



# technology



**KEEPING IN TOUCH** p108



**MAKE A DIFFERENCE** p110



**I TOTALLY DISAGREE** p112



**IS TV BAD FOR KIDS?** p114

## SPEAKING

1 1.1 Talk about things you've done 1 1.2 Talk about future consequences  
1 1.3 Give your opinion 1 1.4 Talk about technology you couldn't live without

## LISTENING

1 1.1 Listen to people talking about how they keep in touch 1 1.3 Listen to a discussion about the internet 1 1.4 Watch an extract from a BBC documentary about giving up television

## READING


1 1.2 Read an article about social media

## WRITING

1 1.1 Improve your use of pronouns 1 1.4 Write your opinion

# BBC

## INTERVIEWS

 How do you feel about technology?





## VOCABULARY

### COMMUNICATION

1 Work in pairs. Ask and answer the questions in the quiz.



### How often do you and your partner do these things?

Write often (O), sometimes (S) or never (N) next to each thing.

	You	Your partner
use your mobile (phone)		
write a blog		
use a video sharing site		
check your email		
send an SMS (text message)		
'chat' online		
update your webpage		
Skype someone		
follow a blog		
share links		
post messages		
use social networking sites		

## LISTENING

2 A 11.1 Listen to four people talking about how they keep in touch. Match each speaker to the type of communication in Exercise 1.

Speaker 1 \_\_\_\_\_ Speaker 3 \_\_\_\_\_  
Speaker 2 \_\_\_\_\_ Speaker 4 \_\_\_\_\_

B What benefits of these communication technologies do the speakers mention? What negative points? Listen again to check.

C Read the sentences from the recording. Do you agree? Discuss with other students.

- I get really annoyed when you're talking to someone ... and they're texting someone else. I think that's really rude.
- Generally, I think technology is wonderful.
- The only problem (with social networking sites like Facebook) is that I keep checking it when I should be working.

## GRAMMAR

### PRESENT PERFECT

3 A Read sentences 1–3 and match them with sentences a)–c) below.

- I haven't learnt how to do it myself **yet**.
  - I've **just** started to use networking sites.
  - We've been to so many places **already**.
- a) I started a few days ago.  
b) We didn't think it was possible to travel so much.  
c) But I hope to learn soon.

B Complete the rules with *just*, *yet* and *already*.

- RULES**
- Use \_\_\_\_\_ in negative sentences or questions, for something you expected to happen before now.
  - Use \_\_\_\_\_ for something that happened a short time ago.
  - Use \_\_\_\_\_ for something which happened before now, or earlier than expected.

▷ page 148 **LANGUAGEBANK**

4 A Make sentences with the prompts. Use the present perfect.

- just / buy / new / I / car  
*I've just bought a new car.*
- sport / not / do / yet / I / week / this / any
- have a baby / just / my best friend
- already / have a holiday / I / this year
- I / my studies / finish / yet / not
- new / James Bond / see / film / already / I
- move / I / house / just
- I / English course / already / next / pay for / my

B Make the sentences true for you.  
*I've had the same car since 1998!*

C Work in pairs and compare your answers.



- 5 Look at the cartoon and the 'Things to do' list. What things has the woman already done? What hasn't she done yet?



call Mum ✓  
check email ✓  
write blog post  
upload photos  
text Jim ✓  
update webpage

- 6 A 11.2 Listen and write the sentences you hear.

B **SENTENCE STRESS** Listen again and repeat, paying attention to the rhythm of each sentence.

## SPEAKING

- 7 A Work in pairs. Look at the things in the box below and answer the questions.

travel abroad start an exercise programme  
write a regular blog learn to play an instrument  
learn to drive a car/motorbike  
create my own webpage

- Which of these have you done already?
- Which haven't you done yet, but would like to do?
- Which have you just done?

B Write a list of five things you want/need to do this week.

C Look at your partner's list. Ask questions to find out what he/she has done already, and what he/she hasn't done yet.

A: I need to organise my holiday.

B: OK. Have you already decided where to go?

A: Yes. But I haven't booked the tickets yet.

