

# Unit 8 Technology



Robots and humans  
working together

## FEATURES

### 94 Mobile technology

How technology is changing the world

### 96 Invention for the eyes

An inventor finds a solution to make the whole world see

### 98 Designs from nature

What we can learn from plants and animals

### 102 Ancient languages, modern technology

A video about how technology can save ancient languages

1 Look at the photo and the caption. How do you think the robot and the humans are 'working together'? In what other ways do robots work with humans?

2 **▶ 60** Listen to someone talking about the importance of technology in our lives. Answer the questions.

- 1 How does technology help us in our everyday lives?
- 2 Why does technology sometimes make mistakes?
- 3 Where does the robot in the photo work? What does it do?

3 Look at this list of human actions. Which can robots do?

fall in love    get bored    get hungry    have new ideas  
make decisions    make mistakes    sleep    solve problems  
speak a language    understand instructions

4 What simple or repetitive jobs do you do at work, at school or at home? Which of these jobs could you give to a robot in the future?

# 8a Mobile technology

## Vocabulary internet verbs

- 1 Think about how you have used the internet in the last 24 hours. Why have you used it? List the reasons. Then work in pairs and compare your lists.

*to find out information on train times, to check my email, to get directions*

- 2 Complete the sentences with these verbs.

connect download log in play search  
set-up subscribe upload write

- 1 To set up a new online account, type in your personal details and click 'enter'.
- 2 I don't buy CDs anymore. It's much easier to download music.
- 3 I log in to a weekly blog with all my family's news.
- 4 A lot of my friends play online games, but I find them a bit boring.
- 5 When I need to find information, I search the internet.
- 6 I listen to a daily podcast which gives me all the latest news.
- 7 My friends and family upload their photos and share them on social networking sites.
- 8 I use online banking because it's so easy. You just connect with a password and your account details.
- 9 There's no wifi here, so I can't subscribe to the internet.

- 3 Which of the sentences in Exercise 2 are true for you? Change any sentences which are not true or give more details.

*I write a blog, but I don't write about my family. I talk about what my friends and I like doing.*

## Reading

- 4 Read the blog. Who do you think wrote it? Why did the person write it?
- 5 Read the blog again and choose the correct option in these sentences.

- 1 The team had *an easy / a hard* journey to the Karimskaya River.
- 2 The weather was *good / terrible* when they arrived.
- 3 The blogger says that communication was *fairly similar / very different* for explorers in the past.
- 4 She thinks social media is *a waste of time / useful* for modern explorers.
- 5 *The writer / Someone else* touched a strange plant.
- 6 The writer got a message from a person she *knew / didn't know*.

www.kamchatkaproject.org/blog

## kamchatka project

61

Posted July 15, 2:55 PM

After travelling through three international airports and nineteen time zones, we are here at last! We are at the beginning of the Karimskaya River in the region of Kamchatka. It's the middle of nowhere, but I've got a signal on my phone. It's a sunny afternoon and if the weather stays the same for the next few days, everything will go well.

Posted July 16, 8:05 AM

We had a good night's sleep and are about to cook breakfast. I've already connected to the internet and checked my emails. It's funny to think that in the past, explorers couldn't share their news until months after the trip. Nowadays, if anything interesting happens, explorers blog about it before breakfast!

Posted July 18, 7:20 PM

Twitter and Facebook are great if you have a problem. We were working in a forest today and someone in our group touched a strange plant. Suddenly his skin became red, hot and painful. I posted a photo of the plant on Twitter and asked for advice. Minutes later I got a reply from someone who knows this region well. 'It's a pushki plant. It won't kill you if you touch one, but it will hurt!'

## Grammar zero and first conditional

### ► ZERO and FIRST CONDITIONAL

#### Zero conditional

*Twitter and Facebook are great if you have a problem. If anything interesting happens, explorers blog about it before breakfast!*

#### First conditional

*If the weather stays the same, everything will go well. It won't kill you if you touch one.*

For further information and practice, see page 170.

- 6 Look at the grammar box and complete these sentences.

- 1 We use a zero / first conditional sentence to talk about things that are generally true.
- 2 We use a zero / first conditional sentence to talk about a possible future situation.
- 3 In a zero / first conditional sentence we use *if* + present simple + present simple (or present simple + *if* + present simple).
- 4 In a zero / first conditional sentence we use *if* + present simple + *will* (or *will* + *if* + present simple).
- 5 *If* can come at the beginning of the sentence or in the middle. If it is at the beginning, we *use / don't use* a comma in the middle.

