

4 Technology

This unit includes

Vocabulary: technology • health problems • collocations • word building: nouns to adjectives • early and modern devices • affixes

Grammar: *will* and *going to* • zero conditional • *may, might, could*

Skills: listening to descriptions of devices

Writing: a formal letter

Workbook pages 26–33

Reading

PAGES 28–29

Warm-up

- Look at the unit title and ask students to brainstorm important technological inventions on the board. [the printing press, the motor car, the telephone, the computer, the internet, etc.] As a class, decide which two inventions have been the most important.
- Read the title of the reading page, *Nanotechnology*. Explain that the prefix *nano* means very, very small, and that nanotechnology creates tiny machines.

Background Notes

Nanotechnology allows us to make things out of single molecules and atoms. Scientists are currently producing the parts for tiny machines from molecules and atoms. Eventually, they aim to build working nanobots, which will be able to move, fuel and reproduce themselves independently.

Before Reading

Exercise 1

- Brainstorm reasons for and against the statement. [Agree: better healthcare, communications, quality of life, etc. Disagree: environmental problems, military weapons, etc.]

Exercise 2

- Elicit what inventions the photos show. [security cameras, robots, satellites, watches, computers, missiles, cars]
- Students discuss the questions giving reasons for their opinions.

Read

Exercise 1

- Read the **Reading tip** as a class. Students read the first paragraph and predict what the text is about.

ANSWER

Nanotechnology

Exercise 2 1.17

- Play the CD while students read the text a second time and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- a (I think there may be a market for five computers in total in the world.)
- c (Nanotechnology is ... building tiny machines, so small that they are invisible.)
- c (This is just a film – but the reality of nanotechnology is not very different.)
- b (Eric Drexler is a scientist. In his book ...)
- b (They consume all the materials around them ... eventually 'eating' the world.)

Exercise 3

- Students find the correct paragraphs and complete the sentences in their own words. Check the answers.

ANSWERS

- Paragraph 3 – inject them into sick people and cure them.
- Paragraph 4 – reproduce rapidly and destroy everything around them.

Exercise 4

- Students decide if the sentences are true or false and correct the false sentences. Check the answers.

ANSWERS

- F (He said there was only a market for five computers.)
- T
- F (We don't know if nanotechnology will be a wonderful dream or a terrifying nightmare.)
- F (In 1966 they made a film about an amazing new way to cure diseases.)
- T
- T
- F (Very few scientists believe this.)

Understanding Ideas

- Students discuss the questions in pairs, giving reasons for their opinions.
- Discuss the questions as a class.

Teaching Tip: Using a scale of agreement

To help students do the above activity, draw a scale on the board labelled *Strongly agree*, *Agree*, *Not sure*, *Disagree* and *Strongly disagree*. Suggest other ways to show your level of agreement, e.g: adverbs of probability (*definitely*, *probably*, *possibly*, *definitely not*), adverbs of frequency (*always*, *sometimes*, *hardly ever*, etc.), qualifiers (*really*, *very*, *not very*, *not at all*).

SAMPLE ANSWERS

- Science fiction never / might show us what the future will be like. Most things in science fiction stories are impossible / will happen one day.
- Most / Some / Few of the predictions will happen. Nanobots will be safe / dangerous because people always worry too much about new technologies / we have no way of knowing what nanobots will do.
- We will have robots at home to help us / be able to travel more. Governments will use technology to control our lives. Technology will end up destroying our planet.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 reproduce 2 marble 3 environment 4 cure
5 nightmare 6 invisible 7 injects 8 size 9 virus
10 shrinks 11 submarine 12 entire 13 organs
14 consume 15 predictions

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

consume is a regular verb which means to eat, drink, burn or take something like food, liquid, energy or materials. The third person form is *consumes* and the past simple form is *consumed*.

cure is a regular verb which means to make someone better after an illness. The third person form is *cures* and the past simple form is *cured*. The noun *cure* means a successful treatment for an illness.

entire is an adjective which means whole or complete.

environment is a noun which means the natural world or the place and conditions in which animals and people live.

inject is a regular verb which means to put a drug or medicine into someone's body using a needle. The third person form is *injects* and the past simple form is *injected*.

