

# 2

UNIT

# DIGITAL FOOTPRINTS

## IN THE PICTURE Digital devices

»»» Talk about using digital devices

### RECALL AND READ

- 1 Work in pairs. Look at the photos and describe what you can see. What do you think is the connection between the photos?
- 2 Read the blog and check your prediction in Exercise 1. Why does the blogger say that "you're never anonymous"?



## THE DIGITAL NEW YORK BLOG

HOME

BLOG



### New post

Comments (2)

When you connect to the virtual world to browse websites or upload personal information, you feel anonymous. But your computer or mobile device has a unique identity number that makes you visible wherever you go online.

In the real world, you're never anonymous either. Your phone and apps such as maps are constantly tracking where you are and giving away your location. The same is true when you swipe your card to take the subway or use your bank card at an ATM.

But even if you turn off your mobile device, you're still visible. Modern HD CCTV cameras can make out your face in the crowd from almost a kilometer away. If face recognition software is used to identify you, searching the Net will then reveal your personal information.

Cameras link the real and virtual worlds. As a result, we're never out of sight.



- 3 THE MOVING PICTURE Watch the video. Who's Big Brother and why does the speaker think Big Brother is here?

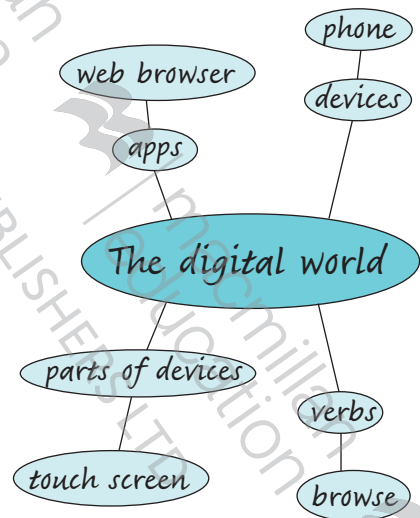
- 4 Work in pairs. Add words from the blog in Exercise 2 to the mind map. Then add more words you know.

### WORK WITH WORDS

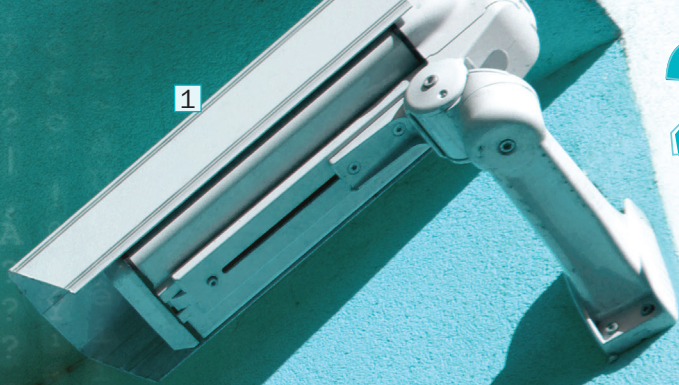
- 5 Match the verbs and their opposites in the box to the definitions.

download   log on   log off   turn down  
turn off   turn on   turn up   upload

- 1 turn on : press a button to make a device start working  
Opposite: turn off
- 2 \_\_\_\_\_ : move information from the internet to a digital device  
Opposite: \_\_\_\_\_
- 3 \_\_\_\_\_ : increase the volume of a device  
Opposite: \_\_\_\_\_
- 4 \_\_\_\_\_ : access a computer system using a username and password  
Opposite: \_\_\_\_\_







6 Complete the tips in “How to avoid digital dangers” with the verbs in the box.

click enter scan set up tap update

7 a **1.16 PRONOUNCE** Listen and repeat the words, paying attention to the /k/ and /g/ sounds.

back /bæk/ log /lɒg/

b **1.17** Listen and circle the words you hear. Then listen and repeat the words.

- |              |                 |
|--------------|-----------------|
| 1 log / lock | 4 could / good  |
| 2 bag / back | 5 block / blog  |
| 3 cap / gap  | 6 class / glass |

8 **1.18** Listen and repeat the verbs from Exercises 5 and 6.

## EXTEND

9 Complete the answers with verbs from Exercise 6.

### What's a phrasal verb?

It's a verb + an adverb or preposition.

If it needs an object, it's **transitive**: turn on/off a **computer**, turn up/down **the volume**, \_\_\_\_\_ your information, \_\_\_\_\_ an account

If it doesn't need an object, it's **intransitive**: \_\_\_\_\_ when you start/finish

Use a dictionary to check if a phrasal verb is transitive (T) or intransitive (I).

## SPEAK

10 Work in pairs. Do one or both of the tasks.

- Take turns explaining how to use a digital device to send a message or update your profile page. Your partner should ask questions.
- Discuss the blog post in Exercise 2. Are you worried about the way that digital devices and cameras can track your movements? Why or why not?

