



GOLD experience

B1

Preliminary
for Schools

3rd Edition

Pearson

Student's Book and eBook

Sheila Dignen

“

Is AI your friend?

3

”

The future is now

READING

topic: the future of entertainment
 skill: skim-reading a text
 task: gapped text

GRAMMAR

talking about the future: *will*; *be going to*;
 present continuous; present simple
 advice and suggestions

VOCABULARY

technology in the home
 phrasal verbs
 task: multiple-choice cloze

LISTENING

topic: discussing technology
 skill: identifying differences
 task: multiple choice (pictures)

SPEAKING

topic: the future of technology
 skill: giving and asking for opinions; agreeing
 and disagreeing
 task: collaborative task and discussion

WRITING

topic: helping people with technology
 skill: giving advice and making suggestions
 task: an email

▶ SWITCH ON Programme
 video programme: App entrepreneurs
 project: design an app

Look at the photo and discuss the questions.

- 1 What equipment can you see in the photo? What is it used for?
- 2 In what ways do you use technology for entertainment?
- 3 In what ways does technology make your life easier? Think of three examples.

3 The future is now

READING

1 Work in pairs. Tell your partner about:

- 1 one singer or band whose music you really like, and why.
- 2 one film that you have enjoyed recently, and why.
- 3 one influencer you follow on social media, and why you like them.

2 Work in pairs. Read the title of the article and discuss the questions.

- 1 What's the topic of the article?
- 2 Which of these things do you think it might mention?
 - new devices for listening to music and watching films
 - new technology that is already in use
 - choosing what happens in a film
 - making your own music and films
 - virtual characters on social media
 - jobs in music and films
 - music videos

3 Read the exam tip and complete the task.

exam tip: gapped text

→ EG p9

Before you do the exam task, read the text quickly to understand what it's about. To do this, you can:

- move your eyes across the text quickly to pick out key words (e.g. verbs and nouns).
- read the first one or two lines in each paragraph.

Read the article quickly using one of the methods above. Which things from Ex 2 does the article mention?

4 exam task: Read the article again. Five sentences have been removed from the article. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A For example, Lil Miquela is a virtual influencer with over 2.8 million followers.
- B Unfortunately, AI has brought some big changes to the world of music.
- C And writers are already using AI to help write music and film scripts.
- D Some people worry that AI could replace human jobs in entertainment industries.
- E Many artists are against using AI to write songs.
- F Imagine making your own movie with characters and special effects created by AI.
- G It is usually obvious when a piece of music has been created by AI.
- H Soon, AI will enable you to change the story to suit you.



5 Find words or phrases in the article that have these meanings. Are they adjectives, adverbs, verbs or nouns?

- 1 change something completely (para 1)
- 2 very often (para 1)
- 3 something that you like more than others (para 2)
- 4 one form of something, which is different to others (para 2)
- 5 make something (para 3)
- 6 looking or sounding like a real person (para 3)
- 7 use something by watching it, listening to it, etc. (para 4)
- 8 something that is difficult to do (para 5)

Sum up

6 Work in pairs. Explain in your own words how the article suggests these things will change the world of entertainment in the future.

- virtual reality
- file-sharing technology
- intelligent machines

Speak

7 Work in pairs. Agree on one change mentioned in the article that you think is good and one that you agree is not good. Discuss your reasons.

8 Think of two more changes you would like to see in entertainment. Compare your ideas in groups, then present your best idea to the class.

The FUTURE of ENTERTAINMENT

Artificial Intelligence (AI) is transforming the world of entertainment. We're used to the fact that we can ask our smart speaker what time a movie or concert starts, or when a TV company is filming the next series of our favourite show. Online platforms regularly use AI to recommend songs and movies based on what we like. ¹..... But in the future, AI technology will make entertainment even more exciting.

Have you ever wanted to change the style of a movie, or some of the details? ²..... In fact, some online movie services already offer interactive content, where viewers can choose between different endings. It's clear that AI is going to take this further by changing entire movies according to your preferences. Do you love action? Your version of the movie will have more car chases. Or are you going to choose romance? The same film will include people falling in love and probably end with a wedding.

