



## TECHNOLOGY

### PRE-READING

**In pairs, look at the picture and read the following sayings. Do you agree or not? Share your answers with the class.**

*"Nine out of ten schoolchildren own mobile phones."*

*"Some 10% of children talk on their mobiles for more than 25 minutes everyday."*



### READING

**Read the article about mobile phones and say whether you are going to use your mobile phones more or less in the future.**

#### Living with risk

Every season seems to bring another scary story about potential dangers of new technologies, like the one revealing the possible links between mobile phone radiation and brain damage. Mobile use may cause premature Alzheimer's, though the study in question looked at the effects of electromagnetic radiation on rats, not people. None of those stories has dented the popularity of mobile handsets. Instead, what's freaking Europeans out is the idea of electromagnetic radiation from phone masts.

The rage over masts is strange. Mobile phone users tend to be exposed to much higher levels of radiation from the handsets

than they are from masts, because they are so much closer to the source. But that hasn't stopped 320 million Europeans from buying mobile phones or activists from organising to prevent the installation of transmitters.



But why all the fuss? According to the French Environmental Health and Safety Agency's report, no health risk can be linked to mobile phones or base stations.

On the other hand, the Scientific Committee on Electromagnetic Fields published a

report stating that antennas could cause sleep disturbance and headaches and weaken the immune system. However, the independent experts who signed the first report called for more research into the effect of mobile phone radiation on children and admitted that other effects had yet to be sufficiently explored.

We can't wait for a final safety verdict.

We need to decide now whether the

convenience of a mobile phone is worth the potential hazard, we must make some kind of analysis of the cost and the benefit. And we need ways to make the risk feel acceptable, because there's no such thing as total proof, no such thing as zero risk.

*(Adapted from James Geary article for TIME Magazine July 28, 2003.)*

**1 Find a word or phrase in the text that means the following.**

connection =

damaged =

frightening =

antenna =

the fitting =

trouble =

that cannot be harmed

by a disease or an illness =

examined =

a decision or an opinion given

after testing or examining =

danger =

**2 Read the article again and decide if the following statements are true (T) or false (F).**

1. A study of the effects of electromagnetic radiation on people has shown that mobile use may cause premature Alzheimer's.

2. Europeans are worried more about electromagnetic radiation from phone masts.

3. Mobile phone users are exposed to much higher levels of radiation from masts.
4. Antennas could cause sleep disturbance and headaches.
5. Other effects of mobile phone radiation on people have to be studied.
6. We must decide whether we are going to use mobile phones more or less in the future.
7. We must wait to hear what scientists have to say.
8. There is not going to be a total proof that the use of mobile phones is harmless.

## ANSWERS

### Vocabulary Task 1:

- connection = **links**
- damaged = **brain damage**
- frightening = **scary** (ή **freaking out**)
- antenna = **masts** (ή **transmitters**)
- the fitting = **installation**
- trouble = **disturbance**
- that cannot be harmed by a disease = **immune system**
- examined = **looked at**
- a decision or an opinion given after testing = **verdict**
- danger = **risk** (ή **hazard**)

### Reading Task 2: Answer Key & Justification

1. **FALSE** : The study mentioned looked at the effects of electromagnetic radiation on **rats, not people**.
2. **TRUE** : The text states that "what's freaking Europeans out is the idea of electromagnetic radiation from **phone masts**."
3. **FALSE** : Mobile phone users tend to be exposed to **much higher levels** of radiation from the **handsets** than they are from masts.
4. **TRUE** : The report states that "antennas could cause **sleep disturbance and headaches**."
5. **TRUE** : Independent experts called for **more research** and admitted that other effects have yet to be **sufficiently explored**.
6. **TRUE** : The text mentions: "We need to decide now whether the convenience of a mobile phone is **worth the potential hazard**."
7. **FALSE** : The author explicitly says: "**We can't wait** for a final safety verdict."
8. **TRUE**: The article concludes that "there's no such thing as total proof, **no such thing as zero risk**."



READING

Read the article about the Internet and the World Wide Web and underline the things you already know about their history.

