

1 UNIT

SWITCH ON

IN THE PICTURE An app for everything

»»» Talk about communication and technology

WORK WITH WORDS

1 **RECALL** Work in pairs. Make a list of the devices you can see in the pictures. Can you add more things connected to communication and technology to your list? You have two minutes.

2 Match the icons (1–12) in the photo to the apps.

mail	maps 1	web browser
calendar	calculator	app store
games	notes	compass
videos	messages	social networking

3 **1.08** Listen and check your answers. Then listen and repeat.

4 a **1.09** **PRONOUNCE** Listen and repeat the /æ/ sound in the word *maps*.

b **1.10** Listen and underline the /æ/ sound in the words. Then listen and repeat the words.

app store calculator calendar camera laptop tablet

5 Which app(s) can you use to ...

- 1 go on the internet? web browser
- 2 find north?
- 3 write to other people?
- 4 chat online to your friends?
- 5 do your maths homework?
- 6 find your location or destination?
- 7 organise your time?
- 8 get new apps?

6 Do the quiz.

THE MINI APP QUIZ

HOW MUCH DO YOU KNOW ABOUT APPS?

DO THIS SHORT QUIZ TO FIND OUT!

- | | | | |
|---|----------------|-------------|--------------|
| 1 App is the abbreviation for ... | A application. | B apple. | C appliance. |
| 2 An app is ... | A an icon. | B a device. | C a program. |
| 3 The first online app store opened in ... | A 1999. | B 2003. | C 2008. |





SPEAK

7 Work in pairs. Do one of the tasks.

- 1 Decide which three apps in Exercise 2 are the most useful. Explain why.
- 2 Invent a new app. What's it called? What can it do? Tell other students about it.

8 THE MOVING PICTURE Watch four teenagers talking about apps. Which ones do they use? What are their favourite apps?

PHRASE BYTES

I think ... are the most useful because ...
Our new app's called ... and it can ...

GO BEYOND

Do the Words & Beyond exercise on page 130.

Understand new words

SPEAK AND READ

1 Work in pairs. Read the sentences. Are they true for you? If not, explain why.

- I have lots of free time.
- I listen to music or watch TV when I do my homework.
- It's difficult for me to relax at home.

2 **1.11** Read the first paragraph of the magazine article. Underline the words you don't know.

3 a Read the tips in the **HOW TO** box.

b Write definitions for the words you underlined in Exercise 2. Use the tips in the **HOW TO** box to help you. Don't use a dictionary.

4 Work in pairs. Swap your definitions. Can your partner find the correct words in the text?

HOW TO

understand new words

- Identify the type of word (verb, noun, adjective, adverb).
- Compare it to your language. Is there a similar word? Does its meaning help you?
- Look at the words and sentences before and after the new word.

Do you need to **switch off** more?

How often do you do nothing? For a lot of young people the answer is never. When we sit down and relax, we're always doing something. We watch TV, listen to music or send text messages. We sometimes do all three at the same time. We hardly ever just sit quietly and stop thinking. But our brain uses a lot of energy during the day and gets tired. We need to stop thinking and switch off from time to time. Switching off helps us to relax completely and feel full of energy again.

Do you need to switch off more? Answer the questions in the survey to find out.



How often do you do these things? Tick your answers.

A = once a day or more

B = often, but not every day

C = sometimes

D = rarely or never

- Watch TV
- Listen to music
- Play video games
- Phone friends
- Send text messages
- Read and send emails
- Use a social networking site
- Chat online with friends
- Go on the internet
- Watch videos on the internet

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Calculate your score (A = 3; B = 2; C = 1; D = 0). Then read the explanation for your score.

Scores and explanations

0-10	You regularly do nothing. Don't stop switching off!
11-20	You do nothing once or twice a week, but it's good to switch off more often.
21-30	You rarely switch off. Find 10 minutes a day to do nothing.

5 Do the survey in the magazine article and calculate your score. Then read the explanation for your score.

REACT

6 Work in pairs. What do you think? Tell your partner.

- Do you agree with the explanation? Why?/Why not?
- Why is it difficult to switch off?
- Is it possible to do your homework well if you listen to music at the same time?

PHRASE BYTES

I agree / don't agree with it. I often/never ...
 It's difficult because ...
 Of course it's possible! / It's impossible because ...

GO BEYOND

Put the 10 activities in the survey in order, with your favourite activity first. Then compare your list with a partner. Talk about what's similar and what's different.

