

InstaEnglish

Student's Book and Workbook

2nd Edition

2



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InstaEnglish

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WALKTHROUGH

Check out how your combo edition of the **Student's Book and Workbook** is structured so you can make the most of it!

STUDENT'S BOOK

Your **Student's Book** is made up of a **Starter unit**, **8 regular units**, **4 sets of review activities**, plus **2 nifty sections**: **Digital Literacy** after every 2 units, and **Global Citizenship** after every 4 units.

Starter unit

This two-page unit provides strategic language for you to kick off your studies!

STARTER

Places to Visit

Simple Present and Present Progressive

Simple Past and Past Progressive

Character Adjectives and Descriptions of Adverbs

2

UNEXPECTED BUT TRUE

Opener

All regular units open with a visual treat to trigger your first thoughts on the main subject. What's the first thing that pops into your head when you look at it?

VOCABULARY 1

Here you will read, listen to, and look at pictures referring to words or phrases that will help you to explore the unit topic.

READING 1

Texts of multiple genres provide interesting content to practice your reading skills and introduce relevant language to be explored throughout the unit.

GRAMMAR 1
Grammar topics that were introduced in the reading text are systematically explored so you can easily work out all the rules and patterns.

LISTENING
Learn and practice oral comprehension through engaging and contextualized oral texts.

SPEAKING
A clearly guided activity will help you practice your speaking skills using functional language in everyday situations. Throughout the levels, as you improve your ability to communicate orally, you will get increasing contact with real-life oral text genres.

CULTURE
Discover cultural aspects of everyday life in English-speaking countries across the globe!

VOCABULARY 2
The second vocabulary set provides more words and phrases to allow you to go further into the unit topic.

READING 2
The second reading text digs further into the main topic and provides more language to be explored.

GRAMMAR 2
A new grammar topic is introduced in the same contextualized and systematic way seen in Grammar 1.

CLIL
In every odd-numbered unit, the Grammar 2 section is accompanied by the CLIL section, for you to integrate your learning of the English language with other school subjects through fun texts and activities.

WRITING
In even-numbered units, the Grammar 2 section is followed by the Writing section, where you are supported every step of the way to practice your writing skills in a range of text genres.

WORKBOOK

The **Workbook** offers target-language practice and additional study material (consolidation and extension). It can be used as homework, independent study, or extra classroom practice. Some of the sections correspond to sections in the **Student's Book**:

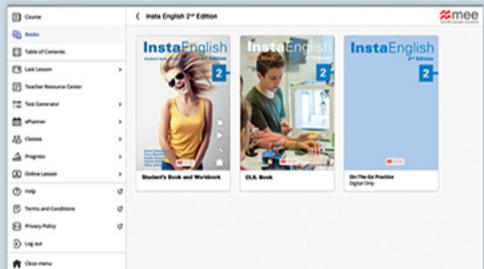


Wordlist

This offers an alphabetical list of the key vocabulary in the **Student's Book** and from the **Vocabulary Plus** sections. It includes phonetic transcriptions and audio recordings.

DIGITAL OFFERINGS

InstaEnglish 2nd Edition is a fully flexible course, which means you can study using your physical or your digital books and have access to the exact same content and activities. The digital books contain all the audio tracks and videos embedded. The digital offerings include the **On-the-go Practice** feature, for you to keep learning wherever you are!



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STARTER



Hi, I'm Megan and these are my best friends, Dan and Rita.

Free-time Activities

- 1 Listen to Megan, Dan, and Rita talking about their hobbies and underline their favorite free-time activities.
- a Hi, I'm Megan. My hobbies are playing **an instrument** / **video games** and learning a language. This is my friend Dan.
- b Hello. I'm Dan. I like doing **volunteer work** / **karate** and going to the **gym** / **movies**.
- c Hi. I'm Rita. I love going **to the gym** / **out for a meal**. Luckily, I like going **to the gym** / **out for a meal** too!
- d We all love **hanging out** / **relaxing** / **chat online**. We always have a great time together.

Character Adjectives and Formation of Adverbs

- 2 Match adjectives a-h with their opposites.

- | | |
|-------------|-------------|
| a cautious | unsociable |
| b talkative | funny |
| c friendly | adventurous |
| d generous | lazy |
| e energetic | dishonest |
| f serious | confident |
| g shy | quiet |
| h honest | selfish |

- 3 Complete the sentences with the adverb form of the adjectives in bold.

