02 The digital mind

VOCABULARY Scientific research, phrases with *think* and *mind*, uses of drones, science, technology

GRAMMAR Present Perfect Simple and Continuous, verb patterns
Use of English > page 191

SPEAKING Making choices

WRITING A blog post

VIDEO Grammar ▷ Documentary ▷ Communication ▷

I'VE BEEN THINKING ABOUT OUR PHYSICS PROJECT

Kit Hi, Jen. How's it going?

Jen I'm fed up. I've been revising Chemistry all day.

Kit All day? Seriously? How long have you been revising?

Jen I've been revising for hours, ever since I had breakfast. So far, I've read three units of the book and I've memorised almost all the formulas. How have you been getting on?

Kit I haven't been revising.

Jen No? What have you been doing?

Kit I've been thinking about our Physics project.

Jen The project? I haven't had time to think about that. Have you come up with any good ideas?

Kit I've been working on a text about the Voyager space probes. I've written a first draft.

Jen Sounds good. What about the visuals?

Kit I've been searching on the Internet and I've found some cool photos. I'll send you what I've done.

The Voyager programme

PHYSICS PROJECT Kit Hart & Jennifer Jordan

The mission of the Voyager space probes is to study the outer planets and to voyage beyond our solar system into interstellar space.

They've [1]*travelled / been travelling* for over forty years. Voyager 2 left Earth on August 20 1977, and sixteen days later, on 5 September, Voyager 1 was launched.

Voyager 1 has [2]*travelled / been travelling* over 21 billion kilometres. No man-made object has ever [3]*gone / been going* so far from the Sun. It has [4]*flown / been flying* past Jupiter and Saturn and their moons. Since August 2012 it's [5]*travelled / been travelling* through our galaxy in the direction of the constellation Ophiuchus.

Voyager 2 hasn't [6]*gone / been going* quite as far as its sister spaceship. It's [7]*travelled / been travelling* about 17.6 billion kilometres and it's [8]*visited / been visiting* four planets: Jupiter, Saturn, Uranus and Neptune. However, it hasn't [9]*reached / been reaching* interstellar space yet.

Since they began their amazing voyages, the probes have [10]*continuously sent / been continuously sending* back radio waves together with images and other scientific data. So far, they've [11]*sent / been sending* tens of thousands of photographs and a lot of valuable information about the planets and their satellites.

Sample Material © Pearson 2023

2A GRAMMAR AND VOCABULARY

1 **Which areas of science do you find most interesting: astronomy, biology, chemistry, earth science, physics? Discuss in pairs.**

2 *1.9* **Read and listen to the conversation between Kit and Jen on page 18. What are they talking about?**

Present Perfect Simple and Continuous

3 **Study sentences 1 and 2 and answer the questions.**

1 I've read three units of the book.

a Do we know exactly when Jen read those units?

b Do we know if Jen has finished reading those three units?

2 I've been revising Chemistry all day. I'm fed up.

a Do we know if Jen has finished revising Chemistry for the day?

b Do we know how long she's been doing it?

c Do we know how she feels because of it?

4 **Study the Grammar box and find more examples of the Present Perfect Simple and the Present Perfect Continuous in the conversation.**

Present Perfect Simple and Continuous

• We use the **Present Perfect Simple** to talk about a finished activity in the past if we don't say exactly when it happened or if it happened recently. We focus on the result. We often say how much/many things we've done, how many times something has happened or how far we've travelled.

• We use the **Present Perfect Continuous** to talk about an activity that started in the past and may still be continuing. We focus on the activity, not the result. We often mention how long the activity has been going on. We use this tense for a recent finished or unfinished activity that explains something in the present.

Time expressions: since 2016/January/Monday, for two years/three months/a week

Grammar Reference and Practice > page 174

5 **Look at Kit's draft of the Physics project on page 18 and choose the correct forms to complete it.**

6 *1.10* **Complete the conversation with the correct form of the words in brackets. Use the Present Perfect or Present Perfect Continuous. Then listen and check.**

A How long [1]*have you been studying* (you/study) Biology?

B I [2]_____ (not/study) Biology for long, only since I started high school.

A What [3]_____ (you/do) in class recently?

B We [4]_____ (do) projects and experiments with light and plants.

A How many experiments [5]_____ (you/do)?

B So far, we [6]_____ (carry) out three experiments.

A [7]_____ (you/ever/think) of studying Biology at university?

B No, it [8]_____ (not/cross) my mind. I [9]_____ (always/be) more interested in astronomy. [10]_____ (you/hear) about the mission to Mars? It's fascinating. I [11]_____ (follow) it on the SpaceX website.

A Yes, I [12]_____ (hear) of it but I [13]_____ (not follow) it closely.

7 **In pairs, ask and answer the questions in Exercise 6. Then replace Biology with another science, change partners and ask and answer the questions again.**

8 **Work in pairs. Choose from the prompts below. Then use the Present Perfect Continuous to explain each situation.**

- I've got glue on my hands.
- I've got a sore back.
- My eyes hurt.
- I'm exhausted.

A *I've got glue on my hands.*

B *Why? What have you been doing?*

A *I've been making a model of the International Space Station.*

9 **Complete these sentences with the highlighted words from Kit and Jen's Physics project on page 18.**

1 The Earth is the third planet from the Sun. It has one *moon*.

2 There are eight planets in our _____.

3 Ursa Major is a _____ that looks like a large bear.

4 On 6 February 2018, the Falcon Heavy rocket _____ a red sports car into space.

5 The Millennium Falcon is a very fast _____ in *Star Wars*.

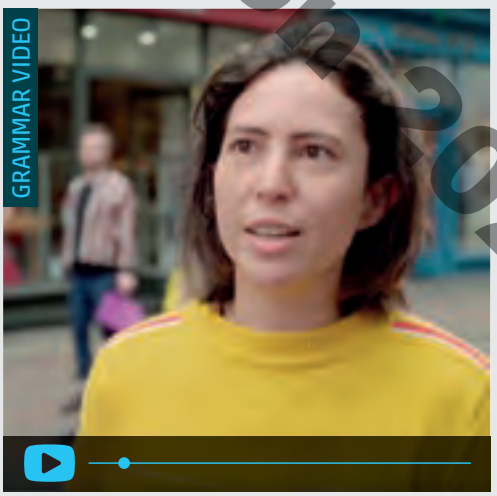
6 With current technology the _____ from the Earth to Mars would take about nine months.

7 There could be 100–200 billion stars in our _____.

10 SPEAKING **In pairs, role play the situations. Student A, go to page 196. Student B, go to page 199.**

4 **Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.**

What have scientists been working on recently?



☐ **I can distinguish between the Present Perfect Simple and the Present Perfect Continuous to talk about recent finished or unfinished activities.**

Sample Material © Pearson 2023

2B READING AND VOCABULARY

1 **In pairs, list three ways humans are better than computers and three ways computers are better than humans. Compare your ideas with another pair.**

Computers are better at processing information quickly.

Humans can feel emotions.

2 **Study Active Reading, skim the text and answer questions 1 and 2. Then discuss questions 3 and 4 with a partner.**

1. Where would you see a text like this one?
2. What is the main idea?
3. What do you know about the topic?
4. What do you expect to learn from the text?

ACTIVE READING | Skimming and scanning

Skimming and scanning are ways of searching for information in a text quickly and effectively. When you skim or scan a text, you do not need to read every word.

- **Skimming** – looking at photos and reading the title, headings, captions and the first line of each paragraph to get the general idea of what a text is about.
- **Scanning** – reading parts of the text to find specific information such as key words, dates or names.

3 **Scan the text to complete the notes with one or two words from the article. Then read the text more carefully if necessary.**

1. Recent developments in AI have altered the way we *interact* with our electronic devices.
2. Some experts believe general AI might be possible by _____.
3. The example of elephants shows that control comes from _____ rather than strength.
4. Unlike human intelligence, artificial intelligence can exist without a _____.
5. One way AI may create problems is by causing _____ as it tries to do something helpful.
6. Research into _____ needs to develop more quickly.