## How to avoid digital dangers

- » Install antivirus software on your digital devices. (1) \_\_\_\_\_ the program regularly to have the latest version, and (2) \_\_\_\_\_ your device regularly to check for viruses and spyware.
- » When you (3) \_\_\_\_\_ an online account, use a password that other people can't guess. Don't use the “save password” option when you (4) \_\_\_\_\_ your password to log on at the start of an online session. Always remember to log off when you finish.
- » If you see a link in an email to an attachment or website, never (5) \_\_\_\_\_ on it (if you have a touch screen) or (6) \_\_\_\_\_ on it (with a mouse) unless you are sure the other person really sent it to you.
- » Regularly back up all the information on your devices in case you lose them.

## MOVE BEYOND

Do the Words & Beyond exercise on page 131.



## READING For or against?

➤➤➤ Recognize main ideas and supporting points

### SPEAK AND READ

1 Work in pairs. Look at the title of the magazine article and answer the questions.

- 1 Are you for or against internet privacy?
- 2 What arguments are there for and against internet privacy? Make a list.

2 ▶1.19 Quickly read the article to find out who's for and who's against internet privacy.

## THE DIGITAL DEBATE INTERNET PRIVACY:

### My view by John M.

If you're reading this, you're probably worried about online privacy. After all, many of the things you've heard are scary. Your favorite sites *do* track your browsing habits, even when you log off. And some have sold information about you to companies that want to sell their products to you.

But I would argue that this makes browsing a better experience. Because your web browser knows your habits, it can show the search results that you really want to see. And while you're online, you see ads only for products that really interest you.

More importantly, perhaps, it also explains why the internet has remained free. If internet companies couldn't sell information and advertising space, they would have to charge money for using their sites. If they did that, fewer people would use them, and your social network would suddenly be much smaller. Isn't losing some of your privacy a small price to pay for a free internet?



### ARE YOU FOR OR AGAINST?

#### In my opinion by Maria B.

Before I make my case, let me say that I'm not against the internet. On the contrary, I love using the Net and think it's probably the greatest gift that technology has ever given us, but I think the issue of privacy gives it a dark side too.

For example, somewhere on the Net there's a record of every site you've ever visited, and of every email or message you've sent since you first went online. The sites you use to search for information and stay in touch with your friends collect and keep information about your online habits. All this information is collected and stored without our permission, and that's unacceptable.

It's also unacceptable that we have no way to erase the personal information that exists about us on the Net. That's scary because if the information gets into the wrong hands, it could be used to rob us. Somebody could also use it to commit a crime in our name.



3 a Read the tips in the **HOW TO** box.

b Work in pairs. Each person should choose a different opinion in the article and take notes under the headings below.

*Topic & writer's opinion*

*First main idea & supporting points*

*Second main idea & supporting points*

c Tell your partner what the main ideas and supporting points are in the opinion you read.

4 Read the other opinion in the article. Are there any points your partner didn't mention?

5 Which tips in the **HOW TO** box did you use for help with Exercises 3b and 4? Check (✓) them.

### REACT

6 Work in pairs. Answer the questions.

- 1 Which arguments on your list from Exercise 1 are mentioned in the article? Which ones aren't on your list?
- 2 Has your opinion about internet privacy changed after reading the magazine article? Why or why not?

#### HOW TO

recognize main ideas and supporting points

- ☐ Identify the writer's opinion. Look in the introduction or next paragraph.
- ☐ Look for one main idea in each paragraph. This is usually in the first or last sentence.
- ☐ Look for supporting points (examples, statistics) that show why a main idea is correct.

#### MOVE BEYOND

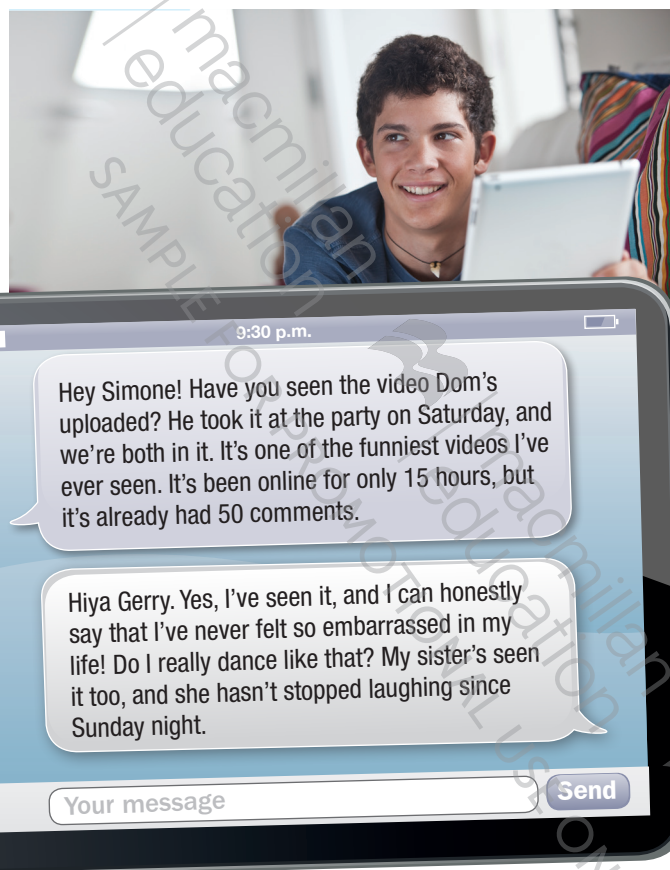
Think of another argument for or against internet privacy. Write a short paragraph with a sentence that summarizes your argument plus one or more supporting points.



