

Venture into First for Schools ▶ First for

Reading

Motivating texts and topics, with guided skills practice

- ▶ Exam guide with tips for each part of the paper
- ▶ Exam task for Reading and Use of English
- ▶ English in context to focus on vocabulary in the text

Unit 12 Technology and innovation

Reading

Technology: Friend or Foe?

Read the text and answer the questions. Tick (✓) or cross (✗) the boxes.

Adom
Think technology means that you're never out of touch and that you're always on top of the news. The great advantage of this is that you can work, study or be kept in touch with people anywhere in the world. You can also use technology to help you with your work and study. For example, you can use technology to help you with your work and study. You can also use technology to help you with your work and study.

Flück
Generally, we think of technology as being a good thing. It's a way of making our lives easier and more comfortable. But it's also a way of making our lives more complicated and more stressful. It's a way of making our lives more complicated and more stressful. It's a way of making our lives more complicated and more stressful.

Laura
I think of technology as a double-edged sword. On the one hand, it's a way of making our lives easier and more comfortable. On the other hand, it's a way of making our lives more complicated and more stressful. It's a way of making our lives more complicated and more stressful.

Reem
I think of technology as a way of making our lives more complicated and more stressful. It's a way of making our lives more complicated and more stressful. It's a way of making our lives more complicated and more stressful.

Questions 1-8

1. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

2. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

3. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

4. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

5. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

6. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

7. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

8. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

Language Check

Practise and expand on target language from the reading text

- ▶ Grammar to build B2 language competence
- ▶ Vocabulary organised by topic
- ▶ Dictation to improve listening skills

Language Check

Reading Comprehension

1. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

2. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

3. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

4. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

5. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

6. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

7. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

8. Tick (✓) or cross (✗) the boxes to show whether you agree or disagree with each statement.

Vocabulary

1. Complete the sentences with the correct form of the words in brackets.

2. Complete the sentences with the correct form of the words in brackets.

3. Complete the sentences with the correct form of the words in brackets.

4. Complete the sentences with the correct form of the words in brackets.

5. Complete the sentences with the correct form of the words in brackets.

6. Complete the sentences with the correct form of the words in brackets.

7. Complete the sentences with the correct form of the words in brackets.

8. Complete the sentences with the correct form of the words in brackets.

Dictation

1. Listen to the audio and write the sentences in the gaps.

2. Listen to the audio and write the sentences in the gaps.

3. Listen to the audio and write the sentences in the gaps.

4. Listen to the audio and write the sentences in the gaps.

5. Listen to the audio and write the sentences in the gaps.

6. Listen to the audio and write the sentences in the gaps.

7. Listen to the audio and write the sentences in the gaps.

8. Listen to the audio and write the sentences in the gaps.

Listening & Speaking

Build your oral competences through structured skills practice

- ▶ Model speaking task to show what to do in the exam
- ▶ Useful language to improve speaking accuracy
- ▶ Exam tasks and guides for Listening and Speaking

Listening

Listening Comprehension

1. Listen to the audio and answer the questions.

2. Listen to the audio and answer the questions.

3. Listen to the audio and answer the questions.

4. Listen to the audio and answer the questions.

5. Listen to the audio and answer the questions.

6. Listen to the audio and answer the questions.

7. Listen to the audio and answer the questions.

8. Listen to the audio and answer the questions.

Speaking

Speaking Comprehension

1. Listen to the audio and answer the questions.

2. Listen to the audio and answer the questions.

3. Listen to the audio and answer the questions.

4. Listen to the audio and answer the questions.

5. Listen to the audio and answer the questions.

6. Listen to the audio and answer the questions.

7. Listen to the audio and answer the questions.

8. Listen to the audio and answer the questions.

Model Speaking Task

1. Listen to the audio and answer the questions.

2. Listen to the audio and answer the questions.

3. Listen to the audio and answer the questions.

4. Listen to the audio and answer the questions.

5. Listen to the audio and answer the questions.

6. Listen to the audio and answer the questions.

7. Listen to the audio and answer the questions.

8. Listen to the audio and answer the questions.

Contents

Student's Book















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2	Entertainment pp.22–31	<i>used to vs would</i> <i>used to vs Past simple</i> <i>be/get used to</i> <i>so and such</i>	Celebrity and the media Entertainment Word power Collocations with <i>make</i> and <i>do</i> Phrasal verbs with <i>make</i> and <i>do</i>
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From school to work: these activities focus on language and communicative skills for the 21st-century workplace






Complete **Cambridge English: First for Schools** Practice Test, pp. 140-155

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Reading

Getting started

How have technological advances affected people's lives in recent years? Can you think of a change relating to the areas below?

socialising education industry food

1 You are going to read an article about technology. Read the text quickly and match each paragraph (A–D) to a heading.

- 1 Tracking and privacy
- 2 Society and education
- 3 Industry and productivity
- 4 Growing your own

Exam guide ✓

In Part 7, sometimes different sections of the text mention similar ideas. Read these very carefully to eliminate the incorrect option.