4 **Do you think AI will make the world a better place in the future? Discuss in pairs.**

5 **Complete the table with the words from the article.**

Verbs	Nouns
achieve	*achievement*
create	
develop	
disagree	
exist	
identify	
	interaction
	possession
proceed	
	proposal
recognise	
require	

6 **Complete the second sentence so that it means the same as the first one by changing the underlined verb into a noun. Then, in pairs, say if the sentences are true for you and add more details.**

1. I've <u>achieved</u> something amazing.
   It's an amazing *achievement* for me.
2. I've <u>created</u> something wonderful.
   It is a wonderful _____.
3. My parents and I <u>disagree</u> strongly on one important issue.
   There is a strong _____ between my parents and I on one issue.
4. I always have to <u>identify</u> myself at the school entrance.
   I always have to show my _____ at the school entrance.
5. I don't know how to <u>proceed</u> with applying to university.
   I don't know the _____ for applying to university.
6. My new phone can <u>recognise</u> my fingerprints.
   My new phone has a fingerprint _____.
7. I <u>propose</u> we use more technology to learn English.
   I have a _____. Why don't we use more technology to learn English?

I've achieved something amazing. I've won a photography competition. It's an amazing achievement for me.

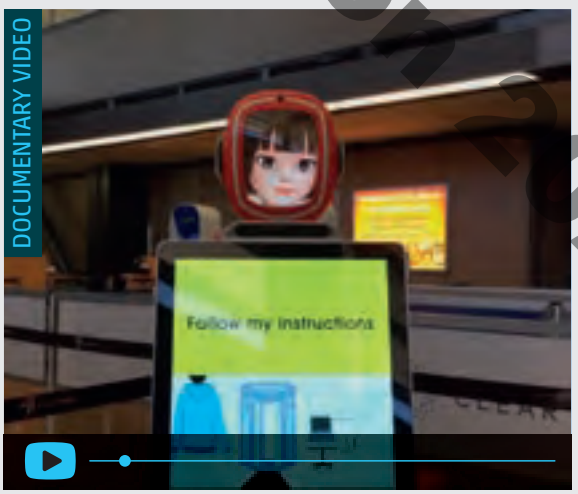
7 **SPEAKING How could AI help you in the following areas of your life? How might it make things better or worse? Discuss in pairs.**

- homework and studying
- cooking and housework
- friendship and love
- parents and siblings
- health and fitness

AI could help me with my homework; for example, it could search for information faster!

8 **REFLECT | Society What would be the benefits and drawbacks of living in a world in which it's impossible to tell the difference between a human and a robot?**

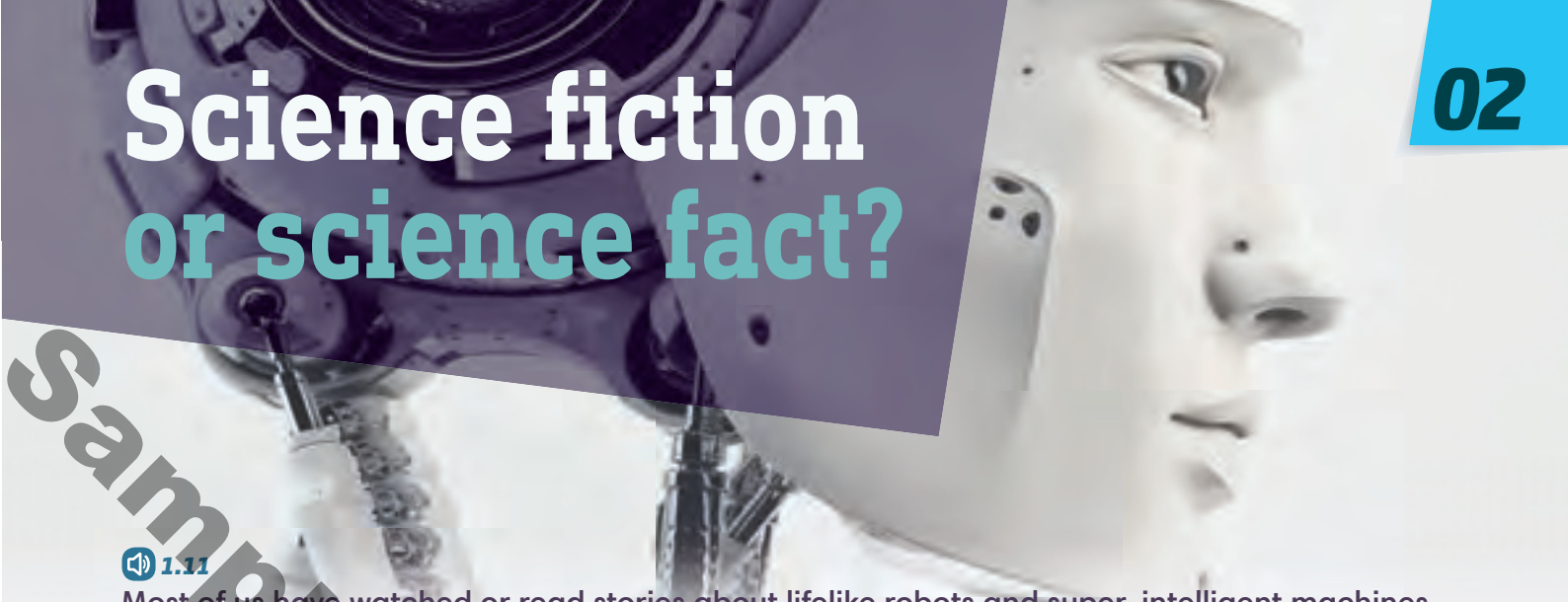
5 WATCH AND REFLECT **Go to page 163.** **Watch the documentary *The future of AI* and do the exercises.**



Sample Material © Pearson 2023

☐ **I can understand the main idea and identify specific details in an article and talk about artificial intelligence.**

Science fiction or science fact?



1.11

Most of us have watched or read stories about lifelike robots and super-intelligent machines. However, in today's world, science fiction is quickly becoming science fact. From facial identification systems in our phones, to algorithms that help us search the Internet, the development of Artificial Intelligence (AI) has changed the way we interact with technology.

What is AI?

There are two types of AI, narrow and general. Narrow AI is already a part of our lives. It focuses on one particular task and can be used for our GPS systems or the voice-recognition systems that let us talk to our devices. General AI is a kind of machine super-intelligence and is still more of an idea than a reality. It is designed to do better than humans in all tasks that require mental effort. There are disagreements about when general AI might become a reality. Some experts say never, while others believe it could happen as early as 2045.

Why are some experts worried?

The rapid progress of research into general AI worries big names such as Elon Musk and Bill Gates. They have been warning of the possible dangers of AI for some time. One of the biggest questions is who will be in control when machines become more intelligent than people. Elephants are stronger than humans for example, but we can control them. We are able to do this because we possess greater intelligence than them. When our technological creations become more intelligent than us, will we control them or will they control us?

Will there be evil robots?

Are super-intelligent machines going to take over the world and make us their slaves? Most researchers agree that computers will never experience love or hate in the same way we do. This means that, despite sensational stories in the tabloid press, the rise of the killer robots is definitely more science fiction than scientific fact. A physical body is not a requirement for the existence of super-intelligence. In fact, all that is really necessary is electricity and the Internet. AI is more likely to do something 'evil' because humans tell it to. Either that, or we will programme it to do something helpful, but it will cause harm as it attempts to achieve this.

How can we make sure AI is safe?

Experts have proposed that we speed up research on AI safety immediately. It may take longer to design important safety procedures than to develop general AI itself. There are many other basic but important questions about a world shared with artificially intelligent beings. For example, how will we earn money if machines can do most jobs? What legal rights and responsibilities will robots and other super-intelligent machines have? What will happen when it becomes impossible to tell the difference between a human and a machine? Ultimately, we need to begin an important conversation about what sort of future we want and how AI can help us get there.

> "One of the biggest questions is who will be in control when machines become more intelligent than people."

