



The future is now

3

READING

topic: the future of music
skill: skim-reading a text
task: gapped text

GRAMMAR

talking about the future: *will*,
going to, present continuous,
present simple
modal verbs for advice
and suggestions

VOCABULARY

technology in the home
phrasal verbs

LISTENING

topic: buying something new
skill: identifying differences
task: multiple choice (pictures)

SPEAKING

topic: the future of technology
skill: giving and asking for
opinions, agreeing
task: collaborative task
and discussion

WRITING

topic: living without technology
skill: giving advice and making
suggestions
task: email

SWITCH ON

video: app entrepreneurs
project: design an app

Lead-in SB p33

On the board, write *The future is _ _ _*. Ask students what word they think is missing. After a minute or two, if students don't know, give them the answer. Put students into pairs and ask them to discuss whether they agree or disagree with the statement and why. Ask a few pairs to share their ideas in open class.

Ask students to identify the technology in the photo and guess the decade (A Walkman cassette player which was very popular in the 1980s and was the first personal stereo device to allow people to listen to music on the go). Ask if anyone in the class has ever listened to a cassette tape before and how else people have listened to music over the years (CD players, mini disk players, mp3 players and now streaming online).

Put students into pairs to discuss the questions in the exercise. Elicit one or two answers for each question in open class to compare students' ideas.

Possible answers

- 1 I think it is a type of portable music player. It allows you to listen to music when you are on the go.
- 2 I have a laptop which is important because I do all my work on it for school. I use it to research stuff and to type up written work. I also use it to watch videos, listen to music and so on.
- 3 I think it does both. You can get information about anything online. You can connect to lots of people on social media but it can also stop you from communicating with people face to face.

critical thinking



Ask students to work in small groups to rank the items below (1 = most useful, 5 = least useful). Ask each group to share the key points of their discussion with the class.

- a fitness tracker which you wear on your wrist; a games console, a digital camera, sat nav (GPS system for a vehicle), a calculator.

READING SB pp34–35

To start

Closed books. Give students four choices (see sets of choices below). Allocate one corner of the room to each choice. Students stand in the corner of their choice and then explain their reasons to a partner there. Ask one student from each corner to justify their choice to the class. If it's not possible to move around the classroom, students can simply work in pairs and discuss their choices.

Possible sets of choices:

- 1 Going shopping, playing sport, going to the beach, staying at home
- 2 Spend time playing video games, listening to music, watching films, watching video clips
- 3 Guitar bands, hip hop, dance music, pop music

Possible answers

- 1 I chose staying at home because I've got everything I need there. I can go online, chat to my friends, watch something and so on. You don't need to go out to have fun.
- 2 I prefer spending my time watching video clips. There are so many different things to watch online. Some of them are funny, some are sad, and some are just stupid, but they're all interesting.
- 3 I listen to hip hop because the lyrics are interesting, and the music has a good beat. I think this kind of music is the most creative at the moment. The other types of music seem a bit old.

Power up

- 1 Ask students how the people in the photos are listening to music (on a phone, at a silent disco). Check students understand *download (music) from* (to move music from the internet to your own computer) and *stream (music) from* (to play music while it's being downloaded). Once students have discussed the questions, conduct feedback in open class.

Possible answers

- 1 I don't really listen to a lot of music, but I guess I listen to pop music more than anything else because that's what I hear on the radio or online.
- 2 I watch music videos or I stream it from a music site. I don't bother downloading it because I only listen to music at home or in the car.
- 3 I prefer to listen to music on my headphones. It's more personal that way. I play it on my laptop and listen with headphones.

extra: background



A silent disco is one where attendees listen to the music through headphones and dance to that music. People without headphones can't actually hear anything so it doesn't disturb other people around the disco.

- 2 Give students time to read the questions. Students could think about how things might be better, worse, faster, easier, etc. to help them with ideas. If they can't think of predictions, they could talk about how they'd like these things to change in the future to make their lives better or more interesting. Ask for ideas in open class.

1 It's about the future of music.

2 Possible answers

access to music – faster, free or maybe no longer free
music format – something new that's easier to listen to, maybe we can implant music in our minds!
listening to music – we'll be able to listen to it on free Wi-Fi wherever we go
music concerts – the use of VR to experience them at home; tickets will become cheaper
music videos – will be sent straight to your computer if you like a particular type of music
writing music – more computerised

Read on

exam tip

- 3 Read through the exam tip with the class. Use 'hands up' to find out which students are going to use idea 1 and which will use idea 2. Once students have done the task, check the answer with the class. Put students into pairs to discuss if the technique helped them or not. Ask students to share their ideas in open class.

It makes predictions about access to music, music concerts, music videos, listening to music and writing music. It briefly mentions music format in the first paragraph.

exam task: gapped text

- 4 **e** Note that this is a new exam task for the B1 Preliminary for Schools Reading paper. You could ask students to do number 1 first and conduct feedback to check everyone understands the task. Once finished, ask students to check answers in pairs. Conduct feedback in open class. Note that in later units (Units 6 and 9), students will look at using pronouns and linkers to help them match information.

