

# 1

## Tech life



### WDYT?

(What do you think?)

Does technology make the world better? How?

**Vocabulary:** abilities; technology nouns; adjectives

**Grammar:** can and can't; can: questions and short answers; comparative adjectives; possessive pronouns

**Reading:** a web page about amazing robots

**Listening:** a talk about technology

**Speaking:** giving instructions

**Writing:** an ad

**Project:** design a robot to solve a problem



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

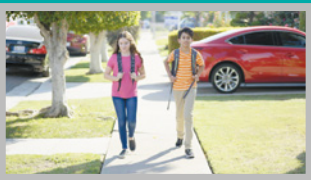
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LIVES:

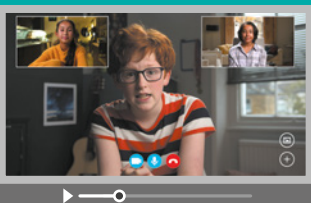
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Video skills p7



Real-world speaking p13



Project pp16-17

### Abilities

**1** Think of a video game you know where you do each of the actions in the box.

call a friend   cook   dance   play (a musical instrument)  
play (soccer, etc.)   run   sing   walk

*Play a musical instrument: Guitar Hero™*

**2** Complete the questions with some of the verbs in exercise 1.

- Which people in your family \_\_\_\_\_ dinner?
- Do you \_\_\_\_\_ the piano, the guitar or another musical instrument?
- Do you \_\_\_\_\_ songs in the shower?
- How fast can you \_\_\_\_\_ 100 meters?
- Which do you prefer to \_\_\_\_\_ : tennis or hockey?
- Do you usually \_\_\_\_\_ your friends or text them?



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_



13 \_\_\_\_\_



14 \_\_\_\_\_

- 3 Look at the symbols from a video game. What abilities do the characters have? Match abilities 1–14 with the words in the box.

add carry catch clean climb  
fly jump repair send speak  
spell talk tell stories wash

- 4 Circle the correct option.

- |                            |  |
|----------------------------|--|
| 1 talk/jump to your friend | 5 spell/tell stories to your little cousin |
| 2 clean/speak a language   | 6 add/carry numbers                        |
| 3 repair/wash your face    | 7 fly/send a plane                         |
| 4 climb/jump a mountain    | 8 add/repair a bike                        |
|                            | 9 carry/jump into a swimming pool          |

- 5 1 Add the missing verbs in the quiz and circle the correct option. Then listen and check.

- 1 If you \_\_\_\_\_ all the numbers from 1 to 100, the answer is **500/5,050/55,000**.
- 2 People \_\_\_\_\_ the word 'color' C-O-L-O-R in **the UK/Australia/the USA**.
- 3 World record holder, Ronald Sarchian can \_\_\_\_\_ **52/72/92** tennis balls in one minute.
- 4 A typical American \_\_\_\_\_ and receives **34/64/94** text messages every day.
- 5 Ebin George from India can \_\_\_\_\_ **17/27/37** musical instruments, including the violin, piano and guitar.
- 6 Ziad Fazah from Liberia can \_\_\_\_\_ **19/39/59** languages!
- 7 **A kangaroo/A dolphin/A flea** can \_\_\_\_\_ 200 times its body length.
- 8 It takes about three **weeks/months/years** to \_\_\_\_\_ all of the Burj Khalifa's 24,000 windows.

## VIDEO SKILLS



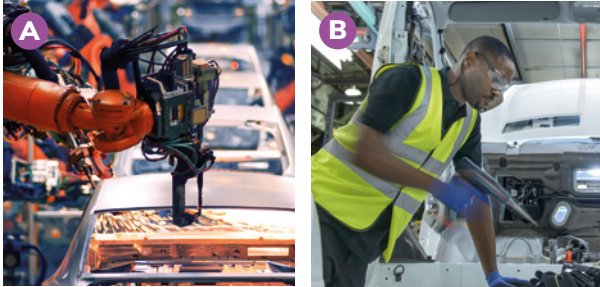
- 6 Watch the video. What does the narrator make?
- 7 Work in pairs. Answer the questions.
  - 1 Why do people watch 'how to' videos like this?
  - 2 Why do we only see the vlogger's hands in this video?
  - 3 Videos are a great way to learn how to make things.' Do you agree or disagree?

