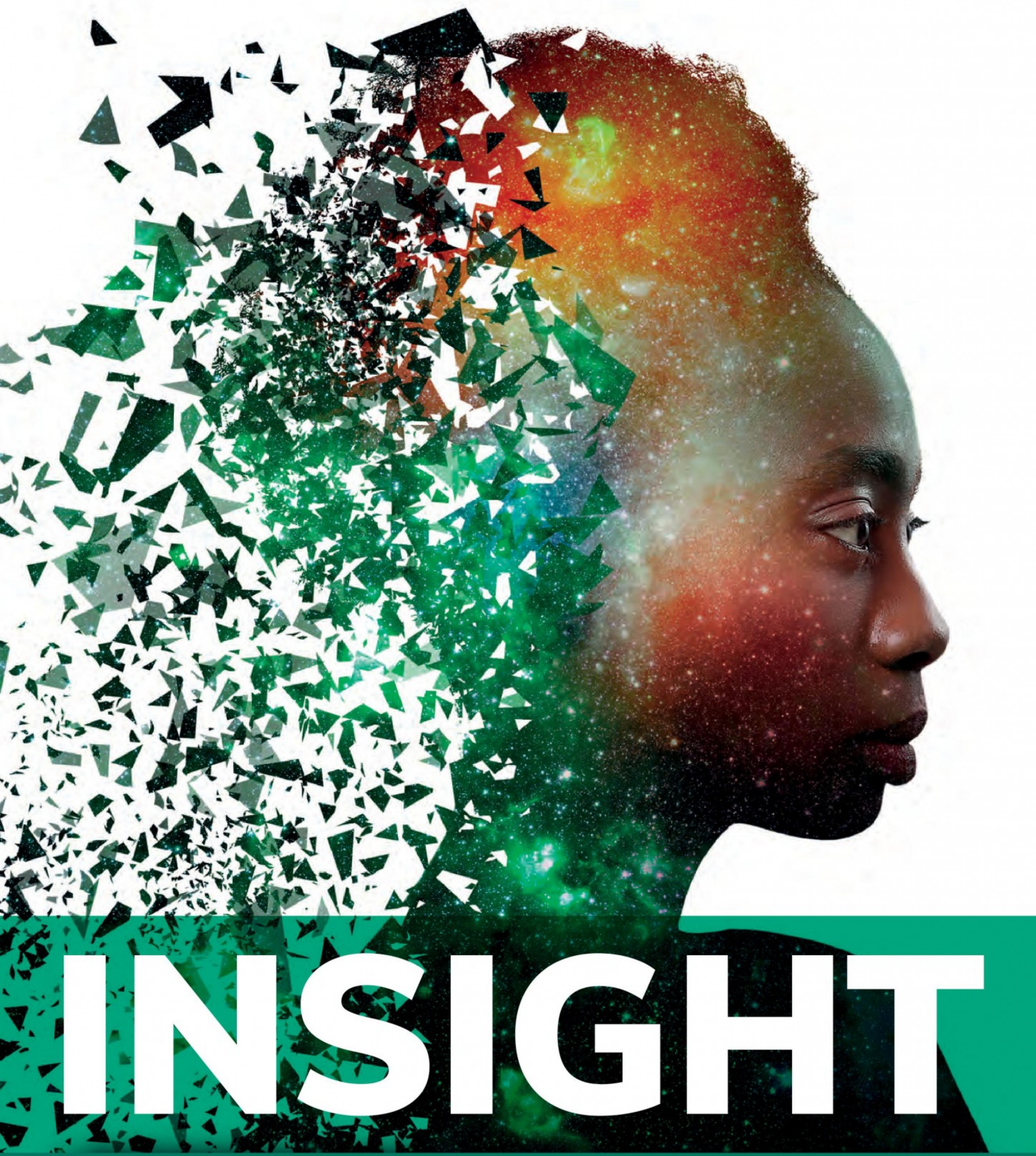
OXFORD



INSIGHT

Upper-Intermediate Student Book

Second Edition

Jayne Wildman • Claire Thacker • Alexandra Paramour • Fiona Beddall

OXFORD
UNIVERSITY PRESS



INSIGHT

Upper-Intermediate Student Book

Second Edition

Guide for Classroom Presentation Tool

Jayne Wildman • Claire Thacker • Alexandra Paramour • Fiona Beddall

Unit	A Reading and vocabulary	B Grammar and listening
1 Be the change p4	**Reading** Changemakers **Strategy** Critical thinking: questioning the author **Vocabulary Insight** Describing qualities **Vocabulary Insight** Synonyms	**Grammar** Review of past and present tenses **Listening** Game Givers
Review 1 p14	**Vocabulary extra 1 p15** Role models; Qualities of a hero	
2 A world of good p18	**Reading** Education interrupted: the digital divide **Vocabulary Insight** Word analysis **Vocabulary Insight** Nouns + *of* and *for*	**Grammar** Future forms **Grammar** Future continuous, future perfect simple and continuous **Listening** Bush pilot
Review 2 p28	**Vocabulary extra 2 p29** The natural world; The urban landscape	
3 For what it's worth p32	**Reading** It's just stuff … or is it? **Strategy** Detecting purpose and point of view **Vocabulary Insight** Word analysis **Vocabulary Insight** Phrasal verbs with *out*	**Grammar** Articles **Grammar** Determiners **Listening** What people leave behind on holiday
Review 3 p42	**Vocabulary extra 3 p43** British vs American English; Objects in a museum	
4 Body and soul p46	**Reading** Unnatural selection **Vocabulary Insight** Verbs and nouns with the same form **Vocabulary Insight** Noun suffixes: *-ness*, *-ity*, *-ion*	**Grammar** *used to, get used to, be used to* **Grammar** Talking about habitual behaviour **Listening** Paramedics
Review 4 p56	**Vocabulary extra 4 p57** Phrases with body parts; Body parts	
5 Express yourself p60	**Reading** Lost in translation? **Strategy** Guessing the meaning of unknown words **Vocabulary Insight** Phrasal verbs with *on* **Vocabulary Insight** Verb prefixes: *en-* and *em-*	**Grammar** Modals of advice, obligation and prohibition **Grammar** Past modals **Listening** Ways of learning a new language
Review 5 p70	**Vocabulary extra 5 p71** Acronyms; Book structure	
6 Mass media p74	**Reading** Citizen journalism: the good, the bad and the ugly **Vocabulary Insight** Collocations: journalism **Vocabulary Insight** Word analysis	**Grammar** Modals of speculation **Listening** The big picture
Review 6 p84	**Vocabulary extra 6 p85** Headlines; Film-making	
7 Once in a lifetime p88	**Reading** Who wants to live forever? **Strategy** Summarizing **Vocabulary Insight** Phrasal verbs with *off* **Vocabulary Insight** Phrases with *life*	**Grammar** Conditionals **Grammar** Mixed conditionals **Listening** The luckiest unlucky man on Earth?
Review 7 p98	**Vocabulary extra 7 p99** Phrases with *time*; Words with *life*	
8 Food for thought p102	**Reading** Guardians of the seas **Vocabulary Insight** Synonyms: intensity **Vocabulary Insight** Prepositions	**Grammar** The passive **Grammar** Passive structures **Listening** Wet wealth
Review 8 p112	**Vocabulary extra 8 p113** Environmental threats and protection; Ways of cooking	
9 High tech p116	**Reading** Algorithms: they're only human! **Strategy** Identifying supporting details **Vocabulary Insight** Phrases with *make* **Vocabulary Insight** Compound nouns: technology	**Grammar** Reported speech **Listening** Teen inventors
Review 9 p126	**Vocabulary extra 9 p127** Using technology; Problems with technology	
10 The powers that be p130	**Reading** The real Lord of the Flies **Vocabulary Insight** Word analysis **Vocabulary Insight** Society and citizenship	**Grammar** Defining and non-defining relative clauses **Grammar** Participle clauses **Listening** Corruption in sport
Review 10 p140	**Vocabulary extra 10 p141** Politics and society; Idioms: politics	

C Listening, vocabulary and speaking	D CULTURE Reading, vocabulary and grammar	E Writing
Listening What makes a hero **Vocabulary Insight** Words with *self-* **Speaking** Giving and acknowledging opinions	**Reading** *Robben Island: The Dark Years*, by Nelson Mandela **Vocabulary Insight** Word analysis **Grammar** Past perfect simple and continuous **Video** Bengaluru Eco Office	**An article** Purpose and result **Strategy** The writing process
Global skills Social media etiquette p16 **Video**		
Listening Social housing **Strategy** Active listening (1) **Vocabulary Insight** Antonyms: urban regeneration **Speaking** Participating in a group discussion	**Reading** Sacred land **Vocabulary Insight** Adjective suffixes: *-able* and *-ible* **Grammar** Using the present to talk about the future **Video** Working at sea	**A travel blog post** Modifying adverbs with gradable and non-gradable adjectives **Strategy** Recognizing style
Cumulative review Units 1–2 p30		
Listening Mount Recyclemore **Vocabulary Insight** Adjectives describing objects **Speaking** Making, approving and rejecting suggestions	**Reading** The story of the Benin Bronzes **Vocabulary Insight** Compound adjectives **Grammar** Verb patterns **Video** Museums	**A story** Ordering events in a story **Strategy** Telling a story
Global skills Presentation skills: using data p44 **Video**		
Listening Amp Camp **Strategy** Active listening (2) **Vocabulary Insight** Phrases with *mind* **Speaking** Bringing up a sensitive issue	**Reading** *Frankenstein*, by Mary Shelley **Vocabulary Insight** Word analysis **Grammar** Future in the past **Video** Surgery: old and new	**An email to a newspaper** Addition and contrast **Strategy** Taking a view and supporting your arguments
Cumulative review Units 1–4 p58		
Listening The future of libraries **Vocabulary Insight** Phrases with *point* **Speaking** Persuading and asking for decisions	**Reading** Finding her voice **Vocabulary Insight** Word analysis **Grammar** Modals of ability **Video** Look it up!	**A book review** Synonyms: adjectives describing stories **Strategy** Avoiding repetition
Global skills Moving from study to work p72 **Video**		
Listening Why people want to be famous **Strategy** Adapting to authentic listening situations **Vocabulary Insight** Idioms with *in* and *out* **Speaking** Reaching an agreement	**Reading** Real lives, real people, real consequences **Vocabulary Insight** Noun collocations **Grammar** Emphasis and inversion **Video** My experience in the news	**An article** Discourse markers **Strategy** Creating emphasis
Cumulative review Units 1–6 p86		
Listening Changing demographics **Vocabulary Insight** The old and the young **Speaking** Supporting and opposing statements, discussing hypothetical situations	**Reading** *The Road Not Taken*, by Robert Frost **Vocabulary Insight** Analysing meaning **Grammar** Unreal situations **Video** Making decisions	**An opinion essay** Making comparisons **Strategy** Persuasive writing
Global skills Living away from home p100 **Video**		
Listening The growing population and food **Strategy** Taking notes **Vocabulary Insight** Phrases with *face* **Speaking** Speculating, reflecting, clarifying and conceding	**Reading** We are what we eat **Vocabulary Insight** Adjective + noun collocations: food **Grammar** The passive: verbs with two objects **Video** Farmer's market	**A for and against essay** The passive with reporting verbs **Strategy** Talking about cause and effect
Cumulative review Units 1–8 p114		
Listening Our digital footprint **Vocabulary Insight** Phrases with *under* **Speaking** Giving a presentation	**Reading** The power of social media **Vocabulary Insight** Adverbs with two forms **Grammar** Verb patterns in reported speech **Video** Bionic hand	**A report** **Vocabulary Insight** Evidence verbs **Strategy** Ways of conducting research
Global skills Learning from mistakes p128 **Video**		
Listening Elections **Strategy** Identifying attitude **Vocabulary Insight** The electoral system **Speaking** Debating	**Reading** President John F. Kennedy's inaugural speech **Listening** Rhetorical devices **Vocabulary Insight** Synonyms: global politics **Grammar** Relative clauses: other structures **Video** Elections in the UK	**A for and against essay** Giving examples and further details **Strategy** Writing introductions
Cumulative review Units 1–10 p142		

1 Be the change

Reading and vocabulary

1 WHAT DO YOU THINK? Read the quotations. Which ones do you most agree with? Why?

> 'Teenage years are when we have energy and enough compassion to do something we believe in.'
>
> — Maya Ghazal

> 'Just be positive and believe that you can do things you want to do, even if it's a small thing.'
>
> — Cameron Osburn

> 'I am where I am today because there are people who believed in me, and people took the time to support and motivate me.'
>
> — Khadijah Williams

2 Read the article and match headings 1–3 to sections A–C.

1 The sky is the limit
2 Stuck on the bench
3 From homeless to Harvard

3 Read the article again and answer the questions.

Which section (A–C):

1 mentions a job that would give someone a lot of freedom?
2 shows how studying can help you escape a bad situation?
3 explains why it can be important to be part of a group?
4 mentions something that stopped someone from learning?
5 describes a situation that made someone give up?
6 suggests that helping others helped someone to fit in?
7 describes a person who had an unusual daily routine?

Strategy Critical thinking: questioning the author

When you read a text for the first time, think about:

- its purpose (Why did the author write the text?).
- the way the information is presented (Why did the author choose to write the text in a certain way?).

This will develop your critical thinking skills, help you check your understanding and remember what you have read.

4 Read the strategy and answer the questions.

1 How does the author begin the article? Why?
2 What does the author mention in paragraph 2? Why do you think the author has chosen to focus on this?
3 What key information do we find out in paragraph 3? Why does the author give this information now?
4 Why does the author use direct quotes? Why did they choose these particular quotes? What effect do they have?

5 REACT Work in pairs and discuss the questions.

1 Each person in the text has 'led by example'. Can you think of other young people who have led by example? What did they do? What was the result of their actions?
2 How do our experiences shape who we are? Do you have to overcome something difficult in order to be a leader?

Changemakers

There are many teens with revolutionary ideas, who show ingenuity in facing up to challenges and getting over problems to inspire and help others. Check out these changemakers' stories.

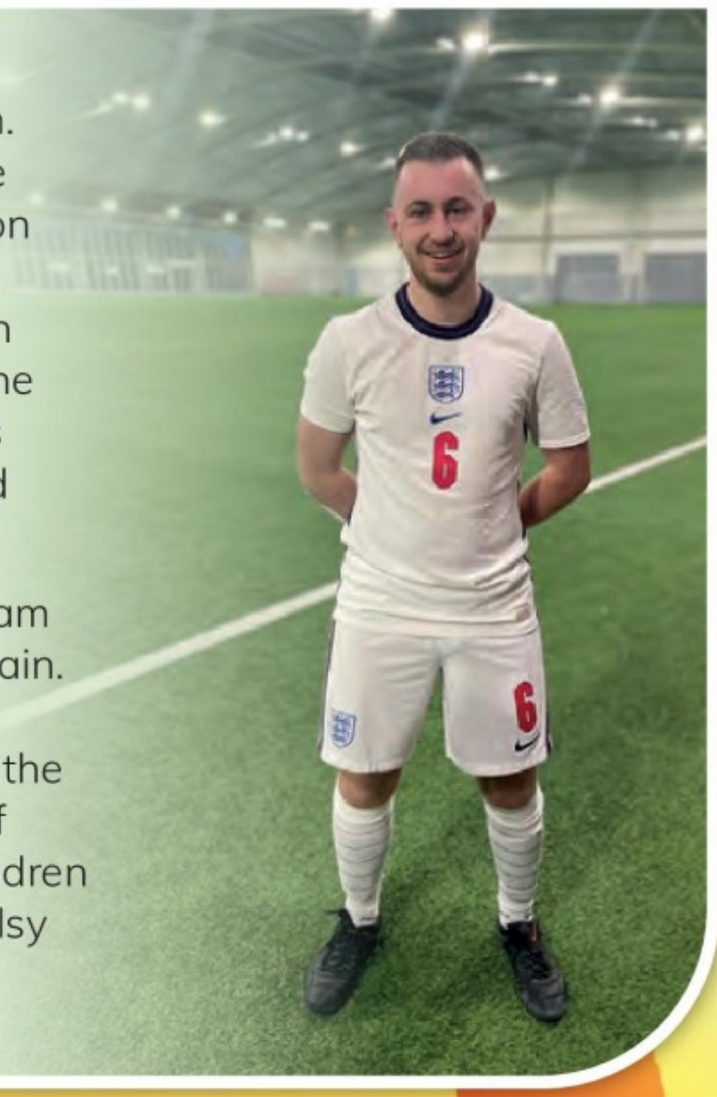
A When Khadijah Williams was 15 years old, she would wake up at 4 a.m. to catch the bus to school. Every weekday, she had an exhausting two-hour journey to the other side of Los Angeles and back. Ever since she was six years old, Khadijah, her mother and sister had moved from place to place. For a while, when they changed location, Khadijah changed school. But after attending 12 different schools, Khadijah realized she needed to stay in one place to get the best grades. Sometimes this meant a long bus journey.

Khadijah and her family were homeless, moving from shelter* to shelter. When there were no beds at the shelters, they slept in bus stations or in the streets. But Khadijah recognized the benefits of education and knew it could help her overcome poverty. So she studied until 10 p.m. when the shelter lights went off, and spent hours at the Los Angeles Public Library. Despite the difficulties and obstacles, Khadijah's hard work and single-mindedness earned her top grades and a scholarship to Harvard, one of America's best universities. Now in her 20s, she works to help homeless children and teenagers, and has won awards for her work.

B Several years ago, 15-year-old Maya Ghazal and her family left war-torn Syria to start a new life in the UK. Maya was excited about moving, however, her first impressions of her new home were not positive. She didn't feel welcome – sometimes there wasn't much tolerance or understanding of refugees or their problems. It didn't help that she couldn't speak English, which made it hard to find a school that would accept her. Maya's education started to suffer, until she found a charity called the Children's Society. She began to go to events, help out and talk about her experiences as a refugee, about the need for compassion, as well as opportunities for education. People supported her there, and her confidence gradually grew.

Then one day, she had an idea: if she became a pilot, she could travel to any country in the world and be welcomed there. Maya worked hard and in 2019, she became the first female Syrian refugee to qualify as a pilot. But she didn't stop there. Today, Maya has an aviation degree and is a goodwill ambassador* for the UN Refugee Agency, where she helps other children follow their dreams. 'I am just at the beginning of my journey,' she says, 'and I will do whatever I can to inspire others along the way.'

C Cameron Osburn has always had a passion for football, so as soon as he started primary school, he joined the school team. Every week, he would turn up for practice and every Sunday, he would go to the match, but he was rarely asked to play. Cameron was left on the bench – his enthusiasm and commitment to the team wasn't enough. The problem was his cerebral palsy, which meant he couldn't move the left side of his body very well, and he wasn't as fast as the other players. Being left on the bench was a disappointment for Cameron and affected his confidence, and for a while, he stopped playing.



But Cameron wasn't defeated. When he was 15, he joined a team specially for players with cerebral palsy and started training again. With determination and a lot of practice, Cameron managed to get a place in the England Cerebral Palsy squad. This gave him the optimism and confidence to come up with the innovative idea of starting Adversity United, a football team for 6–12-year-old children with social, physical or cerebral disabilities. 'Having cerebral palsy doesn't affect my passion for the game,' he says. 'And I wanted other children to get the chance (to play).'

Glossary

* shelter = a place to stay or live
* goodwill ambassador = a person who represents an organization by educating the public

Insight Describing qualities

6 Find words in the article for definitions 1–7. Then rank the qualities in order of importance. Justify your answers.

1 the ability to invent things or solve problems in clever new ways (paragraph 1)
2 the quality of only thinking about one particular aim or goal because you are determined to achieve something (paragraph 3)
3 the quality of being willing to accept somebody / something, especially opinions or behaviour that you may not agree with, or people who are not like you (paragraph 4)
4 the quality of being considerate and helpful (paragraph 4)
5 the desire to work hard and give your energy and time to a job or an activity (paragraph 6)
6 the quality that makes you continue trying to do something even when this is difficult (paragraph 7)
7 a feeling that good things will happen and that something will be successful (paragraph 7)

7 Complete the sentences with words from exercise 6. Sometimes more than one answer is possible.

1 Actress Sadie Sink has a lot of _____ towards animals and fights to protect their rights. She was only 15 years old when she became an animal activist.
2 *Time* magazine's person of the year, Greta Thunberg, spent hundreds of hours protesting outside the Swedish parliament. Her _____ helped make climate change an international issue.
3 Malala Yousafzai was awarded the Nobel Peace Prize when she was just 17, for her bravery and for her _____ to fighting for education for girls.
4 15-year-old Jack Andraka showed talent and _____ when he invented a way to detect pancreatic cancer.
5 After a school shooting, 18-year-old Emma González's focus and _____ resulted in a change to gun laws in Florida.

Insight Synonyms

8 Study the highlighted words in the article and match them to their synonyms. Check any words that you do not know in a dictionary and write any common collocations.

1 a problem: a _____ b _____
2 deal successfully with: a _____ b _____ c _____ d _____
3 new and original: a _____ b _____
4 advantage: _____

9 TASK Work in pairs and discuss the questions.

Choose two qualities from exercise 6 that describe you or a friend. Think of a time in the past when you or they showed this quality and describe the situation to your partner. What happened? When? How did you deal with it?

Vocabulary extra › Role models › page 15

Assess your progress Workbook page 11

Grammar Review of past and present tenses

1 WHAT DO YOU THINK? Which three things below do you think are the most important for young people today? Work in pairs and compare your ideas.

■ community ■ happiness ■ having lots of free time ■ helping others ■ money ■ not working too hard

2 1.1 Listen to a podcast. Which of your ideas from exercise 1 does it mention?

3 1.1 Put sentences a–g from the podcast in the correct order. Then listen again and check.

a ___ Max **has faced** challenges because of his age, and adults didn't always take him seriously.
b ___ Before she passed away, she **had given** him the money to start the charity.
c 1 Many teenagers **are giving** their own time as volunteers to help their local community. 1
d ___ At that time, Max's grandmother **was receiving** treatment for cancer.
e ___ They **collect** used video games and game consoles, and donate them to hospitals.
f ___ He**'s been working** hard to encourage other young people to follow his example.
g ___ A 15-year-old called Max Rubenstein **founded** it in 2015.

4 REACT Work in small groups. Which information in the podcast did you find surprising? Have your ideas changed? If so, in what way? If not, why not?



Grammar Insight

5 **Study the verbs in bold in exercise 3. Which tenses are used? Why? Match sentences a–g to uses 1–7 in the table. Then write the names of the tenses in column 1.**

Tense	Use
1 _____	a routine action in the present
2 _____	an action happening around now
3 _____	an action or state in the past
4 _____	an action in progress at a specific time in the past
5 _____	an action that happened before another in the past
6 _____	an action that happened at an unspecified time in the past; an action or state that started in the past and is still happening now
7 _____	an action that started in the past and is continuing now

Further reference and practice › Workbook › page 108

6 **Complete the text with the correct form of the verbs in brackets.**

Teenage dreams



Sadat Rahman [1]_____ (smile) as he receives his award. Today is a big day as he [2]_____ (just / win) the International Children's Peace Prize for his role in fighting cyberbullying.

Sadat is from Bangladesh, but he [3]_____ (move) around a lot throughout his life because of his father's job. This [4]_____ (always / not be) easy for him, but he's learned new skills and made a lot of new friends. In particular, he [5]_____ (discover) a passion for making videos and developing websites. Now he [6]_____ (decide) to use these new skills to help others.

In 2017, Sadat and his friends [7]_____ (organize) a cycle rally for peace because every day refugees from Myanmar [8]_____ (arrive) in Bangladesh. After the peace rally, Sadat was inspired and so he [9]_____ (found) his own organization, Narail Volunteers, to address different issues about children's rights.

One of those issues was cyberbullying. Sadat [10]_____ (not realize) it was such a serious issue, but he was determined to improve the situation, so he [11]_____ (create) an anti-cyberbullying app called *Cyber Teens*. The app [12]_____ (give) young people information about internet safety and how they can report cyberbullying confidentially. At the moment, more than 1,800 young people [13]_____ (use) the app in Sadat's local area. So far, it [14]_____ (help) more than 300 victims of cyberbullying. Sadat [15]_____ (also / give) online seminars on internet safety, which are proving very popular – so far, more than 45,000 teenagers [16]_____ (watch) them. His dream is to see a world where all young people can feel safe online.

7 **Make questions about Sadat's life. Use the prompts and the question words below. Then work in pairs and ask and answer the questions.**

■ how ■ what ■ why

1 smile / today?
2 organize / in 2017?
3 his organization / do?
4 not realize / until 2017?
5 the *Cyber Teens* app / work?
6 Sadat's organization / achieve / since it was founded?

8 **TASK** **Work in groups. Think about issues that young people face today. Use the ideas below or your own. Discuss actions that you and your friends can take to help address the issues.**

■ child labour ■ peer pressure ■ poverty ■ stress ■ social media pressure

Assess your progress
Workbook page 11

Listening, vocabulary and speaking



Listening and vocabulary

1 WHAT DO YOU THINK? Look at the photo. What do you think is happening?

2 1.2 Listen to the first part of a news story. What connection do you think the photo might have with the story?

3 1.3 What do you think happens next? Listen to the rest of the news story and compare your ideas.

4 1.4 Listen to a radio discussion about the news story. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Both speakers think that Wesley did not behave in a responsible way.
2 During the bank robbery, all the customers stopped what they were doing when they saw the gun.
3 Our first reaction to danger is to see the problem and accept there is a threat.
4 Stress hormones make us feel very cold, but help us to think faster.
5 The customer in the bank reacted quickly because he wanted to protect himself.
6 Heroes often feel more in control of their lives.
7 They have higher levels of stress hormones.
8 They interact more with other people, including their local community.
9 True heroes are hard to find.

5 REACT Discuss the questions.

1 Did the ending of Wesley's story surprise you?
2 Why do some people help in life-threatening situations? Why do others stand back and do nothing?
3 What would you do in a situation like this?

Insight Words with *self-*

6 Study the words below. What does *self-* mean in these words? Check the meanings of any words you do not know in a dictionary. Then complete the text with the words.

■ self-assurance ■ self-control ■ self-defence ■ self-interest ■ selflessness ■ self-obsession ■ self-preservation ■ self-sacrifice

ENTERTAINMENT | GENERAL KNOWLEDGE | LIFESTYLE | SCIENCE | GEOGRAPHY | SOCIETY | MORE

Do the right thing

When you think about heroes, what do you imagine? You probably think of fearless people who have little concern for their own [1]_____ in the face of danger, who rarely act out of [2]_____, serving instead the interests of others. You don't usually associate such [3]_____ with 'selfish' teenagers, who are often called the 'me generation' because of their [4]_____. If they do something brave, they are probably protecting themselves and acting in [5]_____. However, despite the bad press, there are plenty of teens who do the right thing.

When it comes to [6]_____, or putting yourself at risk for others, it's hard to beat two teenage cousins from New York, who saved a family of four from a house fire in their neighbourhood. In the face of extreme danger, the quick-thinking teens remained cool and calm. They showed [7]_____ by not panicking, screaming or overreacting. Instead, they ran to the house, broke the door and guided the family out.

In an incident near Manchester in the UK, a teenager was walking home from work when he witnessed a car crash. He immediately stopped and ran to help the two women trapped in the car. He helped to free one of them after checking she had no spine or back injuries and helped the other woman remain calm until paramedics arrived. He acted quickly and knew he could use first aid skills and knowledge he had learned. At that moment, he believed he could make a difference in a dangerous situation. And he was right – his courage and [8]_____ helped to save two people's lives.

7 TASK Work in pairs and discuss the questions.

1 Which *self* words do you think are positive? Negative? Why?
2 Imagine you found yourself in one of the situations in exercise 6. Would you or could you have done the same? Why / why not?
3 When was the last time you showed self-sacrifice, self-control or selflessness?

Speaking Giving and acknowledging opinions

8 Work in pairs. What qualities do you think a hero has? Make a list. Then compare with another pair. Rank the qualities in order of importance. Justify your choices.

9 1.5 Read the newspaper headlines. Then listen to a school committee discussing the options for the winner of a local hero award. Who do they choose and why?

A Famous singer gives free tickets to underprivileged children to attend concert and meet him backstage

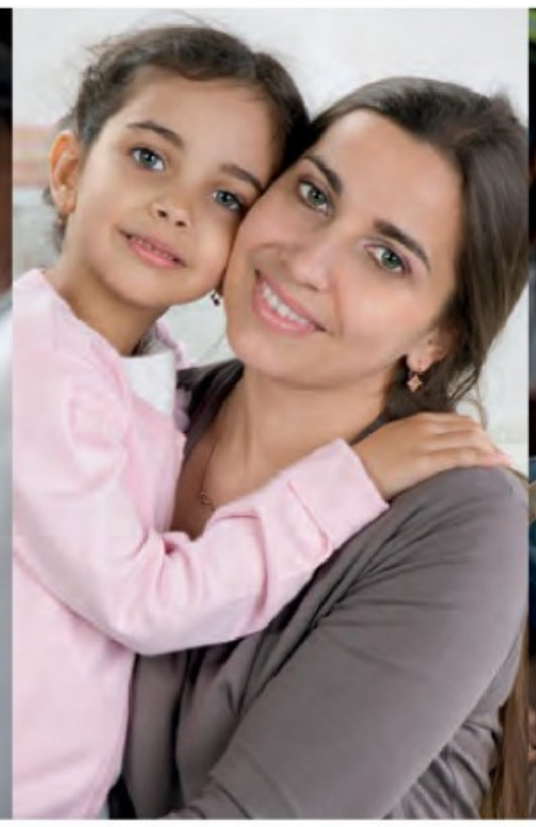
B Firefighter rescues family of five, including a three-day-old baby and pet dog, from burning house

C Ten-year-old boy donates kidney to save his younger brother

D Terminally ill teen raises money for others with similar condition

E Three-year-old calls emergency services after mother collapses and saves her life







10 1.5 Complete the phrases from the discussion. Then listen and check.

Giving an opinion	Acknowledging an opinion	Asking for clarification
I [1]_____ we can	I see where you're [4]_____.	What do you [6]_____ exactly?
My [2]_____ is that	I [5]_____ that point of view.	Can you just [7]_____ that a bit more?
For [3]_____, ...		Are you [8]_____ that ... ?

11 **Add the phrases below to the table in exercise 10.**

- Could you explain what you mean?
- I appreciate what you're saying, ...
- I think we need to consider ....
- That makes sense to me.
- The point is that ....

12 1.6 **Complete the conversation with one word in each gap. Then listen and check. Does Sami agree with Pria's choice?**

Darius I think we need to [1]_____ what we mean by 'a hero' first.
Pria It's someone who thinks of others before themselves, isn't it?
Sami In that case, they all qualify. But what about bravery?
Pria Could you explain what you [2]_____?
Sami Sure. The [3]_____ is that if someone risks their life to save someone else, they're a hero, aren't they?
Pria I [4]_____ what you're saying, but it's not just about saving lives. It's about helping someone in any way when there is no obvious benefit for yourself.
Darius That makes [5]_____ to me, although I think we should consider bravery, too.
Pria In that case, I [6]_____ the young person suffering from a terminal illness is the most heroic.
Sami Hmm, I'm not sure I agree ...

GS Global skills Reviewing opinions

When you are taking part in a discussion, it's important to listen to other people's opinions carefully and review your own opinion based on new information. You can use phrases like: *True but, ... ; That makes sense to me, although ... ; Hmm, I'm not sure I agree.*

13 **What other phrases could you use to review your opinion?**

14 **TASK** **Work in small groups. Decide who you think deserves the award. Choose from the people in exercise 9 or use people from your local area. Use phrases from exercises 10 and 11. Review your opinion if necessary. Use the conversation in exercise 12 to help you.**

Assess your progress
Workbook page 11

CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Rank the things below in order of importance in your life. If you had to support just one of them, which would you choose? Then read the texts. What was important to the writer?

■ a political movement ■ career ■ education
■ family ■ fight against discrimination
■ fight against poverty ■ friends

2 Read the extract from *Long Walk to Freedom* again and discuss the questions.

1 Why was Mandela's impression of time different from other people's?
2 What did he realize when he saw his mother and children?
3 Why did he have mixed emotions when he saw his mother?
4 What family tradition was Mandela forced to break?
5 What is the 'struggle' he refers to? How did his family initially react to his commitment to this 'struggle'?
6 What conclusion does he come to about the life choices he made?

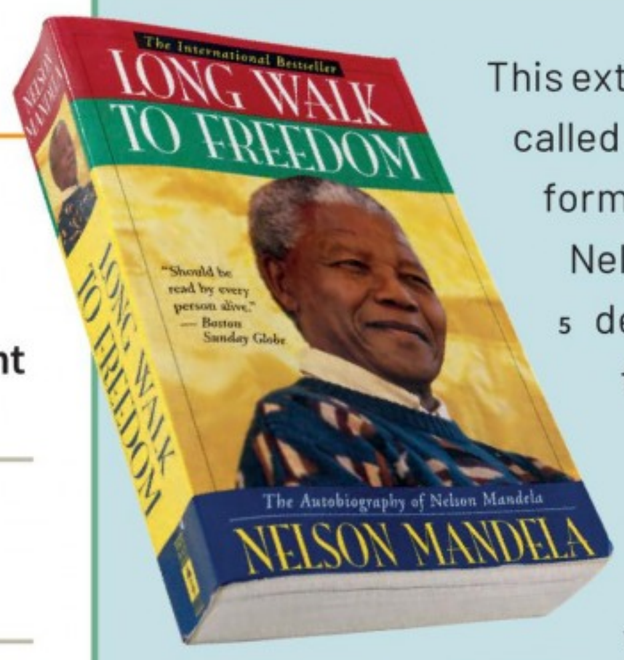
GS Global skills Culture

3 Can you give another example of a group of people who were discriminated against? What did people do / are people doing to stop this discrimination?

V Insight Word analysis

4 Answer the questions, referring closely to the extract.

1 Which two adjectives does the writer use to describe 'change'? What is the difference between these two adjectives? (A)
2 Which adjective describes a transformation that is extreme or unusual, and therefore attracts attention? Why does the writer use it to describe his mother's appearance? (A)
3 Which word refers to a period of time between two events? (C)
4 Which word means 'to look tired and ill'? What does it describe? (D)
5 Which phrase does the writer use instead of a lot? What does it refer to? (F)
6 Which word means 'helpful'? What does it refer to? (F)
7 Which word does the writer use for a confusing problem or a question that is difficult to solve? What problem did the writer have? (G)
8 Which word means 'be punished for something'? How was the writer's family punished? (G)



This extract is from an autobiography called *Long Walk to Freedom* by the former President of South Africa, Nelson Mandela. In the book, Mandela describes his early life and later fight against the South African apartheid regime. [1]Mandela had been studying law before he got involved in politics.

By the time he graduated, he had already joined the African National Congress (ANC). [2]By 1962, he had been working in the party for more than 20 years. In 1963, he was arrested for political offences and sentenced to life imprisonment. In this passage from 1968, he still hadn't been freed from prison. [3]He had been living in a small prison cell on Robben Island since 1964.

From *Robben Island*: THE DARK YEARS

A Time may seem to stand still for those of us in prison, but it did not halt for those outside. I was reminded of this when I was visited by my mother in the spring of 1968. [4]I had not seen her since the end of the Rivonia Trial. Change is gradual and incremental, and when one lives in the midst of one's family, one rarely notices differences in them. But when one doesn't see one's family for many years at a time, the transformation can be striking. My mother suddenly seemed very old.

B [5]She had journeyed all the way from the Transkei, accompanied by my son Makgatho, my daughter Makaziwe, and my sister Mabel. Because I had four visitors and they had come a great distance, the authorities extended the visiting time from a half an hour to forty-five minutes.

C I had not seen my son and daughter since before the trial and they had become adults in the interim, growing up without me. I looked at them with amazement and pride. But though they had grown up, I am afraid I still treated them more or less as the children they had been when I went to prison. They may have changed, but I hadn't.

D My mother had lost a great deal of weight, which concerned me. Her face appeared haggard. Only my sister Mabel seemed unchanged. While it was a great pleasure to see all of them and to discuss family issues, I was uneasy about my mother's health.

E Several weeks later, after returning from the quarry, I was told to go to the Head Office to collect a telegram. It was from Makgatho, informing me that [6]my mother had died of a heart attack. I immediately made a request to the commanding officer to be permitted to attend her



funeral in the Transkei, which he turned down. 'Mandela,' he said, 'while I know you are a man of your word and would not try to escape, I cannot trust your own people, and we fear that they would try to kidnap you.' It added to my grief that I was not able to bury my mother, which was my responsibility as her eldest child and only son.

F Over the next few months I thought about her a great deal. Her life had been far from easy. [7]I had been able to support her when I was practising as an attorney, but once I went to prison, I was unable to help her. [8]I had never been as attentive as I should have been.

G A mother's death causes a man to look back on and evaluate his own life. Her difficulties, her poverty, made me question once again whether I had taken the right path. That was always the conundrum: Had I made the right choice in putting the people's welfare even before that of my own family? [9]For a long time, my mother had not understood my commitment to the struggle. My family had not asked for or even wanted to be involved in the struggle, but my involvement penalized them.

H But I came back to the same answer. In South Africa, it is hard for a man to ignore the needs of the people, even at the expense of his own family. I had made my choice, and in the end, she had supported it. But that did not lessen the sadness I felt at not being able to make her life more comfortable, or the pain of not being able to lay her to rest.

Grammar — Past perfect simple and continuous

Grammar Insight

5 Study underlined sentences 1–9 in the article. Then match them to rules a–e. Some sentences match more than one rule.

We use the past perfect simple and continuous to talk about actions that took place or started before a second action or situation in the past.

We use the past perfect simple:

a when the first action was finished when the second action happened.
b when the first action is a permanent past situation.
c with state verbs, e.g. *be*, *have*, *believe*, *understand*, *see*, *like*.

We use the past perfect continuous:

d when the first action was ongoing or still continuing when the second action happened.
e to emphasize the duration of an ongoing action in the past.

6 Study the highlighted time expressions in the article and answer the questions.

a Which are used with the past perfect simple?
b Which are used with the past perfect continuous?
c Which can be used with both?

Further reference and practice › Workbook › page 109

7 Complete the text with the past perfect simple or continuous form of the verbs in brackets.

17 May 2005: It [1]_____ (rain) that morning, but now it was warm and the sun was shining. Nelson Mandela was resting in his room at the Four Seasons Hotel. He [2]_____ (have) a busy day – he [3]_____ (just / give) a speech, and he was meeting President Bush later that afternoon.

Mandela was 86. He [4]_____ (finish) his term as president of South Africa some years earlier. He [5]_____ (become) an inspiration to many people, including a young US Senator. That senator wanted to meet Mandela, but Mandela was tired. At first, he [6]_____ (not agree) to the meeting, but then he decided to see the young man, just for a few minutes. In fact, the senator [7]_____ (wait) all morning for Mandela's reply.

When he arrived at the hotel, he was taken to Mandela. Ten minutes later, the young senator left. Mandela didn't know it then, but he [8]_____ (just / meet) the next leader of the USA, and America's first black president: Barack Obama.

8 TASK Think of a political leader or person from the past who achieved something great. Make notes using the prompts below. Try to use the past perfect simple and continuous. Then work in pairs. Tell your partner about the person. Can they guess who it is?

- He / She had been … for years before he / she …
- Before he / she started, he / she had …
- He / She had been … for / since …
- By the time he / she … , he / she had …

Vocabulary extra › Qualities of a hero › page 15

Assess your progress Workbook page 11

Writing An article

Planning for writing

1 WHAT DO YOU THINK? Work in pairs. Look at the photos and discuss the questions.

1 What is happening in each photo?
2 Who is the woman in photo B?
3 What do you think is the connection between the photos?







2 Read the model article on page 13 and check your ideas from exercise 1.

3 Read the writing task. Work in groups of four and brainstorm ideas that you could use. Then read the model article again and compare it with your ideas.

> A recent online article claimed that there are very few role models for young people today. Write an article in response to this for our school's online magazine. Give an example of a teenager or young person who inspires you or who is your role model.

4 What is the purpose of each paragraph in the model article? Complete the organization boxes with the headings below.

- How did this person become famous?
- What were the major events in their life?
- Who is your role model?
- Why are they inspirational?

Writing Insight Purpose and result

5 Study sentences 1–8 in the model article. Which express purpose and which express result? Complete the language boxes with the highlighted words and phrases.

6 Rewrite the sentences using the words in brackets.

1 People were upset when Malala was hurt and sent her flowers. (so … that)
2 The school didn't close because Malala's father owned it. (so)
3 Malala was shot by the Taliban because she was campaigning against their actions. (consequently)
4 She was taken to a hospital in the United Kingdom to recover. (in order to)
5 As there were still threats against Malala, she stayed in the United Kingdom. (so)
6 There was a lot of publicity and Malala became an international celebrity. (such … that)
7 She studied politics, philosophy and economics because she wanted to continue her fight for education and equality. (so that)

7 Read the strategy. Match elements a–i to stages 1–5 in the strategy.

a incorporating changes
b writing the final draft
c self-correction
d publishing a blog post
e peer-correction
f brainstorming
g planning
h emailing to the teacher
i writing the first draft

Strategy The writing process

When you are writing, follow this five-stage process. It will help you to improve your work.

1 prewriting
2 drafting
3 editing and revising
4 rewriting
5 publishing (or creating the finished work)

8 Which stage of the writing process do you think the model article is at?

No role models for young people?

I read an article recently that claimed there are no role models for young people. [1]It was such a shock that I have decided to prove the writer wrong. In my opinion, there are plenty of inspiring young people out there. Malala Yousafzai is one of them.

In October 2012, in a small town in north-west Pakistan, a group of teenage girls were on their way home after school. They were sitting on the school bus, when suddenly, an armed man jumped on. 'Who is Malala?' he shouted, then he fired his gun. Malala was seriously injured.

At the time, in north-west Pakistan, the Taliban was winning a war against the government. [2]The Taliban didn't believe in educating girls and destroyed many schools in order to make it impossible for them to learn. [3]However, students at Malala's school were determined to continue learning, so the school stayed open, and 11-year-old Malala became their spokesperson. [4]In 2008, she gave a speech to the national press, then wrote a blog for the BBC so as to raise awareness of their problems. [5]The blog was so popular that Malala became a well-known supporter of children's rights. She was attacked for speaking out on issues she believed in.

[6]Malala is an amazing role model because she risked her life so that other girls could learn. She has won the Nobel Peace Prize, written books, studied at Oxford University and today, [7]she continues to speak out to support children's and women's rights. [8]As a result, she has inspired other girls to continue their fight for education and equality.
'Let us pick up our books and our pens – they are the most powerful weapons,' she says. 'Education is the only solution. Education first.'

1 Write an introduction and give a clear statement of your opinion.

2 Introduce your role model. Explain how they first became well known.

3 Recount their life story to give more background information.

4 Sum up why they are a role model. You could include their positive qualities.

Expressing purpose
in order that

Expressing result
consequently

Writing your article

PLAN **Read the writing task in exercise 3 and the strategy again. Plan your own response to the task for your chosen role model (stage 1 of the writing process).**

Make notes about:

- who your role model is.
- why they are inspirational.
- key events in their life.
- their personality and character.

Create a plan for your article. Plan to write four paragraphs. Think about how to link ideas with purpose and result phrases.

WRITE **Write a first draft of your article (stage 2 of the writing process). Use the model article and your plan to help you.**

REVIEW **Check your article. Refer to stages 3 and 4 of the writing process and this checklist to help you.**

Have you:

- responded to the opinion in the task?
- included arguments that support your opinion?
- used purpose and result phrases?
- followed the five-stage writing process?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 11

Review 1

Vocabulary

1 Choose the correct words.

Christy Brown was an Irish writer who was born almost completely paralyzed, and his parents treated him with love and [1]**optimism** / **compassion**. Through his mother's [2]**tolerance** / **single-mindedness**, Christy learned how to read. His own [3]**determination** / **compassion** enabled him to learn to write with his left foot. He started writing an account of his life, and his [4]**ingenuity** / **optimism** never failed as he was certain that one day it would be published. Writing required 100% [5]**commitment** / **tolerance** because progress was slow. But by the time Christy Brown was 22 years old, his autobiography *My Left Foot* had been published.

Marks ___ / 5

2 Choose the odd one out.

1 an advantage an obstacle a benefit
2 revolutionary benefit innovative
3 innovative face up to overcome
4 an advantage a benefit a disappointment
5 get over defeat problem

Marks ___ / 5

3 Complete the sentences with words with *self-*.

1 You should never use violence, even in _____.
2 People who act out of _____ rarely support charities.
3 He didn't go back into the burning house; some sense of _____ stopped him.
4 Mother Teresa showed great _____ in dedicating her life to the poor.
5 Surgeons have to have _____ during operations and be confident in what they're doing.
6 Teenagers usually lose their _____ and start thinking about others when they get older.
7 His book is a tribute to the courage and _____ of those who died in the war.
8 It took all of my _____ not to start shouting at him.

Marks ___ / 8

4 Complete the sentences with the words below. There is one word that you do not need.

■ attentive ■ conundrum ■ gradual ■ haggard ■ incremental ■ interim ■ striking

1 Recovery from a back injury is usually _____.
2 She looked _____ after the night shift.
3 He bears a _____ resemblance to his father.
4 Some students do voluntary work in the _____, between school and university.
5 Good doctors are always _____ to the needs of their patients.
6 She faced a _____ because she didn't know if she should go abroad or stay and look after her parents.

Marks ___ / 6

Grammar

5 Complete the text with the correct form of the verbs in brackets.

It's Saturday afternoon and Maria Ndiaye [1]_____ (sit) in the shade of a tree, reading. Maria [2]_____ (read) a lot, but there isn't any ink in her books. Instead, she [3]_____ (pass) her fingers over a series of raised dots. Maria [4]_____ (be) blind since birth, and she [5]_____ (read) Braille for nearly ten years now. Braille is the system that blind and visually impaired people [6]_____ (use) to read and write. It is named after its inventor, Louis Braille.

Braille became blind as a child, when he [7]_____ (play) with a tool in his father's workshop and it hit him in the eye. Despite his disability, he [8]_____ (attend) the local school, but it was while he [9]_____ (study) in Paris that he developed his new system. He [10]_____ (hear) of a system called 'night writing' devised by Captain Charles Barbier of the French army. Night writing was a code of dots and dashes, which [11]_____ (allow) soldiers to read in the dark. Braille [12]_____ (simplify) Barbier's system into columns containing six dots. Nearly two centuries later, the Braille system [13]_____ (remain) an invaluable tool for people who have lost their sight, like Maria Ndiaye.

Marks ___ / 13

6 Choose the correct words.

1 A lifeboat **rescued** / **had rescued** / **had been rescuing** the man after he was swept off a rock by a freak wave.
2 They didn't call an ambulance because somebody **already called** / **had already called** / **had already been calling** one.
3 I fainted because I **stood up** / **had stood up** / **had been standing up** all day.
4 We were shocked because we **never witnessed** / **had never witnessed** / **had never been witnessing** an accident before.
5 The boys were given a reward because they **returned** / **had returned** / **had been returning** the woman's bag.
6 The river flooded because it **rained** / **had rained** / **had been raining** for so long.
7 The judge **sentenced** / **had sentenced** / **had been sentencing** him to three weeks of community service for vandalizing the bus shelter.
8 The sick child was relieved to be admitted to hospital because she **waited** / **had waited** / **had been waiting** for this treatment for a long time.

Marks ___ / 8

Total ___ / 45

Role models

1 Match the words in bold in sentences 1–8 to definitions a–h.

1 You should be brave enough to fight for your **beliefs**.
2 He was a man of great **ambition** and skill, and a great political leader.
3 Pelé was one of the world's best-loved sporting **icons**.
4 My **admiration** for the president is enormous.
5 We need more female **role models** so that girls from all walks of life believe they can become politicians.
6 Despite what other people thought or said, she always stuck to her **principles**.
7 They lacked the **motivation** to get actively involved in the election campaign.
8 Although the charity walk was really long, it was all for a good **cause**.

a great liking or respect for someone
b people who are well known and are considered to represent a particular idea or way of life
c people who you admire and whose behaviour you try to follow
d moral rules that influence what you do and help you know what is morally right
e an aim or movement which people strongly support and are committed to
f strong feelings that something is true or right
g willingness or enthusiasm to do something
h the desire or strength of mind to achieve success, power, wealth, etc.

2 Choose the correct words.

1 It's wrong that people are put in prison because of their political **beliefs** / **icons** / **admiration**.
2 I gave them all the money I had in my pocket. It was for a good **ambition** / **cause** / **belief**.
3 I hate lying to her. It's against my **principles** / **causes** / **role models**.
4 He had always had a strong **motivation** / **admiration** / **belief** to help people who are worse off than himself.
5 I have huge **cause** / **admiration** / **ambition** for anyone who works in the medical profession.
6 It wasn't an easy task, but with their **ambition** / **cause** / **admiration** and hard work, they succeeded.
7 Nelson Mandela's inspirational speeches made him one of the most famous political **beliefs** / **icons** / **principles** of all time.
8 She wanted to be a positive **icon** / **role model** / **cause** for other young people.

3 SPEAKING Work in pairs and discuss the questions.

1 Who do you have great admiration for?
2 Do you share the same beliefs as your parents?
3 Which role models in your country inspire and motivate young people?
4 What important causes do you support?

Qualities of a hero

1 Complete the table.

Noun	Adjective	Noun	Adjective
1 _____	compassionate	6 _____	humble
2 _____	courageous	7 _____	inspirational
3 _____	dedicated	8 _____	persistent
4 _____	determined	9 _____	resourceful
5 _____	dignified	10 _____	willing

2 Complete the definitions with the adjectives in exercise 1.

If someone is:

1 _____, they have firmly decided to succeed, even if it is difficult.
2 _____, they don't think that they are more important than other people.
3 _____, they behave in a calm and serious way that makes other people respect them.
4 _____, they are able to control their fear in the face of danger.
5 _____, they are happy to do something.
6 _____, they make others want to do things.
7 _____, they make a lot of effort for things they believe are important.
8 _____, they are good at finding ways of doing things.
9 _____, they feel pity for others who are suffering.
10 _____, they continue doing something even though other people say they cannot do it.

3 Choose the correct words.



One of the most [1]**compassion / inspirational / willing** women in history is the founder of modern nursing, Florence Nightingale. Many women have entered the profession because of her. Florence was born on 12 May 1820, and when she grew up, she was [2]**courageous / determined / resourceful** to become a nurse. Her wealthy family opposed her decision, but her [3]**humble / humility / persistence** eventually paid off and in 1851 she went to train in Germany. When the Crimean War broke out in 1853, Florence said she was [4]**inspirational / persistent / willing** to oversee the military hospitals in Turkey. Conditions in the hospitals were desperate, and Florence used her [5]**resourcefulness / dignified / humility** to write articles to publicize the situation in the press back home. This resulted in increased funds and a newly designed hospital. Florence showed great [6]**courage / dedication / inspiration** to her job by working very long hours. Her patients were grateful for the [7]**compassion / determined / resourcefulness** she showed them and many of them wrote home mentioning the woman who made her rounds late at night. She soon became known as 'the Lady with the Lamp'. Florence has gone down in history as the [8]**courageous / compassion / willingness** woman who tended the wounds of the injured during the Crimean War.

1 WHAT DO YOU THINK? In what ways can social media have a positive impact on our lives? A negative impact? Use the categories below to help you.

- career development
- citizenship and social justice
- fun and entertainment
- learning and knowledge
- mental well-being
- social relationships

2 Look at the title, pictures and subheadings in the article. What ideas do you think the article will contain? Discuss your ideas in pairs.

3 Read the article and check your ideas from exercise 2.

How not to use social media

Social media has tremendous potential to enhance our lives. It's a way to form and maintain friendships, develop our careers, promote causes we believe in and gain all kinds of knowledge. And, importantly, it's fun. However, it also has the potential to do serious damage unless we use it with self-awareness and respect for other people. Here are five types of behaviour that can make social media feel like a less safe or enjoyable place to be.

1 The bully



That's the person who uses social media to insult, criticize, intimidate or humiliate others. Cyberbullying can take many nasty forms, from trolling people to deliberately excluding them from a group. Social media users may also come across as bullies if they don't consider other people's feelings. For example, they might respond quickly and insensitively to posts they dislike, perhaps using a lot of CAPITAL LETTERS (the equivalent of shouting).

2 The oversharer



Social media users can overshare in multiple ways, whether it's through posting too often, writing very long posts or sharing inappropriately personal information. This type of social media user may end up irritating others and getting muted or even unfollowed. Oversharing can also impact on the privacy of others, for example, when it involves posting or tagging photos of people without asking their permission.

3 The thief



It's always a horrible feeling to discover that someone has taken the credit for your work and it's no different when it happens online. The thief steals images, quotes, ideas and even whole posts from other social media users without acknowledging them. As well as being unethical and potentially illegal, it's also pretty risky – it's usually only a matter of time before the thief gets caught out.

4 The fake news spreader



Sharing news articles, videos and other media can be a great way to learn about and discuss current issues – providing they're reliable. The fake news spreader is often so keen to shock their followers or prove a point that they don't take the time to check facts. They tend to share or repost content, without first considering whether it might be biased, inaccurate, exaggerated or simply made up.

5 The show-off



There's nothing wrong with celebrating your achievements, but the show-off does this non-stop. For the show-off, social media is about winning rather than connecting with others, and almost all of their posts are designed to make other people admire or envy them. This behaviour may also involve humble-bragging – showing off, but disguising it as a complaint or self-criticism – as in 'Don't you hate it when you're wearing $500 shoes and it starts raining?'

4 Match social media etiquette rules a–h to sections 1–5 of the article.

SOCIAL MEDIA ETIQUETTE GUIDELINES

a Make it clear when you have used content created by other people.
b Don't make every post about you and how clever, attractive, rich or successful you are.
c Think about the tone you use when you write.
d Evaluate your sources before you share information.
e Keep your posts brief and think about how often you post.
f Think before commenting on posts that annoy you.
g Ask people's permission before you put photos of them online.
h Don't treat social media like a competition.

5 Do you disagree with any of the ideas in the article or any of the guidelines in exercise 4? Would you change or add anything? If so, what?

6 Read the tips. Which of the questions do you ask yourself when you post on social media? What other questions could you add to this list?

Thinking before you post

Here are some questions to ask yourself before you post something online.

- **Why do you (really) want to post this?** Will this information be as interesting or useful to other people as it is to you? Will other people understand your motivation for sharing it?
- **How will this make other people feel?** Is it kind and respectful? Might it make anyone feel judged, offended or excluded? Would you say this if you were talking to someone face to face? If it's a joke, will everyone find it funny?
- **Who might see this?** Are you happy for everyone to see this post, including potential employers? How would you feel if someone shared it publicly?
- **Is this information accurate and balanced?** Have you actually read the information that you're sharing? Are you confident that it's reliable? What might be the consequences if it isn't?

7 Complete the sentences with verbs from the article in the correct form. Then explain the meaning of each verb in your own words.

1 This person posts far too often and it's getting on my nerves. I think I'm going to m_____ them.
2 That sounds like a really interesting article. Please could you r_____ it?
3 She's always h_____-b_____ about how hard she works and it's pretty annoying.
4 This is a great photo of you. Is it OK if I t_____ you?
5 People who t_____ others online may have low self-esteem or problems in their own life.
6 All his posts were really angry and negative, so I decided to u_____ him in the end.

8 PROJECT Work in pairs or small groups. Follow the instructions to create an infographic giving tips to students on using social media effectively for a specific purpose.

1 Choose one of these purposes for using social media or think of another idea.
   - learning about news and current affairs
   - developing your career
   - supporting your mental well-being
   - campaigning for causes that matter to you
   - building and maintaining friendships
2 Discuss your experiences of using social media for this purpose. What do other social media users do that is helpful? What is less helpful?
3 Think of five tips for using social media effectively for this specific purpose. Then write the text for your infographic.
4 Finally, design your infographic, either by hand or using a computer.
5 Share your infographic with the rest of the class and ask for comments. Do your classmates agree with the advice you've given? Would they add anything else?
6 Give the other pairs and groups feedback on their infographics. Remember to use a respectful tone in your comments.

Assess your progress Workbook page 103

Video Social media etiquette



Watch **Ruaridh**, **Harry**, **Aimee** and **Gracie** discussing their feelings towards social media.

2 A world of good

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 How often do you access the internet? What do you usually use it for?
2 In what ways would having a poor or slow internet connection affect your a) social life, b) health and well-being, c) education, d) shopping habits, e) travel?
3 What would you do if there was no internet connection where you lived?

2 Read the article and compare your ideas from exercise 1.

3 Read the article again and choose the correct answers.

1 Why did Alexei climb the tree?
a to help his family on the farm
b to see the view from the top
c to get information from the internet
d to make a video about his day-to-day life
2 Why can't Lena concentrate?
a Because the car windows are open.
b Because it's unusually hot weather.
c Because she's worried about her video call.
d Because the traffic is too noisy.
3 When Alexei first arrived at his parents' house,
a he made a video about village life.
b he tried to continue his education.
c his school was forced to close.
d it was winter in Siberia.
4 According to the article, people in Prisha's village
a have always wanted to live in cities.
b only moved there recently.
c are worried about their children.
d want to protect local traditions.
5 According to the article, Lena's family
a had to make a difficult choice.
b gave up trying to use the internet.
c thought Lena's mum should earn more.
d didn't mind staying inside the car.
6 Alexei got access to the internet because
a he complained to the university.
b he shared his story online.
c he talked to the local government.
d other students supported him.

4 REACT Discuss the questions.

1 Do you think there is a digital divide in your country? Why might students have difficulty accessing the internet?
2 What do you think are the solutions to this problem? What can governments do to guarantee equal internet access for everyone?