### speakout TIP

Every month, write a list of five things you want to do to improve your English, e.g. *watch a film in English, read an English newspaper, write an email*, etc. Check your list at the end of the month to see how many of the things you have done.



## WRITING

### PRONOUNS

- 8 A Read the travel blog. Match the words in bold to the things they refer to in the box.

Izmir the course my new friends (x2) Ahmed (x2)  
my new friends' and my the city centre

*It's big, beautiful and busy, ... It = Izmir*

### Neil's blog

August, Izmir



I've just arrived in Izmir. **It's** big, beautiful and busy, and the people are so friendly. I've only been here for one week and I've made lots of new friends already. Most of **them** are students too, and **they're** new to Izmir. **Our** course hasn't started yet, but I'm really looking forward to **it**.

I'm going to share a flat with another student, Ahmed. I haven't met **him** yet, but **he** sounds nice on the phone. The flat is near the city centre and there are lots of bars and restaurants near **there**, so it should be good for going out at night. More news in September.

[Reply](#) | [Previous Message](#) | [Next Message](#)

- B Underline the correct alternative.

Use pronouns (*it, them, they*, etc.) to avoid repetition of words/to write longer sentences.

- C Rewrite this travel blog. Replace the underlined words with *we, us, it, there, he, them, here, our*, etc.

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Alecia and I have finally arrived in Bucharest, and Alecia and I love Bucharest. We thought we should update you on Alecia's and my tour. Last month we were in Hungary. We had a really good time in Hungary. We met a man called George, who was very friendly. George took us to some wonderful lakes and castles, and we really enjoyed the lakes and castles. The other news is that we have decided to stay in Bucharest for at least two years. We think living in Bucharest will be a wonderful experience for Alecia and me.

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## VOCABULARY

### FEELINGS

**1 A** Work in pairs. Discuss. Do you use social media? Which ones are popular in your country? Do you use them? Why/Why not?

**B** Do you agree with the opinions below?

I tend to use social media sites when I'm **bored** and there's nothing better to do.

Social media makes me feel **nervous**. I'm **uncomfortable** sharing information with people I don't know.

I'm always **amazed** by how much useful information you can find on social media. For me, it's like a learning tool.

I'm **confused** as to why social media is so popular. I'm **worried** that it actually makes people feel **lonely**. Instead of having a few really good friends who they can talk to, young people now have hundreds of 'friends' who they know nothing about.

I'm really **excited** about social media because I think it can help people to change the world.

**C** Work in pairs. Look at the words in bold in the opinions above. Match them with definitions 1–8 below.

- How you feel when you have nothing to do.  
*bored*
- How you feel when you don't understand how something works.
- How you feel when you are alone, and have no friends.
- How you feel when something special is going to happen, and you are happy.
- How you feel when you're unable to relax because you are embarrassed or worried.
- How you feel when you are very positively surprised.
- How you feel when you keep thinking about a problem or something bad that might happen, e.g. you might lose your job.
- How you feel when you worry about something and cannot relax, e.g. before an exam.

**D** Work in pairs and take turns. Student A: think about the last time you were amazed/confused/excited/worried, etc. Tell your partner why you felt like that. Student B: ask for more information.

**A:** *The last time I was really excited was before my birthday party.*

**B:** *Really? What did you do?*

**A:** *I had a barbecue in the garden.*

## Social Media as a Force for Change

For some people, social media might be a good way to keep in touch with friends, chat about the latest music download, or play games with each other. But social media is also being used by young people to change the world. 43 percent of people are 25 years old or younger, and many of these young people use mobile technology. If this generation isn't happy about something, they won't wait for politicians to change it; they'll use social media to change things themselves. These are some examples of how young people from around the world use technology and social media to really make a difference.



## READING

**2 A** Read the introduction to an article and answer the questions.

- What kind of situations do you think people can change by using social networks?
- How do you think they might do this?

**B** Read the rest of the article. Does it mention your ideas?

**C** Work in pairs. Answer the questions.

- How can social media help young people to organise political change?
- What did McKenna Pope want to do? Was she successful?
- How did the Karen Klein foundation start?

**D** Work in pairs. Discuss. Which examples in the article do you think are good uses of social media? Would you use social media for these kinds of things? Why/Why not?



