

SHAPE THE FUTURE/

STUDENT'S BOOK → 01

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Experience
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SHAPE THE FUTURE/

STUDENT'S BOOK

→ 01

SHAPE THE FUTURE/ 01

	READING	PHRASAL VERBS	GRAMMAR	VOCABULARY 1	LISTENING & REAL ENGLISH
Unit 1 Computers and technology page 5	Robots and us: A complicated relationship TIP: finding words in a text	<i>blow up, come out, deal with, keep on, make out, turn into</i>	present simple and present continuous; state verbs	computer words	An interview with a YouTuber Idioms: <i>to make a living, to be rolling in it, to make it big</i>
Unit 2 Risk takers page 19	SOS! Alone at sea TIP: using context to guess meaning	<i>get through, give up, make up for, pick up, run out of, set out</i>	past simple and past continuous; past perfect	injuries	Talking about extreme activities Idioms: <i>to have nerves of steel, to be scared stiff, to have your heart in your mouth</i>
Unit 3 Friendship and family page 33	A family without frontiers TIP: predicting content	<i>bring up, grow up, put (sb) up, settle down, stick to, work out</i>	present perfect simple; present perfect and time words; present perfect continuous	family and relationships	An interview with an expert Idioms: <i>to take charge, to have the best of both worlds, to get a raw deal</i>
Unit 4 Sports and teamwork page 47	Everyone's a winner? TIP: understanding paragraphs	<i>clear up, end up, get over, let down, put (sb) off, take off</i>	the future: <i>will, going to</i> ; present continuous; present simple; future continuous; future perfect	sports	A conversation about individual vs. team sports Idioms: <i>to get in shape, to give it your best shot, to train like crazy</i>
Unit 5 Fashion page 61	The clothes effect TIP: skimming	<i>come across, dress up, get on, hand out, pick out, put away</i>	modals: ability; obligation; prohibition; recommendation / advice; possibility in the present and past	clothes and fashion	A description of how people dress Idioms: <i>to be a slave to fashion, eye-catching, to make a fashion statement, to pull up your socks</i>
Unit 6 Crime and justice page 75	Rule-breakers in history TIP: identifying key words in questions	<i>fight back, go on, put (sth) off, set up, stand up for, take away</i>	passive; passive modals; <i>have something done</i>	crime	A report on economic crime Idioms: <i>an inside job, to line your own pockets, to crack down on, to get off scot-free</i>
Unit 7 Our society page 89	Welcome to Europe TIP: scanning	<i>get away, go back, put up with, shut down, take in, take up</i>	conditionals: zero and first conditional; <i>if, when, as soon as</i> ; second conditional; third conditional	social issues	A radio interview about volunteering Idioms: <i>to give something back, to make ends meet, to make a real difference, to do your bit</i>
Unit 8 The information age page 103	UK government's big secret: a weather machine! TIP: predicting content 2	<i>carry out, come up with, find out, get back to, look into, turn out</i>	reported speech: reported statements; reported questions; reported requests, orders, suggestions and offers	the media	Opinions about social media Idioms: <i>to have got a point, to miss the point, to nail it, to (not) have a clue</i>
Unit 9 Music page 117	What does music mean to you? TIP: understanding short texts	<i>calm down, cheer up, have on, look up, switch off, turn up</i>	relative clauses: defining relative clauses; non-defining relative clauses	music	A music review Idioms: <i>to ring a bell, to (dance) your heart out, to sound like a broken record, to put on your dancing shoes</i>