A web page

1 Work in pairs. Write all the ability verbs and phrases you can remember. You have one minute!

*add numbers, ...*

2 Work in pairs. What are the similarities and differences between the photos?



3 Look at the photos on the web page. Which abilities in exercise 1 do you think each robot has? Then read the text quickly and check.

I think robot A runs.

Really? I don't. But I think it walks.

**Subskill: Reading for specific information**

Before you read again, write words you think are in the text to help you find information, e.g. car, kitchen, piano, parts.

4 2 Read and listen to the web page. Complete the table with the names and abilities of the robots in the article.

Robot	Abilities

**CELEBRITY CORNER**



Oscar Isaac and robot BB-8 work together in *Star Wars: the Last Jedi*. Which other robots are in *Star Wars*?

5 Are the sentences true or false? Correct the false sentences.

- Walker can move in different ways.
- The Moley Robotic Kitchen has a body.
- The Moley Robotic Kitchen only cooks meals.
- Lindsey works in a café.
- Most robots are cheap.
- Nybble costs less than other robots.

6 **Word work** Match the definitions to the words in bold in the text.

- a person who helps visitors and gives information \_\_\_\_\_
- an adjective that means you want to eat \_\_\_\_\_
- an animal that lives in your home as part of your family \_\_\_\_\_
- people who buy things in stores \_\_\_\_\_
- have a particular price \_\_\_\_\_
- you use these to walk up and down in a building \_\_\_\_\_

7 Complete the sentences with words from exercise 7.

- We don't have a \_\_\_\_\_; Mom doesn't like animals.
- A:** How can I go up to the clothes department?  
**B:** The \_\_\_\_\_ are over there.
- I'm very \_\_\_\_\_. Why don't we get a sandwich?
- This bike \_\_\_\_\_ \$800 – it's very expensive.
- There aren't any \_\_\_\_\_ in the stores today.
- I'd like to visit the old part of town. Why don't we go with a \_\_\_\_\_?

**CRITICAL THINKING**

**SUPER SKILLS**



- Remember** Which of the robots in the text do you think are useful?
- Analyze** Which of these things are advantages of robots? Which are disadvantages?
  - Robots cost a lot of money.
  - Robots learn quickly.
  - Robots don't get tired.
  - Robots can do dangerous or boring jobs.
  - Robots can become more intelligent than people.
  - Robots can't do a lot of things that people can do.
- Evaluate** What do you think: is it a good idea to have robots? Why?