## Social Change

Social media has been very important for political protests and social change around the world. Large groups of people can now quickly organise themselves to protest against governments and use media to show the rest of the world what's happening. Groups like OccupyWallStreet build online communities which try to fight against what they see as an unfair global economy.

## Online Petitions

13-year-old McKenna Pope saw that her younger brother enjoyed cooking and wanted to buy him a toy oven as a present. She went online, but found that she could only buy toy ovens designed for girls. She decided to start an online petition to Hasbro toys asking them to make toy ovens with pictures of boys on the package. In less than a month her petition received 45,000 signatures and Hasbro decided to change the packaging for their ovens.

## Raising Money

When teenage bullies in New York filmed themselves making their school bus driver cry, they uploaded the video to YouTube and it went viral. Max Sidorov, a 25-year-old Canadian man, saw the video and was shocked. He started a campaign using social media to raise money to give the bus driver, 68-year-old Karen Klein, a holiday. He wanted to raise \$5,000. However, within three weeks the campaign raised more than \$600,000. When Karen received the money she used \$100,000 to set up the Karen Klein foundation to try and stop bullying across America.

So, whatever your problem is, if you use social media, you'll find people who will help you change the world.



## GRAMMAR

### REAL CONDITIONALS + IF/WHEN

**3 A** Look at sentences a)–d) and answer questions 1 and 2.

- If you use social media, you'll find people who will help you.
- If we raise enough money, the bus driver **won't** need to work any more.
- When people see what's happening, they **will** be shocked.
- The protests **will** continue **if** they don't change the government.

- Are the sentences talking about the present or the future?
- The sentences are divided into two clauses. What tense is used after the *if/when* clause? What tense is used in the main clause?

**B** Underline the correct alternatives to complete the rules.

#### RULES

- Use real conditionals (*if/when* + present simple + *will*) to talk about the *present/future* consequence of a specific situation.
- Use *if* for a situation which is *likely/certain*.
- Use *when* for a situation which is *likely/certain*.
- The *if/when* clause *can be at the beginning or the end of the sentence/must be at the beginning of the sentence*.

**4 A** Put the verbs in brackets in the correct tense to complete the sentences.

- If you \_\_\_\_\_ (give) me your details, I \_\_\_\_\_ (send) you the photo.
- If people \_\_\_\_\_ (sign) the petition, the company \_\_\_\_\_ (have to) respond.
- When your friends \_\_\_\_\_ (see) the video, they \_\_\_\_\_ (not be) surprised.
- If the situation \_\_\_\_\_ (get) worse, \_\_\_\_\_ you \_\_\_\_\_ (leave) your job?
- If there \_\_\_\_\_ (not be) elections soon, people \_\_\_\_\_ (start) protesting.
- When you \_\_\_\_\_ (see) this picture, I \_\_\_\_\_ (be) in the Canaries!
- If the product \_\_\_\_\_ (be) really good, then people \_\_\_\_\_ (not write) bad reviews.
- If they \_\_\_\_\_ (change) the design, \_\_\_\_\_ you \_\_\_\_\_ (buy) one?

**B** ▶ 11.3 WEAK FORMS: *will* Listen to check. How is *will* pronounced?

*I'll send you the photo.*

**C** ▶ 11.4 Listen and repeat the sentences.

**5 A** Make sentences 1–8 true for you.

- If someone sends me an online petition, ...
- If I'm angry about the government or a big company, ...
- When I next go on holiday, ...
- When I get home this evening, ...
- If I'm hungry later, ...
- If someone invites me to a party, ...
- If I go out this weekend, ...
- If I lose my mobile phone, ...

**B** Work in pairs and compare your answers.

## SPEAKING

**6 A** Work in groups. Think of a situation in your town/city/country which you are not very happy about (lifestyle/politics/business/environment) and discuss the questions. Then make your plan and prepare to present it to other students.

- How could you use social media to try and change the situation? What would you do?
- Could you organise an online petition, or a protest, or try to raise some money?

**B** Listen to the other groups' ideas for social media campaigns, and tell the group about the possible consequences of their actions.



