# 5 WHEN CAN WE MEET?

## LEARNING GOALS

In this unit, you

- make and respond to suggestions
- identify problems and solutions
- talk about what you need to do
- read about 3D printing
- write advice on how to manage your time



## GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a conference call. What do you see?

C Now read Lucas's message. How does Lucas have meetings with people in so many places?



LUCAS MORALES

@LucasM

I love that I can have meetings with people all over the world—and never leave Costa Rica!

# LESSON 1 MAKE AND RESPOND TO SUGGESTIONS



LUCAS MORALES
@LucasM
I love technology when it works, but when it doesn't… 😕

## 1 VOCABULARY Technology at work

**A** ▶05-01 Listen. Then listen and repeat.


unplug a cable



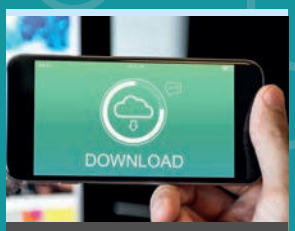
add a wireless network



check the [Wi Fi] connection

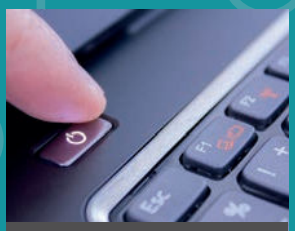


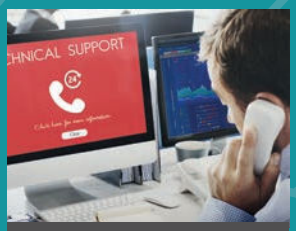
click a link



download a program


connect to a projector


restart the computer



call tech(nical) support

**B** Look at the situations below. Circle the next step for each situation.

1. You want to use the Internet.
   a. Add a wireless network.
   b. Download a program.
2. You need to show a presentation.
   a. Check the connection.
   b. Connect to a projector.
3. Your computer screen suddenly won't change.
   a. Unplug a cable.
   b. Restart the computer.
4. You're at work and your computer won't start.
   a. Call tech support.
   b. Click a link.

**C** PAIRS Brainstorm. Look at the actions in 1A. List two-three reasons why you do them.

unplug a cable: to disconnect from a printer,...

## 2 GRAMMAR *Could* and *should* for suggestions

COACH

Use *could* and *should* to make suggestions. *Should* is stronger than *could*.

| Questions | | | | Statements | | | |
|---|---|---|---|---|---|---|---|
| ***Wh-* word** | ***Should*** | **Subject** | **Base form of verb** | **Subject** | ***Should* / *Could*** | ***Not*** | **Base form of verb** |
| Who | **should** | **I** | **call**? | You | **could** | | **call** tech support. |
| What | **should** | **she** | **do**? | She | **should** | | **restart** her computer. |
| | | | | | | **not** | **unplug** the cable. |

**Notes**

- Use *should* for questions and negative statements. Do not use the negative form *couldn't* for statements when making a suggestion.
- Use contractions, such as *shouldn't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 137

## 3 PRONUNCIATION

COACH

**A** ▶05-03 Listen. Notice the consonant group at the beginning or end of these words. Then listen and repeat.

fix the problem — connect to the screen — close the program
click the link — plug in the speakers — start the presentation

**Consonant groups**

Many English words start or end with groups of two or three consonant sounds. We say the consonants in a group closely together.

**B** ▶05-04 Write a word from 3A that has the consonant group shown. The symbols on the left show sounds, not spellings. Then listen and check your answers.

1. /kl/ click, _____
2. /st/ _____
3. /pr/ _____
4. /skr/ _____
5. /ks/ _____
6. /kt/ _____
7. /ŋk/ _____
8. /pl/ _____
9. /sp/ _____

**C** PAIRS Practice the phrases in 3A. Are any of the consonant groups difficult for you? Can you think of other words that start or end with these consonant groups?

