

2

UNIT

DIGITAL FOOTPRINTS!



IN THE PICTURE Digital devices

»»» Talk about using digital devices

RECALL AND READ

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

THE DIGITAL LONDON BLOG

HOME BLOG

New post Comments (2)

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

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

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

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

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

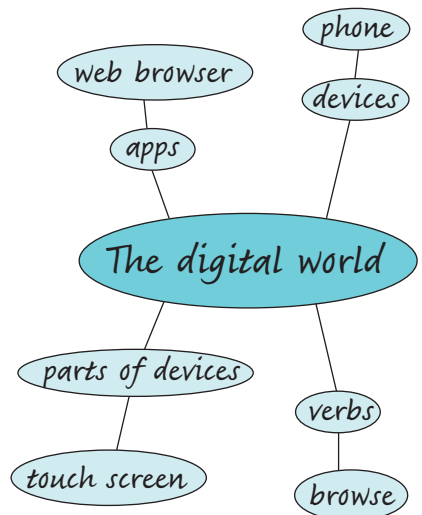
- 4 Work in pairs. Add words from the blog in Exercise 2 to the network. Then add more words you know.

WORK WITH WORDS

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

back up download/upload log on/out
 swipe turn on/off turn up/down

- 1 turn on : press a button to make a device start working
Opposite: turn off
- 2 _____ : move information from the internet to a digital device
Opposite: _____
- 3 _____ : increase the volume of a device
Opposite: _____
- 4 _____ : access a computer system using a username and password
Opposite: _____
- 5 _____ : make a copy of information on a digital device
- 6 _____ : pass a card over an electronic reader, or move your finger across a touch screen





6 Complete the tips in *How to avoid digital dangers* with the verbs.

click enter scan set up tap update

7 a **1.15 PRONOUNCE** Listen and repeat the words, paying attention to the /k/ and /g/ sounds.

back /bæk/ log /lɒg/

b **1.16** Listen and circle the words you hear. Then listen and repeat the words.

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

8 **1.17** Listen and repeat all the verbs in Exercises 5 and 6.

EXTEND

9 Complete the answer with verbs from Exercise 6.

What's a phrasal verb?

It's a verb + an adverb or preposition.

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

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

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

SPEAK

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

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

How to avoid digital dangers

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

GO BEYOND



Do the Words & Beyond exercise on page 131.

READING For or against?

»»» Recognise main ideas and supporting points

SPEAK AND READ

1 **Work in pairs. Look at the title of the magazine article and answer the questions. (You will look at your answers again in Exercise 6.)**

- 1 Are you for or against internet privacy? (You don't need to agree.)
- 2 What arguments are there for and against internet privacy? Make a list.

2 **▶1.18 Quickly read the article to find out who's for and who's against internet privacy.**

THE DIGITAL DEBATE INTERNET PRIVACY:

The case , by Jirka M

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

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

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



ARE YOU FOR OR AGAINST?

The case , by Maria B

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

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

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



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

b **Work in pairs. Each choose a different opinion in the article and make notes under the headings below.**