On social media, you can expect to see people and profiles that are completely unreal, created with the help of AI technology. Such characters are already becoming popular. ³..... These digital stars will become even more lifelike over the next few years. It's even possible you will be able to chat with these 'people' directly.

AI won't just be about consuming entertainment, either – it will also allow you to make your own. Soon, you'll be able to produce music or films that look and sound professional, without needing expensive equipment or technical skills. ⁴..... AI will make it easier to share your story and ideas with the world. In fact, there are already tools that can help you with simple things like short texts – and you know what, I'll definitely try them myself!

While AI sounds amazing, it's important to think about the challenges, too. ⁵..... Will we still need actors when computers can produce characters that look and sound just as good? The key, I think, will be the ability of humans to work creatively with AI to improve entertainment for the benefit of actors and audiences alike.

3 The future is now

GRAMMAR

- 1 Think about the future of entertainment that you read about. What changes do you think will happen quite soon?
 - 2 Read the grammar box. Match the future forms in bold in the sentences (1–6) with the uses (A–F).
- 1 We can ask our smart speaker what time a movie or concert **starts**.
 - 2 We can ask ... when a TV company **is filming** the next series of our favourite show.
 - 3 In the future, AI technology **will make** entertainment even more exciting.
 - 4 It's clear that AI **is going to take** this further by changing ...
 - 5 Or **are you going to choose** romance?
 - 6 ... and you know what, **I'll** definitely **try** them myself!

explore grammar

→ p130

talking about the future

will

We use *will*:

- A for predictions based on our personal opinions.
*I think the way music is created **will change** in future.*
- B for offers and immediate decisions.
*Don't worry, **I'll lend** you some money for the ticket.
It's quiet in here. **I'll put** some music on.*

be going to

We use *be going to*:



- C for intentions or things we're planning.
*Some of my friends **are going to start** their own band.*
- D for predictions based on outside information.
*You like history, so you **are going to love** this film.*

present continuous

- E We use the present continuous for arrangements with other people (we've agreed when, where, etc.).
***I'm meeting** Abi at the cinema at 8 p.m.*

present simple

- F We use the present simple for scheduled events.
*The show **finishes** late tonight.*

- 4   3.01 Choose the most appropriate future form to complete the sentences. Watch or listen again and check your answers.



- 1 In the future I think people **are listening** / **will listen** to music the same way as they do now.
- 2 I listen to pop music but in the future I think it **will change** / **changes** to opera.
- 3 I'm not sure, so I **probably** / **I'll probably** watch TV with my family.
- 4 I don't think my music taste **is changing** / **will change**.
- 5 I think I **will change** / **change** my style of music in the future.
- 6 I'm **meeting** / **I'll meet** my uncle for lunch and **we'll go** / **we're going** to a Turkish restaurant.
- 7 I think more people **are starting** / **will start** listening to vinyls again.
- 8 Tonight I **go** / **am going to go** out with my friends to the cinema.
- 9 I **meet** / **I'm meeting** a friend for lunch in town.
- 10 Tonight I'll **iron** / **I'm going to iron** my clothes.

- 5 Choose the correct verb forms to complete the text.



On Friday, rock star Hatsune Miku ¹**starts** / **going to start** a tour of Japan. Thousands of fans ²**will go** / **going to** her concerts. We know they ³**are screaming** / **are going to scream** and call her name because they love her. This situation doesn't sound unusual, but it is, because Miku isn't real. She's a hologram, created by a computer program. Because the technology now exists to create lifelike holograms, many people think it's likely that the world of entertainment ⁴**is going to change** / **won't change** completely. They think we ⁵**are seeing** / **will see** plays with holograms instead of real actors, or comedy shows where a hologram comedian makes us laugh. But others believe there ⁶**will always be** / **are always going to be** a role for real people with the skill to entertain us.

Watch or listen

- 3   3.01 Watch or listen to people talking about the future. Read the questions (A–C). How many speakers answer each question?
- A What are your plans for later on today?
 - B How do you think the way you listen to music will change in the future?
 - C How do you think your musical tastes will change in the future?

Speak

- 6 Work in pairs. Tell your partner about these things. They then ask questions to find out more about your sentences.
- 1 something you'll offer to do for your parents tonight
 - 2 an arrangement you have for the next few days
 - 3 something you intend to do in the near future
 - 4 a prediction about the next year

I'll probably load the dishwasher after dinner.