invisible is an adjective which describes something that we can't see because it is either transparent or very small.

marble is a noun which means a small coloured glass ball, about 1–2 cm in diameter, that children often play games with.

nightmare is a noun which means a bad or frightening dream.

organ is a noun which means a part inside your body that has a particular function.

prediction is a noun which means a statement about what someone thinks will happen in the future. The verb *to predict* means to make statements or have ideas about what will happen in the future.

reproduce is a regular verb which means to make a copy of something. The third person form is *reproduces* and the past simple form is *reproduced*.

shrink is an irregular verb which means to make something become smaller. The third person form is *shrinks* and the past simple form is *shrank*.

size is an uncountable noun which means how big or small something is or a countable noun which means one of a number of fixed measurements in which something is made, e.g. *shoe size*.

submarine is a noun which means a vehicle that can travel underwater.

virus is a noun which means a tiny living thing that can enter your body and make you ill.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Read out the following sentences. Say 'blank' or 'gap' when you come to each gap. Students write the correct words.

1 Lots of _____ companies are trying to build tiny machines. [nanotechnology]
2 The most important person in a company is the _____. [head]
3 The _____ is waiting to see his doctor. [patient]
4 The internet was only invented 20 years ago, but now it's part of our _____. [everyday]
5 He's a _____. He wrote an interesting article about what life will be like a thousand years from now. [futurist]
6 I saw a great _____ film about a spaceship and a crazy robot. [science fiction]
7 I took my driving test four times before I _____ passed it. [eventually]
8 Plastic is a very useful _____. [material]

Quick Test: Anagram race

Write the following anagrams of words from exercises 1 and 2 on the board, one by one. Students raise their hands and give the correct word, then a definition of the word.

- 1 *suvri* [virus]
- 2 *deha* [head]
- 3 *grahimetrn* [nightmare]
- 4 *bivislein* [invisible]
- 5 *dipotnirec* [prediction]
- 6 *muscone* [consume]
- 7 *eritamal* [material]
- 8 *blemra* [marble]
- 9 *jinctes* [injects]
- 10 *tipaten* [patient]

More practice

Workbook page 26

Vocabulary

PAGE 30

Target Vocabulary

What's the big idea?: consume cure entire environment inject invisible marble nightmare organ prediction reproduce shrink size submarine virus

Health problems: casualty cure diagnose epidemic infection muscle organs outpatient patient prescribe skeleton virus

Collocations: cure a disease develop technology have a nightmare increase the size make a prediction predict the future prescribe tablets protect the environment

Word building: environment / environmental future / futuristic infection / infected, infectious medicine / medical, medicinal muscle / muscular science / scientific success / successful technology / technological

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What vehicle goes under the water?* [a submarine] *What small living thing can make you ill?* [a virus] *What's another word for a bad dream?* [a nightmare]
- Students complete the sentences. Check the answers.

ANSWERS

- submarine, environment
- virus, inject, cures
- prediction, reproduce, organs
- nightmare, shrink, size
- consumed, entire
- marbles, invisible

Extend

Exercise 1 Health problems

- Focus on the table. Elicit some examples for the categories.
- Students complete the table with the words in the box. Check the answers.

ANSWERS

people: patient, outpatient, casualty
problems: virus, epidemic, infection
the body: skeleton, organs, muscle
actions: diagnose, prescribe, cure

Exercise 2

- Students complete the sentences individually. Check the answers.

ANSWERS

- casualty
- skeleton
- prescribe
- outpatient
- epidemic
- muscle
- infection
- cure / diagnose

Exercise 3 Collocations

- Students match the verbs and nouns to make collocations, using a dictionary if necessary.
- Check the answers.

ANSWERS

- c
- g
- a
- h
- d
- b
- f
- e

Optional Activity: Collocations snap

Aim: To practise the collocations in exercise 3.

Preparation: Write the verbs and noun phrases from exercise 3 on separate sheets of paper. Put them in two piles and shuffle them separately.

Two students come to the front of the class. One takes a verb and reads it out. The other reads out a noun phrase. When students hear an incorrect collocation, they call out the correct collocation. When students hear a correct collocation, they shout *Snap!* The first student to shout *Snap!* or say a correct collocation wins a point.

