5 WHAT SEEMS TO BE THE PROBLEM?

LEARNING GOALS

In this unit, you

- describe technology problems
- talk about technology solutions
- discuss how technology affects us
- read an article about hacking
- write a product review

Sample Unit

GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What's going on?

C Now read Michael's message. Where is he going? Why?

MICHAEL STEWART

@MichaelS

Headed to the New York office for a big meeting. Giving an important presentation.

LESSON 1 DESCRIBE TECHNOLOGY PROBLEMS

MICHAEL STEWART
@MichaelS
My presentation is about to start. Hope everything goes smoothly! Fingers crossed!

1 VOCABULARY Technology problems

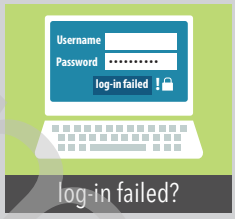
A Read the ad for computer support. How much time do people waste with technology problems?

B ▶05-01 Listen. Then listen and repeat.

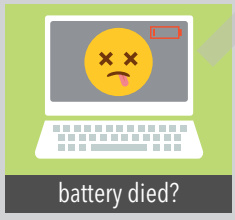
DID YOU KNOW? On average, people deal with technology problems for more than twenty minutes each day. Are you having frustrating tech problems at work, home, or school?

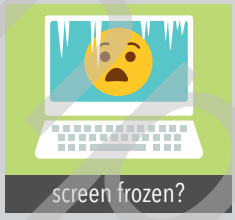
Has your

hard drive crashed?

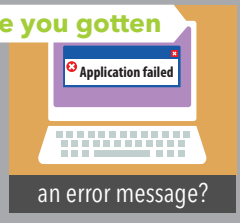


log-in failed?


battery died?


screen frozen?

Have you gotten



an error message?

a virus?

spyware?

disconnected from the internet?

If so, we are here to help! Just give us a call or talk to one of our online support staff members.
We can help you solve all these problems and many more!

C ▶05-02 Listen. Which technology problem is the speaker describing? Write a word or phrase from 1B.

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

D TAKE A POLL Who in the class has had these problems? How much time do you think you spend on technology problems every day?

2 GRAMMAR Past perfect continuous

We use the past perfect continuous to show that an activity started in the past and continued up until another point in the past.

Statements

Subject	*Had (not) + been*	Present participle	
I They	had been	loading	my presentation files when the screen froze.

Questions

	Had	Subject	*Been*	Present participle	
	Had	you	been	loading	your files when the screen froze?
What	had	you	been	doing	when the screen froze?

>> FOR PRACTICE, GO TO PAGE 137

Sample unit

3 PRONUNCIATION

A 05-03 Read and listen to the pronunciation note.

B 05-04 Listen. Notice how the final consonants are pronounced. Then listen and repeat.

Final consonant + Different beginning consonant
blank page, laptop, password, tech support
Final consonant + Same beginning consonant
support team, hard drive, half-finished, big game
Final /st/ + Different beginning consonant
last night, next problem, first computer

C 05-05 Listen. Complete the dialog. Then listen and repeat.

A: Oh, no! My laptop just shut down. And my report is only _____ .
B: I'll call tech support. They have a(n) _____ there.
A: This isn't the first time. It happened twice _____ .
B: Don't worry. If he _____ it, you can use mine.

Link final consonants to beginning consonants

In English, final consonants are usually shorter than beginning consonants, especially when they are followed by words beginning with a consonant.

1. **Final consonant + Different beginning consonant**
   Pronounce both consonant sounds. Keep the final consonant short and say the next word immediately.
2. **Final consonant + Same beginning consonant**
   Pronounce one long consonant. Do not say the consonant twice.
3. **Final /st/ + Different beginning consonant**
   Final /st/ is often simplified to /s/ in common words when the next word begins with a consonant. This makes the phrase easier to say.

4 CONVERSATION

A 05-06 Listen or watch. What do Michael and Pablo mainly talk about?