## Connect past actions to the present

### READ

- 1 Read the messages. Who feels more positive about the video, Gerry or Simone?



### STUDY

- 2 Complete the explanations with examples from Exercise 1.

#### Present perfect

Form the present perfect with *have / has + (not) + past participle*.

Use the present perfect for:

Past actions when we don't know the exact time.

..... you ..... the photo Dom's uploaded?

Past actions with *ever* and *never*. Use *ever* with a superlative adjective to emphasize how good or bad something is.

It's one of the funniest videos I ..... ever .....

Actions in the recent past with *just*, *yet*, and *already*.

It ..... already ..... 50 comments.

Actions that started in the past and continue to the present with *for* and *since*. Use *for* for lengths of time and *since* for dates and points in time.

She ..... laughing since Sunday night.

See GRAMMAR DATABASE, page 121.

### PRACTICE

- 3 Choose the correct options to complete the conversation. Then listen and check.

Kim: I (1) *haven't seen* / *didn't see* that phone before. How long (2) *do you have* / *have you had* it?

Carol: (3) *For* / *Since* about a month now. (4) *I've got* / *I got* it for my birthday.

Kim: Is your internet connection working?

Carol: I don't know. I (5) *haven't been* / *didn't go* online yet. Why do you ask?

Kim: Well, apparently (6) *Dom's posted* / *Dom posted* a really funny video on his page on the weekend. Everyone else (7) *has already watched* / *already watched* it, but I can't get online, so I was wondering if I could try with your phone.

Carol: OK, let's look together. I (8) *'ve never seen* / *never saw* Dom's page.

- 4 Write complete sentences using the present perfect and *for* or *since* if necessary.

- I / never / write / a letter.  
*I've never written a letter.*
- My house / have / an internet connection / I was born.
- I / already / update / my profile page today.
- Someone / just / send / me a message.
- I / not download / many videos from the Net.
- I / have / my phone / more than a year.
- Our computer at home / never / have / a virus.
- I / not use / a maps app.

- 5 Complete the questions for the sentences in Exercise 4.

- |                                   |                  |
|-----------------------------------|------------------|
| 1 Have you ever written a letter? | 5 How many ... ? |
| 2 How long ... ?                  | 6 How long ... ? |
| 3 Have ... ?                      | 7 Has ... ?      |
| 4 Has ... ?                       | 8 Have ... ?     |

### SPEAK

- 6 Work in pairs. Ask and answer the questions in Exercise 5. For each question, ask at least one other question to get more information. Remember to use the simple past if you ask for or give details about something in the past.

Have you ever written a letter?

When?

Yes, I have.

About three months ago.

Who did you write to?

My grandmother. I wanted to say thank you for my birthday present.



# LISTENING AND VOCABULARY Record. Stop. Play.

Use the audio type, grammar, and pronunciation to help you understand

## SPEAK AND LISTEN

- 1 **Work in pairs. Make a list of the different people you hear speaking during a typical day.**

*A teacher talking to a class.*

*A TV reporter presenting the news.*

- 2 **a Read the tips in the HOW TO box.**

- b** **1.21 Listen to the recording and answer the questions.**

- What type or types of audio do you hear?
- Where are the people? Make a list.
- Who made the recording? How?

- 3 **1.21 Listen to the eight conversations again and circle the best answer (A or B) for each conversation.**

- Matt's late for breakfast because he was ...  
**A** doing homework. **B** playing with his phone.
- Matt's ... late.  
**A** always **B** sometimes
- Lucy's annoyed about the ... of the math homework.  
**A** quantity **B** difficulty
- The people on the subway ...  
**A** have missed a meeting. **B** think it's too expensive.
- The man's annoyed because ...  
**A** he's lost. **B** his train's late.
- Lucy ... that the teacher doesn't believe Matt's excuses.  
**A** is surprised **B** isn't surprised
- Matt ... the subway as an excuse for being late before.  
**A** has used **B** hasn't used
- Lucy's angry because what Matt did ...  
**A** didn't respect her privacy. **B** was irresponsible.

- 4 **Which tips in the HOW TO box helped you with Exercises 2b and 3? Check (✓) them.**

## REACT

- 5 **Work in pairs. Was it wrong for Matt to record the conversations? Discuss why or why not.**

## WORK WITH WORDS

- 6 **Look at the adjectives in the box and complete the explanation.**

The most common negative prefixes are **un-** and **in-**.