Reading and Use of English Part 7

2 Multiple matching. Read the text again and for questions 1–10, choose from the four students (A–D). The students may be chosen more than once.

Which student(s)

talks about technology learning from humans? **1**

mentions technology that has been around for many years? **2**

talks about encouraging original ideas? **3**

claims technology does not solve a global problem? **4**

describe how technology increases productivity? **5** **6**

is distrustful of claims about technology that makes predictions? **7**

talk about making things less expensive? **8** **9**

mentions increasing the wealth of companies? **10**

Technology: friend or foe?

Technology often promises to improve our lives for the future, but is that really the case?

English in context

3 Find the words in the text which mean:

- 1 mention in order to make someone notice
- 2 so interested in something that it takes all your attention
- 3 suddenly stop working
- 4 a negative effect or aspect of something
- 5 follow the actions of someone or something, typically secretly
- 6 using little power or fuel
- 7 isolated from other people

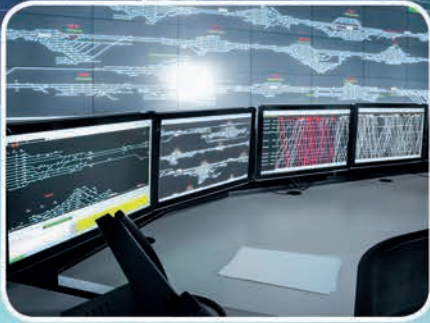
4 Complete the sentences with the words from Ex.3.

- 1 She hadn't slept for days and felt from the world around her.
- 2 My old computer used to regularly.
- 3 She was so in her video game that she didn't notice when I entered the room.
- 4 It is important to use light bulbs to save electricity in your home.
- 5 I just want to some of the dangers of modern technology.
- 6 The biggest of buying the latest phone is that it's so expensive.
- 7 You never know who could you online.

Share your views Key competences

5 In groups. Ask and answer the questions.

- 1 Do you think technology is a friend or foe? Why?
- 2 Do you think technology will help solve global problems such as world hunger? Why?
- 3 Do you think your life would be better or worse without the Internet?



A Adam

Mobile technology means that we're never out of touch and most of us spend a lot of our time online. The great advantage of this is that we can work, study, play or keep in touch with people from anywhere we want. It is safe to say that information technology has completely changed culture and society. Look at education, for instance. Virtual reality has created new ways to teach and learn, such as 'learning-by-doing' approaches that do away with the physical classroom. Not only could this provide more personalised education for students and promote individual creativity, it might also make university education more affordable and accessible for everyone. However, there is some evidence that in the real world, many individuals now feel increasingly lonely and **disconnected**. It's also been said that as people become more **absorbed** in their virtual worlds, they care less about the issues that are happening around them in the physical world.

C Nick

Genetically modified (GM) plants help farmers produce more food more cheaply. This is seen by some as a step towards solving world hunger, but it is often criticised because it can pollute nature in ways that are unpredictable and uncontrollable, and some fear it could cause health problems. One proposed alternative is indoor home farming; these systems can use **energy-efficient** LED lighting and web-connected software to manage every aspect of food production, with little impact on the environment. Once installed, they are cheap to run, produce high-quality food, and some can even fit into a small apartment. Growing your own food can also be very satisfying. Yet some people **point out** that while this new food-growing technology might help to reduce the use of GM crops, the real problem is that the systems are often unavailable to those who need the food most.

B Laura

Much of the recent promise of technology is around intelligent apps and devices that observe our behaviour and offer personalised information and services to assist us. A common example of this is music apps that **track** the music we listen to in order to make future recommendations. Such technology is becoming more and more predictive and sometimes is even able to anticipate what we want before we even know ourselves. Of course, a possible **downside** of this is that we might not be able to trust the technology to serve our best interests. Indeed, we all risk being spied on by large corporations that openly collect personal data about individuals for their own purposes, such as selling it to advertising companies. They might claim to use this information to improve customer experience, but arguably it's about increasing their profits.

D Karen

For decades, companies have used robots instead of people to increase output when manufacturing goods such as cars, but computers are also taking more responsibility for managing intricate systems where mistakes can potentially be catastrophic, such as in nuclear power plants or air-traffic control systems. And generally, they have proved themselves to be much more reliable and productive than humans. But should we trust this technology, especially when it is so sophisticated that on the rare occasions when things stop working, they can be very difficult to repair? As well as problems with hardware or software, there's also the possibility of cyber-attacks from hackers, who deliberately cause a system to **crash** or malfunction. One thing we can be sure about is that the more dependent we become on technology, the more helpless we will be when things go wrong.



