plug it into the computer, I can't see it. The computer doesn't recognise it.

HD OK. Is the memory stick in the computer?

M Yes, it is.

HD First, take out the memory stick.

M OK.

HD Then plug it in to a different USB port.

M No, I still can't see it on the screen.

HD Have you got another memory stick there?

M No, but I can borrow one. Anna, can I borrow your memory stick for a moment?

Woman Sure.

HD Plug that in. See if the computer recognises it.

M Uh, yes, it does. I can see it.

HD Right. Your memory stick isn't working for some reason. You can bring it to the Help Desk office and I can have a look at it, if you like.

M Thanks. You're in room 204, aren't you? Is 10.30 OK?

HD Yes. Fine.

M Great. See you then.

Exercise 6 3.21 page 77

- Play the audio again for students to do the exercise.

KEY

1 cable 2 password 3 in the recycle bin
4 documents 5 memory stick 6 204

Transcript

See exercise 5.

Exercise 7 page 77

- Remind students that they can refer to the problems in exercise 1. Model the task with a confident student.
- While students work in pairs, circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand a series of instructions.*

7D Grammar

Past simple (negative and interrogative)

LESSON SUMMARY

Grammar: Past simple negative and interrogative

Speaking: Talking about what you did yesterday

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. If you run out of time, omit exercise 10. Exercises 4 and 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- Focus attention on the photo. Ask:
Where is this? (a concert)
What is this person doing? (making a video / taking a photo)
What device is the person using? (probably a smartphone)

Exercise 1 page 78

- After students have worked in pairs, ask one or two pairs to share their ideas with the class.

KEY

(Possible answers)

take photos, make videos, play games, surf the internet, listen to music, look at maps, make telephone calls

Extra activity

Extend vocabulary work by teaching or eliciting the meaning of some common smartphone-related words: *selfie* (a photograph you take of yourself), *selfie stick* (a long holder for a camera or phone that makes it easier to take a selfie), *pocket dial* (when your phone – in your pocket – accidentally dials someone's number).

Exercise 2 3.22 page 78

- Set the scene for the dialogue and say: *James went to a concert. He's telling Chloe about it.*
- Play the audio for students to read and listen.
- Check answers as a class. You could ask additional comprehension questions: *Where was the music festival?* (in the park) *Which band do James and Chloe talk about?* (Cool Heart) *Did James take any photos?* (no, he only made videos)

KEY

There's no sound. He probably had his finger over the microphone.

Exercise 3 page 78

- Go through the *Learn this!* box together. Students then do the exercise and complete the box.

KEY

Negative No, I didn't. No, I didn't take any photos. It didn't work. I didn't check.

Interrogative Did you go to the music festival ... ? Did you go? Did Cool Heart play? Did you take any photos? Did you have your finger over the microphone?

a didn't (did not) b did c did, didn't

For further practice of the negative and interrogative of the past simple:

Grammar Builder 7D page 136

5 2 didn't clean 3 didn't have 4 didn't win
5 didn't study 6 didn't forget 7 didn't buy
8 didn't take

6 2 I didn't see you at the party.
3 Joe and Elli didn't come to the cinema with us.
4 Cathy didn't spend a year in France.
5 The lesson didn't begin on time.
6 Tom didn't write his name on his Workbook.

7 1 What time did you go to bed?
2 Did it rain in the morning?
3 Where did you do your homework?
4 How many phone calls did you make?
5 Who did you sit next to in class?
6 What did you do after school?
7 What time did you get up?
8 When did you get home from school?

9 2 What did you do in Oxford Street?
3 How did you go?
4 How long did you spend there?
5 What time did you get back?

10 1 Joe took some photos.
2 What time did they arrive at school?
3 Did Andy have a good weekend?
4 Pam didn't tidy her room. / Pam tidied her room.
5 They didn't travel to France by plane. / They travelled to France by plane.
6 'Did you download the app?' 'Yes, I did.'

Exercise 4 page 78

- Do the first item as a class.
- Students do the exercise and then check in pairs.

KEY

- 1 Tom didn't go to bed before 10 p.m. last night.
- 2 I didn't catch the bus to school.
- 3 Sarah didn't have a dream last night.
- 4 We didn't study English in primary school.
- 5 My friend didn't watch TV before school this morning.
- 6 Sarah and Fred didn't have breakfast this morning.

Exercise 5 page 78

- Students read the example. Then elicit the answer to item 2.
- Students do the exercise and then check in pairs.

