

4

Exercise 1

- 2 bookmark a homepage/ a website
- 3 download an app/ an attachment/ a clip/a file/ music/a photo/ a video
- 4 log on to Facebook/ a Wi-Fi network
- 5 post a clip/ a comment/ a link/music/ a photo/a video
- 6 share a clip/ a file/a link/ music/a photo/ a video
- 7 stream music/a video
- 8 update an app/ Facebook/ a file/ a homepage/ a link/your profile/your status/a website

The new thing

Just because something doesn't do what you planned it to do doesn't mean it's useless.

Thomas Edison

Exercise 3

- phonographs – late 19th century
vinyl records – 1930s
transistor (portable) radios – 1950s
cassettes – 1960s/70s
CDs – 1980s
MP3s – 2000s
streaming – 2010s



HELPFUL HACKERS

📺 4 Watch the documentary video. For the worksheet, go to page 115.

UNIT 4 VIDEO

Documentary

Helpful hackers 📺 4

40

REFERENCES

Culture notes p. 174
Videoscript pp. 202–203
Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Photocopiable resource 10 (word formation – 15 min.) pp. 213–214, 234–235
- Extra digital activities: Vocabulary Checkpoint

VOCABULARY

4.1

Music industry • compounds • phrases to describe success and failure • forming nouns from adjectives

I can talk about change in the music industry.

SHOW WHAT YOU KNOW

- 1 Match the words from boxes A and B to make as many collocations as you can in sixty seconds.

A { 1 ~~attach~~ 2 bookmark 3 download 4 log on to 5 post
6 share 7 stream 8 update }

B { an app an attachment ~~a clip~~ a comment Facebook
a file a homepage a link music a photo your profile
your status a video a website a Wi-Fi network }

attach a clip/a file/a photo/a video

- 2 **SPEAKING** Write five questions with the collocations you made in Exercise 1. Then ask and answer them in pairs.

What's the last clip you attached to an email?

- 3 In groups, look at the ways of listening to music and try to order them according to when they became available. Read the text below to check your ideas.

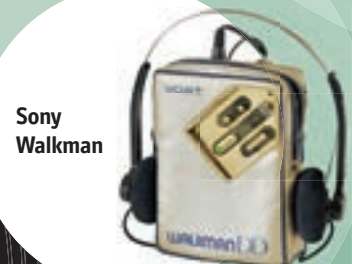
{ cassettes CDs MP3s phonographs streaming
transistor (portable) radios vinyl records }



Portable gramophone



Transistor radio



Sony Walkman

WORKBOOK

pp. 40–41, including Show what you've learnt

The History of Recorded Music from phonographs to Spotify®

1877

The phonograph was the **brainchild** of prolific American inventor, Thomas Edison. For the first time, people could listen to recorded music at home.

1890

The New York Phonograph Company (now known as Columbia Records) opened the first **purpose-built** recording studios. They looked very different then – entire orchestras would squeeze into a **soundproof** room and play into a large horn.

1930s and 40s

In the early 1930s, the first vinyl record and an early record player were launched but they were a **commercial flop**. Columbia Records continued the development of this technology and in 1948 brought out the first LP (Long Playing record), which was quickly adopted as the new industry standard.

1950s–70s

The vinyl record prevailed as a preferred listening format but in the late 1950s, with the growing popularity of rock and roll, the transistor radio also became a **mainstream** way to listen to music for free. Cassette tapes were launched in the 1960s and the first personal device for listening to music, the Sony Walkman, was launched in 1979.

1980s and 90s

Music videos **came into prominence** in the 1980s when MTV was launched. Around the same time, the first Compact Disc (CD) was pressed. The first CD player retailed at \$1,000! The portability of the Walkman helped the cassette tape outsell the vinyl record for the first time in 1988, but by the end of the 1990s, cassettes had **fallen by the wayside** and the CD was king.

2000s

The turn of the century **heralded the arrival** of the digital revolution! CD sales **started to decline**, **giving way to** the new digital format, the MP3.

2010s

The MP3 **remains in the ascendancy** for digital music and continues to be **the predominant choice** of legal music providers. But as long as there have been digital music files, there has been digital music piracy, which has hurt music sales over the last few decades. The increase in online music streaming through subscription-based organisations like Spotify has gone some way to raise awareness and address the piracy problem. Yet, as streaming services have continued to grow, there has also been something of a **backlash** against them from artists who blame them for **the downturn in** their royalties. But even as new technology has continued to push out the old, one of the oldest forms has **enjoyed a resurgence**. Vinyl records have developed a loyal **fan base** amongst a younger generation, and in the UK vinyl sales reached £20 million in 2014. Whether their popularity will continue into the future remains to be seen in the 2020s.

WORD STORE 4A Compounds

- 4 **2.1** Complete WORD STORE 4A with the compounds in red in the text. Then listen and check.
- 5 Complete the sentences with the compounds in WORD STORE 4A. Which of them are true?
- The phonograph was the **brainchild** of Thomas Edison.
 - The first **purpose-built** recording studios were developed in 1980.
 - The first studios weren't **soundproof**. A lot of noise leaked in.
 - There was a **backlash** against cassettes in the 1980s and their sales declined.
 - Downloads became a **mainstream** way of buying music in the 2000s.
 - Vinyl records will continue to have a devoted **fan base** among younger generations.

WORD STORE 4B Success and failure

- 6 **2.2** Complete WORD STORE 4B with the underlined phrases in the text. Then listen and check.
- 7 **SPEAKING** Choose the correct option. Then ask and answer the questions in pairs.
- Have any of your favourite bands split up and **come into prominence** / **fallen by the wayside**? Which ones?
 - Do you think music streaming will **remain in the ascendancy** / **herald the arrival**? Why?/Why not?
 - Will illegal download sites **give way to** / **enjoy a resurgence** of legal ones? How come?
 - Which songs, singers or bands have been **a commercial flop** / **a downturn**?

WORD STORE 4C Nouns from adjectives

- 8 **2.3** Complete WORD STORE 4C with the noun form of the adjectives in the box. Then listen and check.
- 9 **SPEAKING** Complete the sentences with appropriate nouns or adjectives in WORD STORE 4C. Do you agree with the statements? Why?/Why not?
- Streaming will become the **predominant** music format within five years.
 - Most teenagers show no **awareness** of the importance of music copyright.
 - It's unlikely that there will be a **resurgence** in cassette sales.
 - These days, musicians don't need record companies to become **popular**.
 - Prominent** artists who work with charities are just interested in self-promotion.
 - The increased **portability** of music means that people don't listen together any more.

WORD STORE 4D EXTRA Nouns from adjectives

- 10 **2.4** Complete WORD STORE 4D with the noun form of the adjectives in the box. Then listen and check. Write example sentences.

NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 4.1, Vocabulary.

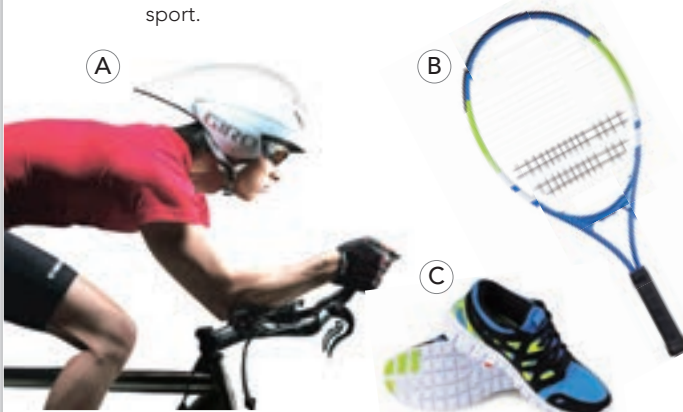
- 1 **SPEAKING** Look at the photos of two tennis players on page 43. Discuss how sports gear has evolved over the last century.