- 7 Match the beginnings of the sentences (1–6) with the endings (a–f). Then decide if the sentence is zero conditional (0) or first conditional (1).

- 1 If I get lost on the way to your house, d (1)
  - 2 If you click on this link,
  - 3 You can't read the articles on the website
  - 4 If there's a red sign on the screen,
  - 5 I'll call you from the top of the mountain
  - 6 I only write my blog
- a you have a virus.
  - b it downloads the video for free.
  - c if you don't subscribe.
  - d I'll use the satnav in my car.
  - e if I have something interesting to write about.
  - f if I can get a phone signal.

- 8 ► 62 Complete the sentences with the correct form of the verbs. Then listen and check your answers.

- 1 If I ..... (go) on holiday, I take lots of sun cream.
- 2 We ..... (need) a torch if we go out late tonight.
- 3 We always get lost if my brother ..... (drive).
- 4 If we ..... (see) a supermarket, I'll stop and buy some sandwiches for the journey.
- 5 If that old phone stops working, I ..... (buy) a new one.

- 6 I can't buy food if the supermarket ..... (not / be) open.
- 7 You ..... (ring) this number if you have any questions.
- 8 If you don't try harder, you ..... (not pass) your exam.

### Speaking my life

- 9 Have you ever been on a camping trip? What did you take?

- 10 Work in groups. You are going to the mountains for two days. The weather forecast is for sun on the first day and rain on the second. Because you are walking and camping, you don't want to take too many items. You have tents, rucksacks and food. Look at the photos. Discuss these items and choose the five most useful. Give reasons for taking them.

A: *If we take ..., we won't need ...*  
B: *We'll need ... if it rains ...*



# 8b Invention for the eyes

## Speaking

- 1 Work in groups. Discuss the importance of these inventions. Put the inventions in order from 1 (the most important) to 7 (the least important).

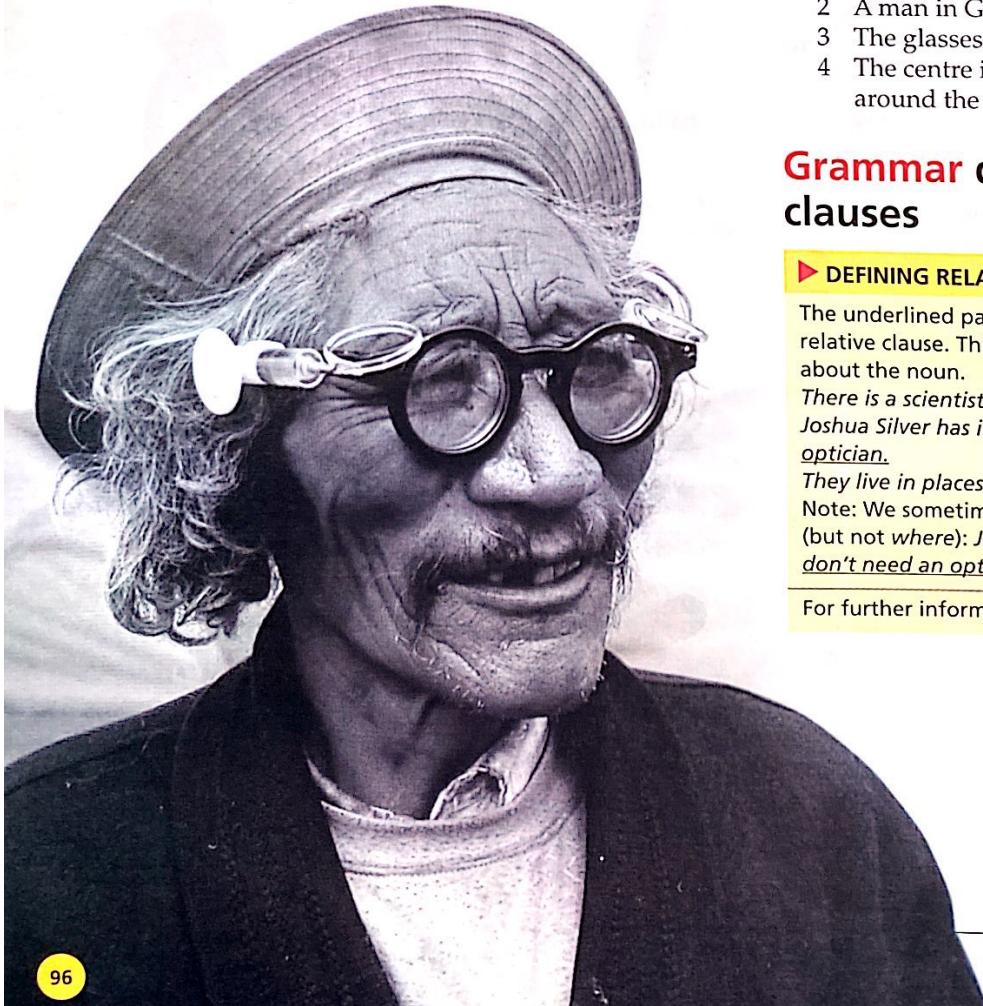
- the aeroplane
- the bicycle
- the camera
- the engine
- the internet
- the telephone and mobile phone
- the washing machine

