5 Technology

Unit map

Vocabulary
Digital activities
Computing verbs
Computing: useful collocations
Gadgets
Expressing opinions
Verb–noun collocations
School subjects

Word Skills
Adjective + preposition

Grammar
Quantifiers
Modals in the past

Listening
Navigation nightmare

Reading Clever machines

Speaking Photo comparison

Writing An internet forum post

Culture 5 Benjamin Franklin

Vocabulary Builder page 123

Grammar Builder and Reference page 135

Extra Speaking Task page 144

5A Vocabulary

Computing

I can talk about computers and communication technology.

1 VOCABULARY How many of these things do you use a computer or tablet for? What else do you use them for?

Digital activities do your homework · download music · follow people on Twitter · play games · read / write a blog · shop · use social networking sites (e.g. Facebook)

2 SPEAKING Work in pairs. Ask and answer about the activities in exercise 1. Use *How often ... ?* Give extra information in your answer.

How often do you download music?

Not very often. I usually listen to music online. What about you?

3 VOCABULARY Complete the quiz questions with the verbs below.

Computing verbs comment · forward · install · log on · print · ~~program~~ · rate · search · set up · subscribe · update · upload

How tech-savvy are you?

Answer 1, 2, 3 or 4 for each question. Make a note of your scores.

1 = I don't know what you're talking about.
2 = No, I don't think I can do that.
3 = I've never done that, but I think I know how.
4 = Yes, I can do that.

Do you know how to ...

a [1] *program* a simple game?

b [2] _____ a video clip to YouTube?

c use Google to [3] _____ within a specific website?

d [4] _____ your profile on a social networking site?

e post, [5] _____ on and [6] _____ contributions on a social networking site?

f [7] _____ a new email account?

g [8] _____ to a Wi-Fi hotspot with your tablet or phone when you're away from home?

h [9] _____ to a YouTube channel?

i [10] _____ a text message you've received from one friend to another friend?

j [11] _____ a document directly from your phone?

k [12] _____ an app on your phone?

4 **SPEAKING** **Work in pairs. Ask and answer the quiz questions. Calculate your partner's score. Then tell your partner how tech-savvy he or she is. Compare your results with your partner's.**

11–16 You are not at all tech-savvy. That's fine, but be careful not to get left behind! There are lots of ways in which computers and smartphones can make life easier.

17–22 You have a basic knowledge of computer technology, but you'd probably rather make a phone call than send a text, meet face-to-face than chat online, and read a paper book than use an e-reader.

23–33 You understand technology and are pretty good at using it. You probably aren't the first to hear about new gadgets, apps and websites, but you are willing and quick to learn.

34–44 You are plugged in – a real computer geek! You can handle any gadget or software. That's fantastic, but make sure there's lots of personal contact with friends and family in your life too.

5 2.14 **VOCABULARY** **Match a–e with 1–5 and f–j with 6–10. Then listen and check.**

Computing: useful collocations	
1 open / close	**a** the trash, the recycle bin
2 save	**b** a page, a menu, a document
3 enter	**c** your password, your username, your name, your address
4 scroll up / down	**d** a document, a file, a photo, your work
5 empty	**e** an app, a new window, a folder, a file, a document
6 check / uncheck	**f** a link
7 follow	**g** a box
8 copy and paste	**h** a button, an icon, a link
9 create	**i** text, a photo, a file, a document, a link, a folder
10 click / double click on	**j** an account, a document, a file, a link, a folder

6 2.15 **Listen to three helpline dialogues. Circle the correct answers (a–c).**

1 The customer doesn't know how to
   a enter his payment details.
   b add items to the basket.
   c get money off something he wants to buy.
2 The technical support assistant advises the woman to
   a send the email to the bank, then remove it from her computer.
   b click on the link in the email.
   c choose a new password.
3 The man can
   a send emails, but can't receive them.
   b receive emails, but can't send them.
   c send and receive emails from one email account, but not from another.

