

CAMBRIDGE

English for Spanish Speakers



# OUT & ABOUT

STUDENT'S BOOK 1

Bachillerato  
Batxillerat  
Batxilergoa  
Bacharelato



Mark Hancock  
Annie McDonald





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# OUT & 1 ABOUT

	READING	PHRASAL VERBS	VOCABULARY 1	LISTENING & IDIOMS
<b>Unit 1</b> <b>Plugged in</b> page 5	What happens to your old gadgets? <b>TIP:</b> finding words in a text	throw away sth, turn up, end up, check out	computer words	an interview with an IT trainer <b>Idioms:</b> to steer clear of something, to poke one's nose into something, to scribble something down
<b>Unit 2</b> <b>A close shave</b> page 17	Brit survives 12 days in Australian wilderness <b>TIP:</b> predicting content 1	set out, run out of, give up, come across	injuries	a medical consultation <b>Idioms:</b> to be as right as rain, to be in bad shape, to be up and about
<b>Unit 3</b> <b>Blood is thicker than water</b> page 29	The American dream family <b>TIP:</b> predicting content 2	bring (sb) up, split up, get on well, drop by, go down	relatives	a description of a picture <b>Idioms:</b> to run in the family, to see eye-to-eye
<b>TERM REVIEW</b>				
<b>Unit 4</b> <b>No pain no gain</b> page 43	Is football more important than life and death? <b>TIP:</b> identifying key words	add up to, break down, put up with, pay (sth) out, call sth off, switch off	sports	a summer plan <b>Idioms:</b> to get oneself in shape, a walk in the park, to kill two birds with one stone
<b>Unit 5</b> <b>Fashion victim</b> page 55	Fashion crimes <b>TIP:</b> skimming	put off, go out, go with, dress up, put on, try on	clothes and fashion	a description of how people dress <b>Idioms:</b> to not care less about, to suit someone down to the ground, to be fit for purpose, to treat oneself to something
<b>Unit 6</b> <b>Behind bars</b> page 67	Who stole the <i>Mona Lisa</i> ? <b>TIP:</b> making inferences	shut down, get away with, show up, turn out, hold onto, turn up	crime	radio news <b>Idioms:</b> to have one's eye on someone, to cost an arm and a leg, to line one's own pocket, to keep someone on the straight and narrow
<b>TERM REVIEW</b>				
<b>Unit 7</b> <b>A helping hand</b> page 81	A village with no children <b>TIP:</b> questions in a text	get rid of, put up with, hang out, get away from, go on about, build on	social issues	a radio interview <b>Idioms:</b> beyond a shadow of doubt, to get to grips with something, to keep someone at arm's length, to be sick and tired of it all
<b>Unit 8</b> <b>Hot off the press</b> page 93	From balloon boy to guitar hero <b>TIP:</b> using information in the first paragraph	hold down, take off, turn out, go back, pay off	the media	a conversation about social media <b>Idioms:</b> a feel-good factor, to blow one's mind, to take someone's word for something
<b>Unit 9</b> <b>Music to our ears</b> page 105	Moved by music <b>TIP:</b> understanding paragraphs	sing along, be into, take up, fit in with, move along, hang out	music	an interview with a singer <b>Idioms:</b> to go to pieces, on the spot, to be over the moon, fingers crossed
<b>TERM REVIEW</b>				

**Life skills**  
page 120

**Language reference**  
page 129

**False friends**  
page 145

**Writing guide**  
page 147



GRAMMAR	VOCABULARY 2	PRONUNCIATION	SPEAKING	WRITING	LIFE SKILL	VIDEO
present simple and present continuous; state verbs	adjectives ending in <i>-ed</i> and <i>-ing</i>	<i>t</i> in negative auxiliaries; stress in word families	exchanging opinions	a for and against essay	personal safety	<ul style="list-style-type: none"> <li>▶ Social networks</li> <li>▶ Technology</li> </ul>
past simple and past continuous	adverbs of manner	/ɜː/; weak forms: <i>is/was/are/were</i>	telling a story	a story	preparing for a risky situation	<ul style="list-style-type: none"> <li>▶ Dangerous situations</li> <li>▶ Firefighters</li> </ul>
present perfect; present perfect and time words; past perfect	prefixes	/ɪz/ and /z/	giving advice	a biography	managing feelings	<ul style="list-style-type: none"> <li>▶ Places to visit</li> <li>▶ Musical friends</li> </ul>
the future: <i>will</i> ; <i>going to</i> ; present continuous; present simple; future continuous; future perfect	adjective suffixes	stress in adjectives	inviting	an opinion essay	cooperation and teamwork	<ul style="list-style-type: none"> <li>▶ Sport</li> <li>▶ Parkour</li> </ul>
modals: ability; obligation; lack of obligation; prohibition; recommendations / advice; possibility in the present; possibility in the past	compounds: compound nouns, compound adjectives	silent letters; silent <i>t</i> ; stress in compounds	describing a picture	an informal email	self-esteem	<ul style="list-style-type: none"> <li>▶ Describing a photograph</li> <li>▶ Fashion trends</li> </ul>
passive; to have something done	verb, adjective, noun + preposition	stress in verbs; joining prepositions	talking about a TV drama	a review of a TV drama	judging right from wrong	<ul style="list-style-type: none"> <li>▶ Favourite TV series</li> <li>▶ Changing cities</li> </ul>
conditionals: zero and first conditional; <i>if, when, as soon as</i> ; second conditional; third conditional	do and make	linking	talking about social issues	a formal email	responsible citizenship	<ul style="list-style-type: none"> <li>▶ Social issues</li> <li>▶ Multicultural London</li> </ul>
reported speech: reported statements; reported questions; reported orders and suggestions	verb and noun collocations	stress patterns 1, stress patterns 2	talking about experiences	a blog post	critical thinking	<ul style="list-style-type: none"> <li>▶ Appearing in the media</li> <li>▶ Advertising</li> </ul>
relative clauses: defining relative clauses; non-defining relative clauses	American English vs. British English	<i>r</i> after a vowel	talking about preferences	a description of a place	giving presentations and nerve control	<ul style="list-style-type: none"> <li>▶ Fame</li> <li>▶ Street musicians</li> </ul>




# Unit 1

## Plugged in

### UNIT OBJECTIVES

- find out about technology
- read and understand a text on technology
- topic words: computer words
- listen to an interview
  - grammar: present simple and present continuous
  - word building: adjectives ending in *-ed* and *-ing*
  - speaking: exchanging opinions
  - writing: a for and against essay
  - life skill: personal safety



 Look at the photo. Talk to your partner for one minute about what you can see and what people use technological devices for.

