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**5A Vocabulary****Computing****LESSON SUMMARY**

**Vocabulary:** Computing verbs; computing: useful collocations

**Listening:** Calling a helpline

**Grammar:** Imperatives

**Speaking:** Technology quiz; instructions for digital technology

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and do exercise 8 in the next lesson.

**LEAD-IN: 2–3 MINUTES**

- Elicit technological devices, e.g. *tablet, mobile phone*.
- Tell students: *You are going to find out the following: How many devices does each student have? How many hours do they spend on them each day?*
- Put students in groups. Students take turns to ask the person next to them the questions. One person records the answers.
- Ask each group to report back to the class. Write the results on the board. Are any of the results surprising?

**Exercise 1** page 52

- Go through the uses of computers and tablets together.
- Students decide which things they use their computers or tablets for and think of more uses.
- Elicit ideas.

**Exercise 2** page 52

- In pairs, students take turns to ask and answer questions about the uses in exercise 1 using *How often ...?* Encourage them to answer giving as much information as they can.
- Elicit a few answers.

**Exercise 3** page 52

- Check the meanings of the verbs and practise their pronunciation.
- Students complete the quiz questions in pairs.
- Check answers as a class.

**KEY**

2 upload 3 search 4 update 5 comment  
6 rate 7 set up 8 log on 9 subscribe  
10 forward 11 print 12 install

**Exercise 4** page 53

- Go through the instructions together, making sure that students understand what they have to do.
- In pairs, students take turns to ask and answer the questions.
- Students calculate their partner's score and read the answer key to find out how tech-savvy they are.
- Find out the most common score in the class.

### Exercise 5 2.14 page 53

- Ask students to read the instructions and the words and phrases in the table. Check any unknown vocabulary, e.g. *scroll (up / down)* (to move text up and down on a computer screen) and *paste* (to copy or move text or an image into a document from somewhere else).
- Students form the collocations.
- Play the recording for students to check their answers.
- Check answers as a class.

#### KEY

1 e 2 d 3 c 4 b 5 a 6 g 7 f 8 i 9 j 10 h

#### Transcript

See Student's Book, page 53.

#### Extra activity: Fast finishers

Ask **fast finishers** to write sentences using the collocations in exercise 5, e.g. *You close a document when you have finished reading it. You scroll down the page to read everything on it.*

### Exercise 6 2.15 page 53

- Ask students to read the instructions and the questions. Check the meaning of *check out* (to pay for something online), *basket* (a facility on a website that records items selected by a customer for purchase until the transaction is completed) and *get money off* (to pay a lower price for something).
- Ask: *What is technical support? In what situations might you have to speak to a technical support assistant?*
- Play the recording for students to choose the correct options.
- Check answers as a class.

#### KEY

1 c 2 a 3 c

#### Transcript

1 **Helpdesk** Hello, how can I help?

**Customer** I'm trying to buy an MP3 player for my daughter. I've added it to my shopping basket. I've got a discount code here but I'm not sure what to do with it.

**H** Is the MP3 player in the basket?

**C** Yes, it is.

**H** OK. Click on 'Check out' then enter your payment details.

**C** I've already done that.

**H** Good. Click on 'Continue'. On the next page you'll see a summary of your transaction. Can you see that?

**C** Yes. There's a 'Complete your purchase' button.

**H** Don't click on that button just yet. Enter the discount code first.

**C** OK. RX4569PLQ. Click on 'Apply code?'

**H** Yes.

**C** Oh dear. It says it's out of date! What a nuisance. Can I have a discount anyway?

**H** No, I'm afraid not.

**C** OK, never mind. I'll click on 'Complete your purchase'. Done.

**H** Is there anything else I can help you with?

**C** No, that's all. Thanks for your help.

2 **Operator** Good morning. Oxford Savings Bank. How can I help?

**Customer** Oh, hello. I keep getting emails from you asking me to change my password.

**O** I'll put you through the department that deals with internet security.

**C** OK. Thanks.

**Helpdesk** Hello, technical support, can I help?

**C** I keep getting emails from you asking me to change my password. But my password works fine. I was wondering what I should do with them.

**H** You need to be very careful with emails like that. It's probably someone phishing.

**C** Fishing? On a website?

**H** It's when someone makes an email look like it's from a real organisation, like a bank. But in fact they're just trying to get personal information from you, like passwords.

**C** So it isn't from you?

**H** No, but can you forward it to us, please? And then you should delete the email from your inbox. And whatever you do, don't follow any links contained in the email.

**C** Who do I forward it to?

**H** security@osb.com.

**C** OK, thanks. I'll do that now.

3 **Helpdesk** Good morning. Can I take your name, please?

**Customer** James Ford.

**H** Is it all right if I call you James?

**C** Yes, sure.

**H** What can I do for you today, James?

**C** My friend has sent me an email, but I can't see it in my inbox. I've clicked on 'Send and Receive' but I keep getting an error message. It tells me to enter my username and password. I keep doing that, and it says I've got it wrong. But I know I haven't.

**H** OK, have you tried sending an email too?

**C** Yes, with the same result.

**H** You probably just need to reset your password. Can I just take you through a few security questions?

**C** Sure.

**H** What are the first and second letters of your mother's maiden name?

**C** B and R.

**H** And your house number and postcode?

**C** 51 and ZX3 HJ51.

**H** Thank you. And your date of birth?

**C** 20th July 1996.

**H** OK, I've sent you an email with a code to your other email address. Log on to your email account. Once you've got it, you can reset your password using the code provided.