RECYCLE! Imperatives

We form imperatives with the infinitive of the verb without *to*. We form the negative with *don't*.

Please reply to my email. Don't click on that link.

We put *always* and *never* before the verb in affirmative imperatives.

Never click on links in spam email.

7 2.15 **Read the Recycle! box. Then listen again and complete the sentences with the affirmative or negative imperative of the verbs below.**

click on delete enter follow log on

Dialogue 1

[1]_____ that button just yet. [2]_____ the discount code first.

Dialogue 2

And then you should [3]_____ the email. And whatever you do, [4]_____ any links contained in the email.

Dialogue 3

[5]_____ to your email account. Once you've got it, you can reset your password.

8 **SPEAKING** **Work in pairs. Give each other instructions on how to do four of these things. Use words from exercises 3, 5 and 7 to help you, and use the imperative.**

1 buy and download a song
2 watch a YouTube clip
3 create a new document
4 buy something online
5 comment on a Facebook post
6 add an emoji to a text message
7 set up an event on a social networking site
8 your ideas

To download a song, first open iTunes. Then click on the iTunes Store icon. Then type the name ...

5B Grammar

Quantifiers

I can use quantifiers correctly.

1 SPEAKING Look at the photo and the title of the text. What do you think all the man's wearable gadgets are for?

2 Read the text and check your ideas.

MR CONNECTED

Chris Dancy loves technology. A few years ago, he noticed that he had very little information about his habits, health and lifestyle, and he wanted to lose some weight. So he bought some gadgets that could collect this information and help him understand himself better. Now he is connected to 700 sensors that record every detail of his life. He monitors what he eats and drinks, how long he sleeps, how much he spends, how far he travels, his mood … even the activity of his dogs! Few, if any, people collect as much data about themselves as Chris.

Most of his gadgets are attached to him. He wears gadgets on both arms, a heart rate monitor and a device that counts calories. He has a smartwatch too, which he can wear on either wrist. His house and car are also full of gadgets. Every one of them sends data to his computer, and at the end of each day Chris spends a little time analysing it. The smartwatch is the only gadget he wears all the time. He doesn't wear all of his gadgets 24/7, but he has so many systems that automatically track his activity that there aren't any days when there is no monitoring at all. Is there any information about himself that he doesn't have? If there is, it must be impossible to collect!

3 Study the highlighted quantifiers and the type of noun they go with in the text in exercise 2. Then read the Learn this! box. Complete the table with the quantifiers below.

a few a little all any any both each every many no some

LEARN THIS! Quantifiers

1 _____, 2 _____, *either*	+ singular countable noun
most, little, some, much, 3 _____, 4 _____, 5 _____, 6 _____	+ uncountable noun
no, few, all, most, 7 _____, 8 _____, 9 _____, 10 _____, 11 _____	+ plural noun

LOOK OUT!

We can use most quantifiers with *of* before a determiner (e.g. *the, his, these*) and a noun.
All of my friends have got phones.

However, we cannot use *of* with *every* or *no*. Instead, we use *every one of* and *none of* with a plural verb or with a singular verb (in formal style).
None of my friends have / has got a tablet.

4 Read the Look out! box and underline three examples of *of* with quantifiers in the text in exercise 2.

5 Study the sentences below. What is the difference between *few* and *a few*, *little* and *a little*?

1 a I've got few high-tech gadgets. I want more!
  b I've got a few high-tech gadgets. I love them!
2 a Unfortunately, I have little time for computer games.
  b I have a little time. Let's play a computer game.

Grammar Builder 5.1 page 135

6 Complete the sentences with the quantifiers below.

any both few little most none some

1 Unfortunately, there are _____ tablets at school, so we don't often use them.
2 _____ of the students use social media. That's how they stay in touch with one another.
3 I downloaded _____ music from Amazon last night.
4 There aren't _____ interactive whiteboards in our school.
5 You need to hold the games console controller with _____ hands.
6 _____ of my friends know the answer. I'll have to ask a teacher.
7 Jason's always on his computer. He spends _____ time on other hobbies.

