

Colin Sage
with Caroline Nixon and Michael Tomlinson



Map of the book

	Vocabulary	Grammar	Literature	Cross-curricular	Exam
1 In style Mission: Write a review Page 4	Clothes Parts of clothes Pronunciation: plural pronunciation of 's'	Comparative adjectives, adverbs and as...as <i>On the first site, the shoes were much more expensive.</i> <i>I took the T-shirt out of the box as quickly as I could.</i> The present simple with future meaning <i>The bus leaves at quarter past six.</i>	King Canute's day on the beach A story Social and emotional skill: dealing with frustration	Clothes throughout history Learn about clothes and materials in the past, present and future.	A2 Key for Schools: Reading Part 1 A2 Key for Schools: Listening Part 1
2 Future technology Mission: Recommend new technology Page 16	Technology Verbs for using computers Pronunciation: syllabus stress in two-syllable words	The first conditional <i>If my mum says it's OK, then I'll go.</i> The zero and first conditional <i>If the floor is dirty, a robot drives around and cleans.</i> <i>If I'm hungry, I'll ask the freezer, "What ice cream have we got?"</i>	The IAST Times A newspaper article Social and emotional skill: dealing with jealousy	How to make an app Learn what an app is and what you need to make one.	A2 Key for Schools: Speaking Part 1 A2 Key for Schools: Reading Part 2
3 Jim-nastics Mission: Invent a new sport Page 28	Sports Sporting actions, people and equipment Pronunciation: contracted forms	The passive (present simple) <i>Dog surfing competitions are organised by people all around the world.</i> Modal verbs <i>Birch may have made a mistake.</i> <i>This could be the most important point today.</i> <i>The ball might go into the net!</i> <i>Shall we watch that goal again?</i>	The Spartan Princess A comic book Social and emotional skill: perseverance	How athletes prepare for sport Learn how athletes train, eat and sleep before competitions.	A2 Key for Schools: Listening Part 2 A2 Key for Schools: Reading Part 5
Review units 1–3					
4 Be careful! Mission: Find out about emergency services Page 42	Accidents and illnesses Health and medicine Pronunciation: sentence stress	The present perfect with how long, for and since <i>I haven't been well for a week.</i> <i>She's had a problem with her heart since April.</i> The present continuous for future plans <i>We're taking her to the vet this evening.</i>	The £20,000 adventure A story Social and emotional skill: dealing with fear	Changes in medicine Learn about vaccinations and treatments.	A2 Key for Schools: Reading Part 4 A2 Key for Schools: Listening Part 4
5 Fun foods Mission: Take part in a cooking competition Page 54	Cooking ingredients Cooking actions and equipment Pronunciation: verb endings in the past	Rather and prefer <i>I prefer carrots to broccoli.</i> <i>I'd rather have salmon.</i> The passive (past simple) <i>The sandwich wasn't made from bread.</i> <i>It was made from two cookies and some ice cream.</i>	The very, very interesting diary of Juana Sánchez A diary Social and emotional skill: apologising and showing empathy	Food groups Learn about why some foods are good for you.	A2 Key for Schools: Listening Part 5 A2 Key for Schools: Writing Part 7

6 Environmentally friendly

Mission: Share ideas to protect your environment!
Page 66

Vocabulary	Grammar	Literature	Cross-curricular	Exam
Home The environment Pronunciation: schwa	A lot of, lots of, a few, a little, many, much <i>There's a lot of water from our town's river.</i> <i>There are lots of fish living in the water.</i> <i>Many people don't believe me.</i> <i>My house doesn't use much electricity.</i> <i>When we have a little rubbish, we try to use it.</i> <i>We only throw away a few bags each year.</i> Tag questions <i>Everyone recycles a lot, don't they?</i> <i>You couldn't recycle, could you?</i>	The fall of a Mayan city A story Social and emotional skill: looking after the environment	Ecosystems in the city Learn about the animals that make their home in the city.	A2 Key for Schools: Speaking Part 2 A2 Key for Schools: Writing Part 6

Review units 4–6

7 Feeling it

Mission: Make a 'feelings wheel'
Page 80

Feeling and emotions Well-being Pronunciation: /b/ /v/ /w/	Needn't, have to, should, ought to, must, mustn't <i>I have to wait until I'm older.</i> <i>If your parents say you can't have a snake, you must listen to them!</i> <i>You mustn't get a snake without telling your parents!</i> <i>You needn't worry if some of your ideas aren't very good.</i> <i>You should try to be satisfied with what you have.</i> <i>You ought to write about something you love.</i> Such ... that / so ... that <i>It's so fun that my mum and I always laugh a lot!</i> <i>It's such a relaxing place that I once fell asleep there!</i>	The cowboy who cried wolf A story Social and emotional skill: telling the truth	Emotional awareness Learn about empathy and how we show emotions.	A2 Key for Schools: Reading Part 3 A2 Key for Schools: Listening Part 3
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8 Pretty cities

Mission: Plan a city visit
Page 92

A tour of a city Visiting new places Pronunciation: intonation in questions	Indirect questions <i>Do you know how many paintings there are?</i> Used to / didn't used to <i>They used to make the air very dirty.</i> <i>Today the trains are electric, but they didn't use to be.</i>	The case of the Butterfly Diamond A novel Social and emotional skill: managing stress	Responsible tourism Learn how to look after places when you go on holiday.	A2 Key for Schools: Reading Part 4 A2 Key for Schools: Reading Part 5
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9 Lights, camera, action!

