

5 Connected

UNIT OBJECTIVES

LS YOUR PROJECT Pitch your idea for a new app

Project Builders 1–5:

- 1 Invent an app which should exist but doesn't.
- 2 Write about the problems your app solves.
- 3 Make sure your app is accessible to everyone.
- 4 Persuade investors to invest in your app.
- 5 Create an advertisement for your app.

Present your app.

VOCABULARY

- Using smartphones
- Business

GRAMMAR

- *used to*
- Present perfect and *for* and *since*



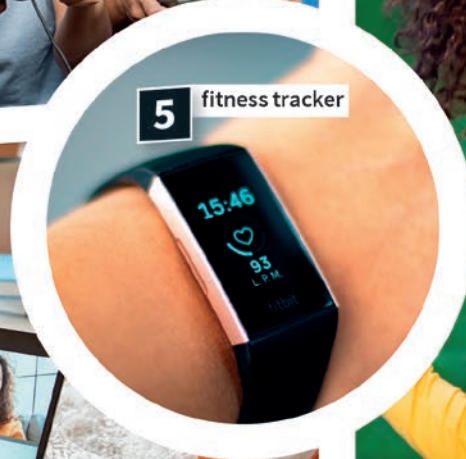
1 smartphone



2 wireless headphones



3 games console



5 fitness tracker



4 laptop



6 Bluetooth speaker

5 Connected

Language objectives for the unit

Core vocabulary

Using smartphones: *add someone to a group chat, add someone to your contacts, get directions, get notifications, go on social media, go online, make a call / a video call, make a payment, stream a video, stream music, track your fitness, track your location*

Business: *commercial success, develop, grow, invest, marketing, product, promote, range, sales, set up*

Extra vocabulary

Types of apps: *educational, fitness, gaming, messaging, music streaming, navigation, photo sharing, reminder, shopping, video streaming*

Grammar

used to

Present perfect and for and since

Key phrases

Using apps: *It's a great way to ... I use it to ... + infinitive without to; It helps me (to) ... It's ideal / perfect for ... It's an app for ... + -ing form; I often use it for ...*

Shopping: *How can I help you? What model is it exactly? Can I have a look, please? A new screen will cost (£85). I've got a problem with my (smartphone). How much will the repair cost? How long will the repair take? Can I pay when I pick it up?*

LS Project objectives

Project description

Pitch your idea for a new app

Students will work in groups of three for this project.

Project skills

Being creative

Key phrases

Giving presentations: *I'm going to talk to you about ... This (part of the) presentation is about ... I'd also like to show you ... In the next part of the presentation, I want to show you ... Now, my partner is going to explain ... I'll hand over to my partner for more information about ... That brings our presentation about ... to an end. That is all we have to say about ... We'd be happy to answer any questions about ... If you have any questions about ..., please ask.*

Project coach video

Giving and receiving feedback

Evaluation rubrics

Available on Oxford Premium

Project extension ideas

If students enjoyed the project and want to do more on apps, they could try out a new app on their phone and write a review of it, giving their opinion on its good and bad points.

Unit summary

The topic for this unit is smartphones. By the end of the unit, students should be able to talk confidently about how

they use their smartphones and apps and use business vocabulary to give a presentation on a new product.

The final project is a collaborative task of pitching an idea for a new app. This will bring together the language learned in the unit.

Introducing the learning situation for the unit

Read out the title of the unit and explain to students that this unit is about being connected through our smartphones and the apps we use every day. Tell them that the project at the end of the unit is to pitch their idea for a new app in order to win funding to develop it.

Identifying a real-life context for the learning situation

Ask students to consider in what situations it might be useful to pitch an idea, e.g. for a new app. Answers could include to suggest a fundraising idea, or to win sponsorship/funding from a local business.

Setting goals

Write the following specific competences on the board and explain to students that they will be assigned a grade for the unit based not only on their final project outcome, but also on their work during the project development stages: 1 Reception (comprehension), 2 Production, 3 Interaction, 4 Mediation, 5 Reflection on learning, 6 Knowledge of linguistic and cultural diversity.

Lesson objectives

Talk about different types of apps and what they do

Warm-up Warm-up

CONTINUOUS ASSESSMENT

- Elicit the names of apps that students use. Write them on the board and ask: *What kind of app is it?* Elicit ideas and point out to students that there are words for different types of app, e.g. *gaming app, fitness app*.
- Focus on the apps on the board and ask: *What can you do on this app?* Elicit answers and point out to students that they will need to learn phrases to talk about what apps can do, e.g. *track your fitness*.
- Explain that people need money to develop and sell a new app. Ask: *Who can they get money from? How can they persuade people to give them money?* Elicit that they can get money from investors and, to do this, they need to persuade them that it will make money. Point out that in this unit they will learn business vocabulary so they can present their idea.

1

- Focus on the photos and teach the word *device*. Drill pronunciation of the devices.
- When students have finished discussing the question on page 57 in pairs, ask them to tell the class which device they would choose and why.

2

- Read through the different categories of apps with the class and check that students understand them all.
- Put students into groups to think of an example for each category.
- Elicit an example of each type from the class.

3

- Elicit one or two examples from the class before students work in pairs.
- When they have finished, ask questions to elicit ideas from individual students, e.g. *Which type of app might you use on a laptop?*

4 

Alice and Simon's vlog script pp000-000

- Play the video and ask students to write down the types of app the people mention.
- When you have checked answers, elicit what else students can remember from the video.

ANSWERS

They mention a fitness app, a reminder app, a music streaming app, a messaging app and a gaming app.

5 

- Read through the *Key phrases* with the class and check that students understand them all.
- Ask students to read the gapped sentences, then play the video again for them to watch and complete the sentences.
- With stronger classes, students could complete the sentences from memory, then watch again to check.
- When you check answers, check that students understand all the sentences.

ANSWERS

- 1 It's an app for
- 2 It helps me to
- 3 I use it to
- 4 It's a great way to
- 5 It's perfect for

6

- Elicit answers to the questions from the class.

ANSWERS

Courtney means that she is putting a picture in an envelope to send to someone. When most people say they are sharing a picture, they mean they are sharing / posting / putting it online (e.g. on Instagram™).

7 

- Allow students time to prepare their ideas individually before they work in pairs. You could specify a number of apps they each have to talk about, e.g. three, to make the task manageable.
- When they have finished working in pairs, ask some students to tell the class about one of the apps they use.

8  **MEDIATION**

- Students work individually to look for an app they like online. They then take turns to tell the class about it. Tell the class to listen carefully and make a note of the names of the apps on the board. You could then have a class vote for the most useful app and the most fun app.

PROJECT BUILDER 1 (15 minutes)

Invent an app which should exist but doesn't.

 Workbook Project Log p20

9

- Remind students of the project for this unit and explain that they will now start preparing their ideas for it.
- Put students into their project groups and explain that they will stay in the same group for the whole project.
- Ask groups to choose a project monitor to lead the discussion and make sure everyone gets a chance to speak.
- Ask students to have the Project Log pages of their Workbook ready. Remind them that they will use the information in the Project Log for the final project task, and the discussion they are going to have will help them to complete it.
- Read out the task and the list of activities, and check that students understand everything.
- Point out that at this stage, they should think of as many ideas as they can so that they have plenty to discuss and choose from. Suggest that the monitor should ask someone to keep a list of all the ideas.
- Allow time for this task, then allow students time to complete the first part of their Project Log.

10

- Before students start their discussion, remind the project monitor that it is their job to make sure that everyone's opinion is heard.
- Remind students to use the *Key phrases* when explaining why their app is useful.
- Monitor and help while students are working.

11

- Remind students that for this task they need to try to reach agreement on the best app. Point out that some members of the group may have to compromise if they don't all have the same opinion.
- When students have finished their discussions and completed their Project Log, you could ask some groups to share the name of their app with the class and say why it is useful.