7 USE OF ENGLISH Rewrite the sentences so they have a similar meaning. Use the word(s) in brackets.

1 I don't have much IT homework this weekend. (little)
2 Almost all of the students own a computer. (most)
3 Not many of my friends use Twitter. (few)
4 Sam loves Facebook and Ben loves Facebook. (both)
5 I will text you on Saturday or on Sunday. (either)
6 There aren't any documents in the folder. (no)
7 Marlon has a gadget on his left wrist and his right wrist. (each)
8 I downloaded all the apps to my new phone. (every one)
9 I don't spend a lot of time using social media. (much)
10 I haven't got any gadgets that are expensive. (none)

8 Write sentences about the students in your class. Make predictions using *all of them, most of them, some of them, a few of them, very few of them* and *none of them*.

1 use Facebook
2 own a computer
3 download music
4 have a smartphone
5 shop online
6 have a YouTube channel
7 have broadband
8 visit chatrooms

Most of them use Facebook.

9 SPEAKING Read your sentences from exercise 8 to the class. Compare your predictions with other students' ideas. Then find out which are correct by a show of hands.

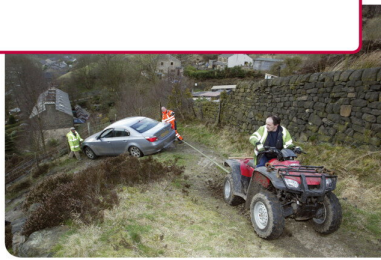
I think most of them use Facebook.

No, I think some of them use Facebook.

5C Listening

Navigation nightmare

I can distinguish fact from opinion.



1 **SPEAKING** Work in pairs. Look at the photo and explain the meaning of the headlines below. Why do you think people make this kind of mistake?

A **Driver followed satnav to edge of 100-ft drop**

B GPS failure leaves woman in Zagreb two days later

C **SATNAV ERROR LEAVES SHOPPERS IN WRONG COUNTRY**

D Satnav leads woman into river

2 2.16 Listen to two people discussing a news item. Which of the headlines in exercise 1 are they talking about?

Listening Strategy

You may have to distinguish fact from opinion in a listening task. Listen for clues to help you decide. An opinion might begin with a verb connected with thinking (e.g. *think*, *believe*, *expect*, *reckon*) or a phrase for introducing opinions (*in my view*, *as I see it*, etc.).

3 2.16 Read the Listening Strategy. Then listen again and decide whether each sentence below is a fact or an opinion. Which words introduce the opinions?

1 Sabine Moreau began her journey in Belgium.
2 She travelled through six different countries before arriving in Croatia.
3 She wanted to spend a couple of days on her own.
4 Her son contacted the police.
5 Ms Moreau invented the story about following her satnav by mistake.
6 Hundreds of people follow their satnavs without thinking and end up at the wrong destination.

4 **VOCABULARY** Work in pairs. Match three of the gadgets in the list with photos A–C below. Check that you understand the meaning of all the other words.

Gadgets Bluetooth headset Bluetooth speaker camcorder digital radio games console memory stick MP3 player satnav smartphone smartwatch tablet

5 2.17 Listen to five dialogues. Which gadgets from exercise 4 are mentioned in each one?

6 2.17 Listen again. Choose the correct answers (a–c).

1 It is a fact, not an opinion, that the problem
   a was caused by a child.
   b cannot be solved in the shop.
   c will take several days to solve.
2 Where does the dialogue take place?
   a Outside the man's house.
   b Outside the Victoria Hotel.
   c Outside the Empire Hotel.
3 Why is the girl angry with the boy?
   a He won't let her use his MP3 player.
   b He accused her of stealing something from a friend.
   c He accidentally deleted something that she wanted.
4 The dialogue takes place a short while before
   a a dance performance.
   b a football match.
   c a social event.
5 It is an opinion, not a fact, that the girl playing the game
   a needs to cross the river.
   b does not have a high score.
   c does not have a lot of time left.