- 2 Present your list to the class and compare it with other groups. What other important inventions would you add to the list? Why?

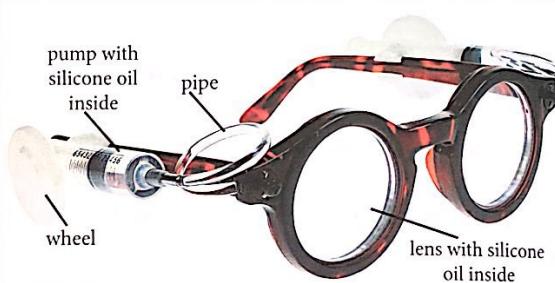
## Listening

- 3 ► 63 Listen to a science programme. Answer the questions.

- 1 What is the problem for more than one billion people in the world?
- 2 What has Joshua Silver invented?



- 4 ► 64 Listen to the first half of the programme again. Number the instructions on the diagram in the correct order (1–4).



The lens changes shape.

1 You turn the wheels on each side.

2 The silicone oil moves into the lens.

3 The pump pushes the silicone oil through the pipe.

- 5 ► 65 Listen to the second half of the programme again. Are the sentences true (T) or false (F)?

- 1 Silver had to do experiments with the glasses before they worked properly.
- 2 A man in Ghana used the glasses first.
- 3 The glasses are expensive to produce.
- 4 The centre is making a big difference in cities around the world.

## Grammar defining relative clauses

### ► DEFINING RELATIVE CLAUSES

The underlined part of each sentence is a defining relative clause. This clause gives essential information about the noun.

*There is a scientist who has solved the problem.*

*Joshua Silver has invented glasses which don't need an optician.*

*They live in places where there aren't any opticians.*

Note: We sometimes use *that* instead of *who* or *which* (but not *where*): *Joshua Silver has invented glasses that don't need an optician.*

For further information and practice, see page 170.

6 Look at the sentences in the grammar box. Which word (*who*, *which* or *where*) do we use:

- a for people?
- b for things?
- c to talk about what exists or happens in a place?

7 Look at these sentences from the listening. Underline the relative clause.

- 1 A man in Ghana was the first person who used the new glasses.
- 2 Silver started an organization which is called the 'Centre for Vision in the Developing World'.
- 3 The centre works with schools in countries where people can't get glasses easily.

8 Complete these sentences with *who*, *which* or *where*.

- 1 Thomas Edison is the person \_\_\_\_\_ invented the electric light bulb.
- 2 I live in a village \_\_\_\_\_ there is no public transport.
- 3 The Tesla is the first sports car \_\_\_\_\_ uses electricity.
- 4 Silicon Valley is a place \_\_\_\_\_ many successful technology companies like Apple and Microsoft are based.
- 5 In 1800 Alessandro Volta made an invention \_\_\_\_\_ was the first battery.
- 6 Maria Beasley was the inventor \_\_\_\_\_ made the first life raft.

9 In which sentences in Exercise 8 can you use *that* at the beginning of the relative clause?

10 Look at the photo and the text about another invention, Lifestraw. Complete the text with *who*, *which* or *where* and these phrases.

cleans water like hiking and camping  
there is a lake can break  
there is no safe  
invented Lifestraw

11 Think of a famous person, an invention, and a place or city. Write a sentence to define or explain each one. Then work in pairs. Exchange sentences with your partner. Can your partner guess what they are?