## VOCABULARY

### INTERNET TERMS

- 1** Work in pairs. Look at the internet terms in the box below and answer the questions.

travel website search engine online news  
 social networking site music download site  
 photo sharing site message board

- 1 Do you use/visit any of these?
- 2 Which ones do you visit most frequently?
- 3 Do you think they are useful/not very useful? Why?

## READING

- 2 A** Look at the picture. Do you think that people waste a lot of time on the internet when they should be working? Read the text to find out.



## stop wasting time!

Many of us find it difficult to concentrate on a Friday, so it's no surprise that nearly half of us waste our time at work on a Friday afternoon by looking up funny news articles on the internet, watching silly cat videos, or planning our next holiday. But unfortunately the problem isn't just a Friday problem. People are wasting more and more time being distracted by the internet and social media when they should be working or studying. A report has shown how computer users waste up to eight days a month on the internet. Most of the people who were questioned said they were distracted 'all or most of the time' when they work or study online. The study showed that the internet can be bad for relationships too, as people argue with their partners who spend too much time in front of their computer or mobile device. Luckily, there is a simple answer to the problem: get off the internet and get on with life.

**B** Answer the questions.

- 1 What is the problem with Friday afternoons?
  - 2 What kind of distractions does the article talk about?
  - 3 How much time do people waste not working?
  - 4 Why is the internet bad for relationships?
- 3** Work in pairs. Discuss. Do you think being on the internet is a good way to spend your free time or do you think people spend too much time on the internet?

## FUNCTION

### GIVING OPINIONS

- 4** **11.5** Listen to three people discussing the internet. Are the statements true (T) or false (F)?

- 1 The men both use the internet at work.
- 2 The woman thinks people shouldn't use the internet when they are at work.
- 3 The men both think that the internet is a waste of time.
- 4 The woman says some people prefer the internet to sport.


- 5 A** Look at statements 1–6. Tick the ideas that are mentioned in the recording.

Surfing on the internet is:

- 1 addictive. Some people can't stop using it.
- 2 bad for relationships.
- 3 dangerous. You can meet dangerous people on the internet.
- 4 good when you want a break from work.
- 5 causing people to fail their university degrees because they spend too much time on social networking sites when they should be studying.
- 6 a waste of time.

**B** Listen again to check.



**6 A**  **11.6** Listen and complete the phrases in the table.

agreeing	disagreeing	giving an opinion
That's _____ _____ true	I totally _____ I'm not _____ about that	I _____ I _____ think

**B** Look at audio script 11.5 on page 175. Underline the phrases for agreeing, disagreeing and giving opinions. Find one more phrase to add to each column in the table above.

 page 148 **LANGUAGEBANK**

**7 A** Find and correct the mistakes in the conversations below. There is a mistake in each response.

- A:** Everyone should learn a second language.  
**B:** I think too. It's very useful.
- A:** It's not polite to arrive late for an appointment.  
**B:** That true. I always arrive on time.
- A:** It's good to ask as many questions as possible in class.  
**B:** I'm not sure by that. Some students ask too many questions.
- A:** It's best to live in a hot sunny country.  
**B:** So definitely. Everybody loves the sunshine.
- A:** Children should study for exams from the age of six.  
**B:** I am totally disagree. No child under ten should have to study for an exam.
- A:** Everyone loves classical music.  
**B:** I don't think. Most people like pop music.

**B** Work in pairs. Student A: read out A's opinions. Student B: respond with your own opinion. Then change roles.

## LEARN TO

### DISAGREE POLITELY

**8 A** Look at the responses in 1–5 below. Which do you think is more polite? Tick A or B.

- A:** I'm sorry, but I really don't see what the problem is.  
**B:** I really don't see what the problem is.
- A:** I disagree.  
**B:** I'm not sure about that.
- A:** I don't think it's a waste of time at all.  
**B:** It's not a waste of time.
- A:** That's true, but I don't think the problem is the internet.  
**B:** The problem is not using the internet.
- A:** I totally disagree.  
**B:** I'm afraid I totally disagree.

**B**  **11.7 POLITE INTONATION** Listen to check your answers. Notice the intonation. What does the speaker do to sound polite?