7 **SPEAKING** Discuss the questions with your partner. Use the phrases below to help you.

Expressing opinions I believe that ... I think that ... In my opinion, ... In my view, ... As I see it, ... It seems to me that ... I'd say that ...

1 Do you think people depend too much on technology? Give examples.
2 Do you think any of the gadgets in exercise 4 will have disappeared fifty years from now? Explain your opinion.
3 Do you think it's wrong to copy songs and films from friends rather than buying them? Why? / Why not?

A

B

C

5D Grammar

Modals in the past

I can use past modals correctly.

1 Read the dialogue. Who has a problem with their phone: Freya, Archie or both? Explain your answer.

Freya Hi, Archie. I didn't understand that email you sent me yesterday.
Archie I didn't send any emails yesterday.
Freya Well, you might have sent it earlier. But I got it yesterday.
Archie I can't have sent you an email. My phone hasn't been working for a week.
Freya Somebody must have used your account. The email had a link to a competition, but when I clicked on it, nothing happened.
Archie Oh no! You shouldn't have clicked on the link. You've possibly downloaded some malware onto your phone.
Freya That's terrible! You should have warned me earlier.
Archie I didn't know! Anyway, you might not have downloaded anything. It's possible that you were lucky. You just need to wait and see.
Freya Anyway, you need to warn your other friends. That email could have gone to everybody in your address book!

2 2.18 Listen to the dialogue in exercise 1. How is *have* pronounced?

LEARN THIS! Modal verbs

a We use *may / might / could have* + past participle for speculating about past events.
She may / might / could have gone home hours ago.
(= It's possible she went home hours ago.)

b We use *may / might not have* + past participle (but not *could not have*) as the negative.
She didn't phone. She might / may not have known my number. (= It's possible she didn't know it.)

c We use *must have* and *can't / couldn't have* + past participle to make logical deductions about the past.
You can't / couldn't have seen Louis in town. He lives abroad now. (= It's not possible that you saw him.)
You must have seen somebody who looks like him.
(= That is the only possible explanation.)

d We use *should / shouldn't have* + past participle to criticise past actions.
You should have phoned her before you went out.
You shouldn't have used all the credit on your phone.

3 Read the Learn this! box. Underline the past modal verbs in the dialogue in exercise 1.

4 Find two more sentences in the dialogue in exercise 1 which could be expressed using *may / might / could have*. Rewrite them with the correct past modal verb.

➤➤ Grammar Builder 5.2 page 136

5 USE OF ENGLISH For each mini-dialogue, write the option (a–c) that makes the most sense in the gap.

1 **Bill** I can't find my camera.
Ben ___
Bill Yes, maybe. I'll look there tomorrow.
a You should have kept it in a safe place.
b You might have left it at school.
c You couldn't have lost it.

2 **Alex** She didn't get my email.
Kat ___
Alex I'm sure I did. I checked before I sent it.
a You might have sent it to the wrong address.
b You should have sent it to a different address.
c You can't have sent it to the right address.

3 **Clare** My dad wasn't answering his phone.
Liz ___
Clare But he always has it.
a He should have been at work.
b He might not have gone to work.
c He can't have taken his phone to work.

6 USE OF ENGLISH Complete the second sentence so that it means the same as the first. Include the word in brackets.

1 It was a bad idea for you to lend Jake your phone. (shouldn't)
You _____ Jake your phone.
2 It's possible that Fraser deleted your messages by accident. (could)
Fraser _____ by accident.
3 The only possible explanation is that you sent that email to the wrong person. (must)
You _____ to the wrong person.
4 It's possible that I didn't dial the correct number. (may)
I _____ the correct number.
5 Leaving your phone on was a bad idea. (should)
You _____ your phone off.
6 It's not possible that Tom phoned Kim. (can't)
Tom _____ Kim.

7 SPEAKING In pairs, describe the photo. Say what might / must / can't have happened.

5E Word Skills

Adjective + preposition

I can use the correct prepositions after adjectives.

