

Objectives

Grammar:

(not) as ... as ... ; more/less than; the most/least

Reading:

Reading about the history of mobile phones

Listening:

Listening to a conversation in a computer shop

Speaking:

Making comparisons

Writing:

Writing a text about new technology

LESSON 1 SB page 36

Outcomes:

- To ask and answer about using modern technology
- To read a magazine article about mobile phones and answer questions
- To carry out an internet search about the inventor of the first computer

Before using the book:

- Write the title of the unit **Modern technology** on the board and ask the students what they think this means. Brainstorm a list of technology that the students use on a daily basis.
- Ask the students what people used to do before these technologies existed, for example, before the internet people had to use reference books to look things up.
- Tell the students that they are going to learn more about modern technology in the unit.



UNIT

16

Module 6

Lesson 1

OBJECTIVES

- **Grammar** (not) as ... as ... ; more/less than; the most/least
- **Reading** Reading about the history of mobile phones
- **Listening** Listening to a conversation in a computer shop
- **Speaking** Making comparisons
- **Writing** Writing a text about new technology

1 Ask and answer

- How often do you use a computer or mobile phone?
- Can you match these words with the pictures below?

camera email internet text message voicemail

a

b

c

d

e

2 Read the magazine article about mobile phones and find out when someone sent the first text message

Mobile phones

In April 1973, a man called Martin Cooper made the first call on a mobile phone in New York, USA. People were surprised to see a man talking on the phone while he was walking in the street!

The mobile phone he was using was very different from today's mobiles. Modern phones often weigh less than 100 grams. Early mobiles were not as light as phones today; they weighed about one kilogram. They were big too, so they were more difficult to carry around. The battery also didn't last as long as it does today: it lasted only one hour!

In December 1992, a computer engineer sent the world's first text message. Also in the 1990s, phones became smaller and lighter, with colour screens, a camera and voicemail. For some people, the size and colour of the phone was as important as the way it worked.

Then, in 2003, people started making phones that could send emails. These became the most popular mobile phones.

Today's phones can take photographs that are as good as pictures from the best cameras. People can also use their phones to make and show films and use the internet. For some people, speaking on a mobile phone is the least important of its uses!

Internet search →

Find out who invented the first computer. When was this?

3 Answer the questions

- Why were people surprised to see someone talking on a mobile phone in 1973?
- Why were the first mobile phones not easy to carry around?
- What important change happened in 2003?
- What can some mobile phones do today?

1 Ask and answer

- Draw attention to the Objectives box on page 36, which refers to the objectives of the unit, and explain in Arabic if necessary.
- Now ask the students to read the questions. Put them into pairs to discuss them.
- The pairs then join another pair to compare their answers. Invite different students to answer the first question, and check the answers to the second question as a whole class.
- Drill pronunciation for the technology words.

Answers:

- Students' own answers
- a camera b text message c email
d voicemail e internet

2 Read the magazine article about mobile phones and find out when someone sent the first text message

- Ask the students to discuss in small groups what they know about mobile phones. Ask them when they think the first mobile was invented and what the first mobile phones looked like.

- Invite the students to share their ideas with the rest of the class and tell them that they are going to find out more about mobile phones.
- The students read the text quickly to find out when the first text message was sent. Remind them not to worry about any words they don't know at this point.
- Check the answer as a whole class.

Answers:

Someone sent the first text message in December 1992.

3 Answer the questions

- Ask the students what else they remember from the article. Then ask them to read the questions and discuss the answers in pairs without referring back to the text.
- The students then read the magazine article again and find the answers in the text.
- Invite different students to give their answers.
- Ask the students whether there are any other words in the text they don't know and encourage them to try to work out the meaning from the context.

Answers:

- They were surprised because before that, people could not walk and talk when using a phone.
- They were heavier and larger than today's phones.
- People started making phones that could send emails.
- Some mobile phones can take photographs, make and show films and have the internet.



Internet search

- Ask the students what they know about the invention of the computer. Ask them to guess when it was invented and how big it was. Ask *Do you know who invented the computer and when?* Tell them that they are going to find out.
- Ask the students to look at the Internet search box and work in pairs to carry out their research. Remind them not to spend too much time reading about the history of the computer as there will be a lot of information!
- Invite different students to tell the rest of the class what they found out.