- 2 **SPEAKING** Follow the instructions below.

- Look at the photos below and describe the sports gear using the words in the box.

(aerodynamic composite enlarged)
streamlined ultra-light

- Look quickly through the four texts on page 43 to find one more piece of modern sports gear. *fibreglass poles*
- Discuss other examples of technological innovation in sport.



- 3 Read texts A–D. In which text does the writer ...

- mention the limits to what the human body can do?
- question the value of the sporting records of our times?
- mention the link between sport, technology and danger?
- discuss unfair non-financial advantages related to technology?

D

C

B

A

EXAM FOCUS Matching

- 4 Read the four texts again. Match texts A–D with questions 1–4. Some texts may have two matching questions.

Which writer:

- disagrees with writer D about the accessibility of new technology?
- disagrees with writer B about the financial impact of technology on sport?
- presents athletes' concerns regarding technology?
- agrees with writer D about the future of technology in sport?

C

C

B

A

- 5 Replace the underlined words and phrases below with the words and phrases in blue in the texts. Make any changes necessary.

- Great progress has been achieved in terms of increasing participant safety so athletes can have longer careers. *Huge strides have been made in terms of increasing participant safety so athletes can have longer careers.*
- The Olympic Games a century ago looked very different from the Games today. *(their) modern counterpart*
- Most people agree that an athlete's skill in their field cannot be fully explained by the use of advanced equipment. *prowess*
- There are no limits to people's resourcefulness when it comes to technological innovation in sport. *human ingenuity*
- Even equipment that is apparently very ordinary, such as shoes, has improved enormously. *seemingly mundane*
- Today, a lot of money depends on how well an athlete performs. *rides on*
- Another benefit of technological advances is that more people can get involved in sports that used to be exclusive. *formerly*
- Modern athletes are very happy to take advantage of advances in sporting technology. *capitalise on*
- This is because, over the past century, sporting technology has developed equipment that has been improving all the time. *ever-better equipment*

- 6 Complete the table with the correct form of the underlined words in the texts.

NOUN	VERB	ADJECTIVE
<u>accomplishment</u>	<u>accomplish</u>	<u>accomplished</u>
<u>legitimacy</u>	<u>legitimise/legitimate</u>	<u>legitimate</u>
<u>manifestation</u>	<u>manifest</u>	<u>manifest</u>
<u>expense</u>	<u>expense/expend</u>	<u>expensive</u>
<u>ignorance</u>	<u>ignore</u>	<u>ignorant</u>
<u>alternative</u>	<u>alternate</u>	<u>alternate</u>
<u>optimum</u>	<u>optimise</u>	<u>optimal</u>
<u>approach</u>	<u>approach</u>	<u>approachable</u>

WORD STORE 4E Collocations

- 7 Complete WORD STORE 4E with the nouns in the box. Use the texts to help you if necessary.
- 8 **SPEAKING** Complete the questions with the correct forms of the collocations in WORD STORE 4E. Then ask and answer.

- Is sports technology limited to enhancing performance? If not, does it also extend into injury prevention or rehabilitation?
- Are we likely to reach the point where athletes will no longer be able to set records because technology can't improve their performance any further?
- How will nutrition and training change? Will they continue to fuel improvements in sport? Why?/Why not?
- When it comes to using technology in sport, where do we draw the line between what is fair and unfair?
- How much longer can sports science push the limits to find how far it can go?

REFERENCES

Culture notes p. 174
Intelligent key p. 208

WORKBOOK

pp. 42–43

NEXT CLASS

Ask students to do *Show what you know* 4.3 in the WB, p. 44.

THE ROLE OF TECHNOLOGY IN SPORT



Suzanne Lenglen,
French tennis player, 1920s

Text A

If you've ever seen old images of a sporting event, for example a tennis match from the 1920s, you've probably noticed how different the game is from its **modern counterpart**: the gear and outfits look impossibly old-fashioned. Over the past century, technology has changed the entire face of sport, providing **ever-better** gear made with superior materials. As in other fields, the use of advanced technology in sport can be justified if it leads to improved performance. But it is important to distinguish between **legitimate** improvements and ones that significantly advantage some athletes over others. Every time the Summer Olympics comes around, so does the debate about where to draw the line. Nevertheless, we have to accept that the technology companies are part of the **manifestation of human ingenuity** in sport and that their importance will increase. Despite the ongoing debate, it is certain that athletes will continue to utilise advances in sports technology to enhance and better their performance.

Text B

The use of technology in sport isn't new: there has been a steady evolution of even **seemingly mundane** sports equipment for decades. You need only look at the **huge strides made** in shoe technology, with better, lighter materials helping to improve performance. It can be argued that these advances have helped to justify the **expense** of time and money that we invest in sport. Improvements in safety standards have helped to prevent injuries among athletes and enabled them to compete to an older age. Advances in technology can enhance spectator interest and excitement as well as encouraging more people to participate in **formerly** exclusive sporting activities. In extreme cases, however, some players fear that introducing new technology might actually alter the ideal body type for a sport. We must understand how a particular technology affects performance. There's a fine balance between simply enhancing an athlete's fitness and technique and completely eliminating the human factor in competition.

Text C

Technological innovation is now an integral part of sport at the highest level, and competition isn't just about who is fastest – but whose kit is smartest. Given how much money **rides on** success today, it's little wonder that athletes are keen to **capitalise on** technological advances to help them win. It seems that the old saying 'it's not whether you win or lose' has been replaced by 'winning isn't everything; it's the only thing.' But when people talk about the **prowess** of athletes in sports such as tennis, golf, track and field, it's impossible to **ignore** the part played by technology. Current-day records set with the benefit of these advances cannot be held in such esteem as those of the past. It's not surprising that poorer countries don't compete in sports involving a lot of technology: the investment required is phenomenal. Surely it's not acceptable that competition at the highest level is now only affordable to the elite due to the high cost of equipment.



Serena Williams,
American tennis
player, 2019

Text D

Technological advances in sporting equipment and better information about nutrition, training and psychology have added significantly to athletic performance. Professional athletes now have access to far better equipment than ever before and this has undoubtedly played a role in the achievement of these athletes in their respective fields. Yet it doesn't negate or fully explain their **accomplishments**, even though composite tennis racquets, ultra-light running shoes and fibreglass poles have enabled them to perform better than ever before. No competitive professional would think of returning to the wooden tennis racquet or bamboo pole: today, the **alternatives** are just that much better. Sports, like all human enterprises, evolve over time. Technology will no doubt continue to fuel improvements that help push the limits of athletic ability still further. But records in future will be broken less frequently and incremental gains will be tiny, as technological innovation helps to **optimise** the performance of all and athletes begin to **approach** their physical limits.

- 1 **SPEAKING** Read the beginning of an article about the Tamagotchi Effect. Discuss what you think the positive and negative results of the effect are.

THE TAMAGOTCHI EFFECT

Scientists have created the term the Tamagotchi Effect to refer to how people can become emotionally attached to inanimate objects, such as machines, robots or computer software.