**C** Work in pairs. Practise saying the phrases using polite intonation.

### speakout TIP

Use language carefully when you disagree. Don't be too direct. Use phrases like *I'm sorry, but ...*, *I'm afraid ...*, *I'm not sure ...* and *I don't think ...*

## SPEAKING

**9 A** Choose two or three statements below. Do you agree/disagree? Write your opinion in a few words.

**B** Work in groups and compare your ideas.

You shouldn't believe what you read on the internet.

The internet has made the world a better place.

A lot of the technology we use is not necessary.

It's better to talk to someone than to send them a text message.

Downloading songs for free is OK.

Online books will mean the end of bookshops.

Everybody in the world should have a computer.





## DVD PREVIEW

- 1** Work in pairs. Discuss. Which of the things in the box do you own? Which do you use every day? Which items you use are the most useful? Rank the items.

smart phone laptop TV DVD player  
microwave tablet digital camera

- 2 A** Work in pairs. What numbers do you think complete 1–5 in the quiz below? Check the answers on page 166.

## Did you know...?

- 1 In the USA a child watches TV for an average of \_\_ hours a day.
- 2 In parts of the UK, more than \_\_ percent of primary school children have a TV in their bedroom.
- 3 The average person spends \_\_ years eating and \_\_ years watching TV.
- 4 Children under three years old who watch more than \_\_ hour(s) of TV a day may have problems concentrating at school when they are older.
- 5 In the USA some families spend only \_\_ minutes a week having meaningful conversations with their children. Those children spend \_\_ minutes a week watching TV.

- B** Discuss. How many hours do you spend watching TV per week? Do you think this is OK/too much/not enough?

- 3** Read the programme information and answer the questions.

- 1 What do you think the children will do when their televisions and video games are taken away?
- 2 How do you think the parents will feel during the experiment?

 **Panorama:**  
**Is TV Bad For Kids?**

BBC

*Panorama* is a BBC documentary series that looks at important issues. In this programme Jeremy Vine does an experiment in the UK: for two weeks several families have to live without televisions, computers and video games. Can they survive? What can we learn from the experiment? Watch to find out.



## DVD VIEW

- 4** Watch the DVD. Were your ideas in Exercise 3 correct?

- 5** Watch the DVD again. Are the sentences true (T) or false (F)?

- 1 Children who watch too much TV get fat.
- 2 The programme *Panorama* went to a secondary school in Manchester.
- 3 They took the microwaves out of the homes of half the children in the class.
- 4 They gave the children a camera to record what happened.
- 5 The parents had to work a lot harder when there were no TVs.
- 6 After the experiment, the families watched the same amount of TV as before.

- 6** Work in pairs and answer the questions.

- 1 What do you think of the experiment? Do you think it was a good idea?
- 2 How do parents keep their children entertained in your country?





## speakout technology

**7 A** **11.8** Listen to people talking about essential gadgets. Write them in the correct column.

speaker	essential	not essential
1	<i>smart phone</i>	<i>television</i>
2		

**B** Listen again and tick the key phrases you hear.

### KEYPHRASES

- That's essential.
- I love it.
- I use it [all the time/every day] ...
- I couldn't live without ...
- It's good/important because ...
- I don't go anywhere without it/I take it everywhere.
- I need it in case ...
- I suppose I don't need ...
- I can live without ...
- It's very useful.

**C** Decide which gadgets are essential/not essential for you. Think about why you need them. Make some notes. Use the key phrases to help you.

**D** Work in groups. Tell your group why you need the gadgets you chose. Which are the most popular?

## writeback a web comment

**8 A** Read the comments. Do these people think technology is good or bad? Why?

PEOPLE FORUM TOPIC

Archive

### Is technology a good or a bad thing?

How have computers, the internet, email and mobile phones changed your life? Have they changed the way we do business? Are there good and bad things about technology? What do you think?



**Shantanu, USA/India**

reply – Most people say technology has made our lives very fast and very convenient. But I don't think so. The fact is that it has also made us very lonely. We interact with machines for 8–10 hours a day and spend less than 2–3 hours interacting with other humans.



**Jake, UK**

reply – It seems to me that technology is a good thing. It allows me to find out what is **really** happening in the world, not just what the media want me to believe. The problem is that some governments want to control what is available on the internet too.