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Writing Guide
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Pairwork
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Steps for teamwork
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VOCABULARY 2	PRONUNCIATION	SPEAKING	WRITING	LIFE SKILLS & PROJECT	DOCUMENTARY
adjectives ending in <i>-ed</i> and <i>-ing</i>	t in negative auxiliaries; stress in word families	exchanging opinions ▶ Social networks	a for and against essay	safety online Project: an infographic about ten tips for online safety	▶ Social media addiction
adverbs of manner	weak forms: <i>is / was / are / were; /ɜː/</i>	telling a story ▶ Dangerous situations	a story	being prepared Project: planning a weekend in the UK	▶ Hazardous professions
prefixes	<i>/ɪz/</i> and <i>/z/</i>	giving advice ▶ Places to visit	a biography	managing your emotions Project: a leaflet about managing your emotions	▶ 21 st century families
adjective suffixes	stress in adjectives	inviting ▶ Sport	an opinion essay	cooperation and teamwork Project: a presentation on teamwork	▶ The jogging trend
compounds: compound nouns, compound adjectives	silent letters; stress in compounds	describing a picture ▶ Describing a photograph	an informal email	self-esteem Project: a poster about eight tips to promote a positive self-image	▶ Fashion in the digital age
verb / adjective / noun + preposition	stress in verbs; joining prepositions	talking about a TV drama ▶ Favourite TV series	a review of a film	judging right from wrong Project: a discussion about a moral dilemma	▶ The safest city in the world
<i>do</i> and <i>make</i>	linking	talking about social issues ▶ Agreeing and disagreeing	a formal email	responsible citizenship Project: a proposal to the council	▶ The gender pay gap
verb and noun collocations	stress patterns 1; stress patterns 2	talking about experiences ▶ Appearing in the media	a blog post	critical thinking Project: a critical analysis of a media message	▶ Advertising
American English vs. British English	<i>r</i> after a vowel	talking about preferences ▶ Fame	a description of a place	learning new skills Project: a ten-point plan to learn a new skill	▶ Music to change the world

UNIT

#ARE YOU PLUGGED IN?

Learning Outcomes

Reading:

understand and discuss an article about robots and technology

Language:

practise present simple and continuous and state verbs; learn words related to computers and adjectives ending in *-ed* and *-ing*

Listening:

listen to and understand an interview with a YouTuber

Speaking:



practise exchanging opinions

Writing:

write a for and against essay

Life Skill & Project:

learn about online safety and create ten tips for staying safe online

- 1  Read the title and look at the photos. Predict three things you think the writer will mention in the text.
- 2 Read the first paragraph only. What is its main purpose?
 - a To begin a story about a special type of robot.
 - b To explain how robots can detect land mines.
 - c To introduce the idea of robots having rights.
- 3 Read the complete text quickly. Match the titles (a–d) with the paragraphs (1–4).
 - a How robots teach themselves.
 - b Is it OK if robots 'die' as part of their job?
 - c We need to make some difficult decisions about robots.
 - d Robots may need the same rights as humans, says the EU.
- 4  > 1.01 Read the text again and listen. Are the following statements true or false? Justify your answers with words from the text.
 - 1 Land mines no longer cause many deaths every year.
 - 2 The person stopped the experiments because he didn't like what was happening.
 - 3 Isaac Asimov created the foundations for today's robotics.
 - 4 In the EU, some robots have the right to be repaired.
 - 5 Robots can learn by looking at examples.
 - 6 The writer thinks the way society will treat robots in the future is clear.
- 5 Match the words from the text (1–5) with the meanings (a–e). Use the Tip to help you.


1 ban (paragraph 1)	a sadness / sympathy
2 huge (paragraph 1)	b a good idea
3 obey (paragraph 2)	c very big
4 sensible (paragraph 3)	d prohibit
5 pity (paragraph 4)	e follow

tip

When you match words from the text with their meanings, check your answers by replacing the original word in each sentence with the meaning you've chosen. Ask yourself: 'Does the sentence make sense with this new word?'

Phrasal verbs

- 6 Choose the correct meaning for the phrasal verbs highlighted in the text.

1 deal with	find an answer to or take action / talk about
2 blow up	move / explode
3 keep on	continue / start
4 come out	appear / write
5 turn into	replace / become
6 make out	detect or understand / create
- 7 Complete each sentence with the correct form of a phrasal verb from Exercise 6.
 - 1 Be careful! The bomb is going to ... !
 - 2 I can't ... the price on this label. Can you read it?
 - 3 I know it's a difficult situation, but we need to ... it.
 - 4 When did this song ... ? Was it last month?
 - 5 I don't like stories of animals who ... humans.
 - 6 Even though John was tired, he ... running.
- 8  **Critical Thinking**
Discuss the questions in pairs.
 - 1 Do you think robots should have rights? If so, what kind of rights?
 - 2 In the future, robots will probably do many jobs that humans do now. Do you think this is a good or bad thing?



