

5 Technology

5.1 Vocabulary

Lesson summary

Speaking: Responding to questions about technology; describing a device, gadget or advance in technology

Listening: A vlog with teenagers talking about technology

Vocabulary: Technology

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 7 for homework.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo?* (a woman using a powered exoskeleton to carry heavy boxes)
- *Do you get excited about technology like this? Why? / Why not?*
- *Are there any new gadgets you'd like to get / try? What are they?*
- *Some people are trying to live with less technology in their lives. Can you understand this mindset?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 64

- Focus on the lesson title. Check students understand and can correctly pronounce *gadget* /'gædʒɪt/ (a small tool or device that does something useful). Explain that the expression *can't live without* does not have a literal meaning here; it means that someone likes something very much, or finds something extremely useful.
- Students discuss the questions in pairs.
- Ask some students to share some information or ideas with the class.

Exercise 2 5.01 page 64

Extra support

Elicit or tell students the devices / technology in the photos (A = AI / artificial intelligence, B = fitness tracker, C = streaming, D = smartphone). Ensure students know the items.

- Play the video or audio for students to complete the task.
- Check answers as a class.

KEY

Yasmin D Joe A Daisy B Zaki C

Transcript

See Teacher's Guide, page 196.

Exercise 3 Vocabulary 5.01 page 64

Note!

The word *geek* can be used negatively to describe a person who is boring, wears clothes that are not fashionable, does not know how to behave in social situations, etc. In the context of this lesson, however, it describes a person who is very interested in and knows a lot about a particular subject. We often prefix the word with the subject the person is knowledgeable about, e.g. *a computer geek*, *a movie geek*.

- Give students time to check the meaning of any words / phrases they are unsure of in a dictionary.
- Play the video or audio again for students to answer the questions.
- Check answers as a class.

KEY

- 1 Social media, smartphones, vlogging
- 2 Her phone
- 3 Because he's interested in all the latest advances in technology.
- 4 Information like instructions, personal data, internet searches
- 5 Robot waiters; cars that drive themselves; satellite navigation in your phone; just about everything in your phone, including the automatic updates
- 6 They keep phones working and improve security.
- 7 She doesn't really like technology.
- 8 A fitness tracker
- 9 It's completely changed how we listen to music; an app lets him browse all kinds of music, podcasts and films and watch or listen to as much as he wants.

Transcript

See Teacher's Guide, page 196.

Extra challenge

- More confident students can also answer the following additional questions as they listen:
Why does Zaki think young people are referred to as 'the digital generation'? (Because pretty much everything they do is based on technology.)
What does Joe say is the negative side of AI? (It can mean your data isn't private any more.)
What does Daisy's piece of wearable technology do? (It shows how far you've run and checks your heart rate.)

Exercise 4 page 65

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

KEY

- 1 streaming
- 2 updates
- 3 advances in technology
- 4 technophobe
- 5 artificial intelligence
- 6 geek
- 7 wearable technology
- 8 gadget
- 9 input

Extra activity

- Write on the board:
Find someone who ...
knows a technology geek or technophobe.
has a gadget they couldn't live without.
likes to keep up with the latest advances in technology.
gets annoyed by automatic updates on their phone.
owns a piece of wearable technology.
- Elicit the questions students need to ask, e.g. *Do you know a technology geek or technophobe?*
- Students mingle and try to find a different classmate to answer *yes* to each question. They then ask for and give extra details.
- Ask a few students to share some information they found out about their classmates.

Exercise 5 Vocabulary page 65

- Give students time to check the meaning of any words they are unsure of in a dictionary. Elicit or point out that all of the words are adjectives, except *browse*, which is a verb.
- Students complete the matching task.
- Check answers as a class.

KEY

1 innovative 2 significant 3 game-changing
4 browse 5 sophisticated 6 user-friendly
7 high-tech

Extra support

- Read out each word in turn. Ask students to listen carefully and underline the stressed syllable in each.
- Check answers as a class.

KEY

browse, game-changing, high-tech, innovative,
significant, sophisticated, user-friendly

- Point out that *innovative* can be pronounced either /'ɪnəvɪtɪv/ or /'ɪnəvətɪv/.
- Drill the words for students to repeat as a class, then ask students to practise saying the words in pairs.

Exercise 6 page 65

- Encourage students to read the whole of each text for general understanding before they choosing their answers.
- Check answers as a class.

KEY

1 B 2 C 3 B 4 A 5 C 6 B 7 A 8 A

Exercise 7 Real English page 65

- Students choose the correct meaning of each phrase.
- Check answers as a class.

KEY

1 A 2 B 3 B 4 A 5 A

Exercise 8 page 65

- Circulate and monitor as students write their notes, helping with vocabulary as necessary.

Exercise 9 page 65

- Students take turns in groups to describe their item and the others guess what it is. If their item is guessed quickly, encourage students to still share their whole description.

Exercise 10 page 65

- Students discuss the questions in their groups.
- Ask each group in turn to feed back some information from their discussion to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about technology.*

Further practice

Workbook page 52

Vocabulary booster page 124

Vocabulary photocopiable worksheet

Short test

5.2 Grammar

Lesson summary

Reading: Online forum comments about technology

Grammar: Second and third conditionals; conjunctions: alternatives to *if*

Listening: A conversation about space travel

Speaking: Discussing different situations using conditionals and conjunctions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 6 and 7 or do them in the next lesson.

WARM-UP Elicit or remind students of the meaning of *geek* and *technophobe*.

- Divide the class down the middle into two groups. Tell one group that they are technology geeks, who think that everything related to technology is fantastic. Tell the other group that they are technophobes, who think that everything related to technology is awful.
- Ask for a volunteer from each group to come to the board. Ask the technology geeks to call out positive aspects of technology. Their volunteer quickly writes all the ideas onto the board in note form. The technophobes call out negative aspects of technology for their volunteer to write up. Make it clear to students that they do not necessarily have to agree with the ideas they put forward.
- Set a time limit for students to complete the brainstorming. When time is up, count up the ideas to find out which side came up with more.

Exercise 1 page 66

- Students read the post and answer the questions.
- Check the answer to the first question as a class, then ask a few students to share their answer to question 2.

KEY

- 1 Positive: A, C, D; possible problems: B and E
- 2 Students' own answers

Exercise 2 page 66

- Students read the grammar rules and find examples of both conditional forms in the comments.
- Play the video.
- Check answers as a class.