Sample Material © Pearson 2023

2C VOCABULARY | Science, phrases with *think* and *mind*

1 **Discuss the questions in groups.**

1. What is the most interesting or boring museum you've ever been to? What did/didn't you like about it?
2. Have you ever been to a science and technology museum or exhibition? What was it like?
3. Do you read the information museums provide about their exhibits? Say why.

2 **Complete the museum information with the words from the box.**

cells ~~gravity~~ organism pressure radiation research

1. *Gravity* on the moon is weaker than on Earth – that's why astronauts bounce and float.
2. In the deep oceans, the water _____ is too strong for humans to dive there.
3. Astronauts in space are exposed to _____ from the Sun.
4. Did you know that there are over 37 trillion _____ in the average human body?
5. The largest living _____ in the world is not a coral reef, it's actually a fungus that lives in Oregon, in the US.
6. According to _____, noise pollution can damage your health.

3 *1.12* **Listen to some visitors describing their experience at a science museum. Have they enjoyed their visit?**

4 *1.13* **Read the visitors' comments. Match the highlighted expressions a–h to their definitions 1–8. Then listen and check.**

a blew my mind.
b I didn't think much of
c I've made up my mind
d think outside the box.
e broadens your mind.
f I've changed my mind.
g my mind has gone blank.
h You can't hear yourself think!

1. ☐ To invent something life-changing or to do some truly original research, it's sometimes necessary to **think in a new or creative way**.
2. ☐ What have I learned? Oh goodness, so much but **suddenly I can't remember anything**.
3. ☐ **I've decided** – that I want to study Physics.
4. ☐ I thought science was a bit dull but after today **I have a different opinion**.
5. ☐ The section on radiation **really impressed me**.
6. ☐ I think a visit to any museum **increases your knowledge and understanding of the world**.
7. ☐ Stay out of the cafeteria. **It's extremely noisy**.
8. ☐ **I wasn't impressed by** the robotics exhibition.

5 *1.14* **Choose the correct word from the box. Use the definitions in brackets to help you. Then listen and check.**

twice again seriously ahead ~~big~~

1. I've learned that we should always think *big* (have ambitious plans) even if something seems impossible.
2. I've learned that the planet is a living organism and we need to think _____ (think about an issue that's important) about how we treat it.
3. And after seeing the part about industrial farming, I'll certainly think _____ (think carefully before you do something) before I eat meat again.
4. If you think museums are boring, this one will definitely make you think _____ (reconsider).
5. Anyway, think _____ (think about what might happen in the future) and wear comfy shoes and you'll be fine.

6 SPEAKING **Complete the sentences so that they are true for you. Then compare with a partner.**

1. I've recently changed my mind about _____.
2. The last thing that blew my mind was _____.
3. The best way to broaden your mind is to _____.
4. I didn't think much of _____ when I went there.
5. It's important to think ahead before you _____.
6. Young people today need to think seriously about _____.

7 **Should entry to museums be free? Say why.**

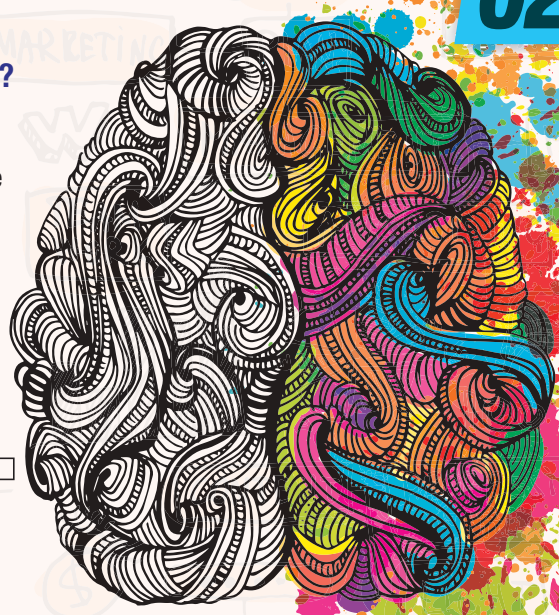
I think entry to museums should be free so that everyone can visit them.

Sample material © Pearson 2023

☐ **I can talk about science.**

QUIZ true or false?

What do you know about your brain and mind and how they work? Complete our quiz to find out.



1 **MEMORY** Most people can remember as many as 1000 faces. T ☐ F ☐

2 **READING** As lnog as the frist and lsat lteres of wrods are in the rghit place, msot pepole still manage to read them. This is because your mind looks at the whole word and not each letter. T ☐ F ☐

3 **AGE** Our brains begin ageing from around the age of twenty. By the time we are sixty, they actually begin to shrink. T ☐ F ☐

4 **MUSIC** To improve your performance in a range of school subjects, experts recommend that you practise playing a musical instrument regularly. T ☐ F ☐

5 **BRAIN HEALTH** People who enjoy doing crosswords, or love reading, are more likely to maintain a healthy brain. T ☐ F ☐

6 **SLEEP** It is safer to let someone sleepwalk because the shock of being woken up can cause serious brain damage. T ☐ F ☐

2D GRAMMAR

1 **Do the quiz. Then in pairs, check your answers on page 196. Which facts did you find most surprising?**

Verb patterns

2 **Study and complete the Grammar box with the underlined verbs from the quiz.**

Verb patterns

We use the *-ing* form after some verbs (*admit, avoid, can't stand, don't mind, fancy, hate, imagine, keep, like, miss,* [1]_____, [2]_____, [3]_____).

We use the infinitive with *to* after some verbs: (*agree, allow, appear, decide, expect, hope, need, learn, offer, promise, refuse, seem, want, would like,* [4]_____).

We use the infinitive without *to* after:

- modal verbs (*must, might, should, will* [5]_____),
- *make* and [6]_____.

We use some verbs with the *-ing* form and infinitives with no difference in meaning (*start, continue,* [7]_____).

Grammar Reference and Practice > page 174

3 **Replace the underlined verbs with the verbs in brackets and rewrite the sentences. Tick the sentences you agree with or that are true for you. Then compare with a partner.**

1 ☐ I'm interested in learning to swim. ('d like to)

2 ☐ You must continue to learn new things to exercise your brain. (keep)

3 ☐ Parents should read to their young children regularly. (need)

4 ☐ I'd like to start reading more regularly. (begin)

4 **Study *Watch out!* Then match the verb patterns in bold with meanings a or b.**

1 ☐ I **forgot to buy** my girlfriend a birthday present.
☐ I'll never **forget buying** my first car.
a not remember to do something
b not remember something that you did earlier

2 ☐ She **stopped to do** an online quiz.
☐ She **stopped doing** online quizzes.
a no longer do something
b stop doing one thing so you can do another

WATCH OUT!

Some verbs (*forget, regret, remember, stop, try*) can be followed by an -ing form or an infinitive but the meaning is different depending on the form used:

I remembered **to switch off** my computer. (remember something, then do it)

I remember **switching off** my computer. (do something and remember it later)

5 **Complete the text with the correct forms of the verbs in brackets.**

How to look after your brain

You can't expect [1] *to have* (have) a healthy body if you don't try [2]_____ (exercise) regularly. Similarly, if you want [3]_____ (keep) your brain fit, you need to remember [4]_____ (use) it. Many people enjoy [5]_____ (read), which is both pleasurable and good for your imagination. You could also try [6]_____ (do) sudoku or crossword puzzles regularly, or, if you hate [7]_____ (solve) puzzles, perhaps you'd prefer [8]_____(learn) a strategic game such as chess or Go. If you don't fancy [9]_____ (try) any of these, you could learn [10]_____ (play) a musical instrument. You will [11]_____ (find) plenty more advice online!

6 **SPEAKING** **Student A, go to page 196, Student B, go to page 199. Take it in turns to choose a number between 1 and 6, then follow your partner's instructions.**

☐ **I can use a range of verbs taking the infinitive or the *-ing* form.**

Sample Material © Pearson 2023

Sample Material © Pearson 2023

2E LISTENING AND VOCABULARY

1 **Work in pairs. Have you ever seen or flown a drone? Where and when? Would you like to fly one? Say why.**

I've never flown a drone, but I would like to try to because I'm interested in aerial photography.

