



VOCABULARY Scientific research, phrases with *think* and *mind*, uses of drones, science, technology

GRAMMAR Present Perfect Simple and Continuous, verb patterns

SPEAKING Making choices

WRITING A blog post

READING An article about science fiction and science fact

LISTENING A podcast about drones

VIEWING AND PRESENTING Deciding what to do

LESSON 1A VOCABULARY AND GRAMMAR

WHAT HAVE YOU BEEN DOING?

Ziad Hi, Ali. How's it going?

Ali I've been revising Chemistry all day.

Ziad All day? Seriously? How long have you been revising?

Ali I've been revising for hours, ever since I had breakfast. So far, I've read three units of the book and I've memorised almost all the formulas. What about you?

Ziad Well, I haven't been revising.

Ali No? What have you been doing?

Ziad I've been thinking about our Physics project.

Ali I haven't had time to think about that. Have you come up with any good ideas?

Ziad I've been working on a text about the Voyager space probes. I've written a first draft ... Oh, I've also been searching online for visuals and I've found some cool photos. I'll send you what I've done.



The Voyager programme

The mission of the Voyager space probes is to study the outer planets and to voyage beyond our **solar system** into interstellar space.

They've ¹**travelled / been travelling** for over 40 years. Voyager 2 left Earth on 20 August 1977, and 16 days later, on 5 September, Voyager 1 was **launched**.

Voyager 1 has ²**travelled / been travelling** over 23 billion kilometres. No man-made object has ever ³**gone / been going** so far from the Sun. It's ⁴**flown / been flying** past Jupiter and Saturn and their **moons**. In August 2012 it left the Sun's magnetic field and since then it's ⁵**travelled / been travelling** in interstellar space, passing through the **constellation** Ophiuchus.

Even though Voyager 2 hasn't ⁶**gone / been going** quite as far as its sister **spaceship**, it's also ⁷**reached / been reaching** interstellar space. It's ⁸**travelled / been travelling** about 20 billion kilometres and it's ⁹**visited / been visiting** four planets in the solar system: Jupiter, Saturn, Uranus and Neptune.

Since they began their amazing **voyages**, the probes have ¹⁰**continuously sent / been continuously sending** back radio waves together with images and other scientific data. So far, they've ¹¹**sent / been sending** a lot of valuable information about the **galaxy**.



SB: pages 14-15;

Exercise 4.

Answers

1 been travelling 2 travelled 3 gone 4 flown
5 been travelling 6 gone 7 reached 8 travelled
9 visited 10 been continuously sending 11 sent

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- 1 **2.1** Read a conversation t Ali on page 14 talking about?

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Present Perfect Simple and Continuous

- 2 Study sentences 1 and 2 and answer the questions.

- 1 I've read three units of the book.
 - a Do we know exactly when Ali read those units?
 - b Do we know if he has finished reading those three units?
- 2 I'm tired. I've been revising Chemistry all day.
 - a Do we know if Ali has finished revising Chemistry for the day?
 - b Do we know how long he's been doing it?
 - c Do we know how he feels because of it?

- 3 Choose the correct option.

- 1 We use the **Present Perfect / Present Perfect Continuous** to talk about an activity that started in the past and may still be continuing. We focus on the **activity / result**.
- 2 We use the **Present Perfect / Present Perfect Continuous** to talk about a finished activity in the past when we don't say exactly when it happened or if it happened recently. We focus on the **activity / result**.

Grammar Reference > page 68

- 4 Look at Ziad's draft on page 14 and choose the correct forms to complete it.

- 5 Work in pairs. Choose from the prompts below. Then use the Present Perfect Continuous to explain each situation.

- I've got glue on my hands.
- I've memorised all the countries in the world.
- I'm ready to run a marathon.
- I feel great.

A I've got glue on my hands.

B Why? What have you been doing?

A I've been making ...

- 6 Complete these sentences with the correct form of the highlighted words from Ziad's draft on page 14.

- 1 The Earth is the third planet from the Sun. It has one moon.
- 2 There are eight planets in our _____.
- 3 Ursa Major is a _____ that looks like a large bear.
- 4 On 6 February 2018, the *Falcon Heavy* rocket _____ a red sports car into space.
- 5 From the window of the _____, the astronauts could see the entire planet below them.
- 6 With current technology, the _____ from the Earth to Mars would take about nine months.
- 7 There could be 100–200 billion stars in our _____.