KEY

- 2 Did you catch the bus to school?
- 3 Did you have a dream last night?
- 4 Did you study English in primary school?
- 5 Did you watch TV before school this morning?
- 6 Did you have breakfast this morning?

Exercise 6 page 78

- Model the task with a confident student.
- While students work in pairs, circulate, monitor and help as necessary.

Exercise 7 3.23 page 78

- Students read the *Look out!* box.
- Students do the exercise.
- Play the audio for students to listen and check their answers.

KEY

- 1 Were you
- 2 wasn't
- 3 couldn't
- 4 did Cool Heart play
- 5 didn't play
- 6 Were
- 7 didn't hear
- 8 didn't want

Exercise 8 page 78

- Do the first item as a class. Students complete the first column in the table.
- Check answers as a class.

KEY

- 1 go
- 2 help
- 3 use
- 4 eat
- 5 meet
- 6 play
- 7 send
- 8 surf
- 9 be

Exercise 9 page 78

- Model the task with a confident student. While students work in pairs, circulate, monitor and help as necessary.

Exercise 10 page 78

- Ask a few students to tell the class about their partner.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can say what did and didn't happen in the past.*

7E Word Skills**Introduction to phrasal verbs****LESSON SUMMARY****Vocabulary:** Phrasal verbs**Speaking:** Giving instructions**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 1–2 minutes on exercise 1. Exercise 5 can be set for homework.

LEAD-IN 2–3 MINUTES

- Tell students a bit about computers when you were a school student, e.g. *When I was a school student, there was one computer for the whole school. We didn't learn very much about computers. / In my school, we had a computer lesson every week. The computers were very modern for the time, but they were slow.*
- Ask: *What classes do you use computers for? Do you ever have tests on computers? Do you use computers for homework?*
- Elicit answers.

Exercise 1 page 79

- Focus attention on the photo. Discuss the questions as a class. Elicit sentences such as: *There aren't any books. Everyone is using a computer. The classroom is modern.*
- On the board, write *Pros* and *Cons* and elicit a few ideas. (*Pros*: Computer skills are important; the equipment is modern; it's fun to learn this way. *Cons*: Computers can make your eyes and neck tired; it's easier to make notes in books; you can lose your work if the power goes off.)

Exercise 2 page 79

- Go through the *Learn this!* box together.
- On the board, write: *I get up. I put on my jacket.* Ask: *Which sentence has an object, and what is it?* (I put on my jacket. Object: *jacket*)
Is this sentence transitive or intransitive? (transitive)
- Students find the phrasal verbs in the speech bubble.

KEY

turn on (transitive); type in (transitive); log on (intransitive); log off (intransitive); shut down (transitive)

Exercise 3 page 79

- Focus attention on the pictures. As a class, elicit the matching pairs. Then check the meaning of all the phrasal verbs. Alternatively, students can look the phrasal verbs up in a dictionary.

KEY

A log on B back up C scan in D turn down
E turn up F turn on G turn on / shut down H type in
back up prepare a second copy of a file, program, etc. that you can use if the main one fails plug in connect electrical equipment to the main supply of electricity scan in pass light over a picture or document using a scanner in order to copy it and put it in the memory of a computer shut down stop a machine working turn down reduce the noise produced by a piece of equipment by moving its controls turn off stop the flow of electricity by moving a switch, pressing a button, etc. turn on start the flow of electricity by moving a switch,

pressing a button, etc. **turn up** increase the sound of a piece of equipment **type in** use the keyboard to put information into a computer **break down** stop working because of a fault **log off** perform the actions that allow you to finish using a computer system **log on** perform the actions that allow you to begin using a computer system

Exercise 4 page 79

- Say: *Dictionaries show transitive and intransitive phrasal verbs differently. Some dictionaries use 'I' for intransitive and 'T' for transitive.*
- Students read the dictionary entries and answer the question.

KEY

A transitive verb has *something* between the two parts of the verb.

Extra activity

On the board, write *turn*. Students use their dictionaries to find phrasal verbs that are formed with *turn*. Elicit common phrasal verbs, e.g. *turn back, turn down, turn (something) into something, turn off, turn on, turn out, turn round, turn up*.

Exercise 5 page 79

- Tell students that phrasal verbs can have different forms and tenses, like any other verbs. Do the first item together.
- Students complete the sentences.

KEY

1 turned down 2 log on 3 typed in 4 backed up
5 shut down 6 plug in, turn (it) on

Exercise 6 page 79

- Students do the exercise. Make sure they understand that they should not show their instructions to their partner yet. Circulate, monitor and help as necessary.