Education interrupted: the digital divide

A In a remote Siberian village, 2,000 kilometres from Moscow, 21-year-old Alexei Dudoladov is sitting in a tree. He is eight metres up, so he can see the lights of the village, and the grassy plains stretching into the distance. But Alexei isn't there to admire the view; he is busy downloading university work onto his smartphone.

B In the Himalayas in India, 18-year-old Prisha and her classmates are sitting in a circle on the side of a mountain. It's raining, and the girls are crowded under colourful umbrellas, looking at their smartphones. They've walked four kilometres to get there from their village, and are waiting for a 4G signal so they can start their class.

C In a car park in Texas, USA, 13-year-old Lena is in the family car with her mum and her little brother. It's an unusually warm day, so it's difficult for her to concentrate: the windows of the car are wide open, but the heat is still unbearable. Lena can hear the traffic go by as she tries to join a video call with her teacher.

D In 2020, schools around the world were forced to close because of Covid-19, and many had to suddenly teach online. Some students managed to continue with online programmes, but others, like Alexei, Prisha and Lena, found it hard and were gradually left behind. The digital divide got wider. Let's find out why.





E When his university closed, Alexei returned to his parents' village and tried to start online classes. Only a handful of people live in the village and internet access was poor. At first, it was impossible to continue his studies, but luckily, he came up with a creative solution: he climbed a tree to get a good signal. However, the harsh Siberian winter soon arrived and temperatures dropped to -30°C. It was impossible to stay outside and study, and because the village was so small, it had no way to support him.

F After their school shut down, Prisha and her classmates walked up the mountain every day so they could connect with their teacher. Prisha was studying physics and her understanding of the subject had been impressive, but inevitably, she was starting to fall behind. Downloading one lesson took Prisha four to five days, and it was another two days to get answers to her questions. Having to suddenly have lessons online took everyone by surprise, and it was difficult to find a solution.

G The village's poor internet connection has had a significant impact on education, but it's also endangering traditions and local culture. Most of the families who live there have a subsistence lifestyle, live off the land and have a respect for tradition. Many have been there for generations, so there's a strong sense of community and people rely on their neighbours for help. But families in the village also have a responsibility for the future of their children. They need to access the internet, so they are moving to the cities where they can get connected.

H However, students who live in towns and cities also have problems. They may have the connection, but the challenge is the price. Data costs money and not everyone can afford it. In Texas, Lena's mum doesn't earn enough to pay for the data her daughter needs. When it's a choice between buying food or paying for downloads, the family drives to a free Wi-Fi spot in a shopping mall car park, where Lena would spend up to eight hours doing schoolwork. 'It was hard,' she admits, 'and video calling didn't always work, but we just kept trying to reconnect.' In the end, the effort started to have a negative effect on Lena's grades and on her knowledge of basic school subjects.

I Today, schools are using online educational resources more and more. Access to these resources enables us to have the same rights and opportunities as everyone else. So why should some students enjoy the benefits of an internet connection while others do not? Back in Siberia, Alexei Dudoladov found a solution. He posted a video of his day-to-day life on social media, with a demand for a better connection. The post was liked over one million times, and the local government noticed it. In March 2021, they installed a mobile base station, so now the village is connected. However, other students across the world, students like Prisha and Lena, are still struggling. How will they overcome the digital divide?

Insight Word analysis

5 Answer the questions, referring closely to the article.

1 Which word describes the location of the village? How does this affect Alexei's education? (A)
2 Which word describes the heat in Lena's car? Why might it be difficult for her to study in this type of heat? (C)
3 Which word describes the climate in Siberia? What example does the author give? (E)
4 Which adverb implies that an outcome is unavoidable? What is the outcome the adverb refers to? (F)
5 Which phrase means 'a serious consequence'? What does it refer to? (G)
6 Which verb means 'put someone or something at risk'? What is at risk? (G)
7 Which phrase sums up the way of life in Prisha's village? What example does the author give? (G)

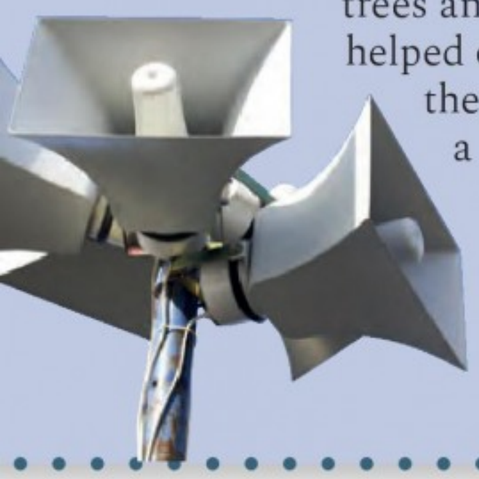
Insight Nouns + *of* and *for*

6 Study the highlighted words in the article and explain their meanings. Then use them to complete the text.

Lessons with loudspeakers

When his school was closed in a small village in India, headmaster Prasad Varma faced a big challenge. Varma had the [1]_____ educating over 260 children, but only a [2]_____ students had mobile phones, and connectivity in the village was poor. But students wanted to learn, so the [3]_____ lessons was huge. Parents also knew the [4]_____ education and didn't want their children to lose their [5]_____ reading, writing and maths. So Varma's solution was ... loudspeakers!

There is a lot of [6]_____ teachers and learning in the village, as well as a strong [7]_____ community, so when Varma decided to put up the loudspeakers, on trees and walls at different locations, everyone helped out. During lessons, students sat near the loudspeakers while teachers used a microphone and taught from their classrooms.



Varma is happy with the outcome. 'So far, the lessons have been a success. Students have a good [8]_____ what we are teaching,' he explains.

7 TASK Read the question for debate and the opinions below. Which one do you agree with? Work in groups and discuss the arguments for and against.

Is internet access a right or a privilege?

> "The internet is a technology and as such, it is a service. It is not the same as the right to freedom of speech or the right to be treated fairly."

> "Everyone has a right to education and a right to have and express their own opinions. It's impossible to have those rights without access to the internet."

Vocabulary extra › The natural world › page 29

Assess your progress Workbook page 19

Grammar Future forms

1 WHAT DO YOU THINK? Look at the photos and discuss the questions.

1 Where are the people? What are they doing?
2 Describe their jobs. What do you think it is like doing jobs like this?







2 2.1 Listen to an interview and compare your ideas. Which job are they talking about?

3 2.1 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 According to the weather forecast, it'll probably be rainy and cold.
2 The pilot thinks it's going to snow because he can see clouds in the distance.
3 The flight this afternoon might leave early.
4 Brad is delivering food and letters to McCarthy later.
5 The next plane leaves in three hours.
6 Today, Brad is going to show tourists a scenic route.
7 During the flight, he hopes he'll see snow on the mountains.
8 Brad says he'll give the interviewer a tour.

4 REACT Discuss the questions.

1 Would you choose to do a dangerous job like this? Why / why not?
2 Why do some people choose to do jobs like this?
3 What might be the challenges of working in difficult environments?

Grammar Insight

5 Match sentences 1–8 in exercise 3 to rules a–g.

We use *will* for:
a offers or decisions made at the moment of speaking.
b future hopes or wishes.

We use *going to* for:
c future intentions.
d future predictions based on evidence.

We use the present continuous for:
e future plans and arrangements.

We use the present simple for:
f scheduled events timetables.

We use *may* / *might* or *probably* for:
g uncertain future predictions (two sentences).

Further reference and practice › Workbook › page 110

6 Study the alternative future tenses in the sentences. Explain the difference in meaning, if any.

1 The next plane *leaves / might leave* at five o'clock. It depends on the weather.
2 We *'ll probably do / 're doing* the tour this afternoon because the weather forecast is good.
3 That's the last bag to go in the luggage hold, so I *'ll close / 'm going to close* the door now.
4 Do you think you *'ll see / might see* any bears from the window during the flight?
5 I *'m meeting / 'm going to meet* some friends at the airport later this evening.

Grammar Future continuous, future perfect simple and continuous

7 Read the extract from another interview for *Life on the Edge*. What is Katya's job?

Interviewer How long have you been a _____?
Katya Well, next month [1]I'll have been working as a _____ for exactly ten years.
Interviewer So, Goma in DR Congo is your next destination. [2]What will you be doing there?
Katya On Monday, [3]we'll be meeting local experts. Then, on Tuesday morning, [4]we'll be travelling to Mount Nyiragongo to begin our research. By the time we leave, [5]we'll hopefully have studied the latest activity and will be able to tell when the next eruption will be.

Grammar Insight

8 Read the extract in exercise 7 again. Match phrases 1–5 to rules a–e. Then complete the rules.

We use the future continuous:
a to talk about an activity in progress at a certain time in the future.
b to talk about an activity in the future that is fixed or decided.
c to ask politely about someone's plans for the near future.
Form: *will / won't* + *be* + _____

We use the future perfect simple:
d to talk about an activity that will be completed by a certain time in the future.
Form: *will / won't* + *have* + _____

We use the future perfect continuous:
e to talk about an action that will continue up to and perhaps beyond a specific point in the future.
Form: *will / won't* + *have* + _____ + _____

Further reference and practice › Workbook › page 110

9 Complete the text with the future continuous, future perfect simple or future perfect continuous form of the verbs in brackets.

A tough job?

Tomorrow evening, Katya Arnaud [1]_____ (prepare) to travel to Mount Nyiragongo in DR Congo. She [2]_____ (not stay) in a hotel. Instead, she [3]_____ (climb) Mount Nyiragongo, just outside Goma. By the end of her stay, she [4]_____ (complete) important research with local experts. Katya is a volcanologist.

For two days, Katya and the team [5]_____ (monitor) the volcano's activity. After this, they [6]_____ (also / go) to Nyamurigira, Nyiragongo's sister volcano, 14 km away. By the time they leave DR Congo, Katya and the team [7]_____ (probably / risk) their lives on more than one occasion, but for Katya, it's worth it. It's an exciting job, and she's never bored!

'This time next week, I [8]_____ (work) as a volcanologist for ten years, so this trip is special,' says Katya. 'After this trip, we [9]_____ (visit) the volcanoes in this area more than ten times. She's like an old friend to us!'



10 TASK Think of a dangerous job and write questions about it using the prompts and your own ideas. Use the future forms from this lesson. Then work in pairs. Take it in turns to interview each other.

- how long / how often / how many / what / where / why
- deliver / do / save / see / visit / work
- each week / by this time next month / next year / this week / tomorrow

Assess your progress
Workbook page 19

2c Listening, vocabulary and speaking







Listening and vocabulary

1 WHAT DO YOU THINK? Look at the photos. What do you think this building was in the past? Who uses it now? Discuss in groups.

2 2.2 Listen and check your ideas from exercise 1.

Strategy Active listening (1)

Listening critically means evaluating and judging information, rather than simply listening. To be a more active listener, follow the SIER hierarchy:

- Sensing: focusing on the content
- Interpreting: understanding the argument
- Evaluating: judging the argument
- Responding: formulating an opinion about the argument

3 2.3 **Read the strategy. Then listen to a radio discussion and answer the questions.**

1 What is the discussion about? (sensing)
2 What are the main arguments? (interpreting)
3 Do they make sense to you? (evaluating)
4 What is your opinion? (responding)

4 2.3 **Listen again and answer the questions.**

1 Why are some communities divided about the empty buildings?
2 Which facts about Brazil does Rita give as background to the housing issue?
3 What changed in São Paulo in the 1960s?
4 What were the consequences of those changes?
5 What other changes have taken place since the 1970s?
6 What is the idea behind social housing movements?
7 Why does Rita think housing groups function successfully?
8 What example does she give of a successful way of working within the group?

5 REACT **Discuss the questions.**

1 What do you think about social housing movements? Are they a good idea? Why / why not?
2 Are there empty buildings in your area? What could they be turned into?

V Insight Antonyms: urban regeneration

6 Complete the table with the adjectives below from the recordings.

abandoned ■ attractive ■ neglected ■ run-down ■ thriving ■ wasteful ■ worthwhile

Positive adjectives	Negative adjectives	Positive adjectives	Negative adjectives
cared for	1 _____	efficient	5 _____
inhabited	2 _____	6 _____	pointless
3 _____	declining	renovated	7 _____
4 _____	unappealing		

7 Rewrite the sentences. Replace the adjectives in italics with adjectives from exercise 6.

1 Is there a *forgotten* place in our neighbourhood that we could renovate?
2 There's a(n) *deserted* tower block near our school.
3 I think it used to be a(n) *appealing* block of flats.
4 A lot of people want the buildings *repaired* and restored rather than demolished.
5 Could they become something *useful* again?
6 One group wants to create a huge, highly *economical* greenhouse to produce cheaper local food.

8 TASK **Work in small groups and discuss the opinions. Do you agree or disagree? Why?**

1 'Housing communities are a waste of time. Everyone can achieve an adequate standard of living, including satisfactory housing, but some people make the wrong choices.'
2 'A community puts people at its heart, not buildings.'

Speaking Participating in a group discussion

9 Work in pairs. Discuss three things that you would like to have within a ten-minute walk from your home. Give reasons for your choices.

10 2.4 Listen to students at a school meeting discussing the needs of their local community. What ideas do they mention?

11 2.4 Complete the phrases from the discussion. Then listen and check.

A Introducing requirements	B Essential requirements	C Desirable requirements	D Evaluating requirements
My main [1]_____ is	For me, it's a must. What we [2]_____ need is	We could [3]_____ (a park). I think that's a '[4]_____-to-have'. (A sports club) would be a big [5]_____.	I'm not [6]_____ by (the sports club) .... I think the last idea is the best.

12 2.5 Put the conversation in the correct order. Then listen and check.

a ___ **Serena** I totally agree. It has my vote.
b ___ **Lewis** Well, this first one is about putting musical steps in shopping centres.
c 1 **Lewis** I've got five suggestions here for the Innovative Community Competition. Local residents and students can vote for their favourite. The most popular idea will receive money from the local authority.
d ___ **Lewis** You're probably right. The next one is a suggestion for a street party. Streets are closed, the road is covered with artificial grass, then people come along and have a picnic, play ball games. Simple.
e ___ **Ade** That's a fantastic idea! It's important to highlight neglected parts of the city. It'd help put them on the map again and that should be a priority. An event like that could have real long-term benefits – it'd encourage people to use these spaces again.
f ___ **Serena** There's another idea here to turn three underground pedestrian walkways into community art galleries, and make them safer.
g ___ **Lewis** Actually, I think this last idea is the best. It's a street circus which performs in underused or abandoned public spaces in the city.
h ___ **Ethan** Great idea, but it's probably not that useful or practical in April – it rains a lot! It might be an idea to do that sort of thing in the summer.
i ___ **Serena** That would encourage people to exercise rather than use the escalators. Good for your health, but not great for the community.
j ___ **Anya** That could be useful for some people who use the walkways regularly, but lots of people aren't into art. It's crucial to include everyone.
k ___ **Anya** What are the suggestions?



13 Read the conversation again. Find six more phrases for discussing requirements. Add them to categories A–D in exercise 11.

GS Global skills Taking the role of leader

Often during a group discussion, one person takes on the role of leader. The leader monitors the way other people are participating during the discussion, invites group members to speak, to share their opinions and to give their reactions.

A *Does anybody have any ideas?*
B *We could have a natural green space for picnics.*
A *Any views on that, Anya?*
C *That's a nice idea.*
A *What are your thoughts on that, Ethan?*
D *I'm not convinced.*

14 Why is this an important role in a group discussion?

15 TASK Work in groups. You have received a grant of €5,000 from the local government to spend on a community project to improve the quality of everyday life. Decide on a project. Think about:

- the purpose of the project.
- people who might benefit from it.
- ways it will improve everyday life.
- long-term or short-term benefits.

Vocabulary extra › The urban landscape › page 29

Assess your progress Workbook page 19

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs. Think about famous natural or man-made landmarks in your country. Are there any stories or myths related to them?

2 Read the article. What is the story related to the Crazy Horse Memorial?

3 Read the article again. Match sentences a–f to gaps 1–5 in the article. There is one sentence that you do not need.

- **a** Sadly, this destroyed their way of life.
- **b** They believe that the Black Hills are for the birds and the animals, not for permanent human settlements.
- **c** By 1939, land was bought for the project, 25 km from the sculptures in Mount Rushmore, and a sculptor was found to create the memorial.
- **d** The Lakota would follow animals they hunted, like the buffalo, from the Black Hills.
- **e** They believed it was there for the benefit of human beings.
- **f** Today, the memorial is a success, with over a million visitors a year.

GS Global skills Culture

4 Think of famous memorials or statues in your country. Discuss the questions.

1 Who or what do the memorials or statues celebrate?
2 Why are these people or events celebrated?
3 What values do they represent? Are these values still relevant today?

V Insight Adjective suffixes: *-able* and *-ible*

5 Study the highlighted adjectives in the article and answer the questions.

If we remove the suffix *-able* or *-ible*, which words:

1 are still complete words, or complete if you add an *-e*?
2 end in a hard *c* or *g*?
3 are not complete words?

6 Complete the adjectives with *-able* or *-ible*.

1 It's incred_____ that the Crazy Horse Memorial will be nearly four times higher than the Statue of Liberty.
2 Many Native American tribes are elig_____ for government payments because of an unaccept_____ loss of lands.
3 Parts of the Black Hills are inaccess_____. It's not advis_____ to travel there on your own.
4 The mountains around the memorial are navig_____ – there are pathways but they are difficult to climb.
5 If you get lost and hungry and know where to look, you'll find lots of ed_____ plants there.
6 The expression on the face of Crazy Horse is incomprehens_____ – what is he thinking?
7 In the gift shop at the memorial, you can buy fashion_____ Crazy Horse T-shirts, and collect_____ Native American jewellery.

SACRED LAND

Journalist Marie Cook explores the story behind the Black Hills, an isolated mountain range in South Dakota in the US, and an unusual unfinished memorial which has been under construction since 1948.

'We're almost there,' says Tasunke, our Native American guide, as we climb the last few steps to the top of the rock. Around us the Black Hills, the sacred* land of the Lakota tribe, continue as far as the eye can see. The prairie grasslands, pine forest and mountains stand out against the late afternoon sky. And there, right in front of us, on the side of Thunder Mountain, is the unfinished memorial to the 19th-century Lakota leader Crazy Horse. Today, only his face is visible, but [a] when it's finished, he'll be sitting on his horse and pointing to the hills, the land of his people.

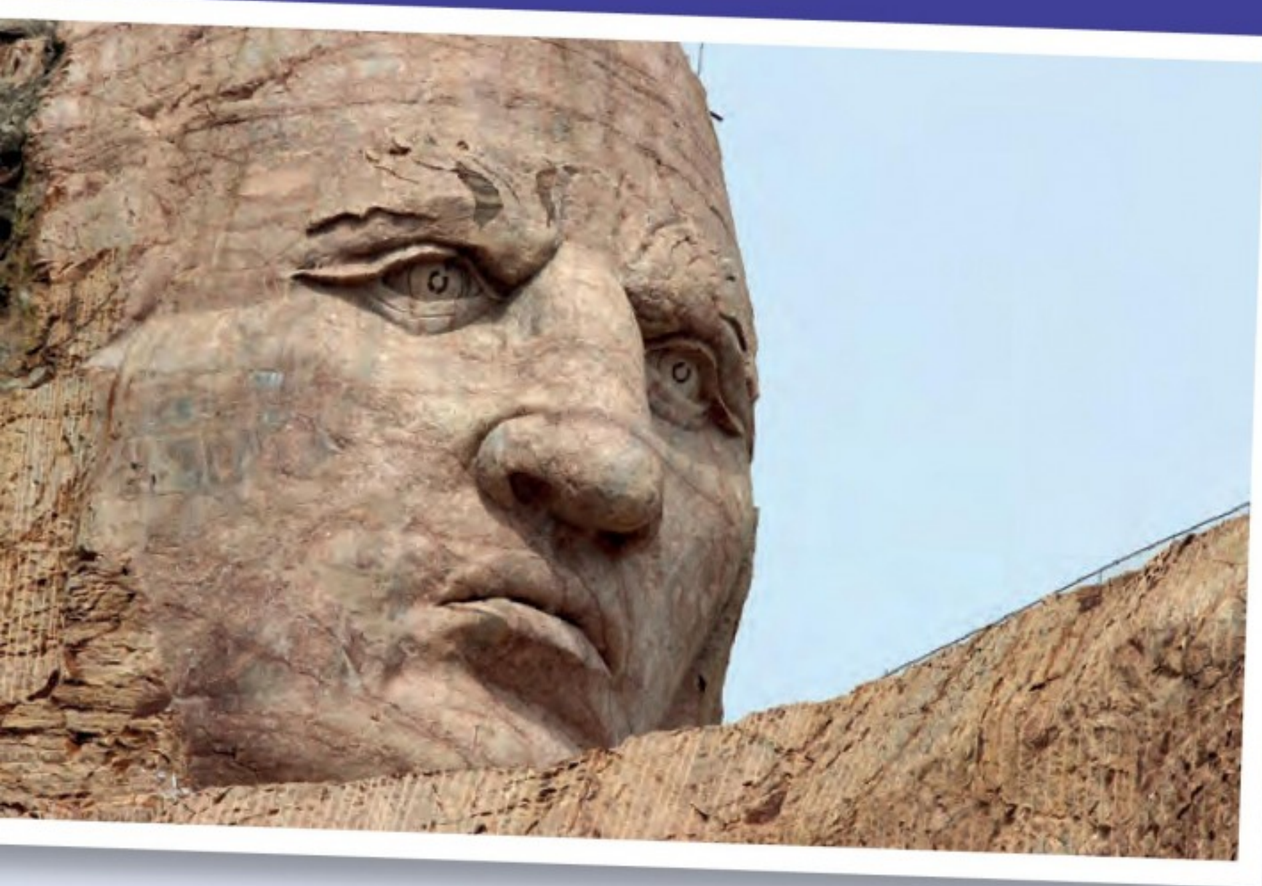
The Black Hills are a special place for the Lakota. The Lakota's creation stories say that people lived there, beneath the hills, while the world was made. The Lakota themselves have lived in the hills for 12,000 years and [b] they think that the hills will be protected as long as they are there. Like other Native Americans, they see themselves as part of nature and not masters of it. [1] ____

Crazy Horse believed this, too. However, in the 19th century, immigrant Europeans started to move West and look for valuable gold in the hills. They set up permanent settlements, which was unacceptable to the Lakota: the immigrants' attitude to the land was different. [2] ____

The Lakota, led by Crazy Horse, went to war with the new settlers, and won many battles, including the famous Battle of the Little Bighorn. Crazy Horse became a symbol of hope for his people, but despite his bravery, the war was eventually lost, and the Lakota were forced to move to government reservations to survive. [3] ____

Crazy Horse died in 1877, but the Lakota didn't forget him. In the 1930s, Chief Henry Standing Bear asked the government to build a monument to Crazy Horse. At the time, the government had started work on the world-famous rock carving* at Mount Rushmore, just 25 kilometres away





from Thunder Mountain, which honoured four US presidents: George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln. Standing Bear sent a message, asking the government to include Crazy Horse. 'My fellow chiefs and I would like the white man to know that the red man has great heroes, too,' he wrote. Unfortunately, he never received a reply – the government wasn't interested, but Standing Bear didn't give up. [4]____ Today, almost 80 years later, work is still continuing.

Nowadays, the unfinished sculpture is already a considerable size. [c]By the time the memorial is completed, it will be an incredible 170 metres – nearly ten times higher than Mount Rushmore. In the grounds of the memorial, visitors can also look round a museum, which has thousands of Native American cultural objects, and in the summer months, they can watch a film about Crazy Horse, which is projected onto the side of Thunder Mountain.

[5]____ However, opinions are divided about the sculpture. [d]Anyone who asks the Lakota about it will get different responses. While some say it's good to educate people about Native American history, others feel the memorial is badly chosen: Crazy Horse was a modest warrior, and modesty is an important quality to have in Lakota culture. He might not have felt comfortable with such a huge memorial. Others say that blowing up part of the mountain to make way for the sculpture is an insult to his memory: it is damaging the land that he loved and protected. But [e]supposing the monument isn't finished, will people forget about the Lakota?

As the sky grows dark, the shadows become longer around Crazy Horse and his amicable expression seems to change into a frown. The guide says we should go. [f]'We won't be able to see the way down unless we leave soon,' he warns. [g]'And if we stay any longer, we'll miss the film.' The soundtrack for the beginning of the show is audible, and in the distance, a handful of people are buying tickets. [h]As soon as the show is over, they'll visit the museum.

'I will return to you in stone,' predicted Crazy Horse before his death. It seems that his prediction came true, whether he wanted it to or not.

Glossary
* sacred = very important and treated with great respect
* rock carving = sculpture made from rock

Grammar — Using the present to talk about the future

Grammar Insight

7 Study the underlined clauses in sentences a–h in the article and answer the questions.

a Which tense do they use?
b Do they refer to the present or the future?

8 Study the rules. Then match sentences a–h in the article with the rules.

In subordinate clauses, present tenses are often used instead of *will* + infinitive to refer to the future. This happens:

1 after conjunctions of time, e.g. *when*, *until*, *after*, *before*, *as soon as*.
2 in clauses of condition, e.g. after *if*, *whether*, *on condition that*, *as long as*.
3 after relative pronouns and other words such as *than* and *where*.

Further reference and practice › Workbook › page 111

9 Rewrite the sentences using the words in brackets.

1 We won't go camping if it's raining. (unless / stop)
2 When you climb the mountains there, you'll lose your phone signal. (as soon as)
3 Take a satellite phone; then you'll be perfectly safe. (as long as)
4 We might see bears in the forest; then what will we do? (supposing)
5 Back away slowly; the bear will leave you alone. (until)
6 Hopefully, it won't be dark when we get back to the camp. (by the time / still / light)

10 TASK Work in pairs. Talk about your hopes and plans for the future using the prompts below.

- Perhaps I … before / after I ….
- My friends and I might … as long as we ….
- It'll be impossible to … until I ….
- We won't … unless ….
- Maybe I … as soon as ….
- My parents … by the time ….
- I'll … to any place where ….

Assess your progress Workbook page 19



Writing A travel blog post









Planning for writing

1 **Work in pairs. Look at the photos and discuss the questions.**

1 Where do you think this place is?
2 Who do you think might visit it?
3 Which adjectives would you use to describe it?

2 **Read the writing task. What sort of information does a travel blog post usually contain? What type of language is it written in: formal or informal?**

Write a travel blog post about a place you have visited or a place in your local area that you enjoyed.

3 **Read the strategy. Then read the model blog post on page 27 and answer the questions.**

1 Is it written in formal or informal language?
2 Does it use headings or subheadings? Is there a clear structure?
3 Are the sentences and linking words simple or long and complex?
4 Are there examples of the passive or reported speech? Are there any personal pronouns? Does it use imperatives?
5 Are there examples of idiomatic or colloquial language, phrasal verbs or abbreviations?
6 Are there contractions or full forms? Are exclamation marks or capital letters used for emphasis?

Strategy Recognizing style

When you first read a text, think about its style. The style of the text will give you clues about where it is from and who it was written for. Formal texts usually use long, complex sentences, the passive or reported speech. Informal texts often use shorter, simpler sentences, contracted forms and idiomatic language.

Pay attention to:

- structure and length.
- sentences and linking words.
- grammar and vocabulary.
- punctuation.
- extra features (e.g. highlighted words or numbered references).

4 **Read the model blog post again and answer the questions.**

1 How would you describe the writer's first impression? Which adjectives tell you this?
2 Which activities did the writer try?
3 How did the writer's first impressions change?

5 **What is the purpose of each paragraph in the blog post? Complete the organization boxes with the headings below.**

- Summing up
- First impressions
- Things to see and do

Writing Insight Modifying adverbs with gradable and non-gradable adjectives

Further reference and practice › Workbook › page 111

6 **Look at the highlighted adjectives in the blog post. Which are a) positive, b) negative and c) neutral?**

7 **Study the language box and answer the questions.**

1 Which of the highlighted adjectives are a) gradable and b) non-gradable?
2 Which of the underlined adverbs are a) gradable and b) non-gradable?

8 **Choose the correct words.**

1 Silverton is **a really** / **an utterly** small place.
2 The hike in the outback was **a little bit** / **totally** exhausting.
3 The weather was **pretty** / **absolutely** disappointing.
4 The desert looked **very** / **quite** magnificent as the sun was setting.
5 The views were **fairly** / **absolutely** extraordinary.

1 Describe the landscape, the weather and what visitors are likely to notice.

2 Describe what people can see and do, and recommend excursions.

3 Describe the main features of the place and what makes it an interesting destination.

Coming in from the Outback

After an utterly exhausting journey, I arrived in Silverton at around one o'clock. It was baking hot, but the first thing I noticed was a sign with the words 'Original Outback'. The town itself is tiny, fairly quiet and pretty ordinary, but first impressions can sometimes be misleading, and Silverton had a lot more to offer than I initially thought.

My first stop was the Silverton Hotel. Before I could go inside, four donkeys approached me. I couldn't believe my eyes! It turns out that the Silverton donkeys are a big part of the community here and they just wander freely through the town. For lunch, I ordered an all-day breakfast, which was totally delicious. I then spoke to the extremely knowledgeable waiter, who was able to give some really great advice on things to do in the area. I also found out that many people stop off here on their way to Alice Springs, and these travellers often have interesting stories to tell. But the town has more to offer than travellers' tales: a short walk from the hotel there are two absolutely fascinating museums – the Silverton Gaol Museum for history nerds and the Mad Max 2 Museum for film fans. There's also a great walking trail and when you reach the top, there are quite magnificent views of the Mundi Mundi plains. Don't forget to take water and tell someone you're going!

All in all, Silverton was a really interesting stop-off, and offered some unusual things to do. But for those who simply want a bit of peace and quiet, Silverton could be the place for you, too.

Gradable adjectives describe qualities that you can measure, e.g. *disappointing*. Use **grading adverbs** with these adjectives, e.g. *very / a bit disappointing*.

Non-gradable adjectives describe qualities that are absolute or extreme, e.g. *enormous*. Use **non-grading adverbs** with these adjectives, e.g. *utterly / absolutely enormous*.

Be careful! The adverbs *quite*, *really*, *pretty* and *fairly* can be used with both types of adjectives.

Writing your blog post

PLAN Read the task in exercise 2 again. Choose a place to write about.

Think about the place and make notes on these points.

- the name of the place, where it is
- first impressions you had
- things you noticed
- what type of things a visitor can see and do there
- what you discovered about it
- what the benefits and drawbacks of visiting it are
- whether you would recommend visiting this place

Think about gradable and non-gradable adjectives you can use and adverbs to modify them.

Create a plan for your blog post. Organize your notes into three paragraphs.

WRITE Write a first draft of your blog post. Use the model blog post and your plan to help you.

REVIEW Check your blog post. Use the checklist to help you.

Have you:

- used a clear paragraph structure?
- used the correct text style?
- used a consistent style?
- included gradable and non-gradable adjectives and appropriate adverbs?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 19

Review 2

Vocabulary

1 Complete the sentences with the words below and the correct prepositions.

■ benefits ■ demand ■ handful ■ respect ■ responsibility ■ sense ■ understanding

1 Most people think that the _____ educating children lies with the parents.
2 In the colder months, there is always a greater _____ electricity.
3 Only a(n) _____ teenagers know how to cook these days.
4 In the past, people had more _____ their elders.
5 What are the _____ attending a single-sex school?
6 This course will give you a deeper _____ biological processes.
7 The book really gives you a(n) _____ what life was like in the 18th century.

Marks ___ / 7

2 Complete the text with the words below.

■ harsh ■ inevitably ■ remote ■ significant ■ subsistence

The reindeer farmers of Mongolia are nomadic and they face a number of challenges that have a(n) [1]_____ impact on their way of life. The biggest are the [2]_____ weather conditions. The farmers lead a(n) [3]_____ lifestyle, so they live on what they farm. Educating their children is also a problem. In the past, the children only had a(n) [4]_____ chance of attending school because their families were always moving. [5]_____, the farmers started renting small houses in villages, where the mothers or older siblings can stay with the children during the school year.

Marks ___ / 5

3 Write the antonyms of the words below.

1 cared for – _____
2 inhabited – _____
3 thriving – _____
4 attractive – _____
5 worthwhile – _____
6 efficient – _____
7 renovated – _____

Marks ___ / 7

4 Complete the text with adjectives formed from the words in brackets.

Zhang Jiawan village in the Badagong Mountains of South East China is only [1]_____ (access) to the fittest. The maps are far from [2]_____ (comprehend), so it's easy to get lost. The children in the village use a more practical route to get to the school in the valley below every day. There are ladders fixed to the side of the cliffs, which are not [3]_____ (vision) from a distance. The journey to school would not be [4]_____ (accept) to most parents, but children as young as five do it twice a day. They show [5]_____ (consider) courage, but they say it's [6]_____ (advise) not to look down during the climb.

Marks ___ / 6

Grammar

5 Rewrite the sentences. Use the present simple, present continuous, *might*, *will* or *be going to*.

1 a He intends to return before it gets dark.
  b He _____.
2 a It's possible that we will see some polar bears.
  b We _____.
3 a The departure time of our train is 10.30.
  b Our train _____.
4 a She's arranged to do a bungee jump next week.
  b She _____.
5 a That car is in danger of crashing. It's out of control.
  b That car _____.
6 a Shall I get you a glass of water?
  b I _____.

Marks ___ / 6

6 Complete the dialogue. Use the future perfect simple, future perfect continuous or future continuous form of the verbs in brackets.

Joe By Friday, [1]_____ (we / finish) our exams! When [2]_____ (you / go) to Switzerland?
Dan [3]_____ (I / fly) to Zurich on 1 August to meet my Swiss friend. Then [4]_____ (we / travel) by train to an adventure camp in the Alps. Hopefully, [5]_____ (we / arrive) by 9 p.m.
Joe Which sports [6]_____ (you / do) while you're there?
Dan White-water rafting and mountain biking.
Joe Great! You'll be able to practise your German, too.
Dan That's right. By the time I get home, [7]_____ (I / speak) German for two weeks.

Marks ___ / 7

7 Complete the text with a word from A and the correct form of a verb from B.

A ■ as long as ■ as soon as ■ by the time ■ in case ■ supposing ■ unless ■ until

B ■ come ■ decide ■ follow ■ return ■ say ■ spot ■ tell

EARLY MORNING SAFARI

Please read carefully.

1 You will be completely safe _____ you _____ the instructions of your guide.
2 Keep the windows up _____ some animals _____ to investigate the vehicle.
3 _____ you _____ some wildlife, keep quiet and don't move around.
4 Do not leave the vehicle _____ your guide _____ it is safe to do so.
5 Keep your seat belt on _____ the vehicle _____ to a stop.
6 Get back into the vehicle _____ your guide _____ you to.
7 Hopefully, you'll have seen some wonderful wildlife _____ you _____ to the hotel.

Marks ___ / 7

Total ___ / 45

The natural world

1 Label the photos with the words below.

■ bay ■ estuary ■ glacier ■ mountain range ■ peninsula ■ pine forest ■ pond ■ prairie ■ ridge ■ stream ■ summit ■ swamp

























2 Complete the descriptions from travel blogs with words from exercise 1.

1 This stunning _____ is home to some of the oldest living trees on Earth.
2 Visit the park of Hampstead Heath in the summer, when its large _____ is open for swimming.
3 The Vindhya _____ extends about 1,086 km and is considered the traditional boundary between North India and South India.
4 The Humber _____, where the River Ouse and River Trent come together and meet the sea, is an important industrial area and trade gateway.
5 With an elevation of 1,183 m, the _____ of Càrn Eighe offers spectacular panoramic views.
6 A fascinating part of exploring this _____ is seeing huge ice chunks breaking off from it and falling into the water of Lake Argentino.
7 There are magnificent views of the _____. These flat lands stretch out for an eternity.

3 SPEAKING Work in pairs. Which of the geographical features in exercise 1 are typical in your country? Which of them have you seen and where?

The urban landscape

1 Match the compound nouns below to definitions 1–8.

■ bus shelter ■ cycle path ■ high-rise building ■ industrial estate ■ road sign ■ parking meter ■ pedestrian walkway ■ speed bump

1 a raised area across a road that is put there to make drivers go slower
2 a machine where you put money when you leave your car in the road
3 a piece of metal near the road with a picture or writing that gives information and instructions to drivers
4 a structure with a roof where people wait for public transport
5 a paved path where people can walk safely
6 an area on the edge of town that is especially for factories
7 a very tall structure with a lot of floors
8 a part of the road or pavement that is only for two-wheeled vehicles

2 Complete the text with the correct form of words from exercise 1.

Milton Keynes is the largest new town in the UK. Its design is based on grid squares, which are separated by a distance of no more than one kilometre so that residents are all within walking distance of a [1]_____ if they wish to use public transport. A network of [2]_____, called the 'redways' because they are painted red, allows people to walk safely without being at risk from fast-moving traffic. In some of the quieter housing estates, there are [3]_____ across the roads which slow the cars down. There is a height limit to the buildings in Milton Keynes, so [4]_____ are found only in the central business district. Because the town has not been given city status, [5]_____ indicate the 'centre of Milton Keynes' instead of the 'city centre'. In the centre itself, drivers have to use different coloured [6]_____, depending on how long they want to leave their cars. The town has several [7]_____ where many of the residents are employed.

3 Which of the adjectives below are positive and which are negative? Use a dictionary to help you.

■ boarded-up ■ crumbling ■ derelict ■ flourishing ■ prosperous ■ refurbished ■ robust ■ shabby

4 SPEAKING Work in pairs. Look at the words in exercise 1. Describe things near to where you live using the adjectives in exercise 3.

There's a flourishing industrial estate on the edge of town.

Cumulative review Units 1–2

Listening

1 2.6 **Listen to a radio presentation about storm chasing. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 Tornado Alley is located roughly in the middle section of the USA.
2 Tornadoes occur in the area because three different airstreams meet there.
3 The best tour companies are the ones with the greatest experience and the most modern equipment.
4 Tour guests never know where they are going when they leave their hotels.
5 Most tours aim to chase a storm before lunch.
6 More often than not, tour guests miss out on seeing a tornado.
7 Tour guests have to pay for their own flights to the start of the tour.
8 All meals are included in the price of the tour.

Speaking

2 Work in pairs. Decide which of the phenomena below poses the biggest threat to people. Justify your choice.

■ earthquakes ■ tornadoes ■ tsunamis ■ wildfires

3 Work in the same pairs. Imagine you are judging a photo competition called *Forces of Nature*. Discuss the requirements a photo needs to meet to qualify for the competition.

Reading

4 Read the information about the people below (1–6) and the article. Choose the best place (A, B, C or D) for each person to visit.

1 Esther enjoys walking and climbing. She enjoys a challenging climb, especially when she can see amazing sights when she reaches the highest point. She studied geology for a year, but gave up although she regrets it now. She still likes to spend time amongst rocks and natural wonders.
2 Bansa and Maryam are retired. They love wildlife and being outdoors. They're doing a photography course at the moment. They are keen travellers, they love being on the water and they own a boat. They also love kayaking, canoeing and surfing. They want to visit somewhere new and undiscovered.
3 Yolante got married in Argentina recently and she wants to go somewhere exciting with her husband. She is a car enthusiast and loves driving or being driven on different terrains in different types of vehicles.
4 Ramzi is a college student and he would like to spend a few days this summer walking and exploring before he goes back to school. He is quite fit, but doesn't want to do anything too difficult. He wants to escape the city for a bit and he's happy walking on his own.
5 Aya is currently in Australia on a gap year and is keen to do more travelling. She loves the ocean and beaches, and loves learning about the stories, legends and history behind the places she goes and the sights she sees.
6 Hadi has just finished school and is going to university to study archaeology. Before he starts his course, he wants to travel to and explore a variety of Spanish-speaking countries to explore. He enjoys staying in unusual places.

DESTINATIONS HOLIDAY TYPES OFFERS

Mysterious places



Situated in the south-west of Bolivia, more than 3,656 m above sea level, the **Uyuni Salt Flats** cover an area of about 10,582 km^2. More than 40,000 years ago, a lake covered this area and water from the nearby mountains gathered. A rise in temperature and a change in climate from wet to dry caused the water to evaporate slowly. As the water evaporated, high levels of salt formed. Today, the hexagonal formations on the surface are a popular tourist attraction. During the rainy season, the water sits on the surface and turns the salt flats into a lake. When the light reflects off the water, it becomes the world's biggest mirror. Despite the remoteness of the area, it's a favourite with backpackers and travellers. Companies offer organized tours in a 4×4 vehicle, and there are incredible salt hotels that offer accommodation there, including the Palacio de Sal.

The **Ásbyrgi Canyon**, in north-eastern Iceland, is in Vatnajökull National Park. Shaped like a horseshoe, it's more than 1 km wide and 3.5 km long, with 100 m high cliffs; it's an amazing sight. The floor is covered in plants and a variety of different species of tree. According to geologists, 8,000–10,000 years ago, Ásbyrgi was formed by huge floods in a nearby river from a glacier. The best way to see it is to hike, and there are different types of walks depending on your levels of fitness, the weather and the time you have. One of the most popular walks leads you to a platform above the Botnstjörn pond, where you can take in the views between two towering lava walls. One of the trails with the best views is the Eyjan trail, which takes you to the island in the middle of the canyon. If you choose this trail, then the views at the top will not disappoint. The Ásbyrgi Canyon is a beautiful place to visit in any season, but summer visits are recommended.



around the world



Known as the **Moeraki Boulders**, these giant stones, up to 2 m across and weighing hundreds of kilograms each, are on Koekohe Beach on the east coast of New Zealand's South Island. According to Maori legend, hundreds of years ago, the Kahui Tipua people were sailing in a canoe called Arai Te Uru. On their way back, the things they were carrying in the canoe washed up on the shore during a terrible storm and formed the huge boulders. Scientists, however, believe they were created from mud from nearby cliffs which became hard over time due to the waves washing over them. Today, there are about 50 boulders of different sizes, although photographs from the 19th century show that there used to be even more boulders before a lot of people took them as souvenirs. They are now under legal protection so people cannot remove, damage or graffiti them. The boulders are easy to get to – you can walk along the beach to see them close up or stand on a platform and admire the view from above.

The **Puerto Princesa Subterranean River National Park** in the south-western Philippines on the coast of Palawan is the world's longest navigable underground river. It flows 8.2 km through an underground cave to the South China Sea. Once inside, you will discover the world's largest cave with lots of incredible natural formations. There are guided boat trips which take you about 4.3 km along the river. The trip takes about an hour. To travel the remaining distance, special permission is required. The cave complex still holds a lot of mysteries for geologists, cave researchers and explorers. Only recently, researchers discovered that the river has a second floor where there are waterfalls inside the cave. The park surrounding it is a UNESCO World Heritage Site, and in 2011, it became one of the New Seven Wonders of the World. It is home to over 800 plant species, 165 types of bird, 30 species of mammal, 19 different varieties of reptile and nine different species of bat.



Grammar and vocabulary

5 Complete the text with one word in each gap.

Login Search

Woven City



By 2050, 68% of the world's population will [1]_____ living in urban areas. Creating sustainable cities, where the majority of the world's population will live, is very important. The demand [2]_____ buildings to be constructed with sustainable materials and to have more public green spaces is only going to increase. [3]_____ something is done soon, cities will continue to grow at a rate that is destructive to the surrounding natural environment and the problem will only get worse.

In Japan, the car manufacturer Toyota is trying to address some of those issues now. Construction [4]_____ recently begun to build a 'smart' city – Woven City – just outside Tokyo, near Mount Fuji. This 175-acre urban development will be a clean energy city and offer a fully connected eco-system. The Danish architect Bjarke Ingels, who has a very good understanding [5]_____ how climate change affects urban planning, has designed the city with affordable housing, walkable streets and a [6]_____ deal of community spaces where people can rest or socialize. Initially, only 2,000 people [7]_____ live there. Residents and researchers will be testing new technologies like Artificial Intelligence (AI) for use in homes and other areas of life. In [8]_____ there are any doubts about the project, videos showing how it will look can be found online. [9]_____ the time Woven City is completed, Toyota are confident other businesses will [10]_____ joined them in planning a more worthwhile urban future.

Writing

6 Write an article for a travel magazine about a place you have visited. Include this information:

- your first impression of the place.
- a past event or legend related to it.
- your opinion of it.
- a recommendation.

Exam Insight 1 › Workbook › page 88

3 For what it's worth

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the photos in the article. Which of the adjectives below would you use to describe the rooms? Which room do you prefer?

■ appealing ■ bland ■ boring ■ calm ■ comfortable ■ creative ■ depressing ■ fascinating ■ lived in ■ messy ■ stressful

2 Read the article. Which adjectives from exercise 1 does the writer use? Which room do they prefer?

Strategy Detecting purpose and point of view

When you read a non-fiction text, think carefully about the writer's purpose and point of view.

- Decide on the main purpose. Is it to inform and teach (are there facts and quotes)? Or is it to persuade and influence? It may be trying to do several things.
- Decide on the writer's point of view. Is the language neutral or does it praise or criticize?

3 Read the strategy. What is the author's purpose?

a to inform the reader about a new social media trend
b to tell the reader how to create a minimalist home
c to defend and explain the ideas behind Cluttercore

4 Look at the underlined sentences in the article. What do the words in italics tell you about the author's point of view?

5 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Fifty years ago, people threw away less, so had more stuff in their homes.
2 Cluttercore is a trend that encourages us to buy things we don't really need.
3 People who like Cluttercore don't throw anything away.
4 According to the writer, minimalism makes it difficult to express individuality.
5 The writer says that Cluttercore is more wasteful than minimalism.
6 According to the writer, objects have more than just material value.

6 REACT The writer says, 'One person's treasure is another person's trash.' Can you explain what this means? What do you think makes something worth keeping?

V Insight Word analysis

7 Study the highlighted words in the article and match them to their synonyms. Check any words you do not know in a dictionary and write any common collocations.

1 loads of: _____, _____, _____, _____
2 things: _____, _____, _____, _____, _____
3 rubbish: _____, _____, _____
4 throw out: _____, _____, _____



It's just stuff

Katie Deardorff explores #cluttercore, our obsession with stuff and asks, 'Is it such a bad thing?'

It's a Saturday morning in July and the flea market* in Brooklyn, New York, is bustling. People are looking through heaps of second-hand clothing and stacks of dusty old books. There are antique dressers, with all sorts of objects on top of them – from hats and handbags to paintings and purses – and there are vintage comics **spread out** across a table nearby, alongside piles of old pots and pans. It's a colourful and lively scene.

Looking at the mountains of stuff for sale at the flea market, it's totally believable that the average American home has over 300,000 items and that people throw out twice as many things as they did 50 years ago. Maybe these statistics are inevitable; after all, our consumer culture encourages us to buy as much as possible, adverts persuade us to shop for products that we may not need, then popular trends like minimalism tell us to throw them all away. *Fortunately*, a new trend on social media is getting us to think twice before we **clear out** our stuff. It's called Cluttercore and it's the opposite of minimalism – it's all about keeping the possessions that we love, but not in a messy, chaotic way.





Cluttercore homes are full of people's possessions, but it is usually stuff that is meaningful or useful – like old furniture that belonged to grandparents, a plant pot that has become a pencil holder or a chair that has been **worn out** and is now reused as a place to put books. In Cluttercore homes, almost all of the walls and surfaces are covered with clutter, but they look comfortable and lived in, not messy.

Some people might describe Cluttercore as hoarding, but its fans would disagree. They choose their belongings very *carefully*, displaying those which are loved and are important to them. However, they are not afraid to get rid of objects that have little personal value. The things on display make people feel 'at home' and might remind them of places they have visited or people they have met. Each object has a story to tell.

Recently, Cluttercore has become more popular. On TikTok, some videos have had millions of views, and thousands of posts have been liked on Instagram. It's a challenge to minimalism and offers people a different vision of what a home should be. For minimalists, Cluttercore rooms have far too much junk, which takes up space and makes a place difficult to live in. However, according to people who like Cluttercore, if you bin all your things, your room will look the same as any other minimalist room – *bland* and boring. Cluttercore, they say, is far more inclusive: each space is different and *any* type of decor is OK. 'My room might be dusty and crowded,' explains Jude, a Cluttercore Instagrammer, 'but it shows you who I am.'

Cluttercore is also environmentally friendly – things are often kept and reused rather than going to landfill. And as well as **helping out** the environment, recycling stuff can save us money, too. But there are other reasons to like Cluttercore: firstly, it allows us to hold on to objects which have sentimental value and are difficult to bin. Secondly, it can be less stressful than a minimalist approach; **sorting out** your belongings into colour-coded piles and **throwing** things **out**, just like any change in our lives, can be upsetting. Many people prefer to leave things as they are and keep the things they own. Cluttercore encourages us to love and to use what we already have rather than *simply* getting rid of it.

In the end, no one size fits all – one person's treasure can be another person's trash! And while one person may be happy to **opt out** of consumerism, bin all their stuff and live in an almost empty room, another person may feel comfortable with all their belongings around them. Cluttercore embraces and appreciates the stuff in our lives. 'Every object has a story – it's a part of my life,' adds Jude. 'I wouldn't know how to live without all my stuff.' I have to agree. In the end, our 'stuff' is the story of us.

Glossary
* flea market = an outdoor market that sells second-hand things at low prices

8 Look at the photo. Use the words in exercise 7 to describe it.



Insight Phrasal verbs with *out*

9 Study the phrasal verbs in bold in the article. Match them to the meanings of *out*.

a choosing or ordering
sort out
b removing
c becoming useless
d uncontained
e stopping being involved
f offering support

10 Complete the text with the correct form of the phrasal verbs below. Then match them to meanings a–f in exercise 9.

■ drop out of ■ pick out ■ reach out to ■ run out of ■ spill out of ■ take out

Celebrity rooms on video calls

Recently, everyone, from classmates to celebrities, has been communicating via video calls, and often from their homes. Famous people have used these calls to [1]_____ their fans, to give them an insight into their everyday lives. Their homes are sometimes minimalist, but not because they have [2]_____ space. Often it's a lifestyle choice – perhaps they decided to [3]_____ consumer culture. However, the few items on display are usually very expensive! On other occasions, a celebrity might do an interview in front of a bookcase, full of books and souvenirs that have been carefully [4]_____ beforehand.

But not everyone is comfortable sharing their home environment. Some people prefer to use blurred backgrounds or computer-generated images. Maybe it's to hide the clothes [5]_____ the wardrobe in the bedroom or the bag of rubbish in the kitchen that they forgot to [6]_____. Not everyone is comfortable sharing: personal space is private space, after all.

11 **TASK** Work in pairs. Think about an object in your room that you would not throw away and describe it to your partner. What's the story behind it? Why is it important to you?

Vocabulary extra › British vs American English › page 43

Assess your progress Workbook page 27

Grammar Articles

1 **WHAT DO YOU THINK?** Work in pairs. What things do you think people leave behind on holiday? Agree on a list of the three most forgotten items.

2 3.1 Listen to a podcast and compare your ideas from exercise 1. What other items are mentioned?

3 3.1 Complete the sentences about the podcast with one word. Then listen again and check.

1 People have left _____, false teeth and even X-rays!
2 The rich forget things like Bugatti car keys or expensive _____.
3 Perhaps the strangest item ever forgotten was found in a hotel in _____.
4 Cristina Fernandes is a housekeeper in a hotel in the _____ area of the Algarve.
5 She usually cleans around _____ rooms a day.
6 One day, she came across a fish in the _____. The fish was a fully grown _____!
7 Luckily, the animal survived and the hotel returned it to its natural _____.
8 What causes this _____ of forgetfulness?

4 **REACT** Discuss the questions.

1 What surprised you most about the things people have left behind?
2 Have you ever left anything behind on holiday? What was it? How did you feel? What did you do?

Grammar Insight

5 Read the sentences in exercise 3 again. Match them to rules a–h.

We use *a* / *an*:
a when we say what someone's job is.
b to mean *each* or *per*.

We use *the*:
c to talk about a person or thing that we have mentioned before.
d when it is obvious what we are talking about.
e when there is only one person or thing (for example, the sun) or with superlatives.
f with adjectives referring to a group of people who share a characteristic.

We use no article:
g when we talk about something in general or before general plural nouns.
h with abstract nouns.

Further reference and practice › Workbook › page 112



6 Choose the correct words.

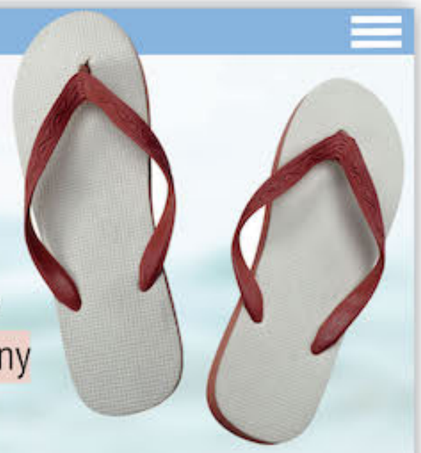
Olivia is [1]**a** / **the** / – flight attendant. She usually works on three flights [2]**a** / **the** / – day and has found some interesting and unusual things. One of the jobs for [3]**a** / **the** / – flight attendants is to check all the overhead lockers and seats, including the pockets, after [4]**a** / **the** / – passengers have got off the plane. [5]A / **The** / – most common items left behind after [6]**a** / **the** / – flight are clothing, especially [7]**a** / **the** / – jackets and sweaters. [8]A / **The** / – passports are very common, too – passengers often put them in the seat pocket and then forget all about them! Fortunately, [9]**a** / **the** / – people usually notice they've forgotten something quite quickly and their lost belongings are returned safely to them. So next time you're leaving [10]**a** / **the** / – plane, check you've got all your belongings with you!



Grammar Determiners

7 Read the text. Who are the trash heroes? What do they do?

Trash heroes



The beaches in southern Thailand are busier than usual on Wednesdays. Almost all of the people here are members of an environmental group called Trash Hero Pattani. Their aim is to clean up much of the coastline. A lot of the rubbish they find is made of plastic or rubber. In only three months, the volunteers collect more than 80 tons of rubbish and many of the items they collect are old shoes or footwear, including a lot of flip-flops – about 100,000 pairs of them!

A few years ago, Dr Nattapong Nithi-Uthai, Professor at Prince of Songkhla University at Pattani, had a good idea. He contacted the group and asked for the flip-flops. He then founded a company called Tlejourn, whose aim was to use the ocean rubbish and turn it into something new. There were far too many flip-flops for Dr Nithi-Uthai to keep in his house, so he stored them in his garden. Few people believed he would manage to upcycle rubber, but he contacted some local people and after a little training, they quickly learned how to do it. They all earn some money for their work, so it's win-win! Hardly any of the rubbish is wasted as it is made into something else. Almost none of the rubbish is recognizable as it's turned into upcycled sandals, shoes or flip-flops. There are also several pairs of upcycled designer slippers!

Some people think collecting the rubbish from the beaches makes little difference. Dr Nithi-Uthai disagrees. He knows there's far too much pollution everywhere, so whatever the trash heroes are doing in Thailand, he feels it's better than doing nothing.

Grammar Insight

8 Study the highlighted determiners in the text and put them into the correct part of the table.

Uncountable nouns	Plural countable nouns	Both
_____, _____, _____, _____	_____, _____, _____, _____, _____	hardly any, some, a lot of, (almost) no / none, (almost) all

Further reference and practice › Workbook › page 112

9 Replace the words in italics with *not much* / *not many* or *some*.

1 It was raining, so *few* volunteers turned up to help clean the beach.
2 They need *a few* flip-flops to make a new pair of shoes.
3 There is *little* rubbish on the beach at the moment. It looks really clean.
4 Last week, the people needed *a little* help to make all the upcycled shoes.

10 **TASK** Choose the correct words. Then work in pairs and discuss the opinion. Do you agree or disagree with it? Why?

'We can recycle **much** / **almost all** of the products we buy, which is great, but we all buy **too much** / **too many** things. What **few** / **a few** people realize is that it's not about recycling; it's about reducing consumption.'

Assess your progress
Workbook page 27

Listening, vocabulary and speaking



Listening and vocabulary



1 WHAT DO YOU THINK? Look at the photos and discuss the questions.

1 What are these sculptures?
2 Do you recognize any of the people in them?
3 What materials do you think have been used to make them?

2 3.2 Listen to a radio interview and check your ideas from exercise 1.

3 3.2 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Joe Rush worked on Mount Recyclemore by himself.
2 Each head was made from the same materials.
3 The presenter finds Rush's sculpture work impressive.
4 The main aim of the sculpture was to show how electronic goods can be made into beautiful art.
5 Ella thinks that e-waste is the manufacturers' problem.
6 Artists have used rubbish to highlight environmental problems since the early 20th century.
7 It's very clear that environmental art can help us to change our habits.

4 REACT Work in groups and discuss the questions.

1 What do you do with gadgets you don't want or can't use any more?
2 Do you know of any other recycled pieces of art or sculpture? Who made them? What are they made of?
3 Do you have any items in your home that are made from recycled objects? What are they? What materials are they made from?

V Insight Adjectives describing objects

5 Study phrases 1–10 from the interview. Then match the highlighted adjectives to categories a–i below.

1 Seven huge heads made from old scrap metal, ...
2 ... faces created from dated, decaying plastic keyboards, flat green circuit boards ....
3 ... rusty aluminium computer parts.
4 A controversial British artist and sculptor, Joe Rush, ...
5 ... it's an enormous towering sculpture ....
6 ... discarded electronic waste.
7 Each broad head is made of about 20,000 pieces of e-waste.
8 ... a colossal sculpture of four historic American presidents ....
9 ... all sorts of e-waste, from tangled copper wire to smooth plastic mobile phone parts.
10 huge winding black clouds of smoke ....

a type or purpose
b material
c size
d age
e colour
f origin or nationality
g shape
h opinion
i other qualities

6 Match the adjectives below to categories a–i in exercise 5. Use a dictionary to help you. Then put the categories in the order they appear before a noun, depending on which type of adjective comes first.