B 05-07 Listen or watch again. Answer the questions.

1. Why is Michael giving a presentation?
2. What four problems does Michael have with his laptop?
3. What does Pablo first suggest trying as a solution?
4. Who does Pablo go to get for help?

How would you describe Michael and Pablo's work relationship?

C 05-08 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael: Hmm…that's strange. I thought I had this all set up and now I'm getting a(n) _____ .
Pablo: Error message? That's not good. Was it working OK earlier?
Michael: Yeah, there were no problems. I'd _____ at my presentation and everything seemed fine, and now the screen is _____ .
Pablo: Hmm...the same thing happened to me a few weeks ago.

5 TRY IT YOURSELF

A THINK When did you last have a technology problem? What was the problem? What had you been doing when the problem happened? Take notes.

B PAIRS Student A: Describe the technology problem you had. Use the information in 5A. Student B: Ask questions to get more information. Use the conversation in 4C as an example.

C REPORT Present your technology problems to the class. Which is the most common problem experienced by your classmates?

I CAN DESCRIBE TECHNOLOGY PROBLEMS.

Sample unit

LESSON 2 TALK ABOUT TECHNOLOGY SOLUTIONS

MICHAEL STEWART
@MichaelS

Ugh. Technology. Is it me or does it always go wrong at the worst time? Sometimes I think we'd be better off without it.

1 VOCABULARY Technology solutions

A 05-09 Listen. Then listen and repeat.

reset: to change something like a password or control so that it is ready to use again
recharge: to put a new supply of electricity into a battery
reboot: to start a computer after it has stopped working
install: to add software to a computer so it is ready to use
restore: to return a control setting to its original state
replace: to get something new to put in place of something old or broken
reconnect: to establish a connection to something like a server again
uninstall: to remove a software program from a computer

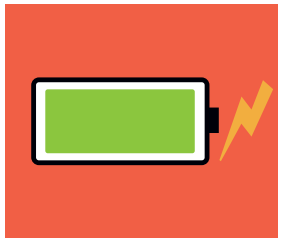
B Label the pictures with words from 1A.

1. _____ a setting

3. _____ a device

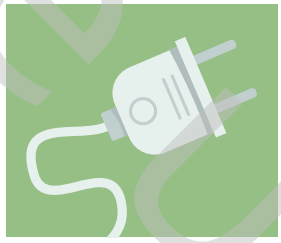
5. _____ a program

7. _____ to a network



2. _____ a battery

4. _____ antivirus software



6. _____ a power cord

8. _____ a password

C PAIRS Compare answers.

2 GRAMMAR *Need* with gerunds and passive infinitives

Need can be followed by a gerund or a passive infinitive. The meaning is the same in both cases.

***Need* + gerund**			***Need* + passive infinitive**		
Subject	***Need***	**Gerund**	**Subject**	***Need***	**Passive infinitive**
The battery	needs	charging.	The battery	needs	to be charged.
Our employees	need	training.	Our employees	need	to be trained.

>> FOR PRACTICE, GO TO PAGE 138

Sample unit

3 CONVERSATION SKILL

Reassure someone

When someone has a problem or is feeling worried, you can use expressions like these to help them feel better:

Don't worry. *It's not a big deal.*
It's nothing to stress over. *This shouldn't be a problem.*
I've seen worse. *Not a problem!*

A 05-10 Read the conversation skill. Listen. Notice how Speaker B reassures Speaker A.

1. A: My computer screen has frozen, and I haven't saved my files. I may have lost everything.
   B: It shouldn't be a problem. We can recover your files.
2. A: I think my computer might have a virus.
   B: Don't worry. I can get rid of it for you.

B PAIRS Practice the conversations.

4 CONVERSATION

A 05-11 Listen or watch. What problems does Michael report to Amy?

B 05-12 Listen or watch again. Answer the questions.

1. How does Michael feel when he sees Amy?
2. Why doesn't Amy think that the computer has a virus?
3. What is the last step Amy recommends to Michael?
4. How does Michael feel when Amy leaves? Why?

