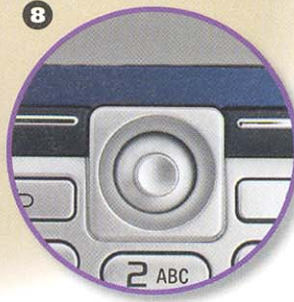
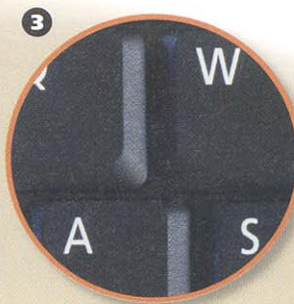
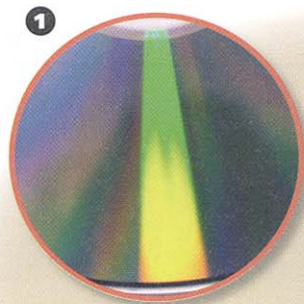


What is it exactly?

Activity 1

A Pair work Look at these close-up pictures. Try to guess what they show. Then go to page 92 to check your answers.



"I'm not sure, but number 1 might be a..."

B Pair work Discuss these questions.

- How often do you use each product?
- Which product is the most useful? the least useful?
- What did people do before they had these products?

C Listen You will hear five people talk about frustrations they've had with new products. Complete the summaries.

Daniel has problems with **remote controls**. He had _____, but his roommate just brought another one home. He has trouble _____ the one he needs.

Rosa gets frustrated when she calls _____ service. She hates listening to a recorded _____ before she can speak to a _____.

Bob had trouble removing a price _____ on a book. He tried to peel it away, but the _____ started tearing. After rubbing it, it started turning _____.

Susan has a new [redacted].
It has [redacted]-activated
dialing. But it doesn't understand her
and calls the wrong person. So she
stopped [redacted] it.

Frederick used his cash card at an
ATM, and it said his [redacted]
number was wrong. On his third try,
the ATM [redacted] his card.
But later, he realized he used the
wrong [redacted].

D Group work Discuss these questions.

- Do you share any frustrations with the people in part C?
- What other products have you had problems with? How did you deal with them?

"I'm always losing my remote controls. I could use a Remote Control Locator."

Activity 2

A Pair work Think of three everyday products.
Prepare to describe them without saying the
names. Use these questions to help you.

Where can it be found?

What's it made of?

What's it used for?

Who's it used by?

B Join another pair Describe each thing to
the other pair. Ask them to guess each product.

"This can be found in a kitchen."

"It's made of metal and is used for . . ."



Activity 3

A Pair work Interview your partner. Check (✓) the things he or she can do, and add
them up. Then go to page 92 to evaluate your scores.

How multi-skilled are you?

Can you . . . ?

- | | |
|--|--|
| <input type="checkbox"/> drive a car | <input type="checkbox"/> type on a keyboard using all your fingers |
| <input type="checkbox"/> send text messages | <input type="checkbox"/> sew a button on a shirt |
| <input type="checkbox"/> repair a scratched CD | <input type="checkbox"/> download songs from the Internet |
| <input type="checkbox"/> bake homemade cookies | <input type="checkbox"/> cook a meal for four people |
| <input type="checkbox"/> fix a flat tire on a bike | <input type="checkbox"/> replace a camera battery |
| <input type="checkbox"/> drive a motorcycle | <input type="checkbox"/> operate a washing machine |
| <input type="checkbox"/> fix a leaky faucet | <input type="checkbox"/> build your own Web site |

"Can you drive a car?"

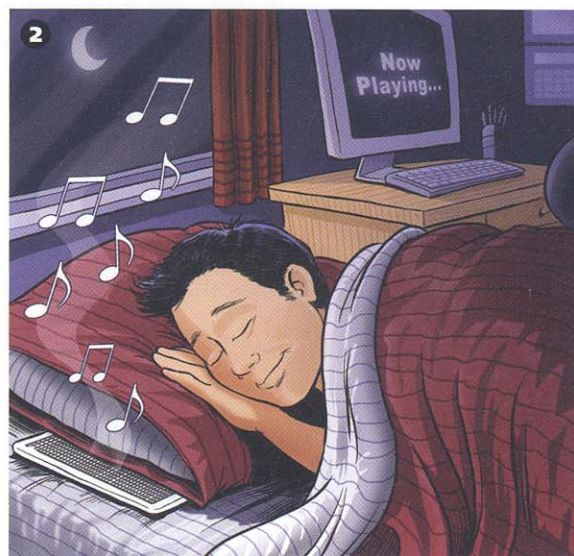
"No, I can't. I don't have a driver's license."

B Join another pair Do you agree with the evaluations? What other skills
do you have?