- 7 **SPEAKING** In pairs, role-play the situations. Student A, go to page 73. Student B, go to page 75.

- 8 **2.2 LISTENING AND SPEAKING**

Read the question below and listen to the interviews. Say what the speakers answer. Then in pairs, ask and answer the question.

What interesting things have scientists been working on recently?



Now go to Workbook page 12 for the next lesson.

☐ I can distinguish between the Present Perfect Simple and the Present Perfect Continuous to talk about recent finished or unfinished activities.

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SB: pages 14-15;

Exercise 1.

Answer

They are talking about what they've been doing. Ali has been revising Chemistry and Ziad has been thinking about the Physics project.

Exercise 2.

Answers

1

a No.

b Yes, we know that he has finished reading those units.

2

a No, we don't. He may still be revising Chemistry.

b Yes, all day.

c Yes, he's tired.

Exercise 3.

Answers

1 Present Perfect Continuous, activity

2 Present Perfect, result

LESSON 1A VOCABULARY AND C

SB: pages 14-15;

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Exercise 4.

Answers

1 been travelling 2 travelled 3 gone 4 flown
 5 been travelling 6 gone 7 reached 8 travelled
 9 visited 10 been continuously sending 11 sent

Exercise 5.

Answers

Students' own answers

Exercise 6.

Answers

2 solar system 3 constellation 4 launched 5 spaceship
 6 voyage 7 galaxy

Exercise 8.

Suggested answers

1 renewable energy and sustainability
 2 reducing emissions
 3 ocean clean-up
 4 finding cures for illnesses
 5 getting to Mars
 6 glasses for taking photos and search the internet

LESSON 2A READING AND VOCABULARY

- 1 In pairs, discuss three ways that humans are better than computers and three ways that computers are better than humans. **الحل**
- Humans can feel emotions.*
Computers can process data quickly.

- 2 Study Active Reading, skim the text on page 17 and answer questions 1 and 2. Then discuss 3 and 4 with a partner.
- Where would you see a text like this one?
 - What is the main idea?
 - What do you know about the topic?
 - What do you expect to learn from the text?

ACTIVE READING | Skimming and scanning

Skimming and scanning are ways of searching for information in a text quickly and effectively. When you skim or scan a text, you do not need to read every word.

- Skimming** – looking at photos and reading the title, headings, captions and the first line of each paragraph to get the general idea of what a text is about.
 - Scanning** – reading parts of the text to find specific information such as key words, dates or names.
- 3 Scan the text on page 17 to complete the notes with 1–2 words from the text. Then read the text carefully if necessary.
- Recent developments in AI have altered the way we interact with our electronic devices.
 - Narrow AI can be programmed to perform a ____.
 - With general AI, experts hope to be able to program robots to perform tasks which require ____.
 - Some experts believe general AI might be possible by ____.
 - Humans still ____ greater intelligence than robots.
 - Applying advanced surgical techniques and carrying out research to monitor marine populations are examples of more ____ that can now be carried out by robots.

- 4 Complete the table with the words from the text.

Verbs	Nouns
<u>achieve</u>	achievement
develop	
disagree	
exist	
identify	
	interaction
	possession
	proposal
recognise	
	requirement

- 5 Complete the second sentence so that it means the same as the first one by changing the underlined verb into a noun.

- I've achieved something amazing.
It's an amazing achievement for me.
- My friends and I disagree strongly on one important issue.
There is a strong ____ between my friends and me on one important issue.
- I always have to identify myself at the school entrance.
I always have to show my ____ at the school entrance.
- My new phone can recognise my fingerprint.
My new phone has fingerprint ____.
- I propose we use more technology to learn English.
I have a _____. Why don't we use more technology to learn English?

- 6 **SPEAKING** How could AI help you in the following areas of your life? Discuss in pairs.

- homework and studying
- cooking and housework
- personal safety and security
- work and productivity
- health and fitness

AI could help me with my homework; for example, it could search for information faster.

LESSON 2A READING AND VOC.

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SB: pages 16-17;

Exercise 2.

Answers

- 1 in a print or digital/online magazine
 2 what is AI and how do we make sure it's safe
 3, 4 Students' own answers

Exercise 3.

Answers

- 2 particular task 3 mental effort 4 2045 5 possess
 6 complicated tasks

Exercise 4.