Will you do it on your own or will someone help you?

VOCABULARY

technology in the home

1 Match these words with the photos (A-I).

air conditioning coffee maker dishwasher
fridge-freezer kettle microwave
speaker TV washing machine



2 Work in pairs. Look at the photos in Ex 1 and try to agree on:

- three things you use every day.
- the two things that are most important to you.
- one thing you never use.

3 Match the phrasal verbs in bold with their meanings (A-H).

- I never remember to **switch** lights **off** when I leave a room.
- The electricity at home sometimes **goes off** during bad weather.
- My parents often ask me to **turn** the volume **down** when I'm playing games on my computer.
- I don't know how to **switch** the coffee machine **on**.
- My dad asked me to help him **set up** his new smart watch.
- I **turn** the volume **up** when I hear my favourite songs.
- I **plug** my phone **in** at a coffee shop when my battery's low.
- I ask for help if I'm using something and a warning light **comes on**.

- | | |
|---|--------------------------------------|
| A start a light/machine working | E make the sound louder |
| B make the sound quieter | F make something ready to use |
| C connect equipment to electricity | G start working |
| D stop a light/machine working | H stop working |

6 exam task: Read the article. For each question, choose the correct answer.



How SMART is your home?

Smart homes have arrived. We talk to our smart speaker and music ¹..... on. We say, '²..... on the central heating,' and the room starts to get warmer. We click an icon on our phone and the air conditioning

³..... off. So, what's the future for smart home technology? Well, first we need to be able to ⁴..... all of our machines and devices to one app that we download onto our phone. This will make life much easier.

As our homes become even smarter, our machines and devices will learn to recognise us as individuals and do some of the thinking for us. So, if we get home late and are feeling tired, the system will automatically ⁵..... down the lights, so they're softer and more relaxing. And when we take the last pizza from the freezer, it will perhaps ⁶..... us to buy more.

- | | | | |
|--------------------|-------------------|-----------------|----------------|
| 1 A gets | B comes | C goes | D puts |
| 2 A Get | B Switch | C Try | D Keep |
| 3 A takes | B puts | C goes | D comes |
| 4 A connect | B mix | C attach | D join |
| 5 A put | B go | C get | D turn |
| 6 A say | B remember | C remind | D speak |

explore language

phrasal verbs

Some phrasal verbs can be separated.

Turn on the light. Turn the light on.

When we use a pronoun, it must come between the verb and particle.

Plug it in first. Turn it up now.

Some phrasal verbs cannot be separated.

The lights just went off for no reason.

4 Read the language box. Which phrasal verbs in Ex 3 can be separated?

5 Work in pairs. Are the sentences in Ex 3 true for you? Discuss.

I never remember to switch off lights.
My mum gets annoyed with me.

Speak

7 Work in pairs. Think about a new smart machine or device for your home. Discuss the questions. Then tell the class.

- What's it called?
- What does it do?
- How does it make your life easier / better?

What about a smart schoolbag that checks your timetable and reminds you what you need to take to school each day? Then you won't ever forget anything!

LISTENING

1 Look at Ex 3, question 1. Do you have any of these items? What do you use them for?

2 Read the exam tip and complete the task.

exam tip: multiple choice (pictures) → EG p19

Before you listen, read the questions, identify what is in the pictures and predict words you might hear in the recording.

Read question 1 in Ex 3. What is this conversation about? What words might you hear?

3 **3.02 exam task:** Listen and for each question, choose the correct answer.

1 What does the boy decide to buy?



2 Which of the girl's things has stopped working?



3 How does the boy prefer to listen to music at home?



4 Which app does the girl want for her phone?



5 How do the boys decide to cook their snack?



6 What does the woman agree to buy for the boy?



7 What virtual reality experience did the girl enjoy the most?



4 **3.02** Listen again and check your answers.

5 Read the grammar box. Which phrase is followed by a different verb form to the others?

explore **grammar** → p130

advice and suggestions

We use *should* and *ought to* + infinitive for advice.

What **should I buy**?

You **should get** that new fitness app.

You **ought to look** for it properly.

To make suggestions, we use *why don't you/we* + infinitive, *how about* + noun/-ing or *you/we could* + infinitive.