»»» Talk about how often you do things

READ »»» Grammar in context

1 Read the conversation. Why isn't Dan happy?

Dan: Do you use the class blog?
Carla: Yes, I do. But I only log on from time to time. How often do you use it?
Dan: I log on after school every day. I always log on at weekends too.
Carla: I rarely log on during the week. I don't have time. I occasionally log on at the weekend, but my brother uses the computer a lot.
Dan: Right. So that's why you don't see my messages.

STUDY

2 Complete the explanations with examples from Exercise 1.

Present simple

Use: For habits, routines, things that are generally true.

Form:

Positive
 I/you/we/they + verb: *I log on after school.*
 he/she/it + verb + -s/-es/-ies:
My brother _____ the computer.

Negative
 don't/doesn't + verb: *I _____ time.*

Questions and short answers
 do/does + I/he, etc + verb:
 _____ *the class blog?*
Yes, I do. / No, he doesn't.

See **GRAMMAR DATABASE**, page 120.

3 Complete the explanations with examples from Exercise 1.

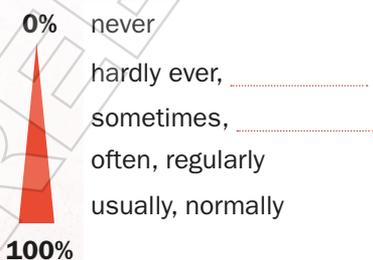
Adverbs and expressions of frequency

Use: To say how often we do things.

Word order:
 Adverbs (*always*, _____, _____)
 adverb + go/use/see
can/am/is + adverb
 Expressions (*from time to time*, _____)
 at the start or the end of a sentence

See **GRAMMAR DATABASE**, page 120.

4 Complete the chart with the adverbs in bold in Exercise 1.



PRACTISE

5 Complete the interview with the present simple form of the verbs.

Sonia: Excuse me. I'm doing a survey about mobile phones.
 (1) *Does your mobile have* (your mobile / have) a camera?
Jude: Yes, it (2) _____ (do).
Sonia: How often (3) _____ (you / use) it?
Jude: Hardly ever. The photos (4) _____ (look) terrible.
Sonia: So when you change your phone, you (5) _____ (not worry) about the camera.
Jude: No. But that's because my dad always (6) _____ (give) me his old phone.



6 a Put the adverbs and expressions in the correct place in the sentences.

- I check my emails. (**often**)
I often check my emails.
- I can't play video games. (**every day**)
- I listen to music when I do my homework. (**occasionally**)
- I watch videos on the internet. (**from time to time**)
- My phone is switched on. (**rarely**)
- I send text messages to friends. (**now and then**)

b Change the false sentences to make them true for you.

7 Prepare a survey. Write questions with *How often* about these ways to contact your friends.

chat online phone send emails
 send text messages

How often ...

SPEAK

8 Work in pairs. Ask the questions in your survey and note the answers. Then tell another pair the results of your survey.

Pavel sends emails ...

Listen for the main ideas

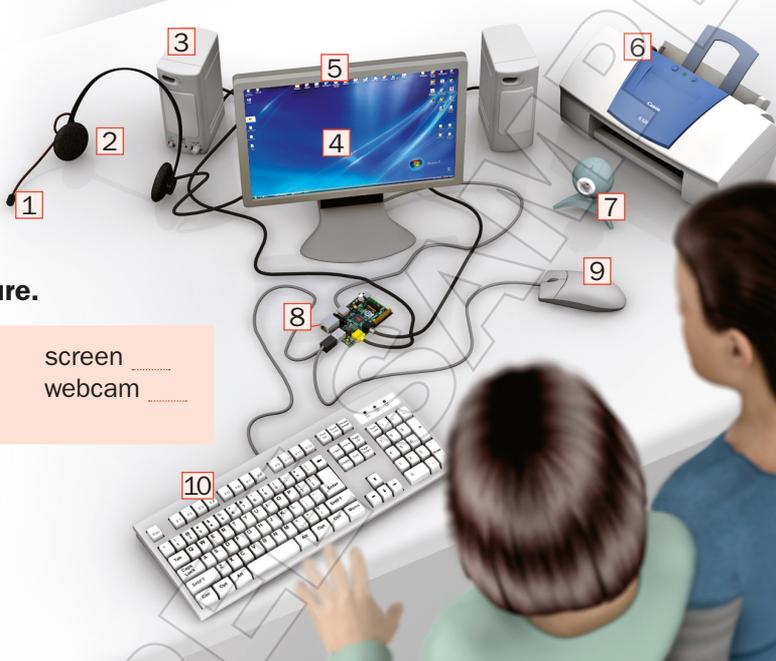
WORK WITH WORDS

1 Work in pairs. Answer the questions.

- How often do you study IT (Information Technology) at school?
- Do you like studying IT? Why?/Why not?