LESSON OBJECTIVES

- Talk about different types of apps and what they do

WARM-UP

Warm-up

- 1 Look at photos 1–6. If you could only have one of these devices, which would you choose? Give reasons.

I would choose the ... because ...

- 2 Look at the different categories of apps in the box. Can you think of one example of each type?

educational fitness gaming messaging
navigation photo sharing reminder shopping
music streaming video streaming

educational app – Duolingo

- 3 Decide which types of apps from exercise 2 you are likely to use with each device from exercise 1.

You could / might use a/an ... app with a ...

You could use a lot of different apps with a ...

You wouldn't normally use any apps with ...

- 4 Watch the vlog. Which five types of app from exercise 2 do they mention?



KEY PHRASES

Using apps

It's a great way to ...

I use it to ... + infinitive without to

It helps me (to) ...

It's ideal / perfect for ...

It's an app for ... + -ing form

I often use it for ...

- 5 Watch the vlog again. Copy and complete the sentences from the video with one of the *Key phrases*. What type of app is each sentence describing?

1 (...) measuring how far you've run and how quickly.

2 (...) stay organized.

3 (...) make my walk to school more enjoyable.

4 (...) stay in touch with people.

5 (...) when you're on a bus or waiting in a queue.

- 6 Explain what Courtney means when she says, 'I'm just sharing some photos.' What do most people mean when they say that?

- 7 Tell your partner what apps you use regularly. Use the *Key phrases*.

I use ... a lot. It's perfect for ...

- 8 Look online and find out more about an app you like. Tell the class the name of the app and what it is for.

PROJECT BUILDER 1

Invent an app which should exist but doesn't.

Workbook **Project Log** p20

- 9 You are going to invent an app which doesn't exist, but you think would be popular and useful. Think of ideas that might be useful for:
- making friends
 - doing well at school
 - earning money
 - being organized
 - having fun
 - staying healthy
 - helping other people
- 10 Discuss your ideas from exercise 8 using the *Key phrases*. Explain why it would be useful and popular.

It's an app that ...

It would be ideal / perfect for ...

It would help people (to) ...

- 11 Agree on the best idea for a new app. Then think of a name for your app. (You can change the name later if you want.)

5.2 SMARTPHONES IN THE DOCK

LESSON OBJECTIVES

- Discuss the effect of smartphones on the brain
- Learn smartphone vocabulary
- Learn how to talk about the past with *used to*

VOCABULARY

i Vocabulary presentation

- 1 **🗣️** Think about the 'accusation' below and decide if you agree or disagree with it. Then find out what your partner thinks.

Using smartphones is having a negative effect on our brains.

- 2 Read the 'evidence' 1–5. Does each person agree or disagree with the accusation? Do you agree or disagree with their opinions?
- 3 **🗣️** Can you think of any other evidence for or against smartphones? Discuss your ideas.
- 4 **THINK** Discuss all the evidence with your partner and agree on a verdict. Are smartphones having a negative effect on people's brains?

Judging by the evidence, our verdict is that smartphones ...

LIFE SKILLS 📱 Smartphones are amazing, but make sure you do other things too, including physical activity. Take breaks from using your smartphone. Also, remember that using your phone late at night can prevent you from sleeping properly.

- 5 Copy and complete the phrases with words from the opinions in exercise 2.
- 1 get (...) / notifications
 - 2 (...) your location / fitness
 - 3 (...) online / on social media
 - 4 add someone to your (...) / a group chat
 - 5 (...) music / a video
 - 6 (...) a call / a video call / a payment

i Vocabulary practice



1 People used to be good at finding their way around, but they aren't these days. They just get directions from their phone or use an app to track their location. Our brains are losing the ability to navigate and read maps.



2 People used to fill their brains with facts, but fortunately we don't have to do that now. We can simply go online when we need information. These days, we can use our brains for more creative and useful things.



3 If you have a smartphone, you get notifications all the time and it's very difficult to ignore them. That's why it's so difficult to concentrate these days. People didn't use to have these distractions!



4 These days, nobody has to remember an address or phone number – you just add it to your contacts. But what did we use to do? We used to memorize that kind of information. That was really good for your brain!



5 If you've got a smartphone, you're never bored. You can stream music or videos at any time of day or night, or you can make a call. But in the past, we didn't use to have constant entertainment. In those quiet times, we used to think, dream, imagine ... It was good for our brains!



5.2 Smartphones in the dock

Lesson objectives

- Discuss the effect of smartphones on the brain
- Learn smartphone vocabulary
- Learn how to talk about the past with *used to*

Warm-up

- Hold up your smartphone and say: *I use my smartphone all the time. I use it as a clock, to tell the time, to message friends, to check the time of my train.*
- Ask: *What do you use your smartphone for?* Ask students individually to write five things they use their smartphone for, then put them into pairs to compare their ideas.
- Elicit ideas from the class and make notes on the board of the different uses students have for their smartphones.
- Point to the ideas on the board and elicit that smartphones can be very useful. Ask: *Are there any disadvantages to smartphones?* Elicit a few ideas from the class.

Vocabulary Vocabulary presentation

With weaker classes, start the lesson with an interactive task to present the vocabulary.

1

- Read out the title of the lesson and explain the meaning of *in the dock* (on trial).
- Ask: *What happens in a trial?* Elicit that someone is accused of a crime (an accusation), the court hears evidence against them, and reaches a verdict (a decision).
- Write the words *accusation*, *evidence* and *verdict* on the board and check that students understand them.
- Explain that they will go through this process to judge smartphones.
- Tell students that when they are forming their opinion, they should think of reasons why they agree or disagree with the accusation.
- When students have compared their answers in pairs, elicit the majority opinion in the class through a show of hands.

2

- Ask students to read the 'evidence' first to decide which people agree and disagree with the accusation. Check these answers, then ask students to read the 'evidence' again and decide which opinions they agree and disagree with, and why.
- Find out who agrees and disagrees with each opinion and elicit some reasons.

ANSWERS

1 agree 2 disagree 3 agree 4 agree 5 agree

3

- Put students into pairs or groups to think of more evidence for or against smartphones.
- Elicit their ideas and add them to the board under the headings *For smartphones* and *Against smartphones*.

4 THINK

- Read out the task and explain to students that they should discuss all the evidence before they give their verdict.
- When students have finished working in pairs, ask pairs in turn to tell the class their verdict and the main evidence which persuaded them.

LIFE SKILLS

- Ask students to read the information in the *Life skills* box. Discuss with the class other advice for using smartphones, e.g. switch off your notifications when you are doing homework, don't sleep with your phone next to you.

5

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

1 directions 2 track 3 go 4 contacts 5 stream
6 make

Vocabulary practice

6 25 Audio script pp000–000

- Pause the audio after each dialogue to allow students time to write their answers.
- When you check answers, elicit what students can remember about each dialogue.

ANSWERS

- 1 A He's making a video call. B She's streaming music.
- 2 A He's going on social media. B She's getting directions.
- 3 A He's making a payment. B She's going online.

7

- Read out the task and the example answers.
- Monitor and help while students are working in pairs.
- For feedback, discuss which activities were easy and which were difficult to act out and guess.

Grammar Grammar animation

used to

Lead-in

CONTINUOUS ASSESSMENT

- Ask: *How did people use to listen to music before they had smartphones?* When students answer, notice if they use *used to* correctly. If they don't, repeat their ideas using *used to*, e.g. *They used to buy CDs.*
- Repeat this using one or two more activities from exercise 5. This will give you an idea of how familiar your students are with *used to*.

8

- Students could work in pairs to read and complete the rules and examples. Alternatively, read out the rules, then ask students to find the negative and question forms in the opinions. Elicit the correct forms to complete the rules and examples.
- If you think your students need more support and practice after completing the exercise, refer them to *My grammar reference & practice* on page 114. You could read through the reference with the class, then ask students to work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

- 1 use to 2 use to 3 use to 4 use to

My grammar reference & practice p114

9

- When you check answers, write the correct forms of *used to* on the board so that students can check their spellings.

