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What's it for?

Explaining use

1 Look at this kit for surviving outdoors. Match the words to the correct picture.

- | | |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> dental floss | <input type="checkbox"/> plaster* |
| <input type="checkbox"/> lighter | <input type="checkbox"/> razor blade |
| <input type="checkbox"/> compass | <input type="checkbox"/> mirror |
| <input type="checkbox"/> whistle | <input type="checkbox"/> torch |
| <input type="checkbox"/> tea bag | <input type="checkbox"/> plastic bag |
| <input type="checkbox"/> aspirin | |

plaster **BrE** – band aid **AmE**

2 Find something for:

- 1 starting fires
- 2 keeping things dry
- 3 stopping headaches
- 4 cutting things
- 5 putting on cuts
- 6 finding the way.


Example

The lighter's for starting fires.

The ... is for keeping things dry.

3 What are the other things for?



4  Listen and check your answers.

5 Complete the sentences with words from the list.

seeing putting on making
tying signalling

- 1 The dental floss is for things together. It's very strong and useful.
- 2 The torch is for at night and also for signalling.
- 3 The mirror is for in the day and the whistle is for a noise.
- 4 The tea bag is for a hot drink and also for insect bites.

6 Work with another student. Ask and answer questions about the survival kit.

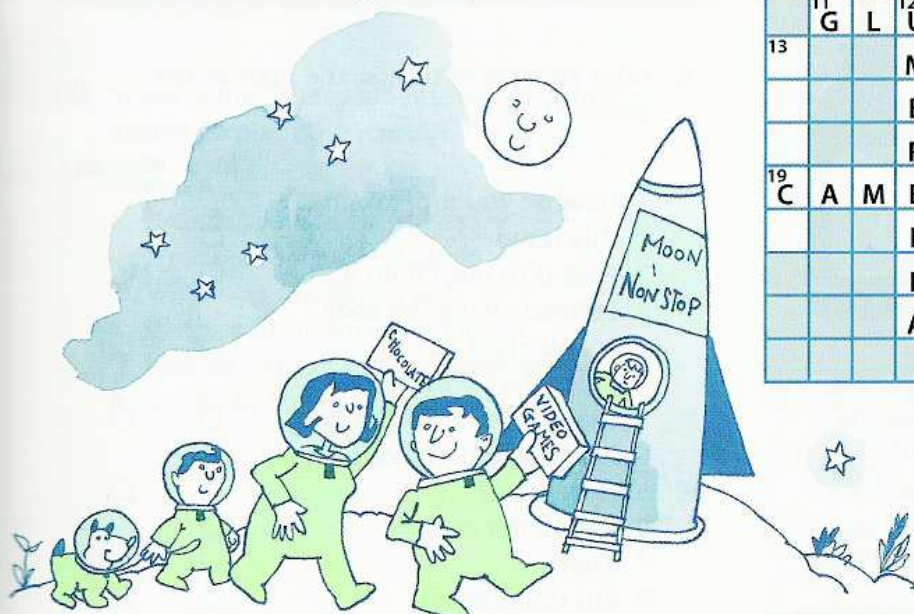
- A What's the plaster for?
B It's for putting on cuts.
- A What's the ... for?
B It's for ... -ing ...

7 Work with some other students. Imagine you are going on a trip to the moon. Think of ten things to take with you. Make a list (you can use a dictionary). What is everything for?

Example

oxygen – for breathing

a radio transmitter – for calling home



8 Read your list to the class. Say what things are for.

Example

We have a camera for photographing the earth.

9 Work with a partner. **A** – use the information below. **B** – use the information in file 30 on page 111.



down across

A

There are no clues to this crossword. Your partner has the words you need and you have the words your partner needs. You can't say the missing words. You have to describe things.

Example

B What's 1 across?

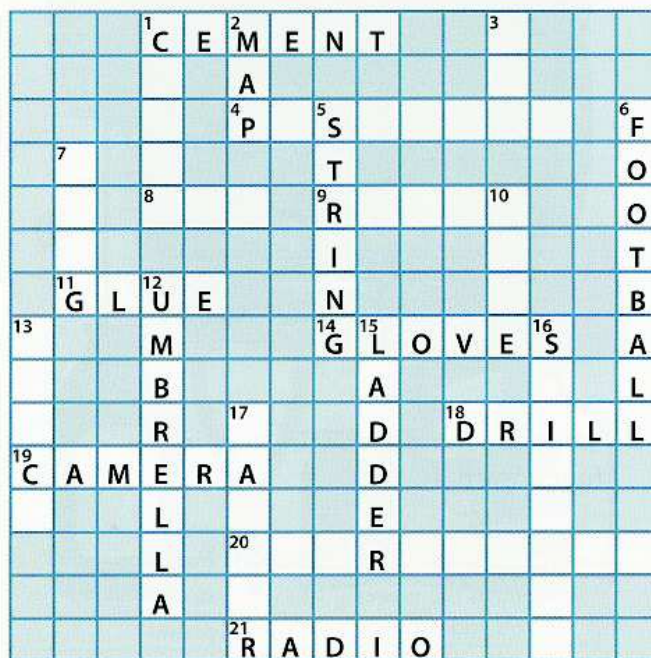
A It's for building walls.