Another pair of students comes to the front, and repeats the process. When all the words have been read out, the student with the most points wins.

Exercise 4 Word building

- Focus on the table. Brainstorm adjective endings. [-ic, -ed, -ar, -ful, -less, -al, -istic, etc.] Students write the adjective forms of the nouns, using a dictionary if necessary.
- Check the answers.

ANSWERS

- scientific
- technological
- successful
- medical / medicinal
- futuristic
- environmental
- infectious / infected
- muscular

Quick Test: Say the word

Divide the class into teams A and B. Read out the following definitions and parts of speech. The first team to say the correct word gets a point. The team with the most points at the end is the winner.

- Verb. To guess something about the future. [predict]
- Adjective. Big and strong. [muscular]
- Noun. A tiny living thing that can make you ill. [virus]
- Verb. To advise that a patient takes a type of medicine. [prescribe]
- Adjective. Something that you can't see. [invisible]
- Noun. All of the bones in your body. [skeleton]
- Verb. To make someone better after an illness. [cure]
- Noun. A frightening dream. [nightmare]
- Noun. When a very large number of people have the same disease. [epidemic]
- Adjective. Complete or whole. [entire]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 27

will and going to

Warm-up

- Focus on the photo. Ask: *Where are the boys?* [in the countryside] *What are they doing?* [going for a walk / reading a map]

Explore

Exercise 1 1.18

- Students read the dialogue and choose the correct words. Check understanding of *satellite navigation system*.
- Play the CD for students to check their answers.

ANSWERS

1 I'm going to 2 I'll 3 It's going to 4 that'll 5 I'll

Exercise 2

- Read the **Learn this!** box as a class. Elicit the meanings of *prediction, offer, promise and intention*.
- Students match their answers from exercise 1 with uses 1–5 in the box. If students find this difficult, read **Grammar Reference** page 66 with the class. Check the answers.

ANSWERS

Use 1: Do you think that'll help?

Use 2: I'll lend you my coat.

Use 3: I'll call a taxi.

Use 4: It's going to rain.

Use 5: I'm going to use ...

Follow-up

Grammar Reference page 66

Exploit

Exercise 1 1.19

- Students look at the cartoons and complete the speech bubbles in pairs.
- Play the CD. Students listen and check their answers. Check the answers.

ANSWERS

1 're going to 2 'll 3 'll 4 'm going to 5 's going to

Teaching Tip: Pronouncing will / going to

When speaking, we only use the full form *will* if we want to sound very emphatic. The contracted form *'ll* is much more common. We form it at the back of the mouth, as in *pull*, not *lemon*.

The *to* in *going to* is a weak form (a weakly-pronounced or unstressed word), so it is pronounced /tə/.

Exercise 2

- Write the following sentences on the board: *I'm going to read a book next week. I think I'll travel around the world after I leave school.* Ask: *Which is an intention and which is a prediction?* [The first is an intention, the second a prediction.]

- Individually, students write three personal intentions for next week (using *going to*) and three personal predictions for after they leave school (using *think + 'll*).

ANSWERS

Students' own answers.

Exercise 3

- Students read out their sentences to the class. How many students have similar ideas?

Quick Test: Sentence transformation

Write the following sentences on the board. Students transform them. Do number 1 as an example.

- Our football team won't win the cup. (?)*
[Will our football team win the cup?]
- Sam isn't going to join our club. (+)*
[Sam is going to join our club.]
- I'm going to learn German. (-)*
[I'm not going to learn German.]
- Will Jake's cousin come to the party? (-)*
[Jake's cousin won't come to the party.]
- The weather will be sunny tomorrow. (?)*
[Will the weather be sunny tomorrow?]
- I won't help you to tidy your room. (+)*
[I'll help you to tidy your room.]
- You're going to go shopping tomorrow. (?)*
[Are you going to go shopping tomorrow?]
- Are we going to go to the beach this weekend? (-)*
[We aren't going to go to the beach this weekend.]

More practice

Workbook page 28

Grammar Builder page 67, exercises 1–6

ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

Exercise 1

I think / don't think ...

all children will have a mobile phone.
camcorders will be very small.
digital cameras will be very expensive.
cars will need petrol.
houses will use solar energy.
watches will include calculators.