■ abstract ■ antique ■ bronze ■ ceramic ■ circular ■ colourful ■ contemporary ■ cooking ■ delicate ■ interesting ■ paper ■ stunning ■ tiny ■ troubling ■ Turkish ■ witty ■ wooden

7 Complete the sentences with the adjectives in brackets in the correct order.

1 There are a lot of _____ statues on the beach. (bronze, controversial)
2 Are those _____ pots for sale? (wooden, antique, cooking)
3 Anja Markiewicz makes _____ models of flowers and animals. (paper, delicate, tiny)
4 There is a(n) _____ mural on the side of that house. (abstract, circular, stunning)
5 Who is responsible for the _____ graffiti on that building? (colourful, witty)
6 The museum has a collection of _____ tiles. (ceramic, beautiful, Turkish)

8 TASK Work in small groups and discuss the questions.

1 Has Mount Recyclemore changed your views? If so, in what way? If not, why not?
2 In what ways can environmental art influence us? Do you think it's effective?
3 Whose responsibility is it to reduce e-waste? How can you help?

Speaking Making, approving and rejecting suggestions

9 Work in pairs. Look at the photos. Which country do you associate with these objects?

A 

B 

C 

D 

10 3.3 Listen to a discussion between three students and check your ideas from exercise 9. What objects do they mention?

11 3.3 Listen again and complete the phrases. Then complete A–D with the headings below.

■ Approving suggestions ■ Making suggestions ■ Rejecting suggestions ■ Stating aims

A _____	**B** _____
Our main [1]_____ is to	We could have something to do with ....
One of our main goals involves	We [2]_____ want to have ... as well.
	How about having ... ?
C _____	**D** _____
That [3]_____ like a really good idea.	I'm not [6]_____ this is the right place.
That [4]_____ be the best place for them.	Maybe, although .... Don't you [7]_____?
OK, you've [5]_____ me!	Perhaps we should think again.

12 Match the phrases below to categories A–D in exercise 11.

■ I don't think that's the best choice. ■ I think that's an excellent point. ■ Let's look at ....
■ That might be the solution. ■ The aim is to concentrate on .... ■ We could focus more on ....
■ We're not going to see eye to eye on this one! ■ Well, I'm not convinced.

13 3.4 Complete the dialogue with phrases from exercises 11 and 12. Then listen and check.

Lara [1]_____ some clogs to represent culture? They're part of our regional identity.
Hans That's true. We [2]_____ from our culture, but hardly anyone wears clogs these days.
Lara Still, they represent tradition – our past. Surely, that's important.
Hans Well, [3]_____. I think [4]_____ things that are relevant now, isn't it? A football would be a good object to display. After all, we have two of the best football teams in the country near us.
Lara [5]_____. There's nothing cultural about football!
Hans Or maybe something to do with the famous cheese from this region?
Lara I don't think we'd want cheese in the museum. It might not smell great!
Hans What about some cheese-making equipment or tools then? [6]_____.
Lara Sorry, but I still think clogs are more important.
Hans Well, I can tell [7]_____! [8]_____ history instead.

GS Global skills Backing up a point with examples

When you are making a point, it's a good idea to back it up with an example. This shows you have taken time to think about your ideas. Use phrases like *for example* and *like*.

14 Can you think of other ways to give examples in English?

15 **TASK** Work in pairs. Choose three objects to display at a museum exhibition about your local community: one for the environment, one for culture and one for history. Think about:

- the purpose of the objects: what do they tell us about everyday life?
- their story: do they relate to an important past, present or future event?
- their appearance: are they interesting to look at?

Assess your progress Workbook page 27

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the photos in the article and discuss the questions.

1 What type of objects are they? Can you describe them?
2 Where are they from? What are they made of? What were they used for?

2 Read the article and check your ideas.

3 Read the article again. Match paragraphs A–F to summaries 1–6.

1 examining the reasons why important cultural and historical artefacts have not been returned
2 describing a highly developed and sophisticated civilization
3 introducing an example of the issue and asking for the reader's reaction
4 describing a scene from popular culture to introduce the main issue in the article
5 explaining why a civilization suddenly came to an end
6 describing where we can find these artefacts now

GS Global skills Culture

4 Discuss the questions.

1 What can we learn from museums? What responsibilities do museums have?
2 Should museums return artefacts to the countries they came from?

V Insight Compound adjectives

5 Study the highlighted compound adjectives in the article. Match them to categories a–b.

a adjective / adverb + present / past participle, e.g. *well-earned*
b noun + present / past participle, e.g. *thought-provoking*

6 Complete the sentences with highlighted compound adjectives in the article. Sometimes more than one answer is possible.

1 The exhibition has some African exhibits that have been displayed in museums around the world. It is a _____ display with artefacts from many different times and places.
2 The museum is _____; many archaeologists have studied its collections.
3 The exhibits are all _____ – it took hours of manual labour to complete them.
4 The story behind the objects is _____ – it makes you think about history in a different way.
5 *Black Panther* is an excellent film; it won three _____ Oscars.
6 The special effects in the film are _____ – very impressive.
7 There was a _____ discussion that went on for some time about where to display the artefacts.

7 Describe an exhibition or museum you have attended using the compound adjectives in exercise 6.



The story of the Benin Bronzes

A In the Hollywood movie *Black Panther*, there is a thought-provoking scene where one of the characters, Erik 'Killmonger' Stevens, is in a museum in London, admiring a handmade African artefact. The museum director starts to tell him about its history, and how it was taken by British soldiers from Benin in Africa. Killmonger corrects her – it's from Wakanda (a fictional African country), and Wakanda wants it back. The director explains it is not for sale and that the museum won't let it go. Killmonger asks: 'How do you think your ancestors got these? Do you think they paid a fair price? Or did they take it ... like they took everything else?' Killmonger then steals the object back from the museum.

B Imagine having national treasures from your country kept permanently in another country. Wouldn't it be right to try and get them back? The museum in *Black Panther* is similar to the British Museum, and the reference to Benin reminds us of the well-known Benin Bronzes displayed there. Like the museum in the film, the British Museum has refused to give the artefacts back – in this case, to Nigeria. It is not the only one. Nowadays, an incredible 90% of African cultural artefacts are on display or stored in European museums. The Benin bronzes are just one example. Let's look at the story behind them.

C In the 1400s, the Kingdom of Benin was wealthy and successful. The Edo people who lived there had a highly respected ruler called an 'Oba', and generations of Obas built beautiful palaces, decorated with thousands of breathtaking objects made of brass, ivory and bronze. As the kingdom grew, so did its influence, and it started trading with merchants from Europe. These merchants remembered seeing 'many palaces' with galleries that had 'shining metal plaques or tablets' showing scenes from the kingdom's history.



D However, despite its success, by the 1800s, the Kingdom of Benin was threatened by European colonial powers who were expanding into Africa. Britain was keen to control the kingdom because of its palm oil and rubber, and in 1897, a group of British officials tried to visit the Oba to get him to trade. Unfortunately, they were attacked and killed. Britain punished the Edo people by destroying Benin city, but before the soldiers burned the city down, they took around 4,000 artefacts. Britain needed to pay for the cost of the expedition, so they sold these artefacts to museums and private collectors all over the world.

E Today, the Benin bronzes are in museums in Germany, France, Austria, the United States and the United Kingdom. None of them are in Nigeria. No one can make the museums give back the artefacts, but in March 2000, Benin's royal family requested that 'all cultural property illegally taken ... be returned to the rightful owner'. So far, France and Germany have started to return the looted* objects, but the British Museum has not. Instead, it has suggested loaning the pieces to Nigeria, so the never-ending arguments about the bronzes continue.

F Why hasn't the museum given them back? The answer is partly to do with a law called the British Museum Act, which states that British museums cannot give back artefacts. It's also because the British Museum has a well-earned reputation as 'a library of the world', telling a wide-ranging global story that illustrates two million years of human history. This broad-minded approach shows how events that happened at different times and in different places were connected. However, although six million people visit the museum every year, many people in Nigeria will never see the bronzes because they can't afford to travel to London. Recently, the British Museum has agreed to send the Benin Bronzes to the new Royal Museum in Nigeria. After the exhibition, the Royal Museum has to return the bronzes to London, but should it? What do you think?

Glossary
* looted = stolen after a riot, fire, etc.

Grammar Verb patterns

Grammar Insight

8 Study the underlined verbs in the article. Then match the verbs in 1–6 below to the patterns that follow them, a–f.

1 get, encourage
2 imagine, consider, suggest, recommend
3 afford, need, agree, promise
4 try, go on, remember, forget, stop, regret
5 start, begin, like, prefer
6 let, make

a + *-ing*
b + object + infinitive with *to*
c + object + infinitive without *to*
d + infinitive with *to*
e + *-ing* or infinitive with *to* with a change in meaning
f + *-ing* or infinitive with *to* with no or little change in meaning

Further reference and practice › Workbook › page 113

9 Complete the text with the correct form of the verbs in brackets.

The Stolen Goods Tour

The British Museum has so many exhibits that people often prefer [1]_____ (go) on a guided tour. Many recommend [2]_____ (take) the unofficial 'Stolen Goods Tour' as it tries [3]_____ (give) an alternative view of famous artefacts. In the entrance hall, you might stop [4]_____ (look) at a Moai statue. If you do, remember [5]_____ (think) about how it was acquired: 150 years ago, the British Navy took it from Easter Island and gave it to Queen Victoria. Now imagine [6]_____ (be) a person from Easter Island and how you might feel about that. Next, go on [7]_____ (see) the Elgin Marbles. Don't forget [8]_____ (find out) how they got there. They were stolen from Greece in the 19th century and sold to the British government by Lord Elgin. Later, the guide might suggest [9]_____ (visit) the Gweagal Shield, which was taken from the Aborigines by Captain Cooke in 1770. The 'Stolen Goods Tour' is one of the most popular in the British Museum. If you are going to visit, consider [10]_____ (try) it!

10 TASK Discuss the questions.

1 Which museums would you suggest visiting in your country? Why?
2 Which is your favourite museum? Can you remember going there for the first time? What did you do or see?

Vocabulary extra › Objects in a museum › page 43

Assess your progress Workbook page 27

Planning for writing

1 Work in pairs. Look at the photo and read the advert. What do you think the connection is between the photo and the advert?



2 Read the model story on page 41 and check your ideas from exercise 1.

3 Read the model story again and answer the questions.

1 What was lost?
2 What did Freya do when she found the object?
3 How do you think the owner felt?
4 Do you think the object was returned?
5 What do you think happened next?

4 Read the strategy and answer the questions.

1 Is the story told in the first person or the third person? What effect does this have on you?
2 How does the story begin? What is the 'hook'?
3 What adjectives would you use to describe Freya's feelings in the first part of the story? Do you think she enjoys the journey to college?
4 What does Freya feel, hear and see in the story? What does this tell you about her character and feelings?
5 How does the story end? Is there a twist at the end of the story?

Strategy Telling a story

When you tell a story, think about how you are going to tell it.

- Point of view: decide if you are going to write your story in the first person or the third person.
- How to start: use a 'hook', i.e. keep back a key piece of information to keep the reader interested.
- Show, don't tell: let your reader learn about a character through what they say, see, hear and feel.
- How to end: give your ending a twist or leave your reader guessing.

5 What is the purpose of each paragraph in the model story? Complete the organization boxes with the words below.

■ a twist ■ location ■ the main character

Writing Insight Ordering events in a story

Further reference and practice › Workbook › page 113

6 Study the highlighted sentences in the model story and choose the correct words in the language boxes.

7 Rewrite the second sentence so that it has a similar meaning to the first sentence.

1 Esther worked long and hard in the restaurant and then she caught the bus home.
After _____.
2 A woman sat down beside her and then started to complain about the awful weather.
Having _____.
3 Esther quickly got off at the next stop and realized she'd picked up the wrong bag.
After _____.
4 She hurried after the departing bus and tried to get the driver's attention.
Hurrying _____.
5 She clumsily dropped the bag and something fell out.
As _____.

Lost and found

Having found it, I wasn't sure what to do with it. At first, I looked around me. Perhaps the owner wasn't far away. Realizing they'd probably gone, I slipped it into my backpack and decided to hand it in at the next stop. 'All trains to Kings Cross have been cancelled. London Transport apologizes for any inconvenience ...,' announced the station loudspeaker as everyone got off the train and struggled down the narrow passageways. 'Great,' I thought as I was pulled along by the crowd. 'I'm going to miss my first lecture.'

Later that day, after finishing lunch, I remembered the black leather box. I pulled it out of my backpack and looked at it. It was smooth and soft and had the initials WBT on the front. Feeling a little guilty, I opened it up. Inside there was soft blue velvet lining and the three separate parts of a beautiful silver flute. Just peeping out from under the lining were a few pieces of paper with some music written on them. As I stared at it, I heard a voice next to me. 'What's that, Freya?' my friend Luca asked me.

'Ah, just something I found on the tube this morning,' I said, showing him.
'It's beautiful. Why didn't you hand it in?'
'Eh, I forgot,' I said.
'Well, don't worry too much,' he laughed. 'You're in luck. There's an exhibition of unclaimed objects from the London Transport lost property office this week, including musical instruments. It's at a small museum in Stratford – not far from here. Why don't you take it along?'

Paragraph 1: introduces the lost object, the _____ and the main character with a 'hook'

Paragraph 2: develops the story and describes how _____ feels and what they do next

Paragraph 3: finishes the story with an ending or _____

Use *having* + **[1]past** / **present** participle or **[2]*after*** / ***as*** + *-ing* to describe one action that happened before another action in the past.

Use **[3]*after*** / ***as*** + past simple or a **[4]past** / **present** participle to describe an action that happened at the same time as another action.

Writing your story

Write a story about an object that you or another person lost or found.

PLAN Read the task and check you understand it.

Make notes about:

- who is telling the story.
- the object you or the person lost / found.
- what you were doing when you lost / found it.
- where you were and how you lost / found it.
- what you did, how you felt and why.
- who found it and where.
- whether it was returned to its owner.

Create a plan for your story. Organize your ideas into three paragraphs. Think about how to show what the main character thinks and feels, a 'hook' for the start, the order of events and a twist at the end.

WRITE Write a first draft of your story. Use the model story and your plan to help you.

REVIEW Check your story. Use the checklist to help you.

Have you:

- used the same point of view throughout?
- used a 'hook' to start in an interesting way?
- used different ways to order the events?
- given the ending a twist or left the reader guessing?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 27

Review 3

Vocabulary

1 Match the pairs of synonyms below.

■ belongings ■ bin ■ clutter ■ get rid of ■ heaps ■ junk ■ possessions ■ stacks

1 _____ / _____
2 _____ / _____
3 _____ / _____
4 _____ / _____

Marks ___ / 4

2 Complete the phrasal verbs in the text with the correct form of the verbs below.

■ reach ■ run ■ sort ■ spill ■ spread ■ throw

Help! My mother can't seem to [1]_____ anything out, so our house is full of junk. Whenever she starts to [2]_____ out of space in one room, she just moves to the next. In the kitchen, there are objects [3]_____ out all over the table and things also [4]_____ out of all the drawers. I have offered to help her [5]_____ out the cupboards, but she refuses to let me. I don't know how to [6]_____ out to her. What should I do?

Enter a message Send

Marks ___ / 6

3 Put the adjectives in brackets in the correct position.

1 There's a rusty old statue in the square. (bronze)
_____
2 He's a young Italian artist. (contemporary)
_____
3 They drink tea in tiny china teacups. (delicate)
_____
4 She was wearing a stunning silk outfit. (colourful)
_____
5 There is a large wooden table in the room. (circular)
_____
6 We saw a witty abstract play. (French)
_____

Marks ___ / 6

4 Complete the sentences with compound adjectives. Use the correct form of the words in brackets.

1 There is a _____ (take) view from the tower.
2 Those bags don't come out of a factory; they're _____ (make).
3 They had a _____ (range) discussion about many different topics.
4 The queue was _____ (end).
5 It's a _____ (provoke) exhibition.
6 He's a _____ (respect) artist from Spain.
7 They had a _____ (earn) break.

Marks ___ / 7

Grammar

5 Choose the correct words.

Katy Maskell Bell is [1]**an** / **the** / **–** entrepreneur. She runs LPOL, a company which makes [2]**a** / **the** / **–** quality handbags out of recycled material. [3]**A** / **The** / **–** bags are made using traditional techniques and [4]**a** / **the** / **–** finest accessories. They are ideal for [5]**a** / **the** / **–** people who want [6]**a** / **the** / **–** product that is friendly to [7]**a** / **the** / **–** environment. Prices range from £150 to £250 [8]**a** / **the** / **–** bag.

Marks ___ / 8

6 Complete the text with the words below.

■ a few ■ a little ■ almost all of ■ a lot of ■ far too many ■ few ■ little

Not-so-strange sightings

Cornwall in the south-west of England is a popular tourist destination because it has [1]_____ beaches – over 200, to be exact. Some of them are only accessible by sea, so [2]_____ people go there. But most of them are easy to reach, and on days when there is [3]_____ sunshine, they are occupied by [4]_____ people, so it's hard to find a space. However, for [5]_____ days last year, the beach at Bude was not so popular because of two strange objects that were washed ashore. The first was a large white thing that [6]_____ the residents thought was a polar bear. The second was an enormous object, which people had [7]_____ doubt was a monster. On further investigation, however, the polar bear turned out to be a dead cow and the monster was, in fact, a tree!

Marks ___ / 7

7 Complete the second sentence so that it has a similar meaning to the first sentence.

1 You should book a guided tour of the exhibition.
They recommended _____.
2 Applying sunscreen regularly is fundamental.
Remember _____.
3 They weren't allowed to take photos.
The guide didn't let _____.
4 I didn't collect stamps after I was 16.
When I was 16, I stopped _____.
5 Buying new furniture is too expensive.
I can't afford _____.
6 She became a sculptor after she went to art school.
After art school, she went on _____.
7 After watching the travel programme, we decided to visit Greece.
The travel programme inspired _____.

Marks ___ / 7

Total ___ / 45

Vocabulary extra 3

British vs American English

1 Complete the definitions with the British English words below. Then match them to their American English equivalents.

British English

■ chest of drawers ■ cooker ■ curtains ■ dustbin ■ flat ■ garden ■ lift ■ tap ■ torch ■ wardrobe

American English

■ apartment ■ closet ■ drapes ■ dresser ■ elevator ■ faucet ■ flashlight ■ stove ■ trash can ■ yard

1 A _____ is a machine used for carrying people from one floor to another.
2 A _____ is a large container outside your house where you throw things away.
3 A _____ is a set of rooms used as a home.
4 A _____ is a type of handle that you turn to let water out of a pipe.
5 A _____ is a piece of furniture with drawers that is used for storing clothes.
6 _____ are pieces of cloth that you can move to cover a window.
7 A _____ is a large piece of kitchen equipment used for making meals.
8 A _____ is a piece of land next to a house where flowers and vegetables can be grown.
9 A _____ is a cupboard where you can hang your clothes.
10 A _____ is a small light that you carry in your hand.

2 Complete the sentences with the American English words in exercise 1.

1 Shall we walk up the stairs or take the _____?
2 The kids are outside playing in the _____.
3 They live in an _____ on 42nd Street.
4 The sun's really bright today; let's close the _____.
5 When is the _____ emptied? It's starting to smell.
6 The _____ is leaking; we'd better get a plumber in.
7 Your watch is on the _____, where you left it.
8 Do you have a _____? I can't see a thing.
9 Remember: you should never leave the kitchen if there's a pan on the _____.
10 Please hang your clean clothes in your _____.

3 Use a dictionary to find the American English equivalents of the words in the table.

British English	American English
block of flats	1 _____
clothes peg	2 _____
high street	3 _____
pavement	4 _____
rubbish	5 _____
tea towel	6 _____

Objects in a museum

1 Label the photos with the words below.

■ coins ■ helmet ■ jewels ■ mask ■ mummy ■ pottery ■ sculpture ■ statue ■ tablet ■ tools ■ vase ■ weapons


1 _____

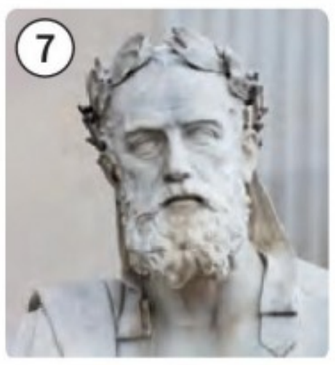

2 _____

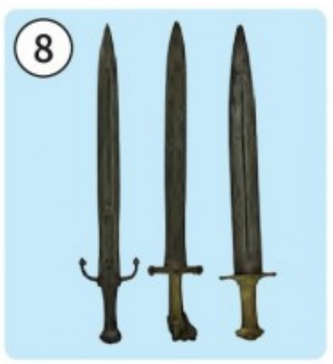

3 _____


4 _____

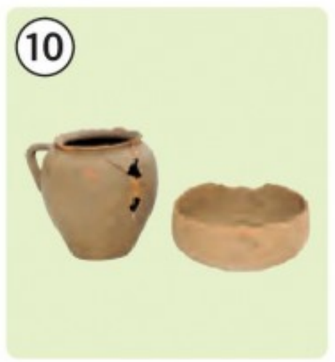

5 _____


6 _____


7 _____


8 _____


9 _____


10 _____


11 _____


12 _____

2 Match the comments made by visitors to a museum to the objects in exercise 1.

1 'You can see the veins standing out on his forehead.'
2 'Do you think they used to put flowers in it?'
3 'I guess a soldier wore it to protect his head.'
4 'They probably used them to make things.'
5 'It's huge, but I've no idea what it's supposed to be.'
6 'Which army used those, do you suppose?'
7 'They might have kept food in them.'
8 'What do you think it says?'
9 'How many different precious stones can you see?'
10 'What did they buy with them?'
11 'Do we know how old he was when he died?'
12 'Do you think the person who wore it could breathe?'

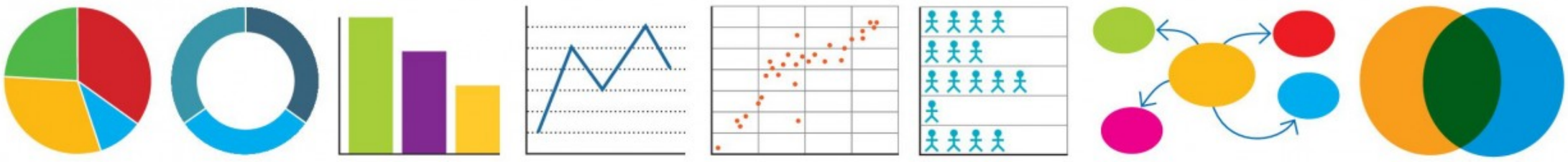
3 SPEAKING Work in pairs. Look at the photos in exercise 1. Which of the objects have you seen and where? What was your impression of them?

I saw a mummy at the Bristol Museum. It was much smaller than I expected.

Global skills Presentation skills: using data

1 WHAT DO YOU THINK? Choose three types of data from 1–4. How could you represent them in a clear and visual way in a presentation? Use the diagram types below and your own ideas.

1 the percentage of consumers who buy different brands of smartphone
2 the relationship between the amount of light a plant receives and its rate of growth
3 the different methods of transport that students in your class use to get to school
4 how the world's population has changed since 1980



pie chart | donut chart | bar chart | line graph | scatter graph | pictogram | mind/concept map | Venn diagram

2 Read the texts. Match questions a–f to answers 1–6.

a How can I create different types of diagram digitally?
b How should I display data on presentation slides?
c What is data visualization?
d How do I decide what type of data visualization to use?
e How should I evaluate the data in other people's presentations?
f How should I refer to data during a presentation?



Home – Online learning – Articles – Login – Join

DATA VISUALIZATION: frequently asked questions

1

Data visualization (sometimes known as 'data viz') is a way of representing complex information in a visual way so that people can make sense of it quickly and easily. It can take various forms, from graphs and charts to diagrams and maps. Data visualization is especially useful in presentations because it enables speakers to provide specific evidence and examples to support their points in a clear and concise way.

2

The first step is to consider what type of data you have as this will determine the type of diagram that you can use. For instance, is it qualitative data (data that can only be written in words) or is it quantitative (in the form of numbers)? Do you want to represent proportions, the relationship between two variables or how something has increased or decreased over time? If there's more than one possible diagram type to represent your data, which is clearest?

3

Creating effective diagrams on a computer, tablet or phone involves a combination of design, digital and often mathematical skills. Fortunately, there are many apps, websites and programs available to help with this.

4

If you include diagrams on your presentation slides, they should be clear and easy to understand. Keep them simple and use colour to make key information or patterns stand out. Give your diagram a title, making sure that this and all other text labels are easy to read. Remember also to include the source of your data.

5

Even if your slides are clear, you'll still need to help your audience understand what they're looking at. Explain what the diagram shows and how this is relevant to your story or argument. You'll also need to be selective. Instead of describing everything that the diagram shows, just focus on the key points.

6

Although data visualization helps speakers support their points with evidence, it can also be misleading. For example, the information might not be from a reliable source or the speakers might deliberately ignore statistics that don't support their point. When we watch presentations, we always need to ask ourselves critical questions about the information and how it is used:

- Is it from a recent and reliable source?
- What kind of sample is it based on? For example, if it's a survey of people, how many people took part?
- Is the speaker describing the chart in a fair and balanced way?

LEARNING OBJECTIVES

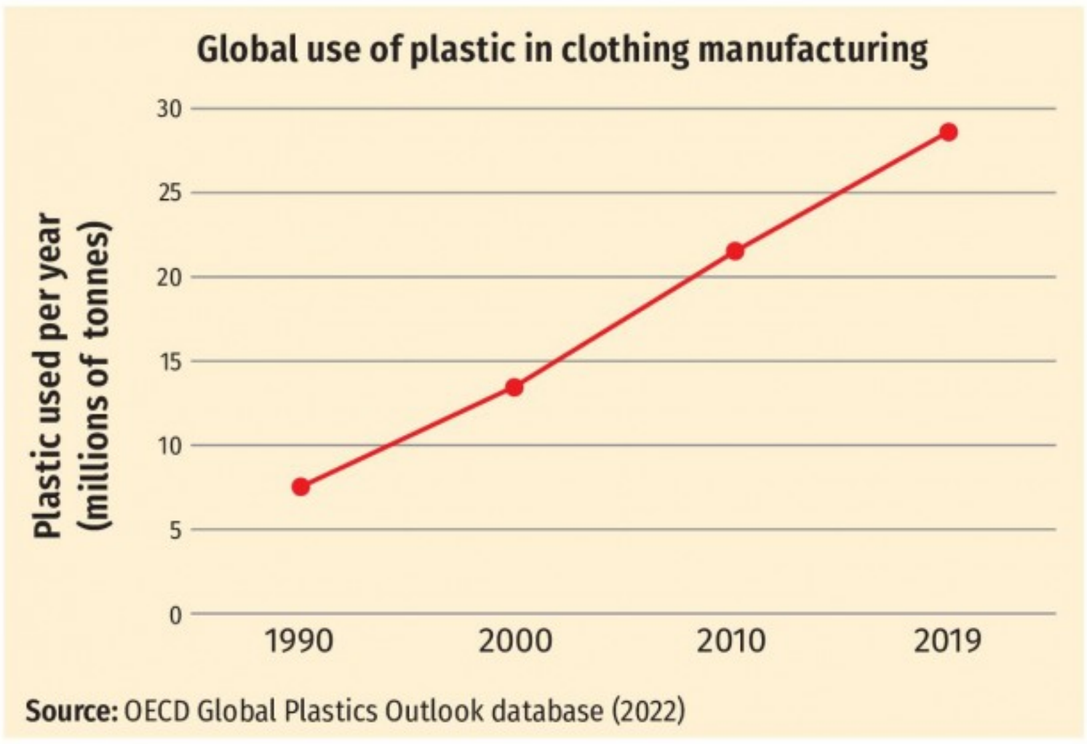
Identify appropriate ways of visualizing different types of data

Evaluate the way that speakers refer to and interpret data

Use data to support key points in a presentation

GS

3 Look at the line graph below. What does it show? Does it indicate good or bad news for the planet? Why?



Source: OECD Global Plastics Outlook database (2022)

4 3.5 Work in pairs. Listen to part of a presentation and discuss the questions.

1 Is it clear where the data is from and does the source seem to be reliable?
2 Does the speaker help the audience understand what they're looking at and how it relates to their main point?
3 Does the speaker go into an appropriate amount of detail about the data (not too much or too little)?
4 Does the speaker interpret the data in a way that is fair and balanced?

5 3.5 Look at these extracts from the presentation. Try to remember or guess the missing words. Then listen again and check.

1 So how much plastic are we using to make clothing? Well, let's t_____ a l_____ at some data.
2 The f_____ in this line graph are t_____ from data published in 2022 by the OECD.
3 The vertical axis r_____ the total amount of plastic that was used to make clothing each year, m_____ in millions of tonnes.
4 A_____ you c_____ s_____, in 1990, 7.2 million tonnes of plastic were used.
5 So the chart shows a clear t_____ and i_____ that we're now using about four times more plastic to make clothes than we were 30 years ago.

6 PROJECT Work in groups. Follow the instructions to create a 5–10-minute presentation. Use data to support your points and create slides to represent your data visually.

1 Choose a topic for your presentation. You can use one of the topics below or your own idea.

- gender equality in the workplace
- online learning
- the effect of climate change on tiger populations
- the exploration of Mars
- TV viewing habits

2 Do some research to find reliable data for your presentation and decide what your main points will be.
3 Prepare your presentation and your slides. Think carefully about the type of data you need to represent, the most suitable diagram type(s) to use and the best application or software to create it.
4 Give your presentation to the class. After you watch other groups' presentations, give them feedback. Use the table to help you.

Evaluating the use of data in presentations

	Yes ☺	Partly 😐	No ☹	Comments
Were the diagrams clear, well designed and easy to read?				
Did the speaker(s) present the data clearly and explain why it was relevant?				
Was there an appropriate amount of detail about the data?				
Was the data from a reliable source and did they make the source clear?				
Did they use the data in a fair and balanced way?				

Assess your progress Workbook page 104

Video Using data in presentations



Watch the video to find out how **Aimee** and **Ruaridh** help **Gracie** and **Harry** prepare for their presentation.

4 Body and soul

Reading and vocabulary

1 WHAT DO YOU THINK? Read the pairs of opposite opinions. Which opinion in each pair do you agree with? Give reasons for your answers.

1 **a** It's dangerous to play around with human genes. We don't know enough about the long-term effects.
b Unless we experiment with genetic engineering on humans, animals and plants, we won't progress.

2 **a** Genetically engineering children so they have no imperfections is the next step in human evolution.
b Deafness isn't a disability. Using sign language means that you're a member of a linguistic and cultural minority.

2 Read the first sentence in each paragraph of the article. What do you think it will be about? Skim the paragraphs and underline the key words.

3 Read the article and match the information (1–6) to the paragraph where it is mentioned. Use the key words from exercise 2 to help you.

1 When scientists were first able to modify the human genome.
2 Genes don't tell us what people are capable of.
3 How genetic engineering can cause illness.
4 Genetic conditions are part of our identity.
5 How genetic engineering can help people.
6 How genetic engineering could cause inequality.

4 REACT According to the article, what are the pros and cons of genetic engineering? Can you think of any others?

V Insight Verbs and nouns with the same form

5 Study the highlighted words in the article. Then complete each pair of sentences with one of the words. What is the difference in meaning?

1 **a** Spending hours sitting in front of a computer _____ is not good for your health.
b Doctors want to _____ children for a gene which could result in blindness.

2 **a** Leonardo da Vinci had an amazing _____. He saw things in a different way from other people.
b I don't _____ if we watch the documentary about CRISPR. It's an interesting subject.

3 **a** Genetic engineering could treat some diseases, but it could also _____ others.
b If you want to support a good _____, donate money to medical research.

4 **a** There could be a(n) _____ in attitudes to genetic engineering if it is able to prevent cancer.
b I want to put my desk under the window. Can you help me _____ it?

5 **a** More and more girls are studying STEM subjects, and many are interested in working as a(n) _____.
b Scientists can _____ the gene so that it provides an immune response to the virus.



A In his final book, *Brief Answers to the Big Questions*, Professor Stephen Hawking talks about the threat of the misuse of genetic engineering. The famous physicist imagines a world where wealthy people use the science to engineer and 'improve' their abilities, creating a race of superhumans, who have more intelligence, more resistance to disease, and who live longer lives. 'Once such superhumans appear, there will be significant political problems with "unimproved humans" who won't be able to compete,' he predicts. 'Presumably, they will die out or become unimportant.' Hawking offers us a frightening vision of the future. But are his fears justified, and should we be worried?

B To answer this question, we need to go back to the year 2000, when a team of international scientists working on the Human Genome Project created the first complete map of human genes. This map helped experts understand how genes make people, and how one small change in our genetic code* can cause disease. The next challenge for scientists was to work out how to repair this genetic code. They did this in 2012, when they developed CRISPR, which was a way to get rid of any genes that might cause problems. It was early days, but in theory at least, CRISPR could treat any disease, from arthritis to Alzheimer's, by removing or replacing part of our genetic code.

Glossary
* genetic code = the arrangement of genes that controls how each living thing develops
* embryos = animals in the early stages of development before birth
* defect = a fault in somebody or something

Unnatural selection

C Since then, scientists have started to treat people using CRISPR, from trying to restore partial sight in blind children to treating loss of motor functions in people with a disability; it's also been used to treat blood diseases, such as sickle cell anaemia. This ability of genetic engineering to improve people's lives is positive and exciting. However, there is also the worry that this knowledge could be misused in the way that Hawking predicts. In the wrong hands, genetic engineering could be used to create superhumans. Back in Hawking's dystopian future, wealthy parents could 'play God': as well as rejecting embryos* with genetic conditions, such as deafness, short-sightedness or baldness, they could also dictate their children's eye and hair colour, their height and physique. They could make their children smarter, faster and stronger, and could even edit out behaviours such as depression, aggression or addiction. The result would be designer babies with no so-called imperfections.

D In addition to this, there are other drawbacks to bear in mind. Genes have many functions which are not completely understood and engineering them can have unpredictable or even dangerous consequences: healthy genes could be removed by accident, which could result in mutations and cause diseases such as cancer. A recent study analysed data from early gene-editing treatments and found that 16% had accidental mutations. It's a risky business which could have unexpected outcomes.

E What's more, the idea of good genes and bad genes is potentially dangerous. Around one billion people, or 15% of the world's population, are considered 'disabled', and in the USA, for example, 10% of adults have a genetic condition. We can already screen and reject embryos with genetic problems, but is it ethical to entirely erase them? Maybe there needs to be a shift in attitude to how we define 'disease'. 'I was born with cystic fibrosis,' says one person, 'and I have learned to live with it – it's not a defect*; it's just part of who I am.'

F Perhaps it could be argued that it's only natural to want the best for our children, and that genetic engineering is evolution and not that different from natural selection. However, Hawking himself had a genetic disease. If his genetic code had been edited or his embryo rejected, we might have lost one of the most brilliant scientific minds of all time. Ultimately, being 'better' at a genetic level doesn't mean you're a better person, that you will have a better life or that you will contribute more to society. Maybe it's safer to celebrate and support diversity rather than trying to edit it out.

Insight Noun suffixes: *-ness*, *-ity*, *-ion*

6 **Complete the text with the noun form of the adjectives in brackets.**

The question is …

You may be affected by autism, [1]_____ (bald) or other conditions, such as blindness, but it won't stop you achieving great things.

- Experts believe that Leonardo da Vinci had the so-called learning [2]_____ (disabled) dyslexia because he used incorrect spellings and often wrote backwards. He also may have had attention 'disorder' as many of his projects were unfinished. However, this didn't stop him from creating one of the most famous paintings in the world: the *Mona Lisa*.
- British composer Ralph Vaughan Williams lived with [3]_____ (depressed) after completing military service in the First World War. He also developed [4]_____ (deaf) in his later years, after damaging his hearing during the war. But he still composed beautiful music, and his music is still popular today.
- Vincent van Gogh is famous for his unpredictable behaviour, his [5]_____ (aggressive) and his [6]_____ (addictive) to the drugs that he took for his illness. But his painting of Dr Paul Gachet, who took care of him in his final years, sold for an amazing $82.5 million.
- El Greco often painted elongated figures. Some art historians believe this could be due to [7]_____ (short-sighted). But because of his vision, his paintings are unique and are exhibited in museums around the world.

The question is: would these people have achieved so much without these so-called [8]_____ (imperfect)?

7 **Put the nouns you created for exercise 6 into the correct column.**

-ion	*-ness*	*-ity*

8 **TASK** **Imagine that before you were born, your parents could modify your genes and change your character. Discuss the questions.**

1 Which two things would you have liked them to change? To keep the same?
2 What things in your life would be different as a result of these changes?

Vocabulary extra › Phrases with body parts › page 57

Assess your progress Workbook page 35

Grammar *used to, get used to, be used to*

1 **WHAT DO YOU THINK?** **Work in pairs. Look at the photos and discuss the questions.**

1 What type of TV programme is being filmed?
2 What role is the actor in the first photo playing?
3 How true to life do you think her role is?





2 **4.1 Listen to an interview with an actor. Check your answers to exercise 1.**

3 **4.1 Listen again and answer the questions.**

1 Where did Ayesha use to work? Does she work there now?
2 Is Ayesha used to seeing accidents? How often does she witness them?
3 Are paramedics used to working long hours? Do they get exhausted?
4 How did Ayesha react when she saw someone in pain? Does she think she could get used to it?
5 Which adjectives does Ayesha use to describe the paramedics' job? What type of things do they have to get used to?

4 **REACT** **Work in groups and discuss the questions.**

1 Is it essential for actors to have real-life experience of the roles they play? Why / why not?
2 What programmes do you watch that accurately reflect real life?
3 Do TV writers and producers have a responsibility to accurately reflect real life? Why / why not?

Grammar Insight

5 **Study the underlined phrases in exercise 3. Match them to categories a–c below. Then answer questions 1 and 2.**

a events or states in the past that no longer happen now
b something that is part of our life and we are accustomed to
c something we are becoming accustomed to; it may have seemed strange before, but it's normal now

1 Which phrase(s) can you use to refer to the past, present or future?
2 Which phrase(s) can you only use to refer to the past?

Further reference and practice › Workbook › page 114

6 Complete the sentences with the correct form of *used to*, *get used to* or *be used to*.

1 Ayesha _____ (not) working long hours. She usually left the TV studio after lunch.
2 The job may seem difficult now, but you _____ it in a few weeks' time.
3 Dr Jenkins found it difficult to _____ not being busy all day after she retired.
4 We start work at the hospital tomorrow. Our biggest challenge will be getting up early – we _____ starting college at 10 a.m.
5 I _____ watch *Paramedics* every week, but I never watch it now. It's too predictable.
6 When we were children, we _____ climb trees, until I fell and broke my arm!

Grammar Talking about habitual behaviour

7 Read the text. Which two hospital dramas does it mention?

Is it like real life?

In 1961, the first hospital drama, *Dr. Kildare*, appeared on our TV screens. It was a huge success and was quickly followed by many others. People loved these series because they often dealt with real-life problems. [1]They also functioned as 'entertainment education' and **would often help** viewers understand how modern hospitals operated. However, there were many medical myths in these early dramas, too – [2]doctors were always portrayed as heroes and patients **rarely died**. [3]In addition, programmes **didn't use to have** many special effects, so operations were talked about rather than filmed.

[4]Nowadays, hospital dramas **are often** more believable, but there are still a few myths. For example, in the successful series *Grey's Anatomy*, doctors do everything from giving injections to performing surgery. [5]In real life, giving a patient an injection or taking their blood pressure **is always carried out** by a nurse or another specialist.

Nevertheless, millions of people still enjoy *Grey's Anatomy*, although recently some fans have started to complain. [6]'*Grey's Anatomy* **used to be** my favourite show,' commented one blogger. 'Not any more. [7]It **'s always dealing with** the same issues. [8]My housemate **will sit** watching it for hours, but not me.'



Grammar Insight

8 Study the underlined sentences in the text. Answer questions 1–3. Then complete rules a–c with *used to*, *would* or *the past simple*.

1 Which four sentences describe habits, repeated actions or states in the past?
2 Which four sentences describe habits, repeated actions or states in the present or future?
3 Which two sentences express irritation or criticism?

a We use *used to*, *would* and the past simple to talk about repeated actions and habits in the past. However, we can only use _____ and *would* if they no longer happen now.
b We cannot use _____ to talk about past states.
c We use _____ to say how long a situation went on for.

Further reference and practice › Workbook › page 114

9 Rewrite the sentences using the words in brackets.

1 Daria insists on watching *Grey's Anatomy* even though she's seen it all already. (always)
2 When I was studying to be a nurse, I always worked very long hours. (would)
3 A few years ago, I went to the cinema once a week, but I rarely go now. (used to / will)
4 A lot of medical dramas often repeat the same storylines. (will)
5 In the 1950s, westerns were one of the most successful TV genres. (used)
6 I'm not a fan of fantasy series, but my friend will talk about the series *Loki*! (constantly)

10 TASK Work in pairs. Take turns to choose a topic and talk about it.

1 Which TV programmes did you use to watch a lot as a child?
2 What changes to your everyday routine have you had to get used to in the last five years? Was your new routine easy or difficult to get used to? Why?

Assess your progress
Workbook page 35

4c Listening, vocabulary and speaking



Listening and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 What do you think it is like to live with a loss of limb or a limb difference? What difficulties might people face?
2 How might this affect certain activities? In what way?

2 4.2 Listen to the first part of a radio programme. Are the sentences true (T) or false (F)? Correct the false sentences.

1 In 2006, Russell Hodge was driving a car when he had an accident.
2 Russell lost one of his legs after the accident.
3 Russell chose to forgive the other driver.
4 He heard a speaker talking about summer camps for people with missing limbs.
5 Amp Camp is only for teenagers.

3 4.3 Listen to the second part of the programme. Answer the questions with *Priya* or *Tyler*. Then listen again and write down their exact words.

1 Who explains that they lost a limb as the result of a childhood illness?
2 Who says Amp Camp helped them feel more confident?
3 Who points out that they were unsure about attending the camp at first?
4 Who explains that they decided to be a camp leader after attending their first camp?
5 Who says that being truly happy is about accepting yourself as you are?

Strategy Active listening (2)

When you listen to a radio programme, a talk or a lecture, or are having a discussion or debate, a good way to check understanding is to repeat or paraphrase what has been said.

4 Read the strategy. Then work in pairs. Paraphrase the ideas in these sentences from the radio programme. Use exercise 3 to help you.

1 I run some of the activities and coordinate others. I answer questions. The most important thing I do is listen to what teenagers attending the camp need and I share my skills and knowledge with them. I'm here to empower others, adapt and find solutions!
2 I was born with three fingers on my right hand, and when I was younger, I really struggled with my confidence.
3 I had been to other summer camps, but I often felt a bit intimidated by the other young people and how there were some things that they could do more quickly and more easily than me.
4 When you have a limb difference, life has challenges that other people our age don't experience – not just physical challenges, but social, too. There are self-esteem issues that people don't always get.

5 REACT Discuss the questions.

1 Do you or anyone you know have a loss of limb or limb difference? Are your or their experiences similar to Priya's or Tyler's?
2 Why do you think confidence and self-esteem are important? What can help to improve them?

V Insight Phrases with *mind*

6 Match the phrases in italics to their meanings below.

- be receptive to other people's ideas or opinions
- be unable to decide about something
- become crazy or very worried
- decide
- decide something different
- remember
- speak to someone angrily because of something they have done
- stop somebody thinking about something unpleasant

1 A passer-by … kept talking to him to *take his mind off* the pain ….
2 I would probably have *gone out of my mind.*
3 Most people in Russell's situation would probably want to *give* the other driver *a piece of their mind* ….
4 He hasn't *changed his mind* about riding his motorbike ….
5 I *made up my mind* I wanted to be a leader one day.
6 The first time I went to Amp Camp, I *was in two minds* about it ….
7 I'd say just try to *have an open mind* ….
8 … always *bear in mind* that real self-confidence and real happiness only come from ….

7 Complete the sentences with the correct form of the phrases in exercise 6.

1 Stella often goes for a run to _____ her exams.
2 My mum and dad will _____ if I get home late again.
3 Don't spend all your money at once! _____ it has to last you all month.
4 I can't _____ whether to have the chicken or the fish. What do you recommend?
5 It's good to _____, especially when you're meeting new people or going to new places.
6 Sorry, but we're not going to _____ about the party. We don't want to go.
7 You must _____ about taking the job. It'll be a great experience, but you'll have less free time.
8 My sister will _____ when I get home if I don't ring her now.

8 TASK How important is it to have an open mind? Can you think of any situations where this has helped you? Discuss in groups.



Speaking Bringing up a sensitive issue

9 Work in pairs and discuss the questions.

1 When was the last time you brought up a sensitive issue with someone? Who was it and what was the situation?
2 When was the last time someone brought up a sensitive issue with you? Who was it and what was the situation? How did you feel?

10 4.4 Listen to Frida and Vince. Who brings up the sensitive issue, Frida or Vince? What help and support do they offer?

11 4.4 Complete the phrases from the dialogue. Then listen again and check.

A Bringing up a sensitive issue	B Encouraging someone to talk about their feelings
I noticed you haven't been quite [1]_____ lately. Are you OK? Is everything OK? You seem a bit down.	Do you want to [2]_____ about it? Why don't you tell me how you're feeling? Is there anything else [3]_____ you?
C Showing understanding	**D Offering help or support**
I'm [4]_____ to hear that. I [5]_____ – especially about …. I [6]_____ how you feel ….	I'm [7]_____ if you want to talk. You know you can talk to me [8]_____.

12 4.5 Listen to Amira and Thomas. Tick the phrases that you hear. Who says them? Then match all the phrases to categories A–D in exercise 11.

- Can I do anything?
- Do you feel like telling me a bit more?
- Do you want me to come over now?
- How are you doing?
- How can I make things better for you?
- I get it.
- I know what you're going through.
- I understand.
- Is there a problem?
- What can I do to help you?
- Would it help to talk about it?
- You seem a bit sad.

GS Global skills Expressing empathy

When other people are having problems or a hard time, it's important to show empathy. You can do this by using words and phrases like *that's tough*, *that's a shame* and *I see*, to show you are listening carefully and understand what they are going through.

13 Why is it important to show empathy? How can you do this using body language?

14 TASK Work in pairs. Imagine that you are in one of the situations below. Student A, you want to find out what is troubling your friend. Encourage them to talk and try to show understanding. Use phrases from exercises 11 and 12. Student B, answer Student A's questions. Then swap roles and role play the other situation.

1 You're really struggling to keep up in your maths lessons. It's taking ages to do your homework and you're getting very poor marks.

2 One of your best friends seems very distant and is not interested in doing anything with you. You're worried that you have done something to upset them or perhaps they might be ill or suffering from depression.

Assess your progress
Workbook page 35

Reading and vocabulary

1 WHAT DO YOU THINK? What qualities make us human? Which three of the qualities below are the most important ones? Why?

ambition ■ compassion ■ courage ■ creativity ■ determination ■ honesty ■ morality ■ patience ■ self-discipline ■ vision

2 Read extracts A and B and decide which qualities from exercise 1 Dr Frankenstein has.

3 Read extract A again. Are the statements true (T), false (F) or not given (NG)?

1 *Frankenstein* warns against the misuse of knowledge.
2 People feared the changes that the Industrial Revolution would cause.
3 Mary was very well known when she wrote the story.
4 Initially, the novel was unpopular because it was so shocking.
5 Mary had a similar character to her mother.
6 Mary's husband suggested she should write the story.
7 After finishing her novel, Mary wrote romantic poetry.
8 *Frankenstein* was the last book that Mary wrote.

V Insight Word analysis

4 Answer the questions, referring closely to extract B.

1 What adjectives and adverbs does the writer use to describe the setting? What atmosphere does this create?
2 Which words does the writer use to describe Dr Frankenstein's a) physical state and b) mental state? How does the weather reflect this?
3 In line 7 of the extract, Frankenstein says, 'my candle was nearly burnt out, when, by the failing light, I saw the dull yellow eye of the creature open'. What do you think light represents? What might this tell us about the writer's opinion of Frankenstein's experiment?
4 Find five names that Frankenstein gives to his creation. Does he consider him human? (Clue: look at the pronouns he uses, too.)
5 What adjectives does he use to describe the creature's eyes, teeth, hair and his skin or complexion? What impression does this create?
6 Frankenstein's monster is his 'child'. Can you find evidence in the extract that the creature is behaving like a child?

GS Global skills Culture

5 Discuss the questions.

1 Monsters in popular culture often serve as a warning and reflect the concerns of people at the time. In what ways did Frankenstein's monster reflect society's fears? To what extent is the warning relevant today?
2 Think of other monsters in popular culture. What do they say about the concerns of people at the time they were created?

A

Frankenstein

On a stormy, windswept night in 1815, an 18-year-old girl had a vivid nightmare. The nightmare was dreadful and deeply distressing, but it gave her an idea for a tale – [1]a tale that would become the most recognized horror story in the world: the story of Frankenstein's monster.

The novel recounts the story of an ambitious young scientist, Dr Frankenstein, who uses his knowledge to bring an inanimate body to life, but then rejects the shocking 'monster' he creates. At the time of writing, the story was a powerful warning against scientific advances and [2]the Industrial Revolution, which was about to spread across Europe. Many artists and writers were concerned about this industrialization and [3]the effect it would have on humans' relationship with nature. They saw danger in the new scientific advances and a worrying desire to 'play God'.

The author of *Frankenstein* was called Mary Shelley (1797–1851), and for many it was hard to believe that a young girl could write such a shocking story. But Mary was no ordinary 18-year-old. Her father, William Godwin, was a well-known philosopher and novelist, and her mother, Mary Wollstonecraft, was a famous feminist. Unfortunately for Mary, her mother died shortly after she was born, but Mary inherited her rebellious spirit. At 16, she secretly ran away to France and then to Switzerland with the writer Percy Shelley, who was later to achieve fame as a romantic poet. In Switzerland, the couple stayed with the poet Lord Byron, and in the evenings, they often entertained themselves by reading ghost stories. After a while, Byron suggested they write their own, and [4]Mary decided she was going to write about her nightmare.



Mary's life with Percy was passionate and brief. When he died in 1822, Mary returned to England with her son and continued writing until her death in 1851. But *Frankenstein* lived on and almost 200 years later, it's still influencing and inspiring contemporary popular culture.

B



It was on a dreary night in November that I completed my work. With an anxiety that almost amounted to agony, I collected the instruments of life around me so that I might inject a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain fell dismally against the window panes, and my candle was nearly burnt out, when, by the failing light, I saw the dull yellow eye of the creature open; it breathed hard, and then suddenly moved its limbs. How can I describe my emotions at this catastrophe, or how to describe the terrible wretch I had tried to create? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin hardly covered the muscles and arteries beneath; his hair was black and flowing; his teeth were pearly white and formed a horrid contrast with his watery eyes, his shrivelled face and straight black lips. I had worked hard for nearly two years, for the only purpose of breathing life into an inanimate body. For this I had deprived myself of rest and health, but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the appearance of the being I had created, I rushed out of the room and spent a long time pacing around my bed-chamber, unable to sleep. After a while tiredness overtook me, and I threw myself on the bed in my clothes, trying to find a few moments of forgetfulness. But it was in vain; I slept, indeed, but I was disturbed by the wildest dreams. [...] Suddenly, I woke up, filled with horror; a cold sweat covered my forehead, my teeth chattered, and every limb was tense; when, by the dim and yellow light of the moon, I saw the wretch, the miserable monster whom I had created. He held up the curtain of the bed; and his eyes were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, as if to keep me there, but I escaped and rushed downstairs. I hid in the courtyard belonging to the house which I inhabited, where I remained during the rest of the night, listening carefully, fearing each sound as if it were the approach of the monster to which I had so miserably given life.

Adapted from Mary Shelley's *Frankenstein*

Grammar Future in the past

Grammar Insight

6 Read the information below. Then study underlined sentences 1–4 in extract A and answer the questions.

We use the future in the past to talk about future events from a point of view in the past.

Which sentences are examples of:

a a future plan or intention? (1 sentence)

b an event that is in the very distant future or would last a long time? (2 sentences)

c an event that is in the very near future? (1 sentence)

Further reference and practice › Workbook › page 115

7 Complete the text with the phrases below.

■ was going to become ■ was not about to ■ was to emerge ■ were to become ■ would be ■ would be adapted ■ would go on

MONSTERS IN FICTION **Dracula**

When Bram Stoker wrote *Dracula* in 1897, he had no idea that the main character, Count Dracula, [1]_____ one of the most popular monsters of all time. His book [2]_____ for film over 30 times, and its characters [3]_____ to make thousands of appearances in books, comics, video games and films.

When it was published, Stoker's mother predicted it [4]_____ a big financial success. Sadly, it wasn't until after Stoker died that the novel started making money. Still, Dracula [5]_____ as one of the most famous gothic villains of all time.

Bats [6]_____ the symbol of Dracula, as he was the first vampire to transform into one. That said, a more recent story described a different type of vampire. When Stephanie Meyer created Edward Cullen for the *Twilight* Saga, she decided that her handsome protagonist [7]_____ sleep in a coffin, only come out at night or turn into a small flying mammal. If he had, it would have been hard for Bella Swan to fall in love with him!

8 TASK Discuss the questions.

1 Think about when you were a child. Did you dream about what you were going to be when you were grown up? Have any of these dreams changed?

2 Think about the last book you read or film you saw. How did it end? Did you guess it would end this way?

3 Think about yesterday. Was there anything you were about to do, but didn't? Why didn't you do it?

Vocabulary extra › Body parts › page 57

Assess your progress Workbook page 35

Writing An email to a newspaper

Planning for writing

1 Read the headline and an extract from a newspaper article. What is the issue? How do you think you would feel if you were a local resident? Imagine you were going to write an email to the editor of the newspaper about the article. What points might you include? Brainstorm in pairs.

Gym equipment removed

The council has taken the decision to remove the outdoor gym equipment in Temple Park. The equipment was installed five years ago as part of the Friendly Parks for All programme, which aims to make parks accessible for all. It is free to use and is suitable for both able-bodied users and those with mobility problems. However, as a result of budget cuts, the council say it can no longer fund and maintain the equipment. Recently, thousands of pounds' worth of damage was caused to the equipment after a scooter was set on fire by vandals, and the council say they don't have the funds to replace it. Local residents are upset by the decision.



2 Read the model email on page 55 reacting to the newspaper article. Does the writer mention any of the points you discussed in exercise 1?

3 Read the strategy. Then read the model email again and answer the questions.

1 What is the writer's point of view?
2 What are their two main ideas?
3 What arguments and examples do they use to support these ideas?
4 What solutions do they suggest?

Strategy Taking a view and supporting your arguments

When you are asked to react to an issue:

a first decide on your point of view. What do you think is the solution to the problem? If a solution is offered, do you agree or disagree with it? What would you suggest instead?
b note down two or three main ideas that illustrate your point of view. Support your ideas with arguments or examples that will convince the reader.

4 Read the statement and ideas a–g below. Tick the ideas that support the argument.

People are not always entirely responsible for their actions.

a ☐ People's circumstances can result in them making different choices.
b ☐ Younger people might be pressurized by friends.
c ☐ Genetics can lead to different lifestyle choices.
d ☐ If gym prices increase, people stop going.
e ☐ Stress or illness often affect the way people make decisions.
f ☐ Gym culture means we are healthier and fitter.
g ☐ Advertising influences us to buy certain products.

Writing Insight Addition and contrast

5 Study the highlighted words and phrases in the model email. Which are used to add ideas and which to contrast ideas? Complete the language boxes.

6 Rewrite the sentences using the words in brackets.

1 Some celebrities are bad role models, but they are still very popular. (in spite of)
2 The main issue isn't about keeping fit; it's about not having to pay for it. (less about … more about)
3 I understand your reasons for being vegan, although I don't agree with them. (while)
4 Advances in medicine mean we are all healthier and we can live longer. (moreover)
5 Smoking has a bad effect on your health and makes you age more quickly. (besides, too)
6 Doing exercise can improve self-esteem, so it's good for both the mind and the body. (as well)
7 Despite the cost, society has a moral obligation to provide free healthcare. (no matter what)
8 Hospital dramas aren't very realistic, but I still enjoy watching them. (even though)

Paragraph 1: introduce your reason for writing. Mention your personal situation if relevant.

Paragraph 2: present your first idea, with supporting arguments and examples.

Paragraph 3: present your second idea, with supporting arguments and examples.

Paragraph 4: offer some suggestions.

Paragraph 5: conclude the email and sum up your point of view.

From: needra@templeresidents.com | To: editor@newsdesk.centrenews.org

Subject: Temple Park gym equipment

Dear Editor,

I am writing to express my views on the removal of the gym equipment in Temple Park reported in your newspaper last week. As a local student with little money, and also a wheelchair user, I am strongly against this decision.

Firstly, this equipment provides an opportunity for many people to lead a more active and healthy lifestyle. While there are plenty of private gyms in the local area, membership is too expensive for students like me and other people on low incomes. I used the equipment at least three times a week on the way home from college, and it was a cheap and easy way to keep physically fit. Furthermore, it was a way for me to manage stress during exam times. It is well known that exercise can reduce stress hormones and help us feel more relaxed.

Secondly, this equipment was very important for people with mobility problems. Even though many gyms these days are trying to be more accessible, with wider entrances, special toilets and shower facilities, as well as ramps and lifts, it is generally much easier for us to use outside gym equipment. Moreover, it is more enjoyable to exercise outdoors, especially if you have spent the day working or studying indoors. In addition, it is good for everyone to have some exposure to sunlight to maintain our levels of vitamin D.

