

5 Connected

UNIT OBJECTIVES

LS YOUR PROJECT Pitch your idea for a new app

Project Builders 1-5:

- 1 Invent an app which should exist but doesn't.
- 2 Write about the problems your app solves.
- 3 Make sure your app is accessible to everyone.
- 4 Persuade investors to invest in your app.
- 5 Create an advertisement for your app.

Present your app.

VOCABULARY

- Using smartphones
- Business

GRAMMAR

- *used to*
- Present perfect and *for* and *since*



LESSON OBJECTIVES

- Talk about different types of apps and what they do

WARM-UP

Warm-up

- 1 Look at photos 1–6. If you could only have one of these devices, which would you choose? Give reasons.

I would choose the ... because ...

- 2 Look at the different categories of apps in the box. Can you think of one example of each type?

educational fitness gaming messaging
navigation photo sharing reminder shopping
music streaming video streaming

educational app – Duolingo

- 3 Decide which types of apps from exercise 2 you are likely to use with each device from exercise 1.

You could / might use a/an ... app with a ...

You could use a lot of different apps with a ...

You wouldn't normally use any apps with ...

- 4 Watch the vlog. Which five types of app from exercise 2 do they mention?



KEY PHRASES

Using apps

It's a great way to ...

I use it to ... + infinitive without to

It helps me (to) ...

It's ideal / perfect for ...

It's an app for ... + -ing form

I often use it for ...

- 5 Watch the vlog again. Copy and complete the sentences from the video with one of the *Key phrases*. What type of app is each sentence describing?

1 (...) measuring how far you've run and how quickly.

2 (...) stay organized.

3 (...) make my walk to school more enjoyable.

4 (...) stay in touch with people.

5 (...) when you're on a bus or waiting in a queue.

- 6 Explain what Courtney means when she says, 'I'm just sharing some photos.' What do most people mean when they say that?

- 7 Tell your partner what apps you use regularly. Use the *Key phrases*.

I use ... a lot. It's perfect for ...

- 8 Look online and find out more about an app you like. Tell the class the name of the app and what it is for.

PROJECT BUILDER 1

Invent an app which should exist but doesn't.

Workbook **Project Log** p20

- 9 You are going to invent an app which doesn't exist, but you think would be popular and useful. Think of ideas that might be useful for:

- making friends
- doing well at school
- earning money
- being organized
- having fun
- staying healthy
- helping other people

- 10 Discuss your ideas from exercise 8 using the *Key phrases*. Explain why it would be useful and popular.

It's an app that ...

It would be ideal / perfect for ...

It would help people (to) ...

- 11 Agree on the best idea for a new app. Then think of a name for your app. (You can change the name later if you want.)

5.2 SMARTPHONES IN THE DOCK

LESSON OBJECTIVES

- Discuss the effect of smartphones on the brain
- Learn smartphone vocabulary
- Learn how to talk about the past with *used to*

VOCABULARY

i Vocabulary presentation

- 1 Think about the 'accusation' below and decide if you agree or disagree with it. Then find out what your partner thinks.

Using smartphones is having a negative effect on our brains.

- 2 Read the 'evidence' 1–5. Does each person agree or disagree with the accusation? Do you agree or disagree with their opinions?
- 3 Can you think of any other evidence for or against smartphones? Discuss your ideas.

- 4 **THINK** Discuss all the evidence with your partner and agree on a verdict. Are smartphones having a negative effect on people's brains?

Judging by the evidence, our verdict is that smartphones ...

LIFE SKILLS Smartphones are amazing, but make sure you do other things too, including physical activity. Take breaks from using your smartphone. Also, remember that using your phone late at night can prevent you from sleeping properly.

- 5 Copy and complete the phrases with words from the opinions in exercise 2.