- a **Quiet**, please. Enter the library _____.
- b Jennifer is a very **good** singer. She can sing really _____.
- c Be **careful** with the dishes. Carry them _____.
- d "**Fast** finishers" are students who finish their tasks _____.

Rooms, Furniture, and Gadgets

- 4 Cross the odd one out. Then add one more word to each group.

- a sofa, table, desk, camera, _____
- b dishwasher, fridge, lamp, stove, _____
- c toilet, electric toothbrush, microwave, mirror, _____
- d armchair, sofa, chair, wardrobe, _____
- e smartphone, washing machine, laptop, TV, _____
- f cabinet, bathroom, bedroom, kitchen, _____
- g bed, wardrobe, mirror, bookcase, _____

Places to Visit

- 5 Find eleven places to visit in the word search.

I	S	O	O	V	T	A	A	R	T	P	T
H	R	I	P	I	O	O	C	C	Y	N	D
A	A	L	E	H	M	N	O	R	I	H	T
Y	I	I	R	D	B	C	A	V	E	E	O
F	N	G	A	V	I	M	S	I	M	E	T
I	F	H	H	D	I	O	T	P	P	R	F
N	O	T	O	D	E	E	L	C	R	L	N
V	R	H	U	E	V	E	I	A	A	T	D
A	E	O	S	H	A	S	N	S	C	R	K
F	S	U	E	M	Y	Y	E	T	S	U	C
T	T	S	O	N	F	M	U	L	S	I	P
W	I	E	O	I	I	S	L	E	F	N	O

- 6 Listen, repeat, and check your answers.

2)))

Comparatives and Superlatives

- 7 Underline the correct options.

- a Bikes are **better** / **the best** for the environment than cars.
- b What was **more interesting** / **the most interesting** e-book you read last year?
- c My brothers and sisters are **older** / **the oldest** than me.
- d That is **taller** / **the tallest** building in my town.

Simple Present and Present Progressive

- 8 Match questions a-d with the correct answers.

- a Do you have any questions? No, he doesn't.
- b Are you having any difficulty with the task? Yes, he is.
- c Does he usually write answers in pencil? No, we're not.
- d Is he writing the answers in pen? Yes, we do.

- 9 Listen and check your answers.

3)))

Simple Past and Past Progressive

- 10 Write questions.

- a have / Did / you / any / night / dreams / last ?

- b class / before / What / you / doing / this / were ?

- c yesterday / raining / Was / it ?

- d last week / any / you / visit / Did / relatives ?

- 11  **INTERFACE** Work in pairs. Ask and answer the questions in activity 10.

Was it raining yesterday?

Yes, it was.



1

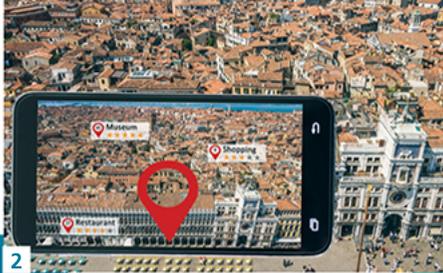
TECHNOLOGY







1



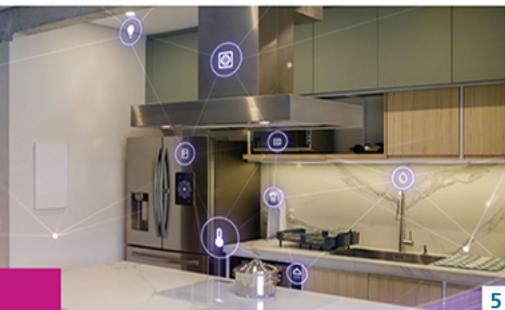
2



3



4



5



6

BAC VOCABULARY 1

Contemporary Technologies

- 1 Match pictures 1-6 with the words in the box. Mark an X next to the words that are not in the pictures.

artificial intelligence (AI)	<input type="checkbox"/>
augmented reality (AR)	<input type="checkbox"/>
cloud storage services	<input type="checkbox"/>
cryptocurrency	<input type="checkbox"/>
internet of things (IoT)	<input type="checkbox"/>
metaverse	<input type="checkbox"/>
video conferencing	<input type="checkbox"/>
virtual reality (VR)	<input type="checkbox"/>

- 2 Listen and repeat.