- 2 Read the rest of the article and check your ideas.

The phenomenon dates back to 1996, when a Japanese company was **the first to market** a toy in which a newborn creature **is to be looked after** and brought to adulthood by its carer. **To keep your virtual friend alive** the user constantly needs to feed and play with it.

Researchers have studied the attraction and concluded that users become **determined to raise** their new buddy successfully as this fulfils the basic human **need to nurture** relationships. However, they warn, depending so much on these figures can potentially lead to isolation from the real world.

Although the trend for virtual friends **failed to take off** in Europe to the same extent that it did in the East, software companies, **not to be deterred** by the apparent risks to consumers, have continued to develop and modernise the concept, resulting in sales of over seventy-six million worldwide. **To be emotionally attached to gadgets** is perhaps not as uncommon as it would at first seem.

- 3 Read the GRAMMAR FOCUS and find an example of each infinitive structure in the text in Exercise 2.

GRAMMAR FOCUS

Infinitives

You can use the infinitive for a number of different reasons:

- after some verbs
- Note:** in some phrases after verbs, e.g. *to be* + *to do sth* the infinitive is used to talk about a rule or arrangements for the future
- after certain adjectives
- after certain nouns
- after a superlative or an ordinal number
- to indicate purpose – to avoid monotony in writing you can put the infinitive of purpose before the subject or directly after it.
- as the subject of a sentence

Note: Each of the infinitive structures can be:

- active or passive, e.g. *You need **to look after** it.*
→ *It needs **to be looked after**.*
- simple, perfect or progressive, e.g. ***to play, to have played, to be playing.***



- 4 Complete the sentences with the correct positive or negative infinitive form (active or passive) of the verbs in brackets.

- I've never had the opportunity **to play** (play) with a virtual pet.
- Robotics companies, **not to be left out** (leave out), are also keen on developing the idea of virtual friends.
- He simply refused **to be interrupted** (interrupt) while playing with his new friend.
- I was surprised **to find out** (find out) that I couldn't stop playing.
- A cute baby dinosaur is probably the best creature **to be looked after** (look after) by a novice carer.
- Not to have** (have) a pet of any kind is to deprive a child of early emotional development.

- 5 **USE OF ENGLISH** Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and four words in each gap.

- Making the experience of owning virtual pets as realistic as possible is the goal of game designers. **TRIED**
Game designers **have tried to make** the experience of owning virtual pets as realistic as possible.
- To have my own virtual friend would be thrilling. **THRILLED**
I'd **be thrilled to have** my own virtual friend.
- Humans often become attached to things which do not have any emotions. **TEND**
Humans **tend to become** attached to things which do not have any emotions.
- I always get the latest gadgets before everybody else. **QUICKEST**
I'm always **the quickest to get** the latest gadgets.
- Companies will surely develop more emotionally sophisticated robots in the future. **SURE**
Companies **are sure to develop** more emotionally sophisticated robots in the future.

- 6 **SPEAKING** Look at the sentences in Exercise 5. Discuss to what extent you agree or disagree with each statement.

Grammar pages 130–131

Exercise 3

after some verbs:
failed to take off

a rule or
arrangements for
the future: is to
be looked after

after certain
adjectives:
determined to
raise

after certain
nouns: need to
nurture

after numbers:
the first to market

to indicate
purpose: To keep
your virtual friend
alive, not to be
deterred

as the subject: to
be emotionally
attached to
gadgets

EXTRA ACTIVITIES

- Photocopiable resource 11 (infinitives – 15 min.) pp. 214, 236–237
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 44, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 4.3, Grammar.

Sentence modifiers

I can use modifiers to signal attitude, soften a statement or add emphasis.

1 **SPEAKING** Discuss the questions.

- 1 Do you ever use paper maps? If not, why?
- 2 Can you imagine a situation in which a mapping mobile app is not the best solution?

2 **Read the article and answer the questions.**

- 1 Do we read more efficiently on screen or on paper? Why?
- 2 What has the digital age done to the length of reading texts?
- 3 What is the advantage of Google Maps over traditional paper ones?
- 4 How do we read digital texts? Why?

3 **SPEAKING** Do you agree with the article? Why?/Why not?4 **Look at the modifiers in blue in the article. Do they modify words or whole phrases?**

They modify phrases or parts of sentences.

5 **Read and complete the LANGUAGE FOCUS with the modifiers in blue in the text.**

LANGUAGE FOCUS

Sentence modifiers

Indicating attitude

- to express surprise: ¹ strikingly, *surprisingly*
- to indicate interest: ² curiously, *interestingly*
- to say sth is obvious: *of course*, ³ obviously, ⁴ plainly
- to show a positive attitude: *I'm happy to say*, *happily*
- to show a negative attitude: *sadly*, *regrettably*

Softening a message

probably, *likely*, ⁵ presumably, ⁶ to some extent, ⁷ potentially, ⁸ arguably

Note: In conversation, *sort of*, *in a way* and *maybe* are common.

Adding emphasis

surely, *clearly*, ⁹ indeed, ¹⁰ in fact

Note: In conversation, *actually*, *definitely* and *as a matter of fact* are all common.



READING ON SCREEN

Recent studies show that, **strikingly**, we read more slowly and comprehend less on screen than we do when we read on paper. **In fact**, digital reading material may prevent readers from appreciating long texts in a satisfying way. This, **presumably**, is also to do with the fact that so much information these days comes in tiny bite-size pieces.

The study shows that reading a physical book allows the reader to assimilate an extensive amount of information because you can go back and forth between pages easily. This may, **to some extent**, explain why people still print out documents when they could **potentially** just read it all on screen. **Obviously**, the results of the study don't apply to all digital text types – Google Maps, for example, allows you to zoom in and zoom out to get a bigger picture of where you are and is **arguably** easier to use than its paper equivalent.

Curiously, another difference lies in the direction in which we read. With digital texts, we often read in a non-linear fashion because we are led in different directions by links embedded within a text – **plainly** this makes us more easily distracted. **Indeed**, we may not finish what we intended to read but discover something totally unexpected instead.

6 **Choose the correct option based on the context of each sentence.**

- 1 Curiously / *Sadly*, co-founder of Microsoft Bill Gates' house was designed using an Apple computer.
- 2 After initial difficulties, happily / *regrettably* Anna was able to recover all her data from the faulty hard drive.
- 3 *Obviously* / Surprisingly, the latest model of the phone is twice as powerful but costs little more than the old version.
- 4 While Karen is not totally to blame, to some extent / *clearly* the fault is hers as she forgot to log out of the system.
- 5 Of course / *Potentially*, no one could have predicted just how damaging this computer virus would go on to be.
- 6 With so much competition in the market, plainly / *likely* not every fitness app can be a commercial success.

7 **SPEAKING** Discuss one of the statements below.

- 1 Despite the impact of communication technology, surely today's teenagers can't be that different from past generations, can they?
- 2 Though we can't be 100 percent sure, presumably e-readers will continue to get cheaper as competition between manufacturers increases.

Grammar pages 131–132

Exercise 2

- 1 We read more efficiently on paper because we assimilate more information and can go back and forth more easily.
- 2 They have become shorter and shorter ('tiny bite-size pieces').
- 3 They are easier to use because you can zoom in and zoom out.
- 4 We read digital texts in a non-linear fashion and are led in different ways by links.

REFERENCES

Culture notes p. 174

WORKBOOK

p. 45, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 4.4, Use of English.