- 1 E *They* = smartphones; *store music, play it and record it* refers back to sentences 2 and 3 in the paragraph
- 2 B *However* = contrasts with idea in previous sentence; *them* = virtual reality concerts
- 3 H *The technology* = a block chain; *those people* = fans; *the music* = new songs
- 4 D *it* = write songs; *though* contrasts with idea in previous sentence
- 5 F *those things* = no more guitar bands etc.; *came true* refers to *predicted* in previous sentence

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READING (Continued)

alternative: mixed ability



Tell weaker learners that sentences A, C and G are not correct so they should cross them out. This will make the task easier. In later practice you can take away one or two incorrect answers until they are confident enough to work with all the distractors in place.

- 5 You could start by asking students to read the definitions and work out what kind of word they're looking for. When conducting feedback in open class, make sure that students can pronounce the words. You could also elicit other forms where appropriate to help with word building (e.g. commonly (adv), success (n) / succeed (v) / successfully (adv), etc.

- 1 live (adj)
- 2 common (adj)
- 3 successful (adj)
- 4 directly (adv)
- 5 produce (v)
- 6 predict (v)
- 7 bands (n)
- 8 incredible (adj)

Sum up

- 6 Give students time to read the prompts and the article again to remember what it said about the three things. Closed books: students do the task. Ask one pair to tell the class about each prompt in open class. Ask the other students to check their ideas.

Suggested answers

Virtual reality – people will watch concerts using virtual reality headsets at home.

File-sharing technology – musicians will be able to send their music directly to fans but fans won't be able to share them with others. Musicians won't lose money because people won't be able to download and share files illegally.

Intelligent machines – they will be able to make music that people want to listen to with the help of humans.

alternative: mixed ability



Write some prompts on the board to help weaker students. For example:

Virtual reality – *In future, people will use VR headsets to ...*

File-sharing technology – *Musicians will be able to ... which means that people won't be able to ...*

Intelligent machines – *Machines will be able to ...*

Speak up

- 7 Refer pairs to the three main themes in Exercise 6 and encourage students to give reasons for their ideas. You could write the following prompts on the board to help students do the task: ... *would be good because ...* / *One problem with this would be ... because ...* Elicit ideas from the class.

Possible answers

Virtual reality music videos would be more interesting because you'd feel a part of the story, but you'd have to wear a headset and people might not bother to do this. It might be a waste of money for musicians.

Virtual reality concerts would be a great way to see a lot of different concerts and feel like you're there, but people might stop going to real concerts.

File-sharing – musicians could communicate more directly with fans who would get files more quickly. Musicians wouldn't lose money but listeners would have to pay for music which they don't always do now.

Intelligent machines – we could get more music this way but these songs wouldn't be the same without human emotions. It might be good for dance music but maybe not for other types of music.

- 8 Put students into groups for this task. Elicit one idea to make the task clear. You could write some topics on the board to help them, e.g. *songs, musicians, videos, concerts, downloads, type of music, ways of listening to music, making music*. Students brainstorm ideas, then choose the best one. They then present it to the class. Students could vote on the best idea, but not their own.

Fun footer

Ask students to read the fun footer and ask them why they think this is. Explain that our brains change shape throughout our lives as we learn new skills, etc. Research suggests that children who take music lessons see an increase in the size and shape of their brains. Search for *music lessons provide a workout for the brain* to find out more.

To finish

Closed books. Students work in pairs. They choose two of the topics below and take turns to speak about each one for at least 30 seconds.

A musician I'd like to meet.

A song I really like.

A concert I've been to.

A band I can't stand.

Why I'm not very interested in music.

Presentation tool:

Workbook / Online Practice:

Extra Practice App

Unit 3, Reading

WB pp22-23

To start

Closed books. Put students into pairs and ask them to discuss their plans for the evening, the next day or the following weekend. Monitor and assess the students' use of future forms to identify strengths and issues.

Possible answers

I'm going home after school and I'll probably do my homework then. I'm going to my dance class at 7pm so I won't have time to do it after that. When I get home at around 8.30pm, I'll probably watch some TV with my family before bedtime.

extra: digital



Ask students to record themselves using their mobile device. When students have completed Exercise 4 and before they complete Exercise 5, ask them to listen back to their discussion and assess their use of future forms. They can identify weak areas to improve on when doing Exercise 5.

alternative



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

explore grammar

SB 130

1 Ask students to identify the future form in bold in each sentence and why they think it's used. Students can then read the grammar box to check their ideas and do the task. When checking answers with the class, make sure students are clear about the use and form of each future form.

- 1 A *will* for predictions based on our ideas or opinions
- 2 F present simple for timetabled events
- 3 E present continuous for arrangements
- 4 C *going to* for intentions
- 5 B *will* for offers
- 6 D *going to* for predictions based on outside knowledge

extra: mixed ability



The sentences in Exercise 1 come from the article on page 35. Weaker students might find it helpful to find the sentences in the article to provide more context.

2 3.1 Tell students that they're going to watch or listen to some British teenagers answering three questions about the future. Give students time to read the three questions before playing the video or audio. Conduct feedback in open class.

- A 3, 6, 8, 9, 1
B 1, 7
C 2, 4, 5

3 3.2 Do the first one as a whole class but don't give away the correct answer yet. Conduct open class feedback and ask students to justify their choices but don't give away the answers. Play the audio/video so students can check their answers. Help students with any questions they got wrong.