Answers:

Charles Babbage is considered to be the father of the computer for inventing the first mechanical computer between 1833 and 1871. Students might find more information about earlier calculating machines and the first electrical computers.

LESSON 2 SB page37 WB page24

Outcome:

To use *(not) as ... as ... ; more/less than; the most/least*



SB Page 37

Lesson 2

UNIT 16

1 Underline the comparative or superlative phrases

- Modern phones often weigh less than 100 grams.
- Early mobiles were not as light as phones today.
- They were big, too, so they were more difficult to carry around.
- These became the most popular mobile phones.
- Today's phones can take photographs that are as good as pictures from the best cameras.
- For some people, speaking on a mobile phone is the least important of its uses!

GRAMMAR BOX

(not) as ... as ... ; more/less than; the most/least

- We use *as + adjective + as* to compare two things that are the same:
My phone is as heavy as yours. (= Both phones weigh the same.)
- To say that two things are not the same, we use *not as + adjective + as*:
My phone is not as heavy as yours. (= My phone is lighter than yours.)
- We can make the comparative and superlative forms of adjectives with two or more syllables using *more/less than*, *the most/least*:
This computer is less/more expensive than that one.
The camera is the least/most useful thing on the phone.

2 Rewrite the sentences to have the same meaning, using the words in brackets

- The radio is more useful than all the other things in the house. (*most*)
The radio is the most useful thing in the house.
- A laptop is smaller than a computer. (*not as ... as ...*)
- The TV and the computer are both expensive. (*as ... as ...*)
- I think a camera on a phone is not as important as text messages. (*less*)
- In my opinion, games are also less important than text messages. (*more*)
- This phone is less popular than all the other phones in the shop. (*least*)

3 Make sentences with (not) as ... as ... ; more/less than; the most/least

- car/bus/train: comfortable/fast
- history/maths/English: useful/difficult
- chocolate/rice/oranges: healthy/sweet
- summer/winter/spring: sunny/rainy

A train is more comfortable than a bus.

A bus is not as fast as a train.

Workbook page 24

37

1 Underline the comparative or superlative phrases

- Ask the students to look at the picture and ask *What can you see?* (A girl using a mobile phone.)
- Elicit what they already know about comparatives and superlatives. Quickly go through the forms of some regular and irregular adjectives in their comparative and superlative

forms, for example *big/bigger/the biggest, good/better/the best*.

- 3 Ask the students to read the example sentence and look at the underlined phrase. Ask whether they think this is a comparative or superlative form (*comparative*).
- 4 Ask them to copy the rest of the sentences into their copybooks and to work in pairs to decide which phrases to underline. Point out that some of the phrases may be negative.
- 5 Write the sentences on the board as they are working and then invite different students to come to the board and underline the phrases. Then ask whether the phrase is a comparative or a superlative in each sentence.
- 6 Ask the students to look at the first sentence again. Ask *Are mobile phones 100 grams and more? (no)* Ask similar questions for the other sentences to check the meaning of the phrases (2 = *Were early mobiles the same weight as phones today? (no)*; 3 = *Were old mobile phones easy to carry around? (no)*; 4 = *Are these the best phones? (yes)*; 5 = *Are pictures on mobiles the same as pictures on cameras? (yes)*; 6 = *Do some people think speaking on a phone is very important? (no)*).
- 7 Ask the students to look at the Grammar box and read the rules. Then allow them time in pairs to write one sentence for each of the comparative and superlative phrases.
- 8 Invite different students to read out their sentences. The other students should listen and check whether the phrases have been used correctly.

Answers:

- 2 Early mobiles were not as light as phones today.
- 3 They were big, too, so they were more difficult to carry around.
- 4 These became the most popular mobile phones.
- 5 Today's phones can take photographs that are as good as pictures from the best cameras.
- 6 For some people, speaking on a mobile phone is the least important of its uses!

2 Rewrite the sentences to have the same meaning, using the words in brackets

- 1 Ask the students to read the example sentence and to consider the changes that have been made.
- 2 Go through each of the sentences and elicit which

adjective will be used in the rewritten sentences.

- 3 Ask the students to work in pairs and write the new sentences in their notebooks. Go round and monitor while they are working, helping where necessary. Remind them to use the Grammar box.

