

# 5

## VOCABULARY

Technology  
Technology and the environment

## GRAMMAR

Second and third conditionals  
Conjunctions: alternatives to *if*  
Mixed conditionals

## LISTENING

A podcast about streaming

## READING

An article about quitting social media

## GLOBAL SKILLS

Your digital footprint

## SPEAKING

Giving a presentation

## WRITING

A website review

## VISION 360° LS

A health or well-being app

**VOCABULARY BOOSTER** P124

**GRAMMAR BOOSTER** P140–141

# Technology



## What gadget couldn't you live without?

- 1 Work in pairs. Look at the photo from the video and discuss the questions.

- Which devices do you use in a typical day? Which one do you use most?
- Have you ever considered spending a day without your devices? Why? / Why not?
- Which technology do you think has had the biggest effect on everyday life? Why?

- 2 5.01 Watch or listen. In your notebook, match the people to the device or technology they discuss.

Yasmin (...) Joe (...) Daisy (...) Zaki (...)



- 3 5.01 Check the meaning of the words and phrases in **bold**. Then watch or listen again and answer the questions.

- What examples of **advances in technology** does Zaki give?
- What does Yasmin say is her favourite **gadget**?
- Why does Joe say he's 'a total **geek**' when it comes to technology?
- What examples of **input** does Yasmin suggest?
- What examples of **artificial intelligence** does Joe give?
- According to Joe, what do automatic **updates** do?
- Why does Daisy describe herself as a **technophobe**?
- What example of **wearable technology** does Daisy own?
- Why is **streaming** Zaki's favourite technology?

- 4** Copy and complete the sentences with the words and phrases in **bold** in Ex 3.
- 1 I pay ten euros a month for this (...) service and I can watch as many films as I want online.
  - 2 If your laptop isn't working properly, check for (...) to make sure you have the latest software.
  - 3 The petrol engine, nuclear power and television were all important (...) in the 20th century.
  - 4 My grandad hates computers and doesn't have a mobile phone – he's a real (...).
  - 5 Some people are worried about (...), but the ability of some machines to think and act like humans makes life easier for us in many ways.
  - 6 Ollie is a total technology (...) – he's really into computers and spends all his time reading about them.
  - 7 A lot of people use (...) when they are doing sport – for example, smartwatches and fitness trackers.
  - 8 Their kitchen is really modern and they are always buying the latest (...).
  - 9 The data or instructions a computer receives from outside sources is called (...).
- 5 VOCABULARY** Check the meanings of the words below. Then match them to the quotes about technology.

browse game-changing high-tech innovative  
significant sophisticated user-friendly

1 Touchscreens for smartphones and tablets were a brilliant idea – they were a completely new way to interact with your device.

2 This drug is a really important development in the fight against malaria – it could save millions of lives.

3 Like the printing press in the 15th century, the internet is a technology that has completely altered the way we communicate and receive information.

4 One of my favourite activities is going online to see if I can find something interesting.

5 This smartwatch is expensive, clever and extremely complex – it can do things no other watch can do.

6 My parents love their new robot vacuum cleaner – the controls are so easy to understand, and anyone can operate it.

7 The university's new computer system uses the most advanced technology available.

- 6 EXAM** Choose the correct answer: A, B or C.

≡ Comments ▾



Katia

I love gaming and I've just discovered this little (...). I found it when I was (...) the internet one day. It allows you to fix your phone to your game console. It's a simple but (...) idea that solves a problem – where to put your phone when you need both hands for gaming. So, for me, it's been totally (...). 😊



- |                   |              |             |
|-------------------|--------------|-------------|
| 1 A input         | B gadget     | C geek      |
| 2 A streaming     | B updating   | C browsing  |
| 3 A artificial    | B innovative | C wearable  |
| 4 A game-changing | B high-tech  | C automatic |



Marco

I think drones are one of the most important (...) in technology in recent years. I'm studying film-making, and using drones has made a (...) difference to how we work. They're basically flying robots. They use (...) that allows them to respond to our (...) and work out how to get the best results.



- |                             |                       |                |
|-----------------------------|-----------------------|----------------|
| 5 A gadgets                 | B inputs              | C advances     |
| 6 A streaming               | B significant         | C high-tech    |
| 7 A artificial intelligence | B wearable technology | C technophobes |
| 8 A input                   | B updates             | C gadgets      |

- 7 REAL ENGLISH** Match the phrases in **bold** 1–5 to the correct meanings: A or B.

- Jack** What's your favourite gadget – you know, the thing you **1take for granted**, but couldn't live without?  
**Lucy** I'm addicted to coffee, so it's **2a no-brainer** – it's my new high-tech coffee maker. Check it out.  
**Jack** It looks like an amazing **3piece of kit**!  
**Lucy** It is! You can even send it instructions from your phone.  
**Jack** That's quite hard to **4get your head around**. And it looks really complicated ...  
**Lucy** No, **5it's not rocket science**. In fact, it's very user-friendly.

- |                                      |                            |
|--------------------------------------|----------------------------|
| 1 A don't really think about         | B think about all the time |
| 2 A hard to understand               | B obvious                  |
| 3 A luxury item                      | B item of equipment        |
| 4 A understand                       | B see both sides of        |
| 5 A it isn't difficult to understand | B it's extremely technical |

- 8**  Think of a device, a gadget or an advance in technology (but not your smartphone!). Make notes about what it is, what it can do, why you like it and how life would be different without it.

- 9**  Work in groups. Describe your item from Ex 8 to the group. The group have to guess what you are describing.

- 10**   **THINK & SHARE** Work in the same groups. Discuss the questions.

- 1 What did you think about the gadgets the others chose?
- 2 Which do you think was the most ...?
  - high-tech? • innovative? • significant? • user-friendly?
- 3 Would you describe any as game-changing? Why? / Why not?

## Second and third conditionals; conjunctions: alternatives to if

1 Read the post and the comments from an online forum. Answer the questions.

- 1 Which comments talk about a positive aspect of technology and which highlight possible problems?
- 2 How similar are the comments to your own views?

### FORUM

**As part of a class project, we asked our parents for their views on technology. We got some interesting replies. Here are some examples.**

- A It wouldn't have been so easy to work or study from home if my friends and I had wanted to do that 20 years ago. **Even if** everyone had owned a computer, we might not have had a good enough internet connection.
- B If one of my friends posted a photo of me online without asking permission, I'd be quite angry. I would never share personal information online **unless** I trusted the person I was sending it to – you don't know where it might end up.
- C Developments in artificial intelligence have completely changed the way my company operates. If we hadn't become an online business, we might not have survived in today's economic situation. We could probably be even more innovative, **as long as** we were willing to spend the money on new tech.
- D Electric cars are definitely one of the most significant innovations of our time. If they were cheaper, I think more people would be likely to buy them. That might be a good thing, **provided that** there were enough places to charge their batteries.
- E I sometimes worry about cybercriminals getting hold of my personal data. If I'd known how easy it was, I might have been more careful what I said about myself on social media. I mean, **supposing** someone managed to steal my identity – what would happen then?