Does Amy seem helpful? What does she do to show she knows what she is doing?

C 05-13 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael: I restarted my computer, and everything looked fine, but now my presentation won't load. What do you think is wrong?

Amy: Hmm...Let me take a look.

Michael: Sure.

Amy: Well, _____ a big deal. Some of your settings just _____ to be _____ . It'll only take a few minutes.

5 TRY IT YOURSELF

A THINK Imagine you have a technology problem with your phone. What is the best solution for it? Complete the chart.

Problem	Solution

B ROLE PLAY Student A: Report your technology problem to Student B. Student B: Tell Student A what needs to be done. Make sure you reassure Student A first. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's problem and solution. Does anyone else have any advice?

☐ I CAN TALK ABOUT TECHNOLOGY SOLUTIONS.

Sample unit

LESSON 3 DISCUSS HOW TECHNOLOGY AFFECTS US

MICHAEL STEWART
@MichaelS

Watched this talk about technology making us lazier. Interesting, but I'm not sure I agree.

1 BEFORE YOU LISTEN

A What kinds of technology do you use that make your life easier? How often do you use them?

B 05-14 VOCABULARY Listen. Then listen and repeat.

depict: to show someone or something using language or pictures
entertain: to do something that interests people
exaggerate: to make something seem bigger, better, or worse than it really is
a digital assistant: a device that understands spoken language and allows you to control networked items in your home
a remote / a remote control: a thing you use to control a device, such as a television
convenience: the quality of being good or useful because it makes things easier
retain: to keep information in your memory, such as numbers, dates, or facts
critical thinking: the ability to make a careful judgment about something
media: the organizations that provide news and information

C Complete the sentences with words from 1B.

1. I can tell my _____ to play music, change the TV channel, and turn on the lights.
2. I'm glad I can use my phone to remember all of the information I can't _____ .
3. Nowadays if you're bored, you always have the internet to _____ you.
4. I have one _____ for my TV and another for the audio. It's very annoying!
5. In the old days, there were a few TV channels and a lot of newspapers, but now the most important _____ source is the internet.
6. Getting food delivered is expensive, but you're paying for the _____ .
7. The new movie will _____ the life of a famous politician.
8. Paying attention to both sides of an argument can help you improve your _____ .
9. Companies often _____ the importance of their new technology. It's not usually very different from what we already have.

2 GRAMMAR Infinitives as subject complements

We sometimes use infinitives after the verb *be* to describe or identify a subject. These sentences often introduce a goal, purpose, or plan.

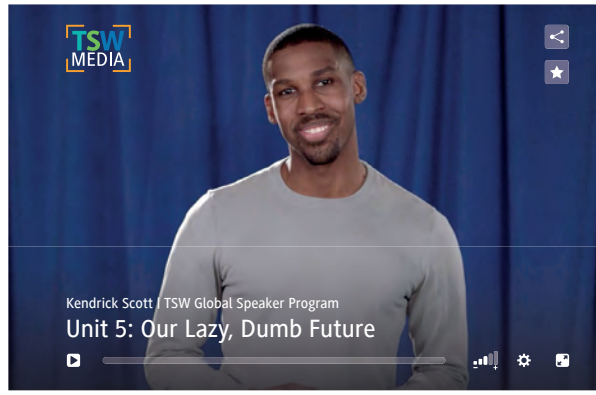
Subject	*Be*	Infinitive	
Our goal	is	to move	as little as possible.
The purpose of technology	has been	to make	life easier.
Their plan	was	to develop	a safer car.

Note: *Be* + infinitive usually appears after an **abstract noun**:
*His **advice** was to… My **dream** is to… Their **intention** was to… The **effect** will be to…*

>> FOR PRACTICE, GO TO PAGE 139

Sample unit

3 LISTENING



A 05-15 Listen or watch. What is the speaker's intention?

a. to explain how we need to improve technology
b. to warn that technology could have a negative effect
c. to convince us to stop using technology

B 05-16 Read the Listening Skill. Listen or watch again. Check (✓) the ideas that are introduced as counterarguments.