Mission: Make a scene for a film or TV show
Page 104

TV and film genres Television Pronunciation: word stress	Causative have/get <i>Mum's having a special superhero cake made for me.</i> The second conditional <i>If I had \$250 million, I'd buy cameras and costumes for the actors.</i>	The Monster in our Homes! A poem Social and emotional skill: identifying and expressing an opinion	Special effects Learn how special effects are used in films.	A2 Key for Schools: Writing Part 7 A2 Key for Schools: Writing Part 6
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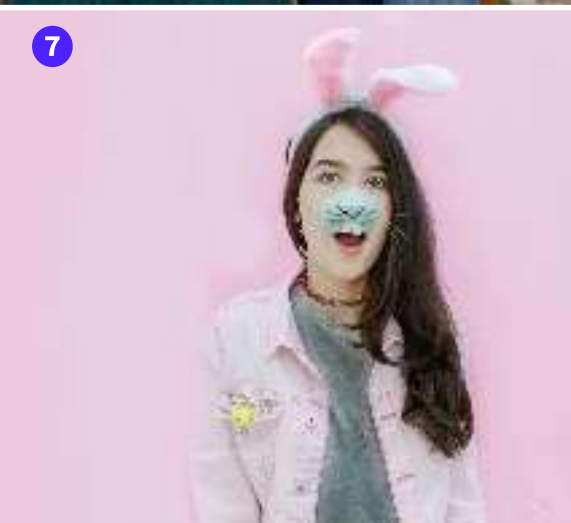
Review units 7–9

Pronunciation

Grammar reference

1

In style



Mission Write a review

- 1 Choose an activity and make a shopping list.
- 2 Design an online clothes shop. Then swap shops and go shopping.
- ★ Write a review of the shop.

Which clothes can you see in the pictures?
When are the clothes used?



Watch the video. What does Jenny use as a scarf?

1 1.01

Listen and point to the clothes. Then match the clothes (1–11) to the words in the box.

handbag jumper raincoat suit swimming costume
tie tights tracksuit trainers jewellery blouse

SEARCH

I love looking at clothes online, and here are some of my favourites. I'd love to get some of them one day ... and it's my birthday soon!



I ❤️ this. It's warm and cosy!

+ make new board



You'll love ☔ if you wear this coat.



My favourite tennis player wears these!

1



You can put your phone in this.

5



Something for my brother (if he ever gets married!?)

9



This is perfect to wear in spring.

6



This is beautiful – but more \$ than some cars!

10



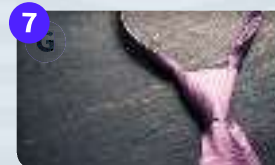
These are cute! And they look really comfortable.

2



Great for riding my bike in the park.

7



My geography teacher wears this! It's awesome!!!!

11



This is more beautiful than a sunny day at the beach 🕶️.

2

In pairs, read the sentences. Are they true for you?

My teacher's wearing jewellery.

I've got a handbag at home.

I've got a swimming costume.

My teacher often wears a tie.

There's a raincoat in my bag.

I'm wearing a jumper.

My mum's got a tracksuit.

I'm wearing black tights.

My teacher's wearing jewellery.

No, she isn't.

I've got a yellow blouse.

There are trainers in my bag.

My dad's got a blue suit.

3 1.02

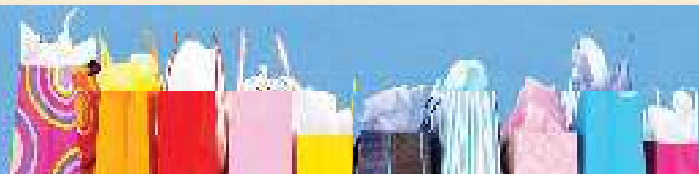
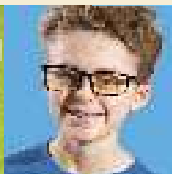
PRONUNCIATION Listen and repeat.

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1 Read Jim's blog and answer the questions.

- 1 What did Jim and Jenny want?
- 2 What were the problems with the things they bought?
- 3 What is a shopping fail?

Jim's Big Blog



Online Shopping Fails

22nd March @12:25 pm

Last week, I bought a T-shirt online to wear at my friend's birthday party. I found a few websites where you can write on T-shirts. On one site, the T-shirts weren't as expensive as on other sites, and they looked nicer too. My friend is learning Spanish with me so I asked for 'Happy Birthday' in Spanish on the T-shirt.

The T-shirt arrived more slowly than I hoped. In fact, it arrived a few minutes before my friend's party. I put it on as quickly as I could then I left to go to the party. The T-shirt felt great – it wasn't bigger or smaller than I wanted.

When I arrived, I showed the T-shirt to my friend and he started laughing. I was confused – but then he told me about the problem with my T-shirt. It didn't say 'Feliz cumpleaños' on the back. It said, 'Happy Birthday in Spanish'! 😱

At first, I was angry – but my friend said that the T-shirt made him happy on his birthday. Then I felt a lot better. 😊



SHOPPING FAIL

22nd March @12:45 pm

Last month, I made an online shopping mistake that was as bad as Jim's.

My feet are growing quickly so I needed a bigger pair of trainers for tennis club. I looked at two different websites. On the first site, the shoes were much more expensive. But on the second site I saw a pair of shoes I loved – they were bright red and they were very cheap.

My mum ordered the trainers for me but when they arrived I was surprised. The box was very small. Then, when I opened the box, I was shocked. The trainers were a lot smaller than my feet. And they were smaller than my toes too! In fact, they were trainers for a doll! 🧸
What a mistake!

Now, I always check the size of the things I buy online.

2 Read the blog again. Who says each sentence – Jim or Jenny?

- 1 'My old ones are too small.'
- 2 'Great! I love the colour and they're not expensive.'
- 3 'Wow! This is really comfortable.'
- 4 'This is awful! I look so silly.'
- 5 'That's strange. Why's this so small?'
- 6 'I'm happy it made you laugh.'

I think Jenny says this.

★ Grammar look: comparative adjectives, adverbs and *as ... as*

'The trainers were a lot smaller than my feet.'
'On the first site, the shoes were much more expensive.'
'Last month, I made an online shopping mistake that was as bad as Jim's.'

