

## Revision

<b>Subject:</b>	Free time
<b>Language:</b>	Present simple and present continuous; <i>can / can't</i>
<b>Functions:</b>	Talking about repeated actions; talking about likes and dislikes; asking for and giving directions

**Note for Trinity College, London Exams:** Unit 0 revises language taught in Smart English A2 for Trinity GESE Examinations Grades 3 and 4 (present simple and present continuous tenses; *can / can't*). When making a fresh start with this book, it is important for students become accustomed to the format and ingredients of each Unit and how this level of the course works without being too challenged by new language. The topics are new and interesting and will immediately be recognised as contemporary issues, regardless of the language content. All students who need revision, whether or not they have worked with the previous book, should do this Unit. However, if for any reason you don't feel they need the revision, or want to discuss the issues of social media, go straight to Unit 1.

## 1 ***The BIG question:* IS THERE LIFE WITHOUT SOCIAL MEDIA?**

The theme of this unit is what young people do in their free time. Most now spend much of their free time communicating with each other and chatting via social media. Social media are online sites such as Facebook, Orkut or Renren (also available via mobile phones), which we use to send messages, exchange news and information, show photos and movies and make friends. Much of teenagers' social life has moved to this virtual world, which gives them far greater access to wider peer groups than ever before. However it also comes with dangers and potential problems. It is extremely popular (Facebook started in 2004 and by 2011 had about 700 million members). But both adults and teenagers are beginning to ask themselves if the loss of privacy and the possibility of cyber-bullying (bullying online as opposed to face-to-face) are worth it. There are signs that fewer people are signing up and some may even be deserting this new medium already.

The title of the Unit is Social networking. This means expanding your social contacts or more simply, getting to know more people by using the internet. Using social media is a very effective way to do this. ***The BIG question*** asks if it's possible for teenagers to have a good social life without social media. For some enthusiasts, there is now no life without being online. Others are more skeptical.

- Write the name of a social media website that you and the students know on the board. **Ask:** Who's on (name of website)? Elicit answers and teach the words website, social media site as appropriate. **Ask:** What other sites are you on? Do you use Twitter? Do you chat on Skype? What's the most popular social media site in your country? Elicit answers and write the names of the sites on the board.
- Use the pictures on the page to revise expressions about mobile phones (or cell phones in American English). **Ask:** What do we use mobile phones for? Elicit as many answers as possible, for example: We phone people. We send text messages (SMS in some countries); send instant messages (IM) or use Facebook. We send and receive emails. We use live chat sites. We use them as cameras, alarm clocks; we play games on them; we use apps such as GPS (Global positioning systems) or maybe just as fashion items or for the prestige of having a smarter phone than anyone else. Write text message on the board. Explain that mobile phones and the websites discussed are examples of social media. Explain the words social and media separately: social (activities with other people), media (television, newspapers, the internet, magazines and radio).
- Read ***The BIG question*** with the class. Explain that it means: Can you live happily without social media? Elicit initial reactions. Do a quick

survey and find out how many students use social media sites and if there are students who don't use them. Write the numbers on the board.

- Read the **FACT box** with the class. If by any chance students don't know Facebook, explain that it's a very popular social media site in the west. Ask a student to write 500 billion on the board (500 + 9 zeroes). Ask students if they are surprised. Ask how many hours a week they spend on their favourite social networking site.

## 2 FOCUS ON...

### Words

#### Picture / background information

Picture 1 shows a person using a mobile phone.

Mobile phone is the UK term while cell phone is the American term. In general conversation people usually refer to their mobile rather than mobile phone.

Picture 2 shows a computer flat screen, as used with a desktop computer. A desktop computer is used at home or at work, and is not moved around very easily. Picture 3 shows the typical profile of a Facebook user. Your profile gives a quick summary of who you are. Photos with tags on them show what you've been doing recently. Tags are labels that help you to find a photo easily. Picture 4 shows someone using a laptop computer, one that is portable (sits on your lap or knees), in other words, easy to carry around. Picture 5 shows someone typing in a text message on their mobile phone. Picture 6 shows an instant message, in this case on Skype the free telephone and message service. An instant message (IM) is a short message that you can send between computers. Both people are online at the same time and talk to each other by typing text and sending small pictures in real time. You can also send videos and play video games online using IM.