- 1 get (...) / notifications
- 2 (...) your location / fitness
- 3 (...) online / on social media
- 4 add someone to your (...) / a group chat
- 5 (...) music / a video
- 6 (...) a call / a video call / a payment

i Vocabulary practice



1

People used to be good at finding their way around, but they aren't these days. They just get directions from their phone or use an app to track their location. Our brains are losing the ability to navigate and read maps.



2

People used to fill their brains with facts, but fortunately we don't have to do that now. We can simply go online when we need information. These days, we can use our brains for more creative and useful things.



3

If you have a smartphone, you get notifications all the time and it's very difficult to ignore them. That's why it's so difficult to concentrate these days. People didn't use to have these distractions!



4

These days, nobody has to remember an address or phone number – you just add it to your contacts. But what did we use to do? We used to memorize that kind of information. That was really good for your brain!



5

If you've got a smartphone, you're never bored. You can stream music or videos at any time of day or night, or you can make a call. But in the past, we didn't use to have constant entertainment. In those quiet times, we used to think, dream, imagine ... It was good for our brains!



- 6 25 Listen to three dialogues. For each dialogue, answer questions A and B using activities from exercise 5.
- A What is the boy doing?
B What is the girl doing?

- 7 Read the instructions. Take turns to be A and B.
- Student A** Act out one of the activities from exercise 5. You can speak, but do not name the activity.
- Student B** Watch and listen to Student A. Identify the activity.

That's a really funny photo!
I think I'll add a comment.

I know! You're going on social media.

GRAMMAR

Grammar animation

used to

- 8 Read about *used to*. Copy and complete the rules. Use the opinions in exercise 2 to help you.

| |
|---|
| used to |
| We can talk about how things in the past were different from the present with used to + infinitive without <i>to</i> . <u>I used to live in a house, but now I live in an apartment.</u> in the past present |
| The negative form is <i>didn't</i> (!.): <u>We didn't (!.) have a dog, but we've got one now.</u> |
| We form questions using <i>did</i> + <i>I / you / he / she / it / we / they</i> + (!.): <u>Did your parents (!.) pay your phone bill? Yes, they did. / No, they didn't.</u> |

CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p114

- 9 Copy and complete the sentences with the correct form of *used to*. Then match them with the endings below A–F.

My teachers used to get (get) annoyed with me for forgetting to do my homework. But thanks to this new app ... E

- My family (...) (buy) me presents I didn't like for my birthday. But with this new app ...
 - I (...) (hate) revising for exams – it was so boring! But now, I've got an app that ...
 - I (...) (pay) too much for my clothes. But this great new app helps me to ...
 - I love mountain biking, but I (...) (not know) where to go. Now I've got an app that ...
 - I (...) (not speak) to my friends abroad very often, but this new app is great for ...
- A allows me and my friends to do work together.
B they can see a list of the things I want.
C gives directions to lots of great locations.
D making calls with three or four people at the same time.
E I get notifications about each subject.
F find the lowest price online.

Grammar practice

- 10 Write questions for your partner about when he or she was at primary school. Use the prompts below and *used to*.
- what / you / have for breakfast?
What did you use to have for breakfast?
- how / you / get to school?
 - what music / you / listen to?
 - what / you / wear at school?
 - which teacher / you / like most?
 - how much / homework / you / have
- 11 Ask and answer the questions from exercise 10.

What did you use to have for breakfast?

I used to have biscuits and milk.

PROJECT BUILDER 2

Write about the problems your app solves.

Workbook **Project Log** p20

- 12 Think about your app from Project Builder 1. Why is it a good idea? What problems does it solve? Use the name you agreed on in Project Builder 1 or think of a better name.

OUR APP

| Name of app | Problem that needs solving | How the app solves it |
|-------------|--|--|
| LieDetect | How do you know if somebody is lying to you? | You get a notification if somebody lies. |

- 13 Write sentences like the ones in exercise 9 to describe how your app makes a difference.


I didn't use to know if people were lying or telling the truth. With LieDetect, I get a notification if somebody is lying to me. All of my friends have LieDetect too, so we always tell the truth!