- 1 What is bigger? **the trainers / Jenny's feet**
- 2 Where did the shoes cost more?
on the first site / on the second site
- 3 Whose mistake was worse?
Jim's / they were similar

- 4 With short adjectives (one or two syllables long), we make comparisons with **-er than / more ... than**.
- 5 With long adjectives (three or more syllables long), we make comparisons with **-er than / more ... than**.
- 6 We use *as ... as* to say something is the same or **similar / different** to something else. For example: 'I took the T-shirt out of the box **as quickly as** I could.'
- 7 We use *not as ... as* to say something is **similar / different** to (and usually less than) something else. For example: 'The T-shirts weren't **as expensive as** on other sites.'

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1 Make sentences to compare the pictures.

The tracksuit isn't as old as the trousers.

Did you know?



In the 1860s, some dresses were as wide as doors. Women often got stuck when they walked between rooms!

★ Mission Stage 1

Choose an activity and make a shopping list.

Hiking
a warm jumper, a cosy hat,
trainers, a raincoat, trousers

My bag: 0 items

Register/Log in

Search

Vintage Online

Look cool fast with clothes from the past!

Search by year >

Search by item >

Price: £295
Size: medium;
 made in the 1860s

Price: £25
Size: extra large;
 made in the 1990s

Price: £295
Size: small;
 made in the 1970s

1  1.04 Match the sentences (1–7) to the clothes (A–G). Then listen and check.



1 It's made of cotton. It's got a picture of the sun on it.

It's got gold buttons.

The dress.

2 It's made of leather. It looks good for cold weather.


3 It's got a blue collar and it's made of silk. It's got gold buttons, too.


4 It's got a parrot pattern. You wear it round your neck.

5 There's a small size and a large size. You use them when you go walking.

6 It's got long sleeves and it's got a price label. It costs £25.

7 It's got a chain. There's a crocodile on it, too.

2  In pairs, talk about what you like wearing at the weekend.

3  1.05 Listen to Safi and Rav packing. Do they need winter or summer clothes?



EXAM TIP! Write times as numbers (for example, 12:15) not words (for example, quarter past twelve).

4  1.06  Listen again. Complete the timetable.

School trip timetable



Tuesday:	Airport bus leaves at: (1) 6:15
Flight:	10 am–9 pm
Wednesday:	go to the (2) _____
Thursday morning:	shopping
afternoon:	(3) _____ at the hotel
Friday:	go (4) _____
Saturday:	whale watching at (5) _____

★ **Grammar look:** the present simple with future meaning

When does the bus leave?

At 6:15!

- 1 What tense is the question? **present simple / going to future**
- 2 What time is the question talking about? **the present / the future**
- 3 The present simple is used to talk about timetables (for example, for buses, for lessons at school or for a holiday) in the **future / past**.

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1 **Put the words in order.**

- 1 flight / When / does / leave? / the
- 2 Where / start? / does / the / trip
- 3 does / tour / Where / the / finish?
- 4 is / time / dinner? / What
- 5 the / day / What / party? / is

2 **Choose one of the school trips. Ask and answer the questions from Activity 1.**

1

Windsurfing in Spanish seas

- Flight leaves at 5:30.
- Start and end in Barcelona.
- Dinner is at 6 pm every day.
- There is a party every Saturday at the hotel.



3

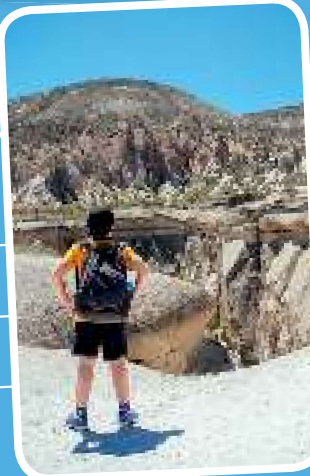
Trek Turkey

We leave the airport
at 10 pm

Start and end in Istanbul

Dinner: 6:30

Party: Friday evening



2

**South African Safari**

@ 8 pm Cape Town
(trip starts and ends in
Johannesburg)



7:30



Saturday

**Mission Stage 2**

Design an online clothes
shop. Then swap shops and
go shopping.

1 Look at the pictures. Which sentences do you think are true? Read and check.

- The story is about a king.
- The king's servants help him with everything.
- The king goes swimming one day.
- The king finds a fish in the sea.