## 4 CONVERSATION

**A** ▶05-05 Listen or watch. Circle the correct answers.

1. After closing the presentation, Eric ***restarts*** / ***shuts down*** / ***unplugs*** the computer.
2. Eric ***plugs in the cable*** / ***clicks a link*** / ***adds a wireless network*** before he tries to connect.
3. Eric ***connects to the screen*** / ***checks the sound*** / ***starts the presentation*** last.
4. To join the meeting, people need to ***open a file*** / ***download a program*** / ***call tech support***.

**B** ▶05-06 Listen or watch. Complete the conversation.

Eric: I can't get our presentation to play. What _____ I do?
Lucas: You _____ unplug the cable. Then plug it in again.
Eric: Uh-huh.
Lucas: If that doesn't fix the problem, you _____ restart your computer.
Eric: Got it.



**C** ▶05-07 Listen and repeat. Then practice with a partner.

**D** PAIRS Make new conversations. Use these words or your own ideas.

download the new program — call tech support

**CONVERSATION SKILL** Show you understand

To show that you understand what someone is saying in a conversation, say: *OK, Uh-huh, I understand,* or *(I've) got it.*

A: Now, shut down your computer.
B: Got it.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

## 5 TRY IT YOURSELF

**A** MAKE IT PERSONAL Think of something that you want to do with technology. Take notes.

**B** PAIRS Student A, say what you want to do with technology. Student B, suggest an idea or solution. Then change roles.

A: I want to edit my vacation photos. What should I use?
B: You could download this photo app.

☐ I CAN MAKE AND RESPOND TO SUGGESTIONS.

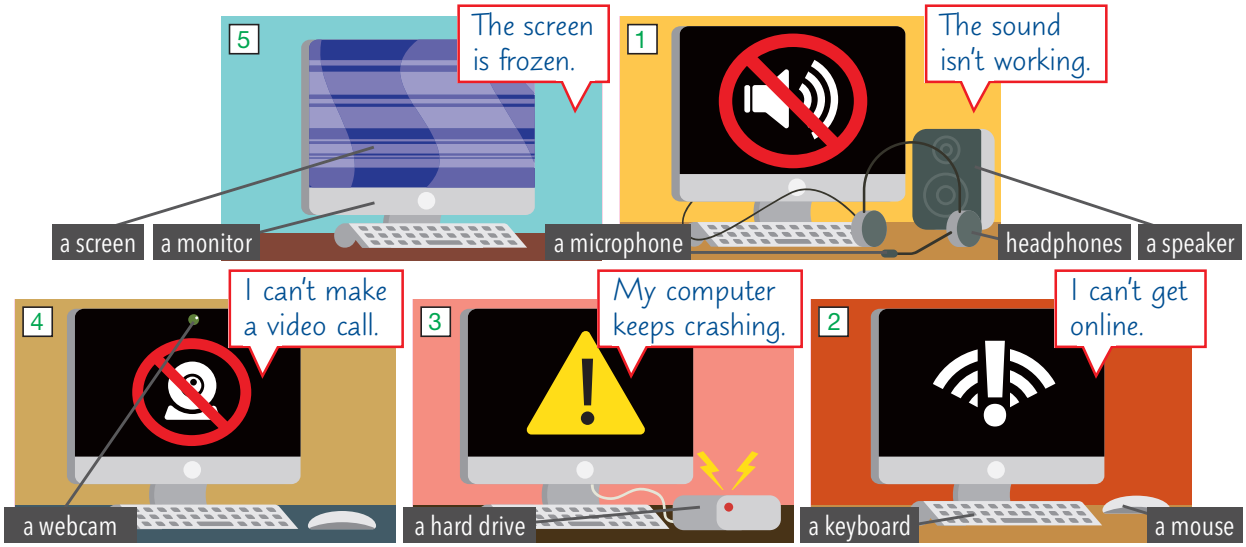
# LESSON 2 IDENTIFY PROBLEMS AND SOLUTIONS



LUCAS MORALES
@LucasM
Tech support to the rescue!