- 1 will listen
 - 2 will change
 - 3 I'll probably
 - 4 will change
 - 5 will change
 - 6 I'm meeting, we're going
 - 7 will start
 - 8 am going to go
 - 9 I'm meeting
 - 10 I'm going to iron
- 1, 2, 3, 4, 5 and 7 are all predictions based on opinions. 6 and 9 are arrangements. 8 and 10 are intentions.

watch out for



When we talk about future intentions with *go* or *come*, we often use the present continuous rather than *going to* even if it's not arranged, e.g. *I'm going to the cinema this weekend with my cousins*. The speaker has no tickets, the time hasn't been agreed but the intention is there.

4 Ask the students to predict the article content based on the title. Students read the article to check their ideas (It's about a rock star hologram). After students choose the correct verb forms, check answers with the class. Refer students to exercises 1–4 on p131 for further class practice or for homework.

- 1 starts
- 2 are
- 3 They'll
- 4 are
- 5 going to go
- 6 come

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GRAMMAR (Continued)

extra: digital



Ask students to research more about Hatsune Miku to find out when she first appeared (2007), how old she is (16), who created her (Crypton Future Media), what her name means (the first sound of future). This could be a race. You could also show a music video of Hatsune Miku if age appropriate for your students so they can decide if they like her music or not.

Speak up

- 5 Ask students to identify the future form they should use for each topic. While students do the task, monitor to assess their use of future forms. In open class, ask one or two students to share an interesting thing they learnt about their partner. Highlight good examples of the target language used and elicit corrections to errors.

Possible answers

- 1 I'll probably take the rubbish out tonight. I always do that on Fridays.
- 2 I'm seeing the dentist on Monday for a check-up.
- 3 I'm going to start running at the weekends to keep fit.
- 4 I think that I'll improve my English speaking skills!

extra: mixed ability



Help weaker speakers by eliciting possible follow-up questions for each prompt and note them on the board, e.g. 1 Why will you do that? 2 Who are you doing it with? 3 When are you going to do that? 4 When do you think that'll happen?

To finish

Ask students to write three sentences about next week including an arrangement, an intention and a prediction different to those in Exercise 5. The sentences can be true or false. Students read out their sentences to a partner who asks follow-up questions to decide if it's true or false.

Possible answers

I'm meeting my aunt and uncle at a restaurant this evening.
I'm going to ask the hairdresser to colour my hair red tomorrow.
My family and I probably won't leave the house all day on Sunday.

Presentation tool:	Unit 3, Grammar
Workbook / Online Practice:	WB p24
Photocopiable activity:	3A
Grammar reference and practice:	SB pp130–131
Audioscript:	SB p169
Grammar PowerPoint presentation	

VOCABULARY

SB p37

technology in the home

To start

Put students into teams and give them two minutes to note down as many examples of technology in the home as possible. The team with the most words should read out their words so the rest of the class can check. If correct, they win.

alternative: digital



Ask students to use a website such as Padlet or AnswerGarden and add their examples of technology onto there. Bring this site up on the classroom board and highlight some good examples and address any errors, e.g. with spelling or words which don't describe technology in the home.

- 1 Stronger students could cover the choices in the box and label the photos without them. Check answers with the class. Help learners to pronounce the words correctly. You could ask them to identify the stress in each word/phrase.

- A kettle
B microwave
C smart TV (i.e. one which connects to the internet)
D fridge-freezer
E washing machine
F dishwasher
G coffee maker
H remote control

- 2 3.3 Play the recording so that students can do the task. Put students into pairs to compare their answers as this gives them a chance to use the words and pronounce them correctly. Conduct feedback in open class.

- 1 washing machine
2 kettle
3 fridge
4 coffee maker
5 microwave
6 dishwasher

explore language

- 3 Ask the class what a phrasal verb is and establish that it's a verb with a particle (an adverb or preposition). After doing the task, put students into pairs to compare their answers. Check answers with the class. Help learners to pronounce the phrasal verbs correctly. The particle is usually stressed, e.g. turn up, switch off.

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

- 4 Ask students if there's any difference to how the phrasal verbs are formed in Exercise 3. Students can read the explore language box to check their ideas. Ask students to complete the task and conduct feedback in open class.

They're all separable except for 'go off', which is inseparable.

extra

Write these three sentences on the board. Elicit which one is incorrect and why.

Don't forget your shoes. Take off them before you come in the house.

Take off your shoes before you come in the house.

Take your shoes off before you come in the house.

The first is incorrect because the pronoun has to go between the verb and particle. The other two are correct because *take off* is inseparable so the object can come either before or after the particle.

- 5 Demonstrate the activity with a strong student to show how you want students to try to use the phrasal verbs in Exercise 3 – see possible answers below or use the example answer given in the exercise. Monitor students' use of the phrasal verbs as they do the task. When finished, ask one or two pairs to share something they learnt about their partner and then elicit corrections to any errors you heard while monitoring.

Possible answers

I never remember to switch off the lights. My mum gets annoyed with me because it wastes electricity and money.
I try to remember but for some reason I just forget.

extra: mixed ability

Weaker students can talk about just those sentences that are true for them. Fast finishers can then talk about the ones which aren't true and *why* they aren't true, e.g. *My parents never ask me to turn the TV down because I don't really watch it when I'm on my own. I only watch it when I'm with them and my dad controls the remote control!*

exam task: multiple-choice cloze

- 6 e This is a Part 5 task from the B1 Preliminary for Schools Reading paper. Ask students to read the title and predict the article content. Students then read the article to check their predictions. Check students understand *central heating* (a system where heat is made in one place and pushed around a building to heat it) and *air conditioning* (a system that makes a building cooler). After students complete the exam task, put students into pairs to explain their answers. Conduct feedback in open class.