*It's a thing which you use to find information and to contact people. (a mobile phone)*  
*It's a city where you can see Big Ben. (London)*

# LIFESTRAW

Lifestraw is an invention <sup>1</sup> which cleans water while you drink, so it's useful in areas <sup>2</sup> \_\_\_\_\_ water supply. It's also small, so you can carry it to places <sup>3</sup> \_\_\_\_\_ or river and it's popular with people <sup>4</sup> \_\_\_\_\_. Lifestraw can turn 1,000 litres into drinking water and it doesn't have any moving parts <sup>5</sup> \_\_\_\_\_. The people <sup>6</sup> \_\_\_\_\_ also make other products for cleaning water in 64 countries around the world.



## Speaking my life

12 Work in groups. Invent something which will help you, your family or your friends in their everyday life. Discuss these questions and draw a simple design of the invention with any important information on a large sheet of paper.

- What is the invention for? (e.g. a robot for cleaning the house)
- Who will use it? (e.g. busy working people)
- Where can you use it? (e.g. around the office)

13 Prepare a short presentation about your invention. Give your presentation to the class.

*Our new invention is a machine which ...*

*It's for people who ...*

*You can use it in a place where ...*

# 8c Designs from nature

## Reading

- 1 Photos 1–5 on page 99 show inventions. Photos a–e show the animals and plants which gave the inventors their ideas. Match the inventions (1–5) with the animals and plants (a–e).
- 2 Read the article and check your answers from Exercise 1.
- 3 Read the article again. Choose the correct option (a–b) to complete these sentences.
  - 1 Geckos are amazing because they:
    - a can walk upside down.
    - b can walk on glass and plastic.
  - 2 Engineers, designers and scientists can learn a lot from:
    - a how nature copies things.
    - b how nature designs things.
  - 3 The wind turbine engineers and the car manufacturer studied:
    - a shapes in nature.
    - b size in nature.
  - 4 George de Mestral got the idea for Velcro:
    - a by studying other types of clothing.
    - b by chance.
  - 5 Wilhelm Barthlott got his idea from:
    - a the inside of the leaf.
    - b the outside of the leaf.
  - 6 The writer thinks designers:
    - a will learn a lot from nature in the future.
    - b have looked at most of the possibilities.

## Wordbuilding dependent prepositions

- 4 These eight words often have prepositions after them. Find the words in the article and write the preposition.

- |                    |                 |
|--------------------|-----------------|
| 1 problem _____    | 5 work _____    |
| 2 good _____       | 6 think _____   |
| 3 interested _____ | 7 similar _____ |
| 4 depend _____     | 8 idea _____    |

### ► WORDBUILDING Dependent prepositions

Many verbs, adjectives and nouns often have a preposition after them. These are called 'dependent prepositions'.

verb + preposition: *I agree with you.*

adjective + preposition: *I'm bad at football.*

noun + preposition: *I have a question about this.*

For further practice, see Workbook page 67.

- 5 Look at the wordbuilding box. Match the words in Exercise 4 with the categories (verb, adjective, noun).
- 6 Choose three of the words with a dependent preposition in Exercise 4 and write a sentence with each word. Then work in pairs. Take turns to read your sentences but do not say the preposition. Your partner must say the preposition.

## Critical thinking the writer's sources

- 7 To write an article, a writer often uses different 'sources' to find information. Which of these sources (1–6) do you think were most useful for writing *Designs from nature*? Say which parts of the article used information from the sources.

- 1 photographs
- 2 interviews with people
- 3 biographies
- 4 questionnaires
- 5 books about the topic
- 6 articles in magazines

- 8 Work in pairs. Which sources would you use to write about these topics? Use the sources in Exercise 7 and your own ideas.

- 1 people's favourite type of everyday technology
- 2 famous inventors in history
- 3 new types of technology in the future