Think about these questions:

- who can you see?
- what is she doing?
- where is she?

What kind of technology do you use?



VIDEO 1

VIDEO 2





1 Look at the title and the photos opposite. What can you see? What do you think the text is about? Compare with a partner.

2 Find these key words in the first paragraph of the text. What do they mean? Translate them into your language.

1 gadget (n) 2 queue (v) 3 generation (n) 4 waste (n)

3 Make a sentence using at least two of the words in Exercise 2.

4 Read the text quickly – in about three minutes! Was your answer to Exercise 1 correct?

5 1.01 Read the text again and listen. Match the paragraphs with the topics.

1 – c

Paragraph 1 a Dangers of discarded devices

Paragraph 2 b Some solutions

Paragraph 3 c Technology and change

Paragraph 4 d Exporting e-waste abroad

Paragraph 5 e Some statistics

6 Are the following statements true or false? Use the exact words from the text to justify your answer.

1 Other types of waste are growing faster than e-waste. *False. 'E-waste is the fastest growing type of waste ...'*

2 People replace their MP3 players more regularly than their mobile phones.

3 Most e-waste ends up being buried.

4 Workers in China are protected from harmful materials contained in e-waste.

7 Choose the best answer according to the text. Only one answer is possible.

1 The writer thinks that ...

- a people are crazy to queue all night outside shops.
- b more e-waste should be recycled.
- c putting e-waste in landfills is a good idea.
- d exporting e-waste is a small problem.

2 The writer wants to ...

- a encourage people to buy more electronic devices.
- b tell people about the regulations in Europe.
- c encourage people to think more about how they dispose of e-waste.
- d explain how many people are involved in e-waste disposal.

## Tip

When you're asked to match definitions with words in a text, first find the word in the text. When you've found it, choose a definition and check your idea by rereading the sentences before and after. Finally, substitute the word with the definition given. Does the sentence make sense?

8 Match the words with their definitions. Remember to look back at the text to help you.

- |             |   |
|-------------|---|
| 1 lifespan  | a its natural state                             |
| 2 alarming  | b throwing something away without thinking      |
| 3 raw       | c dangerous and likely to cause damage          |
| 4 hazardous | d causing worry                                 |
| 5 dumping   | e a place where old machines are collected      |
| 6 scrapyard | f the length of time for which something exists |

9 What's the best way to reduce the amount of e-waste we produce? What's the best way to make people more aware of this problem? Work in small groups and suggest some ideas. Compare your ideas with the rest of the class and vote for the best.

## Phrasal verbs

**throw away sth** or **throw sth away**: to get rid of something because you do not want or need it any more

**turn up**: if someone or something turns up, they appear or are found, either after a long time or when you are not expecting them

**end up**: to finally be in a particular place, state or situation, especially without having planned it

**check out**: to look at a person or object or to go to a place because you are interested to see what they are like



# WHAT HAPPENS TO YOUR OLD GADGETS?

When a new electronic device appears on the market, the word spreads fast. There are excited blog posts about it, and comments in the social media. TV presenters tell us about the amazing things you can do with the new gadget. When it is finally available, people queue all night outside shops to be the first to buy it. But nowadays, new electronic devices have a very short lifespan. Technological change happens so fast that an exciting new device is old and boring after only a few years. We hurry to buy the next generation of the device and **throw away** the old one. But what happens to it then? We cannot simply delete it! It becomes electronic waste, or e-waste.

E-waste is the fastest growing type of waste in the developed world, and it is increasing by 5% each year. In the USA, the figures are alarming. Each year, we throw away over 40 million computers, 20 million TVs and 100 million mobile phones. Consumers replace their TVs every ten years. They replace their computers and MP3 players every two years, and they replace their mobile phones even more frequently than that.

What happens to all of this e-waste? Unfortunately, only a small proportion of it is recyclable. Electronic devices contain some reusable raw materials, but they also contain hazardous chemicals which may harm workers. Another option is to burn the e-waste, but this releases toxic fumes into the environment. These toxins may then **turn up** in the food we eat, especially fish. Because of the problems of disposing of e-waste, most of it **ends up** in landfill, but this isn't an ideal solution either. The waste still releases toxins and these pollute the local environment and water sources. For this reason, dumping e-waste in landfill is illegal in many European countries.

Perhaps the most worrying form of e-waste disposal in the developed world is export. Developed countries routinely export e-waste to countries in Africa and Asia. Two of the biggest destinations are India and China, where thousands of workers are working in e-waste scrapyards. In many cases, these workers do not have adequate protection from the hazardous materials in the e-waste, and many scrapyards even employ children.

## Get it right

### We say:

- ✓ 100 million mobile phones.
- X 100 million of mobile phones.

So what can you do to help? Well, first of all, be aware of how much e-waste you are producing. Buy electronic devices which will last longer, and take good care of them so that you do not need to replace them so frequently. When you finally dispose of a device, consider giving it to a charity or somebody who could reuse it. If that is not possible, **check out** the internet to see if there are any e-waste collection points near you.