Answers

development; disagreement; existence; identification;
 interact; possess; propose; recognition; require

Exercise 5.

Answers

- 2 disagreement 3 identification 4 recognition 5 proposal

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Science fiction or science fact?

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The existence of super-intelligent machines in which lifelike robots in the future obey and perform complicated tasks, has moved quickly from science fiction to science fact. From facial identification systems in our phones, to algorithms that help us search the internet, the development of Artificial Intelligence (AI) has changed the way we interact with technology.



2.3

What is AI?

AI is already a part of our lives in the form of the computer technology. This type of AI is called Narrow AI and it focuses on a particular task it has been programmed to do. For example, it can be used for the GPS systems in a car, or the voice-recognition systems that let us talk to our smart devices. AI suggests things for us to listen to, it can remind us to do something important, and is also used in social media to send users adverts.

General AI, on the other hand, allows machines to learn, reason and make judgements based on previous experiences – just like humans! This kind of super-intelligence isn't a reality quite yet, but the aim is to teach it to do better than humans in all tasks that require mental effort. There are disagreements about when General AI might become a reality. Some experts say never, while others believe it could happen as early as 2045.

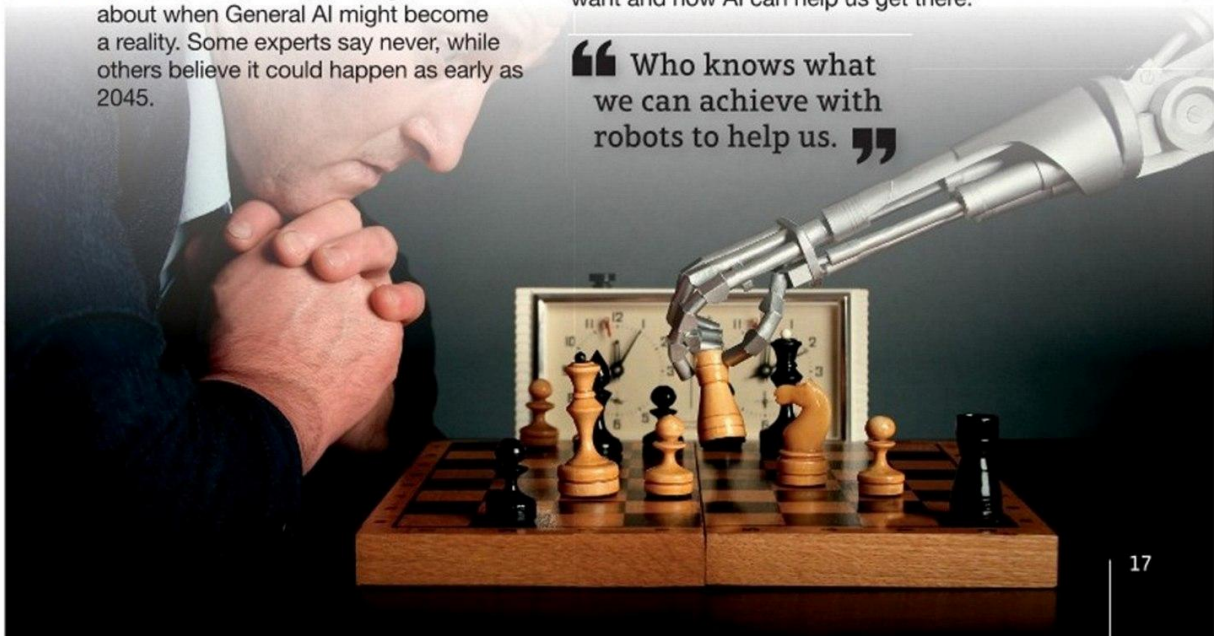
How can AI help us?

Robots already carry out many boring or unpleasant jobs for us. However, advances in AI mean that they can perform more complicated tasks, such as high-precision medical surgeries, dangerous search and rescue operations or even scientific research such as tracking fish in the sea.

How can we make sure AI is safe?

We possess greater intelligence than robots at the moment. But if our technological creations become more intelligent than us, will we control them or will they have a mind of their own? Experts have proposed that we speed up research on AI safety immediately. There are also many other important questions about AI – for example, how will we earn money if machines can do most jobs? What legal rights and responsibilities will robots and other super-intelligent machines have? Ultimately, we need to begin an important conversation about what sort of future we want and how AI can help us get there.

