

Grammar

Talking about the future

Watch out! Present simple tense after time linkers

Vocabulary

Technology

Word transformation

Adjectives to describe gadgets

Reading

An opinion article about virtual reality

Using reference words (e.g. *it, these, which*) to understand a reading text**Listening**

A podcast about crowdfunding

Listening for the main ideas

Speaking

Describing the function of objects

Writing

Writing an online review of a product

3.1 Vocabulary: Technology

Aim

To talk about technology and discuss predictions about the future.

Smart learners

- Ask students to read the unit objectives. Ask questions to check understanding: *What tenses can you use to talk about the future? What vocabulary do you know to talk about technology? What's the difference between 'this' and 'that' / 'who' and 'which'? How can you hear the main ideas when you listen? Can you describe a pencil / a smartphone? What information would you include in an online review?*
- Ask a student to read out the information in the Smart learners box.
- Have students discuss which objectives they feel most and least confident about. Use a show of hands to find out which objectives they are most and least confident with.

Warm-up

- Ask: *What examples of technology can you think of?* Elicit a few ideas, e.g. computers and mobile phones, then give students two minutes to brainstorm as many ideas as they can and make notes. Bring students' ideas together on the board and check that they understand all the words.
- Focus on the pictures on pages 32–33 and ask: *What kinds of technology do they show?* Elicit a few ideas, but don't confirm them.

Exercise 1

- Read out the question and give an example of how recent technology has changed the way you travel, communicate or relax.
- Have students discuss the question. Ask some students to tell the class their ideas.

ANSWERS

Students' own answers.

Exercise 2

- Write *predictions* on the board and ask: *Are predictions about the past or the future? What are your predictions for 2030?*
- Students read the predictions and match three of them with pictures A–C.
- Check answers with the class.

ANSWERS

A 2 B 1 C 3

Exercise 3

- Have students check the meaning of the red words. Point out that some words, e.g. *chip*, have more than one meaning, so students need to search for a meaning that fits this context.
- Discuss the meanings with the class.
- Students then complete the sentences with the correct words.
- Check answers with the class.

ANSWERS

- 1 high-tech, gadgets, wirelessly
- 2 browse, upload
- 3 drone
- 4 hand-held device
- 5 chip
- 6 broadband

Vocabulary trainer, page 128

Exercise 4 Vocabulary strategy

- Read out the example in the Vocabulary strategy and ask: *Is this true for you? Can you change it, to make it personal?* Elicit some examples, e.g. *I uploaded a really funny photo of my brother.* Ask: *Which sentence is easier to remember? Why?*
- Invite a student to read out the Vocabulary strategy.
- Students choose four words and write example sentences.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Listening & Speaking**Exercise 5**  3.1

- Allow students time to read the task.
- Pre-teach *gross* (= disgusting) and explain that this is an American English word, then play the audio or video.

Students watch or listen and note down the predictions that each person mentions.

- Check answers with the class, and elicit what else students can remember from the audio or video.

Audio script

Felix Personally, I really like the idea of driverless cars because they make life so much easier. You can do what you want while you're in the car, like eat, sleep, play games, watch movies, or whatever. And another thing is, driverless cars are much safer than normal cars, because computers don't make as many mistakes as humans. Some people don't like the idea of them though, especially older people. Like my dad, for example, he hates the idea of them. He prefers to be in control and he thinks he drives better than a computer. But I reckon that in 20 years' time people will have a different attitude. I'm sure that by 2030 driverless cars will be even safer and I think it's quite probable that most people will be using them and I'm definitely going to have one!

Mia Some experts predict that instead of mobile phones or other devices and gadgets, we will have tiny computer chips implanted under our skin. I think that will definitely happen. I mean phones are getting thinner and thinner, aren't they? And people feel so attached to their phones that they're almost like part of our bodies. It would be super-convenient ... You'd never worry about losing your phone or dropping it because it would always be with you. And you wouldn't need to keep charging it, either. But I think it sounds a bit gross, you know, a bit unnatural, having a gadget under your skin. And what happens if it goes wrong? But I imagine by 2030 people will think that kind of thing is completely normal.

Harry I read an article that said that by 2030 we will be able to connect our brains wirelessly to the Cloud. Imagine that! We would all be able to communicate our thoughts without speaking. We'd be able to send emails and photos directly to each other's brains. It would be amazing, but it would be pretty scary too. But I really don't think it's likely to happen until we know more about the human brain. I mean, it may happen in a hundred years from now. But in 2030? I don't think so.

ANSWERS

Felix: driverless cars

Mia: computer chips under our skin

Harry: connecting our brain wirelessly to the Cloud

Exercise 6 3.1

- Allow students time to read through the sentences, and make sure they understand them all.
- Play the audio or video again. Students watch or listen and match the speakers to the sentences.
- Check answers with the class.