Exercises 2 and 3

Suggested answers:

I'll help you. I'll lend you mine. We'll watch it at my house.
I'll record it for you.

Exercise 4

1 c 2 a 3 e 4 d 5 b

Exercise 5

Suggested answers:

- The man is going to fall over.
- The cyclist is going to crash and fall off.
- He's going to steal the mobile phone. The policeman is going to chase him.
- He's going to frighten her. She's going to scream.

Exercise 6

Students' own answers.

Early devices

Target Vocabulary

Devices: adding machine calculator camcorder cine camera crystal radio DAB radio digital camera games console Instamatic camera telegraph telephone typewriter video game word processor

Vocabulary

Exercise 1

- Focus on the photos. In pairs, students discuss what they think each device is and what it does.
- Discuss students' ideas as a class.

ANSWERS

Students' own answers.

Exercise 2

- Play the CD. Students listen and check their answers.

TAPESCRIP / ANSWERS

- You can send messages on it. It's a telegraph.
- You can add numbers on it. It's an adding machine.
- You can listen to the news on it. It's a crystal radio.
- You can record moving pictures on it. It's a cine camera.

Exercise 3

- Focus on the words. Elicit or explain difficult vocabulary.
- Students match the devices. Check the answers.

ANSWERS

adding machine – calculator
cine camera – camcorder
telegraph – telephone
crystal radio – DAB radio
Instamatic camera – digital camera
typewriter – word processor
video game – games console

Exercise 4

- Students choose the correct verbs. Elicit or explain difficult vocabulary. Check the answers.

ANSWERS

- plugged it in
- saved
- reboot
- rewind
- charge
- switch it on

More practice

Workbook page 29

Listen

- Play the CD twice. Students listen and complete the table. Check the answers with the class.

ANSWERS

- digital camera, in front of a computer
- video game, in a museum
- typewriter, in an auction
- DAB radio, in a shop

TAPESCRIP

- Girl 1 Wow, there are lots to choose from.
- Girl 2 Click on that one. That looks good.

Girl 1 Mmm, I like that one. It's smaller than most.

Girl 2 But it's got a big screen on the back so you can see your pictures clearly. And you can edit your pictures on the screen before downloading them.

Girl 1 How much is it?

Girl 2 Let's see ... it's £90.00 in the shops, but it's only £74.00 on this website.

Girl 1 That's a bargain! I think I'll buy it. Is it free delivery?

2 Boy Excuse me, can you tell me how old that device is?

Man It isn't the oldest thing in the museum. It's only from the 1970s.

Boy It looks archaic.

Man Well, it's very different from the games you play these days, but it was very modern at the time.

Boy What did you play on it?

Man Pong. It's like electronic table tennis on your TV.

Boy It sounds really boring!

3 Auctioneer OK, lot number 304 in the auction today is a lovely antique from the end of the 19th century. It's in very good condition and perfect for collectors of these early word processors. Let's start at £200. Thank you. £200 over there. £240 ... £280 ... £320. Any more? It's £320 with the man at the front. ... Going, Going, Gone.

4 Woman Excuse me, can you show me how to use this?

Assistant Yes, of course. It's very easy to use. You switch it on with that button.

Woman OK.

Assistant When you turn that knob, you can select which channel you want to listen to. You can see information about the programme that's playing on that small screen. The sound quality is excellent because it's digital.

Woman What does this knob do?

Assistant That turns the sound up or down.

Woman That seems easy to use. I'll take one.

Assistant Great! The cash till is just over there.

Speak

Exercise 1

- Students discuss the questions in pairs. Remind them to give reasons for their choices. Monitor and help.

Optional Activity: Dialogue

Aim: To practise talking about modern devices.

Preparation: Write the following dialogue on the board.

A I can't live without my phone and my games console.

B Why?

A Because I love playing computer games in my free time, and I need my mobile phone to stay in touch with my friends. Which two can you easily live without?

B A camcorder and a DAB radio – because I don't own a camcorder and I listen to the radio on the internet.

Students practise the dialogue in pairs. Then rub out the underlined words. Students insert their own ideas.

Exercise 2

- Discuss students' ideas as a class. Students vote for the two most and least essential devices.