KEY

Second conditional:

If one of my friends posted a photo of me online without asking permission, I'd be quite angry.

If they were cheaper, I think more people would be likely to buy them.

Third conditional:

It wouldn't have been so easy to work or study from home if my friends and I had wanted to do that 20 years ago.

If we hadn't become an online business, we might not have survived in today's economic situation.

If I'd known how easy it was, I might have been more careful about what I said about myself on social media.

Note!

- Remind students that the conditional clause and the result clause can be in either order in a sentence. When the conditional clause is first, it is followed by a comma. When the result clause is first, there is no comma.
- Point out that when saying third conditional sentences, *have* takes on its weak form and is pronounced /əv/.

- Students do the Grammar booster exercises on page 140.

Exercise 3 page 66

Extra support

- Before students start rewriting the sentences, first elicit whether each will be a second or third conditional, i.e. 1, 3, 4 = third, 2 = second.
- Tell students to think carefully about the order of clauses and the tenses / verb forms needed in each. Advise them to refer to the grammar rules in exercise 2 to help them.

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

KEY

- 1 If Ailsa had been wearing her fitness tracker, she would have known how much her heart rate had increased. (3rd)
- 2 If drones were allowed in public places, we could use one to film tomorrow's football match. (2nd)
- 3 If Isla hadn't forgotten to charge her phone before she went out, she would have been able to call her friend. (3rd)
- 4 My parents wouldn't / might not have bought so many CDs when they were young if music streaming had been available. (3rd)

Extra challenge

Write on the board:

- 1 What ___ (you / do) if you accidentally ___ (break) your friend's favourite gadget?
- 2 If you ___ (have) more downtime last week, how ___ (you / spend) it?
- 3 How ___ (your childhood / be) different if you ___ (not have) access to the internet?
- 4 If you ___ (can) afford any piece of kit, what ___ (you / buy)? Why?

- Students copy and complete the second and third conditional questions with the appropriate verb forms.
- Check answers as a class.

KEY

- 1 would you do, broke
- 2 had had, would you have spent
- 3 would your childhood have been, hadn't had
- 4 could, would you buy

- Students ask and answer the questions in pairs.

Exercise 4 page 66

- Students copy and complete the rules with the conjunctions.
- Check answers as a class.

KEY

- 1 unless
- 2 even if
- 3 supposing
- 4 as long as
- 5 provided that

- Students do the Grammar booster exercises on page 140.

Exercise 5 page 66

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

KEY

- 1 Supposing
- 2 unless
- 3 as long as / provided that / providing / on condition that
- 4 Even if

Exercise 6 5.02 page 66

- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

In general, they think it's been a good thing. It resulted in many advances in technology and without it, we may not have had smartphones. However, they agree that the cost of a mission to Mars is excessive and we could spend the money better on Earth.

Transcript

See Teacher's Guide, page 196.

Exercise 7 5.02 page 66

- Play the audio again for students to complete the notes. Tell them that they need to write one or two words in each gap.
- Check answers as a class.

KEY

- 1 satellites, communications, accurate
- 2 more powerful
- 3 solve problems
- 4 environmental

- Students write summary sentences using the notes.
- Elicit sentences from the class.

KEY (SUGGESTED ANSWERS)

- 1 If we didn't have satellites, there wouldn't be any global communication, and weather forecasting would be much less accurate.
- 2 Supposing they had used more powerful computers like the ones we have today, it might have been a lot safer and easier for everyone.
- 3 Even if we managed to send people to Mars, it wouldn't solve the problems we have here on Earth.
- 4 If we used that money to deal with some of the environmental challenges like climate change, that might make more sense.

Transcript

See Teacher's Guide, page 196.

Exercise 8 Think & share page 66

- Students discuss the situations in groups.
- Elicit some examples of statements from the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use second and third conditionals and conjunctions to talk about technology.*

Further practice

Workbook page 53

Grammar booster page 140

Grammar photocopiable worksheet

Online practice

5.3 Listening

Lesson summary

Speaking: Discussing questions about streaming music / films and studying online

Listening: A podcast about streaming services

Strategy: Distinguishing between supporting and contrasting information

Vocabulary: Streaming

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 5 for homework.

WARM-UP

Write on the board:

When was the last time you streamed music / a film?

What did you listen to / watch? Why?

How did the music / film make you feel? Why?

- Working in pairs, students talk about the last time they streamed music and a film. Less confident students could just talk about one or the other.
- Ask a few students to tell the class about their experience.

Exercise 1 page 67

- Students read the podcast introduction, then discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 2 5.03 page 67

Continuous assessment tip: learning intentions

Preparing students to listen

Sharing ideas about a topic before listening helps engage students with the content and provides added motivation for listening.

As students listen to the podcast in exercise 2, ask them to check if the speakers mention any of the ideas they came up with while discussing the questions in exercise 1. After checking the answer to exercise 2, elicit from students which of their ideas were talked about.

See the notes on Continuous assessment on page 28.

Note!

In the conversation, Zoe uses a mixed conditional (Even if I had paid for a subscription service, I wouldn't spend more time watching films.). There is no need to draw attention to this, but if students happen to notice it, tell them that this area of grammar will be studied in Lesson 5.5.

- Play the audio for students to choose the best summary of the discussion.
- Check the answer as a class.

KEY

B

Transcript

See Teacher's Guide, page 197.

Exercise 3 5.03 page 67

- Go through the Listening strategy together.

Extra activity

Working in pairs, students think of other linking words / phrases which can be used to add supporting information or introduce contrasting information. Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

Supporting information: moreover, additionally, as well as that, not only ... but also, what's more, added to that, together with that

Contrasting information: at the same time, nevertheless, but, yet, even though, even so, nonetheless

- Play the audio again for students to complete the multiple-choice task.
- Check answers as a class.

KEY

1 B 2 C 3 A 4 D 5 B

Transcript

See Teacher's Guide, page 197.

Extra support

- Give students time to read the questions and answer options carefully and underline the key words. You could do the first question as an example together, e.g. *What is the main reason Ben says he would go to the cinema?*
- Point out that sometimes the speaker makes the points in the incorrect answer options or says something similar, so students need to listen carefully to be able to eliminate these options, e.g. 1A: Ben says he has seen *a lot of* films online, but he doesn't say *too many*. 1C: He says that watching a film at the cinema is a different experience from watching online, but this isn't the main reason he'd go to the cinema. 1D: He mentions watching films 24 hours a day, but is just making the point that this is something he could do if he wanted to.

