

SPARK

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Student's Portfolio



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Language Biography

All About Me!

Name: _____

Date of birth: _____

Age: _____

Place of birth: _____

I am in my _____ year of English.

My English Teacher's name: _____

Read and put a tick (✓) or a cross (X).

Some members of my family speak English.

Some members of my family are from an English-speaking country.

I often read English books, magazines, etc.

I often watch English TV programmes.

I often listen to English songs.

I have extra English lessons.

There is someone at home who speaks English to me.

I have contact with people from English-speaking countries.

I have visited/lived in the following English-speaking countries:

Country (ies):
.....
.....
.....
.....
.....

How I Learn!

Think about the easiest ways for you to learn something new. Read the sentences below and choose. You can choose more than one.

1 I understand words/sentences better if I

- A listen to them on cassette/CD.
- B listen to my teacher saying them.
- C see them written.
- D see, listen and do something with them.
- E other

2 I learn words/phrases better if I

- A listen to them on cassette/CD.
- B listen to my classmates saying them.
- C read them.
- D write them.
- E repeat them.
- F act them out, sing them, etc.
- G they are part of a video/DVD, etc.
- H other

3 I can express myself best if I

- A already know all the words I need to use.
- B know some of the words I need to use.
- C use mime, objects and pictures to help me.
- D have some life experience on the subject.
- E other

4 I learn best if I work

- A on my own.
- B in pairs.
- C in a group/team.
- D other

5 I am more eager to learn if

- A I know why I'm doing an activity.
- B I know an activity will help me.
- C I am rewarded.
- D an activity will help me to find out more about the things I like.
- E other

6 I understand grammar rules better if

- A they are explained to me in my mother tongue.
- B I compare them with my mother tongue.
- C I find them through exploring a text.
- D other

My World of English!

Make a note of what you do in English.

The stories/poems I know in English

.....

.....

.....

The songs I can sing in English

.....

.....

.....

The videos/DVDs I've watched in English

.....

.....

.....

Language Biography

Now I Can ...!

Here is what you will be able to do in English at this level. Every now and then, for instance once a month, you will need to check your progress. For this reason you should use a pencil so that you can change and/or add things as you go along. You can use the following code:

Very Well: ✓✓✓	OK: ✓✓	Not Very Well: ✓
----------------	--------	------------------



Listening

I can ...

- understand and people talking about things I know.
- understand people giving factual information
- understand everyday conversations.
- understand programmes on TV and the radio.
- understand films.
- guess the meaning of unknown words.
- understand other people when they speak clearly.
- understand short lectures and talks.



Reading

I can ...

- understand texts on subjects I am interested in.
- understand personal letters expressing feelings.
- understand brochures and short, official documents.
- understand descriptions of events.
- understand argumentative texts that are written clearly.
- understand clear, straightforward instructions on a piece of equipment.
- understand newspaper articles about things I know.
- find and understand general information in everyday material.



Speaking

I can ...

- describe people/objects/places.
- socialise.
- give news, instructions, directions.
- express my thoughts on abstract cultural topics (films, books, music).
- describe personal experiences.
- describe feelings. (happiness, satisfaction, surprise, fear, worry, etc.)
- talk about my dreams, hopes, wishes and ambitions.
- ask for information.
- ask for/give permission.

- express my intentions.
- express preference.
- make suggestions.
- ask for/give advice to people.

.....
.....
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Writing

I can ...

- write short narratives.
- describe the plot of a book or a film.
- describe my thoughts on cultural topics such as films and music.
- write personal letters, expressing feelings, giving news, inviting people, etc.
- take messages describing enquiries and problems.
- write short essays.
- write short messages.

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Future Plans!

What would you like to do in the future to improve your English? How can you learn more about other people and other countries? Choose and write. You can also use your own ideas.

I WOULD LIKE TO ...

- | | |
|---|---|
| • read English stories, magazines, etc | • use the Internet |
| • watch English films, TV programmes, etc | • write to people from other countries |
| • listen to English songs | • visit other countries |
| • talk to English people | • find information about other countries and cultures |

.....
Date

.....
Date

.....
Date



Vocabulary

- 1 Fill in:** *last, exhibition, dress up, display, alive, float.*
- Most children like to as their favourite comic book heroes.
 - During the Carnival, the whole city comes
 - The best at the parade is the one with the fairies.
 - The celebrations a week with many events and parties every day.
 - They are having a modern art at the museum this month.
 - They are having a firework after the wedding ceremony.

