

# On Screen

**Student's Book**

**C1**

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**Express Publishing**

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CLIL/Culture pp. 149-152

Grammar Reference pp. GR1-GR25

Word List pp. WL1-WL

Grammar	Listening	Speaking	Writing
<ul style="list-style-type: none"> <li>present &amp; past tenses</li> <li>stative verbs</li> <li><i>used to</i> – <i>would</i> – <i>be/get used to</i></li> <li>comparisons</li> </ul>	<ul style="list-style-type: none"> <li>monologues (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>asking about / giving personal details</li> <li>answering questions about yourself</li> </ul>	<ul style="list-style-type: none"> <li>informal letter/emails (informal style)</li> </ul>
<ul style="list-style-type: none"> <li>future tenses</li> <li>degrees of certainty</li> <li><i>it</i> – <i>there</i></li> </ul>	<ul style="list-style-type: none"> <li>dialogues (multiple choice – short extracts)</li> </ul>	<ul style="list-style-type: none"> <li>making / responding to suggestions</li> <li>comparing &amp; speculating on pictures</li> </ul>	<ul style="list-style-type: none"> <li>a proposal (formal style; linkers; future &amp; hypothetical constructions)</li> </ul>
<ul style="list-style-type: none"> <li>infinitive/-ing forms</li> <li>intensifiers</li> </ul>	<ul style="list-style-type: none"> <li>interview (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>giving / responding to advice</li> <li>negotiating/reaching an agreement</li> </ul>	<ul style="list-style-type: none"> <li>semi-formal/formal letters/emails (semi-formal &amp; formal style)</li> </ul>
<ul style="list-style-type: none"> <li>modals (past &amp; present)</li> <li>deductions</li> <li>phrases expressing modality</li> </ul>	<ul style="list-style-type: none"> <li>monologue (sentence completion)</li> <li>dialogues (multiple choice – short extracts)</li> </ul>	<ul style="list-style-type: none"> <li>giving / replying to an opinion</li> <li>answering a question based on a picture</li> </ul>	<ul style="list-style-type: none"> <li>an essay based on a prompts (linking words &amp; phrases; paraphrasing)</li> </ul>
<ul style="list-style-type: none"> <li>passive voice</li> <li>causative</li> <li>personal-impersonal structures</li> <li>substitutions &amp; ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>interview (multiple choice)</li> <li>monologues (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>discussing causes &amp; results of an issue &amp; offering solutions</li> <li>interactive discussion</li> </ul>	<ul style="list-style-type: none"> <li>a report (register - formal language, linking structures)</li> </ul>
<ul style="list-style-type: none"> <li>conditionals/mixed conditionals</li> <li>wishes/unreal past</li> <li>phrases with hypothetical meaning</li> </ul>	<ul style="list-style-type: none"> <li>interviews (multiple choice)</li> <li>monologues (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>making and answering a complaint</li> <li>arguing a case</li> </ul>	<ul style="list-style-type: none"> <li>a for &amp; against essay (cohesion; punctuation)</li> </ul>
<ul style="list-style-type: none"> <li>reported speech</li> <li>reporting verbs</li> <li>articles &amp; determiners</li> <li>inversion</li> </ul>	<ul style="list-style-type: none"> <li>monologue (multiple choice)</li> <li>monologue (sentence completion)</li> </ul>	<ul style="list-style-type: none"> <li>narrating an experience &amp; showing interest</li> <li>discussing suggested points</li> </ul>	<ul style="list-style-type: none"> <li>a story (descriptive techniques – adjectives/ adverbs; feelings; beginnings and endings)</li> </ul>
<ul style="list-style-type: none"> <li>relative clauses</li> <li>participle clauses</li> <li>clauses</li> <li>cleft sentences</li> </ul>	<ul style="list-style-type: none"> <li>dialogues (multiple choice – short extracts)</li> <li>monologue (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>Making suggestions/ responding &amp; interrupting</li> <li>answering a question based on a picture</li> </ul>	<ul style="list-style-type: none"> <li>a review (paragraph planning; recommending)</li> </ul>

Pronunciation (p. PR1)

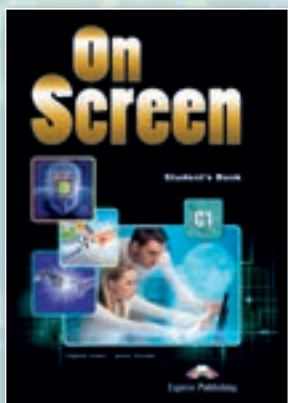
American English-British English Guide (p. AE-BEG1)

Irregular Verbs



# Components

## For the Student



Student's Book



Workbook & Grammar Book



Public Speaking Skills



ieBook



Class Audio CDs & Test Booklet CD-ROM

## For the Teacher



Teacher's Book (interleaved)



Workbook & Grammar Book



Public Speaking Skills Teacher's book



IWB



Class Audio CDs & Test Booklet CD-ROM



# Pushing boundaries

## Module 2

### MODULE OBJECTIVES

- **Vocabulary**
  - technological developments/advance
  - robotics
  - everyday computing & gadgets
  - idioms (technology)
  - phrasal verbs (*fall, turn*)
  - prepositions (technology)
  - word formation
- **Reading**
  - an article about a bionic man (multiple choice/ comprehension)
- **Grammar**
  - future tenses
  - degrees of certainty
  - *it/there*
- **Listening**
  - short dialogues (multiple choice)
- **Speaking**
  - making/responding to suggestions
  - comparing and speculating on pictures
- **Writing**
  - a proposal
- **Language Focus**
  - words often confused
  - collocations
  - grammar in focus
- **Progress Check**

#### Words of wisdom

"One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man."  
(Elbert Hubbard)

#### Discuss

### A Look into the Future

- 1** Read the texts and choose the correct word. How do you think these technological developments are pushing boundaries?

**A**

We all know about smartphones, but what about smart bandages? These mini devices are **1) equipped/implemented** with tiny electronic sensors. The bandage communicates through Wi-Fi with health professionals and can even release medicine. Researchers expect the bandages will **2) modernise/revolutionise** healthcare within the next few years.