2 Match the computer parts to things in the picture.

mouse _____	microphone _____	printer _____	screen _____
keyboard _____	monitor _____	USB port _____	webcam _____
speaker _____	headphones _____		



3 1.12 Listen and check your answers. Then listen and repeat.

4 Which thing(s) do you use ...

- to write with? keyboard
- to listen to things? _____
- to see things? _____
- to connect things? _____

LISTEN

5 a Read the tips in the **HOW TO** box.

b 1.13 Listen to the news report from a school website. Choose the best summary of the report.

- A school has a lot of new computers for its IT classes.
- A class is learning how to create computer games.
- A school is using a small computer to teach students how computers work.

6 Which tips in the **HOW TO** box did you use for help with Exercise 5b? Tick (✓) them.

7 1.13 Listen again and choose the correct answer.

- Tom Swift is ...
A a teacher. B at his school. C at a different school.
- The Raspberry Pi is ...
A cheap. B simple. C a French invention.
- Students use the Raspberry Pi to ...
A learn to write code. B watch TV. C play games on the internet.
- The report finishes because ...
A the Pi stops working. B it's lunchtime. C Tom has no more questions.

REACT

8 Work in pairs. What do you think? Tell your partner.

- Do you have a computer? What do you use it for?
- Do you think it's important for students to learn to write code? Why?/Why not?

GO BEYOND

Do the Words & Beyond exercises on page 130.

HOW TO

listen for the main ideas

- Don't worry if you can't understand everything.
- Listen for words you already know.
- Use these words to help you understand important ideas.



PHRASE BYTES

I use my/our computer at home to ...
I think / don't think it's important because ...

Use a(n) and the to refer to things

READ Grammar in context

1 Read the description. What's unusual about the school? Why?

We're at (1) a school in (2) Silicon Valley in (3) the United States, the location of many of (4) the biggest technology companies in (5) the world. It's called The Waldorf School of the Peninsula, and many Silicon Valley workers send their children here. But when you go into (6) the school, you get a surprise. There is no technology, just (7) books and blackboards. Why? As (8) the teachers say, a computer is not (9) a teacher!



STUDY

2 Match the underlined examples in Exercise 1 to the explanations.

Articles: a(n) and the

Use: To say if something is a general or specific example.

Form:

a(n) +	one example of a thing <u>1</u> a job
the +	a specific thing the only example of a thing <u>5</u> superlatives and dates something mentioned before <u>6</u> plural place names
no article +	things in general meals, days, singular place names <u>2</u>

See GRAMMAR DATABASE, page 120.

PRACTISE

3 Complete the sentences. Write *the* if necessary. If not, write (-).

- At my school there are computers in every classroom.
- computer room has a computer for every student.
- One day schools will stop using textbooks.
- internet is best way to learn things about world.

4 Choose the correct options to complete the conversation.

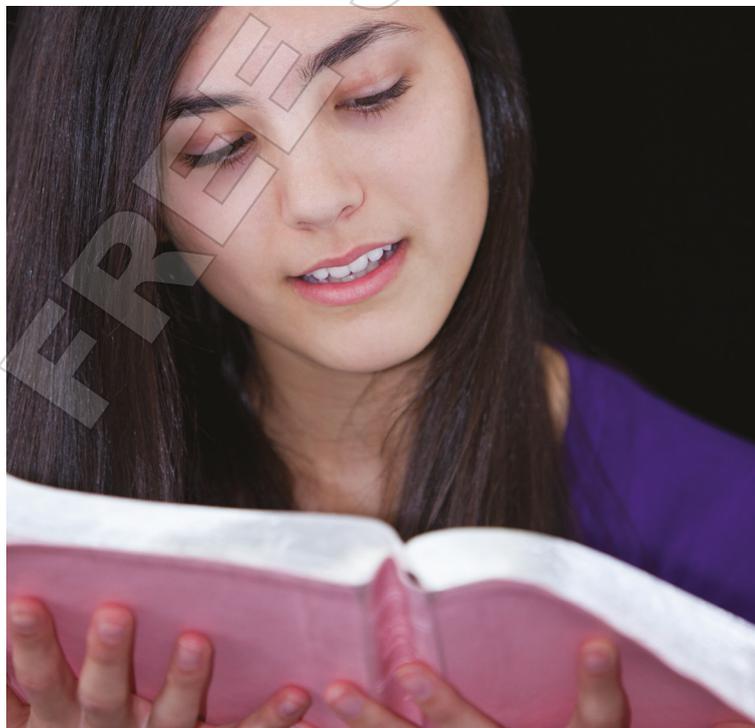
Pol: I need to check my emails. Have you got (1) a / the / - computer?

