

CAMBRIDGE

English for Spanish Speakers



# OUT & ABOUT

TEACHER'S BOOK 1

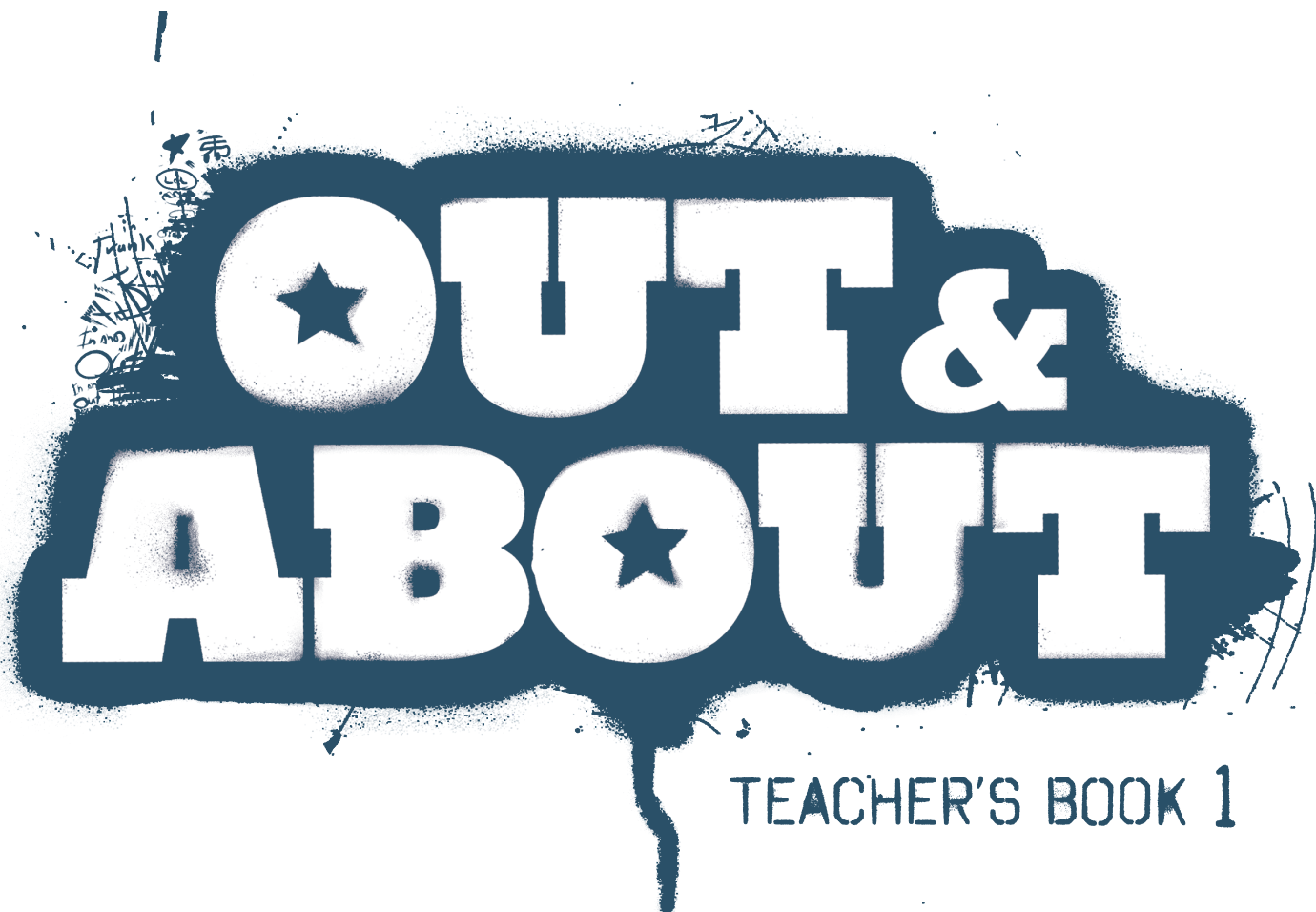
Bachillerato  
Batxillerat  
Batxilergoa  
Bacharelato



Annie McDonald







# OUT & ABOUT

TEACHER'S BOOK 1

Bachillerato  
Batxillerat  
Batxilergoa  
Bacharelato

Annie McDonald





## ENGLISH FOR SPANISH SPEAKERS

The ENGLISH FOR SPANISH SPEAKERS editions help Spanish-speaking learners overcome the difficulties they face when learning English. This is achieved by integrating our expert knowledge of Spanish speakers with information taken from the unique *Cambridge English Corpus*.

Our in-depth understanding of Spanish-speaking learners is the result of extensive research carried out by our locally-based editorial team and is clearly evident in our ENGLISH FOR SPANISH SPEAKERS editions. This guarantees that the topics and activity types are relevant to Spanish-speaking learners of English, with a focus on areas of language which are typically problematic. Extra support is also provided for teachers of Spanish speakers through detailed teaching notes and specifically-designed ideas for the classroom.

The *Cambridge English Corpus* is a multi-billion word collection of written and spoken English. It includes the *Cambridge Learner Corpus*, a unique bank of exam candidate papers. Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. We use this system to identify which words, grammar patterns or language structures cause the most problems for Spanish-speaking students learning English. As a result, ENGLISH FOR SPANISH SPEAKERS editions are able to confidently address the common mistakes that Spanish-speaking learners make, and give extra practice and tips to avoid these typical errors.

[www.cambridge.org/elt/ess](http://www.cambridge.org/elt/ess)

**CAMBRIDGE**  
UNIVERSITY PRESS

José Abascal 56, 1º – 28003 Madrid, Spain

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

© Cambridge University Press 2015

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2015

Printed in Spain

Legal deposit: M-7140-2015

978-84-9036-803-9 Teacher's Book 1

978-84-9036-801-5 Student's Book 1 with Common Mistakes at Bachillerato Booklet

978-84-9036-802-2 Workbook 1 with downloadable audio

978-84-9036-804-6 Class Audio CDs 1

978-84-9036-805-3 Teacher's Resource Disc 1

978-84-9036-811-4 Teacher's DVD with Activity Booklet

978-84-9036-813-8 PAU Test Generator

Additional resources for this publication at [www.outandabout.es](http://www.outandabout.es)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.