1 SPEAKING Work in pairs. Which of these activities do you spend a lot of time doing? Do you think you might do any of them too much? Give reasons for your answers.

- checking your phone for messages
- taking photos of yourself
- browsing social networking sites
- watching video clips online
- playing video games

2 Read the article. Do you think the son was addicted to playing video games? Find evidence for your opinion.

According to a Chinese blog, a man has hired gamers to find his son in an online game and kill his character.

The man was unhappy with his son for not finding a job and was also worried about the amount of time the 23-year-old spent playing games online. So he found some other gamers who were particularly good at online combat games and paid them to kill his son's character. His son became aware of the situation when people kept attacking him. He was so curious about it that he asked one of his attackers to explain. Apparently, the son was shocked at the answer, but he was not particularly angry with his father. After all, people who play online combat games are used to being killed!

We are probably all familiar with stories of video game addiction. However, many experts are not sure that it is a real condition. They point out that spending a lot of time doing something is not the same as being addicted to it. It only becomes an addiction when it is harmful to family life, friendships or work.

LEARN THIS! Adjective + preposition

Many adjectives are followed by certain prepositions: *in, at, of, with*, etc.

to be obsessed with / successful in / sensitive to something

You need to learn these adjective + preposition combinations as they do not follow any rules. A good dictionary will tell you which preposition to use with which adjective.

3 Read the Learn this! box. Then underline these adjectives in the text in exercise 2. Which prepositions follow them?

addicted angry aware curious familiar
good harmful shocked unhappy worried

LOOK OUT!

Some adjectives can be followed by more than one preposition with no difference in use or meaning.

to be annoyed at / with somebody or something

But with some adjectives, the preposition changes depending on the type or meaning of the word which follows.

to be unhappy with somebody / about something

4 DICTIONARY WORK Read the Look out! box. Then read the dictionary entry. Which two prepositions can be used after the adjective *similar*? Does the choice of preposition depend on the meaning or on the type of word which follows?

similar /ˈsɪmələ(r)/ *adj* **similar (to sth/sb)**; **similar (in sth)** like sth/sb but not exactly the same: *My phone is similar to my brother's.* • *Our houses are very similar in size.*

5 Circle the correct prepositions to go with these adjectives. Use a dictionary to help you.

1 dissatisfied **in** / **with**
2 responsible **for** / **in**
3 obsessed **of** / **with**
4 sensitive **for** / **to**
5 pleased **to** / **with**
6 successful **in** / **to**

6 USE OF ENGLISH Complete the text with the correct prepositions. All of the adjectives are in exercises 2–5.

A teenager in the UK, Danny Bowman, became addicted [1]_____ 'selfies' and spent up to ten hours a day taking around 200 photos of himself with his phone. This was a true case of addiction: it was harmful [2]_____ his education and his friendships and responsible [3]_____ several health problems. Experts are aware [4]_____ the condition and say it is becoming more and more common. Danny first posted selfies on Facebook when he was fifteen and soon became obsessed [5]_____ reading his friends' comments. Although he was pleased [6]_____ many of the things his friends wrote, he was also very sensitive [7]_____ criticism. Before long, he was feeling very dissatisfied [8]_____ his appearance. He took more and more photos of himself. His parents became very worried [9]_____ his behaviour. Because they were both mental health nurses, they were familiar [10]_____ addictions. They knew that Danny needed help. Now, after months of hospital treatment, Danny has been successful [11]_____ beating his addiction. But it's a growing problem, with many other cases similar [12]_____ Danny's.

7 SPEAKING Work in pairs. Tell your partner about something that you are (or have been):

1 successful in.
2 excited about.
3 satisfied with.
4 curious about.
5 pleased with.
6 good at.
7 angry about.
8 keen on.

I was really successful in my recent music exam.

5F Reading

Clever machines

I can understand a text about artificial intelligence.

1 **SPEAKING** Read the conversation between a human and a computer at the beginning of the article. Is it obvious which is the computer and which the human?