- 1 B *get on*, *try on* and *keep on* don't fit the meaning of the sentence.
- 2 A *puts off*, *takes off* and *gets off* don't fit the meaning of the sentence.
- 3 D none of the other options collocate with *to* (*to one remote control*).
- 4 B *fill up*, *end up* and *pick up* don't fit the meaning of the sentence.
- 5 A *efficient* is the only word which describes *use less energy*.
- 6 C *issues* describes the examples given in the next sentence.

extra: mixed ability

Fast finishers can discuss the meaning of some of the other phrasal verbs (the incorrect answers) and their meanings, e.g. *get on* (board a train/bus, etc.), *try on* (put on a piece of clothing to see if it fits), *keep on* (continue).

game on

Demonstrate the game yourself by drawing a picture on the board (e.g. plug and socket). Students guess which phrasal verb it is (plug in). Students do the same in teams. They take turns to draw and guess a phrasal verb. The student who guesses correctly each time gets one point. The winner is the student with the most points.

Fun footer

Read the footer with the class and tell students to work in pairs to discuss why they think appliances are known as white goods (items like fridges, dishwashers and washing machines are usually, but not always, white). Ask the class if they have any informal way of referring to household appliances in their language(s).

To finish

Students discuss these questions in pairs or groups:

How smart is your home? (i.e. items connected to the internet such as the TV)

How smart would you like your home to be? Why?

What do you think our homes will be like in thirty years?

Ask for a few answers in open class to find out how smart students' homes are, how smart they'd like them to be and what they think our homes would be like in the future.

Presentation tool:

Unit 3, Vocabulary

Workbook / Online Practice:

WB p25

Photocopiable activity:

3B

Extend vocabulary:

SB p144

Extra Practice App

LISTENING

SB p38

To start

Put students into pairs and ask them to talk about their favourite piece of technology. They should say:

- what it is
- what they use it for
- why they like it

Possible answer

I love my hair straighteners. I use them every time I wash my hair to make it straight. I love them because my hair's quite wavy and it can look really messy. The hair straighteners help to make my hair look good.

Power up

- 1** Ask students what they can see in question 1 in Exercise 3 (a phone, a smart watch, a tablet computer) before students discuss the question in pairs. In open class, do a quick hands up survey to find out which item is the most popular. Find out why.

Possible answer

I'd buy a smart watch because I've already got a phone and we have a tablet at home. I'd like to have a smart watch so I can check messages without having to get my phone out of my bag.

Listen up


exam tip


- 2** Read through the exam tip with the class. Students can do the task in pairs. Give them a minute for this. In the exam, they'll need to do it in seconds. Conduct feedback in open class.

Possible answers

The conversation is about shopping (and what the girl decides to buy). Possible words: smartphone, mobile phone, (smart) watch, tablet, price, decide, buy/get


exam task: multiple choice (pictures)

- 3**  **3.4** This is a Part 1 task from the B1 Preliminary for Schools Listening paper. Students could repeat the approach in Exercise 2 for questions 2–7. Make sure students know what each picture represents (2 sweatshirt / sunglasses / cap; 3 dictionary / paper book / e-book; 4 photo of two people on a mobile phone / cat meowing / microphone; 5 magazines / game / laptop; 6 guitar / camera / printer; 7 record / CD / DVD). Remind students that all three items in each question will be mentioned but only one is correct. Play the recording.

- 4**  **3.5** Play the recording a second time. When finished, put students into pairs to compare their answers. Check answers with the whole class. Play any recording which students don't agree on again. You might want to play the recording all the way through with students looking at the the audioscript on p169 so they can identify the distractors.

- 1 A She decides on a mobile because a tablet is too heavy to carry around and a smart watch might not work without a mobile.
- 2 B The headphones are part of the sunglasses not cap.
- 3 B The girl wants to read a story and wants a book not a digital version.
- 4 A The boy thinks the cat app is annoying, the voice app sounds funny but decides to choose the photo app which might be fun.
- 5 A The boy wants a magazine to read about a new game because someone else uses his laptop so he can't read about it online.
- 6 C The boy took some photos with the camera but the printer won't print them out. He forgot to plug in his guitar.
- 7 A The girl collects records because they sound better than CDs. Her parents collect records and she used to collect DVDs.

explore grammar

→ SB 130 

- 5** Ask the class to identify the conversations in Exercise 4 where advice or suggestions were given (1, 4, 6). Elicit typical language for giving advice. Students read the explore grammar box to check their ideas and answer the question. Check the answer with the class. Model the pronunciation of each example sentence in the box and ask students to repeat it. Refer students to the Grammar File on page 130 of the Student's Book and the exercises on page 131. These could be done for homework or in class.

how about + noun/-ing verb (All the others are followed by the bare infinitive.)

extra

To check that students can use correct verb forms, give them a problem, e.g. you have a headache and ask a few students around the class to give you some advice using a different phrase in the explore grammar box each time (e.g. You should see a doctor / You ought to take a tablet / Why don't you lie down? etc.).

watch out for

We use *shouldn't* to say something is a bad idea but *oughtn't to* is uncommon these days. Remind students that *Why don't you ... ?* and *How about ... ?* end with a question mark because they're questions.