ANSWERS

1 F 2 M 3 F 4 H 5 H 6 M

Extra activity 3.1

- Write these gapped sentences on the board and elicit that they are all comparisons:
 - 1 Driverless cars are (...) safer (...) normal cars.
 - 2 Computers don't make (...) many mistakes (...) humans.
 - 3 By 2030 driverless cars will be (...) safer.
 - 4 Phones are getting thinner (...) thinner.
- Students complete the comparisons from memory, then listen again to check.
- Check answers, and check that students understand all the comparisons.

ANSWERS

1 much, than 2 as, as 3 even 4 and

Say it right

Exercise 7 3.2

- Read through the Useful phrases with the class and make sure students understand them all.
- Play the audio. Students listen and write the phrases they hear. Pause the audio as necessary for students to write.
- Check answers with the class.

Audio script

- 1 Personally, I really like the idea of driverless cars.
- 2 I think it's quite probable.
- 3 I think that will definitely happen.
- 4 I think it sounds a bit gross.
- 5 It would be pretty scary too.
- 6 I really don't think it's likely to happen.
- 7 It may happen.

ANSWERS

- 1 Personally, I really like the idea of ...
- 2 I think it's quite probable.
- 3 I think that will definitely happen.
- 4 I think it sounds a bit gross.
- 5 It would be pretty scary too.
- 6 I really don't think it's likely to happen.
- 7 It may happen.

Exercise 8 3.2

- Allow students time to read the phrases they wrote in exercise 7 and think about which words are stressed.
- Play the audio again. Students listen and underline the stressed words.
- Check answers, playing the audio again for students to hear the stressed words.
- Students then practise saying the sentences.

ANSWERS

- 1 Personally, I really like the idea of ...
- 2 I think it's quite probable.
- 3 I think that will definitely happen.
- 4 I think it sounds a bit gross.
- 5 It would be pretty scary too.
- 6 I really don't think it's likely to happen.
- 7 It may happen.

Have your say

Exercise 9

- Put students into groups. Explain that you will read out each prediction from exercise 2 in turn and they have to quickly agree a score out of ten for how likely it is (10 = definite) and a reason.
- Allow groups about one minute to discuss each prediction. Ask a student from each group to tell the class their ideas, using one of the Useful phrases.
- Write all the scores on the board and see which prediction students think is the most likely overall.

ANSWERS

Students' own answers.

Reference and further practice

Audio / video script, page xxx

Vocabulary trainer, page 128

Vocabulary, WB Unit pages xxx

Teacher's resource

Video worksheets

3.2 Reading: An opinion article

Aim

- To read and understand an opinion article about virtual reality.
- To practise using reference words to understand a text.

Warm-up

- Ask: *What video games do you play? What happens in the games?* Elicit answers, and encourage students to describe the games they play.
- Ask: *What do you think video games will be like in the future?* Elicit a few answers, and encourage students to use the phrases they learned for making predictions. Elicit the idea of games feeling more 'real' in the future.

Exercise 1

- Read out the title of the article and use the photo to teach the word *headset*. Students discuss the questions.
- Bring students' ideas together into a brief class discussion.

ANSWERS

Students' own answers.

Exercise 2

- Check that students understand *skim*. Remind them that when they skim a text, they read quickly and don't worry if they don't understand every word.
- Make sure students understand all the topics in the box.
- Students skim the text and note down the topics that are mentioned.
- Check answers, asking students to give evidence from the text to support their opinions.

ANSWERS

virtual gaming, virtual music, virtual sport, the limitations of VR

False friends

- Focus on the False friends box. Ask students to find the words in the article and read them in context (*actually* is in paragraph 2 and *attend* is in paragraph 5).
- Read out these sentences in turn and ask students to put up their left hand if the sentence is correct and their right hand if it is incorrect:
 - 1 *I don't actually believe you.* (✓)
 - 2 *Is it raining actually?* (✗)
 - 3 *I attend school every day.* (✓)
 - 4 *I always attend to the teacher.* (✗)
- Use the sentences to reinforce the correct meanings.

Street talk

- Ask students to find the phrase in paragraph 2 of the article. Give an example of how the phrase might be used in a conversation, e.g.
 - A I've won the lottery!
 - B Really?
 - A No. Just kidding!
- Write these statements on the board: *I've got a pet elephant. There's a dog under your desk. My dad's a rock star.*
- Invite students in turn to say one of the statements on the board. Invite another student to respond using 'Really?' Invite the first student to reply: *No, just kidding!* Once students get the idea, they can also use their own ideas.

Exercise 3 Reading strategy

- Write on the board: *Virtual reality is fun, and it can be scary.* Underline *it*, and ask: *What does 'it' refer to?*
- Invite a student to read out the Reading strategy.
- Ask students to find the first word (*there*) in the opinion article. Elicit that it refers to the ISS.
- Students find the reference words in the article and decide what they refer to. Check answers.

ANSWERS

- 1 the International Space Station
- 2 climbing Mount Everest and exploring the International Space Station
- 3 virtual reality
- 4 in the 1990s
- 5 virtual reality
- 6 concerts and sports games

Need a challenge?

- Refer fast finishers to the task. They should find two reference words in the article and decide what they refer to. When other students have finished, ask a fast finisher what reference words they found, and what they refer to.