- ☐ a. The vision of the future in *Wall-E* is wildly exaggerated.
- ☐ b. Some people no longer leave the house to buy things.
- ☐ c. Digital assistants are a wonderful convenience.
- ☐ d. It's easy to ignore other people's opinions.
- ☐ e. I'm being unreasonable about technology. It makes life better.

LISTENING SKILL
Listen for counterarguments

Speakers often present counterarguments—ideas they don't agree with—before they explain their own opinions. They may introduce counterarguments with expressions like:
You may think…
Some people say…
Many people believe…

C 05-17 Listen or watch again. According to the speaker, which things could be making us lazier and / or less intelligent? Circle the items.

a. shopping online
b. movies
c. social media
d. digital assistants
e. self-driving cars
f. internet-connected refrigerators
g. hundreds of TV channels
h. washing machines

D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. You may think this vision of the future is wildly exaggerated, but I've got bad news for you, folks. I think we're <u>well on the way</u> there.

   _____

2. <u>Brick-and-mortar stores</u> are closing all over the world as more and more of us decide not to leave the house to buy things.

   _____

3. If a TV newsperson or a writer or my uncle on social media presents ideas that I don't like, I can just <u>tune them out</u> by changing the channel, or putting the book down, or clicking "unfollow."

   _____

E PAIRS Compare answers in 3D.

4 DISCUSSION

A THINK List three examples of modern technology not mentioned in the talk. What is the purpose of each one? How does it affect people? Take notes.

B DISCUSS In small groups, share your examples and opinions from 4A.

C ANALYZE Report to the class. Do you agree with what the speaker says about technology? What can we do, if anything, to prevent ourselves from becoming lazier and less intelligent?

☐ I CAN DISCUSS HOW TECHNOLOGY AFFECTS US.

Sample Unit

LESSON 4 READ AN ARTICLE ABOUT HACKING

MICHAEL STEWART
@MichaelS
I just read an article that made me rethink how I feel about hacking. Is it always such a terrible thing?

1 BEFORE YOU READ

A PAIRS Has anyone you know ever been hacked? What happened?

B ▶05-18 VOCABULARY Listen. Then listen and repeat. Do you know these words?

justified	expose	corruption	confidential	outweigh
privacy	jeopardize			

>> FOR DEFINITIONS AND PRACTICE, GO TO PAGE 139

2 READ

A PREVIEW Read the title and the subheadings. Look at the photos. What do you think the article will be about?

B ▶05-19 Read and listen to the article. Was your prediction correct?

IS HACKING EVER JUSTIFIED?

Hacking has become a big part of modern life. Every day, governments, organizations, businesses, and individuals are at risk of having their private information stolen and revealed. In fact, a University of Maryland study has shown that one hacking attempt takes place about every 39 seconds. Everyone can probably agree that most kinds of hacking are wrong, such as stealing customers' financial data or removing photos from celebrities' phones. But what about when hacking reveals that something illegal has taken place? Or when it exposes corruption? Are there any situations where hacking is actually justified?

HACKING AND BUSINESSES

Take these cases for example. In recent years, major international law firms have been hacked. Information from the firms, which included millions of personal documents, was passed on to journalists who published some of it on their news sites. Through these hacks, the public learned how some of the world's richest, most powerful people were spending and managing their money, in some cases even to avoid paying taxes.

When this information was revealed, a lot of people were surprised and angry. They felt that the hacks were justified because they showed how the rich and powerful have access to systems that other people don't. They strongly believed that the public had the right to know this kind of information. Not everyone, however, agreed that the ends justified the means. They thought that even the rich and powerful deserved to keep their information private. They also worried that if it was OK to hack these people, what could protect other people?

