

# 5


# SCREEN TIME

## Objectives

FUNCTIONS	advice and obligation
GRAMMAR	obligation, permission and prohibition (review); necessity: <i>didn't need to / needn't have</i> ; ability in the past ( <i>could, was / were able to, managed to, succeeded in</i> )
VOCABULARY	technology (nouns); technology (verbs)

## Student's Book pages 48–49

### READING

- Books closed. As a lead-in, ask: *On an average day, how long do you spend looking at a screen (e.g. TV, PC, mobile phone)?* Ask students to write their answer on a piece of paper, then divide the class into small groups to compare answers and find out who spends the longest and who, the least amount of time looking at screens. Encourage students to detail how long they spend looking at different types of screen. Take feedback in open class.  
Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity. Display the pictures on the IWB and nominate a student to describe one of the pictures. Give students two minutes to think of as many different types of screen as they can in pairs. During feedback, elicit and write a list of different types of screen on the board.
- Students discuss in pairs or small groups. Make sure they are thinking about the advantages and disadvantages of so much screen time in general, rather than discussing individual screens, by eliciting one advantage and one disadvantage in open class. You could encourage groups to compete with each other to come up with the most advantages and disadvantages. During feedback, elicit and list advantages and disadvantages on the board, possibly by asking the group with the most items to read their list to the class.
-  1.27 Tell students they are going to read and listen to three texts about screens. Tell them to just focus on checking which of the advantages and disadvantages listed on the board are mentioned, and not to worry if they don't understand every word. After playing the audio, allow students to compare answers with a partner before whole-class feedback. Refer back to the lists on the board at this stage.
- Ask students to try to match the titles to the paragraphs individually, before re-reading the texts to check. Allow them to compare answers with

a partner, giving reasons for their choices before conducting feedback in open class.

### Answers

A 3 B (extra title) C 1 D 2

- Check/clarify: *harm, implications*. Students read the article again to match the questions with the answers. Ask students to underline the parts of the text that helped them find the answer. Students can compare answers in pairs before whole-class feedback. During feedback, ask students to explain which parts of the text helped them decide on their answers.

### Mixed-ability

Put students into mixed-level groups. Students discuss and agree on their answers as a group. One student acts as secretary, noting down the group's answers. This adds an extra layer of thinking about the texts, gives students practice in negotiating, and involves a valuable element of peer teaching with stronger students explaining answers to weaker students.

### Answers

a 2 b 3 c 1 d 3 e 2 f 1

- SPEAKING** Give students time to reflect and make notes. Divide the class into pairs or small groups for students to discuss their answers. Monitor and help as necessary, encouraging students to express themselves at length, expanding on and justifying their opinions, in English. Ask pairs or groups to feed back to the class and discuss any interesting points further.

### Optional extension

Ask students to draw a pie chart showing how their screen time is divided. Draw an example of your own and explain it to students (e.g. *I spend 40% of my screen time watching TV, 40% on my laptop and 20% on my mobile*). When students have drawn their charts, divide the class into pairs for students to ask each other questions and compare.

## TRAIN TO THINK

### The PMI strategy

- Refer students back to Exercise 2 on page 48 and emphasise the need to weigh up advantages and disadvantages before making decisions. Divide the class into pairs and ask students to add as many ideas to each column as they can. Listen to some of their ideas in open class and encourage further

discussion. To focus on the importance of asking questions before making decisions and considering the consequences of different decisions, stress the particular relevance of the third column.

### Optional extension

Divide the class into two groups, one supporting the idea of banning books from schools and the other opposing it. Ask students to work in small groups and debate the pluses and minuses of their group's position. They should also discuss any questions in the 'interesting' category. Make new groups of four students with two in favour and two against, and get them to debate.

- 2 **SPEAKING** Divide the class into three groups and ask students to find a partner within their group. Assign one of the three situations to each group. Students use the PMI strategy to come to a decision on their situation, in pairs. When the majority of students have reached a decision, regroup students into the original three larger groups for them to discuss their ideas and agree on the best decision for their situation.

### Fast finishers

Ask students to discuss one of the other situations.

