

UNIT 10 COMMUNICATIONS TODAY

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UNIT 10

OBJECTIVES

- Listening** Listening for specific information; guessing the meanings of words from context
- Grammar** The future: *will* and *going to*
- Reading** Reading for gist and specific information
- Critical thinking** The advantages and disadvantages of modern communications
- Functions** Making plans and promises
- Writing** Writing about social networking sites

Listening

1 Read these definitions and discuss the questions in pairs.

blog a personal website diary for other people to read

social networking site a website where people can write information about themselves and share it with other people

a Would you want to read someone's blog? Why/Why not?

b Why would people want to share information about themselves on a website?

2 Before you listen to a conversation, guess the answers to these questions.

a How many friends do most people have on a social networking site?
A 1–50 B 50–100 C 100–150

b How many companies use social networking sites to tell people about jobs?
A 1,000 B 1,000,000 C 10,000,000

c How many people read a student's blog every day?
A 100 B 200 C 300

3 Now listen to a conversation between Hatem, his mother and his grandfather. Check your answers to Exercise 2.



4 Guess the meanings of the highlighted words from the listening text.

a You find people who have the same **interests** as you.

b Millions of businesses are using them to **advertise** jobs.

c He is going to **apply** for it using social media.

d It isn't **complicated**, but you can waste a lot of time.

e Other people can read what I've written and make **comments**.

5 Listen again. Complete the questions with these verbs, then answer the questions.

read meet join **send** spend write

a At the beginning, who is Hatem going to **send** a message to?
He's going to send a message to a friend...

b How do people new friends on social networking sites?

c How much time do some of Hatem's friends on these sites?

d How often does Hatem his blog?

e How many people Hatem's blog?

f Who asks Hatem to show them how to a social networking site?

6 Discuss these questions in pairs.

a What are the advantages and disadvantages of social networking sites?

b What is the most interesting use for a social networking site that you know about?

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Objectives

Listening

Listening for specific information; guessing the meanings of words from context

Grammar

The future: *will* and *going to*

Reading

Reading for gist and for specific information

Critical thinking

The advantages and disadvantages of modern communications

Functions

Making plans and promises

Writing

Writing about social networking sites

LESSON 1

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WB page 61

Before using the book:

- Ask the students to name as many different ways of communicating with someone as they can. Write their answers on the board. You might ask them to do this in groups and have a competition to see which group has the most

answers. Remind them that these need not be electronic. Answers should include talking, telephoning, writing (paper) letters, using hand gestures, etc.

Listening

1 Read these definitions and discuss the questions in pairs.

- 1 Allow time for the students to read the two definitions.
- 2 Tell them to answer the questions in pairs. Go round and offer prompts where needed.
- 3 Invite different students to report back to the class, and allow a short class discussion.

Students' own answers

2 Before you listen to a conversation, guess the answers to these questions.

- 1 Put the students in pairs to read each question and guess the answer.
- 2 Ask a few students to share their guesses, then tell them they will now find out who is right.

 **3 Now listen to a conversation between Hatem, his mother and his grandfather. Check your answers to Exercise 2.**

- 1 Tell the students to read through the questions. Students listen while you play the recording or read the script.
- 2 Ask them to check their answers to Exercise 2, and ask who was correct.
- 3 Go through the answers with the whole class; if necessary, play the recording again.

Answers: _____
 a C b C c B

T A P E S C R I P T

Grandfather: What are you doing, Hatem?
Hatem: I'm just going to send a message to one of my friends, Munir.
Grandfather: How are you doing that?
Hatem: On one of the social networking sites where you can send messages to your friends and make new friends. Munir lives in Luxor.
Grandfather: Luxor? How long does the message take?
Hatem: He'll get the message immediately. You

can also do it on your mobile phone if you've got a modern one.
Mother: How do you make new friends on a computer?
Hatem: It's quite easy, really, Mum. You find people who have the same interests as you and you ask them to be your friend. Most people have about 130 friends. I have about 80. I think I'll have more friends after I start going to the sports club next week.
Grandfather: 80? That's amazing.
Hatem: I even have three friends in England, so I can practise my English when I write to them.
Mother: And do you meet all these friends?
Hatem: Not always, usually I just send them messages. But I'm going to meet one of my English friends. He's going to visit Cairo next year.
Mother: Are social networking sites just for young people and their friends?
Hatem: No, millions of businesses are using them to advertise jobs. My friend's older brother has seen a job online and he is going to apply for it using social media.
Mother: It sounds very complicated.
Hatem: It isn't complicated, but you can waste a lot of time. Some of my friends are on it for two or three hours a day, sometimes writing their blog.
Grandfather: What's a blog?
Hatem: It's a web page where you can write about your life and your interests, or information about a particular subject. You can update it whenever you want to, and the newest information is always at the top of the page. Other people can read what you've written and make comments.
Grandfather: Do you write a blog?
Hatem: Yes, every day, because I want to share my interests with other people. It's like being a journalist.
Grandfather: Will anyone read your blog?
Hatem: Yes, about 200 people will read it. Anyway, why did you ask me if I was busy, Granddad?
Grandfather: Could post this letter for me? It's to my friend who lives in Saudi Arabia.
Hatem: Yes, of course. I'll post your letter now. I haven't posted a letter to a friend for a long time ...
Grandfather: Really? Do you think we won't have letters in the future?
Hatem: Yes, I think everyone will use social

