

2

Science and technology

Necessity is the mother of invention.

A proverb

BBC



URBAN LEGENDS

6 Watch the BBC video.
For the worksheet, go to page 118.

UNIT 2 VIDEOS

BBC Urban legends

6

GRAMMAR ANIMATION

Lesson 2.2 7 Lesson 2.5 9

FOCUS VLOG About technology

Lesson 2.2 8

ROLE-PLAY

Lesson 2.8 10

18

REFERENCES

Culture notes p. 171

Audioscript pp. 178–179

Videoscript pp. 193–194

Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Photocopiable resource 7 *Crazy calculator* (20 min.) pp. 202, 218–219
- Photocopiable resource 8 *Test yourselves* (10 min.) pp. 202, 220
- Extra digital activities: Vocabulary Checkpoint

VOCABULARY

2.1

Online • phones and computers
• word building • collocations

I can use language related to science, technology and inventions.

SHOW WHAT YOU KNOW

1 Choose the correct verb. Then complete the sentences to make them true for you.

- 1 The first thing I do when I visit / go online is ...
- 2 The person I'd like to watch / follow on Twitter is ...
- 3 The website I visit / go in most is ...
- 4 The last music I downloaded / followed was ...
- 5 The last comment I posted / sent on social media was ...
- 6 The last time I updated / revised my social media profile was ...

2 **SPEAKING** Compare your sentences with a partner. How much time do you typically spend online each day?

SCIENCE AND TECHNOLOGY

QUIZ

1 Match the years with these digital inventions.

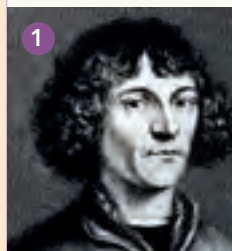
1977 1984 1990 1993 1994

- 1 The first **web browser** 1993
- 2 The first **search engine** 1990
- 3 The first **laser printer** 1977
- 4 The first **desktop computer** with **keyboard** and mouse 1984
- 5 The first smartphone 1994

BONUS QUESTION: Which company made the first computer with a mouse? Apple Macintosh

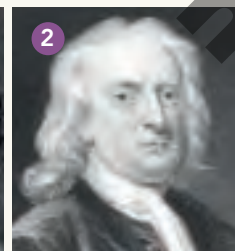
2 Which sciences were these great scientists mostly involved in?

astronomy, biology, chemistry, computer science, mathematics, physics



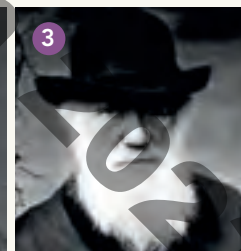
Nicolaus Copernicus

astronomy and mathematics



Isaac Newton

physics and mathematics



Charles Darwin

biology

BONUS QUESTION: Which scientist won two Nobel Prizes?
Marie Skłodowska-Curie

- 3 **1.24** Do the Science and Technology Quiz. Then listen and check your answers.
- 4 **1.25** Complete sentences 1–5 with the correct scientist in the quiz. Then listen to Part 2 again and check your answers.
- Marie Skłodowska-Curie did experiments with radioactive materials and discovered polonium and radium.
 - Isaac Newton did research into gravity, light and many areas of physics, maths and astronomy.
 - Alan Turing invented the idea of a 'Universal Machine' or a computer in 1936.
 - Nicolaus Copernicus developed the theory that the Earth moves around the Sun.
 - Charles Darwin observed nature. He took notes and measurements and collected specimens from around the world.

3 Are statements 1–3 true (T) or false (F)?

- Albert Einstein failed Mathematics at school. T / **F**
- An earthquake can shorten the length of a day. **T** / F
- Some people are left-brained, others are right-brained. T / **F**



BONUS QUESTION: What percentage of our brain do we normally use?
100%! Your whole brain is active at all times.



Marie Skłodowska-Curie
physics and chemistry



Alan Turing
computer science

WORD STORE 2A Phones and computers

- 5 **1.26** Complete WORD STORE 2A with the compound nouns in red in the quiz. Then listen, check and repeat.
- 6 Complete the questions with compound nouns in WORD STORE 2A.
- How many text messages do you usually send in a day?
 - Do you always use the same user name and password online?
 - Have you got a desktop computer or a laptop?
 - Which is the most popular search engine in your country?
 - Which web browser do you normally use?
 - Have you got a reliable broadband connection with fast download speeds?
 - Do you like typing on a smartphone or do you prefer to use a key board?

7 **SPEAKING** Ask and answer the questions in Exercise 6.

WORD STORE 2B Word building

- 8 **1.27** Complete WORD STORE 2B with the science subjects in the quiz. Then listen, check and repeat.
- 9 **SPEAKING** Discuss the questions.
- Would you like to be a scientist? Why?/Why not?
 - Which science subject do you find easiest/most difficult to understand?
 - Which science subject do you think will be most useful to you in the future? Why?

WORD STORE 2C Collocations

- 10 **1.28** Complete WORD STORE 2C with the infinitive form of the underlined verbs in Exercise 4. Then listen, check and repeat.
- 11 Complete the sentences with the correct verb in Word Store 2C in an appropriate form.
- Tim has invented a new program. It will change how people manage databases.
 - Rowena observes the sky at night. She hopes to discover a new planet.
 - Lucie collects wild plants to develop new drugs.
 - Fred is doing research into laser technology for his doctorate.
 - Lena does experiments on plastics to measure how strong they are.
 - George looks at big numbers and takes notes. He produces formulas to solve problems.
- 12 **SPEAKING** What kind of scientist is each person in Exercise 11? Discuss which science you think is the most/least important to society.
- Tim = a computer scientist
 - Rowena – astronomer
 - Lucie – biologist
 - Fred – physicist
 - Lena – chemist
 - George – mathematician

WORKBOOK

pp. 18–19, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 2.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 20.

2.2

GRAMMAR

Past Continuous and Past Simple

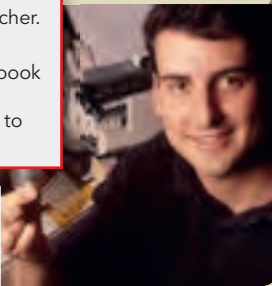
I can use the Past Simple and Past Continuous to describe past events.

- 1 **SPEAKING** Read what people say about e-books and printed books. Which comments do you agree with? Think of more advantages and disadvantages. Discuss with a partner.

- ① When I go on holiday, I don't have to pack heavy books.
- ② I like the feel of a real book in my hands.
- ③ I work with computer screens all day – I don't want to read books on a screen too.
- ④ Books are so expensive. E-books are cheaper.

Exercise 2

Joe Jacobson was a researcher. Because he finished his book and wanted another one to read.