5.3 LIFE-CHANGING APPS


LESSON OBJECTIVES

- Read about apps which make life better for people
- Recognize words that refer to other nouns and ideas
- Use the present perfect with *for* and *since*

READING

- 1  Look at the names of five popular apps in the box. What would you use each app for?

Instagram™ Netflix TikTok WhatsApp™ YouTube

- 2  26 Read and listen to the article. Which of the apps is the best idea, in your opinion? Give reasons.
- 3 Read the *Skill UP!* and say what each of the words in bold in the article refers to.



We can improve our understanding of texts by knowing which nouns and ideas words like *this*, *these* and *it* refer to.

- 4 For questions 1–5, choose the correct answer A, B, C or D.
- The main purpose of the article is to
 - give instructions for how to use various apps.
 - persuade the reader to try different kinds of apps.
 - explain how technology can help people.
 - warn people about the dangers of using apps too much.
 - What can children do to make their visit to the hospital less stressful?
 - They can play video games during their visit.
 - They can explore a digital version of the building before they arrive.
 - They can look around the hospital when they arrive.
 - They can use VR software to find out more about their medical condition.
 - What does the *Wheelmap* app provide for wheelchair users?
 - Information about routes and places they can access safely.
 - Advice about which cities have the best facilities for them.
 - An opportunity to exchange tips with other wheelchair users.
 - Useful phrases in German and other languages.
 - The *Avaz* apps are useful for children who find it difficult to
 - understand pictures and symbols.
 - use a smartphone or tablet.
 - hear clearly what people are saying.
 - communicate by speaking.
 - What do the apps *Voice Dream Reader* and *Rogervoice* have in common?
 - They both help people who cannot see clearly.
 - They both help people to have conversations.
 - They both change written text into spoken words.
 - They both help people to communicate better.


 Mediation skills



- 1 Great Ormond Street Hospital for Children NHS Foundation Trust is a very well-known hospital in London. Some of the children who arrive there for treatment have explored the building before, even though they haven't been there. That is because this children's hospital has teamed up with Microsoft to create an exact copy of the building in *Minecraft*. Why have they done this? If children can use a familiar app to look around the hospital before they arrive, their experience will be less stressful.

Microsoft is not the only software company to focus on improving people's lives. Many other companies have developed apps for people with different needs.

- 1 **Wheelmap** A German company, Sozialhelden, has created this app for wheelchair users. The app allows them to get directions that avoid steps and other difficulties. **It** also gives them information about which shops and other venues are wheelchair accessible.
- 2 **Avaz** Software company Avaz Inc has produced a range of apps to teach communication using simple pictures and symbols instead of words. **These** have helped children who need extra support to help them express themselves.
- 3 **Voice Dream Reader** Text-to-voice apps have existed for more than ten years, but **they** have improved a lot in recent years. *Voice Dream Reader* has had extremely positive reviews since 2012, when it first appeared. This app is very useful for blind people or anyone who needs support with reading, because it can read any text on your device in a natural voice.
- 4 **Rogervoice** This app has made a big difference to the lives of deaf people. *Rogervoice* does the opposite of *Voice Dream Reader*: it converts speech into text. When a deaf person makes a call, the other person's words appear as text on the screen so the deaf person can read **them**.

 Reading extra

GRAMMAR

Grammar animation

Present perfect

- 5 Read the rules. Copy and complete the examples with the correct forms of *have*.

| Present perfect |
|--|
| We form the present perfect with the verb <i>have</i> and a past participle. My neighbour (1.) developed an amazing new app. |
| We use the present perfect to talk about: A a recent action or event that has an effect on the present. I can't text you. I (2.) broken my phone! B an action or event that began in the past and is still in progress now. To say how long it has been in progress we use: • <i>for</i> + a period of time They' (3.) known each other for ten years. • <i>since</i> + a point in the past She (4.) lived in New Zealand since 2020. |

CHECK IT! **MY GRAMMAR REFERENCE & PRACTICE** p114

- 6 Look at the highlighted examples of the present perfect form in the article. Which are use A and which are use B?
- 7 Complete the regular and irregular past participles. All the missing forms are in the article.

| Regular | Irregular |
|---------------------|-----------------|
| create - (1.) | be - (2.) |
| develop - developed | build - built |
| help - helped | buy - bought |
| improve - improved | do - (3.) |
| invent - invented | have - (4.) |
| produce - produced | make - (5.) |
| try - tried | put - put |
| stop - stopped | think - thought |

- 8 Copy and complete the sentences with the present perfect of the verbs in brackets.