### Optional extension

Ask students to work in small groups and think of a situation of their own. Monitor while they do this. Ask them to write their situation at the top of a piece of paper and draw the three PMI columns underneath. Students then hand their situation to another group and give them two minutes to add an idea to one of the columns. Repeat this process until all the groups have seen each situation, at which stage the situation returns to the original group. Give students time to read all of the ideas and then nominate one student from each group to respond to the ideas in open class. Finally, encourage discussion around how useful students find the PMI strategy as a way to make decisions.

## Student's Book pages 50–51

### GRAMMAR

#### Obligation, permission and prohibition (review)

- 1 Books closed. As a simple introduction, write the letters *l, m, s, n t* and *n a t* on the board. Tell students that they are the initial letters of five modal and semi-modal forms (*let, must, should, need to* and *not allowed to*). Elicit the forms in open class and once they are written on the board, give students one minute to silently reflect on their knowledge of the form and meaning of each verb. This will focus students on the verbs and ready them for the exercise.

Ask students to work in pairs to read the three sentences and try to complete them before looking back at the article to check. During feedback, remind students that modal verbs are followed by an infinitive without *to*. This is of course not the case for semi-modal verbs. In pairs, students then complete the rule. Elicit answers in open class giving further examples to clarify the usage of each modal verb, as necessary.

### Answers

1 should 2 must 3 let

### Rule

1 must 2 should 3 need to 4 let 5 not allowed to

### LANGUAGE NOTE

Students may be confused by the difference between *have to* and *must*. A simple distinction is that we use *must* when the obligation comes from the speaker [*their parents*], as in sentence 2 in Exercise 1 (... *their parents say they must switch their electronic devices off*).

If the speaker is describing a rule or obligation imposed by somebody else, they use *have to*, for example: *I have to switch my electronic devices off [because my parents tell me to]*. An added difficulty is that the negative form in each case is *mustn't*: *You must arrive by 9 a.m. = You mustn't arrive late; I have to arrive by 9 a.m. = I mustn't arrive late + don't have to arrive late*. Reinforce that *don't have to* expresses a lack of obligation in a similar way to *don't need to*.

### Look!

Read through the information in the Look! box in open class. Write the following examples on the board:

- 1 *This suitcase is very old. We **had better** buy a new one before we go on holiday.*

Point out that *we had* contracts to *we'd* and should not be confused with *we would*.

- 2 *Drivers **are supposed to** drive slowly when they are near a school (but sometimes they don't).*

- 2 This exercise is closely modelled on Reading and \* Use of English part 4 of the Cambridge English: First exam. Ask students to work individually to complete the exercise. Allow them to compare answers with a partner before feedback in open class. During feedback, refer to the rule and the Look! box to clarify answers, as necessary.

### Answers

1 isn't allowed to 2 're supposed to 3 don't let  
4 'd better turn

### Fast finishers

Ask students to write sentences describing five things they are supposed to do, but don't always do.

### Optional extension

Ask students to imagine that they are allowed to introduce new rules in their house. Ask students to make a list of the rules that they and their parents will have to follow, in pairs. Tell them to use modals appropriately to express obligation, permission and prohibition. When students have completed their lists, regroup them into new pairs for students to role-play a conversation in which they describe the new rules to their parents, with one student playing the role of parent, and the other the child.

Workbook page 46 and page 124



Be aware of common errors related to modals. Go to Get it right! on Student's Book page 124.

# FUNCTIONS

## Advice and obligation

- 1 Check/clarify: *exchange student*. Working individually, students write down three rules and three pieces of advice. To get students started, elicit one rule and one piece of advice in open class. Encourage students to use *supposed to* and *had better* where possible. Monitor to help with vocabulary and to check students are using the verbs correctly.

### Mixed-ability

Allow weaker students to create their list in pairs before comparing with another pair in Exercise 2.

- 2 **SPEAKING** Divide the class into pairs for students to compare their sentences. For feedback, ask pairs to read out the most important rule and the best piece of advice they came up with.

# VOCABULARY

## Technology (nouns)

- 1 Ask students to cover the words and work with a partner to try to name the objects in the pictures. After two minutes, ask students to uncover the words, check their answers and match any remaining pictures with the correct words. Check answers in open class and take the opportunity to say the words for students to repeat and check pronunciation. Pay attention to the unstressed schwa sound in the final syllable of *adaptor*, *charger*, *power* and *router*.