Exercise 4 5.04 page 67

- Students read the Listening strategy again.
- Play the audio for students to complete the task. Point out that all of the linking words / phrases they hear and need to write down are in the strategy box.
- Check answers as a class.

KEY

1 C (Having said that,) 2 S (In addition,) 3 S (And needless to say,) 4 C (However,) 5 S (On top of that,) 6 S (Furthermore,) 7 C (On the other hand,)

Transcript

See Teacher's Guide, page 197.

Exercise 5 Vocabulary page 67

- Give students time to check in a dictionary the meaning of any compound nouns they are unfamiliar with.
- Students copy and complete the sentences.
- Check answers as a class.

KEY

1 on-demand content 2 subscription service 3 social interaction 4 digital revolution 5 distance learning

Extra activity

- Write on the board:
1 *On top of that, ...* 2 *Needless to say, ...* 3 *Having said that, ...* 4 *Although ...* 5 *However, ...*
- Students read the sentences in exercise 5 again. Working in pairs, they then write a follow-on sentence for each, beginning with the linking word / phrase on the board. First, elicit which sentences will provide supporting information (1–2) and which contrasting information (3–5).
- Elicit some example sentences from the class.

Exercise 6 page 67

- Students discuss the questions in pairs.
- Elicit ideas from the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can distinguish between supporting and contrasting information.*

Further practice

Workbook page 54

Online practice

5.4 Vocabulary

Lesson summary

Speaking: Discussing the positive and negative effects of technology on the environment; discussing changes people could make to help the environment

Reading: An article about the effects of technology on the environment

Vocabulary: Technology and the environment

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 5 or set it as an individual writing task for homework.

WARM-UP Write the following quotes on the board:

'Technology is that which separates us from our environment.' Marshall McLuhan (Canadian philosopher)

'It is clear that our survival and the salvaging of our environment are dependent on more technology, not less.' Samuel Florman (American civil engineer and author)

'It is the impulse of science to try to understand nature, and the impulse of technology to try to manipulate it.' Siddhartha Mukherjee (Indian-American physician, biologist and author)

- Ensure students understand all the vocabulary in the quotes.
- Working in pairs, students discuss what they understand by the quotes and whether they agree with them.
- Ask a few students to share their ideas with the class.

Exercise 1 page 68

- Students come up with ideas in pairs.
- Elicit ideas from the class.
- Ask: *Was it easier to think of positive or negative effects? Why do you think that was?* Elicit answers and reasons from the class.

Exercise 2 page 68

- Students read the article and answer the question.
- Check the answer as a class.

KEY

Idiomatically, to 'cost the Earth' means to be very expensive. The impact of high energy consumption and waste from technology clearly has a high environmental cost in terms of the planet's long-term future. The title asks, is this impact inevitable or can we do things differently to avoid it?

Extra activity

Ask: *Were any of the positive and negative effects that you discussed in exercise 1 mentioned in the article? If so, which? Did any information in the article surprise you? Why? / Why not?* Students discuss the questions in pairs. Elicit examples and reasons from the class.

Exercise 3 Vocabulary page 68

- Give students time to check in a dictionary the meaning of any items they are unsure of.

Extra support

- Elicit what part of speech each word / phrase is, e.g. *dispose of* is a verb, *landfill site* is a (compound) noun.
- Tell students to focus on the eight nouns in the article and match these to the definitions in exercise 3.

- Students complete the matching task.
- Check answers as a class.

KEY

1 consumption 2 raw materials 3 global warming
4 alternative energy 5 landfill site 6 natural resources
7 carbon footprint 8 deforestation

Exercise 4 Vocabulary page 68

Extra support

Ask students to first read through the sentences and decide which gaps need an adjective and which a verb. Elicit answers and where a verb is needed, elicit which form it should be, e.g. sentence 1 needs an *-ing* verb.

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

KEY

1 endangering 2 reuse, dispose of 3 environmentally friendly
4 generate, renewable 5 viable

Exercise 5 page 68

- Students discuss the questions in pairs. If necessary, they can refer back to the article in exercise 2 to help them. More confident students can be encouraged to also come up with their own ideas for questions 1 and 2.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

- 1 Sending emails instead of letters helps reduce global deforestation. The use of fossil fuels like oil and gas could be reduced if more meetings were held via video link.
- 2 Through the use of raw materials for parts and packaging, power for factories and fuel for transport
- 3 Switching to cleaner types of alternative energy from renewable sources like wind and solar power

Exercise 6 page 68

- Encourage students to first read through all the posts quickly to get a general sense of what they are about. They then complete them with the target vocabulary. Point out that often the words / information after the gap will help students determine the missing item.
- Check answers as a class.

KEY

1 carbon footprint 2 consumption 3 generates
4 alternative energy 5 environmentally friendly
6 dispose of 7 reuse 8 raw materials 9 endanger
10 natural resources 11 renewable 12 deforestation

Exercise 7 page 68

- Ask students to get into pairs. They should prepare how to explain the key ideas in exercises 2 and 6 to their grandparents, thinking of ways to explain and simplify the ideas and key terminology.
- When they are ready, they work with another pair: one pair explains what changes people could make, and the 'grandparents' pair ask questions about these changes and about the meaning of terminology such as 'environmentally friendly', 'carbon footprint', 'deforestation', etc. Then the pairs switch roles.
- If time, some of the pairs could perform their conversation to the rest of the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about the effects of technology on the environment.*

Further practice

Workbook page 55

Vocabulary booster page 124

Vocabulary photocopiable worksheet

Short test

5.5 Grammar

Lesson summary

Reading: A text about the importance of lithium

Grammar: Mixed conditionals

Listening: A discussion about the consequences of new inventions

Speaking: Discussing how life would have been different without important inventions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercise 5 for homework.

WARM-UP Set a time limit and ask students in pairs to write down as many important inventions as they can.

- When time is up, ask students to join another pair and share their ideas. As a group, they then discuss and decide on which three inventions are the most important. Encourage them to use the Phrasebook phrases and strategy for managing a conversation introduced in Lesson 3.8.
- Ask each group in turn to tell the class which inventions they chose and why.