Exercise 7 page 79

- In pairs, students take turns giving their instructions to a partner, who acts out them out.

KEY

(Possible answer)

First, plug in the computer. Secondly, turn it on. Then log on. You have to type in your username and password. Next, do your work and remember to back it up. After that, log off. Finally, shut the computer down.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use a range of computer-related phrasal verbs.*

7F Reading

Dancing Man

LESSON SUMMARY

Vocabulary: Internet collocations

Speaking: Presenting a social media campaign

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell students about a time when you helped a stranger, when a stranger helped you, or when you saw someone help a stranger, e.g. *I was on the bus when my house keys fell out of my coat pocket. Luckily, a young man saw them and gave them to me.*
- Elicit stories from students. Make the point that the world is a better place when we try to help other people.

Exercise 1 page 80

- On the board, write *cyber-bullying*. Ask: *What does 'cyber' mean?* Elicit or explain that it means 'connected to, relating to the internet'.
- Tell students that words beginning with *cyber-* include *cyber-crime* (stealing money using computers or the internet) and *cyberspace* (another word for the internet).
- Ask: *What is bullying?* Elicit or explain that it means 'using strength or power to frighten or hurt weaker people'.
- Ask students if they have heard of any cases of cyber-bullying and share their answers with the class.

KEY

Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Extra activity: Stronger students

- Revise the language of advice from Unit 2 and ask: *What should we do to stop bullying?* (e.g. help people who are bullied; tell bullies to stop; walk away from bullies; tell an adult about bullying)
- Tell students that a bully may be a person who is themselves bullied. They may also need help.

Exercise 2 page 80

- Students skim-read the article to answer the question. Check the answer as a class. Then ask further questions: *Why did people laugh at Dancing Man?* (Because he was large.) *Where did they post pictures of him?* (on a popular internet forum) *How did people find out Dancing Man's name?* (They used Twitter.) *What two things did Cassandra Fairbanks do with the money she collected?* (She bought Sean a ticket to the USA and gave money to anti-bullying charities.) *What did Sean do in the USA?* (He danced on TV and threw a baseball in an important match.)

KEY

The text mentions putting pictures of someone on the internet so people will laugh at them.

Exercise 3 page 80

- Students read the Reading Strategy.
- Ask: *What is another word for 'sequence'? (order)*
- On the board, write: *What was the sequence of events?*
- As a class, elicit the main events in the story and write very brief notes on the board, e.g. *1 dancing, 2 photos, 3 Twitter, 4 TV, 5 party, 6 baseball.*
- Students then do the exercise.

KEY

2 b 3 f 4 a 5 g 6 e 7 c

Exercise 4 page 80

- Focus attention on sentences A–E. Ask students to number them in the most likely order.
- Students then do the exercise.

KEY

1 E 2 B 3 A 4 D

Exercise 5 3.24 page 80

- Play the audio for students to read and listen to the text and check their answers.

Exercise 6 page 80

- With a **stronger class**, ask students to try to make the collocations without looking back at the text. They can then check their answers in the text.
- With a **weaker class**, ask students to read the words 1–6, scan the text for them and find the collocations.

KEY

1 d 2 a 3 f 4 e 5 b 6 c

Exercise 7 page 80

- Go through the instructions together and make sure students know what to do.
- As a class, brainstorm ideas, e.g. clean up rubbish from a park; stop bullying; make an area greener by planting trees; make roads safer; raise money for new computers.
- In pairs or groups, students choose an idea, develop it and think of a hashtag.

Exercise 8 page 80

- Ask some students to present their ideas to the class. Encourage questions and comments.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a social media campaign.*

7G Speaking

In a shop

LESSON SUMMARY

Vocabulary: Talking about prices and features of gadgets

Speaking: Talking about products and prices

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than about a minute on exercise 1. Do exercise 6 only if you have time. Exercise 5 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask: *What shops do you enjoy going to? Do you enjoy window shopping? Which shops do you like to visit?*
- Elicit answers.

Exercise 1 page 82

- Focus attention on the photo. Elicit answers.

KEY

They're probably in a shop. They're discussing a mobile phone.

Exercise 2 3.25 page 82

- Play the audio for students to read and listen to the dialogue.
- Check answers as a class. Explain that a debit card is like a credit card but it takes money directly from your bank account.

KEY

The girl buys the Micro 4.