12 twelve

- 3 Complete the definitions with the correct words from activity 1.

Internet of things is the interconnection of computing devices embedded in everyday objects, enabling them to send and receive data.

- a A _____ is a private digital currency (not issued by any government) protected by cryptography.
- b _____ is a computer-generated environment with scenes, people, objects, and sounds that seem real, making the user feel he or she is physically present in a non-physical world.
- c _____ is the simulation of human intelligence in machines that are programmed to perform human activities.
- d _____ is a technology that superimposes text, pictures, or sound on a user's view of the real world.
- e A _____ is an immersive and hyper-realistic virtual environment, where people can interact virtually using 3D avatars and cryptocurrencies.



READING 1

1 Look at the text below. What is it?

- a The first page of a newsletter. b The cover of a magazine.



**NEW
HORIZON
SCHOOL**

Welcome Back!



Dear Students,
During the COVID-19 crisis, you had to adapt to remote learning. We know that only seeing your classmates and teachers on screen was a challenge for you. We're sure you all celebrated the return to in-person learning. We on the New Horizon School Board also love seeing our students back in the classrooms and hallways. However, we believe that some technologies that became popular during quarantine are here to stay. Discover the technology advances we prepared for you to enjoy this school year.

- VR laboratory: Our lab now has virtual reality headsets. Your Robotics and Science classes will get more exciting. You will be able to manipulate machines, atoms, genes ... and create everything your imagination allows.
- Interactive whiteboards: All of our classrooms are now equipped with interactive whiteboards. Your teachers can use them to access files stored in the cloud at any time. You can interact with lessons and solve problems right on the screen.
- Augmented reality app: On excursions to museums and natural parks, you will use our augmented reality app. Just point your smartphone at a statue, for example, and you'll be able to read the information about it entered by your History teacher.

We wish you the very best for this school year. Make technology your ally in learning!

Larry Schon
Principal

IN THIS ISSUE

pages 2-3
Back to School Essentials

page 4
Safety Reminders

pages 5-6
School Calendar

page 7
Contact Information

page 8
Get Involved

2 Read the text and listen to the information. Then choose the correct options.

- a The text was written ...
- during the COVID-19 crisis.
- after the COVID-19 crisis.
- b New Horizon School students are ...
- starting the school year.
- returning to in-person learning.
- c The text is signed by ...
- the teachers.
- the school principal.
- d The author's main objective is to ...
- present the new technologies available to the students.
- teach students to use the new technologies.
- e The school calendar ...
- needs to be picked up at school.
- is also in the newsletter.

3 Read the text again. Then write T for *true* or F for *false*.

- a According to the principal, students prefer remote learning.
- b The principal speaks for the school's governing board.
- c During the COVID-19 crisis, students at New Horizon School were taught via videoconferencing.
- d The VR headset will be used for Robotics and Science learning.
- e The augmented reality app can only be used inside the school.

READING STRATEGY

In a written text, not all information is explicit. To understand it well, you need to infer some information from what the author says.

4  **CLASS VOTE** Which of the technologies available at New Horizon School do you find most exciting?



GRAMMAR 1

Review: Simple Past

- 1 Read the sentences below. Circle the irregular verbs and underline the regular verbs.
- When I passed my exams, my parents gave me an e-book reader.
 - I played a lot of video games when I was younger. They were addictive!
 - I didn't have a cell phone until I was twelve.
 - Did your parents give you anything special on your birthday? Was it nice?
- 2 Look at the charts below. Then complete the sentences that follow them.

was / were (Simple Past of be)	
+	I / He / She / It was great! We / You / They were twelve.
-	I / He / She / It wasn't popular. We / You / They weren't young.
?	Was I / he / she / it nice? Were we / you / they young?

Simple Past		
	regular verbs	irregular verbs
+	I passed my exams.	They gave me a smart TV.
-	He didn't play computer games.	She didn't have a cell phone.
?	Did you save any money?	Did you get anything special on your birthday?

- The past forms of the verb *be* are _____ for I / he / she / it and _____ for we / you / they.
- Was / wasn't* and *were / weren't* are used in affirmative, _____, and _____ sentences.
- ed* or *-d* are usually added to the base form of regular verbs in the _____ form.
- In questions and negative sentences, the auxiliary _____ is used to form the simple past tense.