- 2 Match the words in the columns to form phrases and then use them to complete the sentences.**

- | | |
|---|---------|
| 1 | good |
| 2 | street |
| 3 | long |
| 4 | family |
| 5 | lucky |
| 6 | behaves |

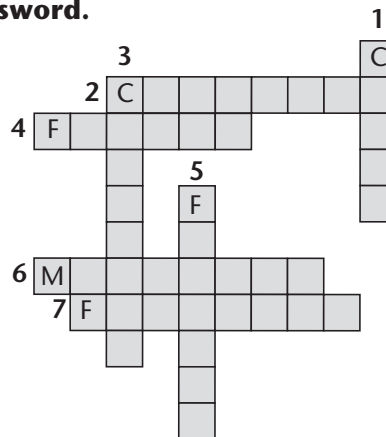
- | | |
|---|------------|
| a | gatherings |
| b | life |
| c | badly |
| d | parade |
| e | luck |
| f | number |

- All the townsfolk gather on Main Street in the afternoon to watch the
- He enjoys going to during the holidays because he gets to see his aunts and uncles.
- My is seven.
- Noodles symbolise in China.
- The one who finds the bean in the cake has for the whole year.
- Sam in class.

- 3 Choose the correct word.**

- I'm planning to **celebrate/participate** in this year's spring parade.
- Lots of people take part in **outdoor/annual** activities.
- The blowing of the horn **signals/reminds** the beginning of the race.
- There is a **battlefield/war** taking place in the Middle East.
- That song has a very melodic **bugle/tune**.
- They are having a two-minute silence to **honour/fight** the people lost in the tsunami in Japan.

- 4 Fill in the gaps then complete the crossword.**



- Oh look! It's time to the Queen of the Carnival!
- According to the May Day is on a Sunday.
- It's a carnival party and we are all wearing
- They start making the a year before the event.
- Inside the biscuit there is paper that tells you your
- The *Tomb of the Unknown Warrior* is a war in New Zealand.
- We are all going to the *International Jazz* in Montreal.

Grammar

- 5 Put the verbs in brackets into their correct form.**
- 1 A: Would you like (go) to the dance festival?
B: Certainly. You know how much I enjoy (dance)!
- 2 A: Look! There's a firework display. Let's stop the car (watch)!
B: OK! This time at least remember (take) pictures.
- 3 A: I really hate (wait) in long queues when I go shopping.
B: Personally, I avoid that by (do) my shopping online.
- 4 A: I'm too tired, but I can't (sleep).
B: Why don't you try (drink) some milk?
- 5 A: I'd love (talk), but I have a meeting.
B: OK. Remember (call) me later!
- 6 A: This event looks interesting. We should (check) it out.
B: Hm. We can (pass) by after work tomorrow.
- 7 A: Do you fancy (build) a float for the parade?
B: I'm not really good at (make) things with my hands.
- 8 A: Would you consider (take) a short holiday in the spring?
B: I can't (wait) that long. I need a holiday now.

- 6 Put the verbs in brackets in the present simple or the present continuous.**

Dear Max,
Greetings from the Arctic! We 1) (be) in Kiruna, Sweden for the Snow Festival. We 2) (have) a great time here. We 3) (stay) for the whole five days of the Festival because we 4) (not/want) to miss a thing. At the moment, we 5) (watch) an ice sculptor making a swan. The reindeer race 6) (begin) in an hour. I can't wait!
Helen is fine. She 7) (say) hello. She 8) (take) photos at the moment. She never puts her camera down. This evening we 9) (go) to a party in a giant igloo. Tomorrow we 10) (go) shopping for handicrafts. I 11) (promise) to get you something nice.
See you next week,
Sandy

- 7 Circle the correct form.**

- 1 Jimmy likes watching TV or to music in his free time.
A listen B to listen C listening
- 2 Let me to you, please.
A to talk B talk C talking
- 3 Tony of moving house?
A Do, think B Does, think C Is, thinking
- 4 is a great form of exercise.
A Jogging B To jog C Jog
- 5 The plane from Quebec at 9 pm on Saturdays.
A is arriving B arrives C don't arrive
- 6 you to the Rio Carnival this year?
A Do, going B Are, go C Are, going

Reading

8 Read the text and answer the questions.

Te Matatini O Te Ra Festival

The *Te Matatini O Te Ra Festival* is the world's largest stage for the performing arts of the Maori tribes of New Zealand. It takes place every two years in mid-February and lasts four days. Dozens of Maori dance teams from all over New Zealand take part in the 'Kapa Haka' competitions of the Festival.