**B**



What if we could use our devices without even touching them? Motion sensor technology allows users to **3) interact/interrelate** with the virtual world by just moving their hands. Developers predict that soon most users will be **4) integrating/interfaces** with their devices in a way that is entirely touch-free. Personal computing will never be the same again!

**C**

The smart home of the future will be a learning ecosystem **5) aware/acquainted** of its inhabitants. Residents, wearable devices will send information such as body temperature to a control computer. The home can then **6) determine/designate** when they are cold and react accordingly. Such **7) compliant/adaptable** environments will literally care for their occupants.



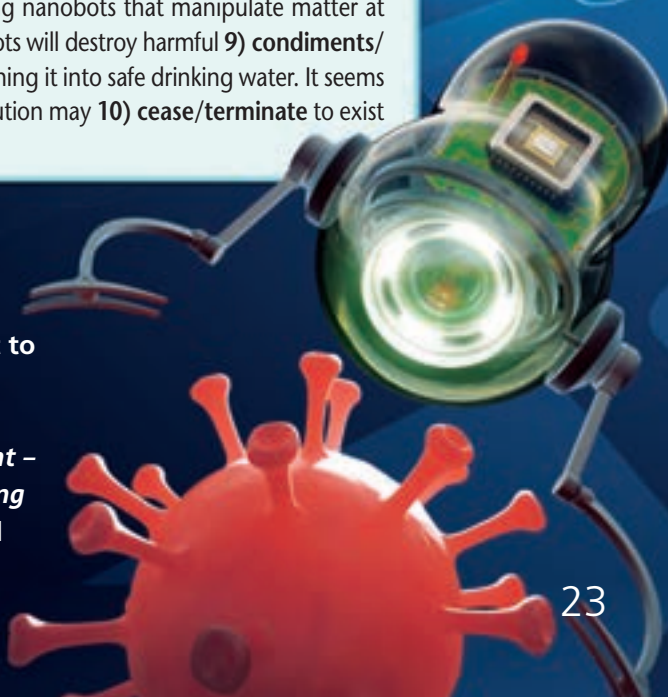
**D**

Nanotechnology is the latest buzzword in research and **8) development/advancement**. Scientists are building nanobots that manipulate matter at the molecular level. These micro-robots will destroy harmful **9) condiments/contaminants** in polluted water, turning it into safe drinking water. It seems that environmental problems of pollution may **10) cease/terminate** to exist with nanobots.

**2**



What are some other technological developments you expect to happen in the areas of:  
*personal computing – medicine – the environment – robots – travel – home living*  
in your lifetime? How will they impact the world?





# How to build a BIONIC MAN

*Rex the bionic man shows how close technology is to catching up with – and exceeding – the abilities of the human body.*

- 1 The pictures show Rex, the bionic man. Complete the sentences. Use: *pulsating, implants, prosthetic, self-regulating, artificial.*

- 1 Rex has advanced ..... limbs.
- 2 Rex's heart pumps ..... blood throughout his body.
- 3 Rex has cochlear ..... in his head, which allow him to 'hear' sounds.
- 4 Rex has a(n) ..... pancreas, so his blood sugar levels do not require monitoring.
- 5 Rex's blood circulates through a network of ..... arteries, which pump the blood around.

- 2 Which of the sentences in Ex. 1 do you think are true about Rex? Decide in pairs. Then read the newspaper article to check.

## Check these words

- *dashing* • *pulsating* • *implant*
- *inquisitive* • *convey* • *prosthetics*
- *sensor* • *residual* • *integrated*
- *metabolism* • *self-regulating*
- *commence* • *neural* • *elective*
- *startling*

He cuts a dashing figure, this gentleman: nearly seven feet tall and possessed of a pair of striking brown eyes. With a **fondness** for Ralph Lauren clothing, rap music and dining out with friends, Rex is, line 6 in many ways, an unexceptional chap. Except that he is, in fact, a real-world bionic man. Housed within a frame of state-of-the-art prosthetic limbs is a **functioning** heart-lung system, complete with artificial blood pumping through a network of pulsating arteries. He has a bionic spleen to clean the blood, and an artificial pancreas to keep his blood sugar at the right level. Behind deep brown irises are a pair of retinal implants allowing him to view the inquisitive humans who meet his gaze. He even has a degree of artificial intelligence: talk to him, and he'll listen (through his cochlear implants), before using a speech generator to respond – although, like us, he sometimes stumbles over his words.

Created by a TV company, DSP, with the help of robotics experts, the bionic man was **conceived** as a response to the question: how close is bionic technology to **catching up with**, and even **exceeding**, the capabilities of the human body? DSP got in touch with Dr Bertolt Meyer, a charismatic young Swiss researcher, himself the user of an advanced prosthetic hand, and invited him to create a bionic man from scratch. It's not the sort of invitation a chap gets every day, so what made Bertolt agree to it? 'My aim was to demonstrate that prosthetics can, instead of conveying a sense of loss, pity, and awkwardness, convey a sense of "wow" and amazement – a positive reaction, if you will,' he tells me.

The engineering behind modern prosthetics is certainly **mind-boggling**. They function by placing electrical sensors directly in contact with the skin. These sensors pick up the signals generated by muscular movements in the residual limb – signals that are then translated by software into natural, **intuitive** movement in the prosthetic limb. We all know about prosthetic limbs, even if many of us are not aware of just how **sophisticated** they now are. Less familiar, though, is the idea of bionic

organs. These new fully integrated artificial body parts are designed to plug directly into our own metabolism. In effect, they are not within us, they become us. Take Rex's pancreas, invented by Prof. Joan Taylor. Like a natural pancreas, this device requires no conscious monitoring – it is implanted permanently within the body, potentially **liberating** us from the chore of blood sugar monitoring. It is, Prof. Taylor hopes, only a few years from general use. Rex's kidney is, likewise, a self-regulating artificial organ. It requires only the power of the body's own blood pressure and performs all the functions of a biological kidney. Clinical trials are due to commence very soon.