The prefix **in-** changes to:

- im-** before words beginning with *m* or ...
- il-** before words beginning with ...
- ir-** before words beginning with ...

illegal	illogical	immoral	impatient
incapable	irrelevant	irresponsible	unaware
unfair	unhealthy	unlikely	unusual

- 7 **1.22 Complete the sentences with adjectives from the box in Exercise 6.**

**Listen to Matt's recording again if necessary.**

- Matt's mom thinks it's \_\_\_\_\_ to skip breakfast.
- Lucy thinks Matt's \_\_\_\_\_ of being on time.
- Lucy doesn't get angry with Matt because she isn't \_\_\_\_\_.
- The passenger says she's \_\_\_\_\_ to get to her meeting on time.
- Matt thinks his teacher's \_\_\_\_\_ for never believing him.
- The teacher thinks Matt's \_\_\_\_\_ because he's always late.
- When Matt records people, they're \_\_\_\_\_ that he's doing it.
- Lucy thinks it's probably \_\_\_\_\_ to record people without permission.

- 8 **Write true sentences using five adjectives from Exercise 6. Then compare your sentences in pairs. Are any the same or similar?**

*It's been illegal to smoke in public places in my country since 2011.*

## HOW TO

use the audio type, grammar, and pronunciation to help you understand

- ☐ Identify the type of audio (a conversation, a speech, the news).
- ☐ Listen for verbs. Are people talking about the past, present, or future?
- ☐ Listen for stressed words. They communicate the meaning.
- ☐ Listen for big changes in intonation. They show strong feelings.



## MOVE BEYOND

Do the Words & Beyond exercise on page 131.



## ▶▶▶ Talk about activities in progress before or until now

### READ AND LISTEN

- 1 ▶ 1.23 Read and listen to the conversation. Where's Jason? What does Talia help him do?

**Talia:** I've been waiting at the gate for 20 minutes.

**Jason:** I'm really sorry.

I've been doing my geography project all afternoon.

**Talia:** I've known you for years, and I've never seen you spend so long in the library!

**Jason:** It's a lot of work.

**Talia:** I've done my project. Do you need some help?

**Jason:** Yes and no. I've found a lot of information, but I've lost it all.

**Talia:** Wait, I'm coming to help you.

(In the library with Jason.)

**Talia:** Let me take a look. You've been saving it in somebody else's folder. That's why you can't find it.



### PRACTICE

- 4 ▶ 1.24 Complete the conversations with the present perfect progressive form of the verbs or *for* or *since*. Then listen and check.

1 **Pete:** Hey Ron. I (1) *'ve been trying out* (try out) that new app you created. It's amazing!

**Ron:** I'm glad you like it. (2) \_\_\_\_\_ (it / work) OK?

2 **Cole:** You see that man over there? He (3) \_\_\_\_\_ (stand) there (4) \_\_\_\_\_ over an hour.

**Sheila:** I know. And he (5) \_\_\_\_\_ (take) pictures of the house. Who do you think he is?

3 **Dad:** The computer's got a virus. (6) \_\_\_\_\_ (you two / download) games again?

**Liam:** No, we haven't. In fact, we (7) \_\_\_\_\_ (not use) it at all recently.

4 **Helen:** How long (8) \_\_\_\_\_ (you / learn) to play the guitar?

**Joe:** Only (9) \_\_\_\_\_ my birthday. So I (10) \_\_\_\_\_ (not play) very long.

- 5 ▶ 1.25 Choose the correct options to complete the conversation. Choose the progressive form if possible. Then listen and check.

**Hank:** Trisha! I haven't (1) *seen* / *been seeing* you for days!

**Trisha:** I've (2) *studied* / *been studying* a lot. I have some important exams this week.

**Hank:** Have they (3) *gone* / *been going* well?

**Trisha:** I've (4) *taken* / *been taking* three already, and I think they went well. But, obviously, I haven't (5) *gotten* / *been getting* any grades back yet.

**Hank:** Well, you're looking ... good.

**Trisha:** Thanks. I've (6) *slept* / *been sleeping* well because I haven't (7) *left* / *been leaving* all my studying until the last minute this year. What have you (8) *done* / *been doing* since I last saw you?

**Hank:** Not much really. The usual – studying, playing basketball, going out.

**Trisha:** Well, let's try and meet up soon to catch up.

### STUDY

- 2 Read the explanations. Then underline examples of the different uses of the present perfect progressive in Exercise 1.

#### Present perfect progressive

Form the present perfect progressive with *have/has* + *been* + verb + *-ing*.

Use the present perfect progressive for actions that started in the past and continue to now. Use *for* or *since*.

Use the present perfect progressive for actions in progress recently. Use time expressions, such as *all afternoon/week*, *recently*, and *lately*.

- 3 Choose the correct options to complete the explanations.

#### Present perfect simple or progressive

Use the **simple** / **progressive** form to emphasize how long or difficult an action was.

*I've been doing the geography project all afternoon.*

Use the **simple** / **progressive** form to emphasize the result of an action, especially to say *how much* or *how many (times)*.

*I've done the geography project.*

*I've found enough information.*

The simple and progressive form with *for* and *since* often have a **similar** / **different** meaning.

*I've been living here for about five years.*

*I've lived here for about five years.*

See GRAMMAR DATABASE, page 121.

### SPEAK

- 6 a Complete the notes with information about yourself.

- Recent activities:
- Recent schoolwork:
- Your favorite hobby:
- When you moved into your house:
- When you started learning English:

- b Work in pairs. Ask each other questions in the present perfect progressive about the information in Exercise 6a.