I believe that there are ways the council could find money to pay for the maintenance of the equipment – for example, by charging for the car park in the park or by asking local businesses to sponsor the equipment. This would be a good way to fund the outdoor gym and get businesses more involved in the local community, too.

In conclusion, I believe the local council has a duty and an obligation to provide equipment like this for everyone, no matter what their situation. Ultimately, this issue is less about people's health and well-being and more about money and budgets. To deny people free access to equipment like this is unfair.

I look forward to hearing the views of your other readers.

Yours faithfully,

Needra Rashid

Addition
Use words and phrases like *besides, also,* [1]_____, *as well,* [2]_____, [3]_____, [4]_____ and [5]_____ to add information or ideas.

Contrast
Use words and phrases like *although,* [6]_____, *in spite of, despite, however,* [7]_____, *whereas,* [8]_____ and *is* [9]_____ *about and* [10]_____ to contrast ideas.

Writing your email

Read the extract from a newspaper article and write an email to the editor of the newspaper about it.

Is exercise becoming an unhealthy obsession?

The gym has become the latest cool hang-out for young people. Many teens are asking for gym memberships for birthday presents and spending their pocket money on protein supplements. A recent survey showed that 42% of 16–24-year-olds have consumed a sports nutrition product in the last three months. And it seems that this might be partly a result of the huge number of fitness 'influencers' on social media. But are these images of perfect bodies making teenagers obsessed with workout routines and diet plans? Is it healthy to be so obsessed with getting fit?

PLAN **Read the task and check you understand it.**

Make notes about:
- your point of view.
- your main ideas and supporting arguments / examples.
- any solutions you can suggest.

Think about words and phrases you can use to add and contrast ideas. Create a plan for your email. Organize your notes into four paragraphs. Use the organization boxes to help you.

WRITE **Write a first draft of your email. Use the model email and your plan to help you.**

REVIEW **Check your email. Use the checklist to help you.**

Have you:
- stated your point of view?
- used supporting arguments and examples?
- offered some solutions?
- used words and phrases to add or contrast ideas?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 35

Review 4

Vocabulary

1 Complete the pairs of sentences with the same word.

1 **a** At my school, we are always supporting one _____ or another.
b The recent health cuts will _____ many healthcare facilities to close.
2 **a** They're sending a(n) _____ to fix the Wi-Fi.
b He tried to _____ the interviews so that his son got the job.
3 **a** My little sister has a lively and enquiring _____.
b I don't _____ what's for dinner.
4 **a** I fancy getting a mobile with a bigger _____.
b Doctors can't _____ patients for every disease.
5 **a** Can you help me _____ some furniture?
b There was a _____ in public opinion because of the scandal.

Marks ___ / 5

2 Write the noun forms of the adjectives.

1 addicted – _____
2 bald – _____
3 deaf – _____
4 disabled – _____
5 imperfect – _____
6 aggressive – _____

Marks ___ / 6

3 Complete the sentences with a phrase containing the word in brackets.

1 I'm so mad at her. Next time I see her, I'm going to _____ (give).
2 There are a few important points that you should _____ (bear).
3 They must be _____ (out) with worry.
4 When I'm stressed, a long walk helps me to _____ (take) my worries.
5 Have you _____ (up) yet about what you want for dinner?
6 Please try to _____ (open) until you've heard all of the facts.
7 She's so stubborn that once she's decided something, she never _____ (her).

Marks ___ / 7

4 Complete the text with the words below.

■ dismally ■ flowing ■ lifeless ■ pearly ■ shrivelled ■ watery

A prince travelling through the land came across Snow White's coffin. He approached the coffin [1]_____, and with great sadness. The [2]_____ body gave the impression that the girl had, indeed, passed away, but her complexion was by no means [3]_____. The prince's eyes became [4]_____ as he contemplated her beauty. Her [5]_____ black hair framed a still pretty face, and her red lips were parted slightly, showing her [6]_____ white teeth. Suddenly, the prince realized that he was falling in love.

Marks ___ / 6

Grammar

5 Choose the correct words. Sometimes both are possible.

Today, visiting a dentist [1]**is usually** / **used to be** a relatively painless experience, but this has not always been the case. In the Indus Valley Civilization of 7000 BC, people [2]**used to treat** / **would treat** tooth problems with primitive tools like drills. Moving forward into 5000 BC, the Sumerians [3]**would think** / **used to think** that dental issues were caused by worms. The ancient Greeks [4]**often extracted** / **would extract** teeth to keep tooth pain away and this method continued until the Middle Ages. During this period, dentists [5]**wouldn't exist** / **didn't exist**, so barbers did the extractions. Modern dentistry [6]**started** / **used to start** somewhere between 1650 and 1800. The French physician Philippe Fauchard was behind many of the procedures that you [7]**will see** / **often see** in dental surgeries today.

Marks ___ / 7

6 Complete the sentences with the correct form of *used to*, *be used to* or *get used to* and the verbs in brackets.

1 I go to the gym every day, so I _____ (do) exercise.
2 If you want to lose weight, then you'll have to _____ (eat) less.
3 When we were children, we _____ (spend) all day outside.
4 Max has very fair skin, so he _____ (not sit) in the sun.
5 Our classes start at 8.00, so we _____ (get up) early.
6 We _____ (have) a house on the beach when we lived in Spain.
7 I _____ (not enjoy) eating vegetables, but now I love them.
8 People who can't _____ (wear) contact lenses usually go back to glasses.

Marks ___ / 8

7 Complete the sentences about the future in the past. Use no more than three words, including the word in brackets.

1 Xavier was nervous because he _____ have an operation. (about)
2 The scientist never imagined that his experiment _____ work. (going)
3 She didn't know that she _____ stay in hospital overnight. (need)
4 Alexander Fleming's discovery of penicillin _____ millions of lives. (save)
5 They thought that they _____ have a baby boy, but in the end, it was a girl. (were)
6 We didn't realize that we _____ access to medical treatment while we were away. (not have)

Marks ___ / 6

Total ___ / 45

Phrases with body parts

1 Match the idioms in italics to definitions a–j.

1 When her fiancé called off the engagement, it really *broke her heart*.
2 If the technology was to *get into the wrong hands*, it could be very dangerous.
3 I tried to convince him that it was a bad idea, but he *dug his heels in*.
4 When the teacher gave her some extra time to complete the assignment, it was *a weight off her shoulders*.
5 They didn't *see eye to eye* on the subject of genetic engineering.
6 There is definitely *more* to the idea *than meets the eye*.
7 I've been *tearing my hair out* all morning trying to find the error.
8 His knowledge about the technology was *head and shoulders above* other scientists'.
9 I can't remember the details right now. I don't have the information *at hand*.
10 Don't believe him. He's just *pulling your leg*.

a agree or have the same ideas
b refuse to change your mind about something
c become available to the wrong person or people
d something is more complicated or interesting than it seems at first
e something you no longer have to worry about
f deeply hurt or upset someone
g be extremely worried and agitated about something
h much better than somebody or something else
i tease or joke with someone
j nearby or easily accessible

2 Complete the sentences with the correct form of the phrases in exercise 1.

1 It _____ to see how the parents of children with cancer suffer.
2 They will win the competition easily. Their invention is _____ above all the others.
3 This is a very complex issue. There is _____ to it than _____.
4 Thank you for helping me out with this project. It's a big _____.
5 We've been _____ trying to decide what to do for the best.
6 I'm always arguing with my brother. We never _____ on anything these days.
7 The rest of us wanted to go by train, but she _____ and insisted we go by car.
8 Keep the documents safe. I don't want this information to _____.
9 Stop _____. I know you haven't won an Olympic medal!
10 Do you have that article you were telling me about _____? I'd like to read it.

3 SPEAKING Take turns to explain the meaning of a phrase from exercise 1 in your own words. Your partner guesses the phrase. Then write sentences using the phrases and compare them with your partner's.

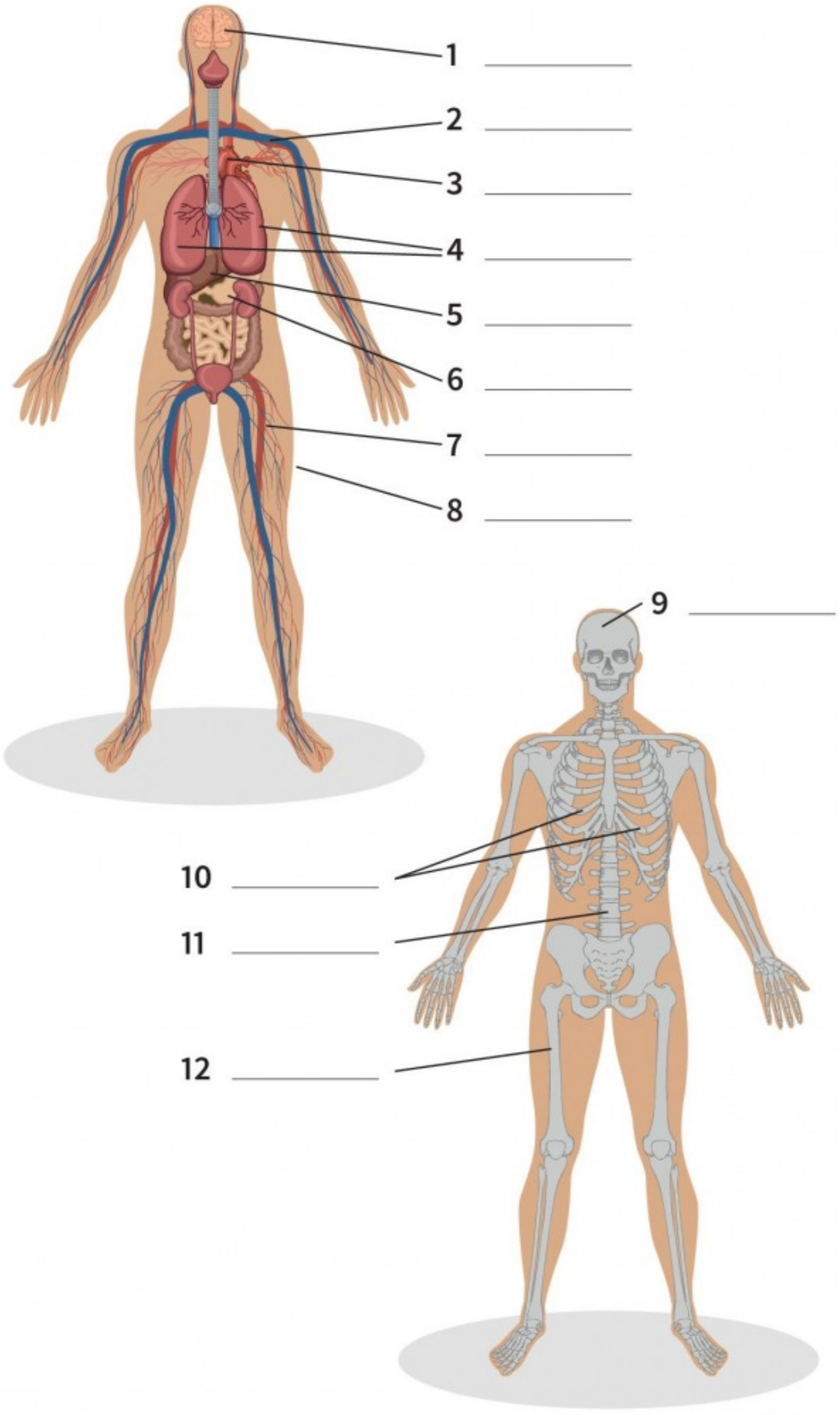
Body parts

1 Match the body parts below to definitions 1–12.

■ artery ■ (thigh) bone ■ brain ■ heart ■ liver ■ lungs ■ ribs ■ skin ■ skull ■ spine ■ stomach ■ vein

1 the organ inside your chest that sends blood around your body
2 one of the hard parts inside the body that make up its frame
3 the part of your body that cleans your blood
4 a tube which takes blood from the heart to other parts of the body
5 the curved bones that go around your chest
6 the organs inside your chest that are used for breathing
7 the row of bones that are connected together down the middle of your back
8 a tube that takes blood from all parts of your body to your heart
9 the bone structure of the head
10 the part of your body that controls your thoughts, feelings and movement
11 the organ where food goes when you have eaten it
12 the natural outer layer that covers the body

2 Label body parts 1–12 with the words in exercise 1.



Cumulative review Units 1–4

Listening

1 4.6 **Listen to Anya and Syed talking about exercise. Match Anya (A), Syed (S) or both (B) to opinions 1–6.**

1 Looking at things around us can have a negative impact on achieving our exercise goals.
2 Some people are just fitter and stronger than others and this helps their performance.
3 There is a close connection between people's visual and mental focus.
4 It's not possible to maintain a narrow visual focus for the length of a run.
5 We can't change our perception of exercise by narrowing our visual focus.
6 Your mind is as important as your body when you're doing exercise.

Speaking

2 Work in pairs. Take turns to answer the questions.

1 How do you feel about exercise?
2 Do you think it's important to exercise? Why / why not?
3 Do you think doing exercise can have a positive impact on your mind as well as your body?
4 What could you do each day to exercise without going to a gym or playing sport?
5 What are the best ways to get fit in summer / winter?

Reading

3 Read the article and match sentences a–g to gaps 1–6 in the article. There is one sentence that you do not need.

a This is not an easy task since the remains are usually found in remote places and are very fragile.
b The results of such incredible research will help contribute to forming a better picture of the lives of the two cubs.
c At first, researchers thought the cubs were siblings.
d One of the most iconic features of African lions, their mane, seems to be missing on cave lions.
e However, a few years ago, some parts of this layer did not freeze at all, so the permafrost was exposed to even warmer temperatures than usual.
f The cub, whom scientists have named Sparta, was a female and she was between one and two months old when she died.
g In Yakutsk, the world's coldest and largest city built on permafrost, the Mammoth Museum specializes in ancient specimens and researchers there are informed by tusk hunters when they find anything of interest.

4 Read the article again and answer the questions.

1 What is the main purpose of the article?
2 What is the author's view on scientists and researchers working with tusk hunters?

EVENTS DONATIONS PROJECTS HELP

BETTER *together?*

The ice in Siberia is melting rapidly as a result of climate change and global warming. Parts of it are warming twice as fast as the rest of the planet. The permafrost – soil that remains frozen year-round – is usually protected by dirt on the surface that thaws in summer and then freezes again in winter. [1]____ This means that in this part of the world, where temperatures are regularly below –30°C, the bodies of more and more animals, like mammoths that died out 10,000 years ago, are being found as well other things like tusks. Hunting and selling mammoth tusks is legal in some parts of Russia with a licence, and the number of tusk hunters in Siberia is increasing because of an increase in demand for mammoth tusks. Trade in mammoth tusks is controversial – they are sought after by ivory traders as an alternative to elephants' tusks. It is often tusk hunters who find these hidden secrets below the ground. Over the last few years, scientists and researchers have been developing working relationships with the tusk hunters so that they can use the bodies and remains for research. [2]____

Once an animal, or part of one, has been found, it is transported to the enormous freezer – a cryobank – in the Mammoth Museum, where it is stored. [3]____ The contents of the cryobank here provide scientists with the opportunity to study tissues and cells that are thousands of years old, but are in almost perfect



Login Search



condition. At least 80% of the world's known mammoth remains are believed to be in Yakutia, and DNA samples have been taken from a wolf, a mammoth, a fox and a 42,000-year-old horse.

A few years ago, the bodies of two lion cubs were found by tusk hunters in Siberia. One of the cubs was in almost perfect condition and it has been called 'the best-preserved ice age animal ever found'. [4]____ Researchers are unsure how she met her end, but scans have shown damage to her skull and ribs as well as other bone damage. Sparta is 28,000 years old – her golden fur is muddy in places, but otherwise it is undamaged. Her teeth, skin, soft tissue and organs are all complete but mummified, and her claws are still sharp enough to scratch. [5]____ However, after examining them more carefully, tests revealed that the second cub, Boris, was 43,448 years old – almost 15,000 years older than Sparta. Scientists have also established that there was no evidence of either cub being killed by another animal, but there is speculation that they may have fallen or become trapped.

Like other specimens in the cryobank, samples of fur and tissue from Sparta and Boris, and the content of their stomachs, will be tested using different genetic techniques. [6]____ It will also hopefully lead to a better understanding of the diet, habitat, population size and the unique genetic features not only of Sparta and Boris, but also of other extinct animals like mammoths, woolly rhinos and cave bears. Surely, that can only be a good thing.

Grammar and vocabulary

5 **Choose the correct answers.**



Behind the scenes

When you're watching a medical drama on TV, have you ever wondered how they create the injuries and what you see on screen? Well, it's the work of [1]____ make-up and practical effects artists. During surgery scenes in [2]____ medical dramas like *House* or *ER*, these artists have the [3]____ for delivering prosthetics, make-up and digital make-up effects. Realistic model bodies are built for each episode that look and feel like the real thing. Imagine [4]____ a chest on screen: it needs [5]____ and fall as it breathes and the heart inside does its job. Getting to that level of realism involves [6]____ research of real body parts and injuries. The internet is a great source of information as are expert medical advisors who are always there to [7]____, offer advice and test things out. For things like bruises or stitches, artists [8]____ sculpt or paint from reference photos. Real doctors then give feedback and approve the effects or not. Helping create something authentic is the most important thing for special effects artists and they take advantage of sculptors, lighting, camera operators and actors to help them. So, next time you're watching your favourite medical drama, remember [9]____ a little more closely! You [10]____ be surprised at what you see!

1	**a** a	**b** the	**c** –
2	**a** well-documented	**b** well-known	**c** well-earned
3	**a** responsibility	**b** respect	**c** knowledge
4	**a** to see	**b** seeing	**c** see
5	**a** rising	**b** rise	**c** to rise
6	**a** a lot of	**b** many	**c** several
7	**a** help out	**b** opt out	**c** clear out
8	**a** are used to	**b** would	**c** will
9	**a** to look	**b** looking	**c** look
10	**a** are	**b** might	**c** are going

Writing

6 **Read the comment below from a newspaper article about tusk hunting. Then write an email to the editor expressing your views. Include this information:**

- your reason for writing.
- two main ideas with supporting arguments and examples.
- a conclusion and your point of view.

Tusk hunting should be legal everywhere. As long as the hunters continue to share their finds with scientists and researchers, there can only be benefits for both. We could learn a lot more about our past through the research that can be done, which will help in the future.

Share Post

5 Express yourself

Reading and vocabulary

1 WHAT DO YOU THINK? How often do you use emojis? What do you use them for? Which are your favourites?

2 Work in pairs. Look at the emojis in the article. What do they mean? How might they be used? Read the article and compare your ideas.

3 Read the article and match sentences a–g to gaps 1–6 in the article. There is one sentence that you do not need.

a Emojis can also be misused, especially by the older generation.
b If so, the person you are sending it to could receive a different version of your emoji.
c What's more, these images often have a universal meaning, so are understood in almost all languages.
d Although many have similar meanings in different cultures, others do not.
e However, it could also send someone to prison.
f The weather symbols he used for inspiration were dull and grey.
g The image he added was the 'heart' icon ❤ – the world's first 'emoji'!

Strategy Guessing the meaning of unknown words

Ask yourself these questions to help you guess the meaning of a new word.

1 What type of word is it (noun, verb, adjective, adverb, etc.)?
2 Is there a prefix or suffix that can help with meaning?
3 Is there an example or is the word paraphrased?
4 Is there a similar word in your own language?

4 Read the strategy. Then find these words in the article. Can you guess their meaning?

1 universal (sentence c)
2 gestures (line 23)
3 injustice (line 29)
4 disrespectful (line 43)
5 sarcastic (line 44)
6 random (line 52)

5 REACT Do emojis usually help with meaning or create misunderstandings? Can you think of an emoji with multiple meanings, depending on the context? Discuss in pairs.

V Insight Phrasal verbs with *on*

6 Match the highlighted phrasal verbs in the article with definitions a–h.

a attach
b start
c encourage by shouting
d improve a skill
e dress in
f continue to (do something)
g change and develop
h agree to do something

Lost in translation?

In 1999, a man called Shigetaka Kurita was designing a new mobile phone service for a company in Tokyo when he had an idea: why not add on an image at the end of a text message, to make it more fun and attractive? [1]____

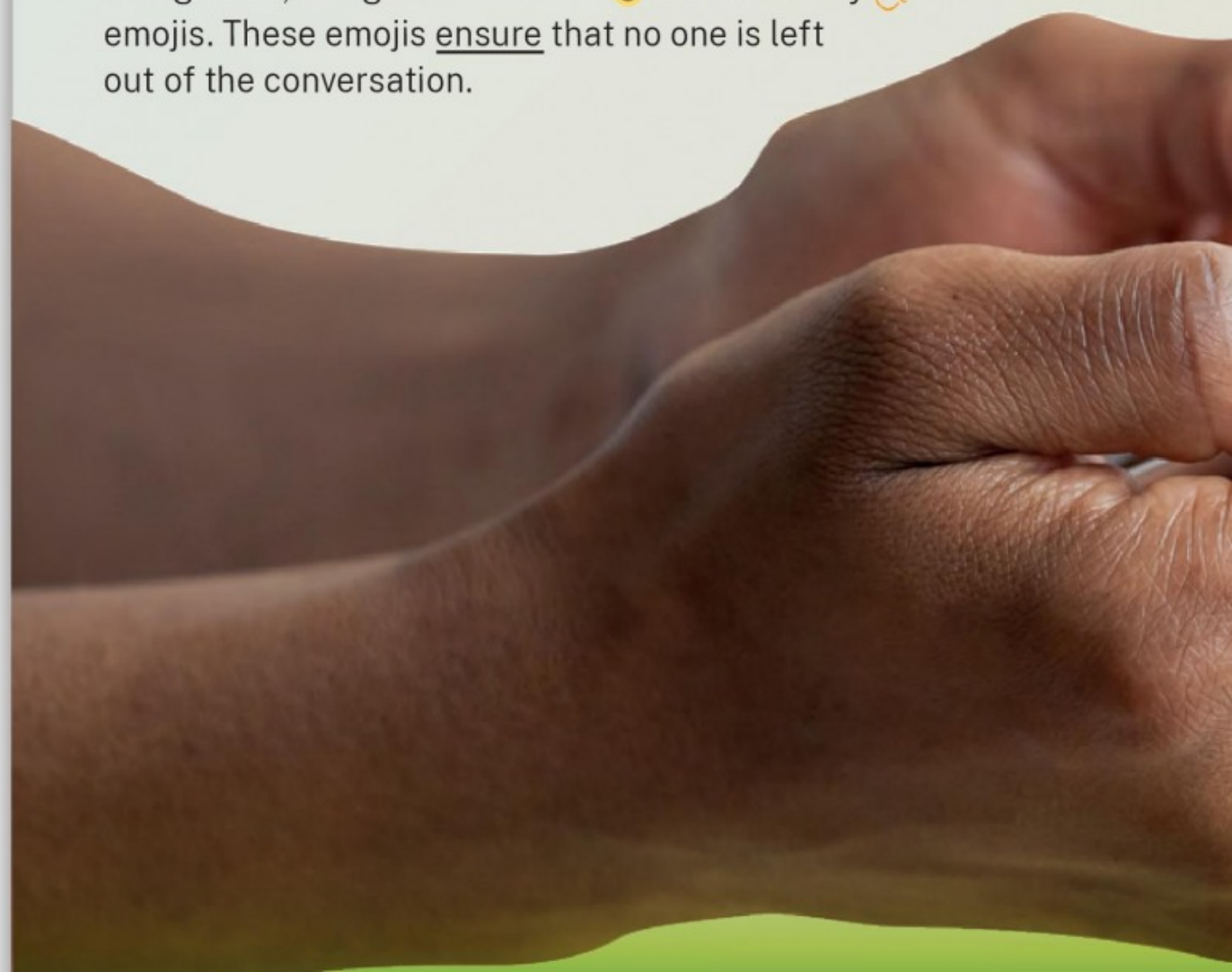
Nowadays, we use emojis all the time: in text messages, emails, social media posts and more. We might slip on an emoji T-shirt, eat emoji cereal, switch on the TV to watch an emoji film and even read a version of Shakespeare ... with emojis! These tiny images are part of our lives, and over 6 billion are used in messages every day. But how well do they help us communicate? And can their meaning get 'lost in translation'?

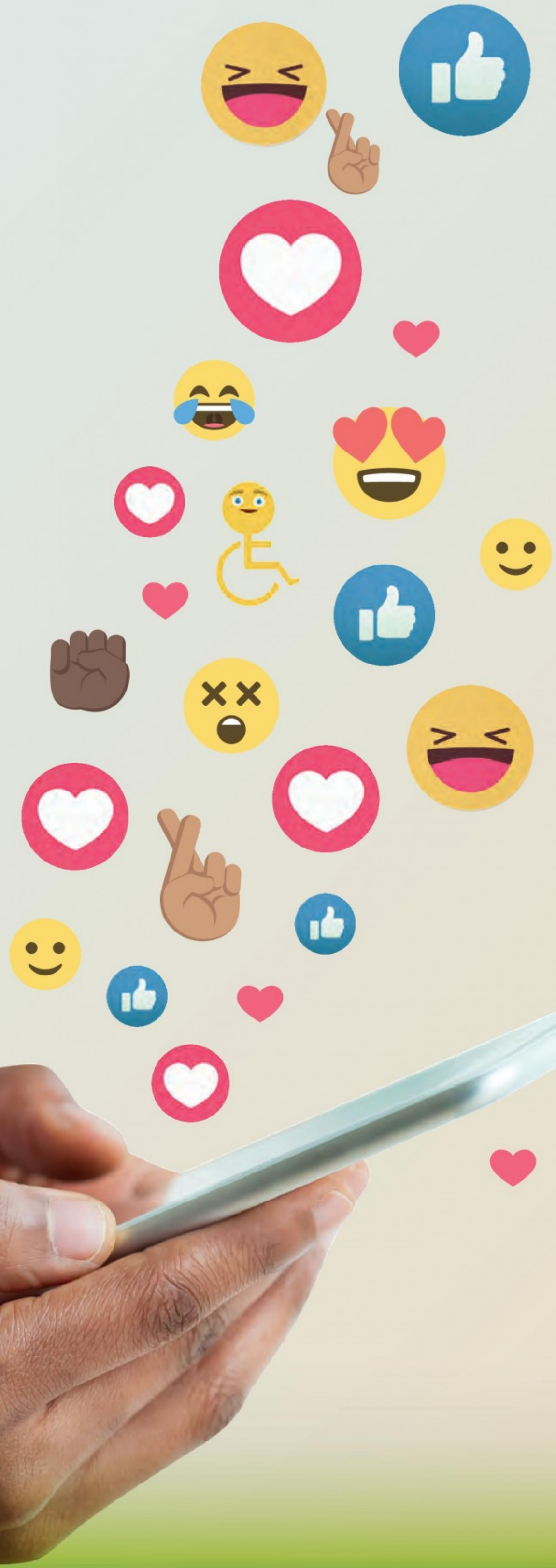
Why do we use them?

Emojis help us get our message across faster; it's so much quicker to use the 'smiling face emoji with heart-shaped eyes' 😍 than to write 'I love that', or a 'fingers crossed' emoji 🤞 instead of 'good luck'. [2]____

Emoji faces and hand movements can also signal our feelings. In our face-to-face conversations, as much as 70% of meaning relies on non-verbal clues such as facial expressions and body language. In our online conversations, many emojis play a similar role, especially those with faces and hand gestures; these can be used to show emotion and understanding, which ultimately helps build relationships.

Emojis can also show which ideas we support, and which groups we belong to. We might cheer on a national football team with a 'flag' emoji 🇧🇷, for example, or use the 'raised black fist' emoji ✊🏿 as a sign of solidarity against racial injustice. Emojis can also play a role in empowering certain groups of people by giving them recognition, like gender-neutral 👨 and disability ♿ emojis. These emojis ensure that no one is left out of the conversation.





In fact, everyone wants to be part of the conversation, and that includes several big companies. Icons such as the 'taco' emoji 🌮 sponsored by Taco Bell and the 'pickup truck' emoji 🛻 sponsored by Ford help these companies market their products and connect with their customers.

Are they always understood?

Emojis might seem easy enough to use, but they need to be handled with care! [3]____ The 'thumbs up' gesture, 👍 while a positive symbol in English-speaking countries, is offensive and disrespectful in some parts of the Middle East, and the 'smiley face' emoji 🙂 is sarcastic in China and used to make fun of people.

[4]____ One teen received an emoji from his gran after he had broken his arm; 😂 'Gran, that's a "crying with laughter" emoji, not a "crying" one,' he explained patiently. Another teen was embarrassed by her mum: 'she keeps on replying to everything I post with the "clap" emoji.' 👏 Perhaps older generations need to brush up on their knowledge, and also use emojis in a less literal way. In contrast, teenagers use emojis in a more random and hit-or-miss way, with different meanings depending on who they are talking to. The 'fire' emoji, 🔥 for example, could be used to refer to spicy food, to say that something is cool or to say that you like someone.

Misunderstanding can also be caused by the platform you are using: are you sending an emoji from an Apple iPhone™ to a Galaxy™ device? [5]____ In a recent study, the 'grinning face with smiling eyes' emoji 😁 was interpreted as a 'very happy face' on Android™. However, on iOS™ it looked like a 'ready to fight face', which implied the sender was angry and enraged!

Are there any other downsides?

Misinterpreting emojis may be no more serious than causing a fallout between friends. [6]____ Nowadays, courts of law use emoji messages as evidence. Lawyers take on extra work interpreting emoji messages to show criminal intent* or lack of it. Was that 'knife' emoji 🔪 a threat to hurt someone? Did the 'dizzy face' emoji 😵 with Xs for eyes prove the sender knew that something bad had happened? 'Someone may send a threatening emoji and then add a "just joking" symbol,' says one lawyer. 'But was it a joke? Or was it serious? Sometimes it's difficult to know.'

Emojis are also dumbing down* our language skills. A recent study showed that people, especially teenagers, are overly dependent on emojis, as well as predictive text and spellchecking. Mistakes in spelling and grammar are on the rise, with more than half of the people surveyed not confident with their command of English. Perhaps we shouldn't rely on emojis so much, but with 3,600 embedded in our keyboards, this is difficult to do!

Emojis have moved on since Kurita sketched out those first pictures in a small office in Tokyo, and while there are downsides to these tiny images, and their meaning can get 'lost in translation', most of the time they help us communicate, encourage inclusivity and give us a better understanding of the world. What's more, they're a lot of fun to use! 🙂

Glossary
* criminal intent = a plan to do something illegal
* dumbing down = making something less accurate or educational

7 Complete the text with the correct form of phrasal verbs from exercise 6.

Where do emojis come from?

When Shigetaka Kurita designed the first emojis, there were 176 very simple icons that you could [1]_____ to a message. Emoji design [2]_____ since then – pictures are more complex and there are thousands to choose from. But where do they all come from?

The answer is a group called Unicode Consortium. Based in Silicon Valley, Unicode is a network of computer programmers from Big Tech firms, who [3]_____ the responsibility to encode emojis so they can be used across multiple platforms. Currently, there are over 3,600 emojis, and every year they [4]_____ adding more.

So, when you [5]_____ your phone, the emojis you see on your keyboard have been selected by just a few engineers! However, anyone can submit an emoji proposal, so perhaps it's time to [6]_____ your design skills and get in contact with Unicode!

V Insight Verb prefixes: *en-* and *em-*

8 **Study the underlined words in the article and answer the questions.**

1 How does *en-* or *em-* change the meaning of the root word? What do the prefixes mean?
2 When do we use the prefix *em-* instead of *en-*?
3 Can you work out the meanings of the words below?

■ embolden ■ enable ■ enclose ■ encourage ■ enlarge ■ ensure ■ entitle ■ entrust

9 **Complete the sentences with the correct form of words from exercise 8.**

1 Emojis like the 'disability' emoji can _____ a group of people that have been ignored. It's important to _____ that everyone is represented by emoji.
2 Unicode is _____ with encoding new ideas. Every year, they _____ the number on our keypads, adding 100–200 new emojis.
3 I've _____ a book for you in the package. It's _____ *Emoji Nation*.
4 Emojis _____ us to express our emotions. They also _____ us to be playful with language.

10 **TASK** **You are going to propose a new emoji to Unicode. Design it, then write a pitch for it and present it to the class. Think about:**

■ what it will enable people to express.
■ if it will empower a group of people or an idea that has been neglected.
■ how it is relevant to a global audience.

Vocabulary extra › Acronyms › page 71

Assess your progress Workbook page 43

Grammar Modals of advice, obligation and prohibition

1 **WHAT DO YOU THINK?** **Read the definition and discuss the questions.**

hyperpolyglot /IPA/ *noun* a person who speaks a large number of languages

1 What type of people do you think are hyperpolyglots?
2 How many languages do you think hyperpolyglots can speak?
3 How do you think people become hyperpolyglots?



2 **5.1 Listen to a radio interview with an education correspondent and compare your ideas from exercise 1.**

3 **5.1 Listen again. Which of the following things does the correspondent say are important if you want to be a brilliant language learner?**

1 You **don't need to** live in a lot of different countries to be a brilliant language learner.
2 You **need to** be clever to match Tim's achievements.
3 You **needn't** have language lessons with a teacher.
4 You **ought not to** waste your time using language apps.
5 If you want to practise speaking, you **mustn't** be shy.
6 When you're practising languages, you **ought to** do things that interest you.
7 You **had better not** practise several languages on the same day because you'll get confused.
8 The correspondent says she **must** start studying and stop making excuses for her poor language skills.

4 **REACT** **Discuss the questions.**

1 What information in the interview did you find surprising?
2 Have your views changed from exercise 1?
3 Do you think it is important to speak one or more languages? Why / why not?

Grammar Insight

5 **Study the sentences in exercise 3. Complete rules a–e with the modal verbs in bold.**

We use:

a *should(n't)*, _____ and _____ to give advice.
b _____ to express necessity or an 'internal' obligation (the speaker has decided that something is important).
c *have to* and _____ to express necessity or an 'external' obligation (other people have decided that something is important).
d _____ to express prohibition or for strong recommendations.
e *don't have to*, _____ and _____ to express lack of obligation or necessity.

Further reference and practice › Workbook › page 116

6 **Choose the correct words.**

1 We **needn't / mustn't** go to our after-school Arabic class today because we're revising for our exams. I think we **had better / don't have to** email the teacher and remind her. She might have forgotten.

2 I'm learning Japanese. There are more than 50,000 different characters. I **don't need to / had better not** learn them all, but I definitely **need to / must** learn more. I've given myself a target of 3,000. Wish me luck!

3 In English, you **need to / must** pronounce *-ough* in five different ways for the words *cough*, *ought*, *though*, *through* and *enough*! You **shouldn't / needn't** rely on the pronunciation of one word to work out the pronunciation of a word with the same spelling!

4 You **ought to / must** finish your homework before we go to the cinema. You **mustn't / don't have to** do the last exercise if you don't want to.

Grammar Past modals

7 **Read about two people's experiences of trying different language learning methods. What were the advantages and / or disadvantages of each method?**



Tiago Dunstan

1 Last year, a friend recommended a method called 'shadowing' to improve my Mandarin Chinese. I [1]had to listen to a recording in the language and repeat it while walking around outside (the walking was meant to get more oxygen to your brain). I gave it a go for a few weeks, and it worked really well. I [2]ought to have done it for longer, but people kept staring at me and I felt a bit silly talking to myself! I soon decided that I [3]didn't need to get better at Mandarin Chinese after all, and I gave up on the whole thing. I [4]should have kept on learning because I regret it now, of course. I really [5]shouldn't have quit!

Like | Share | Comment



Alice Winton

2 Before a six-month stint in Nigeria when I [6]needed to learn Yoruba, which is the main language spoken there, I tried the 'spaced repetition' method. I played online vocabulary games which gradually introduced new words and then revised them at increasing intervals. It was fun, and I [7]didn't have to play the games for long for them to be effective. After 23 hours – in short bursts of five minutes – I knew 1,000 words. On the flight to Nigeria, I was panicking because I didn't know any grammar, but I [8]needn't have worried. I could understand quite a lot with my 1,000 words and I picked up the grammar easily once I was there.

Like | Share | Comment

Grammar Insight

8 **Study the underlined phrases in the texts in exercise 7. Match phrases 1–8 to rules a–d.**

We use modal verbs to:

a express regret or to say what the right thing to do was.
b say that something was necessary.
c say that something wasn't necessary (and probably didn't happen).
d say that something which happened wasn't necessary.

Further reference and practice › Workbook › page 116

9 **Rewrite the sentences using the words in brackets.**

1 My parents didn't encourage me to study another language. I think that was a mistake. (should)
2 In my school, it wasn't compulsory to study languages after the age of 14. (need)
3 At summer school, we were under no obligation to take any exams. (have)
4 I think you were wrong to give up German at school. (ought / continue)
5 In my first job, it was important for everyone to speak good Spanish. (had)
6 We learned Gaelic to a high level, but it's never been useful to us. (needn't)

10 **TASK** **Work in groups and discuss the questions.**

1 What aspects of the languages that you know make them easy or difficult to learn?
2 What advice would you give to someone who doesn't speak your language but wants to learn it?

Assess your progress Workbook page 43

5c Listening, vocabulary and speaking









Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs. What is the connection between the things in the photos?

2 5.2 Listen to the first part of a radio programme. Which of the things in the photos are mentioned? What other activities are mentioned?

3 5.3 Listen to the second part of the programme. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Headspace is a special area designed by specialists for teenagers.
2 In Headspace areas, teenagers are often taught creative writing.
3 Ally says that paper books are easier to use, especially when you're revising.
4 She thinks library computers are important for people who don't have internet access at home.
5 The presenter thinks the government should provide free internet access for everyone.
6 Ally thinks that the work of libraries is essential because people don't read as much as they used to.
7 In some local libraries, people work for free to help keep them open.
8 In some places, old telephone boxes are filled with books that belong to local libraries.

4 REACT Work in groups and discuss the questions.

1 Is there a public library in your area? How often do you use it?
2 Do you think public libraries are important? Why / why not?
3 What changes would you make to public libraries to improve them?

V Insight Phrases with *point*

5 Read the dialogue. Match the phrases in italics with the phrases below. In which phrase is *point* used as a verb?

■ at some point ■ from my point of view ■ on the point of ■ point out ■ take your point
■ the point is ■ there's no point in ■ up to a point

Ethan Hey, have you heard about the *#BookTok* hashtag on TikTok? I'm [1]*soon going to be* posting a video to promote my next book on it.
Georgia A video about the book? Do you mean like a film trailer?
Ethan Yes, a bit like that. It's only a few seconds long, but [2]*the important thing is*, people watch the video then they want to go and read the book.
Georgia But if it's so short, does it really work?
Ethan Yes, even a short video can spark an interest. The video isn't going to [3]*tell you* things about the storyline or anything. [4]*It isn't worth* telling people about the whole plot as that won't interest them. It needs to be something visual and original, with good music, which inspires them to want to know more about it.
Georgia It sounds good [5]*to some extent*, but loads of people our age don't like reading.
Ethan I [6]*accept what you're saying*, but [7]*in my opinion*, it's a great way to encourage them to read more. I've been using it a lot lately and I'm part of a whole new community now. Maybe you should take a look [8]*sometime*!
Georgia Maybe I will.

6 TASK Work in pairs. Choose a book you both know well. Think of ideas you might put in a BookTok video to interest people in the book. Share your ideas with other students.

Speaking Persuading and asking for decisions

7 Work in pairs. Look at the book covers. What genre do you think each book is? Would you like to read these books? Why / why not?



8 5.4 Listen to a conversation. Which books do the speakers mention? What genre are they? Do they choose a book in the end?

9 5.4 Complete phrases 1–7 from the conversation. Then complete A–D in the table with the headings below. Listen again and check.

■ Asking for a decision ■ Asking for information politely ■ Delaying action ■ Persuading

A _____	B _____	C _____	D _____
Could you tell me [1]_____ sort of books you usually read?	I was [2]_____ we could … because …. [3]_____ think you should …? [4]_____ it be better to …?	We don't have to [5]_____ right now.	[6]_____ shall we decide on? Which one shall we [7]_____ for?

10 5.5 Listen to another conversation and tick the phrases that you hear. Then match them to categories A–D in exercise 9.

■ Can we make a quick decision? ■ Could you let us know what the book's called?
■ Doesn't it make more sense to …? ■ Let's sleep on it and decide tomorrow.
■ Surely, you have to agree that …? ■ We could read it another time, maybe, but ….

GS Global skills Persuading people

When you're trying to persuade people, you can disagree with them, but it's always good to offer an alternative idea or suggestion. You can do this with phrases like *I think we should …*, *Why don't we …?*, *What about …?*, *Don't you think …?*

11 Why do you think it's a good idea to offer an alternative idea or suggestion? How do you think this changes the outcome?

12 **TASK** Make a list of three books that you have enjoyed reading. Then work in groups of three and choose one book to read for a book club. Ask politely for information, persuade people and ask for a decision or delay action.

Assess your progress Workbook page 43

Reading and vocabulary

1 WHAT DO YOU THINK? Look at these opinions about poetry. Which do you agree with and why?

Poetry is:

- difficult to understand.
- best understood when it's performed.
- about dreaming, not about reality.
- something anyone can write.
- often political.
- usually personal.
- big ideas described in a few words.

2 Read the article. How would you describe Amanda Gorman's poetry?

3 Read the article again. Are the sentences true (T), false (F) or not given (NG)?

1 Amanda Gorman had some things in common with Maya Angelou.
2 She spent many hours performing with her siblings.
3 The problems she had with her speaking stopped her performing.
4 Amanda's poems deal mainly with personal experiences rather than societal issues.
5 Her poem *The Hill We Climb* had a powerful effect on a lot of people.
6 Amanda comes from a typical American family.
7 She thinks that everyone can realize their dreams in America.
8 Many people support her plans for herself in the future.

GS Global skills Culture

4 Amanda Gorman uses poetry to protest and bring about change. What other forms of protest can you think of? Which do you think are the most powerful / effective forms of protest?

V Insight Word analysis

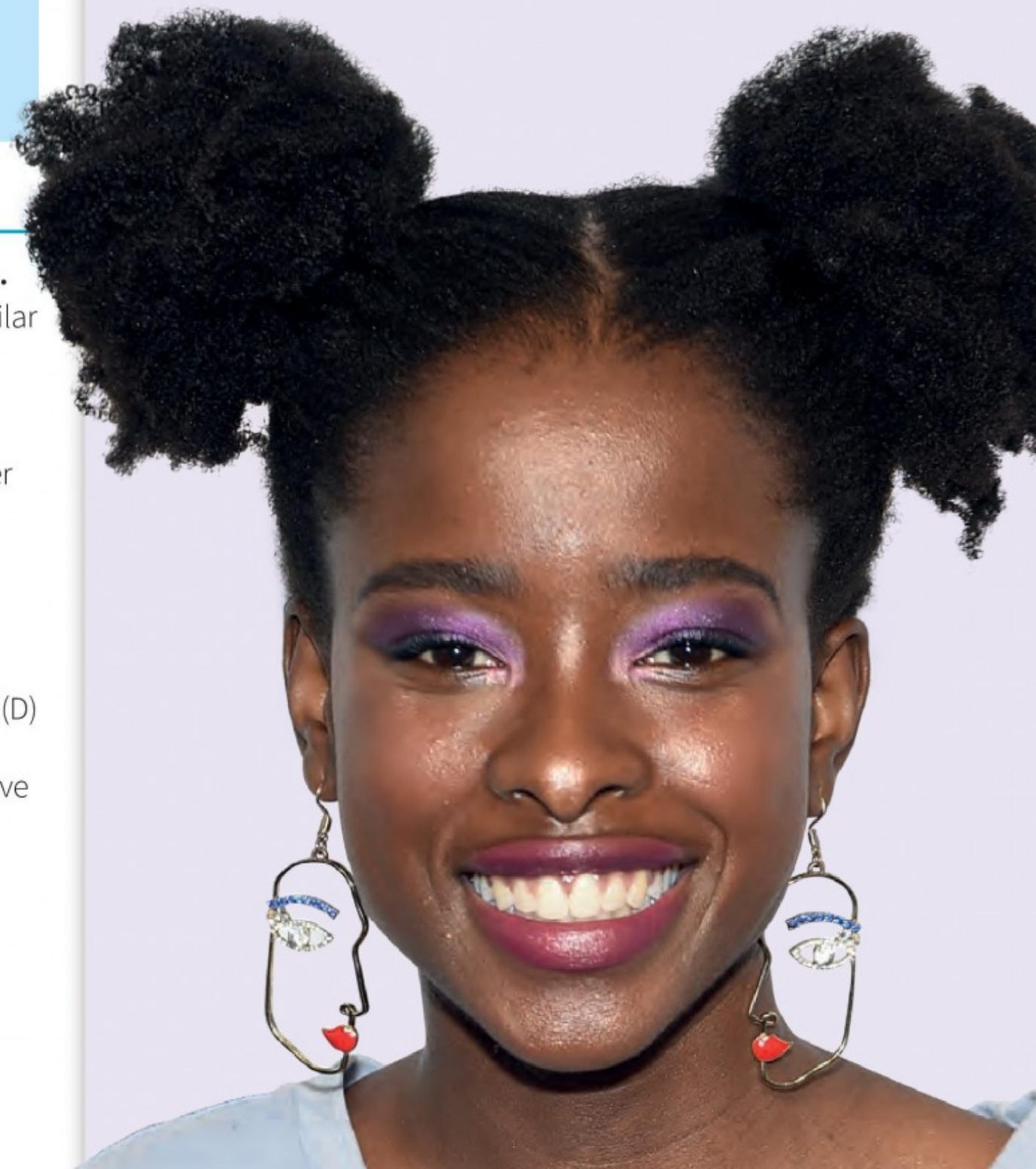
5 Answer the questions, referring closely to the article.

1 Which phrase shows that Amanda did something similar to what someone else had done? What was that? (A)
2 Which phrase tells us Amanda had made a lot of progress? In what ways has she made progress? (A)
3 Which word means cruel treatment? What does it refer to in this case? (C)
4 Which phrase tells us people could understand Amanda's poem? What did they react to in her poem? (D)
5 Which phrase means 'go beyond the usual limits of something'? What did Amanda's poems 'go beyond'? (D)
6 Which word means 'something that prevents people from moving forward'? Name one thing that might have prevented Amanda from becoming a success. (E)
7 Which word implies you have reached the most important or successful part of something? (F)

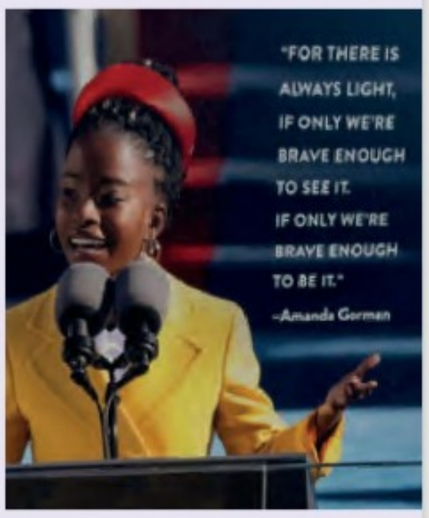
Finding her voice

A 'I'm so proud of her and amazed, but at the same time I'm not amazed because I knew she was going to do great things,' said Michelle Chahine Sinno after watching Amanda Gorman perform the poem *The Hill We Climb*. Michelle, a writer herself, had mentored Amanda when she started her writing journey and had given the young poet advice, along with a book by Maya Angelou. At the time, no one could have imagined that the teenager would follow in Angelou's footsteps and read at a presidential inauguration. Gorman had come a long way, but her story really begins in a modest apartment in Los Angeles, where she grew up with her mother and two siblings.

B Back then, unlike other children her age, Amanda didn't watch TV. Instead, she liked to read books and write in her journal, so the old TV set in the family's apartment was rarely switched on. In her free time, she put on plays and musicals with her brother and sister, and her mother, who worked as an English teacher in a local school, was happy to encourage her love of writing. But although Amanda was a talented writer, it wasn't easy for her to find her voice. As a child, she experienced learning delays in her speech and [1]for years, she couldn't pronounce the sounds 'r' or 'sh'. She was unable to say 'poetry', instead pronouncing it as 'poetwy'. [2]At first, it stopped her from being able to express her thoughts and ideas. But Amanda had so



much to say she was determined that her voice would be heard. [3]She managed to improve her speech by reciting poetry at home, and her writing and reading became a form of speech therapy. In the end, the practice she did to improve her speaking helped her become a performer and storyteller.



C As Amanda grew up, so did her voice. She realized that words have the power to move people and change hearts and minds, so she used her poetry to talk about issues that mattered, speaking out against discrimination and racist abuse, and supporting women's rights. Her talent started to be recognized, and when she was only 16, she became the Youth Poet Laureate of Los Angeles. [4]In the same year, she succeeded in starting One Pen One Page, a non-profit organization which helps young writers and addresses inequality in education. And just a year later, her first collection of poetry, *The One for Whom Food is not Enough*, was published. It dealt with important problems such as poverty in poor communities. However, her success didn't stop there. In 2017, when she was only 19, she became the first National Youth Poet Laureate and was able to perform her poem *An American Lyric* at the Library of Congress.

D But her biggest challenge was yet to come. In 2020, she was asked to write a poem for the presidential inauguration. The work she finally produced resonated with many people, who understood and appreciated its message of hope and healing. She said that America was bruised but not 'broken', and that, like America, she was 'fierce and free' and would not be intimidated or silenced. Her poem managed to transcend and look beyond political events at the time, and have universal appeal.

E Ever since the presidential inauguration, Amanda has appeared in newspapers, magazines and TV shows all over the world. Her social media accounts have gained millions of followers, and she has been described as 'the voice of a nation'. Yet in her inaugural poem *The Hill We Climb*, she refers to herself as an ordinary girl who can still 'dream of becoming president'. Her background is nothing extraordinary, but for her, [5]America is still the land of hope and opportunity, where you can overcome barriers and where things that might seem impossible become reality.

F When she stood on the podium reading her words to millions of people, some thought that she had reached the pinnacle of her success. However, the young poet and activist still feels she has a long way to go. In the future, she intends to run for President of the United States and, with her ambition and resolve, [6]perhaps she will be able to do it. As the main character in her book *Change Sings* says, 'Remember, all of us have the power to change the world.'

Grammar — Modals of ability

Grammar Insight

6 Study underlined sentences 1–6 in the article and match them to rules a–e. Then complete the rules.

a To express ability in the present, we use _____ / *can't*.

b To express general ability in the past, we use *could* / _____.

c To express ability in a particular situation in the past, we use *was(n't) / were(n't) able to*, _____, _____ + *-ing* or *couldn't*. We only use *could* in this context with verbs of perception (*see, hear, smell, taste, feel, understand*, etc.).

d To express ability in the future, we use _____ / *won't be able to*.

e When an infinitive or *-ing* form is needed, we use *be able to* or _____.

Further reference and practice › Workbook › page 117

7 Complete the text. Use the correct form of *can* or if that isn't possible, the correct form of *be able to*, *manage to* or *succeed in*. Sometimes more than one answer is possible.



Maya Angelou

Maya Angelou lived an extraordinary life. As well as being a brilliant writer, she [1]_____ also sing, act and direct plays and movies. In the 1950s, she was a songwriter and singer, and [2]_____ produce an album called *Miss Calypso*. However, she eventually became famous for her writing, which deals with racism, identity, family and freedom. In one of her most famous poems, *Caged Bird*, the bird dreams of [3]_____ fly away, but its feet are tied and it [4]_____ escape its problems. All it [5]_____ do is sing about them. In 1993, Angelou [6]_____ becoming the first Black African American to read at a presidential inauguration. She is famous for saying, 'If you don't like something, change it. If you [7]_____ change it, change your attitude.'

8 TASK Work in pairs and discuss the questions.

1 Who are the greatest poets / writers from your country? What were their greatest achievements?

2 What did they succeed in doing? Have they managed to influence society in any way?

Vocabulary extra › Book structure › page 71

Assess your progress Workbook page 43

Writing A book review



Planning for writing

1 **Work in pairs. Read the task and make a list of things you would expect to read about in a book review. Then read the model review on page 68 and tick the things on your list that are mentioned.**

> Write a review of a fiction book set during an interesting period of history.

2 **Read the model review again. In which paragraph(s) does the writer mention these things?**

a the type of book
b the setting
c what they like about it
d the plot
e the characters

3 **Complete the organization boxes with phrases a–d.**

a give a recommendation
b main characters and themes
c author and setting
d liked and / or disliked most

4 **Study the phrases below. Which of them are positive / negative / neutral?**

■ For me, the biggest problem was …. ■ I couldn't put it down. ■ I loved the part where ….
■ I was disappointed with …. ■ It would appeal to anyone who …. ■ … set in the last century ….
■ The story opens with …. ■ There are some very likeable characters, including ….
■ There's a dramatic twist at the end. ■ This historical novel ….

Writing Insight Synonyms: adjectives describing stories

5 **Study the highlighted adjectives in the model review. Match each one to its synonym in the sentences.**

1 This **moving** / _____ story about a girl's fight to find her family brought tears to my eyes.
2 The **complex** / _____ plot is hard to follow – I found it quite confusing at some points.
3 The writer's **insightful** / _____ account of life on the streets will challenge your views on homelessness.
4 This novel is really **fascinating** / _____ and teaches you so much about life at that time.
5 The author's **expressive** / _____ use of language makes the book a pleasure to read.
6 The story was **captivating** / _____ and I wanted to carry on reading it all night.

6 **Read the strategy and study the underlined examples in the book review. Match them to 1–4 in the strategy. What words / ideas is the writer trying to avoid repeating?**

Strategy Avoiding repetition

When you write, it is important to vary the language that you use. Do not repeat the same words too often. Use:

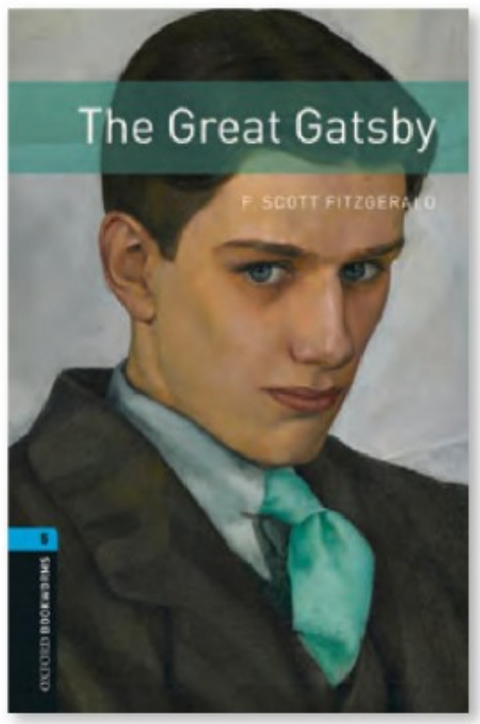
1 personal pronouns, possessive adjectives and *one / ones* to avoid repeating nouns.
2 all forms of *do* (+ *this / that / it / so*) to avoid repeating verbs and verb phrases.
3 *this / that / so* to avoid repeating complete clauses.
4 synonyms to avoid repeating the same words.

7 **Change the underlined parts of the sentences to avoid repetition.**

1 One day, Pip's uncle takes Pip to Miss Havisham's home, and when Pip's uncle takes Pip to her home, he introduces Pip to Estella.
2 Don Quixote sees three windmills. Don Quixote thinks the windmills are giants. In Don Quixote's attempt to fight the giants, he thinks he will become a hero.
3 The passage in which Jonathan Harker arrives at the Count's castle is gripping, and the rest of the chapter that describes the castle's interior is gripping.
4 Animals don't usually wear clothes, talk or know how to read, but the animals on Manor Farm wear clothes, talk and learn to read. They talk and learn to read to become more like humans.
5 Emma upsets her friend Harriet at the start of the book when she tries to match her with Mr Elton, and Emma upsets her again when she suggests Frank Churchill might be a suitable husband.

The Great Gatsby

★★★★½



The summer sizzles, the parties swing and the cocktails flow in F. Scott Fitzgerald's classic novel *The Great Gatsby*, set in the glamour and decadence of 1920s New York.

The story revolves around the self-made millionaire Jay Gatsby and his quest to win back his lost love, Daisy Buchanan. The narrator is Daisy's cousin, Nick Carraway, who starts renting a house across the bay from the one where Daisy lives with her rich but unfaithful husband Tom. Nick's mysterious next-door neighbour, Gatsby, throws spectacular parties every weekend, and Nick discovers that he does this with one purpose: to tempt Daisy back into his life. Gatsby asks him to reunite them. Nick succeeds in doing so and that sets in motion a tragic chain of events which expose some ugly truths about love, wealth and the American dream.

The novel has a fast-moving and riveting plot, but what appealed to me most was the way that the protagonists' complex personalities are revealed over the course of the story. Daisy has a touching sensitivity and charm, but is self-centred and shallow, whereas Gatsby, despite being a fake and a liar, is also an honourable man, unlike some of the other characters who grew up with money.

Fitzgerald's insightful comments on the materialistic values of the 1920s still feel relevant today, and his concise but eloquent prose is a delight.

The Great Gatsby is a perceptive portrayal of a fascinating time in US history and the gripping and moving story is told in expressive and intricate detail. It's a must-read.

Paragraph 1: introduction
Give the title of the book and introduce the _____ in an interesting way.

Paragraph 2: plot summary
Include information about the _____. Use the present simple.

Paragraphs 3 and 4: your opinion
Say what you _____ about the book. Use the present or past simple.

Paragraph 5: conclusion
Summarize your opinion and / or _____.

Synonyms
It's important to use different adjectives in your writing to make it more interesting and to add variety. Try not to use the same adjective twice; think of a different one.

