

## UNIT 2 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
<p><b>Coursebook page 13</b></p>	<ol style="list-style-type: none"> <li>Learners brainstorm different forms of communication in small groups on mini-whiteboards.</li> <li>Set a time limit (for example, one minute) and tell learners that the team with the most correct suggestions, wins.</li> <li>Discuss the starter questions as a class: <i>Do your parents have mobile phones? Do your grandparents? How did they communicate with each other before mobile phones? How long can you go without using your phone or checking it? How many messages do you send per day?</i></li> <li>Display photos on the board and refer learners to the pictures in their Coursebooks. Refer learners to the photos. Elicit some ideas and descriptions of what they think the photos show. Try to elicit some of the key vocabulary. Prompt learners if necessary. (See the key vocabulary list above.)</li> </ol> <p><b>Feedback</b> Ask each group to count how many words they got. Give different groups different board pens to write up some of their answers on the board.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Resources	Main activity
<p><b>Workbook page 13</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Direct learners' attention to the words in the first column and the example.</li> <li>Learners match the words to the definitions, using dictionaries where needed.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Learners check in pairs then check as a class.</p> <p><b>Extension</b> In pairs or small groups, learners put the communication methods in order of evolution.</p> <p><b>Answers</b></p> <p>1c; 2f; 3d; 4a; 5b; 6g; 7e</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Put learners in mixed ability pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners brainstorm more words and phrases related to the topic.</li> <li>And/or learners write sentences using the new lexis.</li> </ol>

<p><b>Coursebook page 13</b></p>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are going to listen to a lecture. Direct their attention to the statements. Check understanding.</li> <li>2. Learners work in pairs to decide which subjects they think will be covered in the lecture.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit pair predictions and ask why. Do not say whether they are correct or not at this point.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 13</b> <b>Audio Track 8</b></p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners listen and check their guesses, ticking the subjects which are mentioned/ discussed.</li> <li>2. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>a, b and e. NB: g is mentioned as something that will be talked about, but lecture finishes before it is.</p>
<p><b>Coursebook page 1</b> <b>Audio Track 8</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the <i>Listening strategy tip</i> box. Go through it with the class.</li> <li>2. Give learners time to read the questions. Explain that learners do not need to write down complete sentences, just the specific information in answer to each question.</li> <li>3. Play the first part of the audio up to '... to warn others of possible dangers'. Pause the audio. Elicit the answer to question 1. Draw learners attention to how the speaker stressed the key information. Play the audio again if necessary. If you wish, repeat for question 2, pausing the audio after, ' ... these stories were passed between different cultures'. Play through the end of the audio. Learners listen and answer questions individually.</li> <li>4. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Nominate learners to read a question while another answers.</p> <p><b>Answers</b></p> <p>a) to advise of food in area or to warn of danger; b) travelling more (and increased trade); c) With hieroglyphs (pictures for words); d) the printing press; e) electricity; f) electronic technology and satellite communication</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can use audioscript as they listen.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can write extra questions for their partners to answer.</li> </ol>

<b>Workbook page 13</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners complete the activity individually.</li> <li>Be prepared to answer learners' questions about vocabulary.</li> <li>In pairs, learners check their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Elicit answers and check as a class. Could take a class vote on each statement by a show of hands or having learners stand in a line depending on level of agreement.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Learners work in small groups discussing their answers to Workbook Activity 2.</li> </ol> <p><b>Feedback</b> Groups report back to the class and compare their answers.</p>

## UNIT 2 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<p>Ask some warmer questions to see what learners can remember from last time and prepare them for the lesson. Write them on the board. For example:</p> <ul style="list-style-type: none"><li>• How has communication changed through human history?</li><li>• How have smart phones changed communication?</li><li>• Do you suffer from FOMO? (<i>Fear of missing out</i>)</li><li>• How much time do you spend on social media?</li></ul> <p><b>Feedback</b> Different groups/pairs feedback to other groups/pairs. Teacher circulate and make a note of most controversial/debatable points to reflect to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Resources	Main activity
<b>Coursebook page 14</b>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"><li>1. Direct learners' attention to the words in the box.</li><li>2. If you wish, copy the words onto the board and add the stress symbols, as shown: oral tra'dition 'hieroglyphs 'telecommuni'cation 'telegraph 'digital revo'lution 'printing 'press 'satellite communi'cations Point out the 'stress' symbol and explain that this is the symbol used in dictionaries.</li><li>3. Drill pronunciation as per stressed syllables.</li><li>4. Learners match the words to the gaps in the sentences.</li><li>5. Learners check in pairs.</li></ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Invite learners to read out their completed sentences. The class say whether or not they are correct.</p> <p><b>Answers</b></p> <p>a) a printing press; b) hieroglyphs; c) oral tradition; d) digital revolution; e) telecommunications</p>