*What have you been doing recently?*



# LANGUAGE & BEYOND

**A** You need to take school seriously. Your grades will affect your future.

**B** Why did you buy those sneakers? Nobody wears that brand anymore.

**C** Go on! Upload that embarrassing photo from the party. And tag Simon in it!

**D** I'm not buying those jeans. These look the same and they're half the price.

**E** Why weren't you online last night? You missed our plans for Saturday.

**F** You can't go out dressed like that. It'll give people a really bad impression.

**G** You're always studying. That's so boring. Just do enough to pass, and enjoy life.

**H** Be really careful what you post online. It's not easy to remove things from the Net.

## >>> Deal with peer pressure

### SPEAK AND READ

**1** Work in pairs. Read the definitions of *peer group* and *peer pressure*. Then answer the questions about yourself and your peer group.

- What fashions do you follow (clothes, haircut, bags)?
- What do you do when you're together? What do you talk about?
- Which famous people influence your appearance and behavior?

**2** Read the comments (A–H). Then write the letters in the table to show what they're about and who would say them – a parent, a peer, or both.

Topic	Appearance	Social networking	Studying
Parent			
Peer			

#### peer group

NOUN [COUNTABLE]

a group of people of about the same age

#### peer pressure

NOUN [UNCOUNTABLE]

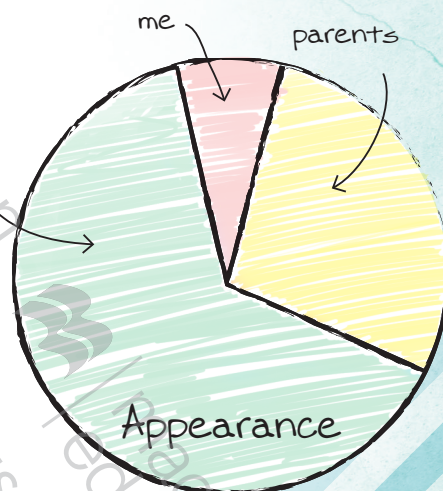
the influence that other people of your own age have on the way you behave or dress

### DO

**3** Work in pairs. Answer the questions about the comments (A–H).

- Do your parents and friends say these kinds of things? Give examples.
- What would happen if you followed the idea in each comment?

**4** For the topics in Exercise 2, make pie charts to show how much influence you, your peers, and your parents have on your decisions. Then work in pairs. Discuss which areas you would like to have more influence over, and why.



### REFLECT

**5** Discuss the questions with your class. Do you agree with the **REFLECTION POINT**?

- Who has the biggest influence on your decisions?
- Who best understands the consequences of your decisions? Why?
- Why can it be so difficult to ignore peer pressure?

### EXTEND

**6** Work in pairs. Discuss what your peers and parents think about the music you listen to, your free-time activities, and your behavior. What do you think about these things?

#### REFLECTION POINT

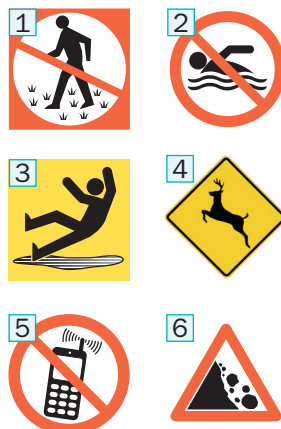
It's important to understand the influence of peer pressure on your decisions. Being aware of peer pressure and its consequences will help you make decisions that are right for you.

## Give warnings and prohibitions

### SPEAK

1 Work in pairs. Look at the signs (1–6) and answer the questions.

- Which are warnings (things you shouldn't do because of possible danger), and which are prohibitions (things you can't do)?
- Where would you see each sign. What do they mean?



### LISTEN

2 Listen to four conversations and answer the question about each one.

What's the situation and what warnings/prohibitions are expressed?

3 Listen again and write one word in each blank.



- |  |  |
|--|--|
| 1 <b>Helen:</b> Are you sure you trust that site? I'd (1) _____ out if I were you. | 3 <b>Mom:</b> (5) _____ the steps. You could fall and hurt yourself.                   |
| <b>Josie:</b> Why? I'm only downloading a game.                                    | <b>Vince:</b> Don't worry, Mom, I'll be careful. Let's cross the street here.          |
| <b>Helen:</b> You might download a virus too if you're not (2) _____.              | <b>Mom:</b> (6) _____ out! There's a car coming.                                       |
| <b>Josie:</b> Do you really think so?  | <b>Vince:</b> It's OK, we're in a crosswalk. It has to stop.                           |
|  | <b>Mom:</b> Better safe than sorry.  |
| 2 <b>Guard:</b> I'm sorry – you can't go in there.                                 | 4 <b>Ranger:</b> Excuse me, you can't sit on the grass. It's (7) _____.                |
| <b>Laura:</b> I just want an autograph.  | <b>Felipe:</b> Can I just finish my sandwich?  |
| <b>Guard:</b> I'm sorry – you're not (3) _____ to go backstage.                    | <b>Ranger:</b> There's also a (8) _____ on having picnics in the park.                 |
| <b>Laura:</b> Can I stay here and take a picture?                                  | <b>Felipe:</b> I'm almost finished.  |
| <b>Guard:</b> No, it's (4) _____.  | <b>Ranger:</b> If you don't get off the grass right now, I'll have to call the police. |
| <b>Laura:</b> Says who?  | <b>Felipe:</b> OK, OK, I'm going.  |
| <b>Guard:</b> Says me.   |  |