## 1 VOCABULARY Technology issues and hardware

**A** ▶05-08 Listen. Then listen and repeat.




**B** ▶05-09 Listen to the problems. Number the technology issues in 1A.

**C** PAIRS Look at the hardware in 1A. Which of these items can freeze, stop working, or crash? What other items can also have these issues?

**A:** A monitor can stop working. **B:** A cell phone can stop working, too.

## 2 GRAMMAR *Will*, *may*, and *might* to express likelihood

COACH

Use *will* to talk about something that is certain to be true in the future. Use *may* or *might* when you are unsure of something.

| Subject | *Will / May / Might* | *Not* | Base form of verb |
|---|---|---|---|
| It | **will** | **not** | **solve** the problem. |
| You | **may** | **not** | **be** connected to the Internet. |
| The problem | **might** | **not** | **happen** again. |

Notes

- Use *will (most / very) likely* or *will probably* to talk about something that is expected to be true.
  *That **will most likely** solve the problem.*
  *That **won't likely** solve the problem. That **likely won't** solve the problem.*
  *That **will probably** solve the problem. That **probably won't** solve the problem.*
- Use *will definitely* to talk about something that is going to happen for sure.
  *We **will definitely** be there tomorrow. We **definitely won't** be there tomorrow.*

>> FOR PRACTICE, GO TO PAGE 138

## 3 LISTENING



**A** ▶05-11 Listen to the phone messages. Who leaves a message in all the conversations?

a. someone from Tech Support
b. someone from Reception
c. employees with problems

**B** ▶05-11 Read the Listening Skill. Listen again. Circle the correct answers.

1. How can Yuki fix her speakers?
   a. unplug the cable and restart the computer
   b. click on the sound icon and change the volume level
   c. unplug and then plug in the speaker cables
2. What problem is Tom having?
   a. His laptop won't start.
   b. He can't log in.
   c. His screen stopped working.
3. What does Sarah have to do after she adds a wireless network?
   a. restart the computer
   b. check the password
   c. connect to the Internet
4. What should Sam do if Carla isn't free?
   a. call Junior in Tech Support
   b. call someone else in Reception
   c. cancel her presentation
5. What does Julio need to do as a last step?
   a. restart the computer
   b. delete some programs
   c. delete some files
6. What does Katie need to do first?
   a. turn on the speaker
   b. check the webcam
   c. plug in the cables correctly

**LISTENING SKILL** Listen for instructions

Speakers often use certain phrases to explain instructions. Some of these phrases are *First,…*, *To start,…*, *Then,…*, *After that,…*, *Next…*, and *And finally…*

**C** PAIRS Do you know another way to solve the problems in 3B? Tell your partner what you know.

## 4 TRY IT YOURSELF

**A** MAKE IT PERSONAL Think of a problem using one of the hardware items from 1A. Take notes.

**B** ROLE PLAY Student A, say the problem. Student B say what you think the cause is and suggest a solution.

A: My webcam doesn't work.
B: It may be because it's turned off. To start, check to see that it's on.

**C** WALK AROUND Continue the Role Play with your classmates. Take notes in the chart. Report to the class. Choose one response. Say the problem, the cause, and the solution.

| Name | Problem | Solution |
|---|---|---|
| | | |
| | | |
| | | |

☐ I CAN IDENTIFY PROBLEMS AND SOLUTIONS.

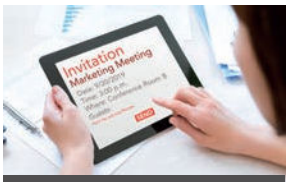
# LESSON 3 TALK ABOUT WHAT YOU NEED TO DO



LUCAS MORALES
@LucasM
Lots of meetings with the design team this week, presenting ideas to clients. Wish me luck!