Answers:

- 2 A laptop is not/isn't as big as a computer.
- 3 The TV is as expensive as the computer.
- 4 I think a camera on a phone is less important than text messages.
- 5 In my opinion, text messages are also more important than games.
- 6 This phone is the least popular (phone) in the shop.

3 Make sentences with (not) as ... as ... ; more/less than; the most/least

- 1 Ask the students to read the prompts in sentence 1 and ask two students to read out the sentences shown in the speech bubbles.
- 2 The students then make similar sentences using the rest of the prompts and the comparative and superlative phrases. Go round and monitor while they are working, helping where necessary.
- 3 The students practise talking about the ideas in the prompts. Then invite pairs of students to say a sentence each about one set of prompts.

Suggested answers:

- 1 A car/bus/train is the most/least comfortable.
- 2 History/Maths/English is more/less useful than history/maths/English. History/maths/English is more/less difficult than history/maths/English. History/maths/English is the most/least difficult.
- 3 Chocolate is the least healthy. Chocolate is the most sweet/sweetest. Oranges are healthier than rice. Rice is not as sweet as rice.
- 4 Summer is not as rainy as winter. Winter is less sunny than spring. Winter is the least sunny. Spring is more rainy/rainier than summer. Summer is the most sunny/sunniest.

Module 6

UNIT
16

Modern technology

1 Complete the sentences with these words

-camera email internet text message voicemail

- 1 When you want to take a photograph on your mobile, use the *camera*.
- 2 When you want to send someone a message on a computer, send an
- 3 When you want to write a short message to a friend, use your phone to send a
- 4 When someone does not answer their mobile phone, leave a message using
- 5 When you want to find information on your computer, use the

2 Make sentences to compare Egypt, the UK and Canada, using the word given and *not as ... as*, *more/less than* and *the most/least*

Canada: 35 million people 1,000 mm of rain (Vancouver) 1938 hours of sun	UK: 63 million people 650 mm of rain (London) 1480 hours of sun	Egypt: 80 million people 26 mm of rain (Cairo) 3450 hours of sun
---	--	---

- 1 People: *The UK does not have as many people as Egypt*.....
- 2 Rainy:
- 3 Big:
- 4 Sunny:

- 4 The students then read the example and make similar sentences comparing the three countries. Encourage them to write something about each country for each item. Go round and monitor while they are working, helping where necessary.
- 5 Then invite different students to read out their comparisons.

Suggested answers:

- 1 People: Egypt has the most people. Canada has the fewest/least people. The UK has more people than Canada. The UK has fewer/less people than Egypt.
- 2 Rainy: The UK is less rainy than Canada. Egypt is the least rainy. Canada is the most rainy/rainiest. The UK is not as rainy as Canada.
- 3 Big: The UK is not as big as Egypt. Egypt is not as big as Canada.
- 4 Sunny: The UK is not as sunny as Egypt. Canada is less sunny than the UK. Egypt is the most sunny/sunniest.

1 Complete the sentences with these words

- 1 Elicit the technology that the students have talked about so far in the unit.
- 2 Then ask them to look at the words in the box and elicit meaning and pronunciation.
- 3 The students complete the task in pairs. Then invite different students to read out the completed sentences.

Answers:

2 email 3 text message 4 voicemail
5 internet

2 Make sentences to compare Egypt, the UK and Canada, using the word given and *not as ... as ...*, *more/less than* and *the most/least*

- 1 Elicit the regular forms of adjectives and some examples of irregular adjectives.
- 2 Ask the students to look at the map and then read the information about the three countries.
- 3 Ask different students to read out the facts and figures, paying attention to long numbers.

201

LESSON 3 SB page 38

Outcomes:

- To listen to a conversation in a computer shop and answer questions
- To ask and talk about similarities and differences



SB Page 38

Unit 16
Lesson 3

1 Match the pictures and the words

earphones keyboard
 mouse mouse mat
 printer screen



2 Listen to the conversation in a computer shop. Does the man buy a computer, a laptop or a tablet?

3 Listen again and answer the questions

- 1 Which is bigger, the laptop or the computer?
- 2 Is the laptop cheaper than the computer?
- 3 Is the screen on the computer the same size as the screen on the laptop?
- 4 What can't you do with the tablet?
- 5 Can you use a printer with all three kinds of computer?