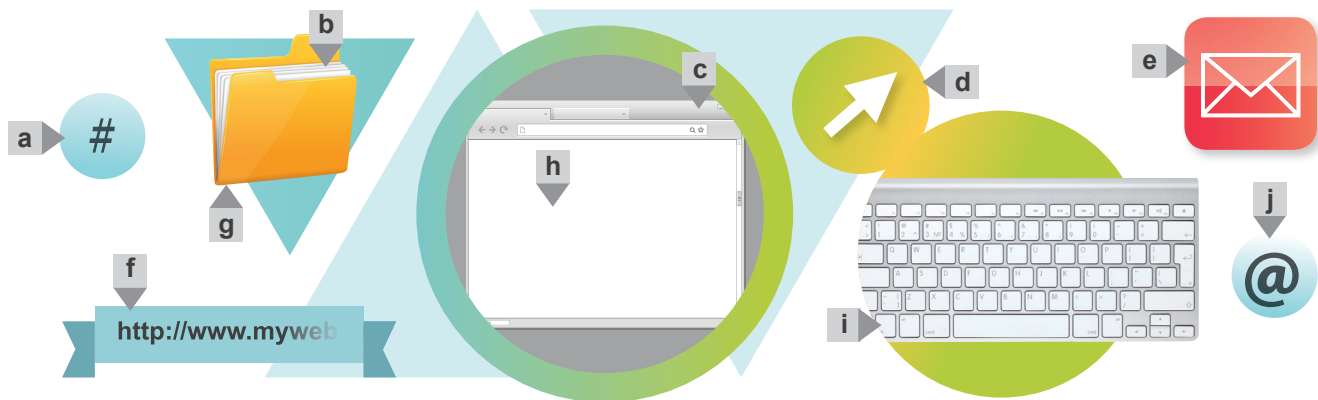
## Streetwise

### even

*even* is a focusing adverb. We use it to single out information and to indicate that something is unexpected or surprising or that it reaches an unexpected or surprising degree or extreme.

*Everyone has got a tablet these days, even my grandad!*

# Computer words



- 1 Match the words in the box with the pictures. Two words are not in the pictures. What do they mean?

at blog cursor document file hashtag  
icon keyboard link menu password window

at – j

## Tip

Remember nouns and verbs which often go together, *document – open, close, save*. Remember that the verb usually comes first, then the noun.

- 2 Add the words from Exercise 1 to the lists below.

You can ...

- 1 open it → *a document; a file; a window*
- 2 click on it. →
- 3 type it. →
- 4 read it. →

- 3 Match the verbs from the word-cloud with the meanings. You won't need to use all of the verbs yet!

DELETE SHARE POST SEARCH  
INSTALL ATTACH  
CLICK EMAIL OPEN DRAG  
PASTE CUT SAVE ENTER  
SEND TYPE PRESS

- 1 Move something across the screen with the cursor.  
*drag*
- 2 Put something on an internet page so everyone can see it.
- 3 Look for something on the internet.
- 4 Place a file with an email message.
- 5 Take a file from the internet and put it on your own computer.
- 6 Press a button on your mouse or on the screen.

- 4 Complete the sentences with verbs from the word-cloud in Exercise 3.

- 1 You can select a piece of text, *cut* it and **p**\_\_\_\_\_ it into a new document.
- 2 You can **p**\_\_\_\_\_ a photo on *Facebook* and **s**\_\_\_\_\_ it with your friends.
- 3 To **o**\_\_\_\_\_ our web page, simply **c**\_\_\_\_\_ on this link.
- 4 **D**\_\_\_\_\_ the program and **i**\_\_\_\_\_ it on your computer.
- 5 To **d**\_\_\_\_\_ the file, simply **d**\_\_\_\_\_ it into the recycling bin.
- 6 You have to **t**\_\_\_\_\_ in your password before you can **e**\_\_\_\_\_.
- 7 You can **s**\_\_\_\_\_ us a text message or **e**\_\_\_\_\_ us.
- 8 You can **s**\_\_\_\_\_ for an image on the internet and **s**\_\_\_\_\_ it on your computer.
- 9 Don't forget to **a**\_\_\_\_\_ your CV before you **p**\_\_\_\_\_ 'send'!

- 5 1.02 Listen and check your answers.

- 6 Choose a topic and ask a partner to explain some of the things you have to do.

- 1 You want to send an email with some photos.
- 2 You want to collect information about a certain topic from the internet.
- 3 You want to get started on a new computer.

## PV

- 7 Complete the sentences with the words in the box.

away check end out throw turn up up

- 1 Don't worry! I'm sure your lost data will *turn up* somewhere!
- 2 My mobile was stolen in Madrid and the police said all mobile phones \_\_\_\_\_ in the end.
- 3 Don't \_\_\_\_\_ your old computer – recycle it!
- 4 You should \_\_\_\_\_ the great free downloads on this site!

# An interview with an IT trainer



- 1 What's the worst password you can think of? Compare your ideas with a partner.

## Tip

Think about what you're going to hear before you listen. Use the information available to you on the page (words, pictures) for more clues.

- 2 You will hear Robin Perry talking about choosing a safe password. What do you think she will say?

- 3 1.03 Listen to the beginning of an interview with Robin Perry. Which of these people would it be useful for?

- 1 a person who always uses the same password
- 2 an experienced IT user
- 3 a person who hasn't got any passwords
- 4 a computer programmer

- 4 1.04 Listen to the rest of the interview. Put the following pieces of advice in the order you hear them.

- 1 use different passwords for different accounts
- 2 avoid dictionary words
- 3 avoid names
- 4 use letters and symbols
- 5 change passwords frequently

- 5 1.05 Listen again and answer the questions.

- 1 What example password does the interviewer say he is using at the moment?
- 2 What example of a word and number does the interviewer give?
- 3 What does Robin suggest people do to make creative passwords?
- 4 How often does Robin advise people to change their passwords?