- Look at the unit title with the class. Explain that social networking means meeting people, and that we often social media to do this.
- If your class is just beginning a course, you may want to use a warm-up activity. The warm-up activity below works both with students who know each other and students who have never met before.

### Extra warm-up activity

Put students into pairs. Each student writes down:

- Three things they know about their partner, for example: You have fair hair. / Your sister's name is Elena / You come from Italy.
- Three things they'd like to know about their partner. These should be questions. Where do you live? / How old are you?
- Choose a confident pair. They take turns to read out and respond to the statements and questions. For example,  
Student A (boy): You have fair hair.  
Student B (girl): Yes, but really my hair is brown.
- Students work in pairs. They take turns to read out and respond to the statements and questions.
- Students then find another partner and go through the same procedure.
- If time allows, they report back to the class about what they have learnt about their partners.

### 2 A

- Students look at the photos. Read out the words in the box and make sure students can pronounce them.
- For b), check that students understand that UK means the 'United Kingdom', ie, Britain, and that US means the Unites States, ie, America. Students may not know what an instant message is, so explain this term.
- Students match the words in the box with the correct pictures. They probably know or can work out what laptop computer and Facebook profile mean. Encourage them to use their dictionaries.
- Check the answers.

### 2 FOCUS ON... Words A

### Answers

1 b 2 c 3 e 4 a 5 d 6 f

### 2 B

Elicit or teach the vocabulary that we use for online situations, especially social network websites:

- We post comments and photos (write comments and place photos on sites such as Facebook); we chat online (exchange messages); we update our status (say what we're doing now or what we're

thinking about) on social networking websites. If we meet someone face-to-face, we meet them in real life. If we take exercise, we do a physical activity like running to get healthy and strong.

- Put students in pairs to do the exercise. Check the answers.

## 2 C

- Read out the questions and make sure students understand them.
- Elicit questions and answers from confident students. For Question 5, elicit answers such as “I text them or I call / ring / phone them”. “I text a lot.” / “I send a lot of texts”. Explain that text is the word (noun) we usually use for send a text message.
- Students do the task in pairs.

## 2 D

This exercise teaches key words from the 5 short texts on the next page in order to make them easier to understand when they read them (or read and listen).

- Explain that positive means good.
- Students use their dictionaries to do this exercise. Elicit the fact or explain that *un-* before a word means not, so unkind means not kind. Support, both a verb and a noun, means help, kindness or approval. To lie, in this context, means not to tell the truth. Elicit examples of bullying (both verbal and physical), for example, children who say unkind things to another child because they are short.
- Check the answers.

2 FOCUS ON... Words B	Answers
1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✓ 7 ✗ 8 ✗	

### Ideas

This section introduces students to ideas in the unit and gives them an opportunity to talk and say what they think.

- Read out the statements and make sure students understand them. Point out that we say, “I prefer to...”, meaning “I like this best.”
- Students discuss the statements with a partner. Alternatively, they can work in small groups.

Circulate and help students to express their opinions.

- Ask students to report back to the class.

## 3 READING CD2 (Red), track 19, or download from:

<http://www.brookemead-elt.co.uk/downloads>

## 3 A

This first question of matching the pictures to the headings is an easy task that helps students feel confident that they understand the general meaning of a passage without needing to understand every word.

- Before reading, ask students to look at the pictures and say what they think the passage is about. Don't say whether they're right or wrong. Then tell students to read the text quickly and not to look up unknown words.
- Students can also listen to the interviews on CD as they read. Check the answers.