History of the Internet and the World Wide Web

The Internet had its roots during the 1960's in a project of the United States Government's Department of Defense, and was designed to provide a communications network for organisations engaged in defense-related research, that would work even if some of the sites were down or destroyed by nuclear war. This project, which was called ARPANet (Advanced Research Projects Agency Network) and was created by the Pentagon's Advanced Research Projects Agency, was established in 1969. The early Internet was used by computer experts, engineers, scientists and librarians. There was nothing friendly about it. There were no home or office personal computers in those days, and anyone who used it had to learn to use a very complex system.



In order to make the network more global, a new sophisticated and standard protocol was needed. They developed IP (Internet Protocol) technology, which defined how electronic messages were packaged, addressed and sent over the network. The standard protocol was invented in 1977 and was called TCP/IP (Transmission Control Protocol/Internet Protocol). It allowed users to link various branches of other complex

networks directly to the ARPANet, which soon came to be called the Internet.

E-mail was adapted for ARPANet in 1972. The @ symbol was picked to link the username and address.

ARPANet grew during the 1970's and was upgraded to a high speed network by linking several powerful supercomputer stations called nodes.

Researchers and academics in other fields began to make use of the network, and eventually in 1985 the National Science Foundation (NSF), which had created a similar and parallel network called NSFNet, took over much of the TCP/IP technology from ARPANet and established a distributed network of networks capable of handling far greater traffic. ARPANet was shut down by the Defense Communications Agency in 1989 due to limited funding and support from the military.

In 1989 another significant event took place in making the nets easier to use. A new

protocol for information distribution was proposed. This protocol, which became the World Wide Web in 1991, was based on hypertext - a system of embedding links in a text which aim to link this text to another one.

In 1991 the first really user-friendly access system to the Internet was developed at the University of Minnesota. The University wanted to develop a simple menu system to access files and information on campus through their local network.

By the 1990's the Internet experienced explosive growth. By mid-1994 the Internet connected an estimated two million computers in more than 100 countries, serving some 23 million users. Many commercial computer network and data services also provided at least indirect connection to the Internet. It is also estimated that at this rapid growth everyone in the world will have an e-mail address by the year 2010.

*(Based on 'The Brief History of the Internet', The Internet Society 1993-2001.)*

1 Find a word or phrase in the text that means the following.

- involved =
- fighting against attack =
- web =
- took part =
- described exactly =
- created =
- made more efficient =
- dealing with =
- providing with money =
- fixing firmly =

## ANSWERS

### Task 1 Vocabulary:

- involved = **engaged**
- fighting against attack = **defense**
- web = **network**
- took part = **participated** (ή **engaged in**)
- described exactly = **defined**
- created = **invented** (ή **established** / **developed**)
- made more efficient = **upgraded**
- dealing with = **handling**
- providing with money = **funding**
- fixing firmly = **embedding**

**2** Read the text again and decide if the following statements are true (T) or false (F).

1. The Internet was born to provide a communications network which would allow computers to share information on scientific fields.
2. This communications network would work even in a nuclear war.
3. The early Internet was very easy to use.
4. The development of IP technology allowed users to be connected with other complex networks directly to the ARPANet.
5. The @ symbol is related to e-mail.
6. NSFNet established a distributed network supported by the military.
7. In 1989 the World Wide Web was established.
8. In 1991 the University of Minnesota developed the first really user-friendly access system to the Internet.

### Task 2 (True / False):

1. **FALSE:** It was designed to provide a communications network for organisations engaged in **defense-related research**.
2. **TRUE:** The network would work even if some of the sites were down or **destroyed by nuclear war**.
3. **FALSE:** "There was **nothing friendly** about it" and users had to learn to use a **very complex system**.
4. **TRUE:** IP technology allowed users to **link various branches** of other complex networks directly to the ARPANet.
5. **TRUE:** The @ **symbol** was picked to link the username and address for **e-mail**.
6. **FALSE:** NSFNet established a distributed network, but ARPANet was shut down because of limited funding and **support from the military**.
7. **FALSE:** A new protocol was proposed in 1989, but it became the **World Wide Web in 1991**.
8. **TRUE:** In 1991 the University of Minnesota developed the **first really user-friendly access system** to the Internet.