King Canute's day on the beach

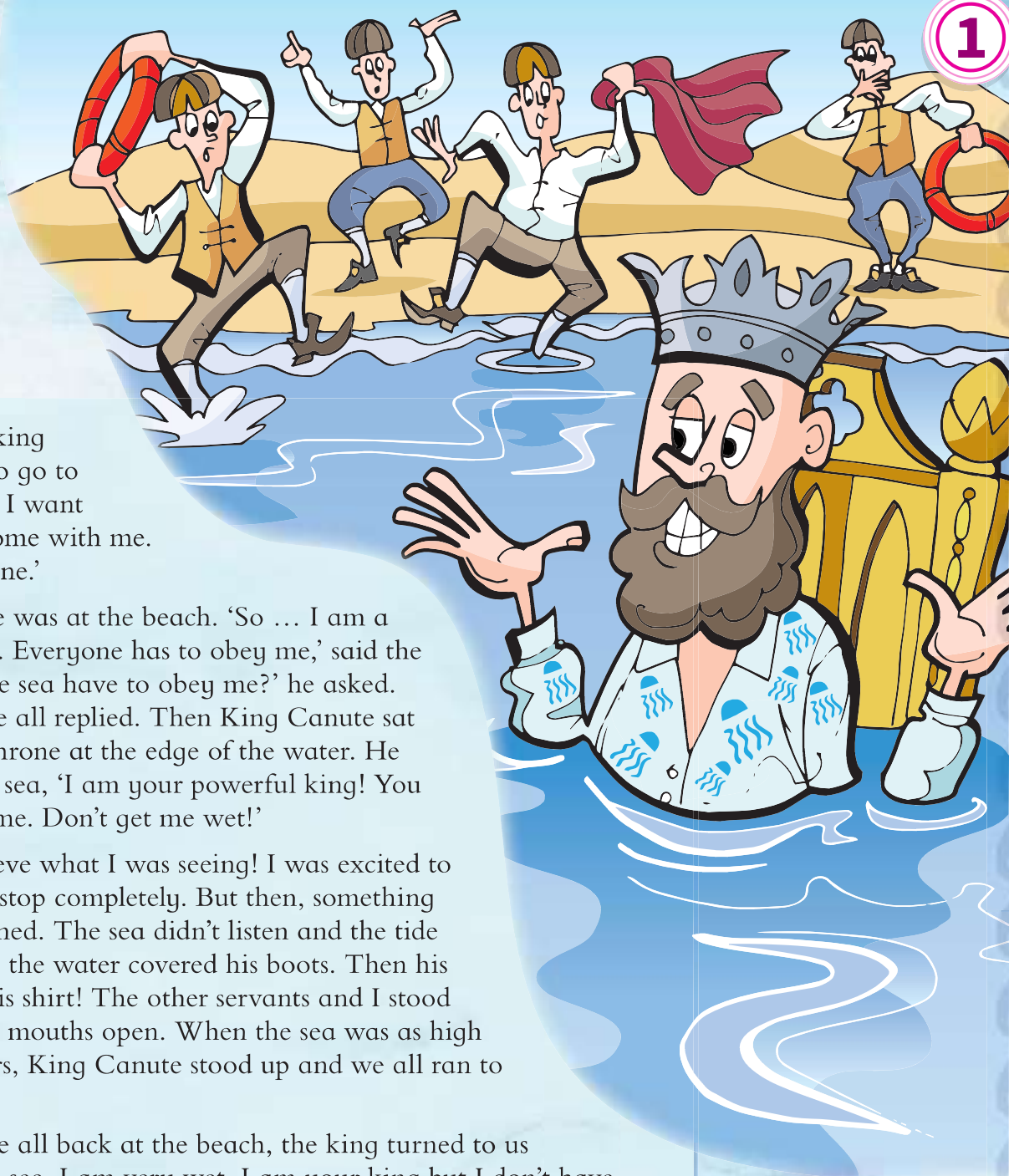
I am a servant to the great King Canute. He is a good and powerful king who can do anything. My friend says that she saw him climb the castle as fast as a spider! And my dad told me that he can swim to the bottom of the sea to talk to jellyfish.

This morning, the king was sitting at the breakfast table, looking at the fish on his gold plate. 'Oh dear,' he said, 'I just want fruit for breakfast today!'

'Oh no!' I thought. 'I'm so sorry, your majesty,' I said. I immediately picked up the fish and someone brought a bowl of fruit that was as big as the table! 'I will do whatever you want. You are our good and powerful king,' I said. 'Thank you,' the king said, but he looked annoyed. 'People always say things like that to me, but I don't like it!' After breakfast, the king went to his bedroom to get dressed. I took his silk shirt, suit and best leather shoes from the wardrobe. His cloak and crown were on his bed. 'Oh dear,' said King Canute in a loud, angry voice. 'I just wanted to wear comfortable trousers, a shirt and boots.' I rushed in with the clothes the king wanted. 'I'm so sorry, your majesty. You are our good and powerful king.'



Again, the king looked annoyed. 'People always say things like that to me!' he complained. 'Why does everyone always, always say "yes" to me?' 'Because you're the king, your majesty,' I replied. I helped him with the buttons on his cotton shirt and I didn't say anything else.



Suddenly the king said, 'I want to go to the beach and I want everyone to come with me. Bring my throne.'

Soon everyone was at the beach. 'So ... I am a powerful king. Everyone has to obey me,' said the king. 'Does the sea have to obey me?' he asked. 'Of course,' we all replied. Then King Canute sat down on his throne at the edge of the water. He shouted to the sea, 'I am your powerful king! You have to obey me. Don't get me wet!'

I couldn't believe what I was seeing! I was excited to watch the sea stop completely. But then, something strange happened. The sea didn't listen and the tide came in. First, the water covered his boots. Then his trousers and his shirt! The other servants and I stood there with our mouths open. When the sea was as high as his shoulders, King Canute stood up and we all ran to help him.

When we were all back at the beach, the king turned to us and said, 'You see, I am very wet. I am your king but I don't have superpowers. I can't control the sea. The sea doesn't obey me. So, stop always saying "yes" to me. It's very boring!'

2 In pairs, talk about the questions.

- 1 Do you think King Canute is a good person or a bad person?
- 2 What doesn't the king like about his servants?
- 3 Why does the king feel frustrated? What does he do to solve the problem?
- 4 Imagine you are a servant. What would you say to the king after what happened at the beach?

1 Watch the video.

2 Look at the pictures and answer the questions.



- 1 When did people wear these clothes?
- 2 What do you think the clothes are made of?
- 3 Which styles do you like the best?

3 Listen and read the text.
What clothes can you find?

4 Read the text again and say *yes* or *no*.

- 1 Everyone could wear silk in the Middle Ages.
- 2 Cotton is a manmade textile.
- 3 You need 25 plastic bottles to make a fleece.
- 4 Fleece is better for the planet than wool.
- 5 Smart textiles can change shape.

5 In pairs, talk about the questions.

- 1 Which materials is your shirt made of?
- 2 How do you think we will use smart textiles in the future?

Clothes in the past

In the past people used natural materials to make their clothes like animal fur and skin. They also used leaves and plants. In the Middle Ages, most people wore warm woollen clothes which came from sheep. Shoes were very simple and they were made of leather. Only very rich people could wear silk and colourful clothes, as dyed fabrics were expensive.