ROBOTS AND US

A complicated relationship

1 There are millions all around the world, and every year thousands of people die or are badly injured because of them – but you never
5 see them as they are usually hidden underground. We're talking about landmines. Many countries want to ban them, but detecting and deactivating mines is very dangerous work. To **deal with** this problem,
10 one scientist had a brilliant idea: building a robot with many legs, like a huge centipede. As the robot advances and goes over a mine, the mine **blows up** and the robot loses
15 a few legs. It then **keeps on** moving, finding more mines until it doesn't have any legs left. In tests this robot worked perfectly, but ... the person
20 in charge stopped the experiment because the treatment of the robot was, in his words, 'inhumane'! This true story raises an interesting question: do robots, like
25 humans, have basic rights and obligations?

2 The idea is not a new one. In a short story which **came out** in
30 1942, science-fiction author Isaac Asimov proposed three basic Laws of Robotics: a robot may not injure a human being, a robot must obey orders and a robot must protect
35 its own existence. Now, in the 21st century, this science fiction is gradually **turning into** science fact. As robots are becoming more intelligent, the European Union
40 is considering giving them a new status of 'electronic person', with specific rights. The EU is actually discussing proposals which include ideas such as robots owning and
45 spending their own money, and even having the right to be repaired if they are damaged, just like we go to hospital when we are ill.

3 Although not everyone agrees
50 that it's sensible to treat robots as people, there is no doubt that they are becoming smarter. Through 'machine learning', they can learn independently by analysing
55 thousands of pieces of data which they save in their memory.

For instance, it isn't possible to programme a computer to **make out** all the different types of the letter A: capital A, small a, a written in an
60 unusual font, etc. However, thanks to machine learning, computers can search thousands of documents and learn to identify the first letter of the alphabet themselves.

65 4 Despite advances in technology, robots still can't experience emotions – at least, for now. However, some robots are able to recognise human feelings and
70 react appropriately. So, in a sense, they already possess emotional intelligence. It is clear that the emergence of this new generation of robots is creating some difficult
75 moral problems: Should robots have certain rights? Is it healthy for us to feel pity for them? How 'human' do we really want to make them? Unfortunately, there are no easy
80 answers to these questions.

Culture spot

According to a recent study, almost 50% of jobs in the USA might disappear in 20 years because of advances in automation and artificial intelligence.

Present simple and present continuous

G Grammar map

- 1** Look at the sentences. What tense is each of the underlined verbs? What is each tense used for?

Every year thousands of people die or are badly injured because of them.

The European Union is considering giving them a new status of 'electronic person'.

- 2** Read the sentences (1–7) and match the underlined phrases with the uses (a–g).

- 1 I'm watching the film *Blade Runner 2049* tonight.
- 2 Land mines kill many people every year.
- 3 Do we really want to design robots that can understand emotions?
- 4 My mum isn't working this week because she's ill.
- 5 This robot switches off every night to save energy.
- 6 You're making a lot of noise! Please stop!
- 7 The technology exhibition opens at 9am tomorrow.

- a an activity happening now
- b a permanent or long-term fact
- c something which happens regularly
- d a state – likes, thoughts, hopes and desires
- e a future timetable
- f a definite future plan
- g a temporary situation


► Language Reference ► see pages 154–155

- 3** Complete the sentences with the correct present tense form of the verbs in brackets.

- 1 Mike ... Italian at the moment. (learn)
- 2 My sister ... talking to her friends in the USA on Skype. (like)
- 3 I ... a new computer this week. (get)
- 4 The science programme ... at 8 o'clock. (start)
- 5 All the people at that table ... on their mobile phones! (speak)
- 6 Computers nowadays ... less space than before. (occupy)
- 7 My mum often ... when she sees a sad film. (cry)
- 8 Dan ... at his uncle's house next weekend. (stay)

- 4** ► 1.02 Complete the blog post with negative auxiliary verbs. Then listen and check.