Writing your review

■ **PLAN** **Read the writing task in exercise 1 again. Plan your own response to the task for your chosen book.**

Make notes about:

- the title, author and genre.
- the setting, main themes and characters.
- the plot.
- what you liked and didn't like about it.
- why it feels / doesn't feel relevant in today's world.
- who you would recommend it to.

Think about the adjectives you will use to describe different things and different ways you can avoid repetition.

Create a plan for your review. Plan to write five paragraphs and decide what you will include in each one.

■ **WRITE** **Write a first draft of your review. Use the model review and your plan to help you.**

■ **REVIEW** **Check your review. Use the checklist to help you.**

Have you:

- used a clear paragraph structure?
- used a variety of adjectives and synonyms?
- used a variety of language to avoid repetition?
- made your review clear for readers who don't know the book?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 43

Review 5

Vocabulary

1 Replace the words in italics with the correct form of the phrasal verbs below.

■ brush up on ■ cheer on ■ keep on ■ move on ■ switch on

1 My parents don't understand that the world _____ (*has developed*) since they were kids and everyone now owns a smartphone.
2 The sound engineer _____ (*started*) the equipment to record the interview.
3 We didn't win the quiz because nobody _____ us _____ (*was encouraging us*).
4 I _____ (*will continue*) studying until I fall asleep.
5 I really need to _____ (*improve*) my French before our skiing trip next month.

Marks ___ / 5

2 Add *en-* or *em-* to make verbs.

1 ___rage
2 ___bed
3 ___title
4 ___power
5 ___large
6 ___courage
7 ___close
8 ___bolden

Marks ___ / 8

3 Complete the sentences with the phrases below.

■ from my point of view ■ on the point ■ take your point ■ there's no point ■ up to a point

1 _____, that website is a load of rubbish.
2 _____ in shouting. They don't speak the same language as you.
3 I agree with you _____, but not completely.
4 I _____, but I still think you're making a terrible mistake.
5 She was _____ of giving up when a publisher finally accepted her manuscript.

Marks ___ / 5

4 Match the words and phrases below to definitions 1–6. There is one word / phrase that you do not need.

■ abuse ■ barrier ■ come a long way ■ follow in someone's footsteps ■ pinnacle ■ resonate ■ transcend

1 go beyond the usual limits of something _____
2 something that stops you from moving forward _____
3 cruel treatment _____
4 do the same thing as someone else did previously _____
5 the best or most successful part of something _____
6 make a lot of progress _____

Marks ___ / 6

Grammar

5 Complete the second sentence so that it has a similar meaning to the first sentence. Use the words in brackets.

1 It's compulsory to study a foreign language. (must)
Students _____.
2 We recommend watching films in English. (ought to)
You _____.
3 It isn't necessary for students to bring their own dictionary to class. (needn't)
Students _____.
4 It's a good idea to study vocabulary every day. (had better)
You _____.
5 Cheating in exams is prohibited. (mustn't)
Students _____.
6 It's important to speak in English in class. (need to)
You _____.
7 We don't recommend using online translation services. (ought not to)
Students _____.

Marks ___ / 7

6 Complete the text with the past forms of the verbs in brackets.

As soon as Jan turned up for his interview, he realized that he [1]_____ (should / research) the company more carefully. He [2]_____ (ought to / know) that all the employees were expected to speak English. The receptionist asked him something when he arrived and he [3]_____ (have to / ask) her to repeat the question several times. When he eventually understood what she had said, he [4]_____ (need / think) for a long time how to respond. He [5]_____ (not have to / wait) for long for the interviewer to call him into the room. As he sat struggling to answer the questions, he became aware that he [6]_____ (should not / take) his English classes so lightly. When he left the room, he already knew that he [7]_____ (not need / bother) to apply for the job.

Marks ___ / 7

7 Choose the correct answers. Sometimes both are possible.

1 Amy **can** / **is able to** speak Chinese because she was born in Beijing.
2 If you download the app, you'll **can** / **be able to** study the vocabulary more easily.
3 We **were able to** / **succeeded in** making ourselves understood despite our poor language skills.
4 To pass the writing paper, you must **can** / **be able to** write a formal letter.
5 Sorry I haven't **could** / **been able to** call you.
6 They **could** / **managed to** find the way although they couldn't read the road signs.
7 I was frustrated because I **couldn't** / **wasn't able to** remember the right word.

Marks ___ / 7

Total ___ / 45

Vocabulary extra 5

Acronyms

1 **Match acronyms 1–12 in the messages to their meanings a–l.**

① fyi, last train is 23.55

② btw, it's Anna's birthday

③ have to take a phone call, brb

④ need Tom's number, tia

⑤ imho, new film is cool

⑥ idk what to do

⑦ tbh, I hated it

⑧ call me asap

⑨ dm me your new number

⑩ love the hat! lol!

⑪ omw, wait for me!

⑫ must go, ttyl

a on my way
b as soon as possible
c talk to you later
d by the way
e be right back
f for your information
g I don't know
h in my humble opinion
i laughing out loud
j thanks in advance
k to be honest
l direct message

2 **Write the acronyms from exercise 1.**

Which acronym is used:

1 when you tell someone you are going to do something else but will be back soon?
2 when you want to stress that what you are saying is what you really think?
3 when you tell someone what you think of something?
4 when you want to say something that is not the main point of the conversation?
5 when you have no idea about something?
6 when you want to tell someone that you are going somewhere?
7 when you ask someone to send you a message?
8 when you think something is very funny?
9 when you want something to happen quickly?
10 when you want someone to do something for you?
11 when you give information and you don't know if it's useful or not?
12 when you want to end a message?

3 **SPEAKING** **Work in pairs. What other acronyms do you know that are used online or in text messages?**

Book structure

1 **Study the words below and answer the questions. Use a dictionary to help you.**

■ back cover ■ bibliography ■ contents page ■ dust jacket ■ front cover ■ glossary ■ hardback ■ imprint page ■ index ■ paperback ■ spine ■ title page

1 Which two words are types of books?
2 Which words are things you can find inside a book?
3 Which words are things you can find on the outside of a book?

2 **Complete the text with the correct form of the words in exercise 1.**

Books can be classified into two types. [1]_____ have a thick cover which helps maintain the book's shape. They often have a(n) [2]_____ which keeps the book clean. [3]_____ do not have this protection and are less expensive. The design of the outside of the book is usually the same in both cases. The [4]_____ often has an illustration with the title and the author's name printed on top. This information is also included in a line down the [5]_____, along with the publisher's name and logo. The [6]_____ often contains a summary or description of the book and possibly some quotes from other sources praising it. Inside the book, the first section is called the front matter. The first page is usually the [7]_____, which repeats the information on the cover. Details about the publisher can be found on the [8]_____ which is either on the back of this page or on the last page of the book. After that, there is a(n) [9]_____ which lists all the different sections in the book and where they start. The largest section is usually the body matter, which is followed by the back matter. This sometimes includes a(n) [10]_____ of words of importance used in the work, together with their definitions. There may also be a(n) [11]_____, where the author lists other works he or she has consulted. In non-fiction books, there is often a(n) [12]_____ of terms used in the text, accompanied by the page number where the term can be found.

3 **SPEAKING** **Work in pairs. Take a book and discuss the different parts you can identify.**

Global skills Moving from study to work

1 WHAT DO YOU THINK? Look at the infographic below. How do you think these aspects of a person's life might change when they move from studying to working full time? Think about both positive and negative changes.

2 5.6 Listen to the introduction to a podcast about the world of work. What two questions are the interviewees going to answer?

3 5.7 Listen to the rest of the podcast, where six young professionals talk about their move from study to work. Which of the aspects shown in the infographic does each speaker mention? Some speakers mention more than one aspect.

4 5.7 Listen again and make notes in the table. Then work in pairs and compare your notes.

Speaker	Challenges	Positive changes
1		
2		
3		
4		
5		
6		



5 Imagine that you have just left school, college or university and started working full time. Work in pairs and discuss the questions.

1 What might be the positive aspects of your new life?
2 What might you find difficult?
3 What strategies could you use to help you move from study to work?

6 Read Omar's social media post and the tips below. Which of the tips do you think might be useful for Omar? What other advice could you give him?

Omar I'm leaving college soon and have just been offered a job in a big company, starting in a few weeks. I know I'm really lucky to have a job – especially as many of my classmates don't – but I'm also a bit anxious. I know my life is about to change and I wish I felt better prepared.

Getting ready for working life

Making the move from studying to working is exciting, but it also brings challenges. Here are some ways to make it a little easier.

- **Build your communication skills.** Part-time or voluntary work can be great ways to gain experience of working in teams with people from different age groups and backgrounds.
- **Find out as much as you can about your chosen career.** What are the benefits and challenges of this kind of work? What is a typical working day like? Do some research online and try to speak to people who already work in this area.
- **Learn a bit about finance.** You don't need to be an expert, but having some knowledge of tax and pensions will help you feel more confident about managing your finances.
- **Take steps to manage stress and anxiety.** Life changes, even positive ones, can affect our mental well-being. Be kind to yourself and try to make time for activities that help you feel relaxed, healthy and happy.
- **Remember that life isn't a race.** Everyone's situation is different, and your friends' careers may develop faster or more slowly than yours. Try not to compare yourself to others. Remember also to be sensitive to other people's feelings.

7 Complete the collocations in bold in the questions with the verbs below. Then work in pairs and discuss the questions.

■ climb ■ gain ■ land ■ manage ■ overcome ■ put

1 Think of a job you'd like to do. What skills will you need in order to _____ **the career ladder**?
2 How easy do you think it would be to _____ **a job** in this field?
3 How could you _____ **relevant experience** in this field before you finish your studies?
4 How confident do you feel about being able to _____ **your finances** when you start work? What might you need to learn more about?
5 What does 'imposter syndrome' mean? What do you think is the best way to _____ **imposter syndrome**?
6 What useful knowledge and skills do you have already? How could you _____ these **into practice** in your career?

8 PROJECT Work in pairs or small groups. Follow the instructions to conduct interviews about the move from study to work. Then write a report based on your findings.

1 Find one or more people each who have made the move from study to work and ask them if they'd be happy for you to interview them. You could ask young professionals who have started work recently or older adults who have been working for some time.
2 Decide together what questions you would like to ask. You could ask them about some or all of the aspects in the infographic on page 72 and / or use your own ideas.
3 Conduct your interview(s). Then summarize your findings and share them with your partner or group.
4 Work together to write a report presenting and discussing your findings. What were the most interesting insights? How typical do you think these people's experiences were? How might this information help you and other young professionals in the future?

Assess your progress Workbook page 105

Video Moving from study to work



Watch **Ruaridh** talking to **Gracie**, **Harry** and **Aimee** about his new work placement.

6 Mass media

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions. Then read the article and compare your ideas.

1 Think about the biggest news story in your country at the moment. How did you first hear about it?
2 How does technology influence the way we hear about news stories?
3 What do you understand by 'citizen journalist'?

2 Match topics 1–7 to paragraphs A–G in the article.

1 how citizens can help
2 a safe way to report
3 fact and fiction
4 the impact of human-interest stories
5 an unusual incident
6 the power of posting
7 evolution of the eyewitness

3 Read the article again and answer the questions.

1 Why did Darnella stop to film the incident outside the convenience store?
2 What two things did this result in?
3 How was Abraham Zapruder's film used by journalists?
4 Why were reports about the 2004 tsunami different from newspaper stories?
5 Why do young people prefer eyewitness reports?
6 What advantages do citizen journalists have over professional journalists?
7 What problem do the photo from London and the videos from South Africa illustrate?
8 Why did Darnella post her video online?

4 REACT Discuss the questions.

1 What would you have done if you had witnessed a serious crime, like Darnella?
2 When you share news of a trending event, do you check sources? Why is it important to check sources? How can we do that?

V Insight Collocations: journalism

5 Complete the phrases with the verbs below. Then check your answers in the article.

break ■ expose ■ go ■ lack ■ make ■ trace ■ set ■ spread

1 _____ credibility
2 _____ false rumours
3 _____ corruption
4 _____ (the) headlines
5 _____ the (news) agenda
6 _____ the news
7 _____ (your) sources
8 _____ viral

News | Articles | Galleries | Forums

Citizen journalism: the good, the bad and the ugly

A It was a grey, overcast day in Minneapolis when 17-year-old Darnella Frazier and her nine-year-old cousin came across some police officers making an arrest outside a convenience store. One officer was restraining* a man on the ground: he had his knee on the man's neck and the man was finding it hard to breathe. Darnella started to film what was happening. She filmed for over nine minutes, until an ambulance arrived and took the man away. She then uploaded her video onto social media. No one could ever have imagined the response.

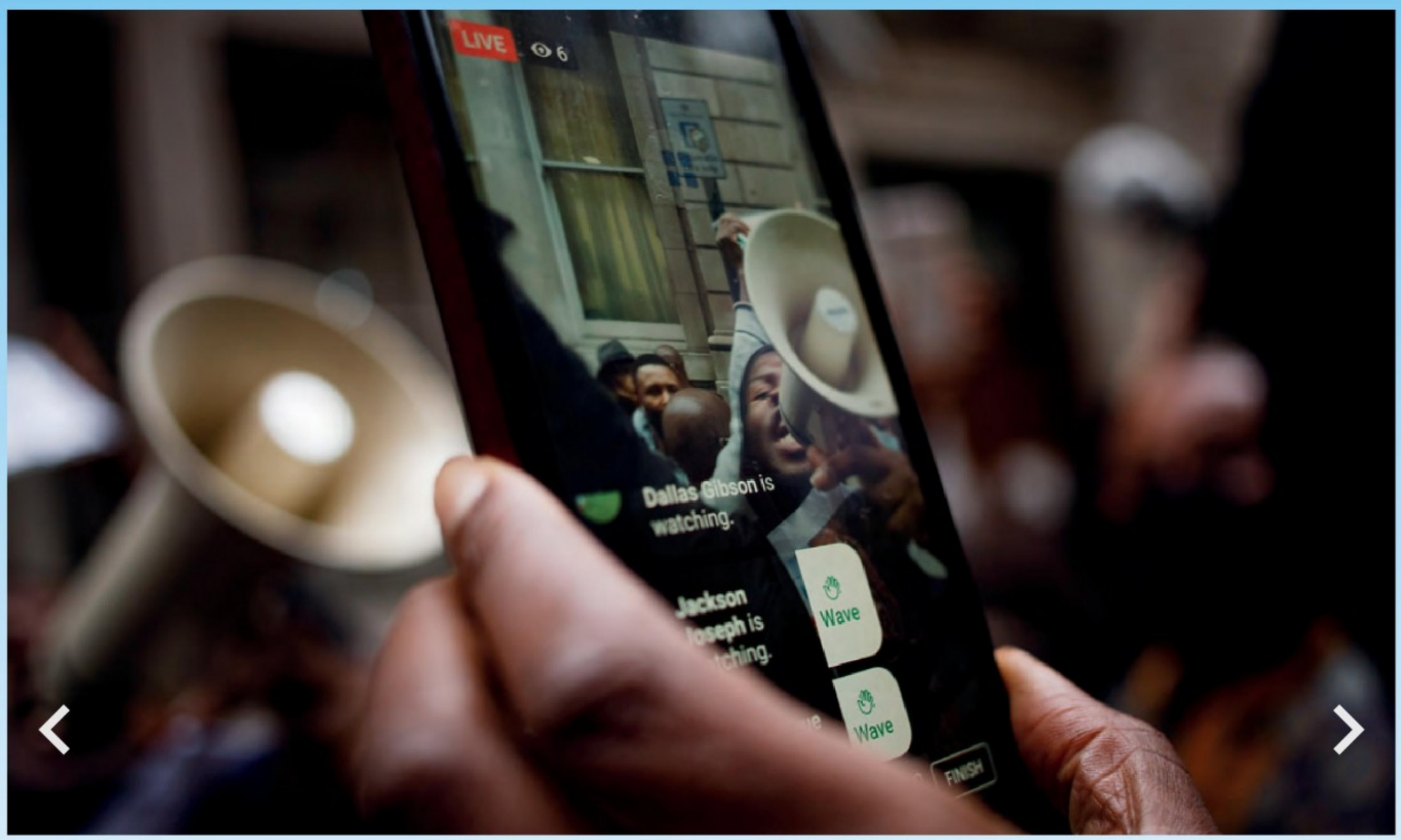
B That day, Darnella Frazier witnessed a serious crime and had the presence of mind to record the event and share it. Her actions resulted in a wave of protest around the world against the police and the abuse of power. Her video had helped keep a murderer off the streets.

C Darnella acted like a 'citizen journalist' – in other words, an ordinary person who records or reports an event in real time. The term was first used in 2004 to describe the citizens who, armed with their smartphones, reported on the Southeast Asia tsunami. The idea, however, is nothing new. In 1963, President John F. Kennedy's assassination was filmed by an ordinary citizen, Abraham Zapruder, using a home movie camera. The difference was that back then, people rarely reported a story themselves; their videos and photos were used by journalists to support the stories they wrote. But smartphones and our hyper-connected world have changed all that. In 2004, eyewitnesses broke the news of the Southeast Asian tsunami to a global audience more quickly than journalists. The landscape of reporting changed as citizen journalists could now set the agenda and decide on the content.

D So, what impact has citizen journalism had on the news? Recent studies show that young people are more likely to trust this eyewitness material than content from traditional news sources because they think it is more believable. Reports from disaster zones are often more emotional, and this influences people, encouraging them to take action and offer their help. A recent earthquake in Turkey left thousands homeless. When they posted

LEARNING OBJECTIVES

- Predict what each section of a text will be about
- Recognize and use collocations related to journalism
- Identify and analyse key words and phrases in a text



their experiences online, people started to offer temporary accommodation, using the hashtag 'My home is your home'. Soon 'My home is your home' was trending all over the country.

E Citizen journalism can also create pressure for social and political reform. People can remain anonymous, so it's easier to expose corruption and dishonesty – for example, in countries where there is censorship of the press. Eyewitnesses like Darnella Frazier might expose human rights abuses or fixed elections, which can lead to reactions like the Black Lives Matter movement.

F But can we always trust citizen journalists? Real-time reporting may be more sensational and immediate, but there is little objectivity or fact-checking, and you only get a snapshot of what is happening; you don't get to see the 'bigger picture'. Moreover, unlike traditional journalists, citizen journalists have no code of conduct* and don't need to trace their sources. Following a terror attack in London in 2017, an eyewitness photograph went viral on Twitter. It showed a woman who appeared to be ignoring a man injured in the attack. The picture was retweeted thousands of times and made headlines in newspapers, with people criticizing the woman's behaviour. Then the photographer explained the context: she had actually stopped and was trying to help. The press published the true story, but the damage had already been done. Similarly, in 2021, people shared eyewitness footage of riots in South Africa, but it was unclear who exactly was robbing shops and businesses and why. Was the rioting part of a protest against corrupt politicians? Racism? Poverty? Instead of helping a cause, the eyewitness videos only encouraged more violence and chaos.

G Still, citizen journalism is an important part of news reporting today. At its worst, it lacks credibility and can spread false rumours and misinformation. In the words of journalist Ida B. Wells, at its best, it can be 'a way to right wrongs' and 'turn the light of truth upon them'. In 2020, Darnella Frazier was awarded a Pulitzer Prize, an honour usually given to professional journalists, showing that citizen journalists like her have a role to play: they are ordinary heroes who bear witness to extraordinary events and are ultimately catalysts for change. 'If it weren't for my video,' Darnella said later, 'the world wouldn't have known the truth.'

Glossary
* restraining = stopping someone from doing something, especially by using physical force
* code of conduct = a set of rules outlining appropriate behaviour

6 Complete the text with the correct form of the phrases in exercise 5.

The FAKE news phenomenon

On 22 August 2019, Emmanuel Macron, France's president, tweeted: 'Our house is burning ... The Amazon rainforest – the lungs which produce 20% of our planet's oxygen – is on fire.' The Amazon was burning, and his post soon went [1]_____, liked by nearly 200,000 people. It set [2]_____ for the day, and other people were soon writing about the fires. The problems of the Amazon rainforest made [3]_____ for weeks, but Macron's claim that the Amazon produced 20% of the planet's oxygen was false.

And that is the problem. Citizen journalism has had a huge democratization effect on the news, with eyewitnesses able to break [4]_____ of important events to global audiences, and whistle-blowers able to expose [5]_____ in big companies. But there are also stories that share false facts. How can we deal with this misinformation?

- Don't spread [6]_____ about people that could be false or post stories that aren't verified.
- If a story sounds fake or a piece of information lacks [7]_____, check one of the many websites that can trace [8]_____ and make sure that the facts are correct.

When we post or share stories online, we have a responsibility to make sure that they are accurate and true.

Insight Word analysis

7 Answer the questions, referring closely to the article.

1 Which phrase describes Darnella's ability to react quickly and stay calm in a difficult situation? (B)
2 Which phrase describes the use of something to control people in a way that is wrong or harmful? (B)
3 Citizen journalists are 'armed with smartphones'. What context is the verb '*arm*' usually used in? What does the use of this verb imply? (C)
4 Which adjective describes something that is being discussed a lot on social media? (D)
5 Which noun is the name for an act or policy of stopping access to information? (E)
6 Which compound noun describes a voting process whose result is false and unfair? (E)
7 What is the name for a film taken of an event by a person who was there? (F)
8 Which phrase means 'provide evidence of the truth of something'? (G)

8 TASK Work in pairs. Write a news story to post online about your local area. Think of ways you can a) make it go viral and b) make sure it has credibility.

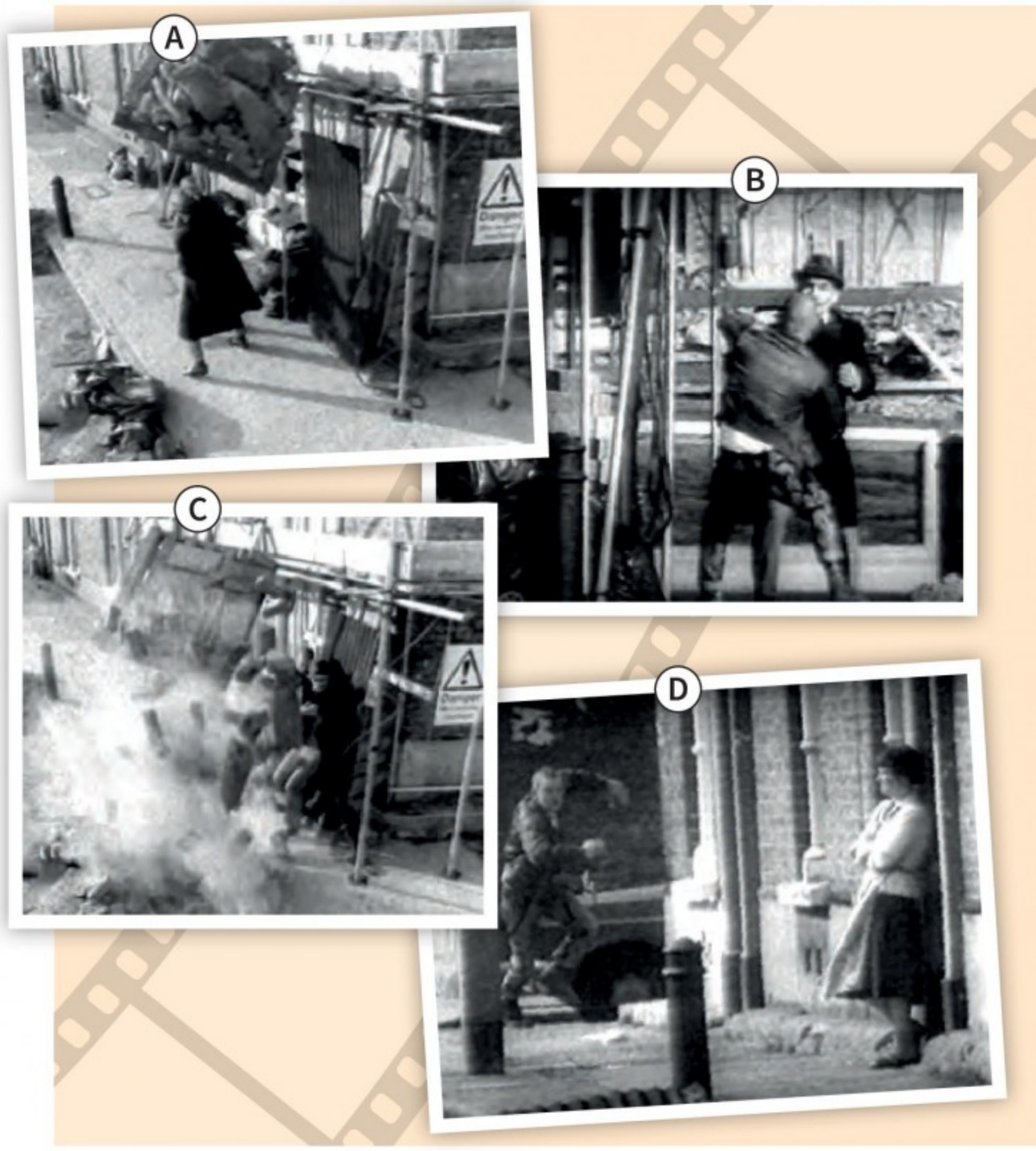
Vocabulary extra › Headlines › page 85

Assess your progress Workbook page 51

Grammar Modals of speculation

1 WHAT DO YOU THINK? Work in pairs. Look at the stills from a TV advert and answer the questions.

1 Describe what is happening in the photos, then agree on the correct order.
2 What do you think the young man wants to do?
3 Where might the older man be going?
4 How does the camera angle affect what we see? How does it affect what we think?



2 6.1 Listen to a journalist talking about the advert and compare your ideas from exercise 1. What is the advert advertising?

3 6.1 Listen again and put the sentences in the order you hear them.

a He **can't have** been trying to help him.
b He **might have** stolen someone's wallet or someone **could have** been hurt in a fight.
c He **must have** done something wrong.
d The bricks **might** fall and they **could** both be badly hurt.
e He **can't be** doing anything good.
f That **can't have** happened because the younger man doesn't know the older man, right?
g He **has to** be running away from a bad situation.
h He **may** be a businessman on his way to work.

4 REACT Were any of your speculations in exercise 1 correct? What assumptions about the situation in the photos did you wrongly make and why? Why do you think it is important to know the context when looking at a photo?

Grammar Insight

5 Study the sentences in exercise 3 again. Then answer the questions.

1 Which sentences express:
a certainty? **b** possibility?
2 Which sentences refer to:
a the past? **b** the present? **c** the future?
3 Which modal verbs can be used to refer to both the present and the future?

Further reference and practice › Workbook › page 118

6 Study the words and phrases below. Which ones express certainty and which express possibility?

■ he looks as if ■ he's bound to be ■ I'm almost sure ■ it seems likely that ■ it's possible that ■ it's safe to say that ■ most probably ■ what looks like

7 Choose the correct words.

Conscious or unconscious?

Unconscious, or implicit, bias is an automatic or unconscious tendency to associate particular characteristics with particular groups. Take orchestras, for example: until the 1970s, only 5% of them were female. This might lead you to think that there [1]**can't / could** have been enough good female musicians auditioning at that time. But surely, that [2]**can't / might** be true. As it happens, no, it wasn't true because when orchestras began doing blind auditions, the chances of female musicians being successful increased by 30%. Since the numbers in an orchestra remain the same and the job has not changed to attract more women, this only goes to show that the people doing the auditions [3]**can't / must** have been influenced by gender. Unconscious bias happens when our brain is processing the constant flow of information it receives. We can't consciously process all of it, so our brain sorts through what we need to focus on. It tells us that certain things [4]**have to / could** be prioritized in a certain way. This [5]**can't / may** be done automatically so that we [6]**must / might** respond in a certain way at a future date.

What do you think? Is there something you [7]**must / might** have reacted to in a certain way because of unconscious bias? Is there something you know now you [8]**can't / could** have said or done differently?

8 Rewrite the second sentence so that it has a similar meaning to the first sentence. Use the modal verbs in brackets.

1 The emergency services are surely at the scene of the accident by now. They left two hours ago. (bound to)
The emergency services _____.
2 It's not possible that he heard about it on the radio. He never listens to the news. (can't)
He _____.
3 It's possible that he'll read the news headlines today. (seems)
It _____.
4 The photo must be by a professional photographer. (has to)
A professional photographer _____.
5 It seems likely that the police have already arrested the demonstrators. (may)
The police _____.
6 I'm almost sure we were watching TV when the news story broke. (must)
We _____.

9 TASK Work in pairs and discuss the questions about the photo. Use modal verbs to speculate. Then compare your ideas with another pair.

1 Where do you think it is? What can you see?
2 What is going on?
3 How might people react?
4 What could have happened?
5 What do you think might happen next?



Assess your progress
Workbook page 51

Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? **Would you like to be famous? Why / why not? What kind of things do you think some people might do to be famous?**

Strategy Adapting to authentic listening situations

When you listen to radio or TV news items or podcasts, you sometimes start listening in the middle and miss the start. In order to identify the topic and context quickly, answer these questions.

1 How many speakers are there?
2 What is the topic?
3 What type of programme is it?
4 Why might people listen?

Once you have finished listening, think about:
- what you heard.
- what you think happened before.
- what you think happened after.



2 6.2 **Read the strategy. Then listen to an extract from a news item and answer questions 1–4 in the strategy. Discuss what might have happened before and after.**

3 6.3 **Listen to the complete news item. Were your predictions correct? Do you think Richard Heene's punishment was fair?**

4 6.4 **Why might people want to be famous? Look at the reasons below and choose the three most common ones. Then listen to a podcast and put the reasons in the order they are mentioned.**

- adrenaline rush
- desire to influence people
- financial rewards
- need for approval
- parental neglect
- possibility of a happier life
- possibility of a longer life
- survival instinct
- unpopularity at school

5 6.4 **Listen again and match the interviewees (Soroush, Nasser and Giti) to statements 1–8. Match one statement to two speakers.**

1 Children who don't get a lot of attention often want to be famous.
2 The need for approval was present in early civilizations.
3 You have to please your audience if you want to remain famous.
4 The way our bodies react to fame can be addictive.
5 Most people want to be famous because of the financial rewards.
6 Fame does not guarantee a long and happy life.
7 Despite the attention, celebrities can feel lonely.
8 People want to be famous because they want to feel immortal.

6 REACT **Do you agree with the speakers' opinions in exercise 5? What information in the podcast did you find surprising?**

V Insight Idioms with *in* and *out*

7 Complete the phrases with *in* or *out*. Explain their meaning. Use a dictionary to help you.

1 _____ of one's depth
2 _____ the limelight
3 _____ on a limb
4 _____ step with
5 _____ of character
6 _____ of favour
7 _____ one's element
8 _____ the offing

8 Complete the questions with the correct form of phrases from exercise 7. Work in pairs and discuss the questions.

1 Imagine you had the chance to meet your favourite actor. Would you act out _____?
2 Do you take risks in life? Would you feel in _____ on stage or as the focus of attention?
3 Are your views about celebrities and fame in _____ your parents' views?
4 How might someone famous feel if they fell out _____ with their fans and lost popularity?
5 Why do you think some people are unable to cope with fame and get out _____?
6 What do you think is the main reason for people wanting to be in _____?

9 TASK **Work in groups. Think of a publicity stunt which might give you five minutes of fame. How would you do it? How might the public react? Share your ideas with the class.**

Speaking Reaching an agreement

10 What makes a good news story? Discuss in pairs. Then compare your views with other students.

11 6.5 Listen to three students discussing a student news website. Which of the stories below do they choose for the home page? Which one is not discussed?

A Summer festival CANCELLED

B Influencer banned from social media

C 80-year-old grandmother tackles bike thief

D U21 Euros tournament

E Local nurse nominated for special award

F Refugee wins poetry prize

12 6.5 Complete the phrases from the conversation. Then listen and check.

Commenting and suggesting	Restating a point of view	Agreeing on a choice
We [1]_____ as well	In other [3]_____, ...	It [6]_____ lots of boxes.
I [2]_____ do that.	You can [4]_____ that again!	Let's [7]_____ it.
	Hang on a minute; are you [5]_____ that ...?	

13 6.6 Put the conversation in the correct order. Then listen and check.

a ___ **Ella** Well, it's certainly controversial. It'd be nice to have something educational, though.
b ___ **Ella** Yeah, I couldn't believe it! And it was her bike!
c ___ **Grace** Yeah, yeah ... I'm just saying that there's already a lot about it in the news and on social media. Not everyone is that interested in it.
d 1 **Ella** Which one is it going to be then?
e ___ **Luca** But don't you think we should do something about the Euros?
f ___ **Grace** Not football again!
g ___ **Luca** Well, let's put it this way: it is the most popular sport in the world – everyone loves football, you know.
h ___ **Luca** I think the influencer story is pretty compelling.
i ___ **Ella** Alternatively, there's that girl who won the poetry prize. We could include her – she's a good role model.
j ___ **Grace** Perhaps, although not everyone likes poetry.
k ___ **Grace** Actually, I like the grandmother and the bike thief story.
l ___ **Luca** OK, so which one should we choose?
m ___ **Grace** Let's have a story that's entertaining, humorous and inspirational. Let's go for the grandma and her bike.



14 Study the underlined phrases in the conversation. Add them to the table in exercise 12.

15 Read the conversation again. Underline more phrases the group use to reach a decision.

GS Global skills Making decisions as a group

In a group discussion, listen carefully, allow other people to speak and try not to interrupt them. You can use phrases like *I'm just trying to point out* ... to give your opinion or *Do we all agree that ...?* and *Let's go for ...* to agree and finalize your decision.

16 In what situations might you discuss things in a group? What do you need to be aware of?

17 **TASK** Work in groups. You are working on a student news website. Which one of these stories would you cover? Why? Use phrases from exercises 12, 13 and 15.

A Swimming pool to be demolished and replaced by flats

B Graffiti – art or eyesore?

C Rise in school bike thefts worries teens

D Protest over school library closures

Assess your progress Workbook page 51

Reading and vocabulary

1 WHAT DO YOU THINK?

1 What makes a good documentary?
2 What are the similarities and differences between a documentary and a fiction film?

2 Read the article and compare your ideas.

3 Now match missing paragraphs A–F to gaps 1–5 in the article. There is one paragraph that you do not need.

GS Global skills Culture

4 Discuss the questions.

1 What was the main purpose of Flaherty's films? Do documentaries have the same purpose today?
2 Choose a documentary you have seen recently about a local or global issue. What was the topic and how was it dealt with? How do you think it could encourage change?

V Insight Noun collocations

5 Match the words in A to the words in B. Then check your answers in the article.

A award-winning ■ handheld ■ hard-hitting ■ musical ■ real-life ■ staged ■ voice-

B camera ■ film ■ issue ■ over ■ scene ■ score ■ story

6 Complete the text with the correct form of the phrases in exercise 5.

Let's make a

DOCUMENTARY!

First, decide on a story: choose a(n) [1]_____. It could be a(n) [2]_____ criticizing something or simply a topic that interests you. Then write your script. Get your friends to tell the story, and film on location.

Always use a(n) [3]_____ when you film – your mobile phone camera is ideal – and follow your subject. Make your film look more realistic by using a 'fly-on-the-wall' style of filming. Sure, you will probably need to have a few [4]_____ with some scripted dialogue, but try to make them sound as natural as possible.

When you've finished filming, it's time to edit. You can add a(n) [5]_____, although I prefer to show, rather than tell, people what to think. You could also create a(n) [6]_____, but be careful the music doesn't distract the audience from your message. If you work hard and believe in your ideas, you might create a(n) [7]_____!



REAL lives, REAL people,

In 1988, a documentary called *The Thin Blue Line* examined the events connected with a murder crime. When the documentary was released, the case was re-opened and an innocent man was freed from jail. In 2006, *An Inconvenient Truth* raised awareness of climate change and, in the US, climate change became part of the school curriculum. In 2008, *Food Inc.* helped change people's attitudes towards factory farming, and in 2011, *Bully* resulted in schools taking bullying more seriously and implementing strategies to prevent it. Documentaries influence us and have the power to create change, but how did this art form begin and where is it heading in the future?

1 _____

The film was informative, but it was also a romantic presentation of the Inuit way of life and included many staged scenes. In one such scene, Nanook used a harpoon to hunt, whereas in the 1920s, Inuit people used shotguns. So, these early documentaries were an interpretation of reality; [1]what happened was that they presented an 'idea' of life rather than showing life as it actually was.

2 _____

This style of filming was made possible by technological advances, which gave directors the freedom to follow people and capture their reactions to different events. [2]All they had to do was use a handheld camera with synchronized sound.

3 _____

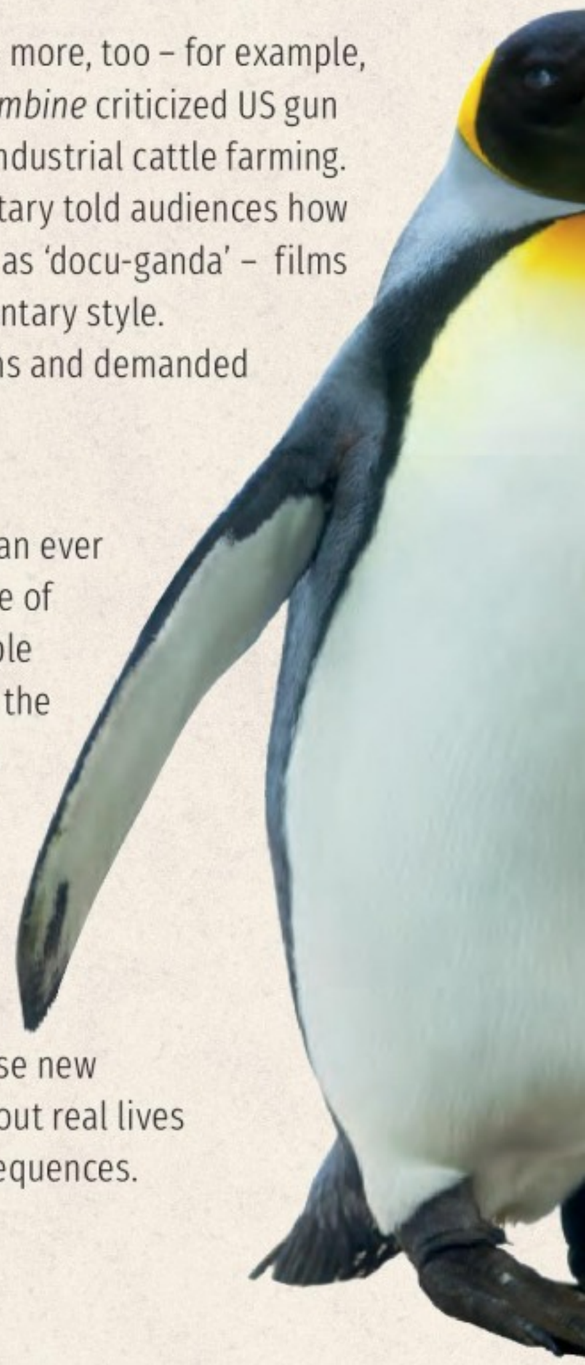
But despite the popularity of *The Family*, documentaries still had a reputation of being films that informed rather than films that entertained. As a result, they were not as popular as mainstream fictional movies.

4 _____

Directors started to share their opinions more, too – for example, the award-winning film *Bowling for Columbine* criticized US gun laws, and *Cowspiracy* warned us about industrial cattle farming. The voice-overs in this type of documentary told audiences how to react and they were often referred to as 'docu-ganda' – films that spread propaganda using a documentary style. Documentaries now highlighted problems and demanded social and political change.

5 _____

Today, there are more documentaries than ever before. Directors talk about 'a golden age of documentary film-making' as more people are watching them and are interested in the issues that they explore. Documentaries are the perfect way to create a dialogue about important topics and encourage social movements. And thanks to the internet, cheap digital technology and computer-based editing, anyone can produce a documentary these days. These new film-makers know that creating films about real lives and real people can have very real consequences.



REAL consequences

A The first moving images were known as 'actualities' and were shown in a café in Paris over 100 years ago. They were short black and white films with no storyline or political message. [3]What they did was show simple scenes from everyday life.

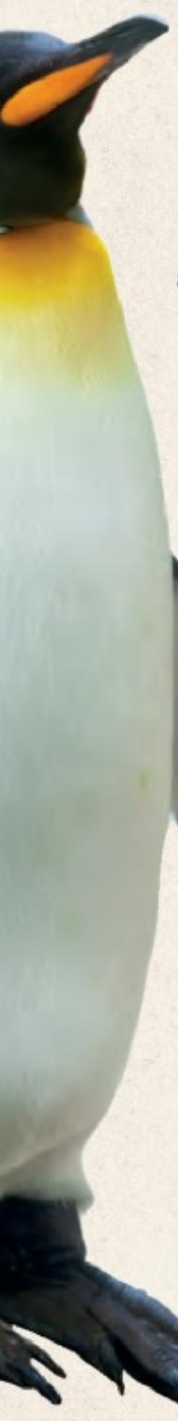
B In the 1970s, a 'fly-on-the-wall' documentary* about a working-class family in the UK became hugely popular. *The Family* was watched by 8 million people; [4]never before had audiences seen a film which had access to every aspect of someone's life. *The Family* inspired a trend of observational documentaries and also influenced normal films, which dealt with real-life issues. The film *Cathy Come Home* is a good example of this – it was a hard-hitting story about homelessness that had a clear social and political message.

C The first documentary, *Nanook of the North*, appeared in 1922 and was made by an American director called Robert Flaherty. It was filmed on location in Alaska and documented the day-to-day life of an Inuit called Nanook, introducing audiences to his life and culture. [5]It was this desire to broaden people's knowledge of the world that motivated early film-makers.

D But [6]not only did they highlight difficult topics, they also helped viewers understand and connect with people. They encouraged viewers to put themselves in someone else's shoes. Compelling films like *Bully* did this brilliantly.

E Documentaries have changed significantly since then. During the 1960s and 1970s, a movement called Direct Cinema became popular; they used 'fly-on-the-wall'-style filming. This gave the impression that the events on the screen were presented exactly as they happened in real life.

F However, from the 1980s, things began to change. Documentaries started to use the same techniques as scripted fictional movies: they had musical scores, emotional storytelling and a dramatic structure. Documentaries became more like Hollywood movies, and Hollywood movies became more like documentaries.







Glossary
* fly-on-the-wall documentary = a documentary in which people are filmed going about their normal lives as if the camera were not there

Grammar Emphasis and inversion

Grammar Insight

7 Study underlined sentences 1–6 in the article and match them to rules a–b. Then answer the questions below.

To create emphasis, we can:
- **a** add an extra clause beginning with *it*, *all* or *what*.
- **b** start with a negative word or phrase like *seldom*, *not only*, *hardly*, *never*, *rarely*.

1 What do we use after:
- *what / all they did was …?*
- *what happened was …?*
- *it was … that …?*

2 How does the word order change in sentences that start with a negative word / phrase?

Further reference and practice › Workbook › page 119

8 Rewrite the sentences. Start with the words in brackets.

1 The director used documentary techniques to make the film seem realistic. (What the director)

2 *Billie Eilish: The World's a Little Blurry* didn't win an Emmy award, which was a bit disappointing! (It)

3 They only used a handheld camera when they made the documentary. (All they did)

4 He had a soft drink and ate a bag of popcorn during the film. (Not only)

5 The political documentary was banned from some countries. (What happened)

6 I have never seen a film as good as *Won't You Be My Neighbour?* (Never)

9 TASK Read the opinions. Do you agree with them? Why / why not?

1 'Not only is it difficult to separate documentaries from Hollywood films, but it's also often impossible to separate fact from fiction.'

2 'Documentary makers not only have a responsibility to produce objective film-making, they also need to entertain.'

Vocabulary extra › Film-making › page 85

Assess your progress Workbook page 51

Writing An article

Planning for writing

1 Look at the title of the model article on page 83. What ideas would you expect to appear in an article with this title?

2 Read the model article and compare your ideas from exercise 1.

3 Read the model article again and complete the organization boxes with the words below. Which of the writer's arguments do you agree with? Which do you disagree with? Why? Make notes.

■ facts ■ purpose ■ restate ■ second

4 Read the strategy. Then match underlined sentences 1–5 in the article to a–d in the strategy.

Strategy Creating emphasis

When you write an article, you can emphasize your point by using:

a a negative word or phrase (e.g. *never*).
b a fixed emphatic phrase (e.g. *whatsoever, by far*).
c an emphatic verb (e.g. *do*).
d an extra clause (e.g. *all they did was …*).

5 Rewrite the second sentence so that it has a similar meaning to the first sentence.

1 He had just finished uploading a new post when his friends arrived.
Hardly _____.
2 In my opinion, the best news stories are about influencers.
By far the _____.
3 Young people are often not interested in international news stories.
Rarely _____.
4 When news stories are funny or entertaining, more people read them.
More people do _____.
5 The news agency didn't check the facts before the article was published.
What _____.
6 A TV journalist was first to break the story.
It was _____.

Writing Insight Discourse markers

6 Match the highlighted phrases in the model article to definitions 1–4. Then match the words below to the same definitions.

■ in reality ■ probably ■ undeniably ■ undoubtedly

1 it's likely that
2 I acknowledge this point, although I'd rather not
3 there is no doubt about this
4 in fact; really

7 Match each definition (1–3) to two words / phrases (a–f). Use a dictionary if necessary.

1 to be honest with you
2 I'm concerned about this
3 in theory

a distressingly
b frankly
c hypothetically
d theoretically
e worryingly
f in all honesty

8 Choose one word you cannot use to complete each sentence. Then work in pairs and discuss the opinions. Do you agree or disagree?

1 Newspapers need to use social media to engage younger readers. **Undeniably** / **Frankly** / **Distressingly**, they need to use it as a way to discuss issues that matter to a younger audience.
2 Some people think 18–34-year-olds know less about current affairs than older people. **Presumably** / **Obviously** / **Hypothetically**, it's because they don't have as much time to read the news.
3 News stories should be more relevant to young people. **In reality** / **Worryingly** / **Probably**, newspapers don't seem to be doing this successfully.
4 Young people often talk about 'the latest news'. **Admittedly** / **Presumably** / **In reality**, 'the latest news' is usually about what happened last weekend!
5 Some of the best journalists are middle-aged. **Hypothetically** / **Undoubtedly** / **Obviously**, they reflect a middle-aged view of the world.
6 A lot of young people aren't interested in the world around them. **Theoretically** / **Frankly** / **As a matter of fact**, all they care about is themselves.

Paragraph 1: state the topic and the main [1]_____ of your article. Outline your main ideas.

Paragraph 2: present your first point and any [2]_____ or opinions that the reader may not have considered.

Paragraph 3: present your [3]_____ point and any unusual points of view on the topic.

Paragraph 4: write a conclusion to the article. [4]_____ the two main points you have covered.

No news is good news

Whoever said, 'No news is good news,' had a point. If we don't read the news, we can pretend nothing bad has happened. But look at the headlines and there it is: [1]rarely do we find good news online or on TV. As a matter of fact, journalists seem to like bad news. So why do we read it? And wouldn't we be better off without it?

Presumably, we read the news because we think that it deals with issues that we might be able to influence in some way. But think about news stories you have read recently. Could you change any of the situations? Events in the news are usually about things we cannot influence. [2]Hardly have we finished reading one depressing story when another appears that we can't do anything about.

So, are we better off without it? Probably, as studies have shown that bad news stories can have a negative effect on our minds and on our bodies. [3]It is this negative news that is one of the causes of stress, which can lead to serious illness. And the huge amount of news available is obviously difficult for our minds to process. As a result, we often skim-read articles rather than reading them in detail. This overworks our short-term memory, which, in turn, weakens our long-term memory.

Admittedly, in this information-rich age, it's impossible to switch off from the news completely. [4]By far the most important thing we can do is to change our habits. Try having 'no news' days to give your brain a break, and [5]when you do read, try to read more deeply and focus on issues that are relevant to you. No news really can be good news sometimes.



Remember to use discourse markers to connect one piece of writing to another and to make your writing more fluent.

Writing your article

Write an opinion article on one of these topics.



Keeping up-to-date with news helps us become good critical thinkers.

PLAN **Read the task and check you understand it.**

Make notes about:

- how the news connects people.
- what we can learn from reading or listening to the news.
- how the news helps us form opinions.
- why it is important to have an opinion on news and current affairs.

Create a plan for your article. Organize your ideas into four paragraphs. Use the organization boxes to help you.

WRITE **Write a first draft of your article. Use the model article and your plan to help you.**

REVIEW **Check your article. Use the checklist to help you.**

Have you:

- stated your opinion clearly?
- included your main ideas and your first and second points?
- used emphasis to underline your main ideas?
- used discourse markers to connect your writing?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 51

Review 6

Vocabulary

1 Match the words in A to the words in B to make collocations.

A ■ expose ■ go ■ lack ■ make ■ set ■ spread

B ■ corruption ■ credibility ■ headlines ■ rumours ■ the agenda ■ viral

Marks ___ / 6

2 Complete the sentences with the words below. There is one word that you do not need.

■ abuse ■ armed ■ censorship ■ footage ■ presence ■ trending ■ witness

1 She had the _____ of mind to press the alarm button as soon as the robbers came into the bank.
2 Her numerous awards bear _____ to her extraordinary talent.
3 The police officer was arrested on charges of corruption and _____ of power.
4 _____ with all the facts, he was ready to start writing his article.
5 There was some terrifying eyewitness _____ showing the moment of the explosion.
6 The election is in the top five _____ topics on Twitter at the moment.

Marks ___ / 6

3 Choose the correct words.

You would think that the publishers of magazines would find themselves out [1]**of character / on a limb / of the limelight** since the arrival of the internet. Today, news about famous people in [2]**the limelight / their element / step** can be found on numerous different websites. Although it is true that some of the celebrity titles have fallen out [3]**of character / of favour / of their depth**, other specialist titles are doing well. This is because they have found a way to keep in [4]**the limelight / their element / step with** digital technology. Far from being out [5]**of character / of favour / of their depth**, they have learned to embrace new platforms, such as tablets and smartphones.

Marks ___ / 5

4 Complete the definitions with the words below.

■ award-winning ■ handheld ■ hard-hitting ■ musical score ■ real-life ■ staged ■ voice-over

1 _____ scenes are carefully planned parts of a film.
2 _____ cameras make it easier to record footage outside a studio.
3 _____ stories are not afraid to criticize people or organizations directly.
4 A _____ is the information in a film given by a person who is not seen on the screen.
5 The _____ is the music written for a film.
6 _____ films are very successful films.
7 Documentaries tend to focus on _____ issues.

Marks ___ / 7

Grammar

5 Complete the second sentence so that it has a similar meaning to the first sentence. Use *must*, *might* (*not*) or *can't*.

1 That story is probably true.
That story _____ true.
2 It isn't possible that she's dying – she's so young!
She's so young – she _____.
3 It's possible that the reporters were trying to help the injured man.
The reporters _____ to help the injured man.
4 Perhaps the police didn't arrest the right person.
The police _____ the right person.
5 I'm sure that the newsreader made a mistake.
The newsreader _____ a mistake.
6 It's possible that it will rain in the morning.
It _____ in the morning.
7 It's impossible that they started the fire.
They _____ the fire.

Marks ___ / 7

6 Complete the news item with the phrases below.

■ is bound ■ looks as if ■ most probably ■ possible that ■ safe to ■ seems likely ■ sure

Police are appealing for information about an attempted robbery at a cash machine in Worcester Park last night. The thief is [1]_____ a local man, although it is [2]_____ he lives some distance away because he was riding a bike. It [3]_____ that this was not his first attempt as he did not hesitate to approach the two girls who were at the cash machine. In the CCTV footage, he [4]_____ he is going to ride straight past the machine at first, but at the last minute, he leans over to try and grab the cash. Police are [5]_____ that he went home after the incident. The girls pulled him off his bike, so he [6]_____ to be hurt. It's [7]_____ say that he will think twice about robbing girls in pairs in the future!

Marks ___ / 7

7 Rewrite the sentences.

1 The film had just begun when there was a newsflash.
Hardly _____.
2 I was surprised about the style of the report.
What _____.
3 It's the first time I've been so shocked by a news item.
Never _____.
4 The driver and the passengers got injured in the crash.
Not only _____.
5 Citizen journalists helped the victims of the crash.
It _____.
6 They took lots of photos and immediately uploaded them online.
What _____.
7 The fans have rarely witnessed such an exciting match.
Seldom _____.

Marks ___ / 7

Total ___ / 45

Headlines

1 **Match the words in bold in the headlines to their synonyms 1–10.**

(A) **LARGE SUPERMARKET CHAIN TO AXE 5,000 JOBS**

(B) ENERGY SECRETARY **BACKS** NUCLEAR ENERGY PLANS

(C) Final **bid** to stop train strike

(D) **Fall** in cases of malaria worldwide

(E) Royal couple in privacy **plea**

(F) EXILED PRESIDENT **VOWS** TO RETURN TO HIS HOME COUNTRY

(G) Manager to **quit** at end of the season

(H) Minister announces measures to **curb** inflation

(I) POLICE STILL **UNCERTAIN** OF THIEF'S IDENTITY

(J) Bank robber **faces** ten years in prison

1 supports – _____
2 promises – _____
3 cut – _____
4 attempt – _____
5 decrease – _____
6 request – _____
7 control – _____
8 resign – _____
9 will have to deal with – _____
10 unsure – _____

2 **Complete the headlines with the correct form of the words in bold in exercise 1.**

1 **England fails in its _____ to host World Cup**

2 **Film director to _____ in the middle of filming**

3 **Police _____ criticism over clashes with climate change demonstrators**

4 **Top four banks _____ 18,000 jobs worldwide in five years**

5 **Manager's future _____ as team loses again**

6 **Prime Minister _____ plans for a national day of reflection**

7 **Unemployment figures _____ for the third month in a row**

8 **Bank of England increases interest rates to _____ lending**

9 **Environment secretary issues _____ for people to start cycling to work**

10 Government _____ to investigate corruption allegations

3 **SPEAKING** Work in pairs. Look at today's headlines and translate five of them from your own language into English.

Film-making

1 **Match the words below to definitions 1–12.**

■ audio engineer ■ boom ■ costume designer ■ director ■ lighting ■ location ■ prop ■ screenplay ■ scriptwriter ■ soundtrack ■ storyline ■ stunt double

1 the basic plot in a film
2 a person who makes drawings of the clothes to be worn by actors
3 the words for a film and the instructions on how it should be acted
4 a person who does dangerous things in a film instead of an actor
5 the music of a film
6 a long pole that carries a microphone
7 a person who produces the words for a film
8 the arrangement ensuring that a scene is not too dark
9 a person who is in charge of a film and tells the actors and crew what to do
10 a place outside a studio where scenes of a film are made
11 a person who is responsible for recording all the sounds for a film
12 a small object used by actors in a film

2 **Complete the text with the correct form of the words in exercise 1.**

The first stage in the film-making process is when the ideas for the film are created. The producer contracts a [1]_____, who develops the [2]_____ of the film. Successful [3]_____ are given the green light by a film studio and a production company is created. The producer hires a crew which includes the [4]_____ and the heads of all the different departments. Apart from the actors, sometimes [5]_____ are needed to perform dangerous falls or car crashes and fights. There is a [6]_____ who prepares all the actors' clothes; a 'scout' who looks for the [7]_____ where the scenes will be shot; and a person who is in charge of any [8]_____ the actors might need. During production, an [9]_____ records all the audio material using a [10]_____ which must not be visible on the screen. An engineer looks after the [11]_____ so that the right atmosphere is created for the action to take place. During post-production, the [12]_____ is added and finally, the film is released to the cinemas.



Listening

1 6.7 **Listen to people talking in five different situations and choose the correct answers.**

1 How should the piece of news be headlined?
- **a** Woman makes online plea for fire victims
- **b** Fame for resident of block hit by fire
- **c** Animated film of fire hits the internet

2 What do the speakers think about the new libraries?
- **a** They are convenient.
- **b** They are unusual.
- **c** They are useless.

3 The extract comes from
- **a** an advert.
- **b** a documentary.
- **c** a debate.

4 Which of the following does the caller state as a fact and not an opinion?
- **a** Features of textspeak, such as *LOL*, are corrupting the English language.
- **b** The function of the word *LOL* has changed since it was first used.
- **c** Abbreviations like *LOL* are only ever used in textspeak.

5 The speaker is
- **a** a careers advisor.
- **b** a university professor.
- **c** a journalist.

Speaking

2 Work in pairs. Discuss the advantages and disadvantages of the news sources in the photos and answer the questions.

1 Which source do you think is the fastest / slowest? Why?
2 Which source is the most / least reliable? Why?
3 How might the ways we get our news change in future?
4 Is it important to follow the news? Why / why not?