- 6 Elicit the answer to the first question to demonstrate the exercise. Give students time to do it alone before checking and comparing answers with a partner. Check answers with the class. Help learners to understand why they've made mistakes in incorrect answers.

1 should 2 shouldn't 3 could
4 ought 5 don't 6 Shall

extra

Put students into A/B pairs and ask them to practise reading the dialogue aloud two or three times. Then, write the prompts below on the board. Students close their books and use the prompts to say the dialogue again. Monitor and check students' use of advice/suggestion language.

A: *phone / buy?*
B: *something older*
A: *this? good camera*
B: *great! make films*
A: *think for a while / read some reviews*
B: *good idea / look online*
A: *help you?*
B: *great*

Speak up

Divide the class in half. Explain that one half of the class are A and the other half are B. Ask students to read their information. Put students into pairs with someone from the same group. They think of things to say/ask. Re-pair students with one A and one B for the roleplay. In open class, ask one or two pairs to share the advice they received. Elicit corrections to any errors you heard while monitoring. Highlight effective use of language of advice/suggestion.

To finish

Ask students to think of a problem – something real or made up. Students move around the class and talk to at least three people. They take turns to share their problem and give advice. When finished, put students into pairs. They tell each other what their problem was and what the best piece of advice they got was. Ask one or two pairs to share this with the class.

Possible answer

A: My brother takes my clothes without asking. It drives me mad!
What should I do?

B: You could talk to him and tell him that it annoys you.

alternative: digital

Rather than do the task orally, ask students to share a problem online using a tool such as Padlet or Tricider. They then reply to several problems, giving advice or a suggestion. The students vote for or like the advice they think is the best. This could be done as a homework task.

Presentation tool:

Workbook / Online Practice:

Audioscript:

Extra Practice App

Unit 3, Listening

WB p26

SB p169

SPEAKING

SB p39

To start


Students close their eyes or look down at their lap. Ask them to visualise a robot in their minds. Ask: *What does it look like? How big is it? What colour is it? What does it do? What sounds does it make?* Students answer silently, not out loud. Ask students to open their eyes, work in pairs and describe their robots. Ask one or two pairs to say how similar or different their robots were to see if they all have the same image in our minds.

Power up


- 1** Check students understand the words / phrases in blue. You could give a definition or synonym and elicit the word or phrase from students (e.g. *relaxed – calm; useful because it saves time – convenient; using your imagination – creative; people – human(s); clever – intelligent; strong belief in someone/thing – trust; help you to get what you want – useful*). Conduct feedback in open class.

Possible answers

- 1 A robot pet / doctor / teacher / cook / cleaner
- 2 A robot pet can help a person to be calm but it's not the same as a real pet. A robot doctor can help with the body but it's unlikely to be able to help with problems of the mind. Can you trust a robot doctor? Is it intelligent enough? A robot teacher can help to give information but can it be creative? A robot cleaner could be convenient and useful, saving us a lot of time but can you trust it to do things well? It's likely to be expensive, too.

- 2**  3.6 Explain to students that they're going to complete a B1 Preliminary for Schools Speaking Part 3 task later in the lesson. Explain what the task is. Tell them that, first, they're going to hear two candidates doing part of that task. Give students time to read the questions and then play the recording. Check answers with the class.

They talk about the robot pets, robot doctors and robot cleaners.

- 3**  3.7 Give students time to read the excerpts from the conversation in Exercise 3 first and try to guess the missing words. Play the recording again so that students can check their answers. Check answers with the class.

- 1 opinion, true
- 2 view, disagree
- 3 on, sure
- 4 say, good
- 5 For, right

useful language

- 4** Ask students where *In my opinion* from the first sentence in Exercise 3 would go in the useful language box. Students match the other phrases. Check answers with the class. Highlight the fact that when we disagree, we often say something positive and then give the opposite point of view using *but*. Explain that using a few different phrases will help students to score well in the Interactive communication and Grammar and vocabulary categories of the Speaking test.

giving opinions: in my opinion, in my view, I think / don't think, for me, I'd say

asking for opinions: What's your view on ... ?


agreeing: that's a good point, you're right

disagreeing: I disagree, That's true but ..., I'm not sure

exam tip

- 5** Read through the exam tip with the class and ask why students think this is important (it shows good communication skills in general but also helps them to do well in the Interactive communication assessment criteria of the exam). Encourage students to choose at least three phrases they don't normally use but which they'd like to.

exam task: collaborative task

- 6**  This is Part 3 of the Speaking test in the B1 Preliminary for Schools exam. Read out the instructions yourself as, in the exam, the examiner gives these orally. Tell students that they should talk about as many of the options as possible but also try hard to reach an agreement. They don't have to agree but they should try to. Remind students to use their chosen phrases in Exercise 5. Students do the task in pairs. In feedback, ask pairs to share with the class which robot they chose and why. Provide feedback on the students' performance, eliciting corrections to errors you heard.

extra: mixed ability



To help students identify their own strengths and weaknesses, ask pairs to discuss these questions after completing the speaking task. They could record themselves and listen back.

Did you agree or try to agree on which robot would be the most useful?

Did you listen and respond to your partner?

Did you use the phrases you wanted to use?