# Contents

Introduction	vi
--------------	----

Unit 1 Plugged in	T5
-------------------	----

Unit 2 A close shave	T17
----------------------	-----

Unit 3 Blood is thicker than water	T29
------------------------------------	-----

Term Review 1	T41
---------------	-----

Unit 4 No pain no gain	T43
------------------------	-----

Unit 5 Fashion victim	T55
-----------------------	-----

Unit 6 Behind bars	T67
--------------------	-----

Term Review 2	T79
---------------	-----

Unit 7 A helping hand	T81
-----------------------	-----

Unit 8 Hot off the press	T93
--------------------------	-----

Unit 9 Music to our ears	T103
--------------------------	------

Term Review 3	T117
---------------	------

Life skills	120
-------------	-----

Language reference	129
--------------------	-----

False friends	145
---------------	-----

Writing guide	147
---------------	-----

Pair work	156
-----------	-----

Irregular verbs	158
-----------------	-----

Audio scripts	T160
---------------	------

Workbook answer key	T166
---------------------	------



## COURSE AIMS

The final *Bachillerato* exam and the University Entrance Exams are the key to success in this stage of students' learning, but education goes beyond the classroom and exams. This is the fundamental idea behind the creation of *Out & About* – a course which gives solid language and skills development for the exams but also helps to prepare students for the world in which they will live as adults.

## English for Bachillerato

*Out & About* has a clear and thorough grammar syllabus with ample practice in both the Student's Book and Workbook. In the Student's Book, students will find two whole pages in each unit dedicated to grammar practice and there is a comprehensive 16-page *Language reference* at the back of the book. The Workbook offers an extra two pages per unit of grammar practice.

Each unit in the Student's Book also includes two pages of vocabulary presentation and practice, the first of which focuses on a topic area and the second on word-building – an essential feature of the university entrance exam. A further two pages of practice can be found in the corresponding Workbook unit, and there are nine pages of vocabulary reinforcement and extension in the *Vocabulary builder* at the back of the Workbook. In addition there is a strong focus on phrasal verbs in the course with at least four phrasal verbs being taught and practised within each Student's Book unit. A list of common phrasal verbs, alongside their meaning, is included at the back of the Workbook. A unique feature of the course is the PAU-specific wordlist also included in the Workbook.

*Out & About* also has a strong focus on the skills needed to pass the university entrance exam. Many of the comprehension questions accompanying the reading texts in each Student's Book and Workbook unit reflect the style of those to be found in different exams around the country. On the writing pages in the Student's Book, students are carefully guided through the steps needed to successfully write the typical text types to be found in university entrance exams: emails, *for and against* essays, reviews, etc. They are given a second chance to write these kinds of texts in the corresponding Workbook unit.

There is a bank of mock practice exams, including speaking and listening tests at the back of the Workbook.

On the Teacher's Resource Disc, there are additional grammar and vocabulary practice worksheets, skills work and mock exams.

## Preparation for the real world

Students using *Out & About* are on the cusp of becoming adults and will increasingly find themselves having to deal with the real world. *Out & About* takes its role in helping them prepare for maturity very seriously. Unit topics deal with issues of relevance to the age group – dangerous situations, technology and its implications, the media, etc. and students are encouraged to give their opinion on these subjects after working through the reading and listening texts.

Special *Life Skill* sections are also included in each unit. In these sections, students are invited to identify a real-life problem, suggest a solution and apply it to their own life. The skill is expanded on in a dedicated page at the back of the Student's Book and each page ends with a list of ten tips

for the skill in question. Examples include personal safety, managing feelings and responsible citizenship.

*Out & About* also addresses the growing need for a more balanced approach to the skills for *Bachillerato* students who, as adults, may well find themselves in situations, either in their personal or their professional lives, where they need to be able to communicate orally in English. Without sacrificing the need to work on the skills tested in the university entrance exam, the course also gives multiple opportunities for students to improve their listening and speaking skills. Specific pages deal with all four skills and also offer an opportunity for students to work on these skills in a more integrated way: there are opportunities for speaking and listening on reading pages, speaking on the listening pages and reading on the writing pages.

All in all, *Out & About* provides *Bachillerato* students with solid preparation for the university entrance exam and offers a unique springboard for the adult life they are about to embark on.

## KEY FEATURES

- *Vox-pop* videos, featuring real English-speaking teenagers talking about their lives and beliefs, offer a model for extended speaking tasks, whilst documentaries give students the opportunity to discuss the Student's Book themes in greater depth.
- *Life Skill* sections focusing on such areas as managing feelings, self-esteem and critical thinking help students to develop skills that they will need both during the years that they are studying and later on in life, whether or not they will be using English in the real world. Each *Life Skill* page finishes with a list of ten top tips.
- *Streetwise* boxes pull out natural, colloquial language from texts and focus students' attention on a language area which is not normally taught in the classroom and which will engage students' interest.
- *Tip* boxes, for example *making inferences*, give the students short learning strategies for all four skills and give them the opportunity to put the strategies into practice.
- *Idioms* sections on all listening pages invite students to work out the meaning of common expressions in English.
- Phrasal verbs are presented in context and defined in a glossary. They are then practised on the following vocabulary page.

## A COURSE FOR SPANISH SPEAKERS

- The *Common Mistakes at Bachillerato* booklet, packaged with the Student's Book, highlights errors Spanish-speaking students of English typically make, such as double consonants, *why* instead of *because* and the differences between *all* and *everyone*. It also provides practice in the correct use of the language and tests after every three errors.
- *False friend* boxes draw students' attention to words that are often confused in English and Spanish by asking them to translate English sentences containing the words, into Spanish. *False friend* reference pages list the most commonly confused words and provide definitions.
- *Get it right* boxes highlight common grammar and vocabulary mistakes made by Spanish speakers of English.
- *Pronunciation* tasks in every unit offer an original and fun approach to improving students' pronunciation and focus on areas of special difficulty for Spanish-speaking students.

## Components

### For students

#### Student's Book



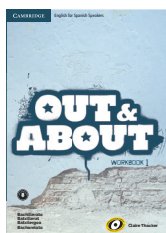
The Student's Book contains nine units and provides comprehensive coverage of all the grammar and vocabulary in the *Bachillerato* syllabus, alongside a thorough treatment of all four skills. It comes packaged with the *Common Mistakes at Bachillerato* booklet. The Student's Book also offers three *Term Reviews*, *Life skill* pages, a comprehensive *Language reference*, *False friends* reference pages, a *Writing guide* and an *Irregular verb* list.

#### Common Mistakes at Bachillerato



This handy booklet, packaged with the Student's Book, looks at the errors Spanish-speaking students make and offers practice in correct usage. Progress is monitored through regular tests. The booklet includes a full answer key, making it ideal for self-study.

#### Workbook with downloadable audio



The Workbook offers extra practice in the content of the Student's Book. Extra sections are included to offer even more help: *Exam practice*, *Listening & Speaking tests*, a *Vocabulary builder*, a *PAU-specific wordlist* and a *Phrasal verbs* glossary. All the audio from the Workbook is available for download from [www.outandabout.es](http://www.outandabout.es) and the scripts can be found at the back of the book.