Venture into Grammar

-ing form vs infinitive**1 Read the sentences and match them to the rules.**

- 1 Technology often **promises to improve** our lives for the future.
- 2 Virtual reality has created new **ways to teach** and learn.
- 3 Apps that track the music we listen to in order **to make** future recommendations.
- 4 We all **risk being** spied on by large corporations.
- 5 This is seen by some as a step **towards solving** world hunger.
- 6 Once installed, they are **cheap to run**.
- 7 **Growing** your own food can also be very satisfying.

We use the -ing form:	We use the infinitive:
a after a preposition.	d after an adjective.
b as the subject or object of a sentence.	e after a noun.
c after certain verbs.	f to express purpose.
	g after certain verbs.

Grammar Reference p.230

2 Complete the sentences with the correct form of the verbs in brackets.

- 1 We've decided (buy) a 3D printer.
- 2 Instead of (do) our own housework, in the future robots will do it for us.
- 3 I use my mobile (text) or (surf) the Internet, but never for calls any more.
- 4 I miss (receive) letters by post. (get) an email is not nearly as exciting.
- 5 I haven't got a dishwasher. Do you mind (wash) the dishes by hand?
- 6 It's easy (spend) lots of time looking at screens, but it could end up (hurt) your eyes.
- 7 I don't know how you can expect (do) so much work in so little time!
- 8 Do you ever get tired of (sit) at a desk all day?
- 9 I've got lots of exciting things (tell) you!
- 10 My favourite pastime is (play) video games on my computer.
- 11 I'm going to the library (do) my Chemistry homework.
- 12 It's dangerous (give) out personal data and information on the Internet.

3 Complete the text with the correct form of the verbs in brackets.**Parental spy cams for teen drivers**

Seventeen-year-old Jon braked hard and managed ¹ (avoid) an accident, but he wasn't looking forward to ² (see) his mum that evening. That's because a new system had been installed in his car ³ (inform) his parents of the incident, and they were able ⁴ (witness) exactly what had happened. This smart system recognises dangerous driving situations, and records a video of the road in front of the car and the driver. So if a teen driver, like Jon, decides ⁵ (go) too fast or chooses ⁶ (not stop) at a red light, his parents know about it immediately. Of course, most teens would hate ⁷ (be) spied on, but the system seems ⁸ (make) a real difference. It can't completely prevent them from ⁹ (have) an accident, but it does discourage them from ¹⁰ (drive) dangerously.

Grammar tip**verb + -ing form and infinitive**

Some verbs can be followed by the *-ing* form or the infinitive but there is a change in meaning.

I remember meeting you for the first time.

Remember to turn off the light when you leave.

Grammar Reference p.230

4 Choose the correct alternative.

- 1 On the way from Brighton to London, we stopped *having/to have* a coffee and a rest.
- 2 My dad stopped *smoking/to smoke* almost 20 years ago.
- 3 I really regret *selling/to sell* my old car, because this new one is useless.
- 4 I regret *saying/to say* that we cannot offer you the job in our company.
- 5 We'd better go back. I'm not sure if I remembered *locking/to lock* the front door.
- 6 It's your fault you missed the party. I can distinctly remember *telling/to tell* you it was on Friday at 8.
- 7 Ada left university and went on *to become/ becoming* a brilliant computer programmer.
- 8 He went on *to look/looking* at his phone in the cinema even after the film had begun!

Vocabulary



Compound nouns: technology

- 5 Match the words below to a word in the mind maps to make compound nouns. Then check the form (hyphenated, single word or two words) in the glossary.

network hard e information reality media snail
soft cyber spy mobile gaming voice

1	social	+	network	=	social network
2	_____	+	technology	=	_____
3	_____	+	attack	=	_____
4	_____	+	ware	=	_____
5	virtual	+	_____	=	_____
6	_____	+	mail	=	_____

- 6 Complete the sentences with compound nouns from Ex.5.

- _____ is software which secretly reports activity on your computer to someone else.
- Facebook is an example of _____.
- IT is a school subject. It is an acronym for _____.
- Incredibly, the White House website was hit by a _____ last year.
- If I don't answer my phone, leave me a _____ message.
- _____ is a computer simulation of a lifelike environment or situation.

