A world of gadgets

Objectives and key competencies

- Name and describe electronic gadgets
- Listen and do a vocabulary quiz
- Understand and practice grammar
- Learn the grammar tables for Unit 1
- Listen and use everyday language
- Talk about what people do

- Read an advertisement
- Ask and say how often you and other people do things
- Listen and read about two famous cities in England
- Talk about the gadgets people use
- Read the report of a survey on electronic gadgets

- Use the Student’s Practice Kit
- Predict what happens in the story
- Practice pronunciation: /tʃ/ and /dʒ/
- Review, assess and plan your own learning

- Understand and think about values
- Read and write about the pros and cons of using electronic gadgets

- Play the games
- Do a role play (how to buy an electronic gadget)
- Plan, prepare, write and present your project

- Listen, read and understand the story
- Do a culture quiz about England
- Listen and find out about shopping in American towns

Active language

Core vocabulary: electronic gadgets
- calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam

Story vocabulary
- computer science, genius, puzzles, secret codes

CLIL vocabulary: how often do you use electronic gadgets?
- con, concentrate, creative, lifestyle, pro, (keyboard) skills, world

Structures
- I think … I want to …
- He/She uses … He/She doesn’t use …
- Does he/she use … ? Yes, he/she does. No, he/she doesn’t.
- I always, often, never, sometimes, usually …
- Are you thinking about … ? Yes, I am./No, I’m not.

Revised language
- digital, camera, keyboard, laptop, cell phone
- country, email, food, friends, gym, light, math, message, museum, park, science, small, student
- do homework, go shopping, listen to music, play games/soccer, take photos, use a computer, watch movies/TV
- the alphabet, members of the family
- Do you have … ? Yes, I do./No, don’t.
- Do you … ? Yes, I do./No, I don’t.

Everyday chit-chat
- instructions, dollars, cents, receipt

Receptive language

artificial intelligence, calculate, computer
- printout, Egyptian mummies, hero, glasshouse, podcast, traditional costumes

Pronunciation

the /tʃ/ and /dʒ/ sound (chats, cheese, / jam, gym)

Culture and CLIL

England: Oxford and Cambridge
- How to buy an electronic gadget
- Culture quiz

Social Science: How often do you use electronic gadgets?

Values and attitudes

- Interest in electronic gadgets
- Curiosity in reading an advertisement
- Enjoyment in a biography
- Awareness that it’s important to follow your interests at home and at school
- Interest in finding out which gadgets people use
- Recognition of how many gadgets are part of our daily lives
- Pleasure in learning about English culture
- Confidence in using everyday language
- Awareness of the pros and cons of using electronic gadgets
- Enjoyment in preparing, planning and writing your project
- Willingness to review, assess and plan your own learning
Lesson 1

Objectives and key competencies
- to name and describe electronic gadgets
- to listen and do a vocabulary quiz
- to ask and answer questions about electronic gadgets you have
- to use the Student’s Practice Kit

Active language
calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam

Do you have a …? Yes, I do./No, I don’t.
car, cell phone, computer, digital camera, laptop, listen to music, math, movies, photo, play games, TV

Materials
Flashcards and Word cards: calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam, Class Audio CD

Activity Book

At a Glance Lesson Plan

Starting the lesson
- Greet the students.
- Explain the aims of Unit 1.
- Explain the aims of the lesson.

Vocabulary presentation
- Present vocabulary with the Unit 1 flashcards and word cards.

Activity 1
- Listen and say.
  ➤ CD 1 Track 6 p221

Activity 2
- Listen and find out. Which electronic gadgets does Rosa have?
  ➤ CD 1 Track 7 p221
- Now ask and talk about you.

Activity 3
- Listen and do the vocabulary quiz.
  ➤ CD 1 Track 8 p222

Internet Tracks
- Find out what the letters USB mean.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
- Review the lesson and say goodbye.

Student’s Book

Do you have a …? Yes, I do./No, I don’t.
car, cell phone, computer, digital camera, laptop, listen to music, math, movies, photo, play games, TV

Materials
Flashcards and Word cards: calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam, Class Audio CD

Activity Book

Activity 1
- Look and write. Find the missing gadget.

Activity 2
- Write questions. Answer Yes, I do or No, I don’t.

Activity 3
- Write about the gadgets.
Detailed Lesson Plan

Starting the lesson

Greet the students.
- Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Explain the aims of Unit 1.
- Draw the students’ attention to the top of Student’s Book page 4. Say In this unit … and read the aims.

Explain the aims of the lesson.
- Say Today we’re going to find out about electronic gadgets. We’re going to ask and answer questions about which gadgets we have, and we’re also going to do a vocabulary quiz.

Vocabulary presentation

Present the vocabulary.
- (Books closed.) Explain the meaning of ‘gadget’ (a small, useful tool or machine). The students name electronic gadgets they know.
- Introduce the new gadgets by sticking printouts of the flashcards on the board. The students repeat the words once or twice.
- Hold up the word cards in turn. The students read the words. They then match the word cards and flashcards on the board.

Student’s Book Activity 1

Listen and say.
- CD 1 Track 6 p221
  - The students look at the photo of Rosa and the map. Ask Where’s Rosa from?
  - Play the CD. The students listen and repeat the new words.
  - The students guess which electronics gadgets Rosa has. (Don’t say the answers yet.)
  - The students name other electronic gadgets. (Computer, laptop, digital camera, cell phone.)

Student’s Book Activity 2

Listen and find out. Which electronic gadgets does Rosa have? Say Let’s listen and find out.
- CD 1 Track 7 p221
  - Ask Which electronic gadgets does Rosa have? Say Let’s listen and find out.
  - Play the CD once or twice.
  - The students say which gadgets Rosa has.
  - In pairs, the students ask and answer questions about all the electronic gadgets.
  - Ask a few pairs to report back to the rest of the class. I have a (stopwatch). (Ana) has a (video game console).

Answers: Rosa has a calculator, an MP3 player, a flash drive and a charger.

Student’s Book Activity 3

Listen and do the vocabulary quiz.
- CD 1 Track 8 p222
  - Divide the class into two teams.
  - Draw attention to the recycle logo. Explain that the students will be hearing familiar words, as well as practicing new vocabulary.
  - If necessary, briefly review the vocabulary that’s included in the quiz.
  - Play the CD. Use the pause button. Members of each team take turns answering. Keep score on the board.
  - Extend the quiz by holding up the flashcards. The students say and spell the words.
  - The team with most points at the end wins the quiz.