Why don't you get a tablet?

How about making a toasted sandwich?

We could make an omelette.

We use *shall I/we* + infinitive for offers and suggestions.

Shall I ask him?

Shall we go for the pizza?

6 Complete the conversation with one or two words in each gap.

A: What kind of phone ¹..... I buy?

B: You ²..... buy something older. It might not even charge properly.

A: How about this one? It's got a good camera.

B: Great! You ³..... make films on it!

A: Yes, that's true.

B: But maybe you ⁴..... to think about it for a while. Why ⁵..... you read some reviews?

A: Good idea. I could look some up.

B: I'm good at research. ⁶..... I help you?

A: Yes, that'd be great.

Speak

7 Work in pairs and do this roleplay. Then swap roles. Think of a different device and practise again.

Student A: You want to buy a new phone, but you don't know which one to buy. Ask Student B for some advice.

Student B: Student A wants to buy a new phone. Give some advice and make some suggestions.



SPEAKING

1 Work in pairs and discuss the questions.

- 1 If you had a robot, what would you like it to do for you?
- 2 In what ways do you think an AI robot assistant might be better than a human? Why?

Listen

2 3.03 Listen to two people talking about different kinds of AI robots. Answer the questions.

- 1 What types of AI robots do they talk about?
- 2 Which do they think would be the most useful? Why?

3 3.03 Listen again and complete the extracts from the conversation.

1 **A:** In my, the AI pet would be useful. It gets to know your moods, and can talk to you and give you support.

B: That's, but it's not the same as talking to a real person, is it?

2 **B:** In my, you couldn't really build a relationship with an AI pet. What do you think?

A: I, I think that if you talk to it a lot, it will get to know you, then it will know what to say to help you feel better.

3 **B:** What's your view the AI doctor?

A: Hmm. I don't think this would be a good idea. You couldn't trust it. It's better to speak to a human.

B: I'm not, Maybe the AI doctor could find out what's wrong with us in a faster and better way.

4 **A:** We would probably talk to it online, so it couldn't see us and form its own opinion about what's wrong with us. I'd that's a problem.

B: That's a point.

5 **A:** me, an AI assistant that helps me decide what to wear would be really useful.

B: You're

4 Read the useful language and add phrases from Ex 3 to each group.

useful language:

giving opinions

I think (that)

agreeing

I agree.

That's right.

asking for opinions

What do you think?

disagreeing

I don't agree.

OK, but ...



5 Read the exam tip and complete the task.

exam tip: collaborative task and discussion

→ EG p31 & p33

Listen carefully to what your partner says and respond before you give your own ideas.

Work in pairs. Choose three phrases from the useful language and give examples of how to use them.

Speak

6 **exam task:** Work in pairs. Turn to page 146 and complete the task. Use as many phrases from the useful language as possible.

7 **exam task:** Work in pairs and discuss the questions.

- 1 Would you like more technology in your life? Why / Why not?
- 2 Which do you think would be more useful: a robot to clean your room or an AI assistant to do your homework? Why?
- 3 What's the best technology for watching a film? Why?
- 4 What do you think is most interesting about social media? Why?

Speaking extra

8 Work in two groups. Read the comments below and discuss them. Persuade the other group to agree with you, giving reasons.

Group A: Think of reasons why the situations are good.

Group B: Think of reasons why the situations are bad.

AI assistants will improve our lives.

It won't be necessary to learn how to write with a pen.

Children will learn faster and better from an AI teacher at home.

No one will need to learn how to drive.

3 The future is now

WRITING

an email

- 1** Work in pairs. Read the notice and answer the questions.
- 1 Do you think it's a good idea?
 - 2 Which projects would be the most useful? Why?
 - 3 Which project would you most like to help with? Why?
 - 4 Can you think of any other ideas for projects teenagers could help with?



Teenagers often have better technology skills than adults. Why not share these skills and help adults in your community?

- Organise workshops to teach basic tech skills to older adults.
- Offer to help a local business go digital.
- Plan events to collect old devices and take them for recycling.
- Other ideas welcome!



Read

- 2** Read Emilio's email to Lisa and Lisa's notes. Why is Emilio writing? What four things does Lisa have to say in her reply?

 From: Emilio  To: Lisa

Hi!