Exercise 1 page 69

- Focus on the photos. Elicit what the items are (a mobility scooter, an electric drill, a laptop, a smartphone).
- Students read the title, then discuss the question in pairs. Ensure the correct pronunciation of *lithium* /'liθiəm/.
- Elicit ideas from the class, but do not confirm any correct answers at this stage.

Exercise 2 page 69

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

KEY

Lithium is an important raw material because it's a key element in battery manufacture for many products such as smartphones, electric cars and computers.

- 1 Lithium-ion batteries have a long life and can be recharged many times.
- 2 Extracting it from the Earth causes environmental damage.
- 3 By removing it from old devices and recycling it.

Extra activity

- Write on the board:
 - 1 What products do you or your family have which contain lithium?
 - 2 What impact do you think the extraction of lithium might have on the environment?
 - 3 Do you think the environmental damage caused is a price worth paying for technology that uses less energy?
- Ensure students understand the last question (e.g. Do the benefits of having technology that uses less energy outweigh the fact that the environment is being damaged?).
- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Continuous assessment tip: diagnostics

Using recap quizzes

Recap quizzes encourage students to reflect on previous learning and provide evidence of current understanding.

Ask students to close their books. Write the following questions about conditionals on the board:

- 1 When do we use second and third conditionals?
- 2 How do we form second and third conditional sentences?
- 3 What modal verbs can we use instead of would?
- 4 What conjunctions can we use in place of if?

Students could either answer the questions individually in writing or have a discussion in pairs before some whole-class feedback. To review second and third conditionals further, students can refer back to Lesson 5.2.

See the notes on Continuous assessment on page 28.

Exercise 3 page 69

- Students match the examples to the grammar rules.
- Play the video.
- Check answers as a class.

KEY

A 2 B 1

Extra support

- Focus on the examples of type A. Elicit the verb forms onto the board, i.e. conditional clause (*If* + past perfect) + result clause (*would* + verb)
- Focus on the examples of type B. Elicit the verb forms onto the board, i.e. conditional clause (*If* + past simple) + result clause (*would have* + past participle)
- Ask students to copy the information from the board. Visual learners may find it helpful to write or highlight the verb forms for each clause in different colours, to make it easier to distinguish between them.
- Remind students that the conditional clause and result clause can be in either order. When the conditional clause comes first, it is followed by a comma. When the result clause is first, there is no comma.

- Students do the Grammar booster exercises on page 141.

Exercise 4 page 69

- Students complete the matching task.
- Check answers as a class.

KEY

1 C 2 D 3 A 4 B

Extra support

- When checking answers, elicit if each sentence is an example of type A or B (1 = A, 2 = B, 3 = B, 4 = A).
- Elicit how using *might* instead of *would* changes the meaning (it means that we are not sure of the result).
- Ask some questions to check students understand clearly what did / didn't happen, e.g. *Did Arfwedson realise lithium was a new element? (yes) Do we have rechargeable batteries today? (yes) Is there a more sustainable way to produce lithium? (no)*

Exercise 5 page 69

Extra support

Read out each sentence and elicit if the mixed conditional will be type A or B (1 = B, 2 = A, 3 = B, 4 = A, 5 = B).

- Students rewrite the sentences. Point out that the clauses can be in either order.
- Check answers as a class.

KEY

- 1 If Oscar liked hip-hop, he would have come to the concert with us. / Oscar would have come to the concert with us if he liked hip-hop.
- 2 If the repair shop had managed to fix my laptop, I'd be happy. / I'd be happy if the repair shop had managed to fix my laptop.
- 3 If my dad didn't care about the environment, he wouldn't have bought an electric car. / My dad wouldn't have bought an electric car if he didn't care about the environment.
- 4 If Dina hadn't decided to take a break from studying, she might be at university this year. / Dina might be at university this year if she hadn't decided to take a break from studying.

5 If Hannah wasn't so bad at maths, she would have helped me with my homework. / Hannah would have helped me with my homework if she wasn't so bad at maths.

Exercise 6   5.05 page 69

- Play the audio for students to complete the task.
- Check the answer as a class.

KEY

the internet, rechargeable batteries, antibiotics (penicillin)

Transcript

See Teacher's Guide, page 197.

Exercise 7   5.05 page 69

- Play the audio again. Ask students to make brief notes to answer the questions as they listen.
- Give students time to use their notes to write mixed conditional sentences. Less confident students could do this in pairs.
- Check answers as a class.

KEY

- 1 If the internet hadn't been developed, we wouldn't have so many of the things we take for granted.
- 2 If no one had invented rechargeable batteries (for phones and laptops), we would still be using landlines and desktop computers.
- 3 If there weren't so many rechargeable devices, we wouldn't have used up so many of the planet's natural resources.
- 4 If Alexander Fleming hadn't developed penicillin, we wouldn't be able to fight infections in the way we can now.
- 5 If we hadn't used antibiotics so widely, they might be more effective.
- 6 If humans were more concerned about the environment, we wouldn't have created all these environmental problems like climate change, deforestation and plastics in the ocean.

Transcript

See Teacher's Guide, page 197.

Exercise 8  **Think & share** page 69

- Circulate and monitor as students have their discussions, checking that they are using the target grammar accurately.
- Elicit ideas from the class.

Extra activity

Working in pairs or individually, students choose one of the inventions from the box in exercise 8 and do some internet research to find out, e.g. when it was invented, who invented it, how they came up with the idea, how the invention has changed over time, how widely the product is used, the advantages of the product, etc. Using the information they find out, students produce a *Did you know ... ?* informational leaflet, similar to the one in exercise 4. Encourage them to include some mixed conditionals and vocabulary from the unit. The completed work could be displayed in the classroom for others to read.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use mixed conditionals to talk about important inventions.*

Further practice

Workbook page 56

Grammar booster page 141

Grammar photocopiable worksheet

Online practice

5.6 Reading

Lesson summary

Speaking: Discussing questions about social media; giving advice about quitting social media

Reading: An article about quitting social media

Strategy: Using topic sentences

Vocabulary: Social media

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 for homework and omit exercise 7 or set it as an individual writing task for homework.

WARM-UP Elicit or explain the meaning of *quit* (stop doing or leave something). Elicit examples of things someone might quit, e.g. a job, school, a bad habit (e.g. biting nails, going to bed very late, eating too much junk food), an activity (e.g. playing in a team, learning an instrument, volunteering).