Talking about technology

- 7 **3.08** Complete the sentences with the correct form of the words below. Then listen and check your answers.

switch scroll stream crash
plug set drag print log

- Most websites need you to _____ in when you're doing online shopping.
- My computer is so old that every time I open my web browser it _____. The screen goes black and I have to restart it.
- You need to _____ down to the bottom of the page to find the 'contact us' link.
- If you want to be environmentally friendly, don't forget to _____ off your computer when you're done.
- It took a long time to _____ up the new system software.
- Liam _____ out nearly all his emails; it's such a waste of paper.
- You need to _____ your choice and drop it into the correct box.
- I can't hear the audio. Can you _____ in the speakers?
- This popular website allows users to _____ films on the Internet.

Dictation

- 3.09** Listen and write the sentences.
- 3.10** Listen and check your answers.
- In pairs. Discuss whether you agree or disagree with the statements and why.

Getting started

What type of technology do you use the most?
When and where do you use it? What do you use it for?

- 1 Before you listen, read the questions in Ex.2 and think about what each person might say.

Exam guide ✓

Before you listen to Part 1, read the questions and options carefully, and underline important words. This helps you remember what information to listen for.



Listening Part 1

- 2 **3.11 Multiple choice.** You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 You hear a man talking about airline tickets. How does he feel about e-tickets?</p> <p>A He hates anything to do with technology.
B He thinks they save a lot of time.
C He doesn't think they look real.</p> <p>2 You hear a woman talking to a friend about an exhibition. What is surprising about the exhibition?</p> <p>A how many aspects of ancient Greek civilisation it covers
B the number of people involved in setting up the exhibits
C its focus on a lesser-known aspect of ancient Greek civilisation</p> <p>3 You hear a man talking about a holiday which involves a different kind of technology. What does he say about the holiday?</p> <p>A It offers holiday makers complete privacy.
B It provides an opportunity to meet new people.
C It costs the same as any traditional holiday.</p> <p>4 You hear a minicab driver talking about her job. What problem is she describing?</p> <p>A difficult passengers
B technology that doesn't work
C traffic congestion</p> | <p>5 You hear a man talking about modern technology. How does he feel about it?</p> <p>A He is not a fan of this kind of technology.
B He considers technical purchases overpriced.
C He feels technology is developing too quickly.</p> <p>6 You hear part of a programme on the radio about astronauts. What is the presenter describing?</p> <p>A the difficulties of living with others in a small space
B the need to make careful preparations before a trip
C the problem of taking care of basic everyday needs</p> <p>7 You hear a man talking to a shop assistant. What problem is the man having?</p> <p>A He can't find the receipt for his new mobile.
B He is having trouble making phone calls.
C He has problems receiving emails.</p> <p>8 You hear a woman talking about an online music site. What does she say is annoying about it?</p> <p>A She thinks it's an expensive service.
B She can't download the music she wants.
C She had to spend a long time making a music list.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 3 **3.11 Listen again and check your answers.**

Share your views **Key competences**

- 4 In pairs. Ask and answer the questions.


- 1 What technology do you think will still be around in 20 years' time?
- 2 What technology do you think will no longer be necessary in 20 years' time?
- 3 What new technology do you think there will be in 20 years' time?

Getting started

What's your favourite school subject? Why?

- 1 Look at the photographs in Ex.4. Which of the adjectives below would you use to describe each one?

dangerous relaxing engaged exciting interactive
modern creative satisfying worthwhile

- 2  3.12 Listen to a candidate doing the Speaking Part 2 exam task in Ex.4. Which of the words from Ex.1 does he use?

- 3  3.13 Useful language. Listen and complete the sentences from the extract with the phrases below.

to be honest if you ask me what I think is that as I see it

Giving opinions

- 1 _____, it looks like the people in both are enjoying their lessons.
- 2 To answer the question, _____ the science lesson could be really exciting.
- 3 _____, I'd prefer the other class.
- 4 _____, learning that way is more modern.

Exam guide ✓

Try to use a variety of expressions to talk about the pictures in Part 2. This will give you a better mark. If you do not know or cannot remember a specific word, paraphrase it.

Speaking Part 2

- 4 **a Individual long turn.** Look at the two photographs showing different types of school lessons. Talk about the photographs on your own for about one minute. Compare them and say how you think the students feel about the different lessons.

How do you think the students feel about the different lessons?



b Now answer the follow-up questions.

- 1 Which of the activities in the pictures would you prefer to do?
- 2 Do you think digital technology makes lessons more worthwhile?
- 3 What are some of the disadvantages of using digital technology in the classroom?
- 4 Do you think technology will replace teachers in the future?
- 5 What is your preferred way of learning? Why?

Speaking Bank p.264



First Speaking videos

Word power

Suffixes to form nouns (2)

- 1 Form nouns from the words below using the suffixes. Write them in the table. Use a dictionary to check the spelling.

happy extend rely improve embarrass
hesitate educate disappoint weak translate
distant elegant prefer ill excite forgive
independent revolve attend

-ment	-ness	-ence/-ance	-tion/-sion

- 2 Complete the sentences with nouns from Ex.1.