In 1997 Joe Jacobson **was working** as a researcher for the Massachusetts Institute of Technology (MIT). One summer, he went on holiday to the coast. He **was lying** on a beach when he **finished** his book. Unfortunately, he didn't have another one with him. At that moment, he imagined

an electronic book that he could download any time he wanted and read in direct sunlight. It was a 'Eureka' moment. His vision became E ink technology and helped develop the e-readers that we have today.

Exercise 7

- 2 Did your computer crash when you were doing your homework last night?
- 3 Were you watching a film when your mum got home yesterday?
- 4 Was it raining when you woke up this morning?
- 5 Did you burn yourself when you were making breakfast?
- 6 Did a friend text you when you were walking to school?

GRAMMAR FOCUS 67

Past Continuous and Past Simple

- You use the **Past Continuous** to talk about longer actions in progress at a time in the past.
In 1997 Joe Jacobson ¹ **was working** as a researcher for MIT.
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer action (Past Continuous).
He ² **was lying** on a beach when he ³ **finished** his book.

Past Continuous: was/were + -ing form

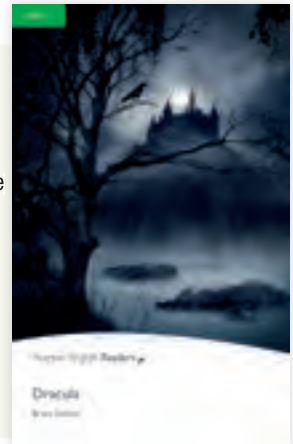
- | | |
|---|--------------------------------|
| + | I was working etc. |
| - | She wasn't working etc. |
| ? | Were you working? etc. |

- 4 Complete the beginnings of two stories with the Past Simple or the Past Continuous form of the verbs in brackets.



It was a terrible stormy night six months after my father's death. My mother ¹ **was sitting** (sit) alone by the fire, waiting for her baby to arrive. She ² **was feeling** (feel) sad and ill. Suddenly she ³ **heard** (hear) a noise outside. 'There's someone at the door, Peggotty,' my mother ⁴ **called** (call). 'Who is it?' Peggotty was her servant and her only real friend. 'I'll go and see,' Peggotty ⁵ **replied** (reply). She ⁶ **went** (go) and ⁷ **opened** (open) the door.

As the carriage moved quickly along the rough dry road, Jonathan Harker ⁸ **was looking out** (look out) at the changing view. Behind him was a land of small, green hills and colourful fields of fruit trees. Now he ⁹ **was driving** (drive) into the Transylvanian mountains through a thick forest. It ¹⁰ **was getting** (get) dark, and the other people in the carriage ¹¹ **were** (be) quiet and afraid. A woman opposite him ¹² **reached** (reach) towards him and ¹³ **put** (put) something in his hand. It ¹⁴ **was** (be) a small, silver cross. 'Wear it around your neck,' she said. 'You'll be safe.'



- 5 **SPEAKING** Which story would you like to continue reading and why? Tell your partner.
- 6 Complete each sentence with one Past Simple and one Past Continuous verb form. Which sentences are true for you?
 - 1 My parents **were studying** (study) when they **met** (meet).
 - 2 My computer **crashed** (crash) when I **was doing** (do) my homework last night.
 - 3 I **was watching** (watch) a film when my mum **got** (get) home yesterday.
 - 4 It **was raining** (rain) when I **woke up** (wake up) this morning.
 - 5 I **burned** (burn) myself when I **was making** (make) breakfast.
 - 6 A friend **texted** (text) me when I **was walking** (walk) to school.

- 7 Write questions for the sentences in Exercise 6. Change pronouns where necessary. Then ask your partner as in the example.

A: *Were your parents studying when they met?*
B: *No, they weren't.*

FOCUS VLOG 68 About technology

68 Watch the Focus Vlog. For the worksheet, go to page 119.

Grammar page 135

REFERENCES

Culture notes p. 171
Videoscript p. 194
Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 9 Test yourselves (10 min.) pp. 202, 221
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 20, including Show What You've Learnt

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.2, Grammar.

2.3

LISTENING

Matching

I can identify key details in a simple recorded narrative about scientists.

- 1 1.29 Label the photos with the words in the box. Then listen, check and repeat.

linguistics geology marine biology
archaeology psychology conservation

EXAM FOCUS Matching

- 2 1.30 Listen to two conversations and choose the correct answer.

- 1 What does the girl want to study in the future?
photo A ☐ photo B ☐ photo D ☒
2 The girl and the boy have both seen one of the documentaries. What was it about?
photo B ☒ photo E ☐ photo F ☐

- 3 1.31 **SPEAKING** Complete the job descriptions with the jobs in the box. Then listen, check and repeat. Do you know anybody who does one of these jobs? Tell your partner.

A linguist A geologist A marine biologist
A psychologist An archaeologist
A conservationist

- 1 A linguist studies and often speaks a lot of languages.
2 A conservationist studies ways of protecting the environment.
3 A geologist studies rocks and the history of the Earth.
4 A psychologist studies how people behave and how their minds work.
5 An archaeologist studies people who lived thousands of years ago.
6 A marine biologist studies, observes and protects oceans.

- 4 1.32 Listen to five speakers talking about why they became scientists. Which job in Exercise 3 does each person do?

- 5 1.32 Listen again. Match speakers 1–5 with statements A–F. There is one extra statement.

Speaker 1: B Speaker 3: A Speaker 5: C
Speaker 2: F Speaker 4: D

- A I want to understand how early childhood affects behaviour.
B I'm keen on studying how machines can communicate.
C I want to explore oceans and preserve the ocean environment.
D I'm interested in studying our prehistoric ancestors.
E I want to study the evolution of our planet.
F I want to find solutions to nature's problems.



PRONUNCIATION FOCUS

- 6 1.33 Complete the table. Then listen, check and repeat. Mark the stress.

Subject	Job
1 archaeology	<u>archaeologist</u>
2 <u>analysis</u>	analyst
3 conservation	<u>conservationist</u>
4 geology	<u>geologist</u>
5 <u>linguistics</u>	linguist
6 <u>psychology</u>	psychologist

- 7 **SPEAKING** Practise the words in Exercise 6 as in the example. Pay attention to the stress.

A: *What does an archaeologist do?* B: *Archaeology.*

WORD STORE 2D Collocations

- 8 1.34 Complete WORD STORE 2D with the words in the box. Then listen, check and repeat.

- 9 Complete the statements about the speakers with the words and phrases in WORD STORE 2D.

- 1 The marine biologist wants to collect evidence about global warming.
2 The linguist has published a research paper on robot communication.
3 The psychologist loves doing research and analysing data.
4 The archaeologist spent hours in the Egyptian room in the Louvre.
5 The conservationist is doing research into climate change to help protect the environment.