# Amazing ROBOTS!

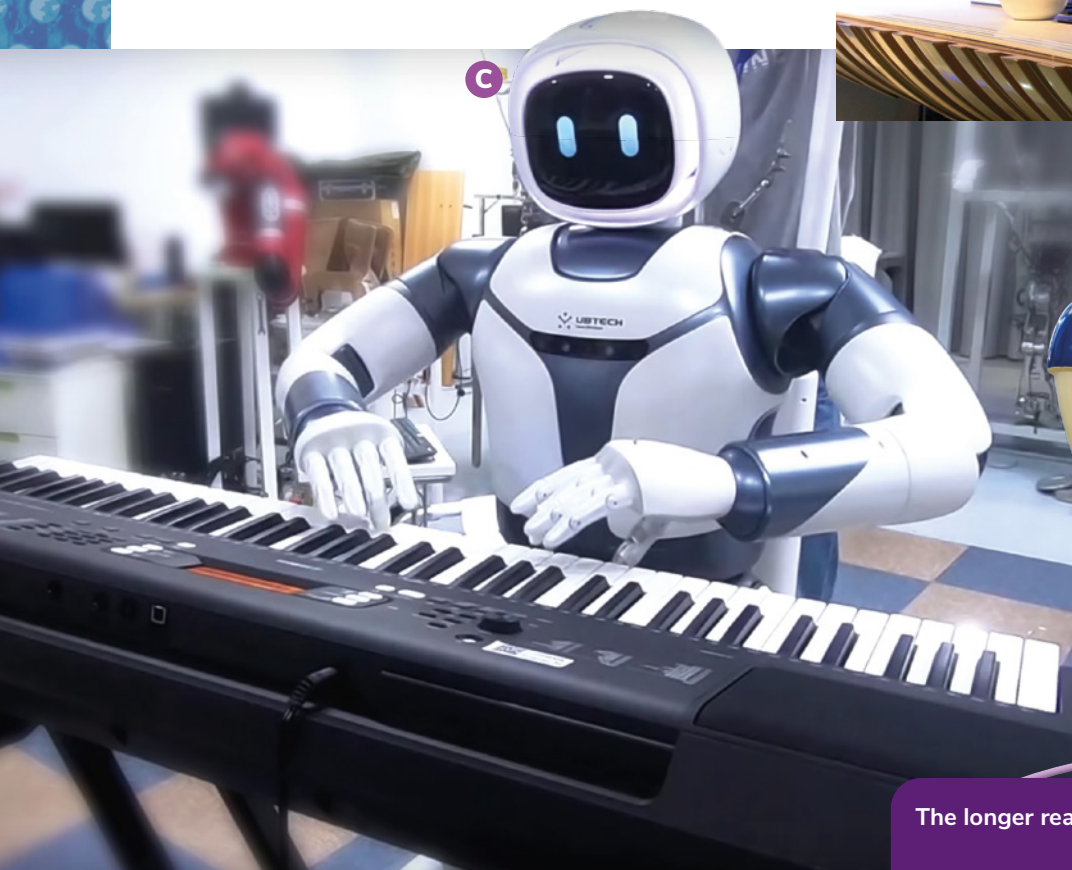
**There are many different types of robots today – here are four of our favorites.**

Our first robot is Walker. What can Walker do? Well, he can walk, of course, but Walker can also dance, climb **stairs** and prepare drinks. He also has some cool musical abilities: he can't sing, but he can play the piano!

It's dinner time and you're feeling **hungry**. You'd like to eat your favorite spaghetti dish, but you don't want to cook today. What can you do? You can use the Moley Robotic Kitchen. These robot arms can prepare your favorite meal and then clean the kitchen while you eat!

And this is not the only working robot. Visit Lincoln Museum in England and you can meet a robot **guide**: Lindsey. She answers visitors' questions and gives information about the things in the museum. And there's a **café** in Istanbul where robot waiters serve the **customers**!

If your parents don't want an animal in the house, why not ask them for a robot **pet**? Most robots **cost** thousands of dollars, but can you have a robot pet for less money? Yes, you can. Nybble is a robot cat and it can walk, run and climb. But the most important thing is that you can make Nybble yourself and it only costs \$200.



## can and can't

## 1 Read the examples and add them to the table.

You **can** meet a robot guide.  
Walker **can't** sing.

Affirmative/Negative		
Subject	can	base form
She	can	play the guitar.
<b>1</b>	<b>2</b>	<b>3</b>
Subject	can't (cannot)	base form
They	can't	swim.
<b>4</b>	<b>5</b>	<b>6</b>

## 2 Circle the correct option to complete the rules.

- After can, we **use/don't use** another verb.
- We use the infinitive **with/without** to after can.
- After he/she/it, can **ends/doesn't end** in -s.
- We form the negative with **don't can/can't** + base form.