Topic & writer's opinion

First main idea & supporting points

Second main idea & supporting points

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

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

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

REACT

6 **Work in pairs. Answer the questions.**

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

HOW TO

recognise main ideas and supporting points

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

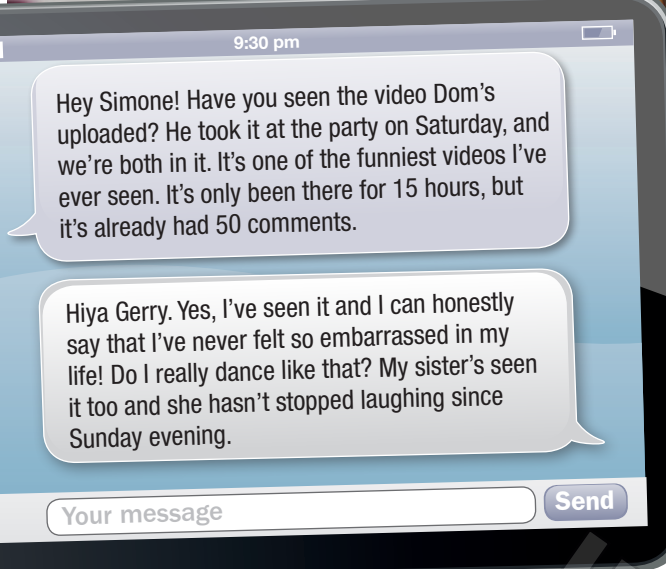
GO BEYOND

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

Connect past actions with the present

READ

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



STUDY

2 Complete the explanations with examples from Exercise 1.

Present perfect simple

Form:
have/has + past participle

Use: (1)
For past actions when we don't know the exact time or it isn't important:
Have you seen the video Dom's uploaded?

Use: (2): with *ever* and *never*
For experiences in your life:
Use *ever* with a superlative adjective and to emphasise how good or bad something is:

Use: (3): with *just*, *yet* and *already*
For recent actions:

Use: (4): with *for* and *since*
For actions that started in the past and continue to now:
for + periods of time
since + dates, points in time
See GRAMMAR DATABASE, page 121.

PRACTISE

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

- Kim:** I (1) *haven't seen* / *didn't see* that phone before. How long (2) *do you have* / *have you had* it?
- Carol:** (3) *For* / *Since* about a month now. (4) *I've got* / *I got* it for my birthday.
- Kim:** Is your internet connection working?
- Carol:** I don't know. I (5) *haven't been* / *didn't go* online yet. Why do you ask?
- Kim:** Well, apparently (6) *Dom's posted* / *Dom posted* a really funny video on his page at the weekend. Everyone else (7) *has already watched* / *already watched* it, but I can't get online. So I was wondering if I could try with your phone.
- Carol:** OK, let's look together. I (8) *'ve never seen* / *never saw* Dom's page.

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

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

5 Complete the questions for the sentences in Exercise 4.

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

SPEAK

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

Have you ever written a letter?

When?

Yes, I have.

About three months ago.

Who did you write to?

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

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

SPEAK AND LISTEN

1 Work in pairs. Make a list of the different types of talking you hear during a typical day.

*A teacher talking to a class.
A TV presenter reading the news.*

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

b **1.20** Listen to the recording and answer the questions.

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

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

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

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

REACT

5 Work in pairs. Has Matt done something wrong? Discuss why/why not.

WORK WITH WORDS

6 Look at the negative adjectives in the box and complete the explanation.

To form negative adjectives, the most common prefixes are **im-** and **in-**. The prefix **in-** changes to:

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

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

7 **1.21** Complete the sentences with adjectives from the box in Exercise 6. Listen to Matt's recording again if necessary.

- 1 Matt's mum thinks he looks _____, but really he's just tired.
- 2 Lucy thinks Matt's _____ of being on time.
- 3 Lucy doesn't get angry with Matt because she isn't _____.
- 4 The passenger says she's _____ to get to her meeting on time.
- 5 Matt thinks his teacher's _____ for never believing him.
- 6 The teacher thinks Matt's _____ because he's always late.
- 7 When Matt records people they're _____ that he's doing it.
- 8 Lucy thinks it's _____ to record people without permission.

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

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

HOW TO

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

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



GO BEYOND

Do the Words & Beyond exercise on page 131.

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

READ AND LISTEN

1 ▶ 1.22 **Read and listen to the conversation. Where's Jason? What does Talia help him to do?**

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

Jason: I'm really sorry. I've been doing the geography project all afternoon.

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

Jason: It's a lot of work.

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

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

Talia: Hang on, I'm coming. ... Let me have a look. ... You've been saving it in somebody else's folder. That's why you can't find it.



STUDY

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

Present perfect continuous

Use (1): With *for/since* for actions that started in the past and continue to now.

Use (2): For actions in progress recently.

Time expressions: *all afternoon/week, recently, lately, etc*

Form: *have/has + been + verb + -ing*

3 **Choose the correct options to complete the explanations.**

Present perfect simple or continuous?

Use the **simple** / **continuous** form to emphasise how long or difficult an action has been:

I've been doing the geography project all afternoon.