What we wear today

Today, we still use many natural materials for our clothes like cotton, wool, silk and leather. We also use manmade textiles, like acrylic, polyester and nylon. People like them because they are cheaper than natural textiles. They have different qualities too – swimwear is made of manmade materials because they dry faster. Our clothes often have both natural and manmade materials. Check the label on your T-shirt!



Fleece is a very special, manmade fabric. It's made



from recycled plastic bottles. You need 25 plastic bottles to make a fleece sweater or a blanket! Fleece fabric keeps us warm, it's waterproof and it helps us to look after the planet.

What will we wear in the future?

In the future, we could all be wearing smart textiles. These clothes have little sensors hidden inside and they catch energy from our body. They can change colour, light up and even grow. Smart textiles are important for sport. For example, a T-shirt could help keep a football player cool during a match. Smart textiles can also be fun. Imagine your friends' faces when your T-shirt changes colour at a party!



In Europe in the Middle Ages, they didn't make shoes for the left and right feet.

1 Match the text types in the box to the examples A–D.

a short email a note
an advert a notice

EXAM TIP! Think about where you would see each message. What sort of words do you use in those places?



A

Clean clothes as fast as a car!

Two shirts for the price of one!

B

Sara,
Don't wash your clothes in the washing machine. It broke this morning. You can use the sink in the kitchen.
See you later,
Mum

C

IMPORTANT NOTICE
PLEASE TAKE OFF YOUR SHOES
BEFORE YOU ENTER SECURITY

D

Dear Bill,
We change your towels daily and clean your room every morning after breakfast.
We hope you have a great time!
Janet Mills
(Manager)

2 Look at the texts again. Match the titles (1–4) to the texts (A–D).

- | | |
|-------------------------------|-------------------------|
| 1 Hotel information | 3 Airport information C |
| 2 A machine that doesn't work | 4 A special offer |

3 Read the text and answer the questions.

George,

Uncle Bob will be here for dinner tonight. Please buy him a nice birthday present after your lessons. He loves funny ties!

Dad

- | | |
|--------------------------------|--|
| 1 What kind of text is it? | 4 When should George look for a present? |
| 2 Who wrote the message? | A at dinner time |
| 3 What does George need to do? | B before school |
| | C after school |



1



Listen and match. Put the pictures in the correct order.



I've marked your test and I've got some good news!

That's E.

A



B



E



C



D



2



Read the questions and look at the pictures. Which words will you hear? Listen and check.

1 Why can't Karen help her mum?

A



B



C



2 Which trainers does the boy take?

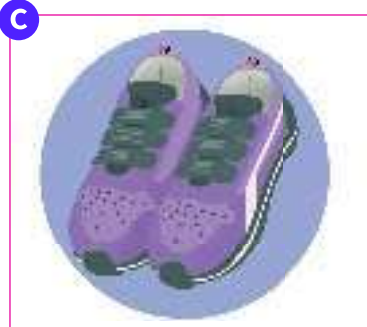
A



B



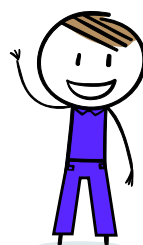
C



3



Listen again and choose the correct answer. Why is this correct?



EXAM TIP! Use the **first** listening to choose an answer. You can check your answer the **second** time you listen.

1 Complete the sentences.

- 1 My jumper is old, but my tracksuit is older.
My jumper is newer **than my tracksuit**.
- 2 The red raincoat is expensive, but the blue one is more expensive.
The blue raincoat is more
- 3 My raincoat is smart and so is my suit.
My raincoat is as
- 4 My cotton socks are comfortable and so are my silk ones.
My cotton socks are as
- 5 My old jumper is big, but my new jumper is bigger.
My old jumper is smaller

2 Complete the sentences. Use the correct form of the words in the box.

finish open leave start close arrive

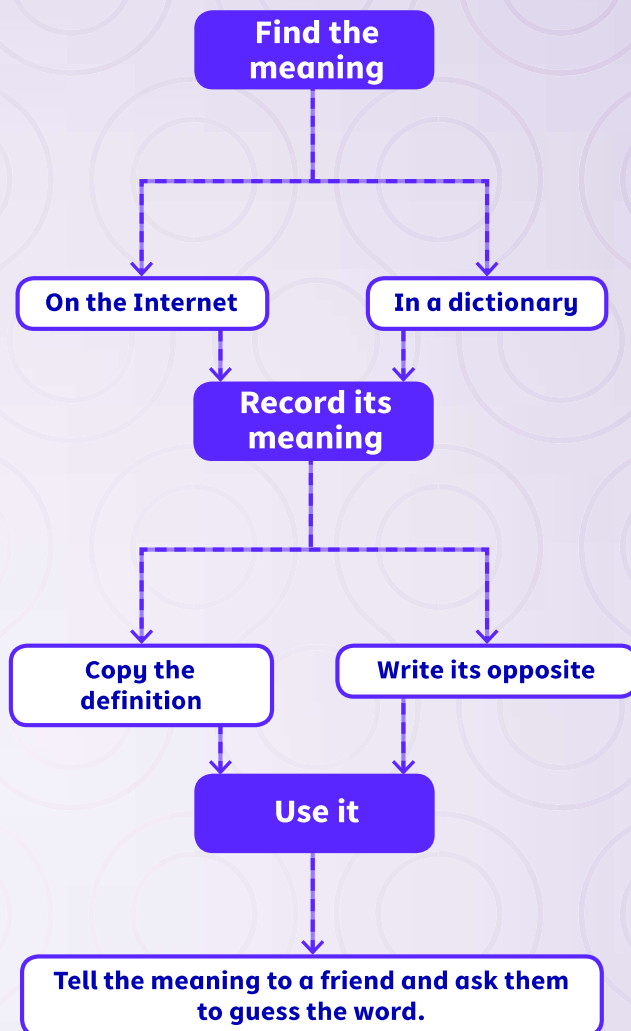
- 1 When does the toy shop _____ again?
At 9 am tomorrow.
- 2 When does the bus _____?
In fifteen minutes.
- 3 What time does the film _____?
At 12:30.
- 4 The school _____ after lunch on Saturday.
- 5 The concert doesn't _____ until 8 pm.
- 6 The train _____ in two hours.