## 3 Write affirmative and negative sentences with the information in the table.

	speaks French	drives a car	cooks a meal
I	(+)	(-)	(-)
You	(-)	(-)	(+)
Joel	(-)	(+)	(-)
Lisa and Joe	(+)	(-)	(-)

*I can speak French.*

## 4 Complete the text with can/can't and the verbs in parentheses.



In the robot band Z-Machines, Ashura plays the drums. He **1** \_\_\_\_\_ (talk -) to his fans, but he **2** \_\_\_\_\_ (play +) very well because he's got 22 arms! The guitarist, Mach, **3** \_\_\_\_\_ (sing +) and he **4** \_\_\_\_\_ (make +) the same sound as eight human musicians because he's got 78 fingers! The robots **5** \_\_\_\_\_ (write -) music, but they **6** \_\_\_\_\_ (play +) and never get tired!

## can: questions and short answers

## 5 Read the examples and add them to the table.

What **can** Walker do?  
**Can** you have a robot pet? Yes, you **can**.

Yes/No questions			
Can	subject	base form?	
Can	he	fly a plane?	
<b>1</b>	<b>2</b>	<b>3</b>	
Yes/No,	subject	can/can't	
No,	he	can't.	
<b>4</b>	<b>5</b>	<b>6</b>	
Wh- questions			
Question word	can	subject	base form?
What sport	can	you	play?
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

## 6 Write complete questions.

- play a musical instrument?  
What instrument / play?  
*Can you play a musical instrument?*  
*What instrument can you play?*
- run 100 meters?  
How fast / run / it?
- cook?  
What type of food / cook?
- your best friend / speak another language?  
Which language / speak?
- your mom or dad / play a video game well?  
Which game / play?

## 7 Work in pairs. Ask and answer the questions in exercise 6.

## 8 Answer the question to solve the Brain teaser.

**B R A I N TEASER**

16	06	68	88		98
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Can you find the missing parking space number?

### Technology nouns; adjectives

1 Match objects A–H in the photos with the words in the box.

camera charger keyboard laptop  
screen speaker tablet touchpad

DEALS TV & AUDIO COMPUTING GAMING CAMERAS PHONES

**AMAZING DEALS!** SHOP NOW >

2 Work in pairs. Which objects do you use?

I use my brother's laptop.

I use a laptop, but I never use a tablet.

3 Match adjectives 1–4 with their opposites a–d.

- |             |             |
|-------------|-------------|
| 1 cheap     | a slow      |
| 2 difficult | b light     |
| 3 fast      | c expensive |
| 4 heavy     | d easy      |

4 Describe the objects in exercise 1 using the adjectives in exercise 3.

*The laptop is fast.*

### A talk

5 Look at photos 1–3. What are the objects? What do you think they can do?



6 Listen to a talk about technology. The speaker talks about the objects in exercise 5. Write the order that he talks about them.

#### Subskill: Completing a table

Sometimes you need to choose more than one answer. Keep listening to all the information.

7 Complete the table. Listen again and check all the things that you can do with each object.

You can ...	Watch	Camera	Keyboard
wear it	✓		
talk to friends			
watch movies			
walk and write messages			
take photos			
use the internet			
make videos			

8 Work in pairs. Which object in exercise 5 would you like to have? Say why.

I'd like the keyboard. I write a lot of messages.

Really? I'd like the ...

## Comparative adjectives

- 1** Read the examples. Circle the correct option to complete the rules.

This camera is **smaller** than a golf ball.  
 This is **better** than a phone. The screen is **bigger**.  
 An old camera is **heavier** than a new camera.  
 New technology isn't **more expensive**.

- 1** We use comparative adjectives to compare **two/three or more** things.  
**2** After comparative adjectives, we use **that/than**.
- 2** Write the comparative adjectives and adjectives in exercise 1.  
*smaller – small*
- 3** Match rules a–e with the comparative adjectives in exercise 2.
- a two-syllable adjectives ending in -y → -y + -ier
  - b one-syllable adjectives → + -er
  - c adjectives with two or more syllables → more + adjective
  - d some adjectives have an irregular comparative  
*bad – worse*
  - e one-syllable adjectives ending in one vowel + one consonant (but not ending in -w or -y) → double the final consonant + -er
- 4** Write the comparative form of the adjectives in the box.

~~beautiful~~ cheap difficult easy fast  
light new old slow thin

*beautiful – more beautiful*

- 5** Write sentences to compare the two objects.