Answers: (See answers in audioscript.)

Activity Book

Activity 1

Look and write. Find the missing gadget.
- The students do the crossword puzzle and find the missing word.

Answers: 1 flash drive 2 headphones 3 charger 4 webcam 5 tablet 6 stopwatch 7 GPS 8 calculator 9 MP3 player

Missing gadget: video game console

Activity 2

Write questions. Answer Yes, I do or No, I don’t.
- The students look at the pictures and write the questions, based on the example.
- For each question, the students write Yes, I do or No, I don’t.

Answers: 1 Do you have a TV? 2 Do you have a cell phone? 3 Do you have a digital camera? 4 Do you have a laptop? 5 Do you have a computer?

Activity 3

Write about the gadgets.
- The students write sentences to describe the gadgets shown.

Suggested answers: 1 You use this to do math. 2 You use this to play electronic games. 3 You use this to listen to music. 4 You use this in a car to find places.

Internet Tracks

Find out what the letters USB mean.
- Read the instructions as a class.
- The students research on the internet with a teacher what the letters USB mean.

Answer: USB means universal serial bus.

Ending the lesson

Review the lesson and say goodbye.
- Ask How many electronic gadgets can you name?
- The students clean up, put their books away and say goodbye.
Lesson 2

Objectives and key competencies
- to play The chain game
- to read an advertisement
- to answer questions about the text
- to express a personal opinion

Active language
calculator, charger, flash drive, GPS, headphones, homework, light, MP3 player, podcast, school bag, small, stopwatch, tablet, video game console, webcam

At a Glance Lesson Plan

Starting the lesson
- Greet the students.
- Review the Unit 1 flashcards.
- Explain the aims of the lesson.

Activity 4
- Listen and read. ► CD 1 Track 9 p222

Activity 5
- Answer the questions.

Activity 6
- Play The chain game.

Activity 7
- Talk about it! Choose and say.

Internet Tracks
- Find out one difference between a tablet and a laptop.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
- Review the lesson and say goodbye.

Student's Book

CD 1 Track 9 p222

Activity Book

CD 1 Track 10 p222

Class Audio for Lesson 2
Detailed Lesson Plan

Starting the lesson
Greet the students.
• Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Review the Unit 1 flashcards.
• Give printouts of the Unit 1 flashcards to individual students, without the other students seeing the pictures.
• The students with the flashcards take turns saying a sentence about their electronic gadget. You use this to (do math). The rest of the class guesses what it is. It's a (calculator).

Explain the aims of the lesson.
• Say Today we're going to read an advertisement for a new tablet and answer questions about it. We're also going to play a game and give our opinions.

Student's Book Activity 4
Listen and read.
► CD 1 Track 9 p222
• Read Rosa's post. Elicit the meaning of 'advertisement'. Read the title: The Fab Tab.
• Play the CD. The students listen and read.
• Read the Reading Tip. Give an example. Say If you don't know the word 'light', you can guess the meaning by reading the next sentence.
• Encourage the students to use the context to guess the meaning of new words in the advertisement, such as 'drop' and 'break'. Be ready to help, as necessary.
• Play the CD again.
• Ask What features does a Fab Tab have? (Digital camera, calculator, GPS, headphones, stopwatch, MP3 player, webcam.) (Note: Make sure the students realize that the Fab Tab isn't a real product.)
• Draw attention to the thinking skill: Evaluating information. Ask the students if they think the Fab Tab sounds good or not. Explain that when we read an advertisement, we evaluate the information that is given.

Student's Book Activity 5
Answer the questions.
• The students read and answer the questions about the advertisement.
Answers: 1 (The Fab Tab is ideal for) home and school. 2 (You can carry it) in your school bag. 3 (If you drop it) it doesn't break. 4 (They help you) concentrate. 5 (You can use it) to listen to podcasts in English.

Student's Book Activity 6
Play The chain game.
• The students take turns saying sentences about the Fab Tab. Read the speech bubbles to demonstrate. A Fab Tab is small. / A Fab Tab is small and it's easy to use. A third student might say A Fab Tab is small, it's easy to use and it's lots of fun.
• If the students can't remember the previous sentences, they say Help! and a student who can remember has the next turn.

Student's Book Activity 7
Talk about it! Choose and say.
• Read the example.
• The students take turns expressing their opinions and saying what they want to use a Fab Tab to do. I think the Fab Tab is (fantastic). I want to use the calculator on a Fab Tab to (do math).

Activity Book

Activity 4
Read and circle. (See Student's Book page 5.)
• The students read the advertisement again on Student's Book page 5 and circle the correct words.
Answers: 1 small 2 light 3 easy 4 fun

Activity 5
Read and write. (See Student's Book page 5.)
• The students read the sentences and write the missing words. They can refer to Student's Book page 5.
Answers: 1 camera 2 stopwatch 3 calculator 4 webcam 5 GPS 6 headphones 7 MP3 player

Activity 6
Talk about it! Listen and complete. Write.
► CD 1 Track 10 p222
• Play the CD. The students listen and complete the speech bubbles.
• The students write a sentence expressing their opinions.
Answers: (See answers in audioscript.)

Ending the lesson
Review the lesson and say goodbye.
• Ask What do you know about the Fab Tab? Do you think a tablet like the Fab Tab is useful? Why?
• The students clean up, put their books away and say goodbye.
Lesson 3

Objectives and key competencies
• to learn everyday phrases used in the story
• to use the Student’s Practice Kit
• to predict what happens in the story
• to give a personal response and think about values
• to listen to and read the story
• to answer questions about the story

Active language
computer science, genius, math, puzzles, science, secret codes

Materials
Class Audio CD

At a Glance Lesson Plan

Starting the lesson
• Greet the students.
• Review the Fab Tab.
• Explain the aims of the lesson.

Pre-story activities
• Predict what happens in the story.
• Listen to the story (books closed).
  ► CD 1 Track 11 p222

Activity 8
• Listen to and read the story.
  ► CD 1 Track 11 p222

Activity 9
• Read and say True or False.
• Correct the false sentences.

Tiger Values
• Think about it: Is it important to follow your interests at home and at school?
• How do you follow your interests at home and at school?

Class Audio for Lesson 3

Student’s Book
► The father of computer science
► CD 1 Track 11 p222

Activity Book

Activity 3
• Read the story and write the answers. (See Student’s Book page 6.)

Activity 7
• Read and circle. Write a review of the story. Tell your family about it.

Activity 8
• Ask and say.