The dance groups spend up to twelve months before the event preparing for a winning 25-minute performance. Each team has between 25 – 40 members from age 14 and up. The 'Kapa Haka' combines song, dance and expression using all parts of the body. In the months before the Festival, each region holds competitions to choose a team that represents them in the final at *Te Matatini*.

During the festival, the whole town is on call. Thousands of volunteers are there for the tens of thousands of visitors. People gather round the stages to watch the performers compete for the main prize. The winning team gets to host the next festival in their region. Prizes also go to the best male and female leaders, best costumes and use of language. The events go on all day and competitions start as early as 9 in the morning. Visitors can also see international performances from Hawaii and Canada, follow Zumba fitness classes or join X-Box competitions. In addition, they can shop for Maori arts and crafts as well as clothes and accessories from the many on-site vendors. UNESCO supports this festival as one of the top cultural events on the globe. As for the Maori tribes, which are many and diverse, it is a chance to meet and celebrate their heritage as one big happy family.

- 1 Who can compete in the festival?
- 2 How long is each performance?
- 3 Who hosts the next festival?
- 4 What other prizes can group members win?
- 5 What else can people do at the festival?

Writing

9 Write a short text about a Mexican celebration using the fact file. Answer the questions in the paragraph plan and use the text in Ex. 8 as a model to write your article.

Name: Children's Day

Time: April 30th

Place: Mexico

Reason: to honour and celebrate children

Preparations: at schools teachers plan activities/city plans parade or book festival/find sponsors for events and entertainment

Day's events & activities: folk arts & crafts fair/book festival/concerts in the park/local businesses offer free kids' meals/paper hat competition and parade

Feelings: great way to celebrate the children of our future/bring together families and community

- **Paragraph 1:** What is the name of the celebration? When/Where does it take place?
- **Paragraph 2:** What preparations do people make before the event?
- **Paragraph 3:** What happens during the event?
- **Paragraph 4:** How do people feel? What final thoughts/comments can you make?

- a) Work with student B. Answer student B's questions about the Halloween Dance.

Cedar High's Halloween Dance

Come and spook the spooks!

Saturday at 8:00pm in the school gym.

Tickets €10 each – get 2 for €18!

Many prizes for best costume – Grand prize an LCD screen!

Live Hip Hop performance by our very own Jazzy Jay and the Birds!

On the Decks – DJ Prince I Am!

Tickets available now at school cafeteria.



Don't miss the event of the year!!!

We need volunteers to decorate the gym and carve pumpkins.
Please sign up at the office.!

- b) Ask questions to find out information about student B's advertisement for the Green Day event.

Green Day

- when / it / take place?
- what / events?
- when / activities / begin?
- when / activities / end?
- what time / concert?
- special prize?
- when & where / sign up for events?

a) Ask student A questions to find out information about the Halloween Dance.

Halloween Dance

- where / it / take place?
- how much / tickets /cost?
- any prizes?
- what / main events?
- where / get / tickets?

b) Work with student A. Answer student A's questions about the Green Day event.

GREEN SCHOOL DAY AT ROYAL HALL ACADEMY

On April 22, our school goes Green!

Events:

- Flower planting
- Composting
- Recycled material crafts workshop
- Electric bike races

Activities begin at 9 am and end at 7 pm.

Concert by our own school bands at 6 pm.

Grand Prize for electric bike race winner – an electric bike!

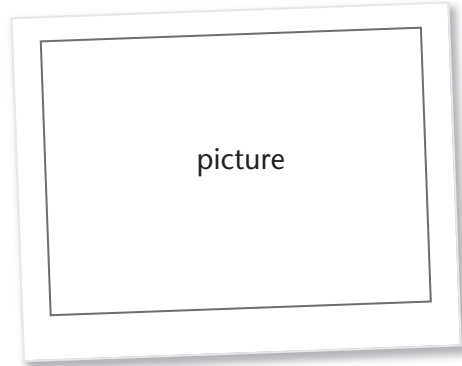
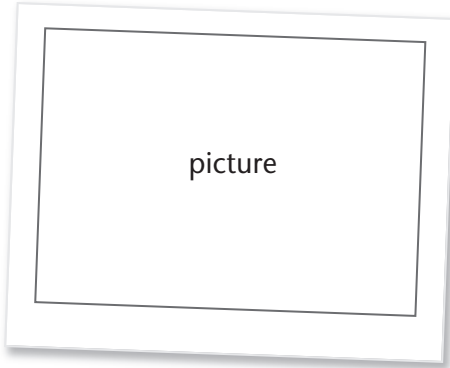
Sign up for events before April 10th at the main office.



