

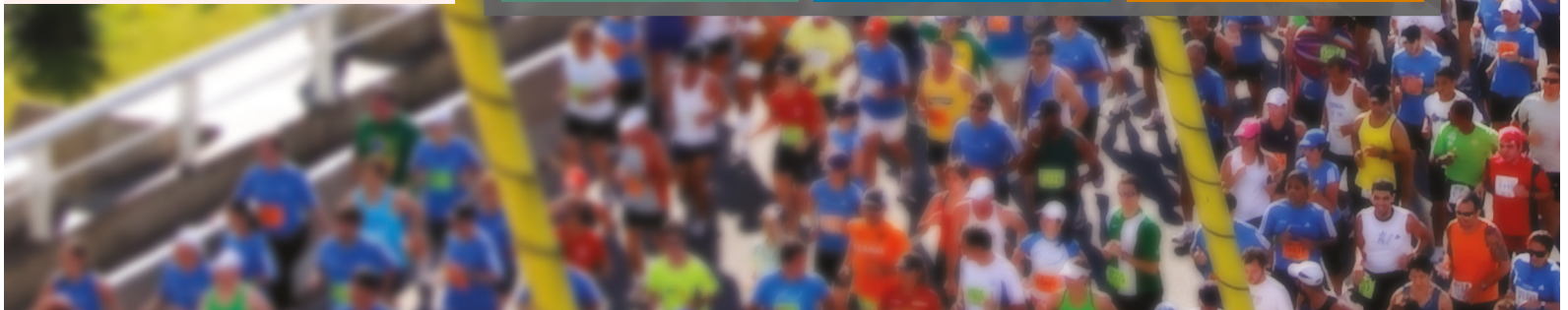
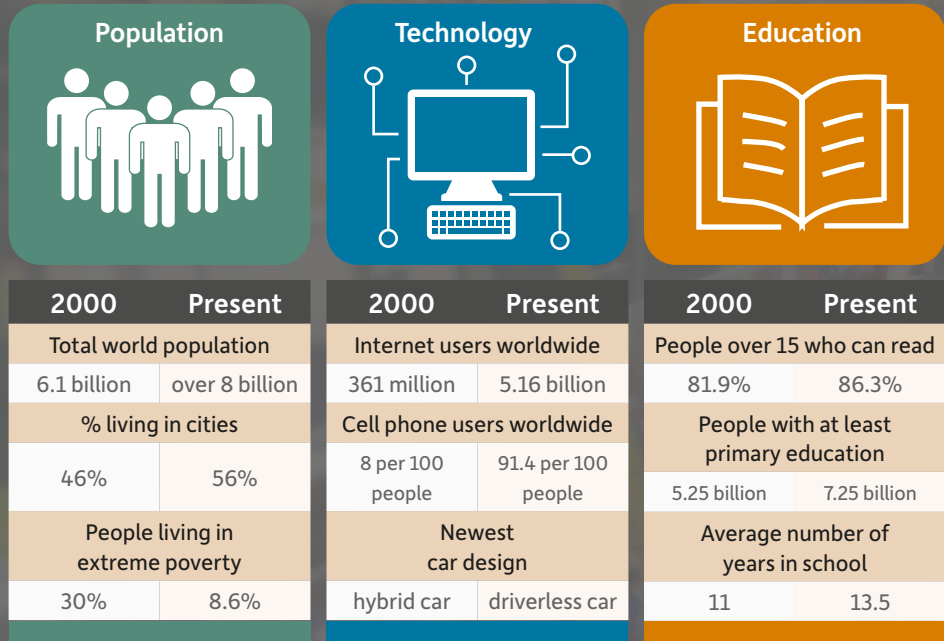
# 7 Progress

## DISCUSSION POINT

Study the infographic and answer the questions.

- 1 How much has the total world population increased by from 2000 to present?
- 2 Are more or fewer people living in cities now than in 2000?
- 3 How many Internet users were there worldwide in 2000?
- 4 Do you think the statistics suggest life is getting better or worse? Why?
- 5 What further changes do you think we will see in these areas over the next 20 years?