- The minister of announced an increase in funds for schools.
- My face turned red from
- means liking one thing more than another or others.
- To convert from miles to kilometres, divide by five and multiply by eight.
- The opposite of strength is
- My report said I was satisfactory in Maths, but I was in need of in Physics.
- We have a from Italian to English to do.
- Flu is a very common in winter.

Prefixes and suffixes review

- 3 Add a prefix and a suffix to the base words below. Then complete the sentences.

in- un- im- dis-

patient help employ satisfy comfort
convenient suit agree active

-ity -able -ence -ment -ful -tion

- That dress is much too short and totally for the occasion.
- The shop assistant was rude and
- Research has shown that and bad diet are a major cause of obesity in children.
- continues to rise as hundreds of workers lost their jobs this month.
- These chairs are much too hard. I find them extremely
- We apologise for any caused by the one-hour delay.
- If you're in a traffic jam, it's important to keep calm and not show your
- Employees have expressed their with the low wage.
- We had a about which film to see, so we just went home.

Exam guide ✓

In Part 3, use the text around the gap to decide what part of speech is missing. You may need to make two changes (e.g. *success* – *unsuccessful*).

Reading and Use of English Part 3

- 4 Word formation. For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.



My science blog: nanotechnology

I've just finished my school project on science and (1) I thought I'd share what I've learned. Let's explore the incredible world of nanotechnology, shall we?

Nanotechnology is about building things from very small particles, like molecules and atoms. Early attempts at using it were a bit of a (2) However, in recent years there have been huge (3) Nanotechnology is now part of our everyday lives – in electronics, sports equipment, medicine and more. The possibilities seem (4) For example, there is a prototype 3D printer that can create medicine by assembling chemical compounds. Pharmaceutical companies might no longer need to worry about the expense and (5) of manufacturing drugs, and people in remote places could have more access to medicine.

It sounds great, doesn't it? Nobody would say nanotechnology was a bad thing, would they? Well, actually, some do. Critics are quick to point out at least one (6): because it's so small, nanotechnology could have (7) and harmful consequences for the environment and human health. Anyway, it's (8) a fascinating subject. Tell me what you think, won't you?

INNOVATE

DISAPPOINT

IMPROVE

LIMIT

CONVENIENT

ADVANTAGE

PREDICT

DEFINITE

Venture into Grammar

Question tags

5 Complete the sentences from the text on p.134. Then choose the correct alternative in the rules.

- 1 Let's explore the incredible world of nanotechnology,
 - 2 It sounds great,
 - 3 Nobody would say nanotechnology was a bad thing,
 - 4 Tell me what you think,
- a We use question tags in speech and very *formal/informal* writing to check something we already think is true or to keep the conversation going.
- b If the main sentence is affirmative, the tag is *affirmative/negative*, and vice versa.
- c To form the tag, we use the auxiliary or modal verb and the *pronoun/proper noun* from the main sentence.
- d After *let's* we use *will/shall + we* in the tag, and after imperatives we use *will or won't + you*.

Grammar Reference p.231

6 Complete the sentences with a question tag.

- 1 That's Hector's brother,
- 2 You've forgotten to charge your mobile phone again,
- 3 Let's see if Tilly wants to come,
- 4 They won't be angry,
- 5 The number three bus goes to the central station,
- 6 They used to live in the USA,
- 7 Nobody understood the example,
- 8 Give me a hand,
- 9 We should close the door,

7 Complete the sentences using the prompts and a question tag.

► call/Tennis for Two. The first computer game was called Tennis for Two. wasn't it?

- 1 send/1971. The first email
- 2 invent/radio. Guglielmo Marconi
- 3 perform/Christiaan Barnard. The first human heart transplant
- 4 put/the first human into space. The Russians
- 5 not return to Earth/in the future. The Hubble Telescope
- 6 cost/five billion euros. So far, the Large Hadron Collider

Exam guide ✓

Never leave a blank answer in Part 1. If you make a guess, there is a 25% chance you will get it correct.

Reading and Use of English Part 1

8 Multiple-choice cloze. For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

Nikola Tesla


troubled genius

We all take electricity for granted in this age of technology, **(1)** we? Just imagine a life without it. In the late 1880s, a number of scientists and electrical **(2)** were working to bring electricity to American homes, streets and businesses. Recently arrived from Europe, Nikola Tesla was trying to create a system **(3)** electricity using the Alternating Current (AC) system rather than Direct Current (DC) suggested by Thomas Edison. Both men strongly **(4)** about this and tried hard to **(5)** what was known as the 'War of the Currents'. The AC system was cheaper, and when it was used **(6)** illuminate the Chicago World's Fair in 1893, it took over from DC. Tesla's reputation grew when he designed the world's first hydroelectric power station at Niagara Falls. He was a brilliant inventor, experimenting in areas such as robotics, weapon design, X-ray and wireless technology. In later years, he preferred **(7)** his time feeding and talking to pigeons in New York. People will probably always remember him as a troubled genius, won't **(8)**?