Ray: Yes, I have. It's in (2) a / the / - kitchen.

Pol: That's (3) a / the / - strange place to keep it!

Ray: It's (4) a / the / - laptop, and I always do my homework there. It's (5) a / the / - quietest place in (6) a / the / - house!

5 Complete Ekin's description with *a, an, the* or *no article (-)*.



I study at a secondary school in (1) a suburb of (2) Sydney in (3) Australia called (4) Ashfield. For me, (5) best lesson of the week is IT. We have (6) really good teacher and I love learning how (7) computers work. It's (8) last lesson before (9) lunch on (10) Tuesday. (11) teacher also organises (12) extra class at lunchtime on Mondays and I always go to it. I'm not very good at other subjects, but I always get good marks in IT.

SPEAK

6 Work in pairs. Take it in turns to choose a topic. Can you speak for 30 seconds about the topic without stopping?

- computers
- the internet
- the USA
- English
- my school
- breakfast
- Sunday
- my birthday

LANGUAGE & BEYOND

cinemauniverse

Guitar lesson
changed to 4pm
on Friday

(director: Gore Verbinski)

Thursday 21

The Abyss

(director: James Cameron)

7pm

Monday 25

this Thursday!!

6.30pm

(Mann)

Sleepover at Maggie's
house on Friday - take
sleeping bag and be
there before 6pm

Maths, French and
chemistry exams
on Friday - revise!

Please come to my

PARTY!

Starts 1 o'clock

on Saturday 23

Colin Buy a present!

Sister's basketball final
Saturday at 10 - don't
be late!!

Use lists to help you to organise your time

THURSDAY

FRIDAY

SATURDAY

READ

- 1 Work in pairs. Look at Jasmin's notice board above. Copy and complete her diary for Thursday, Friday and Saturday.
- 2 Look at the diary. Is it easy for Jasmin to do everything? Why?/Why not?

DO

- 3 Work in pairs. Help Jasmin to organise her time.
 - 1 Decide which activities on each day are more important than others.
 - 2 Decide which activities she possibly doesn't have time to do.
 - 3 Find a time for her to buy a present.

REFLECT

- 4 Discuss the questions with your class. Do you agree with the **REFLECTION POINT**?
 - 1 Was it easy or difficult to organise Jasmin's time? Why?
 - 2 Will it be easy or difficult for you to organise your time this week? Why?
 - 3 How do you feel when your time isn't organised?

EXTEND

- 5 Make a list of the things you need to do over the next three days. Then put the things in order, with the most important ones first.
- 6 Work in groups. Show other students your list and explain how you decided on the best order to do things.

PHRASE BYTES

I think ... is/are more important than ... because ...
I agree / don't agree.
I don't think she has time to ...
She can ... if she has time.
On Saturday maybe she can ... first and then ...

REFLECTION POINT

It's a good idea to make a list of things you need to do during the week, and then decide which ones are more important than others. Making a list helps you to organise your time and not get stressed.

GET ORGANISED

SPEAKING Say what you think

Ask for and give opinions

SPEAK

1 Work in pairs. Answer the questions.

- Do you watch videos like these on the internet?
Why?/Why not?
- What do you think happens next in each video?



WATCH OR LISTEN

2 Watch or listen to the scene. What do the friends think about the video?

Marc: Hey guys. Watch this! ... So, what do you (1) about it?
Vicky: I (2) it's good. I don't (3) it's very original, but it's funny.
Marc: What do you (4), Kate?
Kate: I don't (5) I (6) it's quite funny, but it's also a bit cruel.
Marc: Cruel?
Kate: Yes. Do you (7) the cat's happy?
Marc: No, maybe not.
Ben: Hey, what are you doing with my tablet?
Vicky: We're watching that video.
Ben: So what do you (8) about it? Just funny, or really, really funny?