<p><b>Workbook</b> page 14</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the <i>Language tip</i> box.</li> <li>2. Go through examples and some others to explain the coordinating conjunctions and correlative conjunctions. Could use the transcript here to find more examples for analysis.</li> <li>3. Learners complete sentences individually. Explain that in most cases there is more than one possible answer.</li> <li>4. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Feedback as a class and discuss some of the statements. Who agrees/disagrees?</p> <p><b>Answers</b></p> <p>Possible answers: a Neither my grandmother nor my grandfather has a smartphone/ My grandmother doesn't have a smartphone nor does my grandfather; b I spend three hours a day online, but my sister spends five; c Both my brother and my cousin have two laptops/My brother and my cousin have two laptops; d Technology has improved global connectivity, but it has resulted in the loss of real human contact. e We are all better global citizens for we have the ability to connect with different countries and cultures.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to focus on rewriting sentences using coordinating conjunctions rather than correlatives.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to write both coordinating and correlative conjunctions where possible.</li> </ol>
<p><b>Coursebook</b> page 14 <b>Audio Track 8</b> <b>PCM 3</b></p>	<p><b>Speaking: Activities 5 and 6</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the <i>Speaking tip</i> box. Go through it with the class.</li> <li>2. If you wish, listen to the beginning of the lecture again (Audio Track 16) to remind learners where the speaker stresses and pauses. See the notes for listening Activity 3 in the previous lesson. Drill some sentences with the class.</li> <li>3. Handout PCM 3 or write it on the board. Learners plan what they are going to say by making notes in the graphic organiser. They think about what is good and what is not so good about their communication habits and daily technology use. Encourage learners only to make notes and not write full sentences.</li> <li>4. Learners have a brief practice of what they are going to say. Learners take it in turns to tell each other about their communication habits, technology use and opinions.</li> <li>4. Learners that are speaking focus on and utilise stress and intonation, as per the <i>Speaking tip</i> box.</li> <li>5. Learners who are listening, copy the graphic organiser in Activity 6 into their notebooks. They use it to note down what their partners are telling them.</li> <li>6. If time, learners could go on to form new partnerships, talk about themselves again, as well as their partners using the notes they have made.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Choose a few learners to discuss how their habits compared to those with whom they spoke.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Learners should be able to speak for at least one minute on their habits and provide factual information related to the question prompts.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners should be able to speak beyond the prompts and speculate more on the pros and cons of technology and its impact on communication.</p>
<b>Resources</b>	<b>Plenary</b>
	<p>1. Discuss and evaluate the communication habits of the class as a whole. What are the trends learners discovered? Would they change any of their answers to the statements they ranked last lesson (Workbook Activity 2)?</p>

## UNIT 2 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Learners look at the picture. Ask the starter question: <i>What do you think it shows?</i> Discuss as a whole class.</li> <li>Ask: <i>How old do you think the photograph is? Why?</i></li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook pages 15–16</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners read the text.</li> <li>Draw learners' attention to the <i>Reading strategy</i> box on page 51 and use concept checking questions to establish learners' understanding of inferring. Say, for example <i>I ask Zainab if she wants to go the cinema, and she says, 'I'm tired.' What can we infer? That she wants to go or that she doesn't want to go?</i> Elicit: <i>That she doesn't want to go.</i></li> <li>Put the learners into small groups. Learners answer the inference questions that follow.</li> <li>After completing the feedback, draw the learners' attention to the <i>Language tip</i> box. Suggest that this is an expression they could use in their own writing to intensify a comparison.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Groups share their opinion with the class. Elicit how learners decided on the answer.</p> <p><b>Answers</b></p> <p>1 It is another distress call like SOS; 2 Text messages. 3 The exclamation mark sent was to give a very positive answer, for example great, wow, etc.</p>
<b>Workbook page 15</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners complete the multiple choice individually.</li> <li>Pairs compare their answers.</li> <li>Circulate and establish a pair who have the correct answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Invite the pair you identified during monitoring to lead feedback. Ask them to justify their choice.</p> <p><b>Answers</b></p> <p>1 c; 2 b; 3 c</p>
<b>Coursebook page 16</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the text message.</li> <li>In groups, learners discuss different aspects of text messages.</li> <li>Learners can compare it to the telegram message in the reading.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask each group to share their ideas with the class.</p> <p><b>Answers</b></p> <p>Common features of text messaging: short messages, Capitals for Shouting, similar to speech, for example <i>gimme</i>.</p>

<b>Workbook Page 15</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners come up with the answers to the text codes.</li> <li>Learners work individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Groups compare and agree the final answers.</p> <p><b>Answers</b></p> <p>10Q means 'thank you'; 24/7 means 'all the time'; 4eva means 'forever'; LOL means 'laugh out loud'; BTW means 'by the way'; PLZ means 'please'; ALOL means 'actually laughing out loud'; B4 means 'before'; Bcoz means 'because'; 2G2B4G means 'too good to be forgotten'</p>
<b>Coursebook page 16</b>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>Tell learners that they are going to read part of an essay. Learners read the essay.</li> <li>Learners answer the questions and then compare with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Peer check and whole class feedback.</p> <p><b>Answers</b></p> <p>a The writer thinks that it is a positive thing and will help improve language in the long run; b People depend on it instead of talking, people use text speak in their conversations, for example, LOL</p>
<b>Workbook page 15</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners complete the matching activity to recap vocabulary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Peer correction.</p> <p><b>Answers</b></p> <p>1 g; 2 a; 3e; 4 f; 5 b; 6 h; 7 j; 8 i; 9 d; 10 c</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Learners work in groups and write three text messages on the board to see if the teacher can understand.</li> <li>Give reward to learners if you cannot.</li> <li>Elicit what other contexts this style of writing could be appropriate, for example, poetry.</li> </ol>



## UNIT 2 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>1. Draw two bubbles on the board and write the word 'telegraph' in the centre of one and 'texts' in the centre of the other.</li><li>2. Ask learners think about what they read about the telegraph and texts in the last lesson.</li><li>3. Invite learners to individually come up to the board and write a word/information in one of the bubbles.</li></ol>
<b>Resources</b>	<b>Main activity</b>
<b>Workbook page 16</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"><li>1. In pairs or small groups, learners re-read the essay on page 51 of the Coursebook and complete the table in their Workbooks.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b> Learners peer correct. whole class feedback.</p> <p><b>Answers</b></p> <p>1 yes; 4; 2 yes; 3 yes; 4 yes, also, in addition; 5 yes, for example, for instance; 6 no; 7 yes, personally, I do feel however, I also believe.</p>
<b>Workbook page 16</b> <b>Coursebook pages 15–16</b> <b>PCM 4</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"><li>1. Explain the activity and encourage the learners to use the expressions in the <i>Language tip</i> box.</li><li>2. Learners use the information in the reading text on page 51 of the Coursebook to help them create a mind map, and organise their ideas.</li><li>3. Learners write a three paragraph essay in response to the prompt. They should title their essay: <i>My opinions on texting</i>.</li><li>4. Learners can use the structure of the reading passage to inform their writing.</li><li>5. When the learners have finished writing – remind them of the importance to check through what they have written and make any adjustments that are needed. Give each learner a copy of the checklist (PCM 4) and ask them to use it to review their work.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b> Collect essays at the end of the lesson and provide individual feedback and constructive advice on how to improve writing.</p> <p><b>Answers</b></p> <p>All learner answers accepted.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"><li>1. Provide learners with a graphic organiser to help them construct the essay.</li><li>2. Encourage them to try to paraphrase the reading on page 51 of the Coursebook into similar language, and use that to construct their essay. Paraphrase the first sentence of the text as an example.</li></ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"><li>1. Ask learners not to use any of the ideas in the reading in the Coursebook.</li><li>2. Ask learners to develop a counter argument to the ones given in the reading text on page 51 of the Coursebook.</li></ol>