	
<b>1</b> 2.5 kilos	1 kilo
<b>2</b> 15"	9.5"
<b>3</b> easy to use **	easy to use ****
<b>4</b> \$350	\$240
<b>5</b> good	excellent

*1 The laptop is heavier than the tablet.*

## Possessive pronouns

- 6** Read the examples. Match subject pronouns 1–6 with the possessive pronouns.

I use **mine** to talk to friends. (= my phone)  
 Their camera is better than **ours**. (= our camera)

### Possessive pronouns

hers his mine ours theirs yours

- 1** I   **2** you   **3** he   **4** she   **5** we   **6** they  
*1 I – mine*
- 7** Complete the sentences with possessive pronouns.
- Is this your tablet? It isn't \_\_\_\_\_. Maria has a tablet like that. Perhaps it's \_\_\_\_\_.
  - That's Toni and Ben's computer. And the charger is \_\_\_\_\_, too.
  - I don't have a laptop, but my dad has one. I often use \_\_\_\_\_.
  - I really like your phone. My phone is old, but \_\_\_\_\_ is new.
- 8** Circle the correct option.

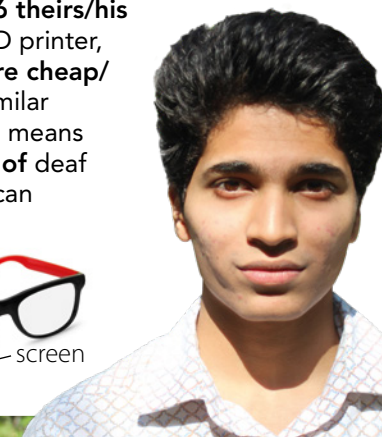
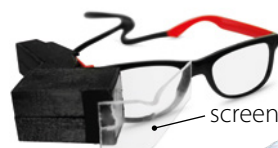
## GRAMMAR ROUND-UP

**1 2 3 4**

Madhav Lavakare **1 is/are** a teenager from India. He **2 go/goes** to school every day, and he also invents things using technology. He **3 has/have** some great ideas!

These glasses are one of them. They're for people who can't hear! There **4 's/are** a small computer on the glasses. When a person speaks, the words appear on a screen in front of the glasses, and the deaf person can **5 read/to read** them.

Madhav makes **6 theirs/his** glasses with a 3D printer, so they're **7 more cheap/cheaper** than similar technology. This means that **8 any/a lot of** deaf people in India can buy them.





## Giving instructions

**1** Work in pairs. What can you do? Is it easy or difficult?

- 1 make a website    3 share photos on social media
- 2 use a 3D printer    4 download an app

**2** Match instructions 1–4 with pictures A–D.

- 1 Click on 'save'.    3 Go to a website.
- 2 Press 'print'.    4 Open a file.

**3** Watch the video. What are the instructions for?

**4** Watch again. Which Key phrases do you hear?

**5** Complete the dialogue with the Key phrases. Watch again and check.

**6** Create your own dialogue. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

Choose instructions to write. Choose one of the options in exercise 1 or use your own idea.

#### PREPARE

Prepare a dialogue. Include Key phrases for asking for and giving instructions.

*How do you ... ?*

#### PRACTICE

Practice your dialogue. Take turns to ask for and give instructions.

#### PERFORM

Act out your dialogue for the class.

**7** Peer review Listen to your classmates and answer the questions.

- 1 Are the instructions clear?
- 2 How many Key phrases do they use?

**Kelly**

Hey, guess what! My dad has a new 3D printer.

**Connor**

Really?

**Kelly**

Yes, it's better than a normal printer. You can make objects with it.

**Connor**

Wow! **1** \_\_\_\_\_ do you do that?

**Kelly**

Well, **2** \_\_\_\_\_ go to a website and choose a model. Then click on 'save'.

**Connor**

**3** \_\_\_\_\_ next?

**Kelly**

**4** \_\_\_\_\_ you open the file on your computer, and select the printer.

**Connor**

Right.