Activity 9
• Look and say. Write a review of the story. Tell your family about it.

Do you know…? fact
• Read the information.

Everyday phrases
• Learn and use!
• Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
• Review the lesson and say goodbye.

Home-School Link

Picture 1: What does Alan do in three weeks? Alan learns to read.
Picture 2: What does Alan do in middle school? Alan studies English at Oxford University.
Picture 3: What does Alan do in elementary school? He’s very good at math.
Picture 4: What is Alan good at? Alan loves doing puzzles and codes.
Picture 5: What school subjects is Alan good at? Alan loves doing puzzles and codes.
Picture 6: What school subjects is Alan good at? Alan loves doing puzzles and codes.
Picture 7: Who is Alan Turing? This is the biography of Alan Turing. He’s an early hero of computer science.

Picture 8: What does Alan do in 1936? Alan develops one of the first computers in Cambridge University.

Picture 9: What is Alan’s work important for today? Alan’s work is important for electronic gadgets we use today. I think that’s amazing!

Activity Book

Lesson 3
Read and circle. Write a review of the story. Tell your family about it.

Activity 8
Read and say. False sentences. Correct the false sentences.

Activity 9
Read and say. True or False. Correct the false sentences.

Activity 10
Talk about it! Ask and say.

Everyday phrases
Learn and use!
Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
Review the lesson and say goodbye.

Home-School Link

Think about it: Is it important to follow your interests at home and at school?
How do you follow your interests at home and at school?

Do you know…? fact
Read the information.

Everyday phrases
Learn and use!
Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
Review the lesson and say goodbye.
**Detailed Lesson Plan**

**Starting the lesson**

**Greet the students.**
- Welcome the students to the lesson. Ask familiar questions, such as *What's the date? What's the weather like?*

**Review the Fab Tab.**
- Ask *What can you remember about the Fab Tab? What's your opinion of the Fab Tab?*

**Explain the aims of the lesson.**
- Say *Today we are going to listen to, read and discuss a biography about someone very important to computer science.*

**Pre-story activities**

**Predict what happens in the story**
- Read Rosa’s post and the story title. Elicit or explain the meaning of *biography* and *hero*.
- Ask the students to predict what happens in the story (in English or L1).

**Listen to the story (books closed).**
- CD 1 Track 11 p222
  - Say *Let's listen and find out if you're right.*
  - Read the focus questions to the students:
    - What school subjects is Alan good at? What does he love doing?
    - Play the CD. The students listen to the story.
    - Check the answers to the questions. (*He’s good at math and science. He loves doing puzzles and secret codes.*)

**Student’s Book Activity 8**

**Listen and read the story.**
- CD 1 Track 11 p222
  - Play the CD. The students listen and read the story.
  - Pause to check understanding or clarify meaning, as necessary.
  - The students take turns reading the story, with or without the CD.

**Student’s Book Activity 9**

**Read and say True or False. Correct the false sentences.**
- The students read the sentences and say whether they are true or false. They correct the false sentences.

**Answers:**
1. False. Alan’s very good at math. 2. True. 3. False. Alan works hard in science and math. 4. False. Alan studies math at Cambridge University. 5. True. 6. False. Alan develops one of the first computers at Manchester University

**Student’s Book Tiger Values**

**Say Think about it! Is it important to follow your interests at home and at school? Listen to the students’ answers (in English or L1). Establish that it is important to follow your interests where possible.**
- Ask the students how they follow their interests, prompting them if necessary with questions such as *What are you interested in doing? Do you learn about it at school? Do you develop your skills at home? If you have a confident class, ask them to discuss the question further (in L1).*

**Student’s Book Activity 10**

**Talk about it! Ask and say.**
- Ask the questions. The students say their opinions and give their reasons.

**Everyday phrases**

**Learn and use!**
- Read the phrases. Ask the students to find the phrases in the story.
- Elicit or give examples of when to use the phrases every day.
- Encourage the students to use the phrases whenever appropriate from now on.

**Student’s Book Activity 11**

**Look and write the message.**
- In pairs, the students work out and write the message.
- Be ready to give clues, as necessary (i.e. the message reads backwards from end to beginning; the letters of each word are in groups of four).

**Answer:** Alan Turing’s work on computer science and secret codes is important for electronic gadgets that we use today.

**Ending the lesson**

**Review the lesson and say goodbye.**
- Say *Can you tell me ten words from the story?*
- The students clean up, put their books away and say goodbye.

**Activity Book**

**Activity 7**

**Read the story and write the answers.**  
*(See Student’s Book page 6)*

**Ask and say.**
- The students read the story again and write the answers.
- In pairs, the students ask the questions and say the answers.

**Answers:**
1. He learns to read. 2. He loves doing puzzles and secret codes. 3. He uses math to calculate the flight path of some bees. 4. He’s thirteen. 5. He studies math. 6. He works at Bletchley Park. 7. It’s called the Enigma code. 8. He develops one of the first computers. 9. His work is still important for electronic gadgets we use today.

**Activity 8**

**Look and write the message.**
- In pairs, the students work out and write the message.
- Be ready to give clues, as necessary (i.e. the message reads backwards from end to beginning; the letters of each word are in groups of four).

**Answer:** Alan Turing’s work on computer science and secret codes is important for electronic gadgets that we use today.

**Activity 9**

**Read and circle. Write a review of the story.**  
*Tell your family about the story.*

**Possible review**
- The students read the six sentences and circle the correct words.
- The students write their review, completing the sentences and adding their opinions.
- The students read and compare their reviews.
- Encourage the students to tell their family about the story.

**Answers:**
1. biography 2. Englishman 3. math and science 4. math 5. secret codes and computers 6. computer science (Possible review)

The story is a biography of a famous Englishman. At school, Alan Turing is very good at math and science. At college, he studies math. After college, he works on secret codes and computers. Today he is called the father of computer science. (Students’ own opinions will follow.)
Lesson 4

Objectives and key competencies
- to listen and learn the grammar tables
- to read about gadgets different people use
- to talk and ask about the gadgets people use
- to use the Student’s Practice Kit
- to be a ‘grammar detective’

At a Glance Lesson Plan

Starting the lesson
- Greet the students.
- Review The father of computer science story.
  - CD 1 Track 11 p222
- Explain the aims of the lesson.

Activity 11
- Listen and read.
  - CD 1 Track 12 p223
- Say the gadgets they use.

Activity 12
- Say and ask.