- 3 Complete the questions with the simple past tense of the verbs in parentheses.

- What _____ (be) early cell phones like?
- What _____ Martin Cooper _____ (invent)?
- _____ the portable phone _____ (need) to be powered through a car?
- How long _____ it _____ (take) for it to be available to the public?
- What _____ Motorola _____ (do)?
- When _____ Apple _____ its first iPhone? (release)

- 4 Match the answers below with the questions in activity 3 and find out about the history of cell phones.

- He invented a portable handheld phone.
- No, it didn't.
- It took ten years.
- In 2007.
- They were "car phones" – two-way radios used by taxi drivers and emergency services.
- Motorola introduced the first public cell phone.

- 5 Complete the text with the simple past form of the verbs in parentheses.

The World Wide Web

Thirty years ago, there **a** _____ (not be) a World Wide Web and there **b** _____ (not be) any social networking sites. By 1994, there **c** _____ (be) about a hundred important websites – today there are billions! The web **d** _____ (develop) when search engines such as Google **e** _____ (become) available and more people **f** _____ (get) high-speed broadband in their homes. Today, it is hard to imagine life without the web.



Cultural fact

Top three countries with highest number of internet users:

- 1st – China (1 billion)
- 2nd – India (658 million)
- 3rd – the USA (307 million)



- 6 Ashley made a list of things to do yesterday. Look at the list and write sentences about what she did / didn't do.

+	... X
X Buy a new e-book.	
✓ Create a music playlist for my next vacation.	
✓ Upload some photos to a cloud storage service.	
✓ Check the comments on my latest post on Instagram.	
X Send two emails.	

She didn't buy a new e-book.

- 7 Read the spelling rules for the simple past of regular verbs. Complete the chart with the simple past form of the verbs in the box.

create	plan	play	plug
sign	store	try	upload

For most verbs, add <i>-ed</i> :	_____
For verbs that end in <i>e</i> , add <i>-d</i> :	_____
For verbs that end in a consonant + <i>y</i> , preceded by a consonant, omit the <i>y</i> and add <i>-ied</i> :	_____
For verbs that end in a vowel + <i>y</i> , just add <i>-ed</i> :	_____
For verbs that end in a stressed vowel + a consonant (except <i>w</i> , <i>x</i> , or <i>y</i>), double the final consonant and add <i>-ed</i> :	_____

- 8  **INTERFACE** Work in pairs. Ask and answer questions about last weekend. Use the ideas in the box or your own ideas.

create a playlist	join the metaverse
play online games	shop online
use augmented reality	use cryptocurrency
use social network	use streaming services

Did you shop your cell phone online?

Yes, I did. I bought it on Monday and the cell phone arrived on Wednesday. It was really fast!

 **GRAMMAR GUIDE** page 22

 **LISTENING**

A Social Network



- 1 Read the sentences in activity 2 and check the meaning of any unknown words. Can you guess any of the answers?
- 2 Tom is doing an oral presentation about a very known social network. Listen to him and choose the correct options.

- a ... computer science students started Facebook.
- 1 Two 2 Three 3 Four
- b Facebook became available to anyone over thirteen years old in ...
- 1 2004. 2 2005. 3 2006.
- c Facebook is not permitted in ...
- 1 schools.
- 2 some countries.
- 3 all offices.
- d Facebook is ... Instagram.
- 1 more popular than
- 2 not as popular as
- 3 as popular as
- e The new verb "unfriend" means ...
- 1 to argue with a friend online.
- 2 to delete a friend from your friend list.
- 3 to find friends using your list of friends.



SPEAKING

Online Tech

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Rob and his dad Doug are shopping Rob's birthday present online. Listen to them and complete the dialogue.

Gee! Look at these **a** _____, dad! They look cool, don't they?

They really do.

Look, dad, wireless, great noise-cancelling tech, and top-notch battery life!

I see, but they are expensive!!! So different from the ones sold when I was your age, in the 1980s.

What **b** _____ they like, dad?

Well, the 1980s **c** _____ the Walkman era, so we **d** _____ small, portable, and usually cheap headphones.

Walkman??? What was that?

It **e** _____ a small cassette player that **f** _____ in your pocket, but it was cool because people **g** _____ their own music tapes by mixing together songs that they **h** _____ off of different albums.