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="392 199 1442 367">1. Play Bingo to practise linking words and vocabulary for expressing opinion. Learners use their writing (or swap writing around). Teacher calls out the words/phases learners circle it in the writing. Teacher writes it on the board, calls out another and writes it on the board and continues like this until there are only one or two learners still in – teacher rewards these learners.</li></ol>

## UNIT 2 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
<b>Coursebook page 17</b>	<ol style="list-style-type: none"> <li>1. Have learners close their books. Ask learners to call out any words/expressions connected to the Internet and online security. Write these on board.</li> <li>2. Refer learners to the picture in their Coursebooks. Say: Look at the picture. Ask: <i>Which words do you know? What serious problem are they related to?</i> Learners discuss the starter questions in small groups or as whole class. Ask: <i>Do you shop or bank online? How many social media sites do you use? Do you worry about security? How do you protect yourself online?</i></li> <li>3. Using the picture, elicit the meanings/definitions of some of the words/expressions that will be needed in this lesson. Don't spend too much time on this – most of the lexis should be familiar to the learners.</li> </ol>
Resources	Main activity
<b>Coursebook page 17</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw two columns on the board and write the headings <i>do</i> and <i>don't</i>.</li> <li>2. Elicit from learners what they think is good advice or bad advice for keeping safe online and put learners' ideas on board.</li> <li>3. Learners complete activity individually.</li> <li>4. As an extension, ask learners to rate the instructions in order of importance, from most to least. They can work in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Compare answers with those provided earlier by learners on board.</p> <p><b>Answers</b></p> <p>1 don't; 2 don't; 3 do; 4 don't; 5 do; 6 do; 7 don't</p>
<b>Coursebook page 17</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through <i>Reading tip</i> box with learners. Look at Activity 1 again and try to elicit some key words and their synonyms. Ask learners to suggest synonyms for these words. Write them on the board. Now have learners scan the paragraphs in Activity 2 to find more synonyms for the key words. Add these to the board.</li> <li>2. Set a time limit of 2–5 minutes for learners to match the headings with the appropriate paragraph.</li> <li>3. Pairs compare their answers. Circulate and identify a pair who have the correct answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Nominate the pair you identified during monitoring to lead whole class feedback. Elicit the key words/expressions which helped with the answers.</p> <p><b>Answers</b></p> <p>1 e; 2 c; 3 d; 4 g; 5 b; 6 a; 7 f</p> <p><b>Differentiation: Support</b> Pre-teach vocabulary. Allow learners more time to match headings to paragraphs.</p> <p><b>Differentiation: Stretch</b> Learners look at the other do's and they thought of in Reading Activity 1 and write a paragraph for some of these.</p>

<p><b>Coursebook page 18</b></p>	<p><b>Language Focus: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences on the board and ask for volunteers to combine them using who or which. Point out that they may need to leave out a word. Don't correct but encourage other learners to help. Hopefully, as a class, they will be able to provide the correct version. Don't worry about commas at this stage.</li> <li>2. Ask some concept-check questions such as what does who/which refer to? What changes are made? Which words are omitted?</li> <li>3. Elicit which sentence is giving essential information and which is giving extra information.</li> <li>4. Ask for volunteers to come and make the necessary punctuation changes. Refer learners to the <i>Use of English</i> box. Go through it with the class.</li> <li>5. Refer learners to Coursebook Activity 2. Have them find and underline further examples of relative pronouns. Elicit answers and write them on the board.</li> <li>6. Refer learners to the <i>Language tip</i> box. Have them look at the sentences they underlined from Coursebook Activity 2. They change 'which' or 'who' to 'that' wherever possible. Check answers as a class. Write the answers on the board.</li> </ol> <p><b>CORE</b></p> <p><b>Answers</b></p> <p>1 We used the antivirus software which Fahad recommended; 2 Fatima, who is very intelligent, is studying computer science at university./Fatima, who is studying computer science at university, is very intelligent.</p> <p><b>Differentiation activities (Support):</b> Provide more examples for Learners. Encourage peer teaching.</p> <p><b>Differentiation activities (Stretch):</b> Learners provide their own examples using real life examples or personalisation.</p>
<p><b>Workbook page 17</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners circle the correct answer.</li> <li>2. Learners work individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Class feedback. Elicit learners' own examples to check understanding of use of other relative pronouns.</p> <p><b>Answers</b></p> <p>1 which; 2 who; 3 where; 4 whose; 5 when; 6 non-defining</p>
<p><b>Workbook page 17</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the example with learners</li> <li>2. Learners complete rest of activity. Can be done in pairs but ensure every learner writes the answer in his/her Workbook</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Group feedback. Have learners write answers on board. Encourage peer correction if needed.</p> <p><b>Possible Answers</b></p> <p>1 That man, who used to be a hacker, works for a cyber security company now; 2 This file, which stores my personal details, is password protected; 3 The man who lives next door is a computer programmer.</p>

**Plenary**

1. Play 'What's the word?' to practise vocabulary.
2. Prepare sets of word cards which relate to online security. Divide learners into groups and give each group a set of cards face down.
3. Learners take it in turns to turn over the top card and describe the word without actually saying the word. For example, if the word is 'password' they can say 'you have to enter these letters or numbers to get into your account'. The learner who guesses correctly gets the card. If the word isn't guessed correctly, then the 'describer' keeps the card. The winner is the person with the most cards.
4. To add an element of difficulty, learners can sit on their hands to stop them from miming or gesturing.