- 2 Read the rules. Find examples of the second and third conditionals with *if* in the comments in Ex 1.

### Second and third conditionals

#### ► Grammar animation

We use the second conditional to talk about imaginary or unlikely situations and their results.

We use *if* + past simple in the conditional clause and *would / could / might* + infinitive in the result clause.

If I lost my phone, it would be a disaster.

We use the third conditional to talk about imaginary situations in the past and to say how a situation could have been different.

We use *if* + past perfect in the conditional clause and *would / could / might have* + past participle in the result clause.

If I'd known your number, I would have texted you.

#### GRAMMAR BOOSTER P140

3 Rewrite the sentences using the second or third conditional so that the meaning does not change.

- 1 Because she wasn't wearing her fitness tracker, Ailsa didn't know how much her heart rate had increased.
- 2 Drones aren't allowed in public places, so we can't use one to film tomorrow's football match.
- 3 Isla forgot to charge her phone before she went out, so she wasn't able to call her friend.
- 4 My parents bought a lot of CDs when they were young, because music streaming wasn't available.

- 4 Copy and complete the rules with the highlighted conjunctions in Ex 1.

### Conjunctions: alternatives to if

We can use certain conjunctions in place of *if* in conditional sentences.

- We can use (1.) to mean *if ... not*.
- We can use (2.) instead of *if* to mean *despite the possibility that*.
- We can use (3.) (*that*) to mean *What if ...*
- We can use *on condition that*, (4.), *providing* / (5.) to mean that the condition must happen for the result to happen.

#### GRAMMAR BOOSTER P140

5 Copy and complete the sentences using conjunctions. Sometimes more than one answer is possible.

- 1 (...) you had the opportunity to join a mission to Mars – would you take it?
- 2 Many medical treatments wouldn't have been possible (...) a team of scientists had managed to work out the structure of DNA in the 1950s.
- 3 Would you ride in a driverless car, (...) it had the correct safety measures in place?
- 4 (...) we had reduced our use of fossil fuels years ago, we still wouldn't have avoided climate change.

- 6 5.02 Listen to two friends discussing space travel. In general, do they think it has been a good thing? Why? / Why not?

- 7 5.02 Listen again. Copy and complete the notes. Then use the notes to summarise the main points of their discussion.

- 1 not have (...) → no global (...) / weather forecasting - less (...)
- 2 use (...) computers → be a lot safer and easier
- 3 manage to send people to Mars → not (...) on Earth
- 4 use money to deal with (...) challenges → make more sense



- 8 THINK & SHARE Work in small groups. Discuss the situations below. In your discussion, make statements using conditionals and conjunctions.

- Your school or college wants to change to teaching online.
- You think someone may have stolen your personal data.
- You are offered a place on a short flight into space.

## Streaming

**1**  Read the introduction to a podcast about streaming services. Work in pairs. Discuss the questions.

- 1 What differences are there between watching a film on your device at home and going to the cinema?
- 2 How is music streaming different from the way people used to buy music for a) the consumers and b) the musicians?
- 3 Is studying online as effective as face-to-face learning?



**MyMedia Podcast, 17 April**

Significant advances in technology have changed many aspects of our lives in the past 20–30 years. This is particularly true of entertainment and, more recently, education. The way we watch TV and films, listen to music and, increasingly, how we learn are very different to how previous generations did these things.

Streaming services mean we don't have to go to the cinema to see the latest film or wait until next week to see the next episode of our favourite TV show. We can listen to as much music as we want, whenever we want. And the range of high-quality courses online now means education is available to more young people globally.

**Download** the latest podcast featuring Ben Walker, a media journalist, and Zoe Smith, who has recently completed a master's degree in media studies and technology.

**2**  **5.03** Listen to the discussion between the presenter and her guests, Zoe and Ben. Choose the best summary.

- A Zoe has a more positive attitude than Ben to streaming services for films and music and to studying online.
- B Ben has a more positive attitude than Zoe to streaming services for films and music, and to studying online.
- C Both Zoe and Ben agree that streaming films and music and studying online are better than going to the cinema, buying CDs and face-to-face learning.

### STRATEGY Distinguishing between supporting and contrasting information

To understand the structure of a spoken text, it's useful to be able to tell when a speaker is adding new information to support a point or introducing contrasting information to argue against it. When supporting or contrasting information is added, linking words are often used. For example:

- *in addition, needless to say, on top of that, furthermore* (supporting information).
- *having said that, however, on the other hand, although* (contrasting information).

**3**  **5.03** Read the **strategy**. Then listen again and choose the correct answer: A, B, C or D.

- 1 What is the main reason Ben says he would go to the cinema?  
 A He has seen too many films online.  
 B To see a film he couldn't watch online.  
 C Because it's a different experience from watching online.  
 D If he wanted to watch films 24 hours a day.
- 2 What point does Zoe make to support her view that streaming services make it too easy to find something to watch?  
 A Streaming services are very easy to browse.  
 B There's too little educational material available.  
 C Too much time on screen is not healthy.  
 D Parents don't always check what their kids are watching.
- 3 Zoe agrees that music streaming is great for consumers – what does she say about its effect on musicians?  
 A Many musicians make less money.  
 B Fewer people are buying CDs.  
 C More people are buying music downloads.  
 D Musicians are worried about their future.
- 4 Which of the following is NOT a reason why Ben thinks studying online is a possible alternative to going to university?  
 A There is more choice of high-quality material online.  
 B It is cheaper than going to study at university.  
 C It allows you to be flexible and do other things.  
 D It helps you develop socially.
- 5 What is Zoe's main argument for going to university?  
 A The quality of face-to-face teaching is better.  
 B University is about more than the subject you study.  
 C It's more difficult to study if you're working alone.  
 D You have a better social life if you go to university.

**4**  **5.04** Read the **strategy** again. Then listen to the pairs of sentences from the podcast. Does the second sentence add supporting (S) or contrasting information (C)? Which words or phrases helped you decide?

- 1 (...) 2 (...) 3 (...) 4 (...) 5 (...) 6 (...) 7 (...)