Name: Date: Class:

Write a short article about a spring festival in your country for an international teen magazine. Stick pictures.

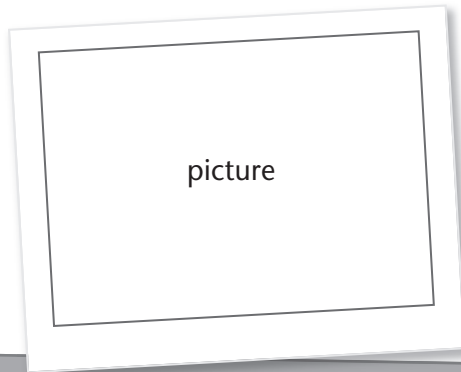
Spring Festival



The in is a popular annual event and attracts people from all over the country. It takes place

During the festival
.....
.....
.....
.....
.....

The is an experience that no one wants to miss!



GAME

1

Play in pairs. You need a dice and some counters. Take turns to roll the dice, then move your counter the same number of squares the dice shows. Fill in the gaps or circle the correct item. If you can't, move back one square. The first player to reach the finish wins.

START

<p>1 The train (leave) at 8:00 am.</p>	<p>2 huge =</p>	<p>3 You (always/interrupt) me when I'm talking.</p>	<p>4 SORRY MOVE BACK ONE SQUARE</p> 
<p>5 lots of =</p>	<p>6 SORRY MOVE BACK ONE SQUARE</p> 	<p>7 Let's go swim/ swimming/to swim.</p>	<p>8 He (work) in a bank.</p>
<p>9 The festival lasts/ keeps four days.</p>	<p>10 They are sending (invite) for the wedding.</p>	<p>11 to give it a try =</p>	<p>12 SORRY MOVE BACK ONE SQUARE</p> 
<p>13 participate =</p>	<p>14 SORRY MOVE BACK ONE SQUARE</p> 	<p>15 She can to go/ go/going if she wants to.</p>	<p>16 The sauce (taste) delicious.</p>
<p>17 SORRY MOVE BACK ONE SQUARE</p> 	<p>18 I can hardly wait =</p>	<p>19 Remember (lock) the door before you leave.</p>	<p>20 Susan wants to take part in a dance (compete).</p>

FINISH

Vocabulary

1 Match the words in the columns to form phrases and then use them to complete the sentences below.

1	dive into	a	back
2	takes	b	like
3	mount	c	deep water
4	look	d	a horse
5	humped	e	the form of

- It is an ugly creature with a and big claws.
- You wear breathing equipment to
- Jake was too young to so we let him ride a pony.
- What does the beast?
- In the film, the wolf a bird during the day.

2 Fill in: *coincidence, turned up, oncoming, spare parts, brave, insurance, assassination.*

- Most of the people I invited at my birthday party.
- We felt it was more than a(n) that we had both kept the same photograph for 30 years.
- Don't worry about the cracked windshield; your will cover that.
- Saving that girl from the runaway lorry was a very act.
- The mechanic is looking for some to repair the damage to my car.
- He managed to get his bike out of the way of the traffic.
- There was another attempt on the President.

3 Choose the correct word.

- The Chinese never managed to **conquer/ attack** the island of Japan.
- We noticed the strange creature **skim/ flap** its wings and fly away.
- It was the little boy with his stone who managed to **fight/chase** the monster away.
- Ten knights in armour **guard/invade** the palace each night.

4 Use the *past simple* or the *past continuous* to fill in the gaps.

- A: 1) (you/have) a nice sleep last night?
 B: No, actually I 2) (have) a strange dream.
 A: What 3) (you/dream)?
 B: Well, I 4) (sit) at my desk doing my homework. I 5) (just/finish) when I 6) (notice) movement at my window. I 7) (go) to investigate and saw that I 8) (not/walk), I 9) (float) like a ghost!
 A: Now that is weird! Then, what 10) (happen)?
 B: As I 11) (move) towards the window, I 12) (see) my neighbour from upstairs floating down to the balcony.
 A: Oh my! 13) (you/scream)?
 B: No, he 14) (smile) as he 15) (come) closer. Then he 16) (look) at me and 17) (wave). Suddenly, the sky 18) (turn) black and he 19) (lose) his balance. All of a sudden, it was me in my neighbour's place and I 20) (fall) through the air. I 21) (begin) to scream. I 22) (still/scream) when I 23) (wake up).
 A: That sounds more like a nightmare to me!