2 **1.15 Listen to a podcast about drones and choose the best summary of what the interview is about.**

a ☐ Women in the drone industry
b ☐ Different uses of drones
c ☐ Legal issues connected to the use of drones

3 **Complete the uses of drones shown in the photographs with the words from the box.**

deliveries law map ~~photography~~ search weather

4 **1.15 Listen again and decide if statements 1–6 are true (T) or false (F), or if the information is not given (NG).**

1 ☐ Simon Porter began flying drones when he was 19.
2 ☐ The presenter of the podcast has never flown a drone using first-person view.
3 ☐ Some drone racing competitions offer valuable prizes.
4 ☐ Simon says drones can be used to predict earthquakes.
5 ☐ Commercial drone deliveries are not yet legal.
6 ☐ Sally French has appeared on television several times.

5 **In your opinion, which of the uses of drones are the most important for society?**

6 **1.16 Listen and write down exactly what you hear.**

7 **1.17 PRONUNCIATION How do you say 'ea' in the words in the table? Listen and write the words you hear in the correct columns. Then practise saying the words.**

/iə/ area	/iː/ speaker	/ɜː/ search
	leading	

8 **SPEAKING Tick the statements about drones you agree with. Then compare with a partner.**

1 ☐ I worry about my privacy because of drones.
2 ☐ I would like drones to deliver things to my home.
3 ☐ Drones could cause serious accidents.
4 ☐ Drones are noisier than cars. You can't hear yourself think!
5 ☐ I'd like to travel in a drone taxi in the future if it is possible.
6 ☐ Drones are just harmless fun.

☐ **I can identify the main idea and key details in an interview and talk about technology.**

1 **Do you ever get bored at the weekend or do you always find something fun to do?**

I usually find something fun to do at the weekend, such as ...

2 **6 1.18 Watch or listen to three friends discussing what to do. Answer the questions.**

1 What are the first four suggestions the friends make? Why do they reject them?
2 What do the friends finally agree to do?
3 What do they do in the end? Why?

3 **1.19 Study the Speaking box. Then complete the sentences with the words from the box. Listen and check.**

about as ~~don't~~ far idea let's main much of one reason quite sounds How worse

1 Why *don't* we do something different today?
2 That's a terrible _____.
3 I don't think _____ of that idea, to be honest.
4 How _____ ordering loads of pizza and playing video games all day?
5 The _____ reason is that we play video games almost every weekend. And another _____ is we had pizza yesterday.
6 What do you think _____ going to see Bryony Fox?
7 That is by _____ the worst idea I've ever heard.
8 It's not _____ as good as video games and pizza, is it?
9 It's not nearly _____ good. It's even _____ than the Science Museum.
10 _____ about this? The world's biggest drone show.
11 That _____ good.
12 Yeah, that's the _____ ! Come on, _____ go!

SPEAKING | Making choices

Making suggestions
What/How about (... ing)/this?
What do you think of ... ing ...?
Why don't we ...?
Let's ...

Expressing and justifying opinions
You can't go wrong with ...
(That) sounds good/like a good idea.
(Personally,) (I think) that's a great/terrible idea because ...
It's not a bad idea but it's not a good one, either.
I don't think much of that idea, to be honest.
The main reason is ...
Another reason is ...

Comparing options
It isn't nearly as good/bad as ...
It's almost/It isn't quite as good/bad as ...
That's even better/worse than ...
That's by far the best/worst idea.

Reaching decisions
That's the best idea we've had.
That's the one!/(Let's) go for it!

4 **Use the words in brackets to rewrite the sentences below without changing their meaning.**

1 Also it's boring. Let's stay in. It's raining. (another)
Another reason is it's boring.
2 And the rain is a bit lighter than it was. So, let's go! (not/quite/heavy)
3 I disagree. I think the exhibition is a good idea. (sound)
4 I don't think that's a very good idea. (think/much)
5 It's much more interesting than staying at home. (not/nearly/go/exhibition)
6 Mainly because it's too expensive. (reason)
7 Why don't we go to the technology exhibition? (How/about)
8 Why not? I think it's much better than all the other ideas we've had. (by/far)

5 **Use the rewritten sentences in Exercise 4 to make a dialogue. Add other sentences if necessary. Then read it out in small groups.**

6 **Make a list of things to do at the weekend on a sunny day and on a rainy day. Then in small groups discuss and reach a decision about what to do. Use the language in the Speaking box.**

Sunny day: picnic, playing basketball, ...
Rainy day: cinema, board games, ...

☐ **I can make suggestions, express opinions, compare options and reach decisions.**

Sample Material © Pearson 2023

BELINDA'S BLOG

Switch it off!

It's bad for your brain!

'Stop staring at that screen! It's bad for you! Switch it off!' Parents have been telling teenagers things like that for years. But is tech really bad for your brain?

Maybe so. After all, it's true that technology causes sleep disorders. The blue light from screens stops you from sleeping and a lack of sleep means you feel stressed and depressed and find it harder to concentrate.

Technology may also cause memory loss. I read recently that millennials* are more forgetful than the over-55s. Apparently, too much information and constant interruptions prevent our short-term working memories from becoming permanent long-term memories. Now, what was I saying? 🙂 What's more, the Internet has become our brain's external hard drive: Why memorise anything when you can find it online? Why remember directions when you have GPS?

However, don't throw away your phone and tablet yet. Technology's not all bad. It offers a world of information at the touch of a screen. In addition, it provides stimulation and variety and that's good for your brain. Millennials may have more distractions, but we're also way better at multitasking.

To sum up, technology is like salt. It's good in moderation. You can't live without it but too much can harm you.

* millennial – a young person who became an adult in this century

What do you think? Click here to send your comments. (Be polite!)

TamBam 11.24 a.m.

Another interesting post, Belinda, but I don't agree with everything. It's true my parents aren't nearly as good at multi-tasking as I am but there's no way that their memory's better than mine. They're always forgetting stuff.

Marcia 11.28 a.m.

I'm in two minds about this. I realise that too much screen time is bad for me but at the same time I know that these days you've got to be switched-on all the time or you don't know what's going on.

2G WRITING AND VOCABULARY | A blog post

1 Look at the photo and answer the questions below.

1 What do you think the blog is about?

2 Have you ever ...

- forgotten what you were doing because you got a message on social media?
- fallen asleep in front of a computer, tablet or phone screen?
- spent a weekend without your mobile phone or access to the Internet?

If so, say when, why and how you got on.

2 Read Belinda's blog post. What's her opinion on everyday technology?

3 In pairs, use the highlighted words and phrases in the text to complete the sentences. Then tick the sentences that are true for you and compare with your partner.

1 ☐ I'm not nearly as *forgetful* as my grandmother – I think she's starting to suffer from _____ loss.

2 ☐ I don't suffer from a _____ of sleep or any other sleep _____ – I get eight hours a night.

3 ☐ I like coffee – it helps me to _____.

4 ☐ I'm good at _____. I can do several things at the same time and I find it easy to deal with _____.

5 ☐ I often feel _____ before exams but I don't become _____ when I get a bad mark.

Sample Material © Pearson 2023

4 **Read the comments to Belinda's blog. Write your own comment to the blog in no more than 50 words. Compare your comments in groups.**

5 **Read the tips on how to write a good blog post and decide how well Belinda has followed them.**

How to write a good blog post

1. Choose a topic that you know well and care about and that you think will interest and inform your readers.
2. Choose a title that attracts people's attention, e.g. something beginning with 'How to…' or an intriguing question.
3. Use a chatty, informal style with short, clear sentences and paragraphs and avoid repetition.
4. Check your text for mistakes when you're finished.
5. Use images to make your text attractive and easier to understand.

6 **Look at this table showing the draft and final versions of fragments of the blog post. Match tips 1-5 from Exercise 5 to these fragments (A-D).**

	Draft	Final version
A ☐	Parents have said teenagers things like that since years.	Parents have been telling teenagers things like that for years.
B ☐	Technology and health	Switch it off! It's bad for your brain!
C ☐	The effect of computers on your body.	The effect of technology on your mind.
D ☐	In conclusion, technology is very similar to salt because although it is good in moderation and obviously, nobody can live without it, there is no doubt that excessive salt damages your health, may result in death and can kill you.	To sum up, technology is like salt. It's good in moderation. You can't live without it but too much can harm you.