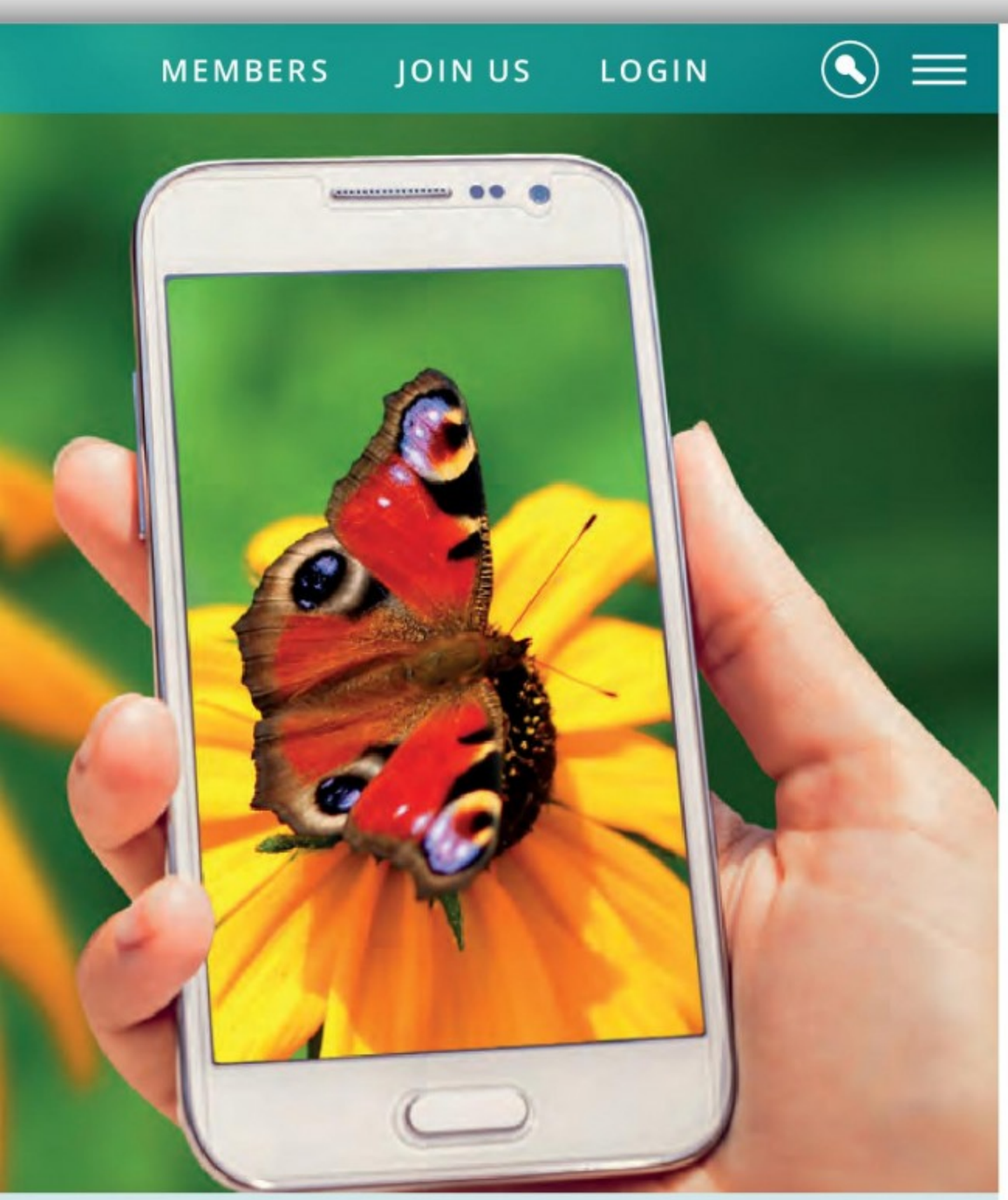
SCIENCE TRAVEL ANIMALS ENVIRONMENT

Citizen scientists

Ⓐ The origins of citizen science date back thousands of years. In ancient China, migrating locusts frequently destroyed crops and local people recorded it, but the term 'citizen science' was first used in the 1990s. A sociologist described it both as 'science which assists the needs and concerns of citizens' and as 'a form of science developed and enacted by the citizens themselves'. Armed with a phone, whether it's taking photos of mountain smog or recording frogs, we can all be citizen scientists. Today, more than ever, it feels important that we contribute. With advances in technology and the power of social media, public involvement in science has grown rapidly. Citizen scientists around the world are working together with scientists to gather data and answer real-world questions, and there are many different ways to become a citizen scientist and get involved in a project.

Ⓑ iNaturalist is a social network that began in 2008. Anyone can upload a photo of a flower, plant, animal, bug or creature they have seen to identify it or simply to share what they have seen with others. Since its launch, the number of uploaded images has doubled each year. The app has helped promote different events and areas of research, and one event that has proved very popular is a BioBlitz. A BioBlitz is a communal effort to locate and identify as many species as possible in a specific area over a certain period of time. Participants of all ages meet and learn different techniques for observing and collecting data on animals and plants in back gardens, local parks or small green spaces in schools. The observations are identified, collated and uploaded to the app to be counted. The data is then verified for its research quality and no matter how small, it will contribute directly to science. Participants can also report and share the results on the app so all the participants can see how their work has helped. BioBlitz hopes to inspire people to value the natural world more, look after the systems that are vital to sustain all life on Earth and to communicate effectively the importance of biological diversity.

Ⓒ A student at Bogor University in Indonesia organized a BioBlitz event for fellow students at Bogor Botanical Gardens. A research team gave the students an introduction to the garden, tips on how to identify different species they might see and then gave them the opportunity to practise with different equipment like nets and



binoculars. Students collected data during two different sessions and contributed to more than 130 observations. For a lot of them, it was their first visit to the botanical garden, and they learned about local wildlife first-hand and from a scientific point of view.

Ⓓ Light pollution is another area where citizen scientists have been very active. Globe at Night app is an international citizen science campaign to raise public awareness of the impact of this type of pollution. Citizen scientists measure the brightness of the night sky and submit their observations from their phones or computers. Light pollution is a big problem because it not only threatens our right to starlight, but it also affects energy consumption, wildlife and health. Over the last 14 years, more than 200,000 measurements have been contributed from people in 180 different countries. Thanks to all those contributions, Globe at Night has become one of the most successful light pollution awareness campaigns.

Ⓔ A biogeochemist at the University of Antwerp in Belgium called Filip Meysman understands the benefits of getting the public involved in scientific research. For his research project on air quality – *CurieuzeNeuzen* – he advertised on television in northern Belgium, asking people to work with him to assess the quality of the air in the region. The advert attracted a huge number of willing volunteers and the results were impressive. Air pollution samplers were given out to 20,000 volunteers, who then took regular readings for a month. When they were returned and the data was collected, Meysman and his colleagues could analyze the concentration of nitrogen dioxide at nose level – a level of the atmosphere that satellites can't reach and is impossible for scientists to measure on their own because of the costs involved.

Ⓕ It's clear we already have the tools and the technology that we need to help solve some of the most important issues on the planet. Citizen science is a key part of the future of science, so what are you waiting for? Get out there and use the tools and technology at your fingertips!

Reading

3 Read the article. Match paragraphs A–F to summaries 1–8. There are two summaries that you do not need.

1 explaining how an expensive scientific process was not necessary
2 commenting on different types of scientific research we will need in the future
3 illustrating how technology can be a positive tool for people to reassess their relationship with the world around them
4 giving an example of how young people learned new science skills
5 discussing the origins of citizen science
6 giving details about a global project that has been a great success
7 encouraging and empowering technology users to become citizen scientists
8 commenting on the differences between different types of technology in science

Grammar and vocabulary

4 Complete the second sentence so that it has a similar meaning to the first sentence. Write between three and five words, including the given word. Do not change the given word.

1 I'm sure that the reporter broke the rules to get this information.
The reporter _____ to get this information. (must)
2 I haven't seen such a mess before.
Never _____ such a mess before. (have)
3 It was a bad idea to write your essay late at night.
You _____ your essay late at night. (ought)
4 Were you able to get any tickets for the play?
Did _____ any tickets for the play? (succeed)
5 She decided to become a citizen scientist.
She _____ to become a citizen scientist. (made)
6 *Hack* used to mean 'chop' or 'kick' and this original usage continues today.
Hack used to mean 'chop' or 'kick' and this original usage _____. (carries)
7 We weren't allowed to touch the sculptures in the exhibition.
They _____ the sculptures in the exhibition. (let)
8 She started painting landscapes when she was six.
She _____ she was six. (has)

Writing

5 Write an article for your school magazine stating your opinion on this statement. Use the plan below to help you.

- Paragraph 1: introduce the topic and briefly state your opinion.
- Paragraph 2: present your first point.

> The majority of young people are happier to read about the problems the planet is facing or watch others take action rather than doing something about it themselves.

- Paragraph 3: present your second point.
- Paragraph 4: summarize your opinion and restate your main points.

Exam Insight 3 › Workbook › page 94

7 Once in a lifetime

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions. Then read the article and compare your ideas.

1 What do you think is the average lifespan of people today? What about in 50 years' time? What innovations might make it possible for us to live longer?
2 Do you think that most people want to live as long as possible? What are the pros and cons of living for over 100 years?

Strategy Summarizing

To summarize a text:

- identify the topic sentence in each paragraph.
- underline ideas that support the topic sentence.
- paraphrase the information in your own words.
- use linking words to connect the information.

2 Read the strategy. Then read the article again and identify the topic sentence in each paragraph.

3 Choose the best summary for sections 1–5 of the article.

1 a We are searching for ways to live longer, but we need to consider how a longer life will affect us.
b People use many different things to try and help them live longer.
2 a Anna Bågenholm was frozen in a skiing accident, but managed to survive.
b Cryonics might be a way of extending people's lives in the future.
3 a Only rats' brains have been copied by computers.
b Computers recording the contents of our brains is unlikely.
4 a Some technological inventions and discoveries could prevent ageing.
b How we can extend human life beyond the average shelf life.
5 a It's better to accept our mortality and make the most of the life we have.
b We would get bored if we lived forever, so there's no point pursuing immortality.

4 Read the article again and answer the questions.

1 What do people today have in common with Gilgamesh?
2 What does the story of Anna Bågenholm show?
3 What are supercomputers able to duplicate?
4 Why did the mice in one experiment live longer?
5 What could nanorobots help us do?
6 What three problems might we experience if everyone lived longer?
7 Why is Gilgamesh a 'wiser and happier king'?

5 REACT Discuss the questions.

1 List five things you would like to do before you die. If you could never die, would your objectives be the same?
2 If a 'cure' to ageing was found, should everyone have it?
3 If your consciousness was downloaded into a computer, would you still be human?

Who wants to live forever?



1 Then and now

In 1853, 12 clay tablets were discovered in the ruins of the ancient library of Ashurbanipal in Nineveh. The tablets dated from 1500 BC and were engraved with words from an epic poem. The poem told the tale of a young king called Gilgamesh, who sets off on a quest to find immortality. Thousands of years later, we are still looking for ways to live longer. Ageing and death are treated like an illness, but how close are we to developing a 'cure', and what might be the consequences if we find one?

2 Cryonics



One way of achieving a longer life might be through cryonics. Cryopreservation, or the process of preserving single cells and tissues, has been used in laboratories for years, but cryonics is more extreme. The idea is to extend human lifespans by preserving whole bodies, with the hope that future medical technology may be able to some day revive and restore them to full health. For anyone with an incurable medical condition, it might make sense to try it.

However, bringing a cryopreserved body back to life has not yet been attempted, although people have been frozen by accident and lived to tell the tale. One example is a student called Anna Bågenholm, who had a skiing accident several years ago and was trapped in a frozen river for 80 minutes. When she was rescued, her body temperature was 13.7°C and she had stopped breathing, but doctors decided to wait until she got warmer before they recorded her death. Their decision paid off because as she warmed up, she started to breathe again! Maybe cryonics will work or perhaps Anna led a charmed life and was just lucky.

3 Computer-brain interfaces

Uploading your consciousness to a machine may be another way to live longer, but what would this involve? You can find out in the popular sci-fi series *Altered Carbon*. The story takes place in the 25th century, where people are equipped with a disk in their spine that records their memories and experiences. When a body dies, these records are uploaded into a new body: people's 'consciousness' then breathes life into that body, so they live on. However, although uploading our consciousness sounds cool, so far, supercomputers have only been able to record a tiny proportion of the brain, and not even a human one – it belonged to a rat!









4 Rejuvenate and replace

If you don't fancy becoming a cyborg or an icicle, another option is to stay forever young – in other words, to put off dying by stopping or reversing the ageing process. In 2009, scientists discovered that the end of each chromosome in our cells is protected by telomeres. These telomeres are long in young people, but they shorten as we grow older, affecting our health and lifespan. If we lengthen these telomeres, we can extend human life well beyond the average shelf life of 85–89 years. Scientists are working on it and have already created age-resistant mice!

Other possible 'cures' include maintaining our bodies through tiny nanorobots who would monitor our health and help us fight off disease, and using 3D printers to build new organs. Imagine being in the prime of life at 70 years of age and having the body of a 25-year-old!

5 Future perfect?

All these developments sound great, but if we lived for hundreds of years, wouldn't the novelty of living eventually wear off? Wouldn't we get bored once we had completed the milestones in life, such as getting married and having children? What would we do once we had crossed off everything on our bucket lists*?

There are also practical considerations: how can our planet's finite resources support people who live longer? And if immortality was available to everyone from every walk of life, would that mean that people such as dictators and murderers could live forever, too? Living forever is a matter of life and death in more ways than one, and the problems it could create should be carefully considered.

So, despite the innovations, do we really want to live forever? Faced with the fact that he cannot defeat death, Gilgamesh returns to his kingdom a wiser and happier king. He learns that we need to accept that life will end and to use our time wisely. For the moment, at least, we only have one finite life, so let's make the most of it.

Glossary
* bucket lists = lists of things people want to do before they die

Insight Phrasal verbs with *off*

6 Study the underlined phrasal verbs in the article. Use a dictionary to check their meaning. Then complete the sentences with the correct form of the verbs.

1 Scientists _____ the news conference because the results of their study were inconclusive.
2 We can _____ disease and infections, but we ultimately have to accept our own mortality.
3 After the operation, the anaesthetic started to _____ and I woke up.
4 We _____ on a long journey across America.
5 I'd like to _____ wakeboarding from my bucket list before I get too old to do it!
6 Doing the experiment was a risk, but it _____, as it helped scientists understand cryopreservation.

Insight Phrases with *life*

7 Study the highlighted phrases in the article. Then match them to definitions 1–7.

1 an important event or point in someone's life
2 an urgent or very important issue
3 length of time for which an item remains usable
4 the best and healthiest time in someone's life
5 bring ideas and energy to something
6 all occupations and statuses
7 always be lucky and safe from danger

8 Complete the text with phrases from exercise 7.

Kane Tanaka was one of the oldest people that ever lived. The secret of increasing our '[1]_____'? According to Kane, it's family, sleep and good food. Kane completed all the [2]_____: she got married, had four children and worked in her family's store until she was 103. She met people from [3]_____ there, and everyone in her small village knew her. In many ways, Kane [4]_____ because she survived two world wars, the 1918 Spanish flu and two serious illnesses. Although she wasn't in the [5]_____, up until her death at the age of 119, she still enjoyed taking short walks and playing board games. Kane passed away in April 2022.

9 TASK Discuss the questions.

1 What are the main milestones in life? Which have you already completed?
2 What age do you consider to be the prime of life? Why?
3 Would you say you lead a charmed life? What types of people might be considered to have such a life?

Vocabulary extra › Phrases with *time* › page 99

Assess your progress Workbook page 59

Grammar Conditionals

1 WHAT DO YOU THINK? Look at the life events below. Which would you consider to be lucky escapes and which lucky breaks? Have you read about any lucky escapes or lucky breaks in the news recently?

- getting out of a burning car
- getting your dream job
- meeting the love of your life
- recovering from a serious illness
- surviving a plane crash
- surviving a train accident

2 7.1 Listen to a podcast about Frano Selak. Which events from exercise 1 did he experience?

3 REACT Discuss the questions.

1 Do you think Frano was lucky or unlucky? Give reasons.
2 Have you changed your opinion about what lucky escapes and lucky breaks are? Why / why not?
3 Have you or someone you know ever been in 'the right place at the right time'? What happened?

4 Read sentences 1–4 from the podcast. Complete the explanations.

1 Would you consider yourself lucky if you kept surviving accidents?
2 I wouldn't feel safe unless I was on a boat.
3 If it hadn't been for the people in the village, Frano could have drowned.
4 If he hadn't landed in the hay, he might not have survived.

a Sentences ___ and ___ talk about an imaginary situation in the past.
b Sentences ___ and ___ talk about an imaginary or unlikely situation in the present or future.

Grammar Insight

5 Study the sentences in exercise 4 again. Answer the questions.

a Which conditional is used in sentences 1 and 2 (zero, first, second or third)? Which verb forms do we use to form this conditional?
b Which conditional is used in sentences 3 and 4? Which verb forms do we use to form this conditional?
c Which verbs can we use instead of *would*?
d How can you rephrase sentence 2 using *if* instead of *unless*?

Further reference and practice › Workbook › page 120

6 Rewrite the second sentence so that it has a similar meaning to the first sentence.

1 Frano didn't take an earlier train home, so he ended up in the crash.
If Frano had _____.
2 Frano managed to break the train window; that's why he survived.
Frano might not _____.
3 We should believe in good luck – I would in Frano's situation.
I'd believe _____.
4 The aeroplane door flew open; that's why Frano fell out.
If the aeroplane door _____.
5 The children weren't hurt because they had already got off the bus.
The children could have been _____.
6 It'd be interesting to live an eventful life like Frano.
If I _____.

Grammar Mixed conditionals

7 Read sentences 1–3 about lucky escapes. Then read explanations a–c. Are they true (T) or false (F)?

1 If that man hadn't helped her get out of the building, she wouldn't be alive today.
2 If you had stayed in the car, you'd probably be in hospital now.
3 If he wasn't on holiday, he would have been at home at the time of the robbery.

a The man helped her and she is alive today.
b You stayed in the car and you are in hospital.
c He is on holiday, so he wasn't at home at the time of the robbery.

Grammar Insight

8 Study sentences 1–3 in exercise 7. Answer the questions.

a Which sentence(s) talks about a past condition with a present result?
b Which sentence(s) talks about a present condition with a past result?
c Which forms are used in each clause of the sentences?

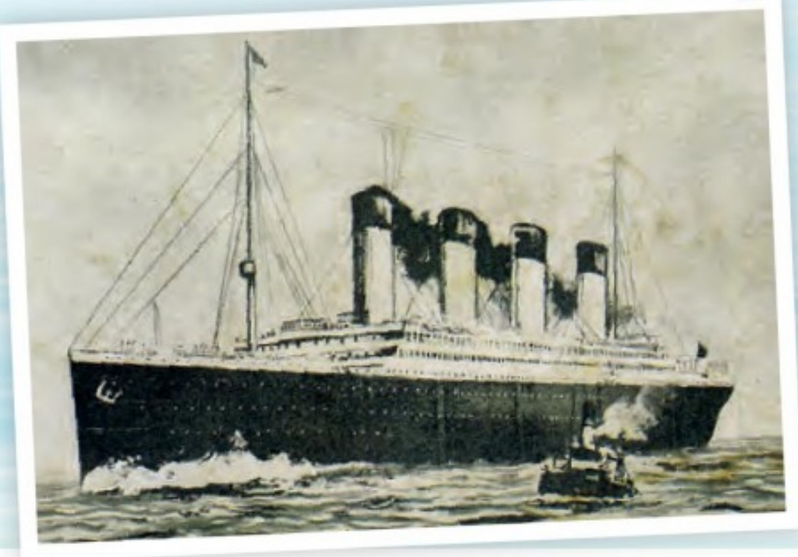
Further reference and practice › Workbook › page 120

9 Complete the sentences with the correct form of the verbs in brackets. Are the sentences second, third or mixed conditionals? In the mixed conditionals sentences, which clause refers to the present and which to the past?

1 If I _____ (be) you, I wouldn't think twice about going to Australia.
2 You _____ (not be) happy unless you went there yourself.
3 If they hadn't lived there, they _____ (not speak) the language so well.
4 If she _____ (not meet) Omar, she wouldn't have travelled to so many places.
5 We wouldn't be here today if you _____ (not help) us.
6 If I _____ (study) different subjects at school, my life might be different now.

10 Complete the text with the correct form of the verbs in brackets.

One lucky lady



Most people would be happy if they [1]_____ (manage) to live through just one disaster at sea. After all, if you had escaped with your life [2]_____, (you/risk) getting on another boat? That's exactly what a remarkable lady called Violet Jessop did.

Violet was working on a ship called the *Olympic* when it crashed into a British warship in 1911. Soon after, she accepted a job on one of the world's most famous ships: the *Titanic*. If she [3]_____ (not make) this decision, she [5]_____ (avoid) her second near-fatal accident. If I were her, I [5]_____ (think) my luck was up when the *Titanic* struck an iceberg and sank. But yet again, she survived!

And it doesn't stop there. She had her third lucky escape when the *Britannic*, a hospital ship, sank following an unexplained explosion. Who can imagine what a difference [6]_____ (it / make) to someone's life if they had experienced what Jessop did?

11 TASK Discuss the questions.

1 If you were Violet Jessop, would you have continued working on ships?
2 What do you define as good fortune in life?

Assess your progress
Workbook page 59

Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Choose the correct words.

1 Society is becoming **older** / **younger**.
2 By 2050, there will be more than **one / two** billion people aged 60 or older worldwide.
3 By 2050, there will be more than **200 / 400** million people aged 80 or older.

2 7.2 Listen to the introduction to a radio programme and check your answers to exercise 1.

3 7.3 Listen to the rest of the programme. Choose the correct answers.

1 According to Yolante, the main benefits of having an older population are
   a an increase in the number of the volunteers.
   b both economical and environmental.
   c that our political figures are experienced.
2 In the last few years in Japan, there have been
   a more deaths than births.
   b more births than deaths.
   c the same number of births as deaths.
3 What are the two main factors contributing to Japan's shrinking and ageing population?
   a a good diet and a low level of income inequality
   b an active lifestyle and a high level of social cohesion
   c a high life expectancy and a falling birth rate
4 Japan's kinship system is
   a as strong now as it was in the past.
   b changing because families have different views on it.
   c stronger now than it used to be.
5 Social robots are seen as
   a a practical way to help older people remain independent for longer.
   b an expensive waste of money.
   c no substitute for family or specialist care workers.
6 Which two practical ideas from Japan does Yolante mention?
   a letting older people cross the road first and not allowing them to drive after that age of 70
   b giving older people more time to cross roads and providing information about the age of a driver
   c providing age-specific pedestrian crossings and having yellow and orange cars for older people



4 REACT Work in groups and discuss the questions.

1 Which information in the radio programme surprised you? Why?
2 What facilities are there in your town for older people?
3 How do you think your society deals with an ageing population?
4 What could your local council do to improve facilities for older people?

Insight The old and the young

5 Study the words and phrases from the radio programme and complete the diagram. Use a dictionary to help you.

■ adolescent ■ dynamic ■ elderly ■ (in)dependent ■ (in)experienced ■ long in the tooth ■ mature ■ over the hill ■ self-reliant ■ seniors ■ supportive ■ vulnerable ■ wise ■ youth ■ youthful



6 TASK Work in pairs. Think of an older person you know personally or one in the public eye. Take turns to ask and answer the questions. Try to use words and phrases from exercise 5.

1 Who is it? How old are they?
2 What are they like?
3 Why do you admire and respect them?
4 What can you learn from them?

Vocabulary extra › Words with *life* › page 99

Speaking — Supporting and opposing statements, discussing hypothetical situations

7 Read the statement. Do you agree? Why / why not?

> 'Societies should value youth over age and experience.'

8 7.4 Listen to four students (Geeta, Sami, Jamal, Layla) discussing the statement in exercise 7 and compare your ideas. Who agrees / disagrees?

9 7.4 Complete the phrases from the discussion. Then listen again and check.

A Supporting a statement	B Opposing a statement
One of the [1]_____ reasons for … is …. I [2]_____ support that idea. The most obvious reason for this is ….	What [3]_____ me is …. One of the biggest [4]_____ of …. I can't [5]_____ support that point of view.

C Discussing hypothetical situations
If society didn't value its youth, we [6]_____ make no progress. If we all made more use of this, perhaps fewer mistakes [7]_____ be made. Society [8]_____ become ….

10 Match the phrases below to categories A–C in exercise 9.

■ … can be a significant problem. ■ Even if …. ■ My main worry would be ….
■ One positive aspect of … is …. ■ That might result in …. ■ The best thing about it is ….
■ The main benefit that …. ■ What if …?

GS Global skills — Agreeing and disagreeing politely

When you are having a discussion, you might agree or disagree with another person's view. There are different ways to respond politely. We often express agreement quickly and directly with short phrases like *Exactly*; *I completely agree*; *I think so, too.* We usually pause before we express disagreement and we often do it indirectly by starting a statement with *Actually …* or *Hmm ….* We can also express disagreement by making a positive statement and adding *but* after it: *Yes, but …*; *I see your point, but ….*

11 Why do you think we agree quickly and directly? Why do we often disagree indirectly or pause before disagreeing? What difference does this make?

12 7.5 Read the discussion between students giving their views about the statement in exercise 7. Complete it with words and phrases from exercises 9 and 10. Then listen and check.

Darius I think the main [1]_____ that young people bring to society is their ability to keep up with new technology. Older people have problems with that.
Amira Actually, I can't entirely support that [2]_____. Older people have a stronger work ethic, I think. Younger people are lazier and that can be a significant problem.
Syed What [3]_____ me is that we're also less knowledgeable about life in general, and are more likely to make mistakes.
Darius Yes, but one [4]_____ of not knowing too much is the willingness to try out new things.
Amira [5]_____ older people were valued more? That [6]_____ in many benefits for communities. We really need to value everyone in society.
Darius I think so, too. I [7]_____ that idea. There has to be a balance. We need to value young and old alike as they both have things to offer.

13 **TASK** Work in small groups. Discuss one of the statements. Remember to support or oppose statements and agree or disagree politely.

1 'Different generations living together benefits the old more than the young.'
2 'Young people suffer as much prejudice as older people.'
3 'There is a lot that young people can learn from older people.'

Assess your progress
Workbook page 59

Reading and vocabulary

1 WHAT DO YOU THINK? Think about an important decision you have made in your life. Discuss the questions.

1 Who or what influenced you when you made the decision?
2 Was it an easy decision to make? Did you make it quickly or did you consider different options first?
3 Do you think you made the right decision? Why / why not?

2 Read the poem. What decision did the writer have to make?

3 Match summaries a–d to verses 1–4 of the poem.

a One road seemed less used than the other road, but when I took a closer look, they were really no different.
b I was walking through a wood one day, when I came across two roads. I didn't want to choose which one to take, but I had to.
c In the future, I'll probably tell people that I took the road that looked less used (even though it wasn't) and that choosing that road made a big difference to my life.
d Even though I knew there was no difference, I decided to take the second road. I hoped I might go back and explore the other road another time, although I knew this was unlikely.

GS Global skills Culture

4 Discuss the questions.

1 Poets often challenge their readers to think about big issues. Which of the following issues is examined in *The Road Not Taken*: life's journey, identity, community or love? Can you think of another poem or a song that deals with one of these issues?
2 Robert Frost was a poet laureate: a poet officially appointed by a government to write poems for special events. Are poets awarded and recognized in your country? Is poetry part of public life? Where might you see poetry in your town or city?

V Insight Analysing meaning

5 Read the poem again and discuss the questions.

1 Can the poet see where the two roads lead? Which phrase tells us this?
2 The wood is yellow and the road covered in leaves. What time of year is it? What does this suggest about the poet's age? Why might his age make his choice more difficult?
3 What type of decision-maker is the poet? Does he feel comfortable making a choice or is he hesitant?
4 When he tells the story in the future, what sort of 'sigh' does the poet give? Is it a sigh of regret or relief? Give reasons for your answer.
5 How will the poet change his story in the future? Why? What type of person might take 'the road less travelled'?
6 What do you think the road is a metaphor for?

The Road Not Taken

by Robert Frost

1
Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

2
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

3
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

4
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less traveled by,
And that has made all the difference.

6 Read Robert Frost's biography and put his life events in the correct order.

a ___ dropped out of university
b ___ met the love of his life
c ___ worked for a newspaper
d ___ had his first child
e ___ became famous
f ___ lived on a farm
g ___ travelled to England
h ___ his father died



Robert Frost (1874–1963)

Robert Frost is one of America's most popular poets. Born in 1874, he spent his first 11 years in San Francisco. Sadly for Frost, several years later, his father died, so the family moved to Massachusetts and lived with relatives. It was there that Frost met the love of his life, Elinor White.

Later, Frost and White got engaged and Frost went off to study at Dartmouth College. But one term into his course, he dropped out and went home to work as a reporter for a local newspaper and teach at a high school. Soon after, Frost and White got married and had a baby boy called Elliot. The same year, Frost managed to get a place at Harvard University. Unfortunately, he dropped out after two years of study. [1]It was as if he hadn't wanted to carry on, although quite the opposite was true. The fact was that he had to support his wife and family. As a result, they moved to a farm in New Hampshire and made money raising chickens. [2]Perhaps he'd rather have had more time to write poetry, but life on the farm was hard. However, he did manage to write a little, early in the morning before work. During this period, he completed some of the poems that would eventually make him famous.

Frost wasn't good at farming, so after nine years, he returned to education and taught English at an academy. Five years later, frustrated by his lack of success, he moved his family to England. There, he found a publisher for his work and soon became popular in poetry circles in England as well as in America.

In 1915, he went back to America, where he wrote *The Road Not Taken*. He was 42 at the time, and the poem's theme of indecision probably reflected his own regrets. [3]Suppose he'd moved to England sooner, perhaps he'd have found fame earlier? [4]Imagine he'd finished his degree, then maybe success would have been easier? In 1960, he was asked to read his poem *The Gift Outright* at President Kennedy's inauguration.

Today, Robert Frost's poems are read and enjoyed by poetry lovers all over the world. The universal themes he wrote about have influenced popular culture and have inspired many songs, films and books. His words have even appeared on public transport. Frost's poetry is still a powerful part of people's lives.

Grammar Unreal situations

Grammar Insight

7 Study underlined sentences 1–4 in the biography and answer the questions.

1 Do they talk about real situations?
2 Do they refer to the past, present or future?
3 Which verb forms are used in each sentence?

Note: We sometimes use the present simple instead of the past simple after *suppose / supposing* and *as if / as though*, with little difference in meaning.
John hasn't been to class for a while. It's as though he doesn't want to carry on.

Further reference and practice › Workbook › page 121

8 Study the underlined sentences below and answer the questions in exercise 7.

1 John hasn't been to class for a while. It's as though he didn't want to carry on.
2 My brother is a journalist and he's always chasing deadlines. Perhaps he'd rather there was more time to write.
3 Ruth says she can't move away from New York until she's finished her studies. But suppose she moved to England next month, couldn't she study the same subjects there?
4 Imagine you met your favourite star. Would you ask for an autograph?
5 I'd sooner we didn't have a test today.
6 Jo can't afford a new moped, but supposing she was offered that new job, maybe she'd buy one then.

9 Choose the correct words.

1 Imagine you **lived** / **had lived** in the USA today. How would your everyday life be different?
2 Imagine you **didn't study** / **hadn't studied** English last year. What would you be doing now?
3 My best friend wouldn't talk to me. It was as if I **did** / **had done** something wrong.
4 Suppose she **told** / **had told** him the truth. What would he have done?
5 I'd sooner we **hadn't studied** / **didn't study** poetry today. Can we listen to a song instead?
6 I'd rather he **was** / **had been** honest with me. He lied about having his poem published.
7 Moments after the incident, she behaved as though nothing **happened** / **had happened**.

10 TASK Work in pairs and discuss the questions.

1 Imagine you'd left school last year. How would your life be different?
2 Supposing you passed your exams, what would your plans for the future be?
3 Do you agree that one road leads to another in life? Why / why not?

Assess your progress Workbook page 59

Writing An opinion essay

Planning for writing

1 **Work in pairs. Read the task. Think of one argument for and one argument against this opinion. Then read the model essay on page 97 and compare your ideas. What is Mia's opinion?**

> 'Older people have a better quality of life than younger people.' Do you agree?

2 **Read the model essay again and complete the organization boxes with sentences a–e.**

a Sum up any arguments against your opinion.
b Write an introduction with a clear outline of the topic and give your own point of view.
c Write a conclusion. Summarize and restate your opinion.
d Present the first argument that supports your opinion.
e Present the second argument that supports your opinion.

3 **Read the strategy. Then read the model essay again and find examples of persuasive language. Match them to points 1–4 in the strategy.**

Strategy Persuasive writing

When you want to persuade your reader to do something, support something or change the way they think, use the language of persuasion to get your message across. Think about:

1 repetition: repeat key words and ideas for emphasis.
2 word order: put information you want to emphasize at the beginning or end of the sentence.
3 sentence length: shorter sentences are more emphatic.
4 examples from real life: giving real-life examples can make your argument more powerful.

4 **Rewrite the sentences to make them more persuasive. Use the clues in brackets to help you.**

1 Society respected older people far more in the past than it does today. (Begin with *Older people were.*)
2 My grandfather is the most interesting person I've met. (Begin with *I've never met such.*)
3 Some young people aren't considerate, and they lack compassion towards older people and can be quite rude. (Use three sentences instead of one.)
4 My grandparents have more friends, money and opportunities to travel than I'll ever have. (Repeat *more.*)
5 Today, older people are more active and dynamic than ever before. (Repeat *more* and add *too.*)
6 A lot of older people are good with modern technology, and they can multitask and still concentrate for long periods of time. (Use three sentences instead of one.)

Writing Insight Making comparisons

5 **Study the highlighted words and phrases in the model essay and answer the questions.**

Which words / phrases are used to describe:

1 differences?
2 similarities?
3 one thing changing over time?
4 two or more things changing?

6 **Rewrite the second sentence so that it has a similar meaning to the first sentence.**

1 Some younger people aren't as fit and energetic as some older people.
Some older people are _____.
2 There are high levels of well-being in Japan and in Sweden.
Levels of well-being are _____.
3 The most interesting person I've met is my Uncle Toni.
You're unlikely to meet _____.
4 I'm not as fit as my 80-year-old grandmother.
My 80-year-old grandmother _____.
5 You'll live longer if you exercise regularly.
The more _____.
6 My parents and grandparents have a better social life than I do.
I don't have such _____.

'Older people have a better quality of life than younger people.' Do you agree?

BY MIA SEATON

Paragraph 1: _____

Old age may seem a long way off for young people, but growing old is something we all have to face. It may seem depressing, with many disadvantages, but in my opinion, getting older has a lot to offer. Older people can have a better quality of life than younger people.

Paragraph 2: _____

Firstly, I think that the older people become, the happier they get. They are older and wiser, and they have more self-knowledge and life experience than younger people. They know where they've come from, they know where they're going and they've got nothing to prove and no one to prove things to.

Paragraph 3: _____

Secondly, as people get older, they have more and more time to do exactly what they want, when they want. It's much easier these days for older people to learn new things. I believe that older adults can learn things just as easily as young people, and they can broaden their horizons just as much as the younger generation.

Paragraph 4: _____

On the other hand, it's also true that some older people are less active and more likely to fall ill. They are not always as mentally alert and not so good at multi-tasking as younger people. However, improved healthcare means that the older generation has a far more active lifestyle than in the past. Johanna Quass, who is in her 90s, is a good example – you're unlikely to meet such an energetic pensioner as this gymnast. She only took up gymnastics at the age of 57 and she now practises three or four days a week and regularly takes part in competitions! She is the oldest gymnast in the world.



Paragraph 5: _____

All things considered, in my opinion, older people definitely have a better quality of life than younger people. They are more satisfied, they are healthier than previous generations and they have the time to follow their dreams.

Remember to make comparisons to describe differences, similarities, and one or more things changing over time.

Writing your essay

PLAN **Read the task and check you understand it.**

'Young people today have no time or respect for the old.' Do you agree?

Decide if you agree or disagree with the statement. Make notes about:

- the value society places on young and older people.
- what contribution older people make to society.
- any changes in attitude towards older people now and in the past.
- things young people may (not) have in common with older people.
- reasons why young people should (not) make time for older people.

Create a plan for your essay. Think about different ways to make your writing persuasive, and make comparisons to illustrate your point of view. Use the organization boxes to help you.

WRITE **Write a first draft of your essay. Use the model essay and your plan to help you.**

REVIEW **Check your essay. Use the checklist to help you.**

Have you:

- stated your opinion in the introduction clearly?
- used persuasive language?
- made comparisons to illustrate your point of view?
- restated your opinion in the conclusion?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 59

Review 7

Vocabulary

1 Replace the words in italics with the correct form of the phrasal verbs below.

■ cross off ■ fight off ■ pay off ■ put off ■ set off ■ wear off

1 The side-effects of the medicine _____ (*gradually disappear*) within a few days.
2 Our hard work on this project really _____ (*brought about a good result*).
3 Don't forget to _____ (*draw a line through*) the names of people who have paid their fees.
4 I keep _____ (*delaying to a later date*) going to the dentist, but I'll have to go eventually.
5 My wife _____ (*begins a journey*) for work at 5 a.m. every morning.
6 These pills will help your body _____ (*resist*) infection.

Marks ___ / 6

2 Complete the sentences with phrases with *life* and the words in brackets.

1 Teenage girls sometimes consider their clothes as _____. (matter)
2 He died when he was 30 and _____. (of)
3 Marriage is an important _____. (in)
4 Some young people _____ and never do anything to help at home. (lead)
5 I've met people from _____. (walk)
6 Cookery programmes can teach the elderly how to _____ into their cooking. (breathe)
7 Some medicines have a limited _____ and should not be taken if they have expired. (shelf)

Marks ___ / 7

3 Choose the correct words.

Some would say that 110-year-old Fauja Singh is a little [1]**dependent** / **long in the tooth** / **self-reliant** to be running marathons. However, until his retirement aged 101, this [2]**elderly** / **over the hill** / **supportive** gentleman did just that. Far from thinking that Mr Singh was [3]**wise** / **over the hill** / **senior**, his family recognized his [4]**dependent** / **independent** / **youth** spirit and were [5]**independent** / **self-reliant** / **supportive** of his running. Not only does Mr Singh have children and grandchildren, but he also has great-grandchildren who are now [6]**adolescent** / **youthful** / **dependent**. Mr Singh was not a(n) [7]**elderly** / **experienced** / **mature** runner in his youth. He moved to Britain in the 1960s and started running at the [8]**mature** / **wise** / **youthful** age of 89. Mr Singh is equally [9]**senior** / **experienced** / **dynamic** off the race track, and he has also worked to raise awareness about social issues such as women's rights.

Marks ___ / 9

Grammar

4 Complete the text with the correct form of the verbs in brackets.

People who saw 102-year-old Margaret Dunning in her car often wondered which was older: the 1930 Roadster or its driver. Margaret [1]_____ (not draw) as much attention if she hadn't been so old. But she wouldn't have been on the road if she [2]_____ (not have) a driving licence. She got her licence aged eight, when her father died. She wouldn't have got it at that age if the same thing [3]_____ (happen) today. Margaret [4]_____ (not learn) so much about cars if it hadn't been for her father. If she [5]_____ (not help) him mend the machinery on the farm, she [6]_____ (never / find out) how an engine worked. Margaret had several cars, and she [7]_____ (buy) more if she had the money. She even said she would have done her own repairs if she [8]_____ (be able) to get under the car.

Marks ___ / 8

5 Complete the second sentence so that it has a similar meaning to the first sentence.

1 My grandmother doesn't live with us because she found a place in a retirement home.
If my grandmother _____.
2 I didn't visit them because they don't like me.
If they _____.
3 I speak French because I was born in Paris.
If I _____.
4 My parents didn't shout because they weren't angry.
If my parents _____.
5 My aunt is alive because she had an operation.
If my aunt _____.
6 Your dad bought you a car because he is rich.
If your dad _____.
7 She looks old because she didn't have an easy life.
If that woman _____.

Marks ___ / 7

6 Complete the sentences with the correct form of the verbs in brackets.

1 Imagine you _____ (win) £5,000 in a competition. What would you spend the money on?
2 Suppose you _____ (make) a different choice. What would have happened?
3 My grandmother never used to make a sound. It was as though she _____ (not be) there.
4 She'd sooner he _____ (not write) that poem for her. She doesn't really like him.
5 Imagine you _____ (be) a poet. What kind of poems would you write?
6 I'd rather you _____ (tell) me you'd be late.
7 Suppose we _____ (go) by train instead of driving. We'll get there much sooner.
8 It's as if she _____ (not want) to talk to us.

Marks ___ / 8

Total ___ / 45

Phrases with *time*

1 Match the phrases in bold in sentences 1–12 to definitions a–l.

1 Sometimes our classes finish **ahead of time**.
2 My parents tell me to tidy my room **all the time**.
3 My marks are never very high **at the best of times**.
4 I'm not very good at doing two things **at the same time**.
5 **At one time**, I thought I knew what I wanted to study, but now I'm not so sure.
6 Disco music was popular **before my time**.
7 My parents are a bit **behind the times**.
8 I'm quite happy at school **for the time being**.
9 I wish I lived somewhere different **from time to time**.
10 This term will be over **in next to no time**.
11 I'm sure I'll get married **in the course of time**.
12 I got home **in the nick of time** last night.

a at the moment, but not permanently
b just in time before something bad happens
c earlier than was expected
d at one time; together
e even when the circumstances are very good
f before you were born or before you can remember
g old-fashioned in ideas and habits
h very often, repeatedly
i occasionally, but not regularly
j in the past, but not now
k when enough time has passed
l so quickly that it is surprising

2 Complete the sentences with the phrases in exercise 1. Sometimes more than one answer is possible.

1 Stop complaining _____ – it's really annoying!
2 The ambulance arrived _____.
3 The holidays will be here _____.
4 My grandparents are really _____ – they don't even have a colour television.
5 _____, my cousin wanted to be a professional footballer, but it's a bit late now.
6 My flight landed 15 minutes _____, so I had to wait to be picked up.
7 It's possible that they'll find a cure for cancer _____.
8 They've just moved to Paris and they're renting a flat _____.
9 I didn't bother listening because everybody was talking _____.
10 I don't remember the fall of the Berlin Wall – it was _____.
11 He looks a mess _____, so a new suit won't make any difference.
12 My sister is a nurse, so she has to work nights _____.

3 SPEAKING Are the sentences in exercise 1 true for you? Discuss in pairs.

Words with *life*

1 Match the words below to definitions 1–9.

■ lifeboat ■ lifeguard ■ lifeless ■ lifelike ■ lifelong ■ lifesaver ■ lifespan ■ lifestyle ■ lifetime

1 lasting for the whole of someone's life
2 looking very real
3 something that helps save lives
4 dead or not showing any signs of life
5 the length of time that someone lives or something lasts
6 someone on a beach or in a swimming pool whose job it is to keep people safe
7 the length of time that something normally continues to function well
8 a way of living
9 a boat specially made to go and rescue people who are in danger in the sea

2 Complete the sentences with the words in exercise 1.

1 My grandmother has a very healthy _____. She's sure to live to a good old age.
2 Apart from some cows, the landscape was _____.
3 The portrait was so _____ I thought it was a photo.
4 The _____ on duty was quick to act when he saw that the girl was in a dangerous situation.
5 She had a _____ passion for architecture.
6 I don't think we'll solve the problem of global warming during my _____.
7 The vaccine was a _____. Millions of children reached adulthood because of it.
8 The sea was too rough for even a _____ to go out.
9 The typical _____ of a hip replacement is ten years.

3 Complete the text with the correct form of the words in exercise 1.

Were people in the past healthier than people in the present?

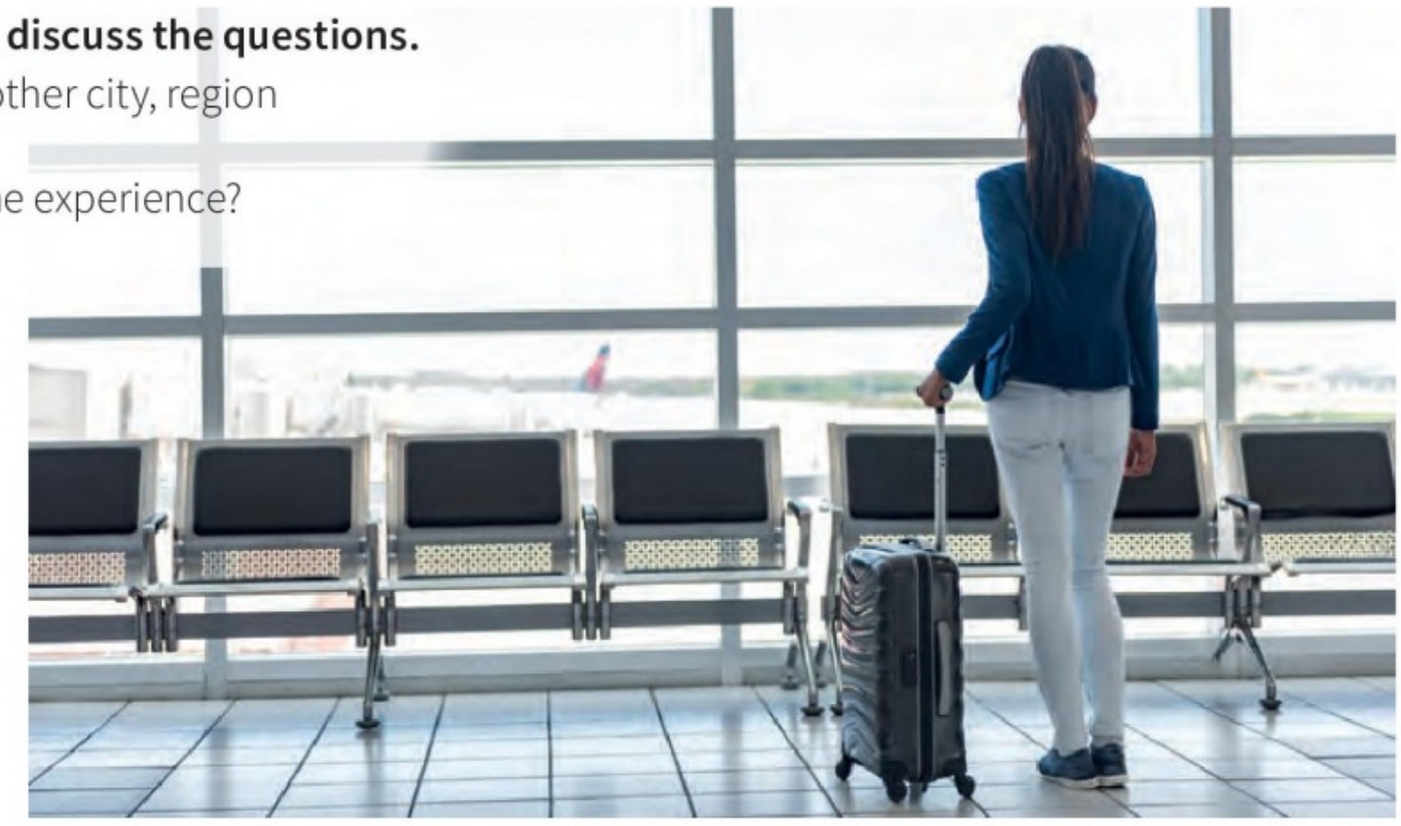
In some ways, it's probably true that people in the past had healthier [1]_____. They had cleaner air to breathe, better quality of food (no fertilizers, chemicals or additives) and relatively more physical work. However, life expectancies continue to increase because of advances in medicine. The United Nations estimated that the global average human [2]_____ was 72.6 years in 2019, which is higher than in any country back in 1950. Between 1944 and 1972, human life expectancy increased by eight years, thanks to antibiotics, which were [3]_____ for millions of people.

Further advances in medicine might mean that the average life expectancy could increase to 115 years during the [4]_____ of the younger generation. In the meantime, we can all try to extend our lives by creating [5]_____ healthy habits, such as doing regular exercise, eating plenty of vegetables and reducing stress.

Global skills Living away from home

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 If you had the opportunity to move to another city, region or country, where might you go and why?
2 What do you think you would gain from the experience? What might you find difficult?



2 Read the forum posts. Which two of these topics *aren't* mentioned?

1 using a second language
2 meeting people
3 staying in touch with people
4 being aware of local laws
5 learning about culture and customs
6 finding work
7 dealing with homesickness
8 dealing with culture shock

Advice on moving to a new place



HOME DISCUSSION BOARD TOP TIPS FAQs ABOUT



Turkey

Ali Today 15:23

I'm moving to the USA next month and although I'm excited, I'm also a bit nervous. I've lived in the same town all my life and I don't really know what to expect. Does anyone have any tips on settling in a totally new place? What was the experience like and how did you deal with the challenges?



Brazil

Ana Today 15:35

Everyone's circumstances are different, but for me, moving to a new place has been mainly positive. I grew up in a small town in the north of Brazil and last year, I moved to Rio de Janeiro, over 2,000 km away. Rio is a really exciting city and I'm so glad I'm getting the chance to have this experience. [1]____ There are times when I get homesick and want to fly home. Luckily, I've made some great friends who are also new to the city and understand how I feel. Realizing that homesickness is normal has made it easier to deal with.



France

Abdul Today 15:49

I agree it's useful to turn to other non-locals for support, but don't get into the habit of complaining too much. When I first moved to the north of France, I kept comparing it to the south, where I'm from, and criticizing everything from the weather to the food. [2]____ I decided to focus more on the positives and things got better after that.



Thailand

Chani Today 16:02

I moved to the UK recently and my English has already improved so much! But it hasn't always been easy. It's frustrating when I can't get across what I want to say, and although a lot of people are patient and understanding, not everyone is. [3]____ My advice is to try really hard not to let negative experiences get you down. Be proud of the progress you've made and try not to worry about making mistakes.



Republic of Ireland

Kris Today 16:16

Making local friends has helped me to get more out of the experience of living away from home. It's easier to get to know people when you have a shared interest, so I'd recommend joining a club or sports team. But don't forget about the people you've left behind – that support network is important, too. I'm constantly chatting with friends and family back home. [4]____



Kenya

Zuberi Today 16:38

There's a lot of information to get to grips with when you arrive in a new country – not just administrative stuff (such as how to open a bank account or register with a doctor), but cultural rules and customs, too. I definitely experienced culture shock when I moved to Canada. Everything was different from what I was used to – from food and mealtimes to the way people spoke, dressed and behaved. But I treated it as a learning experience and, over time, I've discovered plenty about the culture that I like. [5]____ I feel I've learned a lot about myself and what matters to me.

3 Read the forum posts again. Match sentences a–e to gaps 1–5 in the posts.

a If people haven't learned another language themselves, they don't always understand what it's like.
b There are still things I prefer about my own culture and that's OK.
c I hope they'll always be a big part of my life, even if we're not living in the same place.
d But adapting to big city life has been tough as well.
e Eventually, I realized I was just making myself miserable.

4 What tips does each forum post give? Which would you find the most useful?

5 Read the tips. What else could you do to prepare for a move to a new place?

Preparing for a move to a new place

Settling into a new place can be challenging, but careful planning before you arrive will make the process easier.

- **Do plenty of research online.** Find out as much as you can about the place. What rules and laws are there? What is considered polite and impolite? How do things like banking, shopping and healthcare work?
- **Think about your support network.** Plan how you might meet people. Is there a club you could join? How could you find a language exchange partner?
- **Build your confidence with the language.** If you're moving to a place where a different language is spoken, learn as much as you can before you go. It can be helpful to practise listening to people using the accent or dialect of the place you're going to – for example, through online videos, podcasts and local radio.
- **Reflect on what you want to get out of the experience.** Set yourself some goals for study or work, social life, language learning and travel. However, keep these goals flexible. The experience might be different from what you've imagined.
- **Allow yourself to feel positive and negative emotions.** Moving to a new place is exciting, but it's normal to feel nervous, too. It can help to talk to people who have had similar experiences.

6 Study the highlighted phrasal verbs and phrases in the forum posts. Then complete the second sentence so that it has a similar meaning to the first using the correct form of the verbs and phrases.

1 I hope I'll have the opportunity to live abroad one day.
I hope I'll _____ to live abroad one day.
2 It's satisfying when you finally manage to communicate what you want to say.
It's satisfying when finally you manage to _____ what you want to say.
3 I felt lonely but tried not to let it make me feel bad.
I felt lonely but tried not to let it _____.
4 Language exchanges can help you make new friends.
Language exchanges can help you _____ new people.
5 Did you miss home when you were in London?
Did you _____ when you were in London?
6 It took me a while to understand some of the customs.
It took me a while to _____ some of the customs.
7 I'm going to start listening to podcasts regularly.
I'm going to _____ listening to podcasts.
8 You'll benefit more from the experience if you try to meet local people.
You'll _____ the experience if you try to meet local people.

7 PROJECT Work in pairs or small groups. Follow the instructions to film a vlog giving advice to people who are about to move to a new place.

1 Decide what aspects of living away from home you're going to talk about, how many tips you'll include and what they'll be. You could cover some of the topics from exercise 2 and / or use your own ideas.
2 Decide on a format for your vlog. For example, will you present it as a pair or group or will you record a section each and then edit it together? Will you include captions, images, music or other media?
3 Film and edit your vlog.
4 Share your vlog with the class. Then have a class vote on the most useful tip from each of the vlogs.

Assess your progress Workbook page 106

Video Preparing for a year abroad



Watch **Harry** talking to **Aimee**, **Ruaridh** and **Gracie** about his plans for a year abroad.

8 Food for thought

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions. Give reasons for your answers.

1 What types of products do you know of that are made from animals?
2 Is it ethical to use animals to make these products? Is it acceptable to use some animals but not others?

2 Read the article and compare your ideas.

3 Read the article again and choose the correct answers.

1 What did the Baileys do when they saw the shark?
a They caught it in their fishing lines.
b They left it to die.
c They recorded the event.
d They tried to give it food.

2 Marine animals that are caught accidentally
a are usually sold at fish markets.
b are killed by commercial and abandoned nets.
c are mostly endangered species.
d are only caught in large nets.

3 According to the article, the shark fin soup business
a is only part of the problem.
b is still popular in China.
c isn't supported by older people.
d is worth billions of dollars a year.

4 According to the article, what is the main threat to shark numbers?
a local economies relying on shark products
b the time it takes for sharks to mature
c sharks not having many young
d all of the above

5 Sharks are important for marine ecosystems because
a they only have two or three pups.
b they eat other predators.
c they don't eat dying fish.
d they don't eat shellfish.

4 REACT What can we do to better protect sharks? Choose the three most effective ideas from the list. Explain your choice.

- label shark-free food and cosmetic products
- avoid products that use shark liver oil
- ban cultural practices that use shark parts
- make fashion companies that sell shark products pay a fine
- support an environmental group
- sign a petition and protest
- support alternative sources of income for people who fish or sell shark
- stop making movies about killer sharks
- spread awareness about shark conservation on social media

Guardians OF THE SEAS

Two fishermen were fishing off the coast of California when they came across a great white shark. The fishermen, Sean Bailey and his father, noticed that the shark was swimming in circles around their boat. At first, they thought it was looking for food, but as it got closer, they realized that it was in trouble and struggling to swim. 'Dad, come look at it,' said Sean in a YouTube video that later went viral. 'He's got a bunch of fishing lines stuck to him ... he's dragging* so much.' Not many people feel empathy for sharks, and some may think we are better off without them, but instead of being afraid, the Baileys helped the great white and freed him from the fishing lines. However, for millions of other sharks, it's a different story.

Every year, many sharks and other marine animals such as dolphins and turtles are accidentally caught in thousands of kilometres of nets and lines in the world's seas and oceans. These animals are known as 'bycatch' and are often caught in the massive commercial fishing nets used to catch the fish we eat. While some of this bycatch is sold, many marine animals, including some endangered species, are thrown back into the sea, already dead. It's estimated that 20 million sharks are caught in and killed by these nets and the millions of ghost nets* that are lost or dumped in our oceans every year.



Bycatch is a huge problem, but it isn't the only threat to these awe-inspiring animals: sharks are also hunted for their meat, their liver oil and even their skin. Seafood products such fish fingers, crab sticks and fish-flavoured pet food depend on shark meat, and their ingredients are often unlabelled, so it's difficult to check. Shark liver oil, known as squalene, is used in cosmetics and health supplements such as Omega-3 pills, and expensive shoes and handbags are made from shark skin. All these products are big business, with a market worth over $1 billion a year, and it's a business which kills millions of sharks.

There are also cultural traditions to consider: shark fin is the main ingredient in China's most prized dish, shark fin soup. The soup has been a status symbol in China for hundreds of years, and was often served at wedding banquets. However, since 2011, there has been an 80% drop in demand in China thanks to a nationwide conservation campaign. But shark fin soup is a tradition that older generations find difficult to give up, and many feel that to ban it would be an attack on their culture.

Shark finning is a brutal trade: after having their fins removed, many sharks are thrown back into the sea, where they die a distressing death. Still, most fishermen and market stall owners aren't concerned about ethics – they need to sell shark fins to support their families. As a result, thousands of fins are still sold in street markets in Asia – and what you see at these markets is only a fraction of the number of animals actually killed.

Every year, over 100 million sharks die as a result of bycatch and hunting. 60% of the world's 500 species are threatened with extinction, and some species have almost been wiped out: numbers of hammerhead and oceanic white sharks have decreased by an incredible 90%. On average, three sharks are killed every second, and it's proving difficult for them to recover their numbers. Some species have only two or three pups at a time, and these pups can take between 10 and 14 years to mature.

It's a critical situation and bad news for the environment: for 400 million years, sharks have helped to maintain healthy marine ecosystems. They feed on weaker, sicker prey and stop any single species from increasing in numbers. In one study based on shark numbers in coral reefs, reefs where sharks were overfished became unhealthy and overrun by algae.

Losing sharks can create an imbalance in the food chain, which can result in a significant rise in the number of smaller predators like stingrays. This means there are fewer smaller fish, and also fewer shellfish, which keep the seas and oceans clean. It could ultimately lead to the collapse of the underwater ecosystem, with countless consequences for us all. As one marine biologist said, 'When sharks die, the oceans die.' Killing sharks is putting the environment – and ultimately, humans – at risk.

Glossary
* dragging = pulling something along with difficulty
* ghost nets = old fishing nets that are thrown away

Insight Synonyms: intensity

5 Find the synonyms of words 1–9 in the article.

1 finding it very hard to (paragraph 1)
2 huge (paragraph 2)
3 impressive (paragraph 3)
4 prohibit (paragraph 4)
5 cruel (paragraph 5)
6 painful (paragraph 5)
7 destroyed (paragraph 6)
8 important (paragraph 7)
9 numerous (paragraph 8)

6 Study the words in exercise 5. Which synonym in each pair is stronger? Why has the writer used these words? What effect might they have on the reader? What do they tell us about the writer's point of view?