networking sites instead. It's easier ... and quicker!
Mother: *The only thing that we can be sure of is that technology is not going to stand still! You'd better show me how to use the site, Hatem!*
Hatem: *OK, Mum!*

4 Guess the meanings of the highlighted words from the listening text.

- 1 Put the students in pairs to read the sentences and guess the meanings of the highlighted words.
- 2 Tell the students to check in their dictionaries.
- 3 Invite answers from different students.

Answers: _____

- a activities that you enjoy doing or subjects that you enjoy studying
- b to tell people about a product or service in order to persuade them to buy it or use it
- c to officially ask to be considered for a job, place at a college etc., especially by writing a letter
- d difficult to understand or deal with because it contains many different parts or details
- e an opinion that you give about someone or something

 **5 Listen again. Complete the questions with these verbs, then answer the questions.**

- 1 Tell the students to listen while you play the recording again.
- 2 Allow time for them to complete the questions alone or in pairs.
- 3 Go round and check the sentences are correct, then tell them to write their answers.
- 4 Ask different students to read out the completed questions and the answers.

Answers: _____

- b make - You find people who have the same interests as you and you ask them to be your friend.
- c spend - Some of them spend two or three hours a day on them.
- d write - He writes it every day.
- e read - About 200 people read it.

f use - Hatem's mother.

6 Discuss these questions in pairs.

- 1 Read out the questions, then put them in pairs to discuss them. Go round and listen, offering prompts where needed.
- 2 Invite volunteers to report their answers to the class.

Suggested answers: _____

- a Advantages: you can keep in touch with friends and colleagues; you can "meet" new people; you can pass on important information to a lot of people at the same time
 Disadvantages: you can waste a lot of time; it can be easy to bully other people if the site is not checked or controlled; it's bad for your health and your eyes to spend so much time in front of a computer screen
- b Students' own answers



1 Match these words and phrases to the correct definitions.

- 1 Allow time for the students to read the example definition (3) and check that they agree.
- 2 Tell the students to complete the exercise alone or in pairs.
- 3 Check answers as a whole class.

Answers: _____

- 1 d
- 2 c
- 3 a
- 4 e
- 5 b

2 Choose the correct words to complete the sentences.

- 1 Tell the students to read the example, then allow time for them to complete the task alone or in pairs.
- 2 Check answers as a whole class.

Answers: _____

- b apply
- c advertise
- d complicated

3 Answer these questions.

- 1 Allow time for the students to write their answers; allow them to work in pairs if they wish.
- 2 Invite volunteers to read out their answers to the class, then allow a short class discussion.

Students' own answers

4 Write a paragraph about why computers are or are not useful to your education.

- 1 Tell the students to discuss ideas in pairs or small groups first. Tell them to note down ideas.
- 2 Allow time for them to write their paragraphs. Go round and check their work, offering prompts if necessary.

Communications today

1 Match these words and phrases to the correct definitions.

- | | |
|--------------------------|--|
| a social networking site | 1 <input type="checkbox"/> connected to the internet |
| b blog | 2 <input type="checkbox"/> a place on the internet where you can go to find out information about a company, person, subject, etc. |
| c website | 3 <input checked="" type="checkbox"/> a website where people can write information about themselves and share it with other people |
| d online | 4 <input type="checkbox"/> a system that allows people using computers around the world to exchange information |
| e internet | 5 <input type="checkbox"/> a personal website diary for other people to read |

2 Choose the correct words to complete the sentences.

- a I know you like art, but what are your other interests/interesting?
- b My uncle is going to **apply/application** for a job at the hospital.
- c Many companies pay a lot of money to **advertisement/advertise** on television.
- d Ahmed can't do his maths homework because it is very **complicate/complicated**.



3 Answer these questions.

- a Can you name two things that you can apply for? _____
- b What are your interests? _____
- c Where do companies often advertise? _____
- d What do you find complicated? _____

4 Write a paragraph about why computers are or are not useful to your education.

- 3 Invite different students to read out their paragraphs to the class. Try to choose students who have expressed different opinions. You can take in their work to mark.