Blog
music is life



CDs - what are those?

I'm getting rid of my CD player. It ¹ ... work any more, but I ² ... getting a new one. I mean, what's the point? I ³ ... listen to CDs now. People 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. Some people say the quality of downloads isn't so good, but it ⁷ ... matter to me. To be honest, I ⁸ ... even notice the difference.

Pronunciation: t in negative auxiliaries

- 5** ► 1.03 Listen and repeat the phrases from Exercise 4. How is the t in the negative auxiliaries pronounced?
- 6** Write complete sentences. Use the present simple or continuous.
- 1 I / not go / to the match / tonight
 - 2 Jamie / always watch / TV / in the evening
 - 3 Why / those people / shout?
 - 4 The shop / not close / until 10 o'clock / tonight
 - 5 Rick / not have / a good time / on holiday / this week
 - 6 your sister / want / to come / with us?
 - 7 Jake / usually do / his homework / on time
 - 8 Why / Chloe ride / your bike?

State verbs

- 7 Below are five groups of state verbs. In each group, find the word which does not belong and say why.

1 verbs that express beliefs	<i>believe, know, talk, understand</i>
2 verbs that express feelings	<i>like, eat, hate, prefer</i>
3 verbs that express desire	<i>want, wish, hope, jump</i>
4 verbs that express a sense	<i>sound, taste, go, look</i>
5 verbs that express possession	<i>belong, own, have, take</i>

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

- ~~Are you understanding~~ this article?
Do you understand this article?
- ~~Is she preferring~~ Twitter or Facebook?
- Ed Sheeran's new song ~~is sounding~~ great!
- He ~~isn't wanting~~ to go out tonight.
- How ~~are you knowing~~ Francis?
- Your new dress ~~is looking~~ lovely!

► Language Reference ► see page 155



We say:

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

- 9 The verbs below have two different meanings: one is a state, the other one is not. Choose the correct state meaning.

- have: *own* / consume or do
- see: notice with the eyes / meet
- think: use the brain to plan something, solve a problem or understand a situation / believe
- look: observe / appear

- 10 Four of these sentences are incorrect. Correct them.

- What are you thinking of the new iPhone?
- You're quiet – what are you thinking about?
- Are you seeing Ben at the weekend?
- Are you seeing that red picture on the left?
- Emma's having a new smartphone.
- This shop is looking interesting!

- 11 ► 1.04 Complete the text with the correct form of the verbs in brackets. Then listen and check.



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 ... (disappear). These days, it ² ... (seem) that almost everybody ³ ... (have) a mobile phone, and hardly anybody ⁴ ... (use) pay phones any more. It ⁵ ... (cost) a lot to maintain them and phone companies no longer ⁶ ... (want) to pay for this. In Britain, they ⁷ ... (remove) the famous red phone boxes from the streets. There are only a few left, and most of those ⁸ ... (not work). Nothing ⁹ ... (stay) the same forever, of course, but it's sad because the streets ¹⁰ ... (not look) the same without them!

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

- A: Hi! What / you / do / ?
B: watch / DVD
- A: What / ?
B: new / Bond film
- A: Who / watch / with / you / ?
B: No one!
- A: What / think of / the film / ?
B: No / like. Where / you / phone from / ?
- A: bus
B: Where / go / ?
- A: gym
B: How often / you / go / gym / ?
- A: every evening!

- 13 Read out your conversation from Exercise 12 with a partner. Then improvise another similar conversation.

Computer words



- 1 Match the words in the box with a–j. Check the meanings of the two extra words.

at · attachment · blog · cursor · folder · hard drive
hashtag · icon · link · password · web browser · window

tip

Remember nouns and verbs which often go together: *folder – open, close, save*. Remember that the verb usually comes before the noun: *open a folder*.

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

You can ...