## Streetwise

### at all

*at all* is an adverb which is used to make negatives and questions stronger. It means *in any way* or *of any type*.  
He's not eaten anything **at all** today.

## Idioms

- 6 Read these extracts from the interview. Can you guess the meaning of the phrases in **bold**? How do you know?

- 1 **Robin**: You need to avoid names of family, friends, famous people and so on and so forth. In fact, you should **steer clear of** any words at all that might appear in the dictionary.
- 2 **Robin**: It's hard work, but it's worth it. You don't want people **poking their noses into** your private files.
- 3 **Tom**: Can I **scribble them down** on a piece of paper?  
**Robin**: Yes, write them down if you have to.

- 7 Make notes to answer the following questions.

- 1 Do you think Robin's advice is good? Why/Why not?
- 2 Would you add anything?
- 3 Would you change anything? If so, what?

- 8 Compare and discuss your answers to Exercise 7 with a partner.

## Reflection

- 9 What helped you understand the listening?

- Thinking about the topic before listening.
- Thinking about who the programme was for.
- Listening for gist.
- Listening for specific information.
- Guessing the meaning of words and phrases you didn't understand.



# Present simple and present continuous



1 Who's talking? Match the sentences with the photos.

1 - b

- 1 Hi, I'm Sergei and I live in Moscow.
- 2 I love it up here – the air's so fresh.
- 3 I'm sitting on the train right now.
- 4 We're coming home next week.
- 5 Yeah, I often work out in the afternoon.
- 6 I'm working in a café for the summer.

2 Work with a partner. Who do you think the people in the photos are talking to? What do you think they will say next?

3 If you change the pronouns in the sentences in Exercise 1, how do you have to change the verbs? Complete the rules with pronouns.

I live in Moscow → He **lives** in Moscow.

I'm working → You're **working**.

Present simple: Add **-s** to the verb after \_\_\_\_\_.

Present continuous: Use **am** after \_\_\_\_\_, **are** after \_\_\_\_\_ and **is** after \_\_\_\_\_.

4 Match the meanings with the sentences in Exercise 1.

1 - 4

- 1 a definite future plan
- 2 a permanent or long-term fact
- 3 something which happens regularly
- 4 a state – likes, thoughts and hopes
- 5 a temporary activity
- 6 an activity happening at this moment

See Language reference on pages 129 – 130.

5 Complete the sentences with the correct form of the verb.


- 1 Sergei's learning English at the moment. (learn)
- 2 He \_\_\_\_\_ talking to people all over the world on Skype. (like)
- 3 He usually \_\_\_\_\_ to a cyber café – his own internet connection is very slow. (go)
- 4 He \_\_\_\_\_ a headset today because it's quite noisy in the café. (use)
- 5 Sergei often \_\_\_\_\_ to a German girl called Birgit. (talk)
- 6 They \_\_\_\_\_ up in Berlin next Easter. (meet)
- 7 Birgit isn't from Berlin but she \_\_\_\_\_ the city well. (know)
- 8 Sergei and Birgit \_\_\_\_\_ to go to a big music festival in the summer. (plan)
- 9 Sergei is really into music and \_\_\_\_\_ to be a sound engineer. (want)
- 10 He sometimes \_\_\_\_\_ as a DJ at the weekend. (work)

6 Complete the text with a negative auxiliary verb.

Birgit: 'I'm getting rid of my CD player. It 1 *doesn't* work any more, and I 2 getting a new one. I mean, what's the point? I 3 listen to CDs these days – nobody does. We 4 buying music in shops any more – nowadays, everyone downloads stuff. It's much better – you 5 have to buy the whole album, just the tracks you like. And anyway, some bands 6 releasing their stuff on CD any more, just MP3. OK, some people say the quality of MP3s isn't so good, but it 7 matter to me – I 8 even notice the difference.'

7 Listen and check your answers.

## Pronunciation: *t* in negative auxiliaries

- 8  1.07 Listen and repeat the phrases from Exercise 6. How is the *t* in the negative auxiliaries pronounced?

## State verbs

- 9 Below are three groups of state verbs. In each group, one word does not belong. Which one is it?

- 1 believe know talk understand  
2 like eat hate prefer  
3 want wish hope jump

- 10 We do not usually use state verbs in continuous tenses. Correct the sentences below.

- 1 ~~Are you understanding~~ this article? **X**  
*Do you understand this article?*  
2 ~~Is she preferring~~ Twitter or Facebook? **X**  
3 ~~My parents aren't believing~~ me. **X**  
4 ~~He isn't wanting~~ to go out tonight. **X**  
5 ~~How are you knowing~~ Francis? **X**  
6 ~~Why is nobody liking~~ this game? **X**

See Language reference on page 130.

### Get it right

#### We say:

- ✓ He **doesn't want** to go out tonight.  
**X** He ~~isn't wanting~~ to go out tonight.

- 11 The verbs below have two different meanings. One of them is a state, the other is not. Say which are the state verb meanings.

- 1 have: own / consume or do  
2 see: notice with the eyes / meet  
3 think: believe / use the brain to plan something, solve a problem or understand a situation

- 12 Three of these sentences are incorrect. Correct them.


- 1 What are you thinking of the new iPhone?  
*What do you think of the new iPhone?*  
2 You're quiet – what are you thinking about?  
3 Are you seeing Ben at the weekend?  
4 Are you seeing that red icon on the left?  
5 Emma's having a new smartphone.  
6 Emma's having a chat with a friend on Skype.

- 13 Complete the text with the best form of the verbs in brackets.



### The Death of the Pay Phone


Pay phones were once an essential way of keeping in touch when you were on the move. But now they **1** *are disappearing*. These days, almost everybody **2** (have) a mobile phone, and hardly anybody **3** (use) pay phones any more. It **4** (cost) a lot to maintain them and phone companies no longer **5** (want) to pay. In Britain, they **6** (remove) the famous red phone boxes from the streets. There are only a few left, and most of those **7** (not work). Nothing **8** (stay) the same for ever, of course, but it's sad, nevertheless.