- 10 **SPEAKING** How common is it to study the same subjects as your parents? Think about your friends and family. What will you do? Discuss with a partner.

Exercise 4

- 1 A linguist
2 A conservationist
3 A psychologist
4 An archaeologist
5 A marine biologist

REFERENCES

Audioscript p. 179

EXTRA ACTIVITIES

Students write the jobs in order 1–6 of preference for themselves (1 = best, 6 = least favourite). They compare in pairs, justifying their choices and trying to use the new vocabulary.

WORKBOOK

p. 21

NEXT CLASS

Ask students to find out three facts about Antarctic exploration.

Multiple choice

I can scan an interview to locate specific information.

1 SPEAKING Look at the photos of Antarctica. Discuss the questions.

- What do you think it's like working there?
- What kind of jobs do you think people do?

2 Look at comments from people interested in working in Antarctica. Tick the people who you think are suitable.

- 'I don't mind working long hours.' ☒
- 'I don't like the dark.' ☐
- 'I need my own space.' ☐
- 'I'm very fit and healthy.' ☒
- 'I expect to earn lots of money.' ☐
- 'I want to save the planet.' ☒

3 **1.35** Listen to a talk about working in Antarctica. Check your ideas in Exercises 1 and 2.

4 SPEAKING Discuss whether you would like to work in Antarctica. Explain why or why not.

5 Read an interview with a research scientist and answer the questions.

- What is the population of Antarctica? **1,000–4,000**
- What did Jane Roberts do in her free time in Antarctica?
She read lots of books and played games.
- What did she miss most when she was there? **colours**

EXAM FOCUS Multiple choice

6 Read the text again. For questions 1–5, choose the correct answer, A, B, C or D.

- The South Pole Station is named after
A the first person to reach the South Pole.
B the first person who died after reaching the South Pole.
C the five people who died after reaching the South Pole.
D the first two explorers to reach the South Pole.
- People who work in Antarctica
A are residents of Antarctica.
B live in small towns.
C stay for a period of time in research stations.
D return to their country in winter.
- Jane discovered that
A she likes working in a laboratory.
B millions of years ago dinosaurs lived on ice.
C the Antarctic wasn't always cold.
D research is like doing a jigsaw.
- The temperature at the South Pole
A is –80 degrees all year round.
B is usually above zero in summer.
C never rises above zero.
D is too cold to go outside.
- In the interview, Jane
A describes her experience of working in Antarctica.
B encourages tourists to visit Antarctica.
C explains how researchers apply for jobs in Antarctica.
D presents her research into the weather in Antarctica.

7 **1.37** Match the words in blue in the text with the definitions in the box. Then listen, check and repeat.

- several sheets of material on top of one another
= **layers**
- the skeleton = **remains**
- a place where planes can land = **airstrip**
- organise and manage = **run**
- a place to eat, usually in a school or factory
= **canteen**
- a picture cut into small pieces that you put together = **jigsaw**
- arrived (at a place) = **reached**

8 SPEAKING Complete the questions with the correct form of the words in Exercise 7. Then ask and answer the questions.

- How long does it take you to **reach** home after school?
- Do you usually have lunch in the school **canteen**?
- Have you ever completed a 1,000-piece **jigsaw**?
- Would you like to **run** your own business one day?
- How many **layers** of clothing do you wear when you go outside in winter?
- Do any museums in your city have dinosaur **remains**?

9 **1.38** Listen to the words and phrases in the box and repeat them. Then complete the text.

above/below zero **average temperature**
(0°) degrees centigrade (Celsius) **plus/minus 10°C**
The temperature rises/falls to (+40°/–80°) degrees.

Antarctic weather

The interior of Antarctica is the coldest place on Earth. The hottest month at the South Pole is January with an average temperature of minus 25 ¹ **degrees** centigrade. This is the summer in Antarctica. In fact, the temperature in Antarctica has never risen ² **above** zero. The warmest temperature ever recorded at the South Pole (on December 25, 2011) was ³ **minus** 12.3 degrees ⁴ **centigrade/Celsius**. In winter, temperatures ⁵ **fall** to 80 degrees centigrade ⁶ **below** zero. The coldest month is September.

10 SPEAKING Tell your partner about the last time you experienced an extreme temperature, hot or cold. Use the questions to prepare.

- When did you experience an extreme temperature?
- Where were you and what were you doing at the time?
- What was the temperature? How long did it last?
- How did you manage and what did you do?
- Do you like extreme temperatures? Why?/Why not?

WORD STORE 2E **The temperature**

11 **1.39** Complete WORD STORE 2E by arranging the adjectives in order from coldest to hottest. Then listen, check and repeat.

REFERENCES

Culture notes p. 171
Audioscript p. 179

EXTRA ACTIVITIES

Students write true/false sentences about the text, e.g. *Not many people apply for a job in Antarctica.* (F) *Roald Amundsen was the first person to get to the South Pole.* (T) They exchange their sentences with a partner and decide whether the sentences are true or false.

WORKBOOK

pp. 22–23

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 24.

Science at the South Pole



1.36

Jane Roberts is a marine biologist. She worked for two years in Antarctica. Here, she answers your questions.

Is there really a pole at the South Pole?

Yes, there is. It's in front of the Amundsen-Scott South Pole Station. In 1911 a Norwegian explorer called Roald Amundsen was the first person to get there, followed by a British man, Robert Falcon Scott, thirty-four days later. Unfortunately, Scott and his team of five all died on the return journey. When the first explorers reached the South Pole there was nothing there. Now, several hundred people work at the Station. There's an airstrip for small planes, a canteen, hot showers, a post office, a tourist shop, a basketball court and a movie theatre.

Who does Antarctica belong to?

Antarctica doesn't belong to any nation. There's no permanent population, but there are bases that look like small towns. Thirty different countries run about seventy research stations in Antarctica. People stay there between three and eighteen months. Most people work only in the summer months, but some stay all year round. The population is around 4,000 in summer and 1,000 in winter.

Why did you want to work in Antarctica?

I was studying in London and I read about an exciting research project in Antarctica. I applied for the job, but thousands of other people also applied. I was lucky!

What exactly were you doing there?

I was doing research into marine life. I collected specimens of ice and examined them in the laboratory. There are layers of ice thousands of years old! We found the remains of a dinosaur. It was in millions of pieces and we had to put all the pieces together like a jigsaw. Our research showed us that millions of years ago the Antarctic was much warmer.

What did you wear in Antarctica?