2 Now scan the text and find out which is the computer. Check your ideas from exercise 1.

Reading Strategy

In a multiple-choice question, the correct option will match the meaning of the text but use different words. It is therefore important not to *automatically* assume that a multiple-choice option which contains words from the text is correct.

3 Read the Reading Strategy. Then complete these tasks.

1 Look at question 1 in exercise 4. Read the second paragraph of the text (lines 8–23).
2 Circle the correct answer and identify the part of the text which gives the answer.
3 How many words from that part of the text does the correct answer contain?
4 Which words are used in the text instead of the words in the question?

Testing intelligence

A Hello there.
B How are you?
A I am doing very well. How are you?
B Fine.
A Glad to hear it. What's new?
B Nothin'.
A Fair enough. What do you want to talk about?
B I dunno.
A You don't know what you want to talk about?! Humans are not too intelligent at times.
B Says the one who doesn't know my name.
A You have not yet told me your name.
B MY NAME IS A.A.R.D.V.A.R.K.
A No, it isn't. What is your real name?

2.19

This conversation is between a real human and a computer program called Mitsuku. Programs like Mitsuku are called 'chatbots'. Mitsuku was the winner of the Loebner Prize in 2013, an annual competition to find a program that can pass the Turing test. The test, designed to measure artificial intelligence, was invented by British mathematician Alan Turing.

Fifty or sixty years ago, computers were very simple machines, but even then scientists believed that one day machines would be able to 'think' and that they would probably be as intelligent as humans. The question was, 'How can we measure the intelligence of a machine?' Alan Turing, who had helped to break the German Enigma code during the Second World War, came up with an answer. He said we need to ask, 'Can this computer talk? Can it have a conversation like a human?' If it can, he argued, then it is intelligent and it can think. In a Turing test, judges sit at a screen and have a chatroom conversation with the chatbot program. They don't know if they are chatting with another person or with a chatbot. After exchanging messages for five minutes, the judge decides if he or she is chatting with a human or a machine.

4 Read the rest of the text. Choose the correct answers (a–d).

1 Around the middle of the last century, scientists
   a tried to build computers that were as intelligent as humans.
   b built a machine that could have a conversation with a human.
   c thought that computers could never be as intelligent as humans.
   d thought that in the future computers and people might be equally clever.
2 According to the Turing test, a computer that could think would be able to
   a break the Enigma code.
   b talk to people like an ordinary person does.
   c chat with another computer.
   d have a chatroom conversation for a minimum of five minutes.
3 Chatbots that enter the Loebner competition
   a have a 30% chance of winning.
   b share prize money of $100,000.
   c need to appear human to about a third of the judges.
   d will never win the big money prize.
4 The main criticism of the Turing test is that
   a Turing focused on the wrong type of intelligence.
   b the winner simply has to copy human behaviour.
   c Google and NASA computers can also achieve amazing things with the help of chatbots.
   d chatbots are designed to do things that we can't do.
5 The writer of the text
   a agrees with the critics of the Turing test.
   b is more impressed with search engines than chatbots.
   c does not express a personal opinion on the validity of the Turing test.
   d believes that people are just very complex robots.

5 SPEAKING Do you agree that a search engine like Google is more impressive than a chatbot that can seem human? Why? / Why not?

6 VOCABULARY Complete the verb–noun collocations with the nouns below. They are all in the text.

Verb–noun collocations an answer a code a competition a conversation a prize a test a website messages

1 pass _____
2 break _____
3 come up with _____
4 have _____
5 exchange _____
6 enter _____
7 win _____
8 search _____

➤➤ Vocabulary Builder Verb–noun collocations: page 123

7 SPEAKING Work in pairs. Imagine that you were going to chat with a chatbot. Think of six questions that you would ask or requests you would make. Try to think of questions that would reveal that it was not human.

8 SPEAKING Share your ideas with another pair or with the class. Vote on the best ideas.

> We would ask, 'Tell me how to boil an egg.'

