

Unit 8 You have one new message

Unit objectives

- **Topics:** new technology
- **Listening Part 2:** deciding which of the two possible answers is correct
- **Reading Part 2:** learning verbs and nouns that go together
- **Speaking Part 2:** asking correct questions
- **Writing Part 7:** deciding which kind of word goes in each space
- **Grammar:** past continuous, *can / can't, could / couldn't*
- **Vocabulary:** technology verbs; music

Starting off

As a warmer On the board, write the question from the technology quiz *Are you crazy about technology?* Invite a brief discussion with the class on what this question means and encourage the students to answer it. Explain to the class that they are going to do a quiz to find out if they are crazy about technology.

- 1 Encourage the pairs of students to take turns to read out the quiz questions and answers and to help each other with new words in English, *I don't understand, What does this mean?* Point out that they should either circle their answers in the book or write them down.

Alternative treatment Students do Exercise 2 first and match the words in bold with the photos (A–G). Then do the quiz as a class by asking different students to read out the quiz questions and answers. Help the students with any more new vocabulary.

- 2 Make sure that the students can find the seven words in the quiz.

Answers

A computer game **B** Internet **C** laptop **D** mobile
E MP3 player **F** chat online **G** email addresses

Alternative treatment Ask the students to identify the photos first and then to check their answers with the words in the quiz.

- 3 Help the students to calculate their scores. Read through the score descriptions as a class and encourage reactions. Encourage the students to use: *I agree! I'm not sure! I don't agree at all!* and to give reasons: *because ...*

Listening Part 2


- 1 Ask the students to name the items first: *a technical book, a digital camera, a laptop case, a computer game, a laptop, a computer magazine, a mouse and a keyboard.* Explain *item* and encourage the students to answer in full sentences and to give a reason.

Suggested answer

I want a laptop case because I haven't got a case for my laptop. I also want a new mouse because my mouse is quite old.

Alternative treatment Tell the students that they are going to live on an island for a month which has an internet connection but it doesn't have any shops or a postal service (for internet orders). Which two items would they take and why?

Encourage the students to tell you what they remember about this part and read the exam advice as a class.

- 2  Remind the students that, as in other parts of the Listening paper, they will hear two possible answers for each person but only one is correct. In this exercise, the students should write down the two possible answers even if one is obviously incorrect. Point out that in the exam, the students can write these two possible answers on the exam paper.

Answers

2 E and C 3 E and F 4 A and B 5 A and B
6 H and G

Recording script

 CD 2 Track 2

Woman: How was your trip to the computer store, Joshua? Did you get the game you wanted?
Boy: Yes I did. We all bought something.
Woman: What did Sam get?
Boy: His dad gave him his old laptop. Sam bought a new case for it.
Woman: Was it expensive?
Boy: Yes – he spent all his birthday money on it. Jake wanted a new laptop, but he didn't have enough money. So in the end he just bought a computer magazine.
Woman: What did Marie buy?
Boy: She bought a book about digital photography because her mum gave her a camera.
Woman: Lucky girl!

Boy: Yes, and you know how Emily always copies Marie?

Woman: Did Emily buy a book too?


Boy: No, she bought a digital camera!

Woman: Did Anna find a present for her brother's birthday?

Boy: She was looking at keyboards, but they were expensive. I think he'll like the mouse she bought.

Woman: How much did she pay for that?

Boy: Fifteen pounds!

- ③  Point out that the exam question asks *What did each person buy?* and ask the students to underline buy. As the students listen, encourage them to cross out the incorrect option and circle the correct one. Remind them that in the Key exam, they can do this on the exam paper. When you check the answers, encourage the students to say why the crossed out option is incorrect.

Answers

- 2 C (His dad gave him his old laptop)
 3 F (Jake wanted a new laptop, but he didn't have enough money)
 4 A (her mum gave her a camera)
 5 B (Did Emily buy a book too? No, she ...)
 6 G (She was looking at keyboards, but they were expensive)

Vocabulary

Technology verbs

- ① Check the students understand 'typical' by asking them to tell you about typical food, clothes, sports from their country. Check that the students understand the meaning of the words in bold. Encourage the students to react to this information in English by saying: *Yes, that sounds like me! No, that doesn't sound like me!* The students will give reasons for this in Exercise 3.
- ② Remind the students that the words in bold are verbs and that they may need to change the form (third person s) or tense for this exercise.