Discuss with the whole class what they can do next time to improve. If time allows, give them the opportunity to repeat the task again so they can make those improvements.

exam task: discussion

7 e This is Part 4 of the B1 Preliminary for Schools Speaking paper. Give students time to read the questions and think of things to say before they work in pairs to do the task. Monitor and assess the students against all four criteria: Grammar and vocabulary, discourse management, pronunciation, interactive communication. Go to page 166 of the Teacher's Book to help you. When finished, give students feedback on their performance, highlighting strengths and helping students to understand how they can improve in weaker areas.

Possible answers

- 1** Not really. I already have a mobile phone and a laptop at home. I think that's enough. My family often sit together in the same room on our mobile phones. We don't talk to each other. I'm not sure technology is always a good thing!
- 2** A robot to clean my room because housework is such a boring job. I'd like a robot to do my homework but then I wouldn't learn anything and that wouldn't help me in the future.
- 3** I prefer to watch films on the TV at home because the screen's bigger. I don't mind watching one on my laptop but the quality of the picture isn't as good as on the TV.
- 4** I like watching videos. You can learn about lots of different things from those videos. You learn about people, places, history, animals, just from watching videos that people share with you on social media.

alternative: fast finishers



Ask fast finishers to ask/answer these additional questions:

What is a great invention in technology? Why?
What technology has changed in your lifetime? How?
What's your favourite piece of technology? Why?

Speaking extra

- 8** You could do this activity as a whole class or in groups. Half the class/group argue what's good and the other half argue what's bad about each situation. Give students time to think of ideas first. Remind them to use the language in the explore language box. At the end of the debate, have a class vote on each situation with the students' real opinions. Provide feedback to students to help them identify strengths and areas for improvement. Discuss how to make those improvements.

Fun footer

Ask students to read the fun footer and say if they think it's true or false (it's true). Ask them if they think this is a good thing or a bad thing to have robots doing industrial jobs and why.

To finish

Put students into small groups and ask them to design a robot. It can be anything they want. They should decide:

- what it does
- what it looks like
- why it'll be useful

Students present their ideas to the class. They could produce a drawing of the robot to illustrate their presentation.

Go to the Speaking File on pages 148–149 of the Student's Book for further information about the B1 Preliminary for Schools Speaking test.

Presentation tool:	Unit 3, Speaking
Workbook / Online Practice:	WB p27
Photocopiable activity:	3C
Speaking file:	SB pp148–149
Audioscript:	SB pp169–170

WRITING

SB pp40–41

To start

Put students into pairs and ask them to talk about a piece of technology that they couldn't live without and why. Elicit the type of technology from the whole class to see which is the most common item.

Possible answer

I couldn't live without my games console because I love playing video games. I do it for around two hours a day and I'd be really bored without it.

Power up

- 1** Ask students to predict what National Unplugged Day is. Students read the notice to check their ideas. Check students understand *gadget* (a small, clever, useful machine, e.g. a mobile phone, a smart watch). Encourage pairs to think about the piece of technology they talked about in the *To start* activity above to help them. Conduct feedback in open class.

Possible answers

- Yes, I think it's good idea because you can go out and do something else. I think we use technology too much sometimes.
- No, I wouldn't like to do it because I enjoy using technology too much. I don't really like going outside and playing sport or anything.
- I don't think I could do it because I get nervous when I don't check my messages after just an hour.

critical thinking



Ask students to work in groups and think of a list of reasons why people use their mobile devices so much. Elicit ideas from each group in open class.

Possible answers

People get excited to receive a new message, they don't want to miss out on what their friends are doing, they want to find important news about friends or from around the world.

Plan on

- 2** Remind students that this is a Part 1 task from the B1 Preliminary for Schools Writing paper. Point out that students need to read the notes as well as the email to answer the questions. Check answers with the whole class. Check students understand *give up* (stop doing or, in this case, using).

He's writing to ask for some advice about National Unplugged Day. Mia needs to: show pity that he was ill; say which device she thinks he should give up; suggest alternative activities; say what device she's going to give up.

- 3** Tell students to ignore the highlighted phrases for now. Give them time to read the email and answer the question. Check answers with the class. Highlight the importance of including all information in the prompts in the exam task to ensure candidates achieve a high score in the Content criteria.

Yes, Mia includes all four things.

- 4** Tell students that these questions will help them to think about how to approach this task. Once students have answered the questions on their own, check answers with the class. Establish that students need to say a little about each prompt in the notes, organise ideas into clear paragraphs and use appropriately informal or neutral language.

- She says a little more, e.g. *Sorry to hear you were ill + I'm glad you're feeling OK now; I think you ought to give up your games console + You only use it for a couple of hours ...*
- three
- Paragraph 1: to respond to Jamie's note about being ill; Paragraph 2: to give Jamie advice about what to give up; Paragraph 3: to say what Mia is going to give up
- It's informal. She starts with *Hi*. She uses contractions and friendly phrases, e.g. *I'm sure they'd enjoy that*. She finishes with an exclamation mark.

- 5** Tell students that they're now going to think about what language they can use in their reply to Jamie. Remind students that they can look at the explore language box on page 38 to help them. Put students in pairs to discuss their answers and then conduct feedback in open class.

- give advice
- and 4 – make a suggestion
- to express happiness
- to give a reason

exam tip

- 6** Read through the exam tip with the class. Ask students why it's a good idea (to show your ability to use a range of language). Elicit one suggested activity for Jamie from the whole class to demonstrate the task. Students come up with more ideas and complete the prompts. Monitor and check students' accuracy. Ask students to share their ideas in open class.