READING

Today it is nearly impossible to get on the bus without hearing someone talking about their new computer at work, or the server backups that failed, or the email they got from a co-worker yesterday morning or *something* related to new technologies. News programs now all seem to contain a segment where they offer up recommended webpages for browsing. Thousands upon thousands of books are being printed to help people cope with whatever new electronic gizmo has just come on the market. Realising these we may wonder: *If we, as a society, are so obsessed with our new technological toys, what kind of poetry can we write about them?*

The media portrays only the black and white side of the Internet. Either it is a wonderful tool that joins together people who might never get a chance to meet, or it is a horrible place where people talk about sex only. However, by looking at poetry it should be possible to

glimpse this 'society' from the inside and get an impression of what people see in their 'new world'.

**Read the poem about technology and say whether it is for or against it.**

*Embrace*

*It's changing,  
 Everything is changing,  
 Technology is to blame,  
 It is spreading its wire like tentacles,  
 Spreading into every aspect of my life,  
 Of your life,  
 Of our lives.  
 It's already changed me,  
 I love the change,  
 The transformation fascinates me,  
 Every day life as we know it will be no more,  
 Even the simple things have changed,  
 Rapid,  
 And irreversible.  
 Don't deny the coming,  
 Don't attempt to prevent the change,  
 Don't let it pass leaving you behind,  
 Don't fear that which is new,  
 Doesn't matter if you love it or hate it,  
 Just so long as you  
 Embrace it.*

(Klutch 'Embrace')

**1 Read the poem again and decide if the following statements are true (T) or false (F). Copy the line/lines of the poem that can justify your choice.**

- 1. The changes of technology are coming undeniably fast now.
- 2. The poet is not willing to accept these changes.
- 3. Everyday life is not affected by technology.
- 4. The poem is urging us to keep up with the pace of change.

**Reading Task 1 (True / False): Answer Key**

- 1. **TRUE - Justification:** "Rapid, / And irreversible."
- 2. **FALSE - Justification:** "I love the change, / The transformation fascinates me,"
- 3. **FALSE - Justification:** "Spreading into every aspect of my life, / Of your life, / Of our lives."
- 4. **TRUE - Justification:** "Don't let it pass leaving you behind,"

GRAMMAR

**1. The Future: will**

In the following example a prediction is made for the future of the Internet.

*“It is also estimated that at this rapid growth everyone in the world **will** have an e-mail address by the year 2010.”*

When we predict a future happening or situation, we use **will/won't**.

PRACTICE

**Make predictions about the next 50 years. Use the phrases *I think ... will ... or I don't think ... will ...* .**

- 1. Serious diseases/disappear .....
- .....
- 2. People/have to live near their jobs. ....
- .....
- 3. Tomorrow's children/have to go to school. ....
- .....
- 4. All machines/be operated by remote controls. ....
- .....
- 5. Most wild animals/be extinct. ....
- .....



**In the “How language holds together and works” section you can find more uses of *will*, as well as other tenses used to talk about the future time.**

**1. PRACTICE: Make predictions about the next 50 years**

- 1. **I think** serious diseases **will disappear** / **I don't think** serious diseases **will disappear**.
- 2. **I don't think** people **will have to live** near their jobs.
- 3. **I don't think** tomorrow's children **will have to go** to school.
- 4. **I think** all machines **will be operated** by remote controls.
- 5. **I don't think** most wild animals **will be extinct**.

## 2. The Past

### What happened first?

*“Researchers and academics in other fields **began** to make use of the network, and eventually in 1985 the National Science Foundation (NSF), which **had created** a similar and parallel network called NSFNet, **took over** much of the TCP/IP technology from ARPANet ...”*

Look at the paragraph above. Which of the underlined actions happened first?

The sentences below are in the order in which the actions happened.

- The National Science Foundation (NSF) created a similar and parallel network called NSFNet. ( 1 )
- Eventually, in 1985 the National Science Foundation (NSF) took over much of the TCP/IP technology from ARPANet ... . ( 2 )
- Researchers and academics in other fields began to make use of the network. ( 3 )

When we talk about the past, we usually have a starting point of the story. If we want to talk about things that happened before that time, we use the Past Perfect Simple Tense.