**Feedback**

Ask for volunteers to choose cards to describe to the rest of the class.

## UNIT 2 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"><li>1. Write some key words from the previous lesson on the board.</li><li>2. Ask learners to give definitions, for example, a hacker is someone who breaks into people's online accounts.</li><li>3. Alternatively, write the words on cards. Do not show them to the class. Ask an individual to come to the front of the class. Show them a word card and have them tell the class the definition. Learners get points for guessing the word correctly.</li></ol>
Resources	Main activity
<b>Coursebook</b> page 18	<b>Language Focus: Activity 4</b> <ol style="list-style-type: none"><li>1. Choose one of the boxes and tell the learners about something/someone you remember. Make sure you use relative clauses. Invite the learners to ask you questions to elicit as much detail as possible.</li><li>2. In pairs, learners tell each other about three experiences they can remember. Encourage them to ask questions and get as much information as possible. Encourage them to use relative clauses.</li></ol> <b>CORE</b> <b>Feedback</b> <p>Join pairs to form groups of four. Ask learners to share the experiences of their partner. Allow the rest of the group to ask further questions. The person who had the experience should answer these extra questions, not the person reporting. Note common errors and use peer correction. Praise use of relative clauses and more complex sentences. Put good examples on board.</p>
	<b>Differentiation activities (Support):</b> <p>Monitor carefully. If learners are struggling to say anything, take the place of one of them and model the conversation.</p>
	<b>Differentiation activities (Stretch):</b> <p>Stronger learners can devise more situations, or go around and help other learners.</p>
<b>Workbook</b> page 18	<b>Workbook: Activity 3</b> <ol style="list-style-type: none"><li>1. Do the first sentence with the whole class. Elicit which changes need to be made. Write the correct answer on the board.</li><li>2. Learners complete the remaining sentences</li></ol> <b>DESIRABLE</b> <b>Feedback</b> <p>Whole class. Elicit in which sentences the relative pronoun can be omitted. It's not advisable to go into too much detail why and when it can be omitted but it's great if the learners get a 'natural feel' for what is correct or not.</p> <b>Answers</b> <p>1 The police have caught the men who hacked into the school's security system; 2 We stayed at a hotel which/that/- Fatima recommended; 3 Sultan works for a company which/that advises organisations on cyber security; 4 I didn't like the man who/that/- we met yesterday; 5 What are the names of the people whose credit card details were stolen? 6 I don't like people who/that are never on time</p>

<p><b>Coursebook page 18</b></p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. On the board write 'net' and 'etiquette'. Learners will know 'net' but will probably need examples for 'etiquette' in order to provide a definition, for example It is good etiquette to say 'please' and 'thank you' in the UK. Then write 'netiquette' and elicit what it means.</li> <li>2. In small groups, learners discuss why netiquette is important and what <i>do's</i> and <i>don't's</i> they would recommend.</li> <li>3. Remind the learners they can use the brainstorming and mind map techniques they have used in previous units. Each group could nominate a group leader to ensure everyone in the group participates and adds something to the mind map.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>This can be done in the form of a mind map on the board. Ask for two volunteers to write the class' ideas on the mind map.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 The correct way to behave online.</li> <li>2 It's important not to offend people, it avoids confusion and ambiguity, safer when dealing with different cultures.</li> <li>3 Don't write in capital letters. Do be respectful. Do be careful with your language. Do respect other cultures. Plus learners' own answers.</li> </ol>
<p><b>Workbook page 18</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners plan their leaflets in their Workbooks.</li> <li>2. To motivate the learners give poster paper, coloured pens etc. to each group.</li> <li>2. Learners work together in their groups to produce information. Leaflet/poster. Monitor and provide help/language only if necessary.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Each group presents their work. Encourage peer correction if necessary. Compliment and praise use of target language from the lesson. Work can be displayed on walls.</p> <p><b>Plenary</b></p> <p>Organise a gallery walk to encourage learners to read each other's leaflet/poster.</p>

## UNIT 2 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 19</b>	<ol style="list-style-type: none"><li>1. Read aloud the starter questions and check comprehension. Say: <i>Think about your activities and what you do everyday. How many of your activities use digital technology? Can you imagine your life without digital technology? What would it be like?</i></li><li>2. In pairs, learners ask and answer the questions.</li></ol> <p><b>Feedback</b> Learners share their opinions with the class.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 19</b>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Learners read the survey. Check comprehension. Learners copy the survey into their notebooks and complete the survey title with their class name.</li><li>2. Direct learners' attention to the <i>Speaking tip</i> box and the examples. Remind learners to use openers for first questions, respond in correct short form, and utilise active listening strategies (for example, using 'Really?', 'Oh', 'Ok', 'Mmm' to show interest in what is being said).</li><li>3. Model asking the survey questions with a learner or have a strong pair demonstrate for the class.</li><li>4. Learners ask and answer with their partners, or if there's time, walk around the class and ask their classmates.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit some example answers from the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 19</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Learners look again at the questions from the example survey.</li><li>2. In pairs, learners discuss the different question types used in the survey and what they think they're used for.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class. Then guide learners through the <i>Language tip</i> box and expand upon the information, also looking at the question forms in preparation for the next exercise.</p> <p><b>Answers</b></p> <p>1 Yes/No and Information questions (Which, How often, Why); 2 present perfect simple (for life experience) and present simple for current routines/habits.</p>