Students' own answers

LESSON 2

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UNIT 10

Grammar The future: *will* and *going to*

1 How is *will* used in these sentences from the listening text? Choose the correct meaning.

- a To make a prediction.
- b To talk about a future fact.
- c To make a promise.

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- 1 a I think I'll have more friends after I start going to the sports club next week.
- 2 b He'll get the message immediately.
- 3 c I'll post your letter now.
- 4 a About 200 people will read it.
- 5 c I think everyone will use social networking sites.

2 How is *going to* used in these sentences from the listening text? Choose the correct meaning.

- a To make a prediction based on evidence.
- b To talk about a plan.

- 1 a I'm just going to send a message to one of my friends.
- 2 b He's going to visit Cairo next year.
- 3 c The only thing that we can be sure of is that technology is not going to stand still.

3 How are the predictions different in these pairs of sentences? In which sentences does the speaker make a prediction because of something he knows?

- a 1 I think the next generation of phones will be expensive.
2 Companies have spent a lot of money on the next generation of phones, so they are going to be expensive.
- b 1 Stop dropping your phone! You're going to break it.
2 I expect you'll break your phone one day.



4 Make predictions about these subjects.

- a the future of traditional letters, email and text messaging
- b the future cost of mobile phone calls, oil and food
- c the future of your village, town or city

FOCUS ON GRAMMAR

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Future forms

Use the *will* future

- for predictions: We **will** be able to send texts by the power of thought.
- for future facts: My computer **will** be five years old this year.
- for promises: I'll help you with the technology.

Use the *going to* future

- for predictions (when there is a good reason): Your glass is on the edge of the table. It **is going to** fall.
- for plans or intentions: He's **going to** buy a laptop for his new job.

Grammar

The future: *will* and *going to*

1 How is *will* used in these sentences from the listening text? Choose the correct meaning.

- 1 First, tell the students to study the Focus on Grammar box, and remind them to refer to it as necessary.
- 2 Tell the students to read the question and the three meanings in the blue box.
- 3 Allow time for them to study the examples, and check they understand the task.
- 4 Tell the students to complete the task alone or in pairs.

5 Check answers with the whole class.

Answers: _____
2 b 3 c 4 b 5 a

2 How is *going to* used in these sentences from the listening text? Choose the correct meaning.

- 1 Ask the students to read the instructions, as for Exercise 1.
- 2 Tell the students to complete the task alone or in pairs.
- 3 Check answers with the whole class.

Answers: _____
1 b 2 b 3 a

3 How are the predictions different in these pairs of sentences? In which sentences does the speaker make a prediction because of something he knows?

- 1 Read out the questions and allow time for the students to read the pairs of sentences.
- 2 Tell the students to discuss answers with a friend.
- 3 Invite answers and discuss them with the whole class.

Answers: _____

- a In sentence 1, it is a prediction. In sentence 2, it is based on something he knows (they have spent a lot of money)
- b In sentence 1, it is based on something he knows (the other person keeps dropping it). In sentence 2, it is a prediction.

4 Make predictions about these subjects.

- 1 Ask the students to read a, and invite predictions from the whole class.
- 2 Then put the students in pairs to make more predictions for a, b and c. Go round and listen, making suggestions if necessary.
- 3 Ask different students to report back to the class.

Students' own answers



1 Find and correct the mistakes in these sentences.

- 1 Allow time for the students to read the instructions and look at the example.
- 2 Tell the students to complete the task alone. Go round and offer help where needed.
- 3 Put them in pairs to compare answers, then go through the exercise with the whole class.

Answers: _____

- b I promise I ~~going~~ to work hard this year. will
- c Look at those clouds. Do you think it ~~rains?~~ is going to rain
- d When Magda finishes university in two years' time, she ~~is~~ 21. will be
- e "Why are you carrying those bags?" "I ~~will go~~ shopping." am going

2 Complete with the correct form of the verbs in brackets.

- 1 Tell the students to read the example sentence, then allow time for them to complete the remaining sentences, alone or in pairs. Go round and offer help where needed.
- 2 Go through the exercise with the whole class.

Answers: _____

- b am going to take c will write
- d is going to be e will be

3 Complete the sentences with *will* or *going to*.

- 1 Invite volunteers to complete the first sentence.
- 2 Then allow time for the students to complete the task using their own ideas. Go round and offer help where needed.
- 3 Check answers: invite different students to read out their complete sentences.