## A changing WORLD



## BEFORE YOU WATCH

Match the words in bold with the correct definitions.

- |                                |   |
|--------------------------------|---|
| 1 <b>carbon emissions</b> (n)  | a something that works without control by humans        |
| 2 <b>deal with</b> (v)         | b across the world                                      |
| 3 <b>fully automated</b> (adj) | c the carbon dioxide gas that is made by human activity |
| 4 <b>package</b> (n)           | d to manage a difficult or horrible situation           |
| 5 <b>worldwide</b> (adj)       | e a group of objects packed in a box or bag             |

# UNIT AIMS

**LISTENING 1** Listening for past and present time signals

**LISTENING 2** Listening for concluding phrases

**ACADEMIC SKILL** Asking follow-up questions

**VOCABULARY** Words to describe progress


**GRAMMAR** Used to

**SPEAKING** Ending a talk



Marathon runners crossing a bridge, Sao Paulo, Brazil

## WHILE YOU WATCH

 Read the questions. Watch the video and choose the correct answer.

- 1 The robots carry packages of **books** / **food**.
- 2 Chip Comery is a **student** / **an employee at Starship Technologies**.
- 3 The robots create **less** / **more** pollution than cars.
- 4 The woman prefers to deal with **robots** / **people**.
- 5 The company now has **fewer** / **more** than 2,000 robots delivering food worldwide.

## AFTER YOU WATCH

Discuss these questions with a partner.

- 1 Chip Comery thinks that these food robots will be the future of food delivery? Do you agree? Why / why not?  
*I agree that robots will deliver food because ...*
- 2 What are the advantages of using robots to deliver food? What are the disadvantages?
- 3 Is there anything it is better to use robots for than humans?

## VIRTUAL LABS

### A VOCABULARY PREVIEW

#### 1 Match the words in bold to the correct definition.

- |                                     |  |
|-------------------------------------|--|
| 1 <b>improve</b> (v)                | a the process of getting better over a period of time            |
| 2 <b>efficient</b> (adj)            | b to stop something from happening                               |
| 3 <b>progress</b> (n)               | c stay in contact through phone, texts, e-mail, etc.             |
| 4 <b>prevent</b> (v)                | d to make something better                                       |
| 5 <b>digital</b> (adj)              | e to give a paper or send a file to a person such as a professor |
| 6 <b>keep in touch with</b> (phr v) | f using or relating to computer technology                       |
| 7 <b>hand in</b> (phr v)            | g working in a well-organized way that produces good results     |

#### 2 Each of the words and phrases in bold is in the wrong sentence. Put each bold word or phrase into the correct sentence.

- The latest **efficient** cameras have dozens of features.
- My social life and hobbies don't **keep in touch with** me from getting good grades.
- I want to **prevent** my English so that I can study in the United States.
- Virtual labs are a very **digital** way for busy science students to perform experiments.
- I still **improve** my old friends from high school.
- As a medical student, I often read articles about the latest **hand in** happening in medicine.
- In the old days, we had to write papers and **progress** in person. These days we can just send them electronically.

### B BEFORE YOU LISTEN

#### 1 Look at the pictures. With a partner, describe what you see.

*In the first picture, someone is ...*

*In the second picture, I can see ...*

#### 2 With a partner, talk about the technology in each picture. How is it helpful in education? Which ones have you used?

*This technology is helpful in education because ...*

*I have used / not used ...*



**C GLOBAL LISTENING**

**7.1** Listen to two speakers talking about virtual labs for science classes. Choose the correct option to complete each sentence.