B Bricks?

A No, it's soft and grey.

B Cement?

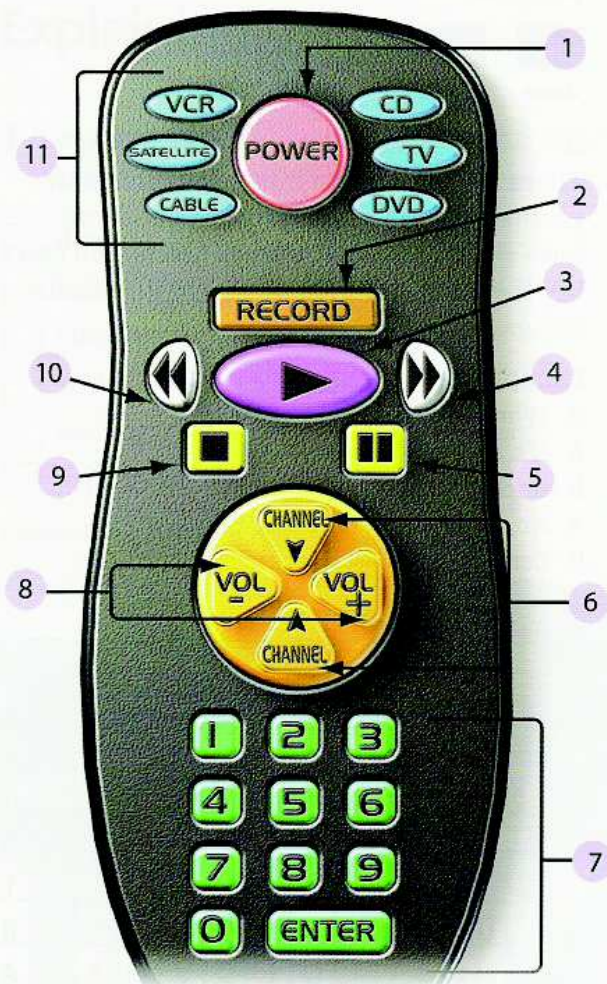
A That's right.



Explaining functions

- 1 Do you have any remote controls at home? What devices can remote controls operate (for example, videos, garage doors)? What devices can you operate with this remote?

Universal remote control



- 2 Write the numbers of the keys in the function chart.

Key(s)	Function	Key(s)	Function
1	turns the power on and off		stops
	selects a device		pauses
	records		increases and decreases the volume
	rewinds		changes the channel
	plays tapes, CDs, and DVDs		enters numbers
	fast forwards		

- 3 Work with a partner. Point at different buttons and ask and answer questions.

Example

- A What does this button do?
B It turns the power on and off.
- A What do these buttons do?
B They change the channel.

- 4 Listen to some people programming the remote. Do they have any problems?

- 5 Here are some written instructions for programming the remote. They are in the wrong order. Write the correct number in the boxes. Listen again and check your answers.

PROGRAMMING

- ☐ Press **TV** and wait for the flashing red light.
- ☐ Press **ENTER**. A flashing light means programming is successful.
- ☐ Turn on the television.
- ☐ 1 Locate the correct code in the manual.
- ☐ Type in the code using the key pad.

- 6 Who says these things, the man or the woman?

	Man	Woman
1 How do you programme this remote?	<input type="checkbox"/>	<input type="checkbox"/>
2 Pass it to me. I'll do it.	<input type="checkbox"/>	<input type="checkbox"/>
3 I already have the code. It's oh eight oh.	<input type="checkbox"/>	<input type="checkbox"/>
4 Press the TV button on the remote. Hold it down.	<input type="checkbox"/>	<input type="checkbox"/>
5 It's going on and off. Now what?	<input type="checkbox"/>	<input type="checkbox"/>
6 Key in the code.	<input type="checkbox"/>	<input type="checkbox"/>
7 That's it.	<input type="checkbox"/>	<input type="checkbox"/>
8 But that's easy!	<input type="checkbox"/>	<input type="checkbox"/>

7 Look at the words and phrases in **bold** in 6. Think of other ways to say these things.

8 Match the words and phrases in **bold** in 6 with the words and phrases in the list.

- a number
- b we're finished
- c type in
- d not difficult
- e give
- f don't release it
- g key
- h flashing

9 What electronic devices do you have with you now? For example:

- a mobile phone
- a laptop computer
- a PDA (Personal Digital Assistant)
- a watch
- a pager
- a cassette recorder
- an MP3 player

Brainstorm different questions to ask about them. Start your questions with *How do you ...?*

Example

a mobile phone

How do you make a call?

How do you pick up messages?

How do you send a text message?

How do you ...?

10 Show some other students an electronic device. Explain the controls.

Example

A *How do you turn the power on?*

B *Press the red circular button.*

C *What does this button do?*

B *It moves the menu up and down.*

D *How do you pick up your messages?*

B *Key in the number ...*

Listing things

1 Identify the things in the picture. Say what each one is for.

There's an electric drill. It's for making holes.



2 Play a memory game. Close your books and try to remember everything in the picture. Make a list. Write sentences beginning:

There's a ...

There's some ...

There are some ...