4 Listen and repeat the warnings and prohibitions.

5 Match the sentence halves. Listen and check your answers. Then listen and repeat.

- |                           |                           |
|---------------------------|---------------------------|
| 1 Are you sure            | a to ride a bike here.    |
| 2 I'd be careful          | b you could hurt someone. |
| 3 You might fall          | c that's a good idea?     |
| 4 If you don't watch out, | d if you're not careful.  |
| 5 You're not allowed      | e bike riding downtown.   |
| 6 There's a ban on        | f if I were you.          |

### ACT

6 Work in pairs. Think of two situations: one in which you would hear or give a warning, the other a prohibition.

- Prepare and practice a short conversation for each situation. Include language from the **PHRASEBOOK**.
- Present your conversations to other students without reading them. Can they identify the situations?

### PHRASEBOOK 1.29

#### Give prohibitions

You can't go / take ...  
You're not allowed to wait / ask ...  
It's prohibited / forbidden.  
There's also a ban on having / riding ...

#### Give warnings

Watch out! / Look out! / Be careful!  
Watch the steps.  
Are you sure you trust that site / that's a good idea?  
I'd watch out / be careful if I were you.  
You might download / have ... if you're not careful.  
You could fall / hurt yourself ...



## WRITING Keep in touch

### Organize information in informal emails and letters

#### SPEAK AND READ

##### 1 Work in pairs. Answer the questions.

- 1 How often do you write emails?
- 2 Who do you write emails to, and why do you write them?

##### 2 Read the email and find the information.

- 1 four pieces of news
- 2 two questions that ask if Harry can do something
- 3 two questions about Harry's life

New mail Reply Forward

Hi Harry,

- 1 How's it going? It was great to see you last weekend. We haven't been in touch much since you moved away, so it was good to catch up. By the way, I've uploaded some photos to my page, so you can see the ones we took.
- 2 The main reason I'm writing now is to ask a favor. Do you remember I told you about a game I've been developing? Well, I've finally finished it, but it needs to be tested. Could you try it out for me? If so, I'll tell you how to download it.
- 3 Apart from that, I wanted to ask about your basketball team. You said you've been practicing a lot lately. Have you been winning a lot of games?
- 4 One last thing. I'll be in Columbus on Saturday the 28th. Would you be able to meet up that day?
- 5 Anyway, I have to go. I have a long day tomorrow.

Take care,  
Kevin

#### STUDY

##### 3 Read the email again and match the sections to their contents.

- |       |                           |
|-------|---------------------------|
| 1     | a the most important news |
| 2     | b saying goodbye          |
| 3 & 4 | c your last contact       |
| 5     | d other news              |

##### 4 a Read the tips in the HOW TO box.

#### HOW TO

organize information in informal emails and letters

- Start with an expression like *How are you?* and mention your last contact.
- Continue with expressions like *I'm writing to ...*, *Apart from that, ...*, *One other/last thing ...*.
- Use *By the way* to introduce new information.
- Use expressions like *Do you remember ... ?* to refer back to something.
- Use *Anyway, ...* or *Well, ...* to start saying goodbye.
- End with *Best wishes*, *All the best*, and *Take care*. Use *Love* with family and close friends.

##### b Underline the expressions from the HOW TO box in the email.

#### PRACTICE

##### 5 Put the words in order to make sentences. Then match them to the functions in the HOW TO box.

- 1 good / It / to / from / was / you / hear / .
- 2 long time / I / for / haven't / written / Sorry / such / a / .
- 3 just / know / This / to / is / my new email address / you / let / .
- 4 a blog / you / I / writing / remember / was / Do / ?
- 5 to / you / hear / again / hope / soon / I / from / .
- 6 soon / touch / be / I'll / in / .

#### DISCUSS AND WRITE

- 6 Discuss what you've been doing recently. Then decide what you would put in an email to a friend you haven't written to for a long time. Use Exercise 3 to help you.
- 7 Write your email. Use expressions from the HOW TO box and Exercise 5 to help you organize it. Then check it for errors.

#### SHARE

- 8 Read and answer an email from a classmate.

## VOCABULARY Digital devices

1 Alan's teaching his eight-year-old sister, Jess, to use a tablet. Complete his explanations with the verbs.

back up click enter log on scan set up  
swipe tap turn on turn up update upload

"First, we need to (1) \_\_\_\_\_ the tablet, Jess. It's off now. These are icons. On a computer you (2) \_\_\_\_\_ on them with the mouse, but here, you (3) \_\_\_\_\_ on the screen and they open. Let's look at some photos. If you (4) \_\_\_\_\_ the screen with your finger, you go to the next photo. Don't worry if you delete one – I regularly (5) \_\_\_\_\_ the photos onto my computer. Now let's look at my social networking page. First, I need to (6) \_\_\_\_\_. To do that I (7) \_\_\_\_\_ a secret password. I (8) \_\_\_\_\_ my page every day with my news, and I also (9) \_\_\_\_\_ photos and videos. This video's really funny. It's quiet, so let's (10) \_\_\_\_\_ the volume. Every now and then I (11) \_\_\_\_\_ the tablet for viruses. No, I can't (12) \_\_\_\_\_ a page for you – you're too young!"