#### Augmented Reality App



This unique app allows students to scan the opening page of each unit for direct access to multimedia resources on their smartphone or tablet.

#### Digital Student's Book and Digital Workbook



These are available both online and offline with interactive activities. They are both multiplatform and multi-device, working on computers, tablets and interactive whiteboards for classroom presentation.

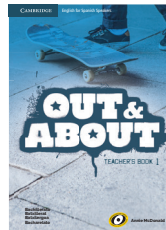
### For students and teachers

#### Website

The dedicated website [www.outandabout.es](http://www.outandabout.es) offers extra resources for students and teachers.

### For teachers

#### Teacher's Book



The Teacher's Book provides teaching notes for each unit, including suggestions for optional activities, and is interleaved with the pages of the Student's Book. It also includes an introduction to the course, a list of key features, a description of the components, teaching notes for the *Life Skills* pages, audio scripts and Workbook answer key.

#### Class Audio CDs



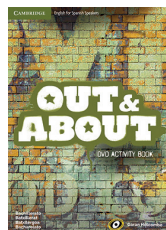
These include all the recordings from the Student's Book. The Workbook audio is available online for download from [www.outandabout.es](http://www.outandabout.es).

#### Teacher's Resource Disc



The Teacher's Resource Disc provides a wealth of extra resources including grammar worksheets at two levels, vocabulary worksheets, listening practice, speaking practice, writing practice, translation practice, literature worksheets, PAU exam practice and diagnostic, unit, end-of-term and final tests at two levels.

#### DVD Activity Book and DVD



The Teacher's DVD contains all the videos from the course and is packaged with an Activity Book with photocopiable worksheets for use with the videos in class. Teacher's notes on how to exploit the videos are also included.

#### Online PAU Test Generator



The online Cambridge PAU Test Generator allows teachers to produce customised mock PAU exams for their students and includes all the regional variations of the exam. Listening and speaking tests are also included. When new University Entrance Tests are created in 2017, it will be updated to reflect these changes.

#### Digital Out & About



Digital *Out & About* includes the Student's Book and Workbook for classroom presentation, alongside the videos and audios. It also includes answer keys, the digital Teacher's Book and the Teacher's Resource Disc materials.

## Student's Book unit structure



Each unit begins with a large, impactful photo related to the topic of the unit, which arouses curiosity and encourages students to talk about the theme of the unit freely. Several questions are provided on the page itself and there are further questions for discussion in the Teacher's Book.

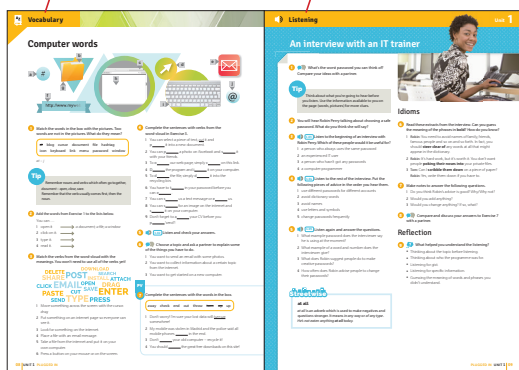
### Reading



The second and third pages of each unit are dedicated to a stimulating reading text and corresponding questions. All of these reading pages contain tips, phrasal verbs and *Streetwise* boxes. The comprehension questions follow the style of the university entrance exams and each reading page ends in an exercise which gives students the opportunity to talk about the topic they have read about.

### Vocabulary

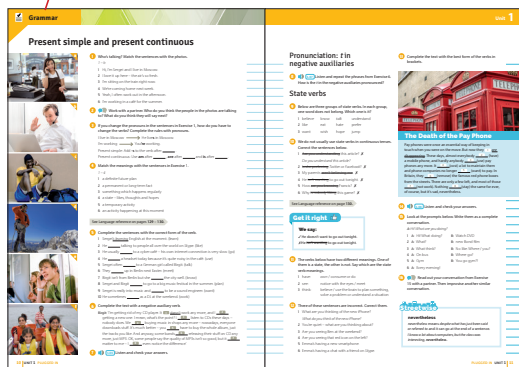
### Listening



The first vocabulary page draws on and develops vocabulary related to the theme of the unit. Students are introduced to the vocabulary through matching exercises, often using images and then go on to put these lexical items into practice.

The listening page introduces students to different listening genres and is based around the theme of the unit. The page not only provides practice in the listening skill, but also speaking opportunities. On each of the listening pages, there is also a section on idioms so that students learn some of these difficult expressions in context. Each of the listening pages ends with a *Reflection* task, allowing students to reflect on how they listen in order to improve this essential skill.

### Grammar



The grammar pages develop areas of grammar already encountered in the reading text and the listening. A guided discovery approach is used to encourage students to focus on examples of the language in context and to discuss their uses and form. Ample practice of the target language is supplied, along with opportunities for speaking. A more detailed *Language reference* section is provided at the back of the book.



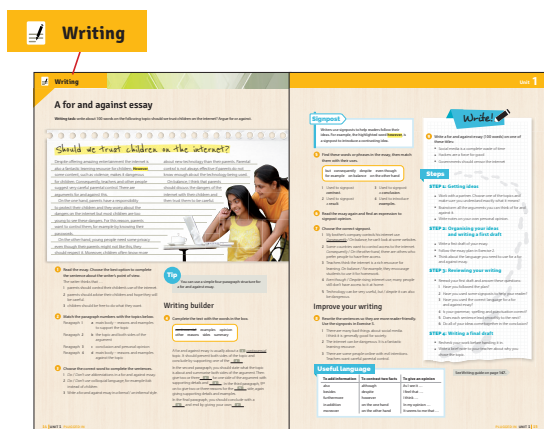
# Introduction



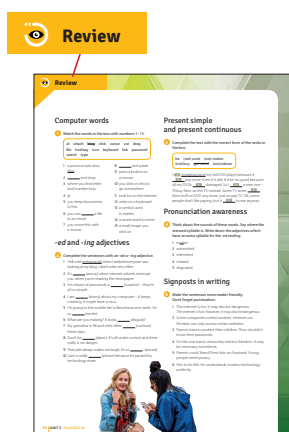
The second vocabulary page in the unit concentrates on an aspect of word building. Students are given ample practice in this area and are encouraged to understand the workings of the language and develop as independent learners.

The speaking page deals with different functions of the language. The students are given a model text, which they can also listen to, and are then asked to identify certain phrases from the text which are typical of the function being practised. They are also given a *Useful language* box, where they find relevant expressions for the function. The final task brings everything together and the students then carry out a speaking activity with similar results to that of the model given.

