

GET STARTED Technological Lives

Unit 1

Improving your language learning

- 1 a** Make a list of what you think are the best ways to study English outside the classroom. Think about what you do or what you would like to do. Here are some ideas to get you started.

Read short articles online. Listen to songs and learn the words.

- b**  Now discuss your ideas with a partner.

- 2 a** Read the text about how different students learn English. Decide which of these students you think is the best English learner and why. Grade them from 1 (the best) to 4 (the worst).



PHRASAL VERBS

pick up sth or **pick sth up**

write out sth or **write sth out**

look up sth or **look sth up**

 See phrasal verbs on page 148.

WHAT'S THE BEST WAY TO LEARN ENGLISH?

Daniel is a good student and always pays attention in class. But for him, English is just another subject, like History or Maths. He says he isn't particularly interested in English and, apart from his homework, he has never bothered doing anything to improve it outside the classroom.

Laura tries to improve her English by doing lots of grammar and vocabulary exercises, which she finds on the Web. She's obsessed with being correct and only speaks when she's sure that what she says is right. She's convinced that her pronunciation is bad. She always does well in exams, but maybe that's partly because they've never done a speaking exam so far at her school.

Alberto uses the internet a lot. He reads stories, blogs and magazines in English. He also writes messages, chats and sometimes emails in English. He went to Ireland last summer and is thinking of going again this year. He's **picked up*** lots of everyday expressions and is not afraid of making mistakes when he speaks, so he's pretty fluent.

Sofia loves listening to songs in English. She **writes out** the lyrics and sometimes posts videos on *YouTube* of her favourite songs with subtitles. She **looks up** difficult words in online dictionaries. She's learnt a lot of interesting expressions from songs.

* **Phrasal verbs** are important for proficiency in English. In this book, you'll find them highlighted in yellow. At the back of the book you can find dictionary definitions for all the phrasal verbs that are highlighted.

- b** What advice would you give the students in Exercise 2a to improve their English?

- 3 a** You are going to listen to a linguist giving advice about how the students in Exercise 2 can improve their language learning. Before you listen, match each piece of advice (1–6) with the students.

- | | |
|---------------------------------------|--|
| 1 Don't be afraid of making mistakes. | 4 Travel to an English-speaking country. |
| 2 Have a positive attitude. | 5 Don't be afraid of talking. |
| 3 Learn from your mistakes. | 6 Don't only learn informal language. |

- b**   Now listen and check your answers.

- 4**  Now think again about your own learning. Have you learned any new ideas to improve your English? Tell a partner.

READING

- 1 🗣️ Wit h a p a r t n e r, m a k e p r e d i c t i o n s a b o u t t h e e x t o n t o f t h e o p p o s i t e p a g e. What do you think it's going to be about?

TIP: Making predictions

To get an idea of what a text is about before you read it, look at the title, any sub-headings and photos or pictures, then read the first paragraph.

- 2 Read the text quickly. Were your predictions right?

- 3 🎧 13 Read the text again and listen. Say whether the following statements are true or false. Copy the evidence from the text to support your answer.

1 *False. The writer thinks it's amazing that Facebook and Myspace were only set up in 2003 and 2004 and yet have so many users.*

- 1 The writer isn't surprised by the number of people using social networks.
- 2 It appears that young people don't differentiate between the real and online worlds.
- 3 Young people go to community centres to use social networks.
- 4 Most adults depend on the internet for their social lives.
- 5 Daily internet use for social networking has increased among American teenagers.
- 6 Olga is a devoted follower of the actor Heath Ledger.
- 7 She used the web to **find out** about Heath Ledger.
- 8 Olga didn't get a very good response to her Heath Ledger fan page.

- 4 Answer the following questions in your own words.

- 1 What two things do we learn from the text about the use of the internet among young people?
- 2 How have social networks helped Olga?

- 5 Find words in the text for the following synonyms or definitions.