Sorry I didn't email last week. I had a terrible cold and I was in bed all weekend.

Have you seen the notice about Teen Tech Help Month? I'm going to try and help with one of the projects. Which do you think is better, offering to help a local business go digital, or helping with recycling old tech? And how can I best help?

Are you going to help with a project?

Emilio



say
you're sorry

say
which one

suggest
ideas

tell Emilio

- 3** Read Lisa's reply. Does she include all four points from the notes?

 From: Lisa  To: Emilio

Hi Emilio,

Sorry to hear you were ill. ¹I hope you're feeling better now. ²I think you ought to help a local business go digital.

Something like a local café or bakery. You're very good at thinking of ideas for websites, and I think you will enjoy it. ³You could help them set up their website, so they can reach more customers. ⁴How about helping them set up an online ordering system, too? I'm sure they'd like that, and it would help their business to grow.

I'm going to help with a project to collect old devices ⁵because I feel that we should recycle old phones, tablets and computers. Hopefully, we can make a difference!

Lisa



4 Read Lisa's reply again and answer the questions.

- 1 When Lisa includes the information from her notes, does she include only that information or does she say a little more about it?
- 2 How many paragraphs are there in the email?
- 3 What is the purpose of each paragraph?
- 4 Is the email formal or informal? How do you know?

5 Which three highlighted phrases in Lisa's email give advice or make a suggestion? What is the purpose of the other two?

exam tip: an email

→ EG p15

Use a variety of appropriate phrases in your email, e.g. phrases for giving advice or making suggestions. Avoid repeating the same one(s).

6 Read the exam tip. Then use these prompts to suggest five more things that Emilio could do for the Teen Tech Help Month.

- | | |
|-----------------------|-------------------|
| 1 You should ... | 4 You could ... |
| 2 You ought to ... | 5 How about ... ? |
| 3 Why don't you ... ? | |




7 Work in pairs. Read Alex's email and discuss the questions.

- 1 Which project do you think Alex should help with? Why?
- 2 Which project are you going to help with? Why?
- 3 Will it be fun or boring? Why?



Great!

say which and why

 From: Alex

Hi!

Did you see the notice about ideas for helping with technology? I'm going to try and help with something. I can't decide between helping organise recycling of old devices and helping people use the internet. What do you think I should do? ←

What are you going to help with? Do you think it will be fun or boring?

Alex

tell Alex

say which and why

Plan and write



8 Plan your reply to Alex. Decide:

- what information to give about each of the four notes.
- how many paragraphs to include.
- the purpose of each paragraph.
- what phrases to use to give advice and/or make a suggestion to Alex.

9 exam task: Write your reply to Alex in about 100 words. Include all the information in the notes in Ex 7. Follow your plan from Ex 8.

Improve it

10 Read your email and answer the questions.

- 1 Does it include all the information in the notes? Did you add a little more information to each one?
- 2 Did you organise your ideas clearly into paragraphs?
- 3 Did you use a variety of appropriate phrases for advice and suggestions?

11 Use your answers to Ex 10 to improve your email. Write it out again if necessary.

12 Read your email one final time. Look for other errors (e.g. grammar, spelling and punctuation). Correct them.

App entrepreneurs



SWITCH ON Programme

Preview

- 1 Work in groups and discuss the questions.
 - 1 What three apps on your phone do you use the most?
 - 2 Which of the apps you discussed are the most useful? Why?
 - 3 Have you ever had a good idea for a new app? If so, what is it?
 - 4 How easy or difficult do you think it is to create a new app? What skills do you need?
- 2 Work in pairs. Look at the photo and read the programme information. Discuss the questions.
 - 1 What is an entrepreneur?
 - 2 Would you like to enter a competition like this?



App entrepreneurs

App entrepreneurs is a programme about a competition held in New York. High school students come up with ideas for new apps and then create them with help from adult mentors.

View

- 3 Watch the clip and note down what each person's app does.
 - 1 Rajesh's app: Mealr
 - 2 Brandon's app: NYC Loop
 - 3 Emily's app: Empire Bash
- 4 Watch again and complete the sentences.
 - 1 Winners of the competition win a prize of \$
 - 2 Each student has 48 hours to a new app.
 - 3 Emily is even thinking about apps in her
 - 4 The students have to their ideas to the class.
 - 5 Mentors from big companies like Google help teams by teaching them skills like
 - 6 After months of, it's finally time for the teams to present their ideas to the judges.