HACKING AND GOVERNMENTS

Other situations have involved individuals and organizations that have attempted to hack into governments, either their own or foreign ones. Sometimes, these hackers manage to get sensitive information that they hand over to journalists or publish on their own websites for the whole world to see. This information often contains personal details about government officials and confidential documents about government programs and operations.

People have very different opinions about this kind of hacking. On the one hand, some people believe that it is helpful to show what governments and government officials are doing. They claim that this enables citizens to be more aware of their leaders' actions, in order to prevent things like corruption. On the other hand, critics say that these hackers go too far and are doing something potentially dangerous. They are concerned that this kind of hacking could reveal national secrets, jeopardize people's careers, or even endanger their lives.

Sample Unit

>>

> LOOKING AHEAD TO THE FUTURE

In all these situations there are strong arguments for and against hacking and revealing private information to the public. Now that everyone is so connected to technology, cases like these are very likely to happen again. In the future, will people agree that
55 hacking can ever be justified? Will the public's right to know information ever outweigh individual privacy and national security? These questions remain to be answered, but everyone can agree on at least one thing: This debate about hacking is going to come up again.

3 CHECK YOUR UNDERSTANDING

A Read the article again. What is it about?

B Answer the questions, according to the article.

1. What kinds of hacking are usually considered wrong?

   _____

2. What did the public learn when major international law firms were hacked?

   _____

3. What did the public learn when governments were hacked?

   _____

4. Why is the hacking debate going to continue in the future?

   _____

C CLOSE READING Reread lines 6–10 in the article. Then circle the correct answers.

1. In line 6, the writer uses *probably* to show that ___ .
   a. it is possible that some people don't agree
   b. there are kinds of hacking that are not wrong
   c. most people usually like to agree with each other
2. The next two sentences are connected to the first sentence because they provide ___ .
   a. more examples of when hacking is definitely wrong
   b. examples of when hacking might be OK
   c. examples of things that hackers are not able to do

D Read the Reading Skill. Then reread the article. Underline the words and phrases that are used to show contrasts.

READING SKILL Identify contrasts

Writers often use specific words and phrases to signal contrasts. They include *but, however, although, on the one hand,* and *on the other hand.*

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

What is a recent case of hacking that caught the public's attention?

4 MAKE IT PERSONAL

A THINK Do you think hacking is ever justified? Give reasons for each opinion.

Hacking is justified when:	Hacking isn't justified when:

B PAIRS Share your ideas from 4A.

☐ I CAN READ AN ARTICLE ABOUT HACKING.

Sample Unit

LESSON 5 WRITE A PRODUCT REVIEW

MICHAEL STEWART

@MichaelS

I just got a new camera that takes 360-degree videos and images. Check out the photo I took and read my review!

1 BEFORE YOU WRITE

A How do you decide to buy something new, especially something expensive like a camera?

B Complete the sentences with the words in the box.

playback	upgrade	compact

1. Nina's new phone is definitely a(n) _____ from her old one. It has so many cool new features.
2. The _____ feature on the video camera lets us watch and listen to what we had just recorded right away.
3. This new phone has all the same features, but it is smaller and more _____ .

C Read the review. What is Michael's purpose in writing this review?

Review: **The GV500 360-Degree Video Camera**

My greatest passions are ice hockey, windsurfing, and digital media. So I was really excited when the new GV500 360-degree camera came out. Not only does it have many new features, but the videos and pictures I shoot with it make me feel like I'm in the middle of the action again.

BEST FEATURES

First of all, the GV500 is the easiest to use of all the 360-degree cameras in its price range. It's light and compact, which is very important for me when I'm carrying other equipment. Its design is also really attractive, but it is sturdy enough for me to use in the middle of fast-paced sports action. And, when I am shooting windsurfers, it's good to know that the GV500 is waterproof to 12 meters, which is up from 4 meters for the GV400. In addition, some of the GV500's technical qualities are especially important for my digital design work. The audio quality is great and uploading to social media is very simple.

