

1 Before you read the text, read the title and look at the photo. What do you think the article is about?

- A a family who have separated
- B a family argument about computers
- C a family that communicates through technology

Now read the first two lines and check if you were right. Circle the correct answer.



## Twitter, email, texts: we don't talk any more!

*Michelle and her sons communicate in a silent world of messages and texts. Will they forget how to speak altogether, she wonders?*

It's 7.28 am. I'm not out of bed yet but it's simple to reach for my MacBook and take a peek at my emails. I click onto my Facebook page. That's when I notice my 13-year-old son (and FB friend) is online doing exactly the same thing. **'Get off'** the computer and go downstairs for breakfast. NOW!!!! I message. What has happened to my family? The night before, as my other son sat in his bedroom and his food sat on the kitchen table, I had texted: 'Dinner ready now! Get down here!!!' Two minutes later, he was sitting at the table.

A 2008 report warned, 'If a child is exposed to a relentless diet of TV and computer games and deprived of interaction at home, that is very damaging.' It's falling on deaf ears in our house. I sometimes worry my sons will lose the power of speech entirely. When I was a teenager, I spent hours with friends discussing clothes, boys and other urgent matters. My children just stay in their rooms and converse by keyboard.

And it's not just speech that is disappearing. My boys rarely use a pen, doing their homework on the computer; handwritten notes left for me are therefore no more than a scribble. It's a worry.

Last month I asked my eldest son to email me his latest English homework. It was beautifully crafted, thoughtful, and moving, nothing like the usual language I get in his texts and emails. I realised that they can write, they can express themselves, they still have a language – they just don't use it the same way we do. So I didn't **hold back** when I told my son what I thought of his essay: 'It's really lovely,' I texted.

*Adapted from: The Guardian*

2 Read the text. Are the following statements true or false? Write T or F.

- 1 Michelle is concerned that her sons will forget how to talk to other people.   T
- 2 The report says too much TV and computer gaming and not enough talking is bad for children.
- 3 Michelle's children hardly ever write with pens.
- 4 She felt more worried about her son's writing after reading his schoolwork.

3 Circle a, b or c in each question below. Only one choice is correct.

- 1 Michelle checked her email
  - a on her son's computer.
  - b before she got up.
  - c and found an email from her son.
- 2 Michelle texted her other son because
  - a his dinner was getting cold.
  - b his breakfast was ready.
  - c he was having dinner in his bedroom.
- 3 Michelle's children
  - a prefer to meet up with their friends to share news.
  - b haven't got any friends to share gossip with.
  - c prefer chatting on the internet from their bedrooms.

4 Find words or phrases in the text that mean the same as these given.

- 1 asks herself wonders
- 2 quickly look at
- 3 never stopping
- 4 nobody is listening
- 5 faculty of speaking
- 6 completely
- 7 careless writing
- 8 emotional

### ERROR ALERT!

*Later* is used after a time period in the past:  
 (✓) *Two minutes later, he was sitting at the table.*  
 (X) *Two minutes after,*  
*Latest* means most recent:  
 (✓) *... his latest piece of English private study*  
 (✓) *The latest computer software.*  
 (X) *The last computer software.*

### PHRASAL VERBS

get off sth

hold back sth or hold sth back



See phrasal verbs on pages 95–96.

## Computers and the internet

1 Complete Katy's email with the words below.

screen • modem • memory stick • headphones • keyboard • speakers • webcam • printer

Hi Diana

I'm sending you this from my new computer. I'm so excited. It's got a 22-inch <sup>1</sup> screen – it's huge, like a television! The <sup>2</sup> \_\_\_\_\_ is wireless and has different coloured lights on the keys – it's really cool. The first thing I did was **plug in** the <sup>3</sup> \_\_\_\_\_ so I can listen to music. They're very powerful so I think I'll have to buy some new <sup>4</sup> \_\_\_\_\_ so I can listen without bothering the neighbours! It was easy to connect to the internet with the <sup>5</sup> \_\_\_\_\_. Will you be online later? I've got a <sup>6</sup> \_\_\_\_\_ so now you can see me while we chat! The <sup>7</sup> \_\_\_\_\_ is great quality – it scans and copies too. How are you doing with the presentation? If you send me the stuff, I'll **print it out**. I've already put the slide presentation on my <sup>8</sup> \_\_\_\_\_ to bring in tomorrow.