## 1 VOCABULARY Meeting preparation

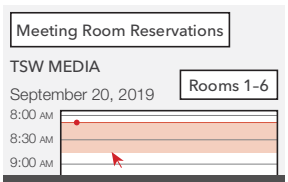
**A** 05-12 Listen. Then listen and repeat.



send an invitation

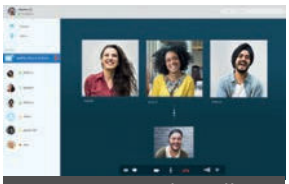


write an agenda



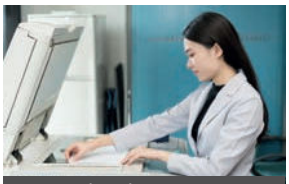
reserve a meeting room

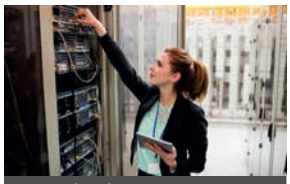

create a presentation


arrange a video call



order refreshments


make photocopies


check equipment

**B** You are planning a meeting. Put the actions from 1A in the order that you need to complete them. More than one answer may be possible.

2. _____ 4. _____ 6. _____ 8. _____

1. _____ 3. _____ 5. _____ 7. _____

**C** PAIRS Compare your answers in 1B. Did you put the actions in the same order?

## 2 GRAMMAR *Have to / Need to* for obligation and necessity

COACH

| Affirmative statements | | | Negative statements | | | | |
|---|---|---|---|---|---|---|---|
| **Subject** | ***Have to / Need to*** | **Base form of verb** | **Subject** | ***Do / Does*** | ***Not*** | ***Have to / Need to*** | **Base form of verb** |
| I | **have to** | **make** photocopies. | I | **do** | **not** | **have to** | **make** photocopies. |
| He | **has to** | | He | **does** | | | |
| She | **needs to** | **order** lunch. | She | **does** | | **need to** | **order** lunch. |
| They | **need to** | | They | **do** | | | |

| *Yes / No* question | | | | Short answers | |
|---|---|---|---|---|---|
| ***Do*** | **Subject** | ***Have to / Need to*** | **Base form of verb** | **Affirmative** | **Negative** |
| Do | I | **have to** | **be** there early? | Yes, you **do**. | No, you **don't**. |

| Information question | | | | | Answer | | |
|---|---|---|---|---|---|---|---|
| ***Wh-word*** | ***Do*** | **Subject** | ***Have to / Need to*** | **Base form of verb** | **Subject** | ***Have to / Need to*** | **Base form of verb** |
| What | **do** | we | **need to** | **bring**? | You | **need to** | **bring** your laptops. |

>> FOR PRACTICE, GO TO PAGE 139

## 3 PRONUNCIATION

COACH

**A** ▶05-14 Listen. Notice the weak pronunciation of *to* and the blended pronunciation of *have to*. Then listen and repeat.

Are they coming to the office? I have to check the sound.
I need to call tech support. I don't have to go to the meeting.

**Weak and blended pronunciation of *to***

The word *to* is usually unstressed and has the short, weak pronunciation /tə/, especially before a consonant sound. Sometimes we blend *to* with the word before it. We blend *have to* together as "hafta" /hæftə/.

**B** ▶05-15 The word *to* is missing from these sentences. Write the word *to* where you think it is missing. Then listen and check your answers.

1. What do we need do?
2. I have write an agenda.
3. I need send invitations the guests.
4. I'll have send a link the website.
5. I don't have time do everything.
6. I don't need make photocopies.

**C** PAIRS List three things you have to or need to do this week. Share your list.

## 4 CONVERSATION

**A** ▶05-16 Listen or watch. Circle the correct answers.

1. New clients are ***coming to the office*** / ***having a video conference*** / ***visiting a resort***.
2. Marta will help Victor ***send an invitation*** / ***write an agenda*** / ***check the equipment***.
3. Lucas needs to ***create a presentation*** / ***send an invitation*** / ***make a list of people***.
4. Lucas needs to order ***lunch*** / ***breakfast*** / ***snacks***.
5. The meeting is ***moved earlier*** / ***moved to next week*** / ***canceled***.