Suggested Answers: _____

Suggested answers

- a On my next birthday, I will be 16/am going to have a family party.
- b Ali is visiting his grandparents this afternoon. He promises he will help them with some jobs in the house.
- c Ashraf and Hassan like football. They have two tickets, so I think they are going to the match this afternoon.
- d Their five-year-old brother is very clever. His father says he will be a doctor when he grows up.

1 Find and correct the mistakes in these sentences.

- a I think it ~~going to be~~ hot tomorrow. will be
- b I promise I going to work hard this year. _____
- c Look at those clouds. Do you think it rains? _____
- d When Magda finishes university in two years time, she is 21. _____
- e "Why are you carrying those bags?" "I will go shopping." _____

2 Complete with the correct form of the verbs in brackets.

- a One day, I think we will live (live) on the moon.
- b "What's that?" "It's my train ticket. I _____ (take) the train to Luxor this afternoon."
- c I promise I _____ (write) to you every day when I am away.
- d After ten months of warm weather, scientists say that this year _____ (be) the hottest year ever.
- e If you go to England in December, take your coat because it _____ (be) cold.



3 Complete the sentences with *will* or *going to*.

- a On my next birthday, I _____
- b Ali is visiting his grandparents this afternoon. He promises _____
- c Ashraf and Hassan like football. They have two tickets, so I think they _____
- d Their five-year-old brother is very clever. His father says he _____
- e Sara is at university studying medicine. After university, she _____

4 Write a paragraph of about ninety words on your plans for next year.

- e Sara is at university studying medicine. After university, she is going to be a doctor.

4 Write a paragraph about your plans for next year.

- 1 Read out the task, and invite ideas from the whole class.
- 2 Allow time for them to complete the task; tell them to make notes first.
- 3 Go round and make suggestions if necessary. Make sure they are using *will* and *going to* appropriately.
- 4 Correct their work; read good examples to the class.

Students' own answers

LESSON 3

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UNIT 10

Reading

1 Look at these newspaper headlines from the future and do the following.

- a Which of the predictions do you think will come true? Discuss in pairs.
- b Make your own prediction about the future of communications.

2020 70% of the population of Africa now have email and mobile phone technology.

2022 THE LAST PRINTED NEWSPAPERS DISAPPEAR. WE ALL READ THE NEWS ONLINE.

2025 NO MORE MONEY. WE CAN USE OUR MOBILES TO PAY FOR EVERYTHING.

2030 WE CAN NOW SEND OUR THOUGHTS TO OTHER PEOPLE.

2 Check the meanings of these words in your dictionary.

connect development device digital fax high-quality smart technology visual

3 Read the text and find out if the writer makes any of the predictions you discussed in Exercise 1.

4 Choose the best summary of the text.

- a Communications in the future will be faster than they are now.
- b Scientists will develop cheaper communication devices.
- c Ways of communicating have changed and will continue to change.

5 Read the text again and complete the sentences.

- a In the past, to call friends quickly, we needed to find a telephone.
- b For fast, written communication in the past,
- c The most common forms of communication today are
- d Smart phones are
- e In the future, we will probably have mobile devices that

STAY CONNECTED

Twenty-five years ago, communications between people were very different from today. To call friends quickly, we needed to find a telephone to ring them. If time was not important, we wrote a letter and sent it by post. For fast written communications, businesses sent **faxes**.



Although many people still use these ways of communicating, they are becoming less popular because of new **technology**. Today, the most common forms of personal and business communications are mobile phone calls, text messages and emails. But even mobile phones are changing all the time. Many people now use **smart** phones. These are phones with computers which can **connect** to the internet and send emails.

In the future, the only thing that we can be sure of is that technology is not going to stand still. Scientists are going to continue inventing new, more complex ways of communicating. Some experts are predicting that the next big **development** will be in **visual** communications. Small mobile computers with fast internet connections will probably be the first mobile **devices** that give us **high-quality** visual communication, so that we can see the people we are talking to.

Further in the future, who knows what will happen? By the year 2023, scientists are predicting that we will be able to send text messages by the power of thought. A special helmet connected to our brain will turn what we are thinking into a **digital** form which we will then be able to communicate to other people that we know.



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Students' own answers

2 Check the meanings of these words in your dictionary.

- 1 Allow time for the students to complete the task. Remind them that these words will appear in the reading text.
- 2 Check answers with the whole class.

Answers:

- connect:* to join two places or things together
- development:* the process of becoming bigger, better, more important etc., or the result of this process
- device:* a machine or tool used for a particular purpose
- digital:* using a system in which information is shown in the form of changing electrical signals
- fax:* a document that is sent down a telephone line and then printed using a special machine
- high-quality:* a good standard
- smart:* smart machines use computers or the latest methods to work
- technology:* a combination of all the knowledge, equipment, methods etc. that are used in scientific or industrial work
- visual:* relating to seeing or your ability to see

3 Read the text and find out if the writer makes any of the predictions you discussed in Exercise 1.

- 1 Allow time for the students to read the text. Go round and answer any questions. Check difficult words with the whole class.
- 2 Ask whose predictions from Exercise 1 also appear in the text. Which predictions are they?