**C** OK, thanks. I'll give it a go. It's odd because my other email account seems to be working perfectly well.

### Exercise 7 2.15 page 53

- Ask students to read the *Recycle!* box and the instructions.
- Check the meaning of the verbs.
- With a **stronger class**, ask students to try to complete the sentences before they listen again.
- Play the recording again for students to complete the sentences.
- Check answers as a class.

#### KEY

1 Don't click on 2 Enter 3 delete  
4 don't follow 5 Log on

#### Transcript

See exercise 6.

### Exercise 8 page 53

- Go through the instructions together.

- Give students a minute to read the target language in exercises 3, 5 and 7 again.
- Focus attention on the example and point out the word *then*. Elicit other words that can be used to sequence steps in a process, e.g. *first, second, next, after that, finally*.
- In pairs, students take turns to give each other instructions.
- Circulate and monitor, helping with vocabulary and grammar where 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about computers and communication technology using computing verbs, collocations and imperatives.*

## 5B Grammar

### Quantifiers

#### LESSON SUMMARY

**Reading:** A text about a man who loves technology

**Grammar:** Quantifiers: *every one of* and *none of*

**Speaking:** Making predictions about classmates

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 8 and 9.

#### LEAD-IN: 2-3 MINUTES

- Tell students: *Think of parts of your day when you are not using technology, for example, when you're sleeping or when you're at school. Can you think of any other times?*
- Elicit some answers and write them on the board. Ask: *Do you think an app or some kind of device would be useful during these times? What would it do?* Give students an example, e.g. *I'd like an app that tells me how long it takes me to fall asleep and how well I sleep. I'd like a device that tells me how fast I'm walking.*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 1 page 54

- Focus attention on the photo and the title of the text. Students then answer the question in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 2 page 54

- Students read the text and check their ideas.
- Check the answer as a class.

#### KEY

The gadgets monitor data about his lifestyle.

#### Exercise 3 page 54

- Go through the instructions, quantifiers and the *Learn this!* box together. With a **weaker class**, revise the difference between countable and uncountable nouns.
- Students note the types of nouns following each quantifier in the text and complete the table.
- Check answers as a class.

#### KEY

1 each 2 every 3 a little 4 all 5 any 6 no  
7 a few 8 any 9 both 10 many 11 some

#### Exercise 4 page 54

- Go through the *Look out!* box together. Ask students which part of the table in the *Learn this!* box *none* fits into (uncountable nouns and plural nouns).
- Students find three examples of *of* with quantifiers in the text.
- Check answers as a class. Point out that, with some exceptions, *of* is not used if the quantifier is immediately followed by a noun, e.g. *few people, many dogs, all children*. However, if a determiner (e.g. *the, this*) or pronoun (e.g. *my, its*) follows the quantifier, we use *of*, *one of* or *none of*.  
*Most children like ice cream.*  
*Most of them like ice cream.*  
Exceptions to this rule are *plenty of, a lot of, a number of* and *a couple of*.  
*Plenty of students have their own YouTube channels.*

#### KEY

Most of his gadgets; Every one of them; He doesn't wear all of his gadgets

#### Extra activity

- Ask students:  
*What do you think of Chris Dancy's lifestyle?*  
*Do you think he has improved his quality of life?*  
*Are there any disadvantages to his lifestyle?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 5 page 54

- Students study the sentences and work out the difference.
- Check answers as a class. Point out that we rarely use *little* and *few* in informal language. Instead, we tend to use *not much* and *not many*.

#### KEY

1 a This means 'I've got only a very small number of high-tech gadgets.' b This means 'I've got a number of high-tech gadgets.' 2 a This means 'I have a very limited amount of time / I don't have enough time for computer games.' b This means 'I have some time.'

#### For further practice of quantifiers:

##### Grammar Builder 5.1 page 135

- 1 a document, gadget, habit, website b health, homework, information, money, music, software
- 2 1 every 2 either 3 few 4 a little 5 many  
6 all 7 every 8 Every; each
- 3 2 I'm going to invite all my friends / all of them to my party. 3 I haven't got any wearable gadgets.  
4 I like both tablets and laptops. / I like both of them. 5 I've got a little money left. 6 None (of them / of the students) got full marks in the exam.  
7 Yes, I won every match / every one of my matches / every one of them. 8 No, I don't like either Adele or Emeli Sandé / either of them.

#### Exercise 6 page 54

- Students complete the sentences.
- Check answers as a class.

**KEY**

1 few 2 Most 3 some 4 any 5 both  
6 None 7 little

**Exercise 7** page 54

- Students rewrite the sentences. With a **weaker class**, remind students to add *of* after some of the quantifiers.
- Check answers as a class.

**KEY**

1 I have little IT homework this weekend. 2 Most (of the) students own a computer. 3 Few of my friends use Twitter. 4 Both Sam and Ben love Facebook. 5 I will text you either on Saturday or on Sunday. 6 There are no documents in the folder. 7 Marlon has a gadget on each wrist. 8 I downloaded every one of the apps to my new phone. 9 I don't spend much time using social media. 10 None of my gadgets are expensive.

**Extra activity: Fast finishers**

- Write the following on the board: *enough, several, plenty, a number, a couple, neither*
- Ask **fast finishers** to add them to the correct part of the table in the *Learn this!* box.

**KEY**

*Enough and plenty can be used with plural and uncountable nouns.*  
*Several, a number and a couple can be used with plural nouns.*  
*Neither can be used with singular countable nouns.*

**Exercise 8** page 54

- Students write sentences about their classmates.