7 **Study the Writing box and find synonyms for these words and phrases.**

1. But … *However, …*
2. Clearly, …
3. Even though …
4. In addition, …
5. In conclusion, …
6. In my opinion, …
7. In spite of …
8. Research has shown that …
9. This is largely because of …
10. Y is a result of X.

WRITING | A blog post

Introduction

Mention the key point you want to make in your post. Start with one of these:

- an interesting fact, e.g. There are almost 4 billion Internet users in the world.
- an inspiring quotation, e.g. 'I do not fear computers. I fear the lack of them.' (Isaac Asimov)
- a thought-provoking question, e.g. Is tech really bad for your brain?

Main body (2–3 paragraphs)

Give one or more arguments supporting your key point:

It's true that …
It seems to me that …
(This) means …
X causes Y.
Studies suggest that …
According to …
Most people believe that …
Obviously, …
What's more, …
but … also …
This is mainly due to …

To write a balanced post, mention arguments that don't support your key point:

However, …
On the other hand, …
Although …
Despite …

Conclusion

Sum up your post and finish with something thought-provoking or amusing:

To sum up, …/In the end, …/So …

8 **SPEAKING To raise money for charity your school wants students to give up one technological device for a week. In groups, choose one thing to give up. Use the Speaking box in Lesson 2F to help you.**

A *What do you think of giving up our phones for a week?*

B *Personally, I think that's a terrible idea. How about games consoles? A games console isn't nearly as essential as a phone.*

9 **REFLECT | Society Discuss in groups. How has computer technology made our lives better? Think of things like education, communication, health, sports and leisure, transport, etc.**

10 **WRITING TASK Write a blog post about how mobile phones, computers and the Internet have helped people and made their lives easier. Use the information in the Writing box, the tips from Exercise 5 and your ideas from Exercise 9 to help you.**

☐ **I can write a blog post.**

Sample Material © Pearson 2023

REMEMBER MORE

1 Choose the correct words. Then check with the word list.

1 Which adjective describes a model, robot, etc. that looks exactly like a real person or thing? *lifelike / life-changing*

2 What force makes objects fall to the ground? *gravity / radiation*

3 What do you do when you plan things that are difficult but very impressive? *think twice / think big*

2 Make nouns from these verbs. Then check with the word list.

1 require – _____

2 propose – _____

3 exist – _____

4 possess – _____

5 interact – _____

3 Complete the phrases with ø (no article), *a/an* or *the*. Then check with the word list.

1 tell _____ difference between somebody and something

2 lack of _____ sleep

3 access to _____ Internet

4 think outside _____ box

4 Complete the statements with words from the word list. Then decide which of the statements are false.

1 ☐ The Great Wall of China is the only **m**_____-_____ structure visible from space.

2 ☐ The first **v**_____ to the Moon took 75 hours and 50 minutes.

3 ☐ The Sun is the ultimate source of energy for all living **o**_____.

4 ☐ Radio **w**_____ travel at the speed of sound.

5 ☐ People with **m**_____**l**_____ can forget days, weeks or even years of their life.

5 Do the task below.

Write your own science quiz similar to the one in Exercise 4 above. Find some interesting facts and write 4–5 true/false sentences or multiple-choice questions. You may challenge your classmates or publish your quiz online.