Let's chat later. Bye,

Katy

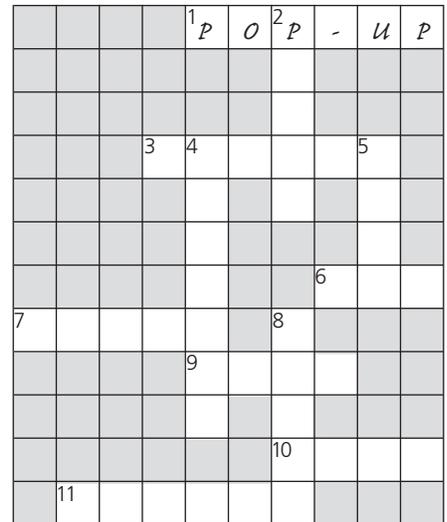
2 Complete the crossword.

ACROSS

- 1 Every time I click on this link, a pop - up window with phone ads appears. It's so annoying!
- 3 My new \_\_\_\_\_ is much lighter to carry around than my old one.
- 6 (+ 5 down) Check out Emma's \_\_\_\_\_. It's got lots of photos and she updates it every week.
- 7 Right-click on the \_\_\_\_\_ to get the cut and paste menu.
- 9 You need an anti-\_\_\_\_\_ filter, so you don't receive so many unwanted emails.
- 10 My uncle sent me a \_\_\_\_\_ to a clip of him playing the guitar. He's really bad!
- 11 Do you think *Google* is the fastest search \_\_\_\_\_ on the internet?

DOWN

- 2 My computer has two USB \_\_\_\_\_ at the front and three at the back.
- 4 I can't open this page. Maybe Simon gave me the wrong web \_\_\_\_\_.
- 5 See 6 across.
- 8 Plug in the grey \_\_\_\_\_ that goes from the monitor to the CPU.



3 Circle the correct word.

- 1 To turn the computer on, press / click this button.
- 2 When I email homework to my teacher, I sometimes forget to **print out** / attach the file.
- 3 Press / Click on this icon on the desktop to open the file.
- 4 I failed my essay, because I copied and inserted / pasted from *Wikipedia*!
- 5 I'm having a problem attaching / inserting the photos on the blog. Can you help?
- 6 Xavi sent me photos of the party so I attached / saved them on my hard drive.
- 7 Help! I wanted to send this email but I deleted / pasted it by mistake.
- 8 He says he's got the hyperlink we sent him but he can't open / find it.

**4** Complete these sentences with a word from the box.

browser • joystick • screen • speakers • surfing the net

- When my dad bought his first video game the controls were on a *joystick*. It looks very old-fashioned now.
- We sometimes spend hours \_\_\_\_\_ . You can find some amazing websites.
- Emma got some new \_\_\_\_\_ for her birthday. Now when she plays music, the sound quality is much better.
- My brother and I don't agree on the best web \_\_\_\_\_ to use. He uses *Chrome* and I use *Firefox*.
- I discovered the other day that the best way to clean my computer \_\_\_\_\_ is to use one of those cloths for cleaning your glasses.



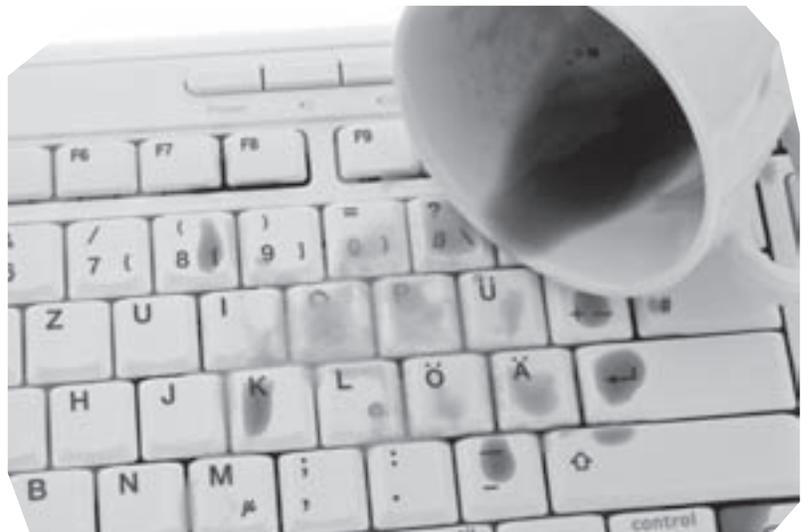
## Compound words

**5** Choose a word from each box to make compound nouns to complete the sentences. Don't forget to check the spelling: one word or two?