**Exercise 9** page 54

- Encourage as many students as possible to give their predictions. When students have finished speaking, ask for a show of hands for each prediction and elicit a sentence for each, e.g. if only very few students shop online, write: *Very few students shop online.*
- Ask students if they are surprised by any of the results.

**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 students: *What have you learned today? What can you do now?* and elicit answers: *I can use quantifiers correctly. I can understand a text about a man who loves technology. I can make predictions about my classmates' use of technology using quantifiers.*

**5C Listening****Navigation nightmare****LESSON SUMMARY**

**Listening:** A dialogue about an amusing satnav mistake; problems with gadgets

**Exam Strategy:** Distinguishing between fact and opinion

**Vocabulary:** Gadgets; expressing opinions

**Speaking:** Discussing technology

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 1 and 7.

**LEAD-IN: 2-3 MINUTES**

- Ask students to imagine that the entire internet has stopped working. Then ask: *Will we be able to continue our lives as normal? Why / Why not? What do you think will happen?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

**Exercise 1** page 55

- Focus attention on the photo and elicit a description of what is happening.
- Go through the headlines and check the meaning of *satnav* (a computer system that uses information obtained from satellites to guide the driver of a vehicle).
- Ask a few students to share their ideas with the class.

**Exercise 2** 2.16 page 55

- Ask students to read the headlines again and note the key words.
- Play the recording for students to choose the correct headline.
- Check the answer as a class. Then ask a few students to say what they think about the story.

**KEY**

B

**Transcript**

**Man** Have you seen this story in the newspaper?

**Woman** Which one?

**M** The one about Sabine Moreau, a woman from Belgium. It's quite funny. Listen to this: 'When 67-year-old Sabine Moreau got in her car and set off from her home in Belgium, she was planning to pick up a friend from a station about 60 km away. She used her satnav to guide her and did not notice when the satnav started taking her in the wrong direction. She ended up about 1500 km away in Croatia, having travelled through six different countries! The journey took two and a half days, it says here.'

**W** That's amazing. What did she do when she got Croatia?

**M** She had to drive all the way home again!

**W** I reckon she just wanted to spend a couple of days on her own. I mean, I don't think you can drive across six countries by mistake! Did anyone notice that she was missing?

**M** Er ... yes, they did. It says here: 'During that time, Ms Moreau's son contacted the police and told them that his mother had disappeared. When reporters asked Ms Moreau about her mistake, she told them that she had had a few things to think about and hadn't really noticed what was happening.'

**W** That's what she says now. But in my view, she invented the whole story about the satnav.

**M** I'm not sure. I expect hundreds of people end up in completely the wrong place because of their satnav. When you're following a satnav, you stop thinking for yourself.

**W** I know ... but you don't drive for two and half days. That's ridiculous!

**Exercise 3** 2.16 page 55

- Go through the Listening Strategy and the instructions together.

- Play the recording again for students to decide which sentences are fact and which are opinion.
- Check answers as a class.

### KEY

1 fact 2 fact 3 opinion 4 fact 5 opinion 6 opinion

### Transcript

See exercise 2.

### Extra activity

Ask students if they believe Mrs Moreau's version of events. Students discuss what happened in pairs.

### Exercise 4 page 55

- Check the meaning of the gadgets, especially *Bluetooth* (a wireless technology which allows you transmit data from one device to another over short distances).
- Students match the photos to three of the gadgets.
- Check answers as a class.

### KEY

A smartwatch B digital radio C games console

### Extra activity: Fast finishers

- Refer **fast finishers** to the headlines in exercise 1 and ask them to think of two more headlines for stories about a failure of technology.
- Students then swap headlines with a partner, who must come up with a plausible fact and an opinion for each headline, e.g.  
*'Man falls off roof trying to get internet connection'*  
 Fact: *The internet provider had a fault in the area.*  
 Opinion: *I expect he was trying to get the latest football results.*

### Exercise 5 2.17 page 55

- Play the recording for students to write down the gadgets.
- Check answers as a class.

### KEY

1 smartphone 2 satnav 3 MP3 player  
4 camcorder 5 games console

### Transcript

- 1 **Customer** Hi. I wonder if you can help me?  
**Assistant** Sure. What's the problem?  
**C** My smartphone is locked. If I put the passcode in, nothing happens.  
**A** Right. Can I see?  
**C** Yes. Look: 5-2-6-1. Nothing.  
**A** Hmm. This phone automatically locks if an incorrect passcode is entered three times. Are you sure you've got the right passcode?  
**C** Yes, I'm sure. But my three-year-old son was playing with it this morning ...  
**A** Ah, well that could be the problem. I expect he's pressed some keys and locked your phone. Anyway, I'm afraid I can't help you. We can't unlock phones here. You need to contact your phone network. They're the only people who can unlock it.  
**C** How long does it take?  
**A** It's hard to say. I reckon you should allow at least three or four days.