Students' own answers

4 Choose the best summary of the text.

- 1 Allow time for them to read the three summaries and choose the best one.
- 2 Tell the students to check their answers with a partner.
- 3 Invite a student to give the answer.

Reading

1 Look at these newspaper headlines from the future and do the following.

- 1 Tell the students to read the four headlines.
- 2 Put them in pairs to discuss question a.
- 3 Invite one or two students to report their ideas back to the class.
- 4 Ask the students to read task b. Invite some initial predictions from the whole class, then put them in pairs to discuss more ideas. Go round and listen, offering ideas where necessary.
- 5 Finally, invite more ideas from the whole class. You could have a class vote for the prediction most likely to come true.

Answers: _____

c is the best summary.

5 Read the text again and complete the sentences.

- 1 Ask students to read the incomplete sentences. See if they can complete them without reading the text again.
- 2 Tell the students to read the text again to check their answers, or to complete the sentences.
- 3 Go round and offer help if necessary.
- 4 Check answers with the whole class.

Answers: _____

- b businesses sent faxes.
- c mobile calls, text messages and emails.
- d phones with computers which connect to the internet and send emails.
- e will be able to send messages by the power of thought.

LESSON 4

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Critical thinking

1 Read the text again and answer these questions.

- 1 Ask students to read the text.
- 2 Then tell the students to discuss each question in pairs.
- 3 Go round and listen, offering suggestions where needed.
- 4 Check their answers as a class.

Answers: _____

- a We will be able to send messages by the power of thought.
- b It will be connected to the brain and turn what we are thinking into a digital form, which we will then be able to communicate to other people that we know.

2 Discuss these questions in pairs.

- 1 Give students time to discuss the questions. Go round and monitor as they are working and help them with ideas if necessary.
- 2 Invite students to share their ideas with the class.

UNIT 10
Critical thinking

1 Read the text again and answer these questions.

By the year 2023, scientists are predicting that we will be able to send text messages by the power of thought. A special helmet connected to our brain will turn what we are thinking into a digital form which we will then be able to communicate to other people that we know.

- a How does the writer say communication technology will change in the near future?
- b Why might wearing a helmet help someone to communicate in the future?

2 Discuss these questions in pairs.

- a Would you always like to see the person you are talking to on the phone? Why/Why not?
- b In what situations are mobile phones most useful?
- c Are there situations in which people should not use a mobile phone?
- d Do you think that mobile phones will replace all traditional phones?
- e What are the main disadvantages of mobile phones?
- f Why do some people prefer to send text messages rather than to make phone calls?

3 Read these replies to the question *Do you need a mobile phone?* Tick any opinions that you agree with, then compare ideas with a partner.

- Nobody needs a mobile phone, or a car, a TV or a washing machine. But all these things make life easier.
- Yes, I do, especially when I'm away from home or travelling.
- I think that everyone needs a mobile phone, so that their family can keep in touch with them when they need to.
- No, I don't! I don't want people to be able to phone me all the time.
- I need one sometimes, but not all the time.

4 Discuss this question in pairs.
How would life be different if we had no computers or mobile phones?

5 FOCUS ON TIME PHRASES

- 1 Notice that there is a comma after each time word or phrase when it starts a sentence:
Twenty years ago, communications between people were very different.
Today, the most common forms of ...
In the future, the only thing that we know is that technology ...
By the year 2023, we will be able to send text messages by the power of thought.
- 2 In pairs, complete these sentences.
 - a Ten years ago, ...
 - b Today, ...
 - c In the future, ...
 - d By the year 2025, ...

SKILLS FOR LIFE

Find out about the latest communication technology, because many businesses will expect you to know how to use it.



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Suggested answers: _____

- a Students' own answers
- b When people are in a difficult situation with no other means of communicating, for example, while travelling or in an emergency.
- c In many countries there are restrictions on where mobile phones can be used, for example, in schools, in parts of trains and buses, in hospitals or on planes. You should never use a mobile phone when driving a car.
- d Students' own answers
- e They can be very expensive if overused; it can be annoying to overhear other people's conversations; batteries may run out at times when it is impossible to recharge them; sometimes you cannot get a signal.
- f Text messages are usually cheaper than calls; they are very quick to send; you don't have to get involved in a long conversation with someone; they are quick and easy to reply to.