## Speaking my life

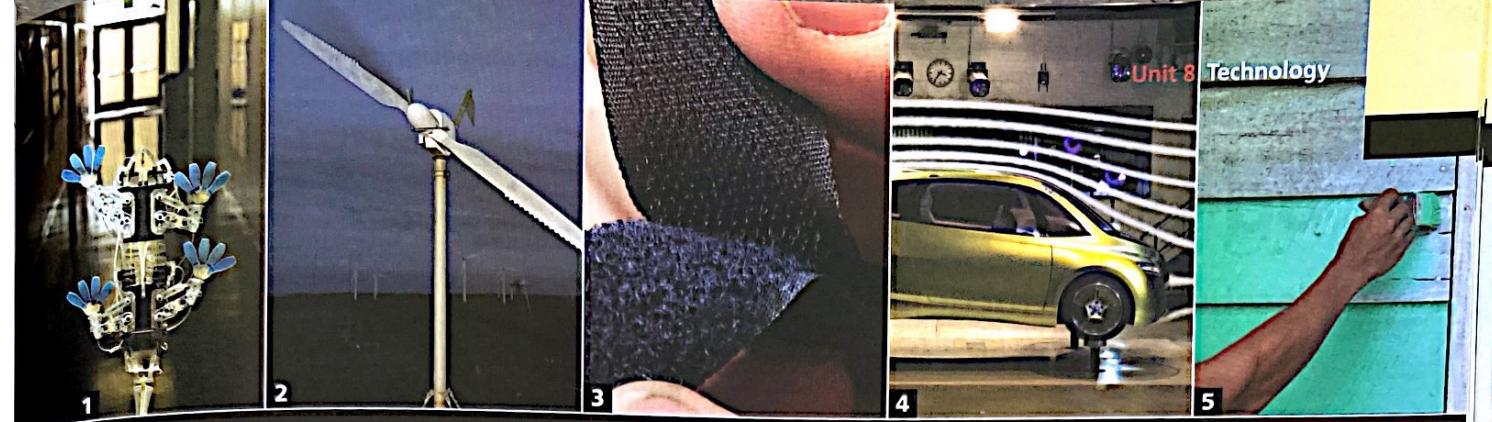
- 9 Work in pairs. Do some research for a short article about different people's favourite technology (e.g. a smartphone). Prepare questions to ask people to find out about these things.

- what their favourite technology is
- how often they use it
- what it's used for
- its design (colour, shape, size)
- its manufacturer
- anything else that's important

- 10 Work with other pairs and interview them using your questions.

A: *What's your favourite piece of technology?*

B: *Definitely my phone. I love it! I take it everywhere!*



# DESIGNS *from* NATURE

*When we have a problem, nature often has the answer*

► 66

In a room at Stanford University, scientists have a problem with their robot. It can walk up and down walls made of glass and plastic, but it can't walk upside down. So today they have a gecko in the room and they are studying how it walks. It's an amazing animal. Like the robot, it's very good at moving up and down trees, but the gecko can also walk upside down. In particular, the scientists are interested in the gecko's feet. They want to learn from its feet and use the same design on their robot.

10 Animals and plants can teach humans a lot about design and engineering. As a result, many engineers, scientists and designers spend time studying them. When they have a question, nature often has the answer. This science is called biomimetics. *Bio-* means 'living things' and 15 *mimetics* means 'copying'. In other words, these scientists – or *biomimeticists* – depend on animals and plants to help them with design.

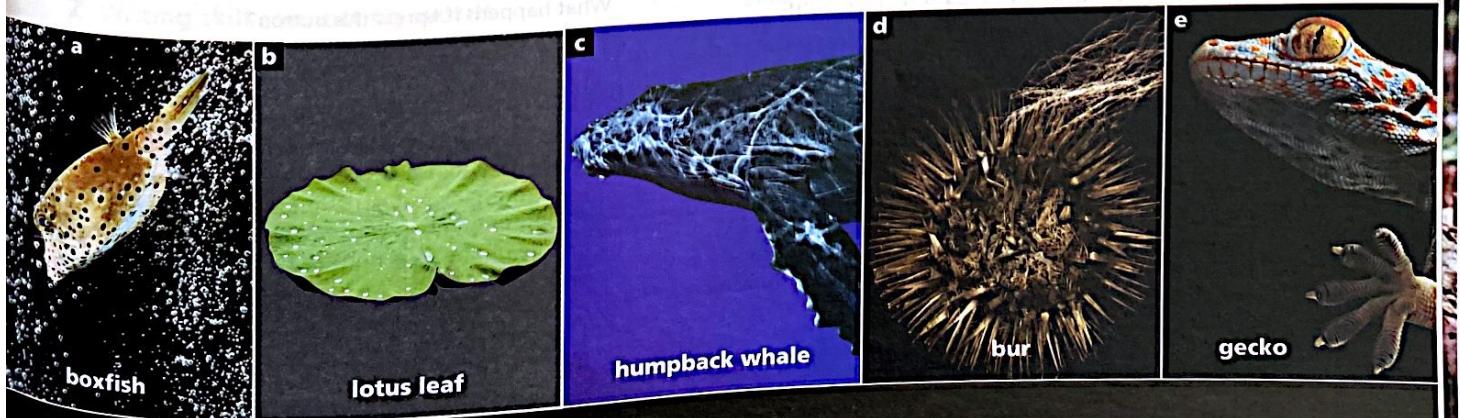
Two types of sea animals helped engineers in Canada and Germany. When engineers in Canada were working on 20 improving wind turbines, they studied a whale's flippers because these animals move so easily through water. And when the car company Mercedes-Benz wanted to think of

a new design for a car, they looked at a boxfish. The result was a car that was very similar to the shape of a boxfish and that used less fuel than other cars.