2A GRAMMAR AND VOCABULARY

5.8

astronomy (n) /ə'strɒnəmi/

beyond (prep) /bɪ'jɒnd/

billion (num) /'bɪljən/

carry out experiments /ˌkæri ˌaʊt ɪk'sperəmənts/

constellation (n) /ˌkɒnstə'leɪʃən/

continuously (adv) /kən'tɪnjuəsli/

cross sb's mind /ˌkrɒs ˌsʌmbɒdiz 'maɪnd/

current (adj) /'kʌrənt/

Earth science (n) /'ɜːθ ˌsaɪəns/

estimate (v) /'estɪmeɪt/

ever since /'evə ˌsɪns/

first draft (n) /ˌfɜːst 'drɑːft/

follow sth closely /ˌfɒləʊ ˌsʌmθɪŋ 'kləʊsli/

formula (n) /'fɔːmjələ/

galaxy (n) /'gæləksi/

get on (phr v) /ˌget 'ɒn/

glue (n) /gluː/

hurt (v) /hɜːt/

International Space Station (n) /ˌɪntəˌnæʃənəl 'speɪs ˌsteɪʃən/

interstellar space (n) /ˌɪntəˌstelə 'speɪs/

launch (v) /lɔːntʃ/

man-made (adj) /ˌmæn 'meɪd/

memorise (v) /'meməraɪz/

mission (n) /'mɪʃən/

moon (n) /muːn/

object (n) /'ɒbdʒɪkt/

outer planet (n) /ˌaʊtə 'plænət/

radio waves (n) /'reɪdiəʊ weɪvz/

reach (v) /riːtʃ/

revise (v) /rɪ'vaɪz/

rocket (n) /'rɒkət/

satellite (n) /'sætəlaɪt/

scientific data (n) /ˌsaɪənˌtɪfɪk 'deɪtə/

so far /ˌsəʊ ' fɑː/

Sounds good! /ˌsaʊndz 'gʊd/

space exploration (n) /'speɪs eksplə,reɪʃən/

space probe (n) /'speɪs prəʊb/

spaceship (n) /'speɪsˌʃɪp/

the solar system (n) /ðə 'səʊlə ˌsɪstəm/

visuals (n) /'vɪʒuəlz/

voyage (n, v) /'vɔɪdʒ/

valuable (adj) /'væljuəbəl/

2B READING AND VOCABULARY

5.9

achieve (v) /ə'tʃiːv/

achievement (n) /ə'tʃiːvmənt/

algorithm (n) /'ælgərɪðəm/

alter (v) /'ɔːltə/

Artificial Intelligence (AI) (n) /ˌɑːtəˌfɪʃəl ɪn'teledʒəns (ˌeɪ 'aɪ)/

artificially intelligent /ˌɑːtɪˌfɪʃəli ɪn'teledʒənt/

attempt to do sth /əˌtempt tə 'duː ˌsʌmθɪŋ/

basic (adj) /'beɪsɪk/

be in control /ˌbi ɪn kən'trəʊl/

become a reality /bɪˌkʌm ə ri'æləti/

being (n) /'biːɪŋ/

cause harm /ˌkɔːz 'hɑːm/

control (n, v) /kən'trəʊl/

create problems /kriˌeɪt 'prɒbləmz/

creation (n) /kri'eɪʃən/

despite (prep) /dɪ'spaɪt/

develop (v) /dɪ'veləp/

disagree (v) /ˌdɪsə'griː/

disagreement (n) /ˌdɪsə'griːmənt/

electricity (n) /ɪˌlek'trɪsəti/

electronic device (n) /ˌelɪkˌtrɒnɪk dɪ'vaɪs/

evil (adj) /'iːvəl/

exist (v) /ɪg'zɪst/

existence (n) /ɪg'zɪstəns/

experience (v) /ɪk'spɪəriəns/

facial identification system (n) /ˌfeɪʃəl aɪˌdentəfə'keɪʃən ˌsɪstəm/

focus on sth (v) /'fəʊkəs ɒn ˌsʌmθɪŋ/

GPS (n) /ˌdʒiː piː 'es/

human (n, adj) /'hjuːmən/

identify (v) /aɪ'dentəfaɪ/

interact with sth (v) /ˌɪntər'ækt wɪð ˌsʌmθɪŋ/

interaction (n) /ˌɪntər'ækʃən/

issue (n) /'ɪʃuː/

killer (n) /'kɪlə/

legal rights (n) /ˌliːgəl 'raɪts/

lifelike (adj) /'laɪf laɪk/

make sure /ˌmeɪk 'ʃɔː/

mental effort (n) /ˌmentl 'efət/

narrow/general AI /ˌnærəʊ/ˌdʒenərəl ˌeɪ 'aɪ/

possess (v) /pə'zes/

possession (n) /pə'zeʃən/

procedure (n) /prə'siːdʒə/

proceed (v) /prə'siːd/

Sample Material © Pearson 2023

programme (v) /'prəʊgræm/

progress (n) /'prəʊgres/

proposal (n) /prə'pəʊzəl/

propose (v) /prə'pəʊz/

rapid (adj) /'ræpəd/

recent developments in sth /ˌriːsənt dɪ'veləpmənts ɪn ˌsʌmθɪŋ/

recognise (v) /'rekəgnaɪz/

require (v) /rɪ'kwaɪə/

requirement (n) /rɪ'kwaɪəmənt/

research on/into sth (n) /rɪ'sɜːtʃ ɒn/ˌɪntə ˌsʌmθɪŋ/

researcher (n) /rɪ'sɜːtʃə/

rise (n) /raɪz/

sensational story /senˌseɪʃənəl 'stɔːri/

siblings (n) /'sɪblɪŋz/

slave (n) /sleɪv/

speed up (phr v) /ˌspiːd 'ʌp/

strength (n) /streŋθ/

superintelligent (adj) /ˌsuːpərɪn'teləʤənt/

technology (n) /tek'nɒləʤi/

take over (phr v) /ˌteɪk 'əʊvə/

tell the difference (between) /ˌtel ðə 'dɪfərəns (bɪˌtwiːn)/

the tabloid press (n) /ðə ˌtæblɔɪd 'pres/

ultimately (adv) /'ʌltəmətli/

unlike (prep) /ʌn'laɪk/

voice recognition system (n) /'vɔɪs rekəgˌnɪʃən ˌsɪstəm/

2C VOCABULARY 5.10

ambitious (adj) /æm'bɪʃəs/

blow sb's mind /ˌbləʊ ˌsʌmbɒdiz 'maɪnd/

bounce (v) /baʊns/

broaden sb's mind /ˌbrɔːdn ˌsʌmbɒdiz 'maɪnd/

can't hear yourself think /ˌkɑːnt hɪə jɔːˌself 'θɪŋk/

cell (n) /sel/

change your mind /ˌtʃeɪnʤ jə 'maɪnd/

coral reef (n) /'kɒrəl riːf/

damage your health /ˌdæmɪʤ jə 'helθ/

deep (adj) /diːp/

dive (v) /daɪv/

dull (adj) /dʌl/

entry (n) /'entri/

exposed to sth (adj) /ɪk'spəʊzd tə ˌsʌmθɪŋ/

float (v) /fləʊt/

fungus (n) /'fʌŋgəs/

gravity (n) /'grævəti/

impress (v) /ɪm'pres/

increase your knowledge /ɪnˌkriːs jə 'nɒlɪʤ/

industrial farming (n) /ɪnˌdʌstriəl 'fɑːmɪŋ/

invent (v) /ɪn'vent/

life-changing (adj) /'laɪf ˌtʃeɪnʤɪŋ/

living organism (n) /ˌlɪvɪŋ 'ɔːgənɪzəm/

make up your mind /ˌmeɪk ˌʌp jə 'maɪnd/

noise pollution (n) /'nɔɪz pəˌluːʃən/

not think much of sth /ˌnɒt θɪŋk 'mʌtʃ əv ˌsʌmθɪŋ/

pressure (n) /'preʃə/

provide information /prəˌvaɪd ˌɪnfə'meɪʃən/

radiation (n) /ˌreɪdi'eɪʃən/

reconsider (v) /ˌriːkən'sɪdə/

research (n) /rɪ'sɜːtʃ/

robotics (n) /rəʊ'bɒtɪks/

sb's mind has gone blank /ˌsʌmbɒdiz ˌmaɪnd əz gɒn 'blæŋk/

stay out of sth (phr v) /ˌsteɪ 'aʊt əv ˌsʌmθɪŋ/

think again /ˌθɪŋk ə'gen/

think ahead /ˌθɪŋk ə'hed/

think big /ˌθɪŋk 'bɪg/

think outside the box /ˌθɪŋk aʊtˌsaɪd ðə 'bɒks/

think seriously /ˌθɪŋk 'sɪəriəsli/

think twice /ˌθɪŋk 'twaɪs/

treat (v) /triːt/

2D GRAMMAR 5.11

age (v) /eɪdʒ/

brain damage (n) /'breɪn ˌdæmɪdʒ/

do crosswords /ˌduː 'krɒswɜːdz/

imagination (n) /ɪˌmædʒə'neɪʃən/

improve your performance /ɪmˌpruːv jə pə'fɔːməns/

maintain (v) /meɪn'teɪn/

pleasurable (adj) /'pleʒərəbəl/

shrink (v) /ʃrɪŋk/

sleepwalk (v) /'sliːpwɔːk/

solve puzzles /ˌsɒlv 'pʌzəlz/

strategic game (n) /strəˌtiːdʒɪk 'geɪm/

2E LISTENING AND VOCABULARY 5.12

aerial filming/photography (n) /ˌeəriəl 'fɪlmɪŋ/ fə'tɒgrəfi/

commercial delivery (n) /kəˌmɜːʃəl dɪ'lɪvəri/

earthquake (n) /'ɜːθkweɪk/

first-person view (n) /ˌfɜːst ˌpɜːsən 'vjuː/

fly a drone /ˌflaɪ ə 'drəʊn/

harmless (adj) /'hɑːmləs/

law enforcement (n) /'lɔː ɪnˌfɔːsmənt/

map making (n) /'mæp ˌmeɪkɪŋ/

predict (v) /prɪ'dɪkt/

privacy (n) /'prɪvəsi/

racing competition (n) /'reɪsɪŋ ˌkɒmpəˌtɪʃən/

search and rescue (n) /ˌsɜːtʃ ənd 'reskjuː/

weather forecasting (n) /'weðə ˌfɔːkɑːstɪŋ/

2F SPEAKING 5.13

by far /ˌbaɪ 'fɑː/

light/heavy rain /ˌlaɪt/ˌhevi 'reɪn/

science talk (n) /'saɪəns tɔːk/

stay in (phr v) /ˌsteɪ 'ɪn/

2G WRITING AND VOCABULARY 5.14

access to the Internet /ˌækses tə ði 'ɪntənet/

be in two minds about sth /ˌbi ɪn ˌtuː 'maɪndz əˌbaʊt ˌsʌmθɪŋ/

concentrate (v) /'kɒnsəntreɪt/

directions (n) /də'rekʃənz/

distraction (n) /dɪ'strækʃən/

essential (adj) /ɪ'senʃəl/

fall asleep /ˌfɔːl ə'sliːp/

feel stressed/depressed /ˌfiːl 'strest/dɪ'prest/

forgetful (adj) /fə'getfəl/

harm (v) /hɑːm/

in moderation /ɪn ˌmɒdə'reɪʃən/

interruption (n) /ˌɪntə'rʌpʃən/

lack of sleep /ˌlæk əv 'sliːp/

leisure (n) /'leʒə/

memory loss (n) /'meməri lɒs/

millennials (n) /mɪ'leniəlz/

multitasking (n) /'mʌltiˌtɑːskɪŋ/

prevent sb from doing sth /prɪˌvent ˌsʌmbɒdi frəm 'duːɪŋ ˌsʌmθɪŋ/

result in sth (phr v) /rɪ'zʌlt ɪn ˌsʌmθɪŋ/

screen time (n) /'skriːn taɪm/

short-/long-term memory (n) /ˌʃɔːt/ˌlɒŋ ˌtɜːm 'meməri/

sleep disorder (n) /'sliːp dɪsˌɔːdə/

stare at sth (v) /'steər ət ˌsʌmθɪŋ/

stimulation (n) /ˌstɪmjə'leɪʃən/

suffer from sth (v) /'sʌfə frəm ˌsʌmθɪŋ/

switched-on (adj) /ˌswɪtʃt 'ɒn/

tech (n) /tek/

variety (n) /və'raɪəti/

Sample Material © Pearson 2023

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

1 The Sun is one of many stars in our *creation / galaxy / voyage*.
2 Many rockets and spaceships have been *required / launched / concentrated* from Cape Canaveral in Florida.
3 Governments have spent a lot of money on scientific *research / cells / organism*.
4 Drones can be used for map *forecasting / multi-tasking / making*.
5 People can float in space because there isn't any *pressure / gravity / radiation*.
6 Earth is the fifth biggest planet in our solar *universe / system / spaceship*.
7 Drones are used to make commercial *search and rescue / deliveries / distractions*.
8 My dad loves his high-pressure job, but he sometimes feels *artificial / impressed / stressed*.
9 A lack of sleep can cause *memory / enforcement / disorder* loss.