Use the **simple** / **continuous** form to emphasise the result of an action, especially to say *how much* or *how many* (times):

I've done the geography project.

I've found enough information.

The simple and continuous forms with *for* and *since* often have a similar meaning:

I've been living here for about five years.

I've lived here for about five years.

See **GRAMMAR DATABASE**, page 121.

PRACTISE

4 ▶ 1.23 **Complete the conversations with the present perfect continuous form of the verbs and/or *for* or *since*. Then listen and check.**

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

Jules: I'm glad you like it. (2) _____ (*it* / *work*) OK?

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

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

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

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

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

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

5 ▶ 1.24 **Choose the correct options to complete the conversation. Choose the continuous form if possible. Then listen and check.**

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

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

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

Trisha: I've (4) *done* / *been doing* three already, and I think they went well. But, obviously, I haven't (5) *had* / *been having* any results yet.

Henk: Well, you're looking very well.

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

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

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

SPEAK

6 a **Complete the notes with information about you.**

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

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

What have you been doing recently?

How long have you been ... ?

LANGUAGE & BEYOND

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

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

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

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

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

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

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

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

Deal with peer pressure

SPEAK AND READ

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

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

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

Topic	Appearance	Social networking	Studying
Parent			
Peer			

DO

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

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

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

REFLECT

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

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

EXTEND

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

peer group

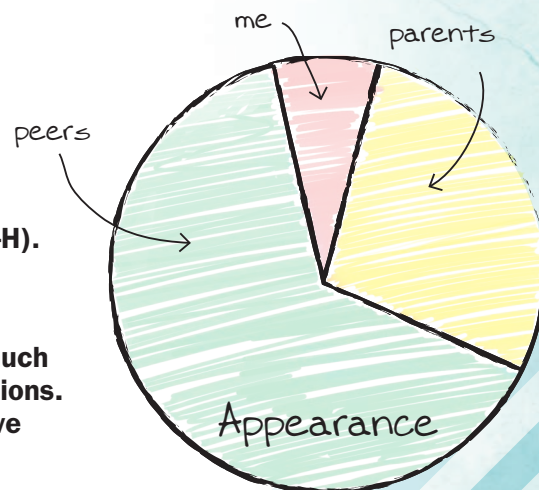
NOUN [COUNTABLE]

a group of people of about the same age

peer pressure

NOUN [UNCOUNTABLE]

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



REFLECTION POINT

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

Give warnings and prohibitions

SPEAK

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

- Which are warnings (things you shouldn't do because of possible danger), and which are prohibitions (things you mustn't do)?
- Where would you see them and what do they mean?



WATCH OR LISTEN

2 Watch or listen to four scenes and answer the question about each one.

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

3 Watch or listen again and write one word in each gap.



- | | |
|--|---|
| <p>1 Luis: Are you sure you trust that site? I'd (1) _____ out if I were you.</p> <p>Ava: Why? I'm only downloading a game.</p> <p>Luis: You might download a virus too if you're not (2) _____.</p> <p>Ava: Do you really think so?</p> | <p>3 Gran: (5) _____ the step. You could fall and hurt yourself.</p> <p>Dan: Don't worry, Gran, I'll be careful. Let's cross the road here.</p> <p>Gran: (6) _____ out! There's a car coming.</p> <p>Dan: It's OK, we're on a zebra crossing, it has to stop.</p> <p>Gran: Better safe than sorry.</p> |
| <p>2 Guard: I'm sorry, you can't go in there.</p> <p>Ellie: I just want an autograph.</p> <p>Guard: I'm sorry, you're not (3) _____ to go backstage.</p> <p>Ellie: Can I stay here and take a photo?</p> <p>Guard: No, it's (4) _____.</p> <p>Ellie: Says who?</p> <p>Guard: Says me.</p> | <p>4 Warden: Excuse me, you mustn't sit on the grass. It's (7) _____.</p> <p>Luis: Can I just finish my sandwich?</p> <p>Warden: There's also a (8) _____ on eating picnics in the park.</p> <p>Luis: I've nearly finished.</p> <p>Warden: If you don't get off the grass now I'll have to call the police.</p> <p>Luis: OK, OK, I'm going.</p> |

4 Listen and repeat the warnings and prohibitions.

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

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

ACT

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

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

PHRASEBOOK 1.28

Give prohibitions

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

Give warnings

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

Organise information in informal emails and letters

SPEAK AND READ

1 Work in pairs. Answer the questions.

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

2 Read the email and find:

- four pieces of new information.
- two questions that ask if Harry can do something.
- two questions about Harry's life.