In this future world, will we blur the boundaries of artificial and natural to an extent that we have to recalibrate our definition of self and non-self? That's especially pertinent when we consider the reality of neural prosthetics, such as the memory chips developed by Dr Theodore Berger. Many of us are uncomfortable with the idea of brain implants, but should we be? And will broadening our definition of 'self' reduce this discomfort? Bertolt is pleased with the increasing normalisation, and even 'coolness', of prosthetics. But he expresses caution about the potential for elective use of such technology. It's one thing to use a bionic organ to replace lost function but would we ever choose to remove healthy tissue to replace it with a stronger, better prosthetic? Elective use would, Bertolt fears, result in market forces becoming more important than medical need. In essence, those who can afford it could build up super-bodies, with the risk that manufacturers would then focus on fulfilling those demands, rather than on less **profitable** medical need. What's certain, though, is that artificial body parts can already restore independence in a way never previously possible.

Rex is a real world example of how much of our bodies could soon be replaceable. As an engineering project, he is **unparalleled**, and as a symbol of future humanity, he is startling.



### STUDY SKILLS

#### Multiple choice

Quickly read through the text and the question stems only (not the possible answers). Read the text again carefully and underline the parts which answer the questions. Now look at the four options and decide which one best answers the question. Make sure your choice is supported in the text and it is not just generally true. Remember the correct answer will be phrased differently than in the text.

### 3 Read again and, for questions 1-6, choose the correct answer (A, B, C or D). Give reasons.

- The writer refers to Rex as 'an unexceptional chap' in line 6 in order to emphasise
  - his abilities.
  - his humanity.
  - his intelligence.
  - his appearance.
- Why did Bertolt accept the challenge to build Rex?
  - He was keen to design an advanced prosthetic hand.
  - He felt it would encourage those who've lost limbs.
  - He was keen to see how people would react.
  - He wanted to change people's perceptions.
- The writer mentions Rex's pancreas and kidney in order to illustrate
  - how new technology will benefit those who need prostheses.

- how straightforward the technology behind bionic organs is.
  - how bionic organs differ from advanced prostheses.
  - how difficult it is to integrate bionic organs into the human body.
- What does the writer imply about brain implants?
    - They challenge us to re-evaluate who we are.
    - We are right to be uncomfortable with the idea.
    - The idea is slowly becoming more acceptable.
    - Scientists hold wildly different views on them.
  - Bertolt is worried that bionic organ manufacturers will
    - not be able to gain the trust of the general public.
    - choose financial gain over helping those truly in need.
    - struggle to get the finances to further develop their technology.
    - never fully overcome the extreme challenges they face.
  - In the final paragraph, the writer implies that the main purpose of the bionic man is
    - to showcase the work of different robotics companies.
    - to prove that technology has exceeded the human body's abilities.
    - to make people less fearful about artificial body parts.
    - to demonstrate to people what could soon be achieved.

### Vocabulary Focus

- Explain the words in **bold**. Use your dictionaries.
  - In pairs, explain the meanings of the underlined phrases/parts of sentences in the text.

### Text Analysis

- Answer the questions. Use your own words.
  - To what extent is Rex like a real human?
  - How could the technology used to build Rex be a cause for concern?
  - How would you suggest prosthetic technology and bionic organs be used?

### Listening & Speaking

Listen and read the text. In groups of 4, hold a debate about whether bionic limbs and organs should be used and if the practice should be elective. Support your viewpoints with reasons/examples.

### Writing

Do you think artificial body parts should be transplanted into the human body and should such procedures be elective? Post your comments to the newspaper article.



### Vocabulary from the text

**1** Choose the correct word. Make a sentence with the other word.

- 1 Bionic organs and limbs can now be fully **generated/ integrated** into our own bodies.
- 2 The trials of the artificial organs will **commence/restore** next year.
- 3 Scientists expect that bionic organs will **broaden/exceed** the capabilities of natural ones.
- 4 It is hoped that bionic organs will **liberate/remove** diabetics from constant blood sugar monitoring.
- 5 Many find the idea of **replacing/ recalibrating** human organs with artificial ones startling.
- 6 The idea of building the bionic man was **conveyed/conceived** by a TV company.

**2** Fill in: *mind-boggling, intuitive, pertinent, self-regulating, elective, conscious.*

- 1 The cost of ..... surgeries are not covered by most insurance companies as they are considered unnecessary.
- 2 Advances in science have produced ..... organs that use the body's own blood pressure to work.
- 3 I don't see how this research is ..... to the idea of artificial organ transplants.
- 4 Modern bionic limbs move in a natural, ..... way.
- 5 The speed of advances in Artificial Intelligence in recent years is just .....
- 6 The creators of Rex made a(n) ..... effort to make him as human-like as possible.

### Topic vocabulary

#### Research & Technology

**3** a) Underline the correct word.

- 1 No technology has been able to match radar in its ability to **allocate/detect/conceive/uncover** aircraft.
- 2 The company charges a small fee for the **navigation/ innovation/demonstration/installation** of a new telephone line.
- 3 This setting will automatically **retain/renew/refresh/resolve** your screen at set intervals.
- 4 The research team are trying to develop quieter wind turbines whose noise isn't a **drawback/detriment/denial/distractor** to local communities.

b) Match the sentences (1-4) from Ex. 3a to the industry they are related to.

Energy ☐ Transportation ☐ IT ☐ Communication ☐

**4** Read the sentences and choose the word in bold that does not mean the same as the others. Use the chosen word in another sentence.

- 1 Scientists have **predicted/indicated/hypothesised/ conjectured** that we will all be using self-driving cars in the near future.  
.....
- 2 It's important to adhere to strict guidelines when **overseeing/ conducting/carrying out/undertaking** research to ensure the validity of the results.  
.....
- 3 Doctors are trying to establish what **facilitated/triggered/ prompted/initiated** the patient's severe headaches.  
.....
- 4 Many scientists have **disputed/contested/refuted/ contradicted** the results of his research but not his methods.  
.....