**B** ▶05-17 Listen or watch. Complete the conversation.

**Victor:** Let's talk about what we need to do for the meeting.
**Lucas:** Sure. I guess I _____ reserve a meeting room.
**Victor:** Yes, that's right.
**Lucas:** OK. Do I have to create a presentation?
**Victor:** No, you _____ . I'm going to do it.
**Lucas:** Is there anything else?
**Victor:** Yes. We _____ order refreshments.



**C** ▶05-18 Listen and repeat. Then practice with a partner.

**D** PAIRS Make new conversations. Use the words in 1A or your own ideas.

## 5 TRY IT YOURSELF

**A** MAKE IT PERSONAL You're going to plan a meeting. Think about what you'll need to do. Take notes.

**B** PAIRS Plan a meeting. Talk about what you need to do, and then decide on two things each of you will do.

A: We need to reserve a meeting room.
B: OK. I'll reserve the room. Do we have to...?

☐ I CAN TALK ABOUT WHAT I NEED TO DO.

# LESSON 4 READ ABOUT 3D PRINTING

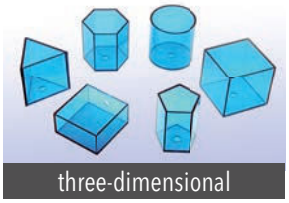


LUCAS MORALES
@LucasM
3D printing is going to change the world!

## 1 BEFORE YOU READ

**A** PAIRS What do you know about 3D printing?
3D printing is when...

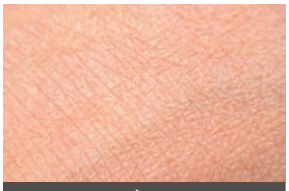
**B** VOCABULARY 05-19 Listen. Then listen and repeat.


three-dimensional

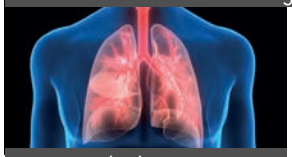

a disaster


natural resources

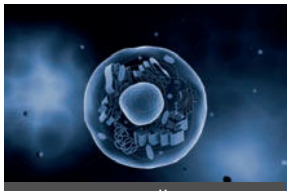

waste


skin

organs


the lungs


the heart


a cell

>> FOR PRACTICE, GO TO PAGE 156

## 2 READ

**A** PREVIEW Look at the title and the photograph. What do you think the article is about?

**B** 05-20 Listen. Read the article.

# 3D PRINTING: A WHOLE NEW WORLD

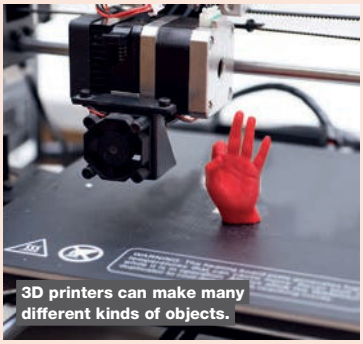
Most people today know about 3D printers. These are machines that "print" three-dimensional objects from a computer program. The objects are built using thousands of tiny little slices. The slices are layered together to form a solid object. At first, 3D printers only made small, simple plastic objects. But the technology behind them is improving every day. So, what will we be "printing" in the future?

### New Ways to Make Food

Today, many people do not have enough food, but 3D printing will soon be able to help. Scientists are creating new 3D-printed foods which could be given to people without food, such as those who have been through a disaster. 3D foods can be made with the vitamins and minerals that people need to be healthy using ingredients that are grown quickly and easily. For example, different types of plants like algae and grass. These foods can also be designed so that they are easy to move and deliver.

### New Ways to Build

There are places around the world where it is hard to find a clean and inexpensive place to live. In addition, a lot of natural resources are used in traditional building. But scientists have found a way to build homes with the help of a huge 3D printer. These homes are cheaper but still strong, and produce less waste. In China, an entire 3D-printed house was made in one month. In the future, all new homes might be made with 3D printers.