**C** Oh dear! That's quite a long time. Are you sure you can't do anything to help me?

**A** I'm afraid not.

### 2 **Man** Can I help you?

**Woman** Oh, yes. Do you live around here?

**M** You could say that. That's my house!

**W** I'm trying to find the Victoria Hotel. My satnav says it's up this road ...

**M** But this isn't a road. You can see that! And you're ruining my grass!

**W** Are you sure this isn't the Victoria Hotel?

**M** Of course I'm sure! I live here!!

**W** Oh, how annoying. All right, I'll turn around.

**M** Don't turn around, you'll ruin the plants. Just go backwards.

**W** All right. Look, it isn't my fault. I'm just following the satnav. Do you know where the hotel is?

**M** I think there's a hotel around the next corner. But it isn't called the Victoria Hotel. It's the Empire Hotel.

**W** The Empire Hotel. That's the one!

**M** You said the Victoria.

**W** I know, but I'm pretty sure it's called the Empire. Thank you. Bye!

**M** Don't drive over my ... roses.

### 3 **Girl** Have you been using my MP3 player?

**Boy** Er ... no.

**G** Yes, you have!

**B** Well, maybe once or twice. How do you know?

**G** Because all the songs are different!

**B** I added a few songs, you're right. Do you like them?

**G** Not really. Why did you erase all my songs?

**B** I didn't erase anything. I just copied about ten new songs onto it.

**G** You did erase them. Look – there are only ten songs on here now, and they're yours. Mine aren't here.

**B** Oh, I'm sorry. Never mind – you've got a back-up of your songs on your computer, haven't you?

**G** No, I haven't! I loaded them onto the MP3 player from a friend's tablet.

**B** That's stealing.

**G** It isn't stealing. He said it was OK.

**B** I don't mean stealing from your friend. I mean stealing from the people who made the songs. It's called copyright theft and it's damaging ...

**G** Look, that isn't the point! Don't use my MP3 player without asking!

### 4 **Dad** You were great. I didn't know you could dance so well!

**Girl** Thanks, Dad. Did you video any if it?

**D** Yes, I did. I used my new camcorder.

**G** Ooh. Let me see.

**D** There should be four or five clips.

**G** These are all clips of a football match!

**D** Oh. I recorded those yesterday. I wonder what happened.

**G** Basically, you didn't record anything at all tonight.

**D** I tried to! Actually, it did keep giving me a message – something about 'memory full'. I wasn't sure what it meant.

**G** It means the memory is full.

**D** So, what do I do about that?

**G** Never mind. Actually, all the members of the cast are getting together a bit later to celebrate the end of the show. I'll talk to people there. Maybe somebody else videoed it.

**D** I hope so. I think the man next to me had a camcorder too.

**G** OK. Anyway ... Thanks for coming. Glad you enjoyed it!

### 5 **Boy** Is that a new games console?

**Girl** No, it isn't. But it's a new game.



- B It looks good. What's it called?  
 G Temple of Fear. It's fun ... but I'm stuck.  
 B I reckon you need to get to the other side of that river.  
 G I agree. But how?  
 B I'm not sure. Keep looking for clues. Maybe there's a secret bridge – or a boat.  
 G I've nearly run out time.  
 B How do you know?  
 G There's a timer in the corner. I've got less than twenty seconds left! And I've been stuck in the same place for ages.  
 B What does that number mean? Three. Is that how many lives you've got left?  
 G No, that's my score. I've got three points.  
 B Only three points? That's terrible.  
 G I know. But it's my first time.  
 B Even so ... three points! And look at the top score: it's over a million.  
 G Yes, all right. I know I'm doing badly, you don't need to tell me.

### Exercise 6 2.17 page 55

- Ask students to read the questions and check any unknown vocabulary.
- Play the recording for students to choose the correct option.
- Check answers as a class.

#### KEY

1 b 2 a 3 c 4 c 5 a

#### Transcript

See exercise 5.

### Exercise 7 page 55

- Go through the uses of each of the gadgets in exercise 4.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can distinguish between facts and opinions in a listening task. I can express my opinions in a conversation about technology.*

## 5D Grammar

### Modals in the past

#### LESSON SUMMARY

**Reading:** A dialogue about a problem with a phone

**Grammar:** Modals in the past

**Speaking:** Speculating on what might have happened

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and omit exercise 7.

#### LEAD-IN: 2–3 MINUTES

- Write the following on the board and check the pronunciation and meaning: *cybercrime* /'saɪbəkraɪm/ (a crime that is committed using the internet, for example by sending a virus to somebody's computer); *hacker* /'hækə(r)/ (a person who secretly looks at and/or changes information on somebody else's computer system without permission); *malware* /'mælwɛə(r)/ (software such as a virus on a computer or computer network that the user does not know about or want).
- Ask students if they have ever had personal experience of cybercrime or malware.
- Elicit a few answers.

### Exercise 1 page 56

- Students read the dialogue and decide who has a problem with their phone.
- In pairs, students explain their answer.
- Check the answer as a class.

#### KEY

(Possible answer)

Both. Archie's phone hasn't been working for a week. Freya might have downloaded malware on her phone.

### Exercise 2 2.18 page 56

- Play the recording for students to focus on the pronunciation of *have*.
- Check and drill the pronunciation: /həv/.

#### Transcript

See Student's Book, page 56.

### Exercise 3 page 56

- Ask students to read the *Learn this!* box.
- Elicit the structure of modal verbs to talk about the past: modal verb + *have* + past participle.
- Ask students to find the modal verbs in the dialogue.
- Check answers as a class.

#### KEY

might have sent; can't have sent; must have used; shouldn't have clicked (on); should have warned; might not have downloaded; could have gone

### Exercise 4 page 56

- Students find the sentences which could also be expressed with *may*, *might* or *could have* and rewrite them.
- Check answers as a class.

#### KEY

You've possibly downloaded some malware onto your phone: You may / might / could have downloaded some malware onto your phone. It's possible that you were lucky: You may / might / could have been lucky.