- 1 open it. → *attachment, ...*
- 2 click on it. →
- 3 type it. →
- 4 read it. →

- 3 Match seven verbs from the word-cloud with the meanings (1–6).



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

- 4 > 1.05 Complete the sentences with verbs from Exercise 3. Then listen and check.

- 1 You can select a piece of text, c... 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, just c... on this link.
- 4 D... the programme 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... the site.
- 7 You can s... for an image on the Internet and s... it on your computer.
- 8 Don't forget to a... your CV before you p... 'send'!

- 5 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 have a new computer. There are no programmes on it.

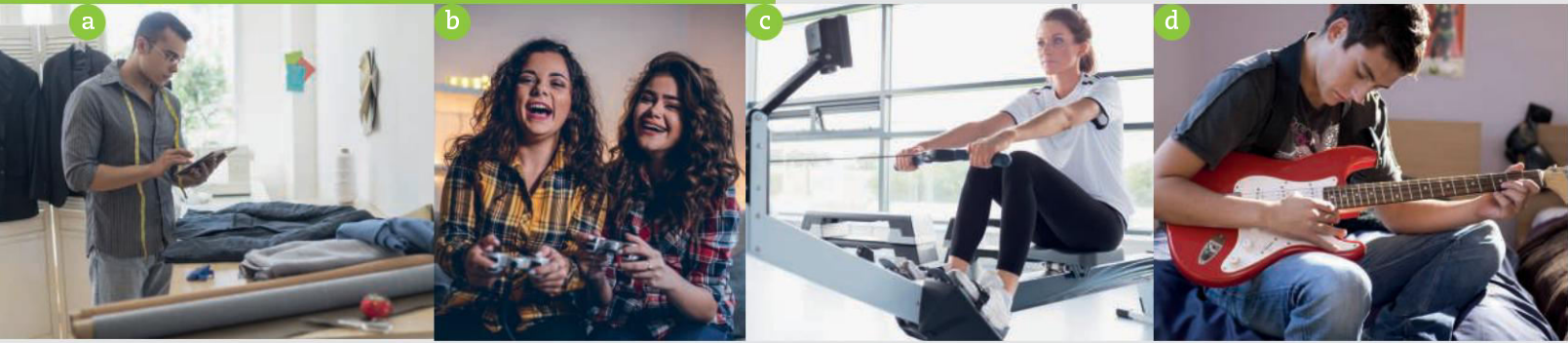
Phrasal verbs

- 6 Complete the sentences with the correct form of the verbs in the box.

blow · deal · turn · come · make · keep

- 1 Matt ... on talking about his new girlfriend. It's so boring!
- 2 I think you're going to ... into a video game addict! Be careful!
- 3 Don't put metal objects in a microwave. They might ... up.
- 4 I can't ... out your handwriting – it's terrible!
- 5 Beyoncé's new album ... out next week!
- 6 Don't worry. We're going to ... with your computer's virus right now!

An interview with a YouTuber



1 How often do you go on YouTube? What do you watch or listen to on it?

2 What do *channel*, *subscriber* and *views* mean?

tip

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

3 > 1.06 Listen to the first part of an interview with Kyle. Which person or people in the photos (a–d) would be the most interested in his channel?

4 > 1.07 What do you think Kyle will talk about in the rest of the interview? Choose four from the ideas below. Then listen and check.

- a online contact with subscribers
- b the kinds of tips he gives in his blog
- c if he makes money
- d his one moment of fame online
- e different types of YouTubers
- f when he makes his videos

5 > 1.07 Listen to the rest of the interview again. Choose the best option.

- 1 What does Kyle say about interacting with people online?
 - a He hasn't really got time for it.
 - b He'd like to do more of it.
 - c He likes it.
 - d It can be good, but it depends on the person.
- 2 Which of the following statements is true?
 - a Kyle is making a lot of money from his channel.
 - b Kyle is sad that he isn't making more money.
 - c Kyle started his channel to make money.
 - d Making money from the channel has been a nice surprise.
- 3 What sentence best describes what Kyle does?
 - a He uploads new content occasionally.
 - b He thinks a lot about how to get new subscribers.
 - c He treats his YouTube channel like a full-time job.
 - d He's constantly planning new content to upload.