On this page, there is also a *Life skill* section, which is then followed up in more detail at the back of the book.



These two pages deal with different genres of writing. A model text is supplied for students to study. A step-by-step approach is used while students work through a series of tasks allowing them to then write a text in the genre given. There is a *Writing builder* on each of these spreads, which summarises the structure of each of the genres given. *Signpost* boxes, *Useful language* boxes and an *Improve your writing* section all help towards students achieving a good end result.



This review page not only concentrates on the grammar and the vocabulary of the unit, but also on pronunciation and writing. Through this page, students are able to revise all of these aspects seen in the corresponding unit.

## Extra content

### Term Reviews

There are three Term Reviews in *Out & About 1*, which appear after every three units. These review pages give students the opportunity to revise the grammar structures and the vocabulary items that they have studied in the previous three units.

### Life skills

There are nine *Life skill* pages at the back of the book. These pages follow on from the *Life skill* sections on the speaking pages and give a more detailed insight into different skills that students will need in their future lives.

### Language reference

The *Language reference* explains the grammar from the units in a more detailed way, with notes on form, use and multiple examples on how to use these various structures.

### False friends

The *False friends* section lists some of the most common false friends between Spanish and English and serves as a handy reference.

### Writing guide

There are nine pages in the *Writing guide* section, each one of which concentrates on the genre dealt with in the corresponding unit and gives extra practice and notes on the given style.

### Irregular verbs

This is a useful list of irregular verbs for students' reference.

# Unit 1


## Plugged in

This page serves as a 'magazine cover' for the unit, including the contents and a large image relating to the theme 'plugged in'. A plug is a fitting attached to a lead or cable which is used to connect a device to a power supply, for example, a computer. The unit title suggests being up to date and closely connected with what is going on in the field of technology.

### UNIT OBJECTIVES:

Vocabulary	computer words; word building (adjectives ending in <i>-ed</i> and <i>-ing</i> )
Grammar	present simple and present continuous
Reading	a text about technology: 'What happens to your old gadgets?'
Listening	listening to an interview with an IT trainer
Speaking	exchanging opinions
Pronunciation	<i>t</i> in negative auxiliaries; stress in word families
Writing	writing a for and against essay
Get it right	100 million mobile phones; the error of using the present continuous with state verbs like <i>want</i>
Life skill	personal safety

### The two videos for this unit are:

- v1** *Do teenagers spend too much time on social networks?*  
It is recommended that students watch this video and do the corresponding worksheet after completing the Speaking tasks on page 13.
  - v2** *Technology* This video and its worksheet are best done at the end of the unit.
-  An augmented reality link to both videos is included on the Student's Book page opposite.



### CLASS DISCUSSION

Use the photo as a point of departure for a class discussion. Ask the questions on the page and some or all of the extra suggested questions below. Some possible answers are given in *italics*. Give students space to lead the conversation off in other directions, but staying within the theme.

- What can you see? *a young woman, long dark hair, earring, black jacket, grey sweater, large ring, black handbag, tablet*
- What do you think she is taking a photo or video of? *friends at a café table; an interesting monument; her damaged car for insurance purposes; a selfie with an iconic building behind; a passing celebrity*
- What will she do with the photo or video? *show it to friends; post it on Facebook; change it in photoshop; put it on a website; save it*
- Do you take photos? What device do you use to take them? What do you take photos of? What do you do with them?
- Now that everybody has a device with a camera, photos are everywhere. What are the good and bad points about this?
- How long do you think the woman in the photo will keep this device? What other devices do you think she owns?
- What devices do you own? How long do you keep them? What happens to your old devices?
- How well do you think you would manage if you had no electronic devices? What couldn't you do?

As the discussion proceeds, write some of the key words and phrases that come up on the board. At the end of the discussion, you could take a photo of it, or ask students to do so. You could show this photo at the beginning of the next class and ask students to remember what the words and phrases were about.

### POSSIBLE ANSWERS

Who can you see? *a young woman with a tablet*  
What is she doing? *standing up; holding up the tablet; taking a photo/video of something*  
Where is she? *in a busy street; in a town or city*



For more class discussion, you can ask students to do the quiz on how technology affects their life, on page 04 of the Workbook.



# 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.

- Other types of waste are growing faster than e-waste. *False. 'E-waste is the fastest growing type of waste ...'*
- People replace their MP3 players more regularly than their mobile phones.
- Most e-waste ends up being buried.
- 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.

- The writer thinks that ...
  - people are crazy to queue all night outside shops.
  - more e-waste should be recycled.
  - putting e-waste in landfills is a good idea.
  - exporting e-waste is a small problem.
- The writer wants to ...
  - encourage people to buy more electronic devices.
  - tell people about the regulations in Europe.
  - encourage people to think more about how they dispose of e-waste.
  - 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





In this section students read a magazine article. *What happens to your old gadgets?* is about the growing problem of e-waste – old phones, computers, tablets and other electronic devices when they have been thrown away. The photo shows a pile of old-fashioned computers.



Students read the article to follow the main arguments by identifying the topics of the paragraphs, to focus on specific information, and are given practice in deducing the meaning of vocabulary from context. Finally, they discuss their own opinions on ways of reducing e-waste.

If students want to read more on this topic, ask them to type *Greenpeace e-waste* into a search engine.



## Optional activity

Books closed. Tell students to calculate how much time they spend using technology in a typical day, and to make a note of what they use. Ask for volunteers to tell the class, and encourage them to respond to each other.

- 1  Tell students to do this task in pairs, before discussing the questions as a class. Students may not know the word 'gadgets', but they should be able to guess that they are electronic devices.
- 2 Do the first item together as a class, reminding students to pay attention to the part of speech of the words given. Monitor and help students use the information before and after the word to help them understand meaning if necessary. Ask for volunteers to give answers and check the class agrees before feeding back.
- 3 Ask students to do the activity individually. Ask for volunteers to read their sentences. Check the sentences make sense, but do not overcorrect grammar at this stage.
- 4 Ask students to read the text and check their answer to Exercise 1. Ask *Who guessed correctly, more or less, what the text was about?* and for a show of hands. Nominate individuals to give a very brief summary of the text.
- 5  **1.01** Ask students to read the paragraph topics a–e and check vocabulary if necessary. Play the audio. As you check answers, ask for students to give examples of key words and phrases which helped them decide on the topic.

### ANSWERS

2 e 3 a 4 d 5 b

- 6 Read the instructions and the example with the class. Tell students to read statements 2–4. Ask them to identify key words to help locate the information, and check they understand the meaning of the phrasal verb 'ends up' (see the Phrasal verbs box). Monitor and help if necessary. Nominate individuals to give answers, and a second student to say if they agree with the first.