- | | |
|---|-------------------|
| 1 make the difference between two things less clear | 2 a piece of work |
| 3 risen very quickly to a high level | 4 most recent |
| | 5 comfort |

- 6 Complete the sentences using the correct words.

in their infancy • face-to-face • surfing the net • in search of • **log on** • uploaded

- 1 Christopher Columbus sailed across the Atlantic Ocean ____ a shorter route to India.
- 2 I don't think you should apologise to Diana by texting her. It's better if you do it ____.
- 3 Have a look at my *Facebook* page. I've just ____ some new photos.
- 4 Although e-books are still ____, many experts think they are the future of books.
- 5 Stop ____ and **turn off** your computer. You spend too much time online.
- 6 I wonder if Larry has sent me that mail. I'll ____, go into my email and check.

- 7 🗣️ Make a list of the different things you can do on social networks. Compare with a partner.

PHRASAL VERBS

find out sth or **find** sth **out**

log on (**log onto** sth)

turn off sth or **turn** sth **off**

tap into sth

link up (sth / sb) or **link** (sth / sb) **up**

hang out

get back to sth

get into sth

turn to sb

fill in sth or **fill** sth **in**

➔ See phrasal verbs on page 148.

Generation @

It's amazing to think that *MySpace* was only started in 2003 and *Facebook* in 2004. *Facebook*, for example, now has over 550 million users. If it was a country, it would have a bigger population than the USA.

Although networks are still in their infancy, experts think they're already creating new forms of social behaviour that blur the distinctions between online and real-world interactions. In fact, today's young generation largely ignores the difference. Most adults see the web as a supplement to their daily lives. They **tap into** information, buy books or send flowers, exchange apartments, or **link up** with others who share passions for dogs, say, or opera. But for the most part, their social lives remain rooted in the traditional phone call and face-to-face interaction. 10

The Net generation, by contrast, lives comfortably in both worlds at once. Increasingly, America's middle and upper-class youth use social networks as virtual community centres, a place to go and **hang out** for a while (sometimes hours). While older folks come and go for a task, young people's social circles are just as likely to socialise online as off. This is partly a function of how much more comfortable young people are on the web: Fully 87% of 12 to 17-year-olds use the internet, vs. two-thirds of adults, according to the Pew Internet & American Life Project. 15

Teens also use many forms of media simultaneously. Fifteen to eighteen-year-olds average nearly 6 ½ hours a day watching TV, playing video games, and surfing the net, according to a recent Kaiser Family Foundation survey. A quarter of that time, they're multitasking. The biggest increase: computer use for activities such as social networking, which has soared nearly threefold since 2000, to 1 hour and 22 minutes a day on average. 20

This is Generation @ – and the picture is not so different in Europe. Olga is now 18 and in her first year of Economics at university. When we met she was in her usual multitasking mode. What was she doing? Well, the television in her bedroom was on with the volume down so she could listen to her favourite bands on *Spotify* over her computer speakers. She was chatting to a friend on *Instant Messenger* – they were planning a party for the weekend. She checked another friend's blog and posted a comment on his latest entry and then **got back to** her Microeconomics assignment. 25

She explained how she **got into** social networking. It was a few years ago when the actor Heath Ledger died. She was a massive fan, devoted to his films like *Brokeback Mountain* and *The Dark Knight*, for which he won an Oscar. She asked her mum to drive her into town, on a school night, to watch the film once again. 'Tears were rolling down my face. I couldn't stop crying.' During the long summer that followed, Olga **turned to** the web in search of solace. She **logged on** to *Tuenti*, a social network popular among Spain's teens and twenty-somethings. 30

Olga registered and **filled in** her profile details, listing her favourite films so she could **link up** with other Heath Ledger fans. She posted a photo of herself, taken with her webcam, tongue out, cross-eyed. About a year ago she started a fan page for the actor, with photos of Heath and information about him and his work, which she now updates about twice a week. In the first four days another 45 *Tuenti* members became fans. 'I wasn't expecting anyone at all to join,' she told me. The fan page now has 354 fans with scores of photos of the actor and of other enthusiastic fans, uploaded through *Flickr* – a social network for photos. There are hundreds of posts, including some home-made videos of fans acting Heath Ledger movie scenes, uploaded from *YouTube*. 40

Adapted from an article in Business Week

VOCABULARY

Computers and the internet



1 a Match computer parts in the pictures with these definitions.