4.5

LISTENING

Multiple choice

I can understand specific details and speakers' attitudes in informal conversations.

Exercise 2

1 Dialogue 1:

contactless cards,

Dialogue 2:

social media,

Dialogue 3:

e-readers

2 The speakers have doubts about contactless cards (for different reasons and the woman is more negative) and a generally negative attitude towards social media. One speaker is positive about e-readers and the other is against them.

3 The speakers disagree in Dialogue 3.

1 **SPEAKING** Discuss how these devices and services make our lives easier.

2 **2.6** Listen to three dialogues about technology and answer the questions.

- 1 Which of the devices or services in the photos are the people talking about?
- 2 What is their general attitude towards them?
- 3 In which conversation do the two people fundamentally disagree?

EXAM FOCUS Multiple choice

3 **2.6** Listen again. For questions 1–6, choose the correct answer A, B or C.

Dialogue 1

- 1 How does the woman feel about contactless cards?
A annoyed about the way people use them
B concerned about some aspects of their use
C surprised about how quickly they have been introduced
- 2 What do they both think about the cards?
A They are only useful in certain situations.
B They are less safe than other payment methods.
C They indicate an attitude that is common in modern society.

Dialogue 2

- 3 What does the woman dislike most about social media?
A It encourages a superficial form of communication.
B It's hard to erase personal details.
C It's spoiling people's use of language.
- 4 What is the man doing?
A describing how he'd like to change people's approach to social media
B complaining about a problem he encountered on a social network
C explaining how to use some social media sites

Dialogue 3

- 5 What aspect of e-readers do the two speakers disagree about?
A how convenient and practical they are
B how difficult they are to share with others
C how they affect the amount people read
- 6 What does the woman dislike most about e-readers?
A They're addictive.
B They're heavy and impractical.
C They're not as special as books.

contactless debit card

wireless router

social media profile

smart watch

e-reader

WORD STORE 4F Verbs

4 **2.7** Complete WORD STORE 4F with the verbs in the box. Then listen and check.

5 Complete the sentences with the correct form of the verbs in WORD STORE 4F.

- 1 I think we should have to swipe our ID passes to get into school. It's much safer.
- 2 I spend a lot of time with books. I savour every page.
- 3 I don't like reading on screens because they glare with a harsh light.
- 4 I think social media really cheapens communication – everything is so superficial.
- 5 I don't like shopping online – it compromises security for convenience.
- 6 I am always worried that someone might nick my phone.
- 7 I like books because you can flick through them before you buy.
- 8 Social media has enriched my life. It helps me to easily keep in touch with my friends.

6 **SPEAKING** Discuss whether you agree with the statements in Exercise 5 and why.

REFERENCES

Audioscript p. 188
Intelligent key p. 208

WORKBOOK

p. 46

4.6

SPEAKING

Agreeing and disagreeing

I can show degrees of agreement and disagreement using a range of language.

- SPEAKING** Look at the photos on the radio website and answer the questions.
 - How is technology being used in each image?
 Top – The woman is using the virtual mirror to see how clothes will look on her without having to try them on. Bottom – People are using touch screens at their table to order in a restaurant.
 - Have you ever seen these uses of technology? If yes, where?
- 2.8** Listen to a radio programme about the technological solutions in the photos and answer the questions.
 - Do the speakers think they are a good idea?
 - What reasons do they give for their opinions?
- 2.8** Read the **SPEAKING FOCUS**. Then listen again and tick the phrases that you hear.
- Respond to the statements using phrases from the **SPEAKING FOCUS**. Give reasons for your responses.
 - I think touch screen menus are just a gimmick! (disagree politely)
 - I like the idea of virtual mirrors – I think they'd be fun. (agree enthusiastically)
 - Classrooms should have virtual books built into the desks! (agree enthusiastically)
 - I think people spend too much time hiding their faces in their screens! (agree in part)
 - I couldn't live without my phone. It's my most important possession. (disagree politely)
 - A lot of people are losing their jobs due to new technology. (agree in part)

SPEAKING FOCUS

Agreeing enthusiastically

- Absolutely! I'm totally with you on that! ☒
- I've got to agree with you! ☒
- You can say that again! ☐
- You're definitely not wrong there! ☐
- You've got that right. ☐

Agreeing in part

- You're right of course but ... ☒
- I know that's true but ... ☐
- You've got a point, though ... ☒
- I agree ... but ... ☒
- I guess you're right, though ... ☐

Disagreeing politely

- Sorry, but I just don't think that's right. ☐
- I'm sorry, I really don't agree with you here. ☒
- I'm afraid I have to disagree with you on that. ☐
- Hmm, I'm afraid I'm not so sure. ☒

- SPEAKING** Discuss the advantages and disadvantages of each of the technologies in the classroom. Then choose one you think your school should invest in.
 - a Wi-Fi connection
 - an interactive whiteboard
 - a digital projector
- SPEAKING** With your partner, join another pair and try to convince them about your choice from Exercise 5. Use different ways of agreeing and disagreeing and the **SPEAKING FOCUS** to help you.

Exercise 2

Touch screens

Stef is generally for the touch screens, presenter has some doubts.

For: makes ordering faster; screens are pretty well protected
Against: worried about food being in contact with touch screens

Virtual mirror

Lyndon is for the idea, presenter and Stef have doubts.

For: mirror automatically shows you what you look like; can look at fashions more quickly; combine outfits with accessories or shoes that are at home; could be a hit in boutiques
Against: can just try on outfits in the changing room; unlikely to work in chain stores

News

Weather

More



LISTEN LIVE

ON AIR NOW: **TechReport**
12:00–12:10

NEXT: **Top 10 Singles**
12:10–12:55



47

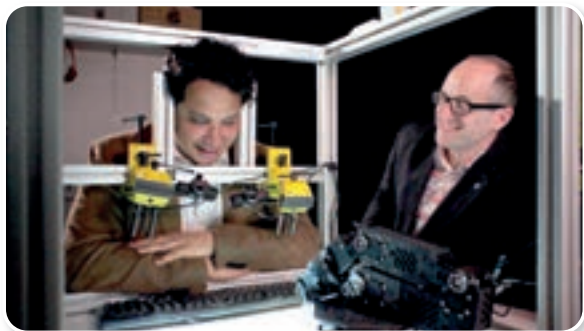
REFERENCES

Audioscript pp. 188–189

WORKBOOK

p. 47

4 Helpful hackers



BEFORE YOU WATCH

1 **SPEAKING** Discuss the questions.

- 1 What is a hacker?
- 2 Can hackers help the community? How?

WHILE YOU WATCH

2 **4** Watch the video and check your answers to the questions in Exercise 1. Are you surprised by any of the information?

3 **4** Watch the video again. Correct the sentences with the information in the video.

- 1 In the past people were not afraid to try and fix gadgets despite not knowing how they worked.
- 2 The number of hacker spaces has grown to almost fourteen hundred in the last ten years.
- 3 Making things does not come naturally to most people.
- 4 Mark thinks his microscope is significant because now everyone in the world can have one.
- 5 For his eye-tracking system, Dr. Faisal used high-speed cameras usually used for catching speeding drivers.
- 6 Dr. Faisal thinks that real innovation can only happen when creative people work together.

AFTER YOU WATCH

4 **SPEAKING** Discuss the questions.