New mail ← Reply → Forward

1 Hi Harry,

How's it going? It was great to see you last weekend. We haven't been in touch much since you moved away, so it was good to catch up. I've uploaded some photos to my page, by the way.

2 The main reason I'm writing now is to ask a favour. Do you remember I told you about a game I've been developing? Well, I've finally finished it, but it needs testing. Could you try it out for me? If so, I'll tell you how to download it.

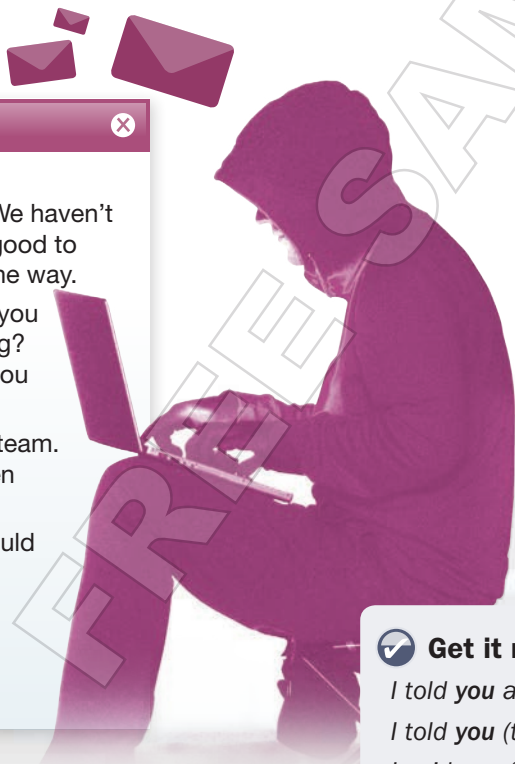
3 Apart from that, I wanted to ask about your basketball team. You said you've been training a lot lately. Have you been getting good results?

4 One last thing. I'll be in Liverpool on Saturday 28th. Would you be able to meet up that day?

5 Anyway, I must go. I've got a long day tomorrow.

Take care,

Kevin



Get it right

I told **you** about ...

I told **you** (that) ...

I said **you** (that) ...

STUDY

3 Read the email again and match the paragraphs to their contents.

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

4 a Read the tips in the HOW TO box.

HOW TO

organise information in informal emails and letters

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

b Underline the expressions from the HOW TO box, or similar expressions, in the email.

PRACTISE

5 Put the words in order to make new expressions. Then match them to expressions or points in the HOW TO box.

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

PLAN, WRITE AND CHECK

- You're going to write an email to a friend in New York who you haven't written to for a long time. Look at Exercise 3 and make notes for each paragraph. You can use real or invented news.
- Write your email. Use expressions from the HOW TO box and Exercise 5 to help you organise it. Then check it.

SHARE AND REVIEW

- Swap your email with a partner. Read your partner's email and review it.

VOCABULARY Digital devices

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

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

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

____/12

Negative prefixes

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

Alan: Are you still online? You'll make yourself (1) _____ well.

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

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

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

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

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

____/12

GRAMMAR Present perfect simple

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

Mystery hacker strikes again

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

____/12

Present perfect continuous

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

Presenter: I understand you (1) _____ (be) a hacker since you were 13.

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

Presenter: What does an ethical hacker do?

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

Presenter: How do you become an ethical hacker?

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

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

Jess: Oh, yes, I (7) _____ (not stop) working since I qualified. I'm always busy.

____/14

Your score: ____/50

SKILLS CHECK

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

- I can recognise main ideas and supporting points when I read. _____
- I can use the audio type, grammar and pronunciation to help me understand. _____
- I can deal with peer pressure. _____
- I can give warnings and prohibitions. _____
- I can organise information in informal emails and letters. _____