#### For further practice of modals in the past:

##### Grammar Builder 5.2 page 136

- 1 1 a 2 c 3 a 4 c 5 c 6 c 7 a 8 b 9 c  
 2 2 should have / ought to have 3 may / might / could have 4 can't have 5 must have  
 6 shouldn't have / ought not to have 7 must have  
 8 might / may / could have

### Exercise 5 page 56

- Ask students to read the dialogues, paying special attention to the last line. Before students do the exercise, ask them to guess what a logical reply might be in the middle line.
- Students choose the correct options.
- Check answers as a class.

#### KEY

1 b 2 c 3 c

### Exercise 6 page 56

- Students rewrite the sentences.
- Check answers as a class.

#### KEY

1 shouldn't have lent 2 could have deleted your messages  
3 must have sent that email 4 may not have dialled  
5 should have turned 6 can't have phoned

### Exercise 7 page 56

- As a class, elicit what students can see.
- In pairs, students speculate on what might have happened.
- Ask a few students to share their ideas with 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can speculate on past events using modal verbs.*

## 5E Word Skills

### Adjective + preposition

#### LESSON SUMMARY

**Reading:** An article about a man who tried to stop his son playing video games

**Vocabulary:** Adjective + preposition

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 6 for homework.

#### LEAD-IN: 2–3 MINUTES

- Ask students: *When does using social media make you feel good? When does it make you feel bad?* Make a suggestion, e.g. *Maybe you feel bad when someone tags you in a photo. You don't like your appearance in the photo, but by the time you realise it's been posted online, all your friends and acquaintances have seen it.*
- In pairs, students answer the questions.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 57

- Go through the instructions and the activities together.
- In pairs, students discuss the questions.
- Elicit a few answers. Then ask: *Do your parents ever try to stop you from doing the activities? What do they do?*

- Elicit a few answers.

### Exercise 2 page 57

- Ask students to read the instructions and check the meaning of *addicted* (unable to stop taking or doing something harmful).
- Ask students to read the article and find the paragraph that goes into detail about video game addiction (the last one).
- Students discuss the questions in pairs.
- Check the answer as a class.

#### KEY

There is no evidence apart from his father's concern. We do not know how much time he spent playing them, and perhaps he just had difficulty finding a job.

### Exercise 3 page 57

- Go through the *Learn this!* box together.
- Ask students to look for the adjectives and prepositions in the article.
- Check answers as a class.

#### KEY

addicted to, angry with, aware of, curious about, familiar with, good at, harmful to, shocked at, unhappy with, worried about

### Exercise 4 page 57

- Go through the instructions and dictionary entry together. Students discuss the questions in pairs.
- Check answers as a class.

#### KEY

to and in; The choice depends on the meaning.

### Exercise 5 page 57

- Students use their dictionaries to find the correct prepositions.
- Check answers as a class.

#### KEY

1 with 2 for 3 with 4 to 5 with 6 in

### Exercise 6 page 57

- Students read the text and complete it.
- Check answers as a class. Ask students if they are surprised by the text and if they are, why.

#### KEY

1 to 2 to 3 for 4 of 5 with 6 with 7 to  
8 with 9 about 10 with 11 in 12 to

#### Extra activity: Fast finishers

- Ask **fast finishers** to write a sentence for each of the adjectives in exercise 5.
- If time allows, ask students to gap the adjective or preposition. They then swap sentences with a partner and complete them with the correct adjectives or prepositions.

### Exercise 7 page 57

- In pairs, students take turns to tell each other about the different things.

## 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can use the correct prepositions after adjectives. I can understand them in a text and use them to discuss different subjects.*

## 5F Reading

### Clever machines

#### LESSON SUMMARY

**Reading:** An article about the Turing test

**Exam Strategy:** Answering multiple-choice questions

**Vocabulary:** Computing collocations

**Speaking:** Questions to ask a robot that will prove that it is not human

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercises 6 and 7 as written tasks for homework and omit exercise 8.

#### LEAD-IN: 2-3 MINUTES

- Ask students: *What is the difference between robots and humans? What can a human do that a robot can't?*
- Students discuss the question in pairs.
- Ask students to share their ideas with the class.

#### Exercise 1 page 58

- Students read the conversation and discuss in pairs which is the robot. They should give reasons for their answers.
- Elicit ideas from a few students.

#### Exercise 2 page 58

- Students scan the text to check their answer in exercise 1.
- Check the answer as a class.

#### KEY

A is the computer and B is the human.

#### Exercise 3 page 58

- Go through the Reading Strategy together. Then ask students how information might be expressed differently, e.g. it might be paraphrased or synonyms or associated words might be used.
- Students do the task.
- Check answers as a class.

#### KEY

2 d; even then scientists believed that one day machines would be able to 'think' and that they would probably be as intelligent as humans. 3 It doesn't contain any of the same words as the answer. 4 Around the middle of the last century = Fifty or sixty years ago; in the future = one day; computers = machines; people = humans; be equally clever = be as intelligent as

#### Exercise 4 page 59

- Ask students to make a note of the phrases or words in the text that help them to choose the correct options.

- Check answers as a class.

#### KEY

2 b 3 c 4 a 5 c

### Extra activity: Fast finishers

- Write the following questions about the text on the board:
  - 1 How often is the Loebner competition held? (every year)
  - 2 Which country's code did Turing help to break in the Second World War? (Germany's)
  - 3 How do the judges do the Turing test? (They sit at a screen and have a conversation with a chatbot for five minutes. They then decide if they are talking to a human or a machine.)
  - 4 Why didn't Mitsuku pass the Turing test? (It talked about humans in the third person.)
  - 5 Why do fans of the Turing test think humans are similar to computers? (They think humans are machines too.)
- Ask **fast finishers** to answer the questions.