- | | | | |
|---------------|--------------|------------|-------------|
| 1 A don't | B aren't | C doesn't | D haven't |
| 2 A doctors | B professors | C teachers | D engineers |
| 3 A to donate | B donating | C supply | D to supply |
| 4 A differed | B disagreed | C varied | D agreed |
| 5 A have | B pass | C beat | D win |
| 6 A to | B for | C in | D of |
| 7 A living | B doing | C spending | D making |
| 8 A he | B they | C we | D it |

Getting started

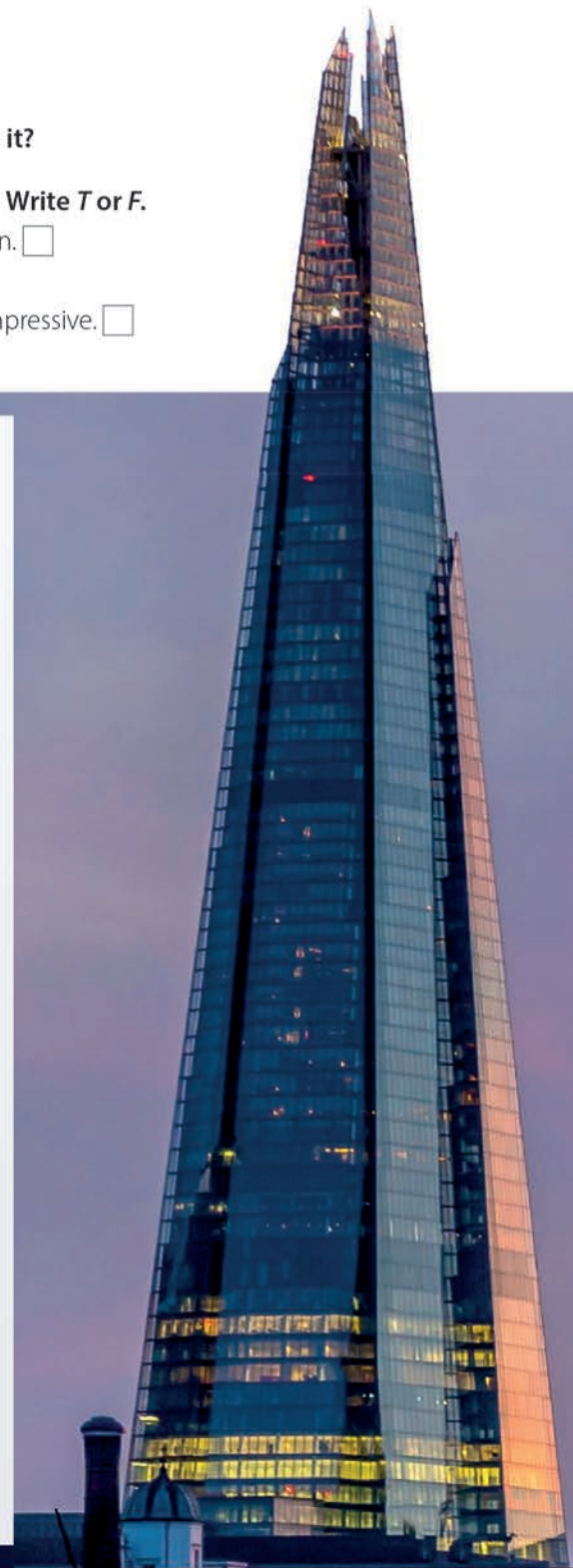
What's your favourite building in your hometown? Why do you like it?

1  3.14 Listen and read the article. Are the sentences True or False? Write T or F.

- 1 The writer believes most people never visit the sites in their hometown.
- 2 People can visit The Shard, but they cannot live there.
- 3 The writer thinks the views were great, but the building wasn't very impressive.
- 4 The writer could see The Shard from far away.