ANSWERS

- 1 used to buy B 2 used to hate, A 3 used to pay, F
- 4 didn't use to know, C 5 didn't use to speak, D

Grammar practice

10

- Read out the example question and remind students of the correct question form: *did you use to ... ?*
- When you check the answers, write the correct verb forms on the board for students to check.

ANSWERS

- 1 How did you use to get to school?
- 2 What music did you use to listen to?
- 3 What did you use to wear at school?
- 4 Which teacher did you use to like most?
- 5 How much homework did you use to have?

11

- When students have finished asking and answering the questions, ask some students to tell the class something their partner used to do at primary school.

Optional activity

- Students could work in pairs and write one more question to ask their classmates about when they were younger.
- Ask pairs in turn to read out their question. Other students can answer.

PROJECT BUILDER 2 (15 minutes)

Write about the problems your app solves.

Workbook Project Log p20

12

- Remind students of the project they are working towards in this unit: to invent a new app and pitch to get funding for it.
- Ask students to get into their project groups and tell them to choose a new monitor for the tasks today. Remind them that the monitor's job is to make sure that everyone gets the chance to speak and be listened to in the discussion tasks.
- Read out the task. Ask students to look back at their Project Log to see what app they chose.
- With weaker classes, you could allow students time to think before they begin the group discussion.
- Allow students time to think about the problem that their app solves.
- Allow students time to fill in the first part of their Project Log, then ask some groups to tell the class about their app and the problem it solves.

13

- Read out the task and point out that students now need to imagine that their new app really exists. Read out the example sentences, and point out that they use *used to* to talk about the situation before this app existed.
- When groups have written their sentences, invite them to share their sentences with the class, then allow time for them to add the sentences to their Project Log.
- Remind students to complete the speech bubbles in the Project Log with their own ideas for homework.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary and grammar, Workbook p38–40

- 6 25 Listen to three dialogues. For each dialogue, answer questions A and B using activities from exercise 5.
- A What is the boy doing?
B What is the girl doing?

- 7 Read the instructions. Take turns to be A and B.

Student A Act out one of the activities from exercise 5. You can speak, but do not name the activity.

Student B Watch and listen to Student A. Identify the activity.

That's a really funny photo!
I think I'll add a comment.

I know! You're going on social media.

GRAMMAR

Grammar animation

used to

- 8 Read about *used to*. Copy and complete the rules. Use the opinions in exercise 2 to help you.

used to
We can talk about how things in the past were different from the present with used to + infinitive without <i>to</i> . <u>I used to live in a house, but now I live in an apartment.</u> in the past present
The negative form is <i>didn't</i> (.1.): <u>We didn't (.2.) have a dog, but we've got one now.</u>
We form questions using <i>did</i> + I / you / he / she / it / we / they + (.3.): <u>Did your parents (.4.) pay your phone bill? Yes, they did. / No, they didn't.</u>

CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p114

- 9 Copy and complete the sentences with the correct form of *used to*. Then match them with the endings below A-F.

My teachers used to get (get) annoyed with me for forgetting to do my homework. But thanks to this new app ... E

- 1 My family (...) (buy) me presents I didn't like for my birthday. But with this new app ...
- 2 I (...) (hate) revising for exams – it was so boring! But now, I've got an app that ...
- 3 I (...) (pay) too much for my clothes. But this great new app helps me to ...
- 4 I love mountain biking, but I (...) (not know) where to go. Now I've got an app that ...
- 5 I (...) (not speak) to my friends abroad very often, but this new app is great for ...

- A allows me and my friends to do work together.
B they can see a list of the things I want.
C gives directions to lots of great locations.
D making calls with three or four people at the same time.
E I get notifications about each subject.
F find the lowest price online.

Grammar practice

- 10 Write questions for your partner about when he or she was at primary school. Use the prompts below and *used to*.

what / you / have for breakfast?

What did you use to have for breakfast?

- 1 how / you / get to school?
- 2 what music / you / listen to?
- 3 what / you / wear at school?
- 4 which teacher / you / like most?
- 5 how much / homework / you / have

- 11 Ask and answer the questions from exercise 10.

What did you use to have for breakfast?

I used to have biscuits and milk.

PROJECT BUILDER 2

Write about the problems your app solves.

Workbook **Project Log** p20

- 12 Think about your app from Project Builder 1. Why is it a good idea? What problems does it solve? Use the name you agreed on in Project Builder 1 or think of a better name.

OUR APP

Name of app	Problem that needs solving	How the app solves it
LieDetect	How do you know if somebody is lying to you?	You get a notification if somebody lies.

- 13 Write sentences like the ones in exercise 9 to describe how your app makes a difference.

I didn't use to know if people were lying or telling the truth. With LieDetect, I get a notification if somebody is lying to me. All of my friends have LieDetect too, so we always tell the truth!

5.3 LIFE-CHANGING APPS


LESSON OBJECTIVES

- Read about apps which make life better for people
- Recognize words that refer to other nouns and ideas
- Use the present perfect with *for* and *since*

READING

- 1  Look at the names of five popular apps in the box. What would you use each app for?

Instagram™ Netflix TikTok WhatsApp™ YouTube

- 2  26 Read and listen to the article. Which of the apps is the best idea, in your opinion? Give reasons.
- 3 Read the *Skill UP!* and say what each of the words in bold in the article refers to.



We can improve our understanding of texts by knowing which nouns and ideas words like *this*, *these* and *it* refer to.

- 4 For questions 1–5, choose the correct answer A, B, C or D.
- The main purpose of the article is to
 - give instructions for how to use various apps.
 - persuade the reader to try different kinds of apps.
 - explain how technology can help people.
 - warn people about the dangers of using apps too much.
 - What can children do to make their visit to the hospital less stressful?
 - They can play video games during their visit.
 - They can explore a digital version of the building before they arrive.
 - They can look around the hospital when they arrive.
 - They can use VR software to find out more about their medical condition.
 - What does the *Wheelmap* app provide for wheelchair users?
 - Information about routes and places they can access safely.
 - Advice about which cities have the best facilities for them.
 - An opportunity to exchange tips with other wheelchair users.
 - Useful phrases in German and other languages.
 - The Avaz apps are useful for children who find it difficult to
 - understand pictures and symbols.
 - use a smartphone or tablet.
 - hear clearly what people are saying.
 - communicate by speaking.
 - What do the apps *Voice Dream Reader* and *Rogervoice* have in common?
 - They both help people who cannot see clearly.
 - They both help people to have conversations.
 - They both change written text into spoken words.
 - They both help people to communicate better.

 Mediation skills

60

Complete all activities in your notebook.


Life-changing apps



- 1 Great Ormond Street Hospital for Children NHS Foundation Trust is a very well-known hospital in London. Some of the children who arrive there for treatment have explored the building before, even though they haven't been there. That is because this children's hospital has teamed up with Microsoft to create an exact copy of the building in *Minecraft*. Why have they done this? If children can use a familiar app to look around the hospital before they arrive, their experience will be less stressful.

Microsoft is not the only software company to focus on improving people's lives. Many other companies have developed apps for people with different needs.

- 1 Wheelmap** A German company, Sozialhelden, has created this app for wheelchair users. The app allows them to get directions that avoid steps and other difficulties. **It** also gives them information about which shops and other venues are wheelchair accessible.
- 2 Avaz** Software company Avaz Inc has produced a range of apps to teach communication using simple pictures and symbols instead of words. **These** have helped children who need extra support to help them express themselves.
- 3 Voice Dream Reader** Text-to-voice apps have existed for more than ten years, but **they** have improved a lot in recent years. *Voice Dream Reader* has had extremely positive reviews since 2012, when it first appeared. This app is very useful for blind people or anyone who needs support with reading, because it can read any text on your device in a natural voice.
- 4 Rogervoice** This app has made a big difference to the lives of deaf people. *Rogervoice* does the opposite of *Voice Dream Reader*: it converts speech into text. When a deaf person makes a call, the other person's words appear as text on the screen so the deaf person can read **them**.