**5** **VOCABULARY** Check the meaning of the compound nouns below. Complete the sentences in your notebook.

digital revolution distance learning on-demand content  
social interaction subscription service

- 1 A plus for streaming is (...) – you can listen to music whenever you want.
- 2 Around 500 million people worldwide stream music using a monthly (...).
- 3 One of the best things about university is the (...) with other students.
- 4 The widespread use of computers, mobile phones and the internet has been described as a (...).
- 5 For people who can't travel, (...) is an ideal way to study.

**6**  **EXAM** Work in pairs. Discuss the questions.

- 1 Amongst your friends, has streaming films become more popular than going to the cinema? Why? / Why not?
- 2 Apart from streaming, how can new bands or musicians make money from their music?
- 3 What type of schools benefit most from online classes? Where might online learning cause serious challenges?

## Technology and the environment

- 1** **EXAM** List three positive and three negative effects that modern technology has had on the environment. Use the ideas below.

air transport email mobile phones music downloads  
software downloads the internet working from home

- 2** Read the article about the effects of technology on the environment. Can you explain the double meaning of 'cost the Earth' in the title?

### NEWS

TOP STORIES WORLD SPORT ENTERTAINMENT TECHNOLOGY LIFESTYLE



#### Does technology have to cost the Earth?

A huge number of gadgets are bought, **disposed of** and replaced every year, with many ending up as waste in a **landfill site**. Unless we start to make better decisions, global **consumption** of technology and the energy to power it will have serious environmental consequences.

Technology has many advantages. Sending emails instead of letters helps reduce global **deforestation**. The use of fossil fuels like oil and gas could be reduced if more meetings were held on video. But that doesn't mean technology is always **environmentally friendly**.

Making electronic devices requires **raw materials** for parts and packaging, power for factories and fuel for transport. The Earth's **natural resources** are limited, so we have a responsibility to **reuse** and recycle our gadgets. However, even if we recycled every smartphone and tablet, we would still have a problem, because the biggest energy demand on these gadgets is when they are in use.

Streaming one hour of TV takes roughly the same amount of energy as two fridges. The huge data centres which supply data for our devices depend on power **generated** by coal, gas and nuclear plants. In the last decade, their energy consumption has doubled every four years. If this continues, data centres will have a bigger **carbon footprint** than the aviation industry. In the long term, that isn't **viable**.

If data centres switched to cleaner **alternative energy**, it would certainly reduce **global warming**. Provided that the energy from all our data came from **renewable** sources, like wind and solar power, we might be able to continue to use technology without **endangering** our planet. In the meantime, we must all be aware of the real cost of our technology use.

- 3** **VOCABULARY** Check the meaning of the words in **bold** in the article. In your notebook, match eight of them to the correct meaning.

- 1 the activity of buying or using products or resources
- 2 materials like oil, rubber or cotton, which are used to produce something else
- 3 a slow increase in the Earth's temperature
- 4 energy not created from fossil fuels
- 5 a place where rubbish is buried
- 6 things which are found in nature and can be used for economic gain
- 7 the amount of carbon dioxide that people's activities produce
- 8 cutting down or burning trees to clear an area of land

- 4** **VOCABULARY** Copy and complete the sentences with the correct form of the remaining words in **bold** from the article.

- 1 Air pollution in cities is (...) the health of many people, especially children.
- 2 It's better to recycle or (...) old phones or laptops – we shouldn't just (...) them like rubbish.
- 3 Repairing our devices is more (...) than replacing them with new ones.
- 4 We need to (...) more electricity from wind, water and sunlight, which are all (...) sources of energy.
- 5 Using fossil fuels to produce power for data centres is no longer (...) because the supply of them is limited.

- 5** **EXAM** Work in pairs and answer the questions. Use as many words from Ex 3 and 4 as you can.

- 1 What are some of the ways that technology can benefit the environment?
- 2 How has a product already used energy and resources before it gets to the shops?
- 3 What solution does the article propose?
- 6 Complete the posts on an environment forum with words from Ex 3 and 4.

#### THE ENVIRONMENT FORUM



**Mani** We all want to reduce our personal (...). How do we do that?

Firstly, we all need to reduce our energy (...) wherever possible. Cycle or walk rather than drive. Ask your parents which company (...) the power for your home. Suggest that they change to a company that uses (...) to create electricity, not fossil fuels.



**Laura** What can my friends and I do to live in a more (...) way?

Don't buy so much stuff, and think before you (...) old clothes, or gadgets – maybe somebody else could (...) them. If you have to buy something, try to find out what (...) were used to produce it. Ask yourself, did making this phone (...) the environment?



**Kwame** In my country, we have a lot of (...). How can we take better care of them?

Unfortunately, many materials are not (...) – once you've used them, they can't be replaced. However, there are things we can do, like planting new trees to balance the effects of (...).

- 7** **MEDIATION** Work in pairs. Imagine you are spending the day with your grandparents. They are worried about the environmental consequences of digital technology, but find some of the issues difficult to understand. Tell them the kind of changes they and others in your country could make, using information from Ex 2 and 6.

## Mixed conditionals

- 1 Look at the photos and the title of the article in Ex 2. Why is lithium such an important raw material?



- 2 Read the text quickly. Check your ideas in Ex 1 and answer the questions.

- 1 What is the advantage of products made with lithium?
- 2 What is one disadvantage of lithium?
- 3 How is China helping to maintain the world's supply of lithium?

**Why lithium (Li) is the world's most important raw material**

If you were asked what the 21st century's most important raw material was, what would you say? Gold, perhaps? Or oil? In fact, the answer is lithium, an essential mineral in the manufacture of batteries for smartphones, electric cars, computers and many other products.

**1** If it weren't for lithium, many of the modern technologies we take for granted could not have been invented. As we reduce our use of fossil fuels, demand is increasing for technology that uses renewable energy. Lithium-ion batteries have a long life and can be recharged many times. That makes them perfect for powering electronic devices.

Most of the world's lithium is produced in Chile, Australia and China. Unfortunately, extracting it from the Earth causes environmental damage. Opinions differ about whether this is a price worth paying for technology that uses less energy.

The great thing about lithium is that it can be reused. Lithium-ion batteries often last longer than the products they power. In China, where there is a policy of recycling raw materials, lithium is removed from old phones and laptops and recycled to make new products. **2** If they hadn't taken this approach, there would be much less recycled lithium around today.

- 3 Read the rules. In your notebook, match the highlighted sentences in the text to the mixed conditionals A and B.