Possible answers

- You should watch TV.
- You ought to go shopping with some friends.
- Why don't you do your homework?
- You could go swimming.
- How about playing board games with your family?

- 7** Explain that students will write a reply to this email, a Part 1 task from the B1 Preliminary for Schools Writing paper. Give them time to read it and answer the questions. Put students into pairs to discuss their answers. Students could write about giving up the gadget they discussed in the *To start* activity above. Ask a few students to share their ideas with the class.

Possible answers

- Greg should give up his music player because he can listen to music on his phone.
- I'm going to give up my games console because I play it too much and I know it's bad for me.
- It'll be quite easy for one day because I only play for about an hour.

- 8 Tell students to use their ideas from Exercise 7 to make their plan. They should organise the points into paragraphs and consider what useful phrases they can use from this lesson. Put students into pairs to explain their plans to each other.

Possible answers

Paragraph 1: Great idea. Good challenge.
Paragraph 2: Give up music player. Doesn't listen to us.
Paragraph 3: Me – give up phone. Too much time on it.
Difficult – love messages/chatting but more relaxed.

Write on

exam task: email

- 9 e Ask students to write their email either in class or for homework. They could time themselves to see how long it takes them. Remind students to use their plans from Exercise 8 to help them write a well-organised email with clear paragraphs, all four prompts addressed and one or two phrases for giving advice/suggestions used.

Model answer

Hi Greg,
It's great that you want to give up some kind of technology on Friday. It's always good to have a challenge.
I think you ought to give up your games console. You play on it all the time. Sometimes when we try to talk to you, you don't listen! It'll be good for you to listen to us for a change!
I'm going to give up my phone because I know I spend too much time on it. It's going to be really difficult because I love checking my messages and chatting to my friends on there. I might feel more relaxed without it though.
Good luck on Friday!
Cian

Improve it

- 10 Use the questions to encourage students to self-assess their email and identify strengths and weak areas. These questions focus on the areas covered in the lesson and can be answered as part of their homework or in class.
- 11 Ask students to do this task either in class or for homework (the latter may be better). Remind students to focus on the weak areas discussed in Exercise 10 and try to improve them.
- 12 Explain that students should read their work twice – the first time to check it makes sense and the ideas are organised and the second time to check for accuracy. Again, students could do this for homework. Take in the students' writing and provide feedback on it. You could focus on the criteria of Content (including all four prompts and extending ideas), Organisation (paragraphs) and Language (use of phrases for giving advice/suggestions). See pages 167–169 of the Teacher's Book for more support with the criteria.

Fun footer

Write *Oscar Wilde* on the board and ask the class if they have heard of him (he was an Irish poet and playwright who died in 1900). Draw their attention to the quote and ask them to work in pairs or small groups to decide what it means (It means that experience always comes at a price or with some effort). Ask a student from each pair or group to make a suggestion. The closest suggestion wins.

To finish

Ask students to predict how new technology might change these things in the future:

- transportation
- healthcare
- education
- communications


Give them time to think of some ideas and then put them into groups to share their ideas. Ask them to choose one prediction in each category that they're sure will come true. Elicit ideas from around the class.


Go to the Writing File on page 150 of the Student's Book for further information about the B1 Preliminary for Schools Writing test.

Presentation tool:	Unit 3, Writing
Workbook / Online Practice:	WB p28
Writing file:	SB p150

SWITCH ON SB p42

App entrepreneurs

- 1 Ask students to read the title of the lesson and predict what they're going to see in the video. Ask them if they know of any app entrepreneurs. Put students into pairs to do the task. Ask one or two students to share their partner's answer for each question with the class. Make a note of the apps on the board.
- 2  Read the questions with the class, then play the video so they can answer them. Put students into pairs to compare their answers. Check answers with the whole class.

 - 1 Mealr encourages healthy eating by awarding digital badges when the user cooks and eats healthy meals.
 - 2 NYC loop is an app to find out about fun events and activities for young people.
 - 3 Empire Bash offers futuristic multiplayer games that teach the history of New York.
- 3  Give students time to read and try to complete the sentences. Make sure they understand what a mentor is (an experienced person who advises a less experienced person). Play the video again so that students can check their answers. Check answers with the whole class.

 - 1 invent, pitch 2 technology, coding 3 entrepreneurs
- 4 After students discuss the question in pairs, do a quick survey of the class to find the most popular in the class.

Project

- 5 Explain the project to the class. Ask them if they know of any apps that are aimed at young people and what they do.

Give students time to research other apps to give them ideas. They could search in an app store or on a search engine for key words such as '*apps for teenagers*' or '*apps for young people*'. They could do this in class or at home for homework.

When students come to plan their app in 2, encourage them to brainstorm ideas first, thinking about their own needs and interests. Refer them to the list of ideas on the board from Exercise 1. Students don't need to be artistic – they can provide rough logo designs or you could ensure there is one artistic student in each group.

When students present their ideas to the class, they should say what it is, how it works, why it's a good idea and what it'll look like. The class could vote on the best idea.

To read about these projects and alternative ways to set them up, go to page 21 of the Teacher's Book.

alternative

Each group could split into two. Half the groups stand around the room ready to pitch their ideas. The other half move around the room and listen to each idea, taking notes as they go. After they finish, they swap roles. Alternatively, groups could make a video presentation and share it online for other groups to watch.