9 INTERNET RESEARCH Complete the following tasks.

1 Search online for the websites of chatbots such as Mitsuku, A.L.I.C.E., Jabberwacky chatbot and Elbot.
2 Have an online conversation with one of them. Use your ideas from exercises 7 and 8.
3 Write down the questions you ask and the chatbot's replies.
4 Bring them into school and discuss them with your class. How convincingly human are the chatbots?

Turing predicted that by the year 2000, the average person 'will not have more than a 70% chance of making the right identification'. In other words, computers would trick the judges 30% of the time. An American called Hugh Loebner was fascinated by Turing's idea, and in the early 1990s he offered a prize of $100,000 to the creator of the first chatbot to pass the Turing test. In order to win the $100,000, a chatbot must convince at least 30% of the judges that it is human. Many chatbots have entered the competition, but so far no chatbot has won the big money prize. Mitsuku, however, came very close. In the conversation at the beginning of this article, Mitsuku is A and the real human is B. You can tell that A is not human because at one point in the conversation, A says 'Humans are not too intelligent at times.' Although Mitsuku failed to win the $100,000, it certainly won't be long before a chatbot is able to fool the Loebner judges into thinking that it is a real person.

But is the Turing test a good way to decide if a machine is intelligent? Critics argue that the chatbots in the competition are merely imitating humans. Humans are the only animals on Earth that can speak, and that's why Turing chose to focus on it. But what is really impressive, critics say, is machines that do things that we can't do. For example, it is amazing that Google can search hundreds of millions of websites for a single word in a matter of seconds, or that a NASA computer can control a rocket on a journey from Earth to Jupiter. Even some of the things that smartphone apps can do are extremely impressive. Those achievements are far more interesting and useful than a chatbot's. A chatbot is really nothing more than a successful liar, so the argument goes.

Fans of the Turing test, on the other hand, feel that humans are themselves machines. It's just that our brains are far more complex than computers. As philosopher and scientist Daniel Dennett said in a recent interview, 'It's not impossible to have a conscious robot. You're looking at one.'

5G Speaking

Photo comparison

I can compare photos and answer questions.

1 SPEAKING Look at photo A of students using their tablets in a lesson. Speculate about the questions below.

1 What subject is it? (Choose from the list below.)
2 What has the teacher asked them to do?
3 What are they doing with their tablets?

It may / might / could be ...

They may / might / could be (+ *-ing*) ...

Their teacher may / might / could have asked them to ...

School subjects art design and technology drama English geography history I.C.T. (computing) maths music P.E. (physical education) R.E. (religious education) science

2 2.20 Listen to a student describing photo A. Does she agree with your ideas from exercise 1?

3 2.20 **KEY PHRASES** Listen again. Which of the phrases below does the candidate use for speculating?

Speculating
It looks to me / doesn't look to me as if they ...
They look / don't look (to me) as if / as though they're ...
They look / don't look like they're (+ *-ing*) ...
They seem quite (+ adj) ...
They don't look / don't seem very (+ adj) ...

4 SPEAKING Work in pairs. Take turns to describe photo B. Include some speculation in your description.

These photos (A and B) show students in lessons. Compare and contrast the photos. Include the following points:
- Typical school subjects at primary level.
- A typical classroom in a primary school.
- Why it is important for students to enjoy lessons.

5 2.21 Read the task above. Listen to a student doing the task. Which of the three points does he forget to mention?

Speaking Strategy
When you have to compare and contrast photos, try to find at least two things the photos have in common and at least two differences. Learn some key phrases for expressing these similarities and differences.

6 2.21 **KEY PHRASES** Read the Speaking Strategy. Then listen again. What is the missing word in each of the phrases below?

Comparing photos
The common theme in the photos is [1]_____.
Both photos show a [2]_____ of some kind.
In the first photo, the students are outside, whereas in the second photo they're in a [3]_____.
Unlike the second photo, the first photo does not show the [4]_____.
In the second photo, they're listening to the teacher rather than looking at [5]_____.