ANSWERS

Students' own answers.

Culture note

- The International Space Station (ISS) is a space station in orbit around the Earth. It was launched in 1998, and is a collaborative project involving the USA, Russia, the European Union and other countries. The purpose of the space station is to carry out scientific experiments in space, for example into the effect of zero gravity on human and other life, and how other materials react in

a zero-gravity environment. The Space Station was also planned as a base for future missions, to Mars and more distant planets.

Exercise 4 3.3

- Focus on the first gap in the opinion article, and ask students to read the sentence before and after the gap carefully.
- Students then read the sentences A–F and decide which one fits the gap. Discuss the answer with the class (B), and discuss what the reference word *they* refers to in sentence B (headsets).
- Students then complete the task.
- Play the audio for students to listen and check their answers.
- Check with the class what the bold reference word refers to in each sentence (see answers in brackets).

ANSWERS

- 1 B (headsets)
- 2 E (VR)
- 3 F (performers)
- 4 C (we will attend virtual concerts and games)
- 5 A (feelings of travel sickness)

Exercise 5

- Write on the board: *Virtual reality is going to be the next big thing in technology.* Elicit some other ways of expressing the idea, using synonyms or paraphrases, e.g. *Virtual reality will be very popular. / Everyone will want to try virtual reality.* Explain that in this exercise students must use their own words to complete the sentences, using information from the text.
- Check answers with the class.

POSSIBLE ANSWERS

- 1 more powerful than they were in the 1990s.
- 2 use them in games arcades, theme parks or science exhibitions.
- 3 gamers, music fans and sports fans.
- 4 they can cause health problems, and they might isolate people from society.
- 5 they cannot get to the real event, for example because they are disabled.

Vocabulary: word transformation

Exercise 6

- Students read the sentences and identify the form of each word. Check answers, and discuss what clues students used in each case, e.g. *realistic* must be an adjective because it comes before a noun.

ANSWERS

- 1 noun
- 2 adjective
- 3 adjective

Exercise 7

- Point out to students that for this task they need to look at the complete opinion article, including sentences 1–5 in exercise 5. Students find the related words and note them down.
- Check answers, and discuss the meaning of each related word.

ANSWERS

- 1 gaming, gamers
- 2 enable, unable, disability
- 3 performance, performers
- 4 affordable, unaffordable

Exercise 8

- Focus on the word in brackets for sentence 1 (able) and elicit words with the same root, e.g. *unable, ability, disability*. Elicit what part of speech each one is. Read out the gapped sentence and ask: *Is the missing word an adjective or a noun? (a noun). How do you know? (it is preceded by the).* Elicit the correct missing word.
- Students complete the sentences with the correct form of the words.
- Check answers.

ANSWERS

- 1 ability
- 2 affordable
- 3 realistic
- 4 performance
- 5 gamers

Vocabulary trainer, page 128

Exam tip

- Point out to students that for this type of task, they should read the whole sentence first, and think about what form of word is missing (noun, verb, adverb, adjective). They then need to think about the meaning (e.g. positive or negative) and the form (e.g. singular or plural). Remind them that some words also have spelling changes in their different forms.

Have your say

Exercise 9 Critical thinking

- Read through the Critical thinking box and Useful phrases with the class.
- Give an example of an opinion without a reason, e.g. *I think VR is dangerous.* Elicit some possible reasons, e.g. *it can make you feel sick, you might hurt yourself.* Repeat the opinion with a reason, to demonstrate how the reason supports the opinion. Point out that people take opinions more seriously if they are supported by reasons.
- Students discuss two of the statements in exercise 8. Monitor while they are working, and encourage them to use a range of Useful phrases.
- Ask: *Who agrees with statement 1?* Elicit a show of hands. Ask: *What are your reasons?* Elicit a range of reasons and ask: *Which reason is the most convincing?*

ANSWERS

Students' own answers.

Extra activity

- Ask: *Is it better to go up Everest in real life or with virtual reality? Why?* Elicit one reason to support each opinion, e.g. *Real life is better because you would feel very proud; virtual reality is better because it's safer.*
- Put students into small groups and challenge them to find as many reasons as possible to support each opinion. Ask groups in turn how many reasons they found to support each opinion. Ask the group with the most to read their ideas to the class.

Exercise 3

- Students read the dialogue and choose the correct verb forms.
- Check answers, referring back to the rules as necessary to explain the answers.

ANSWERS

1 **'re going** 2 **is giving** 3 **will** 4 **does it start**
5 **'re going to take** 6 **gets** 7 **won't be** 8 **I'll**
9 **I'll book**

Exercise 4 3.4

- Allow students time to read the gapped sentences.
- Play the audio. Students listen and complete the sentences.
- Allow students to compare their answers then play the audio again for them to check and complete their answers.
- Check answers with the class.

Audio script

Dialogue 1

Olly Hey, Adam.

Adam Hi, Olly – what are you up to this evening?

Olly Not a lot. Why?

Adam A couple of friends are coming over to watch a movie. Do you want to join us?