### Mixed conditionals

#### Grammar animation

Mixed conditionals are a mix of second and third conditional sentences. There are two types and we use them to talk about ...

**A** the present consequences of a hypothetical past situation.

If I had paid for a subscription service, I would spend all my free time watching films. (= I didn't subscribe to a streaming service, so I don't spend all my free time watching films.)

**B** the effects of a hypothetical present situation on the past.

If they cared about the environment, they would have used fewer natural resources. (= They don't care about the environment, so they have used a lot of natural resources.)

- 4 Complete the facts about lithium with phrases A–D.



### DID YOU KNOW ... ?

- 1 Lithium was discovered by Swedish chemist Johan Arfwedson in 1817. If Arfwedson hadn't realised lithium was a new element, we ...
- 2 Lithium mining causes problems with freshwater supplies. However, it's likely that if there was a more sustainable way to produce lithium, companies ...
- 3 Lithium is the lightest metal. This means lithium-ion batteries can store a lot of energy in proportion to their weight. If lithium was heavier, it ...
- 4 Lithium-ion batteries can be recharged many times. If this characteristic hadn't been discovered by scientists in the 1970s and 80s, there ...



- A wouldn't have been possible to create high-energy, lightweight batteries.
- B might not be so much demand for lithium today.
- C might not have rechargeable batteries today.
- D would have started using it already.

- 5 Rewrite the sentences using mixed conditionals and the words in brackets.

- 1 Oscar doesn't like hip-hop, so he didn't come to the concert with us. (if)
- 2 I'm not happy – the repair shop didn't manage to fix my laptop. (had)
- 3 My dad cares about the environment, so he bought an electric car. (wouldn't)
- 4 Dina decided to take a break from studying, so she isn't at university this year. (might)
- 5 Hannah didn't help me with my homework because she's so bad at maths. (wasn't)

- 6 **5.05** Listen to three friends talking about the consequences of new inventions. Which three inventions do they discuss?

- 7 **5.05** Listen again and answer the questions according to what they say. Use mixed conditionals.

- 1 What would life be like without the internet?
- 2 How would we communicate if rechargeable batteries hadn't been invented?
- 3 What is the environmental cost of new technology?
- 4 Why does one speaker think the most important recent development is antibiotics?
- 5 What is a negative point about the way we have used antibiotics?
- 6 What is the reality about the way humans have treated the planet?

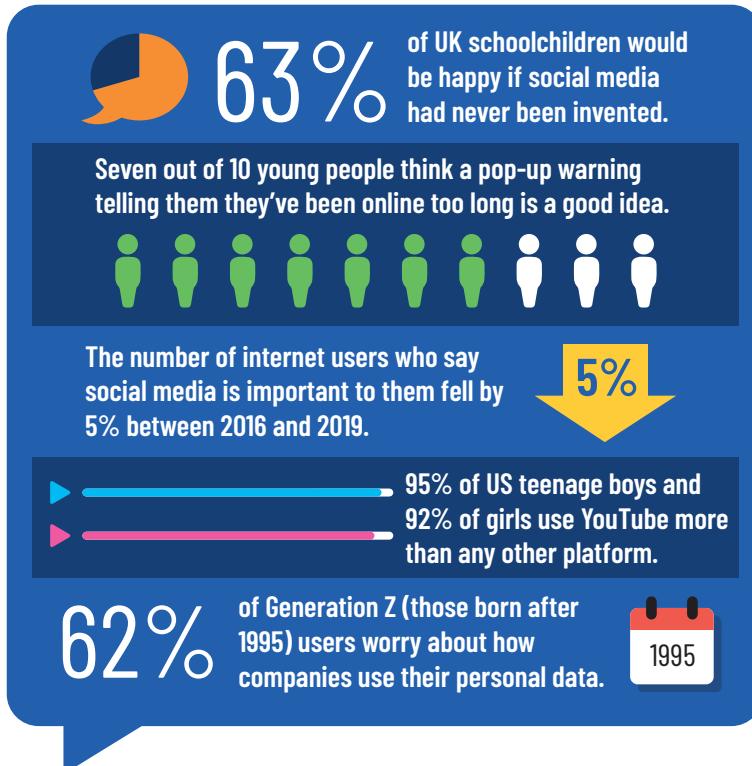
- 8 **THINK & SHARE** Work in pairs. Talk about how life would have been different without the inventions below.

cars credit cards microwaves planes plastic  
robots satellites televisions washing machines

## Quitting social media

**1** **EXAM** Work in pairs. Discuss the questions.

- 1 Which social media platforms do you use (e.g. Twitter, Instagram)?
- 2 How much time do you spend on social media in a typical day?
- 3 Look at the social media facts. Do any of them surprise you? Why?



**2** Read the article quickly, ignoring the gaps, and answer the questions.

- 1 What is the main purpose of the article?
- 2 What evidence does the writer provide to support her ideas?
- 3 Is the tone of the article mainly positive or negative about the idea of young people giving up social media?

### STRATEGY Using topic sentences

Most paragraphs in a text or article have a topic sentence, which is usually the first or second sentence. The topic sentence provides an overview of the main idea in that paragraph. The following sentences contain more information to develop and support that main idea.

**3** Read the **strategy**. Which is the topic sentence in paragraph A of the article?

**4** **EXAM** In your notebook, match topic sentences 1–6 to paragraphs B–F. There is one extra sentence.

- 1 One reason why people are quitting is the effect of social media use on mental well-being.
- 2 Then there is the need to protect privacy.
- 3 Social media is also an important tool for business.
- 4 Recent research into young people's attitudes to social media has found evidence of this growing trend.
- 5 When all your friends are using social media, it can be hard to break free.
- 6 There are also signs that users are concerned about time.

**5** **5.06** Read the article again. Are the sentences true (T), false (F) or not given (NG)?

- 1 Generation Z have an automatic understanding of the internet and social media.
- 2 The writer of the article is uncertain as to why some people quit social media.
- 3 At least 50% of young people who took part in research had some doubts about social media.
- 4 Users of social media sometimes feel they have to exaggerate the positive things about themselves and their lives.
- 5 There's no proof that social media has a significant effect on users' mental health.
- 6 Some teenagers want to quit or take a break from social media in order to spend more time studying.
- 7 Social media companies and advertisers use our personal data without our permission.
- 8 Anastasia believes teenagers have nothing to lose by giving up social media.