Mission in action!

- Say what activity you had to buy clothes for.
- Say why you chose the shop.
- Write a review of the shop.

The silk blouse was the correct size and colour. The order arrived in perfect condition. I can recommend this online shop for smart clothes. ★★★★★

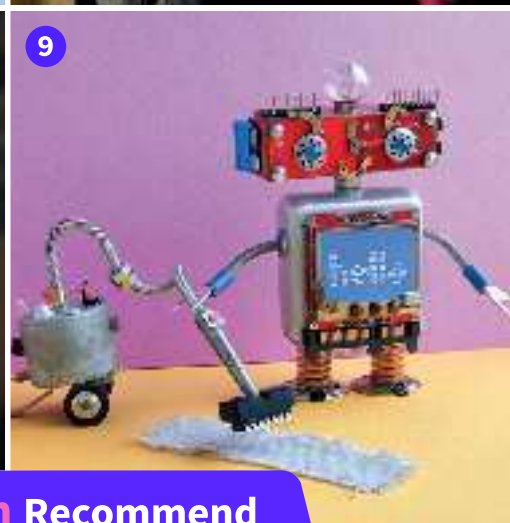
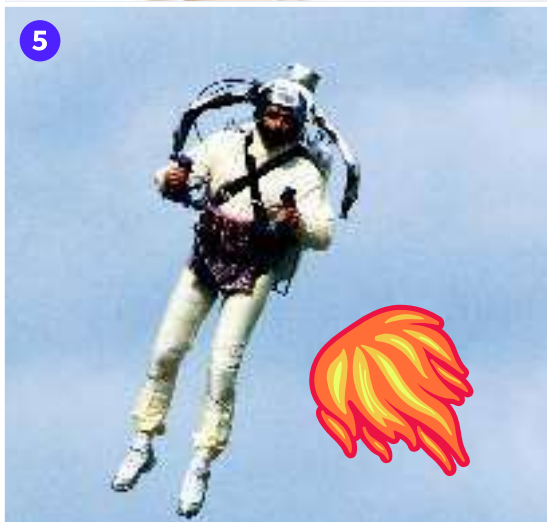
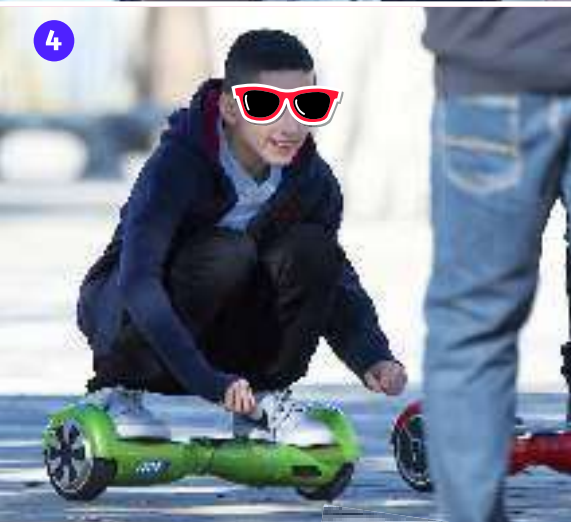
3 Choose ten words from this unit. Record the words using the steps below.



We wanted to buy clothes for a party. So we chose Jaun's disco shop.

2

Future technology



Is the technology in each picture useful?
Why? Which would you like to use the most?



Watch the video. Why does Jenny need to clean Jim's earphones?



Mission Recommend new technology

- 1 Find the class's technological needs.
- 2 Show how a piece of technology works.
- ★ Present your group's best option.

1 Listen, point and say the numbers.

This is my laptop. I use it ...

Number 4.



2 Match the words in the box to the numbers 1–10 in the picture.

software disc hardware laptop
screen mouse printer
computer program keyboard mobile phone

Number 8 is software.

3 Look at the words in Activity 2 and complete the challenges.

- Find the six kinds of hardware.
- Write a sentence that uses the words 'disc' and 'program'.
- Find three things that turn on and off.
- Name three pieces of computer software.

- 1** Look at the poster. What can you see? What would you like to look at?

Look! There's a robot dog.

- 2** Listen to Tom talking to a friend about a technology show. What's the address of the show's website?



- 3** Listen again. Match the people (1-5) to the objects (A-H).



Sarah



Dale



Brian



Courtney



Scott



mobile phones



laptop



keyboards



screen



digital printer



mouse



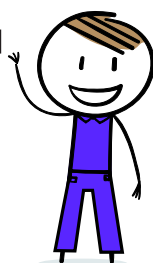
software



robot dog

- 4** PRONUNCIATION Listen and repeat.

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EXAM TIP! Remember that there are three options that aren't used.

★ Grammar look: the first conditional

'If my mum says it's OK, then I'll go.' | 1 Will Sarah's mum say it's OK? Yes / Maybe

2 We use the first conditional to talk about things that **might** / **won't** happen.

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1 Which sentence is correct? Choose A or B.