**5** a) Listen to four people talking about new technologies. Match the speakers (1-4) with the problems (A-D) they believe technology can help solve.

- A illiteracy      C hunger  
B disease      D air pollution

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

b) Using the ideas from Ex. 5a, discuss with your partner how technology will be used in the future to solve the problems of *illiteracy, air pollution, disease and hunger*.



## Everyday computing & Gadgets

- 6** a) Complete the sentences with the verbs in the list in the correct form. What do the words mean in everyday context? Make sentences to show an alternative usage for each.

• browse • freeze • drag • crash • load

- 1 You can use the mouse to ..... the file and move it into a new folder.
- 2 My computer just ..... and I lost all my work.
- 3 The screen ..... and the cursor won't move.
- 4 It takes ages to ..... programs on my computer because it's so slow.
- 5 Jason ..... the Web for hours looking for a present for his sister and he still hasn't found one.

- 7** a) **COLLOCATIONS** Fill in the correct word.

• video • computer

- 1) ..... chat; 2) ..... interface;
- 3) ..... buff; 4) ..... call;
- 5) ..... conferencing; 6) ..... literate

• download • access

- 7) ..... a file; 8) ..... your profile;
- 9) ..... an application; 10) ..... the Internet; 11) ..... an attachment;
- 12) ..... a podcast

### b) Answer the questions in pairs.

- 1 What gadgets do you use on a daily basis? What for?
- 2 How often do you surf the Internet? Why?
- 3 Do you know how to: *download a file/program?* *use a scanner?* *edit a photo?* *bookmark a web page?* Choose one and describe the procedure to the class.

## Idioms (related to technology)

- 8** Fill in: *light years*, *rocket science*, *plug*, *wires crossed*, *wavelength*. Explain the meaning of the idioms.

- 1 Bob and Hilary **got their** ..... and showed up at different times!
- 2 The design for the self-driving car **is** ..... **ahead** of its time.
- 3 I don't know why Sally is finding it so hard to print that document; it's **not** .....
- 4 Jill and Tony make a good team in Science class because they are **on the same** .....
- 5 I'm afraid our funding has been cut and they're **pulling the** ..... on the research project.

## Prepositions

- 9** Fill in: *for*, *to*, *with* (x2), *from*. Check in Appendix I.

- 1 Have you been in contact ..... the client today about the software upgrade?
- 2 I'm not familiar ..... this program.
- 3 I think everyone will benefit ..... the development of automated cars.
- 4 This new program scans your PC ..... viruses.
- 5 Having WiFi means you don't have to use cables to connect your computer ..... the Internet.

## Phrasal verbs

- 10** Complete the gaps with *fall* or *turn* in the correct form so they match the synonym in brackets. Check in Appendix II.

- 1 Simon ..... down the job offer at the software company. (**refused**)
- 2 I can't find my smartphone; it must have ..... out of my pocket! (**dropped from**)
- 3 Frank ..... on his Bluetooth to connect his wireless headphones to his tablet. (**activated**)
- 4 Brian knew he could ..... back on his Biology degree if he needed to. (**rely on**)
- 5 Technology is being developed that will ..... any surface into a touchscreen! (**transform into**)

## Word formation

- 11** Read the text. Use the words in capitals to form a word that fits the gaps (1-8).

### Do you want a Robot?

Then get a library card!

It's a common belief these days that public libraries are on the verge of extinction with most books now

1) ..... online. This, however, is not the case in the city of Chicago. The city has reinvented its libraries as high-tech hubs with the 2) ..... of cutting-edge technology such as 3D printers and laser cutters. The constant 3) ..... of workshops on the various technologies 4) ..... visitors to learn to use them. Also, in 5) ..... with a search engine company in Chicago, the public library lends out Finch Robots. These 6) ..... gadgets, which are shaped like cute cartoon stingrays, are 7) ..... easy to operate and teach their users about basic computer coding. In this way, the library hopes to bring 8) ..... technology into the hands of the public.

ACCESS

INSTALL

AVAILABLE  
ABLE  
PARTNER

RESIST  
RELATE

ACT

## Future tenses &gt; see pp. GR4-GR5

- 1 a) Read the text and choose the correct options.



## The Final Frontier

There's one TV programme that has captured the imagination of audiences for generations. The futuristic technology on the show has inspired scientists for decades and even seems to have predicted new inventions. This programme is *Star Trek*.

Some imaginary gadgets featured on the show that once seemed utterly impossible now exist. One example is Doctor McCoy's hi-tech hypospray, which he used to give injections without needles. Scientists have taken this idea a step further by developing a device which they hope **1) is going to inject/will inject/will have injected** liquids at the speed of sound, completely painlessly.

It's incredible to think that in the not-too-distant future, we **2) will be using/will have been using/are using** many of the fantastic medical gadgets shown in *Star Trek*. However, this isn't the only industry that's reaching for the stars.

*Star Trek* has also inspired space travel. Large amounts of time, talent and money have been invested in our dream of following in the footsteps of Captain Kirk and his crew. Now, all that is paying off and NASA expects that humans **3) are going to have visited/will have visited/will have been visiting** other planets by the time we reach the end of the century.

The 100-Year Starship project also shows how sci-fi can guide reality. It brings scientists from diverse fields together with science-fiction writers in order to solve the problems that prevent intergalactic space travel. By the end of next year, this project **4) will have been running/will have run/will be running** for four years, and it's already changing the way we think about space travel.

So it seems that *Star Trek*, with so many ground-breaking ideas, **5) is going to inspire/will have inspired/will inspire** scientists for many more years to come.

- b) Identify all the tenses in bold in Ex. 1a. Explain how we use each.

c) What tense do we use after time words (*when, by the time, until, before, after, etc.*) to refer to the future? Find an example in the text, then write two more examples of your own.

- 2 Put the verbs in brackets in the correct future tense. Justify your answers.