### ANSWER: What happened first? (Past Perfect)

**The question:** Which of the underlined actions happened first? **The answer:** The action "**had created**" happened first:

- We use the **Past Perfect Simple (had + past participle)** to talk about an action that happened **before** another action in the past.
- In the example: First, the NSF **had created** the network, and *then* they **took over** the technology.

Verb-preposition combinations



1 In pairs discuss which prepositions are used with the verbs below. Then go back to the texts to check your answers.

look	out
freak	to
expose	for
tend	on
stop	at
link	from
base	to
wait	to



2 Complete the following sentences with the correct verb and preposition from the above table. Don't forget to put the verbs into the correct form.

- The doctor put a bandage around his wounded leg to ..... bleeding.
- She ..... and smiled.
- Where have you been? I ..... 20 minutes.
- Women ..... live longer than men.
- Use of sprays ..... skin cancer.
- My parents really ..... when they saw my red hair.
- This novel ..... historical events.
- The art teacher believes that his students must ..... to great works of art as often as possible.

## ANSWERS

### 1. Verb-preposition combinations (Table)

- **look + at**
- **freak + out**
- **expose + to**
- **tend + to**
- **stop + from**
- **link + to**
- **base + on**
- **wait + for**

### 2. Sentence Completion

- The doctor put a bandage around his wounded leg to **stop from** bleeding.
- She **looked at** and smiled.
- Where have you been? I **have been waiting for** 20 minutes. (or **waited for**)
- Women **tend to** live longer than men.
- Use of sprays **is linked to** skin cancer.
- My parents really **freaked out** when they saw my red hair.
- This novel **is based on** historical events.
- The art teacher believes that his students must **be exposed to** great works of art as often as possible.



**How language holds together and works**

**1 What does *will* mean?**

Match the following sentences with the different meanings of *will*.

1. That shopping bag looks heavy. <b>I'll help</b> you with it.	a) a refusal or an inability to do something
2. <b>Will you close</b> the window, please?	b) a decision made just now
3. Oh, I didn't know Jill was in hospital. <b>I'll go</b> and see her.	c) a request
4. <b>I'll get</b> a driving license, even if I have to take the exam many times!	d) a promise
5. I can see you're working, so <b>I won't keep</b> you long.	e) willingness or an offer to do something
6. <b>We'll go</b> to that Italian restaurant, but not today.	f) a determination to do something

**Notice**

We often use *will* with:

- I think ...*
- I expect ...*
- I'm sure ...*
- Probably, ... etc.*



**2 Other tenses used to talk about the future.**

- Present Simple
- Present Continuous
- going to*

**1. Underline the future form used in the following sentences.**

1. I'm not working tomorrow, so we can go shopping.
2. The train leaves from Thessaloniki at 12.30 and arrives in Athens at 17.30.
3. - Peter called while you were out.  
- OK. I'll phone him back.
4. - Have you done your homework?  
- Not yet. I'm going to do it in the afternoon.

**1. What does *will* mean? (Matching)**

1. **That shopping bag looks heavy. I'll help you with it.** -> (e) willingness or an offer to do something
2. **Will you close the window, please?** -> (c) a request
3. **Oh, I didn't know Jill was in hospital. I'll go and see her.** -> (b) a decision made just now
4. **I'll get a driving license, even if I have to take the exam many times!** -> (f) a determination to do something
5. **I can see you're working, so I won't keep you long.** -> (d) a promise
6. **We'll go to that Italian restaurant, but not today.** -> (a) a refusal or an inability to do something

**2. Other tenses used to talk about the future**

1. I'm **not working** tomorrow... (Present Continuous for arrangements)
2. The train **leaves...** and **arrives...** (Present Simple για timetables)
3. **I'll phone** him back. (Future Simple for on- the- spot decision)
4. **I'm going to do** it... (be going to for intentions)

**Tip:** "Will" isn't only for the future. We also use it for:

- **Offers:** when we offer to help someone (*I'll help you*).
- **Polite Requests:** when we ask someone to do something (*Will you...?*).