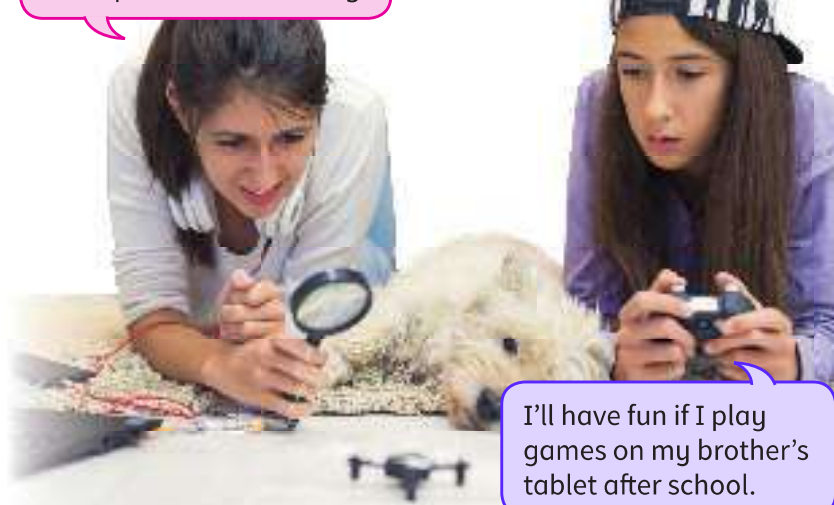
- 1 **A** If my mum says it's OK, I'm going to the park this weekend.
B If my mum says it's OK, I'll plant some tomatoes tonight.
- 2 **A** I get a new hat if it's not too expensive.
B I'll buy a new keyboard if it's not too expensive.
- 3 **A** I'll have fun if I join the school basketball club.
B I'll have fun if I'll play video games tonight.
- 4 **A** Kim will email her aunt if she finishes her homework in time.
B Courtney goes too if she finishes her homework in time.
- 5 **A** If I go to the fair, I'll see all my friends.
B I go to the school disco, I'll see all my friends.
- 6 **A** If I go to the fair, I'll look at the robots.
B If it rains, have to stay inside.

2 Complete the sentences. Use your own ideas.

- 1 If my mum says it's OK, ...
- 2 ... if it's not too expensive.
- 3 I'll have fun if ...
- 4 ... if she finishes her homework in time.
- 5 ... I'll see all my friends.
- 6 If I ..., ...

3 In groups, share your sentences. Who wrote the most interesting sentence?

I'll have fun if this toy helicopter flies on Sunday!



I'll have fun if I play games on my brother's tablet after school.



Mission Stage 1

Find out the class's technological need and choose your group's favourite!

What do you think we need in our classroom?



I think these tablets help us to learn a lot!

Tablets ✓✓
Laptop ✓

1 Read the school webpage. Who has a robot that gives food to cats?

Wall | Find friends | Chat | Profile



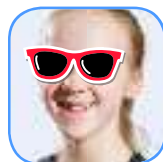
JIM

Hi friends,
How will computers be different in 10 years' time?
How will they help us? I'm making a poster about
the future of computers and need ideas!
Thanks
Jim



In 10 years' time, I think there will be lots of computers in our homes. In fact, I think that we'll **chat** to computers all day.
The computers will help us a lot. If I'm hungry, I'll ask the freezer, 'What ice cream have we got?' Or if I take photos, I'll ask my phone to **upload** them to my blog. — lbcat2

In 10 years' time, I think we'll stop using mice. Instead, we'll control our computers using our bodies. When we want to **click** on something, we'll close one eye. And, when we want to **download** a game or a film, we'll look down at the floor.
If we want to **turn on** a computer or **turn** it **off**, maybe we'll jump in the air!



— CoolJen



If a computer has a small problem, like a broken 'enter' key, people often throw it away. But in the future computers will be easier to repair. Maybe we'll be able to **install** programs or borrow robots that repair our computers? And if our computers break, they'll be easy to recycle. — SofySky

My uncle's got lots of robots. If the floor is dirty, a robot drives around and cleans it. Another robot feeds his cats if they're hungry and **texts** his mobile phone when he needs to buy more cat food!
In 10 years' time, the computers in robots will be able to do almost anything. They'll help us by writing **emails** and doing our homework!

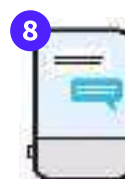


— Jungles17

2 2.06

2 Match the icons (1–9) to the words in bold on the webpage. Then listen and check.

1 is 'chat'.



3 Read the webpage again. Who says each sentence?

1 'My friends and my sister are helping me with a project.'

I think Jim said this.

2 'Before I go outside, my cupboard will tell me if I need an umbrella.'

3 'Computers in the future will be easier to fix.'

4 'In the future, we'll be able to install programs by smiling.'

5 'In 10 years' time, a computer will be able to make Jim's poster for him.'

4 Say sentences with the words from Activity 2.

I chat with my friends online on Saturdays.

★ Grammar look: the zero and first conditional

'If the floor is dirty,
a robot drives
around and cleans.'

'If I'm hungry, I'll
ask the freezer,
"What ice cream
have we got?"'

- 1 When the floor is dirty, how likely is it that the robot will clean?
Yes, the robot will clean. / Yes, the robot might clean.
- 2 What kind of sentence is this? **Zero conditional / First conditional**
- 3 Will the boy be able to talk to the freezer in the future? **Yes, he will.
/ Yes, he might.**
- 4 What kind of sentence is this? **Zero conditional / First conditional**

5 We use the first conditional to talk about things that might happen. We use the zero conditional to talk about things that are **never / always** true.

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1 What do you do now and what will you do in the future? Ask and answer.

- 1 Your computer doesn't turn on.
- 2 Your keyboard's 'enter' key is broken.
- 3 You want to chat to your friends.
- 4 You want to download a game.
- 5 Your floor is dirty.

At the moment, if my computer doesn't
turn on, I ask my dad to help me.



In the future, if my computer
doesn't turn on, I'll be able
to repair it on my own.