### Answers

A 3 B 1 C 6 D 2 E 9 F 10 G 4 H 5 I 7 J 8

### Optional extension

Ask students to close their books and write down as many of the items as they can remember in one minute, then open their books to check. Alternatively, ask students to work in pairs and take it in turns to say the first letter of one of the words for their partner to recall the whole word without looking in their books.

- 2 Give students time to read the sentences. Check/clarify: *out of battery* (item 3). Ask students to work individually to complete the sentences then compare answers with a partner before feedback in open class.

### Mixed-ability

Stronger students can cover the words in Exercise 1 and attempt to complete the sentences from memory.

### Answers

1 'at' symbol 2 adaptor 3 charger 4 wireless router  
5 USB port 6 power lead 7 headset 8 plug

### Fast finishers

Ask students to underline the verbs in the sentences and use them in sentences of their own.

### Optional extension

If students are interested in this topic, brainstorm more nouns connected to technology and create a mindmap on the board for students to copy into their notebooks.

Or

Ask students to work in pairs or small groups to discuss the following questions relating to students' use of technology:

- 1 Which of the things have you used today?
- 2 Which of the things do you never use?
- 3 What other technology do you use?

Workbook page 48

# LISTENING

- 1 **SPEAKING** Books closed. In open class, elicit ten popular TV programmes from the class. Ask students to rank them individually from best to worst before agreeing on a joint ranking in pairs. Listen to their choices in open class and have a quick show of hands to find out which are the most popular programmes.

Books open. Ask students to work individually to complete the exercise. Divide the class into small groups for students to compare their findings. Encourage students to justify their choices. In open class, compare findings by asking students to raise hands if they agree with a statement. Nominate individuals to give reasons for their choices.

- 2 **1.28** Tell students they are going to listen to a conversation between a girl (Sheena) and a boy (Aaron) about television. Tell them to just concentrate on checking which of the statements in Exercise 1 the girl mentions and not to worry about understanding every word.


### Audio Script Track 1.28

- Sheena Hi, Aaron. Why weren't you at the stadium on Saturday? You missed a really good game.
- Aaron Well, I didn't need to go because I was able to watch it live online.
- Sheena What!
- Aaron Yeah, we had wifi installed a couple of weeks ago, and I've just been watching films and TV on my tablet for the past two weeks.
- Sheena What!
- Aaron Yeah, it's great. I watch anything I want anytime. Anyway, what have you been doing?
- Sheena Reading actually. In fact I've just read an article called 'Three reasons why you shouldn't watch too much TV – something you might be interested in?'
- Aaron On no, here we go.
- Sheena So the first reason – you know what a 'couch potato' is, don't you?
- Aaron You're not saying I'm turning into one, are you?
- Sheena Well, you'd better be careful. Medical studies have shown that when people watch films and other things on screens too much, their brains become slower, and they feel sleepy.
- Aaron That probably explains why I'm half asleep most of the time. Mind you I can't remember the last time I went to bed before two in the morning.
- Sheena Second reason. Not watching too much TV actually saves you money!

Aaron	What? You mean watching TV costs me money? How come?
Sheena	OK, any regular one-hour segment on TV is made up of 40 minutes of actual content and 20 minutes of advertising. That's a third of all TV viewing time.
Aaron	But I don't spend that much time watching TV actually. I watch downloaded films mostly so I don't see the advertising.
Sheena	Right. But did you know that there's a lot of product placement in the films themselves, which is like being brainwashed? People buy what they see on TV and in films, and not what they need. This is why watching less TV or fewer films saves you money!
Aaron	I'd never thought of that.
Sheena	OK, and finally the third reason and this is the key, the key to changing your life NOW.
Aaron	Can't wait to hear it.
Sheena	It's so much more rewarding to spend time with real people than with the people you see on TV or in films.
Aaron	Eh?
Sheena	You know what I mean. Life's about friendships. It's about getting together with your friends, talking about the music you like, and sports, and other things. It's about caring for real people, as I've said, and not about worrying about the people on screen.
Aaron	Well, of course I know that! I'm not a fool. In fact I just wanted to ask you ... erm.
Sheena	To watch a film with you?
Aaron	No! But there's a concert in the park on Sunday, and I bought two tickets.
Sheena	Hey, you needn't have done that!
Aaron	Why?
Sheena	Because I did the same thing.
Aaron	Oh no!