- Paolo is taking ...
  - a vacation from his college studies.
  - a class on virtual reality.
  - a virtual chemistry class.
- Virtual labs take place ...
  - online.
  - in a classroom.
  - both online and in a classroom.
- For Paolo, the most important thing about virtual labs is that ...
  - they are safe.
  - they are inexpensive.
  - they are easy to access.
- According to Paolo, a disadvantage of virtual labs is ...
  - the software is expensive.
  - students cannot speak with their professors.
  - the software is not up-to-date.
- Paolo ... that in the future, we will be able to smell, taste, and feel things virtually.
  - does not think
  - is not sure
  - is confident

Listening for main ideas

**GLOSSARY**

**assignment (n)** a task or piece of work

**distraction (n)** something that stops you from studying or working

**flexible (adj)** able to change easily



## Listening for past and present time signals

**D CLOSE LISTENING**

When speakers talk about the past and present in the same conversation or discussion, they often use specific words and phrases that can help you identify past and present time.

Past time signals: *when, (back) then, in the past, in those days*

Present time signals: *now, nowadays, today, these days*

**7.2** Listen to parts of the conversation on virtual labs. Match the time expressions with the information they introduce.

- |                    |   |
|--------------------|---|
| 1 These days, ...  | a I always worried about how to get around the campus.              |
| 2 In the past, ... | b virtual labs also allow you to have all kinds of collaboration.   |
| 3 Today, ...       | c there's such amazing progress happening in science and education. |
| 4 Now, ...         | d it's not necessary because we have virtual labs.                  |
| 5 Nowadays, ...    | e I don't need to think about that.                                 |

**E CRITICAL THINKING**

Discuss these questions with a partner.

- 1 Paolo says that for him, virtual labs have more advantages than disadvantages. Do you agree or disagree? Would you like to take a virtual science class? Why / why not?

*I think virtual labs have lots of advantages, especially ...*

*One disadvantage of virtual labs is ...*

- 2 Many people with disabilities have difficulty accessing traditional, face-to-face classrooms. Is this true in your country? What are some ways that technology can help people with disabilities?

*Technology can allow people with disabilities to access education by ...*

- 3 Paolo mentions research on haptic feedback in virtual environments. Do you think that someday we may be able to touch, smell, or taste things virtually?

*In my opinion, we will / won't be able to ... because ...*

## PRONUNCIATION FOR LISTENING

### Consonant clusters at the beginning and end of words

A consonant cluster is a group of two or more consonant sounds that are next to each other without a vowel between them. Many words in English begin or end with a consonant cluster:

Clusters at the beginning of words

stop, great, play

Clusters at the end of words

books, hand, lost


Practice listening for the consonant clusters at the beginning and end of words to help your understanding.

- 1  **7.3 Underline the consonant clusters at the beginning of these words. Then listen and notice the pronunciation.**

graduate student class school slide progress start

- 2  **7.4 Underline the consonant clusters at the end of these words. Then listen and notice the pronunciation.**

think help student accept sound lift past

- 3  **7.5 Listen and complete each word with the correct consonant cluster.**

1 ___int	5 ___ill	9 ___esent
2 thi___	6 a___	10 fa___
3 ___iend	7 ___ades	11 ___epare
4 preve___	8 patien___	12 insta___

- 4 **Write the missing word in each sentence. Underline the consonant cluster at the beginning or end of the word.**

change conduct different friends instant patients

- \_\_\_\_\_ can now survive for many years and live normally.
- One positive change of all this technology is easy access to \_\_\_\_\_ online translators.
- The way we communicate in general is also \_\_\_\_\_ now.
- In the end, I guess \_\_\_\_\_ can be both positive and negative, but can't be stopped.
- Many teachers these days \_\_\_\_\_ all of their lesson using presentation software.
- I use social media to keep in touch with my \_\_\_\_\_.

## SIMON'S NEW ARM

### A VOCABULARY PREVIEW

#### 1 Match the words in bold to the correct definition

- 1 The roads are dangerous so I am worried about having an **accident** when I ride my bicycle.
  - 2 There are over 6,000 **objects** in the museum collection.
  - 3 It's easy to **attach** large documents to e-mails on a smartphone.
  - 4 I can't **imagine** what life will be like in thirty years.
  - 5 When I was a **teenager**, I was the **star** soccer player at my school.
- a \_\_\_\_\_ (n) a person between the ages of thirteen and nineteen years old
  - b \_\_\_\_\_ (adj) someone who is the best at something, e.g., a sport
  - c \_\_\_\_\_ (v) connect or add one thing to another, e.g., a document to an e-mail
  - d \_\_\_\_\_ (n) things that you can see and touch
  - e \_\_\_\_\_ (v) form a picture or idea of something in your mind
  - f \_\_\_\_\_ (n) a sudden event that is not planned, which causes pain or damage