3D printers can make many different kinds of objects.

### New Ways to Save Lives

The strangest and most exciting area of 3D printing could be medicine. Today, we are able to print medical equipment, prosthetics, like artificial arms and legs, and even skin! But we could do so much more. Take organs, for example. They're not always available, so people often have to wait a long time for one. But someday, doctors might be able to print out a new lung for someone or even a new heart if the "ink" of a 3D printer was made of cells.

Clearly the future of 3D printing is so much more than simple plastic objects. Someday, 3D printing will likely be involved in every part of our lives!

## 3 CHECK YOUR UNDERSTANDING

**A** Which statement best describes the main idea of the article?

a. 3D printing is a fun way to create small plastic objects.
b. 3D printing can change the way we do many things.
c. 3D printing is a technology that has been completely developed.

**B** Read the article again. Complete the sentences.

1. 3D-printed food can be made out of _____ like algae and grass.
2. 3D-printed houses are less _____ and produce less _____ .
3. When 3D printers use _____ as the ink, they will be able to print _____ like a new lung or heart.
4. 3D printing will change _____ because it will help heal people.

**C** FOCUS ON LANGUAGE Reread lines 5–7 in the article. Think about the words *behind* and *"printing"*. Then answer the questions.

1. What does the word *behind* mean in this sentence? _____
2. Why is the word *"printing"* in quotation marks? What does it mean in this sentence? _____

**D** Read the Reading Skill. Read the article again. Identify the problems and solutions the author describes. How could the solutions help?

**READING SKILL** Identify text structure: Problem / Solution

Texts are organized in different ways depending on what they are describing and want to explain. One way to organize a text is to introduce a problem and then describe the solution to that problem.

| Problems | Solutions | How the solutions could help |
|---|---|---|
| | | |
| | | |
| | | |

**E** PAIRS What is the article about? Retell the most important ideas in the article. Use your own words. *The article is about 3D printing and how...*

## 4 MAKE IT PERSONAL

Find out about what else 3D printers can do.

**A** Think about the article. Are there other kinds of problems you think 3D printing could solve? How do you think the solutions could help?

| Problems | Solutions | How the solutions could help |
|---|---|---|
| | | |
| | | |

**B** PAIRS Tell your partner about the problems and solutions. Discuss how you think 3D printing could solve these problems. *I think 3D printing could solve the problem of...*

☐ I CAN READ ABOUT 3D PRINTING.

# LESSON 5 WRITE ADVICE ON HOW TO MANAGE YOUR TIME



LUCAS MORALES

@LucasM

How much time do you spend on your device each day? How much is too much?

## 1 BEFORE YOU WRITE

**A** Do you ever feel like it's hard to stop checking your phone? What kind of advice would you give someone who spends too much time on his or her device?

**B** Cara posted a question on social media. Her friend Lucas responded with some advice. Read the post. Why does Lucas think he can help Cara?

Home | Profile | Logout

**Cara Thompson**

I spend way too much time on my phone. Any tips for how to avoid this?