### ANSWERS

- 2 False. 'They replace their computers and MP3 players every two years, and they replace their mobile phones even more frequently than that.'
- 3 True. 'most of it ends up in landfill'
- 4 False. 'In many cases, these workers do not have adequate protection from the hazardous materials in the e-waste'

- 7 Read the instructions and ask students to identify key words in the options to focus their reading and help them choose the correct one. Monitor and help as necessary. For slower students, you could eliminate one of the wrong options in each set so students have fewer choices. For each item, ask for a volunteer to give an answer, and a second to say if they agree.

### ANSWERS

1 b 2 c

## Tip

Read the tip aloud. Tell students that when they substitute a word with a definition they should focus on the meaning within the new sentence.

- 8 Do the first item as a class to demonstrate using the tip. Ask students to continue individually, and monitor and help weaker students to find the words if necessary.

### ANSWERS

1 f 2 d 3 a 4 c 5 b 6 e



## Optional activity

Put students into pairs to test each other on the meaning of the words in Exercise 8.



## Optional activity

Ask fast finishers to write three sentences, each one with a word from Exercise 8. Ask for volunteers to read their sentences to the class, but leaving a space for the word. Other students guess the missing word.

9



Put students in small groups to list ideas for both questions. Go through ideas as a class and put a list in two columns on the board. Have a class vote to decide which are the best ideas in each category.

### POSSIBLE ANSWERS

To reduce e-waste: buy fewer devices, keep them longer, repair them, give them to someone, find a green collection point

To make people more aware of the problem: (personal) tell your friends, share an infographic, blog about it, share photos of it, (government) put a pile of e-waste in a public place, put a tax on it, make people sign a safe-disposal contract when they buy electronic devices

## Get it right

Ask students why people might say or write the second (wrong) sentence (*First language interference – making a direct translation*). Tell students to find two similar phrases in the text and set a two-minute time limit to encourage them to scan the text quickly (*40 million computers, 20 million TVs*). Ask students to make similar phrases.

## Streetwise

Read the introduction and say the example sentence, stressing the word 'even'. Put students into pairs to write sentences which include surprising information. Ask for volunteers to say their sentence. Ask the class to check they stress the word 'even'.



For more practice see pages 06–07 of the Workbook.

## Phrasal verbs

Ask students to read the definitions of the phrasal verbs, then read the sentences where they appear in the text (highlighted in yellow) to see them in context. Give more example sentences with the verbs if necessary (*Don't throw your old mobile phone away – recycle it; Nobody invited him, but he turned up anyway; I always end up spending more time on my homework than I want to; Let's check out that new café on the way home tonight*). There is a practice exercise for these phrasal verbs on page 8 so there is no need to get students to practise using them yet. However you might want to familiarise them a bit more with the verbs at this point with one of the following tasks:

1. Put students into pairs to find the subject and/or object of each phrasal verb in the text.
2. Give students a couple of minutes to memorise the particle that goes with each verb, then ask them to close their books and test each other.



# 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.
- ✗ 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.

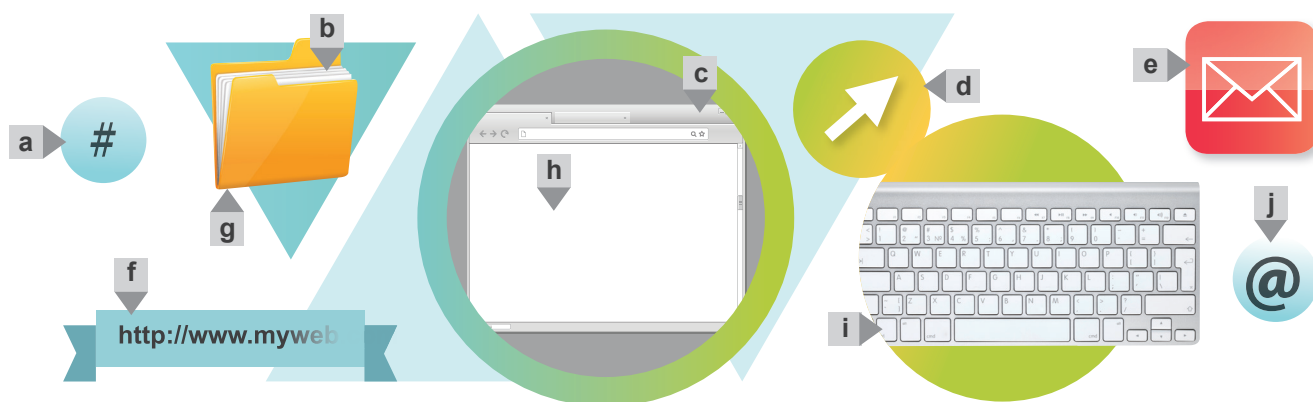
## Streetwise

### 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 POST SEARCH  
SHARE 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!

## Computer words

This section deals with vocabulary connected to computers.

The phrasal verbs section recycles language from the magazine article *What happens to your old gadgets?*

The target vocabulary is reviewed on page 16.



### Target vocabulary

at	enter	post
attach	file	press
blog	hashtag	save
click	icon	screen
cursor	install	search
cut	keyboard	send
delete	link	share
document	menu	type
download	open	webpage
drag	password	window
email	paste	

- 1 Put students into pairs to do the activity. Nominate individual students to give answers and help with pronunciation as necessary.

#### ANSWERS

a hashtag b document c menu d cursor e icon  
f link g file h window i keyboard j at

not in the pictures: *blog* (a personal web page updated regularly) and *password* (a secret word or code to gain admission to a place)

### Tip

Read the tip aloud and ask students how they can use this information to help them remember phrases (*record words together in their notebooks*).

- 2 Explain the meaning of the verbs. Ask students to continue individually before comparing in pairs.

#### ANSWERS

2 an icon; a link 3 a blog; a document; a password  
4 a blog; a document

- 3 Ask students to look at the words in the word-cloud and say what part of speech they are (*verbs*). Read the instructions and the example and ask students to continue the activity individually.

#### ANSWERS

2 post 3 search 4 attach 5 download 6 click



### Optional activity

Fast finishers write definitions for the other words.

- 4 Go through the example. Students continue individually before comparing in pairs.
- 5 1.02 Ask for volunteers to read the complete sentence, and see if the class agrees before playing the audio and pausing after each sentence to check.

#### ANSWERS

1 cut, paste 2 post, share 3 open, click  
4 Download, install 5 delete, drag 6 type, enter  
7 send, email 8 search, save 9 attach, press



### Optional activity

Ask students to make a list of five things they do most using verbs from the word-cloud in Exercise 3.