Answers

2 downloads 3 text 4 email 5 called

Extension idea In pairs, the students rewrite the sentences so they are true for them. Each sentence should begin with *I, We* or *My best friend / sister / teacher* etc.

- ③ Encourage the students to write their answers down first and then to ask and answer the question *Are you a typical teenager with technology?*

Suggested answer

- A** Are you a typical teenager with technology?
B Well, I never spend about 31 hours per week surfing the Internet but I sometimes text my friends 50 times a day. What about you?

Grammar

Past continuous

As a warmer Invite a brief class discussion on blogs: *What is a blog? Do you read blogs? Do you have a blog?*

- ① Ask the students comprehension questions to check that they understand the blog entry: *Who wrote the blog entry? Where was he at 8 o'clock? What appeared on his screen? Who was it from? What did it say? What happened in the end?*

Answer

In his room.

- ② Help the students by asking questions, e.g. *Did Joshua surf the Internet at the same time as he listened to music? (Yes, in A) Did Joshua surf the Internet before he listened to music? (Yes, in B)*

Answers

1 sentence A 2 sentence B

- ③ **Answer**

Before

Alternative treatment Write the two sentences from Exercise 2 on the board and draw a time line to illustrate the difference between the two. Write the sentence from this exercise on the board and invite volunteers to show you where the events happened on your time line.

- ④ **Answers**

When I got downstairs, my parents were sitting at the table with a laptop.

A = were sitting **B** = got

- ⑤ Point out that in ending (a), an action is happening and in ending (c) the action is completed. Refer the students to the grammar reference section if necessary.

Answers

1 a 2 c 3 b

- ⑥ Check that the students know how to form the past continuous correctly. Pay attention to when we use *was* or *were* and also the spelling of the *-ing* form.

Answers

2 was texting 3 were talking 4 wasn't raining
 5 weren't reading 6 Were you watching
 7 were you doing

- 7 Remind the students how to form questions in the past continuous.

Questions and suggested answers

- 2 What were you doing at 1 pm yesterday?
I was eating lunch.
- 3 What were your parents doing at 8 pm yesterday?
They were watching TV.
- 4 What were you doing ten minutes ago?
I was listening to my teacher.
- 5 Were you sleeping at 11 pm last night?
Yes, I was. / No, I wasn't.
- 6 Were you doing your homework at 7 am this morning?
Yes, I was. / No, I wasn't.

- 8 Encourage the students to ask the questions in Exercise 7 and to give complete answers.

Extension idea

- Tell the students about four things you were doing last night but one should be false, e.g. *At 7 pm I was having dinner, at 8.30 pm I was walking with my dog, at 9 pm I was watching TV and at 10 pm I was reading a book in bed.*
- The students can ask you three questions to find out what the false sentence is but they can't just turn your sentences into questions, e.g. they can't ask *Were you walking with your dog at 9 pm?* but they can ask *Have you got a dog?*
- In small groups, the students do the same thing.

Reading Part 2

- 1 Encourage the students to ask this question in small groups. Remind them to use full answers and to explain why.

Read the exam advice as a class. Point out that this section will focus on these verbs and nouns that go together.

- 2 Encourage the students to do this exercise on their own first and then compare their answers with a partner. At this stage they should choose the word that sounds best even if they are not sure.

Answers

1 a left; b forgot 2 a pay; b spend 3 a listen; b hear 4 a go; b do 5 a fail; b lose

Extension idea The students copy the verbs in this exercise into their notebooks, including the preposition if the verb takes one. Next to each verb, they should write the noun that appears in the exercise and try to write two more possible nouns, e.g.

left: my hat at home, my homework on the bus, my keys at school

forgot: your birthday, my sports clothes, my books
pay for: that keyboard, your trainers, a ticket etc.

- 3 Remind the students to read the first instruction of Part 2 carefully as this will tell them what the sentences are about. Also remind them to read all the sentences first without writing and to try to think of the missing word without reading the words A, B and C.

Answers

2 A 3 C 4 B 5 A 6 B

Extension idea The students rewrite the sentences so that the other answers are correct.

e.g. 1 *Joshua said that the computer club was called Young Gamers / Joshua told me that the computer club was called Young Gamers.* etc.

Vocabulary

Music

As a warmer Revise the technology verbs and nouns from this unit as this will help the students answer the questions in Exercise 1.