1 Choose the correct words to complete the definitions.

- a **device**: a machine or tool used for *any / a particular* purpose
- b **digital**: using a system in which *times / information* is shown in the form of changing electrical signals
- c **high-quality**: very *good / bad*
- d **visual**: relating to *drawing / seeing* or your ability to *draw / see*

2 Now complete the sentences with the correct words from Exercise 1.

- a The computer is a device which has changed our lives.
- b These are _____ shoes. They've lasted for so long!
- c Is that a new _____ radio?
- d Waving is a form of _____ communication.



3 Complete these sentences with the correct form of the words in brackets.

- a Can you connect this computer to the internet? (*connection*)
- b The boy only speaks Chinese, so he cannot easily _____ with the other children in the class. (*communications*)
- c My _____ is that it will be very hot tomorrow. (*predict*)
- d Over the last few years, there have been some important _____ in medicine. (*develop*)

4 We often shorten words in English. Match the short forms with the long forms (both forms are correct).

- | | |
|-----------|---|
| a fax | 1 <input type="checkbox"/> television |
| b sat nav | 2 <input type="checkbox"/> electronic mail |
| c email | 3 <input checked="" type="checkbox"/> a facsimile |
| d TV | 4 <input type="checkbox"/> the internet |
| e the net | 5 <input type="checkbox"/> satellite navigation |



5 Write a paragraph of about ninety words on the advantages and disadvantages of mobile phones.

from the whole class.

- 2 Tell the students to discuss ideas in pairs or small groups.
- 3 Invite volunteers to report back to the class.

Students' own answers

5 Focus on Time Phrases

- 1 Allow time for the students to read the information in 1. You could invite further examples from the class.
- 2 Put them in pairs to complete the task in 2. Go round and check.
- 3 Ask volunteers to read out their sentences to the class.

Suggested answers: _____

- a not many people had mobile phones.
- b most people use mobile phones.
- c we will live on the moon.
- d we will be able to communicate by the power of thought.

Skills for life

Ask a student to read the Skills for Life box. Do they agree? What kind of technology would be useful for businesses (for example, using a computer, sending emails etc)?



1 Choose the correct words to complete the definitions.

- 1 Read out the example and check that the students understand the task.
- 2 Tell the students to continue with the exercise, alone or in pairs.
- 3 Invite different students to read out the answers.

Answers: _____

- b information c good d seeing, see

2 Now complete the sentences with the correct words from Exercise 1.

- 1 Ask the students to complete the sentences, using words from Exercise 1.
- 2 Go round and offer help where necessary.
- 3 Check answers as a whole class.

3 Read these replies to the question *Do you need a mobile phone?* Tick any opinions you agree with, then compare ideas with a partner.

- 1 Tell the students to read the instructions carefully, and then allow time for them to consider each of the replies and tick the ones they agree with.
- 2 Put the students in pairs to compare ideas.
- 3 Invite different students to report back to the whole class, saying why they agree or disagree with these opinions.

Students' own answers

4 Discuss this question in pairs.

- 1 Read out the question and invite initial ideas

Answers: _____

- b high-quality c digital d visual

3 Complete these sentences with the correct form of the words in brackets.

- 1 Read out the example, then tell the students to complete the task alone or in pairs.
- 2 Go round and check their work. If they need help, encourage them to consider first what kind of word is missing, a verb or a noun).
- 3 Go through the exercise with the whole class.

Answers: _____

- b communicate c prediction
d developments

4 We often shorten words in English. Match the short forms with the long forms (both forms are correct).

- 1 Allow time for the students to read the instructions; check they understand the task.
- 2 Students complete the task and check in pairs.
- 3 Check answers with the whole class.

Answers: _____

- 1 d 2 c 3 a 4 e 5 b

5 Write a paragraph of about ninety words on the advantages and disadvantages of mobile phones.

- 1 Remind the class of their discussion in Critical thinking, Exercises 2 and 3 of the Student's Book, and to use some of those ideas now.
- 2 Tell them to plan their paragraphs first; they can discuss ideas in pairs. Go round and offer suggestions. They can use some of the long and short forms from Exercise 4.
- 3 Allow time for them to write their paragraphs. Go round and check their work.
- 4 Choose two or three students to read their work out to the class.

Students' own answers

Communication skills Making plans and promises

- 1 Listen to three conversations and say what each person is planning to do.**

Conversation 1: Mazin is *going to the library to do research and*

Conversation 2: Eman is

Conversation 3: Ashraf is

- 2 Listen again and tick the phrases you hear.**

FOCUS ON FUNCTIONS

Making plans

- Do you have any plans ...?
- My plan is to ...
- I plan to ...
- I'm planning to ...
- We're going to ...