Grammar

PAGE 33

Zero conditional

Warm-up

- Write *tell the truth* and *tell a lie* on the board. Elicit their meanings. Ask: *When do people sometimes tell lies?*

Explore

Exercise 1

- Elicit what a *truth machine* is. Elicit or explain *contain*, *sign*, *measure* and *amount*.
- Student read the text and answer the question.

ANSWER

There are two clauses in each sentence.

Background Notes

When people lie, their stress levels increase slightly. Lie detector machines, or polygraphs, have been used for over half a century to detect when people are getting stressed, and possibly lying. To do this they measure the person's pulse, body heat and breathing, as well as voice patterns.

Exercise 2

- Write one of the blue sentences from the text on the board. Label the two clauses *if clause* and *main clause*.
- Students read the **Learn this!** box and complete the rules.

ANSWER KEY

1 present simple 2 present simple

Follow-up

Grammar Reference page 66

Exploit

Exercise 1

- Students complete the sentences in pairs. Monitor and help.
- Check the answers.

ANSWERS

1 it boils. 2 you get green paint. 3 you get yellow light.
4 it dies. 5 you get 1,234,567,654,321.

Exercise 2

- Students complete the sentences with their own ideas. Discuss students' answers as a class.

ANSWERS

Students' own answers.

may, might and could

Explore

Exercise 1

- Read the sentences with the class. Ask: *Do the speakers think these things will definitely happen? [No]*

Language Note: *may, might, and could*

In modern usage, the modal verbs *may*, *might* and *could* have the same meaning, and we express degrees of probability through intonation. To express low probability, we add extra stress and higher intonation to the verb.

Exercise 2

- Read the **Learn this!** box as a class. Students complete the rules. Check the answers.

ANSWERS

might, could

Exploit

Exercise 1

- Students complete the text. Monitor and help.

ANSWERS

1 *may / might / could happen* 2 *may / might / could buy*
3 *may / might / could lose* 4 *may / might / could close*
5 *may / might not see* 6 *may / might / could sell*
7 *may / might not have*

Exercise 2

- Students write sentences, then compare with a partner. Discuss students' answers as a class.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See Quick Test on page 17.

Ray helps me every day. If my homework is really difficult, Ray does it for me. If my room is a mess, Ray tidies it for me. If Ray does something, he does it really well! Ray is very intelligent. He could be the best student in my class, but he doesn't go to school. You might be surprised when you meet Ray, because Ray isn't a person – he's my robot.

More practice

Workbook page 30

Grammar Builder page 67, exercises 7–8

ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

Exercise 7

1 d 2 e 3 a 4 c 5 b

Exercise 8

1 *may / might / could happen*
2 *may / might / could watch*
3 *may / might / could buy*
4 *may / might / could prefer*

Writing

PAGE 34

A formal letter

Target Language

Formal letter: Dear Sir or Madam, I am writing to ...
I am enclosing / returning ... Could you please ...?
I would be grateful if you could ...
I look forward to hearing from you.
Yours faithfully / sincerely,

Warm-up

- Ask: *Have you ever bought something that you weren't happy with? What was wrong with it? What did you do?*
- Brainstorm products that people might complain about, and reasons for complaints.

Read

Exercise 1

- Read the instructions as a class and check understanding.
- Put students in pairs. Students read and write answers for their letter.
- Pairs ask each other the questions, taking notes about the other letter. Check the answers.

ANSWERS

- 1 Zenon ZK400 digital camera / UltraFast modem
- 2 The Gadget Shop / a website
- 3 28th April / recently
- 4 sometimes stops during shots / doesn't work
- 5 repair it or send a new one / replace it

Exercise 2

- Students find the correct paragraphs. Check the answers.

ANSWERS

- 1 2 2 1 3 3

Prepare

Exercise 1

- Students read and complete the rules. Check the answers.

ANSWERS

- 1 date
- 2 Dear Sir or Madam
- 3 Yours faithfully
- 4 full name

Teaching Tip: Arranging a formal letter

Students can get confused about where to put the items in a formal letter. Write the following words on the board:
1 Greeting 2 Signature 3 Sender's address 4 Recipient's address 5 Date 6 Sender's name. Students use the letters to order the items correctly. Check the answers.
[3, 5, 4, 1, 2, 6]

Exercise 2

- Read the **Writing tip** as a class. Check understanding of the set phrases.
- Students find the set phrases in the letters.