Our IT teacher **has created** (create) a new educational app.
We **have used** (use) it in class.

- Which fitness apps (...) (you / try)?
- I (...) (not do) my homework because I (...) (have) a headache all evening.
- How many apps (...) (you / buy) this year?
- My brother (...) (build) a copy of the Empire State Building on *Minecraft*.
- I (...) (try) to spend less time on my phone this month, but it (...) (not be) easy.

- 9 27 Read the *Pronunciation*. Which two past participles from exercise 7 could you add to the box? Then listen and repeat.

PRONUNCIATION Past participles ending in -ght

Some irregular past participles end in *-ought* or *-aught*. These two endings are pronounced in exactly the same way: /ɔ:t/.

bring - **brought** *fight* - **fought**
catch - **caught** *teach* - **taught**

- 10 Complete these true sentences with the present perfect of the verbs in the box. Choose *for* or *since* and the correct ending: A, B or C.

be not exist live own not visit

- The Apple App Store (...) open **for** / **since** ...
A 1998. B 2008. C 2018.
- Astronauts (...) the Moon **for** / **since** ...
A 1969. B 1972. C 2015.
- Humans (...) in Europe **for** / **since** ...
A 40,000 years.
B 75,000 years.
C 100,000 years.
- Dinosaurs (...) on Earth **for** / **since** ...
A 66 million years. B 6 million years.
C 60,000 years.
- Facebook (...) WhatsApp **for** / **since** ...
A 2008. B 2014. C 2020.

Grammar practice

PROJECT BUILDER 3

Make sure your app is accessible to everyone.

Workbook Project Log p21

- 11 Think about your app from Project Builders 1 and 2. How can you make sure that it is accessible to everyone? Look at the article for ideas.

Think about people who:

- use a wheelchair.
- are blind or deaf.
- find it difficult to communicate.
- have dyslexia.

- 12 Write notes explaining how you have made sure your app is accessible.


*We have designed the app so that ...
For people who ..., we have added ...*


5.4 PERFECT PITCH?

LESSON OBJECTIVES

- Listen to pitches for apps
- Learn business vocabulary
- Distinguish opinions from facts when you listen

VOCABULARY

 Vocabulary presentation

- 1  Look at the technology brands in the box. Do you know what countries they are from and what products they make?

Apple HP Huawei IBM Microsoft Nintendo Samsung Sony

- 2 Read the article. Complete each paragraph with the name of a technology company from exercise 1.

Small beginnings

Masaru Ibuka and Akio Morita set up a company called (1.) in 1946, in Tokyo. Ibuka was brilliant at developing new products and Morita had a talent for marketing. They had their first commercial success with a new kind of radio. Over the years, the business has grown enormously and now includes music, films, computers and PlayStation games consoles.



Lee-Byung-Chul set up (2.) in 1938 as a food company, selling noodles to China and other regions. During the following years, the business grew to include other types of product: clothing, transport, chemicals, and finally electronics. In 2010, it brought out a new range of smartphones and tablets called Galaxy.

When Steve Wozniak designed a new kind of personal computer in 1976, he asked his school friend Steve Jobs to help him promote it. Together, they formed (3.). Jobs persuaded people to invest in their new company and since then it has grown into one of the largest companies in the world. It brought out its first smartphone, the iPhone, in 2007 and now has sales of more than \$260 billion a year.