- 1 Do you ever take things apart to see how they work or to fix them? Are you confident doing this?
- 2 Do you think this kind of hacking should be taught in schools? Why?/Why not?
- 3 Do you think we all have an inner geek like Professor Miodownik implies in the video? Why?/Why not?

FOCUS ON LIFE SKILLS

Critical thinking: problem solving

5 **SPEAKING** Discuss the questions.

- 1 How do you feel when faced with a problem?
- 2 What strategies do you use to help you solve a problem?
- 3 What advice would you give someone who is struggling to solve a problem?

6 **SPEAKING** How do these skills relate to good problem solving?

- active listening
- emotional intelligence
- analytic skills
- research skills
- communication
- risk management
- creativity
- team work
- decision making

7 Write the headings in the diagram.

- a Pick a solution **3**
- b Reflect on the results **5**
- c Define the problem **1**
- d Implement the solution **4**
- e Generate solutions **2**

THE FIVE STEPS TO EFFECTIVE PROBLEM SOLVING

Step 1 _____

Is it one problem or a number of connected issues?
Does the problem need solving?

Step 2 _____

Have I considered every angle?
Do I have all the details?
Is my data accurate and reliable?

Step 3 _____

Did I analyse all the possible solutions before making a decision?
Are there any constraints such as time or budget?

Step 4 _____

How can I monitor the situation?

Step 5 _____

Was the problem solved in a satisfactory way?
What could have been done differently?

8 Work with a partner. Choose a problem from the list below and follow the problem-solving steps in Exercise 7.

- 1 Students in your class are using mobile devices for personal reasons instead of for schoolwork during lessons.
- 2 There are no green areas at your school. The only outdoor space is concrete.
- 3 There are terrible traffic jams outside your school because most students travel to school by car.

9 Present your problem to the class. Explain the stages in Exercise 7 and the skills in Exercise 6 that you used. Which solutions seem to be the most effective?

Exercise 2

- 1 Hackers are people who use creativity to liberate technology. They want to take something that exists, improve it and share it.
- 2 Hackers might be able to find solutions to problems that are cheaper and more user-friendly.

Exercise 3

- 1 In the past people were not afraid to try and fix gadgets because we understood how they worked.
- 2 The number of hacker spaces has grown to almost fourteen hundred in the last five years.
- 3 It's fundamentally human to want to make things.
- 4 Mark thinks his microscope is significant because it's empowering and is a good way to learn a lot.
- 5 For his eye-tracking system, Dr. Faisal used high-speed cameras used for games consoles.
- 6 Dr. Faisal thinks that real innovation and creativity is unlocked when you stop taking things too seriously.

REFERENCES

Videoscript pp. 202–203

4.7

WRITING

A review of a product

I can write a review of a product describing its features, benefits and drawbacks.

1 SPEAKING Look at the descriptions of five fitness gadgets and discuss the questions below.

- a pedometer app in your phone tracking the number of steps you take every day
 - a fitness band measuring the distance you have walked/run and monitoring your heart rate
 - an exercise bike telling you your average speed and how many calories you have lost
 - an app enabling you to attend live fitness classes online
 - an app helping you plan and track your workouts
- 1 Which of these gadgets do you use/would you be interested in trying out?
 - 2 Can fitness gadgets or apps really motivate you to get active or improve your training regime? Why?/Why not?

2 Read the task and answer the questions.

- 1 What is it about?
- 2 What information do you need to include?

You have been asked to try out some exercise apps aimed at encouraging young people to be active, then decide which is the best and write a review of the app for your student magazine. Describe who it is for, what it does and why it is effective.

3 Read the review and answer the questions.

- 1 Does it contain the information asked for in the task? **Yes. The gadget is for beginners and more advanced runners. It offers 9 weeks of set routines so that you can run 5K in just over two months and it is effective, because it alternates between running and walking. It has motivating cues and clear and concise instructions.**
- 2 Would this app be right for you?

App Review: Get Running

Want to get fit but finding it hard to get off the couch and hit the streets? With the proliferation of running apps now available, it's never been easier. **Whether** you're training for your first five-kilometre (5k) run or your ninth marathon, there's an app to ⁵ motivate you through every mile.

Get Running is **one of the best** apps to use the popular training programme *Couch to 5k*. The method is **designed to** start you from scratch as it alternates running and walking in order to build up your fitness. *Get Running* **not only** offers nine weeks of ¹⁰ set routines so as to enable beginners to achieve a 5k run in just over two months, but also guides more advanced runners towards increasing their pace.

The app is **easy to use** and focuses on regular cues to motivate you, helped by an encouraging voice to talk you through things. **As well** ¹⁵ **as** enabling you to listen to music while you run, the app **allows** you to pause a run so that you can get your breath back and start again when you're ready. These are all great features, but it's the **clear and concise** instructions that really **make all the difference**. That said, it would be a real **plus** if the app was available in a wider ²⁰ range of languages.

While it won't do the running for you, this technology can help you move from the couch to the finishing line. If you're a beginner in need of extra encouragement, this is **the perfect choice** for you.



WORKBOOK

pp. 48–49, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS

Ask students to revise for Focus Review 4 (lessons 4.1–4.7, Word list on pp. 151–152 in the SB).

4.3 Infinitives

The infinitive is the basic form of all verbs:

What seems **to worry** a lot of people nowadays is the speed of technological change. (infinitive with to)

Do you think I could **use** your laptop for a minute?
(infinitive without to)

Types of infinitives

There are several types of infinitives:

- simple infinitives:
*If you are unable **to access** a particular website, there might **be** a problem with your Internet connection.*
- progressive infinitives – (to) be + -ing form:
*He seems **to be playing** video games all the time.*
*Before we know it, robots will **be teaching** our children in schools.*
- perfect infinitives – (to) have + Past Participle:
*I meant **to have sent** you a text, but I forgot.*
*You should **have told** me you wanted an e-reader for your birthday.*
- passive infinitives – (to) be + Past Participle:
*It remains **to be seen** whether and how these technological innovations will **be used** in the future.*
- combinations (perfect progressive, perfect passive):
*He was proven **to have been seeing** the victim before the murder. (perfect progressive infinitive)*
*We should **have been taught** how to spell without a spell checker. (perfect passive infinitive)*

Functions of infinitives

Infinitives after verbs

Some other verbs that are followed by infinitives, e.g. *afford, agree, appear, ask, choose, claim, decide, expect, fail, happen, hope, intend, learn, manage, mean, offer, prepare, promise, refuse, seem, tend, want, wish*:

*Tom **appears to be** very knowledgeable about solar installations.*
*Their child has quickly **learnt to use** social media.*

Most modal verbs and verbal phrases are followed by the infinitive without to:

*I'm not sure, but Peter **might have fixed** it for you.*

Modal verbs that are followed by the infinitive without to:
can, could, may, might, must, needn't, shall, should, will, would.