- 6 Tell students to work in pairs. Each should choose a different one of the topics 1–3.
- 7 Refer students back to the *Phrasal verbs* box on page 6. Ask students to make the phrasal verbs using the words in the box first. Ask for volunteers to read the complete sentences aloud.

#### ANSWERS

2 end up 3 throw away 4 check out



### Optional activity

Give students the following computer-related vocabulary: *backup* (n), *boot* (v); *software* (n), *virus* (n). Ask them to check the meaning of the words in their dictionaries and to write a sentence using each one.




For more practice see pages 05 and 13 of the Workbook.



# An interview with an IT trainer


In this section students listen to a radio programme concerned with digital skills. The presenter is interviewing an expert on the topic of choosing a safe password.

- 1  Put students into pairs to discuss the question. Bring the class together and ask for suggestions.

## Tip


Read the tip aloud and ask students why it is a good idea. (*It helps us remember topic vocabulary so it is easier to understand when we hear it.*)


- 2 Direct students to the picture and ask what job Robin Perry does (*IT trainer*). Ask volunteers to suggest what she will say, and to name another to add another suggestion. Continue until students run out of ideas.

- 3  **1.03** Tell students to read the question and options 1–4. Encourage them to guess the answer before playing the audio.

## ANSWERS


1 and 2


 The audio script can be found on page T160.

- 4  **1.04** Read the instructions and ask students to read the pieces of advice 1–5. Advise them that Robin probably won't use exactly the same words.

## ANSWERS


The correct order is 3, 2, 4, 1, 5.

 The audio script can be found on page T160.

- 5  **1.05** Ask students to read questions 1–4. Advise them just to write notes or short answers or key words.

## ANSWERS

- 1 Lady Gaga 2 Tom123  
3 take the first letters from the name of a song, put a number you can remember before each letter, change some letters to symbols  
4 every week or two

 The audio script can be found on page T160.

## Streetwise

Point out the negative in the example and tell students that 'at all' is used to make negatives and questions stronger, but is not usually used in affirmative statements. Write the following on the board: *no money, no water, nothing to say, not well, not sorry, not comfortable*, and ask students to make sentences with 'at all'.


## Idioms

- 6 Put students into pairs to discuss the meanings. Monitor and help students get their ideas across.

## ANSWERS

- 1 keep away from (giving extra information about what people should avoid)  
2 looking at (what people would do with files)  
3 write down quickly (something you put on a piece of paper)


- 7 Suggest that students write their notes using key words (nouns, verbs, adjectives) and symbols.

- 8  Begin by eliciting some phrases for asking and giving opinions (e.g., *Do you agree?*; *I think ...*; *I'm afraid I don't agree*). Put students into pairs to compare and discuss their answers to Exercise 7. Monitor and encourage students to explain their opinions with examples.

## Optional activity

Put students into different pairs to have their conversations without looking at their notes, encouraging them to make eye contact with each other. Ask for volunteers to have their conversation for the class.

## Reflection


- 9  Ask students to read the strategies. Ask them which they felt helped them do the listening activities. Ask them to choose one they will try next time.



For more practice see page 10 of the Workbook.

# 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.

1.06



# Present simple and present continuous

In this grammar lesson students will study the present simple and the present continuous and learn to identify state verbs and that they do not usually occur in the present continuous.

The grammar is reviewed on page 16. The *Language reference* section can be found on pages 129–130.

The pronunciation section focuses on the *t* in negatives auxiliaries.

- 1 Tell students to look at the photos and say what they have in common (*all have people talking to somebody using technology*). Tell them to look for clues in the photos to match them with the sentences.

## ANSWERS

2 d 3 e 4 f 5 c 6 a

- 2 Put students into pairs and ask for possible answers for picture a. Monitor and help, checking for common mistakes with the present simple and present continuous as students continue the exercise.

## Optional activity

Ask students when they talk most on the phone: at home, at the gym, on the train or bus? Ask for a show of hands to see which place is the most common.

- 3 Go through the activity with the class and elicit answers.

## ANSWERS

Present simple: Add **-s** to the verb after *he, she, it*.

Present continuous: Use **am** after *I*, **are** after *we, you, they* and **is** after *he, she, it*.

- 4 Tell students to read meanings 1–6 and check understanding. Refer students to the *Language reference* section on pages 129–130 as they work individually. Then put them into pairs to compare answers.

## ANSWERS

2 1 3 5 4 2 5 6 6 3



## Optional activity

Students work in groups of three. Student 1 tells Student 2 something she/he does every day *or* something she/he is doing now. Student 2 then reports this to Student 3. Students take turns to be Student 1, Student 2 and Student 3.

5

Ask students to read sentences 1–10 and check vocabulary as necessary. Remind students to pay attention to the situation and the subject(s). Monitor and check for accuracy. Nominate individuals to say the complete sentence to give answers. If a student makes a mistake, give them the opportunity to self-correct before correcting yourself.

## ANSWERS

2 likes 3 goes 4 is using / 's using 5 talks  
6 are meeting / 're meeting 7 knows  
8 are planning 9 wants 10 works



## Optional activity

Write sentence 3 from Exercise 5 on the board and give students two minutes to memorise it. Erase two words and ask a volunteer to give the memorised sentence. Repeat until the board is clear with the final student saying the full sentence with no support.

6

Ask students to read the text, ignoring the spaces, and to say why Birgit is unhappy with CDs. Look at the example as a class, pointing out that students need to choose between the auxiliaries *be* and *do*, and then give the correct negative form.

7

**1.06** Play the audio for students to check answers. Pause the audio at each space for students to call out the answers. Check understanding of any mistakes at the end, asking volunteers to explain.

## ANSWERS

2 'm not 3 don't 4 aren't 5 don't 6 aren't  
7 doesn't 8 don't



## Optional activity

Fast finishers choose five sentences in Exercise 5 to change into the negative.



## Pronunciation: *t* in negative auxiliaries

- 8 1.07 Write *n't* on the board. Ask students to listen to the pronunciation of the *t*. Elicit that the *t* is not audible – instead it is replaced by a short silence (a glottal stop). Play the audio again for students to repeat the phrases.

The audio script can be found on page T160.

## State verbs

- 9 Look at the example as a class to demonstrate the activity and put students in pairs to continue.

### ANSWERS

2 eat 3 jump

- 10 Ask students for three types of state verbs (*likes, thoughts, hopes*). Read the instructions and ask for volunteers to correct the sentences.

### ANSWERS

2 Does she prefer 3 don't believe me.  
4 doesn't want 5 do you know  
6 doesn't anyone / anybody like

## Get it right

Ask for a volunteer to explain the mistake.

- 11 Do the activity together as a class.