**Answers**

1, 4 and 5

- 3  1.28 Check/clarify *hidden advertising* by eliciting an example. Ask students to underline the key information they will need to listen for in each sentence. Students may like to work in pairs and try to answer the questions from memory and by making predictions before listening to the audio again to check their answers. Let students compare answers with a partner before conducting feedback in open class.

**Answers**

1 the game 2 watching films and TV 3 couch potato  
4 two/2 am 5 product placement 6 concert (in the park)

**GRAMMAR****Necessity: *didn't need to* / *needn't have***

- 1 Ask students to work with a partner to answer the questions. Check answers, and then draw students' attention to the words that follow *need to* and *needn't have*. Next, students complete the rule in pairs. Check answers in open class.

To check understanding at this point, elicit a few more examples from the class of things they didn't need to/needn't have done in the last week and check that their choice of *didn't need to* vs. *needn't have* is the correct one.

**Answers**

1 No 2 Yes

**Rule**

1 needn't have done 2 didn't need to do

**LANGUAGE NOTE**

Students may produce statements like *He needn't have bought a new bicycle*. Remind them that because *have* follows an auxiliary, it does not change in the third person.

- 2 Students work individually to complete the exercise. Let them compare answers with a partner before checking answers in open class. During feedback, insist on students explaining why they chose the answers they chose.

**Answer**

1 a 2 b 3 b 4 a 5 b 6 a

**Optional extension**

Tell students to imagine they are preparing for a party at their house. Write the following sentences on the board and ask students to work in pairs and think of how they would say them in a different way using the words in brackets.

- I bought some cakes for the party, but my brother had already bought some. (needn't have)
- My sister had already chosen some music. (didn't need)
- Our neighbours are on holiday. (didn't need)
- The party was very informal, but my friend John wore a suit. (needn't have)

Suggested answers

- I needn't have bought any cakes.
- I didn't need to choose any music.
- I didn't need to tell the neighbours.
- John needn't have worn a suit.

Workbook page 47 and page 124

**VOCABULARY****Technology (verbs)**

Books closed. If you are using an IWB, create two text boxes and copy and paste them nine times to make twenty boxes. Break up the verb phrases into smaller chunks and write one half in each of the boxes. Mix the boxes up on the board and ask students to work in pairs to match the boxes and create the ten phrases as quickly as possible. Ask the first pair to finish to come to the board and drag and drop the boxes to make correct phrases.

Books open. Go through the first item as an example in open class. Ask students to work with a partner to complete the exercise. During whole-class feedback, say the phrases for students to repeat and check



pronunciation. Draw attention to the stress on the second syllable of *upgrade*, *extract* and *connect*. Also point out that *upgrade* and *extract* are stressed on the first syllable if they are nouns (as is *update*).

### Answers

- 1 streaming
- 2 connect to wifi
- 3 browsing the Internet
- 4 upgrading
- 5 sync devices
- 6 plugged in
- 7 posted an update
- 8 save

### Fast finishers

Ask students to make a list of any other nouns that collocate with the verbs. Alternatively they could make a list of any other English verbs related to technology that are used in their language. Encourage students to share their lists with the class/a partner following feedback on Exercise 1.

Workbook page 48

## SPEAKING

In pairs or small groups, students discuss the questions and make notes on their answers. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension. During feedback, nominate one or two students, for each question, to share their ideas in open class.

## PRONUNCIATION

For practice of the schwa sound, go to Student's Book page 120.

Student's Book pages 52–53

## READING

- 1 A recording of this text is available with your digital resources.

Books closed. As a lead-in, ask students: *How much do your parents know about technology? What technology do they use? What about your grandparents?* Divide the class into pairs for students to discuss these questions.

Books open. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the photo projected on the board. Ask students to work with a partner and make predictions based on the photo.