Welcome to the vertical city

- 1 Isn't it curious how we can live somewhere and never go to see the technological wonders on our doorstep? For example, most Parisians never visit the Eiffel Tower, do they? I didn't want to make the same mistake in London, so I took a taxi to visit one of the city's newest landmarks.
- 2 Standing at almost 310 metres, The Shard is one of the tallest buildings in Western Europe. Innovative engineering methods were used in its construction. Built over a period of three years, it includes an exclusive selection of restaurants, a hotel and viewing gallery, as well as luxury private accommodation. It is situated among London's more historic structures, such as St Paul's and Tower Bridge, and is close to the main financial district.
- 3 The skyscraper appeared on the city skyline long before we reached it, looking exactly like a vertical city. It was gorgeous, with its glass windows sparkling in the sun. The visit was amazing. The views from the top were spectacular and my meal was delicious.
- 4 If you ever find yourself in London, go to The Shard to experience its magic. You won't regret it.



Text structure

2 Which paragraph (1–4):

- a gives an overall recommendation?
- b gives a reason for the visit?
- c says how the building made the writer feel?
- d gives a description of the building?
- e says where the building is situated in London?
- f says what facilities the building has to offer?

Language focus: reduced clauses

3 Read the following sentences. Then find the sentences in the article that have the same meaning. How is the form different?

- 1 The Shard stands at almost 310 metres and is one of the tallest buildings in Western Europe.
- 2 The skyscraper appeared on the city skyline long before we reached it, and it looked exactly like a vertical city.
- 3 The Shard was built over a period of three years, and it includes an exclusive selection of restaurants, a hotel and a viewing gallery.
- 4 It was gorgeous, with its glass windows, which were sparkling in the sun.

Language tip

Reduced clauses

When we combine two clauses, we can use the *-ing* form instead of the subject and a connecting word (e.g. *which, that, and, because, when, so*).

Having climbed to the top of the building, we were exhausted. (= *Because we had climbed to the top...*)

For passive verbs and some adjectives, we can use a past participle.

Situated near the river, the views are amazing. (= *It is situated near the river and the views are amazing.*)

4 Rewrite the sentences replacing the underlined words with reduced clauses.

- 1 It is unusual to see a structure that was built so high.
- 2 It was completed in 2012, and it has thousands of visitors every day.
- 3 Admission costs £20, and this includes a tour of the building.
- 4 Because we felt tired, we stopped to enjoy the views.
- 5 The deck was packed with tourists who were taking photographs.
- 6 We've bought tickets for the show which takes place tonight.

Writing plan: an article

5 Before you write, read the exam task in Ex.7 and answer the questions.

- 1 What places could you write about?
- 2 What would be interesting about these places for teenagers?

6 Plan your work. Write down key words and ideas for each paragraph.

Paragraph 1: Introduction, reasons for visiting

•

Paragraph 2: Description of the place, facts and features

•

Paragraph 3: Your experience and opinion of the place

•

Paragraph 4: Final opinion and recommendations for the reader

•

Exam guide ✓

Writing Parts 1 and 2 have equal marks, so try to divide your time equally between the two tasks.

Writing Part 2

7 Article. Write your article in 140–190 words in an appropriate style.

You see this announcement in an online international magazine for young travellers.

Articles needed

We are looking for articles about a place of technological or architectural interest in your city or country that young travellers could visit.

Write your article.

Writing Bank p.258

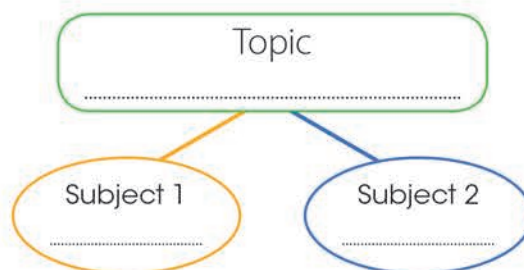
Self-assessment checklist **Key competences**

8 Read your article and check the following:

- Have you answered all the parts of the question?
- Have you included everything from your writing plan?
- Have you used any reduced clauses?
- Have you made any grammar mistakes?
- Are there any mistakes in spelling and punctuation?
- Have you checked the word count?

Find the links **Key competences**

9 Choose a topic relating to technology and innovation. Link the topic to two school subjects. Research your topic on the Internet and produce a three- to five-minute presentation or film.



Unit 10

1 Complete the text with the correct form of the verbs in brackets.

What if?

Imagine that you were walking down the street. What ¹..... (you/do) if, by chance, you found a wallet on the pavement? If it ²..... (have) a lot of money inside it, how many people ³..... (keep) it? In a recent study, 1,000 wallets were left in different places to answer this question. About two-thirds of the people who found them returned them, saying, 'I'd rather ⁴..... (return) such a large sum of money to the owner', 'I'd be very worried if I ⁵..... (not get) mine back', 'If I don't give it back, I ⁶..... (feel) guilty', or even 'I'll get into trouble if I ⁷..... (not return) it'. According to the researchers, most people feel better about themselves if they ⁸..... (do) something kind for someone else, even a complete stranger.