**2. Which form of the future is used to talk about:**

- |   |       |
|---|-------|
| a) an intention or a decision to do something           | ..... |
| b) a definite future arrangement                        | ..... |
| c) a future event, e.g. on a programme, timetable, etc. | ..... |
| d) a probability based on present evidence              | ..... |

**ANSWERS:**

- **a)** an intention or a decision to do something: **be going to**
- **b)** a definite future arrangement: **Present Continuous**
- **c)** a future event, e.g. on a programme, timetable, etc.: **Present Simple**
- **d)** a probability based on present evidence: **be going to**



PRACTICE

**1 Complete the sentences using an appropriate future form.**

1. I don't know how to use this wireless phone. It's quite easy. (I show) .....  
..... you.
2. - Have you decided what to do about that job advertisement?  
- Yes, (I/not/apply) ..... for it.
3. (the concert/begin) ..... at 21.00 or 21.30?
4. My cousin (come) ..... to see us at the weekend. She (travel)  
..... by train and her train (arrive) ..... at  
12.30. I (meet) ..... at the station.
5. I think it (cost) ..... 500 euros to repair the car.
6. They (get married) ..... on Saturday at the local church.
7. We haven't seen each other for ages. I wonder if he (recognise) .....  
me.
8. I (stop) ..... smoking after Christmas.
9. (you/call) ..... my parents and tell them that my car has broken  
down and I (be) ..... late?
10. We can't meet at 5.00. I (see) ..... my dentist at that time, but I'm  
free afterwards.

**ANSWERS**

1. It's quite easy. **I will show** you. (Decision made now / offer)
2. Yes, **I am not going to apply** for it. (Intention)
3. **Does the concert begin** at 21.00 or 21.30? (Timetable/Programme)
4. My cousin **is coming** to see us at the weekend. (Arrangement) She **is travelling** by train (Arrangement) and her train **arrives** at 12.30. (Timetable) **I am meeting** her at the station. (Arrangement)
5. I think it **will cost** 500 euros to repair the car. (Prediction/Opinion)
6. They **are getting married** on Saturday at the local church. (Fixed arrangement)
7. I wonder if he **will recognise** me. (Prediction/Uncertainty)
8. **I am going to stop** smoking after Christmas. (Intention/Resolution)
9. **Will you call** my parents... and tell them that **I will be** late? (Request & Prediction)
10. **I am seeing** my dentist at that time. (Fixed appointment/arrangement)

**Tip:** We use **Present Continuous** for our fixed appointments and **Present Simple** for official schedules like trains and concerts!

**2 What would you say in the following situations? Use an appropriate future form.**

1. A friend of yours is planning to go away for the weekend. You ask him/her about his/her plans. (where/go, go/alone, where/stay)

.....  
.....  
.....

2. Your friend smokes too much. Warn him/her about future health problems.

.....  
.....  
.....



3. A friend is going to visit your hometown. Predict what he/she will like/dislike about it.

.....  
.....  
.....

4. A classmate of yours failed his/her maths test and starts to cry. What do you say to comfort him/her?

.....  
.....  
.....



**ANSWERS**

1. **A friend is planning to go away for the weekend. You ask about plans:**
  - a. Where **are you going**?
  - b. **Are you going** alone?
  - c. Where **are you going to stay**?
2. **Warn a friend who smokes too much about future health problems:**
  - a. If you continue smoking, you **will have** serious health problems.
  - b. You **will get** sick if you don't stop.
3. **A friend visits your hometown. Predict what he/she will like/dislike:**
  - a. I think you **will like** the local food.
  - b. You probably **won't like** the traffic in the center.
4. **Comfort a classmate who failed a maths test:**
  - a. Don't worry, I'm sure you **will pass** the next one.
  - b. I **will help** you study for the next test.

**The Past Perfect Simple (*had* + past participle) Tense**

The Past Perfect Simple Tense is used to talk about an action which happened before another one in the past.

We often use the Past Perfect Simple Tense after *when* and *after* to show that something **was finished**.