 Reading extra

5.3 Life-changing apps

Lesson objectives

- Read about apps which make life better for people
- Recognize words that refer to other nouns and ideas
- Use the present perfect with *for* and *since*

Reading

Warm-up

- With books closed, put students into groups and tell them you are going to give them some clues for different kinds of app.
- Give clues for the different kinds of app on page 57, e.g. *I use this app to track my exercise.* (fitness app) *I use this app to buy things.* (shopping app) *I use this app to get directions.* (navigation app) Groups race to say the correct kind of app.

1

- When students have finished discussing the apps in pairs, ask some students to tell the class what they use the different apps for.

ANSWERS

Instagram is a photo sharing app.
Netflix is a TV and movie streaming app.
TikTok is a video sharing app.
WhatsApp™ is a messaging app.
YouTube is a video streaming / video sharing app.

2 26

- Play the audio for students to read and listen, then put them into pairs to discuss which app they think is the best and why. Encourage them to discuss all the apps before they make their decision.
- Ask some pairs to tell the class which app they think is the best idea and why.

Skill UP!

3

- Ask students to read the information in the *Skill UP!* box.
- Explain that writers use words such as *this*, *these* and *it* to avoid repeating nouns, so it is important to understand which nouns they refer to. Point out that sometimes the words can refer to whole ideas, not just individual words.
- Students could work in pairs to look at the words in bold and decide which nouns or ideas they refer to.

ANSWERS

- In part 1, 'it' refers to the app, Wheelmap.
- In part 2, 'these' refers to the range of apps developed by Avaz.
- In part 3, 'they' refers to text-to-voice apps.
- In part 4, 'them' refers to the words that appear on the screen.

CONTINUOUS ASSESSMENT

- Read out the task and point out that it has multiple-choice answers. Ask: *Are you sometimes tempted to guess the answers in multiple-choice tasks?* Elicit a few answers and point out that guessing is not the best way to do the task because it doesn't help you understand the text better.
- Ask: *What is the best way to do the task? How can you be sure that you have chosen the correct answer?* Elicit that the information in the correct answer will be stated explicitly in the text, using different words, and the way to be sure you have the correct answer is to find this information in the text and make sure the meaning matches the option you have chosen.
- When you check answers, elicit the part of the text that matches the information in each correct option.

ANSWERS

- C (This relies on identifying the purpose of the article, so no specific information matches.)
- B (If children can use a familiar app to look around the hospital before they arrive, their experience will be less stressful.)
- A (The app allows them to get directions that avoid steps and other difficulties.)
- D (These have helped children who need extra support to help them express themselves.)
- D (This app is very useful for blind people or anyone who needs support with reading ... the other person's words appear as text on the screen so the deaf person can read them.)

 Reading extra

 Mediation skills

Grammar Grammar animation

Present perfect

Lead-in

- Write a selection of common irregular past participles on the board, e.g. *eaten, given, taken, gone, swum, written*.
- Ask: *Which verbs do they come from?* Elicit the infinitive form of the verbs, then ask: *Which part of the verb are they?* Elicit or explain that they are past participles.
- Ask: *When do we use past participles?* Elicit what students know and notice how many of them seem familiar with the form of the present perfect.

5

- Students could work in pairs to complete the examples. Point out the singular and plural forms of *have* in the article: *A German company, Sozialhelden, has created ... These have helped children ...*
- Check answers with the class. If your students need more support with the grammar, refer them to *My grammar reference & practice* on page 114. Read through the reference with the class, then students could work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 has 2 have 3 have 4 has

 My grammar reference & practice p114

6

- Students could work in pairs to do this task. With a weaker class, go through the highlighted examples together, making sure that students understand how each verb is used.

ANSWERS

A: have explored, haven't been, have they done, have developed, has created, has produced, have helped, have improved, has made

B: have existed, has had

7

- Check answers with the class.

ANSWERS

1 created 2 been 3 done 4 had 5 made

8

- With weaker classes, look at the verbs in brackets first and elicit or tell students which are irregular (*do, have, buy, build, be*). Tell them they will need to check the past participle form of these verbs.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

1 have you tried 2 haven't done, have had 3 have you bought 4 has built 5 have tried, hasn't been

9 PRONUNCIATION 27

- Ask students to read about the past participle endings, find the past participles in exercise 7, and add them to the box.
- Play the audio for them to listen. Then play the audio again, pausing for them to repeat.

ANSWERS

The two participles are *bought* and *thought*. They are both pronounced with the same /ɔː/ sound.

10

- Ask students to complete the sentences with the present perfect and choose *for* or *since*. Check these answers.
- Students could then work in pairs to read the sentences and guess the correct endings.
- Check answers with the class and see if anyone has guessed all the answers correctly.

ANSWERS

1 has been, since, B 2 haven't visited, since, B
3 have lived, for, A 4 haven't existed, for, A
5 has owned, since, B

Grammar practice

PROJECT BUILDER 3 (15 minutes)

Make sure your app is accessible to everyone.

 Workbook Project Log p21

11

- Remind students they are working towards a final project in which they will pitch their idea for a new app.
- Ask students to get into their project groups and choose a monitor for today's tasks.
- Read out the task and point out that when people develop any new product, they should think about making it accessible and useful to as many people as possible. Tell them they are now going to discuss their app and make changes so that it is suitable for as many people as possible.
- Remind students to listen carefully to each other's ideas and work together to come up with the best ideas possible. Students then work in their groups.
- Allow students time to think of ideas, then allow them time to complete the first part of their Project Log by ticking the groups that their app is suitable for.

12

- When students have completed the second part of their Project Log with their notes, invite some groups to share with the class how they have changed their app to make sure it is accessible.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Grammar, Workbook p41

Reading, Workbook p42

Mixed ability Grammar worksheets, Teacher's Resource Book

Mixed ability Reading worksheets, Teacher's Resource Book

GRAMMAR


 Grammar animation

Present perfect

- 5 Read the rules. Copy and complete the examples with the correct forms of *have*.

Present perfect
We form the present perfect with the verb <i>have</i> and a past participle. <i>My neighbour (.1.) developed an amazing new app.</i>
We use the present perfect to talk about: A a recent action or event that has an effect on the present. <i>I can't text you. I (.2.) broken my phone!</i> B an action or event that began in the past and is still in progress now. To say how long it has been in progress we use: • <i>for</i> + a period of time <i>They'(.3.) known each other for ten years.</i> • <i>since</i> + a point in the past <i>She (.4.) lived in New Zealand since 2020.</i>

CHECK IT!  MY GRAMMAR REFERENCE & PRACTICE p114


- 6  Look at the highlighted examples of the present perfect form in the article. Which are use A and which are use B?
- 7 Complete the regular and irregular past participles. All the missing forms are in the article.

Regular	Irregular
create – (.1.)	be – (.2.)
develop – developed	build – built
help – helped	buy – bought
improve – improved	do – (.3.)
invent – invented	have – (.4.)
produce – produced	make – (.5.)
try – tried	put – put
stop – stopped	think – thought


- 8 Copy and complete the sentences with the present perfect of the verbs in brackets.

Our IT teacher **has created** (create) a new educational app.
We **have used** (use) it in class.

- Which fitness apps (...) (you / try)?
- I (...) (not do) my homework because I (...) (have) a headache all evening.
- How many apps (...) (you / buy) this year?
- My brother (...) (build) a copy of the Empire State Building on *Minecraft*.
- I (...) (try) to spend less time on my phone this month, but it (...) (not be) easy.

- 9  27 Read the *Pronunciation*. Which two past participles from exercise 7 could you add to the box? Then listen and repeat.