- 3 Check the meaning of the business words in the box by finding them in the article. How would you say them in your own language?

commercial success develop grow invest marketing products promote range sales set up

- 4  Copy and complete the text about Melanie Perkins, the CEO of Canva. Use the words in exercise 3.


Melanie Perkins

Melanie Perkins (1.) her first company at the age of 14. It sold hand-made scarves at markets in Perth, her home town in Australia. She left university at 19 because she wanted to (2.) new software (3.). Although she had great ideas for a new (4.) of design apps, at first nobody wanted to (5.) in her company, Canva. But as (6.) increased, investors realized that Canva was heading for huge (7.). Melanie worked hard to (8.) her brand and her talent for (9.) helped the business (10.) quickly.

 Vocabulary practice




LISTENING

- 5  28 Listen to four young app developers trying to persuade investors to invest in their ideas. Match the speakers 1–4 to the sentences A–E below. One speaker matches two of the sentences.

- A They need people to invest in their company so they can develop more new games.
B They set up an app company six months ago, now they want the business to grow.
C They brought out an app for smart watches last year, but it wasn't a commercial success.
D They have some ideas for marketing the product and plans to promote it online.
E They want to have a range of apps, not just one, so that their sales are high.



It's useful to learn the difference between facts and opinions. Opinions are often expressed using verbs like *think*, *believe* and *reckon* or phrases like *I'm confident / sure that ...* and *in my view*. Facts are often supported by evidence or research.

- 6  28 Read the *Skill UP!* Then listen again. Are the statements below presented as facts (F) or opinions (O) by the speakers? What words and phrases do they use to present them?

Speaker 1

- 1 People want to know about the history of places that they visit.
- 2 The new app is much better than the first app that she developed.

Speaker 2



- 3 Smartphones can be bad for people's well-being.
- 4 *Live Your Life* will be commercially successful if the speaker has time to promote it.

Speaker 3


- 5 People do not find it easy to learn a language from a book or website.
- 6 Students and businesspeople will like the app *Face-to-Face*.

Speaker 4


- 7 *Bug Killer* is the only game that teaches people the rules of hygiene.
- 8 People of all ages enjoy playing *Bug Killer*.

- 7  29  Listen to the first speaker again. Is her app a good idea, in your opinion? Do you think the investors will invest in it?



- 8  30 Listen to the investors discussing the first pitch. Was your prediction correct? What is the investors' main reason for their decision?



 Listening extra

- 9  **MEDIATION** Imagine you and your partner are investors. Choose one of the four apps each and explain to your partner why they should invest in that app.

PROJECT BUILDER 4

Persuade investors to invest in your app.

 Workbook **Project Log** p21

- 10  Look back at Project Builders 1–3 and review the decisions you have made so far. Do you want to change:
- the names of the app?
 - which problem(s) the app solves?
 - which features make the app accessible to everyone?
- 11  Think about the pitches you listened to in this lesson and prepare for your own pitch by discussing these two questions. Make a note of your ideas.
- 1 Why do you think your app will be a commercial success?
 - 2 Why do you need money from investors: for marketing? developing new products? other reasons?



5.5 AT THE PHONE REPAIR SHOP

LESSON OBJECTIVES

- Talk about problems with electronic devices
- Learn how to ask for clarification

SPEAKING

- 1 Look at the photo and answer the questions.



- 1 What kind of shop is it? What services does it offer?
 - 2 Are there any shops like this near your home?
 - 3 Have you ever been to a shop like this? Why?
- 2 **Video** Watch the first part of the video. Which devices do Olivia and Alfie take to the repair shop? What is the problem with each device? Choose from the problems below.

The ... **camera / microphone / screen / speaker / volume control** ... is **broken / doesn't work / isn't working properly**.

I can't ... **connect to the Wi-Fi / charge the phone / download apps / answer/make a call / turn the speakerphone on/off / send/receive messages / use the keypad**.