Would rather/had better are verbal phrases that are followed by the infinitive without to:

*I'd **rather explain** the matter to him when I see him than discuss it over the phone.*

*You'd **better read** the instructions before you try to install the latest updates.*

Some verbs are followed by an object + infinitive:

*He **encouraged me to consider** getting the latest plasma TV.*
*The usher gently **reminded us to switch off** our mobile phones.*

Some other common verbs that are followed by an object + infinitive: *advise, allow, ask, beg, cause, enable, expect, persuade, tell, urge, warn.*

Make and let are followed by an object + infinitive without to:

*The joke about robot teachers was really funny – it **made everybody laugh**.*

*My older brother never **lets me use** his devices.*

Infinitives in phrases

- after verbs, e.g. *to be* + infinitive when we talk about future arrangements or rules
*The grand opening of the new research centre **is to take** place tomorrow.*
*You **are not to use** the television set or Smart Board without permission from staff.*
- after some adjectives
These adjectives often describe people's feelings and reactions (e.g.: *anxious, curious, determined, eager, excited, glad, happy, pleased, shocked, surprised, thrilled*):
*I was **anxious to start** using my new camera right away.*
*You'll be **shocked to see** how technology has changed our sport.*
Other common adjectives that can be followed by infinitives: *careful, certain, difficult, fortunate, likely, lucky, right, stupid, sure, unlikely, wrong.*
- after some nouns
*There is no **need to update** this software every time a new product is released.*
*It was a **nuisance to have** to restart the computer in order to reopen the browser.*

Some other nouns that can be followed by infinitives:

advice, attempt, chance, decision, opportunity, permission, pleasure, reason, refusal, request, way, wish.

- after a superlative or an ordinal number
The meaning is similar to a relative clause with *who, which* or *that*:
*Overall, it is the easiest and **the best machine to be found**. (= which can be found)*
*What's the name of **the oldest** device **to measure** time? (= which measured)*
*Ray Tomlinson was **the first to send** an email message. (= who sent)*

- to express purpose

We can use the infinitive to show why someone does something. The infinitive can be placed before or after the subject:

*I read the manual **to find out** all the settings.*

***To turn off**, you should press and hold the power button.*

To indicate purpose in more formal language, we can also use *in order to* or *so as to*:

*We all need adequate training **in order to make** the best of the IT equipment.*

*We request all books be returned early **so as to make sure** none get taken home accidentally.*

We also tend to use *in order to* and *so as to* before a negative infinitive:

*He kept a diary **in order not to forget** anything that happened during the trip.*

*My grandmother wants a tablet **so as not to get** behind the times.*

- as the subject of a sentence

The infinitive can be used as the subject of a sentence, but this happens mainly in formal language or dictionary definitions and quotes:

To learn how to use this application is easy.

To explore the Web is time-consuming.

To err is human.

In everyday informal English, we often use *it* as a 'preparatory subject' at the beginning of the sentence and move the infinitive clause to the end of the sentence:

It is easy to learn how to use this application.

It is time-consuming to explore the Web.

It is human to err.

1 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

- I wish to be/have been given the opportunity (give/opportunity) to learn the basics of computer programming before I finish school.
- You need to learn the entire multiplication table by heart so as to move (as/move) on to more challenging tasks.
- There is no reason to buy him (reason/buy/he) the latest, state-of-the-art high-powered race motorcycle.
- To apply their newly (apply/they/new) acquired knowledge to practical problems was not an easy thing to do.
- Considering the damage to the vehicles, we were fortunate not to have suffered/not to suffer (no/suffer) more serious injuries.
- Everybody seems to be having/seems to have (seem/have) problems with computers these days.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- I think Robert's answer was the right answer to the last equation. **APPEARS**
Robert's answer appears to have been the right answer to the last equation.
- They approached the task of developing new software with a lot of eagerness. **EAGER**
They were very eager to develop new software.
- I asked our new classmate to become my friend on Facebook, but she refused, which made me very upset. **REFUSAL**
Our new classmate's refusal to become my friend on Facebook upset me a lot.
- My younger brother always buys an updated version of the FIFA football game before his friends do. **FIRST**
My younger brother is always the first to buy an updated version of the FIFA football game.
- Since they want to attract tech-savvy customers, fast-food chains are exploring technologies including self-service kiosks, tablets and 3D printing. **ORDER**
Fast-food chains are exploring technologies including self-service kiosks, tablets and 3D printing in order to attract tech-savvy customers.
- You haven't seen my mobile anywhere, have you? **HAPPEN**
You don't happen to have seen my mobile anywhere, do you?

4.4 Future in the past

Commenting with sentence adverbs and adverbial expressions

Comment adverbs and adverbial expressions modify entire clauses rather than single verbs, adjectives or adverbs.

We use them to reflect the speaker's/writer's attitude towards the information in a statement by adding a comment on the content.

We can use comment adverbs and adverbials at the beginning, middle or end of the sentence. In conversation, they often come at the beginning or end. In writing, they are often separated off by a comma, especially in initial or end position. The adverbs *definitely*, *possibly*, *probably* tend to come in the middle.

Comment adverbs and adverbial expressions can have different functions:

Function	Comment adverbs/adverbial expressions	Examples
to indicate your attitude/reaction to an action or event	annoyingly, curiously, (un)fortunately, happily, hopefully, interestingly, regrettably, sadly, strikingly, surprisingly, thankfully, understandably, wrongly	Interestingly , the first ever portable MP3 player was developed with funding from the German government. Fortunately , we've all passed our IT Fundamentals exam.
to soften the message or make it less definite, to reduce the effect of a statement	admittedly, apparently, arguably, in a way (spoken), likely, maybe (spoken), possibly, potentially, presumably, probably, sort of (spoken), to some extent	If the result looks too good to be true, it probably is. Apparently , robins are very aggressive, contrary to popular opinion. In a way , I'm sorry I didn't take the job, it might have been interesting.
to emphasise what you want to say or to say something is obvious	certainly, clearly, crucially, definitely, doubtless, evidently, indeed, obviously, of course, plainly, surely, undoubtedly, without doubt	Surely we can't just stand back and let this happen? There must surely be some explanation. I was, of course , not very surprised when it turned out my grandmother had no clue how to use her new notebook.
to correct a falsehood or misunderstanding	actually, as a matter of fact, in actual fact, in fact, in reality, in truth	Are you disappointed? No, I'm rather glad, actually . In fact I am not a computer geek at all!

to indicate how you are speaking (I am speaking frankly/truthfully, from a personal standpoint, etc.)	frankly, honestly, personally, seriously, to be honest	Frankly , I don't agree with your argument. Quite honestly , I can't imagine reading a book on an e-reader. I think they're a terrible invention, personally .
to introduce a new subject you have just thought of, or add more information	actually, by the way (spoken), incidentally, indeed (formal)	I've known Jane for years. Since we were at primary school, actually . I went to see Jessie J's concert last week. Incidentally/By the way , what do you think of his latest album?
spoken: to change the subject, or end the conversation	anyway	Anyway , let's leave that for the moment and talk about it tomorrow. Anyway , I must be going now.

Commenting with infinitive and participle clauses

We can use infinitive and participle clauses to indicate the speaker's/writer's attitude or add a comment on its truth, e.g.:

- *to be honest/to tell the truth:*

To tell the truth, I never believed we would win a gold medal. I thought we would lose, **to be honest**.

- *all things considered/considering the circumstances/ generally speaking:*

All things considered, the team did very well.

The more expensive the equipment, **generally speaking**, the better it is.

Commenting with finite comment clauses

We can also use finite comment clauses in speech, such as: *as you know, I'm afraid, I'm happy/sad/sorry to say, you know, you see:*

I'm afraid I don't understand modern technology.

I grew up before computers were invented, **you see**.

My granddaughter is teaching me how to use one, **I'm happy to say**.