**6** **VOCABULARY** Find words and phrases in the article that mean ...

- 1 changed their behaviour in order to deal with a new situation. (paragraph A)
- 2 thinking or talking about something all the time. (paragraph A)
- 3 keep information and photos about themselves up to date. (paragraph C)
- 4 the act of looking at information on screen by moving it up or down. (paragraph D)
- 5 the act of selecting someone or something for special attention. (paragraph E)
- 6 people of about the same age and with the same interests. (paragraph F)

**7** **Work in small groups.** One of your friends has sent you the following message. Discuss what advice you would give them, using the information in the article.

Sam

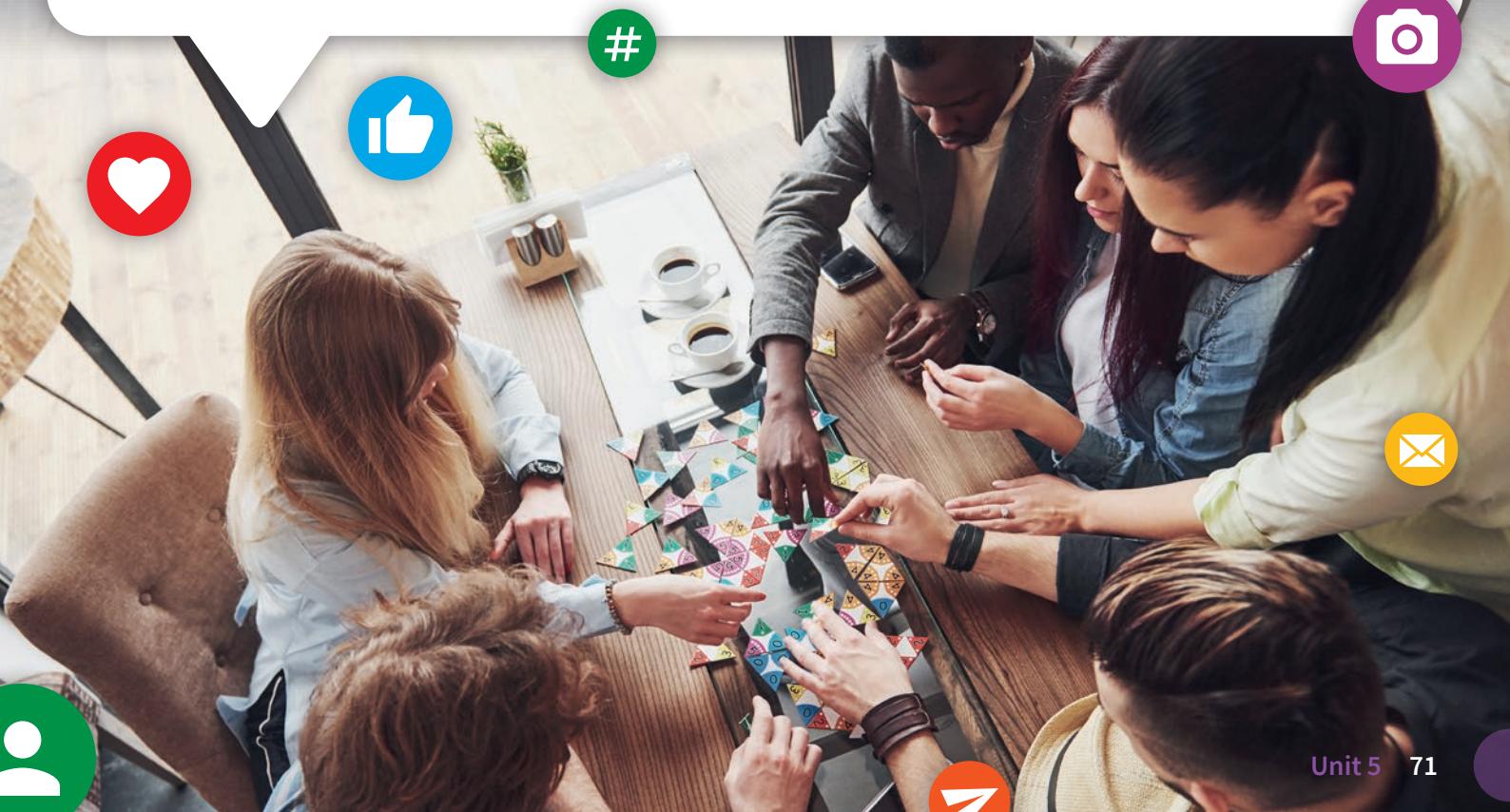
A lot of my friends keep posting photos of their amazing social lives and they always seem so happy. It makes me anxious because my life isn't like that. Also, I have exams next month and I can't concentrate on studying. I'm feeling really stressed. Maybe if I wasn't on social media, I would be happier. What do you think?

**8** **MEDIATION** Work in pairs. Your teacher has asked you to prepare a short presentation for younger students in the school on the potential risks of using social media and the benefits of spending less time on screens. Prepare your presentation using ideas from this lesson and your own ideas.



## Why teenagers are turning their backs on social media

- A** If you asked most parents and teachers, they would probably agree that teenagers are addicted to communicating via social media on their phones. But there is now increasing evidence that some teenagers may be falling out of love with social media. Generation Z have never experienced a world without the internet. They have grown up with Facebook, Twitter, Instagram and Snapchat, and have adapted to each new platform as it came along. So, why are things changing? Is it because a friend is obsessed with getting likes on Instagram? Are they upset by online bullying? Or do they just want to have a normal conversation? Whatever the reason, it seems that, increasingly, teenagers are electing to quit social media.
- B** (...) In the UK, 63% of schoolchildren who participated in a study said they would be happy if social media had never been invented. A survey of social media users in the United States suggests that the number of people aged 18–24 who agree that social media is important to them is falling. And half of the interviewees in a study of Generation Z attitudes said they had stopped using some social media platforms, or were considering doing so. Simultaneously, research has also revealed that social media use amongst older people (aged 45+) is increasing.
- C** Social media has unquestionably become a measure of popularity – how many ‘likes’ or followers you have indicates how popular you are. (...) Users feel compelled to maintain their profile, posting photos and updates about their various activities. There’s constant pressure to appear happy and successful at all times, and many users are starting to recognise that this is totally unrealistic. One student, eighteen-year-old Anastasia, explains, ‘It’s tempting to feel that everyone else is having a great time and you aren’t.’ But evidence from UK research shows that constantly comparing yourself with others can lead to increased levels of anxiety and depression.
- D** (...) Some teenagers I spoke to say they are considering leaving or taking a break from social media to concentrate on more fulfilling activities away from their screen. If you’re studying for exams and your only free time is spent online, that simply isn’t healthy. Increasingly, teenagers are coming to the conclusion that they would be better off going outdoors, playing sport or seeing actual friends face to face. As Anastasia puts it, ‘If you had limited free time, why would you spend it scrolling through other people’s profiles?’
- E** (...) Generation Z have lived their entire lives online, ever since their parents posted photos of them as young children. Now many want to escape from a situation in which everyone knows everything about them. There are concerns about the use of personal data by social media companies, targeting by advertisers and a lack of control over what happens to their information. Images, tweets and personal details can be shared, and some platforms have apps that allow friends to track each other. Schools are now educating teenagers on the potential risks of being on social media, and how to keep themselves safe online.
- F** (...) ‘But,’ Anastasia told us, ‘it actually feels great!’ She says that many in her peer group respect her for deleting her social media accounts and want to do the same, but are worried about negative reactions from their friends. The fear of missing out on social opportunities, or that people will stop contacting them, is very real. ‘I tell them not to worry,’ she says. ‘Giving up social media is kind of cool!'