So old! Nowadays we use digital music services that connect us to millions of songs from all over the world!

Yeah, I know ... Well, let's get back to this new era, then. Which headphones do you want?



FUNCTIONAL LANGUAGE

Talking about Tech Gadgets

Look at this / these ... It's / They're cool!
What was it / were they like ... ?
Nowadays it is / they are ...

Speaking Task

Create a dialogue between you and your parents or guardians about a modern technology.

Step 1

Decide which technology you are going to talk about. Choose from the ones below or use your own ideas.



Internet of things



Virtual reality headset



Home assistant



Wireless earbuds

Step 2

Think about how it was without this technology in the past. If necessary, search some information about the concept or gadget on the internet.

Step 3

Take turns practicing your dialogue.



Singapore: Planning to Be the Next Tech Hub

Singapore, a city-state, is a multiracial and multicultural island country with ethnic Indians, Chinese, and Malays who are working hard to become Asia's next economic model. Under the leadership of its founder and "Minister Mentor" Lee Kuan Yew, Singapore continues to be an icon of economic growth and political stability.

Singapore is identifying key sectors where it can join technology with the great market opportunities of Asia: biomedicine, clean technology, and digital media.

As to biomedicine, what Singapore has in mind is to focus on nanomedicine to try to detect cancer in its early stages, to offer computerized medical devices to help the recovery of stroke patients, and to provide sustainable manufacturing of synthesized drugs. Singaporeans have an outstanding health service and the result is the lowest child mortality rate in the world and high life expectancy: almost 84 years, the fifth highest in the world.

Clean technology is also a target: water desalination, electric vehicles, and hybrid buses are part of the project. Artificial intelligence is also receiving investment.

Singapore is totally connected, globally aware, and ready for more. Singaporeans are not afraid of taking strategic risks to reinvent their economy. The growth rate in this tiny city reached 18% – the highest in the world –, making Singapore's dreams come true.



1 Read and listen. Then correct the sentences below.

a Singapore used to be Asia's economic model, but it is not anymore.

b Singapore identified two strategic sectors where it can join technology with market opportunities in Asia.

c In biomedicine, Singaporeans just want to focus on nanomedicine to try to detect cancer in its early stages.

d Singaporeans have the highest child mortality rate in the world.

e Water desalination, electric vehicles, and hybrid buses are part of the artificial intelligence project.

f Singaporeans don't like to take risks to reinvent their economy.

2 Can you list positive and negative impacts of technology on society?

3 Has technology influenced any sector in your country? Which sector(s)? How?

Jobs

1 Match pictures 1-15 with the jobs in the box. Then listen and repeat.



- | | | | | | | | | | |
|------------|--------------------------|------------|--------------------------|---------------------|--------------------------|--------------|--------------------------|----------------|--------------------------|
| artist | <input type="checkbox"/> | cleaner | <input type="checkbox"/> | construction worker | <input type="checkbox"/> | doctor | <input type="checkbox"/> | firefighter | <input type="checkbox"/> |
| inspector | <input type="checkbox"/> | journalist | <input type="checkbox"/> | lawyer | <input type="checkbox"/> | mail carrier | <input type="checkbox"/> | police officer | <input type="checkbox"/> |
| politician | <input type="checkbox"/> | researcher | <input type="checkbox"/> | scientist | <input type="checkbox"/> | teacher | <input type="checkbox"/> | technician | <input type="checkbox"/> |



2 Complete the sentences with jobs in activity 1.

- a **Hunter Doherty "Patch" Adams** is a famous American _____. He was portrayed in a well-known 1998 movie due to his activism in treating patients rather than their diseases.
- b **Jane Goodall** is a famous British _____. She conducted several studies about the behavior of great apes in their natural environment that contributed to preserving wildlife.
- c **Peter Tabichi** is a famous Kenyan _____. He was the first African to win The Global Teacher Prize in 2019 for promoting science and peace and helping to address food insecurity.
- d **Andy Warhol** was a famous American _____. He was a leading figure in the Pop Art movement for exploring the relationship between art, advertising, and celebrity culture.
- e **Jaqueline Goes de Jesus** is a famous Brazilian _____. She led the first Corona virus sequencing in Brazil at the beginning of the COVID-19 Pandemic in 2020.
- f **Nelson Mandela** was a famous South African _____. He became the first democratic South Africa's leader in 1994 and won the Nobel Peace Prize for his fight against racial segregation.