Olly Which movie have you chosen?

Adam I can't remember the name. It's the one with an astronaut who gets left on Mars and has to find his way back to Earth.

Olly Oh, yeah. What's it called again ... that's an awesome film! I saw it when it first came out. Yeah, I'd love to see to see it again. Shall I eat dinner before I come?

Adam No, we're ordering pizzas to have while we're watching. So come round at 7.

Olly OK. Great!

Dialogue 2

Xavi Have you got any plans for the weekend, Sam?

Sam Yeah, I'm thinking of going to a technology exhibition called 'Next Generation'. It's a special one-day event for young people about the latest developments in technology. They have all sorts of really cool talks and workshops.

Xavi Oh right? What kind of stuff do you get to do?

Sam There are going to be workshops on things like how to control a robot, how to train for working in space, and how to design things with a 3D printer.

Xavi Wow!

Sam Yeah, and you also get to try out the latest games, and VR headsets.

Xavi Sounds awesome.

Sam Do you want to come with us? I think there are still tickets left.

Xavi Yeah maybe. When does it start?

Sam Er ... let me just check ... Mm registration is at 9 and the first workshop starts at 10 am.

Xavi I'll have a word with my mum and dad and see if I can come.

Dialogue 3

Joe Do you know what you're going to do when you leave school, Emily?

Emily Well, I'd love to get a job designing video games.

Joe Yeah, you're really into gaming, aren't you? So are you going to study games design at university?

Emily Yes, there's a really good games design course in Manchester that I'm probably going to apply for. But I'm not going to go to university next year. I'm going to take a break from studying for a while.

Joe Really, what are you going to do?

Emily Well, I'm not completely sure, but I've got family in Australia so I think I'll stay with them for a while, and maybe go to New Zealand as well.

Joe That would be amazing!

ANSWERS

1 **are going to watch, are going to come**

2 **thinking of going to, workshop starts at 10**

3 **to study games design, will stay with family**

Exercise 5

- Read out the first bold words in exercise 4 and give an example about yourself, e.g. *This evening I'm going to watch TV.*
- Students write the sentences about their intentions, plans or arrangements.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Need a challenge?

- Refer fast finishers to the task. They complete the sentences with predictions for the future.
- When other students have finished, ask some fast finishers to read their predictions to the class. Ask the other students if they agree with the predictions.

ANSWERS

Students' own answers.

Future continuous

Exercise 6

- Read through the rules with the class.
- Students read the sentences and identify the ones that are not examples of the future continuous. Discuss with the class why the future continuous is not used in these sentences. Prompt students if necessary to think about state verbs.

ANSWERS

Sentences 3 and 5. These verbs are state verbs, so are not used in continuous forms.

Grammar reference, page 113

Exercise 7

- Allow students time to read through the schedule. Make sure they understand everything.
- Read out the first sentence, and ask: *Is this true?* Refer students to the schedule, then to the example answer.
- Students correct the sentences.
- Check answers.

ANSWERS

1 **They won't be having breakfast. They will be in a conference with Mission Control.**

- 2 They won't be doing exercise. They'll be doing safety checks and repairs.
- 3 They won't be conducting science experiments. They'll be having lunch.
- 4 They won't be watching films. They'll be conducting science experiments.
- 5 They won't be enjoying the view. They'll be sleeping.

Exercise 8

- Read out the example question and answer. Ask the question to one or two students and elicit answers from them.
- Allow students time to prepare their questions, and think about what they will be doing at the different times.
- Students work to ask and answer questions.
- Ask some students to tell the class about their partner's plans.

ANSWERS

Students' own answers.

Consolidate

Exercise 9

- Explain to students that this task brings together all the grammar they have learned in this unit. Ask students to read the dialogue through for general meaning. Ask: *What do the people want to see?* (the International Space Station – ISS). Explain the meaning of *space tracker app* if necessary.
- Students complete the dialogue with the correct verb forms.
- Check answers, referring back to the rules on pages 36 and 37 if necessary to explain the answers.
- Point out to students that writing personal example sentences can help them to remember grammar as well as vocabulary. Encourage them to write personal example sentences using the different future forms from this unit.

ANSWERS

- 1 'll be flying / 's going to fly
- 2 's going to appear
- 3 'll go / 'm going to go
- 4 'll miss
- 5 'll lend
- 6 will it fly / is it going to fly / will it be flying
- 7 won't be
- 8 go
- 9 'll draw

Have your say

Exercise 10

- Read through the task and the example answers with the class.
- Ask students to write five predictions about their future plans and ideas. Then get them to discuss. Challenge them to ask at least three questions about each of their classmates' plans and ideas.
- Ask some students to tell the class something about their partner's plans or ideas.

ANSWERS

Students' own answers.

Extra activity

- Refer students back to the future forms on page 36. Ask them to write three more questions for a partner, using these future forms. Elicit a few examples first, e.g. *Are you going to go to university? What are you doing next weekend?*
- Ask one or two students to read their questions to the class. Correct any errors. Students can then ask and answer their questions in groups.
- Ask some students to tell the class something they learned about their partner.