- 1 You use this to type letters and words.
- 2 You use this for saving files that you can take with you.
- 3 You can listen to music with these.
- 4 This piece of hardware connects you to the internet.
- 5 You can see people with this when you make a video call.

b Write your own definition for the remaining words in the pictures. Use the structures in Exercise 1a.

This piece of hardware shows words and pictures.

c Tell a partner your definitions and let him / her guess what they are.

2 Match the internet words with their definitions.

- | | |
|------------------------|---|
| 1 web page | A where a website is located |
| 2 link | B a computer program that makes it possible for you to read information on the internet |
| 3 search engine | C an email that you receive containing advertising that you don't want |
| 4 spam | D a window that opens on your screen, usually with an advertisement |
| 5 web address | E a document sent with an email |
| 6 pop-up | F a page or part of a website with information about a particular subject |
| 7 attachment | G a computer program that finds information on the internet |
| 8 browser | H a connection between documents and sites on the internet |

3 Complete the texts with the correct verbs.

printed out • attached • deleted • saved

I got three emails yesterday. The first one was spam so I **1** ____ it. The second one was from my friend Simon, who had **2** ____ a photo of my party. I **3** ____ the photo in a new folder. The last one was some Maths homework from my teacher, so I **4** ____ it ____ to do later.



opened • pressed • insert • clicked • pasted • found • right-clicked

A: How did you **5** ____ that photo in your essay?

B: Well, I **6** ____ the photo on Flickr. I **7** ____ on the mouse and **8** ____ on 'copy' in the menu. Then I **9** ____ the file that contained my essay and **10** ____ it there – I **11** ____ CTRL and then 'v'.

Compound words

4 a Complete the questions with the words below to make compound nouns. Be careful! Some are one word and some are two separate words.

words • top • page • drive • engine • mat • works • system • saver • board

- 1 What **search** ____ do you usually use?
- 2 What picture do you have on your **desk** ____ ?
- 3 What **operating** ____ do you use?
- 4 What's the **home** ____ on your browser?
- 5 Where did you get your **mouse** ____ ?
- 6 How big is the **hard** ____ on your computer?
- 7 How do you get the @ symbol on your **key** ____ ?
- 8 Do you belong to any social **net** ____ ?
- 9 How many different **pass** ____ do you use?
- 10 What image is on your **screen** ____ ?

b Work with a partner. Ask and answer the questions.

5 Rewrite the words in **bold** using a compound adjective. You will need to insert hyphens.

1 a *three-page document*

- 1 He sent me a **document** with **three pages**.
- 2 When you click here, a menu that **pops up** appears.
- 3 I've got a **memory stick** with **two gigabytes**.
- 4 Diana's computer's got a screen that's **22 inches**.
- 5 My computer's got a screen with **very high resolution**.

COMPOUND WORDS

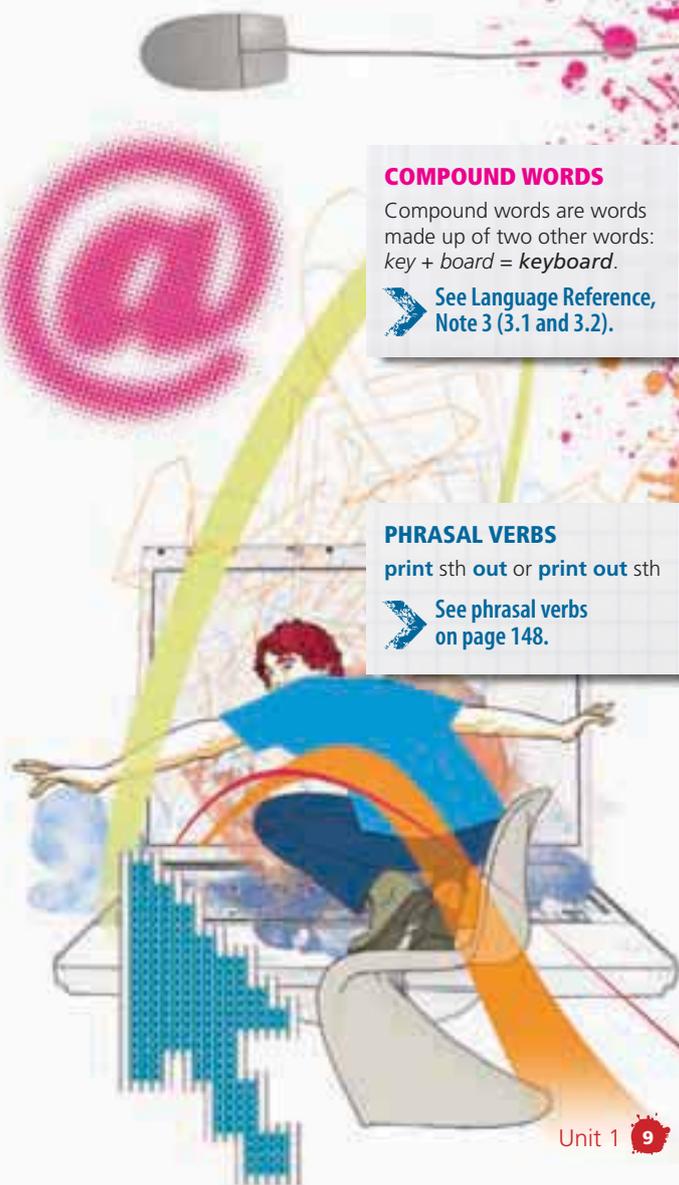
Compound words are words made up of two other words: *key + board = keyboard*.