Activity 13
- Listen, repeat and learn.
  - CD 1 Track 13 p223

Activity 14
- Be a grammar detective! Look at page 7 in the AB.

Ending the lesson
- Review the lesson and say goodbye.

Student’s Book

Lesson 4

- The father of computer science
  - CD 1 Track 11 p222
- How often do they use their gadgets?
  - CD 1 Track 12 p223
- Grammar tables
  - CD 1 Track 13 p223

Activity Book

- Write true sentences about you. Use adverbs of frequency.
- Go to the Activity Book. See Activity Book activities to the right.

Class Audio for Lesson 4

Grammar boxes

Adverbs of frequency
- We put adverbs of frequency:
  - before the auxiliary verb in answers e.g. Does he/she use a tablet?
  - before the main verb e.g. I use a calculator.

Fast Track Grammar
- Write five sentences using adverbs of frequency.
- Go to the Activity Book. See Activity Book activities to the right.

Active language
- calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam gym, email, friends, math, message

This person always/usually/often/sometimes/never uses a … Who is it? It’s …

Materials
- Class Audio CD
Starting the lesson
Greet the students.
• Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?
Review The father of computer science story.
• Ask Can you remember Alan Turing's biography?
• Play the CD. The students listen and follow in their books. Pause before key words; for example, He's very good at … (math). He also loves doing … (puzzles and secret codes). The students supply the words that follow.
> CD 1 Track 11 p222
Explain the aims of the lesson.
• Say Today we're going to read and talk about gadgets people use. We're also going to learn about adverbs of frequency and be grammar detectives, too!

Student's Book Activity 11
Listen and read. Say the gadgets they use.
> CD 1 Track 12 p223
• Play the CD. The students listen and read. Pause after each sentence for the students to repeat.
• Draw attention to the adverbs of frequency highlighted in bold.
• Ask Can you tell me about Lucy? Can you tell me about Zak? The students say sentences about the gadgets the children use and how often. Lucy usually uses her laptop to write emails. Zak never uses a laptop …

Student's Book Activity 12
Say and ask.
• Say sentences based on the information in Activity 11. This person (always uses headphones). Who is it? The students respond. It's (Lucy)!
• The students take turns saying sentences and identifying who it is.

Student's Book Activity 13
Listen, repeat and learn.
> CD 1 Track 13 p223
• Play the CD. The students listen and repeat the sentences in the grammar tables.
• The students learn the grammar tables and use them for reference and revision. They can copy the grammar tables into their notebooks.

Student's Book Activity 14
Be a grammar detective! Look at page 7 in the AB.
• Read the ‘grammar detective’ questions. The students answer in English or L1. The students can look at Activity Book page 7 for a summary of the answers.
• The students find two adverbs of frequency in the story on Student's Book pages 6 and 7. (In frame 2: always, usually/often.)

Fast Track Grammar
Write five sentences using adverbs of frequency.
• Ask the students to write five sentences in their notebooks that include adverbs of frequency.

Answers: Student’s answers to include the adverbs ‘often’, ‘never’, ‘sometimes’, ‘usually’ or ‘always’.

Activity Book
Activity 10
Write sentences. (See Student’s Book page 8.)
• The students look at the pictures, read the information about Zak and Lucy on Student’s Book page 8 and write sentences.

Answers: 1 Lucy usually uses her tablet. 2 Zak never uses a calculator. 3 Lucy often listens to music on her MP3 player. 4 Zak always uses his cell phone. 5 Lucy usually uses her laptop.

Activity 11
Read and write. Be a grammar detective!
• Read the ‘grammar detective’ summary.
• Elicit other examples of sentences and answers to questions.
• The students complete the chart.

Answers: 1 never 2 sometimes 3 often/usually 4 always

Activity 12
Write true sentences about you. Use adverbs of frequency.
• Draw the students’ attention to the position of adverbs of frequency in a sentence.
• The students write true sentences following the picture prompts and example.
• The students take turns reading one or two of their sentences to the class.

Answers: Possible answers: 1 I sometimes use a flash drive. 2 I always use a calculator. 3 I sometimes use a charger. 4 I never use a cell phone. 5 I often use a stopwatch. 6 I often use an MP3 player.

Ending the lesson
Review the lesson and say goodbye.
• Ask When do we use adverbs of frequency? How many adverbs of frequency do you know?
• The students clean up, put their books away and say goodbye.
Lesson 5

Objectives and key competencies
• to talk about the things you and your friends do on Saturday
• to practice pronunciation: /tʃ/ and /dʒ/
• to listen to what people do
• to play Who am I thinking about?

Active language
calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam
do homework, go shopping, play soccer, Saturday, use a computer, watch TV

Does he/she …? Yes, he always/usually/often/sometimes does. / No, he/she never does.
Are you thinking about … ? Yes, I am./No, I'm not.

Materials
Flashcards: calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam
Class Audio CD
Student’s Book

At a Glance Lesson Plan

Starting the lesson
• Greet the students.
• Review the Unit 1 flashcards.
• Explain the aims of the lesson.

Activity 15
• Sound track: Listen and identify /tʃ/ and /dʒ/.
  ► CD 1 Track 14 p223
• Count and say.

Activity 16
• Listen and correct the sentences.
  ► CD 1 Track 15 p223

Activity 17
• Play Who am I thinking about?

Fast Track Grammar
• Write five sentences about what you and a friend do on Saturday.
  • Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
• Review the lesson and say goodbye.

Class Audio for Lesson 5

Student’s Book
• CD 1 Track 14 p223
• CD 1 Track 15 p223

Activity Book
• Activity 13 ► CD 1 Track 16 p223

Activity Book
Activity 13
• Sound track: Remember and write. Listen, underline /tʃ/ and /dʒ/ and count.
  ► CD 1 Track 16 p223

Activity 14
• Write questions and answers. (See Student’s Book page 9.)

Activity 15
• Write about your friends or family. Tell your family.
Detailed Lesson Plan

Starting the lesson

Greet the students.
- Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Review the Unit 1 flashcards.
- Hold up printouts of the Unit 1 flashcards in turn. The students say what they can remember about Zak and Lucy (from Student’s Book page 8). For example, Zak often uses his headphones. Lucy never uses a stopwatch in the gym.

Explain the aims of the lesson.
- Say Today we’re going to listen and identify sounds and practice pronunciation. We’re also going to play a game and find out what people do on Saturday.

