

# cool tech

**Grammar** Defining relative clauses  
First conditional and future time clauses

**Vocabulary** Machines and how they work

**Phrases** Giving instructions  
Complaining



## Vocabulary & Listening

### Operating machines

**1** Check you understand the *Words2know*. Match the gadgets with the photos.

#### Words 2 know (3.31)

an MP3 player   an answering machine   a games console  
an alarm clock   a hairdryer   a digital camera   a mobile phone  
a flat screen TV

**2** **WORD RACE** Work in pairs. How many more gadgets can you add to the list in exercise 1 in two minutes?

**3** **Words 2 know (3.32)** Check the meaning of the words in blue. Match the gadgets in exercise 1 to the descriptions, 1–8.

- 1 You have to **put batteries in**. *alarm clock, mobile phone*
- 2 You have to **plug it in**.
- 3 You **charge the battery** using a **charger**.
- 4 You **switch it on** and **off** with a **remote control**.
- 5 You **press a button** to **turn** the volume **up** or **down**.
- 6 You **select from the menu**.
- 7 It can **record messages**.
- 8 You have to **set the time**.

**4** Read *Active Study*. Then find other two-word verbs in exercise 3. Learn the verbs and test your partner.

#### Notice two-word verbs

Notice the prepositions in two-word verbs:

*switch the TV on*  
*plug the phone in*

*switch it on*  
*plug it in*

**ACTIVE STUDY**

**5** (3.33) Use the *Words2know* in exercise 3 to complete the explanations of how two gadgets work. What are they? Listen and check.

First of all, you need to plug it <sup>1</sup> *in* and press this button to switch it <sup>2</sup> \_\_\_\_\_. Then you need to <sup>3</sup> \_\_\_\_\_ the time. If you have any messages, you <sup>4</sup> \_\_\_\_\_ this button to listen to them.

Before you use it for the first time, <sup>5</sup> \_\_\_\_\_ the battery for about twelve hours. You just <sup>6</sup> \_\_\_\_\_ the charger \_\_\_\_\_. Then you put the game <sup>7</sup> \_\_\_\_\_ here and follow the instructions on the screen. Don't forget to switch it <sup>8</sup> \_\_\_\_\_ if you're not using it.

**6** Think of a machine you often use. Describe how to use it but do not say what it is. Use the *Phrases2know*. Can other students guess what it is?

#### Phrases 2 know (3.34)

##### Giving instructions

**First of all, you** switch it on.

**Then you** select from the menu.

**You have to** charge the battery/it.

**Just** follow the instructions.

**Don't forget to** switch it off.

# Grammar Focus

## Relative clauses

- 7** Read the brochure and discuss these questions.
- What two advantages of GoGreen! products are mentioned in the introduction?
  - One of the gadgets does not belong in the GoGreen! brochure. Which one is it?
  - Would you like to own any of these gadgets? Why?

- 8** Read *Grammar2know*. Find more examples of relative clauses with *which*, *that*, *who* and *where* in the article.

### Grammar 2 know

#### Relative clauses

Use a relative pronoun to add extra information:

*The latest gadget is a fridge. The fridge can throw you a drink.*

*The latest gadget is a fridge **which** can throw you a drink.*

#### *which*, *that*, *who*, *where*

- Use **which** or **that** for things:  
*It's a fridge **which/that** serves lazy drinkers.*
- Use **who** or **that** for people:  
*John Cornwall is the student **who** invented the fridge.*
- Use **where** for places:  
*He had a few accidents in the college room **where** he keeps the fridge.*

- 9** (3.35) Complete the quiz with *where*, *which*, *that* or *who*. Then choose the correct definition, a or b, for each word. Listen and check.

## vocabulary quiz

### 1 Photocopiers are

- a machines that make copies of documents.
- b people \_\_\_\_\_ do the photocopying in an office.

### 2 Drycleaners are

- a people \_\_\_\_\_ clean schools and offices.
- b shops \_\_\_\_\_ they clean your clothes for you.