#### 2 Answer these questions with a partner.

- 1 Are car accidents a problem in your country?
- 2 Can you imagine what life will be like in thirty years?
- 3 What sports did you play as a teenager? Were you a star?
- 4 Is it easy to attach large files on your smartphone?
- 5 What object could you not live without?

### B BEFORE YOU LISTEN

Look at the picture on page 131. Discuss these questions with a partner.

- 1 How do you think the prosthetic arm works?
- 2 What kinds of actions do you think the arm can do?
- 3 How much do you think the prosthetic arm costs?

Activating prior knowledge

**C GLOBAL LISTENING**

**7.6** Listen to *Simon's new arm*. Choose the topics the speaker talks about.

- When and how Simon lost his arm
- The speaker's family
- The speaker's activities as a teenager
- How the prosthetic arm works
- What Simon can do with the prosthetic arm
- The speaker's future plans
- The cost of the new prosthetic arm
- The speaker's opinion about technology

**D CLOSE LISTENING**

**1** **7.6** Listen again. Choose the best answer for each question.

- 1 When did Simon lose his arm?
  - a before he went to university
  - b while he was at university
  - c just after he finished university
- 2 What kind of activities did Simon do before he lost his arm?
  - a tennis, basketball, swimming
  - b running, baseball, volleyball
  - c football, skiing, hiking
- 3 What can Simon do just by thinking?
  - a raise his arm
  - b get dressed
  - c pick up an object
- 4 What can Simon do better than before his accident?
  - a play tennis
  - b play golf
  - c play basketball
- 5 How much did Simon's prosthetic arm cost?
  - a \$35,000
  - b \$45,000
  - c \$55,000
- 6 How does Simon feel about his new arm?
  - a disappointed
  - b satisfied
  - c very happy

Listening for main ideas

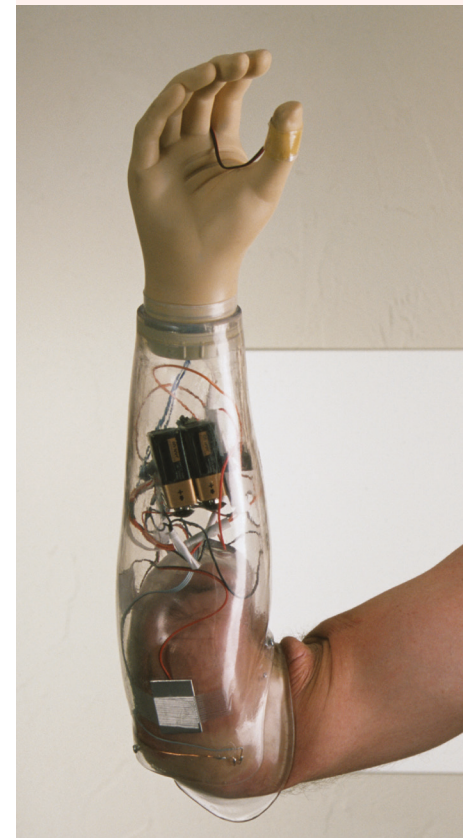
**GLOSSARY**

**cutting-edge (adj)** extremely modern and advanced

**hold someone back (v)** to stop someone from doing something

**realistic (adj)** an artificial object that looks natural

**specialist (n)** someone who is an expert in a particular subject





### Listening for concluding phrases

When people give a presentation, they will usually divide it into three different parts.

- Introduction
- Main body
- Conclusion

The conclusion comes at the end of a presentation. The purpose of a conclusion is to summarize the speaker's main ideas. The following signal phrases will help you to identify when the speaker is moving on to their conclusion.