➔ See Language Reference, Note 3 (3.1 and 3.2).

PHRASAL VERBS

print sth out or **print out sth**

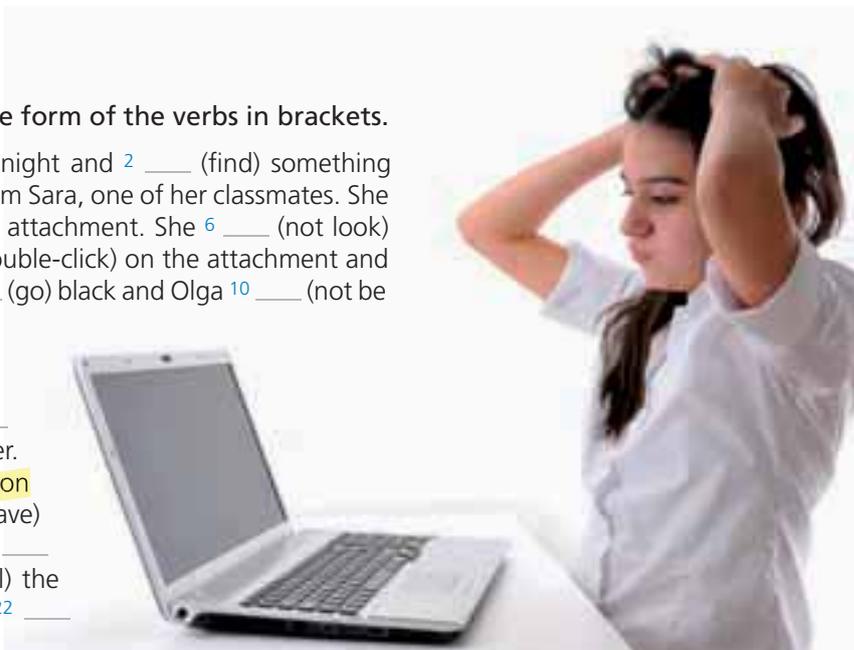
➔ See phrasal verbs on page 148.



The past simple

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

Olga ¹ ___ (turn on) her computer last night and ² ___ (find) something very strange. There ³ ___ (be) an email from Sara, one of her classmates. She ⁴ ___ (open) the mail and ⁵ ___ (see) an attachment. She ⁶ ___ (not look) at the name of the file, she just ⁷ ___ (double-click) on the attachment and ⁸ ___ (press) 'open'. Then her screen ⁹ ___ (go) black and Olga ¹⁰ ___ (not be able to) see anything. She ¹¹ ___ (hear) lots of strange noises, then the screen ¹² ___ (change) colour again ... and again. Olga ¹³ ___ (curse) and ¹⁴ ___ (push) the on / off button on her computer. When she ¹⁵ ___ (switch) her computer on again, she ¹⁶ ___ (realise) that it ¹⁷ ___ (have) a virus. She ¹⁸ ___ (not cry), but she ¹⁹ ___ (want) to. 'Why ²⁰ ___ I ___ (not install) the anti-virus when I ²¹ ___ (buy) it?', she ²² ___ (think). Too late!