1 Choose the correct option.

- The international system of copyright protection is **obviously** / probably wholly inadequate and needs to be reformed.
- New technology has **without doubt** / anyway had a disruptive effect on the music industry.
- Those who share music files without paying often claim they are hitting back against fat-cat music executives. **Indeed** / **In fact**, all they are doing is hurting musicians.
- Online streaming services could **potentially** / wrongly be the saviour of the music industry.
- Frankly** / **Interestingly**, around four times as many people are now paying for the services as a few years ago.
- Unfortunately** / **Undoubtedly**, one in four Internet users still pirate music, according to figures from the music industry.

2 Choose the correct adverbs or adverbial expressions a, b, c or d.

Quite ¹ _____, social media has come in for a lot of criticism from the older generation who are unfamiliar with it. Parents often think the use of social media is distracting and harmful for students, whereas ² _____ it offers many opportunities for collaborative learning. ³ _____, social media is already being introduced into the classroom itself for educational purposes.

⁴ _____, some schools have organised technology evenings to help parents learn how to use different social networking resources. The results have been very positive, ⁵ _____. Many parents have ⁶ _____ become enthusiastic supporters of the use of social media tools in the classroom.

⁷ _____, there are some downsides to using social media in the classroom. Ensuring students are using social media properly in class can ⁸ _____ pose difficulties.

⁹ _____, some students could experience cyberbullying from other students.

However, as the benefits of social media become clearer, it will ¹⁰ _____ come to be seen as an effective way to increase student learning.

- | | |
|------------------------|-----------------------------|
| 1 a possibly | b understandably |
| c personally | d plainly |
| 2 a in fact | b seriously |
| c anyway | d of course |
| 3 a Without doubt | b To tell the truth |
| c indeed | d All things considered |
| 4 a Hopefully | b Frankly |
| c interestingly | d Definitely |
| 5 a to be honest | b of course |
| c in a way | d generally speaking |
| 6 a doubtless | b actually |
| c presumably | d likely |
| 7 a Admittedly | b Thankfully |
| c Wrongly | d Crucially |
| 8 a interestingly | b incidentally |
| c clearly | d honestly |
| 9 a Likely | b Unfortunately |
| c Actually | d Probably |
| 10 a strikingly | b regrettably |
| c happily | d hopefully |

- 4 Read the **WRITING FOCUS** and complete the gaps with the words in purple in the review.

WRITING FOCUS

A review of a product

Introduction

- Arouse the reader's interest in the product.
Interested in ...? ¹ Want to ...? ² Whether you're ... or ...

Main paragraphs

- Say what the product does and what it offers.
It is ³ designed to ... It enables/⁴ allows (you) to ...
It has/offers/boasts excellent features such as/like ...
- Explain any special benefits or features.
An outstanding feature is ... This option is particularly useful ...
It's the (instructions) that really stand out/⁵ make all the difference
- Use positive adjectives to describe features and benefits.
It's ⁶ easy to use /user-friendly. The ⁷ clear and concise (instructions) ...
- Use listing phrases to connect the information.
It ⁸ not only ..., but also ... ⁹ As well as (enabling) you to ...
Another advantage is ...
- Include a comparison with other similar products if appropriate.
It's ¹⁰ one of the best /most popular ... available
Some may find ... but ...
- Mention any drawbacks or areas for improvement.
The only real downside is ... It would be a real ¹¹ plus if ...

Conclusion

- Summarise the benefits of the product.
This is a great product to ...
¹² While it won't /might not ...,
This is ¹³ the perfect choice for (novices)/the best value ...

- 5 Complete the sentences with the words and phrases from the **WRITING FOCUS**. Then put the sentences in a logical order. Which review sections do they belong to?

- The online platform offers built-in rewards, such as trophies for reaching certain milestones. (8)
- One of the latest is Xtra Mile, a GPS running aid that allows/enables runners to track important data in real time. (2)
- It enables/allows users to track time, distance and calories burned using the phone's GPS. (4)
- An outstanding feature for serious runners is the heat map. (5)
- Whether you're out for a casual jog or training for a race, you can take advantage of one of many running apps available. (1)
- The app is designed to motivate serious runners who are looking to improve their performance. (3)
- This map not only tracks the route, but also plots how fast the user is running using a colour scale. (6)
- For serious joggers, Xtra Mile is the perfect choice to help train for an upcoming race and provide motivation at the same time. (10)
- Xtra Mile has many other excellent features such as motivation through music and an online community. (7)
- A final note to developers: it would be a real plus if the next version of the app allowed users to post to popular social networking sites as well as to the Xtra Mile online community. (9)

Introduction e, b; Main paragraphs (para 2) f, c, d, g;
Main paragraphs (para 3) i, a, j; Conclusion h

- 6 Read the **LANGUAGE FOCUS**. Which of the structures can you find in the review on page 48?

LANGUAGE FOCUS

Clauses of purpose

- to + infinitive + noun phrase**
Want something to spice up your run? Use this app to log your activity.
- in order to/so as to + infinitive clause**
Many people need encouragement (in order) to get off the couch. (in order is usually omitted in informal writing)
This app offers built-in rewards so as to increase your motivation.
Note: Use in order not to/so as not to + infinitive clause to express purpose in the negative.
Keep your pedometer in a waist bag in order not to/so as not to lose it.
- so (that) + clause** (usually with a modal verb – can, will or may)
Get Running offers routines to follow so (that) you can achieve a 5k run.
- for + noun/verb with -ing**
We went for a run.
This app works best for walking.

- 7 Complete the text with the words and phrases in the box. Use each of them once only.

for in order not to so so as to
so as not to so that ~~to~~

The *Miles in Your Shoes* pedometer offers users a variety of walking and running challenges set at various levels of difficulty. You can scroll through a user-friendly menu ¹ to select a challenge that is suited to you. Some take all day while others require only moments ² so/so that you can even squeeze them into your lunch break. Small challenges encourage you to keep moving in manageable chunks ³ in order not to/so as not to lose motivation. Trophies and Awards appear frequently ⁴ so as to give you a sense of accomplishment. *Miles in Your Shoes* works best ⁵ for slow walking and won't register activities like biking. It can be kept in your pocket ⁶ so as not to/in order not to get in the way while running. It also connects with other fitness apps ⁷ so/so that you can log other data like food consumption.

SHOW WHAT YOU'VE LEARNT

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

REVIEWS WANTED: Ten best gadgets or apps! You have been asked to write a review of your favourite app or gadget for a student magazine. Describe what it does, what the benefits are and why it should be included in the top ten.

Exercise 6

to + infinitive + noun phrase:
there's an app to motivate you;
focuses on regular cues to motivate you.

in order to/so as to + infinitive clause:
... alternates running and walking in order to build up your fitness;
... offers nine weeks of set routines so as to enable beginners to achieve a 5k run.

so that:
... the app allows you to pause a run so that you can get your breath back.

for + noun/verb with -ing:
Whether you're training for your first five-kilometre run (5k) ...

VOCABULARY

Exercise 4

- 1 You shouldn't have chosen/ shouldn't choose to buy the cheapest tablet.
- 2 She refused/ refuses to let me work on my laptop during take-off.
- 3 We have made the decision not to enter the website design competition.
- 4 It's extremely important to protect your log-in details.
- 5 You're the second person to tell me it's broken this morning.
- 6 Turn your computer off when not in use to ensure it does not overheat.

- 1 Complete the sentences with the correct form of the words in the box.