*In conclusion ... To sum up ... I'd like to summarize the main points ...*

**2**  **7.7** Listen to the final part of *Simon's new arm*. Which phrase does he use to conclude the presentation?

- In conclusion ...
- To sum up ...
- I'd like to summarize the main points ...

### **E** CRITICAL THINKING

Discuss these questions with a partner.

- 1 What surprised or interested you the most about Simon's talk? Why?  
*I was surprised that ...*  
*I was interested to hear about ...*
- 2 What is your opinion of the prosthetic arm?  
*In my opinion ...*
- 3 Simon says that many people worry about the changes that modern technology brings. Do you worry about modern technology? Why / why not?  
*I worry a lot / somewhat / a little about ... because ...*



## ACADEMIC SKILLS

## ASKING FOLLOW-UP QUESTIONS

A follow-up question is a question that you can ask a speaker in order to get more information, to show interest, or to keep a conversation going. All types of questions can work as follow-up questions. For example:

**6 W's and H** (who, what, when, where, which, why, how: how often, how long, how much, etc.):

*Which universities offer online science classes?*

*How much do augmented reality glasses cost?*

**Yes / no questions with be, do, or modals:**

*Are virtual science labs popular at your university?*

*Do you plan to take more virtual classes in the future?*

*Can virtual labs be used in medicine?*

Asking follow-up questions is not the same as interrupting someone. Interruptions can cause a speaker to stop talking. On the other hand, follow-up questions invite a speaker to speak more. Very often, speakers will ask, "Are there any questions?" That is the time to ask follow-up questions.

- 1 Read the conclusion to a presentation on the use of robots for cleaning trash. Then use the question prompts to write follow-up questions you might want to ask the speaker.**

In conclusion, I think robots that collect garbage are an amazing solution to the problem of trash on beaches. As I explained, beaches all over the world are covered in millions of tonnes of trash, especially plastic and cigarette butts. It is difficult to collect all of it, and it is ugly! This trash is dangerous for animals, people, and the environment. Beach cleaning robots are a smart solution to this problem. Several countries are already using these robots and I think it would be a great sign of progress for our city to begin using them as well. Thank you for listening. Are there any questions?



- 1 How big *are the robots?* ?                      4 Is the robot \_\_\_\_\_?
- 2 What kind of trash \_\_\_\_\_?                5 Can the \_\_\_\_\_?
- 3 Do you think \_\_\_\_\_?

- 2 Work with a partner. Take turns asking your questions from Exercise 1 and inventing logical answers.**

*A: How big are the robots?*

*B: About 60 centimeters long.*

- 3 Form groups. Choose a topic and speak about it for a minute. Then listen as your classmates ask follow-up questions. Answer their questions. Take turns speaking.**

A custom that is changing in my culture

My opinion about learning online

My favorite person

My job or future job

## VOCABULARY DEVELOPMENT

### WORDS TO DESCRIBE PROGRESS

**1 Read the sentences. Match the word in bold with the correct definition.**

- 1 Antibiotics is possibly one of the best examples of modern **medicine**.
  - 2 These days more people are shopping **online** rather than going to real stores.
  - 3 **Access** to my school is difficult because there isn't a direct bus or train.
  - 4 I must install some photo editing **software** on my new computer.
  - 5 Computer software companies often ask users to suggest **improvements**.
  - 6 Many people spend thousands of dollars a year on the most **up-to-date** technology.
  - 7 It's faster to look up words on an **electronic** dictionary than in a print dictionary.
  - 8 **Robots** can now do many jobs better and faster than humans.
- a \_\_\_\_\_ (n) the programs and operating information used by a computer
  - b \_\_\_\_\_ (n) the study and practice of treating or preventing illnesses and injuries
  - c \_\_\_\_\_ (n) a way of going to or entering a place
  - d \_\_\_\_\_ (adj) connected to the Internet or available through a computer network
  - e \_\_\_\_\_ (adj) using electricity and very small electrical parts
  - f \_\_\_\_\_ (n) something better than it was before
  - g \_\_\_\_\_ (n) machines that can perform tasks, often instead of humans
  - h \_\_\_\_\_ (adj) the most modern or latest version of something

**2 Work with a partner. Answer the questions and explain your answers.**

- 1 Do most people in your country have access to the Internet?
- 2 Is it important for you to have the most up-to-date technology and software?
- 3 Are robots taking away people's jobs in your country?
- 4 What software programs on your computer do you use most often?
- 5 What do you usually buy online? Is there anything you wouldn't buy online?
- 6 What are the biggest improvements in medicine in your country?