**PRACTICE**

**Put the verbs into the Past Simple or the Past Perfect Simple Tense.**

1. Nobody (come) ..... to the meeting, because the secretary (forget) ..... to tell people about it.
2. The lesson (already/start) ....., when I (arrive) .....
3. She (tell) ..... me that she (work) ..... in France and Germany.
4. Mary (be) ..... upset because her boyfriend (not/phone) .....
5. When we (get) ..... home last night, we (find) ..... out that somebody (break) ..... into the house.
6. The woman sitting next to me on the plane was very nervous. She (never/fly) ..... by plane before.
7. We (go) ..... to our home town after many years. It wasn't the same at all. Everything (change) .....
8. I (ask) ..... if he (want) ..... anything to eat, but he (tell) ..... me that he (just/have) ..... breakfast.
9. I (not/know) ..... who she was. I (not/meet) ..... her before.
10. We (go) ..... to the cinema last night, but Jenny (not/come) ..... She (already/see) ..... the film.

**ANSWERS: Past Simple or Past Perfect Simple**

1. Nobody **came** to the meeting, because the secretary **had forgotten** to tell people about it.
2. The lesson **had already started**, when I **arrived**.
3. She **told** me that she **had worked** in France and Germany.
4. Mary **was** upset because her boyfriend **had not phoned**.
5. When we **got** home last night, we **found** out that somebody **had broken** into the house.
6. The woman sitting next to me on the plane was very nervous. She **had never flown** by plane before.
7. We **went** to our home town after many years. It wasn't the same at all. Everything **had changed**.
8. I **asked** if he **wanted** anything to eat, but he **told** me that he **had just had** breakfast.
9. I **did not know** who she was. I **had not met** her before.
10. We **went** to the cinema last night, but Jenny **did not come**. She **had already seen** the film.

GRAMMAR

**The Passive Voice**

Reasons for using the passive voice

**The following sentences contain verb forms in the passive. Would it be easy to rewrite them in the active? Study the notice that follows.**

*"This project called ARPANet and created by the Pentagon's Advanced Research Projects Agency **was established** in 1969."*

*"In 1991 the first really user-friendly access system to the Internet **was developed** at the University of Minnesota."*

*"ARPANet grew during the 1970's and **was upgraded** to a high speed network by linking several powerful supercomputer stations called nodes."*

Unit 6

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**Notice**

1. Passives are common when we talk about **what is done** to the person or thing that we are interested in, not about what he/she does.
2. Passives can help us when we talk about **the same thing**, whereas an active verb would need a new subject.

e.g.

A DRIVER has been sent to jail for 80 days for driving with excess alcohol.

George Barton, 31, was stopped by police officers in Bond Street last week and was found to have drunk almost twice the legal limit for drivers ...



**Go back to the text about the Internet and underline the passive voice, saying which rule from the notice above is best for every situation.**

**Tip:** In English, we use the **Passive Voice** more often than in Greek, especially in history and science texts. It helps us keep our focus on the most important 'object' of our story (like the Internet).

## Passive Voice: Rules & Text Analysis

### The Rules (Notice):

- **Rule 1:** We focus on what happened to the person or thing we are interested in, not on who did it.
- **Rule 2:** We use the passive voice to continue talking about the same thing without changing the subject.

### ANSWERS

1. **"...and was designed to provide a communications network..."**

**Rule 2:** Subject is "The Internet".

2. **"...which was called ARPANet..."**

**Rule 1:** We are interested in the name of the project.

3. **"...and was created by the Pentagon's..."**

**Rule 1:** Focus on the project.

4. **"...was established in 1969."**

**Rule 1:** The important information is the year.

5. **"The early Internet was used by computer experts..."**

**Rule 1:** Focus on the Internet and its users.

6. **"E-mail was adapted for ARPANet in 1972."**

**Rule 1:** Focus on the evolution of e-mail.

7. **"The @ symbol was picked to link..."**

**Rule 1:** Focus on the symbol.

8. **"ARPANet... was upgraded to a high speed network..."**

**Rule 2:** We are interested in the ARPANet.

9. **"ARPANet was shut down by the Defense Communications Agency..."**

**Rule 2:** Subject is the ARPANet.

A. Prepositions of **time**

*“In 1991 the first really user-friendly access system to the Internet was developed at the University of Minnesota.”*