Real English

6 Read these extracts from the interview. Choose the correct meaning for the underlined idioms.

- 1 A lot of people are starting YouTube channels because they hope to make a living from them.
 - a get a job
 - b earn enough money to live
- 2 I am making a bit of money ... but I'm not exactly rolling in it!
 - a making a lot of money
 - b becoming famous
- 3 I really hope you make it big one day on YouTube.
 - a spend a lot of money
 - b become very successful

7 Critical Thinking

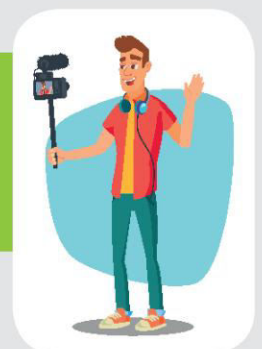
Discuss the questions in pairs.

- 1 What do you think Kyle could do to make it big as a YouTuber?
- 2 Would you like to have your own YouTube channel? Why/Why not?
- 3 Why do you think YouTube is so popular?



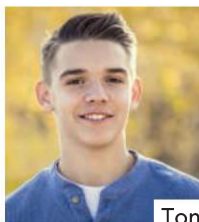
DigiQuest

What are the five most viewed videos on YouTube and what are they about? What does this tell you about what is popular online?



Adjectives ending in -ed and -ing

- 1 1.08 Look at the photos. Then listen and answer the questions.



Tom



Rex



Clara

- 1 Who is annoyed and why?
- 2 Who is amused and why?
- 3 Who is frightened and why?

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

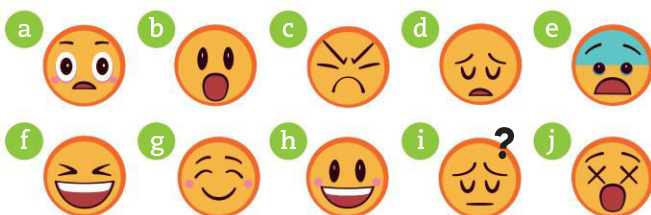
False friends

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 emojis. More than one answer is possible.

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 to describe things and *-ed* adjectives to describe feelings. You hear an amusing joke. → You are amused.

- 5 Work with a partner. Write an example with the *-ing* form of each adjective in Exercise 3. Then compare with a different partner.

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.

1 Computer games don't **interest** me.

I'm not ... in computer games.

2 News of political corruption no longer **astonishes** me.

I am no longer ... by news of political corruption.

3 Some of these wildlife documentaries really **amaze** me.

I'm really ... by some of these wildlife documentaries.

4 Some of the images in this news report may **shock** viewers.

Viewers might find some of the images in this news report ...

5 Some short films on YouTube really **entertain** me.

Some short films on YouTube are really ...

6 Zombie films **frighten** my little brother.

My little brother is ... by zombie films.

7 Motor racing on TV **bores** me so much!

Motor racing on TV is so ... !

▶ Language Reference ▶ see page 155

Pronunciation: stress in word families

- 7 1.09 Listen to the stress in the word families in the box. Then practise saying the words yourself. Find more *-ed* and *-ing* adjectives on this page with the same stress patterns.

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

- 8 1.10 Listen to the groups of words. Choose the word with a different stress pattern.

- 1 alarming relaxing interesting amazing
- 2 disgusted surprised annoyed confused
- 3 frightening worrying interesting astonishing
- 4 surprised tired alarmed depressed

- 9 Imagine a whole day in which everybody's Internet and mobile phones have 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

HACKER GETS 15 YEARS!

Hacker jailed for publishing military secrets



James

Have you heard this story about the hacker?

Maya



Yeah, I think it's really disgusting!

What – publishing state secrets?

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?

I'm not sure. I mean, what if someone could use the information to attack us? I find that a bit worrying.

Well, personally, I don't think it's the hacker's fault. In my opinion, the military should get a better password!

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

Yeah, yeah, I totally agree.