- 14  1.08 Listen and check your answers.

- 15 Look at the prompts below. Write them as a complete conversation.

A: Hi! What are you doing?

- 1 A: Hi! What doing? B: Watch DVD  
2 A: What? B: new Bond film  
3 A: What think? B: No like. Where / you?  
4 A: On bus B: Where go?  
5 A: Gym B: You go gym?!  
6 A: Every evening!


- 16  Read out your conversation from Exercise 15 with a partner. Then improvise another similar conversation.

### Streetwise

#### nevertheless


*nevertheless* means *despite what has just been said or referred to* and it can go at the end of a sentence. *I know a lot about computers, but the class was interesting, nevertheless.*

# Adjectives ending in **-ed** and **-ing**

- 1  **1.09** Listen and match the people with the questions.

sister mother father

- Who is annoyed and why?
- Who is pleased and why?
- Who is worried and why?

- 2  Do you use emoticons in texts, emails, instant messages etc.? Which emoticons do you use? Tell a partner.

## False friend

### disgusted / embarrassed

Translate these sentences into your language.

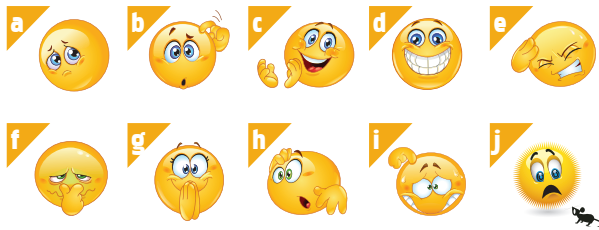
*The teacher was disgusted with the students' behaviour.*

*He feels embarrassed when she talks to him.*

- 3 Match the adjectives with the emoticons. There may be more than one possible answer.

alarmed – j

alarmed amused annoyed confused  
disgusted embarrassed excited  
pleased surprised worried




- 4 Which feelings in Exercise 3 are positive and which are negative?

## Tip

We use **-ing** adjectives for describing things and **-ed** adjectives for describing feelings.

*You hear an amusing joke.*

*You are amused.*

- 5  Work with a partner. Write a sentence to explain the cause (with an **-ing** adjective) for each of the results (with an **-ed** adjective) in Exercise 3. Compare with a partner.


*Alarmed – All the lights went off during the storm. It was very alarming.*

- 6 Complete the second sentence with an **-ed** or **-ing** adjective so it has the same meaning as the first one.


- Computer games don't **interest** me.  
*I'm not interested in computer games.*
- News of political corruption no longer **astonishes** me.  
*I am no longer \_\_\_\_\_ by news of political corruption.*
- Some of these wildlife documentaries really **amaze** me.  
*I'm really \_\_\_\_\_ by some of these wildlife documentaries.*
- Some of the images in this news report may **shock** viewers.  
*Viewers might find some of the images in this news report \_\_\_\_\_.*
- Some short films on *YouTube* really **entertain** me.  
*Some short films on YouTube are really \_\_\_\_\_.*
- Zombie films **frighten** my little brother.  
*My brother is \_\_\_\_\_ by zombie films.*
- Motor-racing on TV is a real **bore!**  
*Motor-racing on TV is really \_\_\_\_\_!*

See Language reference on page 130.


## Pronunciation: stress in word families

- 7  **1.10** Listen to the stress in the word families in the box. Practise saying them yourself. Make more word families for other adjectives on this page.

Verb	-ed adjective	-ing adjective
alarm ●●	alarmed ●●	alarming ●●●
excite ●●	excited ●●●	exciting ●●●

- 8  **1.11** Listen to the groups of words. Choose the word with a different stress pattern.

- alarming relaxing interesting amazing
- disgusted surprised annoyed confused
- frightening worrying interesting astonishing
- surprised tired alarmed depressed

- 9  Imagine a whole day in which everybody's internet and mobile phones stopped working. Work with a partner and imagine people's reactions.

*People are annoyed because they can't look things up on the internet.*

# Exchanging opinions

1 1.12 Read the newspaper headline and listen to the conversation. Do the speakers agree or disagree in the end?

## Hacker gets 15 years for publishing military secrets

**Jim:** Have you heard this story about the hacker?

**Ana:** Yeah, I think it's really disgusting!

**Jim:** What – publishing state secrets?

**Ana:** No, I'm not worried about that. I don't think he – or she – should go to prison for it. That's all. What about you? What do YOU think?

**Jim:** I'm not sure. I mean, what if some terrorists use the information to attack us? I find that a bit worrying.

**Ana:** Well, personally, I don't think it's the hacker's fault, in my opinion, the military should get a better password!

**Jim:** Hmm, yeah, I suppose you're right. Maybe instead of sending the hacker to prison, they should give him – or her – a job!

**Ana:** Yeah, yeah, I totally agree.

2 Find phrases in the conversation for the following functions:

- 1 saying you're not sure about your opinion *I'm not sure...*
- 2 asking for an opinion
- 3 giving an opinion
- 4 agreeing weakly with an opinion
- 5 agreeing strongly with an opinion

3 Practise the conversation in Exercise 1 with a partner. Now change partners and have a conversation like the one between Jim and Ana on one of the topics below.

- Insect D.N.A. found in frozen hamburgers**
- N.A.S.A. seeks volunteers for Mars mission**
- Online Yellow Pages app released!**

### Tip

Don't just say *yes* or *no* when you answer a question, give more information.

### Useful language

Asking for opinions	Giving opinions
What about you?	I (don't) agree (with you / that)
Do you agree?	I'm not sure (about that)
	I think / believe / feel that ...
	I'm afraid I don't agree with you / that

## Life skill

### Personal safety



### Identifying the problem

Discuss with a partner.

- 1 What do you think is happening in the picture?
- 2 Why could this be dangerous?