(compromise counterpart downturn
herald optimise savour)

- 1 This new racquet is specially designed to optimise the strength of your shots.
- 2 Because of Internet technology, there's been a huge downturn in newspaper sales.
- 3 The agreement between the sports tech companies heralds a new era in sport technology development.
- 4 We wouldn't want to do anything to compromise the results of the experiment.
- 5 I like to go slowly and savour what I read. I can't stand all this instant communication.
- 6 In software development, I find it useful to talk regularly to my counterparts in other parts of the world.

- 2 Choose the correct answer, a, b or c.

- 1 The problem with Grant is that he never knows where to _____ the line.
a nick b stream **c draw**
- 2 I don't read too much nowadays but I do like to _____ through video games magazines now and again.
a flick b swipe c glare
- 3 Approximately 5 percent of athletes use illegal stimulants to _____ their performance.
a accomplish **b enhance** c legitimise
- 4 Modern science has really made great _____ in almost every aspect of technology.
a standards b records **c strides**
- 5 If you don't keep up-to-date nowadays, you'll very quickly _____ by the wayside.
a remain **b fall** c push
- 6 I know there's a lot of money _____ on the success of drones but I'm dead against them!
a capitalising b optimising **c riding**

- 3 Complete the sentences with words from the unit. The first letter of each word is given.

- 1 I have an abundance of ideas – and no money to do anything with them. (large amount of sth)
- 2 Although there are clear signs of poverty, the affluence in this city is equally visible. (lots of money; wealth)
- 3 He destroyed his laptop through his own carelessness. (not giving enough attention to sth)
- 4 My old smartphone was easier to use because of the simplicity of the operating system. (not being complicated)
- 5 The service guy wouldn't repair my computer because he doubted the authenticity of the software I use. (the state of being real or legal)
- 6 Her diligence is admirable – she does great work and never misses a deadline. (working hard and carefully)

GRAMMAR

- 4 Write sentences from the prompts. Use the correct form of the infinitive.

- 1 You should / not / choose / buy / the cheapest tablet.
- 2 She / refuse / let / me work on my laptop during take-off.
- 3 We / have / make / the decision / not / enter / the website design competition.
- 4 It / extremely / important / protect / your log-in details.
- 5 You / the second / person / tell / me it's broken this morning.
- 6 Turn your computer off when not in use / ensure / it / not / overheat.

- 5 Complete the text with the correct infinitive form of the verbs in the box. You may need to use passive forms.

(buy complain convince find out ignore
log out refund shop speak)

Last week I forgot ¹ to log out from my favourite online shopping site and I was shocked ² to find out later that day that my credit had been reduced to zero. I was convinced the website was safe. In fact, I had chosen ³ to shop on that site precisely because of their security record. I mean, for anybody wanting ⁴ to buy anything online nowadays you need ⁵ to be convinced that it's safe, right? Well, I contacted the company, and I was determined not ⁶ to be ignored. Of course, ⁷ to speak to anyone I had to go through a number of automated phone messages. Eventually I got through to find out I wasn't the first ⁸ to complain as there'd been an issue with the company's banking services. All the missing money, they promised, was ⁹ to be refunded within the hour.

USE OF ENGLISH

- 6 Choose the correct option.

E-reading and the Developing World



One of the prime factors in ensuring a country's growth and cultural development is education. ¹ Sadly / In fact, the cost of buying and transporting books in parts of Africa is hindering learning and slowing development. Given the limited supply of physical books, e-reading could ² interestingly / potentially open up new pathways to reading for kids who might otherwise lack basic textbooks. ³ Interestingly / Likely, latest trends show that younger readers in developing countries are increasingly switching from using dedicated e-readers to reading on their mobile phones. Mobile technology is ⁴ sadly / undoubtedly one of the most effective and efficient ways of giving marginalised groups all the benefits of access to books. I have to say that ⁵ personally / probably, I couldn't live without my e-reader. ⁶ In fact / Arguably, it's so essential that it goes with me everywhere.

REFERENCES

Audioscript p. 189
Intelligent key p. 208

EXTRA ACTIVITIES

- Photocopiable resource 12 (Speaking – 15 min.) pp. 214, 238
- Class debate: Technological development has made us less creative. (For instructions, see p. 181)

- Use of English 4, WORD STORE booklet, p. 8
- Extra digital activities: Listening and Use of English Checkpoints

- 7 Complete the text with the correct form of the words in capitals.

How the MP3 revolutionised music

The humble MP3 is one of the most significant inventions of modern history and heralded the ¹ arrival (ARRIVE) of both listening to and purchasing songs and albums over the Internet. This, in turn, made it possible to download music ² illegally (LEGAL) and effectively brought the global music industry to its knees in the mid 2000s. It took government-funded German engineers a decade of research to figure out that much of the information in recorded music is inaudible to the human ear and therefore does very little to ³ enrich (RICH) the sound. Ultimately then, it was their ⁴ ingenuity (INGENIOUS) which facilitated the ⁵ piracy (PIRATE) revolution by releasing for free on the web the first ever MP3-encoding software. As Stephen Witt explains in his book *How Music Got Free*, it was not so much the ordinary people who were able to ⁶ capitalise (CAPITAL) on the new medium but rather an organised criminal conspiracy to steal music. Today, however, legal streaming services are in the ⁷ ascendancy (ASCEND) for digital music and the ⁸ popularity (POPULAR) of listening to digital music looks set to continue.

- 8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.

- Driverless cars will eventually replace traditional cars.
Traditional cars will eventually give way to driverless cars.
WAY
- MP3 will probably remain the most popular audio format for years to come.
MP3 will probably continue being/to be the audio industry standard for years to come. **INDUSTRY**
- Despite the money being invested in smart watches, many believe they will not be commercially successful.
Many believe smart watches will be a commercial flop/ will flop commercially despite the investment being made in them. **FLOP**
- They have tested the new drug in trials, I presume.
The new drug has presumably been tested in trials. **PRESUMABLY**
- If you constantly ride your motorbike so hard, you'll damage the engine.
You'll damage your motorbike if you constantly push the limits of its engine. **PUSH**



LISTENING

- 9 2.9 Listen to three dialogues. For questions 1–6, choose the correct answer A, B or C. You will hear the recording twice.

Dialogue 1

- What do the speakers agree on in relation to online flight check-in?
A It is very time-consuming.
☒ B It is unnecessarily complicated.
C It is a stressful experience.
- What is the man's opinion of the other services advertised on the site?
A They are just a way for the airlines to earn more money.
☒ B They are very useful for customers.
C They can help ensure customer safety.

Dialogue 2

- What does the man like most about the website?
A The amount of information available about bands.
B The fact that it is very quick to download music.
☒ C The recommendations of new music available on the site.
- What is the woman's opinion of buying music online?
A Making a careful choice is easier on a website.
☒ B The pleasure of buying music is missing.
C The websites are mostly operating illegally.

Dialogue 3

- What is the man doing during the conversation?
☒ A Admitting his own lack of skills.
B Complaining about the lack of support.
C Recommending his friend not to do the course.
- How does the woman respond?
A She doesn't think he should ask for help.
B She suggests asking for a refund.
☒ C She advises him to give it more time.

SPEAKING

- 10 Look at the photos and ask and answer the questions.

- Why might people choose to use these devices and how might the users of these devices feel?
- What might cause difficulties for the people and how might they deal with them?
- Which device do you think might be more difficult to deal with? Why?



NEXT CLASS

- Ask students to do Self-check 4.8 in the WB, pp. 50–51 as homework.
- Ask students to prepare for Unit Test 4: Assessment Package, Unit 4.