### Answers

- 1 probably grandson and grandmother
  - 2 He's teaching her how to use a computer, how to use the Internet.
- 2 Students read the article quickly to check their predictions. Set a two-minute time limit for this to encourage students to read quickly and to focus on gist rather than specific information. During feedback, confirm answers to Exercise 1 in open class and ask if students' predictions were correct.
  - 3 Students re-read the article and scan for examples. Allow them to compare answers in pairs before doing feedback in open class.

### Answers

Skype, Facebook, email, making a YouTube cooking tutorial, making a rap video, reconnecting with people

- 4 Students answer the questions. Ask them to underline key text in the article that gives them their answers. Allow them to check answers with a partner, encouraging them to refer to the article to explain their answers, before whole-class feedback.

### Answers

- 1 It's a documentary.
- 2 It shows the story of teenagers teaching elderly people to use the Internet.
- 3 Poppy and Amy Raynes
- 4 They were inspired after witnessing how the Internet had changed their grandparents' lives.
- 5 friends
- 6 in a local home for elderly people
- 7 using Facebook / getting ideas for travelling, learning how to play an instrument or cooking
- 8 making a YouTube cooking tutorial, making a rap video and reconnecting with people

- 5 **SPEAKING** Give students three minutes to read the questions and make notes to refer to in their discussions. In pairs or small groups, students ask and answer the questions. Encourage them to develop their answers as much as possible and monitor to praise students who are making attempts to speak at length.

## GRAMMAR

**Ability in the past: could, was / were able to, managed to, succeeded in**

- 1 You might like to point out the use of *even* in sentence 1. Elicit/explain that it is used to emphasise something surprising. Put students into pairs to complete the rule. Remind them to refer to the example sentences to help them to do this.

### Rule

- 1 could
- 2 managed
- 3 succeeded
- 4 couldn't

### LANGUAGE NOTE

You may like to tell students that *managed to* and *succeeded in* are usually used to describe the ability to do something difficult. For example: *On his fourth attempt, he finally managed to pass/succeeded in passing his driving test.*

- 2 Go through the first sentence as an example, if necessary, making sure students are clear on why that particular modal form is used, perhaps by eliciting an explanation from the class. Remind students to think about the context of each sentence and to refer to the rule if necessary. Check answers, asking students to explain their choice of answer each time.

### Answers

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

**Fast finishers**

Ask students to write sentences of their own describing difficult things they managed to do or succeeded in doing in the past two years.

**Optional extension**

Write the following sentences on the board and ask students to work with a partner to find the error in each one. Then ask them to imagine a scenario in which they might say each sentence.

- 1 I finally managed pass my exam.
- 2 I succeeded at explaining the problem.
- 3 I could convince them after three hours of discussion.

**Answers**

- 1 I finally managed **to** pass my exam.
- 2 I succeeded **in** explaining the problem.
- 3 I **managed to** convince them after three hours of discussion.

Workbook page 47 and page 124

**THINK SELF-ESTEEM****Learning from elderly people**

- 1 Ask students to choose a person they admire. Perhaps allow them to discuss possible choices in pairs. It might be difficult for students to think of someone by themselves or without discussion. Once they've chosen someone, students can make notes individually. Encourage students to reflect on whether they admire the things the person does or their personality, or both. Monitor and help with ideas for people and qualities.
- 2 Ask students to read through their notes and work with a partner to discuss which of the qualities they would like to have themselves. Ask: *Why would that quality be useful to you?*
- 3 Students make notes of the ways in which they could develop these positive qualities. Encourage them to go into detail and think of examples. Get students to compare ideas in pairs and think of alternative/additional ways in which their partner might develop these qualities.
- 4 **SPEAKING** Make different pairs or put pairs together to form groups of four for students to discuss their answers to Exercises 1–3. Listen to some of their ideas in open class as feedback.
- 5 **WRITING** If you're short on time, set this exercise for homework. As a lead-in, ask the class to read the paragraph and answer the question: *What has the writer learnt from Mr Carter?*

Ask students to work individually and write their own paragraph summarising their notes from Exercises 1–3. When students have finished writing, make small groups and ask students to read each other's paragraphs. Ask students to give each other feedback on the content of the paragraph they read (without going into detail on grammatical or lexical accuracy) and encourage them to show interest by asking questions to get further information.