<p><b>Workbook page 19</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the <i>Language tip</i> and go through it with the class. Check comprehension.</li> <li>2. Learners reorder the sentences to form correct question forms.</li> <li>3. Learners check answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Type out and print some of the sentences and cut them up. Have learners move papers into correct order to form questions. Then, learners walk around and peer-correct.</p> <p><b>Answers</b></p> <p>a Have you ever seen a driverless car?; b What digital technology do you use every day?; c How often do you go online?; d Do you use a smartphone to chat to your friends?; e Which countries have you visited?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Point out that the word with the capital is the first word.</li> <li>2. Could also give the last word to further scaffold.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners create their own jumbled questions for a partner to correct.</li> </ol>
<p><b>Workbook page 19</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Write the questions on the board. Drill them with the class.</li> <li>2. Learners listen again and underline the words that are stressed in each question.</li> <li>3. Learners mark whether the questions have a falling or rising intonation.</li> <li>4. Pairs compare answers.</li> <li>5. Elicit answers and write them on the board.</li> <li>6. In pairs, learners practise saying the phrases. They support each other to use the correct pronunciation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Check as a class.</p> <p><b>Answers</b></p> <p>a Have you <u>ever</u> <u>seen</u> a <u>driverless</u> <u>car</u>? (Rising); b <u>What</u> <u>digital</u> <u>technology</u> do you <u>use</u> <u>every</u> <u>day</u>? (falling); c <u>How</u> <u>often</u> do you <u>go</u> <u>online</u>? (falling); d Do you <u>use</u> a <u>smartphone</u> to <u>chat</u> to your <u>friends</u>? (rising); e <u>Which</u> <u>countries</u> have you <u>visited</u>? (falling)</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>Do a quick <i>Have you ever ... ?</i> game. begins by calling out random questions, for example <i>Have you ever been skydiving?</i> If the learners have, they say <i>Yes, I have.</i> After teacher has modelled this, other learners can ask a <i>Have you ever ... ?</i> question.</p>

## UNIT 2 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>1. Ask learners what they remember from the last lesson.</li><li>2. Play a game to practise the vocabulary from Unit 3.</li></ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 19</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"><li>1. Write 'Digital Technology' on the whiteboard.</li><li>2. Learners brainstorm all the words/phrases related to this topic they can think of in small groups. They write the words in their notebooks. Highlight that these words can be devices, inventions, uses or implications of technology, related to the history of technology or its possible future.</li></ol> <p>If you wish, you could start them off with a couple of examples as a class first.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Compile learners' words on the board. Could give groups board pens to write up their own words/phrases to save time.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 19</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"><li>1. Explain that the learners will be working together in pairs to conduct research into digital technology. This will involve a survey and a short report of the findings.</li><li>2. In pairs, learners choose which topic word or phrase interests them the most for their piece of research.</li><li>3. Then ask them to extend their discussion further into their chosen topic.</li><li>4. Monitor and support as appropriate.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers but do not tell learners if their ideas are correct as they will explore these throughout the next two lessons.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"><li>1. Put learners into mixed pairs to give them more support.</li><li>2. Or, encourage less able pairs to choose the topic of a digital technology device.</li></ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"><li>1. Encourage learners to choose a more difficult/abstract topic to conduct their research into.</li></ol>

<p><b>Coursebook page 20</b></p>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what questions they remember from the example survey from last lesson. Go through the different question types again to refresh their memories.</li> <li>2. In pairs, learners write five draft questions for their survey.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Check briefly as a class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <hr/> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into mixed pairs to give them more support.</li> <li>2. Or, encourage less able pairs to choose the topic of a digital technology device.</li> </ol> <hr/> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to choose a more difficult/abstract topic to conduct their research on.</li> </ol>
<p><b>Coursebook page 20</b></p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners swap their draft questions with another pair.</li> <li>2. Learners copy the digital organiser into their notebooks. Work in pairs, and write their notes for feedback.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Learners feedback verbally to each other.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 20</b></p>	<p><b>Writing: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners discuss the feedback they have received.</li> <li>2. They rewrite their questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit general feedback from the class on points that were brought up in the feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Coursebook page 20</b></p>	<p><b>Speaking: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Remind learners about sentence starters, active listening techniques, short answers and sentence stress/intonation. Refer to the <i>Speaking tip</i> on page 57.</li> <li>2. Give each learner in each pair a number: 1 or 2. All the numbers 1s make a group. All the number 2s do the same. Learners walk around and ask other learners in their group their survey questions, noting down their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Conduct a brief class conversation on what learners liked/disliked about the task and about what they found most interesting.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners walk in pairs rather than individually.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners walk around the class individually asking in their group their survey questions. Encourage them to use follow-up questions.</li> </ol>
<p><b>Coursebook page 20</b></p>	<p><b>Speaking: Activity 9</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners collate their results.</li> <li>2. Learners discuss what the results show, considering the questions posed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask some pairs what general trends they have found.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook page 20</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read through instructions and questions with learners.</li> <li>2. Elicit the names of the graphs (pie charts, bar graph).</li> <li>3. Learners read the survey results and writing, and discuss in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the different functions of the paragraphs of the text, the language used in the writing and the graphs.</p> <p><b>Answers</b></p> <p>1 Graphs/pie charts.; 2 The writer uses phrases like: The results show ... , The general trend ... , The majority of students ... , Most students in the class ... etc. The writer also uses percentages in the text.</p>