Student’s Book Activity 15

Sound track: Listen and identify /tʃ/ and /dʒ/. Count and say.
- CD 1 Track 14 p223
  - Draw the phonemic symbols on the board. Say a few words to demonstrate the sounds.
  - Draw attention to /tʃ/ and /dʒ/, as underlined in the first sentence. Ask How many times do you hear /tʃ/ and /dʒ/ in the second sentence?
  - Play the CD. The students listen and count the sounds.
  - Play the CD again. The students repeat the sentences.

Answer: /tʃ/ 3, /tʃ/ 2

Student’s Book Activity 16

Listen and correct the sentences.
- CD 1 Track 15 p223
  - The students look at the table showing the things that Ben, Lyn, Sam and Jo do on Saturday.
  - Play the CD, pausing before the answers. The students listen and correct the sentences. They then check their answers.
  - The students say false sentences and correct them in the same way.

Answers: (See answers in audioscript.)

Student’s Book Activity 17

Play Who am I thinking about?
- The students choose one of the children from Activity 16. They ask each other questions to identify the child, for example Does he or she play soccer on Saturday? / Yes, he usually does. / Does he do his homework on Saturday? / No, he never does. / Are you thinking about Ben? / Yes, I am.
  - Play the game with the whole class.
  - The students play the game in pairs.

Student’s Book Activity 18

Talk about you and your friends.
- The students say true sentences about themselves and their friends. I (sometimes) (watch TV) on Saturday. (David) (always) (plays soccer) on Saturday.

Fast Track Grammar

Write five sentences about what you and a friend do on Saturday.
- Ask the students to write five sentences in their notebooks about what they and a friend do on Saturday.

Answers: Students’ answers will vary.

Ending the lesson

Review the lesson and say goodbye.
- Ask What sounds have we practiced? How can we use the sounds?
- The students write true sentences about their friends or family using the word prompts.
- The students read one or two of their sentences to the class.
- Encourage the students to say their sentences to their family.

Activity Book (continued)

Activity 14

Write questions and answers. (See Student’s Book page 9.)
- The students look at the table on Student’s Book page 9 and use the names and picture prompts to write questions and answers.

Answers: 1 Does Ben watch TV on Saturday? Yes, he often does. 2 Does Lyn do homework on Saturday? Yes, she always does. 3 Does Sam play soccer on Saturday? Yes, he usually does. 4 Does Jo watch TV on Saturday? Yes, she often does. 5 Does Ben go shopping on Saturday? Yes, he sometimes does. 6 Does Jo do homework on Saturday? No, she never does.

Activity 15

Write about your friends or family. Tell your family.
- The students write true sentences about their friends or family using the word prompts.
- The students read one or two of their sentences to the class.
- Encourage the students to say their sentences to their family.

Activity Book

Activity 13

Sound track: Remember and write. Listen, underline /tʃ/ and /dʒ/ and count.
- CD 1 Track 16 p223
  - The students write the sentences from memory. Check the answers; the students say the sentences.
  - Play the CD. The students listen, underline /tʃ/ and /dʒ/ and count how many times they hear the sounds in each sentence. They write the numbers in the boxes.
  - The students answer the questions.

Answers: Jamie always chats and eats cheese and jam when he uses his digital camera and charger in geography (= 5). We pronounce ch /tʃ/. We pronounce j, dg and g /dʒ/.
Lesson 6

Objectives and key competencies
- to read about two famous cities in England
- to do a culture quiz about England
- to listen and find out about a university student in England

Active language
- boat race, capital, city, college, movie, museum, park, stamp, student
- It’s … / They’re …

Materials
- Class Audio CD

At a Glance Lesson Plan

Starting the lesson
- Greet the students.
- Review adverbs of frequency and activities.
- Explain the aims of the lesson.

Activity 19
- Listen and read. ► CD 1 Track 17 p223

Activity 20
- Read and guess.
- Listen and say the answers.
- Go to the Activity Book. See Activity Book activities to the right.

Ending the lesson
- Review the lesson and say goodbye.

Student's Book

Class Audio for Lesson 6

- ‘Oxford and Cambridge’ ► CD 1 Track 17 p223
- Culture quiz time: England ► CD 1 Track 18 p223

Activity Book

- Activity 17 ► CD 1 Track 19 p224

Activity Book

Lesson 6

1. The dining room of a college... 
2. It has a glasshouse with... 
3. It has a large deer park. 
4. You can see... 
5. You can see... 
6. You can see... 
7. You can see... 

Student’s Book

OXFORD AND CAMBRIDGE

Lesson 6

 listens and reads.

Every year there is a boat race between students from... 

CD 1 Track 19 p224

Student’s Book

CULTURE

Lesson 6

1. It has a large deer park. 
2. It has a glasshouse with... 
3. It has a large deer park. 
4. You can see... 
5. You can see... 
6. You can see... 
7. You can see... 

CD 1 Track 18 p223

Student’s Book

Everyday chit-chat

Lesson 7

1. Read and complete the dialogue in your own words. 
2. Act out.

Activity Book

Activity 16
- Read and write O (Oxford) or C (Cambridge). 
(See Student’s Book page 10.)

Activity 17
- Listen and write. ► CD 1 Track 19 p224
Detailed Lesson Plan

Starting the lesson
Greet the students.
- Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Review adverbs of frequency and activities.
- The students say sentences about what they and their friends do on Saturday. I (sometimes) (go shopping). (Alex) (always) (plays soccer).

Explain the aims of the lesson.
- Say Today we’re going to read about two cities in England that are famous for their universities. We’re also going to do a culture quiz about England.

Student's Book Activity 19
Listen and read.
- CD 1 Track 17 p223
  - Read Rosa’s post. Elicit or remind the students of the meaning of ‘city’ (a large, important town).
  - Ask the students if they’ve heard of Oxford and Cambridge and, if so, what they know about them.
  - Play the CD. The students listen and read.
  - Ask questions, such as Where can you see a deer park/a tropical rainforest/traditional costumes/Egyptian mummies? Elicit or explain the meaning of vocabulary, as necessary.
  - Ask What famous cities are there in your country? The students name famous cities in their country.

Student's Book Activity 20
Read and guess. Listen and say the answers.
- CD 1 Track 18 p223
  - Read Rosa’s post.
  - Read the quiz questions. The students guess the answers.
  - (Optional) The students write the numbers 1 to 6 in their notebooks. They write a), b) or c) to make a note of their guesses.
  - Play the CD. Use the pause button for the students to say their answers before they hear them on the CD.
  - The students compare the answers with their guesses and say which facts they think are particularly interesting or surprising.