## 3 READING A

### Answers

1 a (Who is Keira?) 2 e (What Keira does after school) 3 b (How and why Keira uses Facebook) 4 a Problems with Facebook 5 c A story about a girl at Keira's school

## 3 B

- If you think students need the help, pre-teach unknown vocabulary, for example, teenager, secondary school, engineering, cyber-bullying (online bullying), political.
- Read through the questions with the class, checking students understand them.
- Students read the article again and answer individually or in pairs. Check the answers. A good way to help students who answer incorrectly is to ask a student who got the answer right to read out the relevant sentence in the text.

## 3 READING B

### Answers

1 b 2 b 3 a 4 c 5 b

## 3 C

This is students' opportunity to react to the articles, give their opinions and talk about their own experiences with social media.

- To help students with language, elicit answers to the questions from the class. Correct them and provide help with language where necessary.
- Question 1: Point out that we say “spend time on something”. Give some more examples, for example, “I spend about two hours a day...” / “...a lot of time on social network sites.”
- Elicit short answers and opinions, for example, “Yes, I think so.” / “No, I don't think so.”
- Question 2: Elicit general answers from students and perhaps a specific example of a problem that a student knows about.

Students discuss the questions in pairs. Circulate and help with language.

Ask students to report back to the class and compare ideas. There may be a general consensus that social media can cause real problems at school. Encourage students to describe what happened, using the language in the article.

#### 4 LANGUAGE: The present simple and present continuous; *can / can't*

##### 4 A

This section is the grammar focus of the unit. At this level, students have learnt the tenses but probably have some difficulty using them correctly.

- The questions help students find out if they understand the concepts behind the language. Read the example sentences with the class.
- Read out the questions and ask students to answer orally. For those students who get the answer wrong, write the sentences on the board.
- **Present continuous:** Underline the *-ing* part of the present continuous sentence. Elicit examples from students of things that are happening now. Practise all the persons.
- **Present simple:** elicit examples of things that students do as a routine or repeatedly, for example: I get up at seven and have breakfast.

#### 4 LANGUAGE A

#### Answers

- 1 I'm chatting on Facebook at the moment.
- 2 Maybe I post a comment on a friend's wall.
- 3 If friends are online, we can chat. And you can't stop them.

Refer students to the explanation of the tenses in **Workbook Unit 0 (page 42)**. They can read the explanations and do the exercises in class or for homework.

#### EXTRA ACTIVITY:

##### grammar activity to practise the present continuous and present simple.

Put students into pairs. They think of a famous person and write sentences describing a typical day for that person. For example, if they choose Barack Obama they might begin: He gets up at 6.30. He has breakfast. Someone brings him important papers. He reads them. ....

Ask pairs to read out their sentences. The class guesses who the person is.

After reading out their sentences, pairs point to different students and ask:

What's (Barack Obama) doing now? Each student has to give a different answer.

#### 5 LISTEN IN CD2 (Red), track 20, or download from:

<http://www.brookemead-elt.co.uk/downloads>

#### Map / background information

The topic, arranging and inviting people to parties, will probably be within their own direct experience, as will the text messages, which students must read and check. The conversation provides an opportunity to revise asking for and giving directions, which students did in Trinity GESE Grade 3. The map shows the neighbourhood of the party discussed in the listening passage, and the route one of the speakers must follow.

##### 5 A

Read the passage yourself and check it for difficult vocabulary. Check students know the word beach. The listening script is in the back of the book (Audio texts page 67).

- Read through the rubric with the class and make sure they understand the task.
- Either read out the text messages or ask individual students to read them out. Elicit or explain these things: L = left; @ = at; CU = See you; u = you; sat = Saturday; nite = night; Luv = love. Elicit the fact / explain that the first message gives directions. Students might have their shortened text language and can offer their own versions.

- Students to do the task either individually or in pairs. Elicit answers.

**5 B**

This activity aims to give students confidence that they can follow the general meaning of a listening passage. If you think students need more help, tell them a little more about the phone conversation. Then play the CD while students listen. Ask students if their answers to Activity A were correct and check their answers.