### ANSWERS

2 notice with the eyes 3 believe

- 12 Ask students to read the sentences and identify the verbs. Look at the example with the class, eliciting or explaining the meaning of *think* in the context. As you check answers, ask students to explain the meaning of the verb in each sentence.

### ANSWERS

2 correct 3 correct  
4 incorrect – Do/Can you see that red ...  
5 incorrect – Emma has a ... 6 correct

- 13 Ask students to complete the activity individually. Tell students to check subject–verb agreement before asking them to compare their answers in pairs.

- 14 1.08 Play the audio, pausing after each space for students to check their answers.

### ANSWERS

2 has 3 uses 4 costs 5 want 6 are removing  
7 don't work (*aren't working* is also possible) 8 stays



## Optional activity

Ask students, in pairs, to make sentences about other things which very few people do or use nowadays.

- 15 Choose two strong students to ask and answer the first question. Tell students to continue individually. Let students compare answers before giving feedback.

### ANSWERS

1 A: *Hi. What are you doing?*  
B: *I'm watching a DVD.*  
2 A: *What are you watching?*  
B: *The new Bond film.*  
3 A: *What do you think about it?*  
B: *I don't like it. Where are you?*  
4 A: *I'm on the/a bus.*  
B: *Where are you going?*  
5 A: *To the gym.*  
B: *How often do you go to the gym?*  
6 A: *I go every evening!*

- 16 Ask students to read the conversation with their partner and then improvise another. Ask for volunteers to have their conversation for the class.


## Streetwise

Read through the information. Ask *How did the writer expect the class to be? Why? Does 'nevertheless' have a similar meaning to 'however'? Which is more formal?*



For more practice of all the grammar see pages 08–09 and 13 of the Workbook.

## 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?
- believe    know    *talk*    understand
  - like    eat    hate    prefer
  - want    wish    hope    jump
- 10 We do not usually use state verbs in continuous tenses. Correct the sentences below.
- ~~Are you understanding~~ this article? **X**  
*Do you understand this article?*
  - ~~Is she preferring~~ Twitter or Facebook? **X**
  - My parents ~~aren't believing~~ me. **X**
  - He ~~isn't wanting~~ to go out tonight. **X**
  - How ~~are you knowing~~ Francis? **X**
  - 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.  
 ✗ 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.
- have:    own / consume or do
  - see:    notice with the eyes / meet
  - think:    believe / use the brain to plan something, solve a problem or understand a situation
- 12 Three of these sentences are incorrect. Correct them.
- What are you thinking of the new iPhone?  
*What do you think of the new iPhone?*
  - You're quiet – what are you thinking about?
  - Are you seeing Ben at the weekend?
  - Are you seeing that red icon on the left?
  - Emma's having a new smartphone.
  - 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.

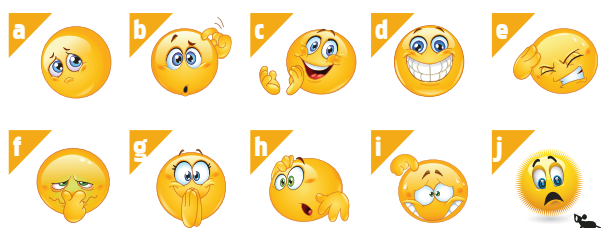
*The teacher was disgusted with the students' behaviour.*

*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.*

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

In this section students are introduced to adjectives ending in *-ed* and *-ing*. There is a summary of their use in the *Language reference* section on page 130.

The pronunciation section focuses on word stress.

The target vocabulary and pronunciation are reviewed on page 16.



### Target vocabulary

alarmed / alarming	entertained / entertaining
amazed / amazing	excited / exciting
amused / amusing	frightened / frightening
annoyed / annoying	interested / interesting
astonished / astonishing	pleased / pleasing
bored / boring	shocked / shocking
confused / confusing	surprised / surprising
disgusted / disgusting	worried / worrying
embarrassed / embarrassing	

- 1 **1.09** Tell students to read the questions before playing the audio. Ask students to compare their answers in pairs before checking them.

#### ANSWERS

- 1 sister – can't get on *Facebook*  
 2 father – they can't phone him from work  
 3 mother – the GPS isn't working

The audio script can be found on page T160.

- 2 Put students into pairs to discuss the question before bringing the class together for feedback.

### False friend

Translate the sentences with the class and discuss why *disgusted* and *embarrassed* are false friends.

- 3 Ask students to match the emoticons with the adjectives, using their dictionaries if necessary.

#### POSSIBLE ANSWERS

- a worried b confused c amused d pleased  
 e annoyed f disgusted g excited h surprised  
 i embarrassed j *alarmed*

- 4 Ask students to decide which feelings are positive and which are negative and then compare their ideas.

#### ANSWERS

- positive: amused, excited, pleased, surprised  
 negative: alarmed, annoyed, confused, disgusted, embarrassed, worried

### Tip

Read through the information with the class.

- 5 Go through the example with the class and ask students to continue individually. Put students into pairs to compare answers.

- 6 Go through the example with the class. Monitor and help as necessary as students continue individually.

#### ANSWERS

- 2 astonished 3 amazed 4 shocking  
 5 entertaining 6 frightened 7 boring

## Pronunciation: stress in word families

- 7 **1.10** Play the audio. Ask students to listen and notice the stress pattern. Play the audio again for them to practise saying the words.

Point out that the *-ed* ending is not a new syllable in *alarmed*, but it is in *excited*. You only pronounce *-ed* as a new syllable if the verb ends with the sounds /t/ or /d/.

Ask students to say more word families for the new vocabulary e.g. *disgust* – *disgusted* – *disgusting*, etc.

- 8 **1.11** Play the audio. Ask students to identify one word in each group that has a different stress pattern.

#### ANSWERS

- 1 interesting 2 disgusted 3 astonishing 4 tired

- 9 Give students three minutes to write notes in pairs. Tell students to swap partners and compare ideas before bringing the class together.




For more practice see pages 11 and 13 of the Workbook.

## Exchanging opinions

This lesson is based around an informal conversation between two people talking about a news story.

The *Life skill* in this unit introduces the topic of personal safety online. The idea is developed on page 120.

- 1  **1.12** Tell students to read the headline and check understanding. Ask students to read and listen to the conversation to say if the speakers agree with each other in the end.

### ANSWER

They agree in the end.


### Optional activity

Say the following adjectives and ask students to say who said them and what they were talking about: *disgusting; worried; worrying*.

- 2 Go through the instructions and example. Ask students to work individually before checking answers as a class.