“ Who knows what we can achieve with robots to help us. ”



LESSON 3A VOCABULARY | Science, phrases with *think* and *mind*

1 Discuss the questions in groups.

- 1 Have you ever been to a technology museum or science museum? What was it like?
- 2 Do you read the information museums provide about their exhibits? Say why.

2 Complete the museum information with the words from the box.

cells gravity organism pressure radiation research



- 1 *Gravity* on the moon is weaker than on Earth – that's why astronauts bounce and float.
- 2 In the deep oceans, the water _____ is too strong for humans to dive there.
- 3 Astronauts in space are exposed to _____ from the Sun.
- 4 Did you know that there are over 37 trillion _____ in the average human body?
- 5 The largest living _____ in the world is not a coral reef, it's actually a fungus that lives in Oregon, in the US.
- 6 According to _____, noise pollution can damage your health.



- 3 **2.4** Listen to some visitors describing their experience at a science museum. Have they mostly enjoyed their visit?

18 ☐ I can talk about science.



4 Read the comments. Match the highlighted expressions a–h to sentences 1–8.

- a blew my mind e broadens your mind
- b I didn't think much of f I've changed my mind
- c I've made up my mind g my mind has gone blank
- d think outside the box h You can't hear yourself think!

- 1 ☐ To invent something life-changing, or to do some truly original research, it's sometimes necessary to **think in a new or creative way**.
- 2 ☐ What have I learnt? Oh goodness, so much, but **suddenly I can't remember anything**.
- 3 ☐ I've **decided** that I want to study Physics.
- 4 ☐ I thought science was a bit dull, but after today I **have a different opinion**.
- 5 ☐ The section on radiation **really impressed me**.
- 6 ☐ I think a visit to any museum **increases your understanding of the world**.
- 7 ☐ Stay out of the café. It's **extremely noisy!**
- 8 ☐ I **wasn't impressed by** the robotics exhibition.

5 **2.5** Choose the correct words from the box. Use the definitions in brackets to help you. Then listen and check.

again ahead big seriously twice

- 1 We should always **think big** (have ambitious plans) even if something seems impossible.
- 2 The planet is a living organism and we need to **think** (think about an issue that's important) about how we treat it.
- 3 And after seeing the part about industrial farming, I'll certainly **think** (think carefully before you do something) before I eat meat again.
- 4 If you think museums are boring, this one will make you **think** (reconsider).
- 5 Anyway, **think** (think about what might happen in the future) and wear comfy shoes and you'll be fine.

Now go to Workbook page 14 for the next lesson.

2 LESSON 29 VOCABULARY (SB)

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SB: page 18;

Exercise 1.

Answers

Students' own answers

Exercise 2.

Answers

2 pressure 3 radiation 4 cells 5 organism 6 research

Exercise 3.

Answers

Yes, they have.

Exercise 4.

Answers

1 d 2 g 3 c 4 f 5 a 6 e 7 h 8 b

Exercise 5.

Answers

2 seriously 3 twice 4 again 5 ahead

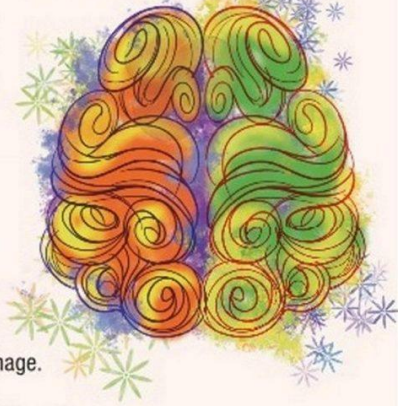
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QUIZ true or false?

What do you know about your

nd how they work? Complete our quiz to find out.