- Ask students to think about a time that they quit something. Tell them not to choose social media as their example, as they will be discussing this topic later in the lesson.
- Ask: *Why did you quit? Was it easy to quit? Have you ever regretted quitting?* Students discuss the questions in pairs.
- Ask a few students to share their experience with the class.

Exercise 1   page 70

- Students discuss the questions in pairs.
- Ask a few pairs how similar their social media use is.
- Elicit from the class which of the facts about social media they found surprising and why.

Exercise 2 page 70

- Students read the article and answer the questions. You may wish to set a time limit.
- Check answers as a class.

KEY

- 1 To explain why some young people are quitting social media
- 2 Evidence from research studies, interviews with teenagers
- 3 Mainly positive

Exercise 3 page 70

- Go through the Reading strategy together.
- Students read paragraph A again and decide which is the topic sentence.
- Check the answer as a class.

KEY

But there is now increasing evidence that some teenagers may be falling out of love with social media.

Exercise 4 page 70

- Students complete the matching task.
- Check answers as a class.

KEY

B 4 C 1 D 6 E 2 F 5

Exercise 5 5.06 page 70

- Ensure students understand *exaggerate* /ɪɡˈzædʒəreɪt/ (make something seem better or more important than it really is).
- Students complete the task.
- Check answers as a class.

KEY

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

Extra activity

- Write on the board:
Do you agree that teenagers are addicted to communicating via social media?
Why is social media use amongst older people increasing?
Do you ever exaggerate on social media?
Is it the responsibility of schools to educate teenagers on the potential risks of social media?
Do you agree that 'Giving up social media is kind of cool!'?
- Students discuss the questions in pairs. Encourage them to support their answers with reasons and examples.
- Elicit opinions and ideas from the class.

Exercise 6 Vocabulary page 70

- Students find vocabulary items to match the definitions.
- When checking answers, elicit what part of speech each item is, e.g. *adapt* is a verb.

KEY

1 adapted to 2 obsessed with 3 maintain their profile
4 scrolling 5 targeting 6 peer group

Exercise 7 page 70

Continuous assessment tip: diagnostics

Wait time

Allowing sufficient time for learners to formulate thoughts and engage in activities is essential in giving them the chance to demonstrate their ability to the full.

Rather than asking students to engage in the discussion task immediately, allow them time to prepare their ideas and make some notes, if they wish. This will ensure the whole group then takes an active part in the activity and will improve the quality of their output.

See the notes on Continuous assessment on page 28.

- Students complete the discussion task in groups. You may like to elicit or provide some expressions to talk about advice for students to use, e.g. *I'd advise them to ...; I'd suggest that they ...; I (don't) think they should / ought to ...; It would be better if they ...*
- Ask each group in turn to provide some brief feedback with their best advice.

Exercise 8 page 70

- Ask students to work in pairs, planning which key ideas from the lesson to include in the presentation. Let them research additional ideas online if necessary.
- Give them some time to prepare notes for their presentation – there is no need to create a powerpoint – and to decide who says which parts of the presentation. Remind students to summarise ideas from the article in their own words rather than read directly from it.
- Ask them to give their presentations to another pair of students.
- If there is time, ask one or two pairs of students to give their presentations to the rest of the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise and understand topic sentences in a text.*

Further practice

Workbook page 57

Online practice

5.7 Global skills

Lesson summary

Reading: A social media post

Listening: A podcast about our digital footprint

Speaking: Sharing ideas about managing your digital footprint; discussing your own digital footprint; talking about building a positive digital footprint

Vocabulary: Online activity

Writing: A text message giving advice about safely managing a digital footprint

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

WARM-UP Write on the board:

- 1 How easily would you a ___ to a life without social media?
- 2 What kind of online adverts are typically t___ at your p___ g___?
- 3 Is anyone you know o___ with m___ their social media p___?
- 4 What kind of social media posts do you s___ past without reading? What kind of posts make you stop s___?

- Students copy and complete the questions with the missing social media vocabulary. The first letter of each word is given. If necessary, students can refer back to Lesson 5.6.
- Check answers as a class, then ask students to discuss the questions in pairs. Elicit answers from the class.

KEY

1 adapt 2 targeted, peer group 3 obsessed, maintaining, profile 4 scroll, scrolling

Exercise 1 page 72

- Students read the post and answer the questions in pairs
- Check the answer to the first question as a class.
- Elicit answers to the second question.

KEY

One of your grandparents' surnames, your first pet's name and the name of the street you grew up on
(Suggested answer) Anyone who wanted to steal your identity or gain access to your online accounts might find this information useful, as they are very common answers for online passwords.

Extra activity

- Write on the board:
 - 1 Have you ever seen posts like this on social media?
Yes → What information did they ask for? Did you reply?
Why? / Why not? Did you read other people's replies?
No → If you saw one, would you reply? Why? / Why not?
 - 2 What other private information might posts like these ask for?
- Students discuss the questions in pairs.
- Elicit answers and ideas from the class.

Exercise 2 5.07 page 72

- Elicit students' ideas on what a *digital footprint* is.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

(Suggested answer) A digital footprint is the information about a particular person that exists on the internet as a result of their online activities.

Active footprint = the things you actively 'do' online, e.g. creating a social media profile, posting updates / photos / comments, playing games, writing a blog

Passive footprint = the traces that you leave every time you visit a site, browse the internet for products or read news stories

Transcript

See Teacher's Guide, page 198.

Exercise 3 5.07 page 72

- Play the audio again for students to complete the task.
- Check answers as a class.

KEY

1 F Everyone who uses the internet has a digital footprint. 2 T 3 T 4 F The more information there is about you online, the easier it is for criminals to contact you and gain information to access your accounts. 5 F They potentially stay there forever.

Transcript

See Teacher's Guide, page 198.

Exercise 4 page 72

- Give students time to think of and note down ideas in pairs.
- Pairs take turns to share their suggestions with the class.

Exercise 5 Vocabulary page 72

- Give students time to check in a dictionary the meaning of any words / phrases they are unsure of.
- Students read and complete the tips.
- Check answers as a class.

KEY

a privacy settings b inactive c hacking d required information e traces f respectful g background check h tag i untag

Extra support

- After students have checked the meaning of the vocabulary, elicit which part of speech each item is. With the nouns, elicit if they are uncountable (e.g. *hacking*), singular (e.g. *background check*) or plural (e.g. *privacy settings*).
 - Advise students to first read through all of the tips and think about what part of speech is needed for each gap. They then read the tips again and complete them.
- Elicit from the class which of the ideas they came up with in exercise 4 were mentioned in the tips.