- 1 Encourage the students to ask and answer these questions in small groups and to give full answers.

Suggested answer

- A Do you listen to a lot of music?
B Yes, I do. I listen to music every day.
A How do you listen to your music?
B I download music on my laptop and then I listen to it on my mobile phone. What about you?

- 2 Point out that the students will listen to pieces of music and not a conversation.

Answers

classical 3, jazz 5, opera 6, pop 1, rap 2, rock 4

Recording script CD 2 Track 3

- 1 [*pop music*]
2 [*rap*]
3 [*classical*]
4 [*rock*]
5 [*jazz*]
6 [*opera*]

- 3 Encourage the students to use the question, *Can you think of a classical/jazz/opera etc. singer/band/musician?*

Suggested answers

classical: Beethoven; jazz: Miles Davis; opera: Pavarotti; pop: Justin Bieber; rap: Eminem; rock: Metallica

- 4 Encourage the students to ask questions and answer in full answers explaining why.

Suggested answer

A What's your favourite music?

B I love rap because it's noisy and exciting. Do you like rap music?

Alternative treatment Play the recording again in Exercise 2. Stop after each piece of music and invite reactions, e.g. *I like classical music because it's quiet.*

Grammar

can / can't, could / couldn't

- 1 Invite a brief class discussion on technology using the questions in the book. Remind the students to give complete answers and explain why.
- 2 Encourage the students to look at the cartoons first and say what is happening in each one before they start matching the sentences.

Answers

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

- 3 Before the students complete the rules, ask them what the sentences 1–8 have in common apart from beginning with *You* (They all have a form of *can*).

Answers

1 present 2 past 3 infinitive


- 4  Remind the students that *can / can't* and *could / couldn't* are always followed by the infinitive without *to*.

Answers

2 playing = play 3 sent = send 4 found = find
5 singing = sing 6 couldn't to swim

Pronunciation

can / can't

- a  Point out that the students will listen to a complete sentence with *can*. The students should listen to how the *can* is pronounced and repeat the sentence.

Alternative treatment Write the sentences in the recording script on the board before the students listen. This will help the students to repeat the whole sentence.

Recording script CD 2 Track 4

- 1 It can do lots of things. /kən/
2 Can it take photos? /kən/
3 Yes, it can. /kæn/
4 It can't do my homework. /kɑ:nt/

- b Say the example sentences aloud and encourage the students to repeat them as this will help them to hear how *can* is pronounced.

Answers

1 b 2 c 3 a

- 5 Demonstrate this activity first by writing *Now* and *When I was four* in two columns on the board. Invite suggestions from the class and write them on the board. The students then write their own lists.
- 6 Encourage the students to ask you questions about your examples on the board. Make sure they ask the question in the correct tense; *Can you ...?* (Now) and *Could you ...?* (When you were four?)

Alternative treatment Introduce some useful language to make these conversations more interesting, e.g. *Really? Are you sure? How about you? Oh yes?*

Answer

A Can you play an instrument?

B Yes, I can. I can play the piano.

A Really? Could you play an instrument when you were four?

B No, I couldn't. How about you?

Writing Part 7

Remind the students about what they have to do in this part. Read through the exam advice as a class.

- 1 Point out that the students should look at the word in brackets to see what sort of word is missing and then choose one of the three words in the relevant column.

Alternative treatment Books closed. Read the sentence with the gap slowly to the students. Ask the students to tell you what sort of word is missing and if possible, tell you what the word is. The students then do the exercise in the book.

Answers

2 were 3 off 4 many 5 me 6 a

- 2 Encourage the students to read the complete email first before they think about what type of word is missing. Remind the students that they only need to think about the type of word in this exercise.

Answers

1 verb 2 preposition 3 pronoun 4 verb
5 preposition 6 verb 7 preposition 8 quantifier
9 verb 10 pronoun


3 Answers

1 was 2 on 3 he 4 Are 5 at 6 Do 7 to
8 much 9 hope 10 me

Speaking Part 2

As a warmer Invite a brief discussion on what the students have to do in this part of the Speaking test.

Alternative treatment The students listen to the examiner's instructions at the beginning of the recording in Exercise 1 and say what they have to do in this part.

- 1  Remind the students that they need to ask both complete questions and answer with full sentences to do well in this part.

Answer

The student answering (Tina) is better. (Jaime doesn't ask complete correct questions. Tina answers with full sentences.)