### 3 Cookers are

- a people \_\_\_\_\_ cook professionally.
- b kitchen appliances \_\_\_\_\_ cook food.

### 4 Stationers are

- a shops \_\_\_\_\_ you buy paper, pens, etc.
- b people \_\_\_\_\_ work at a railway station.

- 10** What gadget would you like to invent? Think of three ideas and compare answers with the class.

*I'd like to invent a robot that tidies my bedroom for me.*

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# GoGreen! (3.36)

**GoGreen!** is a company which sells green alternatives of everyday gadgets. We interviewed Mike Rogers who started **GoGreen!** five years ago. 'Gadgets are part of our lives now,' he explains in the office in his garden where he runs the company. 'But we want to help the environment and save money, too.'

### A THE BICYCLE THAT CHARGES YOUR PHONE!

Save money, get healthy AND charge your mobile! The Pedalcharger is a small gadget which you attach to your bike. Then you plug in your phone and start cycling. After thirty minutes, your phone is fully charged ... and it costs nothing!



### B THE ALARM CLOCK THAT USES WATER!

The new H<sub>2</sub>O Multi-clock is unique. It has an amazing water battery which produces electricity. You don't plug it in, you just fill it with water! It has a thermometer and a radio, too!



### C THE FRIDGE THAT SERVES LAZY DRINKERS!

The latest must-have gadget is a fridge which throws you a drink! Press the remote control and the drink flies across the room to you. John Cornwall, the student who invented the fridge, explains. 'One day, I thought, "I'm tired of going to the fridge for a drink ... why don't the drinks come to me?"' He had a few accidents in the college room where he keeps his fridge but he says, 'The fridge is 99% safe ... there's only a small danger that a drink will hit you!'



# Listening & Speaking



The question on this morning's phone-in radio breakfast show is: 'Which gadgets can't you live without, and which do you hate?'

- 1 a PREDICTING** Read the caption for the photo. Guess which gadgets the radio listeners mention.
- b 3.37** Listen and write down the gadgets you hear. Is your list the same?
- 2 3.37** Read the statements a–f. Then listen again and match them with the speakers.
- Dan     a I've thrown them both away now and my life is much better.
  - Cathy    b They smell nice and if you're hungry, you can even eat them.
  - Tim       c You realise how important it is when you can't find it.
  - Alice     d I hate all gadgets when they break down.
  - Lucy      e It wakes me up and makes me go to school.
  - Nick       f I don't get bored at all but people probably think I'm mad.

- 3** Answer the questions.
- Which gadget is each speaker talking about? Do they love it or hate it?
  - Do you agree with them or not?

- 4** Write down your three most important possessions. In pairs, explain why they are important to you.

“ I can't live without my CD player. It's really important to me because it was a present. I use it when ... ”

# Grammar Focus

## First conditional and future time clauses

- 5** Look at the photo on page 71 and answer the questions.
- What are the rules about using mobile phones in your school?
  - Do you agree with them? Why? Why not?
- 6** Read the internet article and the debate. Answer the questions.
- Who wants to ban mobile phones from the school and why?
  - Who agrees or disagrees with Mr Langley, and why?
  - Who do you agree or disagree with?
- 7** Underline three sentences starting with *if* in the article and answer the questions. Then read *Grammar2know* to check.
- Are these sentences about the present or the future?
  - Which tense comes after *if*?

### Grammar 2 know

#### First conditional

Use the first conditional to talk about a possible future situation:

*We won't be able to contact our families if we don't have our mobiles at school.*

#### Form: *If* + present simple, future simple

*If they ban mobile phones, people will be very angry.*

#### Future time clauses

Use the present tense after time words like *when*, *after* and *before*:

*After school finishes, people will be able to use their phones. Parents will discuss the situation when they meet next week.*

- 8** Read some more opinions about Mr Langley's ban on mobile phones. Put the verbs in the correct tense. Which sentences do you agree with?
- 1 If the school (ban) mobiles, pupils (concentrate) better in lessons.
  - 2 There (not be) so much crime in the school if pupils (not take) mobiles to school.
  - 3 If pupils (not have) mobiles with them, their parents (worry) about them more.
  - 4 If the school (ban) mobiles, a lot of pupils (break) the rules.
  - 5 Life (be) easier for teachers if there (not be) any mobiles in school.