Extra activity

- Students discuss in pairs whether they follow the advice in the tips in exercise 5. You could first ask some questions to prompt their discussion, e.g. *Have you ever googled yourself? How often do you check your privacy settings? Do you have any inactive accounts?* Encourage students to give details, examples and reasons in response to each tip.
- Ask a few pairs to share any differences they found with the class, e.g. *Max always untags himself in photos on social media, but I never do that.*

Exercise 6 page 72

- Elicit examples of things students do online, e.g. watch videos on YouTube, read blogs, play games, check social media accounts, shop online, do research for homework.
- Students write down the last five things they did online.
- Working in pairs, students compare their recent online activity and discuss their digital footprints.
- Ask a few students to share some information about their digital footprint with the class.

Exercise 7 Mediation page 72

Continuous assessment tip: success criteria

Monitoring of feedback

Make success criteria transparent in the classroom so that students understand where they are going in their learning.

Before learners start the writing task in exercise 7, decide together what you will be focusing on for feedback, e.g. inclusion of key information from the lesson, accurate use of online activity vocabulary, appropriate informal register. See the notes on Continuous assessment on page 28.

- Circulate and monitor as students write their text message, helping where necessary.
- Provide students with some individual feedback.

Extra challenge

Fast finishers swap their completed text messages in pairs, read each other's work and then write a reply. They should: thank their older cousin for the message; say what new information they learned; say what action they are now going to take to manage their digital footprint better.

Exercise 8 Think & share page 72

- Encourage students to note down all of the ideas the group comes up with and then select the best ones to share with the class.
- Invite each group in turn to present their ideas.

KEY (SUGGESTED ANSWERS)

share articles about your interests or chosen career; start a blog or post constructive comments on other people's blogs; host a website; ensure the messages you post are respectful and free from grammatical or spelling errors; fundraise for a charity using an online sponsorship page; create a video to teach others something new

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can explore ideas for creating a positive digital footprint.*

Further practice

Workbook page 58

5.8 Speaking

Lesson summary

Speaking: Discussing how technology can harm and benefit the environment; pronunciation: linking; giving a three-part presentation

Listening: A presentation about technology and the environment

Strategy: Organising a presentation

Vocabulary: Useful language for signposting a presentation

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and do exercises 7 and 8 in the next lesson.

WARM-UP On the left side of the board, write: *alternative, artificial, cause, endanger, environmentally, generate, global, renewable, reuse, sustainable*

- On the right side of the board, write: *agriculture, deforestation, energy, friendly, intelligence, old products, power, sources, the planet, warming*
- Working in pairs, students match the words on the left to those on the right. Point out that there may be more than one correct option for some matches. Students should choose the most natural / common collocations and ensure all of the words are used.
- Elicit the matches and check that students can remember what all the vocabulary means.

KEY

alternative energy / power, artificial intelligence, cause deforestation, endanger the planet, environmentally friendly, generate power / energy, global warming, renewable sources, reuse old products, sustainable agriculture

Exercise 1 page 73

- Check students understand *ecology* (the relation of plants and living creatures to each other and their environment).
- Students discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

- 1 Developments in technology engineered by humans have caused a lot of problems for nature and the environment, and we should accept the blame for these.
- 2 Some examples are: air, ground and water pollution; global warming; species extinction; resource depletion; habitat loss.
- 3 Students' own answers, but examples include the following: Energy use: using more renewable sources of energy; reducing energy consumption; making homes and technology more energy-efficient
Wildlife protection: tracking threats; monitoring populations; restoring habitats

Exercise 2 5.08 page 73

Extra support

Ask students to read through the notes and think about what part of speech is needed for each gap. Elicit answers (1 = adjective, 2 = plural verb, 3 = plural noun, 4 = adjective). If you did the warm-up activity, tell students that the vocabulary from that will help them complete the task.

- Play the audio for students to complete the notes.
- Check answers as a class.

KEY

1 environmentally friendly 2 generate 3 endangered wildlife / animals 4 sustainable

Transcript

See Teacher's Guide, page 198.

Exercise 3 5.09 page 73

- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

- 1 Solar, wind and wave power
- 2 Smart technology to track the movements of endangered species. Drones to search for dangers and illegal activity like deforestation. AI to gather information about different species which helps protect them.
- 3 Technology now allows people to heat their homes using alternative fuels, and to buy appliances and devices that use less energy. Developments in battery design means it's possible to store electricity for longer. Our devices allow us to communicate without using large amounts of paper, which helps to reduce deforestation. Technology lets us break down many products into materials that can be recycled and reused.

Transcript

See Teacher's Guide, page 198.

- Elicit whether any of the ideas students suggested in exercise 1 were mentioned in the presentation.

Continuous assessment tip: diagnostics

Considering your own ability against exemplars

Exemplars can be a clear tool to raise self-awareness of learning needs in a reflective way.

Ask students to rate whether they would find giving a similar presentation in English easy, OK or difficult. Then, complete the exercises in the lesson which will extend their mastery in doing the same task and help build their confidence.

See the notes on Continuous assessment on page 28.

Exercise 4 5.10 page 73

- Go through the Speaking strategy together. Ask students why they think the term *signposting* is used to describe these phrases (they help the listener understand the direction in which the presentation is going).
- Give students time to read through the Phrasebook phrases.
- Play the audio for students to identify the phrases used.
- Check answers as a class.

KEY

In this presentation, I'm going to talk about ...; My talk will be in three parts; Firstly, ...; Then in the second part, ...; In the final section, ...; I'd like to start by taking about ...; Let's move on to ...; Finally, let's look at ...; So, in conclusion, ...

Transcript

See Teacher's Guide, page 199.

Exercise 5 Pronunciation 5.11 page 73

- Go through the Pronunciation box together.

Note!

You may like to give students the following additional information about the pronunciation rules:

- 1 Point out that this rule is about linking a word ending with a **consonant sound** (not necessarily a consonant, e.g. *alternative*) to a word beginning with a **vowel sound** (not necessarily a vowel, e.g. *hour*). When linking, the consonant sound from the first word is often moved to the start of the next word, e.g. we would say *environmenta-lissue*.
- 2 We add a /j/ sound between words when the first word ends in /i:/, /eɪ/, or /aɪ/, e.g. *the Earth* /ðɪ:'jɜ:θ/.
- 3 We add a /w/ sound between words when the first word ends in /əʊ/ or /u:/, e.g. *no input* /nəʊ'wɪnpʊt/.