Answers: (See answers in audioclip.)

Activity Book
Activity 16
Read and write O (Oxford) or C (Cambridge). (See Student’s Book page 10.)
- The students read the text in the Student’s Book again and write O or C by each sentence.

Answers: 1 O 2 C 3 4 C 5 6 C

Activity 17
Listen and write.
- CD 1 Track 19 p224
  - Read the introductory sentence and headings.
  - Play the CD. The students listen and complete the form.
  - Check the answers.

Answers: Name Ryan Age Eighteen Name of college Cambridge University Studying Math Loves Sports Wants to work in technology or computer science

Ending the lesson
Review the lesson and say goodbye.
- Ask What do you know about Oxford and Cambridge? What do you know about English culture?
- The students clean up, put their books away and say goodbye.
Lesson 7

Objectives and key competencies
- to listen and repeat a dialogue showing how to buy an electronic gadget
- to use the Student’s Practice Kit
- to do a role play
- to listen and find out about shopping in the US

Active language
- dollars, cents, instructions, receipt
- Can I help you? I need a … How much is it? please, thank you

Materials
- Class Audio CD

At a Glance Lesson Plan

Starting the lesson
- Greet the students.
- Review English culture.
- Explain the aims of the lesson.

Activity 21
- Listen and read.
  - CD 1 Track 20 p224
  - Say True or False.

Activity 22
- Everyday chit-chat: Listen and repeat.
  - CD 1 Track 21 p224
  - Repeat.

Activity 23
- Everyday chit-chat: Listen and read.
  - CD 1 Track 22 p224
  - Repeat.

Activity 24
- Do a role play.
  - Go to the Activity Book.
  - See Activity Book activities to the right.

Ending the lesson
- Review the lesson and say goodbye.

Student’s Book

Lesson 7

Everyday chit-chat: Listen and repeat.
Woman: Hello there. Can I help you? I need a ... How much is it? please, thank you.

Materials
- Class Audio CD

Class Audio for Lesson 7

- Shopping in American towns ▶ CD 1 Track 20 p224
- Everyday chit-chat: How to buy an electronic gadget – vocabulary ▶ CD 1 Track 21 p224
- Everyday chit-chat: How to buy an electronic gadget – dialogue ▶ CD 1 Track 22 p224

Activity Book

Culture

Lesson 6
1. Read and write. (Oxford) or (Cambridge). (See Student’s Book page 10.)
   a. The dining room of a college is Hogwarts Hall.
   b. There are numerous landscaping plants.
   c. The easterling is the one I want.
   d. There are always big shopping centers.
   e. This one is a nice park by the river.
   f. There are always big shopping centers.
   g. There are always big shopping centers.
   h. There are always big shopping centers.

Lesson 7
2. Read and complete the dialogue in your own words. Act out.
   a. Hello there. (1) How much is it?
      Woman: Oh, yes, please. I need a (2). How much is it?
      Woman: This one is (3) twenty-one dollars and fifty cents exactly.
      Woman: Oh, great. I think this is the one I need.
      Woman: Perfect. Thank you. Here’s your receipt. And the instructions are in the packet.
      Woman: Thank you very much. Don’t forget your camera!
**Detailed Lesson Plan**

**Starting the lesson**

- **Greet the students.**
  - Welcome the students to the lesson. Ask familiar questions, such as *What's the date? What's the weather like?*

- **Review English culture.**
  - Ask the students questions about English culture, such as *What's the capital of England? What's England's favorite food?*

**Explain the aims of the lesson.**

- Say *Today we're going to learn some facts about shopping in American towns. We're also going to listen to and repeat a dialogue showing how to buy an electronic gadget, and then do a role play.*

**Student's Book Activity 21**

- **Listen and read. Say True or False.**
  - *CD 1 Track 20 p224*
  - Read Lisa's post.
  - Read the sentences. Explain vocabulary such as 'convenience stores' and 'residential streets', as necessary.
  - The students predict if the sentences are true or false.
  - Play the CD. The students listen carefully. Use the pause button after each statement for the students to say whether the sentences in the Student's Book are true or false.

  **Answers:** 1 True 2 False 3 False 4 True 5 True 6 False

**Student's Book Activity 22**

- **Everyday chit-chat: Listen and repeat.**
  - *CD 1 Track 21 p224*
  - Play the CD. The students listen, look at the pictures and repeat the words.

**Student's Book Activity 23**

- **Everyday chit-chat: Listen and read. Repeat.**
  - *CD 1 Track 22 p224*
  - Play the CD. The students listen and follow the dialogue in their books.
  - Divide the class into two groups (Lisa, the woman).
  - Play the CD again, pausing for the students to repeat their lines in their groups.
  - The groups change roles and repeat.

**Student's Book Activity 24**

- **Do a role play.**
  - The students practice the dialogue from Activity 23 in pairs.
  - The students take turns coming to the front of the class in pairs and acting out a role play based on the dialogue.

**Ending the lesson**

- **Review the lesson and say goodbye.**
  - Ask *What do you know about shopping in American towns? What do you know how to buy?*
  - The students clean up, put their books away and say goodbye.

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**Activity Book**

**Activity 18**

- **Everyday chit-chat: Read and complete the dialogue in your own words. Act out.**
  - The students read the dialogue and suggest options for the gaps.
  - The students complete the dialogue in their own words.
  - The students act out their dialogues in pairs.

  **Possible answers:**
  1 Can I help you?
  2 digital camera/flash drive/tablet
  3 digital cameras/flash drives/tablets
  4 much is it?
  5 ... dollars and ... cents
  6 ... dollars and ... cents
  7 Thank you. Here's your receipt.
Lesson 8

Objectives and key competencies
• to answer questions on the text
• to listen and read ‘How often do you use electronic gadgets?’
• to express your views of the pros and cons of using electronic gadgets
• to play Pro or Con?

Active language
calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam, pro
concentrate, creative, lifestyle, skill
often/sometimes

Materials
Class Audio CD

At a Glance Lesson Plan

Starting the lesson
• Greet the students.
• Review how to buy electronic gadgets.
• Explain the aims of the lesson.

Activity 25
• Listen and read.
  ►CD 1 Track 23 p224

Activity 26
• Answer the questions.

Activity 27
• Play Pro or Con?

Activity 28
• My world: Think and say.

Internet Tracks
• Find out one more pro or con of children using electronic gadgets.
  • Go to the Activity Book. See Activity Book activities to the right.

Student’s Book

How often do you use electronic gadgets?