<p><b>Coursebook page 20</b></p>	<p><b>Writing: Activity 10</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric with the class and check understanding.</li> <li>2. Explain that they do not need to be concerned with accuracy at this point and they just need to write what they are thinking.</li> <li>3. Learners come back together in their pairs and compare their writing.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b> Ask some pairs what they have written. Did they write the same? Did they have different ideas?</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 20</b></p>	<p><b>Writing: Activity 11</b></p> <ol style="list-style-type: none"> <li>1. Using the example in the workbook as a guide (and their free-writing from Activity 10, if you completed this extension activity), learners work in pairs to produce their own analysis.</li> <li>2. Learners swap their analysis with another pair and complete an evaluation. Write these feedback points on the board to guide learners: Have they provided an introduction, an overview and detail? Have they used the right terminology? Are they accurate? They give their feedback and listen to their partners.</li> <li>3. Learners write up their final drafts for submission to you. If you wish, set this as homework.</li> </ol> <p><b>CORE AND HOMEWORK</b></p> <p><b>Feedback</b> Have pairs sit together to give feedback about the writing. Collect in learners writing and give individual written feedback. Use AFL points (see page 2).</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners use the example as a scaffold for their analysis, changing the data for theirs, but using much the same structures and lexis.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to use synonyms and similar expressions/structures for their writing rather than using the same language of the example.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>Learners conduct mini-oral presentations of pair findings to class.</p>

## UNIT 2 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>1. Have learners look at the picture. Ask: <i>What words do you know?</i> Elicit the meaning of some of the words. Check learners understand what FAQ means (Frequently Asked Questions).</li><li>2. Learners address the starter questions in groups or as whole class. Ask: <i>What do you know about blogs? Have you ever read a blog? What do you think people write about in blogs?</i></li></ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 21</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Learners read the text.</li><li>2. Learners answer the comprehension questions that follow.</li><li>3. Draw learners' attention to the fact the questions are using synonyms or rephrasing the words in the text.</li><li>4. If necessary, explain that 'cash in on' means 'to make money from'.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>In pairs, learners check their answers. Teacher elicits answers and writes on the board.</p> <p><b>Answers</b></p> <p>1 everyday; 2 daily routine, hobby; 3 reach a large audience, write about what you are interested in, could earn money; 4 domain name and web host; 5 by advertising, endorsing goods or selling products</p>
<b>Workbook page 21</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Learners match the words with their synonym/meaning by drawing lines or writing them down in their notebook.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners peer correct and teacher elicits answers.</p> <p><b>Answers</b></p> <p>target = aim, goal; endorse = give support or approval to; content = information and material on a website; connected = related; host = a company that provides a service or resource; virtually = nearly, almost; blog = a weblog that is updated frequently and published online; domain = your area, web address ; aspects = features; potential = possible; passionate = keen, excited</p>

<p><b>Workbook</b> <b>Page 21</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Review the use of modals, for ability, permission, instruction and obligation.</li> <li>2. Learners look at the reading text on page 58 of the Coursebook. They underline all the modal verbs. Elicit learners answers and write them on the board. Ask: <i>Do you know any other modal verbs?</i> Elicit/prompt 'would' and 'had better'. Add them to the list on the board.</li> <li>3. Refer learners to Activity 2 in their Workbooks. They write down the modal verbs that they found in the reading text, plus the extra ones that were written as a class.</li> <li>4. Learners complete the other questions in this activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Peer check, teacher elicits answers.</p> <p><b>Answers</b></p> <p>1 may, ought to, can, might, must, should, have to, (tend- as a form of modality); 2 may, might; 3 can; 4 must, have to; 5 should, ought to (had better – but it is not in the text)</p>
<p><b>Workbook</b> <b>Page 21</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners complete activity in pairs.</li> </ol> <p><b>Feedback</b> Use AFL techniques to feedback True/False answers. If you wish have learners make True and False flashcards. Give each learner two sheets of paper. They write 'True' on one, and 'False' on the other. Read each sentence and have learners hold up the flashcard showing their answer. Learners justify their answers.</p> <p><b>Answers</b></p> <p>1 T; 2 F (Modal verbs follow the base infinitive; <i>have to</i> and <i>ought to</i> also follow this rule); 3 T; 4 F (we use modal verbs + have + past participle to refer back to a point in the past. *Only exceptions are <i>can</i> (when used to express ability) which takes the usual form of <i>could</i> e.g <i>I could use a computer when I was a child</i> and <i>have to</i> which takes the usual form of <i>had to</i>: <i>I had to use a computer in school</i>).</p>
<p><b>Coursebook</b> <b>page 21</b></p>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners discuss the points.</li> <li>2. They make notes in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask pairs to join with another pair and share their ideas.</p> <p><b>Answers</b></p> <p>All learner answers accepted.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with a short list of topic options, for example topic: your pet, where you like to go to eat; domain name: joining the two first names together to come up with a unique domain name.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners come up with a short list of companies they would they get to advertise on their blog.</li> </ol>

<b>Resources</b>	<b>Plenary</b>
	Quick class survey on the genre and topics of the proposed blogs



## UNIT 2 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>1. Learners review what they learnt in the previous lesson about blogs.</li><li>2. Elicit answers about why it would be good to have your own blog, what you need to set it up, how to promote it and make money, etc.</li></ol>
<b>Resources</b>	<b>Main activity</b>
<b>Workbook page 22</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"><li>1. Alert learners to the fact that different genres of texts will have different stylistic and linguistic features. Write on the board: narrative, expository, persuasive and descriptive. Brainstorm what these words mean and what features learners would expect to see associated with them. Write their answers on the board.</li><li>2. Learners complete the task.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw four boxes on the board to match the four descriptive boxes in the activity. Invite learners to come and write a genre in each box. Peers agree or disagree and peer correct if necessary.</p> <p><b>Answers</b></p> <p>1 narrative; 2 descriptive; 3 persuasive; 4 expository</p>
<b>Workbook page 22</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"><li>1. Using the knowledge acquired from Activity 4, learners complete Activity 5.</li><li>2. Learners work individually.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Peer check followed by teacher eliciting answers.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"><li>1 Descriptive – it uses a lot of adjectives and sensory words, for example looked and tasted.</li><li>2 Persuasive/Argumentative – suggesting and trying to persuade, it gives supporting arguments.</li><li>3 Narrative – it is telling a story, it often uses the first person 'I'.</li><li>4 Expository – it is investigating, explaining, evaluating evidence, without giving the writer's personal opinion.</li></ol>