2 a **1.4** Listen to a conversation between David and Simon about what they did last night and answer the questions.

- 1 What did David do last night?
- 2 Why didn't David arrange to meet Cristina?

b Can you remember the conversation? Work with a partner. Try to complete it with verbs in the past simple.

Simon: What ¹ ___ you ___ last night, David?

David: I ² ___ the Net all night.

Simon: Oh, yeah? I ³ ___ see you. So what ⁴ ___ you ___ on the net?

David: I ⁵ ___ with Cristina for about two hours.

Simon: Cristina? The girl from school you ⁶ ___ you ⁷ ___ ?

David: Yeah! It ⁸ ___ great. She ⁹ ___ me about her trip to China last year.

Simon: So, ¹⁰ ___ you ___ her out?

David: Yes, I ¹¹ ___ .

Simon: And? Well, what ¹² ___ she ___ ?

David: She ¹³ ___ 'no'.

Simon: Why?

David: Because I ¹⁴ ___ her to go to the cinema with me on Friday to see that new vampire movie. But she ¹⁵ ___ it last week with Brian Rooney.

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

3 Rewrite the sentences with the time expression in the right place. There is more than one correct answer.

- 1 Olga started her Heath Ledger fan page. (two years ago)
- 2 She bought a brand new computer. (last week)
- 3 Olga handed in her Microeconomics assignment. (last night)
- 4 *The Dark Knight* was released. (in 2008)
- 5 Heath Ledger died. (a few years ago)

PAST SIMPLE

Remember we use the past simple to talk about a completed action in the past.

She *started* a fan page last week.

See Language Reference, Note 4.

ERROR ALERT!

With regular past tenses, we pronounce the final *-ed* as /ɪd/ only when the verb in the infinitive ends in /t/ or /d/.

chatted (✓) /tʃætɪd/

opened (✓) /əʊpɪd/ (X) /əʊpnd/

handed (✓) /hændɪd/

asked (✓) /ɑːskt/ (X) /ɑːskɪd/

4 a Complete the questions with the words below.

Who • What • How much • How often • How many • How long • Why • Which

- ___ fans did Olga's page have in the first four days? Forty-five.
- ___ did Olga chat to on *Messenger*? A friend.
- ___ did they plan? A party.
- ___ did Olga **go into** town? Because she wanted to watch a film.
- ___ Heath Ledger film did she go to see? *The Dark Knight*.
- ___ information did Olga upload about Heath Ledger? Lots of it!
- ___ did Olga update the fan page? About twice a week.
- ___ ago did she start her Heath Ledger fan page? About a year ago.

b Write questions for each of the sentences below.

- Olga found the photo on *Flickr*.
- Olga and her friend planned a party.
- Heath Ledger died in 2008.
- Olga had three Heath Ledger posters on her wall.
- Heath Ledger was only 28 when he died.
- She checked her email about five times a day.
- She studied Economics for two years.
- Her favourite actor was Heath Ledger.

5 a Write questions using a word or phrase from each group (A–C).

A	B	C
what	do	for your last birthday?
where	go	last summer?
		the last time there was a national or local holiday?
		last weekend?
		last night?
		the last time you went out with your friends?

b Work with a partner. Take it in turns to ask and answer your questions from Exercise 5a.

The past simple and past continuous

6 Read the text and choose the correct tense.

David and Simon ¹ *went / were going* to a burger restaurant in town yesterday. While they ² *chatted / were chatting*, Cristina ³ *came / was coming* in. As she ⁴ *passed / was passing* their table, Simon ⁵ *stood / was standing* up and ⁶ *invited / was inviting* her to join them. They ⁷ *talked / were talking* for a few minutes, but then Cristina ⁸ *said / was saying* she had to leave. She ⁹ *gave / was giving* David her phone number and ¹⁰ *told / was telling* him to call her. David was over the moon!