- 1 MEMORY** Most people can remember as many as 1,000 faces. **T** ☐ **F** ☐
- 2 READING** As long as the first and last letters of words are in the right place, most people still manage to read them. This is because your mind looks at the whole word and not each letter. **T** ☐ **F** ☐
- 3 AGE** Our brains begin ageing from around the age of 20. By the time we are 60, they actually begin to shrink. **T** ☐ **F** ☐
- 4** To improve your performance in school subjects, experts recommend that you practise playing a musical instrument regularly. **T** ☐ **F** ☐
- 5 BRAIN HEALTH** People who enjoy doing crosswords or love reading are more likely to maintain a healthy brain. **T** ☐ **F** ☐
- 6 SLEEP** It is safer to let someone sleepwalk because the shock of being woken up can cause serious brain damage. **T** ☐ **F** ☐



LESSON 4A GRAMMAR

- 1 Do the quiz. Then in pairs, check your answers on page 74. Which facts did you find most surprising?**

Verb patterns

- 2 Study and complete the Grammar box with the underlined verbs from the quiz.**

Verb patterns

We use the **-ing** form after some verbs (*admit, avoid, can't stand, don't mind, fancy, hate, imagine, keep, like, miss, 1, 2, 3*).

We use the infinitive with **to** after some verbs: (*agree, allow, appear, decide, expect, hope, need, learn, offer, promise, refuse, seem, want, would like, 4*).

We use the infinitive without **to** after:

- modal verbs (*must, might, should, will 5*),
- **make** and **6**.

We use some verbs with the **-ing** form and infinitives with no difference in meaning (*start, continue, 7*).

Grammar Reference > page 68

- 3 Replace the underlined verbs with the verbs in brackets and rewrite the sentences. Then discuss the sentences in pairs.**
- 1** I'm interested in learning to swim. ('d like to)
- 2** You must continue to learn new things to exercise your brain. (keep)

- 3** Parents should read to their young children regularly. (need)
- 4** I'd like to start reading more regularly. (begin)

- 4 Study Watch Out! Complete the text with the correct forms of the verbs in brackets.**

How to look after your brain

You can't expect **1 to have** (have) a healthy body if you don't try **2** (exercise) regularly. Similarly, if you want **3** (keep) your brain fit, you need to remember **4** (use) it. Many people enjoy **5** (read), which is both pleasurable and good for your imagination. You could also try **6** (do) sudoku or crossword puzzles regularly or, if you hate **7** (solve) puzzles, perhaps you'd prefer **8** (learn) a strategic game such as chess. If you don't fancy **9** (try) any of these, you could learn **10** (play) a musical instrument. You will **11** (find) plenty more advice online!

WATCH OUT!

Some verbs (*forget, regret, remember, stop, try*) can be followed by an **-ing** form or an infinitive, but the meaning is different depending on the form used:

I remembered **to switch off** my computer. (remember something, then do it)

I remember **switching off** my computer. (do something and remember it later)

Now go to Workbook page 15 for the next lesson.

☐ I can use a range of verbs taking the infinitive or the **-ing** form.

LESSON 4 GRAMMAR (SB)

SB: page 19;

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Exercise 2.

Answers

1, 2, 3: practise, enjoy, love (in any order) 4 manage 5 can
6 let 7 begin

Exercise 3.

Answers

- 1 I'd like to learn to swim.
- 2 You must keep learning new things to exercise your brain.
- 3 Parents need to read to their young children regularly.
- 4 I'd like to begin reading/to read more regularly.

Exercise 4.

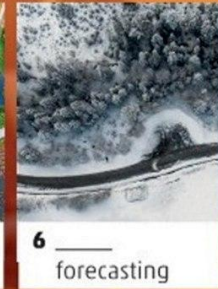
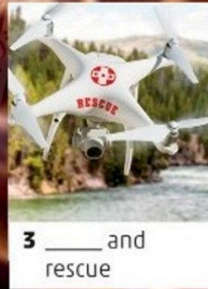
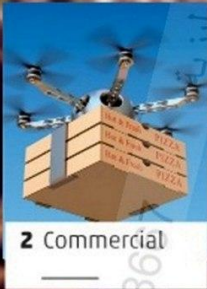
Answers

2 to exercise 3 to keep 4 to use 5 reading 6 doing
7 solving 8 to learn 9 trying 10 to play 11 find

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1 Aerial filming and photography

LESSON 5A LISTENING AND VOCABULARY

1 Work in pairs. Have you ever seen or flown a drone? Where and when? Would you like to fly one? Say why.



2 2.6 Listen to a podcast interview about drones and choose the best summary of what it is about.

- a ☐ Women in the drone industry
- b ☐ Different uses of drones
- c ☐ Legal issues connected to the use of drones

3 Complete the uses of drones shown in the photographs with the words from the box.

deliveries law map photography
search weather

4 2.6 Listen again and decide if statements 1–6 are true (T) or false (F), or if the information is not given (NG).