<p><b>Coursebook page 22</b></p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners discuss their notes from speaking Activity 2 in the previous lesson.</li> <li>They work in the same pairs and write a blog in their notebooks.</li> <li>Explain to learners that they should write at least 150 words on their chosen topic. That they should think about what writing genre they wish to use.</li> <li>Remind learners that blogs are not private and tell them that they should leave space at the end of their blogs for their classmates to write their comments or responses to their blog.</li> <li>Once learners have completed their writing they should carefully check it for grammar, spelling and writing. Then they pass it to another pair of learners.</li> <li>Learners then read their classmates' blog.</li> <li>Learners write a 50 word response to their classmate's blog.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Peer feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Pair learners who need more support with stronger learners, monitor to ensure that both are contributing to the task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners can respond to more than one blog. Especially if there are early finishers.</li> </ol>
<p><b>Workbook page 22</b> <b>Coursebook page 22</b> <b>PCM 6</b></p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>Give each learner a copy of PCM 6. Learners complete the self-assessment table.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Monitor the comments and note any areas of difficulty to address in future lessons.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Learners can analyse all the class' blogs and categorise them into different genre and topic.</li> <li>Then decide which was the most interesting subject, had the best use of language, was the most creative name, etc.</li> </ol>

## UNIT 2 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
<b>Coursebook page 23</b>	1. Learners look at the images of new smart technologies for the home in their book. in pairs or groups they discuss/brainstorm advantages and drawbacks of each. Then they think about and answer the other starter questions: <i>Which technology is your favourite? Why? What is the living room of the future going to look like?</i> Have a whole class discussion to elicit learners' viewpoints. Write key vocabulary on the board. The objective is to activate schemata and draw the learners into the topic.
Resources	Main activity
<b>Coursebook page 23</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>In pairs, learners use the image to predict what they think they will hear.</li> <li>Use this opportunity to pre-teach/ elicit the new vocabulary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask pairs to join with another pair and share their ideas. Then ask a learner from each group to come and write some of their ideas on the board.</p> <p><b>Answers</b></p> <p>There is no exact prescription for the answers but possible key points <i>could</i> focus on: human-robot interaction, artificial intelligence, voice-activation technology and the commands that the man is giving.</p>
<b>Coursebook page 23</b> <b>Audio Track 9</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Before playing the audio ask checking questions to establish that the first play is for the gist: <i>Are you listening for specific details or the bigger picture? 'Should you try to understand everything?</i> Explain that learners should listen to see if their predictions are correct.</li> <li>Play the audio once. Learners listen and answer the question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Go through predictions on the board to see if the learners predicted any of the content. Ask further questions such as: <i>Is the man chatting with another person? (No.) Where is the man and what is he doing? (at home, watching TV.)</i></p>
<b>Coursebook page 23</b> <b>Audio Track 9</b>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>Instruct learners to listen again for detail (key points) and note down key points in the table. Check learners understand 'command' and 'instruction'. (If you wish, you could reproduce as a handout, or you could ask learners to copy the table into their notebooks.)</li> <li>Play the audio again if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Pairs compare notes, then nominate a learner to share what they noted down with the whole class. Draw out meaning and key lexis and place on the board.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. You can play the audio more times and with pauses.</li> <li>2. Scaffold the task by giving them specific commands/lexis to listen for.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to close their Coursebooks so that they have to structure their own note-taking and organise the information themselves.</li> </ol>
<p><b>Coursebook page 24</b></p>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Pre-teach the key vocabulary.</li> <li>2. Use the listening as a lead-in to the discussion. This can be calibrated in many different ways but the objective is to have learners engage with the topic, present and debate ideas and justifications. As an extension, learners should think critically and engage analytically with the subject.</li> <li>3. Divide the class into groups of three or four. Assign the following roles – chairperson (controls the discussion), scribe (writes the ideas down), presenter (gives feedback to rest of class).</li> <li>4. Elicit from learners the rules for discussion, for example everyone must speak, take turns in speaking so one person speaks at a time, ask for clarification if you don't understand, respect other's opinions, etc. List these on the points on the board. Elicit, and write on the board, functional phrases such as: <i>In my opinion, I feel that, Could you repeat/clarify that ... ?</i></li> <li>5. Learners complete the tasks. Monitor the groups and provide encouragement where necessary but allow learners to run tasks themselves as much as possible. Strongly encourage and reward learners who engage with appropriate lexis and provide good justifications for points.</li> </ol> <p><b>DESIRABLE</b></p> <p>Have presenters from each group report back on what their groups discussed and any ideas they thought of. Write some ideas on the board.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
<p><b>Sticky notes</b></p>	<ol style="list-style-type: none"> <li>1. Give learners a sticky note. Ask them to write a word they remember from the lesson on the note.</li> <li>2. Learners stick their notes on the board.</li> <li>3. Group words that are the same together – and establish how many words there are. Check spelling and use peer feedback to correct any spelling errors.</li> </ol>