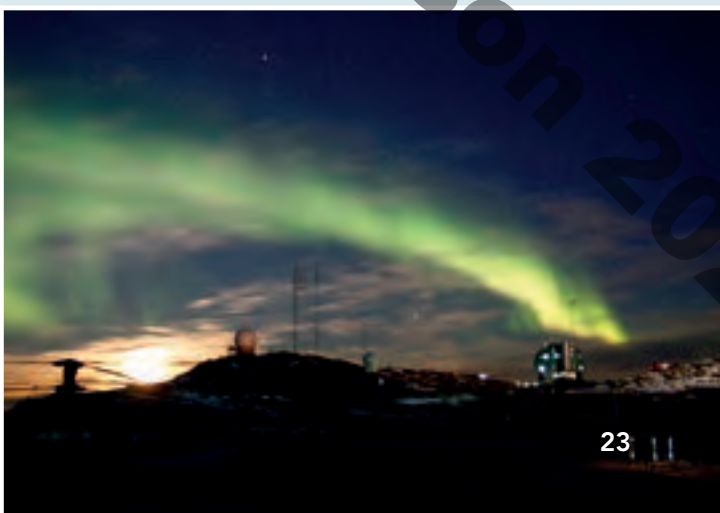
It's extremely cold all year round. When I was doing experiments outside, I wore three pairs of socks and often five layers of clothing. Winter temperatures fall to -80°C and even summer temperatures are below zero at the South Pole. For several months, there's no sunlight at all. Sometimes it's too cold to go outside.

What did you do in your free time?

When it was snowing, we read lots of books and played games. There isn't much to do in Antarctica, but I enjoy reading and I made some good friends there too.

Did you miss home?

No, but I missed colours – it's very white in Antarctica! But I was working all day and it was really interesting work.



23

2.5

GRAMMAR

used to

I can use used to to refer to past habits and routines.



- 1 **SPEAKING** Look at the photos. In what way are these things different today? Discuss with a partner.

(fashion friends music relationships school
technology travel)

- 2 **1.40** Listen to a dialogue between Chris and his granddad. Are the sentences about Chris's granddad true (T) or false (F)?

- 1 He **used to phone** people from the phone in the sitting room. T
- 2 He used to message people. F
- 3 He didn't use to live near his friends. F
- 4 His mum didn't use to like the loud music in his bedroom. T
- 5 His parents **bought** him a camera for his sixteenth birthday. T
- 6 He **used to have** five or six good friends. T

- 3 Read the GRAMMAR FOCUS. Complete the examples using the past forms in blue in Exercise 2.

GRAMMAR FOCUS 69

used to

- You use **used to + verb** to talk about past states that are no longer true.
He ¹ **used to** **have** five or six good friends.
- You use **used to + verb** to talk about regular past actions that don't happen anymore.
He ² **used to** **phone** people from the phone in the sitting room.
- You don't use **used to + verb** to talk about a past action that only happened once. You use the **Past Simple**.
His parents ³ **bought** him a camera for his sixteenth birthday. (NOT ~~used to buy~~)

used to + verb

+	I used to work ...
-	He didn't use to work ...
?	Did they use to work ...? Yes, they did ./No they didn't .

Exercise 7

- 2 Did you use to go online much?
- 3 Did you go on a school trip to the Science Museum?
- 4 Did you use to like school dinners?
- 5 Did your parents buy you your first mobile phone?
- 6 Did you use to want to be an astronaut?

- 4 Complete the sentences with the correct form of the verbs in brackets. Use **used to + verb** or the Present Simple.

- 1 People **used to read** (read) maps but now they **use** (use) GPS.
- 2 People **didn't use to use** (not/use) their cars much but now they **drive** (drive) everywhere.
- 3 People **update** (update) their online profiles now, but they **used to write** (write) letters.
- 4 Children **play** (play) inside now but in the past they **used to play** (play) outside.
- 5 Teachers **used to suggest** (suggest) books but now they **give out** (give out) website addresses.
- 6 Families **used to watch** (watch) the TV together but now they **watch** (watch) it individually.
- 7 Students **use** (use) Google now, but they **used to look up** (look up) things in encyclopedias.
- 8 Parents **didn't use to worry** (not/worry) so much but now they **give** (give) children less freedom.

- 5 **SPEAKING** Discuss the statements in Exercise 4. Do you think they are all true?

- 6 Replace the Past Simple with **used to + verb** if possible. Which sentences are true for you?

When I was at primary school, ...

- 1 my parents took me to school every day. **used to take**
- 2 I didn't go online much. **didn't use to go**
- 3 I went on a school trip to the Science Museum. **X**
- 4 I didn't like school dinners. **didn't use to like**
- 5 my parents bought me my first mobile phone. **X**
- 6 I wanted to be an astronaut. **used to want to be**

- 7 Make questions for the sentences in Exercise 6. Then ask and answer as in the example.

A: *Did your parents use to take you to school?*
B: *Yes, they did.*

Grammar page 136

REFERENCES

Culture notes pp. 171–172

Audioscript p. 180

Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation

- Photocopiable resource 10 *When you were a child ...* (15min.) pp. 202, 222

- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 24, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.5, Grammar.
- Ask students to think about a biographical film they have seen. Who was it about? Students make short notes to talk about the film.

2.6

USE OF ENGLISH

Linkers and time expressions

I can use a range of common linking words and time expressions.

- 1 **1.41 SPEAKING** Look at the photo. Discuss what you think the film is about. Use the ideas in the box. Then listen and check.

civil rights for black women ✓ computers ✓
mathematicians ✓ American space projects ✓ robots ✗

- 2 **1.41** Listen again and choose the correct option.

- The three women worked for NASA as mathematicians / astronauts during the 1950s and 60s.
- While they were working for NASA, they earned more / less than their white colleagues.
- Segregation between blacks and whites continued until the mid- / late 1960s.
- When the film came out, Katherine Johnson – now 78 / 98 years old – met the actress who played her.
- As soon as Johnson arrived at the 2016 / 2017 Oscars ceremony, everyone stood up and cheered.

- 3 Read the LANGUAGE FOCUS. Complete the information with the words in blue in Exercise 2.

LANGUAGE FOCUS

Linkers and time expressions

- You use conjunctions **when/while** to link things that happen at the same time. [conjunction + subject + verb]
¹While they were working for NASA, they earned less than their white colleagues
- You use conjunctions **after**/² as soon as / **before/when** to link things that happen in an order. [conjunction + subject + verb]
³ When the film came out, Johnson met the actress who played her.
- You use prepositions **during/for/until (till)/by** as follows:
during + noun phrase to say **when** something happens –
⁴ during the 1950s and 60s
until (till) + noun phrase to talk about a state that continues up to a point in time –
Segregation continued ⁵ until the mid-1960s.
by + noun phrase to talk about an action that happens at or before a point in time –
Segregation stopped by the late 1960s.

- 4 Choose the correct option. Then change the information to make the sentences true for you.

- I haven't been to the cinema for / during several weeks.
- I saw *Hidden Figures* during / while I was on holiday.
- I learnt a lot about American Civil Rights during / while the film.
- I didn't know that segregation in the USA continued until / by 1964.
- I ate some popcorn when / after I was watching the film.
- As soon as / While the film finished, I went home.