### ANSWERS

2 What do you think? 3 I don't think ...  
4 I suppose you're right. 5 I totally agree.

- 3  Ask two strong students to act out the conversation for the class. Put students into same ability pairs to practise the conversation, and monitor and give positive feedback when students are sounding expressive.

Then read the headlines with the class and ask for volunteers to explain each of the situations. Put students in pairs and tell them to choose one of the headlines and improvise a conversation about it.

One of them could begin by using the beginning of the model conversation, e.g. *Have you heard this story about the insect DNA?* The other can then respond, e.g. *Yeah, I think it's really disgusting!* Ask them to try and use all of the expressions from the *Useful language* box.

### Tip

Read the tip aloud and tell students to find examples in the conversation in Exercise 1. Ask students why they should give more information in their answers (*to not do so would be impolite and suggest the speaker is not really interested in the conversation*).

### Useful language

Direct students to the *Useful language* box. Ask them to practise the conversation from Exercise 3 using as many of the expressions as they can. Put two sets of pairs together to have the conversation and identify expressions from the box.



For more practice see page 10 of the Workbook.

## Life skill

### Identifying the problem

Ask students to look at the title and picture and predict what information they expect to be talking about.

Put students into pairs or small groups to discuss questions 1 and 2. Monitor and join in with discussions, encouraging students to give reasons and examples to support their points. Bring the class together and ask for volunteers to give answers.

### Suggesting a solution

Ask students to make a note of key words and phrases to answer the question before asking them to exchange ideas with a partner. Nominate individuals to share their ideas with the class.

### What about you?

Invite students to tell the class whether they take any of the precautions they discussed. Ask students if there are any precautions they are going to start taking.

### Safety online

Tell students to read the information and ask them what other advice they could give to somebody using a webcam for the first time.

You might like to tell students that, on 20th November 2014, ABC News reported that 4,591 webcams in the United States are being broadcast on a Russian website. The scenes include a baby sleeping in a pram in California, a woman reading her newspaper in a kitchen in New Jersey, and an office day starting in Texas. The films come from unsecured cameras, which make them easy for people to access.

## 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>I'm not sure...</i> | 4 agreeing weakly with an opinion   |
| 2 asking for an opinion  | 5 agreeing strongly with an opinion |
| 3 giving 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

What about you?

Do you agree?

#### Giving opinions

I (don't) agree (with you / that)

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** .



## A for and against essay

In this section students read a for and against essay, which serves as a text for analysis and a model for a final writing activity.

The *Signposts in writing* are reviewed on page 16.

There is a guide to writing a for and against essay in the *Writing guide* on page 147.

- 1 Before doing Exercise 1, look at the writing task at the top of the page with the class. Explain that the text they will be looking at is a model answer to this task and that they will be asked to write something similar after working through the tasks on the two writing pages.

Read through the instructions and ask students to identify key words in the options to focus their reading. Set a time limit of about two minutes to encourage them to read for gist. To check answers, ask for a show of hands for each option and nominate a strong student to say why option 2 is the correct answer.

### ANSWER

2

(In the final paragraph, the writer says, 'parents should discuss the dangers' and 'trust them to be careful!')

- 2 Tell students to read options a–d and check vocabulary if necessary. Ask students to do the activity individually before putting them into pairs to compare their answers. When checking answers, ask for quotes from the text which illustrate the topic.

### ANSWERS

1 b 2 d 3 a 4 c

- 3 Ask students to guess the answers to complete the sentences and then to reread the text to check. Ask for volunteers to give answers.

### ANSWERS

1 Don't 2 Don't 3 a formal

### Tip

Read the tip aloud and ask students why the writer has given reasons and examples against the topic before those in support of the topic (*this places the writers' opinion closer to the conclusion and so helps the reader follow the text*).

## Writing builder

- 4 Tell students to read the words in the box and check understanding before asking them to complete the text individually. Monitor and help with vocabulary in the text as necessary before putting students into pairs to compare answers. Read the text aloud, pausing for students to call out the missing words. Give the correct answer if there is a difference of opinion.

### ANSWERS

2 sides 3 reasons 4 examples 5 other  
6 summary 7 opinion



**Signpost**

Read the information aloud and ask students which contrasting idea *however* introduces in the text (*some content on the internet makes it dangerous for children*).

**Optional activity**

Stronger students could guess the functions of the words and phrases in Exercise 5 and then read the essay to check their guesses.

- 5 Point out that functions might have more than one word or phrase. Ask students to find the words and phrases in the essay, and then to work in pairs to match them with their uses. Monitor and suggest students check their answers again if necessary. Nominate individuals to give answers to each of the uses in turn and see if the class agrees before feeding back.

**ANSWERS**

- 1 but, despite, even though, on the other hand  
2 consequently  
3 on balance  
4 for example

- 6 Ask students to read the essay again to find an expression to signpost opinion. If they are struggling, direct them to the Useful language box.

**ANSWER**

I think ...

- 7 Ask students to read items 1–5 and to say how many sentences or ideas there are in each one (two). Look at the first item together as a class to demonstrate the activity. Monitor and help if necessary, check that students understand how the second sentence relates to the first. Ask for volunteers to give answers and nominate a second student to say if they agree or not. Take a class vote on the correct answer and explain why an option is correct if students are unsure.

**ANSWERS**

- 1 Consequently 2 On the other hand  
3 For example 4 Despite 5 but

**Improve your writing**

- 8 Do the first item together as a class. Tell students to read both sentences and say what the relationship is between them, referring them back to the functions in Exercise 5. Nominate a stronger student to give the answer to item 1. Ask students to rewrite the sentences individually. Monitor and help as necessary. To check answers, ask for volunteers to read the full sentences out and see if the class agrees before feeding back.

**Useful language**

Ask student to look at the *Useful language* box. Point out that the headings of the columns give the function for which the words and phrases are used. Give students three minutes to study the box. Ask them to close their books and put them into pairs or small groups to write as many phrases as they can remember.

**Write!**

- 9 Ask students to choose a title to write about and put them into pairs or small groups with others who have chosen the same topic. Tell students to follow the stages in STEP 1. Put students into different pairs to tell each other what they plan to say, and to add to each other's ideas if they can.

Ask students to follow STEP 2 individually, using the four-paragraph structure in Exercise 2 on page 14, words and phrases from the *Useful language* box and the signposts in Exercise 5.

Once students have written their first draft, ask them to review their writing, answering the questions in STEP 3.

Tell students to follow STEP 4 and write a final draft and re-check their work. Finally, ask students to write a brief note about why they chose the topic they did.

**Optional activity**

For slower students, draw three columns on the board and set a three-minute time limit for students to think of ideas for each of the essay titles. Invite students to make suggestions, and write key words and phrases in the appropriate columns.



For more practice see page 12 of the Workbook.