Reference and further practice

Grammar reference, pages 112–113

Teacher's resource

3.4 Communication

Listening: Describing gadgets

Aim

- Listen to a podcast about crowdfunding.
- Practise listening for the main idea.
- Practise describing objects.

Warm-up

- Ask: *How many inventions from the 21st century can you name?* Elicit a few ideas and make notes on the board, e.g. Nintendo Wii, 4G broadband access, Facebook, Skype, the Apple iPhone.
- Ask: *Which are the most important inventions? Why?* Elicit a range of answers.

Exercise 1

- Focus on the webpage and explain that it is a crowdfunding website for new inventions. Explain the meaning of *crowdfunding* if necessary.
- Students discuss what each invention is. Check these answers, then ask students to discuss which project they would support and why.
- Ask some pairs to tell the class their ideas, then hold a class vote to see which project most students would support.

ANSWERS

The inventions are a drone camera, a touch bracelet for communicating with people a long way away by giving their wrist a squeeze, and a virtual keyboard.

Exercise 2 3.5 Listening strategy

- Say: *I think life will be better in the future. There might be a few problems, of course, and things probably won't be perfect, but I think life will definitely be better.* Ask: *What is my main idea? How do you know?* Elicit the main idea (life will be better in the future) and elicit that you repeated this idea.
- Get a student to read out the Listening strategy.
- Allow students time to read through the ideas.
- Play the audio. Students listen and put the ideas in order.

- Check answers with the class.

Audio script

Do you have a dream? No, not the kind you get when you're asleep. I mean something you want to create, like an epic video game, or the next big social network. In today's world everyone can go online to make their dreams happen, using what's called a crowdfunding website.

In the past, if you had a big idea you needed to find a rich investor. But now crowdfunding websites allow you to explain your idea and receive support from hundreds or thousands of people across the world.

Musicians, filmmakers and artists are using the sites. For example, musician Amanda Palmer raised \$1.2 million from 24,833 online investors to make a new album and to set up a tour.

But perhaps the most exciting thing is how crowdfunding is enabling people to develop new technology. Did you know that the first smartwatch, Pebble, was launched on a crowdfunding website back in 2012? Pebble raised \$10.3 million, making it one of the most popular crowdfunding campaigns ever.

So what kind of product is most successful at getting funding? Well, a product needs to be innovative, and have an immediately obvious practical purpose. It also needs to be better than other similar products. Take this drone camera, for example. Crowdfunding sites are full of drones, but this one is a bit different. Rather than a drone that you attach a camera or your phone to, it's all in one, compact and portable. This makes it very user friendly, because you don't have to spend time setting it all up. It's all done for you, you can just take it out and start using it.

Quirky products can also do well. For example, this touch bracelet. It's a wearable piece of technology that uses haptics to enable you to communicate with a loved one far away. It may seem a bit bizarre, but using this bracelet you can send a tiny squeeze across the miles. It's also quite stylish, looking like a trendy sports activity tracker.

These two products are really both about having fun, but products which are just very useful can also be appealing. One example is this virtual keyboard. It projects a keyboard onto any surface so that you can use your phone as a mini computer. It's quite a versatile product, as it can also be used as a piano keyboard. Imagine having a piano in your pocket! So what's your big idea? Why don't you try to make it a reality?

ANSWERS

B, C, A

Exercise 3 3.5

- Allow students time to read the sentences.
- Play the audio again. Students listen and decide if the sentences are true or false. Remind them to correct the false sentences.
- Check answers with the class.

ANSWERS

- 1 F. They are used to develop lots of different things.
- 2 F. It raised \$10.3 million.
- 3 T
- 4 T
- 5 F. Products that are just useful can also be successful.

Vocabulary: adjectives to describe gadgets

Exercise 4

- Allow students time to read through the adjectives.
- Play the audio again if necessary for students to hear the adjectives in context.
- Students decide if the adjectives are positive or negative.
- Check answers with the class, and make sure students understand all the adjectives.

ANSWERS

They are all positive, except *bizarre*.

Exercise 5

- Read out the four examples in turn, and point out how they explain or show the meaning of the words in different ways. Ask students to match each explanation to one of the adjectives from exercise 4. Check answers.
- Students work together to choose four more words from exercise 4 and explain their meaning using one of the four different ways.
- Put students into small groups to read their explanations to each other and guess which words they refer to.

ANSWERS

1 wearable 2 quirky 3 innovative 4 bizarre

Students' own answers.

Vocabulary trainer, page 128

Exercise 6 Critical thinking

- Point out the recycle symbol and ask students if they can remember the skill they practised earlier in the unit (justifying). They can look back at page 35 to check.
- Read out the model statements and point out to students that they can use these as models for giving their own opinions.
- Students discuss the questions giving their opinions and giving reasons to support their opinions. Ask some pairs to share their ideas with the class.

ANSWERS

Students' own answers.

Speaking: Describing function

Exercise 7

- Remind students of the meaning of *gadgets* if necessary.
- Students discuss the questions.
- Elicit some ideas from students, but don't confirm them.