\_\_\_\_/12

## Negative prefixes

2 It's 10 years later. Make the adjectives negative with the prefixes *un-*, *in-*, *im-*, *ir-*, and *il-*.

Alan: Are you still online? It's (1) \_\_\_\_\_ healthy to spend so much time on the computer.

Jess: I'm fine, don't worry.

Alan: That's an (2) \_\_\_\_\_ usual website. Can I see? Jess, that's a government website! Get out of there now!

Jess: Don't be so (3) \_\_\_\_\_ patient. I know what I'm doing. But they're (4) \_\_\_\_\_ capable of protecting their sites.

Alan: That's (5) \_\_\_\_\_ relevant. It's (6) \_\_\_\_\_ legal to hack into a government website. Are you completely (7) \_\_\_\_\_ aware of the risks? It's (8) \_\_\_\_\_ responsible. It's (9) \_\_\_\_\_ fair for us too. What if they catch you?

Jess: That's (10) \_\_\_\_\_ likely. And you're being (11) \_\_\_\_\_ logical. And I'm not doing anything (12) \_\_\_\_\_ moral. Thanks to me they know how bad their online security is.

\_\_\_\_/12

## GRAMMAR Present perfect

3 Complete with the present perfect or simple past form of the verbs.

## Mystery hacker strikes again

A hacker (1) \_\_\_\_\_ (break) into the government's website and replaced all the photos with cartoon characters. The attack (2) \_\_\_\_\_ (happen) on Saturday night, and investigators believe that the same person (3) \_\_\_\_\_ (already / hack) into three other official networks. During Saturday night's attack the hacker (4) \_\_\_\_\_ (leave) a message to say that even a child could access the website. Investigators (5) \_\_\_\_\_ (not discover) anything about the hacker's identity since the attacks (6) \_\_\_\_\_ (begin).

\_\_\_\_/12

## Present perfect progressive

4 Complete with the present perfect progressive form of the verbs if possible. If not, use the present perfect.

Reporter: I understand you (1) \_\_\_\_\_ (be) a hacker since you were 13.

Jess: I was a hacker, but for the last two years I (2) \_\_\_\_\_ (work) as an ethical hacker.

Reporter: What does an ethical hacker do?

Jess: Well, it's someone who's paid to attack an organization's computer system to reveal security problems. This week, I (3) \_\_\_\_\_ (try) to hack into a big bank's website, and I (4) \_\_\_\_\_ (already / find) more than 10 things they need to fix.

Reporter: How do you become an ethical hacker?

Jess: You have to take a course. I (5) \_\_\_\_\_ (finish) my training, so I'm a qualified ethical hacker now, and I (6) \_\_\_\_\_ (do) some part-time teaching for the program recently.

Reporter: And is there a lot of work for ethical hackers?

Jess: Oh, yes, I (7) \_\_\_\_\_ (not stop) working since I got my certification. I'm always busy.

\_\_\_\_/14

Your score: \_\_\_\_/50

## SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a little help.
- ✓ Yes, I can. But I need a lot of help.

I can recognize main ideas and supporting points when I read.

I can use the audio type, grammar, and pronunciation to help me understand.

I can deal with peer pressure.

I can give warnings and prohibitions.

I can organize information in informal emails and letters.





## READ AND COMPLETE

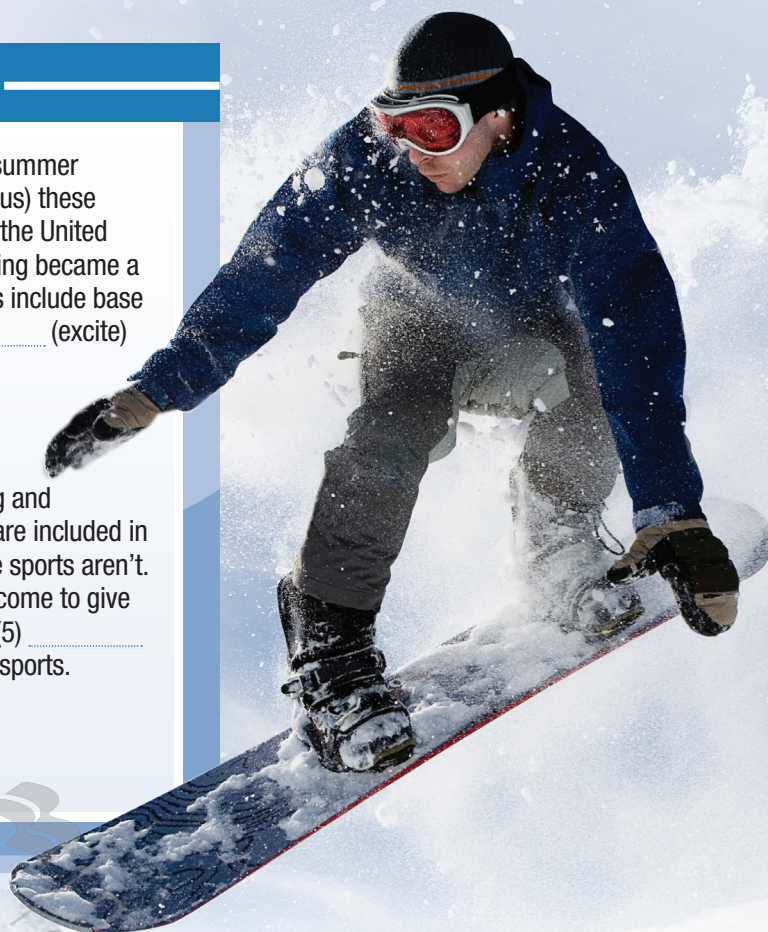
- 1 Read the website comment. Use the word in parentheses to form a word that fits in each blank.