## ACADEMIC WORDS AND IDIOMS

## 1 Choose the correct definition for each bold word.

- 1 This **file** is too large to send as an e-mail attachment.  
 a a tool used for building    b a document on a computer    c a metal container
- 2 The empty field behind the local high school would be a good **site** for a community garden.  
 a house                            b location                            c school
- 3 There are so many options that it's difficult to make a **final** decision.  
 a first or easy                    b the last or coming at the end    c secret or silent
- 4 After a **brief** pause to answer a question, the scientist continued her lecture.  
 a short                            b very long                            c quiet
- 5 My new Internet connection is really fast, so I can download a complete video in a **couple** of minutes.  
 a several                            b many                            c two
- 6 I really like to work on a **team** because you can share lots of interesting ideas.  
 a one person                    b a group of people                    c an audience
- 7 With **advanced** technology, I think we will have driverless cars very soon.  
 a useful and practical    b expensive and uncommon    c new and developed
- 8 **A:** Your clothes are so dirty! **What on Earth** are you doing?  
**B:** I'm cleaning the garage.  
 Speaker A is ...  
 a unhappy.                    b amused.                    c surprised.
- 9 I came to the lab too late. There are no workstations **available**.  
 a taken                            b free to use                            c clean

## 2 Work with a partner. Answer the questions and explain your answers.

- 1 Are you good at organizing your **files** on your computer?
- 2 What **couple** of apps are the most important on your phone?
- 3 Do you prefer to work on your own or on a **team** when preparing a presentation?
- 4 Do you often make **brief** pauses to think of the correct English grammar or vocabulary when you are speaking to someone?
- 5 How can **advanced** technology improve education?
- 6 Is it hard for you to make a **final** decision about important things in your life?
- 7 Before you book a flight, do you check to see which seats are **available**?
- 8 Is there an empty **site** in your hometown? If so, what would you build there?
- 9 In what situations do you think it is appropriate to use **What on Earth** to ask a question? When is it not appropriate?

## ACADEMIC IDIOMS

## WHAT ON EARTH

*On Earth* is used after *what, who, where, and how* to make a question more intense. For example,

**A:** I deleted the file with the notes from our class.

**B:** Why on Earth did you do that?

**SPEAKING MODEL**

You are going to learn about *used to* to talk about past habits, using concluding phrases and pronouncing stress for emphasis. You are then going to use these to talk about how life has changed in the last ten years.

**A ANALYZE**

Read the model and answer the questions below.

Good morning everyone. Today I'd like to talk about three ways that life in my town has changed in the last ten years. First, I'll talk about the food we eat. Next, I'll talk about healthcare, and finally I'll talk about education.

In the good old days, people used to have gardens. They grew a lot of their own fruits and vegetables. Then supermarkets came along, and people started buying all their food. Nowadays, we have community gardens where everybody can come and once again grow their own food. We understand that fresh food is the healthiest.

Next, I will discuss healthcare. In the past, people didn't use to know much about their own health. Nowadays, our community center offers classes in preventive healthcare. There are also classes online for working people or people with disabilities. If we can learn how to take good care of ourselves, we believe we can prevent many illnesses and injuries.

Finally, let me tell you about education in my town. Many teachers have started using a flipped classroom model. What on Earth does that mean? It means that students study and learn material online, at home. Then, after that, they come to class and use the time to discuss the material and do projects.

In conclusion, I think these are all positive changes. Food is better than in the past. People are healthier. And students are much more involved and excited about learning than in the past.