PRONUNCIATION Past participles ending in *-ght*
Some irregular past participles end in *-ought* or *-aught*. These two endings are pronounced in exactly the same way: /ɔ:t/.
bring – brought *fight – fought*
catch – caught *teach – taught*

- 10  Complete these true sentences with the present perfect of the verbs in the box. Choose *for* or *since* and the correct ending: A, B or C.

be not exist live own not visit

1 The Apple App Store (...) open **for / since** ...
A 1998. B 2008. C 2018.

2 Astronauts (...) the Moon **for / since** ...
A 1969. B 1972. C 2015.

3 Humans (...) in Europe **for / since** ...
A 40,000 years.
B 75,000 years.
C 100,000 years.

4 Dinosaurs (...) on Earth **for / since** ...
A 66 million years. B 6 million years.
C 60,000 years.

5 Facebook (...) WhatsApp **for / since** ...
A 2008. B 2014. C 2020.

 Grammar practice

PROJECT BUILDER 3

Make sure your app is accessible to everyone.

 Workbook **Project Log** p21

- 11 Think about your app from Project Builders 1 and 2. How can you make sure that it is accessible to everyone? Look at the article for ideas.

Think about people who:

- use a wheelchair.
- are blind or deaf.
- find it difficult to communicate.
- have dyslexia.



- 12 Write notes explaining how you have made sure your app is accessible.

We have designed the app so that ...


For people who ..., we have added ...



5.4 PERFECT PITCH?

LESSON OBJECTIVES

- Listen to pitches for apps
- Learn business vocabulary
- Distinguish opinions from facts when you listen

VOCABULARY

 Vocabulary presentation

- 1   Look at the technology brands in the box. Do you know what countries they are from and what products they make?

Apple HP Huawei IBM Microsoft Nintendo Samsung Sony

- 2 Read the article. Complete each paragraph with the name of a technology company from exercise 1.

Small beginnings

Masaru Ibuka and Akio Morita set up a company called (1.) in 1946, in Tokyo. Ibuka was brilliant at developing new products and Morita had a talent for marketing. They had their first commercial success with a new kind of radio. Over the years, the business has grown enormously and now includes music, films, computers and PlayStation games consoles.



Lee-Byung-Chul set up (2.) in 1938 as a food company, selling noodles to China and other regions. During the following years, the business grew to include other types of product: clothing, transport, chemicals, and finally electronics. In 2010, it brought out a new range of smartphones and tablets called Galaxy.

When Steve Wozniak designed a new kind of personal computer in 1976, he asked his school friend Steve Jobs to help him promote it. Together, they formed (3.). Jobs persuaded people to invest in their new company and since then it has grown into one of the largest companies in the world. It brought out its first smartphone, the iPhone, in 2007 and now has sales of more than \$260 billion a year.



- 3 Check the meaning of the business words in the box by finding them in the article. How would you say them in your own language?

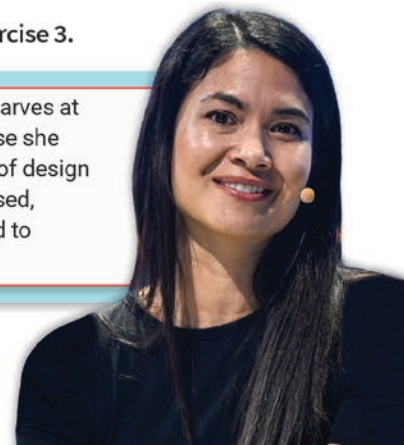
commercial success develop grow invest marketing products promote range sales set up

- 4  Copy and complete the text about Melanie Perkins, the CEO of Canva. Use the words in exercise 3.

Melanie Perkins

Melanie Perkins (1.) her first company at the age of 14. It sold hand-made scarves at markets in Perth, her home town in Australia. She left university at 19 because she wanted to (2.) new software (3.). Although she had great ideas for a new (4.) of design apps, at first nobody wanted to (5.) in her company, Canva. But as (6.) increased, investors realized that Canva was heading for huge (7.). Melanie worked hard to (8.) her brand and her talent for (9.) helped the business (10.) quickly.

 Vocabulary practice



5.4 Perfect pitch?

Lesson objectives

Listen to pitches for apps

Learn business vocabulary

Distinguish opinions from facts when you listen

TEACHER WELLBEING: INNOVATION AND CHANGE

Teachers are often asked to take on innovations and changes in their classroom and teaching methods. This may involve the use of new technologies, which can seem daunting at first. Read the tips for managing innovation and change. Which have you used, and which might you use in the future? Can you think of any more?

- Ask for training to help build confidence with mastering new technology.
- Allow yourself time to become familiar with new systems and practise using them.
- Ask for help if you suffer a technology fail in the classroom.
- Have confidence that you will master it in time.

Vocabulary Vocabulary presentation

With weaker classes, start the lesson with an interactive task to present the vocabulary.

Warm-up

- Put students into teams. Tell them you are going to say some verbs and they must say the past participle. The first team to say the correct past participle gets a point, but if they give an incorrect answer, they lose a point.
- Call out these verbs or others which you think your students should know: *bring, build, buy, visit, put, be, do, make, invent, have, think, catch, teach, try.*

1

- When students have discussed their ideas in groups, discuss as a class what they know about each brand.

ANSWERS

Apple is an American company that makes iPhones, iPads and computers.

HP is an American company that specializes in hardware components such as printers.

Huawei is a Chinese company that makes phones and tablets as well as telecommunications equipment.

IBM is an American company that makes computer hardware and software.

Microsoft is an American company that sells computer software, personal computers and video games.

Nintendo is a Japanese company that specializes in video games and game players.

Samsung is a South Korean company that makes a wide range of electronic goods, including phones and tablets, TVs and other home appliances, and computers.

Sony is a Japanese company that produces computers, video games and game consoles, TVs, robots and other consumer electronics.

2

- When you have checked answers, ask students what they learned about each of the companies they read about.

ANSWERS

1 Sony 2 Samsung 3 Apple

3

- Read through the words in the box with the class and point out that they are in the article in exercise 2. Tell students to read them in context to help them understand the meanings.
- Check the meanings with students by eliciting how they would express them in their own language.

4

- Students work individually or in pairs to complete the text about Melanie Perkins.
- When students have completed the task, check answers, and check that students understand all the words.

ANSWERS

1 set up 2 develop 3 products 4 range
5 invest 6 sales 7 commercial success 8 promote
9 marketing 10 grow

Vocabulary practice

Listening

Lead-in

- Focus on the photo and elicit that the person is pitching her ideas to investors to persuade them to invest in them.
- Ask: *What do you think you need to say to persuade investors to invest in your ideas?* Put students into pairs to discuss the question, then discuss their ideas as a class.

5 28 Audio script pp000–000

- Read out the task and allow students to read the sentences.
- When you have played the audio, allow students to compare their answers in pairs before you check with the class.

ANSWERS

Speaker 1: C, D Speaker 2: B Speaker 3: E Speaker 4: A

Skill UP!

6 28

- Ask students to read the information in the *Skill UP!* box. Then ask them to read the statements.
- Play the audio again, pausing after each speaker to allow students time to write their answers.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 F (Basically, our research has told us ...)
- 2 O (I'm confident that ...)
- 3 F (According to studies, ...)
- 4 O (In my view, ...)
- 5 F (Evidence shows that ...)
- 6 O (I believe ...)
- 7 O (I'm fairly sure ...)
- 8 F (The results of my test proved that ...)

7 29

- Read out the questions, then play the audio again.
- Allow students to discuss their ideas in pairs before discussing as a class. Encourage them to give reasons to support their opinions.

8 30 Audio script pp000–000

- Ask students to read the questions, then play the audio.
- Discuss the questions as a class and find out who in the class predicted the outcome successfully.