1 **1.11** Read the newspaper headline and listen to the conversation. Do the speakers agree or disagree in the end?

2 Find phrases in the conversation for the following functions:

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



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

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

Insect DNA found in frozen hamburgers

NASA seeks volunteers for Mars mission

Online Yellow Pages app released!



Do teenagers spend too much time on social networks?

1 What different social network websites can you think of?

2 Watch the video. Match the people with the opinions (1–4).

Lucy · George · Olivia · Callum

- 1 Social networks are basically a very good thing.
- 2 Social networks are a big part of teenagers' lives, and that's sad.
- 3 Teenagers use social networks too much. It's becoming addictive.
- 4 It's not good to be on your computer all the time.

3 Do teenagers spend too much time on social networks?

► See our online resources web page for more video activities.

A for and against essay

'Our quality of life is much better thanks to the Internet.' Do you agree?

Most of us use the Internet many times in a typical day. In fact, it seems to me we probably couldn't live without it. However, has it really made our lives better?

On the one hand, thanks to the Internet, many tasks are now much easier. For example, we can keep in contact with friends using applications like WhatsApp and Facebook. Furthermore, we can buy many things online without needing to go to the shops. This is something we all appreciate.

Nevertheless, the Internet also has its disadvantages. I feel that most of us spend too much time online. We don't speak to people face-to-face enough because we're always looking at a screen! In my view, another big problem is websites that spread 'fake news'. As a result, some people form uniformed opinions.

All things considered, the Internet offers us many practical benefits. Even so, we need to be careful how and how often we use it.



1 Read the essay and answer the questions.

- 1 What two advantages and two disadvantages of the Internet does the writer mention?
- 2 Does the writer think that life is much better because of the Internet? Choose the best answer:
 - a Yes, 100%.
 - b Yes, but with some conditions.
 - c No.

tip

Use a simple four-paragraph structure in a for and against essay: 1 introduction, 2 reasons for, 3 reasons against and 4 conclusion.

2 Look at the essay again. Match the paragraph numbers with the topics (a–d).

- | | |
|-------------|---|
| paragraph 1 | a reasons and examples to support the idea in the title |
| paragraph 2 | b conclusion and personal opinion |
| paragraph 3 | c introduction to the topic |
| paragraph 4 | d reasons and examples against the idea in the title |

3 Match the highlighted expressions in the text with the functions.

- a expressing a conclusion
- b introducing your opinion
- c expressing contrast

Expressing opinions

4 Complete the expressions of opinion. Use the Key language box to help you.

- 1 ... view, Facebook is a waste of time.
- 2 As ... , everyone should have access to broadband.
- 3 I ... that we all use our mobile phones too much.
- 4 ... to me that life was very boring without the Internet.

Expressing contrast

5 Match the contrasting sentences.

- 1 My grandad's got a good computer.
 - 2 This site is really cool.
 - 3 The Internet can be very educational.
 - 4 I emailed the company three times yesterday.
 - 5 My mum can use a lot of computer programmes.
- a There's also a lot of rubbish posted online.
 - b She doesn't go online much.
 - c They didn't answer me.
 - d He doesn't know how to use it.
 - e It doesn't get many visits.

6 Rewrite each pair of sentences from Exercise 5. Use different expressions of contrast from the Key language box.

My grandad's got a good computer. However, he doesn't know how to use it.



Introducing conclusions

- 7** Correct the mistakes in these conclusions. Use the Key language box to help you.
- All the things considered, it's a good idea to teach programming at school.
 - For a conclusion, the Internet has improved our quality of life.
 - In balance, I don't think that young children should have mobile phones.
 - On summary, many people lead better lives because of the Internet.
- 8** Which two conclusions in Exercise 7 are possible ones for the model text?
- 9** Choose the correct option.

My friend Joe really enjoys using the Internet.

¹ *However, / In conclusion,* it seems to me that he spends too much time online. ² *In spite of this, / In my view,* he should try going offline for a week or two. ³ *In summary, / Nevertheless,* I don't think he would like this idea very much! ⁴ *I feel that / On the other hand,* he wouldn't know what to do with his time. ⁵ *On the one hand, / All things considered,* Joe is not an exception. The Internet has become a necessity for most of us.