- 5 **1.42 USE OF ENGLISH** Read the text. Choose the correct answer, A, B or C. Then listen and check.



KATHERINE JOHNSON

¹When Katherine Johnson was a child, she was a maths genius. ² she was only 14, she went to university to study Maths. ³ she was studying at university, her Maths professor told her she should become a research mathematician. ⁴ she graduated from university she became a teacher. ⁵ the 1940s she got married and had children.

She didn't become a research mathematician ⁶ she was 35. She got a job as a 'computer' with NASA. Katherine was different from other 'computers' – ⁷ she was at NASA, she asked a lot of questions. ⁸ Katherine Johnson started work at NASA, only men went to important meetings. She changed that!

- | | | |
|-------------------|-----------------|---------------------|
| 1 <u>A</u> When | B Before | C During |
| 2 A While | <u>B</u> When | C Until |
| 3 A During | <u>B</u> While | C After |
| 4 A Before | B While | <u>C</u> As soon as |
| 5 A Till | <u>B</u> During | C While |
| 6 <u>A</u> until | B by | C during |
| 7 A during | <u>B</u> while | C after |
| 8 <u>A</u> Before | B During | C As soon as |

- 6 Complete the sentences. Write five true sentences and one false.

- While I was going home yesterday, I ...
- As soon as I got home, I ...
- During the evening I ...
- I didn't go to bed until ...
- I was fast asleep by ...

- 7 **SPEAKING** Read your sentences in Exercise 6 to your partner for him/her to guess which sentence is false.

Use of English page 137

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REFERENCES

Culture notes p. 172

Audioscript p. 180

EXTRA ACTIVITIES

- Students do another version of ex. 6: They write five sentence endings

e.g. ..., I went straight to bed. They exchange them with a partner and complete them to write true sentences using appropriate linkers in ex. 3.

- Ask students to tell the class about a biographical film using the notes they have prepared.

WORKBOOK

p. 25

NEXT CLASS

- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 2.6, Use of English.

- 1 **SPEAKING** Tell your partner about a surprising or interesting thing that happened to you on holiday.

Say:

- 1 where and when it happened.
- 2 how old you were.
- 3 what you were doing when it happened.

- 2 Read Paul's story and choose the best title, A, B or C.

- A The Holiday of a Lifetime
B Surprise by the Sea
 C Beautiful Cornwall

I was twelve years old and my parents and I were on holiday in Cornwall. They are both biologists and we all love nature. One morning, Dad suggested walking along the beach to a distant village.

It was a lovely day for a walk, but after an hour, I noticed some dark clouds. I asked my parents if they thought we should go back. They smiled at each other, and then Mum said we were nearly there.

What was going on? Mum usually made me go indoors during storms. What's more, we were still far away from the village. Anyway, suddenly, there was loud thunder and it started to rain. "Come on, quick!" my father said. "We're almost there."

I noticed a cottage not far away. Dad started running towards it so we ran after him. When we got there, he seemed really excited, which I must admit was a bit strange. Unfortunately, there was no one home. "That's unlucky," said Dad "but wait..." Suddenly, he took a key from his pocket, unlocked the door and pushed it open. He was silent for a moment. Then with a smile he said: "Come in. And welcome home!" What a surprise!

In fact, thinking back to my parents' behaviour during the first part of our holiday, I knew something strange was going on – but I had no idea what! Our new holiday home was the perfect place for nature lovers. It was awesome!

We still live in London, but our cottage in Cornwall is our dream house, and I will never forget the day I first saw it.

- 3 Read the story again and put events in the correct order.

- a Nobody answered the door. 5
 b The weather changed. 3
 c The family went into their new holiday home. 6
 d The family went to Cornwall on holiday. 1
 e Paul saw a cottage in the distance. 4
 f The family went for a walk along the coast. 2

- 4 Read the WRITING FOCUS. Complete the examples with the words in purple in the story.

WRITING FOCUS

A story

- Set the scene:

I ¹ was twelve years old when ...

It was late in the evening when ...

It ² was a lovely day for a walk.

I was in the classroom when ...

- Use questions, short dramatic sentences and occasional exclamation marks to show surprise or excitement:

What was ³ going on?

What a ⁴ surprise!

What a nightmare!

It was ⁵ awesome!

We were in trouble.

- Use adverbs to add interest:

All of a sudden, / ⁶ Unfortunately/Suddenly, /

⁷ Unfortunately/Suddenly, / Luckily,

... really (good)

... incredibly (beautiful)

... completely (lost)

- Use a summarising statement to begin or end your story:

I'll never forget ⁸ the day I first saw ... /

the time I decided to ... / when I first went ... /

... was an event I'll never forget.

REFERENCES

Culture notes p. 172

EXTRA ACTIVITIES

- Photocopiable resource 11 A story (15 min.) pp. 203, 223
- Students work in pairs and write a story beginning with: I'll never forget that day!

WORKBOOK

pp. 26–27, including Show What You've Learnt and Show That You've Checked

NEXT CLASS

Ask students to prepare notes about an adventure film that they have seen. What happened? What happened in the end? Students make short notes to talk about the film.



8 Read the story and choose the correct option.

'This is a bad start', I thought and looked again at the directions on my phone. I was trying to find the city hospital for my first day of work experience in the IT department there. Unfortunately, I was very late and totally lost.

¹I have to say /Anyhow it was my fault. I forgot to check the route the day before. ²During /Anyway, my phone said to turn right, but ³in fact /I have to say there was no right turn, just a wall! What was I going to do? I was already ten minutes late. 'Go back to the main road and try again,' I thought 'and go quickly!' I hurried along as fast as I could. I was turning a corner ⁴then /when suddenly there was a bang ⁵and /so everything went black.

⁶When /I must admit I opened my eyes, there were four worried faces looking down at me. 'Are you alright?' 'Yes, I think so', I said. My head hurt. ⁷Then /While I remembered the bang and the darkness. 'What happened?'

'Well, you were hurrying along looking at your phone, and you bumped into that tree. We thought you should go to hospital so we've called an ambulance.'

Luckily, the doctor said I was fine. ⁸Anyway /I must admit that was not how I expected to arrive at the hospital for my first day of work experience!

5 Read the extracts from different stories. Find and correct three mistakes in each.

- I was 14 years old then when I first became interested in archaeology. I was looking for fossils one Sunday afternoon when I made the discovery that made me famous. I am 'I'll never forget the feeling of seeing it there in the ground for the first time. It was awesome?!
- We were in the Chemistry lab at school when we noticed the strange smell. All of a suddenly sudden, there was a loud bang. What is was going on? Our teacher walked in from a lab next to ours. Her hair was a mess and her glasses were black with smoke. Lucky Luckily, she was more shocked than hurt. 'What happened, Miss?' asked one of my classmates.
- The school trip to the science museum is a day I'll never remember forget. We had a great time at the museum. When we were going back to meet the others at the bus to go home, my friend and I got stuck in a lift. The lights went off and the alarm didn't work. We were on in trouble. What we were were we going to do?