Grammar

5 Complete the sentences with *used to* or *would*. In which sentences can you use both?

- 1 Tony be afraid of the dark when he was a kid.
- 2 Sally and I went to the same school. We take the school bus together every morning.
- 3 My sister believe in fairies but not anymore.
- 4 When I was in the football team, we go to practice every day after school.
- 5 My mum work as a teacher before she became an editor.
- 6 On warm summer afternoons, we go swimming at the public pool.

6 Put the verb in brackets into the *present perfect* or the *present perfect continuous*.

- 1 A: Where's Steven?
B: He (go) to the library to study.
- 2 A: Why is Mary so late?
B: She (type) the notes from the meeting for the last hour.
- 3 A: Are you going to see that new horror film?
B: Actually, I (already/see) it twice.
- 4 A: Can I borrow that book?
B: I (not/finish) yet.
- 5 A: I got the tickets to the show!
B: Great. We (wait) to see this performance for months.

7 Put the verb in brackets into the *past simple* or the *present perfect*.

A

- A: Hi Claire. Where 1) (you/be) since this morning?
B: I 2) (just/meet) a very interesting person. Her name is also Claire.
A: Where 3) (you/meet) her?
B: At a seminar that I 4) (go) to this afternoon.
A: So, I guess you 5) (be) with her since the seminar ended.
B: Yes. We seem to have so much in common.
A: Like what?
B: Like I said, her name is Claire too. We 6) (be) also born on the same day and we 7) (go) to all the same music concerts in the last few years.
A: It sounds like you 8) (just/make) a new friend that you can share a lot with.
B: And to think, I 9) (not/want) to go to that seminar today!

B

- A: 1) (you/finish) writing your story, Ellie?
B: Not yet. I 2) (have) writer's block for the last twenty minutes, Miss.
A: Well, 3) (you/choose) your characters yet?
B: I 4) (think) I had, but now I'm not so sure.
A: Hmm. 5) (you/decide) what the story is about?
B: No, not yet. I 6) (want) to write a scary vampire story, but then I 7) (change) my mind.
A: You 8) (not/do) much, have you?
B: Actually, I 9) (manage) to draw a scary vampire.
A: I see. Ellie, I think you should try to write it at home tonight.

Reading

- 8 Read the text and mark the sentences T (true) or F (false).

THE BEAR LAKE MONSTER

It was a warm, breezy July evening in Bear Lake. Jim, Ryan and I were sitting around the campfire, enjoying the sunset and talking about tales of the Bear Lake Monster.

Suddenly, an old man approached us. He started talking about the beast and pulled out a drawing to show us. We all looked at the sketch in fear. It looked like a huge, brown snake about 30 metres long. It had a skinny head with a mouth big enough to eat a man. We listened to the stories of how it surprised swimmers by blowing water at them and how it came out to feed on people at dusk. As he was saying those words, I felt a shiver go down my spine. Then, Ryan dared us to go into the water. Jim accepted the dare. I followed them a little reluctantly.

The breeze was getting stronger, but it was still warm enough to go into the water. Ryan and Jim were teasing each other and making scary noises while I was trying to keep my eyes on the surface around us. Suddenly, out of the corner of my eye, I saw something dark and long go speeding past us. I tried to scream, but seemed to have no voice so I waved my arm to get their attention. They finally noticed and started swimming towards me. As soon as they reached me, a dark thing came out of the water and splashed us. We all started screaming as the dark thing came closer and closer.

When it was close enough, we realised that it was actually a motorboat. An arm reached down and pulled us into the boat, one by one. I got up to thank our rescuer and was surprised to see the old man from the beach. He looked at us and apologised for scaring us like that. We were still laughing when we got to the shore.

- 1 The Monster lives in the mountain.
- 2 The Monster comes out at sunset.
- 3 The writer was afraid to go into the water.
- 4 They got into the boat all at once.
- 5 The old man didn't mean to scare them.

Writing

- 9 Read the rubric. Use the plan to write your story.

Your school magazine has asked students to send in short stories entitled: *A Ghostly Encounter*. (120-150 words)

Para 1

Who were the main characters? What were they doing? When/Where did the story take place? (*Cold October morning./two friends and I./Hike along the cliffs of Cape Forchu, Nova Scotia./They say/ ghost of pirate Black Bartelmy/haunt/Cape.*)