Key language

Expressing opinions	As I see it, I feel (that) It seems to me (that) In my view,
Expressing contrast	However, Nevertheless, On the one hand, On the other hand, Even so, In spite of this,
Introducing conclusions	In conclusion, In summary, On balance, All things considered,



Write!

- 10** Write a for and against essay (100–120 words) on one of these subjects:

- 'Social media is a complete waste of time.'
- 'Hackers are a force for good.'

STEP 1: Getting and organising ideas

- Once you have chosen the subject of your essay, write down all the 'reasons for' and 'reasons against' the idea that you can think of. Use the diagram below to help you.



STEP 2: Plan your essay

- Choose the two strongest 'reasons for' and 'reasons against'.
- For your conclusion, decide whether you agree or disagree with the idea in the title.

STEP 3: Write!

When you write your essay, use the for and against essay paragraph plan in the Tip. Try to include:

- expressions for introducing your opinions
- expressions of contrast
- an expression for introducing your conclusion

STEP 4: Check!

Reread your essay and answer these questions:

- Have you followed the paragraph plan?
- Does your conclusion follow naturally from the rest of the essay?
- Have you included examples of the different types of Key language?
- Is your grammar, spelling and punctuation correct?

► Writing Guide ► see page 141

SAFETY ONLINE

A. Warm-up

1 Look at the picture.
What is happening?
Why is this potentially dangerous?



KEY CONCEPT

When you are online, your mobile, tablet or laptop are potential security risks. So be careful!

PROJECT

AN INFOGRAPHIC: TEN TIPS FOR ONLINE SAFETY

> STEP 1

WORK IN PAIRS OR GROUPS OF THREE AND BRAINSTORM IDEAS



1.1



Write down all the ideas you can think of for how to **use the Internet safely**. Use the ideas on these pages to help you.

1.2

You could also **search online** for ideas.



> STEP 2 CHOOSE YOUR BEST IDEAS



2.1

As a group, choose your **ten best tips**.



2.2

Ask yourselves **questions** like:


- Which are the **biggest risks**?
- Which are the **most common risks**?



B. Now you try! 1 Look at the pictures and answer the questions.

- a What mistake is each person making?
b What are the possible consequences in each case?

A



Katie Mann
22 March
Bristol, England
Off to Benidorm tomorrow! I can't wait!
Can anyone come and feed my fish?!

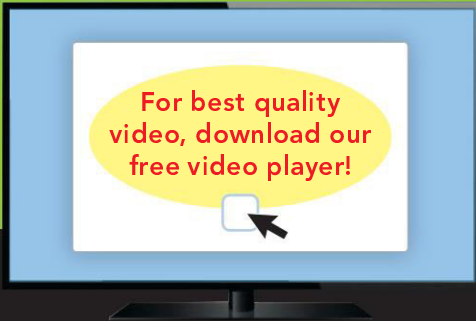
Like Comment Share Post

B

amazon.com <amazon@mail.com>
For: chloe@quickmail.com

Dear client,
Please click on the link below to update your contact details.
www.amazan.com/contactdetails

Regards,
The Amazan Team

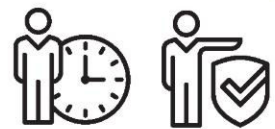


> STEP 3

DECIDE HOW TO PRESENT THE INFORMATION AND ASSIGN TASKS



- 3.1** Decide on how to create your infographic – on paper or on screen. Think about:
- how much **time** you have
 - the **skills** of the people in your group



Decide on who will be **responsible** for:

- 3.2**
- writing the **text**
 - finding **photos** and visuals
 - doing the overall **design** of the infographic



> STEP 4 CREATE YOUR INFOGRAPHIC

4.1

Each person does their **task**.



4.2

The person responsible for the overall **design** puts the **different elements together**.

4.3

As a group, **finish** and **check your completed infographic**.



Finish your infographic and present it to the class.