- 1 A: Look at the time, Sam! We ..... **(be)** late!  
B: Sorry, I ..... **(grab)** my coat.
- 2 A: I can't believe we've finished the research!  
B: I know. This time next week, we ..... **(present)** our findings to the board.
- 3 A: ..... **(Tracey/come)** to the Science Museum tomorrow like we planned?  
B: I don't know. I ..... **(call)** her as soon as I ..... **(finish)** work.
- 4 A: Do you think humans ..... **(live)** on another planet in a hundred years?  
B: I'm not sure, but I think we ..... **(discover)** life on other earth-like planets by then.
- 5 A: Could you help me with my Science project please, Peter?  
B: Well, I'm busy this evening, but I ..... **(give)** you a hand tomorrow.
- 6 A: ..... **(Ted/get)** a job in robotics after his degree?  
B: Oh, he's already got one! By the end of the year, he ..... **(work)** for six months already.

## Other future forms &gt; see p. GR5

- 3 a) Read the sentences in the box. Which phrases are used to imply the future? What do they mean in your language?

- |  |   |
|--|---|
| 1 Scientists are on the verge of manufacturing living tissues using 3D printing. | 3 The professor is due to give a presentation on robot nurses in a few minutes. |
| 2 Holly has been studying very hard, so she is bound to do well in her exams.    | 4 When your visitors arrive, they are to sign in at reception.                  |

- b) Rewrite the notices/headlines below using the expressions in Ex. 3a, as in the example.

*Dr Robinson is to speak on robot intelligence at 9 am in the main auditorium.*

1	2
3	5
4	



## Degrees of certainty


- 4** a) Look at the phrases (A-J) and put them in order of certainty from the most to the least likely.

A	I'm positive it will	<input type="checkbox"/>
B	There's no way we will	<input type="checkbox"/>
C	I'm almost certain	<input type="checkbox"/>
D	It's unlikely that we will	<input type="checkbox"/>
E	I'm fairly sure	<input type="checkbox"/>
F	I suppose we	<input type="checkbox"/>
G	I doubt if	<input type="checkbox"/>
H	It's possible that	<input type="checkbox"/>
I	There's not much chance	<input type="checkbox"/>
J	I wouldn't be surprised if we had	<input type="checkbox"/>

- b) Replace the words in bold in the sentences about the future with synonymous phrases from the box in Ex. 4a.

In fifty years' time:

- maybe** people will have bionic bodies. ....
- we probably won't** have transporter technology. ....
- I'm nearly sure** people will live longer. ....
- I'm certain we won't** all be flying spaceships. ....
- I **don't think** we will move to another planet. ....
- I'm pretty sure** doctors will have cured many diseases. ....
- there's a chance that we** might be exploring other planets. ....
- it's definitely going to** get hotter. ....
- we might have** our own robots. ....
- I **don't believe** that aliens will be living on Earth. ....

- c)  **SPEAKING** Make predictions about your future. Use the phrases in Ex. 4a to tell the class.

## it – there

- 5** Find examples of *it/there* in the text in Ex. 1. How do we use these structures?

- 6** a) Insert *it* or *there* in the correct place.

- Mark made clear that he didn't want anyone to touch his smartphone.
- Is any reason we won't explore the galaxy in the future?
- I find exciting that science may give humans bionic body parts in the future!
- If is life on other planets, I think we should look for.
- I don't know if is a chance that we will all have self-driving cars in the near future.
- I like when the whole family watches a film together.

- b) Rewrite the sentences to make them sound more natural by using *it* or *there*, as in the example.

- To go to the lecture about nanotechnology would be interesting.  
*It would be interesting to go to the lecture about nanotechnology.*
- Experts now think that water exists on Mars.
- To buy an SLR camera if you don't know how to use one is a bad idea.
- Does this café offer free Internet access?
- Robots totally replacing humans seems unlikely.
- A few similarities between sci-fi films and real life now exist.

## Key word transformations

- 7** Complete the second sentence so that it means the same as the first, using the word in capitals. Use between three and six words.

- Daniel hates being interrupted by the telephone while he's studying. **WHEN**  
Daniel ..... him while he's studying.
- There's no way we will be visiting virtual doctors in the next five years. **CERTAIN**  
In the next five years, I'm ..... virtual doctors.
- I'm certain Andy will win the Young Inventors' competition. **BOUND**  
Andy ..... the Young Inventors' competition.
- Next month, the company will be celebrating ten years in the field of robotics. **WORKING**  
By this time next month, the company ..... in the field of robotics for ten years.
- I doubt that Robyn can't send an email. **HARD**  
I find ..... that Robyn can't send an email.

- 8** **ICT** **SPEAKING** Research online about gadgets of the future. Choose one and say what it would be used for. Present it to the class.

# 2d Listening skills

## Multiple choice – short extracts

### Preparing for the task

#### STUDY SKILLS

Read each rubric to get an idea of what you are going to hear. Then, read the questions and answers, and think about what you will listen for *e.g. specific information, the speaker's purpose, feelings, attitudes & opinions, etc.* Remember, information may come from anywhere in the extract and be paraphrased. Listen carefully to the entire dialogue before choosing your answers.

- 1** a) Read the rubric and questions 1 and 2. Underline the key words. What is each question asking about?

You hear two people talking about young children and technology.

- 1** Both speakers feel that young children  
**A** cannot handle responsibility.  
**B** are well situated to absorb information.  
**C** should be exposed to technology.
- 2** What do the speakers disagree on?  
**A** Children are too young to learn about technology.  
**B** Children find it difficult to understand things.  
**C** Children should not be given so much freedom.

b) Read questions 1 and 2 in Ex. 1a again. Then read the extract to find what the speakers agree/disagree on. Now answer the questions.

**Woman:** I find it quite disturbing that there are smartphones on the market aimed at primary school children. I don't think it's good for them to have access to that kind of smart technology at such a young age.

**Man:** Oh, I don't know about that. Technology is such a big part of our lives these days. I think it's important for them to learn about it when they're young, when they find it easier to take in what they're exposed to.