#### Exercise 5 page 59

- In pairs, students discuss the questions
- Ask a few students to share their ideas with the class.

#### Exercise 6 page 59

- Students complete the collocations and then check their answers in the text.
- Check answers as a class.

#### KEY

1 (pass) a test 2 (break) a code 3 (come up with) an answer 4 (have) a conversation 5 (exchange) messages 6 (enter) a competition 7 (win) a prize 8 (search) a website

### For further practice of verb-nouns collocations: Vocabulary Builder 5F page 123

1 1 make 2 opened 3 informing 4 took up  
5 speculate 6 gained 7 post 8 smash

### Extra activity

- Write the following questions on the board:
  - 1 Which tests have you passed recently and what results did you get?
  - 2 In what situations would you have to break a code?
  - 3 How do you exchange messages with friends?
  - 4 Think of a competition you entered. What was it and what was the prize?
  - 5 When did you last search a website and why did you search it?
  - 6 If you could have a conversation with someone famous, who would it be and why?
- In pairs, students take turns to ask and answer the questions.

#### Exercise 7 page 59

- Ask students: *What sort of things would you expect a chatbot to know? What things would they find more difficult to talk about?*
- Elicit ideas as a class.
- In pairs, students think of six questions and/or requests.



## Exercise 8 page 59

- Ask two pairs to compare questions with another pair and choose their two best questions.
- Ask one person from each group to write their questions on the board.
- The class vote for the best question overall.

## Exercise 9 page 59

- At home, students use their questions from exercises 7 and 8 to ask have a conversation with a chatbot, making a note of the chatbot's answers.
- In the next lesson, put students into groups and ask them to discuss the questions and answers, and if they think a chatbot could trick them.
- Ask a few students to share their ideas with 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about artificial intelligence. I can choose correct answers in a multiple-choice task. I can use verb–noun collocations. I can think of questions to prove that a chatbot is not human.*

# 5G Speaking

## Photo comparison

### LESSON SUMMARY

**Vocabulary:** School subjects

**Exam Strategy:** Finding similarities and differences when comparing and contrasting photos

**Speaking:** Speculating, comparing photos and introducing opinions

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 8 and do exercise 10 in the next lesson.

### LEAD-IN: 2–3 MINUTES

- Ask students: *How good is the classroom technology in this school? Are there enough computers, for example? Imagine a classroom fifty years ago. Without any of today's technology, do you think it was a good place to learn in?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

## Exercise 1 page 60

- Ask students to read the instructions, questions and speech bubbles. Then ask: *Why are the modals used?* (Because the sentences are speculations.) *Are the speculations about the past or the present?* (both)
- In pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class.

### KEY

1 science

## Exercise 2 2.20 page 60

- Go through the instructions together.

- Play the recording for students to listen and make notes.
- Check answers as a class.

### Transcript

This photo show three young students in a big field. It could be a science lesson. Their teacher might have asked them to do a project about the weather. The two girls are holding tablets and the boy is checking a piece of equipment – it looks like something to do with measuring wind. The girls might be recording some results or measurements on their tablets.

## Exercise 3 2.20 page 60

- Play the recording again for students to note down the expression they hear. With a **weaker class**, pause the recording after the expression.
- Check answers as a class.

### KEY

It looks to me as if ...

### Transcript

See exercise 2.

## Exercise 4 page 60

- Go through the instructions and the task together.
- Elicit ideas for the first bullet point and write them on the board.
- Students take turns to describe photo B
- Circulate and monitor helping where necessary.
- Ask a few students to share their ideas with the class.

## Exercise 5 2.21 page 60

- Go through the instructions together. Make sure they understand what they have to do.
- Play the recording and encourage students to take notes.
- Check answers as a class.

### KEY

Typical school subjects at primary level.

### Transcript

**Boy** The common theme in the photos is education. Both photos show a lesson of some kind. And in both photos, there are three students. They look quite young, so they're probably primary school students. In the first photo, the students are outside, whereas in the second photo, they're in a classroom. There might be other students in the same classroom, but we can't see them in the photo. It looks like a typical classroom in a primary school: there are lots of pictures and charts on the walls, and it is quite colourful. Unlike the second photo, the first photo does not show the teacher. In the second photo, they're listening to the teacher rather than looking at tablets.

**Teacher** Do you think the students are finding their lessons interesting?

**Boy** Interesting? Yes, I do. Not all of them seem very excited – but they look to me as if they're concentrating and happy. So they must find it interesting. And it's really important to enjoy lessons at school, because if you enjoy it, you learn better. If you aren't enjoying a lesson, you often stop concentrating, and then you learn nothing.

### Exercise 6 2.21 page 60

- Play the recording again for students to complete the phrases with the missing word.
- With a **weaker class**, you could pause after each key phrase.
- With a **stronger class**, you could encourage them to complete the exercise from memory.
- Check answers as a class.

#### KEY

1 education 2 lesson 3 classroom 4 teacher  
5 tablets

#### Transcript

See exercise 5.

### Exercise 7 page 60

- Ask students to work in pairs and discuss the questions. Remind them that they can refer to things they see in the photos.
- Circulate and monitor helping where necessary.
- Ask a few pairs of students to share their ideas with the class.

### Exercise 8 2.22 page 60

- Go through the instruction and task together.
- Play the recording.
- Encourage students to take notes.
- Check answers as a class.