ROOM FOR IMPROVEMENT

However, there are still some ways the GV500 could be improved. For example, even though they've made using it as simple as possible, there is still a lot to learn. If you are not very technical, this could be a problem. I also found that the image quality is not as good as it could be. It's fine for posting things on social media, but when I do business presentations, the playback is not good enough on large computer or TV screens. Then there's the price. At about $200, I had to ask myself whether this new model was that much better than the old one.

TO BUY, OR NOT TO BUY

Obviously, my answer was "Yes," and I am very happy I bought it. If you are buying your first 360-degree camera, or want an upgrade from your current one, I recommend the GV500. As for some of its drawbacks, I hope they'll be solved when the GV600 comes out!

Sample text

D Read the review again. Complete the chart with the pros and cons of the GV500.

GV500 Pros	GV500 Cons

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the review. Underline the subheadings in the review. Which one introduces the pros, cons, and conclusion?

WRITING SKILL Write relevant subheadings

Use subheadings to divide and define sections of a piece of writing. You can use subheadings between the paragraphs, chapters, or main sections of text. They show what a particular section is about.

3 PLAN YOUR WRITING

A THINK What have you bought recently? Are there features you like about this product? Is there anything you don't like? Draw a chart like the one in 1D.

B PAIRS Talk about the product and its pros and cons.

4 WRITE

Write a review of a product you bought recently. Explain why you bought it, its pros and cons, and why you would or wouldn't recommend it to others. Use a subheading for each paragraph. Use the review in 1C as a model.

Writing tip

When you write a review of a product to post online, think about the interests of your readers. Some people won't have time to read your whole review, so keep your points clear and simple, and put the most important points first.

5 REVISE YOUR WRITING

A PAIRS Exchange product reviews and read each other's writing.

1. Did your partner clearly explain why he or she bought the product?
2. Did your partner include the pros and the cons of the product?
3. Did your partner include a relevant subheading for each paragraph?

B PAIRS Can your partner improve his or her product review? Make suggestions.

6 PROOFREAD

Read your product review again. Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A PRODUCT REVIEW.

Sample unit

PUT IT TOGETHER

1 PRESENTATION PROJECT

A ▶05-20 Listen or watch. What is the topic of the presentation?

B ▶05-21 Listen or watch again. Answer the questions.

1. Where are some companies putting solar panels?

_____

2. What would the bottom layer of these new solar panels do?

_____

3. What are the benefits of using solar panels on roads?

_____

C Read the presentation skill. Have you ever tried to use this skill?

D Make your own presentation.

Step 1 Do research about an advance in technology. Describe the advance and its effects.

Step 2 Prepare a two-minute presentation about the advance in technology. Bring an item or photo related to the technology.

Step 3 Give your presentation to the class. Remember to use the presentation skill. Answer questions and get feedback.

PRESENTATION SKILL

Speak slowly and clearly

Be careful not to rush through your presentation. Pronounce words carefully and pause occasionally.

How did you do? Complete the self-evaluation on page 165.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Describe technology problems
- ☐ Talk about technology solutions
- ☐ Discuss how technology affects us

Vocabulary
- ☐ Technology problems
- ☐ Technology solutions

Conversation
- ☐ Reassure someone

Pronunciation
- ☐ Link final consonants to beginning consonants

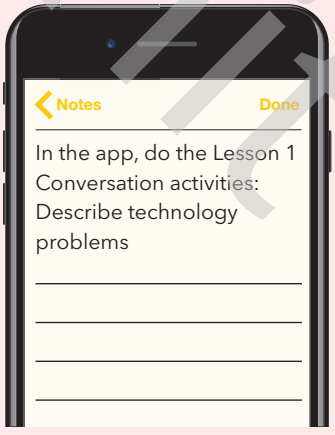
Listening
- ☐ Listen for counterarguments

Grammar
- ☐ Past perfect continuous
- ☐ *Need* with gerunds and passive infinitives
- ☐ Infinitives as subject complements

Reading
- ☐ Identify contrasts

Writing
- ☐ Write relevant subheadings

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



Sample unit