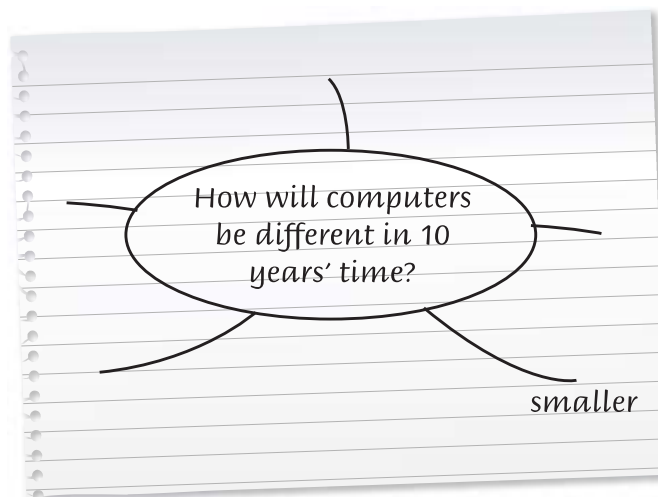
2 Write notes about how computers will be different in 10 years' time. How will they help us?



Mission Stage 2

Show how your piece of
technology works.

If you install this
program you can
practise your English.



- 1 What are the most popular newspapers in your country? Does your school have its own newspaper or news section on its website?



THE IAST TIMES

Friday 28th May | iasttimes.co.tr | No 134

AZRA WINS!

The winner of The Istanbul Academy of Science and Technology's Design-an-app Competition surprised everyone. Emre Erdem tells us what happened.

This Monday there was a surprise winner of Dr Şafak's Design-an-app Competition. Azra Guner, who only joined the Academy last month, won first prize for her brilliant Timetabler app, which helps students organise their time.

Dr Şafak announced the competition at the beginning of May. She said, 'The app must be easy to install and use on a mobile phone, and it must help students with their schoolwork. It shouldn't use lots of battery.' Throughout the month this newspaper followed the competition. We spoke to students about possible winners and everyone said the same thing: 'If Burak Gül enters it, he'll win it.' 'Burak knows everything about computers,' said Ahmet Terim. 'His parents teach him.' 'He'll be the Steve Jobs of Turkey one day,' said Mira Balta.

Everyone was surprised when Dr Şafak announced the winner of the competition. Azra Guner is new to the school and very quiet. Nobody knew that she designed her first app when she was only seven years old. Now, she is the star of the software class and everyone wants to talk about her app. 'It makes it easy to plan your time!' said Hasan Can. 'I love it!' said Ecrin Bartu. 'With Azra's app, I can make a timetable really quickly!'

If it happens,
we write about it

PROFILES



Name: Burak Gül
Age: 11
Interests: chess, reading



Name: Azra Guner
Age: 11
Interests: video games, music

Although Burak was very unhappy when he lost the competition, some students say that he and Azra are going to design a new app together. If that happens, you'll be able to read all about it in the *IAST Times*.



AN INTERVIEW WITH THE WINNER

What does your app do?

AZRA It makes a timetable for students.

Can you explain that?

AZRA Of course! You tell the app what exams you need to study for. You also tell it when the exams are. Then you click on the special 'plan' button and the app makes a timetable for you.

Do you mean it tells you what to study and when?

AZRA Yes, that's right! That means you have more time for studying because the app does the planning for you.

Technology Fact of the Week



Ada Lovelace was an English mathematician and one of the first computer programmers. In 1843 she wrote a program for a type of computer that was invented by an Englishman called Charles Babbage.

2 In pairs, role play a conversation. Imagine you are Azra and Burak.

STUDENT A You are Azra. You feel happy because you won the competition. You have lots of ideas for new apps. Ask Burak if he would like to help you design a new app.

STUDENT B You are Burak. You feel jealous of Azra because you wanted to win the competition. Ask Azra about her app.

I can't believe I won!

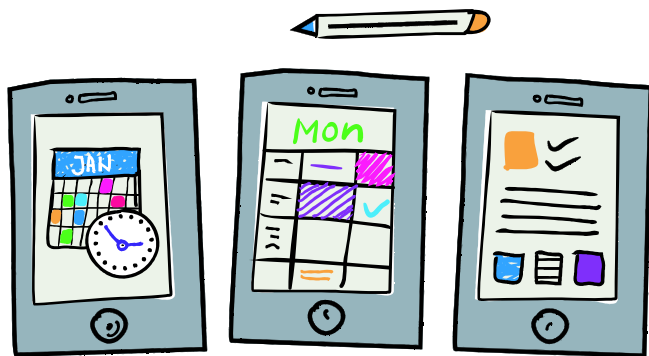
- 1  Watch the video.
- 2 Which apps do you use? What do they do?
- 3  2.08 Listen and read the text. What do these numbers mean?

2 million \$1 million 400 million



< What's an app? >

< There are lots of apps that you can download to a smartphone or laptop. The most popular are games, news, weather and social media apps. If you have an app on your phone, you just have to click on it. This means you don't need to search for a program or write the address of a website. One of the first apps was a game called 'Snake'. Players had to make a line of dots around the small screen. This might not sound very interesting, but 400 million people played this simple game. Now there are over 2 million apps to choose from. >



< How do you make an app? >

< Companies can spend between \$50,000–\$1 million on making apps. That's a lot of money! But if you have a good idea, you can make an app and create it for free. There are a few things to do if you want to make an app:

- 1 Think about what your app is going to do, how it will be good for the people using it and how you will let people know about your app. Write your ideas on a piece of paper and draw pictures.
- 2 Go online and check if there are other apps like yours. If there are, how is yours better?
- 3 Wireframe your idea. A wireframe is like a storyboard. You draw your design idea so that you can see what your app does. There are lots of different wireframing websites to help you do this.
- 4 Learn the language of app building. Lots of schools have coding clubs which teach you the languages you need to build apps. You need to choose a coding language and learn the rules. For example, when you are using HTML5, you need to use these symbols < > at the beginning and end of your codes. >

- 4 In pairs, talk about about the sentences. Say yes or no and why.

- 1 I'd like to play 'Snake'.
- 2 I'd like a maths app.
- 3 I think making an app is easy.
- 4 I'd like to make my own app.



A mobile phone is more powerful than the computer that sent astronauts to the moon in 1969.