- 1 ☐ Yousuf began flying drones when he was 19.
- 2 ☐ The presenter of the podcast has never flown a drone using first-person view.
- 3 ☐ Some drone racing competitions offer valuable prizes.
- 4 ☐ Yousuf says drones can be used to predict earthquakes.
- 5 ☐ It is not yet legal for drones to deliver medical supplies.
- 6 ☐ Abeer has appeared on TV several times.

5 In pairs, discuss these questions.

- 1 Which of the uses of drones are the most important for society?
- 2 Would you like drones to deliver things to your home?
- 3 Are you worried about drones and privacy?

Now go to Workbook page 16 for the next lesson.

20 ☐ I can identify the main idea and key details in an interview and talk about technology.

تم تحميل الملف من قبله: منتديات صقر الجنوب التعليمية

SB: page 20;

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Exercise 2.

Answer

b

Exercise 3.

Answers

2 deliveries 3 search 4 law 5 map 6 weather

Exercise 4.

Answers

1 F (14) 2 T 3 NG 4 F (They can be used after earthquakes.)
5 NG 6 NG

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- 1 Do you ever get bored at
do you always find some

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- 2 **2.11** Listen to three menus
discussing what to do. What are
the first four suggestions they
make? Why do they reject them and what do
they finally agree to do?



- 3 **2.12** Complete the Speaking
box with the words from the
box. Listen and check your
answers.

about better don't far main much
of one quite reason sounds What

SPEAKING | Making choices

Making suggestions

Why ¹ ___ we ...?

² ___/How ³ ___ (... ing)/this?

What do you think ⁴ ___ ... ing ...?

Let's ...

Expressing and justifying opinions

You can't go wrong with ...

(That) ⁵ ___ good/like a good idea.

(Personally,) (I think) that's a great/terrible
idea because ...

It isn't a bad idea, but it isn't a good one,
either.

I don't think ⁶ ___ of that idea, to be honest.

The ⁷ ___ reason is ...

Another ⁸ ___ is ...

Comparing options

It isn't nearly as good/bad as ...

It's almost/It isn't ⁹ ___ as good/bad as ...

It's even ¹⁰ ___/worse than ...

That's by ¹¹ ___ the best/worst idea (I've
ever heard).

Reaching decisions

That's the best idea we've had.

That's the ¹² ___!/(Let's) go for it!



- 4 Use the words in brackets to rewrite these
sentences below without changing their
meaning.

1 Also, it's boring. Let's stay in. It's raining.
(another)

Another reason is it's boring.

2 And the rain is a bit lighter than it was.
So, let's go! (not/quite/heavy)

3 I disagree. I think the exhibition is a good
idea. (sound)

4 I don't think that's a very good idea.
(think/much)

5 It's much more interesting than staying
at home. (not/nearly/go/exhibition)

6 Mainly because it's too expensive. (reason)

7 Why don't we go to the technology
exhibition? (how/about)

8 Why not? I think it's much better than all
the other ideas we've had. (by/far)

- 5 In groups, decide what to do this weekend
if the weather is good and if it is bad. Use
the language in the Speaking box.

2 LESSON 35 SPEAKING (SB)

SB: page 21

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Exercise 2.

Answers

Science Museum (been too often), pizza and discussing lecture notes (weather too nice to stay inside), walking (not as good as pizza or Science Museum idea), AI-expert's talk (no tickets), Zero-G Experience (too expensive). They finally agree to go to the world's biggest drone show.

Exercise 3.

Answers

1 don't 2 What 3 about 4 of 5 sounds 6 much
7 main 8 reason 9 quite 10 better 11 far 12 one

Exercise 4.

Answers

- 2 And the rain isn't quite as heavy as it was.
- 3 I think the exhibition sounds like a good idea.
- 4 I don't think much of that idea.
- 5 Staying at home isn't nearly as interesting as going to the exhibition.
- 6 The main reason is (that) it's too expensive.
- 7 How about going to the technology exhibition?
- 8 I think that's by far the best idea (we've had).

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ZEINAB'S BLOG

Switch it

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It's bad for your brain!

'Stop staring at that screen! It's bad for you! Switch it off!' Parents have been telling teenagers things like that for years. But is tech really bad for your brain?