#### Transcript

**Teacher** Do you think using smartphones and tablets is a good way for students to learn?

**Boy** Yes, I do.

**T** Why?

**B** Because young people today love playing with phones and tablets. It seems to me that using them for lessons is very motivating for them. Also, you can use a smartphone to access all kinds of information. For me, the important thing is that you find the information yourself – so you're more likely to remember it. In the second photo, they're listening to the teacher rather than looking at tablets. Which is fine – but the way I see it, they're more likely to forget the information, because they aren't discovering it for themselves.

**T** Do you think it is possible to learn without a teacher?

**B** Personally, I think it is possible to learn without a teacher. For example, you can learn a lot from the internet. But in my view, you can learn much better when you have a teacher because he or she can explain things to you. In photo B, it looks as though one of the students is asking a question and the teacher is answering. So the teacher can make sure the student really understands. A tablet or a computer can't make sure you understand!

### Exercise 9 2.22 page 60

- Play the recording again for students to note down the phrases they hear. With a weaker class, pause the recording after each expression.
- Check answers as a class.

#### KEY

It seems to me that ... ; For me, the important thing is (that) ... ; the way I see it, ... ; Personally, I think ... ; in my view, ...

#### Transcript

See exercise 8.

### Exercise 10 page 50

- Students do the speaking task on page 144.

#### 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can describe photos, speculate about what I can see and express opinions.*

## 5H Writing

### An internet forum post

#### LESSON SUMMARY

**Reading:** Two internet forum posts about computers

**Grammar:** Concession clauses

**Exam Strategy:** Answering all the elements in a writing task

**Writing:** An internet forum post

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 7 for homework.

#### LEAD-IN: 2–3 MINUTES

- Ask students: *When you want to buy a new product, do you research it before you buy it?* Give an example, e.g. *I wanted to buy a new car. I wasn't sure which model was the most reliable, so I checked online and bought a few car magazines.*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 61

- Check the definition of *internet forum* (an online site where people can post comments and read about particular subjects).
- Students ask and answer the questions in pairs.
- Elicit answers. Then ask: *Do you ever look at internet forums for information? Do you find them helpful?*

### Exercise 2 page 61

- Go through the Writing Strategy together.
- Ask students to read the task and make a note of the verbs which tell them what to do.
- Check answers as a class.

#### KEY

1 describe 2 compare 3 present 4 ask

### Exercise 3 page 61

- In pairs, students read the posts and decide whether the writers completed the task correctly. They should give evidence for their answers.
- Check answers as a class.

#### KEY

Sam 245 has completed the task correctly. HollyXX has not. She describes her computer's appearance rather than her experience of using it. She gives her own opinion

about teenagers relying too much on computers rather than the opinions of other people.

#### Exercise 4 page 61

- Check that students understand the meanings of *although*, *even though*, *despite* and *in spite of*.
- Ask students to read the *Learn this!* box. Point out the structures that follow the conjunctions:  
*although / even though* + clause + main clause  
*She went to school although she didn't feel well.*  
*Even though it was snowing, he went out without a jacket.*  
*despite / in spite of* + noun / -ing form / *the fact that* + clause + main clause  
*Despite the terrible music, the party was great.*  
*In spite of setting off early, I was still late for school.*  
*Despite the fact that she worked hard, her business didn't do well.*
- Students find examples of concession clauses in the text.
- Check answers as a class.

#### KEY

Although it was powerful, ...; Despite its small size, ...;  
... despite the fact that I got it second-hand on eBay; ...  
although I don't really think it's a serious problem.

#### Extra activity

Put students in groups. Tell each student to write the beginning of a sentence about the computer or tablet they use at home using *although*, *even though*, *despite* or *in spite of*, e.g. *My computer really belongs to my dad, despite ...*

Another student must complete the sentence, e.g.  
*My computer really belongs to my dad, despite the fact that it is in my bedroom.*

#### For further practice of concession clauses:

##### Grammar Builder 5.3 page 136

- 1 **1** Although / Even though    **2** despite / in spite of  
**3** although / even though    **4** despite / in spite of  
**5** although / even though    **6** although / even though

#### Exercise 5 page 61

- Students read the task and note down the key words in each point.
- Check answers as a class.

#### KEY

describe the tablet and ... its features; give ... instructions;  
give your (overall) opinion; explain how it helps you

#### For further practice of describing computer equipment: Vocabulary Builder 5H page 123

- 2** **1** f   **2** a   **3** d   **4** e   **5** c   **6** b   **7** l   **8** j   **9** k  
**10** h   **11** i   **12** g
- 3** **1** all-in-one desktop   **2** battery life   **3** flash drive  
**4** spam filter   **5** search engine   **6** graphics card  
**7** Anti-virus protection   **8** Trojan horse

#### Exercise 6 page 61

- Give students a few minutes to brainstorm ideas for each of the points in the task.
- Circulate and monitor, helping with vocabulary where necessary.

#### Exercise 7 page 61

- Students use their ideas to write their forum post including concession clauses where possible.

#### Extra activity: Fast finishers

Using their own ideas, **fast finishers** can rewrite the parts of the second forum post in exercise 3 that did not match the points set out in the task.

#### Extra activity

Students swap forum posts with a partner and give each other feedback on their work.