**Woman:** I'll go along with that. Young people are more adept at learning things, but I don't believe the freedom and responsibility that goes with having a mobile is something they should be entrusted with until they are old enough to understand it.

- 2** Look at the underlined phrases in the extract in Ex. 1b. Which expresses agreement/disagreement? Replace them with sentences from the Useful Language box.

#### Agreeing/Disagreeing with an opinion

Agreeing	Disagreeing
<ul style="list-style-type: none"> <li>You're absolutely right.</li> <li>I think so too.</li> <li>That's all too true.</li> <li>I don't think so either.</li> </ul>	<ul style="list-style-type: none"> <li>That's not entirely true/right.</li> <li>I'm afraid I must take issue with you on that.</li> <li>On the contrary, ...</li> <li>I'm not so sure about that.</li> </ul>

- 3** Listen and for questions 1-6, choose the answer (A, B or C) which fits best.

#### Extract one

You hear two teachers talking about a learning resource.

- 1** What does the woman suggest is a drawback of interactive whiteboards?  
**A** They can cause some students to feel isolated.  
**B** They take a little more work to get right.  
**C** They are a major distraction for students.
- 2** Why does the woman mention the use of calculators?  
**A** to show that the situation is unlike anything else  
**B** to emphasise the need for change  
**C** to demonstrate her knowledge of the subject

#### Extract two


You overhear two friends talking about some new technology in their old school.

- 3** How does the woman feel about the introduction of the new technology?  
**A** She never thought it would happen.  
**B** She doesn't believe there's a budget for it.  
**C** She thought it should have been done sooner.
- 4** What does the man think is the main advantage?  
**A** making the school day easier  
**B** increasing motivation  
**C** improving essential skills

#### Extract three

You hear part of a radio discussion about young people and the study of science.

- 5** Both speakers feel that many young people lose interest in science because  
**A** they don't find their lessons exciting enough.  
**B** it seems irrelevant to their professional lives.  
**C** they aren't receiving adequate careers advice.
- 6** What does the woman feel would best promote the further study of science?  
**A** visits to schools from science experts  
**B** work experience in science professions  
**C** students working together in classes


- 4**  What could schools do to make science more interesting? Discuss in groups.



# Speaking skills

# 2e

## Making/Responding to suggestions

- 1 Read the first exchange. What is the dialogue about?
- 2 Complete the gaps (1-6) with the phrases: *It might be a good idea to, What are your thoughts, Have you considered, We could I suppose, I couldn't agree with you more, I see what you mean but.*  
 Listen and check.

Angie: Tony, Director Collins has asked for suggestions on how to raise the profile of the college using the Internet. 1) .....

Tony: Well, I think the existing website needs updating. 2) ..... improve the web design and include interviews with current students.

Angie: 3) ..... The website definitely needs a makeover. Including interviews with students would show why they enjoy studying at the college. What about promoting the college on social networks?

Tony: 4) ..... young people use social media more for socialising with friends and I'm not that sure they would pay attention to a college advert.

5) ..... creating a video channel on a video sharing website?

Angie: Hmm. 6) ..... How does that work?

Tony: Well, we would upload eye-catching videos about the college and potential students could follow the channel to see more videos.

Angie: I see. Let's write down our ideas and present them to Director Collins.

- 3 In pairs act out similar dialogues using phrases from the Useful Language box and the ideas below.

- hold an open day • update prospectus
- run a stall at college fair

### Making a suggestion

- It might be a good idea to ...
- Have you considered ... (-ing)
- Why don't ...

### Inviting a response

- What are your thoughts?
- What's your feeling/view about this?
- Any ideas?

### Accepting a suggestion/idea

- Great, I hadn't thought of that.
- I couldn't agree with you more.
- Yes, we could, I guess.

### Rejecting a suggestion/idea

- I see what you mean, but ...
- That's a fair point but ...

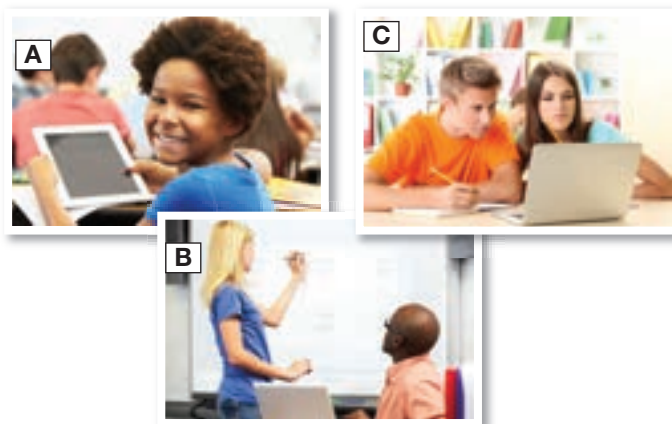
## Comparing & Speculating on pictures

### STUDY SKILLS

#### Comparing pictures

When you are asked to compare two pictures from a choice of three, decide on the two pictures you want to talk about. Make a general comment about the photos being mainly similar or different. Then compare/contrast the main points (places, people, feelings) in detail and speculate about the situations in the pictures.

- 4 The pictures (A-C) show different ways of learning. What can you see in each picture?



- 5 Compare two of the pictures and say:

- How are these technologies used for learning?
- What are the benefits of these ways of learning?


Use the phrases in the Useful Language box below.

### Comparing

- Both pictures are similar as they show ...
- In the first picture ..., whereas in the second one ...
- The most striking difference/similarity between the two pictures is ...
- In a similar way ...

### Speculating

- I suppose/imagine/assume that ...
- I'm convinced that ...
- I can't be sure/certain, but ...

- 6  Listen to Bob doing the task. Compare his performance to that of your partner. Assess your partner in terms of: *grammar and vocabulary – discourse management – pronunciation.*



Which way of learning in Ex. 4 is the most effective? Tell your partner, giving reasons.

## General introduction

A **proposal** is a formal, informative piece of writing which outlines plans and/or suggestions for a future course of action, and is submitted for approval to a superior at work, a local council, a college headmaster, a peer group such as colleagues or club members, etc.