3 Put the jobs in activity 1 into four groups. Add one or two more jobs to each group.

-er	-ist	-ian	-or
lawyer,	journalist	politician	doctor



READING 2

- 1 Read the headline of the news report. Write the jobs from activity 1 on page 18 that you expect to find in the text. Then read, listen, and check your answers.

Brain implant helps a blind woman regain her sight

Bernardeta Gómez was working as a biology teacher at a high school in Valencia, Spain, when an inflammation destroyed the bundles of nerves that connect her eyes to her brain. Bernardeta became blind because of the inflammation and for sixteen years she couldn't see at all. Then scientists from Miguel Hernández University of Elche (UMH) told her about a brain implant that could help her regain her sight. Bernardeta accepted to participate in the experiment, and the doctors placed an array of 100 electrodes in her visual cortex. This is the region of the brain where we process visual information.

Bernardeta also received a pair of glasses equipped with a miniature video camera. A specialized software encoded the visual data collected by the camera and sent it to the brain implant.

After surgery

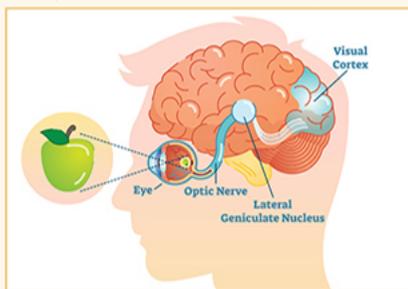
To begin with, the researchers activated the electrodes one by one. "They were showing me a black stripe on a white background when I screamed – 'There!'," recalls Bernardeta. "I wanted to say that the black stripe was there. I was seeing it!"

As her brain became educated, the scientists increased the number of electrodes they activated at a time. "They made it more complex and I started to see narrow bars, wide bars, squares ... and then I learned to distinguish shapes. I got to perceive a human face and the face of

a dog." Bernardeta even played a simple Pac-Man-like computer game piped directly into her brain.

Recognition

Bernardeta had the implant for six months, but then had to take it out so that doctors could continue testing. Thanks to her precise descriptions of visual perceptions and her importance to the research, the former teacher was regarded as a co-author on the study.



This is how healthy vision works. The prosthesis created by the Spanish scientists restores the connection between the visual cortex and the eye (which is "replaced" by the miniature video camera).

2 Answer the questions.

- a What was Bernardeta Gómez's job?

- b Why did Bernardeta become blind?

- c In which part of Bernardeta's brain did the scientists implant the electrode array?

- d What was the first image seen by Bernardeta?

- e How was Bernardeta's dedication to the research recognized?

3 Do the activities.

- a Underline in the text the words used to refer to the professionals who took care of Bernardeta.
- b Check (✓) all that apply: The author of the news report used different words ...
- to avoid repeating words.
 - to retrieve previous ideas.
 - to talk about different teams.
- c Circle in the last paragraph the job Bernardeta used to have.

READING STRATEGY

Texts usually have words that create a link with previously mentioned ideas. For example, the idea of *scientists* is introduced and then other words link to it: *researchers*, *doctors*, etc. Pay attention to these relationships between words.

- 4 **INTERFACE** Analyze the infographic in the news report. Do you think an artificial eye would solve Bernardeta Gómez's blindness?



GRAMMAR 2

Review: Past Progressive

- 1 Read the sentences. Underline the verbs in the past progressive form and write A if the sentence is affirmative, N if it is negative, or Q if it is a question.
- a Bernardeta Gómez was working as a biology teacher before she got blind.
- b Bernardeta wasn't using a common pair of glasses.
- c Was Bernardeta seeing after the electrodes implantation?
- d After the implantation, the doctors were showing Bernardeta some images when she realized she was seeing them.
- e Were you reading anything about it?
- 2 Look at the chart. Then choose the best answer for the questions below.

affirmative	negative	interrogative
I / He / She / It were working.	Bernardeta wasn't using a common pair of glasses.	Was Bernardeta seeing after the electrodes implantation?
We / You / They were reading about that new experiment.	They weren't learning about new technology.	Were you watching a movie from a streaming service when the lights went off?