search • desk • home • mouse • operating • hard • key • net • pass • screen

word • mat • top • engine • saver • board • page • system • work • drive

- My *mouse mat* \_\_\_\_\_ is on the left side of my desk because I'm left-handed.
- Click on the little house icon to go to the \_\_\_\_\_ .
- I typed in the username but then I forgot my \_\_\_\_\_ .
- Do you use another social \_\_\_\_\_ apart from *Facebook*?
- The \_\_\_\_\_ on my computer broke yesterday so I've lost all my files.
- I spilt a cup of coffee on my \_\_\_\_\_ and all the keys are sticky!
- Kim's \_\_\_\_\_ comes on if she doesn't use her computer for ten minutes.
- He typed his name into a \_\_\_\_\_ to look for other people with the same name as him.
- I've got about ten icons on my \_\_\_\_\_ that I never use.
- Did you know the *Linux* \_\_\_\_\_ runs the ten fastest super computers in the world?



### PHRASAL VERBS

plug in sth or plug sth in

print out (sth) or print (sth) out



See phrasal verbs on pages 95–96.

## The past simple

**1 a** Complete the questions with the words in the box.

How many • How much • How often • How old • When • Where • Which • ~~Who~~ • Why

- 1 Who is Mark Zuckerberg?
- 2 \_\_\_\_\_ is he from?
- 3 \_\_\_\_\_ university did he go to?
- 4 \_\_\_\_\_ did he launch *Facebook*?
- 5 \_\_\_\_\_ was Zuckerberg when he launched *Facebook*?
- 6 \_\_\_\_\_ did he create *Facebook*?
- 7 \_\_\_\_\_ users did *Facebook* have at the end of the first year?
- 8 \_\_\_\_\_ did *Microsoft* pay for a share in *Facebook* in 2007?
- 9 \_\_\_\_\_ does a typical *Facebook* user visit the website?



**b** Match the answers with the questions in Exercise 1a.

- |   |                            |                           |
|---|----------------------------|---------------------------|
| A He's the founder of <i>Facebook</i> . <u>1</u>                                      | D \$240 million. _____     | G Every day. _____        |
| B Because he wants 'to help people connect and share what's important to them'. _____ | E In February, 2004. _____ | H New York. _____         |
| C Harvard. _____  | F He was 20. _____         | I Over one million. _____ |

**2 a** Change the verbs to the past simple and put them in the correct column according to their spelling rules.

pay • prefer • copy • play • chat • rain • enjoy • visit • carry • start • admit • obey

doubles final consonant	final 'y' changes to 'i'	final 'y' doesn't change to 'i'	spelling doesn't change
	<i>paid</i>		

### ERROR ALERT!

When forming some past tenses and *-ing* participles you need to change the spelling.  
 cry (✓) *cried* (X) *eryed*  
 BUT  
 play (✓) *played* (X) *plaid*  
 stop (✓) *stopped* (X) *stoped*  
 (✓) *stopping* (X) *stoping*  
 cut (✓) *cutting* (X) *cuting*  
 AND  
 visit (✓) *visiting* (X) *visitting*

**b** Change the verbs to the *-ing* participle and put them in the correct column according to their spelling rules.

write • set • pay • stop • delete • die • make • copy • play • carry • chat • shut

loses final 'e'	doubles final consonant	final 'y' doesn't change to 'i'	final 'ie' changes to 'y'
<i>writing</i>			