- 1 Number the topics in the order the speaker talks about them.  
\_\_\_\_ Education \_\_\_\_ Healthcare \_\_\_\_ Food
- 2 In the good old days, how did people get their fruits and vegetables?
- 3 What are two kinds of people who benefit from online health education classes?
- 4 What model of education are many teachers using these days in the speaker's town?
- 5 In conclusion, is the speaker positive or negative about the changes?

**B DISCUSS**

Answer these questions with a partner.

- 1 What is the most important change the speaker talks about?
- 2 To what extent has your hometown changed in the same ways as the speaker's town?

## GRAMMAR

**Used to**

We use the expression *used to ...* to talk about the difference between the past and now. For example:

- something we often did in the past but don't do now
- something that happened in the past, but doesn't happen anymore
- a situation that was different in the past from the way it is now

Notice the form of *used to + verb (inf)* in positive and negative statements, and in questions. The letter *d* is dropped from *used to* in negative statements and questions.

Positive: *I **used to** send e-mails to my cousin in Australia.*

Negative: *I **didn't use to** be a very good golfer.*

Question: ***Did** you **use to** study a lot in school?*

**1 Complete the sentences with the correct form of used to.**

- 1 My home town is very big now. It \_\_\_\_\_ be much smaller.
- 2 There is so much traffic now but in the past there \_\_\_\_\_ be so many cars on the road.
- 3 \_\_\_\_\_ your father \_\_\_\_\_ play sports with you?
- 4 I grew up near my relatives, and we \_\_\_\_\_ visit them a lot.
- 5 What subject \_\_\_\_\_ you \_\_\_\_\_ like the most in elementary school?
- 6 My teachers \_\_\_\_\_ get angry at me because I always handed my homework in late.

**2 Match the sentence halves to form logical sentences.**

- |   |                                   |
|---|-----------------------------------|
| 1 I used to drive to work                 | a but now I go to a restaurant.   |
| 2 I used to live in a big city            | b but now I take the bus.         |
| 3 Biology used to be my best subject      | c but now it's crowded and noisy. |
| 4 I used to eat lunch in my office        | d but now I live in a small town. |
| 5 I used to go out with my friends a lot  | e but now I prefer physics.       |
| 6 This city used to be quiet and peaceful | f but now I stay home and study.  |

**3 Take turns asking and answering the questions below with a partner.****10 years ago**

Where did you use to live?

What hobbies did you use to have?

What food did you use to enjoy eating?

What music did you use to listen to?

**Now**

Where do you live now?

What hobbies do you have now?

What food do you enjoy eating now?

What music do you listen to now?

## Ending a presentation

## SPEAKING SKILL

It is important to structure the end of your presentation so that the audience knows that you are finished and you are ready to answer questions. The end of a presentation can include the following points:

- Bringing a presentation to an end
- Thanking the audience
- Inviting questions

**1 Write the phrases below under the correct headings.**

That brings me to the end of my presentation.	That concludes my talk.
Thank you very much for listening.	I'll be happy to answer any questions.
Does anyone have any questions?	Thank you for your attention.

**Bringing a presentation to an end**

---



---

**Thanking the audience**

---



---

**Inviting questions**

---



---

**2 Read the conclusion below. Choose one phrase from each category in Exercise 1 and write them in the space below to end the presentation.**

*In conclusion, these are positive changes. Communication is much faster than in the past. Healthcare is better and there is more technology to help people, for example, the prosthetic arm. I also think digital education is a good way to learn because we have more software.* \_\_\_\_\_

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**3 Write one question you can ask at the end of the presentation.**


**4 Take turns ending the presentation. Ask your partner your question from Exercise 3. Invite your partner to ask their question as well. Discuss.**

## PRONUNCIATION FOR SPEAKING

### Stress for emphasis

We can stress a particular word or phrase in a sentence by saying it louder, and making the vowel sound longer. This tells the listener that the stressed word carries the most important point in the sentence. Notice the words that are stressed in the sentence.