**B** Write your own comment using the structure below.

It seems to me that technology \_\_\_\_\_.  
 Most people say \_\_\_\_\_. But I'm not sure about that/I don't think so. In my opinion, \_\_\_\_\_.  
 For example, \_\_\_\_\_.  
 The fact is that/The problem is that \_\_\_\_\_.  
 Finally, \_\_\_\_\_. Technology \_\_\_\_\_ my life.





## V COMMUNICATION

### 1 A Complete the words.

- 1 Can you remember life without a m\_b\_l\_ph\_n\_? Do you use one every day?
- 2 Do any of your friends have a w\_b\_p\_g\_?
- 3 Do you prefer to speak to someone on the phone or send an S\_S (t\_xt m\_ss\_g\_)?
- 4 What kind of l\_nks do you find interesting?
- 5 Are there any bl\_gs that you read regularly? Why do you like them?
- 6 Do you like to ch\_t online?

**B** Work in pairs and take turns. Ask and answer the questions.

## G PRESENT PERFECT

### 2 A Write answers to 1–6 in the circle below.

- 1 The name of something you have just bought.
- 2 The name of something you would like, but you haven't bought yet.
- 3 Somewhere you have already spent a lot of time.
- 4 Somewhere you haven't been to yet, but you plan to.
- 5 Something you have just finished (a book/a course, etc.).
- 6 Something you have done already today.



**B** Work in pairs and take turns. Look at each of the words/phrases in your circles. Ask for more information.

**A:** A new car ... Have you just bought one?

**B:** That's right.

**A:** What kind of car did you buy?

**B:** A Peugeot.

## V FEELINGS

### 3 A Complete the sentence in different ways using the words in the box.

nervous	lonely	bored
uncomfortable	confused	worried
amazed	excited	

I feel \_\_\_\_\_ when ...

*I feel nervous when I have to do an exam.*

**B** Work in pairs. Discuss. What do you do in each situation to make yourself feel better?

## G REAL CONDITIONALS + WHEN

### 4 A Match 1–6 with a)–f) to make sentences.

- 1 If you break a mirror,
  - 2 If you walk under a ladder,
  - 3 If you find a penny on the floor,
  - 4 If you eat an apple a day,
  - 5 If you give away a wedding present,
  - 6 If a baby is born at 12 o'clock,
- a) it will keep the doctor away.
  - b) he/she will be very lucky when he/she grows up.
  - c) paint might fall on your head.
  - d) your marriage will fail.
  - e) you will have seven years' bad luck.
  - f) you will have good luck all day.

**B** Work in pairs. Discuss. Do you have the same superstitions in your country? What other superstitions are there?

### 5 A Write down three things that might happen to you in the next six months.

*I might find a job abroad.*

**B** Work in pairs. Discuss the possible consequences.

**A:** I might find a job abroad.

**B:** What will happen if you do that?

**A:** I'll have to move house.

## F GIVING OPINIONS

### 6 A Put the words in the correct order to complete the conversations.

#### Conversation 1

**A:** I think video sharing sites are bad for children.

**B:** totally / disagree / afraid / I / I'm

#### Conversation 2

**A:** Nobody should eat meat.

**B:** not / that / I'm / about / sure

#### Conversation 3

**A:** all / drugs / my / be / opinion / should / in / legal

**B:** I'm sorry, but I don't think that's a good idea.

#### Conversation 4

**A:** I really think teachers should be paid more money.

**B:** right / that's / so / too / think / I

#### Conversation 5

**A:** government / do / the / better / next / think / be / you / will?

**B:** Definitely!

#### Conversation 6

**A:** Children under the age of ten shouldn't have a mobile phone.

**B:** so / think / I / don't

#### Conversation 7

**A:** I can never find anything I want to watch on television. It's all rubbish.

**B:** agree / true / that's / I

#### Conversation 8

**A:** Policemen should all carry guns.

**B:** totally / I / disagree

**B** Work in pairs and take turns. Practise the conversations. Give your own opinions and remember to use polite intonation.

**A:** I think video sharing sites can be dangerous.

**B:** Yes, I agree. Anyone can upload videos of illegal things.