### Suggesting a solution

Compare with a partner.

- 3 What precautions could the person in the picture take to avoid this danger?

### What about you?

Tell your partner or the class.

- 4 Do you take any of the precautions you discussed with your own computer?

### Safety online

Did you know that if you have a camera and a microphone on your computer, tablet or phone, people may be able to see and hear you without you knowing?

**Remember:** if you're not sure, turn it off!



# A for and against essay

Writing task: write about 100 words on the following topic: should we trust children on the internet? Argue for or against.

## Should we trust children on the internet?

Despite offering amazing entertainment the internet is also a fantastic learning resource for children. **However,** some content, such as violence, makes it dangerous for children. Consequently, teachers and other people suggest very careful parental control. There are arguments for and against this.

On the one hand, parents have a responsibility to protect their children and they worry about the dangers on the internet but most children are too young to see these dangers. For this reason, parents want to control them, for example by knowing their passwords.

On the other hand, young people need some privacy even though their parents might not like this, they should respect it. Moreover, children often know more

about new technology than their parents. Parental control is not always effective if parents do not know enough about the technology being used.

On balance, I think that parents should discuss the dangers of the internet with their children and then trust them to be careful.



1 Read the essay. Choose the best option to complete the sentence about the writer's point of view.

The writer thinks that ...

- 1 parents should control their children's use of the internet.
- 2 parents should advise their children and hope they will be careful.
- 3 children should be free to do what they want.

2 Match the paragraph numbers with the topics below.

- Paragraph 1    a main body – reasons and examples to support the topic
- Paragraph 2    b the topic and both sides of the argument
- Paragraph 3    c conclusion and personal opinion
- Paragraph 4    d main body – reasons and examples against the topic

3 Choose the correct word to complete the sentences.

- 1 Do / Don't use abbreviations in a for and against essay.
- 2 Do / Don't use colloquial language, for example *kids* instead of *children*.
- 3 Write a for and against essay in a formal / an informal style.

### Tip

You can use a simple four-paragraph structure for a for and against essay.

## Writing builder

4 Complete the text with the words in the box.

controversial    examples    opinion  
other    reasons    sides    summary

A for and against essay is usually about a **1** *controversial* topic. It should present both sides of the topic and conclude by supporting one of the **2** .

In the second paragraph, you should state what the topic is about and summarise both sides of the argument. Then give two or three **3** for one side of the argument with supporting details and **4** . In the third paragraph, go on to give two or three reasons for the **5** side, again giving supporting details and examples.

In the final paragraph, you should conclude with a **6** and end by giving your own **7** .

## Signpost

Writers use signposts to help readers follow their ideas. For example, the highlighted word **however**, is a signpost to introduce a contrasting idea.

- 5 Find these words or phrases in the essay, then match them with their uses.

but consequently despite even though  
for example on balance on the other hand

- |                                      |  |
|--------------------------------------|--|
| 1 Used to signpost <i>contrast</i> . | 3 Used to signpost a <i>conclusion</i> . |
| 2 Used to signpost a <i>result</i> . | 4 Used to introduce <i>examples</i> .    |

- 6 Read the essay again and find an expression to signpost opinion.

- 7 Choose the correct signpost.

- My brother's company controls his internet use. *Consequently* / *On balance*, he can't look at some websites.
- Some countries want to control access to the internet. *Consequently* / *On the other hand*, there are others who prefer people to have free access.
- Teachers think the internet is a rich resource for learning. *On balance* / *For example*, they encourage students to use it for homework.
- Even though* / *Despite* rising internet use, many people still don't have access to it at home.
- Technology can be very useful, *but* / *despite* it can also be dangerous.

## Improve your writing

- 8 Rewrite the sentences so they are more reader-friendly. Use the signposts in Exercise 5.

- There are many bad things about social media. I think it is generally good for society.
- The internet can be dangerous. It is a fantastic learning resource.
- There are some people online with evil intentions. Teachers want careful parental control.

## Useful language

To add information	To contrast two facts	To give an opinion
also	although	As I see it ...
besides	despite	I feel that ...
furthermore	however	I think ...
in addition	on the one hand	In my opinion ...
moreover	on the other hand	It seems to me that ...

## Write!

- 9 Write a for and against essay (100 words) on one of these titles:

- Social media is a complete waste of time
- Hackers are a force for good
- Governments should censor the internet

## Steps

### STEP 1: Getting ideas

- Work with a partner. Choose one of the topics and make sure you understand exactly what it means!
- Brainstorm all the arguments you can think of for and against it.
- Write notes on your own personal opinion.

### STEP 2: Organising your ideas and writing a first draft

- Write a first draft of your essay.
- Follow the essay plan in Exercise 2.
- Think about the language you need to use for a for and against essay.

### STEP 3: Reviewing your writing

- Reread your first draft and answer these questions:
  - Have you followed the plan?
  - Have you used some signposts to help your reader?
  - Have you used the correct language for a for and against essay?
  - Is your grammar, spelling and punctuation correct?
  - Does each sentence lead smoothly to the next?
  - Do all of your ideas come together in the conclusion?

### STEP 4: Writing a final draft

- Recheck your work before handing it in.
- Write a brief note to your teacher about why you chose the topic.

See Writing guide on page 147.