7 Join the sentences. Use *when*, *while* or *as* and put the verbs into the past simple or past continuous.

- Olga (play) a computer game. She (get) a text message. (when)
- Alex (see) a girl from school. He (sit) in a café in town. (while)
- She (spot) a mistake. She (**print out**) her assignment. (as)
- Barry (**look for**) a music file. He (delete) the whole folder. (when)

Work with a partner. Talk about what you did on the computer the last time you used it.

QUESTION WORDS

Make sure you use question words correctly.



See Language Reference, Note 5

ERROR ALERT!

- (✓) *Who did you talk to?*
- (X) *To who did you talk?*

ERROR ALERT!

We don't use the past simple form of the main verb in negative sentences and questions:

- (✓) *I didn't know about social networks.*
- (X) *I didn't knew about social networks.*
- (✓) *When did he post the comment?*
- (X) *When did he posted the comment?*

PAST CONTINUOUS

We use the past continuous for actions in progress at a particular moment in the past.

I was still doing my assignment at 10 o'clock last night!

PAST CONTINUOUS VS. PAST SIMPLE

Background or longer actions in the past continuous are sometimes interrupted by shorter, completed actions in the past simple.

As we were listening to our teacher, the fire alarm went off.



See Language Reference, Notes 6 and 7.

PHRASAL VERBS

turn on sth or **turn** sth **on**
switch on sth or **switch** sth **on**
ask sb **out**
hand in sth or **hand** sth **in**
go into
look for sth / sb



See phrasal verbs on page 148.

LISTENING



- 1** You are going to listen to a radio report about social networks. Before you listen, with a partner, predict words and phrases that you can expect to hear related to this topic.

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.

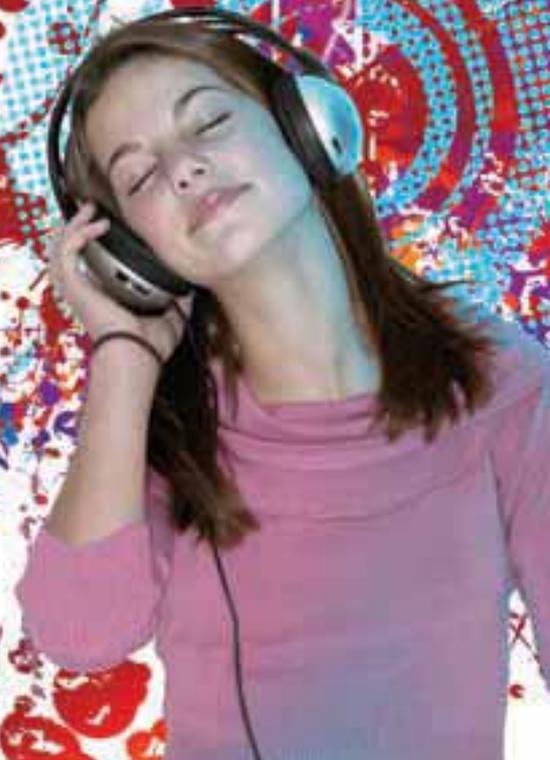
- 2**  **1.5** Listen and match the speakers with the networks they speak about.
- | | |
|-----------|-----------------|
| Speaker 1 | <i>Twitter</i> |
| Speaker 2 | <i>Facebook</i> |
| Speaker 3 | <i>MySpace</i> |

- 3**  **1.5** Listen again and choose the best answers according to the recording.

- What is the biggest social network?
a *Facebook* b *MySpace* c *Twitter*
- Where does the *Facebook* user's family live?
a In Dublin. b In Paris. c In Dublin and Paris.
- Who else does he keep in touch with via *Facebook*?
a His daughter.
b Friends around the world.
c Friends around the world and old school friends.
- What doesn't the *MySpace* user mention about what you can do on *MySpace*?
a You can decorate your page the way you want it.
b You can find old friends.
c You can listen to new bands.
- What do we learn about *Facebook* and *MySpace*?
a *Facebook* is bigger than *MySpace* and its users are slightly older.
b *Facebook* is bigger than *MySpace* and its users are slightly younger.
c *Facebook* is smaller than *MySpace* and its users are slightly older.
- What does the third speaker use *Twitter* for?
a To share news about sports stars.
b To keep up-to-date with his favourite sports stars.
c To find other people who like the same sports as him.