Presentation tool:
Switch on videoscript:

Unit 3, Switch on
TB pp147–148

INDEPENDENT LEARNING SB p42

Measure your progress

- 1 Explain to students that they're going to think about how they can recognise when they have made progress and achieved learning goals or not. Give students time to look back and answer the questions to identify their goals.
- 2 Tell students that they're now going to think about whether they have met those objectives or not. To demonstrate the task, ask students about their first goal. Give students time to think about the rest on their own.
- 3 Put students into pairs to discuss their ideas for Exercise 2. Check answers with the class and establish how these things can be useful.

All of these things are helpful. Note that test scores and homework results are helpful but only if students can identify, with the teacher's help, what they did well and what they did less well.

- 4 Tell students that this exercise will help them to reflect on the goals identified in Exercise 1. They should use the things in Exercise 2 to help them reflect. Give students time to complete the sentences. They could write them in a reflection diary or on a note and share them with you.

Possible answers

- 1 I think I did well in my week 2 goal because I learnt 20 new words and tested myself on them each day. By the end of the week, I could remember them.
 - 2 I found skim-reading difficult because I don't read very quickly.
 - 3 I need to work more on skim-reading. I need to try a different strategy to help me.
 - 4 I want to practise a different skim-reading strategy. I'll do this by skim reading the text in Unit 4. I'll use the second strategy in the reading lesson in Unit 3.
-
- 5 Put students into pairs to share their reflections. Monitor and get a sense of the kinds of goals that students have set themselves. Encourage students to be specific about what they want to achieve and how they'll do it. Give advice as you monitor. Answer any questions that students might have.

UNIT CHECK SB pp43–44

Vocabulary

These exercises can be done in class or for homework as revision of the unit.

- 1 3.8 1 washing machine 2 kettle 3 remote control
4 coffee maker 5 fridge-freezer 6 smart TV
7 dishwasher 8 microwave

- 2 1 Can you **turn it down** ...
2 Can you **switch on** the dishwasher / **switch** the dishwasher **on** ...
3 Where can I **plug in** my mobile / **plug** my mobile **in**?
4 Have you **set** your new tablet **up** / **set up** your new tablet yet?
5 Can you **switch off** the light / **switch** the light **off**?
6 **Turn it up!**
7 My laptop has **gone off** / **shut down** ...
8 Shall I **shut** the computer **down** / **shut down** the computer?

- 3 3.9 1 download 2 tap 3 air conditioning
4 battery 5 machine 6 electricity

- 5 1 live 2 produce 3 creative 4 common 5 predict

Review

- 1 1 I'm going to 2 He's going to 3 finishes 4 I'll 5 I'll
6 I'm meeting 7 I'm going to 8 he'll 9 opens
10 I'm starting

- 2 1 'm going to visit 2 'll have 3 'll ask 4 'll have to
5 'm going to play 6 'm going to buy

- 3 3.10
1 take the broken phone to a mobile shop in town
2 get a singing baby ringtone
3 go shopping together
4 go to the cinema
5 send the link to the funny video
6 put the air conditioning on

- 4 3.11 1 should, ought 2 about 3 go
4 should/shall, going 5 you 6 I, could

- 5
1 so / and – shows the result of or adds more information to the clause before
2 on – collocation: watch sth *on* TV
3 to – infinitive with *to* after *prefer*.
4 are – auxiliary verb with *going to* for future prediction
5 which / that – relative pronoun
6 the – definite article needed to talk about something specific – *the first thing* ...

6 Possible answer

Dear Lewis,

Here are my ideas for TV for teens. I think that TV companies should produce more online programmes because that's how we watch TV these days. We don't need hour-long shows. In fact, we prefer to watch shorter shows so anything from 15 minutes to 30 minutes is okay. Also, you should give us the whole series in one go because we don't like waiting each week for a new episode. We like watching episodes one after the other.

Best wishes,

Dara

GRAMMAR FILE SB p131

- 1 1 I'll go to the shop
2 John and I **are going** to the cinema
3 the trip tomorrow **will be** fun
4 **Are we going to** play football
5 correct
6 Sally's **going to chat** online
7 correct
8 The flight **is arriving**
- 2 1 going to read – it's an intention, not an arrangement with others.
2 going to sleep – it's a prediction
3 going to play – as there's no time period given, the use of present continuous would mean now rather than future
4 taking – it's an arrangement as the ticket has been bought but *going to take* is also possible.
5 going to put – it's an intention
6 meeting up – it's an arrangement as the time's set, but *going to meet up* is also possible.
- 3 1 're meeting 2 'll be 3 leaves 4 are coming
5 's going to jump 6 'll take
7 are you meeting / are you going to meet 8 starts
- 4 1 won't 2 going to 3 'll 4 will 5 is going to
6 aren't going to
- 5 A: 1, 5, 6 S: 2, 3, 4
- 6 1 Shall 2 could 3 don't 4 should 5 about 6 don't
- 7 1 Shall I **help** you
2 Why **don't** we go
3 correct
4 How about **having** some sandwiches
5 correct
6 What should I **wear**

Presentation tool:

Unit 3, Unit check

Workbook / Online Practice:

WB p29

Audioscript:

SB p170