**3** Complete the text with the past simple form of the verbs in brackets.

### THE INTERNET'S FIRST STEPS

The internet, then known as ARPANET, <sup>1</sup> went (go) online in 1969, and initially <sup>2</sup> \_\_\_\_\_ (connect) four major computers at universities in the US. Engineers <sup>3</sup> \_\_\_\_\_ (design) the internet in part to provide a communications network that worked, even if a nuclear attack <sup>4</sup> \_\_\_\_\_ (destroy) some of the sites. If the most direct route <sup>5</sup> \_\_\_\_\_ (not be) available, routers <sup>6</sup> \_\_\_\_\_ (direct) traffic around the network via alternate routes. Only computer experts, engineers, scientists, and librarians <sup>7</sup> \_\_\_\_\_ (use) the early internet. There <sup>8</sup> \_\_\_\_\_ (be) nothing friendly about it. Personal computers <sup>9</sup> \_\_\_\_\_ (not exist) in those days, and anyone who <sup>10</sup> \_\_\_\_\_ (go) online, <sup>11</sup> \_\_\_\_\_ (have) to learn to use a very complex system.



**4** Put the words in the correct order to make sentences.

1 in January 1996 / Google / The / started / search engine / called  
*The search engine called Google started in January 1996.*

2 billionaire / Bill Gates / a / in 1987 / became

3 computer / We / about / this / two years ago / bought

4 my English / I / to / last night / **print out** / composition / forgot

## Past simple and past continuous

**5** Complete the sentences with the past simple or past continuous form of the verbs in brackets.

1 Greg was doing (do) his Maths revision when he \_\_\_\_\_ (get) a text from his friend, Paul.

2 Ben \_\_\_\_\_ (chat) to his friends while he \_\_\_\_\_ (play) pool on the computer.

3 As I \_\_\_\_\_ (download) a song, my computer \_\_\_\_\_ (begin) to make strange noises.

4 When my new computer \_\_\_\_\_ (arrive), I \_\_\_\_\_ (cook) lunch.

**6** Complete the text with the correct form of the verbs in the box.

be • decide • do • explain • find • get • retire • set • start • work

Sophie Duggan, a 75-year-old grandmother, is the perfect example of an older person taking on the challenge of technology. Sophie <sup>1</sup> **got** **into** computers while she <sup>2</sup> \_\_\_\_\_ as an administrator in a doctor's practice. When she <sup>3</sup> \_\_\_\_\_, she <sup>4</sup> \_\_\_\_\_ going on the internet more and more to entertain herself and keep in touch with friends and family. Then she <sup>5</sup> \_\_\_\_\_ to **go back to** college to do a computing course. A few years ago, as many of her friends <sup>6</sup> \_\_\_\_\_ it hard to get good advice about computers, she even <sup>7</sup> \_\_\_\_\_ up her own consultancy to help them. Its slogan is 'Never too old to **log on!**' When I <sup>8</sup> \_\_\_\_\_ the course, she <sup>9</sup> \_\_\_\_\_, 'people <sup>10</sup> \_\_\_\_\_ amazed that I could understand everything at my age, but just because I'm elderly, it doesn't mean I'm stupid!'

**7** Make sentences with the prompts and the words in brackets.

1 Fiona / turn / her computer on / she / see / a big spider (when)  
*Fiona was turning her computer on when she saw a big spider.*

2 I / find / my memory stick / I / clean / my desk (as)

3 A pop-up window / appear / he / click on / the link (when)

4 What / they / do / you / **set up** / the web page? (while)

5 he / read / the article / he / **pick up** / a few new words (as)

**8** Complete the sentences about yourself. Use the past simple or past continuous.

1 After school yesterday, I \_\_\_\_\_.

2 I \_\_\_\_\_ at 4 o'clock yesterday.

3 In 2009 I \_\_\_\_\_.

4 When I was ten years old \_\_\_\_\_.

5 While I was going to school this morning \_\_\_\_\_.

### PHRASAL VERBS

get into sth

go back to sth

log on

set up (sth) or set (sth) up

pick up sth or pick sth up

➤ See phrasal verbs on pages 95–96.

# LISTENING AND PRONUNCIATION

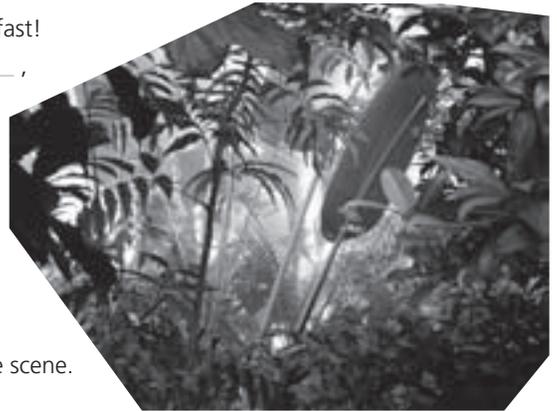
## Words you need

1 a All the words below are used in the radio interview you are going to listen to. Match the words 1–6 with their definitions A–F.