## General outline for proposals

**Beginning** ► state who the proposal is to and from, the subject and the date

## Introduction

Para 1 ► state purpose & content of proposal

## Main body

Paras 2-4 ► present each aspect under separate subheadings

## Conclusion

Para 5 ► summarise the points made in the main body and if necessary express your own opinion

## Formal style characteristics

- **complex sentence structure**, (e.g. *Presently, the computer system and most of the other equipment are incredibly outdated, which is a cause of frustration for many members of staff.*)
- **advanced vocabulary** (e.g. *It is everyone's responsibility to protect school property.*)
- **advanced phrasal verbs** (e.g. *It is essential we find ways to bring about improvements.*)
- **full verb forms** (e.g. *It is my firm belief that we should employ a technician to help oversee the installation of new equipment.*)
- **formal linking words/phrases** (e.g. *What is more, some students have expressed concern about the lack of school facilities.*)
- **impersonal tone** (e.g. *It would be a good idea to upgrade the computer system in the office.*)
- **frequent use of passive forms** (e.g. *Some available funds could be used to improve the office environment.*)

## Understanding the rubric

## 1 Read the rubric and answer the questions.

The director of the school where you are studying English, Mr Fraser, has received funding to improve technology facilities at the school and has invited students to send him a proposal suggesting how the money should be spent. In your proposal you must evaluate the school's existing facilities, suggest what improvements could be made and outline the likely benefits for students. Write your **proposal** in 220-260 words.

- 1 Who are you and who are you writing to?
- 2 What is the purpose of your piece of writing?
- 3 What style should you write in?

## 2 Read the model and fill in the missing words/phrases in the list.

- as to how • As requested • **Finally**
- **Consequently** • I propose • In summary
- **In addition** • it would be beneficial
- **To begin with**

To: Mr Fraser, director

From: Maria Angelo

Subject: funding to improve technology

Date: 22nd March

## A Introduction

1) ..... , I am submitting this proposal to make suggestions 2) ..... funds for improving technology facilities should be used for maximum benefit to students.

## B Classrooms

3) ..... , the school is lacking up-to-date technologies in classrooms. Students are unable to access the latest programs **because of** the extremely old machines on site. I believe that 4) ..... to update all classrooms with tablets and interactive whiteboards. **This way**, students will be able to take notes and do online research and teachers will be able to use the whiteboards to make the lessons more interactive and interesting.

## C Library

5) ..... , although the school library has a number of computers, most of them are outdated. **Therefore**, I would strongly recommend the school replace the existing computers and install a multi-media room in the library. It can be equipped with new computers, a projector and a large screen. 6) ..... , students will be able to collaborate on shared projects and make audio-visual presentations there.

## D Online platform

7) ..... , other than a school website, students do not have additional academic support outside of school hours. Therefore, 8) ..... the school creates an online platform where both teachers and students can share information about lessons. Teachers, **for instance**, can post homework assignments and extra study materials for students to access. **As a result**, students can share notes and collaborate on group projects online.

## E Conclusion

9) ..... , I suggest that the funding should be used mainly to update technologies in school classrooms and install a multi-media room in the library as well as create an online platform accessible by teachers and students. I expect that this will help maintain students' interest levels and enhance learning during their lessons and study time.

## 3 In pairs, find examples of formal language in the proposal. Then think of an alternative heading for each paragraph.



### Useful Expressions/Linkers for Main Body Paragraphs

**To list points:** • Firstly/ First of all/ To begin with  
• Secondly • Thirdly • Lastly/Finally

**To add more points:** • In addition/Additionally  
• What is more • Furthermore • Also • as well • too

**To provide reason and cause:** • because (of)  
• as • since • due to • owing to • on account of

**To introduce examples/details:** • For example/  
for instance • In particular/Particularly • such as/  
including/namely

**To contrast:** • however • although • whereas/on  
the other hand

**To introduce effect/result:** • Consequently/  
As a result • In this way • This way • In doing so  
• Therefore • Thus • For this reason

**4** Read the table above. Replace the linkers in bold in the model in Ex. 2 with other appropriate ones from the box.

**5** Choose the correct linker. What is each used for?

- In this way/What is more**, some employees are concerned about the lack of equipment in the office.
- In particular/Although**, work is done more efficiently as users can share applications and data quickly and easily.
- Secondly/To begin with**, it is necessary to discuss how computers have become essential in classrooms as a learning resource.
- Therefore/Whereas**, students can achieve instant communication with other class members with just a click of a mouse.
- Whereas/As a result**, students can experience a wealth of new learning material online.
- Productivity in the office is low, **owing to/namely** the fact that the company computers are slow and outdated.
- Since/In doing so**, students will be able to use the latest technology such as webcams to interact with students abroad.
- Although/As** the costs for upgrading the office equipment are fairly high, the future financial benefits will be considerable.

**6** a) Read the beginnings (1-2). What do you think the purpose of each proposal is?

**1**

**To:** Mrs Harper, Headteacher  
**From:** Gina Stewart  
**Subject:** Careers fair  
**Date:** 15th January

#### Introduction

As requested, I am writing this proposal to make suggestions as to what should be included in a career fair at the school and how these things will benefit students.

**2**

**To:** Mr Rogers, School Director  
**From:** Kevin Brown, student  
**Subject:** Proposed Lab Improvements  
**Date:** 4th February

#### Purpose

This is a report compiled in order to evaluate the school's existing science laboratory and make suggestions for improvements in order to provide maximum benefits to students.

**b) Match the beginnings (1-2) to the endings (A-B). Discuss in pairs what you might expect to find in the main bodies of each proposal. What possible headings might be included?**

#### A Conclusion

To conclude, it is my firm belief that while the existing laboratory is on the whole in satisfactory condition, we can further upgrade it by obtaining the latest high quality supplies and equipment to make science lessons more interesting and effective for students.

#### B Recommendations

In summary, by planning well, inviting effective guest speakers and setting up stands to introduce students to potential employers, I feel certain that the fair will be extremely beneficial to the students' career preparation.