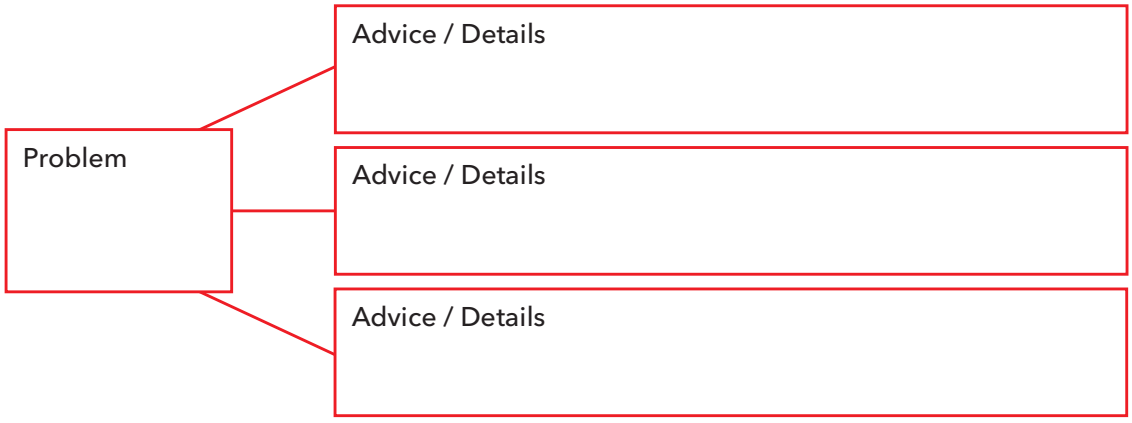
**Lucas Morales**

Hi, Cara. I think I can help with your problem. Last year, I spent almost all my time on my devices, too. I was always online, reading my friends' posts. But then a friend told me a few things that I could do to help me spend less time online. Her advice really helped.

First, never take your phone to bed. Charge your phone in the kitchen or living room instead. Then you won't be tempted to go online. Next, always shut down your computer when you finish working. You'll be less likely to log in to your favorite sites even for just a minute. And last, try to leave your phone in another room sometimes. Frequently, when I'm spending time with my family or friends, I just don't take my phone with me.

I think these ideas will help. There are probably a lot more online, but remember, don't spend too much time looking for them. ;)

**C** Read the post again. What advice does Lucas give Cara? Take notes in the chart.




## 2 FOCUS ON WRITING

**A** Read the Writing Skill.

**B** Reread the post. Underline the qualifiers.

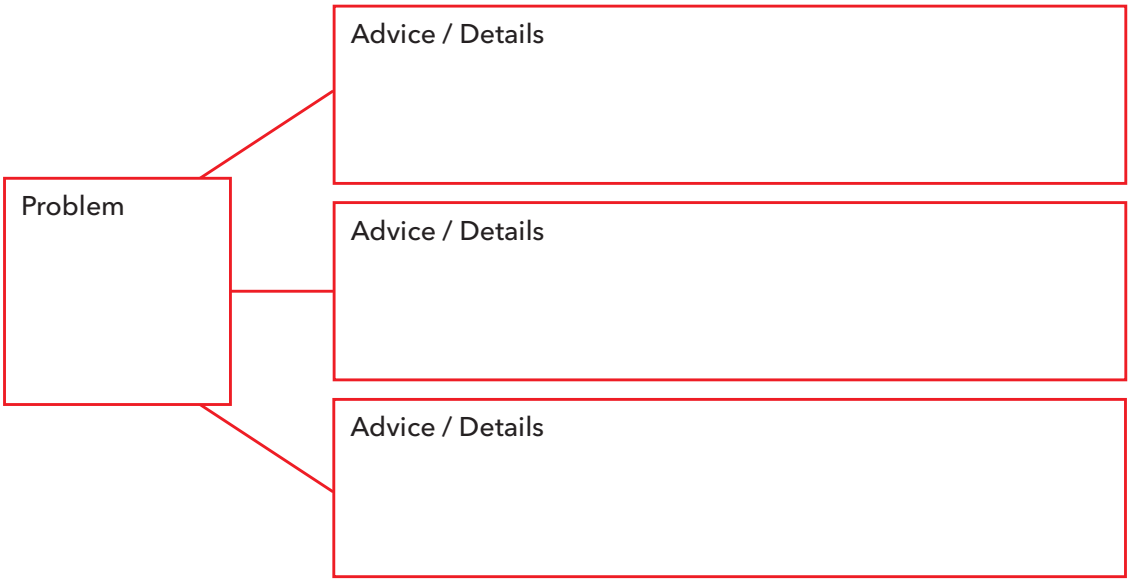
**WRITING SKILL** Use qualifiers

Qualifiers are words or phrases that limit or add to another word's meaning. Qualifiers can make a word stronger (*I spoke very quickly*) or weaker (*He's a little tired*). They give information about things like time (*He's always late*) or quantity (*I like most of my teachers*). Common qualifiers are: *very, quite, more, rather, pretty, really, so, nearly, almost, fairly, somewhat, least, less, a bit, kind of, a little, always, frequently, rarely, seldom, never, sometimes, every, most, few, all, a lot, many*.