- |               |   |
|---------------|---|
| 1 diminishing | A evolution   |
| 2 acronym     | B a possible event or situation                       |
| 3 development | C abbreviation using the first letter of each word    |
| 4 evidence    | D getting smaller                                     |
| 5 scenario    | E opportunities to experience something new           |
| 6 exposure    | F one or more reasons for believing something is true |

b Complete the sentences with the words from Exercise 1a.

- It's hard to **keep up** with the development of new technology, it's so fast!
- I try to imagine the future. In the best-case \_\_\_\_\_, I win the lottery!
- The \_\_\_\_\_ *BBC* stands for the *British Broadcasting Corporation*.
- The more \_\_\_\_\_ to English you get, by reading for example, the more you **pick up**.
- Many people are worried because the Amazon Rainforest is \_\_\_\_\_ every year.
- The CSI team looks for forensic \_\_\_\_\_ at a crime scene.



## Listening

### TIP: Predicting topic content

Before you listen to something, think about the topic area that it deals with and predict words and phrases that you can expect to hear related to that topic.

2 You are going to listen to a radio programme about text messaging. Which of the following words and phrases do you expect to hear? Circle them.

mobile phones • textism • text messages • read • write • bad spelling • television • language • fun • MP3

3 a 1.2 Listen to the programme and check your answers to Exercise 2.

b 1.2 Listen again. Answer the questions.

- Which of these things do the mass media claim are true? Tick (✓) the ones that are true.
  - Text messages are enriching the language.
  - Pieces of writing for school are full of textisms.
  - Children can't read or write well any more.
- In new research about young people, which of these things were found to be true? Tick (✓) the ones that are true.
  - Children put text language in their written work at school.
  - Children's spelling is worse than it used to be.
  - Young people read and write all the time.



c **1.2** Now listen to the interview again and fill in the missing information.

- 1 The research \_\_\_\_\_ 88 children aged from \_\_\_\_\_ to \_\_\_\_\_.
- 2 The children wrote about \_\_\_\_\_ different situations in \_\_\_\_\_.
- 3 The study analysed the childrens' use of different \_\_\_\_\_ as well as the \_\_\_\_\_ they used in their school \_\_\_\_\_.
- 4 Dr Plester thinks that textisms are part of children's reading \_\_\_\_\_ and that texting is \_\_\_\_\_.

## Pronunciation

### TIP: Word stress

When you learn a new word, always write the pronunciation, marking where the stress falls. You can:

- Underline where the stress comes in the word: development
- Use CAPITAL letters in the stressed syllable: deVELopment

4 a **1.3** Listen and mark the stress on these words.

- |              |                 |              |              |
|--------------|-----------------|--------------|--------------|
| 1 interested | 3 pronunciation | 5 understand | 7 university |
| 2 message    | 4 independent   | 6 technology | 8 incorrect  |

b Can you mark the stress on these words?

- |             |               |            |             |
|-------------|---------------|------------|-------------|
| 1 computer  | 3 information | 5 connect  | 7 keyboard  |
| 2 messenger | 4 document    | 6 internet | 8 paragraph |

c **1.4** Listen and check your answers.

d **1.4** Listen to the words in Exercise 4b again and repeat them.

### PHRASAL VERBS

keep up

See phrasal verbs on pages 95–96.

## Dictation

5 **1.5** Complete the text by listening twice.

A \_\_\_\_\_ from Bristol \_\_\_\_\_ that \_\_\_\_\_ textisms and other features of \_\_\_\_\_ does \_\_\_\_\_ the ability of children \_\_\_\_\_ to write or spell correctly. In fact, \_\_\_\_\_ and the internet so much gives \_\_\_\_\_ exposure to \_\_\_\_\_ written language, and this \_\_\_\_\_ understand when different \_\_\_\_\_ words are \_\_\_\_\_. So, instead of being a negative influence, it seems that computers and mobile phones are \_\_\_\_\_. Of course, \_\_\_\_\_ could tell you that, without \_\_\_\_\_ expensive research!