- a The past progressive is used:
- to talk about an action in progress.
- to talk about a completed action in the past.
- b The past progressive is formed:
- with the main verb + *-d* (or *-ed*).
- with *was* for I / he / she / it and *were* for we / you / they + main verb + *-ing* form.
- c The negative sentence is formed:
- by adding *not* to *was* or *were* (*was not* – *wasn't* / *were not* – *weren't*).
- by adding *didn't* before the main verb.
- d The question is formed:
- by adding *did* before the subject.
- by placing *was* or *were* before the subject.

- 3 What was happening when Beth got home? Complete the sentences with the past progressive form of the verbs in parentheses.

When Beth got home ...

- a her brother Mike _____ (not write) an email, he _____ (watch) TV.
- b her parents _____ (look) at a vacation website, they _____ (not prepare) the meal.
- c her sister Lisa _____ (not listen) to music on Spotify, she _____ (chat) online.
- d her friend Jed _____ (wait) for her, he _____ (not use) the computer.
- e the cats Sammy and Fifi _____ (sleep), they _____ (not eating).
- 4 Complete the text with the past progressive or the simple past form of the verbs in parentheses.

Internet Helps Fight Crime!

Two weeks ago a robber took Dave Reed's laptop when he was sleeping (sleep). Dave's a writer and he

a _____ (write) a book at the time – it was all on the computer. Two days later, when Dave

b _____ (try) to find another computer on the internet, he saw a laptop similar to his old one. Dave went to the seller's house to buy it. When he

c _____ (look) at the laptop, he realized it was his old one! When the man d _____ (not look), Dave sent a message to the police. When the police arrived, Dave e _____ (talk) to the man, but he f _____ (not buy) the computer. The police found more of Dave's things when they

g _____ (search) the house. Dave got everything back – thanks to the internet!



- 5 **INTERFACE** Work in pairs. Ask and answer the question.

What were you doing at 8pm last night?

I was watching a movie from a streaming service.

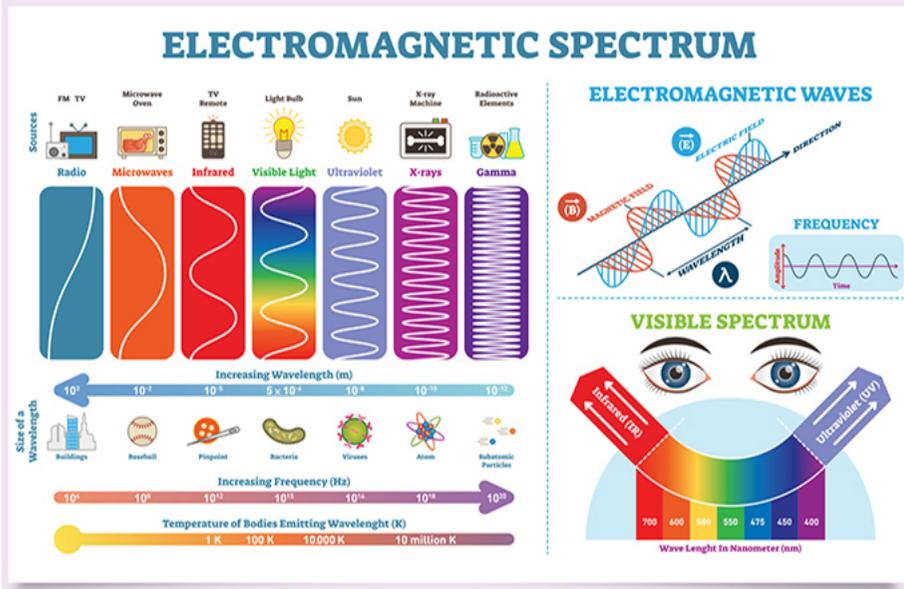


Microwaves

Waves are vibrations that transfer energy from one place to another. Imagine a crowd doing the wave in a sports stadium. The people sit down, until it is their turn to stand up with their arms in the air, and then sit down again.

Like other electromagnetic waves, microwaves travel at the speed of light. Microwave ovens have a magnetron which produces these microwaves at a specific frequency.

The microwaves travel through the food in the oven, and the water molecules in the food start to vibrate. This vibration or movement of the molecules creates heat, which then heats the other molecules in the food.