- 5 Read the sentences from the clip and look at the phrases in bold. Match the phrases with the meanings A–D. What do you notice about the meanings of all the phrases?

- 1 Technology is **taking over the world**.
- 2 We had five mentors, each and every one of them **attacked** us.
- 3 This is just the **start of their journey** as tech entrepreneurs.
- 4 And with this experience to build on, their world-beating apps could **be just around the corner**.

- A the beginning of a new situation in which there will be a lot of new experiences
B becoming extremely popular
C likely to happen very soon
D criticised

Speak

- 6 Work on your own. Make notes on the advantages of each app you learnt about and how useful it would be.

Mealr
NYC Loop
Empire Bash

- 7 Work in groups. Discuss your notes on each app and tell the class which you think is the most useful and why.

Project

- 8 Work in groups to research and design a new app that can be used by young people in your town or area. Follow the steps.
 - 1 Research apps for young people that already exist. Answer these questions.
 - What services do the apps provide?
 - How are they helpful for young people?
 - Why do you think young people might like/dislike these apps?
 - Can you think of ways to improve them?
 - 2 Plan your app. Is it a completely new idea or similar to an existing app?
 - 3 Think of a name for your app. Then plan what it will look like. Design a logo and write a short description of it.
 - 4 Think of three reasons why your app is useful.
 - 5 Present your app to the class.
 - 6 Vote for the best app as a class.

UNIT CHECK

Wordlist

- Technology in the home p37**
- air conditioning (n)
 - coffee maker (n)
 - dishwasher (n)
 - fridge-freezer (n)
 - kettle (n)
 - microwave (n)
 - speaker (n)
 - TV (n)
 - washing machine (n)
- Phrasal verbs p37**
- come on (phr v)
 - go off (phr v)
 - plug (the printer) in (phr v)
 - set up (a new device) (phr v)
 - switch (the TV) off (phr v)
- switch (the light) on (phr v)
- turn (the volume) down (phr v)
- turn (the sound) up (phr v)
- Smart homes p37**
- AI assistant (n) p39
 - app (n)
 - battery (n) p38
 - central heating (n)
 - click (v)
 - device (n)
 - download (v)
 - icon (n)
 - machine (n)
 - robot (n) p39
 - smart speaker (n) p35

- system (n)
 - upload (v) p38
- Other**
- challenge (n) p35
 - consume (v) p35
 - create (v) p35
 - digital (adj) p35
 - earphones (n) p38
 - games controller (n) p38
 - grill (n) p38
 - headphones (n) p38
 - hologram (n) p36
 - interactive (adj) p35
 - lifelike (adj) p35
 - platform (n) p35
 - predict (v) p38
 - preference (n) p35
 - produce (v) p35
 - regularly (adv) p35
 - screen (n) p38
 - smart watch (n) p38
 - social media (n) p34
 - tablet (n) p38
 - transform (v) p35
 - version (n) p35
 - virtual reality (n) p34



Practice

1 **3.04** Listen to eight people describing an object from the *Technology in the home* section of the wordlist. Which item is each speaker describing?

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

2 Rewrite the sentences. Replace the words in bold with the correct form of a phrasal verb from the wordlist.

- 1 This music's too loud. Can you **make it quieter**, please?
.....
- 2 Can you **start** the dishwasher before you go out?
.....
- 3 Where can I **connect** my phone **to electricity**?
.....
- 4 My dad bought a new phone and asked me to help him **get it ready for use**.
.....
- 5 Can you **stop the light working**? It's too bright.
.....
- 6 Oh, I love this song. **Make it louder**!
.....
- 7 The TV suddenly **stopped working** and I don't know why.
.....
- 8 If the temperature in the freezer gets too warm, a warning light **starts working**.
.....

