

Unit 10 Communication


ACADEMIC SKILLS PLUS

Information technology: The internet of things

Reading skills: Distinguishing main points and specific examples


Writing skills: Expanding notes into a paragraph

1 SPEAKING

a  Look at the pictures and discuss the questions.

- 1 What 'smart' devices do the pictures show?
- 2 Do you know people who use them?
- 3 Why do you think people like using them?



b  Think of other smart devices or apps that you know of, or which you use yourself. Make a list, then compare with other students. Decide which three are the most useful and explain why. Think about:

- sports and exercise
- things in the home
- music and films
- work and study

2 READING

a You will read an article about 'the internet of things'. What do you think this means? Choose the best answer.

- 1 using different devices that are all connected online
- 2 devices and machines doing more work for people
- 3 finding out information about things over the internet

b Read the article to check.

c Skills focus Distinguishing main points.

Read the article again. Which of the points below do you think are main points and which are detailed examples? Tick (✓) the main points.

- 1 ☐ Many of the things we use every day are connected online.
- 2 ☐ Many people use their television for different purposes.
- 3 ☐ The way devices are connected online is called 'the internet of things'.
- 4 ☐ In the future, more devices will be connected online.
- 5 ☐ Cars will give us information about problems we need to fix.
- 6 ☐ Devices can connect to their users and also to other devices.
- 7 ☐ Shopping beacons can help you with your shopping.
- 8 ☐ Some people are worried about using devices connected to the internet.

The internet of things

These days, most people are connected to the internet through computers, tablets and smartphones. But we also use other objects and devices – at home, at work, in our free time – which are connected to the internet. For example, most people now watch TV via the internet, and they may also use their televisions to stream films, play computer games with people, and even chat to friends.

People often use the term 'the internet of things' to talk about this. This describes the way the things we use are becoming more and more connected. At present, about 4.5 billion people are connected to the internet, but about 30 billion things (such as phones, cars, watches, televisions, machines) are connected online, and this number is increasing every year.

In the future, devices which are connected in this way will become more normal: car tyres could tell you when you need to change them; your central heating could know when you are coming home and turn itself on; your car could know when it needs a repair and make an appointment at a suitable time for you.

Another feature of the internet of things is that devices can also connect to each other. An example of this is a 'shopping beacon': this is a device which has information about your shopping habits and about what the shop sells. It also knows when you are near the shop, so it sends a message to you, telling you about special offers or things you may want to buy.

Some people find the idea of the internet of things exciting, but not everyone. Some are afraid that these devices and the companies that make them will know too much about our lives and habits (who we speak to, for example, or how often we go out). They say that of course everything *can* be connected online, but that doesn't mean that everything *should* be connected.

d CRITICAL THINKING

DISTINGUISHING KNOWN AND NEW INFORMATION

Look at the article again.

1 Note down:

- two things you already knew (before you read the article)
- two new things you learned from the article

Compare with other students. Did you choose the same things?

- 2 If you already know some information, it makes reading easier. Why is this? Choose two reasons.
- because you already know all the words
 - because you understand the general meaning, so you can guess new words
 - because you can guess what the text is going to say
 - because you don't need to read all the text – you can just skip the parts you know

STUDY SKILLS: FOCUSING ON NEW INFORMATION

When we read a text, it's more difficult to understand new information than things we already know about. Which of these are good techniques for focusing on new information? Write *Yes* or *No*.

- Note down key points as you read. ____
- Read difficult sentences a second time. ____
- If you don't understand a sentence, don't worry and keep reading. ____
- Look up new words in a dictionary. ____
- Translate everything into your own language. ____
- Underline or use a highlighter to mark key points. ____

3 LANGUAGE FOCUS Giving examples

a Look at the expressions in **bold** and answer the questions 1–5 below.

- For example**, most people now watch TV via the internet.
- ... about 30 billion **things** (**such as** phones, cars, watches, televisions, machines) are connected online.
- An example of this is** a 'shopping beacon'.
- ... who we speak to, **for example**, or how often we go out.

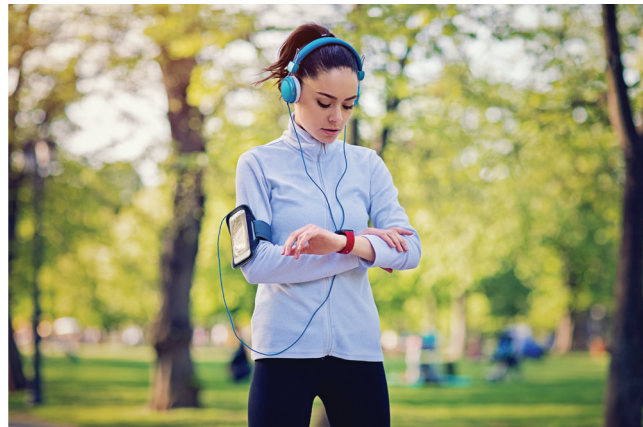
- Which expression often has a comma after it?
- What kind of words follow *such as* in sentence b?
- In sentence b, could we use *for example* instead of *such as*?
- Could we use *such as* in any of the other sentences?
- What preposition can follow the word *example*?

b Add an example (a–e) to each sentence (1–5), using the expression given in brackets. You may need to change the punctuation.

- Using your mobile, you can make changes to your home. (*for example*)
- Most people get their news online through an electronic device. (*such as*)
- Speed cameras can check if cars are going too fast. (*for example*)
- Electronic devices have changed the way we do sport and exercise. (*An example of this*)
- You can learn a foreign language online. (*for example*)

- a computer, a tablet or a mobile phone
- on motorways or in towns
- by using an app on your mobile phone
- you could turn the central heating on or cook your dinner
- a running watch, which can tell you your speed and also play music

4 WRITING



a Look at these notes about running watches and read the paragraph below. Then complete the paragraph with words and phrases from the notes.

Running watches

- jogging

Why they are useful:

- comfortable to wear

- information (*speed*, how far you've run, where you are)

information about your body:

- blood pressure

- calories

Some watches – your favourite music

Many people use running watches when ¹_____. They are useful in many ways. They're ²_____ and they give you a lot of useful ³_____. For example, they can tell you your ⁴_____, how far you have ⁵_____ and where ⁶_____. They also give you information about ⁷_____, such as your blood pressure and how many ⁸_____ you have used. Some running watches also have an app which plays ⁹_____ while you are running.

b Think about another 'smart' device or app that you talked about in 1a and 1b. Make some brief notes about these topics:

- Who uses it?
- Why is it useful?
- What does it do?

c Write a short paragraph based on your notes. Think of one or two examples and add them, using expressions from 3a.

d Show your paragraph to other students and answer any questions.