- 5 Maybe so. After all, it's true that technology causes **sleep disorders**. The blue light from screens stops you from sleeping and a **lack of sleep** means you feel **stressed** and **depressed** and find it harder to **concentrate**.

- Technology may also cause **memory loss**. I read recently
10 that millennials* are more **forgetful** than the over-55s. Apparently, too much information and constant interruptions prevent our short-term working memories from becoming permanent long-term memories. Now, what was I saying? What's more, the internet has
15 become our brain's external hard drive: Why memorise anything when you can find it online? Why remember directions when you have GPS?

- However, don't throw away your phone and tablet yet. Technology's not all bad. It offers a world of information
20 at the touch of a screen. In addition, it provides stimulation and variety, and that's good for your brain. Millennials may have more **distractions**, but we're also way better at **multi-tasking**.

- To sum up, technology is like salt. It's good in moderation.
25 You can't live without it but too much can harm you.

* millennial – a person born between the early 1980s and the late 1990s



What do you think? Click [here](#) to send your comments. (Be polite!)

TB 11.24 a.m.

Another interesting post, Zeinab, but I don't agree with everything. It's true my older brothers aren't nearly as good at multi-tasking as I am but there's no way that their memory's better than mine. They're always forgetting stuff.

Majeda 11.28 a.m.

I'm in two minds about this. I realise that too much screen time is bad for me but at the same time I know that these days you've got to be switched on all the time or you don't know what's going on.

LESSON 7A WRITING | A blog post

- 1 Look at the photo. What do you think the blog is about?
- 2 Read Zeinab's blog post. What's her opinion on everyday technology?
- 3 In pairs, use the highlighted words and phrases in the text to complete the sentences. Then tick the sentences that are true for you and compare with your partner.

- 1 ☐ I'm not nearly as **forgetful** as my grandmother – I think she's starting to suffer from ____ loss.
- 2 ☐ I don't suffer from a ____ of sleep or any other sleep ____ – I get eight hours a night.
- 3 ☐ I'm good at ____. I can do several things at the same time and I find it easy to deal with ____.
- 4 ☐ I often feel ____ before exams but I don't become ____ when I get a bad mark.

SB: pages 22–23;

Exercise 2.

Suggested answer

It's good in moderation.

Exercise 3.

Answers

1 memory 2 lack, disorders 3 multi-tasking, distractions
4 stressed, depressed

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- 4 Read the comments to Zeinab's post and write your own comment to her. Your comment should be more than 50 words. Compare your comment with your partner's.



- 5 Read the tips on how to write a good blog post and decide how well Zeinab has followed them.

How to write a good blog post

- ① Choose a topic that you know well and care about, and that you think will interest and inform your readers.
- ② Choose a title that attracts people's attention, e.g. something beginning with 'How to ...' or an intriguing question.
- ③ Use a chatty, informal style with short, clear sentences and paragraphs, and avoid repetition.
- ④ Check your text for mistakes when you're finished.
- ⑤ Use images to make your text attractive and easier to understand.

- 6 Study the Writing box and find synonyms for these words and phrases.

- 1 But ... *However*, ...
- 2 Clearly, ...
- 3 Even though ...
- 4 In addition, ...
- 5 In conclusion, ...
- 6 In my opinion, ...
- 7 In spite of ...
- 8 Research has shown that ...
- 9 This is largely because of ...
- 10 Y is a result of X.

WRITING | A blog post

Introduction

Mention the key point you want to make in your post. Start with one of these:

- an interesting fact, e.g. *There are almost 6 billion internet users in the world.*
- an inspiring quotation, e.g. *'You go to the computer when you want to turn your brain on.'* (Steve Jobs)
- a thought-provoking question, e.g. *Is tech really bad for your brain?*

Main body (2-3 paragraphs)

Give one or more arguments supporting your key point:

It's true that ...

It seems to me that ...

(This) means ...

X causes Y. Studies suggest that ...

According to ...

Most people believe that ...

Obviously, ...

What's more, ...

but ... also ...

This is mainly due to ...

To write a balanced post, mention arguments that don't support your key point:

However, ...

On the other hand, ...

Although ...

Despite ...

Conclusion

Sum up your post and finish with something thought-provoking or amusing:

To sum up, .../In the end, .../So ...