- 4**  Discuss the following questions with a partner.

- Do you use social networks in the same way as the people in the radio report?
- Can you think of more advantages of social networks?
- Can you think of any disadvantages?



Describing gadgets



Most adults see the web as a supplement to their daily lives. They tap into information, buy books or send flowers, exchange apartments, or link up with others who share passions for dogs, say, or opera. But for the most part, their social lives remain rooted in the traditional phone

1 👤 Look at the photos. Tell a partner which of the things you have, if any.

2 a 🎧 **16** You are going to listen to someone describing one of the gadgets in the pictures. Which gadget is the speaker describing?

b 🎧 **16** Listen again and complete the description.

Well, let's see. It's **1** ___ small. It's **2** ___ and quite **3** ___. It's **4** ___. It's got a screen on the **5** ___ and a lens on the **6** ___. When you press this button on the **7** ___, it **switches on** and the lens appears. I use it to **8** ___ photos and I can also record videos **9** ___ ___.

3 👤 Work with a partner. Choose another of the gadgets and describe it to your partner. Your partner guesses which gadget you're describing. Use the language below.

It's quite / very small / big.

It's square / round / rectangular.

It's black / white / grey / silver.

It's about ... centimetres wide and ... centimetres long.

It's got ... on the top / side / bottom / front / back.

We use it to (+ infinitive) ...

You can ... with it.

4 👤 Work with a partner and answer the questions.

- 1 Which of the gadgets in the picture have you used in the last three days? What did you use them for?
- 2 If you could take just two of the gadgets on holiday with you, which would you choose?

Describing a personal experience

- 1 a** Read Olga's blog post about a personal experience. Which task did she do?
- Write about a time when you had a problem with someone in your family.
 - Write about a time when you had a problem with technology.
 - Write about an occasion when you had a problem with a friend.

b Which sentence best summarises what happened to Olga?

- Olga and Sylvia went to have a break and they forgot to **turn off** the computer.
- Olga and Sylvia stopped working on the presentation to have a break.
- Olga's computer **turned** itself **off** and they lost a presentation they were working on.

2 a There are two pieces of information in Olga's blog post that could be considered irrelevant to the task. What are they?

TIP: Relevance

- Before you start writing, think what the task is asking you to write about. What information do you need to include?
- Make sure that everything you write is relevant to the task. You can lose marks for irrelevant information.

b Which of these points could be added to Olga's blog post and which could be considered irrelevant?

- The presentation was difficult, so it took longer than we expected.
- We are in the same class and have a good level of English.
- I live near my school.
- And now we have to start the presentation all over again!

3 Match the functions (A–C) with the paragraphs (1–3) in the blog post.

- describing the main event (What happened just before and during the event?)
- describing the consequences (What was the result? How did you feel?)
- describing the background to the story (Where were you? What were you doing?)

TIP: Organisation

Before you start writing, always read the task carefully and decide what kind of text you need to write (an email, a story, an article, etc.) and how this type of text is organised.

Olga Casal Class 1C

- My friend Sylvia and I were at her house yesterday working on a presentation for class. We were preparing some slides for the talk and we were using my laptop as her computer wasn't working. My laptop's really old and I really think I should get a new one.
- After a couple of hours, we stopped to have a break. I had a glass of orange juice and Sylvia had an iced tea – she's addicted to iced tea! While we were chatting in the kitchen, the battery in my laptop ran out and the computer shut down. We didn't worry too much because we thought that the presentation would be saved automatically. I'd forgotten to bring the power cable with me, so I called my brother and asked him to bring it over.
- When my brother arrived, we plugged the computer in and turned it on again, expecting to see our presentation there on the screen, but what did we see? Nothing. The computer hadn't saved it, so we lost all the work that we had done. What a nightmare!

PHRASAL VERBS
run out
shut down sth or **shut** sth **down**
plug in sth or **plug** sth **in**

➔ See phrasal verbs on page 148.

4 a Look at the underlined linking words in Olga's blog post. What purpose do they serve?

TIP: Linking words

Notice how you can avoid having very short sentences by using the linking words *because, as, so, but, while* and *when* to connect clauses to make longer sentences.

b Choose the correct linking words.