# WRITING

1 Read the student text (don't look at the mistakes for the moment) and decide which question it answers, A or B.

Write about a time when

A you had a problem with technology.

B you were helped by technology.

Last summer I went hiking to a mountain lake with some friends, after a picnic we set off down the mountain, <sup>1</sup> *because / when* my dad was coming to drive us home. <sup>2</sup> *As / So* we were talking and laughing we weren't looking where we were going. Suddenly we noticed the path looked completely different from the one on the way up, and we realised we were lost. We felt like such idiots! <sup>3</sup> *Because / While* my friends were trying to understand the map, I decided to ring my dad. 'Where are you,' he asked, <sup>4</sup> *so / but* I didn't know! Then I had an idea, my smart phone had a GPS app. <sup>5</sup> *As / So* I used it to find out exactly where we were.

<sup>6</sup> *When / But* I told my dad, he gave us instructions on how to get back down the mountain, and two hours later, we arrived back at the car. It was a great feeling!

Since then I always pay attention to where I'm going on a hike and make sure my mobile has plenty of battery, just in case!

2 Read the text again and circle the correct linking word (1–6).

3 Look at the punctuation in the text. Find and correct four mistakes.

1 *with some friends. After a picnic*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

4 a You are going to write a story with the following title:

**Technology to the rescue!**

Write about 130 words. Before you start, read the task carefully and decide what kind of text you need to write. Then make notes for each paragraph using the headings below:

**The background to the story** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The main event** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The consequences** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b Now use your notes to write the story in your notebook.

- Remember to join sentences using linking words where appropriate.
- You can use the Useful Language in the Writing Reference Section on page 110 of the *Student's Book* to help you.

5 When you've finished writing the story, use this checklist to make sure you have done the best you can.

- 1 All the information I have included is relevant to the story.
- 2 I've got three paragraphs with the ideas from my notes.
- 3 My sentences aren't too short or too long.
- 4 I have used full stops, commas and other punctuation correctly.
- 5 I have used linking words to connect the events in the story.

# PHRASAL VERBS

See phrasal verbs on *Student's Book* page 148 and *Workbook* pages 95–96.

1 Circle the correct phrasal verb in each sentence.

## What a waste of time!

We asked you to give us examples of how you or someone in your family has wasted time recently. Here are a selection of your replies.

- 1 I'm looking for a summer job as a waitress, so I went round lots of places to hand in / *get into* my CV. Most of them gave it back and told me to send it to their website!
- 2 I spent 15 minutes *logging onto* / *filling in* all my details on a ticket website but when I clicked on 'enter' it wouldn't accept them. I tried three times before I gave up.
- 3 We wanted to make a cake so we *tapped into* / *looked up* a great recipe on the internet. Then I forgot to put the sugar in and it tasted HORRIBLE!!
- 4 Yesterday my dad got to work before he realised he'd forgotten to *turn off* / *get back to* the shower. He had to go all the way home and then go back to work again.
- 5 My sister spends ages *finding out* / *writing out* lists of things to do. Then she loses the lists immediately.
- 6 My computer wasn't working so I *turned to* / *turned on* my brainy brother for help. After an hour of trying to fix it, he said it was impossible. Then my mum fixed it in two minutes!
- 7 When you ring the computer help line, you have to answer all these stupid questions. The one that really annoys me is 'Are you sure your computer is *picked up* / *turned on*?'
- 8 Lots of people go to the UK in the summer to learn more English but then they *hang out* / *turn to* with other Spanish people and spend the whole day speaking Spanish!

2 Complete the text with the correct form of the verbs below.

switch on • find out • ~~get off~~ • go back to • hold back • plug in (x2)

The other day I was doing an urgent assignment when I couldn't get the printer to work, so I decided to ring the help line. I had to wait ages first for my sister to 1 get off the phone. 'Use Messenger!' I said. Anyway, the first thing the help line man asked was, 'Are you sure it's 2 \_\_\_\_\_?' 'Yes, of course!' I said, without checking, 'but it doesn't 3 \_\_\_\_\_!' 'Well,' he said, 'we need to 4 \_\_\_\_\_ what the problem is. You'll have to bring it to the shop here so we can look at it.' 'OK!' I said. I 5 \_\_\_\_\_ the printer to disconnect it and discovered ... it wasn't 6 \_\_\_\_\_ after all! Oops! How embarrassing! When I told my sister, she didn't 7 \_\_\_\_\_. 'You're an idiot!' she said, 'Next time, check before you ring!!'