Can you explain it?

Activity 1

A Pair work Look at these inventions. How do you think they work?



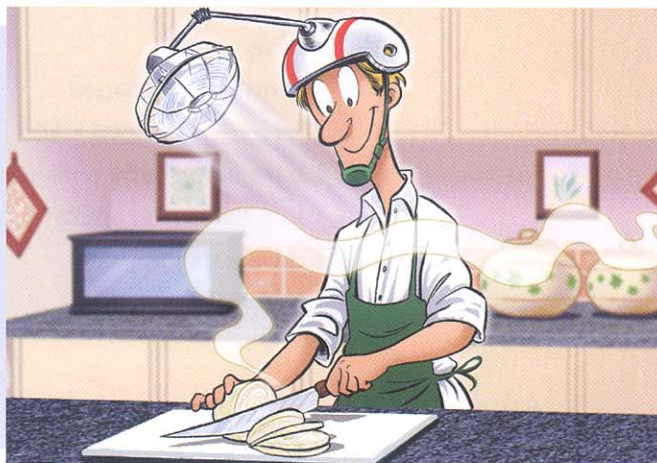
B Listen You will hear descriptions of the inventions in part A. Complete the chart. Were your predictions correct?

Name of invention	How it works

Activity 2

A Pair work Think of a creative invention to solve some of these problems.



I always cry when I cut onions.
 How can I keep my wood floors shiny?
 My glasses get wet when it rains.
 I hate it when cell phones ring in class.
 I can't remember new words easily.
 How can I stay awake while studying?
 I'm always falling asleep in class.
 I make a mess when I eat noodles.

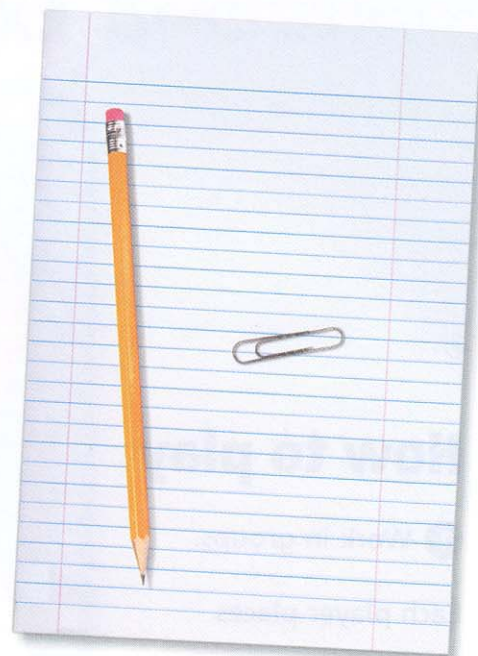
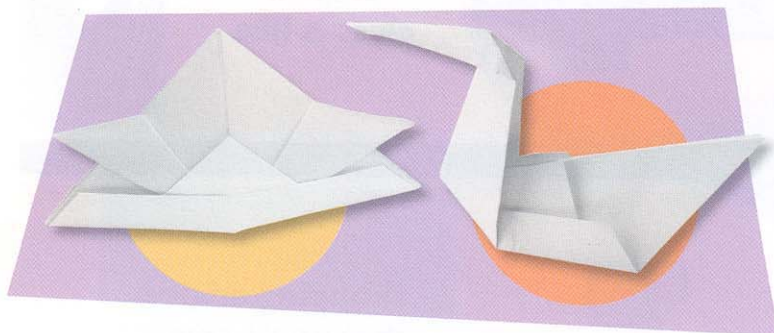


"To stop me from crying when I cut onions, how about a . . . ?"

B Join another pair Explain what your invention is and how it works.

Activity 3

- A Listen**  You will hear instructions on how to make something from everyday items. First, just visualize what the woman is describing.
- B Listen again**  Now follow the instructions. Make sure you have the necessary materials.
- C Group work** Try to make something else from paper. Then explain to your partners how to make it.



"First, take a piece of paper and fold it up."

"How? Like this?"

"No, this way. Fold the ..."

- D Communication task** Work in groups of four. Two of you should look at Task 9 on page 77, and the other two at Task 29 on page 86. You're going to explain how to do something else.

Activity 4

- A Work alone** Complete these sentences. Use your own ideas.

One invention I can't do without is the _____.

It was easy to learn how to use a _____.

It was difficult to learn how to use a _____.

I wish someone would invent a _____.

One modern convenience I can do without is the _____.

I wish someone could explain how a _____ works.

- B Group work** Compare your ideas. Give reasons.

"One invention I can't do without is the cell phone. I'd be lost without mine!"

Self-study

For extra grammar, listening, and vocabulary practice, go to pages 108–109.