**Read the examples in the box below and complete the following rules for the use of the particular time prepositions.**

in 1969	at the weekend
in the morning	on Friday afternoon
on Tuesday	at lunchtime
at 5.15	in April
at Christmas	

**Notice**

..... + clock time	..... + part of a day
..... + longer period of time	..... + part of a particular day
..... + particular day	..... + weekend/public holiday

**Complete the gaps with *in, at, on***

- |                        |                       |
|------------------------|-----------------------|
| 1. .... 1997           | 6. .... the afternoon |
| 2. .... Easter         | 7. .... midnight      |
| 3. .... Saturday       | 8. .... 6 o'clock     |
| 4. .... Monday evening | 9. .... Christmas Day |
| 5. .... March          | 10. .... the 1970's   |

**Notice: Rules for Time Prepositions**

- **at** + clock time (eg. at 5.15)
- **in** + longer period of time (eg in 1969, in April)
- **on** + particular day (eg on Tuesday)
- **in** + part of a day (eg in the morning)
- **on** + part of a particular day (eg on Friday afternoon)
- **at** + weekend/public holiday (eg at the weekend, at Christmas)

**ANSWERS: Complete the gaps with *in, at, on***

1. **in** 1997 (year)
2. **at** Easter (holiday period)
3. **on** Saturday (day)
4. **on** Monday evening (part of a particular day)
5. **in** March (month)
6. **in** the afternoon (part of a day)
7. **at** midnight (point in time)
8. **at** 6 o'clock (clock time)
9. **on** Christmas Day (specific day – pay attention to the word "Day"!) )
10. **in** the 1970's (decade/longer period)

B. Prepositions of *place*

in King Street	at university
in bed	at a party
at home	at the dentist's
at work	at a concert
at school	in Paris



**Notice**

We use **in** for **towns, cities and villages**.  
But we can also use **at** when we think of a place **as a point or station on a journey**.

*They live in London.*  
*We stopped at a village on the way to Manchester.*

We use **in** and **at** for **buildings**.  
We use **in** when we think about the building itself.  
We use **in** for streets.  
We say that somebody is **at an event** (at a party, at a concert).

*We can have lunch in that restaurant.*  
*We went to a concert at the Olympic stadium.*

**We usually say:**  
*at home/at school/at work/at university/at college*  
*at somebody's house*  
*at Mary's house/at the doctor's etc.*



**Complete the gaps with the correct preposition.**

1. We're going to spend the whole week ..... Paris.
2. Your key's ..... the reception desk.
3. I didn't see you ..... the office yesterday. Is everything OK?
4. He usually meets his ..... that pub.
5. There are seventy rooms ..... that hotel. I'm sure they have vacancies.
6. She's a student ..... Athens University.
7. I wasn't in when you phoned. I was ..... the dentist's.
8. The wedding reception took place ..... Grand Hotel.

**ANSWERS : Complete the gaps with the correct preposition**

1. We're going to spend the whole week **in** Paris. (City)
2. Your key's **at** the reception desk. (Specific point)
3. I didn't see you **at** the office yesterday. Is everything OK? (Place of work/building)
4. He usually meets his **at** that pub. (Building as a meeting point)
5. There are seventy rooms **in** that hotel. I'm sure they have vacancies. (Inside the building)
6. She's a student **at** Athens University. (Institution)
7. I wasn't in when you phoned. I was **at** the dentist's. (Professional's place)
8. The wedding reception took place **at** Grand Hotel. (Event/Building as a location)

**Tip:** The preposition we choose depends on how we think about the location:

- We use **in** when we think of a place as a physical, enclosed building.
- We use **at** when we think of a place as a general meeting point or a place for an activity.



### Work and play with words

#### Word building

The following nouns and adjectives appear in the unit. Provide the missing endings and use each noun/adjective in a sentence of your own.