1 Read and listen. Do some online research and answer the question.

11)) Is it possible to cook dry foods like rice or pasta in a microwave oven?

2 Match the instructions to the labels on the diagram.

- a Microwaves make the water molecules vibrate.
- b Microwaves travel through the waveguide to the food.
- c A magnetron generates microwaves.





GRAMMAR GUIDE

Review: Simple Past

- we use the simple past to talk about events in a definite time in the past

was / were (Simple Past of be)			
+	I	was	famous.
	You	were	
	He / She / It	was	
	We / You / They	were	
-	I	wasn't	famous.
	You	weren't	
	He / She / It	wasn't	
	We / You / They	weren't	
?	Was I / he / she / it famous? Yes, he was . No, he wasn't .		
	Were we / you / they famous? Yes, we were . No, we weren't .		

Regular verbs		
+	I / You / He / She / It	created a playlist.
	We / You / They	
-	I / You / He / She / It	didn't create a playlist.
	We / You / They	
?	Did I / you / he / she / it create a playlist? Yes, I did . / No, I didn't .	
	Did we / you / they create a playlist? Yes, we did . / No, we didn't .	

Irregular verbs		
+	I / You / He / She / It	bought a new e-book.
	We / You / They	
-	I / You / He / She / It	didn't sent the email.
	We / You / They	
?	Did I / you / he / she / it go to the birthday party? Yes, I did . / No, I didn't .	
	Did we / you / they drink soft drink at the party? Yes, we did . / No, we didn't .	

Spelling: Simple Past Regular Verbs

- for most verbs, add **-ed**
invent → **invented**
- for verbs that end in e, add **-d**
arrive → **arrived**
- for verbs that end in a consonant + y, preceded by a consonant, omit the y and add **-ied**
study → **studied**
- for verbs that end in a vowel + y, just add **-ed**
play → **played**
- for verbs that end in a stressed vowel + a consonant (except w, x, or y), double the final consonant and add **-ed**
plug → **plugged** refer → **referred**

Spelling: Simple Past Irregular Verbs

➔ FOR THE IRREGULAR VERBS LIST, see page 166

Review: Past Progressive

+	I	was working .
	You	were working .
	He / She / It	was working .
	We / You / They	were working .

-	I	wasn't working .
	You	weren't working .
	He / She / It	wasn't working .
	We / You / They	weren't working .

?	Was I / he / she / it working ? Yes, he was . No, he wasn't .	
	Were we / you / they working ? Yes, we were . No, we weren't .	

- we use the past progressive to describe actions that were in progress in the past



PROGRESS CHECK

Name: _____

Class name / Period: _____

Teacher: _____

Date: _____

Contemporary Technologies

1 Complete the phrases with vowels.

a P L ___ Y ___ N L ___ N ___ G ___ M ___ S

b C R ___ T ___ P L ___ Y L ___ S T

c J ___ N T H ___
M ___ T ___ V ___ R S ___

d U S ___ V ___ R T ___ L
R ___ L ___ T Y

Jobs

2 Complete the sentences with the correct jobs.

a Kathy is a _____. She's investigating new medicine at the moment.

b Joe works in construction. He's a _____.

c Sarah is a _____, she works in a laboratory.

d Frida Kahlo is a famous _____. I like her paintings.

e Jane is a _____. She cleans the school canteen.

f Robert is an _____. He works at the shoe factory.

Review: Simple Past

3 Complete the sentences with the correct form of *be*.

a At 11pm last night Mark _____ in bed.

b Where _____ you at 7pm yesterday?

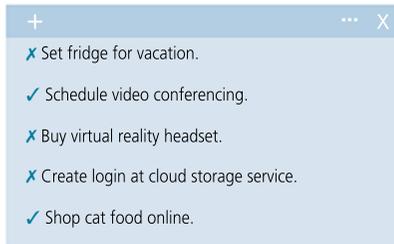
c They _____ at school yesterday because it _____ Sunday.

d I _____ at home last night because I _____ at my grandma's house. It _____ her birthday.

e _____ Kevin at the party last Saturday?

f No, he _____.

4 Look at Rita's list of things to do yesterday. Then write questions.



Did Rita set the fridge for her vacation? _____

a _____

b _____

c _____

d _____

5 Look at Rita's list in activity 4 again and write answers to the questions.

No, she didn't. _____

a _____

b _____

c _____

d _____