3 Complete the texts with the correct form of the verbs below. All these verbs go with *out* to give the idea of *exhaust* or *extinguish*.

blow out • ~~go out~~ • phase out • put out • sell out • tire out

The other night, when supper was cooking, all the lights 1 went out. There was a power cut in our street! We lit candles but they kept 2 \_\_\_\_\_ out, so we went to a local bar for supper. When we got back, the flat was full of smoke. My mum had forgotten to turn off the gas so the casserole was on fire! Luckily, we managed to 3 \_\_\_\_\_ it out quickly, but it was a bit scary! Then, we had to get rid of the smoke and clean up the kitchen, which took a couple of hours. We were all 4 \_\_\_\_\_ out when we went to bed.

We have a lot of videos so, when our video player broke, we wanted to buy a new one. We tried several shops, but they all said that video players had been 5 \_\_\_\_\_ out and that they had 6 \_\_\_\_\_ out of the ones they had left in stock. Luckily, we found a machine which records videos on to DVD instead.

# CHECK YOUR PROGRESS

## 1 VOCABULARY AND PHRASAL VERBS

a Complete the text with the words in the box. (TIP: read the whole email first!)

hard drive • laptop • webcam • screen • webpages • port • speakers • operating system

Hi Jake,  
Help! I SO need a new computer - I'm still using Mum's old <sup>1</sup> \_\_\_\_\_! The <sup>2</sup> \_\_\_\_\_ is full and it's really slow and the <sup>3</sup> \_\_\_\_\_ is out-of-date and not compatible with the best <sup>4</sup> \_\_\_\_\_ or my friends' computers. I haven't got a <sup>5</sup> \_\_\_\_\_ for chatting, and there's only one USB <sup>6</sup> \_\_\_\_\_, so I can't plug in more than one thing at a time. I'd like a PC with a flat-monitor <sup>7</sup> \_\_\_\_\_ too, so I have more space on my desk, and more powerful <sup>8</sup> \_\_\_\_\_ so the music sounds better. How can I convince Mum and Dad to buy me a new one?

Your desperate brother,  
Sam

b Finish the third sentence using a compound adjective.

- 1 I paid him twenty euros. I paid him with a note. I paid him with \_\_\_\_\_.
- 2 We watched a film. It was three hours long. I watched \_\_\_\_\_.

c Circle the correct phrasal verb in each sentence.

- 1 Facebook helps people to *link up* / *look for* with old friends.
- 2 Would you mind *turning on* / *turning off* the TV? I want to watch the news.
- 3 Before Gates and Allen *set up* / *picked up* Microsoft, no one imagined PCs in every home.
- 4 The first thing you have to do is *log onto* / *fill in* the website.
- 5 James really likes Maria. I think he's going to *ask her out* / *turn to her*.

## 2 GRAMMAR

a Make sentences in the past using the prompts and the words in brackets.

- 1 He / download the film / realise / he / run out of memory (when)  
\_\_\_\_\_
- 2 She / have a brilliant idea / have a shower (as)  
\_\_\_\_\_
- 3 They / clean up after the party / find Karen's MP3 (while)  
\_\_\_\_\_

b Write the questions with the correct question words and the words in brackets. Use the answer to help you.

- 1 \_\_\_\_\_ (Bill Gates / be / at Harvard?)  
Only two years.
- 2 \_\_\_\_\_ (mobile / you / choose / in the end?)  
This one, it's great!
- 3 \_\_\_\_\_ (she / save / it / on your pen drive?)  
Because we're presenting it together in class tomorrow!
- 4 \_\_\_\_\_ (I / can / delete / my spam?)  
It's easy! Just right click on the mouse and you'll see the menu.

## 3 PRONUNCIATION

Which is the odd one out in terms of word stress? Circle the word.

- 1 interested document computer internet
- 2 connect keyboard laptop message
- 3 independent technology information understanding