Recording script CD 2 Track 5

Examiner: In the next part you are going to talk to each other. Tina, here's some information about a new internet café. Jaime, you don't know anything about the new internet café, so ask Tina some questions about it. Use these words to help you. Do you understand?

Tina/Jaime: Yes.

Jaime: Is where new internet café?

Tina: It's at 35 Queen Street.

Jaime: What name is café?

Tina: Its name is 'Blue Electric'.

Jaime: It's sell food?

Tina: Yes, it does. It sells drinks and snacks.

Jaime: Is open weekend?

Tina: Yes, it's open seven days a week.

Jaime: How's cost?

Tina: It costs four pounds per hour for a computer.

- 2 Remind the students that they should use the question prompts on the card to do this.

Suggested answers

Where is the new internet café?; What's the café called?; Does it sell food?; Is it open at weekends?; How much does it cost?

- 3 Encourage the students to cover the questions and answers in Exercise 1 while they do this. Point out that the student answering the questions should use the information on the card.

Extension idea Invite pairs of students to perform their conversation in front of the class. Ask the students who are listening to check that student A is asking complete questions and B is answering with full sentences.

Say it right

Objectives

- To learn and practise how to rephrase questions
- Sounds and spelling: to learn and practise the different pronunciations of the ending *-tion*
- To practise forming questions

As a warmer

- Play *Guess the place* with the class.
- Tell students you are thinking of a place to go which can be found in any town (e.g. library, café, bank).
- Tell them to ask questions to guess which place it is. The questions can only be *yes/no* questions.
- Remind them to listen carefully to your answers to build up the information.
- Encourage questions and don't correct too much at this point.
- If a student thinks they know the answer but guesses wrongly, they can't guess again. Keep answering until they guess the place.

Speaking tip Read the tip with the class. Explain to students that it is important to know different ways of asking the same thing, as they may have to rephrase the question in the exam.

- 1 Ask the students to do the exercise alone and then check in pairs.

Answers

2 e 3 a 4 b 5 c

Extension idea


- Divide the class in pairs.
- One of the students closes their book. The other says one of the questions from Exercise 1. Their partner must think of the/an alternative way to ask the same thing.
- Pairs swap roles after a few minutes.

- 2 Do the first one as a class.

Answers

1 Can we buy food there?
2 Which days does it open?
3 What can you win?
4 How much does it cost?

Spelling and sounds


- ③  Read the instructions with the class. Tell them to read the words to themselves before you play the recording. After playing the recording twice, ask students why there are two different sounds for *-tion*. Check students can produce the different sounds: ask individuals to say the words, checking for the correct pronunciation.

Recording script

CD 2 Track 6

1 question 2 invitation 3 celebration 4 suggestion
5 conversation 6 instruction

Pronunciation tip Read the tip with the class. Point out to students the different pronunciation of *-tion* /ʃən/ and *-stion* /stʃən/. Encourage student to practise the sounds.

- ④  Ask the students to practise saying the sentences in pairs. Play the recording for them to listen and compare to their pronunciation. Play again for them to listen and repeat.

Recording script

CD 2 Track 7

1 What's your suggestion for our next vacation?
2 I have a question about my position.
3 What action can I take for indigestion?

Extension idea Ask pairs to make up their own tongue twisters with words ending in *-tion* and *-stion* from this lesson or others they know. Tell them to say them out loud to the class.

- ⑤ **Suggested answers**
- 1 Where does it take place?
 - 2 When does it open?
 - 3 How much is it?
 - 4 Is it cheaper for students?
 - 5 Can you buy new gadgets there?

Question Corner

- Tell students they need a die and a counter each. The youngest student in each pair starts.
- They throw the die and move forward from *Start here!* the number of squares shown on the die.
- They have to make a question with the word in the square.
- If their partner says it's correct, they can move forward one square. Then they change turns.
- If they land on a snake and say an incorrect question, they must go down the snake.

- If they land on a ladder and say a correct question, they can go up the ladder.
- The winner is the first one to land on *You've won!*

Unit 8 photocopiable activity: Spot the difference!

Time: 15 minutes

Objectives

- To review technology vocabulary
- To practise asking and answering questions using the past continuous

Make enough copies of the *Spot the difference!* pictures so that each Student A has a copy of picture A and each Student B has a copy of picture B.