6 SPEAKING Choose one of the extracts in Exercise 5 and say what you think happened next.

7 Complete the LANGUAGE FOCUS with the underlined linkers in the story.

LANGUAGE FOCUS

Informal linkers

In narrative stories we often use:

- I have to say* or ¹I must admit to emphasise the next piece of information.
- Anyhow* or ²anyway to change the subject or move the story on.
- Actually* or ³in fact to show that the next piece of information is surprising.
- And, but, because,* ⁴so to join parts of sentences.
- Then, when, while,* ⁵during to make the order of events clear.

SHOW WHAT YOU'VE LEARNT

9 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Your teacher has asked you to write a story ending with: *I was so relieved. It was finally over!*

Use the questions below to help you.

- Where were you?
- When was it?
- Who was with you?
- What happened?
- What could you see and hear?
- How did you feel?
- What did you do next?
- How did it end?

Remember to:

- give your story a title.
- make your story interesting for the reader.
- give your story a strong ending.

It was a chilly autumn morning ...

2.8

SPEAKING

Telling a story

I can tell a story and show interest in someone's story.

1 **SPEAKING** Look at the photo of Tom. Then ask and answer the questions.

- 1 Where was Tom? *In Australia*
- 2 What was he doing? *He was climbing a mountain.*
- 3 What was the problem? *It became foggy and he got lost.*

2 **1.43** Read and listen to the story. Compare your ideas in Exercise 1.



- Lisa: Hi Tom. How was your holiday in Australia?
- Tom: It was really good, thanks ... except for the day I nearly died.
- Lisa: What happened?
- Tom: I was doing some climbing. At first the sun was shining and I was enjoying myself. But all of a sudden the weather changed. It became really foggy and I couldn't see the path.
- Lisa: Oh dear, that sounds frightening.
- Tom: I was pretty worried. I continued for a while, but finally I realised I was lost.
- Lisa: What did you do?
- Tom: Fortunately, I had my phone with me so I called my father – 9,000 miles away in England! He called the Australian police and told them where I was. Then they called me. Unfortunately, my battery went dead after five seconds. It was dark and cold. I sat under a rock, put on my torch and waited.
- Lisa: Oh no, what a nightmare!
- Tom: Eventually, they found me. I was so relieved. I used to go climbing on my own all the time, but I'll never do it again.

3 There are often five stages in a story. Match stages 1–5 in Tom's story with headings a–e below.

- | | | | |
|-----------------|-----|---------------|-----|
| a background | (2) | d problem | (3) |
| b final comment | (5) | e main events | (4) |
| c introduction | (1) | | |

4 Read the **SPEAKING FOCUS**. Complete the examples with the underlined phrases in the story in Exercise 2.

SPEAKING FOCUS

Telling a story

Use the right tenses

- Past Continuous for the 'background':
The sun 'was shining' and I was enjoying myself.
- Past Simple for the 'problem' and the 'main events':
The weather changed. I couldn't see the path.

Use linkers

- Beginning:** To start with/At ² first
- Middle:** Suddenly/All of a ³ sudden /Luckily/ Fortunately/⁴ Unfortunately
- End:** In the end/Finally/⁵ Eventually

Say how you felt

I was excited/frightened/surprised/shocked/worried, etc.

Make a 'final comment'

It was the best/worst day of my life!

I'll never forget the look on his face!

I'll never ⁶ do it again .

Listening to a story

Neutral response

Really?/Oh dear./Oh no.

Strong response

That sounds amazing/funny/⁷ frightening .

What a great story/⁸ a nightmare !

Respond with questions

What happened? What did you do?

5 Follow the instructions to prepare your story.

- 1 Choose a topic from the box or one of your own ideas.

a dangerous situation a mistake
some good or bad news some good or bad luck
a nice surprise something that happened on holiday
a problem with technology

- 2 Think about what you are going to say and make notes under the headings for the five stages of a story in Exercise 3.

6 **SPEAKING** Follow the instructions below to practise telling your stories. Then act out your dialogue to the class.

Student A: Use your notes in Exercise 5 to tell the story.

Student B: Use the **SPEAKING FOCUS** to respond to what Student A says.

ROLE-PLAY **10** Telling a story

10 Watch the video and practise. Then role-play your dialogue.

REFERENCES

Audioscript p. 180

Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Students work in pairs. One is Tom (from the dialogue in ex. 2), the other is a journalist who interviews Tom.
- Students tell their stories of the adventure films using the notes they prepared at home.

WORKBOOK

p. 28

NEXT CLASS

Ask students to study the Word list on p. 29.

2.1 Vocabulary 4.9

astronomer /ə'strɒnəmə/
 astronomy /ə'strɒnəmi/
 biologist /baɪ'ɒlədʒɪst/
 biology /baɪ'ɒlədʒi/
 broadband /'brɔːdbænd/
 camera /'kæməɾə/
 chemist /'kemɪst/
 chemistry /'keməstri/
 collect specimens /kə'lekt 'spesəmənz/
 computer science /kəm'pjʊtə 'saɪəns/
 computer scientist /kəm'pjʊtə 'saɪəntɪst/
 desktop computer /,desk'tɒp kəm'pjʊtə/
 develop a theory /dɪ'veləp ə 'θiəri/
 digital /'dɪdʒəl/
 discover /dɪs'kʌvə/
 do an experiment /duːən ɪk'sperɪmənt/
 do research /,duː rɪ'sɜːtʃ/
 download music /,daʊn'ləʊd 'mjuːzɪk/
 gravity /'grævəti/
 invent /ɪn'vent/
 keyboard /'kiːbɔːd/
 laptop /'læptɒp/
 laser printer /'leɪzə ,prɪntə/
 mathematician /,mæθəmə'tɪʃən/
 mathematics /,mæθə'mæ'tɪks/
 mouse /maʊs/
 observe /əb'zɜːv/
 password /'pɑːswɜːd/
 physicist /'fɪzɪsɪst/
 physics /'fɪzɪks/
 planet /'plænət/
 science /'saɪəns/
 scientist /'saɪəntɪst/
 screen /skriːn/
 search engine /'sɜːtʃ ,endʒən/
 smartphone /'smɑːt'fəʊn/
 take measurements /,teɪk 'meʒəmənts/
 take notes /,teɪk 'nəʊts/
 text message /'tekst ,mesɪdʒ/
 update your profile /ʌp,deɪt jɔː 'prəʊfaɪl/
 username /'juːzəneɪm/
 visit a website /,vɪzət ə 'websaɪt/
 web browser /'web ,braʊzə/