2 Complete the sentences with the correct forms of the words from the box. There are two extra words.

achieve create disagree exist identify interact ~~possess~~ proceed recognise

1 Her kitchen robot is her favourite *possession*.
2 Some people believe in the _____ of life in outer space.
3 The first landing on the moon in 1969 was an incredible _____.
4 There have been many _____ about how robots can help human beings.
5 The award he won gave his project the public _____ it deserved.
6 We need to have safety _____ in place to ensure artificial intelligence is used well.
7 You have to show photo _____ to get into the research building.

3 Complete the sentences with the missing words.

1 I didn't think **m***uch* of the food in the new restaurant. I thought it would be better.
2 He was never interested in Physics, but he has changed his **m**_____ and now he wants to study it at university!
3 Travelling improves your understanding of the world. It really **b**_____ your mind.
4 I think the course could be very useful. You should think **s**_____ about taking it.
5 She always has interesting ideas. She's very good at thinking outside the **b**_____.
6 It's extremely noisy here. I can't hear myself **t**_____!
7 I never forget a face but when it comes to names sometimes my mind goes **b**_____.
8 That film was absolutely brilliant. It really **b**_____ my mind!

4 Complete the sentences. Use the Present Perfect Simple or the Present Perfect Continuous. Use the Present Perfect Continuous wherever you can.

A I [1]*have just finished* (just/finish) work. I [2]_____ (work) in the lab all weekend.
B How's the project?
A I think the experiments [3]_____ (go) very well but it's only the beginning.
B [4]_____ (you/make) much progress?
A No, we [5]_____ (not make) much progress yet but it's early days.
B [6]_____ (you/see) the latest 'Science Today' magazine?
A Yes, I have. My colleagues [7]_____ (talk) about it all day.
B I [8]_____ (only/read) one article so far because I [9]_____ (not have) time but I want to read the others.
A The research is fascinating. They [10]_____ (ask) Professor Munroe to make a TV documentary!
B [11]_____ (she/agree)?
A Yes, she has. In fact a journalist [12]_____ (interview) her all afternoon!
A [13]_____ (you/have) dinner yet? I [14]_____ (think) about food since four o'clock!
B No, not yet. Let's go out!

5 Complete the sentences with the *-ing* form or the infinitive form of the verbs in brackets.

1 He keeps *making* (make) the same mistakes!
2 She got up late but she managed _____ (catch) the train.
3 My parents didn't let me _____ (go) to bed late when I was a child.
4 You should _____ (concentrate) more in your science lessons.
5 We started _____ (take) an interest in astronomy after the trip to the planetarium.
6 I remember _____ (see) a drone for the first time a couple of years ago.
7 I must remember _____ (phone) my grandma this evening.
8 Can you imagine _____ (walk) on the moon?
9 We hope _____ (study) artificial intelligence at university.
10 Now I regret _____ (buy) you a new mobile phone!

Sample Material © Pearson 2023

USE OF ENGLISH

6 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

1 I haven't seen a commercial drone before. **FIRST**
This is the *first time I've seen* a commercial drone.

2 I really can't decide which course to study. **MIND**
I can't _____ about which course to study.

3 The film is a little better than the book. **QUITE**
The book _____ as the film.

4 I have never seen a documentary as interesting as this one. **EVER**
This is the most interesting documentary _____.

5 When did you become interested in artificial intelligence? **LONG**
_____ interested in artificial intelligence?

6 It's two years since she last went to the cinema! **BEEN**
_____ to the cinema for two years!

7 It was silly of him to say he would finish the essay today. **REGRETS**
_____ he would finish the essay today.

8 Why don't we have a picnic tomorrow? **HOW**
_____ a picnic tomorrow?

Use of English > page 191

LISTENING

7 1.20 You are going to listen to a teacher speaking about a school trip. Complete the notes below with one to three words in each gap.

STRATEGY | Note completion

Be careful about distractions in the recording. Sometimes when you think you need to listen for a number (e.g. a price or time), there could be another price or time mentioned in the recording. Make sure you complete the sentence with the correct answer.

Trip to the Digital Age Exhibition

- Coach leaves at [1] *7.30*.
- Group members pay [2] _____ each for tickets.
- Lunch recommended in the [3] _____.
- Remember to complete a [4] _____ during the visit.
- [5] _____ is not allowed in the exhibition centre.
- Great activities! Meet robots, watch videos, [6] _____!

8 1.21 You are going to hear four recordings. Read questions 1–4 and the possible answers. Then listen and choose the correct answer for each recording.

1 You hear a radio advertisement. Who might be interested in buying the gadget?
- **a** someone who has a limited budget
- **b** someone who wants a small phone
- **c** someone who needs a videophone

2 You hear a man talking about a gadget. What is he doing?
- **a** He's persuading a friend to buy it.
- **b** He's explaining how to use it.
- **c** He's helping a friend with a problem.

3 You hear a woman on TV. What is she doing?
- **a** She's giving information about a recent event.
- **b** She's discussing technological innovations in education.
- **c** She's giving information about the people who are attending the event.

4 You hear a couple talking about kitchen robots. The woman agrees with her partner that
- **a** it's a great idea to buy a kitchen robot.
- **b** food cooked by a robot isn't as good as home cooking.
- **c** a robot could be useful when they're very busy.

SPEAKING

9 Work in groups of three. A friend is having his/her birthday soon. Look at the ideas below and talk about which objects would be the best present for him/her.

STRATEGY | Collaborative task

When you do this task, use the language for making suggestions (e.g. *How about ...? What do you think of ...?*) and for reaching a decision (*Let's go for it!*).