4 Choose two objects. Ask and answer about the similarities and differences




What's the difference between the old radio and the modern radio?

Unlike the new radio, the old radio is very heavy.

FUNCTIONS BOX

Asking about similarities and differences
 Is (the laptop) the same as (the tablet)?
 What's the difference between (the computers)?

Talking about similarities and differences
 (The price) is the same.
 (The laptop) is similar to (the computer).
 Like/Unlike the (laptop), the (tablet hasn't got a mouse).
 There is a/no difference between (the computers).
 The main difference between the laptop and the tablet is that ...

38

1 Match the pictures and the words

- 1 Ask the students to look at the picture and ask *What can you see?* to find out how much of the technology vocabulary in the box the students already know.
- 2 Then ask them to match the words with the items in the picture in small groups.
- 3 Check the answers as a whole class and drill pronunciation of the objects.

Answers:

a screen b earphones c keyboard d mouse
 e mouse mat f printer

2 Listen to the conversation in a computer shop. Does the man buy a computer, a laptop or a tablet?

- 1 Ask the students what the differences are between computers, laptops and tablets. Ask them to identify the object in the photo in exercise 2 (*a tablet*). Tell them that they are going to listen to a conversation in a shop where a shopkeeper is comparing the items.
- 2 Ask the students to listen and say what the man buys. Play the recording.
- 3 Check the answer as a whole class.



Tapescript

Shopkeeper: Good morning. Can I help you?
Man: Yes, I'm looking for a new computer. I can't decide which one to buy.
Shopkeeper: Well, this computer is the biggest. It comes with a large screen, a keyboard and a mouse, too.
Man: What about the laptop? Is it less expensive than the computer?
Shopkeeper: No, the price is the same. The laptop is similar to the computer, but it's not as fast as the computer and the screen is smaller. It's not as heavy as the computer, so it's much easier to move around. Unlike the computer, it hasn't got a mouse.
Man: Is the tablet the same as the laptop? What's the difference between them?
Shopkeeper: The laptop is similar to the tablet. The tablet is the least expensive computer and is the smallest. The main difference between the laptop and the tablet is that you can't play a DVD on the tablet.
Man: Can you use all these with a printer?
Shopkeeper: Yes, there is no difference between them. The laptop and the tablet work with a printer just as easily as a computer does.
Man: Well, I think the laptop is the best one for me. I'll buy that.

Answers:

He buys the laptop.

3 Listen again and answer the questions

- 1 Ask the students to read the questions in exercise 3 and discuss what they remember about the conversation in pairs.

- 2 Play the recording again, pausing if necessary after each answer is heard in order to give the students time to write down their answers. Remind them that they only need to write notes, not full sentences.
- 3 Then ask them to compare their answers with a partner before checking the answers as a whole class.
- 4 Ask the students whether they prefer using computers, laptops or tablets and why.

Answers:

- 1 The computer is bigger.
- 2 No, they are the same price.
- 3 No, the screen on the computer is bigger.
- 4 You can't play a DVD on it.
- 5 Yes, you can.

4 Choose two objects. Ask and answer about the similarities and differences

- 1 Ask the students to look at the pictures and say what the objects are (*old and modern radios and TVs*). Then ask two students to read out the dialogue shown in the speech bubbles.
- 2 Draw their attention to the Functions box and explain that they have to use the phrases to compare the different objects, as in the example dialogue.
- 3 The students work in pairs to ask and answer about the similarities and differences between the objects. Remind them that they do not have to compare the same item (e.g. they can compare the old TV with the new radio). Go round and monitor while they are working, helping where necessary.
- 4 Invite pairs of students to ask and answer about the difference objects.

Suggested answers:

What's the difference between the old radio and the modern radio?
 Unlike the new radio, the old radio is very heavy. The main difference between the old radio and the new radio is the size.

What's the difference between the old TV and the modern TV?
 Unlike the old TV, the new TV is very thin.