In class

- ① The students work in pairs; one is Student A and the other is Student B. Give out picture A to Student A and picture B to Student B. Point out they **can't** look at each other's pictures and that there are eight differences between the two pictures.
- ② Ask the students to find the following in their picture: text message mobile phone screen laptop MP3 player computer game
- ③ The students now work in pairs to find the eight differences. The pairs should take turns to ask and answer questions using the past continuous, e.g. *Was Jeff wearing a big hat?* When they find a mistake they should circle it.
- ④ When the pairs have finished asking and answering their questions, they can look at each other's pictures to check that they have circled the mistakes correctly.

Answers

Jeff: A: large hat B: no hat. **Mike:** A: lying on bed B: sitting on bed. **Freya:** A: mobile phone on her left B: on her right. **Amelia and Ruby:** A: playing a computer game B: watching TV. **Lily:** A: bedroom door was on her right B: on her left. **Sam:** A: reading an email B: writing an email. **Grace:** A: eating a piece of pizza B: eating an apple. **Ryan:** A: wearing boots B: wearing trainers.

Unit 8 photocopiable activity

Spot the difference!

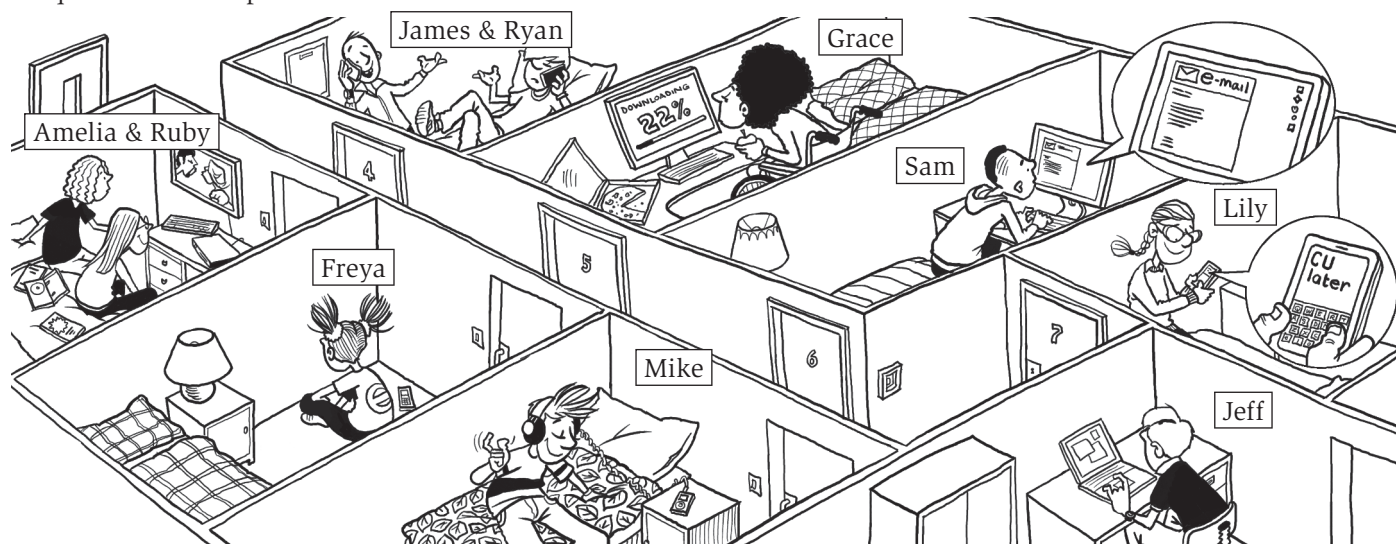
Student A

- Find these things in your picture:
text message mobile phone screen laptop MP3 player computer game
- Can you find eight differences between your picture and your partner's picture? Take turns to ask and answer questions in the past continuous.



Student B

- Find these things in your picture:
text message mobile phone screen laptop MP3 player computer game
- Can you find eight differences between your picture and your partner's picture? Take turns to ask and answer questions in the past continuous.