Para 2

- What happened? What was the climax event? (*After/few hours/hike/we/decide/take/break./ As/we/sit/ledge/resting/we/realise/be/spot/ where/Black Bartelmy/ship/crash./Supposedly/ the pirate/hide/treasure/cave nearby/before/ he/die/quicksand./I/notice/cave/further down/ we/go/investigate.*)
- (*As/we/enter/cave/we/hear/cry/for help./We/ look/around/but/see/nobody/as/move/ further/cave./Suddenly/we/hear/somebody/ laughing./The/laughter/echo/cave./It/be/too spooky/us/stay/so/we/run/out of/cave/fast/we/ can. We/grab/our stuff/and/run/all/ way/town.*)

Para 3

What happened at the end? How did the characters react/feel? (*In/town/we/stop/coffee shop/ refreshment./I/tell/story/shopowner./He/laugh/say/ it/be/Black Bartelmy/ghost./We/be/shock/promise/ never/go/back/there again.*)

- a) Work with student B. Answer student B's questions about Chupacabra, a mysterious creature.

Chupacabra (Goat sucker)

Lives: Puerto Rico and Mexico

Description: size of chimpanzee, large glowing red eyes, a mouth full of sharp fangs with a long snake-like tongue, hairy arms

Colour: greyish skin

Abilities: hops like a kangaroo

Other information: attacks and drinks the blood of livestock, especially goats

- b) Ask student B questions to find out about another mysterious creature, Mothman.

Mothman

- where / lives?
- what / colour?
- what / size?
- what / looks like?
- what / can do?
- be dangerous?

a) **Work with student A. Ask student A questions about Chupacabra.**

Chupacabra

- where / lives?
- what / colour?
- what / size?
- what / looks like?
- what / can do?
- be dangerous?

b) **Answer student A's questions about Mothman.**

Mothman

Lives: West Virginia, USA

Description: approximately 7 feet tall, very long wings, large red glowing and hypnotic eyes, has an unusual shriek

Colour: grey scaly skin

Abilities: can take off straight up and fly at speeds of up to 100 mph

Other information: mutilates or eats large dogs, causes radio and TV interference, has some mind control powers

Portfolio Activities

2

Name:

Date:

Class:

Your school is running a competition and has asked its students to write short scary stories. Write your scary story for the competition including who the main characters were, when/where the story took place, what happened, how the characters felt. Draw or stick pictures related to your story in the spaces below.

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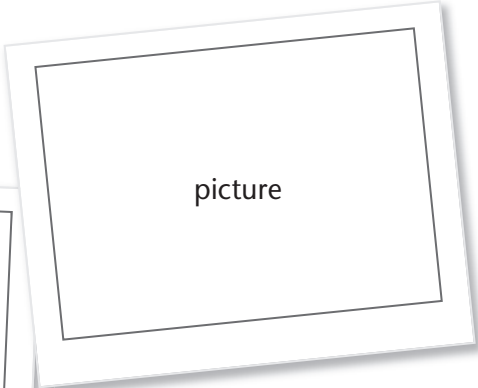
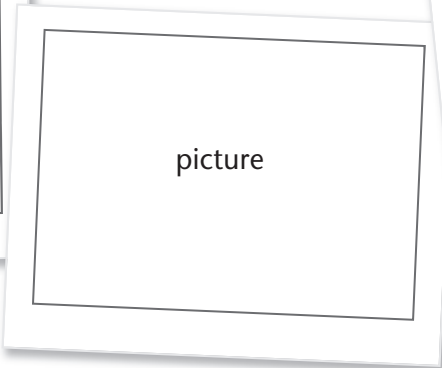
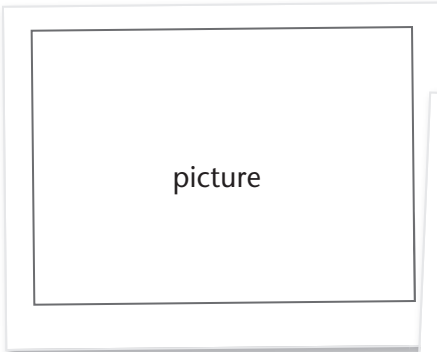
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Chain story

Students play in pairs or groups of three or four. Each pair or group gets a set of story beginning cards. Student A turns over a card and reads it to the group/pair. Then, student A continues the story by adding on a sentence. After student A completes their turn, the other students continue in the same way. Each correct sentence gets one point. If a student makes a mistake or cannot continue, one point is deducted and the student loses a turn. The game ends when the group can no longer continue the story. The group with the most points at the end wins the game.

Sample Story Beginning Cards:



Student A turns over the following story beginning card:



► SA: *I was alone in the house one winter's night reading a frightening ghost story.*

Vocabulary

- 1 Fill in:** *disabilities, develop, artificial, control, function, device.*
- This new part should just as well as the old one.
 - Scientists hope to robotic body parts in the future.
 - People with do not have easy access to many public buildings.
 - A robot is a type of intelligence.
 - This tiny fits into the ear and helps people hear better.
 - You can what the robot does from a PC.