## Your digital footprint

- 1** Read the social media post. If you replied, what private information would you give away? Who might that be useful to, and why?

Kai
30 mins

Imagine you're a member of the aristocracy. What would your name be? Lord / Lady + one of your grandparents' surnames + the name of your first pet + the name of the street you grew up on ... Go!

1 Comment

Like
 Comment
 Share

Lord Francis Goldie of Lansdown

Write your comment

- 2** **5.07** Listen to part of a podcast about our 'digital footprint'. How would you explain it? What is the difference between an *active* and a *passive* footprint?

- 3** **5.07** Listen again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 If you don't use social media, you don't have a digital footprint.
- 2 Your passive footprint is added to every time you use the internet.
- 3 Information from your online activity is interesting to advertisers, criminals and employers.
- 4 Criminals can only steal your personal data if you actively share it online.
- 5 Old posts and photos only stay available online for a short time.

- 4** Work in pairs. Think of ways you can manage your digital footprint. Use information from the podcast and your own experience. Make three suggestions for the rest of the class.

- 5** **VOCABULARY** Complete the tips about managing your digital footprint with the words below. Do they include any of your ideas in Ex 4?

background check hacking inactive privacy settings required information respectful tag traces untag

## NINE TIPS TO MANAGE YOUR DIGITAL FOOTPRINT

- 1** Google yourself! Type your name into search engines and look at the results. Make sure there are no surprises!
- 2** Check your (...)! If you don't want strangers to see your posts and photos, make sure they are protected.
- 3** Delete or close accounts that you don't use. (...) accounts with weak passwords can be exposed to (...) or may just contain information that you've forgotten was there.
- 4** Be aware of how much personal data you give away. Sometimes information like your date of birth is (...). But if it isn't, don't fill it in!
- 5** Don't put your address or your mobile phone number on your blog. If you send anyone your number, do it by personal message.
- 6** Check your device for cookies and delete any unnecessary ones. Avoid leaving (...) of your browsing history.
- 7** Be (...) online. Don't say something now that you might regret tomorrow. And don't communicate online in a way that you wouldn't face to face.
- 8** Dispose of tags! If you don't want those embarrassing photos of you to reappear in a job (...). Ask people not to (...) you in memes and jokes online, and (...) yourself in photos.
- 9** Build a positive footprint. If you know that future colleges and employers will be looking at your data, then there are things you can do to show your strengths and interests and make a positive impression.

- 6** Work in pairs. Write down the last five things you did online. Compare your lists and discuss your digital footprint using vocabulary from Ex 5.

- 7** **MEDIATION** Your younger cousin has recently got a smartphone and has started browsing the internet and using social media. However, you are concerned that they are not aware of the risks of leaving a digital footprint online. Write a short text message to them, explaining what a digital footprint is and how to manage it safely.

- 8** **THINK & SHARE** Work in small groups. Discuss how you could actively build a positive digital footprint that shows your strengths and interests and impacts your future in a good way. Then share your ideas with the class.

## Giving a presentation

**1** Work in pairs. Read the quote and discuss the questions.

**Modern technology owes ecology an apology.**

*Dr Alan M. Eddison, ecologist*

- 1 What do you think the quote means? Do you agree?
- 2 In what ways has technology harmed our environment?
- 3 How do you think technology can help to save the planet?  
Look at the photos and think about how our individual lifestyles are linked to energy use and wildlife protection.



**2** **5.08** Listen to the introduction to a student presentation about technology and the environment. Copy and complete the notes.

### Notes

Subject – how technology contributes to a more (1.) future for the planet  
Part 1 – current and future ways in which we (2.) energy  
Part 2 – protecting (3.) and the parts of the world they live in  
Part 3 – how new technology supports more (4.) ways of living.

**3** **5.09** Listen to the rest of the presentation and answer the questions.

- 1 What three alternative sources of energy can be used to replace fossil fuels?
- 2 What three ways in which technology helps to protect wildlife does the speaker mention?
- 3 What are four examples of how technology allows people to change to a more sustainable lifestyle?

### STRATEGY Organising a presentation

When giving a presentation, it's important to ensure that you have a clear structure: introduction, main body, conclusion. Use signposting phrases to explain the purpose and structure of your presentation and to join the different parts together. In particular, make it clear when you have finished discussing one point and are starting a new one. This will make it easier for your audience to follow what you are saying.

### PHRASEBOOK Signposting a presentation

#### Introducing the topic

In this presentation, I'm going to talk about ...

In my talk today, I'm going to tell you about ...

The subject of my presentation is ...

This presentation will be about ...

#### Giving an outline of the structure

My talk will be in three parts.

I'll be looking at three areas.

Firstly, / In the first part, ...

Secondly, / Then in the second part, ...

Finally, / In the final section, (I'll talk about) ...

#### Introducing a new point / section

To begin, ...

I'd like to start by talking about ...

Let's move on to ...

Next, I want to discuss / turn to ...

Finally, let's look at ...

#### Summarising / Concluding

That concludes my talk.

To sum up, ...

So, in conclusion, ...

I'd like to finish by / with ...

**4** **5.10** Read the **strategy** and the **Phrasebook**. Then listen to the whole presentation and write down in your notebook the **Phrasebook** phrases the speaker uses.

### PRONUNCIATION Linking

In spoken English, we often link words together, especially when we speak quickly. This means words in a sentence sometimes sound different from individual words. Typical examples include the following.

- 1 Consonant to vowel: The subject of my talk is technology and energy consumption.
- 2 A /j/ sound linking two vowels: We always consider the environment when we are buying a new gadget.
- 3 A /w/ sound linking two vowels: You are right not to allow people to contact you so easily.