**5 LISTEN IN B****Answers****Correct order of text messages in Activity A:**

- 1 Hi Matt having party Saturday can u come?.
- 2 Hi Elena party saturday. Matt's coming. Can u come?
- 3 Sorry busy sat nite. Have a great time. Luv Elena xxx (kisses)
- 4 L @ traffic lights into Beach Street 2<sup>nd</sup> right into Spring Rd. End of rd white house on L. CU Jake.

**5 C**

- Explain the task and read through the questions with the class.
- Play Part 1 again. Students listen and tick the correct boxes.
- Check answers. To help students who answered incorrectly, play the relevant sections again and get students to repeat the sentences.

**5 D**

- Do the same with Part 2. For Question 1, if students are having problems, play the sentence "Someone put the party on Facebook, so we decided to have the party at my house." **Ask:** What happens if someone writes about a party on Facebook? Elicit the answer that a lot more people will come to the party (many of the them uninvited - called gatecrashers)

**5 LISTEN IN C and D****Answers****Part 1****1b 2 a 3 c****Part 2****1 a 2 a 3 b 4 c****5 E**

This activity revises language in the listening passage. It also practises punctuation and spelling.

- The first text message revises giving directions, so go through it with students. (See Answers below.) Check students know the difference between *left* and *right* in English.
- Students do the activity either individually or in pairs.
- Invite students to the board to write the answers.

**5 LISTEN IN E****Answers**

- 1 Hi Matt, I'm having a party on Saturday. Can you come? Jake
- 2 Hi Elena, I'm having a party on Saturday. Matt is coming. Can you come? Jake
- 3 Sorry, I'm busy on Saturday night. Have a great time, love, Elena (xxx = kisses)
- 4 Turn left at the traffic lights into Beach Street. Take the second right into Spring Road. Go to the end of the road. It's the white house on the left. See you, Jake.

**6 YOUR TURN TO SPEAK****A Role play**

This role play continues the revision of asking for and giving directions.

- Go through the **language in Language Bank 0 (LB0)** on the cover flaps of the book. Use the map on page 6 (and / or the Language Bank exercises on page 62) to practise the language. For example, instruct students to ask the way from Pond Street to the roundabout, or the supermarket.
- Read the task with the class. Practise the question, "How do I get to your home from the bus stop?"
- Students practise the role play in pairs. They can take turns to play both parts.
- Ask for volunteers to perform the role play in front of the class.
- To consolidate the language used in this activity, do the exercise in **LB0** with the class. Alternatively, ask students to review the phrases in **LB0** at home and do the exercise for homework.

## B Conversation

This activity revises the function of talking about likes and dislikes and provides an opportunity for students to talk about themselves and their friends.

- Read through the language in **LB 6** (Likes and Dislikes) with the class. Check students understand it and ask them to complete the sentences.
- Point out that we use *like /love /enjoy / hate + verb + ing*. Ask students what they *like/ enjoy /love /don't like / hate doing*.
- Read through the questions with the class and elicit answers.
- Students discuss the questions in pairs. Circulate and help with language.
- Invite some pairs to talk about the questions in front of the class.

## 7 YOUR TOPIC

This is preparation for a more formal presentation or for a student-led discussion as used in oral examinations. ....

- Read through the questions with the class and elicit answers.
- Students make notes about the questions. Tell them to begin like this: "My topic is: *How I communicate with my friends.*"
- Circulate while students are preparing and encourage them to write down key words rather than whole sentences. Tell them to be honest as that will make their talk interesting.
- Before students give their short talk, tell them to: breathe deeply before they start; speak slowly and clearly; make eye contact with the audience; and smile!
- Invite a confident student to give the first talk, followed by the others. Encourage students to clap afterwards and to say one thing they really liked about each talk.