Making promises

- I promise to ...
- I promise that I'll ...
- I promise I will.
- I promise I won't.



- 3 Ask your partner what he/she is planning to do at these times. Answer using expressions from Focus on functions.**

- a next weekend
- b for your next holiday
- c when you leave school

4 Work in pairs.

- a **Student A:** Your older brother/sister is going abroad on a business trip. Ask him/her about his/her plans and ask him/her to phone or email you every day.
Student B: You are going abroad on a business trip. Tell your younger brother/sister your plans and promise to phone or email him/her every day.
- b **Student A:** You do not know how to use your new mobile phone. Before you ask your friend to help you, find out if he/she has any plans for the morning.
Student B: You are going to spend the next hour writing your blog, but after that you have no plans. Promise to help your friend this afternoon.



5 Research the following about social networking

- Choose the three most popular social networking sites in your country. Conduct a survey of ten people you know. Find out:
- which site is the most popular
 - how much time people spend on social networking sites each week

LESSON 5

SB page 65 WB page 64

Communication skills

Making plans and promises

- 1 Listen to three conversations and say what each person is planning to do.**

- 1 Ask the students to describe what they can see in the picture.
- 2 Now students listen while you play the recording or read the tapescript.
- 3 Allow time for them complete the sentences in pairs. Point out that the example answer for

Conversation 1 is unfinished.

- 4 Check answers; if necessary, play the recording or read the script again.

TAPESCRIPT

Narrator: Conversation 1
Mother: Do you have any plans for the weekend, Mazin?
Mazin: Yes, Mum. We've got to find out about the history of mobile phones for a school project, so I'm planning to go to the library tomorrow to do my research.
Mother: OK. Anything else?
Mazin: Yes, when I've finished at the library, I'm going to play football with my friends.
Mother: Take your time with your project work. It's important that you work hard on your projects.
Mazin: I know, Mum. I promise to work really hard.
Mother: Good. And don't play football until you've finished.
Mazin: I promise I won't.

Narrator: Conversation 2
Warda: Hi, Eman. Are you busy this evening?
Eman: Well, my plan is to finish my English homework and then write my blog.
Warda: I plan to finish that homework too, but I've still got a lot to do.
Eman: I'll come round to your house and we can do it together if you like.
Warda: Thanks, that's really kind of you. What about your blog?
Eman: I'm going to do my blog later.

Narrator: Conversation 3
Father: What are you doing, Ashraf?
Ashraf: I'm texting some of my friends. We're going to meet in town tomorrow evening.
Father: It's late. Don't be long.
Ashraf: I won't.
Father: There's school tomorrow and you must get up early.
Ashraf: I know, Dad. I promise that I'll be really quick.

Answers:

Conversation 1: ... he is going to play football.
 Conversation 2: Eman is planning to finish her homework and to write her blog later.
 Conversation 3: Ashraf is going to meet his friends in town tomorrow.

2 Listen again and tick the phrases you hear.

- 1 First, ask them to read all the phrases.
- 2 Play the recording or read the script again.
- 3 Tell the students to tick the phrases they hear, then compare answers with a partner.
- 4 Check answers. If necessary, play the recording or read the script again.

Answers:

- | | |
|-----------------------------|---------------------------|
| ✓ Do you have any plans...? | ✓ We're going to ... |
| ✓ My plan is to ... | ✓ I promise to ... |
| ✓ I plan to ... | ✓ I promise that I'll ... |
| ✓ I'm planning to ... | ✓ I promise I won't. |

3 Ask your partner what he/she is planning to do at these times. Answer using expressions from Focus on Functions.

- 1 Put the students in pairs. Remind them to use the expressions from Focus on Functions.
- 2 Tell the students to ask and answer questions using the three prompts. Demonstrate first with a confident student.

Example:

Teacher: Do you have any plans for next weekend?

Student: Yes, I do. I'm planning to go shopping.

Teacher: What are you going to buy?

- 3 Go round and listen; check they use some or all of the expressions.
- 4 Invite different pairs to repeat their questions and answers for the class.

Students' own answers

4 Work in pairs.

- 1 Put the students in pairs, A and B, and allow time for them to read their instructions for activity a.
- 2 Go round and listen, then invite different pairs to perform their conversations to the class.
- 3 Repeat for activity b.

5 Research the following about social networking.

- 1 Put the students in pairs. Tell them to read the task, and to prepare a table like this:

Social networking site:			
Amount of time people spend on site each week:			

- The students write in the names of the three sites, then ask each other *Which site do you use?* and record the results. If a student does not use any of them, they record nothing.
- They ask ten people in total the same question, and record the results in the same way.
- Tell the students to keep their notes from this task, as they will need them later.