LESSON 4 SB page 39 WB page 25

Outcome:

- To ask and answer about problems in a picture
- To discuss taking care of your possessions



SB Page 39

Lesson 4

UNIT 16

1 Ask and answer

- 1 Can you find the following in the pictures?
 a rucksack a seat a briefcase
- 2 Why is it a good idea to close a bag or rucksack when you are on a bus?
- 3 Should the girl have her rucksack next to her or in front of her?
- 4 Who is taking better care of his possessions, the man or the girl?
- 5 What do you do with your rucksack or bag when you go on a train or a bus?



2 Complete this advice about how to take care of your possessions

Tools For Life

least most not as easy rucksack Thieves

Taking care of your possessions

Always keep your possessions with you. Don't leave things on seats, for example. It is easy to leave your possessions on the bus or train if you cannot see them.

1 Thieves are people who take things that don't belong to them. They are usually interested in the **2** expensive things that you have. So when you are out, leave these things at home! Your home is the **3** dangerous place for your possessions.

Never leave your bag or rucksack open. You must keep it closed, so your possessions will not fall on the floor. Hold your bag or rucksack in front of you, so that it is **4** for thieves to take things from it. If you have an expensive camera or phone with you, put it inside your bag or **5** It will be safer there.



3 Discuss in pairs

You must take care of your possessions at all times, but in which places must you be most careful?

Workbook page 25

39

1 Ask and answer

- 1 Ask the students to look at the picture and discuss what is happening. (*A girl is sitting on a bus with her rucksack next to her.*)
- 2 Then ask them to find the objects in the box in the picture and ask different students to point to them. Ask what people carry in a briefcase (*papers, documents*).
- 3 Ask different students to say what the girl is doing wrong in the picture. (*Her rucksack is open and she's not watching it.*) Ask *Are you careful with your rucksack?*

Answers:

- 1 The rucksack is on the seat next to the girl. The briefcase is with the man in the seat behind her.
- 2 So thieves can't take your things easily. So your things don't fall out.
- 3 She should have it in front of her.
- 4 The man
- 5 Students' own answers

2 Complete this advice about how to take care of your possessions

- 1 Ask the students who they think the man in the pictures is (*he's probably a tourist*). Ask them what the problems might be (*he has some expensive items on show, which a thief might try to steal*). Ask them what the tourist could do to protect his possessions.
- 2 Ask them to read the text and complete it with the words in the box. The students do this individually and then check their answers with a partner.
- 3 Ask different students to read out the lines of the text and check the answers as a class. Ask the students how careful they are with their own possessions.

Answers:

- 2 most 3 least 4 not as easy 5 rucksack

3 Discuss in pairs

- 1 Ask the students to discuss the question in pairs. Ask them to consider public transport, the street, shops and so on, to decide which places they should be most careful in.
- 2 Invite the pairs of students to share their ideas with the rest of the class. Ask them to give reasons for their answers and ask the other students to say whether they agree or disagree.

Answers:

You must be most careful in markets, on public transport, in busy places, etc.

1 Choose the correct word

- 1 You can see pictures and writing on a computer (screen/mouse mat).
- 2 You need to learn where the letters are on the mouse/keyboard.
- 3 The mouse/mouse mat helps you to move things around the screen.
- 4 If you want to listen to something without other people hearing, use ears/earphones.
- 5 Put some paper in the screen/printer and then you can use it.

2 Look at the pictures. Are the sentences true (T) or false (F)?



- 1 There is no difference between the two cars.
- 2 Like the white car, the black car has a flag on it.
- 3 The black car has more doors than the white car.
- 4 The price of the white car is similar to the price of the black car.
- 5 Unlike the white car, the black car is very big.

3 Now make sentences to compare the two phones

Phone A	
LE200	
Black or grey	
Camera	✓
Internet	✓
Text messages	✓
Voicemail	✓

Phone B	
LE200	
Blue, green, red or yellow	
Camera	✗
Internet	✗
Text messages	✓
Voicemail	✓

Like phone B, phone A can send text messages.....

1 Choose the correct word

- 1 Elicit the computer vocabulary and ask the students to read the example. Explain that they have to read the rest of the sentences and choose the correct option.
- 2 Invite different students to read out the completed sentences.