7 SPEAKING In pairs, discuss questions 1 and 2 below. Use evidence from the photos in your discussion if possible.

1 Do you think using smartphones and tablets is a good way for students to learn?
2 Do you think it is possible to learn without a teacher?

8 2.22 Now listen to the student answering the questions from exercise 7. Does he agree or disagree with your opinions? Does he mention any of the same evidence?

9 2.22 **KEY PHRASES** Listen again. Which of the phrases below does the student use to introduce his opinions?

Introducing opinions
It seems to me that ...
In my opinion / view, ...
Personally, I think / don't think that ...
I believe that ...
The way I see it, ...
For me, the important thing is (that) ...

10 SPEAKING Turn to page 144 and do the speaking task. Use phrases from this lesson.

5H Writing

An internet forum post

I can write an internet forum post about a new gadget.

1 **SPEAKING** **Ask and answer the questions about internet forums.**

1 What is an internet forum?
2 Have you ever contributed to one? If so, what type of forum was it? Why did you contribute?

Writing Strategy

Each point in the task will ask you to do a different thing, such as describe, recommend, relate, express an opinion, suggest, etc. Read the task carefully and make sure that you understand exactly what you are being asked to do.

2 **Read the Writing Strategy and the task below. Identify the verbs in each point that tell you what you should do.**

You recently bought a new computer. Write a forum post in which you:
- Describe your experience of using the computer.
- Compare it with another computer you have used.
- Present the opinions of people who think teenagers rely too much on computers.
- Ask other contributors to react to your post.

3 **Read the forum posts. Did both writers cover all four points in the way described in the task? Explain your answers.**

LEARN THIS! **Concession clauses**

a Using concession clauses can make your arguments more balanced.

b We can use *although* or *even though* to introduce a concession clause. The clause can come before or after the main clause.
The computer is quite powerful even though it's quite small.
Although it's quite small, the computer is quite powerful.

c *In spite of* and *despite* also express concession, but are followed by a noun or *-ing* form, not a clause.
In spite of / Despite its size, it's still quite powerful.

4 **Read the Learn this! box. Underline four examples of concession clauses in the forum posts.**

➳ Grammar Builder 5.3 page 136

5 **Read the task below. Identify the key words in the four points that tell you what you should do.**

You recently bought a new tablet. Write a forum post in which you:
- Describe the tablet and some of its features.
- Give other forum contributors brief instructions on how to use it or one of its features (e.g. taking a photo).
- Give your overall opinion of the tablet.
- Explain how it helps you with your schoolwork.

Techspot forum

Sam245

Last month I bought a new laptop. I use it every day for schoolwork and for accessing social media. I research topics for homework, and I also access the school website and submit my homework online. It's also great for messaging my friends.

I used to have a desktop computer. Although it was powerful, it was very slow and it didn't have much storage. Despite its small size, the laptop is lightning-quick and has a massive 1TB hard drive.

Unfortunately my parents are always telling me to get off the computer. They think that teenagers should spend less time interacting with people via a screen and more time talking face-to-face.

I'd be interested to hear what you think about this. Should we spend less time at our computers?

HollyXX

I love my new PC! It's an all-in-one desktop with a widescreen display. It's a really up-to-date model, despite the fact that I got it second-hand on eBay. It's bright green with a black keyboard and a wireless mouse.

Until now, I've always used my mum's old laptop. The screen was much smaller and the operating system was old so it was often impossible to download new software. And it had a lot less memory than my new computer.

I agree that teenagers rely a lot on computers, although I don't really think it's a serious problem. And anyway, it's difficult to say what we could do about it.

What do you think? Do you agree with me? Have you bought a new PC recently? What's it like?

➳ Vocabulary Builder Describing computer equipment: page 123

6 **Brainstorm ideas for each of the four points in the task in exercise 5.**

7 **Write your forum post.**

CHECK YOUR WORK

Have you ...
- covered all four points?
- used one or two concession clauses?
- checked the grammar and spelling?