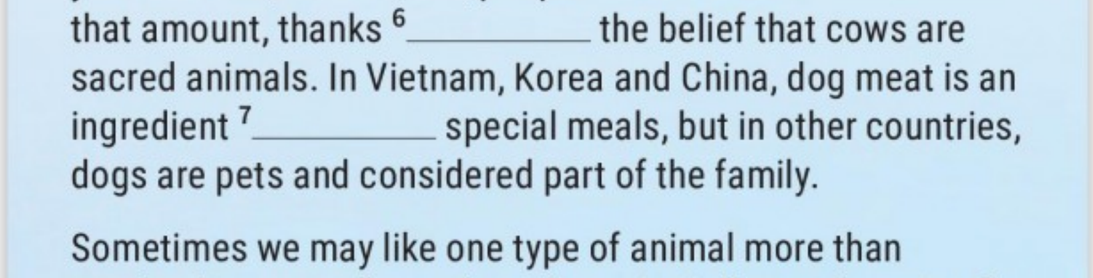
Insight Prepositions

7 Complete the text with prepositions. Then study the highlighted phrases in the article and check your answers.

Friend or food?

Why might people have empathy [1]_____ a puppy but not for a pig, be more concerned [2]_____ a cat than a cow or feel more sympathy for a dolphin than a shark? It usually depends [3]_____ where you are from and how you relate to a particular animal; in other words, it's often based [4]_____ people's culture, beliefs and traditions. In the USA, for example, over 34 million cows are killed every year for food, but in India, people kill a fraction [5]_____ that amount, thanks [6]_____ the belief that cows are sacred animals. In Vietnam, Korea and China, dog meat is an ingredient [7]_____ special meals, but in other countries, dogs are pets and considered part of the family.

Sometimes we may like one type of animal more than another because of popular culture. In Hollywood movies, for example, dolphins are represented as friendly and helpful, whereas sharks are mindless killers which we are better off [8]_____. Shark attacks [9]_____ people are also widely reported, and in 2020, there was a rise [10]_____ attacks worldwide, which resulted [11]_____ ten deaths. Nowadays, many shark species are threatened [12]_____ extinction, but maybe if we liked them more, we would do more to protect them?



8 TASK Discuss the questions.

1 Why do you think we have empathy for some animals but not for others?
2 Do you think we are better off not eating animals at all? Think about the impact eating animals has on the environment. What about the nutrients we need?

Vocabulary extra › Environmental threats and protection › page 113

Assess your progress Workbook page 67

Grammar The passive

1 WHAT DO YOU THINK? What do you think might be the connection between technology and our oceans? What do you think 'wet wealth' is?



2 8.1 Listen to a podcast and compare your ideas.

3 8.1 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Last year, more than 100 million smart TVs were sold.
2 Certain rare minerals are being used up very quickly.
3 The seabed has been mined for rare minerals before.
4 The seabed was being explored by organizations in the 1970s.
5 Some expensive mining projects had been agreed, but they didn't happen.
6 In the future, new machines will be used to extract minerals from the seabed.
7 The consequences of mining in the sea are known.
8 Deep-sea ecosystems can't be damaged by this type of mining.

4 REACT Discuss the questions.

1 What information in the podcast surprised you? Why?
2 How can companies avoid these problems?
3 How can we help?

5 Study sentences 1–8 in exercise 3. Which tense is used in each one? Match the sentences to tenses a–h.

a present simple
b present continuous
c past simple
d past continuous
e past perfect
f present perfect
g future simple (*will*)
h modal verb

6 Rewrite the sentences in exercise 3 in the active form. If the subject is not clear, use *people*.

Grammar Insight

7 Study the sentences in exercise 3 again and answer the questions.

1 How do we form the passive?
2 Why do we use the passive? Match sentences 1–8 to explanations a–c.
   a The person / thing who does the action is obvious, unknown or unimportant.
   b The person / thing who does the action is added to the end of the clause, after *by*.
   c We are more interested in the action rather than the person / thing who does it.

Further reference and practice › Workbook › page 122

Grammar Passive structures

8 **Complete the sentences from the podcast with the verbs below.**

■ care ■ expect ■ need ■ prevent

1 Why should we _____ about the seabed being destroyed?
2 Our seas and their ecosystems _____ to be protected.
3 Companies _____ billions to be made from this 'wet wealth'.
4 Can we _____ new electronic equipment being sold?



Grammar Insight

9 **Study the sentences in exercise 8. Complete rules a–c.**

a After verbs such as *prevent*, *enjoy*, etc., we use *being* + _____.
b After verbs such as *expect*, *need*, etc., we use _____ + past participle.
c After prepositions such as *of*, *about*, etc., we use _____ + past participle.

Further reference and practice › Workbook › page 122

10 **Choose the correct words.**

1 Our oceans deserve **to be** / **being** treated with greater respect.
2 How can we protest against the sea **to be** / **being** mined?
3 A lot of companies still hope **to be** / **being** given mining rights.
4 How can we stop new gadgets **to be** / **being** manufactured and sold?
5 Do you think companies care about **to be** / **being** fined?
6 Some companies don't want **to be** / **being** told what to do.

11 **Complete the text with the correct passive form of the verbs in brackets.**

Palm oil

Most of us enjoy [1]_____ (invite) to a friend's place on a Friday night to chill out, watch a bit of TV and eat some pizza and ice cream. We take snacks like these for granted, but many of them contain an ingredient that can [2]_____ (trace back) to a tropical rainforest in Asia: palm oil. And it's not only snacks; products like shampoo, detergent and make-up often contain palm oil. Most of us use it every day without even realising.

Today, the rainforests in Indonesia, Malaysia and Papua New Guinea [3]_____ (cut down). In recent years, most of this deforestation [4]_____ (cause) by palm-oil plantations as companies want to make space for more oil palms. As a result, the homes of many native animals [5]_____ (burn down). In Borneo, it is estimated that between 5,000 and 10,000 orangutans [6]_____ (kill) every year as a result of deforestation. Huge areas of rainforest continue [7]_____ (clear) and more than one million hectares of Indonesian rainforest are expected [8]_____ (destroy) each year if the current rate continues.

Palm oil, however, is a very important crop in emerging economies. 45% of the palm oil in Indonesia [9]_____ (produce) by small farmers who rely on it to make a living. Consumers not buying palm oil products is not the answer. It's important to find a solution that benefits local farmers and the environment. At the moment, more farmers [10]_____ (train) in sustainable farming methods. Soon, more parts of the Indonesian rainforest [11]_____ (protect) and only sustainable palm oil [12]_____ (harvest). Can we expect all palm oil [13]_____ (manufacture) in this way in the future? Let's hope so!

12 **TASK** **Work in pairs. Look at the photos of everyday items or use everyday items from your bag. Discuss the questions.**

1 How they are made and what are they made of?
2 Where might they have been produced?
3 Should these things be avoided? Why / why not?



Assess your progress
Workbook page 67

8c Listening, vocabulary and speaking









Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Which of these things do we always use to grow food? Which of these resources are limited?

■ animal feed ■ fertilizer ■ heat ■ land ■ light ■ water

2 What problems do you think we might face with food in the future? Can you think of any solutions?

Strategy Taking notes

When you take notes while listening to a talk, pay attention to:

- the opening. This will outline the structure and the content of the talk (e.g. *the subject of today's talk is …, I'm going to examine …, it's important to consider …*).
- explanations, definitions or examples. These will help you to understand the content (e.g. *in other words …, to put it another way …, let me explain what I mean*).
- key content words and phrases. These are usually nouns, verbs and adjectives that will show you how ideas develop.

2 8.2 Read the strategy. Then listen to the opening of a talk. What is the talk going to be about? Which phrases from the strategy does the speaker use to introduce the topic?

3 Look at the key content words and phrases below. Which of the photos on the left do you think they describe?

■ affect natural ecosystem ■ bland taste ■ don't need land ■ easy to farm ■ high cost ■ people squeamish ■ pink slime ■ taste good

4 8.3 Listen to the rest of the talk and complete the notes.

Solution 1: greening deserts

Explanation: [1] _____
Advantages: grow food where previously not possible
Disadvantages: [2] _____

Solution 2: bivalves

Explanation: [3] _____
Advantages: more protein than beef; don't require land; improve marine ecosystems; can help reduce over-fishing; contribute positively to gender equality
Disadvantages: [4] _____

Solution 3: micro-livestock

Explanation: [5] _____
Advantages: easy to farm, rich in protein, less space needed
Disadvantages: [6] _____

Solution 4: cultured meat

Explanation: meat grown in a lab
Advantages: [7] _____
Disadvantages: [8] _____

5 REACT How do you feel about the four solutions discussed in the talk? Would you eat lab-grown meat? Why / why not?

V Insight Phrases with *face*

6 Replace the words in italics with the phrases below.

■ face the music ■ face up to the fact ■ in the face of ■ let's face it ■ on the face of it ■ put on a brave face ■ talk until we're blue in the face

1 We can *have many pointless discussions* about future foods, but we just have to eat less.
2 *As we are confronted by the problem of* global food shortages, we should all become vegetarian.
3 *When you first look at the problem*, cultured meat appears to be the answer as it uses far fewer resources than organic food. However, cultured meat is not problem-free.
4 What about a new national dish made of insects? If some celebrities could *pretend they are happy* and eat it, perhaps other people might try it.
5 I think we need to *accept* that transporting food long distances contributes to global warming.
6 What about food waste? Supermarkets and restaurants should *accept the punishment for what they have done* and be fined for throwing out perfectly good food.
7 *We have to admit it to ourselves*: food habits are not going to change any time soon.

7 TASK Discuss the statements in exercise 6. Do you agree?

Speaking Speculating, reflecting, clarifying and conceding

8 Work in pairs. Look at the photos and discuss the questions.

1 Who are the people? Where are they? What do you think their everyday life is like?
2 What do all the photos have in common?







9 8.4 Listen to Katia and Jason discussing two of the photos. Answer the questions.

1 Which photos are they talking about?
2 Match the opinions to the speakers: Katia (K) or Jason (J). Who:
- **a** thinks the man has access to a microwave at work?
- **b** thinks the man works in China?
- **c** thinks the man might do shift work?
- **d** thinks the man could be in the middle of a long journey?
- **e** thinks the man's food could be a snack?

10 8.5 Listen to the first conversation again and complete the phrases. Then complete A–C with the headings below.

■ Clarifying an opinion ■ Conceding a point ■ Speculating and reflecting

A _____	B _____	C _____
It doesn't [1]_____ he's got …. It looks as though he …. [2]_____ by the …, I reckon …. He obviously ….	Fair [3]_____ – I didn't notice that. Well [4]_____!	What I [5]_____ is …. What I'm saying is ….

11 8.6 Listen to the second conversation again and tick the phrases you hear. Then match all the phrases to categories A–C in exercise 10.

■ I see what you mean. ■ In other words, …. ■ It can't be …. ■ It's clear from the photo that ….
■ It's safe to say that …. ■ Let me put that another way. ■ That's a good point.

GS Global skills Making yourself clear

When you explain your opinions, you sometimes have to make it clear what exactly you mean or give more detail. You can use phrases like: *What I mean is …, I mean …, What I'm saying is …, What I'm getting at is …, I'm referring to ….*

12 Why do you think it is important to make yourself clear? In what situations have you had to clarify something? How did it help the people listening?

13 TASK Look at photo A in exercise 8 and follow the instructions.

1 Guess what job the women do.
2 Speculate about what they might be eating.
3 Decide if their lunch seems healthy.
4 Compare it with the food from one of the other photos.
5 Compare it with the food you have for lunch on a typical day.

Assess your progress
Workbook page 67

Reading and vocabulary

1 WHAT DO YOU THINK? Talk about food which:

1 is typical in your home country.
2 is used to celebrate important events.
3 you would miss if you lived in another country.
4 you can remember eating as a child.

2 Read the article. Find three reasons why food is an important part of our lives.

3 Read the article again and match headings 1–6 to paragraphs A–F.

1 Different dining cultures around the world
2 Sharing conversation and food
3 Food forms part of our cultural identity
4 We can't live without it!
5 Adapting to local tastes and preferences
6 Awaking memories of the past

4 Read the article again and answer the questions.

1 What happens to our brains when we eat something good?
2 Why are our memories of food very powerful?
3 What is a 'Proustian moment'?
4 What two things are important in Chinese banquets?
5 How are Tamil Brahmin meals different from meals in other cultures?
6 Which Eastern European food has an important meaning? What does it represent?
7 How did Chinese dishes in the USA change and why?

GS Global skills Culture

5 Discuss the questions.

1 What are the most popular dishes in your country?
2 What is your favourite dish? Is it a traditional dish or one from another culture / country?
3 What factors affect choices and selection of foods in certain societies? Think about climate, religion, economy and wealth.

V Insight Adjective + noun collocations: food

6 Study the highlighted nouns in the article and write them in the correct part of the table.

Types of meal	
Food in general	
Requests for food	
Quantities of food	

7 Look back at the article and the adjectives that go with each highlighted noun. Then match the nouns to the adjectives below to make more collocations. Use a dictionary to help you. Some adjectives may go with more than one noun.

■ Chinese ■ classic ■ emergency ■ extra ■ individual ■ light ■ wedding



We are what we eat

We send them to friends and share them on social media. They're filtered, cropped, tagged and posted – if you check your Insta feed right now, you'll probably find them. They're photos of food and they're everywhere. Does food define who we are? And why is it so important to us?

A We need food for survival. It not only nourishes our bodies, but our minds, too. When we eat something delicious, the brain releases dopamine, a 'happy hormone' , and stores the event in our memory. Food memories are often our strongest because they are sensory and involve taste and smell. Evolution has taught us to carefully store these memories of food so we know what is safe to eat and can repeat the experience.

B Food also connects us with our past. Our earliest experiences are often linked to food, and a simple taste or smell can bring back scenes from our childhood: a family meal, a special celebration or people and places we know. This 'involuntary' memory usually happens when we least expect it and is sometimes called a 'Proustian moment'. It's named after the writer Marcel Proust, whose novel *In Search of Lost Time* describes how a simple cake and beverage brought back powerful recollections of summer visits to his aunt: '... the whole of Combray and of its surroundings,' he says, 'sprang into being ... from my cup of tea.'

C Food can also show which communities and cultures we belong to: what we eat, when we eat, how we eat and who we eat with all reflect our cultural heritage. In China, for example, eating is a social activity – you don't have a single portion, but share food from communal platters. The order of dishes is also important: at a six-course banquet, the most expensive dish, which is usually fish, will always be served first. Meat will be the next course, followed by vegetables and finally, soup. Still hungry? Then rice or noodles will be offered by the host. But if the meal started with fish followed by rice, people would be very confused!

D In some parts of Africa, people also eat from the same dishes, sharing a large plate of traditional fare during Iftar, the meal that breaks the fast during Ramadan. However, people eat with their hands rather than using cutlery or chopsticks. In Spain, people share small snacks called tapas in the early evening and eat dinner late in the evening. In the UK and the USA, people have individual plates rather than sharing, and they dine early. In Tamil Brahmin households, people also have individual portions, but there



is no fixed ration* or amount. Instead, the serving size varies according to how important you are within the family group!

E If the rituals and celebrations surrounding food say who we are, it's not surprising that for many migrants, food is a way of connecting with their culture. In a study of Polish migrants in Ireland, researchers noticed that many people missed Polish bread. Bread is an important part of the Polish diet and symbolizes 'life' and good fortune. At weddings, the bride and groom often take a piece as part of the ceremony, so for many migrants, bread represents a deep emotional connection to the country they have left behind. On returning to Poland, one couple cried at the smell of fresh Polish bread!

F Although many families in migrant communities like to eat traditional foods to connect them with their cultural heritage, at the same time, they may have to adapt or change the food slightly, depending on local ingredients. This is how recipes evolve. Sometimes there are economic reasons for this evolution as well. When Chinese immigrants first arrived in America, cooks needed to earn a living. They developed new dishes, such as chop suey, that would appeal to American diners as many people wouldn't order classic Chinese dishes. In the 1800s, chop suey was introduced to goldminers in San Francisco by an enterprising restaurant owner and was a huge success. Extra ingredients such as sugar were also added to other traditional dishes and side orders, to appeal to non-native tastes. These have become extremely popular and nowadays, Chinese takeaways are eaten by a third of the American families at least once a month.

Back on social media, people are using food to tell their life stories: where they have come from, who they are friends with and the customs they identify with. Food is the heart and soul of society: it connects us to people with similar tastes, culture and history, but it also enables us to share, exchange and explore our differences. Food defines us, brings us together and perhaps most importantly, brings flavour and interest to our lives.

Glossary
* ration = a fixed amount of food

8 Complete the text with the correct form of the nouns in exercise 6.

The food revolution

In the past, British food had an unfortunate reputation as bland or tasteless. This goes back to the 1940s, when families got a wartime [1]_____ of meat, cheese, eggs, butter and sugar. With such limited ingredients, people cooked small meals – there were no double [2]_____ or supersized treats! Meat and two vegetables were standard [3]_____, usually followed by sponge pudding. Lunchtime [4]_____ were often warmed-up leftovers from the previous day's dinner. If people ate out, they often went to 'British restaurants' set up by the government, which sold cheap basic meals. Their most popular [5]_____ was soup, mashed potato and minced meat.

However, nowadays, Britain has hundreds of ethnic communities that have introduced many different types of cuisine. Many families are more likely to go for a Chinese [6]_____ rather than eat fish and chips or order a [7]_____ from an Indian restaurant to have at home. In the past, fish and chips was Britain's most popular [8]_____, but today it's chicken tikka masala, a curry invented in the 1960s by migrants who came to England from Bangladesh.

Grammar The passive: verbs with two objects

Grammar Insight

9 Study the pairs of sentences. Why are there two passive forms? Is there any difference in meaning? Write the active sentence for each pair.

1 a Chop suey was introduced to goldminers in San Francisco by an enterprising restaurant owner.
  b Goldminers in San Francisco were introduced to chop suey by an enterprising restaurant owner.
2 a Then rice will be offered to you by the host.
  b Then you will be offered rice by the host.

Further reference and practice › Workbook › page 122

10 Rewrite the questions using the words in brackets.

1 Which foreign foods have been introduced to your country? (has your country)
2 Have you ever had food from other cultures cooked for you? (has food from)
3 When was the last time you were taught a new recipe? (a new recipe was)
4 Are foods from different countries sold to customers in your supermarket? (are customers sold)

11 TASK Ask and answer the questions in exercise 10.

Vocabulary extra › Ways of cooking › page 113

Assess your progress Workbook page 67

8E Writing A for and against essay



Planning for writing

1 Does trying food from different cultures show that we are interested in those cultures?

2 Read the task. Think of two arguments for the claim and two arguments against.

> 'The impact of globalization on our diet is more positive than negative.' Discuss.

3 Read the model essay on page 111. Are any of your ideas mentioned? What is Nasser's opinion?

4 Read the model essay again and complete the organization boxes with the words below.

■ conclusion ■ first ■ introduction ■ opinion ■ purpose ■ second ■ topic

5 Read the strategy. Then study the phrases highlighted in yellow in the model essay. Which introduce a cause and which introduce an effect? Complete the language boxes with the phrases.

Strategy Talking about cause and effect

When you write a for and against essay, you need to look at the pros and cons, or benefits and costs, of different ideas. In order to write about them, you need to use the language of cause and effect.

6 Which of the phrases below introduce a cause and which introduce an effect?

■ as ■ for this reason ■ hence ■ owing to ■ the effect of ■ therefore

7 Make as many sentences as you can with the phrases below.

They couldn't make their own pizzas	since	health problems in later life.
We grabbed some takeaway food on our way home	due to	it had a smaller carbon footprint.
The food was grown locally	result in	we didn't have much time.
Eating too much of one food type can sometimes	hence	his vegetarian diet.
It's difficult to decide where to eat	owing to	she lived to a ripe old age.
She had a balanced diet	consequently	they'd run out of flour.
He learned to cook new dishes	as	too much choice!

Writing Insight The passive with reporting verbs

Further reference and practice › Workbook › page 123

8 We can make sentences sound more impersonal by using the passive with reporting verbs such as *know*, *believe*, *think*, *claim*, *consider*, *understand* and *report*. Study the sentences highlighted in green in the model essay and match them to patterns a–d.

a *it* + passive + *that*
b subject + passive + *to do something*
c subject + passive + *to have done something*
d subject + passive + *to be doing something*

9 Rewrite the sentences to make them impersonal. Use the verbs in brackets.

1 The first cookbooks, written in the late 19th century, ignored pizza. (believe)
It _____.
2 At the time, people said pizza was associated with poverty. (consider)
At the time, pizza _____.
3 A pizza chef in Naples, Raffaele Esposito, made three types of pizza for Queen Margherita when she visited in 1889. (think)
It _____.
4 Margherita pizza has not changed much since the original recipe in 1889. (not believe)
Margherita pizza _____.
5 The most popular pizza topping in the USA last year was pepperoni. (report)
It has been _____.
6 Supermarkets and restaurants are selling more than five billion pizzas worldwide each year. (said)
Supermarkets and restaurants _____.

THE IMPACT OF GLOBALIZATION ON OUR DIET IS **MORE POSITIVE THAN NEGATIVE**

By **NASSER AL-NOURI**

[1]It is often said that globalization has had a positive impact on our food, giving us more adventurous diets and promoting international and intercultural understanding. However, globalization has also resulted in problems, especially in relation to the environment and health. In this essay, I intend to examine both the positive and negative aspects of globalization.

One advantage of globalization is variety in our supermarkets, which means more exciting meals. In the 1950s, [2]the average British supermarket is thought to have stocked fewer than 700 different items, whereas nowadays, they have around 35,000. At the moment, [3]one supermarket is believed to be selling more than 70 different varieties of coffee! But this huge amount of choice has an environmental cost. Due to advances in technology and transportation, most foods are available all year round and are often shipped hundreds or even thousands of miles. Consequently, there has been a massive increase in the carbon footprint of our food thanks to these out-of-season products.

A second advantage of globalization is the variety of restaurants on our high streets. Eating food from different cultures can help to promote tolerance and understanding. [4]London, for example, is known to have restaurants with food from more than 200 different countries. Many Londoners are more open and broad-minded on account of this diversity. However, since the USA has a huge global influence, there are also plenty of cheap US-style fast food restaurants on London high streets. [5]It is claimed that a single fast food restaurant chain feeds almost 1% of the world's population in 118 different countries every day. Critics say this increase in fast food has led to a rise in less healthy eating habits and obesity.

To sum up, globalization has had some positive influences on our diet, especially in terms of cultural exchange. However, because of environmental costs and the dominance of fast food restaurants, it is clear that the negatives outweigh the positives. It is time to go back to home-grown food and local cuisine.

[1]_____: introduce the [2]_____ of the essay, say why it is important or relevant and state your [3]_____.

Main paragraph 1: present your [4]_____ argument for or against the statement.

Main paragraph 2: present your [5]_____ argument for or against the statement.

[6]_____: sum up your two main arguments and include your own [7]_____.

Expressing cause
Use *due to*,
_____,
_____,
_____.

Expressing effect
Use *result in*,
_____,
_____,
_____.

Use impersonal structures like the passive with reporting verbs to express different opinions in a for and against essay.

Writing your essay

'We should put food ethics before affordability, health or anything else.' Discuss.

PLAN Read the task and check you understand it. Decide if you are for or against the statement.

Make notes about:
- food ethics (examples of ethical and unethical food).
- reasons why people might choose unethical food.
- the consequences of eating unethical food.
- how people can make more ethical choices.

Think about different ways to present a balanced argument and the language you will use for cause and effect. Think about using the passive with reporting verbs to make your writing more impersonal.

Create a plan for your essay. Plan to write four paragraphs and decide what information you will include in each one. Use the organization boxes to help you.

WRITE Write a first draft of your essay. Use the model essay and your plan to help you.

REVIEW Check your essay. Use the checklist to help you.

Have you:
- used a clear paragraph structure?
- included arguments for or against the topic?
- used a variety of expressions for cause and effect?
- used the passive with reporting verbs to make your writing more impersonal?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 67

Review 8

Vocabulary

1 Complete the text with the words below. There are two words that you do not need.

■ awe-inspriring ■ banned ■ brutal ■ countless ■ distressing ■ massive ■ struggling ■ wiped out

Whales are some of the most [1]_____ animals that live in the sea. Although whale hunting has been [2]_____ in most places, some countries still kill them for their meat. The mammals don't stand a chance against the [3]_____ fishing boats that go after them. As a result, many species are [4]_____ for survival and are in danger of being [5]_____. It's truly [6]_____ to think that one day these magnificent creatures might disappear.

Marks ___ / 6

2 Complete the text with the correct prepositions.

Most doctors recommend a diet based [1]_____ the five main food groups. However, recently there has been a rise [2]_____ the number of vegetarians in the UK. The reasons for their choice depend [3]_____ a number of factors. 'Classic' vegetarians feel empathy [4]_____ the animals that are killed. 'Green eaters' are concerned [5]_____ the impact of eating meat on the environment. And there are people who feel that they are better [6]_____ without meat for health reasons.

Marks ___ / 6

3 Complete the sentences with phrases with *face* and the words in brackets.

1 _____ strong public opposition, the government will be reviewing their policies. (in)
2 Although the hiker had hurt his foot, he _____ and went on walking. (brave)
3 We can _____, but we'll never agree. (blue)
4 It's time for you to _____ and admit what you have done. (music)
5 _____: you didn't want to give up meat in the first place. (it)
6 You should _____ that you can't lose weight because you're eating too much fast food. (fact)

Marks ___ / 6

4 Match the words in A to the words in B to make collocations.

A ■ classic ■ emergency ■ individual ■ light ■ side ■ wedding

B ■ banquet ■ dish ■ order ■ portion ■ ration ■ snack

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

Marks ___ / 6

Grammar

5 Complete the text with the correct passive form of the verbs in brackets.

During the 1970s, scientists discovered that the ozone layer [1]_____ (destroy). One of the main factors contributing to the problem was the use of CFC gases. Up until then, these gases [2]_____ (use) in refrigerators, air conditioning and aerosol sprays. In 1988, CFCs [3]_____ (ban) at an international convention in Montreal. Since then, alternatives to CFCs [4]_____ (develop), which do not damage the ozone layer. Currently, measures to control the use of CFCs [5]_____ (implement) under the Montreal Protocol and the Kyoto Protocol. According to these agreements, CFCs [6]_____ (phase out) completely by 2030. Unfortunately, the regulations [7]_____ (not follow) by all of the countries in the world.

Marks ___ / 7

6 Complete the second sentence so that it has a similar meaning to the first sentence. Use *to be* or *being* + past participle.

1 She hopes that they'll offer her a place on the course.
She hopes _____.
2 My dog enjoys it when I take him for a walk.
My dog enjoys _____.
3 Some people want the government to ban hunting.
Some people want _____.
4 How can farmers prevent people stealing their animals?
How can farmers prevent _____?
5 They expect someone will beat them at the election.
They expect _____.
6 He only cares about the money his company makes.
He only cares about _____.

Marks ___ / 6

7 Write two passive sentences for each active one.

1 Someone introduced them to me at a party.
a _____
b _____
2 They give all visitors a bag for their rubbish.
a _____
b _____
3 They might send you the tickets by courier.
a _____
b _____
4 The teacher is showing us a new documentary.
a _____
b _____

Marks ___ / 8

Total ___ / 45

Environmental threats and protection

1 Match the words in A to the words in B to make collocations related to the environment. Use a dictionary to help you.

A	B
ban	an imbalance
cause	nature
conserve	harmful practices
maintain	an impact
have	resources
overexploit	an ecosystem
prevent	a species
reduce	fires
threaten	carbon emissions
destroy	toxic waste
produce	animals
protect	a habitat

2 SPEAKING Work in pairs. Look at the collocations in exercise 1. Which ones are threats to the environment and which are ways of protecting it? Use a dictionary to help you.

3 Complete the text with the collocations in exercise 1.

The aim of the World Wide Fund for Nature (WWF) is to [1]_____ so that future generations may enjoy it. Much of its work is based around the conservation of different biomes. In Indian rainforests, several activities occur that may [2]_____ as magnificent as the Bengal tiger, for example. Loggers tend to [3]_____ by cutting down too many trees, and farmers burn the land to make room for their crops. By doing this, they [4]_____ which is home to many different birds and mammals. The goal of the WWF is to [5]_____ in the area by ensuring that they have a safe place to live. The organization wants to stop deforestation and [6]_____ from burning trees in an attempt to save the rainforest. It would also like to [7]_____, such as hunting endangered animals for their skin.

The WWF is also concerned about the ways that different industries [8]_____ on the environment. It wants factories to [9]_____ in an effort to slow climate change. It is also working with companies that [10]_____ which pollutes the world's rivers. The danger here is that the poisonous substances can [11]_____ in the food chain. If the fish die, then so do the birds and mammals that feed on them. The WWF insists that we need to [12]_____ so that the living things continue working together in the way they always have.

Ways of cooking

1 Match the words below to definitions 1–12.

bake ■ barbecue ■ boil ■ fry ■ grill ■ poach ■ roast ■ scramble ■ steam ■ stew ■ stir-fry ■ toast

1 cook in a pan with hot fat or oil
2 cook in an oven with a little fat or oil
3 cook in water heated to 100 °C
4 mix together and heat (eggs)
5 cook in an oven with no extra fat
6 cook slowly in liquid in a closed dish
7 cook on a metal frame outdoors over an open fire
8 cook gently in a small amount of liquid
9 make something go brown by putting it close to heat
10 cook under or over a very strong heat in the oven
11 cook quickly in a pan in very hot oil
12 cook over boiling water

The past participle (*-ed* form) of most cooking verbs can be used with an item of food.
*a **boiled** egg* ***stir-fried** chicken* BUT *roast potatoes*

2 Look at the photos. What are the people going to eat? Complete the phrases with adjectives formed from the verbs in exercise 1.



_____ eggs



_____ vegetables



a _____ chicken



_____ broccoli



_____ carrots



_____ potatoes



_____ mackerel



_____ bacon



_____ rice



a _____ sandwich



a _____ steak



_____ fruit

3 SPEAKING Work in pairs. What is your favourite food? How is it cooked? Tell your partner.

Cumulative review Units 1–8

Listening

1 8.7 **Listen to a radio programme about the first stem cell burger and choose the correct words.**

First burger made from stem cells

- Created by: Mark Post, a [1]**professional chef / university physiologist / nutritionist**
- Colour: [2]**the same as / very different to / paler than** a normal burger
- Cooked for: [3]**two / ten / twenty** minutes

Opinions

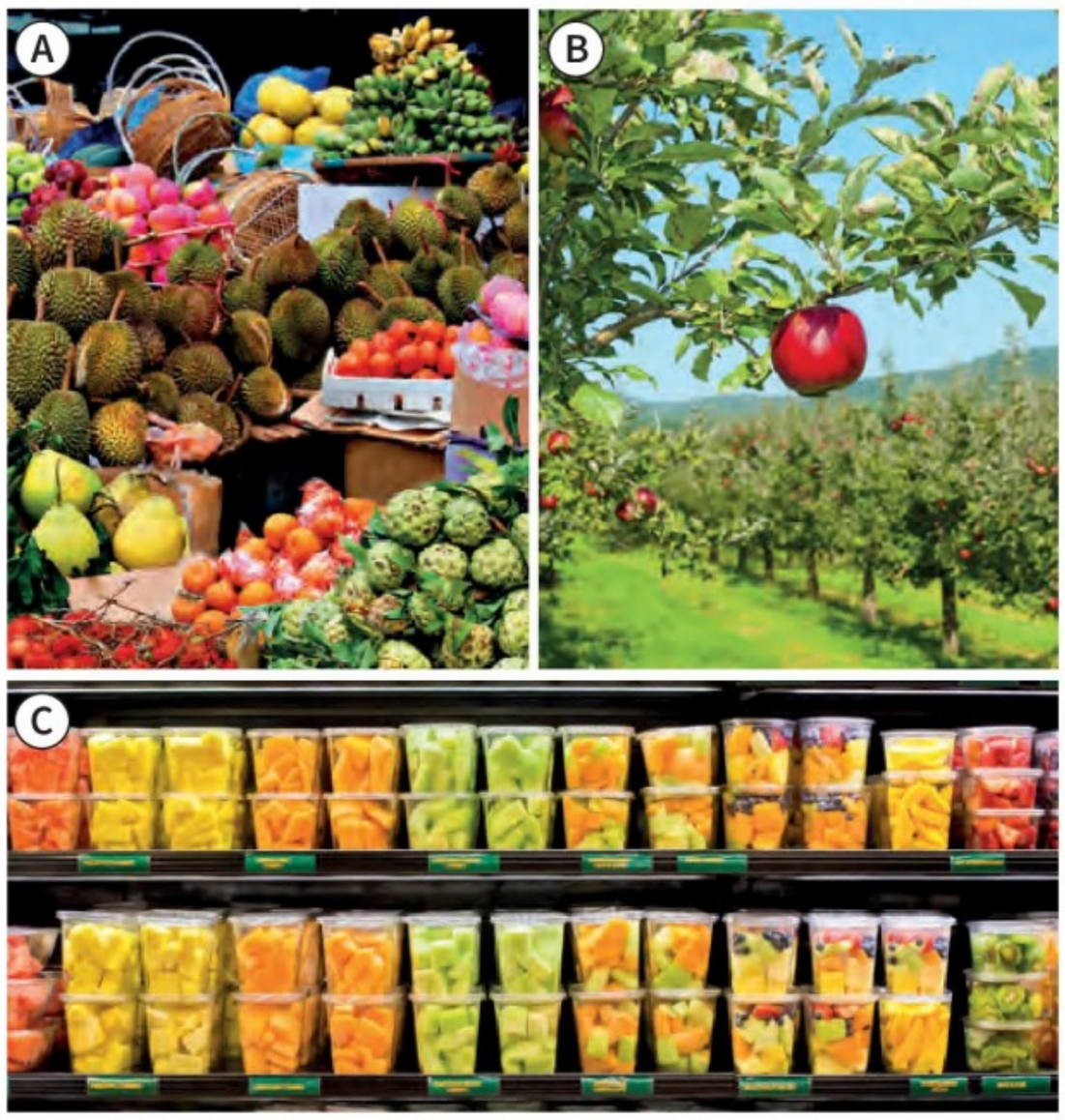
- Hanni Rützler: tasted like: [4]**beetroot / saffron / meat**
  But there was no: [5]**butter / fat / sunflower** oil
- Josh Schonwald: no: [6]**seasoning / saffron / beetroot**

2 8.7 **Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 Meat production is said to be one of the contributing factors of climate change.
2 Research for the lab burger was carried out in the USA.
3 The lab burger looked exactly like a normal burger.
4 The chef didn't notice any difference in the smell of a lab burger and a normal burger when cooking.
5 Stem cells for meat can come from any part of a cow.
6 Producing meat in a lab is a time-consuming process.

Speaking

3 **Work in pairs. Look at the photos and discuss how the fruit is sourced in each case.**



4 **Work in pairs. Decide what is the most a) practical, b) economical and c) environmentally friendly way for a family to eat fruit. Give reasons for your answers.**

Reading

5 **Make a list of the pros and cons of eating a wider variety of food in our diet. Then read the article and compare your ideas.**



Future foods

By 2050, about 10 billion people will need to be fed with the planet's finite resources. Globally, we rely on a very small range of foods, and a lack of variety in our diets means that 12 plants and five species of animal make up 75% of the world's food supply. So, what are the alternatives?

Research has shown that the demand for meat is decreasing, with more than 1.5 billion vegetarians and about 79 million vegans globally. Meat and dairy farming require a huge amount of space for animals, as well as a lot of water and feed. 15% of all man-made greenhouse gases comes from the livestock industry and although meat is an important source of protein, it has a negative environmental impact. A global switch to diets that rely less on meat and more on fruit and vegetables could not only save up to 8 million lives by 2050, but it could also reduce greenhouse gas emissions by two thirds. One potential meat replacement is algae. They are full of nutrients, are responsible for half of all the oxygen production on Earth, can be grown and harvested all year round and do not need pesticides or fertilizers. Laver seaweed, for example, is a common algae used to wrap sushi, but it can also be used to make bread. However, one of the barriers to using algae more is consumer disgust – people are not keen on it because of how it looks and where it comes from.

Cereals and grains are considered our most important source of food and have been a key part of our diet for thousands of years. Three of the plants we eat regularly – rice, maize and wheat – make up almost 60% of the calories from plants in our diet. Relying on a few crops means that harvests are more vulnerable to disease,



6 Read the article again and choose the correct answers.

1 A lack of variety in our diet is a problem because
   - **a** we are running out of food, particularly rice.
   - **b** we don't have enough calories from plants.
   - **c** the resources we have will run out eventually.

2 Some people have a problem with eating algae because
   - **a** they don't like sushi.
   - **b** they are not used to it and they find the thought of eating it unpleasant.
   - **c** they think the flavour is not like meat.

3 What was a negative impact of quinoa as a replacement for rice?
   - **a** Farmers damaged the soil when they grew too many different types.
   - **b** School and restaurants continued to use rice.
   - **c** People soon got used to a limited variety of it, which caused problems for farmers.

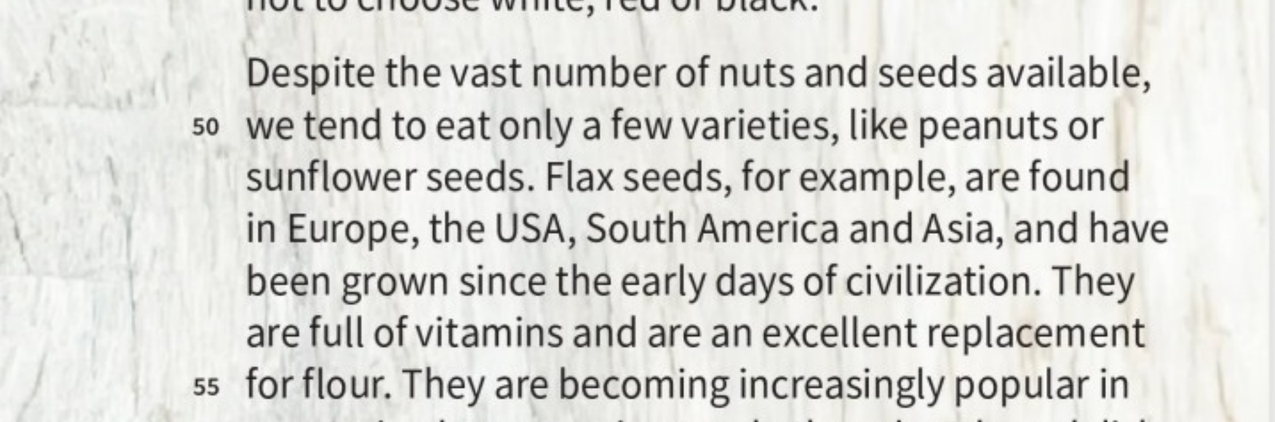
4 Flax seeds are
   - **a** a type of seed we could use and eat more regularly.
   - **b** one of the limited varieties of seeds we consume.
   - **c** only grown in a few countries.

pests and the impact of climate change, so it's important to start to try and incorporate different types of cereals or grains into our diet. Since the early 2000s, the white, red and black varieties of quinoa have become a popular alternative to rice, but there are actually more than 3,000 different varieties of quinoa.

Despite this positive step towards using quinoa more, people have now got used to one type, so farmers have stopped growing the other types. This has therefore led to problems with soil damage since the soil is not left to rest between quinoa harvests. Recently, some farmers have been offered incentives to grow different varieties of quinoa and programmes have been introduced to encourage schools and restaurants to use those ones. So, next time we choose quinoa, perhaps we should try not to choose white, red or black.

Despite the vast number of nuts and seeds available, we tend to eat only a few varieties, like peanuts or sunflower seeds. Flax seeds, for example, are found in Europe, the USA, South America and Asia, and have been grown since the early days of civilization. They are full of vitamins and are an excellent replacement for flour. They are becoming increasingly popular in vegetarian burger recipes and other plant-based dishes.

We are constantly being given advice about what to eat or what not to eat, but perhaps we can start by making small changes. Consuming a wider variety of vegetables to increase our vitamin intake, replacing meat, poultry or fish with plant-based protein sources to help reduce the negative environmental impact, and eating carbohydrates with more nutrients could help improve our food and agriculture resources.



Grammar and vocabulary

7 Read the article and choose the correct answers.



Imagine you [1]____ in a restaurant right now. How would you feel if there were bugs in your salad? Two billion people already eat bugs as part of their regular diet. However, our food choices are sometimes based [2]____ the way something looks rather than how it tastes. We [3]____ to eating insects as a part of our meal or choosing them as a healthy lunchtime [4]____. Insects have been a food source for people for tens of thousands of years. There are an estimated 1,462 species of edible insects, but there are hundreds, if not thousands, more that simply haven't been tried or even discovered yet. So, can we really object to insects [5]____ eaten when, gram for gram, they contain more protein than beef or chicken? We don't expect insects [6]____ on every menu yet, but maybe we're better off [7]____ them as part of our diet. Some people think insects should [8]____ from human consumption, while others are happy to put on a [9]____ and at least try them. Maybe we [10]____ learn to like them sooner rather than later, for the sake of the planet. What's your view?

1	**a** had been	**b** were	**c** are being
2	**a** in	**b** for	**c** on
3	**a** didn't use	**b** aren't used	**c** don't get used
4	**a** snack	**b** order	**c** portion
5	**a** to be	**b** be	**c** being
6	**a** included	**b** to be included	**c** including
7	**a** in	**b** for	**c** with
8	**a** be banned	**b** ban	**c** banning
9	**a** fact	**b** brave face	**c** music
10	**a** shouldn't	**b** mustn't	**c** had better

Writing

8 Write a for and against essay on the topic below. Use the plan to help you.

When choosing food ingredients and making food choices, it is more important to consider their impact on the environment than our personal health. Discuss.

- Paragraph 1: introduce the topic of the essay, say why it is important or relevant and state your opinion.
- Paragraph 2: present your first argument for or against the statement.
- Paragraph 3: present a second argument for or against the statement.
- Paragraph 4: sum up the main arguments and restate your opinion.

Exam Insight 4 › Workbook › page 97

9 High tech

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 Think about the online services you use for entertainment, socialising and shopping. Do they make recommendations about things you might like? Are they useful and accurate?
2 How do you think they make these recommendations? What are they based on?

2 Read the article and check your answers to question 2 in exercise 1.

Strategy Identifying supporting details

When you read a persuasive article, look for evidence the writer uses to support their ideas and persuade the reader.

First, identify the main idea in each paragraph. Then identify the examples used to illustrate this idea. How well has the writer supported their point of view?

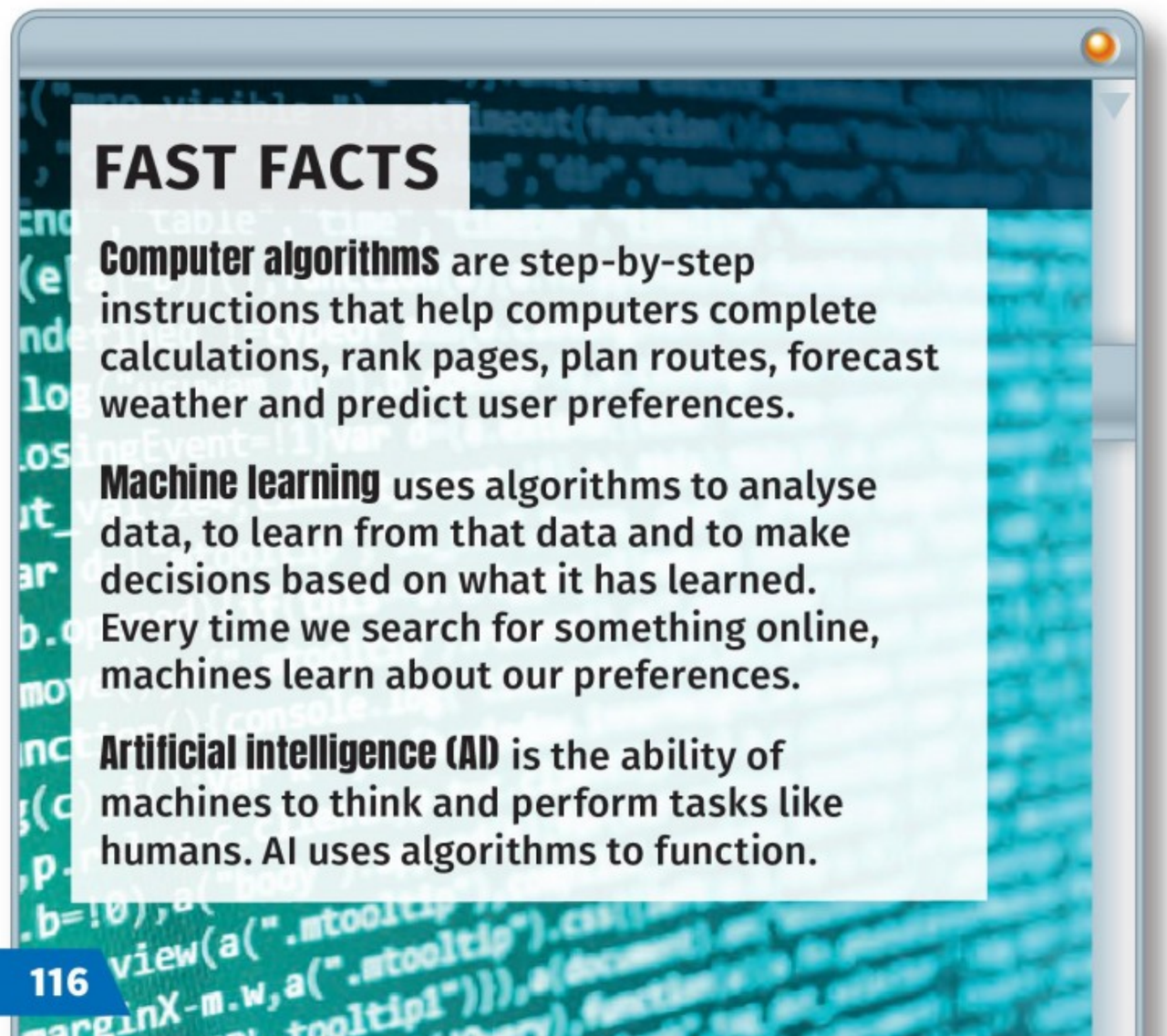
3 Read the strategy. Then read the article and match main ideas 1–6 to paragraphs A–F.

1 summing up the pros and cons of using algorithms
2 how algorithms can help us in different areas of our lives
3 how we get answers to questions – in the past and present
4 the impact of algorithms on jail sentences and job selection
5 the information computer algorithms collect and why
6 how bias in algorithms affected students

4 Read the article again and identify the supporting details: examples, evidence or definitions for each main idea. How well has the writer supported the points they make?

5 REACT Discuss the questions.

1 Are we generally happier when things follow a pattern and are more predictable? What might be the downsides of predictability?
2 What pros and cons of computer algorithms does the article mention? Can you think of any others?



FAST FACTS

Computer algorithms are step-by-step instructions that help computers complete calculations, rank pages, plan routes, forecast weather and predict user preferences.

Machine learning uses algorithms to analyse data, to learn from that data and to make decisions based on what it has learned. Every time we search for something online, machines learn about our preferences.

Artificial intelligence (AI) is the ability of machines to think and perform tasks like humans. AI uses algorithms to function.

Home News Blog Gallery

Algorithms: they're only human!

A In ancient Greece, if you had a question that needed an answer, or a problem that needed solving, you would go to the Delphic Oracle on Mount Parnassus. Once a month, the priestess would answer people's questions about the past, present and future – questions about their health, family, love, politics and other interests. Today, we have no Delphic Oracle, but we do have computer algorithms. If we have a question, we go to our laptop and the algorithms in a search engine will help us find the answer.

B Algorithms are everywhere. They make predictions, but unlike the Delphic Oracle, they are not based on divine prophecies. Instead, they are based on real data about our past habits and activities – data from our phones, our virtual assistants, our TVs and our computers. They are busy collecting and updating this data all the time; things that we like to watch, listen to or click on are tagged, and every 'like' and click we make is stored, analysed and categorized. Algorithms use this data to make predictions about our behaviour. Why? So they can personalize our experience when we visit a website, a streaming service or a social media feed. Think about it: when we watch a TV show through a video platform, algorithms recommend other shows we might enjoy. On social media, they suggest new friends we can make a connection with or content we might like. They know which web browser we use and what we're interested in. And thanks to machine learning and artificial intelligence, the more we interact with algorithms, the more expert they become at predicting the content that we want.

C However, is this knowledge and control a good thing? Given the amount of information and choice we have, you could say that algorithms make sense: they simplify our choices and make our lives easier. Not only do these clever pieces of code help webpages make recommendations, but they also help with everyday tasks such as mapping our journeys and enabling voice and facial recognition to protect personal data. They can help with more critical tasks, too. In 2020, scientists looked at certain types of cancer and



compared a computer algorithm's diagnoses with those of human doctors. The algorithm performed better than the doctors – in other words, it was more accurate because it analysed big data about the disease to identify patterns and trends. Once a pattern was identified, the algorithm was able to make a precise diagnosis and even suggest a treatment.

D But are computer algorithms always reliable? Or can they be biased and make mistakes? It's an important question as they are often used to make life-changing decisions about our future. In 2020, for example, hundreds of thousands of UK students were unable to take their A level* exams because of the Covid-19 pandemic. The government decided that an algorithm, which looked at the school's performance in previous years, would be used to determine students' grades. The algorithm made the observation that poorer schools got worse grades, so students at those schools were given lower grades, even if they had outstanding work. The bias in the algorithm resulted in some students losing a place at university.

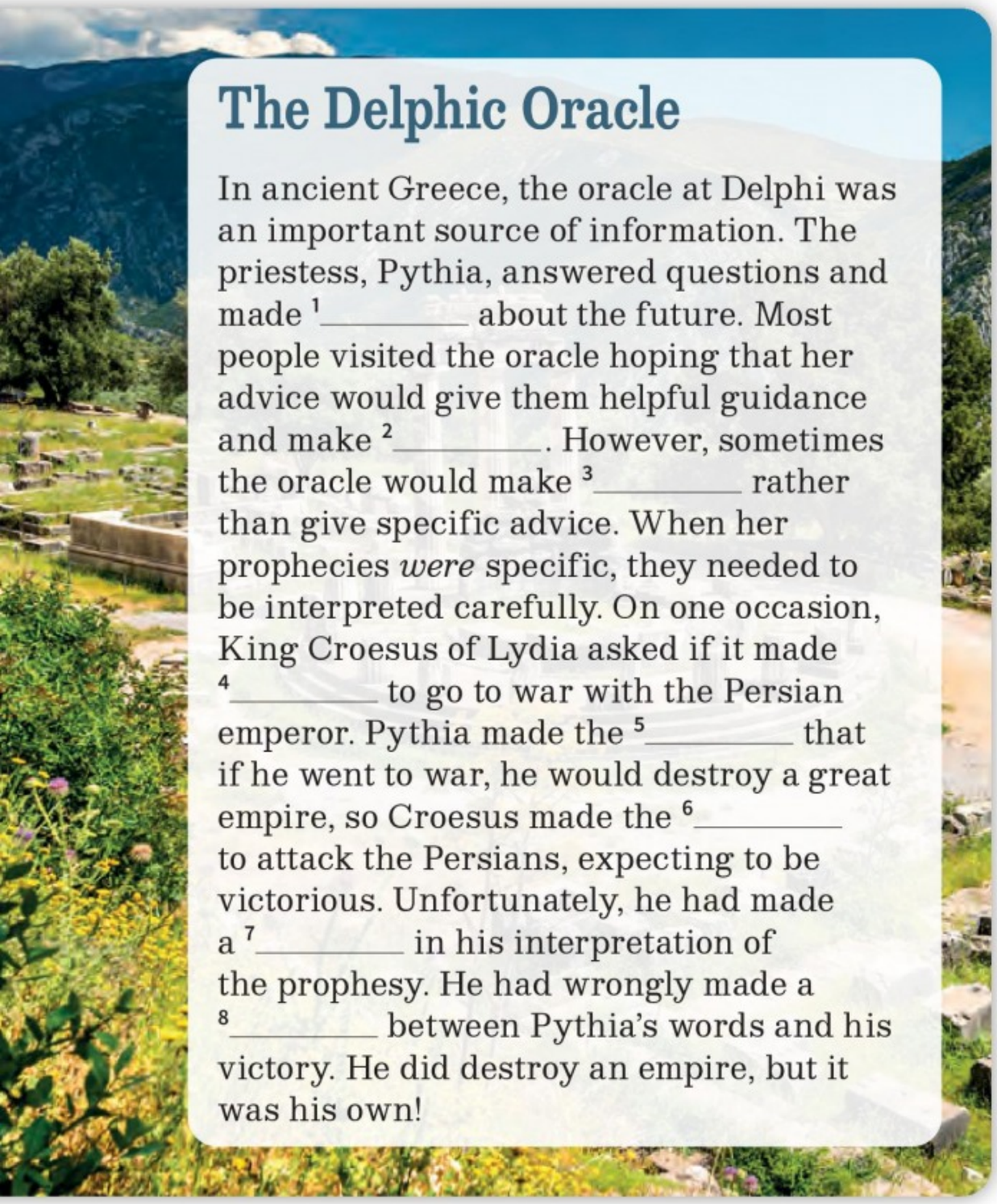
E In the prison service, algorithms are used to assess risk. Criminals are given a threat score from 1 to 500, which determines how likely they are to reoffend and the amount of time they should spend in jail. The algorithm works out the threat score by looking at historical crime data, the socio-economic background of the person, as well as their gender and race. It then makes generalizations based on that data, so if you are from a poor economic background, you are more likely to get a lower score and be kept in prison longer. Similar bias was found in algorithms recommending candidates for a job. The algorithms analysed existing data collected, and selected candidates that were overly represented in an area. In one experiment, the computer algorithm selected only male candidates for a CEO's job and only female candidates for nursing vacancies. In other words, algorithms can be biased – it depends on the data they use to make their calculations.

F Like the Delphic Oracle, algorithms make predictions, but the answers they produce are only as good as the questions we ask, and the data they are based on. Algorithms make our day-to-day life easier and they can help us make decisions about education, healthcare and the justice system. But human biases also inform the algorithms we create, so should we really trust the predictions they make? 'We live in an unfair world,' says one programmer. 'So any model you make is going to take data from that world, reflect it and be unfair in one way or another.'

Glossary
* A level = a British exam, usually taken in the final year of school at the age of 18

Insight Phrases with *make*

6 Study the highlighted phrases in the article. Then complete the text with the correct words.



The Delphic Oracle

In ancient Greece, the oracle at Delphi was an important source of information. The priestess, Pythia, answered questions and made [1]_____ about the future. Most people visited the oracle hoping that her advice would give them helpful guidance and make [2]_____. However, sometimes the oracle would make [3]_____ rather than give specific advice. When her prophecies *were* specific, they needed to be interpreted carefully. On one occasion, King Croesus of Lydia asked if it made [4]_____ to go to war with the Persian emperor. Pythia made the [5]_____ that if he went to war, he would destroy a great empire, so Croesus made the [6]_____ to attack the Persians, expecting to be victorious. Unfortunately, he had made a [7]_____ in his interpretation of the prophesy. He had wrongly made a [8]_____ between Pythia's words and his victory. He did destroy an empire, but it was his own!

Insight Compound nouns: technology

7 How many compounds nouns can you make from the sets of words below? Check your answers in the article.

A ■ artificial ■ big ■ computer ■ facial ■ machine ■ search ■ social media ■ streaming ■ video ■ virtual ■ voice ■ web

B ■ algorithm ■ assistants ■ browser ■ data ■ engine ■ feed ■ intelligence ■ learning ■ platform ■ recognition ■ service

8 TASK Complete the compound nouns in the questions. Then work in pairs and discuss the questions.

1 Do you regularly use _____ services such as Netflix? What are the advantages of watching programmes on such platforms?
2 What do you think of video _____ like YouTube and the influencers who appear on them? Why?
3 How do you feel about companies having access to big _____ on you and using computer _____ to try to sell you things?

Vocabulary extra › Using technology › page 127

Assess your progress Workbook page 75

Grammar Reported speech

1 WHAT DO YOU THINK? Which of these things do you think you need to become a good scientist, engineer or inventor? Put them in order of importance (1 = most important) and add your own ideas. Then work in pairs and compare your answers.

■ access to a laboratory ■ a university degree ■ encouraging parents / teachers ■ enthusiasm ■ hard work ■ money ■ original ideas

2 9.1 Listen to a conversation between two students. Which of the things in exercise 1 apply to Kelvin Doe?

3 9.1 Rewrite the statements and questions in reported speech using the words in brackets. Then listen again and check.

1 'Have you decided on a focus for your project?' (He asked me)
2 'We're still looking for a good person to write about.' (I said)
3 'Kelvin's interest started when he was ten years old.' (He told me)
4 'By the age of 13, Kelvin had invented a new type of battery.' (Greg said)
5 'Why did Kelvin want to make a battery?' (I asked)
6 'You should definitely mention the radio station.' (Greg said)
7 'I'd like to find out more about Kelvin.' (I told Greg)
8 'I'll try to contact Kelvin for you.' (He said)



4 REACT Work in groups and discuss the questions.

1 Have any of your ideas from exercise 1 changed? Which ones and why?
2 Read the quotes. Do you agree? Why / why not?
'Necessity is the mother of invention.'
'To invent, you need a good imagination and a pile of junk.'

Grammar Insight

5 Look at the underlined verbs in exercise 3, and the reported statements and questions you wrote. Answer the questions.

1 Which tenses and modal verbs usually change in reported speech? To what? Which tenses and modal verbs do *not* change?
2 What other types of words often change?
3 How is the word order different in direct questions and reported questions?
4 Which word, apart from *if*, can introduce a *yes / no* reported question?