**Kelly**

And **5** \_\_\_\_\_, send the instructions to the printer, and click print!

**Connor**

Can you **6** \_\_\_\_\_?

**Kelly**

Sure. Come on.

### Key phrases

#### Asking for instructions:

How do you ... (make an object on a 3D printer/make a website/share photos ...)?

What's next?

Can you show me?

#### Giving instructions:

First, (go to) ...

Then, (click on) ...

Next, (open) ...

(And) finally, (click) ...




My dad **has** a new 3D printer. (US) → My dad's **got** a new 3D printer. (UK)

**Click** print! (US) → **Press** print! (UK)



Technology ▾
Price ▾
Condition ▾
Location ▾
🔍

Laptop for sale!




This laptop is perfect for students! You can use it to do homework and play games. It's smaller and lighter than other laptops. The touchpad and the keyboard are easy to use. It's a beautiful blue color, and it comes with a free charger.

It's only two years old and it's in excellent condition.  
**You can buy it now for only \$75. It's a bargain!**

Friday February 24th
👁️ 97 ❤️ 4

Portable speaker




Are you a music fan? Then this speaker is for you. It's small, but the sound quality is better than you get from a bigger speaker. You can connect it to your computer, tablet or phone. It's lighter than other speakers, so you can carry it from room to room. It's only six months old, and it comes with a book of instructions.


**Color: black**  
**Price: \$40**

Wednesday March 9th
👁️ 130 ❤️ 5


Portable charger



Sony PlayStation 4 game console



### An ad


- 1  **Work in pairs. Answer the questions.**
  - 1 What are the objects in the photos?
  - 2 What type of website is this?
- 2 **Read the ads. Would you like to buy one of these things? Why/Why not?**
- 3 **Read the ads again. Complete the table for the laptop and the speaker.**

	Laptop	Speaker
Who is the object good for?		
What are the good things about it?		
What color is it?		
How old is it?		
What is the price?		

### ▶ Subskill: Spelling

It's important to use correct spelling when you write. Think about:

- silent letters, e.g. cam(e)ra
- double letters, e.g. thinner
- pronunciation and spelling, e.g. cheap /i/, screen /i/

- 4  **4** Close your books. Listen and write the words you hear.
- 5 **Find the words in the ads and check their spelling.**
- 6 **Correct one spelling mistake in each sentence.**
  - 1 This phone isn't difficult to use.
  - 2 The speakers are fourteen years old.
  - 3 You can write to me at this adress.
  - 4 This laptop is heavyer than other laptops.
  - 5 You can take fotos with this phone.

**7** Write an ad for an object you want to sell. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

Choose an object to sell. You can use one of the objects in exercise 1 or another object, e.g. a cell phone, a tablet, a bike, a bag.

#### PREPARE

**1** Make notes about the object. Answer the questions in exercise 3.

*It's a phone.*

*It's good for students, for ...*

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**2** Look at the ad in exercise 2. Find phrases that you can use in your ad.

*... for sale!*

*It's in excellent condition.*

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#### WRITE

Write your ad. Remember to use:

- *can/can't*
- adjectives to describe the object
- comparatives

#### CHECK

Read your ad. Answer the questions.

- Do you say what you can do with this object?
- Do you compare the object to other similar objects?
- Is your spelling correct?

**8** **Peer review** Work in groups. Read your classmates' ads. Which object do you want to buy? Why?

## Grammar

### can and can't

We use *can/can't* to talk about ability.

After *can/can't*, we use the base form of the verb without *to*. There's no *-s* with *he/she/it*.

*He can sing.*

*I can't fly a plane.*

### Questions and short answers

To make a question, use: (Question word) + *can* + subject + base form.

*Can you draw? Yes, I can./No, I can't.*

*What can you do?*

### Comparative adjectives

We use comparative adjectives to compare two things.

After comparative adjectives, we use *than*.