Exercise 3 page 82

- Ask students to find the two prices in the dialogue. Elicit the answers. If students do not say the prices correctly, do not correct them. Instead, ask them to read the *Learn this!* box and then try saying them again.

KEY

£89.99 (eighty-nine, ninety-nine), £120.50 (one hundred and twenty pounds fifty)

Exercise 4 3.26 page 82

- Focus attention on the features of gadgets. Elicit or teach what the features are: a *motion sensor* can 'see' or 'feel' movements; *headphones* allow a single user to listen to something privately; *wireless speakers* do not need a cable to work; *battery life* is the number of hours you can use a battery before you have to re-charge it or until the end of its life; *built-in 4G* is a system for connecting a mobile phone to a mobile phone network, or a smartphone or tablet to the internet; a *built-in webcam* is a camera that is part of a laptop or computer – you use it to have video conversations over the internet; a *memory card slot* is a narrow opening in a computer or laptop into which you put an electronic device that can be used to store data – it is used with digital cameras and mobile phones; *Wi-Fi* is used for connecting to the internet without cables; a *touch-screen* is the screen on tablets, smartphones and some computers that you use to control the device using your fingers on the screen; a *USB port* (USB = universal serial bus) is a place on a computer where you can attach another piece of equipment, often using a cable; an *HDMI port* (HDMI = high definition media interface) is a place to connect computers and video games with monitors; a *SIM card* (SIM = subscriber identification module) is a plastic card inside a mobile phone that stores information to identify the phone and the person using it.
- Ask students to read the questions. Then play the audio for them to answer the questions. You will probably need to play the audio again.

KEY

Conversation 1 1 a laptop; 2 touch-screens and a built-in webcam; 3 £269.49

Conversation 2 1 a tablet; 2 battery life, a memory card slot and an HDMI port; 3 £105.99

Conversation 3 1 a video game controller; 2 a motion sensor and a case; 3 £30.75

Transcript

- 1 **Boy** Excuse me. I'm looking for a laptop.
Sales assistant How much do you want to spend?
B Well, no more than £250.
SA The Sonic 204 is £249.50. And the TX Inspire is a little cheaper. That's £225.
B OK, and do they both have touch-screens?
SA No, only the TX has a touch-screen.
B And what about a built-in webcam? Have they both got that?
SA Yes, all laptops come with a built-in webcam these days.
B OK, well, I'd like the TX Inspire, please.
SA Certainly. That comes to £249.50, please.
B Oh, I'd like a case for it too, please ... This one looks nice. How much is it?
SA £19.99.
B Can I pay by debit card?
SA Yes, of course. That's £269.49 in total, please. ... Thank you. There you are.
B Thanks very much. Goodbye.
- 2 **Sales assistant** Can I help you?
Girl Yes, I'm looking for a tablet. I like this one.
SA Yes, the Universe 4 is very popular.
G Has it got a good battery life?
SA Yes, up to twelve hours of reading, surfing the internet, watching videos, playing music ...
G That sounds great. And does it have a memory card slot?
SA No, it doesn't. But the Universe 5 does. And it's got an HDMI port too so you can connect the tablet to your television and watch videos on it.
G Is the Universe 5 much more expensive than the Universe 4?
SA The Universe 4 is £105.99 and the Universe 5 is £124.99
G OK, I'd like the Universe 4, please.
SA How would you like to pay?
G By debit card, please.
SA Certainly. So, that's £105.99 ... Enter your PIN, please. ... Thank you. ... Here you are.
G Thanks. Bye.
SA Thank you. Have a nice day.
- 3 **Sales assistant** Hello. How can I help you?
Boy I'm looking for a video game controller.
SA Video game controllers are over here.
B This one is nice. How much is it?
SA It's £30.75p.
B Does it have a motion sensor?
SA Yes, it does. And it comes with a case too ...
B OK, I'll take it.
SA Would you like anything else?
B No, thanks.
SA If you'd like to come over to the till, then ... That's £30.75.
B Here's £40.
SA Thank you. ... Here's your change and receipt.
B Thanks very much. Goodbye.
SA Thank you. Goodbye.

Exercise 5 page 82

- Focus on the words and check meaning, especially *credit card* (a plastic card that you can use to buy things and pay for them later).