The world of plants helped with the invention of Velcro and a new type of paint. In 1948, the Swiss engineer George de Mestral was walking in the countryside when he pulled a plant's bur from his trousers. He noticed how the bur stuck 30 really well to his clothes, and so he had the idea of Velcro. And in 1982, Wilhelm Barthlott, an inventor who was studying the leaves of a lotus plant, noticed that water always ran off the leaf and it cleaned itself. Barthlott copied the leaf's design and produced a type of paint which stays cleaner than normal paint 35 because the water and dirt run off it.

In conclusion, biomimetics has helped to design the modern world, and there are many more future possibilities. It might take a long time to discover all of them, because after all it has taken nature millions of years to design its animals and plants.

**flipper** (n) /'flɪpə(r)/ the flat arm or leg of a sea animal, used for swimming  
**bur** (n) /bɜː/ a type of seed from a plant



my life

► PLANNING A TRIP ► A NEW INVENTION ► FAVOURITE TECHNOLOGY ► HOW SOMETHING WORKS

# 8d Gadgets

## Vocabulary instructions

1 When you buy new technology for the first time, do you ever:

- read the instruction manual?
- watch a 'How to' video online?
- ask a friend for help?
- telephone a customer helpline?
- turn it on and see what happens?

2 Match the verbs (1–5) with the phrases (a–e) to make instructions. Then match the instructions with the pictures (A–E).

- |           |                       |
|-----------|-----------------------|
| 1 turn on | a the battery         |
| 2 pull    | b the button          |
| 3 charge  | c the remote control  |
| 4 press   | d the lever forwards  |
| 5 push    | e the lever backwards |



### 3 Pronunciation linking

a **► 67** A word ending with a consonant sound links to the next word if it starts with a vowel sound. Listen and practise saying these instructions.

- |                        |                     |
|------------------------|---------------------|
| 1 Turn_it_on.          | 4 Push_it forwards. |
| 2 Charge_it_overnight. | 5 Pull_it back.     |
| 3 Press_it down.       |                     |

b Work in pairs. Think of items you often use at home or at work and make sentences using the verbs in Exercises 2 and 3a. Be careful with linking where necessary.

*I turn\_on my mobile\_in the morning and charge\_it\_overnight.*



## Real life finding out how something works

4 **► 68** Listen to two people talking about a new gadget called a drone. Number the pictures in Exercise 2 in the order they talk about them (1–5).

5 **► 68** Read the list of expressions for finding out how something works. Then listen to the conversation again and tick the questions you hear.

### ► FINDING OUT HOW SOMETHING WORKS

- Can you show me how this works?
- Can you explain the instructions?
- Have you charged the battery?
- How do I turn it on?
- How did you do that?
- What is this (other one) for?
- What does this (one) do?
- What happens if I press this button?
- How do you make it (record / go up)?

6 Work in pairs. Choose objects from the box or gadgets in your bag or in the school. Take turns to ask how they work.

- |                 |                    |
|-----------------|--------------------|
| a computer game | your favourite app |
| a mobile phone  | a photocopier      |
| a tablet        | a USB stick        |
|                 | a vending machine  |

A: *Can you show me how this works?*

B: *Yes. First of all, you need to turn it on, here.*

# 8e An argument for technology

## Writing a paragraph

- 1 Read this paragraph. Where do you think it comes from? Choose the correct option (a–c).

- a an instruction manual
- b a report on energy in the workplace
- c a message to a colleague at work about the lighting



LED lighting is a very efficient form of modern lighting technology. Firstly, LED lighting lasts longer than normal lighting. For example, a normal light bulb lasts for around 5,000 hours. LED light bulbs last 100,000 hours. In addition, LED light bulbs change 80% of electricity into light. Normal bulbs only change 20% into light and the rest is heat. In other words, LED lights need less electricity to produce more light. On the other hand, LED lights are more expensive to buy than normal lights. However, you don't have to change them every year and they use less energy. As a result, they are cheaper over a long period of time.

## 2 Writing skill connecting words

- a Look back at the highlighted connecting words in the paragraph in Exercise 1. Match the words with their uses (1–6).