2.2 Grammar 4.10

arrive /ə'raɪv/
 burn yourself /'bɜːn jə'self/
 carriage /'kærɪdʒ/
 coast /kəʊst/
 crash /kræʃ/
 direct sunlight /daɪ'rekt 'sʌnlajt/
 e-book /'iː bʊk/
 E ink /'iː ɪŋk/
 electronic /,elɪk'trɒnɪk/
 e-reader /'iː ,riːdə/
 get dark /,get 'dɑːk/
 get home /,get 'həʊm/
 hill /hɪl/
 imagine /ɪ'mædʒɪn/
 reach towards /,riːtʃ tə'wɔːdz/
 reply /rɪ'plaɪ/

researcher /rɪ'sɜːtʃə/
 rough /rʌf/
 servant /'sɜːvənt/
 silver cross /,sɪlvə 'krɒs/
 text sb /'tekst ,sʌmbədi/
 thick forest /,θɪk 'fɒrɪst/
 vision /'vɪʒən/
 wake up /,weɪk 'ʌp/

2.3 Listening 4.11

affect /ə'fekt/
 analyse data/evidence /,ænləɪz 'deɪtə/
 'evədəns/
 analysis /ə'næləsəs/
 ancestor /'ænsəstə/
 archaeologist /,ɑːki'ɒlədʒɪst/
 archaeology /,ɑːki'ɒlədʒi/
 collect data/evidence /kə'lekt 'deɪtə/
 'evədəns/
 conservation /,kɒnsə'veɪʃən/
 conservationist /,kɒnsə'veɪʃənɪst/
 discovery /dɪs'kʌvəri/
 environment /ɪn'veɪrənmənt/
 evolution /,iːvə'lʊːʃən/
 exploration /,eksplə'reɪʃən/
 explore /ɪk'splɔː/
 find a solution /,faɪnd ə sə'ljuːʃən/
 geologist /dʒi'ɒlədʒɪst/
 geology /dʒi'ɒlədʒi/
 global warming /,gləʊbəl 'wɔːmɪŋ/
 linguist /'lɪŋgwɪst/
 linguistics /lɪŋ'gwɪstɪks/
 marine biologist /mə,rɪːn baɪ'ɒlədʒɪst/
 marine biology /mə,rɪːn baɪ'ɒlədʒi/
 observation /,əbzə'veɪʃən/
 protect the environment /prə'tekt ðɪ ɪn'veɪrənmənt/
 protection /prə'tekʃən/
 psychologist /saɪ'kɒlədʒɪst/
 psychology /saɪ'kɒlədʒi/
 publish a research paper/evidence /,pʌblɪʃ ə rɪ'sɜːtʃ ,peɪpə/'evədəns/
 solution /sə'ljuːʃən/
 solve /sɒlv/
 spend hours /,spend 'aʊəz/
 technology /tek'nɒlədʒi/

2.4 Reading 4.12

above zero /ə,bʌv 'ziərəʊ/
 airstrip /'eəstriːp/
 average temperature /,ævərɪdʒ 'temprətʃə/
 below zero /bi,ləʊ 'ziərəʊ/
 boiling /'bɔɪlɪŋ/
 canteen /kæn'tiːn/
 chilly /'tʃɪli/
 cold /kəʊld/
 degree centigrade /di,griː 'sentəgreɪd/
 fall /fɔːl/
 freezing /'friːzɪŋ/
 hot /hɒt/
 jigsaw /'dʒɪɡzɔː/
 layer /'leɪə/
 own (adj) /əʊn/
 permanent /'pɜːmənənt/

plus/minus 25 degrees /'plʌs/'maɪnəs 'twenti 'faɪv di 'griːz/
 reach home/the South Pole /,riːtʃ 'həʊm/ðə saʊθ 'pəʊl/
 recorded /rɪ 'kɔːdɪd/
 remains /rɪ'meɪnz/
 return to /rɪ'tɜːn tə/
 rise /raɪz/
 run a business/research station /,rʌn ə 'bɪznəs/rɪ'sɜːtʃ 'steɪʃən/
 save /seɪv/
 the dark /ðə dɑːk/
 warm /wɔːm/

2.5 Grammar 4.13

astronaut /'æstrɒnɔːt/
 give out /,ɡɪv 'aʊt/
 GPS /,dʒiː piː 'es/
 mobile phone /,məʊbaɪl 'fəʊn/
 inside /ɪn'saɪd/
 outside /aʊt'saɪd/

2.6 Use of English 4.14

cheer /tʃɪə/
 civil rights /,sɪvəl 'raɪts/
 fast asleep /,fɑːst ə'sliːp/
 graduate from /'grædʒueɪt frəm/
 look up /,lʊk 'ʌp/
 space /speɪs/
 stand up /,stænd 'ʌp/

2.7 Writing 4.15

distant /'dɪstənt/
 loud thunder /laʊd 'θʌndə/
 fossils /'fɒsəlz/
 get stuck /get stʌk/
 lift /lɪft/
 directions /daɪ'rekʃənz/
 route /ruːt/
 turn a corner /tɜːn ə 'kɔːnə/

2.8 Speaking 4.16

all of a sudden /,ɔːl əv ə 'sʌdn/
 frightened /'fraɪnd/
 go dead /,ɡəʊ 'ded/
 nightmare /'naɪtmeə/
 put on /put 'ɒn/
 shocked /ʃɒkt/
 surprised /sə'praɪzd/
 torch /tɔːtʃ/

WORD LIST ACTIVITIES

- Students study the list for a few minutes, then close their books. Play *Snowman* with words from the list. One student draws a dash for each letter of the word and then a part of the snowman for each wrong guess. Students get a point when they guess the word before the snowman is complete. They lose a point when they guess wrong and the last part of the snowman is complete. Only the student drawing the snowman

can check the spelling in their book. They take turns.

- Students study the list for a few minutes and then work in teams. Call out a word in the students' own language and ask them to give you the English word. The first team to answer correctly gets a point. Now call out a word in English and ask students to give you a translation. Continue for five minutes calling out words in both languages. The team with the most points wins.

VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the correct form of the verbs in the box. There is one extra verb.

(collect develop discover do invent observe take)

- Edwin Hubble (1889–1953), an American astronomer, observed galaxies through a telescope.
- Last month the scientists collected specimens of some sea spiders from Antarctica.
- Make sure you take notes when we are at the museum.
- Do you know who invented the electric guitar?
- This month two teams of archaeology students are doing research in South Africa.
- Linguists and psychologists are cooperating to develop a new theory of language learning.

- 2 Complete the sentences with the correct form of the words in capitals.