ANSWER

The investors decide not to invest in the app. The main reason for their decision is that they don't believe it will be a commercial success (because people won't use it or give it good reviews).

 Listening extra

9 MEDIATION

CONTINUOUS ASSESSMENT

- Give students time to choose one of the apps and think of what they could say to persuade their partner to invest in it. Remind them to use vocabulary from exercise 2 and elicit a few examples of how they could do this, e.g. *I think sales would be very good.*
- As students are discussing the apps, notice the verb forms they are using. If they aren't using *would* correctly, stop the activity and give or elicit further examples of the use of *would* about the first app, e.g. *I think it would be a commercial success because people would enjoy learning about places in the past.*
- Students then continue discussing each app they have chosen. Monitor and help while they are working.
- Ask pairs to try to agree on which app to invest in. Finally, invite pairs to tell the class which app they would invest in and why.

PROJECT BUILDER 4 (15 minutes)

Persuade investors to invest in your app.

 Workbook Project Log p21

10

- Remind students that they are working towards a final project in which they will pitch to get funding for their new app.
- Ask students to get into their groups, get their Project Log ready and choose their monitor for today. Then read out the task.
- When students have looked back at Project Builders 1–3 and looked through their Project Logs, ask each group to summarize what they have agreed so far about their app.

11

- Remind students of the pitches they listened to in exercise 6, and elicit that the speakers used a mixture of facts and opinions to answer the first question.
- Write two headings on the board: *Facts* and *Opinions*. As a class, brainstorm examples of facts and opinions that students could use and write them on the board, e.g. (fact) *Evidence shows that teenagers spend at least five hours a day on their phones.* (opinion) *In our view, this is a really creative and innovative app.*
- You could also brainstorm some examples of why they need money from investors, e.g. to pay for online promotions, to cover the cost of developing more apps.
- Allow students time to discuss the questions and complete their Project Log.
- Point out the speech bubbles in the Project Log and encourage students to start thinking about who in their group would be good at giving their pitch.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary, Workbook p39

Mixed ability Vocabulary worksheets, Teacher's Resource Book

LISTENING

- 5 28 Listen to four young app developers trying to persuade investors to invest in their ideas. Match the speakers 1–4 to the sentences A–E below. One speaker matches two of the sentences.
- A They need people to invest in their company so they can develop more new games.
 B They set up an app company six months ago, now they want the business to grow.
 C They brought out an app for smart watches last year, but it wasn't a commercial success.
 D They have some ideas for marketing the product and plans to promote it online.
 E They want to have a range of apps, not just one, so that their sales are high.



It's useful to learn the difference between facts and opinions. Opinions are often expressed using verbs like *think*, *believe* and *reckon* or phrases like *I'm confident / sure that ...* and *in my view*. Facts are often supported by evidence or research.

- 6 28 Read the *Skill UP!* Then listen again. Are the statements below presented as facts (F) or opinions (O) by the speakers? What words and phrases do they use to present them?

Speaker 1

- 1 People want to know about the history of places that they visit.
- 2 The new app is much better than the first app that she developed.

Speaker 2

- 3 Smartphones can be bad for people's well-being.
- 4 *Live Your Life* will be commercially successful if the speaker has time to promote it.

Speaker 3

- 5 People do not find it easy to learn a language from a book or website.
- 6 Students and businesspeople will like the app *Face-to-Face*.

Speaker 4

- 7 *Bug Killer* is the only game that teaches people the rules of hygiene.
- 8 People of all ages enjoy playing *Bug Killer*.

- 7 29 Listen to the first speaker again. Is her app a good idea, in your opinion? Do you think the investors will invest in it?



- 8 30 Listen to the investors discussing the first pitch. Was your prediction correct? What is the investors' main reason for their decision?

Listening extra

- 9 **MEDIATION** Imagine you and your partner are investors. Choose one of the four apps each and explain to your partner why they should invest in that app.

PROJECT BUILDER 4

Persuade investors to invest in your app.

Workbook **Project Log** p21

- 10 Look back at Project Builders 1–3 and review the decisions you have made so far. Do you want to change:
- the names of the app?
 - which problem(s) the app solves?
 - which features make the app accessible to everyone?
- 11 Think about the pitches you listened to in this lesson and prepare for your own pitch by discussing these two questions. Make a note of your ideas.
- 1 Why do you think your app will be a commercial success?
 - 2 Why do you need money from investors: for marketing? developing new products? other reasons?



5.5 AT THE PHONE REPAIR SHOP

LESSON OBJECTIVES

- Talk about problems with electronic devices
- Learn how to ask for clarification

SPEAKING

- 1 Look at the photo and answer the questions.



- 1 What kind of shop is it? What services does it offer?
- 2 Are there any shops like this near your home?
- 3 Have you ever been to a shop like this? Why?

- 2 **Video** Watch the first part of the video. Which devices do Olivia and Alfie take to the repair shop? What is the problem with each device? Choose from the problems below.

The ... camera / microphone / screen / speaker / volume control ... is broken / doesn't work / isn't working properly.

I can't ... connect to the Wi-Fi / charge the phone / download apps / answer/make a call / turn the speakerphone on/off / send/receive messages / use the keypad.

- 3 Copy and complete the *Key phrases* from the video with the words in the box.

can cost long look model pay problem repair

KEY PHRASES

Shopping

Shop assistant	Customer
How (.1.) I help you?	I've got a (.5.) with my (smartphone).
What (.2.) is it exactly?	How much will the (.6.) cost?
Can I have a (.3.), please?	How (.7.) will the repair take?
A new screen will (.4.) (£85).	Can I (.8.) when I pick it up?

- 4 **Video** Watch the first part of the video again and check your answers to exercise 3. Then choose the best adjective A–C to describe how Alfie feels at the end. Why does he feel that way?

A confused B angry C embarrassed



- 5 Look at the photo. Why do you think Olivia is leaving without Alfie? Discuss your ideas.
- 6 **Video** Watch the second part of the video. Were your predictions in exercise 5 correct?
- 7 **Video** Read the *Skill UP!* and watch the complete video (parts 1 and 2). Which phrases do you hear? Who says them and why?



If we don't understand exactly what someone means, we can ask for clarification. We use phrases like:
What do you mean, exactly?
I'm sorry, but I'm not sure what you mean.
When you say ..., what do you mean?
Could you be more specific?

- 8 **Video** Watch extracts 1–5 from the video. How do you say these phrases in your own language?

- 1 Oh, go on!
- 2 Never mind.
- 3 Don't bother!
- 4 It's too late now.
- 5 I wish!

Dialogue builder

- 9 **Role play** a dialogue at a phone repair shop. Use phrases from exercise 3 to help you. Use phrases from the *Skill UP!* to ask for clarification. Then swap roles.

Student A You are a customer at a phone repair shop. Choose a problem from exercise 2. Ask about the cost of the repair and how long it will take.

Student B You work at the phone repair shop. Ask Student A about the problem. Say how much the repair will cost and how long it will take.

5.5 At the phone repair shop

Lesson objectives

- Talk about problems with electronic devices
- Learn how to ask for clarification



Speaking

Warm-up

- Ask: *Do phones sometimes break? What kinds of things can go wrong with your phone?* Put students into pairs to think of things that can go wrong and make notes.
- Discuss students' ideas as a class and take the opportunity to check that students have all the vocabulary they need to talk about their phones, e.g. *screen, charger, microphone, speakerphone, settings, WiFi connection, volume control*.

1

- When students have finished discussing in pairs, elicit that the photo shows a phone repair shop. Then find out who in the class has experience of taking their phone to a repair shop. Encourage students to share their experiences with the class.

2   Drama video script pp000–000

- Read out the questions, then go through the sentences with the class and check that students understand all the problems.
- When students have watched the first part of the video, allow them to compare their answers in pairs before you check with the class.

ANSWERS

Olivia takes her tablet to the shop. The screen is broken. Alfie takes his phone to the shop. He can't turn the speakerphone off.