### Extra activity: Creating a cartoon

Tell students they are going to do a cartoon about a character who loves parties and has lots of friends. Find out which students are good at drawing and able to draw cartoon figures. Divide the class into groups of four, with an 'artist' in each group. Explain that:

- the cartoon must have at least four frames, with speech bubbles in each frame.
- there should be two or three sentences beneath each frame.
- the groups first task is to invent a cartoon character and give them a name.

The groups plan, draw and write the cartoon. Tell students they are going to give their cartoon to another group, so they must write and draw clearly. Each group exchanges their cartoon with another group. Alternatively, the artist in each group draws the cartoon on the board with the speech bubbles. The rest of the group take turns to read out the sentences beneath each frame.

## 8 PSYCHOLOGY in English

### Background information

This cross-curricular section focuses on psychology. In particular it focuses on empathy, and links cyber-bullying with the fact that it's easier to be cruel to someone on the internet (where you can't see them) than in real life, face-to-face. See these references: [www.psychologytoday.com/print/43752](http://www.psychologytoday.com/print/43752) [www.scientificamerican.com/article.cfm?id=what-me-care](http://www.scientificamerican.com/article.cfm?id=what-me-care)

- Set the scene by telling students that a close relative is very ill, and look very sad as you say this. **Ask:** How do I feel? Elicit the word *sad*. **Ask:** How do you feel? Elicit the fact that the students feel sad for you. Explain that this feeling is *empathy*, when you understand and share the feelings of another person. (Then tell them that it's not true and your relative is fine.)
- Ask students to describe what is happening in the pictures. Picture 1 shows a boy and a girl. **Ask:** Does the boy have empathy for the girl? What do you think? Picture 2 shows a boy online. **Ask:** Is he feeling empathy? What do you think? Why not?
- Students read the text quickly and match the pictures with the paragraphs. Tell them not to worry about understanding every word.
- Elicit answers. (Paragraph 1/ the boy and the girl. Paragraph 2, the boy online.)

**8 A**

- Read the questions with the class and check they understand them. Students do the activity individually or in pairs, using their dictionaries.
- Check the answers.
- You may also want to teach these words: before students read the text again: *neighbour, die, ability*.

**8 PSYCHOLOGY in English A** **Answers**

1 research 2 decline 3 pain  
4 connection 5 growth

**8 B**

Read through the questions with the class and check they understand them. Students read the text again and discuss the questions in pairs. Circulate and help students with their language.

Elicit answers from the class. Check students understand the text but also encourage them to give their own ideas.

For Question 1, here is another example of empathy: Your friend has to leave their school and friends because their father has a new job in a different town. They're upset and sad and you feel sad for them.

**8 PSYCHOLOGY in English B** **Answers****Answers from the text**

- 1 Empathy is the ability to understand the feelings of another person. **Examples:** You hear a neighbour's child has suddenly died and you feel their pain. A child cries and another child feels upset.
- 2 There is a big decline in empathy since the growth of the internet.
- 3 On the internet, people don't communicate face-to-face. The research shows we feel most empathy when we can see the other person in real life.
- 4 Example answers: Yes, I do / No, I don't. Maybe, I'm not sure.
- 5 Example answers: Maybe it's much easier to be cruel to someone when you can't see them. / People are unkind. / Teenagers can be very cruel.

**9 PORTFOLIO WRITING**

Read through the task with the class and check they understand it.

For the survey, elicit example questions and answers from students and write them on the board. Here are some examples of questions.

- Do you use social media?
- Why /Why not?
- Which social networking websites do you use?
- How often do you go on it/ them? An hour a day or more?
- Do you use (name of website) too much?
- Would you like to use them less?
- Why do people like social websites so much?
- What do you chat about online?
- Do you think there are problems with social media?
- What kind of problems?
- What can we do about cyber-bullying?

Put students in groups of four to plan and write their questions. Circulate and check the questions. Students give their questions to eight people. Each group works with another group and take it in turns to ask their questions. All the students in the group make notes of the replies. Each group then repeats the process with another group, so that they have interviewed eight students in all.