**5** **PRONUNCIATION** Read the Pronunciation box. Then listen to and repeat the example sentences 1–3.

**6** Work in pairs. Choose one of the topics below and prepare a three-part presentation.

- How technology has changed the way we learn
- How to stay safe online
- The advantages and disadvantages of giving up social media

**7** **EXAM** Work in small groups. Take turns to give your presentations. Make sure you use signposting phrases from the **Phrasebook** to organise your presentation clearly. When you listen to other presentations, make a note of a question to ask at the end.

**8** **REFLECT** Work in the same groups. Discuss the questions.

- 1 Did you manage to communicate the information clearly?
- 2 Did your presentation have a clear structure: introduction, main body, conclusion?
- 3 Did you use signposting phrases from the Phrasebook?
- 4 Did you use vocabulary associated with technology from this unit?

## A website review

- 1** Work in pairs. Read the advert. If you wrote a review, which website would you write about, and why? What would you say?

### What's your favourite website?

Write a review of a website you visit regularly. Tell us why you find it useful or enjoyable. And let us know what isn't so good about it. Send your review to [editor@websitereviews.net.uk](mailto:editor@websitereviews.net.uk).

- 2** Which of these things A–I should a website review do?

- A Give the name of the website.
- B Give the URL or a link.
- C Explain briefly what it is or does.
- D Use technical language.
- E Give a few examples of the content.
- F Describe the content in lots of detail.
- G Say what is good about the website.
- H Say how it could be improved.
- I Finish with a recommendation.

- 3** Read the review. Which of the things in Ex 2 does it include?



- A** As a technology geek, one of my favourite websites is Quintekit, which I visit almost every day; it's where I get most of my information about tech subjects. It appeals to me because it's sophisticated, **incredibly** well designed, and I can always find something I want to watch.
- B** Quintekit is basically a video-sharing site. It has reviews and demos of the latest gadgets, news about innovations in technology, plus a whole range of online games to try out. Its main purpose is to allow users to post videos reviewing and comparing their own tech, and share clips they think other people might like. It also has a range of features that make it easy to navigate, so it's **totally** user-friendly.
- C** I'm particularly impressed by the variety of material. It's **absolutely** amazing, and you can always find what you want to watch really easily. What really stands out is that the platform's algorithms learn what you're interested in and suggest other videos you might enjoy. Another positive feature is the design – it looks extremely attractive and the way the videos are presented is clear and logical.
- D** On the negative side, there are often adverts before and during the videos. I know some people find these **slightly** annoying, but actually it's easy to skip them. Another slight drawback is that, for me personally, some of the video suggestions are **not especially** interesting or useful. Also, I'm not keen on the way some people use the 'comment' feature – rude or negative comments don't improve the user experience and seem **somewhat** pointless.
- E** If you're fascinated by technology, or want to understand more about it, I would definitely recommend visiting Quintekit. To be honest, I would like to see fewer adverts as I think this would make it a **significantly** more positive experience. Overall, though, Quintekit is an excellent website and I can't recommend it highly enough.

- 4** Read the review again and match headings 1–5 to paragraphs A–E in your notebook.

- |                          |                               |
|--------------------------|-------------------------------|
| 1 What Quintekit does    | 4 Introducing Quintekit       |
| 2 My personal criticisms | 5 What I like about Quintekit |
| 3 My recommendations     |                               |

- 5** Copy and complete the **Phrasebook** with the words below. Which phrases are used in the review?

appeals appreciate drawback enhance favourite  
feature impressed purpose range stands out

### PHRASEBOOK Reviewing a website

#### Introduction and brief description

One of my (1.) websites is ...

A website I really (2.) is ...

(Quintekit) (3.) to me because ...

#### Describing purpose and functions

(Quintekit) is basically a ... site.

Its main (4.) is to allow users to ...

It allows users to ...

Not only that, but ...

It also has a (5.) of ... features.

#### Positive things about it

I'm particularly (6.) by ...

What I like most about ... is ...

The good points include ...

What really (7.) is ...

Another positive (8.) is ...

I especially enjoy ...

#### Negative things about it

On the negative side, ...

Another slight (9.) is ...

I was a bit disappointed by ...

I'm not keen on ...

#### Recommendations

I would definitely recommend -ing ...

One way to (10.) it would be to ...

I would (perhaps) like to see ...

I can't recommend ... highly enough.

### STRATEGY Using modifying adverbs

In a piece of writing, we often use adverbs to strengthen or emphasise a point, or to soften a negative statement.

*I think this is an **absolutely** brilliant feature.*

*The design is **slightly** disappointing.*

- 6** Read the **strategy**. Then look at the highlighted adverbs. Do they emphasise or soften the writer's opinion?

- 7** You are going to write a similar review of a website. Make notes about its function and features, what you like and do not like about it, and how you think it could be improved.

- 8** Write your review using the paragraph structure in Ex 4.

- 9** **CHECK YOUR WORK** Did you ...

- use a five-part paragraph structure?
- include both positive and negative views, and recommendations?
- use phrases from the Phrasebook?
- use adverbs to emphasise or soften your comments?

## Grammar

### 1 Choose the correct alternative.

- 1 If I **knew / had known** you were interested in nanotechnology, I'd have sent you that article.
- 2 I wouldn't give up my smartphone to help the planet **unless / provided that** everyone else did too.
- 3 Georgia would **have gone / go** to university if she hadn't been offered a great job with a new tech company.
- 4 **Unless / Supposing** you couldn't use social media for a week, how would you manage?
- 5 You couldn't have bought that gadget more cheaply, **even if / as long as** you'd spent hours searching online.
- 6 Would you **buy / have bought** fewer clothes if you knew it would reduce your carbon footprint?
- 7 If this gadget **wasn't / hadn't been** so user-friendly, a technophobe like me wouldn't be able to operate it.