WRITING

10 You see this ad in a magazine about space.

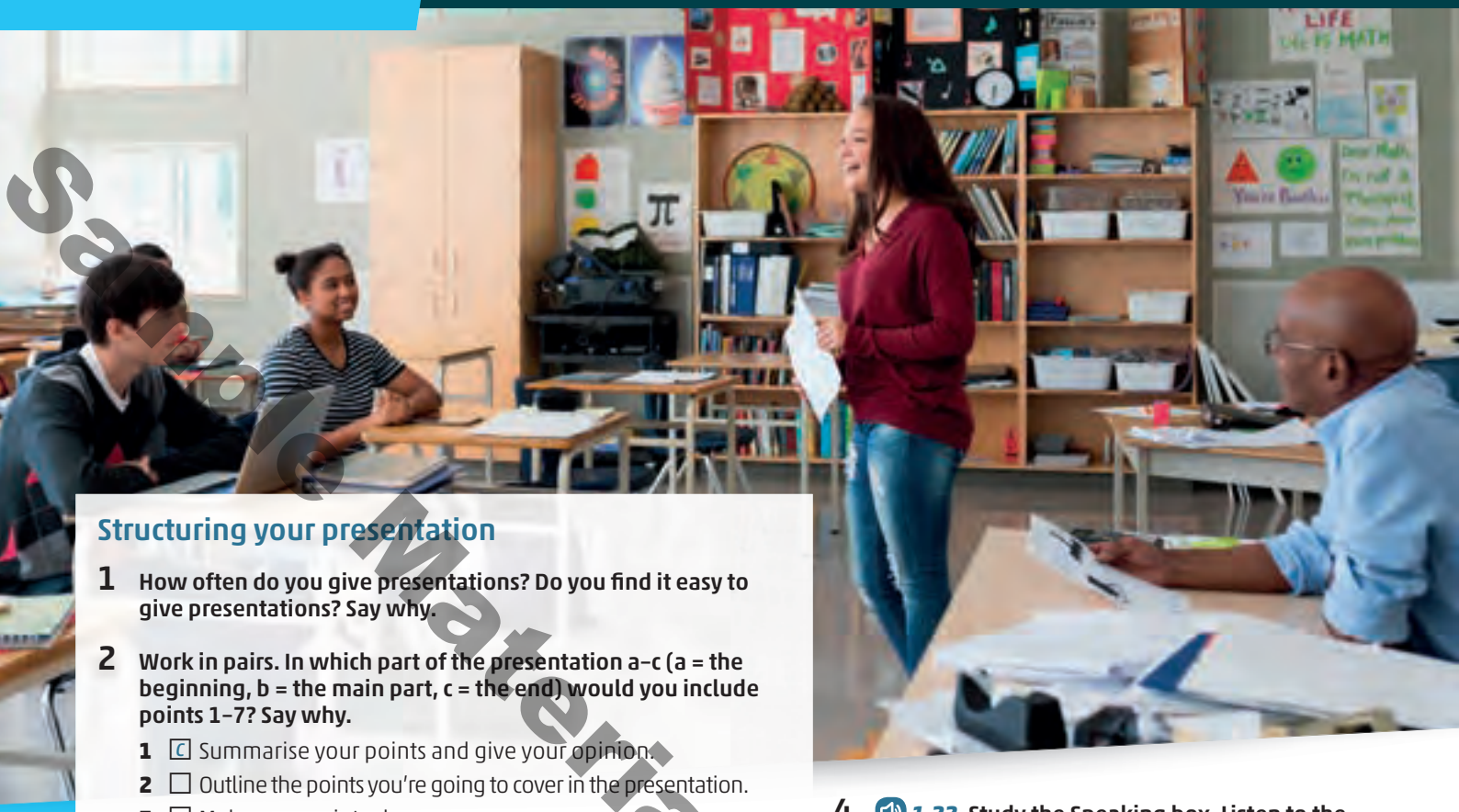
Write an article and win a book about space travel!

- Why do people want to travel into space?
- What are the pros and cons of going on a space trip?
- Would you like to travel in space?

Write your article for the competition.

Sample Material © Pearson 2023

LIFE SKILLS How to give a presentation



Structuring your presentation

1 **How often do you give presentations? Do you find it easy to give presentations? Say why.**

2 **Work in pairs. In which part of the presentation a–c (a = the beginning, b = the main part, c = the end) would you include points 1–7? Say why.**

1 ☐ Summarise your points and give your opinion.
2 ☐ Outline the points you're going to cover in the presentation.
3 ☐ Make your points clear.
4 ☐ Indicate when you move on to another point.
5 ☐ Give examples to illustrate your points.
6 ☐ Introduce yourself and welcome the audience.
7 ☐ Ask your audience if they have any questions.

3 *1.22* **Study the presentation plan. Listen to a student and note down what she says about the main points 1–3 in her presentation.**

BEGINNING

Introduction:
Introduce yourself and welcome the audience.

Purpose of the presentation:
Outline the reasons for not having a dress code.

MAIN PART

Point 1
Dress code and freedom of choice.

Point 2
What can we learn from not having a dress code?

Point 3
Respecting others.

END

Summary and conclusion
No dress code at school means that you have freedom of choice. You learn to dress appropriately and respect others.

4 *1.22* **Study the Speaking box. Listen to the presentation again and tick the expressions you hear.**

SPEAKING | Structuring your presentation

Starting a presentation
☐ The purpose of my talk today is ...
☐ The subject of my presentation is ...
☐ First/Firstly, I'll talk about ... And then I'll explain/discuss/point out/say ...

Presenting main points
☐ I've divided my talk into three parts.
☐ Firstly, ... Secondly, ... And finally, ...
☐ Let's start with ...
☐ Let's move on to my second point.
☐ My next/second/third point is that ...
☐ Lastly, I must say that ...

Adding information
☐ In addition to this ... And another thing is ...
☐ Let me give you an example.
☐ For example, ...

Referring to visuals
☐ Have a look at the first slide .../Now let's look at slide two.
☐ If you look at the handout ...

Ending your talk
☐ To conclude/sum up, I'd like to say that ...
☐ Thanks for listening.
☐ Now, have you got any questions?

Sample Material © Pearson 2023

Using body language

5 **In pairs, discuss the questions about using body language when giving a presentation.**

1 Where should a speaker stand?
2 Where should they look?
3 What should they do with their hands?
4 Should they move or stay still?
5 What can you do when you feel nervous?

6 7 1.23 **Watch or listen to a class on using body language in presentations. Complete the advice below with the words from the box.**

backwards ~~centre~~ forward point smile stare

LIFE SKILLS | Using body language in presentations

- **Posture**
  Stand facing the audience.
  Stand in the [1] *centre* of the room.
- **Gestures**
  Use small open gestures to involve your audience.
  Don't [2]_____ your finger directly at the audience.
- **Movement**
  Move from time to time to keep the people's attention.
  Move [3]_____ when making a new point.
  Move [4]_____ when making a comment or giving an example.
- **Facial expressions**
  Make eye contact with your audience. Don't [5]_____ at one person. [6]_____ to show enthusiasm.

7 7 1.23 **Watch or listen again. Match the photos A–D with the descriptions below.**

1 ☐ Chopping gesture
2 ☐ Open palm gesture
3 ☐ Open body position
4 ☐ Smiling and showing enthusiasm

8 **Work in pairs. Choose one of the presentation topics below. Make notes to prepare a presentation plan. Remember to organise your plan in clear sections.**

1 Some people say that beauty is more than just your physical appearance. How do you define beauty?
2 Do you think people could live on another planet? Say why.
3 Edith Head, an American costume designer, said: 'You can have anything you want in life if you dress for it.' Do you agree?

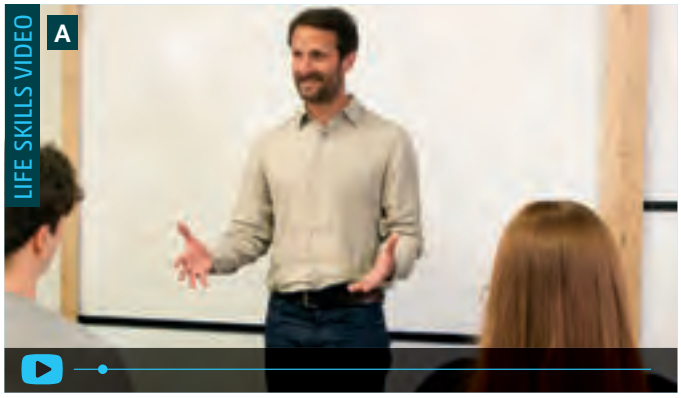
9 **Do the task below.**

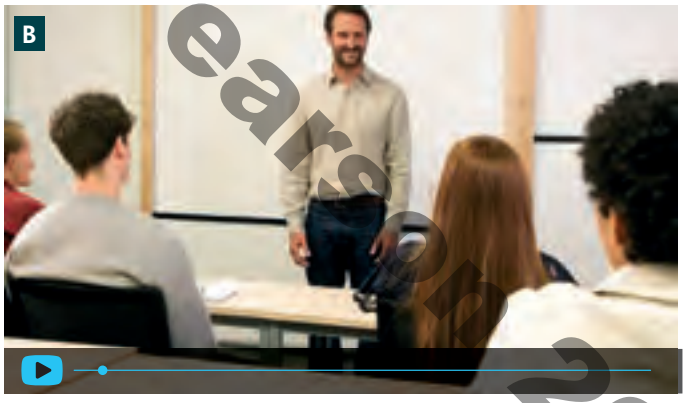
LIFE SKILLS | Project

Use your plan from Exercise 8 to give a five-minute presentation.

- Prepare a presentation based on your plan.
- Practise your presentation and observe your body language. Use the tips from the lesson.
- Give your talk to the class and listen to other students' presentations.
- Use the checklist on page 196 to assess each other's presentation. Think about the way the presentations were structured and delivered.

LIFE SKILLS VIDEO





Sample Material © Pearson 2023