## 3 PLAN YOUR WRITING

**A** Choose one problem below. Think about the problem. What could this person do to spend less time on his or her device? What advice could you give him or her?

1. Lee can't stop playing games on his tablet. His family is upset with him.
2. Ann is constantly using her phone to post on social media. She's failing her classes.
3. Rita watches videos online all day at work. She never finishes her work on time.




**B** PAIRS Describe your advice to your partner.

I think Lee should...

## 4 WRITE

Write a response to the person you chose in 3A. Give him or her advice, including details and explanations to support your ideas. Remember to use qualifiers. Use the post in 1B as a model.

## 5 REVISE YOUR WRITING

**A** PAIRS Exchange posts and read your partner's post.

1. Did you partner include advice?
2. Did your partner include details and explanations to support his or her ideas?
3. Did your partner use qualifiers?

**B** PAIRS Can your partner improve his or her post? Make suggestions.

## 6 PROOFREAD

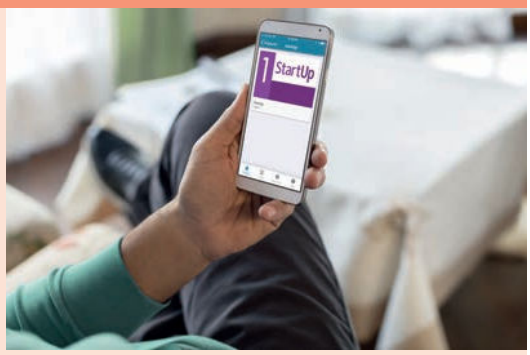
Read your post again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE ADVICE ON HOW TO MANAGE YOUR TIME.

# PUT IT TOGETHER

## 1 MEDIA PROJECT




**A** 05-21 Listen or watch. What does Ahmed talk about?

**B** 05-21 Listen or watch again. Answer the questions.

1. What does Ahmed use the app for? _____
2. What does he like about it?

   _____
3. How does it help him? _____

   _____

**C** Make your own video.

**Step 1** Choose a technology that makes your life or job easier, for example an app or a tool.

**Step 2** Make a 30-second video. Talk about how you use it, what you like about it, and how it helps you.

**Step 3** Share your video. Answer questions and get feedback.




## 2 LEARNING STRATEGY

**LABEL A PICTURE**

Write new vocabulary words on pictures. For example, label the parts of a computer on a picture of a computer. You can do this for all types of words and topics. Writing words on pictures will help you remember the words.

Review the vocabulary words in the unit. What words do you need to learn? Find pictures that represent at least five words or phrases from the unit. Label the pictures. Review the pictures at least once a week.

## 3 REFLECT AND PLAN

**A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

**Speaking objectives**
- ☐ Make and respond to suggestions
- ☐ Identify problems and solutions
- ☐ Talk about what you need to do

**Vocabulary**
- ☐ Technology at work
- ☐ Technology issues and hardware
- ☐ Meeting preparation

**Pronunciation**
- ☐ Consonant groups
- ☐ Weak and blended pronunciation of *to*

**Grammar**
- ☐ *Could* and *should* for suggestions
- ☐ *Will*, *may*, and *might* to express likelihood
- ☐ *Have to* / *Need to* for obligation and necessity

**Reading**
- ☐ Identify text structure: Problem / Solution

**Writing**
- ☐ Use qualifiers

**B** What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.