### 2 Copy and complete the sentences with the correct form of the verbs in brackets.

- 1 If that company really (...) about the environment, they wouldn't have caused so much pollution. (care)
- 2 If I (...) my old phone last month, it could be in a landfill site by now. (not recycle)
- 3 I (...) to the latest smartphone model if it wasn't so expensive. (upgrade)
- 4 If our family (...) a subscription to Netflix, I probably wouldn't have seen that film. (not have)
- 5 We might still live in Brussels if my dad (...) a new job last year. (not get)
- 6 If humans (...) more careful about their consumption in the 20th century, we wouldn't have so many environmental problems now. (be)
- 7 If Daisy didn't love her old bike so much, she (...) a new one ages ago. (buy)

## Vocabulary

### 3 Choose the correct answer: A, B or C.

- 1 Our lives and our cities were completely different after the invention of the car – as a new technology, it was ...  
**A** game-changing.   **B** high-tech.   **C** user-friendly.
- 2 Bill is a total ... when it comes to technology – he knows everything about the history of computing.  
**A** gadget            **B** geek            **C** technophobe
- 3 These smart glasses are like having a computer in front of your eyes – they're a great example of ... technology.  
**A** significant      **B** wearable      **C** artificial
- 4 The first version of this device was complicated and difficult to operate – this version is simpler and far more ...  
**A** sophisticated.   **B** innovative.   **C** user-friendly.
- 5 Freya often ... different news websites to find out what is happening around the world.  
**A** updates          **B** browses        **C** streams
- 6 It's important to allow automatic ... on your phone, as this will keep it secure and working efficiently.  
**A** advances        **B** inputs         **C** updates

### 4 Copy and complete the sentences with the words and phrases below. There are two extra words or phrases.

alternative energy consumption deforestation  
dispose of endanger global warming landfill  
natural resources raw materials renewable reuse

- 1 Unless we reduce our energy (...), global warming will continue to increase.
- 2 Almost half of the UK's electricity is generated from wind, solar power and other (...) sources of energy.
- 3 China has more (...) than any other country, including coal, wood and valuable metals.
- 4 The need for more land for agriculture is the main cause of (...) around the world.
- 5 The main (...) needed to make computer chips are silicon, plastic and copper.
- 6 A rise in sea levels caused by (...) would threaten coastal towns and habitats and could (...) many bird and animal species.
- 7 If you can't recycle or (...) your old devices, it's important to (...) them in a way that doesn't harm the environment.

## Cumulative review

### 5 EXAM Complete the text with one word in each gap.

The microwave oven is a popular kitchen (1) – one of many modern inventions that were developed to make people's lives easier. But did you know that the microwave (2) not exist today if World War II had not happened? This war saw the development of radar, an (3) technology which used microwaves, and was employed to track the movement of ships and planes. (4) it weren't for radar, some historians believe the war would have lasted much longer. After the war, scientists looked for (5) non-military uses for radar technology. By accident, an American scientist called Percy Spencer found that radar equipment in his lab was able to (6) heat when it melted a chocolate bar in his pocket. Realising this was a (7) discovery, Spencer experimented with different kinds of food. (8) that he had not done so, microwave ovens might never (9) been developed. Some people think microwaves are more (10) friendly than standard ovens, but that isn't necessarily true. (11) if you used a microwave to cook all your food, the energy it consumed would still make a big contribution to your carbon (12).

## Think & share

### 6 Work in pairs. Discuss the questions.

- 1 Can you think of any other inventions or scientific developments that came from military technology?
- 2 Discuss when and why these technologies might have been invented and how life would be different if they did not exist.

compass laser telescope thermometer

# Technology and us



## Unit 5 360° hotspots



- 1** **THINK & SHARE** Read the statement. Do you agree? Why?

**Technology is good for our brains.**

## EXPLORE

Access the interactive 360° content now!

- 2** Work in pairs. Explore the photo inside a taxi. What technologies do taxi drivers and customers use to improve their experience?

- 3** **ALL HOTSPOTS** Explore the hotspots. In which hotspot can you find the following?

- 1 a negative effect of a particular piece of technology
- 2 a fact about the online habits of teenagers in the USA
- 3 technology that can have a positive effect
- 4 a job that can have a positive effect on the brain
- 5 a video about the effects on our brain of one particular technology

- 4** Read the article about taxi drivers' brains. Choose the correct answer to complete the sentence about the text.

London taxi drivers ...

- A have bigger brains because of the technology they use.
- B can find their way around London better than a GPS.
- C improved their memories after passing the test to qualify as official drivers.
- D must have a brain scan before they can work as official drivers.

- 5** Watch the video about GPS. Copy and complete the summary with the words below.

brain memory obstacles route speed limit

When using a GPS, we are merely following instructions without the need to pay attention to the streets around us. The technology advises us on the quickest (1.), it warns us about (2.) on the road and even gives us information on the (3.) so we don't go too fast. However, if we don't use a GPS, we may be helping our (4.) to get bigger. Studies have shown that learning to find our way by ourselves improves brain areas linked to (5.), navigation, and planning.

- 6** **Work in pairs.**

**Student A:** Go online and open a maps application. Ask your partner for directions between two locations in your town or city. Check their answer using the map and give help if needed.

**Student B:** Try and give your partner directions without looking at the map. Then swap roles.



**7** Read the statistics about technology addiction and the tips to beat it. Work in pairs and discuss the questions.

- 1 Do you find any of the statistics surprising? Why?
- 2 How many times a day do you think you look at your phone? Which app do you look at most?
- 3 What do you think of the tips to beat technology addiction? Can you think of any more?

**8** Listen to a scientist talking about a problem with technology. How does she think we are becoming more like animals? Why is this happening?

**9** Read about the different apps that can improve our health and well-being. Choose one to recommend to the people described in statements 1–4 below.

- 1 Marcia feels anxious and worried about her exams.
- 2 Tim often lacks energy and feels he's not getting enough vitamins and minerals in his diet.
- 3 Alisha wonders why she never feels rested when she wakes up each morning.
- 4 Carlos would like to get fitter but lacks motivation.

**10** **THINK & SHARE** Work in pairs. Discuss the questions. Explain your answers.

- 1 Having studied this lesson, has your answer to Ex 1 changed?
- 2 Do you think technology can have both negative and positive effects on your health and well-being?
- 3 Should technology companies be made responsible for any negative effects their products have on people?

## LS Learning Situation

### CREATE ... a health or well-being app for young people

#### STEP 1

Work in groups. Talk about some of the typical health and well-being problems that young people have. Use the ideas below to help you. Then choose one problem to create an app for.

anxiety depression exercise family relationships  
food and diet making friends stress studying

#### STEP 2 RESEARCH IT!

Go online and do some research into apps that address the problem you've chosen. Find out about:

- what the apps do
- their pros and cons
- who uses them

#### STEP 3

Brainstorm features that your app could have to help people with the problem you chose. Decide on three features to include on it. Make notes.

#### STEP 4

Think of a name for your app and a slogan or short sentence for it. Then make a poster or digital presentation to promote it. Include the name, slogan, features and anything else you think is important.

#### STEP 5 SHARE IT!

Present your app to the class. Make sure each member of the group speaks. Listen to the other presentations. Which app do you think is the most useful and interesting? Why?