ANSWERS

Students' own answers.

Exercise 8 3.6

- Tell students they will watch or listen to three people talking about their favourite gadgets.
- Play the video or audio. Students watch or listen and check their ideas from exercise 7.
- Ask who guessed all the gadgets correctly.

Audio script

Felix My favourite gadget is probably my activity tracker. It's a kind of wearable pedometer but it does more than

measure just how many steps you take. It notifies you when you reach your goals, and it also tracks your sleep so you can see if you're sleeping well. It's made of plastic and I think it's quite stylish. I like the choice of colours. It's perfect for motivating me to be more active, and I'm definitely going to walk more while I'm wearing it!

Catrin I'm not sure if this is exactly a gadget, but it's certainly very useful and practical. You use it to carry a hot drink, like tea or coffee or hot chocolate. The idea is that you can make a coffee at home and then take it with you when you're travelling to school or work. I've completely stopped buying coffee – it's saved me a fortune. This one isn't particularly appealing to look at, but you can get quite trendy ones. Lots of people I know really like them. My best friend told me she'll be using one next year when she's at university. I think they'll become very popular, especially with people who want to save money.

Harry This is a thing for keeping track of things you might lose. It's very versatile. You can put it on your dog's collar, a suitcase or even a child! It's connected to your phone so you can always see where these things are. I use it to help me find my keys. I'm always losing my keys and I'll probably be looking for them with this gadget tomorrow morning! Of course it doesn't help if you lose your phone!

ANSWERS

- 1 Activity tracker, travel mug, location tracker
- 2 Students' own answers.
- 3 The activity tracker motivates you to be more active. The travel mug saves you money on expensive hot drinks. The location tracker helps you find things you have lost.

Exercise 9 3.6

- Allow students time to read through the Useful phrases and copy them into their notebooks.
- Write the word *pedometer* on the board to help students.
- Play the video or audio again, pausing as necessary to allow students time to complete the phrases.
- Check answers, and make sure students understand all the phrases.

ANSWERS

- 1 wearable pedometer
- 2 plastic
- 3 motivating me to walk more
- 4 carry a hot drink
- 5 you can make coffee at home and then take it with you when you're travelling to school or work
- 6 keeping track of things you might lose
- 7 put it on a dog's collar, a suitcase or even a child
- 8 help me find my keys

Exercise 10

- Brainstorm some examples of gadgets that students have.
- Allow students time to prepare their ideas individually, referring to the Useful phrases and the adjectives in exercise 4. They then describe their gadgets to each other or small groups, and decide which is the most useful.
- Ask pairs or groups in turn to tell the class what they decided and why.

ANSWERS

Students' own answers.

Exercise 11

- Read out the task, and put students into pairs or small groups to define the problem and think of a gadget to solve it. Monitor and help while they are working.
- Students prepare their presentations. Remind them that their presentation should answer the three questions about the gadget they've designed. Encourage them to draw their gadget, or draw diagrams to show how it will work. If students are working in groups, encourage them to plan their presentations so that everyone in the group takes part.

ANSWERS

Students' own answers.

Exercise 12

- Ask pairs or groups in turn to present their gadget to the class. Encourage them to use some of the adjectives from exercise 4 and the Useful phrases from exercise 9.
- Encourage other students to ask questions at the end of each presentation.
- The class could vote for their favourite gadget.

ANSWERS

Students' own answers.

Extra activity

- Ask students to write an advertising slogan for the gadget they created in exercise 11. Elicit a few examples of advertising slogans students are familiar with in their own language, and elicit or explain that they should be short and memorable.
- Students can compare their slogans in groups, and choose the best to present to the class. The class could vote for the best overall.

Extra activity

- Ask students to choose one of the gadgets from this unit and write four sentences describing it. Tell them not to name the gadget, and not to give too much information about it, e.g. *This gadget is small and compact. Most people have one. It's portable. You can use it for talking to people, or taking photos* (a smartphone).
- Students describe their gadgets to the class and other students race to guess the gadget.

Speaking trainer, page 141

Reference and further practice

Audio / video script, page xxx
 Vocabulary trainer, page 128
 Speaking trainer, page 141
 Vocabulary, WB Unit pages xxx
 Teacher's resource
 Video worksheets

3.5 Writing: An online product review

Describing positive and negative aspects

Aim

- To write an online product review.

- To describe the positive and negative aspects of a product.

Warm-up

- Write the following gapped words on the board and explain that they are all words that can be used to describe gadgets, and students learned them on page 38:

v _ r _ _ t _ _ e
 c _ m p _ _ t
 i _ _ _ v _ t _ v _
 p _ _ t _ b _ e
 p _ _ _ t _ c _ l
 s _ _ l _ _ h

- Students work together and race to complete the words. They can look at page 38 to check.
- Check answers, and check that students understand all the words. Brainstorm other words that can be used to describe gadgets.