1. power..... (adjective) .....  
.....
2. grow..... (noun) .....  
.....
3. disturb..... (noun) .....  
.....
4. vari..... (adjective) .....  
.....
5. connect..... (noun) .....  
.....
6. popular..... (noun) .....  
.....
7. install..... (noun) .....  
.....
8. scientif..... (adjective) .....  
.....
9. accept..... (adjective) .....  
.....
10. conveni..... (noun) .....  
.....
11. distribu..... (noun) .....  
.....
12. safe..... (noun) .....  
.....

**Word Building: Answer Key**

1. power... **powerful** (adjective)

*Sentence:* The new computer has a very **powerful** processor.

2. grow... **growth** (noun)

*Sentence:* Healthy food is important for a child's **growth**.

3. disturb... **disturbance** (noun)

*Sentence:* There was a minor **disturbance** earlier today.

4. vari... **various** (adjective)

*Sentence:* There are **various** ways to solve this problem.

5. connect... **connection** (noun)

*Sentence:* The internet **connection** in my house is very fast.

6. popular... **popularity** (noun)

*Sentence:* The singer's **popularity** grew rapidly after her new song.

7. install... **installation** (noun)

*Sentence:* The **installation** of the new software takes about ten minutes.

8. scientif... **scientific** (adjective)

*Sentence:* The researchers made an important **scientific** discovery.

9. accept... **acceptable** (adjective)

*Sentence:* Using your phone during the exam is not **acceptable**.

10. conveni... **convenience** (noun)

*Sentence:* Many people prefer online shopping for its **convenience**.

11. distribu... **distribution** (noun)

*Sentence:* The charity organized the **distribution** of food and clothes.

12. safe... **safety** (noun)

*Sentence:* You must wear a helmet on the motorcycle for your own **safety**.

### PHRASAL VERBS

In the texts we came across the phrasal verbs *call for*, *take over*, *shut down* and *take place*. Match these verbs with the meanings below, and then use them in the correct form to complete the sentences.

1. call for	a) happen
2. take over	b) stop working
3 shut down	c) gain control or responsibility
4. take place	d) require, demand or need

1. The Olympic Games of 2004 ..... in Athens.
2. The situation ..... immediate action.
3. A lot of local shops ..... in the last few years.
4. The factory ..... by an American multinational company.

### ANSWERS

#### Matching

1. **call for** -> **d) require, demand or need**
2. **take over** -> **c) gain control or responsibility**
3. **shut down** -> **b) stop working**
4. **take place** -> **a) happen**

#### Sentence Completion

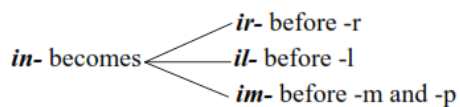
1. The Olympic Games of 2004 **took place** in Athens.
2. The situation **calls for** (ή **called for**) immediate action.
3. A lot of local shops **have shut down** in the last few years.
4. The factory **was taken over** by an American multinational company.

**Opposite adjectives**

*“Many commercial computer network and data services also provided at least **indirect** connection to the Internet.”*

***in** - direct*

***in** - expensive*



**Complete the gaps with one of the prefixes above.**

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. An .....regular verb.      | 5. An .....dependent country. |
| 2. An .....possible plan.     | 6. An .....correct exercise   |
| 3. An .....expensive present. | 7. An .....polite person.     |
| 4. An .....moral action.      | 8. An .....logical plan       |

**ANSWERS**

1. An **irregular** verb. (before r)
2. An **impossible** plan. (before p)
3. An **inexpensive** present. ( in-)
4. An **immoral** action. (before m)
5. An **independent** country. (in-)
6. An **incorrect** exercise. ( in-)
7. An **impolite** person. (before p)
8. An **illogical** plan. (before l)

**SELF - EVALUATION PAGE**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1. Group Work - I worked well with the other group members.</b>					
<b>2. Reading - I can understand simple texts in English</b>					
<b>3. Listening - I can understand simple spoken English</b>					
<b>4. Speaking - I can speak or take part in short conversations</b>					
<b>5. Writing - I can write simple messages, notes or emails</b>					
<b>6. Vocabulary - I learned and used new words</b>					
<b>7. Grammar - I used tenses and grammar structures correctly</b>					

**a. Which task did you enjoy the most?**

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**b. Which task did you enjoy the least?**

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