3

- Students could work in pairs to complete the *Key phrases* from the video.
- Don't check the answers at this stage.

4 

- When students have watched the first part of the video again, check the answers to exercise 3. Then read through the *Key phrases* with the class and check that students understand them.
- Discuss how Alfie feels at the end and why.

ANSWERS

1 can 2 model 3 look 4 cost 5 problem 6 repair 7 long 8 pay

C Alfie feels embarrassed because Olivia can hear what Bianca is saying to him and now knows about his plans for tomorrow evening.

5 

- When students have finished discussing in pairs, discuss their ideas as a class, but don't confirm the answer at this stage.

6  Drama video script pp000–000

- When students have watched the second part of the video, elicit why Olivia leaves without Alfie, and ask who predicted correctly.

SUGGESTED ANSWER

Olivia leaves the shop on her own because she is angry with Alfie. She feels that he has lied to her about his plans.

Skill UP!

7 

- Ask students to read the information in the *Skill UP!* box.
- When students have watched the full video, elicit which phrases the speakers used and why they used them.

ANSWERS

The assistant says *What do you mean exactly?* after Alfie says the speakerphone isn't working properly.

The assistant says *I'm sorry, but I'm not sure what you mean* after Alfie says it's too late, meaning that Olivia has already heard his conversation with Bianca. The assistant thinks Alfie is talking about his phone.

8  Drama video script pp000–000

- Pause the video after each clip for students to think about how they say the phrase in their own language.
- Discuss how students say the phrases in their language, and check they understand them all.

Dialogue builder

9 

CONTINUOUS ASSESSMENT

- Read out the task and ask: *What do you have to think about to do this task well? What should the customer focus on? What about the shop assistant?* Elicit that the customer should think of some more details to explain the problem. They should then use some *Key phrases* from exercise 3. The shop assistant should try to use some *Key phrases* and should also ask for clarification using phrases from the *Skill UP!* box. Elicit that both the customer and shop assistant should sound polite.
- Point out that there are a lot of different things to remember. Ask: *How can you make sure you use enough of the new language?* Discuss as a class some ways in which students could prepare, e.g. by working in pairs to plan the problem they will discuss and then each deciding which phrases they will use and making a note of them to remind themselves to use them.
- Allow students time to prepare their dialogues. Monitor and help while they are practising. For feedback, ask who managed to use the phrases they planned to use. Congratulate students if they achieved this.

 Real Talk: Active Learning Kit, Unit 5

Further practice

Mixed ability Speaking pairwork worksheet, Teacher's Resource Book

5.6 An advertisement

Lesson objectives

Learn about rhetorical questions

Write an advertisement for your app

Writing

Warm-up

- Ask: *What are your favourite adverts on TV at the moment? Why do you like them?* Put students into pairs to discuss their favourite adverts.
- Elicit students' ideas and see if there are some class favourites.
- Explain to students that they are going to write an advertisement for their new app. Ask: *What makes a good advertisement?* Discuss as a class some of the features that make a good advertisement, e.g. it gives a lot of positive information about the product, it includes opinions from people who have bought it and used it, it uses a good catchphrase.

1 MEDIATION

- Allow students time to read the advertisement and check that they understand the word *pro* (a professional).
- Put students into A/B pairs and ask Student A to explain the app to Student B, the non-English-speaking friend. Then put students into new A/B pairs, making sure that students swap roles.
- Ask a few students to explain the app to the class.

Skill UP!

2

- Ask students to read the information in the *Skill UP!* box.
- Students could work in pairs to look at the advertisement again and note down which features it includes.
- When you check answers, elicit examples of each feature from the advertisement.

ANSWERS

a description of the product: Snack Pic is a cookery app for people who ...

a slogan: Cook like a pro!

reviews and recommendations: '... I use it every day.

'It's great!' 'I've always wanted to ... Now I can!'

the price: £1.99 for Snack Pic Lite; £1.99 a month for Snack Pic Pro

3

- Students could work in pairs to find the adjectives and answer the question.
- Check the adjectives in the advertisement, and elicit the answer to the question.

ANSWERS

amazing, great, wonderful, fantastic

You would expect to find these words in an advertisement because an advertisement is trying to convince you that a product is excellent.

4

- Read out the information about rhetorical questions.
- Students then look at the advertisement again and find examples.

ANSWERS

There are two rhetorical questions in the advertisement: **Would you like to know the secrets of the top chefs?** **What have users of the app said about it?**

 Writing extra

PROJECT BUILDER 5 (15 minutes + homework)

Create an advertisement for your app.

 Workbook Project Log p22

5

- Students should do the planning stage of this activity in their project groups, then write their advertisement for homework.
- Ask students to get into their groups, get their Project Log ready and choose their monitor for today.
- Ask them to look back through their Project Logs and elicit what preparation they have done so far for their project.
- Read out the task and point out to students that they can use the advertisement in exercise 2 as a model for their own.
- Refer students to the tips and reminders in the Project Log.
- Students work in groups to plan their advertisement and make notes in the Project Log. Monitor and help while they are working.
- Set the writing task for homework.
- Encourage students to take time to write their advertisement carefully, making sure they follow all the tips and reminders, and making sure they lay it out so that it is attractive and easy to read.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Writing workshop, Workbook p74

5.6 AN ADVERTISEMENT

LESSON OBJECTIVES

- Write an advertisement for your app
- Learn about rhetorical questions

WRITING

- 1 **MEDIATION** Read the advertisement. Then explain to a friend who doesn't speak English what the app *Snack Pic* is for. Use your own language.

SNACK PIC
Cook like a pro!
Would you like to know the secrets of the top chefs?

Snack Pic is a cookery app for people who want to recreate the amazing food they get in restaurants. Simply take a photo of the dish and Snack Pic provides the recipe. Use it for:

- main courses, including curries, soups and pies
- cakes, biscuits and desserts
- savoury snacks
- hot and cold drinks

What have users of the app said about it?

I've had Snack Pic for six months and I use it every day. It's great!

I've always wanted to make the wonderful desserts that I see at our local café. Now I can!

Snack Pic is available for smart phone and tablet. Snack Pic Lite costs £1.99 and offers in-app purchases. Snack Pic Pro costs £1.99 a month and offers some fantastic additional features.

INSTALL

Skill UP! It is important to know the information you need to include in different types of text: advertisements, instructions, stories, emails, etc.

- 2 Read the *Skill UP!* and look at the features of advertisements in the box. Which ones does the advertisement for *Snack Pic* include?

a description of the product a logo a slogan
discounts / special offers how / where to buy it
reviews and recommendations the price
website address

- 3 The adjectives in the box are all synonyms for 'excellent'. Find four more in the advertisement. Why would you expect to find these adjectives in an advertisement?

brilliant incredible marvellous terrific
tremendous

- 4 Read about rhetorical questions. How many rhetorical questions can you find in the advertisement for *Snack Pic*?

Rhetorical questions

A rhetorical question is a question that does not need an answer. In advertisements and other forms of persuasive writing, we often use rhetorical questions to engage the readers' interest. The questions aim to persuade the readers that the product is relevant to them personally.

Are you bored with the same old routine?

Do you enjoy fresh pasta?

Is this the perfect laptop for you?

Writing extra

PROJECT BUILDER 5

Create an advertisement for your app.

Workbook **Project Log** p22



- 5 Write an advertisement for your app.

A Plan

- Think about the key features and benefits of your app. Invent a slogan for your app.
- Use the advertisement above as a model and make a note of the features you want to include.

B Write

- Write your advertisement using your notes. Include some of the features in exercise 2.
- Remember to include one or two rhetorical questions to make your advertisement more persuasive.
- Use synonyms to avoid repeating the same adjective.

C Read and check

- Read your advertisement to check that you are happy with it.
- Check your spelling and grammar.
- Read each other's advertisements and tell each other what you like about them.