- 1 to put ideas and sentences in order Firstly
- 2 to introduce contrasting information \_\_\_\_\_
- 3 \_\_\_\_\_ to say the same thing in a different way
- 4 \_\_\_\_\_ to add extra information to support your main idea
- 5 to introduce an example \_\_\_\_\_
- 6 to introduce a result \_\_\_\_\_

- b Complete this paragraph with connecting words from Exercise 2a. Sometimes more than one is possible.

Since the late twentieth century, the internet has completely changed our lives. <sup>1</sup> \_\_\_\_\_, it has delivered information to every house with a computer. <sup>2</sup> \_\_\_\_\_, you can type in any word and find thousands of pages on the subject. <sup>3</sup> \_\_\_\_\_, with faster speeds, it can show videos and explain how things work. <sup>4</sup> \_\_\_\_\_, some people think it can be dangerous, especially for young people. <sup>5</sup> \_\_\_\_\_, if we teach people how to use it safely, then it's like having a library in your home. <sup>6</sup> \_\_\_\_\_, I think every home should have internet access.

- 3 Read these notes for a paragraph about GPS technology. The notes give the main idea of the paragraph and arguments for and against. Write a paragraph using the notes and the connecting words from Exercise 2.

**GPS** is a good idea for anyone who travels a lot

- GPS maps are always up-to-date and correct
- safer to use when driving
- more expensive than a normal map
- saves time (and money on petrol)

- 4 Choose one of these types of technology. Plan a paragraph about why it is useful. Make notes like the ones in Exercise 3.

email mobile phones music downloads  
wireless technology your own idea

- 5 Now write your paragraph. Use connecting words.

- 6 Exchange paragraphs with a partner. Does your partner's paragraph:

- introduce the main idea of the paragraph?
- give reasons why the technology is useful?
- use connecting words?

## 8f Ancient languages, modern technology



Using modern technology to record ancient languages in Arunachal Pradesh, India

## Before you watch

- 1 Look at the photo and read the caption. What kind of technology can you see? How do you think these people are using it?

## 2 Key vocabulary

Read the sentences. The words in bold are in the video. Match the words with the definitions (a–f).

- 1 Every two weeks, a language **disappears** and no one ever uses it again.
  - 2 How much **awareness** is there of the problem?
  - 3 Many languages could **die out** in the next few years because no one speaks them.
  - 4 Humans can't **survive** if there isn't any water.
  - 5 In recent years, there's been a **shift** in the way we communicate because of technology.
  - 6 Don't **neglect** your school work over the holidays.
- a stops existing  
b change in something  
c knowledge or understanding of a situation  
d become less common and finally disappear  
e forget about  
f continue to live or exist in a difficult situation

## While you watch

- 3 **8.1** Watch the video and number these actions in the order they happen (1–4).
- a The team go to a region in northeast India where there are many different languages.
  - b The three men leave but they hope that the local communities will use the technology kits.
  - c The team visit Australia to interview the last speaker of a language.
  - d The team visit a large village where the older people speak a language called Apatani.
- 4 **8.1** Watch the video again and decide if the sentences are true (T) or false (F).

- 1 The aim of the National Geographic's Enduring Voices project is to help save ancient languages which are disappearing and dying out.
- 2 The Australian man speaks a language which people thought had already disappeared.
- 3 There used to be seven thousand known languages in the world, but now there are only half that amount.
- 4 One language disappears every two weeks around the planet.
- 5 In the end, Greg and David can't make the equipment work, so they don't record the speakers.
- 6 In the village, the young people aren't interested in learning new languages.
- 7 No one in the village speaks both English and Apatani.

- 8 Local people learn to use the technology kits, with a laptop computer, video cameras, and basic recording equipment.
- 9 The team hope people will keep their old language alive and speak it themselves.

## After you watch

### 5 Vocabulary in context

- 8.2** Watch the clips from the video. Choose the correct meaning of the words and phrases.

- 6 Complete this paragraph about a language using words from the video.

#### National Geographic Enduring Voices Project

In North America there are between 150 and 170 <sup>1</sup>k\_\_\_\_\_ languages. Many of these are native American languages which are <sup>2</sup>d\_\_\_\_\_. Now, National Geographic Enduring Voices Project is trying to help native speakers save their languages so we don't lose them <sup>3</sup>f\_\_\_\_\_. They use special recording <sup>4</sup>e\_\_\_\_\_ to interview older people speaking the language, and try to translate some of the <sup>5</sup>b\_\_\_\_\_ words. As a result of this work, the language of Salish, which was dying out, has <sup>6</sup>s\_\_\_\_\_. A few years ago, only about 50 people aged over 75 spoke the language of Salish, but now the tribe offers courses in Salish and the children are <sup>7</sup>s\_\_\_\_\_ in the language.