Answers:

- 2 keyboard 3 mouse 4 earphones
 5 printer

2 Look at the pictures. Are the sentences true (T) or false (F)?

- 1 Ask the students to look at the cars in the pictures and compare them.
- 2 The students then complete the exercise individually and then check their answers in pairs.
- 3 Check the answers as a whole class. Ask them to correct the false sentences. Then ask them which car they prefer.

**Answers:**

- 1 F (There are many differences between the two cars.)
- 2 F (Unlike the white car, the black car doesn't have a flag on it.)
- 3 T
- 4 F (The price of the black car is two times as much as the price of the white car.)
- 5 T

3 Now make sentences to compare the two phones

- 1 Elicit the comparative and superlative phrases the students have learned.
- 2 Then ask them to look at the pictures and read the information about the two phones and notice any similarities and differences between them.
- 3 The students write their sentences in pairs. Remind them to use the phrases for comparing.
- 4 Go round and monitor while they are working, helping where necessary. Then invite different students to read out one comparative and one superlative sentence.

Suggested answers:

Like phone B, phone A can send text messages. It also has voicemail. The price is the same. Unlike phone A, phone B comes in four different colours. The main difference between the phones is that phone A has the internet. Unlike phone A, phone B does not have a camera.

REVIEW SB page 40 WB page 26**Outcomes:**

- To review and practise the vocabulary and structures of the unit
- To practise using linking words too, also and in addition correctly

Before using the book:

- Write **Modern technology** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

UNIT
16

Review

Now you can ...

- **talk about mobile phones**

1 Match the words and their meanings

1 <input checked="" type="checkbox"/> c email	a a message which someone writes on a phone
2 <input type="checkbox"/> voicemail	b a message that a person leaves on a phone
3 <input type="checkbox"/> text message	c a message which someone sends using the internet

• **use (not) as ... as ...; more/less than; the most/least**

2 Make sentences about these earphones using (not) as ... as ...; more/less than; the most/least and these words

big comfortable modern small

• **use words to describe computers**

3 Complete the text

keyboard mouse printer screen

Do you want to write an email? First, use the 1 **keyboard** to write a message. If you want to change something, use the 2 Point it at a word on the 3 and you can change it. When you want to print the email, use the 4

• **talk about differences and similarities**

4 Complete the dialogue with these words and phrases

the difference the same similar unlike

Man: What's 1 **the difference** between these two TVs?
Shop assistant: The blue TV is 2 to the black TV. They are both very light.
Man: Is the red TV 3 as the other two TVs?
Shop assistant: No, there is a difference. The red TV is more expensive. And 4 the other TVs, the red TV has a very big screen.

Writing skills

Use linking words **too, also, in addition** to add extra ideas to a sentence:
Mobile phones have voicemail now. They also have cameras and play music, too. In addition, most phones can send texts.

40
Workbook page 26

1 Match the words and their meanings

- 1 Elicit the technologies that the students have found out about in the unit.
- 2 Then ask them to match the words and the definitions, as in the example.
- 3 Check the answers as a whole class.

Answers:

2 b 3 a

2 Make sentences about these earphones using (not) as ... as ...; more/less than; the most/least and these words

- 1 Elicit some examples of adjectives which could be used to describe the earphones in the pictures. Ask the students to compare their ideas with the adjectives in the box in exercise 2.
- 2 Then ask the students to compare the three sets of earphones, using each of the adjectives and the comparative and superlative phrases.
- 3 Go round and monitor while they are working, helping where necessary. Then invite different

students to make sentences for the rest of the class.

Suggested answers:

Earphones c are not as big as earphones a and b. They are the most modern.
Earphones a are the least modern. They are less comfortable than earphones b and c.
Earphones b are the most comfortable. They are not as small as earphones c.

3 Complete the text

- Elicit the computer words that the students have found out about in the unit.
- The students then complete the instructions for writing an email in pairs, using the words in the box.
- Invite different students to read out the sentences of the text. Ask how often they send emails and who to.

Answers:

2 mouse 3 screen 4 printer

4 Complete the dialogue with these words and phrases

- Elicit the comparative and superlative phrases that the students have learned in the unit.
- Then ask the students to read the dialogue and complete the gaps with the words and phrases in the box.
- Invite different students to read out each line of the dialogue, checking answers as a whole class.