- Play the audio for students to listen to the examples.
- Play the audio again, pausing after each sentence for students to repeat.

Transcript

See Student's Book, page 73.

Extra activity

- Students look back at the phrases in the Phrasebook in pairs and find examples of the three types of linking, e.g. 1 *I'm going to talk_about ...*, 2 *This presentation will be_about ...*, 3 *I'm going to tell you_about ...*. Elicit examples.
- Read out all the phrases for students to repeat. Tell them to focus in particular on practising the way words are linked.

Exercise 6 page 73

Extra support

Write the following structure on the board to help students plan and organise their presentation:

Introduction: Introduce the topic broadly → Say what your presentation will be about → Say what the three parts will be
Main body: Talk about the first point (e.g. details, examples, reasons, opinions) → Talk about the second point → Talk about the final point
Conclusion: Give a very brief summary and/or final thought

- Working in pairs, students choose one of the topics and prepare a presentation. Encourage them to think about and include some of the information and vocabulary they have learned in the unit.

Exercise 7 page 73

- Give students time to decide on how they will divide up the delivery of their presentation and then rehearse it together.
- Join pairs to make groups of six or eight. As far as possible, try to ensure that students in the same group have chosen different presentation topics.
- Pairs take turns to give their presentation. At the end of each, the other students in the group should ask questions.

Extra activity

Introduce some phrases for inviting and asking questions, e.g. *Inviting questions: If you have any questions, we'll do our best to answer them. We're happy to answer any questions you may have. Are there any questions?*
Asking questions: I wonder if you could tell us ... I'd like to know ... Could you explain (a little more about) ..., please?

Exercise 8 Reflect page 73

- Students discuss the reflection questions as a group. Encourage them to assess their own performance and also to provide feedback (constructive and polite) to their peers.
- Conduct some class feedback.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use signposting phrases in a presentation.*

Further practice

Workbook page 59

Communicative activity photocopiable worksheet

Online practice

5.9 Writing

Lesson summary

Speaking: Talking about writing a website review

Reading: A website review

Vocabulary: Useful language for reviewing a website

Strategy: Using modifying adverbs

Writing: A website review

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 8 and 9 for homework.

WARM-UP Elicit examples of things someone might write a review about, e.g. a book, film, product, restaurant, hotel, service.

- Ask: *Do you ever read reviews? Why? / Why not? Have you ever written a review?* Students discuss the questions in pairs.
- Elicit reasons why students read / don't read reviews. Ask students to raise their hand if they have written a review. Choose a few to tell the class about the review, e.g. what it was for, why they wrote it, whether it was positive, etc.

Exercise 1 page 74

- Students discuss the questions in pairs.
- Ask a few students to tell the class about the website they would write about.

Exercise 2 page 74

- Students read the list and then discuss the question in pairs.

Extra challenge

Students also discuss why a website review should not do the other things on the list.

- Elicit students' ideas but do not indicate at this stage whether the review in exercise 3 does these things.

Exercise 3 page 74

- Students read the review and answer the question. You may like to point out that the website in the review is not real.
- Check the answer as a class.

KEY

The review includes points A, C, E, G, H and I.

Exercise 4 page 74

- Students read the review again and complete the task.
- Check answers as a class.

KEY

A 4 B 1 C 5 D 2 E 3

Exercise 5 page 74

Extra support

- Focus on each word in the box in turn. Check students understand the meaning and elicit the part of speech (verb, noun or adjective). Encourage students to think carefully about what part of speech is needed to complete each phrase, e.g. 1 = adjective, 2 = verb.
- Once students have completed the Phrasebook, check answers as a class before getting them to identify which phrases are in the review.

- Students copy and complete the Phrasebook, then look again at the review to find out which phrases the writer uses.
- Check answers as a class.

KEY

1 favourite 2 appreciate 3 appeals 4 purpose
5 range 6 impressed 7 stands out 8 feature
9 drawback 10 enhance

Phrases used in the review: One of my favourite websites is ...; (Quintekit) appeals to me because ...; (Quintekit) is basically a ... site.; Its main purpose is to allow users to ...; It also has a range of ... features.; I'm particularly impressed by ...; What really stands out is ...; Another positive feature is ...; On the negative side, ...; Another slight drawback is ...; I'm not keen on ...; I would definitely recommend *-ing* ...; I would (perhaps) like to see ...; I can't recommend ... highly enough.

Extra activity

Students take turns in pairs to read out a sentence from the review which includes one of the Phrasebook phrases, e.g. *I'm particularly impressed by the variety of material.* Their partner rephrases the sentence, using a different key phrase, e.g. *What I like most is the variety of material.*

Exercise 6 page 74

- Go through the Writing strategy together.
- Students decide on the purpose of each adverb.
- Check answers as a class.

KEY

Emphasise: incredibly, totally, absolutely, significantly
 Soften: slightly, not especially, somewhat

Extra challenge

Ask students to find four more modifying adverbs in the review and decide if each emphasises or softens the writer's opinion. (All four adjectives – *particularly, extremely, definitely, highly* – emphasise the writer's opinion).

Note!

Remind students, as mentioned in Lesson 2.8, that they need to be aware that not all modifying adverbs combine with all adjectives. Over time, students should build up an awareness of which collocations are correct (e.g. *absolutely amazing*) and which are not (e.g. *absolutely innovative*).

Exercise 7 page 74

- Circulate and monitor as students plan their review, helping with organisation and language where necessary.

Exercise 8 page 74

- Students complete the writing task.

Exercise 9 page 74

- Students go through the checklist before submitting their work.

Continuous assessment tip: diagnostics**Peer proofreading**

Students are often good at identifying mistakes and areas for improvement in others' work.

When students have completed their website review, ask them to swap their writing with a partner. They read through each other's work, assess whether the points in the checklist in exercise 9 have been achieved and underline any mistakes with spelling, grammar and punctuation. They then provide each other with some feedback and discuss together what they think the errors are and make corrections accordingly.

See the notes on Continuous assessment on page 28.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use a range of phrases to write a balanced review.*

Further practice

Workbook page 60

Online practice

5.10 Review

Note!