- 7 Work in groups. Discuss some or all of these questions.

- Is your country's native language a global or important language? Why? / Why not?
- If your native language is dying out, how can you save it? How can technology help to save it?
- How much is your native language changing? For example, does it use any English words? (e.g. *computer*)
- How important is a global language like English in your country? Do most people speak or try to learn a second language like English?
- How useful is technology for learning and communicating in a new language?
- How do you use technology for learning English?

abandon (v) /ə'bændən/ stop using

hassle (n) /'haes(ə)l/ an annoying or difficult situation

loss (n) /lɒs/ the state of no longer having something

# UNIT 8 REVIEW AND MEMORY BOOSTER

## Grammar

- 1 Complete the sentences with the present simple or *will* form of these verbs.

not call    not go    love    pass    press    work

- 1 When you \_\_\_\_\_ this button, the TV comes on.
- 2 If you put new batteries in, it \_\_\_\_\_ again.
- 3 When it's sunny, we \_\_\_\_\_ to go to the beach.
- 4 If he \_\_\_\_\_, we won't know what time to meet him.
- 5 I \_\_\_\_\_ hiking if the weather is bad.
- 6 If you work hard, you \_\_\_\_\_ the exam.

- 2 Complete the defining relative clauses with *who*, *which* or *where*.

- 1 The internet is an invention \_\_\_\_\_ has changed the modern world.
- 2 My best friend is someone \_\_\_\_\_ is always happy to see me.
- 3 They live in a place \_\_\_\_\_ there's no internet.
- 4 A satnav is something \_\_\_\_\_ tells you where you are.
- 5 Your teacher is someone \_\_\_\_\_ helps you learn English.
- 6 The space shuttle was the first spacecraft \_\_\_\_\_ travelled from and to Earth.

- 3 **» MB** Complete these sentences so they are true for you. Then work in pairs. Explain the sentences to your partner.

- 1 \_\_\_\_\_ is someone who is important in my life.
- 2 \_\_\_\_\_ is an invention which improves my life.

I CAN

use zero and first conditionals  
use defining relative clauses

## Vocabulary

- 4 Complete the sentences with one word.

- 1 To s\_\_\_\_\_ up an account, create a password.
- 2 P\_\_\_\_\_ the button here.
- 3 Plug it in here to c\_\_\_\_\_ the battery.
- 4 This is a type of t\_\_\_\_\_ which flies and takes photographs.
- 5 I'm interested i\_\_\_\_\_ robots.
- 6 Use your email to l\_\_\_\_\_ in.
- 7 Did you s\_\_\_\_\_ the problem with your laptop?
- 8 I have a question a\_\_\_\_\_ this grammar.
- 9 We g\_\_\_\_\_ hungry at midday.
- 10 Do you like to p\_\_\_\_\_ video games?

- 5 **» MB** Choose three more words from the unit. Write a sentence with each word, but miss out the key word. Then work in pairs. Take turns to read your sentences and guess the missing word.

I CAN

talk about technology  
use dependent prepositions

## Real life

- 6 Put these words in the correct order to make questions.

- 1 switch / it / how / do / I / on?
- 2 if / I / happens / button? / press / this / what
- 3 can / me / you / how / this / works? / show
- 4 you / did / that? / do / how
- 5 charged / battery? / the / you / have
- 6 this / button / do? / what / does

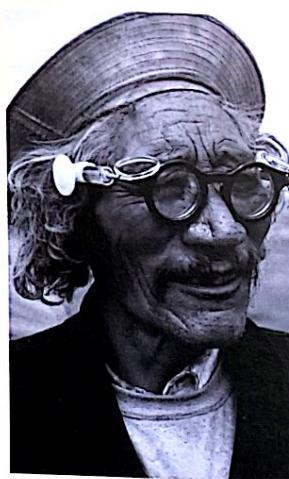
- 7 Match these responses (a–e) with the questions (1–6) in Exercise 6. One response matches two questions.

- a Sure. First, switch it on.
- b Yes, I have. It should work now.
- c It restarts it.
- d By pressing this.
- e You turn it off.

- 8 **» MB** Work in pairs. Look at these two inventions from Unit 8. Try to describe:

- what they do.
- the different parts.
- how they work.

*It's something which .... If you turn this, it ...*



I CAN

find out how something works  
give instructions