KEY

1 help 2 looking 3 Next 4 much 5 comes 6 pay
 7 cash 8 credit card 9 PIN 10 change 11 receipt
 12 like 14 Would

Shop assistant 1, 3, 5, 6, 9, 10, 12, 13

Customer 2, 4, 7, 8, 11

For further practice of money and prices:**Vocabulary Builder 7G** page 120

1 1 c 2 d 3 b 4 e 5 a

2 1 ninety-nine p / pence 2 one pound thirty-seven
 3 two hundred and fifty pounds 4 five p / pence
 5 four pounds ninety-nine 6 seventy-five pounds
 eighty-five

3 2 forty p 3 three forty-nine 4 thirty-five pence
 5 one pound twenty 6 a hundred and eighty
 pounds

Exercise 6 3.26 page 82

- Play the audio for students to check answers.

KEY

Conversation 1 That comes to £249.50, please. How much is it? Can I pay by debit card, please?

Conversation 2 How would you like to pay? Enter your PIN, please.

Conversation 3 How much is it? Would you like anything else? Here's your change and receipt.

Transcript

See exercise 4.

Exercise 7 page 82

- Focus attention on the dialogue plan.
- Students then prepare the dialogue. Circulate, monitor and help as necessary.

Exercise 8 page 82

- Ask some volunteers to act out their dialogues in front of the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about products and prices.*

7H Writing

A narrative

LESSON SUMMARY

Vocabulary: Time expressions

Grammar: Adverbs

Writing: A story

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercises 2 and 7 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell students about a time when someone you know lost a key to their car or house, lost a wallet, couldn't find their phone, or a similar problem. How was the problem solved?
- Elicit similar stories from students.

Exercise 1 page 83

- Discuss the questions as a class. If necessary, explain that PINs (personal identification numbers) are used with bank cards, internet banking websites, tablets, phone banking services, and so on.

Exercise 2 page 83

- Students read the article and answer the question. You could ask additional comprehension questions: *Where did Emily and Suzie go?* (to a café for pizza) *Who did Emily want to call?* (her dad) *How did she call her dad in the end?* (They borrowed a boy's phone.) *How long were Emily and Suzie's phones locked?* (three days)
- Ask: *Do you ever have problems like this?* Elicit a few stories. If you are short of time, students can write their narrative for homework.

KEY

The phone became locked when Emily entered her PIN because she entered it incorrectly three times. She and her friend had swapped phones by accident, so they had the wrong phone.

Exercise 3 page 83

- Students read the time expressions and do the exercise.

KEY

1 A few months ago 2 Afterwards 3 then 4 in the end

Exercise 4 page 83

- Ask students to give you some examples of adverbs. Write them on the board. If they say only adverbs ending in *-ly*, elicit *fast*, *hard* and *late*.
- On the board, write: *He laughed happily. Luckily, we arrived on time.*
- Students identify the adverb in each sentence and then say what it describes. (*Happily* tells us how he laughed. *Luckily* describes the situation in general.)
- Students read the *Learn this!* box and do the exercise.

KEY

1 kindly, unfortunately, Amazingly, Luckily, safely

2 late, hard

3 kindly: use 1 unfortunately: use 2 Amazingly: use 2
Luckily: use 2 safely: use 1 late: use 1 hard: use 1

For further practice of word families:

Vocabulary Builder 7H page 120

3 1 loudly 2 badly 3 well 4 fast 5 dangerously
6 slowly

4 (Possible answers)

1 well 2 loudly 3 badly 4 fast
5 dangerously 6 slowly

Exercise 5 page 83

- Students read the Writing Strategy. Check that students understand how exclamation marks are used. Ask: *When do we use an exclamation mark?* (when someone speaks loudly or with strong feeling)
- On the board, write: *I can come and get you my dad said.* Ask: *Do we need to use a question mark, a full stop, a comma or an exclamation mark after 'you'?* (a comma) *Where do the quotation marks go?* (at the beginning of the sentence and after the comma)
- Students then do the exercise.

KEY

1 'Have you got my charger?' she asked.

2 'I can't find my memory stick,' said Tom.

3 'Good luck!' shouted my mum. 'Thanks,' I said.

4 'It's very late,' said my friend.

5 'Did you see me?' asked Ben quietly. 'Yes,' I replied.

Exercise 6 page 83

- Focus attention on the four points. Point out that the first point sets the scene. Remind students that the first paragraph of *Locked out!* tells us who was in the story and where it happened. The second, third and fourth bullet points are the timeline of the main part of the story. The timeline begins when the problem starts and ends when the problem is solved.
- Students make notes for their story.

Exercise 7 page 83

- Students work individually. Circulate, monitor and help as necessary.
- When students finish writing, focus attention on the *Check your work* box and remind them to read their article again to make sure it is as good as it possibly can be.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can write a narrative.*