Remind students that when completing the review tasks, they should only be using the key grammar and vocabulary from the unit, even if other correct answers are also possible.

Grammar

Exercise 1 page 75**KEY**

- 1 had known 2 unless 3 have gone 4 Supposing
 5 even if 6 buy 7 wasn't

Exercise 2 page 75**KEY**

- 1 cared 2 hadn't recycled 3 would upgrade / would have upgraded
 4 didn't have 5 hadn't got 6 had been 7 would have bought

Vocabulary

Exercise 3 page 75**KEY**

- 1 A 2 B 3 B 4 C 5 B 6 C

Exercise 4 page 75**KEY**

- 1 consumption 2 renewable 3 natural resources
 4 deforestation 5 raw materials 6 global warming, endanger
 7 reuse, dispose of

Cumulative review

Exercise 5 page 75**KEY**

- 1 gadget 2 would 3 innovative 4 If 5 viable
 6 generate 7 significant 8 Supposing 9 have
 10 environmentally 11 Even 12 footprint

Think & share

Exercise 6 page 75**KEY**

Students' own answers

Note!

Once students have completed the Review page in the Student's Book, they should complete the Review section in the Workbook and the Reflect questions.

Further practice

Workbook page 61

Progress test

5 Vision 360°

Learning Situations

Technology and us

Lesson summary

- **square:** An article about taxi drivers' brains
- **circle:** A video about GPS
- ⬡ **hexagon:** An infographic about technology addiction
- ▲ **triangle:** An interview with a neuroscientist
- ★ **star:** A spidergram about health and well-being apps

Speaking: Discussing whether technology is good for our brains; asking for and giving directions; talking about the effects of technology on health and well-being

Reading: An article about taxi drivers' brains; an infographic about technology addiction; a spidergram about health and well-being apps

Listening: A video about GPS; an interview with a neuroscientist

Create task: Creating a health or well-being app for young people

This Vision 360° lesson proposes an educational learning situation where students are invited to reflect on health and well-being issues that young people face. Students will have to research an issue as well as existing apps that address this problem. They will then use their creative skills to design their own app and present it to the class using a poster or another kind of presentation.

SHORTCUT To do the lesson in 30 minutes, ensure Steps 1–3 of the Create task are done in class, then set Step 4 as a group homework task and do Step 5 in the next lesson.

WARM-UP Elicit the names of some apps which are popular amongst teenagers. Ask: *What makes these apps successful?* Give students time to share their ideas in pairs, then elicit suggestions from the class.

Exercise 1 Think & share page 76

- Students share their opinions on the statement in pairs.
- Elicit opinions and reasons from the class.

EXPLORE

Exercise 2 page 76

- Go through the task together and then enter into the 360° image. Move around the image of the taxi, but do not click on the hotspot symbols yet.
- Stop and ask students to discuss the question in pairs.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

Taxi drivers use GPS technology to give them directions, avoid traffic and provide them with accurate arrival times. They use smartphones to locate and communicate with customers, and payment technology to take payment electronically.

Customers use smartphones to call a taxi and to communicate with drivers. They use phone apps and credit cards to pay electronically.

Exercise 3 page 76

- Go through the task together, then explore each of the hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices. As each hotspot is explored, students match it to the correct point.
- Once all the hotspots have been explored, check answers as a class. If necessary, have another quick look through the hotspots to confirm the answers.

KEY

1 ▲ 2 ⬡ 3 ★ 4 ■ 5 ●

Exercise 4 page 76

- Click on the square hotspot again for students to read the article and complete the task.
- Check the answer as a class.

KEY

C

Exercise 5 page 76

- Click on the circle hotspot for students to watch the video again and complete the summary.
- Check answers as a class.

KEY

1 route 2 obstacles 3 speed limit 4 brain
5 memory

Transcript

See Teacher's Guide, page 199.

Exercise 6 page 76

Extra support

Before students do the task, review some language to ask for and give directions, e.g.

Can you tell me how to get from ... to ..., please?

What's the quickest route from ... to ..., please?

Go along ... Street / Road until you reach ...

At the traffic lights / roundabout / crossroads, turn left/right / go straight on.

Take the first / second / third road on the left/right.

The ... is straight ahead / on the left/right.

- Students complete the task in A / B pairs.
- Ask a few pairs who was better at giving directions and why they think that was.

Exercise 7 page 77

- Click on the hexagon hotspot again for students to read the statistics and tips, then discuss the questions in pairs.
- Ask some students to share their answers with the class.

Exercise 8 page 77

- Click on the triangle hotspot for students to listen to the audio again and answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

She thinks we are becoming more like animals because we can get easily distracted by our smartphones and aren't able to refocus our attention.

Transcript

See Teacher's Guide, page 199.

Exercise 9 ★ page 77

- Click on the star hotspot again for students to read about the apps and complete the matching task.
- Check answers as a class.

KEY

1 Mental health app 2 Meal-tracking app 3 Sleep app
4 Running and cycling app

Extra activity

Ask: *Would any of the apps mentioned be useful for you? Why? / Why not? How beneficial are apps in improving people's health and well-being?* Students discuss the questions in pairs. Elicit answers from the class.

Exercise 10 🗣️ Think & share page 77

- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas with the class.

CREATE ... a health or well-being app for young people

To complete the Create task, students will need access to the internet to do the Research it! task. Other equipment and materials they need will depend on how they choose to promote their app. They will either need a computer with relevant software (e.g. presentation or poster-making), or a large piece of card / paper and coloured pens.

STEP 1 page 77

- Working in groups, students discuss health and well-being problems experienced by young people. Elicit examples.
- Students decide on a problem they would like to create an app for. Try to ensure a good range across the class, as this will add variety and interest at the presentation stage.

STEP 2 🗣️ Research it! page 77

- Students conduct some online research into relevant apps and make notes on each point.

STEP 3 page 77

- Advise students to first quickly come up with and write down as many ideas as possible, then to look at their list and select the three best features to include on their app.

STEP 4 page 77

- Circulate and monitor as groups prepare their presentation, helping with language and answering queries as required.

STEP 5 page 77

- Groups take turns to present their app to the class.
- Ask a few students which app they think is the most useful and interesting, and elicit reasons why.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about how technology is changing the way our brains work and create an app for young people.*
- Use the evaluation rubrics (available in Oxford Premium) to assess how students have used their analytical and critical thinking skills to design their apps.