3 Complete the conversation with two verbs. Then watch or listen again to check.

4 Make this opinion negative. Use the conversation to help you.
I think it's very original.

5 Listen and repeat the expressions from the conversation.

ACT

6 Work in groups of three or four. Ask for and give your opinions about these things. Give reasons.

computers IT classes mobile phone adverts
social networking sites the internet video games

PHRASEBOOK 1.16

Ask for opinions

- What do you think about ... ?
- What do you think?
- Do you think ... ?

Give opinions

- I think it's/they're funny/boring/expensive ...
- I don't think ...
- I don't know.

WRITING Could you live without your mobile?

Use the correct word order

READ

- 1 Read the answers to the website question. Which one is closer to your answer? Why?

open views gadget news & views

home news reviews forum



The tech zone question

Could you live without your mobile? Here are some of your answers!

Yes ✓

I could easily live without it. I've got a really old phone and I don't need another one. I hardly ever use it. People sometimes ring me, but I prefer to chat with friends face to face. Other people in my class play with their mobiles all the time and never actually talk to their friends when they meet!

No ✗

I couldn't live without my mobile. It's the most important thing I own. I do everything with it. I use it every day to update my profile, go on the web, check mail, organise my time, and play games. I rarely call friends because I never have time, but I send text messages about 20 times a day.

- 2 a Read the tips in the **HOW TO** box.
b Find two examples of each tip in the website answers.

HOW TO

use the correct word order

- Start sentences with subject + verb + object (SVO).
- Put adverbs of frequency before the main verb.
- Put expressions of frequency after SVO.
- Put adjectives, including comparatives/superlatives, before nouns.

PRACTISE

- 3 Put the words in order to make sentences. Use the **HOW TO** box to help you.

- games / all day. / I / on my phone / play
I play games on my phone all day.
- send / rarely / text messages. / I
- every / my / I / call / friends / evening. / best
- I'm / at the moment. / for browsing the web / app / using / new / a
- hardly / videos / watch / I / on my phone. / ever

PLAN

- 4 You're going to write an answer to the question in Exercise 1. Use the *Writing plan* to help you prepare.

WRITING PLAN

- 1 **Decide on your answer.**
Could you live without a mobile phone or not?
- 2 **Think of reasons for your answer.**
Why could you or couldn't you live without a mobile?
- 3 **Think about word order.**
Look at the tips in the **HOW TO** box.

WRITE AND CHECK

- 5 Write your answer. Then check it. Tick (✓) the things in the plan.

SHARE

- 6 Swap your answer with people in the class. Are other students' answers similar to yours?

VOCABULARY Applications (Apps)

1 Complete the names of the apps.

The Computer Museum

The first apps

- 1 g _ _ _ s
- 2 m _ _ s
- 3 n _ _ s
- 4 me _ _ _ _ s
- 5 m _ _ _
- 6 v _ _ _ s
- 7 cal _ _ _ _
- 8 cal _ _ _ _ _
- 9 so _ _ _ net _ _ _ _
- 10 app s _ _ _ _

_ / 10

Computer parts

2 The names of the computer parts are all wrong. Write the correct names.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

_ / 8

GRAMMAR Present simple, adverbs and expressions of frequency

3 Choose the correct options to complete the conversation.

- A:** The Computer Museum. How can I help you?
B: Hello. (1) **You / Do you** open at lunchtime?
A: Yes, (2) **we're always / we always are** open at lunchtime.
B: How much (3) **do / does** tickets cost?
A: It's free for children and adults (4) **pay / pays** £5.
B: Is there a restaurant? We'd like to have lunch there.
A: The museum (5) **doesn't / don't** have a restaurant, but the café (6) **normally has / has normally** some sandwiches.
B: Normally?
A: Well, (7) **from time to time we get / we from time to time get** a lot of visitors in the morning, and we (8) **run / runs** out of sandwiches.

___ / 16

Articles: a(n) and the

4 Complete the description with a(n), the or no article (-).

WeAreFriends was one of (1) _____ first internet websites. It was (2) _____ social networking site for (3) _____ teenagers, and when it closed in 1996 it had over 3,000 users around (4) _____ world. The creator of (5) _____ website, (6) _____ student called Steve Watzupi, ran WeAreFriends from (7) _____ small Amstrang computer, and the site closed when his computer stopped working. His house in (8) _____ Oxford is now a museum.

___ / 16

Your score: ___ / 50

SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

- I can understand new words when I read. _____
- I can listen for the main ideas. _____
- I can use lists to help me to organise my time. _____
- I can ask for and give opinions. _____
- I can use the correct word order when I write. _____