ANSWERS

versatile, compact, innovative, portable, practical, stylish

Exercise 1

- Students discuss the questions in pairs or small groups.
- Ask some pairs or groups to tell the class their ideas. Encourage other students to give their opinions by asking questions, e.g. *Do you agree? Why? / Why not? What's your opinion of this?*

ANSWERS

Students' own answers.

Exercise 2

- Students read the product reviews and think of three reasons why Review 1 is more helpful.
- Discuss the answers with the class.

ANSWERS

Students' own answers.

Extra activity

- To challenge stronger classes, extend exercise 2 by asking: *Why is the first review better than the second one? What information does it include? What kind of language does it use?*
- Get students to discuss the questions, then bring their ideas together into a checklist on the board.
- When students move on to exercise 3, they can compare their own ideas on the board with the ones in the advice in exercise 3.

POSSIBLE ANSWERS

The first review gives a brief description of the product, it gives reasons why the person likes it, it includes comparisons with other products and also includes some problems with the product.

Exercise 3

- Students read the advice for writing a product review and identify the techniques used in Review 1.
- Check answers with the class and elicit an example from the review to support each piece of advice.

ANSWERS

The reviewer does all the things.

Exercise 4 Useful phrases

- Read through the phrases with the class and make sure students understand them all.
- Students look at the first review again and note down the phrases it uses.
- Check answers with the class.

ANSWERS

Its small size makes it perfect for carrying around.

The sound quality is excellent.

My only criticism is ...

Overall, ...

I'd definitely recommend it.

Grammar reference, page 114

Extra activity

- With weaker classes, refer students back to the first review in exercise 2. Ask them to find examples of adjectives for describing gadgets.
- Elicit the adjectives and write them on the board: *solid, well built, compact, stylish, reliable, simple, portable.*
- If necessary, ask questions to check that students understand the meanings, e.g. *If something is solid, will it break easily? If something is compact, is it big or small? If something is stylish, is it attractive?*
- Encourage students to use a range of suitable adjectives when they write their own product review later in the lesson.

Exercise 5 Writing strategy

- Read out these two sentences: *This speaker is very stylish. The battery life is not very long.* Ask: *How can you link the two sentences? Elicit answers using but or however.*
- Invite a student to read out the Writing strategy.
- Focus on each underlined word in Review 1 with the class and elicit how students would say the words in their own language.
- Elicit or explain that the words are all linkers of contrast. Point out that they all have a similar meaning, but they are used in different ways in a sentence. Elicit how students would say the words in their own language.

ANSWERS

Students' own answers.

Exercise 6

- Students copy the rules into their notebooks and complete them with the correct words.
- To check answers, read through the rules with the class, elicit the correct words, and make sure that students understand everything.

ANSWERS

1 although 2 despite / in spite of 3 However

Grammar reference, page 114

Exercise 7

- Students complete the sentences with the correct linkers from exercise 6.
- Check answers, referring back to the rules as necessary to explain the answers.

ANSWERS

- 1 Despite / In spite of 2 However 3 Although
4 However 5 Although 6 despite / in spite of

Exercise 8

- Read out the first sentence, then ask: *What's the meaning? What happened?* Elicit the meaning (we used a satnav, but we couldn't find the cafe).
- Ask: *Which word in the sentence does 'despite' replace?* (although)
- Elicit the rewritten sentence, and point out that *despite* is used in a different way in a sentence, so some changes are necessary. Ask: *Is the meaning exactly the same?* (yes).
- Students then rewrite the sentences.
- Check answers with the class.

ANSWERS

- 1 Despite using a satnav, we couldn't find the cafe.
2 We have fast broadband. However, it's still too slow.
3 Although I've saved up for a year, I don't have enough money to buy a new laptop.
4 Despite leaving early, we arrived late.

Exam tip

- Point out to students that for this type of task, they should read the sentence carefully and think about the exact meaning. They should then think about which word the one in brackets will replace, and how the word in brackets is used in a sentence. They then rewrite the sentence, and check that the new sentence has exactly the same meaning, and they have used the replacement word correctly.

Exercise 9 Writing task

- Students follow the instructions and write their review.
- You could do the brainstorming activity as a class, and build up ideas on the board for students to use.
- Students then check their review carefully, using the checklist. They could swap with a partner and do this in pairs if they prefer.

ANSWERS

Students' own answers.

Extra activity

- Ask: *What gadgets or other products have you bought recently?* Elicit a few ideas and write them on the board, e.g. a tablet, computer game, etc.
- Choose one idea and ask: *What might an advert say about this product? What might a review say?* Elicit ideas, and make notes on the board. Encourage students to think of exaggerated claims for the advert, and the reality for the review.
- Use the ideas to demonstrate that an advert contains only positive aspects, but a review includes both positive and negative aspects, and is often more realistic and honest.
- Use the task to make the point that it is always important to think about the kind of text you are writing, and what the aim of your text is.

Reference and further practice

Grammar reference, page 114

Writing reference, WB page xxx

Teacher's resource

21st Century Skills: Decision making

Aim

- Learn a practical methodology for making decisions.
- Develop the transferable skill of analysing different options and making good decisions.
- Develop the transferable skill of evaluating personal skills and experience.