### Future & Hypothetical constructions

**Proposals** always refer to events that should, might or will happen. We mostly use future and hypothetical constructions:

- **future simple** tense e.g. *By upgrading the computer system in the office, we **will increase** overall efficiency.*
- **future continuous** tense e.g. *As a result of online advertising, the company **will be reaching** customers all over the world.*
- **future perfect** tense e.g. *By creating an online shop, the company **will have increased** its profits by 30% by the end of the year.*
- **modals** e.g. *This **should/could/might** result in fewer software bugs.*

**Certain verbs** such as *propose, intend, expect, hope, predict, forecast, look forward to, anticipate* are also commonly used to suggest the future.

**Adjectives** are used to make collocations with a future meaning e.g. *the **proposed** improvements, the **potential** hazards, the **future** plans, any **foreseeable** problems, in the **coming** days/weeks, etc*

### 7 Choose the correct words/phrases.

- 1 The office **should/would** install an online network to back up documents. As a result, we **anticipate/intend** fewer documents will be lost.
- 2 I expect the **potential/proposed** improvements to the computer room **will be completed/will have been completed** by the end of the summer. This way any **unforeseen/coming** problems will be avoided at the beginning of the school year.
- 3 By creating a website for the shop, we can **look forward to/propose** increased sales in the **future/coming** year.
- 4 I **suggest/predict** the company should create an online help desk for clients. Consequently, clients **will receive/will be receiving** faster service in the future.

## STUDY SKILLS

### Style in writing proposals

Always keep in mind who the target reader is. This will influence the style your proposal will be written in. Avoid using jargon or unnecessarily complex language.

### 8 a) Read the two extracts. Which is written in the correct style? Why?

#### Technology in schools

A

Presently, some schools have brought in compulsory tablets for children. I suggest that all students should be encouraged to use tablets in the classroom. This way, students not only become computer literate but also acquire skills needed to enter the workforce.

B

In addition, in order to remedy the information imbalance in textbooks, I propose they should be replaced with tablets altogether. This will bring many benefits as students can use the cloud and will not be obliged to carry textbooks. Thus, they will become computer savvy technistas who can use mobile operating systems such as iOS. As a result, students' interest levels and learning experiences will be boosted.

### b) Read the section of a proposal and replace the underlined words/phrases with the more advanced/formal language from the list.

- enable them to grasp the benefits of following a scientific career
- could also entice them • dynamic science professionals
- An effective method of heightening students' interest
- As a result, they would gain insight into • placements

### Motivating students

1) One great way to get students more interested in science and technology would be to offer them work experience 2) jobs with science professionals. 3) This would give them the chance to see the essential role of scientists in society and 4) help them realise why it would be good to become a scientist. Inviting 5) lively and interesting workers into schools to speak to students 6) would also maybe make them like science or technology.



### 9 a) Read the rubric and answer the questions.

You are studying in an exchange programme at a college in the UK. The college is planning a Science and Technology week and the head teacher, Mr Albertson, has asked for proposals suggesting what kinds of activities should be planned and how they would benefit the students. Write your **proposal** in 220-260 words.

- 1 What is the purpose of your proposal?
- 2 Who is the target reader?
- 3 What style should you write in?
- 4 What information should you include in your proposal?



b) Look at the two plans below. Which plan do you think is best for the rubric in Ex. 9a? Why?

### Plan A

- (Para 1) *State why you are writing the proposal.*
- (Paras 2-4) *Suggest activities under separate subheadings indicating how they would benefit the students.*
- (Para 5) *Summarise your ideas.*

### Plan B

- (Para 1) *State the problem.*
- (Paras 2-4) *Give examples of past school activities and say how they affected students.*
- (Para 5) *Suggest a few activities explaining how they could benefit the students.*



**10** a) Read the headings 1-4. Match them to the details (a-d).

- 1** ☐ Class trips to science museum
- 2** ☐ Science competitions
- 3** ☐ Presentations from professionals
- 4** ☐ Visits to science workplaces

- a** could invite into classrooms to put subjects in context – perform ‘shows’ or experiments – highlight fun side of science
- b** has four floors of interactive exhibits & excellent reviews
- c** could work in groups to carry out experiments/invent something etc
- d** shadow a professional for a day – question them about their job

b) Listen to two people discussing the topic in Ex. 9a. Which of the points in Ex. 10a do they mention?

**11** Listen again. What benefits have they mentioned? Make notes in your notebook.

**12** Use the ideas in Exs 10a & 11, phrases from the Useful Language box and appropriate linkers to write your proposal. Follow the correct plan from Ex. 9b.

### Useful Language

#### Introduction

- The purpose/aim/intention of this proposal is to evaluate/outline/suggest/present/discuss the future plans/the intended course of action...
- This proposal is submitted in support of our request for approval of .../for permission to ...
- This is a proposal compiled in order to suggest/present/access/evaluate ...
- As requested, I am submitting/writing this proposal in order to ...

#### To make suggestions/recommendations

- I (would) (strongly) suggest/recommend that ...
- I believe that it would be very beneficial/helpful/worthwhile to (students) to ...
- Another/A further suggestion/possibility would be to ...
- It is my (strong) belief that ... would ...

#### Conclusion

- To conclude/To sum up/In summary/All in all/In conclusion, our intention is to ...
- The advantage(s) of the approach proposed would be that ...
- I feel certain/believe that the course of action proposed above will achieve .../answer the needs of the ...
- I hope/trust that the plan/scheme outlined/presented in this proposal meets with your approval



### Checklist

When you finish your piece of writing, check that:

- the beginning states who it is to and from and contains the subject and date
- the proposal presents a clear outline
- appropriate introductory and concluding paragraphs are used
- the writing is well-organised and coherent (paragraphs under headings)
- the content is relevant to the task
- all points asked for in the rubric are included
- the appropriate register & style is used (advanced/formal)
- there is a range of persuasive language
- grammar and spelling is used accurately (future and hypothetical constructions)
- there is a range of rich vocabulary
- the target reader is fully informed