# Should we ban mobile phones from our schools? 3.39

Robert Langley, Head Teacher of King George V School in Egham wants schools to become 'mobile phone free zones' after an incident at his secondary school. 'A student used his mobile phone to film part of a lesson in which several students fell asleep.'

'We also have students who text their friends and family during lessons or even play games. I have no problem with mobile phones but people need to use them in a sensible way. From now on, the school will have a new policy. If we see a student with a mobile during school hours, we will take the phone away.' Parents will discuss the situation when they meet the Head Teacher next week.

→ What do you think? Join the debate!

If they ban mobiles, people will get very angry. They'll bring them to school anyway but they'll just hide them.

✉ Laura 4.26 P.M. 04 Feb

We won't be able to contact our family in an emergency if we don't have our mobiles at school. It might be something really important.

✉ By Andy K 9.32 A.M. on 05 Feb

At the King George V School, the problem was not the phone but the rude students or the boring teacher! Why are they punishing everyone?

✉ By Bella 3.22 P.M. on Feb 05

I don't see why people have a problem. After school finishes, they'll be able to use their phones the same as usual.

✉ Greg B 6.24 P.M. on 06 Feb

I am a college student and I have seen students use their mobile phones to cheat during exams. If we ban them, a lot of cheating will stop.

✉ By Derek 11.02 P.M. 06 Feb

As a teacher, I often have to tell my students to stop playing games, texting, etc. during valuable lesson time. I find it really annoying.

✉ Liz Bailey 7.49 P.M. 09 Feb

**9** **3.38** Put the verbs in the correct forms in a–e. Then match 1–5 with a–e to make dialogues. Listen and check.

- 1  Are you coming out tonight?
  - 2  Sam, are you going to do the washing-up?
  - 3  What time will you be home?
  - 4  Are you going to tidy your room, Katie?
  - 5  So we're meeting at six o'clock outside the café?
- a Yeah, hopefully, but I will text (text) you when my train \_\_\_\_\_ (arrive).
  - b I hope so. When I \_\_\_\_\_ (finish) my essay, I \_\_\_\_\_ (call) you, okay?
  - c Yeah, Mum, I \_\_\_\_\_ (do) it before I \_\_\_\_\_ (go) to bed. I promise!
  - d I don't know, I \_\_\_\_\_ (phone) you when I \_\_\_\_\_ (come) out of the cinema. Okay?
  - e I \_\_\_\_\_ (do) it after this programme \_\_\_\_\_ (finish).

**10** Complete the sentences with your own ideas.

- 1 When I (get) home, I'll call you.
- 2 If I (have) enough time this evening, I ...
- 3 If it (be) sunny tomorrow, I ...
- 4 After this lesson (be) over, I ...
- 5 After I (leave) school, I ...
- 6 I (be able) to drive a car when ...

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## Listening & Speaking

### Numbers and dates

**1** **3.40** Match the numbers to the way you say them. Listen and check. Then listen again and repeat.



- 1 a sixth  $\frac{1}{6}$
- 2 sixteen sixty-six \_\_\_\_\_
- 3 six thousand, six hundred and sixty-six \_\_\_\_\_
- 4 sixty thousand \_\_\_\_\_
- 5 six hundred and six \_\_\_\_\_
- 6 six billion \_\_\_\_\_
- 7 six hundred thousand \_\_\_\_\_
- 8 sixty-six percent \_\_\_\_\_
- 9 six point six \_\_\_\_\_
- 10 six million \_\_\_\_\_