- I **used to** drink tea in the morning. (Not now)  
 I used to drink **tea** in the morning. (Not coffee or milk)  
 I used to drink tea in the **morning**. (Not in the afternoon or evening)

**1**  **7.8 Listen to each recording of the sentence below. Identify the word that is stressed in each sentence.**

- a I used to sleep ten hours a day when I was a child.  
 b I used to sleep ten hours a day when I was a child.  
 c I used to sleep ten hours a day when I was a child.

**2 Write the letter of the sentence in Exercise 1 that matches the emphasized point below.**

- 1 \_\_\_ not six or eight hours a day  
 2 \_\_\_ not when I was a baby or a teenager  
 3 \_\_\_ not play or study

**3 Work with a partner. Practice saying the sentences. Stress the important information.**

- 1 I used to live in a city. (not a town or village)  
 2 English used to be my worst subject. (not science or math)  
 3 My mother used to take me to school. (not my father or brother)  
 4 I used to be a terrible singer. (not great or average)  
 5 I used to study for four hours every night. (not two or three hours)





**SPEAKING TASK**

Describe how life has changed in the last ten years. You must speak for at least one minute.

**Brainstorm**

Choose four topics from the box and write them into the first column of the table below.

Family life Study Friends Interests Education  
Healthcare Technology Communication

Topic	Ten years ago	Now
Topic 1:		
Topic 2:		
Topic 3:		
Topic 4:		

**Plan**

Look at the topics in the first column. Think of one example of how each of these used to be different ten years ago. Write your examples in the second column. Remember to use the phrase *used to*.

Work with a partner. Look at your examples in the second column. Write how these things have changed. Write your ideas in the third column. Use the present simple or present progressive form (see Unit 3).

**Speak**

Plan and write your talk. Remember to include an introduction and a conclusion. Look back at page 80 for phrases for making an introduction and page 132 for phrases for making a conclusion.

**Review**

Work with a partner. Take turns giving your talks. Remember to use emphasis in sentences with *used to*.

**Reflect**

Work in a group. How much has life changed in the last ten years? Give reasons to support your answers.

**WORDLIST**

\*\*\* very frequent    \*\* frequent    \* not frequent

**Vocabulary preview**

accident (n)***	hand in (phr)	keep in touch with (phr)	progress (n)***
attach (v)**	imagine (v)***	object (n)***	star (n)***
digital (adj)**	improve (v)***	prevent (v)***	teenager (n)**
efficient (adj)***	injury (n)***		

**Vocabulary development**

access (n)***	improvement (n)***	online (adj)**	software (n)***
electronic (adj)***	medicine (n)**	robots (n)*	up-to-date (adj)*

**Academic words and idioms**

advanced (adj)***	couple (n)***	final (adj)***	team (n)***
available (adj)***	file (n)***	site (n)***	what on Earth (id)
brief (adj)***			

**ACADEMIC WORDS AND IDIOMS REVIEW**

Complete the sentences with the words below.

advanced    brief    channel    complex    method    site    what on Earth

- This is the \_\_\_\_\_ where they are planning to build the new school.
- I thought that the lecturer’s explanation was very \_\_\_\_\_ and didn’t go into enough detail.
- I try to read \_\_\_\_\_ academic English texts to improve my understanding of difficult words.
- My tennis improved when I tried a new \_\_\_\_\_ of serving.
- Computers have become very \_\_\_\_\_ and can do a lot.
- The TV \_\_\_\_\_ I usually watch is only available online.
- I looked at the instructions for the software update, but I couldn’t understand \_\_\_\_\_ they said.

**UNIT REVIEW**

- |                |                          |   |
|----------------|--------------------------|---|
| Listening 1    | <input type="checkbox"/> | I can listen for past and present time signals.     |
| Listening 2    | <input type="checkbox"/> | I can listen for concluding phrases.                |
| Academic Skill | <input type="checkbox"/> | I can ask follow-up questions.                      |
| Vocabulary     | <input type="checkbox"/> | I can use words to describe progress.               |
| Grammar        | <input type="checkbox"/> | I can use <i>used to</i> to talk about past events. |
| Speaking       | <input type="checkbox"/> | I can use phrases to end a talk.                    |