Unit 11

2 Rewrite the sentences using the 3rd conditional or a Mixed conditional form.

- I didn't go to the art exhibition, so I didn't see the Picasso painting.
I would
- I didn't study architecture, so I can't tell the difference between Baroque and Gothic.
If I
- I can't do the watercolours course, because I forgot to enrol in it!
If I
- People say the archaeologist Howard Carter died young because he opened Tutankhamun's tomb.
Howard Carter
- I didn't know Bobby was in town, so we didn't meet up for lunch.
If I
- I didn't have enough money to buy the painting I wanted.
If I
- William didn't do enough revision for his exams, so he's in summer school now.
If William
- Sarah isn't an adventurous person, so she didn't go skydiving with us.
If Sarah
- Nobody taught me anything about fashion, so I'm not very stylish.
If somebody

Unit 12

3 Complete the sentences with the infinitive or -ing form of the verbs in brackets.

- (plan) our free time carefully is important now that we're so busy.
- I try to avoid (drive) in the rush hour.
- It would be difficult (live) without technology.
- I mainly use social networks (keep) in touch with my cousins in Spain.
- I decided (go) out instead of (stay) in and watching TV.
- We went to the beach (get) a tan.
- I remember (skateboard) down that road when I was about eight!
- Did you remember (ask) Peter to bring his video camera?

Units 10-12

Reading and Use of English Part 1

4 Multiple-choice cloze. For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap.

The importance of the arts

One way of ► **encouraging** people to appreciate art and history is to make sure that their **(1)** to these concepts comes at a very early age. Years ago, the rule for museum visitors was 'Look but don't touch', which wasn't designed to make people feel welcome, **(2)** it? Also, there were certainly never **(3)** opportunities to interact with the exhibits. Museums spent **(4)** much time protecting artefacts when they should have tried to inform the public. As a result, many people thought that museum visits were a **(5)** of time. But museums soon realised they had **(6)** change, and today things are different. These places have developed a reputation for being excellent **(7)** tools. Many museums and art galleries now make much more of an effort with their displays and aim to reach a wider audience, making the exhibits far more appealing. This can only result in more interest in these institutions and, of course, more **(8)** for them.

- A pushing **B encouraging** C making D starting
- A admittance B introduction C movement D presence
 - A didn't B wasn't C was D did
 - A some B enough C much D no
 - A more B enough C too D very
 - A waste B loss C use D fail
 - A should B rather C better D have
 - A instructive B entertaining C educational D schooling
 - A income B debt C contribution D payment



Reading and Use of English Part 2

5 **Open cloze.** For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap.

Microcredit

If Nobel Peace Prize winner Muhammad Yunus hadn't returned ► to his native Bangladesh after a period studying and teaching in the USA, many people's lives would have (1) very different. Yunus noticed that lending a very small sum of money to people living (2) poverty could make an enormous difference to (3) lives. Traditional banks weren't interested (4) lending money to poor people, so he started to develop the idea which became known as microcredit. He and a group of like-minded friends set (5) small local banks (6) people could go to when they needed a small loan. Many people across (7) developing world are thought to have benefited from this type of scheme. Microcredit is not without criticism, and there have been negative effects. However, it has certainly helped some people who had previously been considered (8) poor to get a loan.

Reading and Use of English Part 3

6 **Word formation.** For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

What lies ahead?

It is easy to live in the present and not worry too much about the future, but the world of ► technology is changing so quickly that it is difficult to make (1) about what our lives might be like in 20 years' time. (2), the future might not be as bright as we imagine. There has been a lot of (3) lately about the role of humans in the world, and if the (4) of intelligent robots will mean that there won't be enough jobs for people in the future. Perhaps robots will have caused (5) to increase by the time we have to choose a career. Being permanently without work would be hugely (6) for most of us. Since very few of us are (7) enough to make accurate forecasts about the future, we have to be (8) about what may lie in store for us.

- TECHNICAL
- PREDICT
- FORTUNE
- DISCUSS
- CREATE
- EMPLOY
- ADVANTAGE
- KNOW
- REAL

Reading and Use of English Part 4

7 **Key word transformation.** For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 I bought that picture for my bedroom, but it was a mistake. WISH
I that picture for my bedroom.</p> <p>2 I regret clicking OK without reading the dialog box. ONLY
If dialog box before I clicked OK.</p> <p>3 I couldn't afford to buy the new phone. TOO
The new phone to buy.</p> | <p>4 If it's wet outside, we won't go there. STAY
We isn't dry outside.</p> <p>5 She decided that she wasn't going to see Marco any more. CHOSE
She Marco any more.</p> <p>6 It isn't difficult to study hard if the subject is interesting. MIND
I if the subject is interesting.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|