Materials
Class Audio CD

Class Audio for Lesson 8

Student’s Book

How often do you use electronic gadgets?
►CD 1 Track 23 p224

Activity Book

Activity 21 ►CD 1 Track 24 p224

Activity Book

Activity 19
• Read and write the missing words. (See Student’s Book page 12.)

Activity 20
• Order and write. Write P (pro) or C (con).

Activity 21
• Listen and check (√).

Activity 22
• My opinion: Write your opinion about the article. Tell your family.
**Detailed Lesson Plan**

**Starting the lesson**

Greet the students.
- Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?

Review how to buy electronic gadgets.
- The students read or act out the everyday chit-chat dialogue from Lesson 7.

Explain the aims of the lesson.
- Say Today we’re going to listen and read a web article about how often we use electronic gadgets. We’re also going to answer questions, play a game and think about and say the pros and cons of using electronic gadgets.

**Student's Book Activity 25**

Listen and read.
- **CD 1 Track 23 p224**
  - Read Lisa’s post.
  - Explain that the article is about the ‘pros’ (positive things) and ‘cons’ (negative things) of using electronic gadgets.
  - The students predict the pros and cons. Use this discussion to introduce new vocabulary in the text.
  - Play the CD. The students listen and read.
  - Ask questions such as What are the pros? What are the cons? Do you agree with the article?

**Student's Book Activity 26**

Answer the questions.
- Read the questions. The students write the answers in their notebooks.
  
  **Answers:** 1 They improve your keyboard skills. 2 They help you find out about the world. 3 They help you learn school subjects. 4 Some children use electronic gadgets for seven hours a day. 5 You don’t have time for exercise and outdoor activities. 6 You sometimes find it hard to concentrate on school work.

**Student's Book Activity 27**

1. **Play Pro or Con?**
- Draw attention to the thinking skill: Evaluating information. Explain that if we think something is a ‘pro’ or a ‘con’, we’re evaluating information.

2. **Student's Book Activity 27 (continued)**
- The students take turns saying pros and cons from the text, with others responding Pro! or Con! Read the speech bubble examples.
- The students play the game with the whole class and/or in groups.

**Student's Book Activity 28**

My world: Think and say.
- Read the questions. The students talk about the way they use electronic gadgets and give their opinions of the pros and cons.

**My words to remember**
- Read the words to remember as a class. The students then make sentences using the words.

**Suggested answers:** Electronic gadgets have pros and cons. If you use electronic gadgets too often, you need to change your lifestyle. Electronic gadgets make you more creative. They improve your keyboard skills. They can make it hard to concentrate on school work.

**Internet Tracks**

Find out one more pro or con of children using electronic gadgets.
- Read the instructions as a class.
- The students research on the internet with a teacher.
- The students or in groups.
- Order and write. Write P (pro) or C (con).
  - The students order the words and write the sentences. They write P (pro) or C (con) by each one.

  **Answers:** 1 They improve your keyboard skills. (P) 2 You don’t have time for outdoor activities. (C) 3 They make you more creative. (P) 4 They help you learn school subjects. (P)

**Activity 21**

Listen and check (√).
- **CD 1 Track 24 p224**
  - Read the introductory text. The students look at the table and predict the answers.
  - Play the CD once or twice. The students listen and tick the answers.

**Activity 22**

My opinion: Write your opinion about the article. Tell your family.
- The students write their opinions about the article.
- The students take turns reading their sentences to the class.
- Encourage the students to tell their family about the article and their opinion about it.

**Ending the lesson**

Review the lesson and say goodbye.
- Ask What are the pros and cons of using electronic gadgets?
- The students clean up, put their books away and say goodbye.

**Activity Book**

**Activity 19**

Read and write the missing words. (See Student's Book page 12.)
- The students read the sentences and write the missing words from the word box. They look at the text again in the Student’s Book if necessary.

**Answers:** 1 lifestyle 2 cons 3 skills 4 creative 5 concentrate
1 Project: Electronic gadget survey

Starting the lesson
- Greet the students.
- Review the pros and cons of using electronic gadgets.
- Explain the aims of the project.

Activity 29
- Listen and read.  
  CD 1 Track 25 p224

Activity 30
- Plan your project.
- Go to the Activity Book. See Activity Book activities to the right.

At a Glance Lesson Plan

Student’s Book

Objectives and key competencies
- • to present your project (optional)
- • to listen and read an example project
- • to plan your project
- • to prepare and write your project

Active language
calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam

Members of the family
my mom/dad/He/She always/usually/often/sometimes/never uses a/his/her …

Materials
Class Audio CD

Electronic gadget survey report
The aim of my survey is to find out about electronic gadgets grown-ups in my family use.

This report is about my mother, my father, my grandfather, and my aunt.

My mom always uses her cell phone. She never uses a tablet or a video game console. She usually uses the GPS in the car. She sometimes listens to music on her MP3 player.

My dad often uses his cell phone. He usually uses his tablet to write emails. He always uses his video game console and the GPS. He never listens to an MP3 player.

My grandad sometimes uses his cell phone and his video game console. He often uses a tablet and an MP3 player. He never uses a GPS.

My aunt always uses her tablet. She often uses a video game console and the GPS in the car. She usually uses her cell phone and listens to music on her MP3 player.

By Lisa

Ending the lesson
- Review the lesson and say goodbye.

Class Audio for the Project

Activity Book

Project: Electronic gadget survey

Think!
- Start with the aim of your survey.

Remember!
- Put adverbs of frequency before the main verb.

Writing Tip!
- Use a new paragraph to write about each person.

Prepare your project
- Get ready for your project. Read Lisa’s project and complete the table. (See Student’s Book page 13.)

Activity
- Activity 23
  • Get ready for your project. Read Lisa’s project and complete the table. (See Student’s Book page 13.)
- Activity 24
  • Prepare your project. Choose the people and gadgets for your survey.
- Activity 25
  • Write your project in your notebook. Read your notes and write your survey report.

Ending the lesson
- Review the lesson and say goodbye.
Detailed Lesson Plan

Starting the lesson
Greet the students.
• Welcome the students to the lesson. Ask familiar questions, such as What's the date? What's the weather like?
Review the pros and cons of using electronic gadgets.
• Ask questions such as How many pros and cons of using electronic gadgets can you remember?
Explain the aims of the project.
• Say Today we’re going to read an example project. We’re then going to plan, prepare and write our own electronic gadget survey reports.