- 3 Copy and complete the *Key phrases* from the video with the words in the box.

can cost long look model pay problem repair

KEY PHRASES

Shopping

| Shop assistant | Customer |
|-------------------------------|---------------------------------------|
| How (1.) I help you? | I've got a (5.) with my (smartphone). |
| What (2.) is it exactly? | How much will the (6.) cost? |
| Can I have a (3.), please? | How (7.) will the repair take? |
| A new screen will (4.) (£85). | Can I (8.) when I pick it up? |

- 4 **Video** Watch the first part of the video again and check your answers to exercise 3. Then choose the best adjective A–C to describe how Alfie feels at the end. Why does he feel that way?

A confused B angry C embarrassed



- 5 Look at the photo. Why do you think Olivia is leaving without Alfie? Discuss your ideas.
- 6 **Video** Watch the second part of the video. Were your predictions in exercise 5 correct?
- 7 **Video** Read the *Skill UP!* and watch the complete video (parts 1 and 2). Which phrases do you hear? Who says them and why?



If we don't understand exactly what someone means, we can ask for clarification. We use phrases like:
What do you mean, exactly?
I'm sorry, but I'm not sure what you mean.
When you say ..., what do you mean?
Could you be more specific?

- 8 **Video** Watch extracts 1–5 from the video. How do you say these phrases in your own language?
- 1 Oh, go on!
 - 2 Never mind.
 - 3 Don't bother!
 - 4 It's too late now.
 - 5 I wish!

Dialogue builder

- 9 **Role play** a dialogue at a phone repair shop. Use phrases from exercise 3 to help you. Use phrases from the *Skill UP!* to ask for clarification. Then swap roles.

Student A You are a customer at a phone repair shop. Choose a problem from exercise 2. Ask about the cost of the repair and how long it will take.


Student B You work at the phone repair shop. Ask Student A about the problem. Say how much the repair will cost and how long it will take.

5.6 AN ADVERTISEMENT

LESSON OBJECTIVES

- Learn to write an advert
- Write an advertisement for your app

WRITING

- 1  **MEDIATION** Read the advertisement. Then explain to a friend who doesn't speak English what the app *Snack Pic* is for. Use your own language.



SNACK PIC
Cook like a pro!

Would you like to know the secrets of the top chefs?

Snack Pic is a cookery app for people who want to recreate the amazing food they get in restaurants. Simply take a photo of the dish and Snack Pic provides the recipe. Use it for:

- main courses, including curries, soups and pies
- cakes, biscuits and desserts
- savoury snacks
- hot and cold drinks

What have users of the app said about it?

I've had Snack Pic for six months and I use it every day. It's great!

I've always wanted to make the wonderful desserts that I see at our local café. Now I can!

Snack Pic is available for smart phone and tablet. Snack Pic Lite costs £1.99 and offers in-app purchases. Snack Pic Pro costs £1.99 a month and offers some fantastic additional features.

INSTALL


Skill UP! It is important to know the information you need to include in different types of text: advertisements, instructions, stories, emails, etc.

- 2 Read the *Skill UP!* and look at the features of advertisements in the box. Which ones does the advertisement for *Snack Pic* include?

a description of the product a logo a slogan
discounts / special offers how / where to buy it
reviews and recommendations the price
website address

- 3 The adjectives in the box are all synonyms for 'excellent'. Find four more in the advertisement. Why would you expect to find these adjectives in an advertisement?

brilliant incredible marvellous terrific
tremendous

- 4  Read about rhetorical questions. How many rhetorical questions can you find in the advertisement for *Snack Pic*?

Rhetorical questions

A rhetorical question is a question that does not need an answer. In advertisements and other forms of persuasive writing, we often use rhetorical questions to engage the readers' interest. The questions aim to persuade the readers that the product is relevant to them personally.

Are you bored with the same old routine?

Do you enjoy fresh pasta?

Is this the perfect laptop for you?

Writing extra

PROJECT BUILDER 5

Create an advertisement for your app.

 **Workbook Project Log** p22



- 5 Write an advertisement for your app.