- In their groups, students read out the answers. Tell them to make notes of:
  - how many people give the same answer.
  - things that are different and / or interesting.
- Circulate and give help where necessary.

Go through the headings of the report as shown below. Elicit suggestions for headings 1, 2 and 5.

- 1 Survey title, for example: A survey on the use of social media in our class
- 2 Number of people in the survey, for example: There are eight people in this survey.
- 3 Survey questions
- 4 Report on the survey
- 5 Summary, for example: Two people don't like social media and don't use them. But most people use them a lot.

The survey report can be written in class or done for homework. If students do the report in class, they could do it in pairs. Circulate and help students while they work.

Finally, pairs can exchange reports and check each others' work.

Collect the reports and check them.

### 10 *Your answer:* IS THERE LIFE WITHOUT SOCIAL MEDIA?

Having worked through the unit, students now have the concepts and language to answer *The BIG question*. To make sure students understand *The BIG question*, ask students to say it in another way, for example: Can you live happily without social media?

Read through the questions with the class and have a whole class discussion of *The BIG question*. Students answer the questions in the activity. Then ask a number of students to answer the main question.

Alternatively, do the discussion as a mini-debate:

**Ask:** Who thinks there is life without social media? Invite those who answer “Yes” to form groups and present their arguments. Do the same with those who answer “No”. Circulate and help the groups with language.

The No groups present their arguments.

The Yes groups present their arguments.

The No groups reply to the yes groups.

The Yes groups reply to the no groups.

#### Last word

After doing the Workbook exercises, students check their own performance and evaluate their ability to use the language items highlighted in the unit. If students feel they need to do more work in certain areas, discuss with them how they could do this. For example, they could use a grammar practice book with exercise or write sketches on related topics, for example, someone who spends too much time on social media.

#### Optional project: finding out about cyber-bullying

Divide the class into two or more groups. Their task is to find out more about cyber-bullying in their school, town, region or country. Whether it's a school, town etc, will to some extent depend on the type of students you teach.

Each group discusses how they will do their research, eg, find articles about cyber-bullying online, ask friends or talk about their own experiences, write a questionnaire about cyber-bullying to give people. Each group does some research.

Each group meets again to discuss their findings.

They put them together in a report.

Optional stage: Each group discusses ways of preventing cyber-bullying and make this the second section of their report

Each group presents their report to the class.

Encourage the class to ask questions and make comments.



**WORKBOOK answers****1 LANGUAGE: Revision - the present simple and present continuous: *can / can't***

1 A

1 send

2 use

3 don't use

4 doesn't have

5 goes, lives

6 doesn't like, spends

7 costs

2 B

1 Do you have a laptop? Yes, I do.

2 Do you like having parties? Yes, I do.

3 Do you work hard at school? Yes, he/ she does.

4 Do your best friends arrange their parties on Facebook? Yes, they do.

5 Do you do about three hours' homework every day? Yes, I do.

6 Does your teacher allow mobile phones in class? Yes, he / she does.

3 C

*(Individual answers)*

3 D

1 I *can't* talk at the moment.2 Why not? What are you *doing*?3 I'm *watching* TV. It's a really good programme.4 Is Jenny there? *Can I* speak to her5 No, *she's* doing her homework.6 She always *does* it before dinner.7 Why *don't* you come for supper?8 Mum and dad *go* out on Tuesdays.9 We *can* watch a DVD.**2 Vocabulary**

2 B

1 c 2 a 3 i 4 e 5 g 6 f 7 h 8 b 9 d

**3 Word building**

1 cruel

2 important

3 interesting

4 difficulty

5 pain

6 arrange

7 communicate

8 growth

9 comment

**4 Connections**

1 b (to) 2 f 3 a 4 e 5 d (to) 6 c

**5 Use of English**1 *Shall we* go to the party now?2 *How do I* get there?3 *Would you like me* to ask Elena to the party?4 She's *good at* arranging parties.5 We chat *about* TV, *friends* and parties.**6 Portfolio Writing***(Individual answers)*