WORKBOOK

page 64

1 Match sentences with the answers.

- Tell the students to look at the example, then allow time for them to complete the task.
- Put them in pairs to compare answers, then go through the exercise with the whole class.

Answers: _____
 1 d 2 c 3 e 4 b

2 Complete these mini-dialogues.

- Read out the first line of the first dialogue, and check the students understand the task.
- Tell the students to complete the two conversations, then compare answers with a partner.
- Check answers; invite different pairs to read out the completed conversations.

Answers: _____
 1 b I promise c I plan to
 2 a I promise to

3 Write what you would say in each of the following situations.

- Tell the students to read the first situation and the example answer.
- Students work alone or in pairs.
- Ask different students to read out their sentences.

Answers: _____
 b I promise I won't forget. / I promise I'll bring it back tomorrow.
 c Do you have any plans for the summer? / Are you

UNIT
10

1 Match the sentences with the answers.

- | | |
|--|--|
| a What are you planning to do tonight? | 1 <input type="checkbox"/> No, I don't. |
| b What about your blog? | 2 <input type="checkbox"/> I promise I won't. |
| c Don't be late for school tomorrow. | 3 <input type="checkbox"/> I promise I will. |
| d Do you have any plans for the weekend? | 4 <input type="checkbox"/> I'm going to do that tomorrow. |
| e You must work hard this year. | 5 <input checked="" type="checkbox"/> I plan to finish my project. |

2 Complete these mini-dialogues.

Do you have any plans I plan to I promise to I promise

- Mother** a *Do you have any plans* for the weekend, Mazin?
Mazin Yes, we've got to find out about the history of mobile phones for a school project.
Mother Don't play football until you've finished your project.
Mazin b _____ I won't.
Mother It's important that you work hard at school.
Mazin I know, Mum. c _____ work really hard.
- Warda** Are you busy this evening?
Eman Well, a _____ finish my English homework.

3 Write what you would say in each of the following situations.

- A friend asks you what you are doing this weekend. You want to go to the beach.
I'm planning to go to the beach.
- You borrow a CD from a friend. He/She says you must not forget to bring it back tomorrow.

- You want to know if your friend is doing anything this summer.

- Your grandmother says she would like you to phone her every day when she is away.

- Your mother asks you to tidy the house. Tell her you will tidy your bedroom first.



4 Write a paragraph about the most popular social networking sites in your country.

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- doing anything this summer?
 d I promise I will.
 e My plan is to/I plan to tidy my bedroom first.

4 Write a paragraph about the most popular social networking sites in your country.

- Tell the students to use the notes from their research (Exercise 5, Student's Book page 65) about social networking sites.
- Have them write in the usual way.

Students' own answers

Assessment

Listening and Speaking

Target element: Time phrases and future forms

Write the days of the week on the board and circle which day it is today, for example, Tuesday. Now read the following sentences to the students. Students write down the day you are talking about for each sentence. The answers are given below in brackets (for today as Tuesday).

- 1 *Two days ago, I bought a new mobile phone.*
(Sunday)
- 2 *By tomorrow afternoon, we will have finished this unit of the book.* (Wednesday)
- 3 *Today, we're going to revise future forms.*
(Tuesday)
- 4 *Four days ago, I visited my grandparents.*
(Friday)
- 5 *I plan to go shopping in two days' time.*
(Thursday)

Now write the following prompts on the board. Students work in pairs to complete the sentences for themselves.

- 1 **Two days ago ...**
- 2 **By the year 2024 ...**
- 3 **Today ...**
- 4 **A year ago ...**
- 5 **Next year ...**
- 6 **In the summer ...**
- 7 **After this lesson ...**

Reading Task

Target element: Future forms and vocabulary from the unit

Use SB page 63 text, Stay Connected. Give students time to read the text again. Then ask the following questions about the text. The answers are given in brackets below.

- 1 *25 years ago, what did people do if they wanted fast written communication?* (They used faxes.)
- 2 *What are the most common forms of communications today?* (mobile phone calls, text messages and emails)
- 3 *What are smart phones?* (They are phones with computers which can connect to the internet and send emails.)

- 4 *What will be different if we use visual communication?* (We will see the people we are talking to.)
- 5 *What do scientists think we will be able to do by the power of thought?* (We will be able to send text messages.)
- 6 *What will people need to wear to do this?* (They will need to wear a special helmet.)

Writing Task

Target element: Vocabulary from the unit

Use SB page 63, Ex. 2. Students write a sentence for each of the words in the box. The sentence should show the meaning of the word in context. They can use their dictionaries if necessary.

Example: My phone can't connect to the internet because it is not a smart phone.