Answers:

2 similar 3 the same 4 unlike

Writing skills

- Ask the students to read the example paragraph and look at the words in red. Ask them to discuss in pairs what the meanings of the words are.
- Explain that the words are very similar in meaning, but their position in a sentence is different (it isn't possible to say *They in addition ...* or *Too, most phones can ...*).
- Point out that there is a comma before *too* at the end of a sentence, and after *In addition* at the beginning of a sentence.

1 Rewrite the sentences to have the same meaning, using the words in brackets

- Mona likes English and she likes maths. (*too*)
Mona likes English and she likes maths, too.
- This phone can send texts and it has voicemail. It has a camera. (*in addition*)
- Modern planes go faster than old planes and they have better safety. (*also*)
- This seat is modern and it is comfortable. (*too*)

2 Complete the text about modern computers with these words

addition big difference easier libraries not as than too

Today, many people have computers in their homes. You can also find them in many schools and **1** *libraries*. This was very different just 50 years ago when it was very difficult to buy a computer. What is the **2** between computers today and computers in the past?

Modern computers are **3** large as the first computers. Some of the early computers were as **4** as a room! Today's computers are much faster, **5** they are less expensive. **6** the first computers so it is **8** to buy them.



3 Write a text about new technology

- Think of an example of new technology, such as mobile phones, laptops, tablets, etc.
- Describe what the new technology can do.
- Say how the technology is different to the past.

Remember to use *too*, *also*, *in addition* to add extra ideas to a sentence.

1 Rewrite the sentences to have the same meaning, using the words in brackets

- Ask the students to look at the example sentence. Then ask them to read the rest of the sentences and elicit the position of the words in brackets in the sentence (*too at the end, in addition at the beginning, and also mid-sentence before the main verb*).
- The students rewrite the sentences individually and then compare their answers with a partner.
- Invite different students to read out their rewritten sentences.

Answers:

- This phone can send texts and it has voicemail. In addition, it has a camera.
- Modern planes go faster than old planes and they also have better safety.
- This seat is modern and it is comfortable, too.

2 Complete the text about modern computers with these words

- 1 Ask the students to look at the photos in exercise 2 and say what they can see (*an old computer and a modern computer*).
- 2 Elicit phrases used for making comparisons. Ask the students what they remember learning in the unit about computers.
- 3 The students then work in pairs to complete the text about modern computers. Check the answers as a whole class.

Answers:

2 difference 3 not as 4 big 5 too
6 addition 7 than 8 easier

3 Write a text about new technology

- 1 Elicit the forms of new technology that the students use. Ask them to each choose one example to write about.
- 2 The students make notes about what the technology can do and how it was different in the past. You could do this stage as a class discussion to help with ideas, and make notes on the board.
- 3 The students then write their texts, using some examples of *too*, *also* and *in addition* to add extra ideas. They should start their answer in the Workbook and continue in their copybooks if they need more space. Go round and monitor while they are working, helping where necessary.
- 4 Invite different students to read out their texts.

Answers:

Students' own answers

A s s e s s m e n t

Speaking task

Outcome: to make comparisons

Use SB page 38, exercise 4 and Functions box

On the board, write the following:

a meal in a restaurant / a meal at home

a radio / an MP3 player

a letter / an email

In pairs, students compare the items on the board, using the expressions in the Functions box.

Reading task

Outcome: to read about the history of mobile phones

Use SB page 36, exercise 2 text

On the board, write these sentences:

1 Martin Cooper invented the mobile phone.

2 The first mobile phones weighed about 100 grams.

3 The batteries in old mobile phones didn't last very long.

4 Text messages started in the 1990s.

5 These days mobile phones take better photos than cameras.

Students read the text again and write down **True**, **False** or **Don't Know** for each sentence.

Writing Task

Outcome: to write a text about new technology

Invite students to give some examples of the latest technology (e.g. smart watches). Write the ideas on the board. Students choose an item and write a short paragraph about it.

Listening task

Outcome: to understand a conversation in a computer shop.

Use the recording for SB page 38, exercises 2 and 3

On the board, write the following incomplete extract from the tapescript:

The laptop is _____ the computer, but it's not _____ the computer and the screen is _____. It's not _____ the computer, so it's much _____ to move around.

Students complete the missing words as you play the recording, pausing as necessary.