#### 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 students: *What have you learned today? What can you do now?* and elicit answers: *I can write an internet forum post. I can ensure that I address all of the elements in a writing task and use concession clauses.*

## Exam Skills Trainer 3

#### LESSON SUMMARY

**Exam strategies:** Reading: identifying comprehension questions asking for general or specific information; Listening: listening for ideas and not just words used in true / false statements; Use of English: thinking about grammatical structures when transforming sentences; Speaking: interpreting a photo and giving reasons for your opinion; Writing: thinking of ideas and organising your writing into paragraphs

**Reading:** Three short extracts from different sources about homes

**Listening:** A conversation about smartphones

**Use of English:** Transforming sentences

**Speaking:** Describing photos and justifying assumptions or opinions

**Writing:** An internet forum post

#### LEAD-IN: 2-3 MINUTES

- Tell students about a building that you have vivid, happy memories of, e.g. *I have wonderful memories of my primary school, which was surrounded by gardens and playing fields. I clearly remember the heavy old furniture inside, and the smell of sharpened pencils. My overwhelming feeling when I think about my first school is one of happiness and security. This is because I had wonderful teachers who understood me and helped me to take my first steps in school life.*
- Ask students to think of a place which they have vivid memories of, good or bad.
- In pairs, students take turns to describe the place.
- Elicit some descriptions.

## Reading

#### Exercise 1 page 62

- Go through the strategy and task together and ask students to read the questions carefully.

- Then ask students to note down any words or phrases that indicate whether the question is asking for specific or general information, but do not elicit any answers.
- Students do the task.
- Check answers as a class. Ask students which words helped them to choose their answers.

#### KEY

1 G 2 S 3 S 4 G 5 G

#### Exercise 2 page 62

- Students read the texts and choose the correct answer options.
- Check answers as a class. Ask students if the questions ask for specific or general information. (general)

#### KEY

1 C 2 D 3 B

#### Extra activity

- Ask students to write two questions for each text asking for specific information.
- In pairs, students take turns to ask and answer the questions they have written.
- Elicit some questions and answers as a class.

## Listening

#### Exercise 3 page 62

- Go through the strategy and task together.
- Students read the statement and decide which extract it matches.
- Check the answer and ask students which words in the other extract might have confused them. Point out that words with more than one meaning, such as *miss*, can be particularly deceptive. Sometimes words which mean the opposite of those in a recording may be used in a true statement, so students need to listen carefully.

#### KEY

1 B

#### Exercise 4 2.23 page 62

- Go through the task and the statements together and check that students understand them.
- Play the recording and ask students just to listen.
- Play the recording again for students to answer the questions. With a **weaker class**, play the recording a third time if necessary.
- Check answers as a class.

#### KEY

1 F 2 F 3 T 4 T 5 F 6 T 7 F 8 F

#### Transcript

**Tim** You've got a new smartphone, Sal! Can I have a look at it?

**Sal** Yes, of course, Tim. I got it for a good price, and it's great for social networking. My parents didn't want me to buy it, though. They keep telling me I spend too much time on my phone already, and this one has even more things to keep me busy!

**T** You know, I sort of understand their point. I wish my sister would put her phone down once in a while. She even uses it

at the dinner table, and it drives us all crazy! She never hears what we're saying, or talks to us.

**S** Yeah, some of my friends are like that. It is frustrating. Anyway, my parents don't let anyone bring their phone to the dinner table.

**T** Really?

**S** Yeah, it's good because we really do talk about a lot of important things while we're eating. If our phones were on, we probably wouldn't communicate at all.

**T** Well, my mum thinks the MP3 player on my phone is bad for me, so she only lets me use it for an hour a day. She says it's going to damage my hearing.

**S** You do listen very loud. I've heard it from across the room. Maybe you could make a deal with your mum. Say you'll agree to play music much more quietly if you can use the MP3 player more often.

**T** That's a good idea. Thanks! Hey, can you show me what games you have on your phone?

## Use of English

#### Exercise 5 page 63

- Go through the strategy and task together.
- Students read the sentences and answer options carefully and choose their answers.
- Check answers as a class.

#### KEY

1 few useful links 2 can't have deleted  
3 isn't as fast as 4 shouldn't have stayed  
5 None of her clothes are

## Speaking

#### Exercise 6 page 63

- Go through the strategy together. Remind students to think about vocabulary they can use to justify their assumptions or opinions as this will affect the quality of their answers.
- Go through the task together. With a **weaker class**, brainstorm vocabulary students can use to describe the photo.
- Students look at the photo and choose the best words to complete the description.
- Check answers as a class. With a **stronger class**, ask students to think of more assumptions about the photo.

#### KEY

1 sleeping 2 the ground 3 if 4 blanket 5 unaware  
6 closed 7 calm 8 asleep 9 tired

#### Exercise 7 page 63

- Students work individually or in pairs to contrast photos A and B.
- Remind them to include information for all three bullet points.
- With a **weaker class**, you could brainstorm vocabulary relating to the topic of homelessness and write it on the board.
- Circulate and monitor helping where necessary.
- Elicit some ideas.

#### Exercise 8 page 63

- In pairs, students take turns to answer the questions.

- Elicit some answers.

## Writing

### Exercise 9 page 63

- Go through the strategy and the instructions together. Encourage students to write brief notes for each of the points.
- Elicit some ideas.

### Exercise 10 page 63

- Go through the task together. Make sure students understand that they have to write an internet forum post about a new smartphone.
- Students plan their blog post, thinking about suitable vocabulary and which tenses they need to use. Circulate and monitor, helping where necessary.
- Students write their blog posts.
- Students edit their blog posts and then swap with a partner.
- Students give feedback on their partner's blog posts.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can tell whether a question in a reading comprehension task is asking for general or specific information. I can identify trick words in true / false statements in a listening task. I can complete sentences so they have a similar meaning to the original sentences. I can use details in a photo to justify my assumptions and opinions about it. I can write a forum post using appropriate vocabulary.*