A Plan

- Think about the key features and benefits of your app. Invent a slogan for your app.
- Use the advertisement above as a model and make a note of the features you want to include.

B Write

- Write your advertisement using your notes. Include some of the features in exercise 2.
- Remember to include one or two rhetorical questions to make your advertisement more persuasive.
- Use synonyms to avoid repeating the same adjective.

C Read and check

- Read your advertisement to check that you are happy with it.
- Check your spelling and grammar.
- Read each other's advertisements and tell each other what you like about them.



5 PROJECT



LS

Pitch your idea for a new app

SHARE AND REVIEW

1 👥 Look back at your Project Builders 1–5 for this unit.

Prepare your work for your pitch. Do you want to:

- 1 change the name of your app?
- 2 change the problem which the app solves?
- 3 change any of the features which make your app accessible to everyone?
- 4 change any of the reasons why your app will be a commercial success, and why you need investment?
- 5 add anything to your advertisements – for example, a photo?

Use your Project Log

➔ p20–22



DECIDE



2 👥 Plan your presentation for your app using the outline below.

Think about which information from exercise 1 you will need to include in each section.

1 **Engage the audience** – talk about the problem which your app solves.

2 **Reveal the product** – present your app and explain how it solves the problem. Give basic information (name, purpose, etc).

3 **Give more details** – explain the features, including the ones which make your app accessible to everyone.

4 **Marketing** – display your advertisements and describe how you will promote your app.

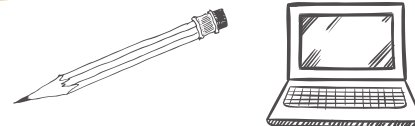
5 **Pitch for investment** – say how much money you need and why.



3 Decide who will present each section. Will the presenters need any support?



CREATE



- 4 Read the *Project skills* and design a logo for your app. Think about:
 - what you can learn by looking at logos for well-known apps.
 - how the logo will reflect the name of your app.
 - whether the logo will reflect what your app does.
- 5 What will you use to support your presentation? Decide if you need presentation software or a poster.
- 6 31 Listen to part of a presentation by Katy and Ollie. Which *Key phrases* do they use?
- 7 31 Listen again. Think of one question you would like to ask about *LieDetect*.
- 8 Look at the card below. Which section of the outline in exercise 2 does this script come from?

Thank you, Ollie. So, LieDetect is particularly useful for people who have problems with their sight. When people are telling you a lie, they often look uncomfortable or nervous. But what if you can't see them?

- 9 Write a script for your presentation. Each member of the group writes the script for their own section. Use cards or a piece of paper, which you can hold during the presentation. Include some of the *Key phrases*.

PROJECT SKILLS Being creative

It can be difficult to think of original ideas for names, logos, etc. Begin by encouraging each other to make a lot of different suggestions. Make a note of everything. Then look at the suggestions and choose the best ones. Work together to improve your ideas and make a final choice.



KEY PHRASES

Giving presentations

- I'm going to talk to you about ...
- This (part of the) presentation is about ...
- I'd also like to show you ...
- In the next part of the presentation, I want to show you ...
- Now, my partner is going to explain ...
- I'll hand over to my partner for more information about ...
- That brings our presentation about ... to an end.
- That is all we have to say about ...
- We'd be happy to answer any questions about ...
- If you have any questions about ..., please ask.

DISPLAY AND PRESENT

- 10 Give your presentation in front of the class. At the end of your presentation, allow the class to ask questions and try to answer them.
- 11 Organize a class vote for the best app.



REFLECT



- 12 Think about your project work in this unit. Read the statements and choose your reaction.

COLLABORATION

1 Our group can work together to give a group presentation.



CREATIVITY

2 Our group can invent an app and create an advert for it.



COMMUNICATION

3 Our group can present clearly using notes or a script.



- 13 Complete the sentences for you.

- 1 I am happy with our presentation because ...
- 2 I want to improve ...

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