## UNIT 2 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6–9).

Resources	Starter
	<ol style="list-style-type: none"><li>1. Write on the board or type the title: 'Products for the smart house of tomorrow'.</li><li>2. Ask learners to use sticky notes to write down products and then collect the answers. Swap the notes around and ask learners to explain the products to each other. Place notes on the board, or, if done electronically, send the answers to a home screen. Feed in and write down key vocabulary.</li><li>3. Elicit some examples and list on the board key vocabulary that recurs from the last lesson or new product-related vocabulary.</li><li>4. Use <i>effective</i> questioning to engage the learners in the topic, for example <i>Would you want this product? Why would this be useful?</i></li></ol>
Resources	Main activity
<b>Workbook page 23</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Without looking at the paragraphs elicit from learners the process a product goes through from the initial design to the final launch. Build up a suggested process on the board without correcting learners.</li><li>2. Take the opportunity to review connectors and transition words, using the process you elicited from the learners.</li><li>3. Have learners read the rubric. Ask them what they think they have to do. Explain the aim of the activity: sequencing.</li><li>4. Learners undertake the activity in pairs and then form a group of four with another pair to compare answers.</li></ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit responses from separate groups and look for connectors/transition words such as 'then ... after that ...' and ordinal phrases 'firstly, secondly ... finally'. There is no explicit vocabulary activity in the lesson, but this is an opportunity to draw out key words and their meanings.</p> <p><b>Answers</b></p> <p>1 f; 2 d; 3 b; 4 c; 5 e; 6 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"><li>1. Mix the pairs by ability for the exercise. Provide the first or last answer, or both.</li></ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"><li>1. Ask learners to write down key vocabulary and provide definitions either through writing or oral elicitation.</li></ol>

<p><b>Workbook pages 23–24</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Set up the reading using the image to predict and ask the learners to scan and confirm.</li> <li>2. Have learners read through the questions. Learners should individually read the text and make some key notes on questions 1 to 5.</li> <li>3. Have learners look at the text and its language. (future prediction). Use concept checking questions such as: <i>Has the product already been made? Does it exist already or not?</i></li> <li>4. Elicit the answers for questions 1 to 5 quickly to check understanding of the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Learners mark on a scale of 1–10 how well they understand the text. Be prepared to review the <i>Use of English</i> box in the Coursebook. Have supplementary exercises ready for learners who are struggling to grasp language structure. You could also encourage peer teaching.</p> <p><b>Answers</b></p> <p>1 voice print; 2 February 2021; 3 people will be able to make things in their own home; 4 there is no evidence it will work; 5 you can choose them yourself;</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. The text can be reproduced with some key sentences underlined to facilitate learner discovery of the language. Key words can be defined or pre-taught beforehand.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. If learners can locate the target language, ask them to write down the meaning and the form.</li> </ol>
<p><b>Workbook page 24</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners look at their answers for Workbook Activity 2. They look for patterns and write down the rules.</li> <li>2. Provide sufficient time for this so learners can learn inductively.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Conduct whole class feedback.</p> <p><b>Answers</b></p> <p>going to change/develop/be/produce/be able to/join</p>

<p><b>Coursebook page 24</b></p>	<p><b>Use of English</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the Use of English box.</li> <li>2. Use AFL (see page 2) to gauge level of understanding of the meaning and form and then cover the gaps through teaching, questioning and eliciting. You may wish to use the board/white board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Use concept checking questions to confirm that learners have grasped the meaning associated with the target language. For example, write the following sentence on the board: 'I'm going to buy a new video game.' Ask the following questions:</p> <p><i>Am I going to buy a video game at this moment? (No)</i>  <i>Did I buy one yesterday? (No)</i>  <i>Am I planning to buy one in the future? (Yes)</i>  <i>Am I possibly going to buy a video game? (No)</i></p> <p>Nominate learners – give them a infinitive and ask them to make a sentence with 'going to'.</p>
<p><b>Workbook page 24</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to individually complete the controlled practice exercise based on the reading.</li> <li>2. Draw out the answers and ask conceptchecking questions to identify/consolidate understanding of the form.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Use a peer review activity and elicit answers – especially alternative lexical verbs. Bring back to plenary if required for consolidation or error correction.</p> <p><b>Suggested Answers</b></p> <ol style="list-style-type: none"> <li>1. is going to change</li> <li>2. are going to be</li> <li>3. are going to command the printer using</li> <li>4. is going to launch</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give the learners the infinitive to use for each sentence or provide a word box with options.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look for synonyms for some of the verbs (infinitives) they have used.</li> </ol>

<p><b>Workbook</b> <b>page 24</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the <i>Did you know?</i> box on page 61 of the Coursebook.</li> <li>2. Refer learners to the photo and article in Activity 2 to introduce the project. Explain to learners that they are going to develop a new product and give a presentation for its launch.</li> <li>3. Ask learners to brainstorm ideas on their own for one or two minutes, then organise learners into groups.</li> <li>4. In pairs or small groups, learners brainstorm ideas and write key phrases for the presentation using ‘going to’. They make notes in the graphic organiser in their Workbook.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>The teacher’s role is to monitor and observe and provide feedback that encourages learners in their task. Bonus points for use of the target language, originality of ideas and justifications for products. Feedback could also be done on a peer-review basis.</p>
<p><b>Coursebook</b> <b>page 24</b></p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners now present their product designs at the ‘EXPO’.</li> <li>2. Ensure the activity is done collaboratively with every group member participating.</li> <li>3. Below are some options for how groups could do their presentations. Choose the one you think will best meet the needs of your class. <ul style="list-style-type: none"> <li>Option 1: Groups take it in turns to present their products using the posters or PowerPoints they made in Workbook Activity 4.</li> <li>Option 2: Set up a running dictation. Each group splits into presenters, questioners and scribes. The presenters display their group’s poster (or PowerPoint on a laptop). The questioners for Group 1 ask the Group 2 presenters questions about their product. They report the information back to their scribes, who write down the key points. At the same time, Group 2 questioners ask Group 3 presenters questions, etc. All the groups reform. Group 1 presents Group 2’s product. Group 2 presents Group 3’s product, etc.</li> </ul> </li> <li>4. Tell learners they will be given bonus points for use of the target language of the lesson and transition words.</li> <li>5. The activity links to the ‘project’ on pages 16 and 17.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>This is a learner-centered final activity that involves peer-reviews at each stage. Take notes for future reference and error-correct on-the-spot. Encourage learners to take responsibility for learning.</p>