**2** **3.41** Listen and underline the number or date that you hear. Listen again and repeat.

- |    |         |           |               |
|----|---------|-----------|---------------|
| 1  | 33%     | 3.3       | 303           |
| 2  | 300,000 | 3,000,000 | 3,000,000,000 |
| 3  | 80,000  | 880,000   | 88,000        |
| 4  | 15      | 1.5       | $\frac{1}{5}$ |
| 5  | 78%     | 87%       | 88%           |
| 6  | 1964    | 1946      | 1649          |
| 7  | 440     | 404       | 444           |
| 8  | 85      | 8.5       | 8.55          |
| 9  | 1958    | 1988      | 1588          |
| 10 | 992     | 229       | 292           |

**3** Work in pairs. Write down a number for your partner to say. Take turns to test each other.

## Reading & Vocabulary

**4** Look at the photos on page 73 and answer the questions.

- What are the people doing in each photo?
- Do you do lots of things at the same time? What things?

**5** **SCANNING** Read the text and match the numbers to the explanations, 1–5.

[ sixty two thousand three hundred five  
one to two billion four and a half ]

- 1 The number of channels on American TV: \_\_\_\_\_
- 2 The percentage of American children with their own TV: \_\_\_\_\_
- 3 The number of computers IBM expected to sell in 1943: \_\_\_\_\_
- 4 The number of people in the world who go online every day: \_\_\_\_\_
- 5 The number of hours every day that most Americans watch TV: \_\_\_\_\_

**6** Find and underline two predictions in the text about the first TVs and computers. Did they come true?

**7** Read the article again. Tick (✓) true and cross (X) false. Correct the false statements.

- 1  In the past, most people listened to important radio news alone.
- 2  Many people like watching TV alone so that they can choose the programme they want.
- 3  Young people in Britain watch more TV than their parents.
- 4  Young people often do other things while they are watching TV.
- 5  TV executives think that everyone in the future will watch TV in the same way.

**8** Find the missing word or phrase in the text.

- 1 searching: to be looking for (paragraph 3)
- 2 \_\_\_\_\_: to get bigger (paragraph 5)
- 3 \_\_\_\_\_: to talk about unimportant things (paragraph 5)
- 4 \_\_\_\_\_: something you are not really listening to (paragraph 5)
- 5 \_\_\_\_\_: people born around the same time (paragraph 6)
- 6 \_\_\_\_\_: machines or tools that do a special job (paragraph 6)

**9** Discuss these questions.

- Do you usually watch TV alone or with other people? Which do you prefer?
- Do you like the idea of watching TV on your mobile or a laptop? Why? Why not?

# How screens took over our lives 3.42

**1** 'The problem with television is that people must sit with their eyes fixed on the screen and the average American just won't have time,' said the *New York Times* in 1939. In those 5 days, TV sets were toys for rich Americans: the only screen that most people saw was in the cinema. When the President made an important speech, families and neighbours sat round a single radio set.



**2** Today, there are more TV sets than people in the US. Sixty percent of children have one in their bedroom and the average American finds time to watch for four and a half hours a day! But with over 2300 channels to choose from, many people prefer to watch alone, rather than in a family group.

**3** And, of course, TVs are not the only screens in our lives. When the first computer appeared in 1943, the chairman of IBM was also pessimistic. 'Worldwide, I expect to sell maybe five computers,' he said. Today, between one and two billion people use the internet every day! The average young Briton spends three hours a day online: socialising through sites like MySpace, watching videos on YouTube or just searching for information. And then there are video games ...

**4** When you add all this up, the average American child now consumes 8.5 hours of media every day! So how do people find the time?



**5** Actually, it's not that bad. The total time that young people spend in front of screens hasn't increased that much. But today's teenagers are very good at 'multitasking' or doing several things at the same time. They chat to friends while searching for information and they listen to the TV as background noise. British teenagers actually watch less TV than their parents: many prefer the internet. 'I spend much more time online than watching TV,' says Saqib Khan, aged sixteen. 'It's more useful – you can get a lot more information.'

**6** However, there is a big difference between generations: many over-fifties have no interest in the internet. For the future, TV executives are planning two different services. One service will be for the 'iPod generation', who will select what they want to watch on different devices (TVs, mobiles, laptops). The other service will be for the older generation, who prefer traditional TV. Only one thing seems certain: our eyes will be fixed to screens!