3 Complete the conversations with words from the *Smart homes* section of the wordlist.

- 1 **A:** You should listen to their new song. You can it from their website for free.
B: Cool. I'll do that.
- 2 **A:** How do I change the ringtone on my phone?
B: Just go to 'Settings' and on 'sounds'.
- 3 **A:** It's cold in here!
B: I'll turn on the It'll soon warm up.
- 4 **A:** I need to charge my phone. The is really low.
B: You can plug it in here.
- 5 **A:** Look, we've got a new for making ice cream.
B: Cool. Shall we try it now?
- 6 **A:** How can I control the air conditioning from my phone?
B: You need to install the onto your phone.

4 **3.05** Listen and check your answers.

5 Complete the sentences with words from the *Other* section of the wordlist in the correct form.

- 1 Some of the dolls look very – it's hard to believe they aren't real!
- 2 I that in the future the world will be safer.
- 3 We can have pizza or a burger – what's your ?
- 4 My new phone's got a much bigger so it's better for watching videos.
- 5 I go to the cinema quite – at least once a week.

UNIT CHECK

Review

1 Choose the correct verb forms to complete the conversations.

- 1 **A:** Are you OK?
B: No. Look at the time. **I'll / I'm going to** be late!
- 2 **A:** The game's nearly over and Ramón's won all the points.
B: Yes, he has. **He'll / He's going to** win this match.
- 3 **A:** When will you be home?
B: The concert **finishes / is finishing** at ten, so just after that.
- 4 **A:** I can't find my phone charger anywhere.
B: It's in the kitchen. **I'm going to / I'll** get it for you.
- 5 **A:** My tablet's not working.
B: Wait a minute. **I'll / I'm going to** have a look at it.
- 6 **A:** **I'm meeting / I'll meet** Alicia tonight.
B: Oh, that'll be nice.
- 7 **A:** Do you want to go out tonight?
B: No, thanks. **I'll / I'm going to** stay in and watch something.
- 8 **A:** Jarek knows a lot about computers.
B: Yes, he does. Perhaps **he'll / he's going to** be a computer programmer.
- 9 **A:** Shall we go swimming?
B: OK. The pool **is opening / opens** at 8 a.m.
- 10 **A:** **I'll start / I'm starting** guitar lessons tomorrow.
B: Good luck!

2 Complete the sentences with the correct form of *will* or *be going to* and the verbs in brackets.

- 1 I (visit) the science museum with school next week.
- 2 I'm not sure if I have Li's number. I (have) a look on my phone.
- 3 Look at this game – it looks great. I think I (ask) the shop assistant how much it is.
- 4 Oh no, I've forgotten my phone! I (have to) go back home and get it.
- 5 I (play) football with my friends after school.
- 6 Next week I (buy) some new headphones with my birthday money.

3 3.06 Listen to six conversations. What suggestion is given in each one?

- 1
- 2
- 3
- 4
- 5
- 6

4 3.06 Complete the conversations with these words. Listen again and check your answers.

about could go going I ought shall should you

- 1 **A:** I dropped my phone and the screen's broken. What I do?
B: You to take it to a phone repair shop. There's one in town – they'll help you.
- 2 **A:** I'd like a new ringtone.
B: How this one? It's a bird singing – I like it!
- 3 **A:** I'd like to go shopping tomorrow. Why don't we together?
B: Oh sorry, I can't tomorrow. It's my dad's birthday.
- 4 **A:** What we do on Saturday?
B: How about to the cinema?
- 5 **A:** You should watch this video. It's really funny.
B: I don't have time now, but why don't send me a link? I'll watch it later.
- 6 **A:** It's hot in here. Shall open a window?
B: Sure. You put on the air conditioning, too, if you want.

5 exam task: Read the article and for each question, write the correct answer. Write one word for each gap.

The future of

by Lewis Kane

Will the next generation of families still watch TV? I'm not sure. Research shows that quite a lot of families still watch at least some TV together, ¹ television isn't dead yet. However, I think that might change. The main reason is that older people are happy to watch their favourite weekly shows ² TV, but young people generally prefer ³ watch video clips or movies, and they can watch these on their own devices, like phones or tablets.

One thing is for sure: TV companies ⁴ going to have to find new ways to attract the attention of young people. They'll need to be creative and produce things ⁵ interest us. I think that ⁶ first thing TV bosses should do is research. They ought to interview young people and ask us for our ideas and opinions. I'm sure we'll have a lot to share.

6 Write a paragraph suggesting ideas for attracting younger viewers to TV channels.