5 PROJECT

Pitch your idea for a new app

SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit. Prepare your work for your pitch. Do you want to:
- 1 change the name of your app?
 - 2 change the problem which the app solves?
 - 3 change any of the features which make your app accessible to everyone?
 - 4 change any of the reasons why your app will be a commercial success, and why you need investment?
 - 5 add anything to your advertisements – for example, a photo?

Use your Project Log

➔ p20–22



DECIDE

- 2 Plan your presentation for your app using the outline below. Think about which information from exercise 1 you will need to include in each section.

- 1 **Engage the audience** – talk about the problem which your app solves.
- 2 **Reveal the product** – present your app and explain how it solves the problem. Give basic information (name, purpose, etc).
- 3 **Give more details** – explain the features, including the ones which make your app accessible to everyone.
- 4 **Marketing** – display your advertisements and describe how you will promote your app.
- 5 **Pitch for investment** – say how much money you need and why.



15	16	17		
22	23	24	25	26
29	30	31		

Personal Meeting: 29, 30
Presentation: 24, 25, 26, 31

- 3 Decide who will present each section. Will the presenters need any support?



5 Project

LS Lesson objectives

Pitch your idea for your new app

TEACHER WELLBEING: INNOVATION AND CHANGE

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.

Bill Gates

SHARE AND REVIEW

1

- Read out the project task and remind students that they have been working towards this task through the unit, in the work they have done in class and in their Project Builders.
- Put students into their project groups and ask them to choose a project monitor for today.
- Before students look back at the Project Builders together, point out that when they look back at work they have done earlier, they should always think about how they can improve it now that they have thought about the project in more detail.
- Remind students that when they are working in groups, they should always be respectful to all group members and only make respectful comments about each other's work.
- Students then work in their groups to review their app and make changes to improve it.

DECIDE

2

- Explain to students that they are now going to plan their presentation.
- Read through the outline with the class and check that students understand everything. With weaker classes, you could choose an app idea from the unit, e.g. Snack Pic, and work through the outline together, eliciting some examples for each item in the outline.
- Students then work in their groups to plan their presentation.
- Allow plenty of time for this planning stage, and monitor and help while students are working.

3

- Remind students that when it comes to assigning roles, they should take into account the abilities of each group member and also their preferences.
- Encourage them to all take part in the presentation in some way, rather than leaving it to one or two group members.
- When students have decided on their roles for the presentation, allow them time to fill in the Project Log with their roles and their feelings about their roles. Explain that it will be useful to record their thoughts now so that they can compare them with how they feel when they have given the presentation.

CREATE

PROJECT SKILLS

Being creative

4

- Ask students to read the information in the *Project skills* box.
- Reinforce the point that students should give themselves as many ideas as possible to choose from before they make a final choice.
- Remind them that it isn't easy to have good, creative ideas, so it is important to keep trying until they come up with some good ideas.

Project coach video Project coach video script pp000-000

- Watch the *Project coach video* with your students. The video demonstrates how to give and receive feedback in a positive and constructive way.

5

- Discuss the practicalities of the presentations with the class, e.g. what technology they can use, and how they can display their advertisement.

6 31 Audio script pp000-000

- Before students listen to the audio, read through the *Key phrases* and make sure students understand them all.
- When they have listened, elicit which *Key phrases* the speakers used.

ANSWERS

I'm going to talk to you about ...

Now, my partner is going to explain ...

In the next part of the presentation, I want to show you ...

That is all we have to say about ...

If you have any questions about ..., please ask.

7 31

- When students have listened again, they could work in pairs to think of a question to ask.
- Elicit some possible questions from the class.

8

- Ask students to read the card. Elicit which part of the presentation it comes from.

ANSWER

It comes from part 3 of the presentation.

9

- Students work individually to write their section of the presentation. Remind them to think about who they are taking over from so that they can thank them, and who will come after them so that they can introduce them. Remind them also to use some *Key phrases*.
- When students have finished writing, ask them to complete the second part of the Project Log with some of the ideas and *Key phrases* for their script.

DISPLAY AND PRESENT

10

- Ask groups in turn to present their apps to the class. Encourage students to ask questions about each app.
- Write the name of each app on the board as students give their presentations and suggest that students also write the name of each app, then give each one a score out of ten.

11

- Hold a class vote to decide on the best app overall.

REFLECT

12

- Explain to students that the reflection tasks are a chance for them to assess their own achievements and think about things that they can improve.
- Ask students to complete the task individually and be honest with themselves in their responses.

Discuss skills developed for this learning situation

- Ask students to consider what skills they needed to use whilst working together to prepare for and pitch their ideas for an app. Answers could include:
 - working together to develop creative ideas.
 - conducting effective online research.
 - distinguishing fact from opinion.
 - persuading others of the value of something.
 - presenting information in an accurate and engaging way.
- Write a list of skills on the board and ask students to say in which real-life situations these skills are important.

13

- Tell students that for this task they can either complete each sentence with just one idea they want to focus on, or they could list two or three for each sentence.

CONTINUOUS ASSESSMENT

- Set the remaining Project Log tasks for homework.
- If possible, spend some one-to-one time with each student, discussing what they have written.
- Discuss the roles they took on for the presentation and how they felt about them. If they were unhappy, say that it is good that they tried something different, and next time they can try another role.
- Look back at their Unit 4 takeaway and ask students whether they made any progress in that area. Remind them that everyone has different natural strengths, but that working at something will bring improvement. Finish off with a positive comment and talk about how they plan to achieve their next takeaway.

Workbook Project Log p23

Further practice

Real Talk, Active Learning Kit, Unit 5

Unit review, Workbook p44

Language summary, Workbook p45

Test generator Unit 5, available on Oxford Premium

CREATE



- 4 Read the *Project skills* and design a logo for your app. Think about:
 - what you can learn by looking at logos for well-known apps.
 - how the logo will reflect the name of your app.
 - whether the logo will reflect what your app does.
- 5 What will you use to support your presentation? Decide if you need presentation software or a poster.
- 6 31 Listen to part of a presentation by Katy and Ollie. Which *Key phrases* do they use?
- 7 31 Listen again. Think of one question you would like to ask about *LieDetect*.
- 8 Look at the card below. Which section of the outline in exercise 2 does this script come from?

Thank you, Ollie. So, LieDetect is particularly useful for people who have problems with their sight. When people are telling you a lie, they often look uncomfortable or nervous. But what if you can't see them?

- 9 Write a script for your presentation. Each member of the group writes the script for their own section. Use cards or a piece of paper, which you can hold during the presentation. Include some of the *Key phrases*.

PROJECT SKILLS Being creative

It can be difficult to think of original ideas for names, logos, etc. Begin by encouraging each other to make a lot of different suggestions. Make a note of everything. Then look at the suggestions and choose the best ones. Work together to improve your ideas and make a final choice.



KEY PHRASES

Giving presentations

- I'm going to talk to you about ...
- This (part of the) presentation is about ...
- I'd also like to show you ...
- In the next part of the presentation, I want to show you ...
- Now, my partner is going to explain ...
- I'll hand over to my partner for more information about ...
- That brings our presentation about ... to an end.
- That is all we have to say about ...
- We'd be happy to answer any questions about ...
- If you have any questions about ..., please ask.

DISPLAY AND PRESENT

- 10 Give your presentation in front of the class. At the end of your presentation, allow the class to ask questions and try to answer them.
- 11 Organize a class vote for the best app.



REFLECT



- 12 Think about your project work in this unit. Read the statements and choose your reaction.

COLLABORATION

- 1 Our group can work together to give a group presentation.



CREATIVITY

- 2 Our group can invent an app and create an advert for it.



COMMUNICATION

- 3 Our group can present clearly using notes or a script.



- 13 Complete the sentences for you.

- 1 I am happy with our presentation because ...
- 2 I want to improve ...

Workbook **Project Log** p23