- I **turned on** the computer *but / because* nothing happened.
- While / Because* we were playing computer games, my mother called me to come to dinner.
- While / When* the presentation was finished, I emailed it to Sylvia.
- I couldn't find the file *so / because* I called my brother.
- The battery **ran out** *while / because* the computer wasn't **plugged in**.

MAKE IT BETTER

5 a Look back at Olga's blog post. Match the punctuation marks (1–4) with the descriptions (A–D) of how they are used.

- | | |
|-----|--|
| 1 ? | A at the end of a statement |
| 2 ! | B at the end of a question |
| 3 ∴ | C at the end of a statement, to indicate something surprising or funny |
| 4 ∴ | D in the middle of a sentence to divide parts of a sentence or clauses |

TIP: Using the correct punctuation

In English we don't use the punctuation marks *¿* or *¡* at the beginning of sentences.

b Put the correct punctuation marks in these sentences.

- | | |
|---|---|
| 1 Our presentation had a lot of photos and diagrams | 4 We plugged it in but it still didn't work |
| 2 Can you imagine how surprised we were | 5 I can't believe we lost all our work |
| 3 It was the funniest thing I'd ever seen | 6 And guess what happened next |

NEXT STEPS

5 Read the task, then follow the steps below to write it.

Write about a bad experience with technology. What happened and why? Who or what helped you solve the problem? Write about 130 words.

Step 1 Think about:

- what kind of text you have to write.
- what information you have to include (make sure it's relevant to the task).

Step 2 Make notes about what to write following the organisation of Olga's blog post from Exercise 3:

- 1 Describe the background to the story.
- 2 Describe the main event.
- 3 Describe the consequences.

Step 3 Write your story, using your notes from Step 2. Remember to join sentences using linking words from Exercise 4 where appropriate: *as; while; because; so; when; but*

Step 4 When you have finished, read your story again to check that there is no irrelevant information.

Step 5 Check the punctuation in your story.

LANGUAGE REVIEW UNIT 1

1 Complete the text with the words below.

webcam • mouse mat • hard drive • printer • six-page document • high-resolution screen • memory stick • headphones

My mum went to buy a computer yesterday but the only thing she came home with was a headache and a **1** ___ explaining all the options! She can't decide if it's better to get a desktop, a laptop or a notebook. She needs it for work, so I think a desktop with a bigger **2** ___ is the best thing. We looked through the document last night and she says she wants a 22-inch, **3** ___. She's not sure whether to buy a **4** ___, but it'd be good to be able to Skype my sister in Australia. Some **5** ___ would be a good idea too - so that we don't all have to listen to that awful 80s music she likes. It's her birthday next week so I think I'll buy her a funny **6** ___ and perhaps a **7** ___ so that she can transfer photos onto it and print them out on the **8** ___ she has at work.

2 Work with a partner. Make a list of all the verbs you can use with the word *document* e.g., *attach*.

3 Rewrite the part of the sentences in bold using a compound adjective. You will need to insert hyphens too.

- 1 I bought an internet book with 200 pages.
- 2 I've got a **computer that is five years old**.
- 3 The new notebook has only got a screen that's four inches.



4 Complete the story with the correct form of the verbs in brackets: past simple or past continuous.

On Saturday, Cristina and David **1** ___ (go) to an internet café, which is a great meeting place. While they **2** ___ (wait) for a free computer they **3** ___ (see) two famous bloggers having a drink at the bar. One of them **4** ___ (tell) the other about a new blog he **5** ___ (create) last month. As he **6** ___ (tell) his friend about it Cristina and David **7** ___ (move) a bit closer so they could hear but, after about two or three minutes, the bloggers **8** ___ (stand up) and **9** ___ (leave). Cristina **10** ___ (try) to convince David to follow them. When David **11** ___ (say) that he had better things to do than follow two bloggers, Cristina **12** ___ (get) angry and **13** ___ (walk out) of the café. As she **14** ___ (walk out) David **15** ___ (notice) a pretty girl on one of the computers. He decided to stay!

5 Write questions for the underlined words in the sentences below.

- 1 David and Cristina went to the café.
- 2 They saw two bloggers.
- 3 The bloggers left after about two or three minutes.
- 4 She wanted to follow them.