## Computer words

1 Match the words in the box with numbers 1–15.

at attach ~~blog~~ click cursor cut drag  
file hashtag icon keyboard link password  
search type

- |  |   |
|--|---|
| 1 a personal web diary<br><i>blog</i>      | 8 _____ and paste                       |
| 2 _____ and drop                           | 9 press a button on<br>a mouse          |
| 3 where you find letter<br>and number keys | 10 you click on this to<br>go somewhere |
| 4 @  | 11 look for on the internet             |
| 5 you keep documents<br>in this            | 12 write on a keyboard                  |
| 6 you can _____ a file<br>to an email      | 13 a symbol used<br>in tweets           |
| 7 you move this with<br>a mouse            | 14 a secret word to enter               |
|  | 15 a small image you<br>click on        |

## -ed and -ing adjectives

2 Complete the sentences with an -ed or -ing adjective.

- I felt a bit *embarrassed* when I realised everyone was looking at my blog. I don't write very often.
- It's \_\_\_\_\_ (annoy) when internet adverts interrupt you when you're reading the newspaper.
- His choice of passwords is \_\_\_\_\_ (surprise) – they're all so simple.
- I am \_\_\_\_\_ (worry) about my computer – it keeps crashing. It might have a virus.
- I'm going to the mobile fair in Barcelona next week. I'm so \_\_\_\_\_ (excite).
- What are you making? It looks \_\_\_\_\_ (disgust)!
- My grandma is 98 and she's often \_\_\_\_\_ (confuse) these days.
- Don't be \_\_\_\_\_ (alarm). It's all under control and there really is no danger.
- That joke always makes me laugh, it's so \_\_\_\_\_ . (amuse)
- Josh is really \_\_\_\_\_ (please) because he passed his technology exam.

## Present simple and present continuous

3 Complete the text with the correct form of the verbs in the box.

be (not) work (not) matter  
(not) buy ~~get rid of~~ (not) release

I 1 *'m getting rid of* my old DVD player because it 2 any more. Even if it did, it'd be no good because all my DVDs 3 damaged. So I 4 a new one – I'll buy films on the TV instead. Some TV series 5 their stuff on DVD any more, just on pay TV. OK, some people don't like paying, but it 6 to me anyway.

## Pronunciation awareness

4 Think about the sounds of these words. Say where the stressed syllable is. Write down the adjectives which have an extra syllable for the -ed ending.

- excited*
- astonished
- interested
- relaxed
- disgusted

## Signposts in writing

5 Make the sentences more reader-friendly. Don't forget punctuation.

- The internet is fun. It may also be dangerous.  
*The internet is fun. However, it may also be dangerous.*
- Some companies control workers' internet use. Workers can only access certain websites.
- Parents have to protect their children. They shouldn't know their passwords.
- On the one hand, censorship restricts freedom. It may be necessary sometimes.
- Parents could 'friend' their kids on Facebook. Young people need privacy.
- He's in his 80s. He understands modern technology perfectly.




# Unit 2

## A close shave

### UNIT OBJECTIVES

- find out about dangerous situations
- read and understand a text on dangerous situations
- topic words: injuries
- listen to a medical consultation
  - grammar: past simple and past continuous
  - word building: adverbs of manner
  - speaking: telling a story
  - writing: a story
- life skill: preparing for a risky situation

 Look at the photo. Talk to your partner for one minute about what you can see and how this situation could be dangerous.

Think about these questions:

- what is he holding?
- why do people keep bees?
- where was this photo taken?

Have you ever been in a dangerous situation?

VIDEO 1

VIDEO 2





## Tip

Look at the title or headline and pictures before reading a text. These will help you predict what you think it's going to be about before you read.

1 Look at the title and the pictures opposite. What can you see? What do you think the text is about? Compare with a partner.

2 Read the words highlighted in green in the text and then match them with a related word in the box.

1 remote (adj) 2 rucksack (n) 3 suffer (v)  
4 tree (n) 5 trip (n) 6 water (n)

3 Translate the highlighted words from Exercise 2 into your language.

4 Read the text quickly – in about three minutes! Was your answer to Exercise 1 correct?

5 1.13 Read the text again and listen. Put the topics in the order they appear in the text.

- |             |                                   |
|-------------|-----------------------------------|
| 1 <u>c</u>  | a First attempts to find Jamie    |
| 2 <u>  </u> | b Interest in the story           |
| 3 <u>  </u> | c Getting lost                    |
| 4 <u>  </u> | d Neale's father loses hope       |
| 5 <u>  </u> | e Drinking water and keeping warm |
| 6 <u>  </u> | f A very lucky meeting            |

6 Are the following statements true or false? Copy the evidence from the text.

- Jamie was on a camping trip.  
*False. 'set out from a hostel ... for a day's excursion'*
- When Jamie realised he was lost, he decided to walk down into a valley.
- Jamie's father thought his son was dead before he left London.
- After he left hospital, Jamie couldn't fly back home for several weeks.

7 Choose the best answer according to the text. Only one answer is possible.

- How did Jamie keep himself warm at night?
  - He lit fires.
  - He used bark from trees.
  - He took his damp clothes off.
  - He walked in the sun.
- What was the doctors' main worry about Jamie?
  - He had serious injuries.
  - He might have eaten poisonous food.
  - He wasn't very fit.
  - He had pneumonia.

8 Find words or phrases in the text that match the definitions. Check in your dictionary.

- occurring when a person has lost too much water from their body (n, paragraph 3)
- serious medical condition in which a person's body has been in severe cold (n, paragraph 3)
- to see or notice someone or something (v, paragraph 4)
- having no food for a long period (n, paragraph 4)
- to cut into the surface of something, like wood or stone (v, paragraph 5)
- healthy and strong (adj, paragraph 6)

9 People are often unprepared when they go mountain walking and rescues are very expensive. Do you think Jamie should pay for his rescue? Discuss in small groups.

## Phrasal verbs

- set out:** to start a journey
- run out of:** to finish, use or sell all of something so that there is none left
- give up:** if you give up, you stop trying to do something
- come across:** to find something by chance

# BRIT SURVIVES 12 DAYS IN AUSTRALIAN WILDERNESS

## Streetwise

### it's no use

*it's no use* means it's pointless or hopeless to do something. This expression is often followed by the gerund.

**It's no use** looking for it. *It's obviously lost.*



The **backpacker**, aged 19, in the photo above, survived his ordeal by eating leaves and berries, and using tree bark as insulation against the freezing temperatures.