*This phone is smaller than that phone.*

*This printer is more expensive than other printers.*

To make a comparative adjective:

For one-syllable adjectives, add *-er* *smaller, lighter*

For most one-syllable adjectives ending in consonant + vowel + consonant (not ending in *-w*), double the final consonant and add *-er* *bigger, hotter, thinner*

For two-syllable adjectives ending in *-y*, omit the *y* and add *-ier* *heavier, easier*

For adjectives with two or more syllables, use *more* + adjective *more expensive, more difficult*

Some adjectives have irregular comparative forms

*good* → *better*, *bad* → *worse*

### Possessive pronouns

We use a possessive pronoun to talk about possession when there is no noun after it.

*Is this David's phone? No, it's mine.*

*Is that Katy's laptop? Yes, it's hers.*

Subject pronoun	I	you	he	she	we	they
Possessive pronoun	mine	yours	his	hers	ours	theirs

## Vocabulary

### 5 Abilities

add, call a friend, carry, catch, clean, climb, cook, dance, fly, jump, play (a musical instrument), play (soccer), repair, run, send, sing, speak, spell, talk, tell stories, walk, wash

### 6 Technology nouns

camera, charger, keyboard, laptop, screen, speaker, tablet, touchpad

### 7 Adjectives

cheap, difficult, easy, expensive, fast, heavy, light, slow

# 1

# Project

## WDYT? (What do you think?)


Does technology make the world better? How?

**TASK:** Design a robot to solve a problem.

### Learning outcomes

- 1 I can design a robot and explain the problem that it solves.
- 2 I can find new solutions to problems.
- 3 I can use appropriate language from the unit.

Graphic organizer → Project planner p60

- 1**  Watch a video of students practicing their presentation. What problem does the robot solve?



### STEP 1: THINK ●●●●

- 2** Complete the notes. Write the phrases in the box in the correct place.

in her kitchen    David's grandmother, Elena  
she's short and can't get things from high places  
when she wants to cook a meal

#### THE PROBLEM

Who? **1** \_\_\_\_\_ Where? **3** \_\_\_\_\_  
What? **2** \_\_\_\_\_ When? **4** \_\_\_\_\_

- 3** How does Long Arm Luke solve the problem? Match 1–4 with a–d.

- |   |                                     |
|---|-------------------------------------|
| 1 Elena can give                          | a than other robots.                |
| 2 It's small and moves                    | b instructions and the robot helps. |
| 3 It's plastic and it's lighter           | c she's more independent.           |
| 4 It's easier for Elena to get things and | d on wheels.                        |

### STEP 2: PLAN ●●●●

- 4** Work in groups of three. Think of a problem and make notes. Use the questions in exercise 2 to help you.
- 5** Read the tips in the Super skills box and practise saying the Key phrases with your group.

#### CREATIVITY

#### SUPER SKILLS



#### Finding new solutions to problems

##### Tips

Work together and listen to everyone's ideas.

Use your imagination.

Remember – your ideas need to solve the problem!

##### Key phrases

*What do you think?      Don't forget ...*  
*Let's listen to (Jon).      That's a good idea.*  
*Why don't we (+ verb)?      That's great!*

- 6** Work together to design a robot that can solve your problem. Use the tips and Key phrases in the Super skills box.