- 2 Match the words in the columns to form phrases and then use them to complete the sentences below.**

- | | |
|---|---------------|
| 1 | chat |
| 2 | multi-tasking |
| 3 | boot |
| 4 | virtual |
| 5 | text |

- | | |
|---|----------|
| a | world |
| b | online |
| c | friends |
| d | teenager |
| e | camp |

- Why do you your all day instead of calling them?
- They are sending their son to a for techies.
- A is a young person who can do many things at the same time.
- We every night after we do our homework.
- I don't think he can tell the difference between the and the real one.

- 3 Choose the correct word.**

- I prefer online games where you can **interact/recognise** with other players.
- Robots will one day **save/take** over many jobs.
- There is no one else like him. He is my **companion/soul mate**.
- This program can help you **interpret/generate** the meaning of strange words.
- I haven't had any **access/control** to the Internet today.

- 4 Find seven gadget parts in the grid below.**

D	H	R	O	L	A	S	N	Y	Q	A	G	K
R	E	M	O	T	E	C	O	N	T	R	O	L
S	A	Z	W	P	H	R	R	F	D	G	S	A
J	D	F	K	O	K	E	Y	B	O	A	R	D
M	P	H	P	I	P	E	E	U	V	T	G	J
B	H	I	O	U	U	N	W	T	K	P	H	F
J	O	Y	S	T	I	C	K	T	D	T	R	Y
V	N	O	D	Y	E	M	Q	O	C	Y	W	D
K	E	Y	P	A	D	B	A	N	A	U	Q	I
X	S	T	S	R	W	F	Z	S	Z	O	P	L

Grammar

5 Put the verbs in brackets into the correct *future tense*.

- 1 Look out! You (trip) over the PC cable.
- 2 The e-shop (open) at 9 am from Monday to Friday.
- 3 We(attend) a Technology workshop at the weekend.
- 4 As soon as Philip logs on, he (send) us the documents by email.
- 5 Computers (soon/use) touch technology.
- 6 There's too much traffic today. I expect they (be) late for the meeting.
- 7 I (browse) the Internet for special offers before I decide to invest in new PC.
- 8 She enjoys experiments in Science class. She (become) a great scientist one day.

6 Use the appropriate *future tense* to complete the sentences that Steve might say.

- 1 The window is open. His friend says she feels cold.
"I" "
- 2 He is flying to Milan at 9 o'clock tomorrow morning.
"My flight" "
- 3 He has arranged to go bowling with his friend Sean tomorrow afternoon.
"Sean and I" "
- 4 He's got enough money now. He plans to buy a new computer.
"Now that I've got money, I" "

7 Put the verb in brackets into the *future continuous* or the *future perfect*.

- 1 A: Why don't you call Jenny at work and ask her?
B: It's already 6 pm. She (leave) work by now.
- 2 A: Are you excited about your camping trip?
B: This time tomorrow, I (fish) in the lake.
- 3 A: Have you finished testing the samples, yet?
B: No, but I(complete) everything by the end of the day.
- 4 A: This time next week, we (watch) our new LCD TV.
B: I can't wait.
- 5 A: I'm sure they (see) our comment by now.
B: Go online and check!

8 Underline the appropriate time phrases and put the verbs into the correct tense.

- 1 Do you know when/since the next train (arrive)?
- 2 He promised to return my camera while/the moment he (come) back from holiday.
- 3 They'll buy the new iPhone as long as/as soon as it (hit) the shops.
- 4 She will have cleaned the house by/ whenever the time we (arrive) tonight.
- 5 We have to wait until/after Jerry (return) to order a pizza.
- 6 Before/Until you (go), fill out this form.
- 7 Lindsey will call us by/when she (wake up).

Reading

9 Read the text and for questions 1-5 choose the best answer A, B or C.

E-books

Information technology has come a long way with new gadgets and applications appearing on a daily basis. One recent development to reach the market is the e-book or electronic book. Anyone with a good PC can now buy books online, download and read them directly on their screen. Many people react negatively to online books saying they don't have the same magic as real books, that nothing can take the place of holding a book and turning the pages. As an avid book reader myself, I can understand their point but will disagree.

First, e-books eliminate the need for paper and cut down on deforestation. As a result, we could save millions of trees each year by choosing e-books over traditional paper books. Furthermore, the production and use of e-books releases less pollutants in the air than the whole paper industry combined.