Jamie Neale was travelling in Australia as part of his gap year, after completing his A-levels. During a visit to the Blue Mountains, he **set out** from a hostel in Katoomba for a day's **excursion** and only took a few sandwiches and a bottle of water. Unfortunately, he left his mobile phone in his room, and he wasn't carrying a map. After a few hours, he realised that he was lost and began to panic – he was lost in the **wilderness** with hardly any food! He tried to retrace his steps but found himself at the bottom of a cliff which he was unable

to climb. Instead, he had to go down into a valley.

The area where Mr Neale went missing is dangerous. Walkers who have been lost for a few days are usually found with swollen feet, sprained ankles, various wounds and cuts, but no one has ever survived being lost for more than a week before. Some lost walkers have even died of dehydration in the past. Luckily for Neale, it was winter and there were plenty of streams to drink from. However, the nights were freezing cold and there was a high risk of hypothermia. Neale made blankets from the **bark** of the native paper bark tree to protect himself from the cold.

During the daytime, Neale walked in the sun to dry off his **damp** clothes. He quickly **ran out of** his food supplies, and started eating leaves and berries. He tried to light a fire by rubbing sticks together, but it was no use. He knew that rescuers were searching for him because he could hear and see the helicopters. He desperately tried to signal to them, but they didn't spot him. When, after a few days, the helicopters stopped passing overhead, Neale knew he was in dire straits – the rescue teams had **given up**.

He thought he was going to slowly die of starvation.

After Mr Neale's disappearance, the local emergency services organised a massive search, and his father Richard Cass flew over from London to join in the operation. However, after a week, Mr Cass eventually accepted that his son was dead. He organised a small ceremony

in the national park, carving his son's name on a rock and lighting a candle, and returned to Sydney to fly home. He was sitting in Sydney airport when he received a phone call from the police with news of the teen's rescue.

On the twelfth day of his **ordeal** in the wild, Mr Neale was on his last legs. He was suffering from exposure and dehydration and his body was scratched. Then, suddenly, he **came across** two experienced walkers camping in the forest, and they rapidly escorted him to safety. He was admitted to hospital, and although he was in bad shape, he was not suffering from any serious injuries. Doctors were concerned that some of the plants he had eaten were poisonous. However, after two days, they said that he was fit enough to leave. Mr Neale is now spending time with a relative, under medical observation. Doctors have said that he cannot fly for several weeks because he may have pneumonia.

In the meantime, Mr Neale is not wasting any time. His disappearance came to the attention of the world press, and now a TV channel has offered him somewhere between £25,000 and £100,000 for exclusive rights to his story.

## Get it right

### We say:

- ✓ He left his mobile phone in his room.
- ✗ He forgot his mobile phone in his room.

AUSTRALIA

Blue Mountains

Katoomba

Sydney

## Injuries



- 1 Match the phrases in the box with the photos. One of the phrases is not shown. Some photos may have more than one word.

a bandage a a nosebleed \_\_\_ a broken arm \_\_\_  
 a bruised leg \_\_\_ a burn \_\_\_ a cut \_\_\_ a scratch \_\_\_  
 a sore neck \_\_\_ a sprained ankle \_\_\_ a sting \_\_\_  
 some stitches \_\_\_ a sunburnt back \_\_\_  
 a swollen foot \_\_\_ a wounded knee \_\_\_

- 2 What do you think caused each injury?
- 3 Work with a partner. Which injury do you think hurts the most? Match the phrases with the photos in Exercise 1. You will need to use the phrases more than once.
- 1 I can't feel a thing.                      4 It's very sore.  
 2 It doesn't hurt too much.                5 It's incredibly painful.  
 3 It stings a bit.                                6 It's unbearable.
- 4 Complete the sentences with exactly the same word.
- 1 I've got a (adj) cut lip. I (v) cut myself with a knife.  
 2 I've got a bee (n) \_\_\_\_\_ on my neck. Cuts (v) \_\_\_\_\_ if you put salt on them.  
 3 How did you (v) \_\_\_\_\_ yourself? I got a (n) \_\_\_\_\_ from touching a pan of boiling water.  
 4 I stepped in a hole and (v) \_\_\_\_\_ my ankle. I can't write because I've got a (adj) \_\_\_\_\_ wrist.  
 5 You should (v) \_\_\_\_\_ that cut to stop it bleeding. Your (n) \_\_\_\_\_ is soaked in blood!

## Tip

When you learn new words, record them with a picture to help you remember them.

- 5 What's the difference? Complete the sentences.
- 1 break / sprain  
 You break a bone but \_\_\_ a joint. (ankle, wrist etc.)
- 2 cut / wound  
 You get a \_\_\_ or a \_\_\_ from a knife, but only a \_\_\_ from a gun.
- 3 bruised / swollen  
 A \_\_\_ hand is fatter, a \_\_\_ hand is black and blue in colour.
- 4 hurt / injure  
 You can \_\_\_ or \_\_\_ your leg, but your leg can only \_\_\_.

See Language reference on page 132.

## Pronunciation: /ɜː/

- 6 1.14 Listen to the rhyme. How many different vowels produce the same vowel sound in **bold**? Which consonant can't you hear?  
 'My **sunburn hurts!**, said the **girl** to the **nurse**,  
 'And when I wear my **shirt**, the pain gets **worse!**'
- 7 Can you think of any other words with the /ɜː/ sound in Exercise 6?
- 8 Work with a partner. Talk about a time in your life when you have had the injuries in Exercise 1.  
 - Once I cut my foot on a broken bottle when I was swimming in a river.  
 - Oh no! Did you have stitches?

## PV

- 9 Make four sentences from the table.  
 I tried to learn the piano but I gave up because I didn't have time.

1 I tried to learn the piano but I	came across	because I didn't have time.
2 I was looking on the internet when I	gave up	money.
3 We had to come home early because we	ran out of	very early in the morning.
4 We wanted to arrive first so we	set out	this very interesting web page.