Write

Exercise 1

- Read the instructions and the box as a class. Check understanding.
- Students choose a device and a fault.

Exercise 2

- Read the instructions as a class. Students make notes for their letters using the bullet points.
- If the writing is done in class, circulate, monitor, and correct common errors on the board.
- Ask students to check each other's writing. Has all the information been included? Is the letter layout correct? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

16 Almond Close
Brighton, BH1 6DP
18th March 2010

Customer Services Department

Games World

Dursley DH1 6QD

Dear Sir or Madam,

I am writing to complain about a P200 Wireless games console that I bought from your website in February. It takes too long for the console to send and receive commands. For example, if I play a racing game, my car drives off the track before I can control it. Also, I cannot play my old games on it.

I am returning the games console to you with this letter, together with the receipt. I would be grateful if you could repair or replace the console as soon as possible.

I look forward to hearing from you.

Yours faithfully,

Toby Judd

Toby Judd

Marking scheme

- Use of formal style throughout, e.g. non-contracted forms. [1 mark]
- Sender's and recipient's addresses in the correct places. [1 mark]
- Date below the sender's address. [1 mark]
- Appropriate greeting and ending. [1 mark]
- Three paragraphs, containing all the information in the bullet points. [3 marks]
- Use of set phrases for formal letters. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 31

Language Skills

Exercise 1 1.22

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 properly 2 middle 3 receipt 4 repair 5 device
6 possible 7 replace 8 soon

Exercise 2

- Students read the repair form and complete it with words from the dialogue. Check the answers.

ANSWERS

1 phone 2 stops 3 call 4 repair 5 Peter Walton
6 322 437 881

Exercise 3

- Students complete the sentences. Check the answers.

ANSWERS

1 'll carry 2 'm going to sleep 3 will build, might be
4 might be

Dictionary Corner

Teaching Tip: Affixes

Affixes that come before a word are called prefixes. Affixes that come after a word are called suffixes. Prefixes generally change the meaning of the word, whereas suffixes generally change both the meaning and the part of speech. Many dictionaries list common prefixes and suffixes alphabetically, so if you aren't sure of the meaning of an affix, look it up.

Exercise 1 Affixes

bio- /baɪəʊ/ prefix (in nouns, adjectives and adverbs) connected with living things or human life:
biology 

- Students turn to the entry for *bio-* in their dictionaries. Elicit the following information:
 - bio-* is a prefix and can be used to modify nouns, adjectives and adverbs.
 - It has the meaning of being connected with living things.
- Ask students to look at the entries after *bio-*, and to find words that they are familiar with.
- Students use their dictionaries to match the rest of the affixes in the box with the definitions. Check the answers.

ANSWERS

1 bio- 2 -phile 3 photo- 4 -phobe 5 tele-
6 thermo- 7 micro- 8 phono-

Exercise 2

biometric /baɪəʊ/metrik/ adj. (BIOLOGY) using measurements of human features, such as fingers or eyes, in order to identify people. Biometric systems have several advantages over conventional identification methods.

- Students turn to the entry for *bio-* again. Ask them to find the word that completes the sentence. [biometric]
- Students use their dictionaries to complete the words with the affixes from exercise 1. Remind students to search in the entries that appear below the prefix.
- Check the answers, eliciting the meaning of the words.

ANSWERS

1 biometric 2 technophobe 3 microchip
4 phonology 5 photosynthesis 6 bibliophile
7 telescope 8 thermostat

Exercise 3

- Students use their dictionaries to find more words containing three of the affixes in exercise 1. Students read out some of their words. Elicit or explain why the words have those particular affixes.

SUGGESTED ANSWERS

telephone: because you use it to send and hear sound over a long distance

photograph: because light has been used to make a picture

biology: because it is the study of living things

microscope: because you use it to look at very small things

thermometer: because you use it to measure temperature

Follow-up

Self Check, Workbook pages 32–33

Test Unit 4, Teacher's Book pages 76–77