### Extreme Olympic Sports

In my opinion, it's time to include more extreme sports in the summer Olympics. Extreme sports are taken more (1) \_\_\_\_\_ (serious) these days. There's the annual X Games (2) \_\_\_\_\_ (compete) in the United States, which includes skateboarding and surfing. Snowboarding became a winter Olympic sport in 1998. When will the summer Olympics include base jumping, bodysurfing, and rock climbing? These are (3) \_\_\_\_\_ (excite) sports, and they're popular with young people like me.

I understand that it's impossible to include every sport in the Olympics, but I think it's (4) \_\_\_\_\_ (logic) that sports such as sailing and synchronized swimming are included in the Olympics but extreme sports aren't. In my view, the time has come to give extreme sports as much (5) \_\_\_\_\_ (important) as traditional sports.

Reading: \_\_\_\_\_ /5



- 2 For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence. You must use between two and five words, including the word given. Do not change the word given.

- I did my first parachute jump and then couldn't wait to do another.  
**AFTER**  
I couldn't wait to do another parachute jump \_\_\_\_\_ my first one.
- You're not allowed to ski on this part of the mountain.  
**BAN**  
There's \_\_\_\_\_ skiing on this part of the mountain.
- CCTV cameras constantly record our movements in public places.  
**ARE**  
Our movements \_\_\_\_\_ in public places by CCTV cameras.
- I started to download this app 20 minutes ago, and it still hasn't finished downloading.  
**HAVE**  
I \_\_\_\_\_ this app for 20 minutes.
- A few minutes ago, I found out that it's illegal to post photos of people without their permission.  
**JUST**  
I \_\_\_\_\_ that it's illegal to post photos of people without their permission.

Reading: \_\_\_\_\_ /5

## TEST-TAKING TIPS

- do sentence transformations

- Read the instructions. How many words can you use?
- Read both sentences carefully.
  - Decide what structure you need in order to use the given word.
  - Remember that you can't change the form of the given word.
- Check that the meaning is the same and your spelling is correct.
- Check that you haven't used more words than allowed. Note that contracted forms are counted in full (e.g., *isn't* is counted as two words because it's short for *is not*).





## LISTEN

3 1.30 You will hear five different people talking about smartphones and the internet. Match the speakers to the attitudes (A–H). You won't use three of the answers.

- |           |   |
|-----------|---|
| Speaker 1 | A is worried about online security issues   |
| Speaker 2 | B doesn't feel safe without a smartphone    |
| Speaker 3 | C is the victim of peer pressure            |
| Speaker 4 | D often receives unwanted messages          |
| Speaker 5 | E doesn't want to own a smartphone          |
|           | F feels safe using the internet             |
|           | G never clicks on links in emails           |
|           | H doesn't regularly use any digital devices |

Listening: \_\_\_\_\_ /10

## WRITE

4 You have received an email from your friend, Sam. Read Sam's email, and then write your reply (140–190 words).

**From:** Sam Wallis  
**Subject:** Birthday plans

Hi!

How are things? What have you been doing?

I'm writing because it's my birthday next month and I've decided to go skydiving! Would you like to come? I need to know soon, so please ask if you have any questions.

I look forward to hearing your news – and your answer!

All the best,

Sam

Writing: \_\_\_\_\_ /10

Progress check score \_\_\_\_\_ /30

## TEST-TAKING TIPS

do a multiple-matching exercise

- Read the task and all the options carefully.
- Concentrate on the general message when you listen the first time.
- When matching options to speakers, remember that
  - speakers won't use exactly the same words as in the options.
  - there are options that don't match to any speaker.
  - you will listen again, so make notes if you're unsure of any answers.
- Check or complete your answers when you listen again.

## TEST-TAKING TIPS

write an email

- Read the task. Who are you writing to? Is it a formal or informal email?
- Read the task again. Underline any questions, requests, or instructions.
- Decide how to react to any news or information in the task.
- Plan your email before you write.
  - Decide how many paragraphs to use.
  - Make sure your email covers all the points in the task.
- Check your work. Is it the right length?