E-books are also practical and accessible. For instance,

you no longer have to worry about storage or spend hours in a bookshop looking for a book that suits you. All you need is enough memory on your PC, laptop or even smartphone for storage. In addition, you can browse the Internet for book topics and use readers' comments to help you make your next choice.

On the other hand, people will argue that nothing compares to the portability of a book. You can take it everywhere with you; to bed, to the beach or on a trip without needing to recharge batteries. Also, traditional books are more compact than most computers or laptops.

All in all, e-books are in tune with the needs and demands of the 21st century. They are both eco-friendly and already available for smartphones and other lightweight gadgets. What remains is for more people to start using them and help save our trees.

- | | |
|--|---|
| <p>1 E-books give readers the opportunity to</p> <ul style="list-style-type: none"> A create new gadgets. B read books bought online. C make magic. D turn the pages. <p>2 Electronic books are eco-friendly because they</p> <ul style="list-style-type: none"> A are products of trees. B produce pollutants. C reduce the cutting down of trees. D use traditional material. <p>3 Traditional books</p> <ul style="list-style-type: none"> A require a lot of storage space. B come with plenty of storage. C take too much time to read. D improve memory. | <p>4 E-books</p> <ul style="list-style-type: none"> A use normal batteries. B are too heavy to use. C are easy to read anywhere. D are now available for smaller gadgets. <p>5 People should</p> <ul style="list-style-type: none"> A read more books. B make more eco-friendly choices. C buy more smartphones. D be more demanding. |
|--|---|

Writing

10 Read the rubric. Match the viewpoints (A-C) to their reasons/examples (1-3). Then write your essay using the viewpoints and their reasons/examples.

Computers have made students' lives easier. Write an essay expressing your opinion. (120 – 180 words)

Viewpoints

- A** computers can help students to get information when they need it
- B** computers enable students to contact other people around the world by email
- C** students can become distracted by online games and social networking sites

Reasons / Examples

- 1** students don't need to spend time waiting for replies to letters they send asking for information
- 2** students forget their homework or avoid doing it
- 3** instead of going to libraries, students can get information much faster

a) Work with student B. Answer student B's questions about an MP3 player.

SanDisk Sansa Clip

*The affordable MP3 player that does it all!
Yours for under £45*

The player includes:

- FM radio and recorder
- voice recorder
- LCD screen
- USB cable

The player offers:

- huge file support
- preloaded music cards
- chance to load your own music
- possibility to separate music by genres
- recorder



b) Ask questions to find out some information about student B's advertisement for a smartphone.

Sony Ericsson Xperia X10 mini

- what / kind / phone?
- what / include?
- what / extras?
- how / much?
- how / much / line rental?

- a) Work with student A. Ask student A questions to find out some information about student A's advertisement for an MP3 player.

SanDisk Sansa Clip

- what / gadget?
- what / include?
- what / else / offer?
- how / much?

- b) Answer student A's questions about the smartphone.

Sony Ericsson Xperia X10 mini

The compact smartphone

What do you get?

- music player
- video camera
- 5 megapixel camera with autofocus
- radio
- GPS

Extras:

- memory card
- WiFi
- track ID (find out the name of the song)
- Google maps



Only £ 99.50
or
free with line rental

Name: Date: Class:

Do a survey to find out which gadget your classmates use most. Then prepare a pie chart with your findings and write a short paragraph analysing the facts.

High-tech Survey

NAME	mobile phone	PC	games console	MP3 player	REASON

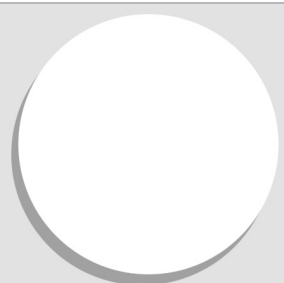
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Pie Chart



Technology plays an important role in our lives.

.....

.....

The majority

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Play in teams. Toss a coin to move (heads: 1 square – tails: 2 squares). Students must make a sentence based on whatever grammar point they land on. If they can't answer, they move one square back.

START

1 on-the-spot decision	2 fixed arrangement	3 timetable	4 prediction based on what we see
5 action in progress at a stated future time	6 plan/intention	7 threat	8 promise
9 gradually developing situation	10 action finished before a stated future time	11 offer	12 prediction based on what we think

FINISH

- ▶ Team A S1: (Heads: 1 square – 1 on-the-spot decision) *I'm hungry. I'll make a sandwich.*
- ▶ Team B S1: (Tails: 2 squares – 2 fixed arrangement) *Anna is moving house next week.*