- 7 **WRITING TASK** Write a blog post about how mobile phones, computers and the internet have helped people and made their lives easier. Use the information in the Writing box, the tips from Exercise 5 to help you.
- 🗂 Use the Graphic Organiser to help you plan your writing.

☐ I can write a blog post.

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Exercise 5.

Answer

Zeinab followed all the tips.

Exercise 6.


Answers

- 2 Obviously, ... 3 Although ... 4 What's more, ...
 5 To sum up, ... 6 It seems to me ... 7 Despite ...
 8 Studies suggest that ... 9 This is mainly due to ...
 10 X causes Y.

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Structuring your presentation

- 1 How often do you give presentations?
Do you find it easy to give presentations?
Say why.
- 2 Work in pairs. In which part of the presentation a-c (a = the beginning, b = the main part, c = the end) would you include points 1-7? Say why.
 - 1 ☐ Summarise your points and give your opinion.
 - 2 ☐ Outline the points you're going to cover in the presentation.
 - 3 ☐ Make your points clear.
 - 4 ☐ Indicate when you move on to another point.
 - 5 ☐ Give examples to illustrate your points.
 - 6 ☐ Introduce yourself and welcome the audience.
 - 7 ☐ Ask your audience if they have any questions.
- 3  **2.14** Study the presentation plan. Listen to the presentation and note down what the speaker says about the main points 1-3 in the presentation.

BEGINNING

Introduction:

Introduce yourself and welcome the audience.

Purpose of the presentation:

Outline the reasons for using a language-learning app.

MAIN PART

Point 1

Point 2

Point 3

END

Summary and conclusion

Language-learning apps are easy to use. They help guide your learning. Apps are fun, so you don't get bored.

01-02

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LIFE SKILLS (SB)

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Exercise 2.

Answers

2a 3b 4b 5b 6a 7c

Exercise 3.

Suggested answers


Point 1: convenience, can learn anytime and anywhere, instructions user-friendly.

Point 2: menu options, personal with algorithms/AI, suggest new material

Point 3: quizzes and games, compete with friends, colourful designs, choose voices and sounds, scores and stickers

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- 4  2.14 Study the Speaking box and use the expressions to the presentation again expressions you hear.

SPEAKING | Structuring your presentation

Starting a presentation

- ☐ The purpose of my talk today is ...
- ☐ The subject of my presentation is ...
- ☐ First/Firstly, I'll talk about ... And then I'll explain/discuss/point out/say ...

Presenting main points

- ☐ I've divided my talk into three parts.
- ☐ Firstly, ... Secondly, ... And finally, ...
- ☐ Let's start with ...
- ☐ Let's move on to my second point.
- ☐ My next/second/third point is that ...
- ☐ Lastly, I must say that ...

Adding information

- ☐ In addition (to this) ...
- ☐ (And) another thing is ...
- ☐ Let me give you an example.
- ☐ For example, ...

Referring to visuals

- ☐ Have a look at the first slide ...
- ☐ Let's look at slide two.
- ☐ If you look at the handout ...

Ending your talk

- ☐ To conclude/sum up, I'd like to say that ...
- ☐ Thanks for listening.
- ☐ Now, has anyone got any questions?

- 5 Work in pairs. Choose one of the presentation topics below. Make notes to prepare a presentation plan. Remember to organise your plan into clear sections.

- 1 Some people say that the key to success is perseverance. What qualities do you think are essential for success?
- 2 Do you think people could live on another planet? Say why.
- 3 Aesop, a Greek storyteller, said, 'No act of kindness, no matter how small, is ever wasted.' Do you agree?

- 6 Do the task below.

LIFE SKILLS | Project

Use your plan from Exercise 5 to give a five-minute presentation.

- Prepare a presentation based on your plan.
- Practise your presentation. Use the tips from the lesson.
- Give your talk to the class and listen to other students' presentations.
- Use the checklist on page 74 to assess each other's presentation. Think about the way the presentations were structured and delivered.



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Exercise 4.

Answers

Students tick:

The purpose of my talk today is ...

Firstly, I'll talk about... And then I'll explain/discuss/point out/
say ...

Firstly, ...

Let's start with ...

Let's move on to my second point.

My next/second/third point is that ...

In addition (to this) ...

For example, ...

Have a look at the first slide ...

Let's look at slide two.

To conclude/sum up, I'd like to say that ...

Thanks for listening.

Now, have you got any questions?

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