### STEP 3: CREATE ●●●●

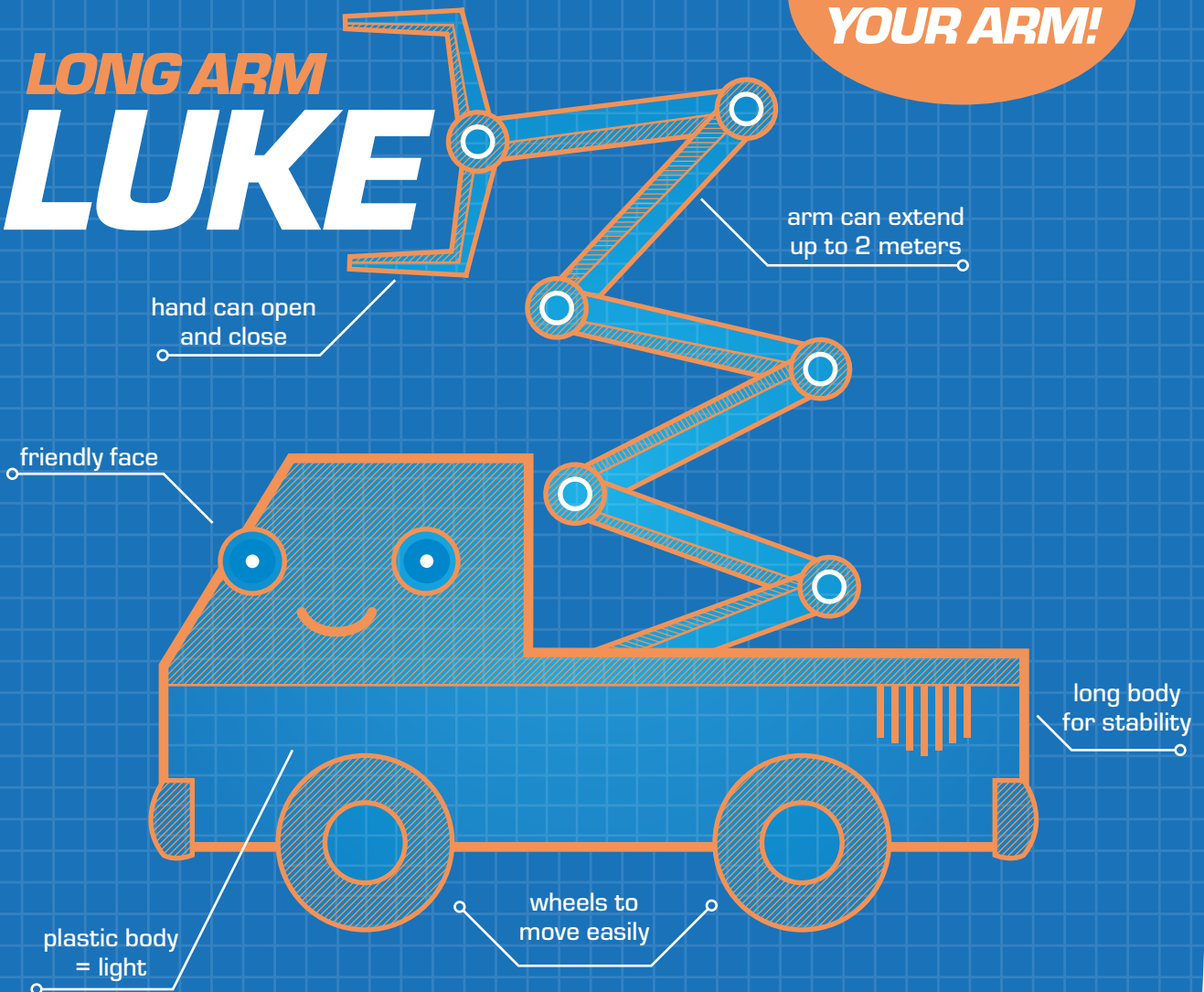
- 7** Read the *How to ...* tips on p60 and prepare your presentation.

- Slide 1: Explain the problem.
- Slide 2: Introduce your robot.
- Slide 3: Give more information, e.g. a description of the robot's abilities.
- Slide 4: Say how it solves the problem.

## Model project

# LONG ARM LUKE

**EXTEND  
YOUR ARM!**



**1**

## FINAL REFLECTION

### STEP 4: PRESENT

**8 Peer review** Give your digital presentation and listen to other groups' presentations. As you listen, answer the questions.

- 1 Do you think the robot is a good solution to the problem?
- 2 Ask a question about the robot.
- 3 What differences are there between your robots?

#### 1 The task

Is the digital presentation clear and attractive?



Can you explain your robot clearly?



#### 2 Super skill

Do you find new solutions to the problem? Give examples.



#### 3 Language

In your presentation, do you use language from the unit? Give examples.