- Mr Marco works as a physicist at the University of Alaska. **PHYSICS**
- We all tried to find the best solution(s) to the problem. **SOLVE**
- I want to study Chemistry at university. **CHEMIST**
- A conservationist is someone who works to protect plants and animals. **CONSERVE**
- Take measurements of your desk before you buy a new computer screen. **MEASURE**
- The cost of space exploration is very high. **EXPLORE**

- 3 Use the prompts to write sentences.

- My computer / crash / while / I / download / a song.
- Tom / lose / his smartphone / when / he / run / in the park.
- The first international Internet chat / take place / in February 1989.
- It / be / so hot yesterday. The temperature / rise / to 38 degrees Celsius.
- What / you / do / this time last year?
- I / wait / for the photos from Sandra / last night / but / she / not / send / me any.

- 4 Choose the correct option.

- Broadband Internet didn't use to be / weren't so popular in the 1980s.
- Did your grandparents use to buy / buy a black and white television in the 1960s?
- We did / used to do a lot of exercises last weekend.
- My brother used to spend / was spending a few hours a day online.
- Last winter the temperature used to fall / fell to minus 28 degrees Celsius.
- Did they use to use / Did they use GPS when they were climbing in the Alps?

USE OF ENGLISH

- 5 Choose the answer, A, B or C, that is closest in meaning to the underlined words.

- NASA is running a project on using 3D printers to make food in space.
A is analysing **B** is organising
C is planning
- When Anton was a student, he applied for his first job.
A studied **B** was studying
C used to study
- Lack of water is a permanent problem in this country.
A a problem that is always there
B a problem that is sometimes there
C a new problem
- X: When I was a child, I was in a serious car accident and I spent a month in hospital.
Y: What a nightmare!
A What a great story!
B That sounds frightening!
C Really? That's cool!
- My sister got lost in the forest, but, luckily, she managed to phone for help.
A suddenly
B eventually
C fortunately
- We analysed the data while we were talking online.
A before the online talk
B after the online talk
C during the online talk

- 6 Choose the correct answer, A, B or C, to complete both sentences.

- She for her bag and took out the phone. We home late in the afternoon.
A asked
B arrived
C reached
- They haven't published their research yet. How much do we need to print the documents?
A paper
B report
C ink
- The radio has warned of temperatures today. Cook the pasta in water for about 10 minutes.
A freezing
B boiling
C high
- I can't believe you've bought a desktop ! To be a scientist you have to be good at maths.
A rocket
B computer
C space
- As as they discovered the cave, they started exploring it. They reached the top too and spent hours waiting for the sunrise.
A soon
B early
C fast

Exercise 3

- My computer crashed while I was downloading a song.
- Tom lost his smartphone when he was running in the park.
- The first international Internet chat took place in February 1989.
- It was so hot yesterday. The temperature rose to 38 degrees Celsius.
- What were you doing this time last year?
- I was waiting for the photos from Sandra last night but she didn't send me any.

EXTRA ACTIVITIES

- Photocopiable resources 50–51 Gapped sentences (12 min.) pp. 211, 268–269
- Photocopiable resources 54–55 Sentence transformation (15 min.) pp. 211, 272–273

- Word Practice 1, WORD STORE booklet, p. 4
- Photocopiable resource 12 A new sport (speaking; 13 min.) pp. 203, 224
- Extra digital activities: Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 2.10, WB pp. 30–31, as homework.
- Ask students to prepare for Unit Test 2: Assessment Package, Unit 2.
- Ask students to prepare for Review Test 1: Assessment Package, Unit 2.

READING

- 7 Read three texts about science and technology. Choose the correct answer, A, B or C.

Underwater forest

Several years ago, scuba diver Chas Broughton discovered an underwater forest of massive ancient cypress trees. Located twenty kilometres from the coast of Alabama, in the Gulf of Mexico, it is home for thousands of sea animals. Chas told a local journalist about the discovery, but they kept it secret until 2004, when Hurricane Ivan uncovered some of the trees. Then scientists started exploring the area.

They have suggested that the forest is more than 50,000 years old. In the past, the ocean level in the area was 125 metres lower than today, but when it rose, the water swallowed the trees up. The forest is so unique that conservationists are now working to make it a marine protected area.

- 1 The scientists
A found out about the discovery from a local journalist.
☒ B started visiting the area after the 2004 hurricane.
C are trying to protect the forest.

Your ideas in 3-D

Are you interested in 3-D printing but don't want to buy another expensive gadget?

Then this offer is for you! Our 3-D printing service will help you produce a figure from your favourite video game, parts for a robot you are building in your basement, beautiful jewellery or decorations for your home. Just choose a design from our catalogue or create your own, decide what material, size and colour you want and send your project to us.

We will print the object and send it to you in no time!

For more information visit our website at:
www.weprint3d.com

- 2 The advertisement is addressed to people who
A want to buy a 3-D printer.
B are professional designers.
☒ C want to use 3-D printing technology.

Last week I took part in an unusual survey. A psychologist invited forty-four families and asked us different questions about eating habits now and in the past. She wanted to find out why fathers give children less healthy food than mothers. Strange, isn't it? But it's true in my family.

When my mum isn't at home for dinner, Dad orders a pizza. Mum doesn't accept unhealthy food because she feels responsible for what we eat. Dad cares more about my education or hobbies.

According to the survey, in most families the situation was and is similar. Teenagers observe their parents and learn how to behave in the future. My parents used to observe their parents and now I am observing them.

- 3 The survey the writer took part in shows that
☒ A mothers and fathers look after families in different ways.
B fathers don't care about families as much as mothers.
C teenagers would like to change eating habits in their families.

SPEAKING

- 8 In pairs, complete the questions with one word in each gap. The first letters are given. Then ask and answer the questions.

- 1 **W**hat do you use the Internet for?
- 2 Do you use **s**ocial media? Why?/Why not?
- 3 What **i**nvention(s) do you find the most useful? Why?
- 4 What were you doing **y**esterday at 8 p.m.?



- 9 In pairs, write down five words to describe the photo.

- 10 Imagine you are one of the people in the photo. Answer the questions.

- 1 When was it?
- 2 What was the weather like?
- 3 Who were you with?
- 4 What were you doing? What happened?
- 5 How did you feel about it in the end?

- 11 When was the last time you got lost? What happened? Discuss with a partner.

WRITING

- 12 Read the writing task and write the story.

You agreed to write a story for the *Me and Technology* section of your school newspaper. The title of your story is: *The day technology saved me*. Remember to:

- explain when and where the situation happened.
- describe the events and show their sequence using the correct past tenses.
- make the story interesting for the reader.
- give your story an interesting ending.

PROJECT

- How to teach with projects p. T19
- Work in groups. Do some research to find out about unusual scientific work or place to do science experiments. Prepare a presentation about it and then present it to your class.