Word list

Unit 8

Note: the numbers show which page the word or phrase first appears in the unit.

bill *n* (67) a piece of paper that tells you how much you must pay for something

borrow *v* (67) to use something that belongs to someone else

call *v* (65) to telephone someone

careful *adj* (64) giving a lot of attention to what you are doing so that you do not have an accident or make a mistake

case *n* (65) a container for storing or protecting something

classical *adj* (67) traditional in style

crazy about *adj* (64) to be very interested in something

fix *v* (69) to repair something

full *adj* (67) if a container or a space is full, it contains as many things or people as possible

instead *adv* (65) in the place of someone or something else

jazz *n* (67) music with a strong beat that people often play without looking at written music

journey *n* (64) when you travel from one place to another

keyboard *n* (65) a set of keys on a computer, which you press to make it work, or the rows of keys on a piano

laptop *n* (64) a small computer that you can carry around with you

lend *v* (67) to give something to someone for a period of time

lose *v* (67) to not be able to find someone or something

magazine *n* (64) a big, thin book that you can buy every week or month, that has pictures and writing

mouse *n* (65) a thing that is connected to a computer that you move with your hand to control what the computer does

opera *n* (67) a musical play in which most of the words are sung

pocket *n* (68) a part of a piece of clothing that you can put things in

pop *n* (67) modern music with a strong beat which is popular with young people

rap *n* (67) a type of music in which the words are spoken and there is a strong beat

rock (music) *n* (67) loud, modern music with a strong beat, often played with electric guitars and drums

song *n* (68) words that go with a short piece of music

spend *v* (67) to use money to buy or pay for something

spend *v* (64) to use time doing something or being somewhere

strong *adj* (67) a strong person or animal is physically powerful

surfing *n* (65) the activity of looking at a lot of different things on the Internet

technology *n* (64) knowledge, equipment, and methods that are used in science and industry

text *v* (65) to send a text message (= written message from a mobile phone)

waste *n* (65) a bad use of something useful, such as time or money

PROGRESS TEST Units 7–8

Grammar

1 Write complete questions and answers in the past simple.

- 0 How / you / go to school / yesterday? (by car).
How did you go to school yesterday? I went by car.
- 1 What / your brother / buy in Australia? (some new trainers)
- 2 Who / your friends / meet on Saturday? (a famous tennis player)
- 3 Where / be / you / last week? (in hospital)

2 Read the text about a school trip to London. Choose the best word for each space.

Yesterday our class (0) **go** / **went** / **did go** to London for the day. We had to be outside our school at 8am to catch the bus. We (1) **were** / **are** / **was** waiting for the bus when my teacher's mobile phone rang. The bus driver couldn't find our school. When the bus arrived, Freddie and Liam (2) **didn't be** / **wasn't** / **weren't** with us so they nearly missed the bus. We got to London about 11 am and we went to look at the river. While Scarlett (3) **was walking** / **walked** / **walks** across London Bridge, her favourite hat (4) **was falling** / **fell** / **falls** into the river! At the end of the day, we (5) **came** / **were coming** / **was coming** back on the bus when Oliver felt sick. The driver stopped the bus and we needed to wait an hour. We got home at 9 pm. What a long day!

3 Complete these sentences with can, can't, could or couldn't and the verb in brackets.

- 0 My uncle's Italian. He ...*can make*... (make) great pizza and pasta.
- 1 Wolfgang Amadeus Mozart (write) music when he was five.
- 2 I broke my finger yesterday so now I (not play) basketball.
- 3 When my grandma was young, she (not ride) a bike.
- 4 While I was doing my homework, I (see) my friends out of my window.
- 5 My sister is brilliant with technology. She (text) her friends really quickly.

Vocabulary

1 Where am I? Read the description and write the building.

- 0 The bus for Madrid leaves at 6 pm.
 *bus station*
- 1 Our team is winning 5–0.

- 2 Can I have the key to Room 504, please?

- 3 I'd like two tickets for the film, please.

- 4 And over there is a painting by Picasso.

- 5 Two stamps for Europe, please.

2 Complete these directions with on, over or at.

- 0 Go *over* the roundabout.
- 1 Go straight
- 2 It's the right.
- 3 Go the bridge,
- 4 Turn right the traffic lights.
- 5 Take the first turning the left.

3 Read Dominic's blog about technology. Use these words to complete the blog.

surf text ~~spend~~ email download call

I love computers and new technology. I think I (0) *spend* about four hours a day on my computer. I always begin by looking at my messages. I don't (1) my friends but my Australian cousins sometimes send me a message. Then I (2) the Internet. I love looking at web pages about new films and music. I often (3) music and put it on my mobile phone. I also love my new phone – it's great! I don't (4) my friends because it's quite expensive to speak to them. I usually (5) them and I write short messages like 'C U @ 5'.