**Optional extension**

Divide the class into small groups. Ask students to decide on the three most important things that we can learn from elderly people. Nominate a student from each group to report their findings to the rest of the class and have a quick class vote to decide on the most important qualities.

**Student's Book pages 54–55****CULTURE**

- 1 **SPEAKING** Ask students to discuss the questions in pairs. Listen to some of their answers in open class. If you have access to the Internet, you could lead into the topic of cinema by showing a clip from a silent film of your choice. For example, films with the Keystone Cops or Buster Keaton. Ask: *Did you enjoy the clip? How were these films different from films today?*
- 2 Ask students to circle the key information in the questions that they need to look for in the article. Tell them that they need to scan for specific information and they do not need to read every word of the text to complete the exercise. Set a two-minute time limit to encourage students to scan quickly rather than attempt to read in detail.
- 3 **▶ 1.31** Play the audio while students read and listen to the article to check their answers to Exercise 2. Allow them to compare answers with a partner before feedback in open class.

**Answers**

- 1 A magic lantern.
  - 2 They invented a camera that took a picture every half a second.
  - 3 The 1930s.
- 4 Divide the class into three groups (A, B and C). Ask Group A to re-read the first part of the text (*Early days: the magic lantern*), Group B to read the second part (*The invention of film*) and Group C to read the third part (*Hollywood*) and to prepare to give a summary of what they've read. Form new ABC groups for students to take it in turns to give their summaries and then to work together to answer the questions. Check answers in open class.

**Answers**

- 1 Hand-drawn pictures on a reflecting surface, a candle and a simple lens.
  - 2 He projected images of witches, ghosts and other spooky creatures.
  - 3 It could only be watched by one person at a time.
  - 4 They filmed a train coming towards the camera.
  - 5 It developed talkies, documentaries and Westerns, creating over 800 films a year.
- 5 **VOCABULARY** Ask students to complete the activity, looking back at the text to find the highlighted words or phrases that match the descriptions. Check answers and during feedback say the words for students to repeat and check pronunciation.

### Mixed-ability

Stronger students could just look at the eight words in the text and try to deduce meaning from context before referring back to the definitions and completing the exercise. With weaker classes, you could even give students the first letter of each word to guide them.

Students should organise their stages in the same way as the example. They should use words and phrases from Exercises 2 and 3. When they have finished, ask them to share their instructions with a (different) partner. Ask students: *How clear are your partner's instructions?*

### Answers

1 startled 2 reel 3 spooky 4 lens 5 forerunner  
6 transparent 7 shutter 8 flourish

## SPEAKING

Students should discuss the questions in pairs. Encourage them to develop their answers with examples where possible. Monitor and praise those expanding on their answers. Avoid error correction except in cases where errors really hinder comprehension. The focus of this task is on fluency, not on the practice of specific structures or lexis.

## WRITING

### Instructions

- 1 Books closed. As a lead-in, ask: *How often do you read instructions? If you need help with a computer, where do you get advice?* Ask students to read the instructions and answer the question. Allow them to compare answers in pairs before a whole-class check.

### Suggested answer

It has been written for people who do not know how to save a file on a computer so that they do not lose files.

- 2 Ask students to complete the sentences in pairs. During feedback, point out that the words in the gaps are commonly used when giving instructions.

### Answers

1 If, then 2 first thing 3 To do 4 To 5 This means  
6 Finally

- 3 Ask students to work with a partner to complete the sentences with the words or phrases from the list. Check answers.

### Answers

1 first thing 2 If, then 3 this means 4 To 5 Finally

- 4 **SPEAKING** Ask students to make notes on why they think each of the tips is important. Put them into pairs or small groups to compare ideas. During feedback, nominate students to report back on their discussions and invite reactions and further comments from the class.
- 5 Students choose one of the processes and list all important stages, in preparation for writing their instructions. Monitor and help with any difficulties.
- 6 Students can do the preparation in class, and complete the writing at home. Or, this could be done as a collaborative writing task in class with students working in pairs to write their texts.