Warm-up

- Say: *Imagine you are in a phone shop. You need a new phone, and you're looking at all the different phones. How do you decide which one to buy?* Students discuss the question.
- Ask some students to tell the class their ideas. Tell students that in this lesson they are going to practise making decisions.

Exercise 1 Explore

- Pre-teach the word *hybrid* (= a mixture of two different things).
- Students read the messages and answer the question.
- Check the answer and ask: *Which option do you think is best? Why?*

ANSWER

She needs to decide what gadget to buy. Her options are a laptop or a tablet.

Exercise 2 Engage

- Focus on the table and make sure students understand *pros* and *cons*.
- Students copy and complete the table. Point out that there are no right and wrong answers to this task, so students should use their own ideas.
- Discuss the answers with the class.
- Give students two minutes to come up with as many more pros and cons as they can.
- Elicit students' ideas and make notes on the board. See who came up with the most ideas.

ANSWERS

Students' own answers.

Exercise 3 Analyse

- Students read the Reflect box and complete it with the words in the box.
- Check answers with the class, then read through the completed steps with the class and make sure students understand everything.
- Ask: *Which of these steps do you already use? Do you think carefully before you make decisions, or do you decide quickly, without thinking? Why is it a good idea to evaluate all the advantages and disadvantages before making a decision?* Elicit a range of answers.
- Students then think about a decision they have made recently and analyse which steps they used. Ask: *Who used*

some of these steps? Which ones did you use? Which ones didn't you use? Did you use any other steps? What were they? Elicit a range of answers.

ANSWERS

1 priorities 2 information 3 cons 4 Compare
5 Make

Exercise 4 Contemplate

- Read out Daisy's problem. Students then read the five comments and match them to the five steps in the Reflect box.
- Check answers with the class.
- Ask students to number the steps in the Reflect box from the one they use the most often (1) to the one they use the least often (5). They can compare their ideas. Call out each step in turn and ask: *Who put this as number 1/2/3/4/5?* Note the numbers on the board, to give an overall score for each step.

ANSWERS

Emma 3 Mattia 4 Noah 1 Lucy 2 Jake 5

Exercise 5 Activate

- Focus on the two photos of headphones and explain to students that they need to decide which ones to buy. Ask: *Which headphones would you buy if you didn't have to think about it very much?* Get a show of hands to see which headphones are more popular.
- Ask students to read through the questions. Point out that for question 3, they can draw up a table of pros and cons like the one in exercise 2. Point out that they can use the words in the box to help them decide, or they can use their own ideas.
- Students work through the questions and make their decision. They then discuss their decision with a classmate and their reasons why.
- Ask some students to tell the class if their decisions were similar to their classmates' or different, and why.
- Ask: *Did you find the five questions useful? Did they help you make the right decision?* Elicit a range of answers.
- End with a show of hands to see how many students chose each set of headphones. See how many students changed their mind after going through the decision-making process.

ANSWERS

Students' own answers.

Exercise 6 Evaluate

- Point out the three headings, *Knowledge, Skills* and *Attitude*. Explain that these three things help you to make good decisions.
- Read through the statements with the class, and ask about each one: *Why is this important?* Encourage students to think about why it is important to gain understanding of problems, learn skills to deal with problems and have the right attitude to recognize the importance of taking things seriously and making good decisions.
- Students copy the statements into their notebooks and give themselves a score. Students can compare their scores and discuss what they need to practise further and why.

ANSWERS

Students' own answers.

Communicate

- Students discuss what other decisions they might need to make in the near future. You could brainstorm ideas with the class first, e.g. whether to go to university, what kind of job to look for, whether to move to a different city or country, etc.
- Ask some students to tell the class about their discussions.
- Ask: *Do you think using the five steps will help you make these decisions? Why?* Elicit a range of answers.

ANSWERS

Students' own answers.

Extra activity

- As a class, choose one of the decisions that students discussed in the Communicate task, e.g. whether to go to university.
- As a class, brainstorm some pros and cons related to the decision. Make notes on the board.
- Students work through the five questions in exercise 5 and make a decision about what they should do.
- They can explain their decisions to each other.
- Discuss as a class how the five steps helped them to make their decision.

ANSWERS

Students' own answers.

Extra activity

- Ask: *How do you think these decision-making skills might help you in your working life?*
- Elicit a few ideas, and prompt students to give their ideas, e.g. *What about if you're a doctor? What about if you work for a business? What about if you run a restaurant?*
- Encourage students to think about and discuss the kinds of decisions that people make in their working life, e.g. whether to offer a treatment to patient, whether to invest in a new product, whether to expand a restaurant or business.
- Point out that the skills people use to make these important decisions are the same ones as they have practised in this lesson.

Smart learners

Refer students back to the unit objectives on page 32 and the Smart learners box. Ask them to write down two objectives they have improved at in this unit, and one objective they are not yet confident with. They can discuss their ideas. Ask for a show of hands to see which objectives students feel they have improved at, and which they are not confident with yet.

ANSWERS

Students' own answers.