Activity Book

Student's Book Activity 29
Listen and read.
▷ CD 1 Track 25 p224
• Read Lisa’s post.
• Play the CD. The students listen and read.
• Read the two questions from Lisa’s post again and check the answers. (Her dad / her aunt.)
• Ask further questions, such as Does Lisa’s mom use a GPS?

Ending the lesson
Review the lesson and say goodbye.
• Ask Which electronic gadgets do people in Lisa’s family use? Which electronic gadgets do people in your family use?
• The students clean up, put their books away and say goodbye.

Student's Book Activity 30
Plan your project.
• Read the four stages of the project plan in the flowchart.
• The students think about the people and gadgets to include in their survey.

Activity 24
Prepare your project. Choose the people and gadgets for your survey.
• The students work individually. They draw and write the names of the people they want to ask, and note the gadgets they want to include in their survey in the first column of the table.

Now carry out your survey!
• The students carry out their electronic gadget survey at home or for homework. They do this in English if they can, or otherwise in L1.

Activity 25
Write your project in your notebook. Read your notes and write your survey report.
• Draw the students’ attention to the Think!, Remember! and Writing Tip! boxes.
• The students use their notes to write a draft report of their survey in their notebooks or on a computer.
• The students prepare a final version of their projects, including photos or illustrations.

Project presentation (Optional)
• The students present their projects. This can either be done as shown on Student’s Book page 13 or following any of the suggestions for projects on Teacher's Edition page 32.
Electronic gadgets improve your keyboard skills.

Objectives and key competencies
- to review vocabulary, grammar, culture and CLIL in the unit
- to self-assess your work in Unit 1
- to complete the Progress Journal for Unit 1

Active language
calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam

Materials
Flashcards and Word cards: calculator, charger, flash drive, GPS, headphones, MP3 player, stopwatch, tablet, video game console, webcam, Class Audio CD

At a Glance Lesson Plan

Starting the lesson
• Greet the students.
• Review the Unit 1 flashcards.
• Explain the aims of the lesson.

Activity 26
• Listen and number.
• Write the names of the electronic gadgets.
► CD 1 Track 26 p225

Activity 27
• Look and write sentences.

Activity 28
• Write questions and answers. (See Student’s Book page 8.)

Activity 29
• Read and write the answers. (See Student’s Book page 10.)

Activity 30
• Write sentences about the pros of electronic gadgets. Use these words. (See Student’s Book page 12.)

Ending the lesson
• Review the lesson and the unit and say goodbye.

Progress Journal
- See the Progress Journal for pages 5, 6 and 7.
- Activities 1–4
- Activities 6–11
- Students’ own answers.

Class Audio for the Review
Activity Book
► Activity 26 CD 1 Track 26 p225

My learning review
1. Can you remember the story? Tell a friend or your family. Use these words to help you. Read and circle. Write.
2. My story score and opinion 0–10 I think the story is .
**Detailed Lesson Plan**

### Starting the lesson

**Greet the students.**
- Welcome the students to the lesson. Ask familiar questions, such as *What’s the date? What’s the weather like?*

**Review the Unit 1 flashcards.**
- Give printouts of the Unit 1 flashcards to individual students.
- The students hold up their flashcards and say a sentence about their gadget, for example *You use a GPS in the car.*

**Explain the aims of the lesson.**
- Say *Today we’re going to do the Unit 1 Review and self-assessment. We’re also going to complete our Progress Journals for Unit 1.*

### Activity Book

**Activity 26**

*Listen and number. Write the names of the electronic gadgets.*

- **CD 1 Track 26 p225**
- Play the CD. The students listen, identify the electronic gadgets and number the pictures.
- The students write the names of the electronic gadgets.
- Check the answers. Ask the students to spell the words.

**Answers:** 1 GPS 2 tablet 3 calculator 4 MP3 player 5 video game console 6 webcam 7 charger 8 stopwatch 9 flash drive 10 headphones

**Activity 27**

*Look and write sentences.*

- The students look at the table and write sentences about what Lisa does on Saturday, and how often.

**Answers:** 1 Lisa always uses a computer on Saturday. 2 Lisa usually does her homework on Saturday. 3 Lisa often watches TV on Saturday. 4 Lisa sometimes goes shopping on Saturday. 5 Lisa never plays soccer on Saturday.

**Activity 28**

*Write questions and answers. (See Student’s Book page 8.)*

- The students write the questions based on the example and using the picture prompts. They then write answers to the questions by referring to Student’s Book page 8.

**Activities 1 answers:** Students’ own answers. (The story is a biography. Students’ own scores and opinions.)

**Activities 2 answers:** 1 pro 2 con 3 con 4 pro 5 con 6 pro (and student’s own opinions).

### Activity 29

*Read and write the answers. (See Student’s Book page 10.)*

- The students read the culture quiz on Student’s Book page 10 again and write the answers.

**Answers:** 1 London 2 the Queen 3 red 4 Thames 5 chicken curry 6 Spain

### Activity 30

*Write sentences about the pros of electronic gadgets. Use these words. (See Student’s Book page 12.)*

- The students read the CLIL text on Student’s Book page 12 again and write sentences using the words in the word box.

**Suggested answers:** 1 Electronic gadgets improve your keyboard skills. 2 Electronic gadgets make you more creative. 3 Electronic gadgets help you learn school subjects. 4 Electronic gadgets help you find out about the world.

### Assess your work in Unit 1.

**Look and circle.**

- The students circle the face that reflects how they feel about their work in Unit 1.

### Complete your Progress Journal for Unit 1.

- The students complete their Progress Journal for Unit 1, either during the lesson or for homework.

**Progress Journal page 4**

**Activity 1 answers:** Students’ own answers. (The story is a biography. Students’ own scores and opinions.)

**Activity 2 answers:** 1 pro 2 con 3 con 4 pro 5 con 6 pro (and student’s own opinions).

**Progress Journal pages 5, 6 and 7**

**Activity 3 answers:** calculator, tablet, MP3 player, headphones, video game console, webcam, stopwatch, flash drive, GPS, charger

**Activity 4 answers:** 1 computer 2 laptop 3 cell phone 4 digital camera

**Activity 5 answers:** always, often, usually, sometimes, never (and students’ own sentences)

**Activities 6–11 answers:** Students’ own answers.

### Ending the lesson

**Review the lesson and say goodbye.**

- Ask *What have you learned in Unit 1? What have you enjoyed? What has helped you learn? How do you plan to remember what you’ve learned?*
- The students clean up, put their books away and say goodbye.