Further reference and practice › Workbook › page 124

6 Rewrite the sentences in reported speech.

1 'Has Kelvin made much money from his inventions?' Noah asked.
2 'I'll never forget learning about this amazing young man!' Leena said.
3 'I'd never really thought about these problems before hearing Kelvin's story,' Jake admitted.
4 'I recently read a very inspiring article about Kelvin's work,' Lauren mentioned.
5 'I'd like to learn more about people's lives in Sierra Leone,' Matt said.
6 'I can't wait to tell other people about Kelvin Doe!' Ruby remarked.
7 'When is Kelvin going to release any new products?' Rory wondered.
8 'Everyone should try to be as dedicated as Kelvin Doe,' Olivia remarked.

7 Study these examples of reported speech from the recording. Change them into direct speech.

a Kelvin has said that his aim is to promote innovation in Sierra Leone.
b People say his talks are really interesting and inspirational.

Grammar Insight

8 Study the sentences in exercise 7 again. Answer the questions.

1 Do the verb tenses change in reported speech in these sentences?
2 What tenses are the reporting verbs (*say*, *tell*) in?
3 Is the information in the sentences still true, relevant or important?
4 What types of words do change in these examples of reported speech?

Further reference and practice › Workbook › page 124

9 Complete the text with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

Be inspired!

Register | Login | Search

The Research Science Institute (RSI) is a fully funded six-week summer programme in Massachusetts, USA, for young people with a passion for STEM subjects – science, technology, engineering and mathematics. RSI says that many of its ex-students [1]_____ (have) success in international science competitions over the years. Before this year's programme ended, I met some students and asked them [2]_____ (what / be / RSI) all about.

I spoke to 17-year-old Elena Gozowska from Poland. When I asked her if [3]_____ (there / be) many other students like her from outside the USA on the programme, she replied that about 40% [4]_____ (come) from abroad. She said that more international students [5]_____ (should / apply) in future because the programme [6]_____ (will / give) them the opportunity to meet an amazing group of like-minded young people. She explained that this year the best 80 applicants from around the world [7]_____ (be) selected and [8]_____ (can / attend) the programme.

According to another student, 16-year-old Greg Bowers from Utah, the programme [9]_____ (include) lectures from Nobel Prize winners and other distinguished scientists, and its students [10]_____ (must) conduct a significant amount of original research. He told me that he [11]_____ (do) research into water purification in a state-of-the-art university laboratory and [12]_____ (can / ask) for help from experienced scientists whenever he wanted. He said that he [13]_____ (would / never / get) access to that kind of expert help without RSI.

Elena and Greg, like a lot of RSI students, are hoping to enter an international science competition later this year. Everyone is talking about who this year's winner might be. Some students say it [14]_____ (be) likely to be a student whose research is connected to water or renewable energy, so could it be Elena or Greg? Watch this space ...

10 TASK Work in pairs. Student A, you are Elena or Greg and you have just won an international science competition. Student B, you are a news reporter. Interview Elena or Greg. Think about the things below. Then report your interview to another pair.

- how they felt before the announcement
- how they are feeling now
- what their research is about
- what they will do with the prize money
- what their future plans are

Assess your progress
Workbook page 75

Listening, vocabulary and speaking



Listening and vocabulary

1 WHAT DO YOU THINK? Read the definition. What problems do you think digital footprints can cause people? Discuss your ideas.

digital footprint (n) /ˌdɪdʒɪtl ˈfʊtprɪnt/ the information about a particular person that exists on the internet as a result of their online activities

2 9.2 **Listen to a radio programme. Which of your ideas from exercise 1 does it mention?**

3 9.2 **Listen again and match the speakers, Elsa (E), Frankie (F) and Kaya (K), to opinions 1–9. There are two opinions that you do not need.**

1 You shouldn't post something online if you wouldn't show it to your grandparents.
2 People shouldn't be punished just for 'liking' someone else's social media post.
3 Companies shouldn't be allowed to ask job applicants for their social media login details.
4 It can be very difficult to control your digital footprint.
5 It's a good idea to use your social media profile to show off your good points to universities and employers.
6 When people get in trouble because of their digital footprint, it's usually their own fault.
7 It's perfectly fair for universities to check your digital footprint during the selection process.
8 The bank worker who posted about her boss's salary shouldn't have lost her job.
9 It was fair that the crocodile wrestlers and the person with a headache got into trouble.

4 REACT Work in groups and discuss the questions.

1 Which opinions in exercise 3 do you agree with? Why?
2 How important is your online privacy to you?
3 Will you make any changes to your digital habits from now on? Why / why not?

V Insight Phrases with *under*

5 Complete the definitions with the words below.

attack ■ control ■ no obligation ■ pressure ■ scrutiny ■ the radar ■ the weather ■ your belt

1 If people haven't noticed something, it's **under** _____.
2 If someone is trying to make you do something, they're putting you **under** _____.
3 If you're feeling slightly ill, you're feeling **under** _____.
4 If you are dealing with something successfully, you've got it **under** _____.
5 If you've acquired or experienced something useful, you've got it **under** _____.
6 If people are looking carefully at something, it's **under** _____.
7 If people are trying to destroy something, it's **under** _____.
8 If you don't have to do something, you are **under** _____ to do it.

6 Complete the sentences with the phrases in exercise 5.

1 You've got some great work experience _____.
2 The company had previously been _____, but came to widespread attention after its recent success.
3 Sorry to hear you're feeling a bit _____. Don't worry if you can't come to work today, everything is _____ here.
4 My parents check my social media accounts every day. I hate being _____ all the time, and now they're putting me _____ to delete some of my accounts, too. I feel as though my right to free speech is _____.

7 TASK Work in pairs. Describe a time when you felt a) you had / didn't have things under control, b) under the weather, c) under pressure.

Vocabulary extra › Problems with technology › page 127



Speaking Giving a presentation

8 **Work in pairs and discuss the questions.**

1 What is an internet cookie?
2 What does it do?
3 How do cookies affect your privacy?

9 **9.3 Listen to a presentation. What does the speaker want to ban? What three reasons does she give?**

10 **9.3 Complete the phrases from the presentation with the words below. Then listen again and check.**

aim ■ convinced ■ finish ■ happy ■ move ■ point ■ questions ■ what

Stating the purpose of a presentation	Describing the structure of a presentation
In today's presentation, I'm going to talk about ... . The [1]_____ of my presentation is to ... . I'm here today to tell you about	First, I'm going to ... . Then I'll ... , followed by ... . I'll [2]_____ off with ... . There'll be some time for [3]_____ once I've finished.
Moving between points	**Concluding a presentation**
... , and that's [4]_____ I'm going to talk about now. I've just told you about ... . Now I'm going to [5]_____ on to ... . I've got one final [6]_____ to make, and it regards ... . OK, that's all about ... . I'd now like to look at	To sum up, ... In conclusion, ... I hope my arguments have [7]_____ you that ... . Please feel free to ask any questions and I'll do my best to answer them. If anyone has any questions, I'd be [8]_____ to answer them.

GS Global skills Giving examples to support a point of view

When you give your point of view, it's important to support your ideas by giving examples. You can do this in different ways.
A good example of this is ... . *Take train tickets, for example.*

11 **What other phrases could you use to give examples to support your point of view?**

12 **9.4 Complete the extracts from a presentation with phrases from exercise 10. Then put the extracts in the correct order. Listen and check.**

A ____
OK, that's [1]_____ what digital literacy means. I'd now like to [2]_____ how we are using our existing digital skills, often without even realizing that's what we're doing. For example, think about reading a digital article.

B ____
[3]_____ to ask any
[4]_____ and I'll do
[5]_____ to answer them.

C ____
[6]_____, I'm going to [7]_____ what digital literacy actually means. [8]_____ I'll go on to discuss the ways in which we use our existing digital skills, [9]_____ three key areas where we can learn new ones.

D ____
I've got one final point [10]_____ and it regards learning new digital skills and becoming fully digitally literate. In my opinion, there are three key areas we need to look at.

E ____
I'm here today to [11]_____ about digital literacy and the importance of digital skills.

F ____
In [12]_____, I think schools need to try and introduce digital literacy lessons in the classroom by taking advantage of the digital media we all have at our fingertips.

13 **TASK** **Prepare a presentation about an aspect of technology that you think should be banned, changed or improved. Include reasons to support your argument and give examples. Then give your presentation to the class.**

Assess your progress
Workbook page 75

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 Which technologies do you use most frequently?
2 Do you use social media? What do you use it for?
3 Do you agree with these statements about social media? Which are pros and which are cons? Do you agree with them?

> "When you read someone's story, you put yourself in their shoes. It develops compassion and empathy."

> "Sometimes the comments get me down. People make fun of my posts and my culture, and that hurts."

> "Without social media, many cultures would not be as widely known or appreciated. It gives people visibility and a voice."

4 Read the article. What other pros and cons does it mention?

2 Read the article again. Match sentences a–f to gaps 1–5 in the article. There is one sentence that you do not need.

a Young people are proud to share their heritage and learn about and express their identity.
b This call-and-answer style of singing isn't easy to do, and Shina works hard to master it.
c The post was offensive and was justly criticized by many indigenous people.
d Katajjaq and other Inuit traditions suddenly disappeared.
e However, it still offended a lot of young vegans.
f She needn't have worried; people loved the performance, and it soon went viral.

GS Global skills Culture

3 Discuss the questions.

1 Can you name any indigenous cultures and languages? Do you agree that it is important to preserve them? Why / why not?
2 How are people currently preserving these languages and cultures?

V Insight Adverbs with two forms

4 Match the highlighted adverbs in the article and the gapped sentences to definitions 1–10.

1 above something
2 to a high degree or very much
3 simply
4 fairly
5 with a lot of effort
6 almost not
7 after the expected time or near the end of a period of time
8 recently
9 near / a short distance away
10 very carefully

The power of throat singing

When Shina Novalinga and her mother Caroline 'throat sing', it often ends with laughter. As they face each other, Caroline starts the singing and Shina closely follows her mother's rhythm and harmonies, using her throat and deep breaths. [1]____ Some notes go high and others low, and the rhythms are complex, with patterns that mimic sounds from nature.

There's just something comforting and joyful about throat singing, so perhaps it's not surprising that it's practised in many places, from the Nordic communities in Scandinavia to the Xhosas people in South Africa. In Inuit culture, it is called 'Katajjaq' and is largely performed by women and sung in duets. There is no written record of when Katajjaq began, but many believe it started as a game that women played to pass the time while men were away hunting. It was a light-hearted but highly skilled competition, and whoever stopped singing first 'lost'. In fact, throat singing has been part of Inuit culture for thousands of years. However, in the 19th century, it was banned by the Canadian government because of its policy of assimilation. [2]____ It wasn't until the early 1980s that the ban was lifted, but by then it was almost too late: throat singing was hardly practised at all. The once popular pastime had become a rare art form.

Fast forward to 2020: 23-year-old student Shina Novalinga lives in Montreal with her mother. Her family is originally from Puvirnituq, a small Inuit village, which lies close to the Arctic Circle. In March 2020, Shina decided to post a throat singing



Inuit throat singers

video as a way of introducing people to part of her culture. Her mother agreed to perform with her and soon the video was on social media, tagged @shinanova. Shina admitted feeling nervous as she was not sure how people would react. [3]____ Shina started making throat singing versions of popular songs, and today she has over 3 million followers and more than 60 million likes!

Throat singing isn't the only indigenous tradition that has benefitted from social media. Greater connectivity is revitalizing and preserving traditional cultures and languages around the world, passing on knowledge across generations. [4]____ Social media has helped build a strong sense of community and Shina often uses her content to raise money for people in need. When she raised 12,500 dollars for survival packs for indigenous women at a local shelter, many people congratulated her for organizing the collection. Shina insisted on delivering the packs herself, talking to the women and offering them support. However, perhaps most importantly, social media empowers people, allowing them to control how their traditions and culture are presented to the outside world: they can decide on the content, how it is presented and who they share it with. In cases where indigenous people have had their culture and beliefs repressed or even banned, social media helps them to preserve it.

That said, there is a downside to all this connectivity. When you post on social media, anyone can comment and sometimes these comments can be hurtful. Shina Novalinga is no stranger to racism – some people mocked her videos and tried to shame her. But a lot of her followers supported her and encouraged her to carry on posting. On another occasion, Shina was criticized for modelling a 'parka', a special coat that her mother had made, with a traditional fur-lined hood. Some people criticized Shina for wearing animal fur; they told her it was cruel and unnecessary, even though it was a part of Inuit culture. In another video, she ate caribou meat, pointing out that hunting is an important part of Inuit life, and that the animals were hunted sustainably [5]____. Despite the negative comments, Shina refused to be intimidated and made a video asking people to respect other people's cultures and beliefs. She insists that it's important to preserve the Inuit way of life and explore our differences.

Lately, Shina and her mother have managed to introduce throat singing to an even larger audience, by releasing their first album, *Mother and Daughter Throatsinging*.



5 Complete the text with adverbs from exercise 4.

In Australia, there are over 250 different languages and cultures, but the internet is dominated by [1]_____ 10, and none of them are indigenous. Sadly, some indigenous languages are [2]_____ spoken at all, but for others it's not too [3]_____, and social media can help. The Twitter account @IndigenousX, for example, is working [4]_____ to popularize Aboriginal culture and language, as well as celebrating the diversity of Aboriginal peoples. Using their native language helps young people feel [5]_____ to their roots and [6]_____, many people have even started teaching indigenous languages on TikTok!

Music is another way people are showing pride in their culture. Australian rapper Baker Boy is a [7]_____ respected musician, whose music celebrates Yolngu culture. If you listen to his songs [8]_____, you'll hear lyrics in English as well as his native language, Yolŋu Matha. 'My music is all about bridging two worlds as one,' he says.

Grammar — Verb patterns in reported speech

Grammar Insight

6 Study the underlined reporting verbs in the article. Then complete the rules. Which verbs can be used with more than one pattern?

Different reporting verbs are followed by different patterns.

1 verb + *that* + clause: *admit*, *agree*, *announce*, *apologize*, *claim*, *confess*, *deny*, *explain*, *promise*, *say*, _____
2 verb + object (+ *that*) + clause: *remind*, *warn*, _____
3 verb + infinitive with *to*: *demand*, *offer*, *promise*, _____, _____
4 verb + object + infinitive with *to*: *advise*, *ask*, *beg*, *forbid*, *invite*, *order*, *persuade*, *remind*, *tell*, *warn*, _____
5 verb + gerund: *deny*, *recommend*, *suggest*, _____
6 verb + preposition + gerund: *apologize for*, *boast of / about*, *confess to*, _____ *on*
7 verb + object + preposition + gerund: *accuse* (*someone*) *of*, *warn* (*someone*) *against*, _____ (*someone*) *for*, _____ (*someone*) *for*

Further reference and practice › Workbook › page 125

7 TASK Work in pairs and discuss the questions. Then swap partners and report to your new partner what you discussed. Use reporting verbs from exercise 6.

1 Which aspects of your family's culture and traditions:
   a are less popular with young people? Why?
   b are worth preserving and sharing with other people?
   c could you promote on social media? How?
2 In what ways have people built a feeling of community where you live? Think about social media pages, community markets, murals, popular concerts, celebrating important days, etc.

Assess your progress Workbook page 75

Writing A report











Planning for writing

1 **Work in pairs. Look at the photos and discuss the questions.**

1 Are any of these types of technology used in your school? If so, which ones?
2 What other technology is used in your school?
3 What technology would you like to have access to in class?

2 **Read the writing task. Work in groups of four and brainstorm ideas you could use.**

> Prepare a survey about an item of technology in your school. Research its use, do the survey and analyse your findings. Then write a report on your findings for your headteacher.

3 **Read the model report on page 125 and compare it with your ideas.**

4 **What is the purpose of each paragraph in the model report? Complete the organization boxes with the headings below.**

■ Benefits ■ Conclusions and recommendations ■ Current situation ■ Drawbacks ■ Introduction

5 **What similarities and / or differences are there between your school's use of tablets and Greenvale School's?**

6 **Read the strategy. Then study the phrases highlighted in green in the model report (1–6). Match them to types of research a–e in the strategy.**

Strategy Ways of conducting research

There are several different ways to collect information for a report, and it is usually a good idea to use more than one technique.

a **Desk research** can provide a wider context for your more specific research. Use books or the internet.
b **Focus groups** bring together between three and ten people to discuss a topic. As with interviews, prepare your questions and keep a record of the discussion.
c **Documents** sometimes provide the information that you need. Ask about useful documents in your interviews or focus groups.
d **Interviews** provide detailed information from key individuals. Prepare your questions before the interview, and during it, take notes or make an audio recording that you can refer back to later.
e **Surveys** are a good way to get information from large groups. Ask questions with multiple-choice or *yes / no* answers so that the results can be statistically analysed.

V Insight Evidence verbs

7 **Study the verbs highlighted in yellow in the model report. Match them to definitions 1–5.**

1 show that something is likely to be true
2 make a judgment about something after thinking carefully about it
3 look carefully at something
4 make a true statement based on personal experience or on evidence
5 show clearly that something is true (two verbs)

8 **Complete the sentences with the correct form of the verbs in exercise 7. Sometimes more than one answer is possible.**

1 Several students _____ to the fact that using phones in class improved behaviour.
2 Before we spend any money, we must _____ the need for more computers in each classroom.
3 The students' incredible films _____ that they can achieve a lot with the right equipment.
4 Our survey results _____ that a 3D printer in the technology lab would be beneficial, but more research is needed.
5 This year's exam results in drama, where all students had their own tablet, _____ that spending on technology is worth it.
6 We've _____ the arguments for using online tests, but we can't decide if they're a good idea for our school.

A report into tablet usage in Greenvale Secondary School

The purpose of this report is to examine closely the current usage of tablets at Greenvale Secondary School, assess their benefits and drawbacks as a learning tool using data from teacher focus groups and a student survey, and make conclusions and recommendations about their future role in the school.

[1]According to the school's ICT manager, Priya Stonesfield, there are just three class sets of tablets in the school, which teachers have to book in advance. [2]School records show that the tablets have been used for an average of 5.6 hours in every six-hour school day this year, most frequently for drama, music, art, maths, (123, 112, 91 and 72 lessons respectively) and less often for modern languages, science and PE (34, 20 and 18 lessons). The other subjects make hardly any use of tablet computers (a total of only six lessons between them).

[3]79% of student respondents said that they were more motivated to work hard when using tablets in class. [4]When discussing the issue, nine out of the ten teachers with experience of whole-class tablet use agreed, and many also appreciated getting real-time feedback on students' understanding through interactive exercises.

Unfortunately, the cost of tablets is high and their portability makes them more likely to be broken than desktop computers. [5]According to the ICT accounts, about 12% of the tablets need to be replaced each year. Teachers also testified to the unreliable Wi-Fi in the school, which has occasionally forced them to abandon plans for tablet lessons at the last minute.

In conclusion, the highly positive response to tablets from both teachers and students demonstrates that their use should be encouraged in all subject areas. Since research has proved that they improve student motivation, the school should invest in more sets of tablets and a Wi-Fi upgrade. Teachers and students need to work together to agree on measures that will reduce damage to tablets – [6]newspaper reports about other schools suggest that 6% is a realistic annual wastage rate.

1 _____
State the purpose at the start of the report.

2 _____
Explain what the situation is like at the moment.

3 _____
Explain positive aspects of the current situation, with examples and evidence based on your findings.

4 _____
Explain negative aspects of the current situation, with examples and evidence based on your findings.

5 _____
Summarize the key points and make a recommendation based on the evidence you have presented.

Use a variety of verbs like *assess*, *demonstrate*, *examine*, *prove*, *suggest* or *testify* when you want to give evidence for statements in a formal report. Don't just use the verb *show*.

Writing your report

PLAN **Read the task in exercise 2 again and check you understand it. Choose the item of technology for your report. Choose from the photos in exercise 1 or use your own idea.**

Decide what information you will include in your report and what the best way to get the information is. Use the strategy to help you. Think about:

- the questions you want to ask for your survey / interview / focus group.
- what you want to find out from your questions: factual information or people's opinions.
- who you will ask to find out what you want, e.g. students, teachers, office staff.

Do your survey and analyse the results. Do any desk research to find useful facts and figures and collect any relevant documents. Make notes about each part of your survey. Think about what you want to include in each paragraph of your report. Think about different verbs to give evidence and different ways to introduce your findings. Use the organization boxes to help you.

WRITE **Write a first draft of your report. Use the model report and your notes to help you.**

REVIEW **Check your report. Use the checklist to help you.**

Have you:

- explained the purpose of the report?
- included researched facts and figures?
- used a variety of verbs to introduce your findings?
- written a conclusion and made a recommendation?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 75

Review 9

Vocabulary

1 Complete the sentences using phrases with *make* and the words below.

■ a decision ■ an observation ■ connections ■ generalizations ■ mistakes ■ predictions ■ sense

1 It's harder than ever to _____ about the future.
2 These instructions don't _____ to me. What does this part mean?
3 It's not your fault. We all _____ sometimes, so don't worry!
4 It can be dangerous to _____ about people.
5 She's been thinking about it for a while. I'm sure she'll _____ soon.
6 As you get older, it gets harder to _____ with new people.
7 Do you mind if I _____ before we move on to the next topic?

Marks ___ / 7

2 Match the words in A to the words in B to make collocations.

A ■ artificial ■ big ■ search ■ streaming ■ virtual ■ voice

B ■ assistant ■ data ■ engine ■ intelligence ■ recognition ■ service

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

Marks ___ / 6

3 Choose the correct words.

Several technology companies are under [1]**attack** / **your belt** / **control** because of the poor working conditions in the factories that make their gadgets. Until now, these factories have been under [2]**the weather** / **scrutiny** / **the radar** because observers have been denied access. Workers are often under [3]**attack** / **control** / **pressure** to work very long hours. They are rarely allowed to take sick leave even though they may be under [4]**the radar** / **the weather** / **your belt**. Contractors are also under [5]**obligation** / **the radar** / **scrutiny** for employing underage workers. Company directors are being urged by human rights groups to keep their working conditions under [6]**attack** / **the weather** / **control**.

Marks ___ / 6

4 Match five of the adverbs below to definitions 1–5.

■ close ■ closely ■ hard ■ hardly ■ high ■ highly ■ just ■ justly ■ late ■ lately

1 in recent times _____
2 fairly _____
3 not far _____
4 almost not _____
5 up from the ground _____

Marks ___ / 5

Grammar

5 Report the quotes by famous people.

1 Thomas Edison: 'I never did anything by accident.'
Edison said _____.
2 Orville Wright to his brother: 'No flying machine will ever fly from New York to Paris.'
Orville Wright told _____.
3 H.M. Warner: 'Who wants to hear actors talk?'
H.M. Warner asked _____.
4 Charles de Gaulle to a (male) journalist: 'What do you take me for?'
Charles de Gaulle asked _____.
5 Alexander Fleming: 'One sometimes finds what one is not looking for.'
Fleming said _____.

Marks ___ / 10

6 Match direct speech sentences a–k to gaps 1–11 in the text. Then complete the text with the sentences in reported speech.

a 'The Facebook team has ignored my warnings.'
b 'It allows me to post on anybody's timeline.'
c 'All internet users should give money to a fund for Khalil.'
d 'I think you should fix the bug.'
e 'I have found a bug on your main site.'
f 'How did you hack Mark Zuckerberg's personal page?'
g 'Don't forget that there is a reward for finding bugs.'
h 'There isn't a bug on the site.'
i 'Yes, I hacked his account.'
j 'You tested the bug against another Facebook user.'
k 'I'm sorry that I broke your privacy.'

In August 2013, Khalil Shreateh contacted the Facebook security team.

First, he warned [1] _____.

Then he explained [2] _____.

Finally, he suggested [3] _____.

Instead of repairing the security breach, the team denied [4] _____.

So, Khalil went one step further and posted a message on the timeline of Mark Zuckerberg himself.

First, he apologized [5] _____.

Then he accused [6] _____.

Finally, he begged Mr Zuckerberg to fix the bug.

Khalil's Facebook account was suspended within minutes and he received a call from a security officer on the Facebook team, who asked [7] _____.

Khalil confessed to [8] _____.

Then he reminded [9] _____.

The security officer accused [10] _____.

He refused to give Khalil the reward.

When the head of an online security company heard about the incident, he encouraged [11] _____.

The campaign raised nearly $12,000 for the hacker.

Marks ___ / 11

Total ___ / 45

Using technology

1 Match the verbs in A to the nouns in B to make collocations relating to using computers. Use a dictionary to help you.

A ■ analyse ■ attend ■ browse ■ enable ■ resolve ■ run ■ save ■ search for ■ stream

B ■ a document ■ a video ■ a webinar ■ an application ■ an issue ■ data ■ information ■ the internet ■ voice recognition

2 Read the sentences and replace the verbs in italics with the correct form of the verbs in exercise 1.

1 Even people who don't know much about technology know how to *surf* _____ the internet.
2 It's a good idea to *store* _____ any important documents in the cloud in case your computer crashes.
3 Companies understand the importance of *examining* _____ all the data their customers generate.
4 Learning how to *look* _____ for information effectively online is an important skill in the 21st century.
5 Most people now *access* _____ movies on the internet rather than buying DVDs.
6 Most companies have IT departments which can quickly *fix* _____ any issues with your computer.
7 If you want to *allow* _____ voice recognition on your mobile phone, you need to go to 'Settings'.
8 This afternoon, I have to *be present at* _____ a webinar on internet safety.
9 If your computer is more than four years old, there will probably be some applications that it simply can't *operate* _____ .

3 Complete the text with the correct form of words from exercise 1.

Technology has changed so much over the last few years. Take the mobile phone, for instance. It can now run many of the same [1]_____ as the PC. Most of us have been using our mobile phones for some time now to [2]_____ videos or to browse the [3]_____. But you can also do all sorts of other things. For example, it is possible to save [4]_____ on your mobile phone or [5]_____ a webinar. You can even [6]_____ voice recognition, allowing you to control apps with your voice. However, because of the size of the screen and the keyboard, it may be difficult to carry out some tasks such as [7]_____ for detailed information or analysing [8]_____. You may also have problems which can be difficult to [9]_____ if you are not a technology expert. You just need to assess the risks of relying on your phone to do everything that you need.

4 SPEAKING Work in pairs. Discuss which functions your mobile phone can and can't perform. What do you use it for mostly?

Problems with technology

1 Match the nouns below to definitions 1–10.

■ backup ■ bug ■ cookie ■ data ■ firewall ■ spam ■ spyware ■ Trojan ■ update ■ virus

1 an improvement or a fix for software
2 an error in a computer program
3 information that is stored on a computer
4 a copy of a file that can be used if the original is lost or damaged
5 a small program designed to spread from one computer to another and destroy the drive
6 software that can collect secret information like usernames and passwords
7 software that seems to be helpful, but is, in fact, designed to destroy data
8 a system that prevents unauthorized users gaining access to a private computer network
9 data sent to a computer by a web server that records a user's actions on a certain website
10 advertising material sent by email to people who have not asked for it

2 Complete the text with the correct form of the words in exercise 1.

The internet can be a dangerous place, but there are steps you can take to keep your computer safe. Firstly, you should install a(n) [1]_____ to protect your machine from other network users. You should also have a filter on your inbox which should stop you receiving [2]_____, offering you services you did not ask about. Unfortunately, there are all kinds of things that can reach your machine in spite of this protection. [3]_____ are used to gather details about your browsing habits, not to mention [4]_____, which is on the lookout for more important information, like your credit card number. A(n) [5]_____ can cause chaos on your hard drive by deleting important files. A(n) [6]_____ might appear to be a computer game, but once you double-click it, it starts writing over your files. A good antivirus system will help here, but the problems can often be avoided by taking proper care of your machine. By installing the latest [7]_____ of the software that your computer uses, you can avoid being affected by any [8]_____ the programs may contain. More importantly, if you do a daily [9]_____ of everything, you will not lose your [10]_____. This can help to save you from just about any disaster, including security issues.

3 SPEAKING Work in pairs. Look at the words in exercise 1. Talk about your own experience of problems with technology and the experiences of other people that you know.

My laptop got a Trojan last week, but my antivirus system got rid of it.

Global skills Learning from mistakes

1 WHAT DO YOU THINK? Which of these statements best describes your attitude to making mistakes? Why?

1 'I hate making mistakes and usually try to avoid situations where I might get something wrong.'
2 'I try to see my mistakes in a positive way and treat them as useful learning opportunities.'

2 Work in pairs. Read the description of a talk about making mistakes. Discuss what the benefits might be of overcoming the fear of making mistakes.

Search

HOME ABOUT DISCOVER WATCH SIGN IN

Overcoming the fear of making mistakes

No one likes the feeling of messing up and many of us try very hard to avoid it. But what are we missing out on if we live in fear of getting things wrong? In this talk, Marta Sánchez explains why we shouldn't be afraid of making mistakes and how we can turn them into positive learning experiences.

SHOW MORE ▼

Join now



602K views Like (16K) Share + Add

3 9.5 **Listen to the first part of the talk. Does it mention any of your ideas from exercise 1?**

4 9.5 **What four reasons does the speaker give to support her argument? Listen again and make notes.**

5 You are going to listen to the next part of the talk. Read the posts on the right. Which of the reactions do you think the speaker will say is the best way of learning from mistakes?

6 9.6 **Listen and check your ideas.**

7 9.6 **Listen again. Are the sentences true (T) or false (F)? Correct the false sentences. Do you agree with the speaker's ideas? Why / why not?**

1 There isn't much we can do to change the way we react after we've made a mistake.
2 Students who learn effectively from their mistakes don't feel bad about getting things wrong.
3 Ignoring a mistake isn't a good strategy if you want to learn from it.

8 Work in pairs. Think of a time when you made a mistake in your schoolwork, in your personal life or in another situation. Discuss the questions.

1 How did you react to your mistake at the time?
2 How do you feel about the situation now?
3 Did you learn anything useful from the experience?

What do you do when you make a mistake in your schoolwork?

Comments (3)

Add a comment

A LightAnna

I usually feel so embarrassed that I wish I could disappear. I absolutely hate getting things wrong, especially if it's in a subject that I'm supposed to be good at.

Like | Share | Reply

B Ben_332

I feel a bit annoyed with myself at first. Then I go over what I did wrong and try to think logically about how to avoid making the same mistake again.

Like | Share | Reply

C ItsMe

I just try to forget about it and focus on something else. There's no point worrying about mistakes after you've made them.

Like | Share | Reply

9 9.7 **Listen and complete the extracts from the talk with phrasal verbs. Then match the phrasal verbs to definitions a–h.**

1 We all _____ sometimes – making mistakes is a universal human experience.
2 When we get something wrong, most of us tend to _____ ourselves _____ about it.
3 That way, we become less afraid of _____ challenging situations.
4 So, if we're too scared to get anything wrong, we're going to _____ some really valuable learning opportunities.
5 The first type of reaction is to avoid thinking about the mistake or _____ it.
6 In other cases, they may lose concentration or simply _____ and focus on another activity.
7 Then they _____ the mistake and try to work out what they should have done instead.
8 Dealing with mistakes effectively is about accepting these negative feelings and learning to _____ them quickly.

a get over / recover from
b feel angry / annoyed with ourselves
c admit to / take responsibility for
d fail to benefit from
e examine carefully
f get something wrong
g start doing / thinking about something new
h be faced with

10 Work in pairs and discuss the questions.

1 What kinds of negative thoughts might a person experience after making a mistake?
2 What can people do to challenge these kinds of thoughts and make themselves feel better?

11 Read the tips on the right and compare them with your ideas from exercise 10. Which tip is the most useful for you?

Dealing with negative thoughts

It's normal to experience negative thoughts after making a mistake, but with practice, we can learn to take control of these thoughts and stop them damaging our confidence, motivation and mental well-being.

- **Pay attention to your inner voice.** Notice when this voice has become self-critical and instead, try to be kind and understanding to yourself. Treat yourself with the same compassion you would show towards a friend.
- **Remember that everyone makes mistakes.** Every person on the planet makes mistakes (even if they don't always tell us about them). It's a natural part of learning – and of being human.
- **Allow yourself to feel what you feel.** It's OK to feel a bit upset or disappointed at first. But try not to let these feelings control you.
- **Don't let the experience define you.** Getting one thing wrong doesn't make you a bad student or a less valuable person. Remind yourself of all the times you've succeeded and got things right.
- **Focus on what you can control.** You can't change the past, but you can control the way you deal with future challenges. What can you learn from this experience that will help you succeed next time?

12 PROJECT **Work in pairs or small groups. Follow the instructions to create a classroom poster giving advice to students on learning from mistakes.**

1 Discuss these questions. You could do some research online to help you think of ideas. Then agree on around five tips to include on your poster.
   - How can making mistakes be beneficial?
   - What will you try to remember next time you make a mistake?
   - How can you react 'well' to making a mistake?
   - What can you do to overcome negative thoughts after making a mistake?
2 Design your poster, thinking about the title, layout and any images or graphics you want to include. Then write the text for your poster.
3 Display your poster and give other groups feedback on theirs. Which tip did you find the most useful?

Assess your progress Workbook page 107

Video Learning from mistakes



Watch the video to find out how **Harry**, **Ruaridh** and **Aimee** help **Gracie** deal with a mistake she has made.

10 The powers that be

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the photos in the article. What do you think happened? How did the people deal with the situation?

2 Read the article. Find three things which enabled the society the boys created on Ata to work.

3 Read the article again and choose the correct answers.

1 William Golding's story
- **a** was written during a war.
- **b** shows us the good in humanity.
- **c** is based on a true event.
- **d** is about the survival of the fittest.

2 When the boys went on their adventure,
- **a** they had their family's permission.
- **b** they packed everything they needed.
- **c** they had agreed on their destination.
- **d** they used their own transport.

3 When the boys arrived on the island,
- **a** they agreed to distribute resources equally.
- **b** they made up a set of laws.
- **c** they argued about who did the work.
- **d** they chose one person to look after the fire.

4 They managed to avoid conflict by
- **a** taking responsibility and saying 'sorry'.
- **b** separating people for a few hours.
- **c** coming together at the start and end of the day.
- **d** all of the above.

5 When Peter Warner first found the boys,
- **a** he knew who they were and wanted to help.
- **b** he didn't think their story was true.
- **c** he was sailing to Ata.
- **d** he only saw the boy in the water.

4 REACT **Discuss the questions.**

1 What would you have done if you had been on the island? Make a list of five rules you would have made.
2 Do we need rules or laws to make us civilized?

Insight Word analysis

5 Answer the questions, referring closely to the article.

1 What metaphorical expression describes Golding's book? Which adjective in this expression means 'expecting bad things to happen'? (A)
2 Which word means 'move slowly, without a plan or purpose'? What is the word referring to? (C)
3 Which two adjectives describe the island? What do they mean? (C)
4 Which phrase means that everyone can use something? Which adjective in the same paragraph has a similar meaning? (D)
5 Find two synonyms for 'a strong disagreement'. Do you know other synonyms with similar meanings? (E)
6 Find two synonyms for 'destroy'. What do they say about life on the island? (F)

THE REAL

Lord of the Flies



A Imagine a group of children on a desert island. How would they survive? What type of society would they create? In 1954, the writer William Golding imagined this scenario in a book called *Lord of the Flies*. It tells the story of a group of teenage boys who, after a plane crash, find themselves on an uninhabited island. It shows how the boys attempt to govern themselves and the problems they encounter. Golding's story was written only ten years after the end of World War II and paints a pessimistic picture of humanity, with the castaways* fighting each other and competing for limited resources. But *Lord of the Flies* is just a story – we don't really know what type of society young people would create ... or do we? Let's go back to June in 1965, to a different island in the South Pacific, and the 'real' Lord of the Flies.

B 15-year-old Mano Totau, 17-year-old Sione Fataua and their friends Luke, Fatai, Tevita and Kolo all had something in common: they were fed up with school. The boarding school the boys attended on Nuku'alofa, Tonga, was very strict, so they decided to escape and go on an adventure. Without telling their families, they secretly prepared supplies of bananas and coconuts, 'borrowed' a local fishing boat and set off on a journey to Fiji, 500 miles away.

C The journey didn't go as planned, and soon they ran into a storm which took them far out to sea. Unfortunately, they hadn't packed a map or a compass. 'We drifted for eight days,' said Mano later. 'Without food. Without water.' But on the eighth day, when the boys were hungry, dehydrated and losing hope, they saw land on the horizon. It was Ata, a deserted and inhospitable island.

D The boys made it to the island, but what happened next? Was there conflict? Did they split up into groups and fight, just like in William Golding's novel? In their first few days, the teenagers made a pact* to live on the island just as they had done with their families in Tonga, where they 'shared everything'. There were no laws or law enforcement, so decisions were made through majority rule or by voting. The division of labour was fair and there were no freeloaders: everyone helped build huts out of palm leaves and there was strict turn-taking in the kitchen and in the garden, where they grew beans and bananas. There was also a shared responsibility for the fire, which stayed lit for 15 months. Unlike Golding's book, where children argued over who did the work, the teenagers on Ata worked together, equally sharing tasks and resources; it was a communal rather than competitive way of life.

E However, despite the fact that the boys had equal rights and opportunities to suggest ways of working, there were times when they argued. Disputes were often solved by simple time-outs: each person would go to opposite ends of the island in order to calm down. 'After four hours or so, we'd bring them back together,' remembered Mano. 'Then we'd say, "OK, now apologize." That's how we stayed friends.' Another way they avoided conflict was through their day-to-day routine. Every day began and ended with song and prayer, with one of the boys playing a simple guitar made with wood and steel wires from their wrecked boat. This simple ritual kept spirits high and brought the boys together.

F Their strong sense of community helped them to survive the challenges of life on a tropical island. One day, a tree fell on their hut during a violent storm that devastated the island. Another day, the sea smashed a raft they had built to escape. Then one of the boys fell off a cliff and broke his leg; the others rescued him and used sticks and leaves to treat his injury. They also did his tasks – fishing and collecting water – while he recovered. Everyone worked for the common good.

G However, the longer the boys stayed on the island, the more desperate they became to leave. Finally, in September 1966, an Australian fisherman, Peter Warner, sailed past Ata on his return from a fishing trip. He spotted the boys standing on a cliff, waving and trying to get his attention. One had jumped into the water and was swimming towards his boat. At first, Warner didn't believe the boys' story – it seemed too incredible. He radioed Nuku'alofa, the capital of Tonga, and waited 20 minutes for a reply: 'You've found them!' said the operator. 'These boys have been given up for dead. Funerals have been held. If it's them, this is a miracle!'

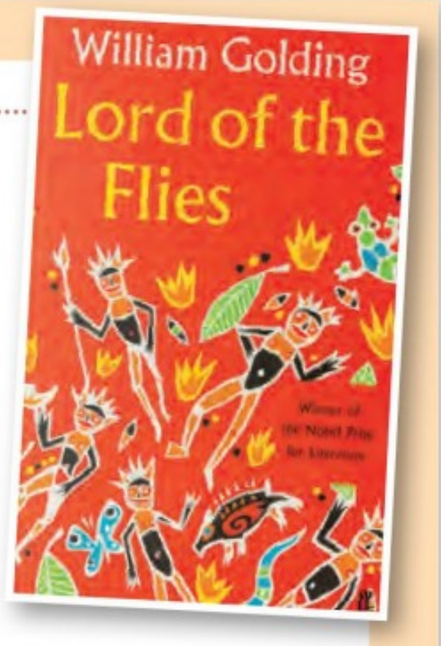
H Today, one of the castaways, Sione Fataua, is in his 70s and lives in America. What did he take away from his experience on Ata? 'If (we) have the mindset of the "six Tongan Castaways",' he says, 'if we all help each other, aren't greedy and care for each other, we can all survive what is happening in the world.'



Glossary
* castaways = people whose ship has sunk and who have had to swim to a lonely place, usually an island
* pact = a formal agreement between people, groups or countries

Insight Society and citizenship

6 Complete the text with the highlighted words in the article. Then discuss the question at the end.



Boys, girls and *Lord of the Flies*

When William Golding wrote *Lord of the Flies*, he was asked why he put boys and not girls on the island. He replied that it had nothing to do with equality or [1]_____ – he didn't think women were inferior to men, but thought of them as 'superior'. Instead, he felt that using boys gave a more accurate picture of what would happen in society at the time if there were no controls or [2]_____ and if there were limited resources. The boys' focus was on survival rather than helping each other for [3]_____, which was probably more representative of human nature.

Nevertheless in 2017, a company announced a film adaptation of *Lord of the Flies*, with girls on the island instead of boys. They wanted to change the story: maybe girls would cooperate, making important decisions through [4]_____. Perhaps they would make sure there was [5]_____ for tasks within the community. Maybe there would be a fair [6]_____, with jobs divided equally. In the end, the film wasn't made, but in 2021, another adaptation of the book appeared. It was called *The Wilds* and told the story of a group of 17-year-old girls, washed up on a desert island. The relationships between the survivors evolve and a [7]_____ develops, with each girl telling her story. The twist in the plot is that they are part of a social experiment, to see how their time on the island changes them. Do they end up the same as the boys in *Lord of the Flies* or do they create something different?

7 TASK Imagine you are left on a desert island with a group of people your age. What type of society would you create? Think about the things below.

- choosing a leader
- democracy
- division of labour
- equal rights
- law enforcement

Vocabulary extra › Politics and society › page 141

Assess your progress Workbook page 83

Grammar Defining and non-defining relative clauses

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Why do you think cities want to host the Olympic Games?
2 What positive and negative impacts do the Olympics have on the city where they are held?
3 What do you think are important factors in a successful bid to hold the Olympics?

2 10.1 Listen to a radio programme. How did Salt Lake City win their bid to host the Olympics?

3 10.1 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 No one knew the real reason why Salt Lake City was hosting the Olympics in 2002.
2 There were some members of the IOC that abused their power in the 1990s.
3 Salt Lake City failed in their bid for the 1998 Olympics, which taught the organizers some useful lessons.
4 The Salt Lake City bidders paid toward the election campaign of the Chilean IOC member, who was running for president.
5 A woman whose son was an IOC member had a knee operation funded by Salt Lake City.
6 The venue of the Olympics was changed after newspapers wrote about the tactics the bid committee had used.

4 REACT Discuss the questions.

1 What information in the radio programme surprised you?
2 What is your opinion of the behaviour of the people involved in the scandal?
3 Can you think of other examples of corruption in sport?

Grammar Insight

5 Study the underlined relative clauses in exercise 3 and answer questions 1–7.

1 Which four are examples of a defining relative clause, giving information that identifies the noun it is used with?
2 Which two are examples of a non-defining relative clause, giving extra information without which the sentence still makes good sense?
3 Which is an example of a sentence relative clause, where the relative clause refers not to the noun before it, but to the sentence as a whole? What relative pronoun is used?
4 Which clause does not include a relative pronoun? When can we omit the relative pronoun?
5 In which type of relative clause can we use *that* instead of *which* and *who*?
6 Which word introduces a clause about a reason?
7 What other words do you know that can introduce relative clauses?

Further reference and practice › Workbook › page 126

6 **Join the sentences using relative clauses. Use a relative pronoun only if necessary.**

1 One of the most popular sports in the world is tennis. It has about 1 billion fans.
One of the most popular sports in the world is tennis _____.

2 Sometimes, match results are arranged before the match. This is called 'match-fixing'.
Sometimes, match results are arranged before the match _____.

3 Match-fixing has occurred in many recent matches. Illegal sports betting is one reason for this.
Illegal sports betting is one reason _____.

4 Some players have rejected bribes. The biggest were more than $50,000.
The biggest bribes _____.

5 Older tennis players also took bribes. Their earnings were not very high.
_____ also took bribes.



Grammar Participle clauses

7 **Study the underlined participle clauses in the sentences from the recording. Rewrite them using relative clauses.**

1 They bought luxury furnishings for the IOC member from Congo Republic, including <u>doorknobs costing $673</u>.
2 <u>IOC members, bribed with more than $10 million</u> from Salt Lake City, gave the US bid a landslide victory.

Grammar Insight

8 **Look at the sentences in exercise 7 again. Choose the correct words to complete the rules.**

1 We use the present participle to replace relative clauses containing **active** / **passive** verbs.
2 We use the past participle to replace relative clauses containing **active** / **passive** verbs.

Further reference and practice › Workbook › page 126

9 **Complete the text with the correct participle forms of the verbs.**

ARTICLES READ MORE

It's well known that sport is a great way to bring people together. However, criminals [1]_____ (look) to make big profits can also take advantage of this. In recent years, large syndicates [2]_____ (manipulate) individuals and organizations have threatened the integrity of sport.

In order to tackle these issues, national and international co-operation is required. The Interpol Match-Fixing Task Force (IMFTF), [3]_____ (launch) in 2011, brings together different law enforcement agencies from around the world to tackle corruption in sport. Their main aim is to ensure that everyone [4]_____ (involve) in sport works together and shares information for the same goal: fairness and safety in sport. Anybody [5]_____ (catch) playing a part in sporting corruption pays a heavy price, but there is still a long way to go. From agents [6]_____ (deceive) professional athletes to large organizations [7]_____ (sell) tickets illegally, the exposure of corruption in sport is at a historic high.

10 **TASK** **Work in pairs. Would these suggestions for reducing corruption in sport be effective / practical? Why / why not? What else could be done?**

"You could introduce betting laws making it illegal for people to bet on the outcome of matches."

"Young people involved in sport should be educated at an early age about the core values of sport, e.g. fairness, respect for our opponents."

Assess your progress
Workbook page 83

10c Listening, vocabulary and speaking



Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 At what age do you think people should be allowed to vote?
2 In your country, do most people who are entitled to vote do so? Why / why not?

Strategy Identifying attitude

When you listen to people talking, it is useful to identify their attitude. Are they confident and assertive or submissive and hesitant? Do they feel strongly about the topic or are they neutral?
Listen out for:
1 tone of voice: is it high-pitched or low-pitched? Is it quiet or loud?
2 speed: do they speak slowly or quickly?
3 language: do they use modals or language that implies uncertainty or are they direct and assertive?
4 hesitation: do they hesitate a lot?

2 Read the strategy. For each of the attitudes below, answer the questions in the strategy.

■ disappointed ■ enthusiastic ■ indecisive ■ outraged ■ sympathetic

3 10.2 Listen to a radio programme. How would you describe the speakers' attitudes? Choose from the words in exercise 2.

4 10.2 Listen again and match the speakers (A–D) to the questions.
Who:
1 thinks politicians are prepared to be untruthful to get people's votes?
2 is considering making a protest on election day?
3 didn't use to be interested in politics?
4 doesn't think politicians are concerned with helping young people?
5 says politicians have received money they're not entitled to?
6 really enjoys discussing political issues?
7 thinks politicians' life experiences are very different from their own?

5 REACT Discuss the questions.

1 How can young people be encouraged to get more involved in politics?
2 Do you think it's important to be politically active or aware? Why / why not?

V Insight The electoral system

6 Study the words below from the recording and explain their meanings in your own words. Then complete the text with the correct form of the words.

■ ballot paper ■ candidate ■ constituency ■ electorate ■ general election ■ left-wing politics ■ local election ■ manifesto ■ polling station ■ right-wing politics ■ turnout ■ vote

Home About **Articles** Login Join

Before any election, there are weeks of political campaigning and debate about the contents of the parties' published [1]_____. As well as a(n) [2]_____ to choose the next national government, there are also [3]_____ to choose representatives for town and city councils across the UK. [4]_____ in each of the UK's 650 [5]_____ open at 7 a.m. and the [6]_____ has until 10 p.m. to write a cross on their [7]_____ next to the person they want to be elected. [8]_____ is often expected to be low amongst young people, but in recent years, more young people have voted than ever before.

After officials have counted the [9]_____ for each [10]_____ hoping to win a seat in Parliament, the winners are declared. In recent UK elections, [11]_____, with lower taxes and more policies on privatization, has had the upper hand over [12]_____, with higher taxes and the idea of social equality. The winning party will usually run the country for five years.

7 TASK Barack Obama said, 'There's no such thing as a vote that doesn't matter.' Do you agree?

Speaking Debating

8 Work in pairs. Look at the newspaper headlines and discuss your views on the debate question: should all politicians have a job outside politics before they can stand for election?



Scottish student wins seat in parliament at the age of 20



Former governor of California had no political experience

9 10.3 Listen to a debate and compare your ideas. Have your views changed? Which speaker do you identify with most? Why?

10 10.3 Listen again and complete the phrases from the debate. Then complete A–D with the headings below.

■ Chairing a debate ■ Dealing with interruptions ■ Getting your point across ■ Interrupting

A _____	B _____	C _____	D _____
Today's debate is on the [1]_____ of …. Who would like to start us [2]_____? Thank you. Let's have some other [3]_____ now. I'd like to [4]_____ on now to …. Does anyone else have anything they'd like to [5]_____?	Can I just [6]_____ in here? If I can [7]_____ for a moment, ….	If you could just let me [8]_____, please, I was going to say that …. Sorry, but could you just [9]_____ me out?	The main [10]_____ here is …. The other important [11]_____ is whether …. What's absolutely [12]_____ is ….

11 10.4 Listen to another debate and tick the phrases you hear. Then match all the phrases to categories A–D in exercise 10.

- Excuse me, can I just say …? ■ Forgive me for interrupting, but I'd like to respond.
- Hold on a minute, please. ■ I want to thank the speakers for their remarks.
- I want to mention an important point …. ■ The point I'm making is ….
- Welcome to today's debate on the topic of …. ■ Would you let me finish?

GS Global skills Responding to arguments

When you respond to someone's argument, you can:

- challenge the facts they are using, e.g. *You can't say that the people you'd get to know in a prison are ordinary people!*
- challenge the conclusions they draw from those facts, e.g. *I'm not sure that a rule of ten years' work experience would be of any use.*
- accept the point, but argue that other points are more relevant, e.g. *I think Melissa's right to say that …, but also I think …. What's absolutely vital is ….*

12 In what other situations do you think it is important to use one of these ways to respond to someone's argument? Can you give an example?

13 **TASK** Work in small groups. Look at the statement below and make some notes for a debate. Appoint a chairperson and hold a debate. Think about:

- your views on the topic.
- the points you want to make.
- what your opponent might say.
- how you can respond to their argument.

Voting in national elections should be compulsory for all adult citizens.

Assess your progress Workbook page 83

Reading and vocabulary

1 WHAT DO YOU THINK? Which famous leaders from history do you most admire? Why?

2 What do you know about the Cold War? Read text A. Did you learn anything new?

3 When John F. Kennedy became president in 1961, he made a famous speech. In view of the historical context (the middle of the Cold War), what topics do you think he might have talked about? Choose from the topics below. Read his speech (text B) and compare your ideas. Then, in your own words, explain what he said about each topic.

- NATO allies
- nuclear weapons
- space travel
- spies
- the benefits of capitalism
- the problems with communism
- the Soviet Union
- world poverty
- World War II

4 10.5 Listen to a lecture on the power of words in speeches. Make notes about the language devices below. Then find an example of each device in Kennedy's speech. How did they make his speech more powerful?

1 pathos
2 metaphor
3 alliteration
4 tricolon
5 antithesis
6 chiasmus

GS Global skills Culture

5 Work in groups. Look at the sentences in bold in Kennedy's speech. Are these ideas relevant to modern politics? Why / why not? Do you agree with them?

V Insight Synonyms: global politics

6 Study the highlighted words in Kennedy's speech. Then replace the words in italics in the text below with the correct form of the synonyms in the speech. Sometimes more than one answer is possible.

In 1959, Fidel Castro became the ruler of Cuba. His laws restricted important civil [1]*freedoms* and he [2]*got rid of* all political parties except the Communist Party. Many Cubans fled their [3]*country* and went to the USA, [4]*promising* that they would one day remove Castro from power. With help from the American CIA, they invaded Cuba in 1961, but they were quickly defeated. The Soviet leader Nikita Khrushchev sent Castro nuclear [5]*weapons* to help defend him from his [6]*enemies*, but when Kennedy found out about these weapons, his military leaders advised him to attack Cuba in full force. Nuclear war with the Soviets seemed hours away, and it is thought that [7]*the human population* has never been closer to total destruction. Luckily, Kennedy and Khrushchev found a compromise and war was averted.



A The Cold War

The Cold War (1947–1991) was a period of political and military tension between the capitalist United States and its NATO allies (predominantly in Western Europe), and the communist Soviet Union and its Warsaw Pact allies, (mainly in Eastern Europe). [1]The Americans' rivalry with the Russians, with whom they had been allies in World War II, led to competitive space exploration, intense espionage and wars in several regions of the world. [2]Whenever it looked as though world war would break out, however, this was prevented by the knowledge that [3]each side had nuclear weapons with which they could completely destroy the other.

B President John F. Kennedy's inaugural speech, 1961

We observe today not a victory of party, but a celebration of freedom – symbolizing an end, as well as a beginning – signifying renewal, as well as change. For I have sworn before you the same solemn oath our forebears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans. Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge – and more. To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, [4]we pledge our best efforts to help them help themselves, for whatever period is required. **If a free society cannot help the many who are poor, it cannot save the few who are rich.**

Finally, to those nations who would make themselves our adversary, we offer not a pledge, but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain



beyond doubt that they will never be employed. But neither can two great and powerful groups of nations take comfort from our present course – both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew – remembering on both sides that **civility is not a sign of weakness, and sincerity is always subject to proof**. Let us never negotiate out of fear, but let us never fear to negotiate. Let both sides explore what problems unite us instead of belabouring those problems which divide us. Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce. And let both sides join in creating a new endeavour – not a new balance of power, but a new world of law – where the strong are just, and the weak secure, and the peace preserved.

Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. Now the trumpet summons us again – not as a call to bear arms, though arms we need; not as a call to battle, though embattled we are; but a call to bear the burden of a long twilight struggle, year in and year out, against the common enemies of man: tyranny, poverty, disease and war itself.

[5]The energy, the faith, the devotion which we bring to this endeavour will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, **ask not what your country can do for you; ask what you can do for your country**. My fellow citizens of the world, ask not what America will do for you, but what, together, we can do for the freedom of man.

Grammar Relative clauses: other structures

Grammar Insight

7 Study underlined sentences 1–5 in the texts and match them to rules a–c below.

a As well as nouns, relative clauses can follow other words, including *anything*, *someone*, *that*, *those*, *much*, *many*, *some* and *all*.

b We can introduce relative clauses with *whatever*, *whichever*, *whoever*, *however*, *whenever* and *wherever*.

c In relative clauses with prepositions, we can put the preposition:

- at the start of the relative clause.
  *Mandela described his campaign for a democratic South Africa, **during** which he spent 27 years in prison.*
- at the end of the relative clause.
  *We'll be looking at the language (that) politicians depend **on**.*

Further reference and practice › Workbook › page 127

8 Rewrite the sentences replacing the underlined words with the words in brackets. Make any other changes necessary.

1 Any time that President Kennedy is mentioned, people think of his assassination in 1963. (whenever)
2 There is a lot of speculation about the circumstances of his death. (in / died)
3 The gun with which President Kennedy was shot was discovered in a nearby building. (that)
4 This was the building that Lee Harvey Oswald worked in. (which)
5 Oswald was arrested for Kennedy's murder, but there may have been other people that he planned it with. (whom)
6 People who were watching live TV two days later saw Oswald shot dead by nightclub owner Jack Ruby. (those)
7 It doesn't matter who planned the assassination. Kennedy is remembered today as one of the USA's greatest presidents. (whoever)

9 TASK Work in groups and discuss the questions. Try to use different ways to introduce relative clauses where appropriate.

1 How important do you think the role of a leader is to the happiness of a country's people?
2 What do you understand by the quote: 'Real leaders are forged in crisis'? Do you agree or disagree? Try to justify your answer with real-world examples.
3 Imagine you were the leader of your country during a crisis. Write and deliver a speech to inspire the people in your country. Use exercise 4 to help you.

Vocabulary extra › Idioms: politics › page 141

Assess your progress Workbook page 83

10E Writing A for and against essay



Planning for writing

1 Work in pairs and discuss the questions.

1 Do you have the right to free speech? What, if anything, are you not allowed to say in different environments, e.g. at school, at home, in society?
2 Do you agree with rules that are in place regarding free speech? Why / why not?

2 Read the task. Think of two reasons for restricting free speech and two reasons for keeping it unrestricted. Then read the model essay on page 139 and compare your ideas. What is Damola's opinion?

> 'Unrestricted freedom of speech is more dangerous to society than its suppression.' Discuss.

3 Read the strategy. Then read the first paragraph of the model essay and identify the different elements.

Strategy Writing introductions

The first paragraph of an essay should motivate the reader to keep reading. It should be kept short and should include:

1 a hook to get the reader's interest – this could be a thought-provoking fact, a quote or a rhetorical question.
2 a clear outline of the essay topic and, if relevant, a definition of key terms in the essay title.
3 a thesis statement – this is a one-sentence summary of your opinion about the topic.

4 Match essay questions 1–2 to introductions a–b. Which is a better introduction? Why? Rewrite the other one, using the strategy to help you.

1 'An egalitarian society is an impossible dream.' Discuss.
2 'It should be a criminal offence for politicians to break manifesto pledges.' Discuss.

a Someone once said, 'Vote for the man who promises least; he'll be the least disappointing.' It often seems that broken pledges are an integral part of politics, but should we demand better? This essay assesses whether there should be legal consequences for politicians who break promises made to the electorate before an election or whether they should be free to adapt their policies to the changing circumstances in which they govern.

b It depends what is meant by 'egalitarian'. Communism was an attempt to make everyone equal, but in Communist regimes, the bureaucrats usually ended up with a much higher standard of living than ordinary citizens. I agree that an egalitarian society is an impossible dream.

5 Read the model essay again and complete the organization boxes with the words below.

■ against ■ in favour of ■ opinion ■ outline

Writing Insight Giving examples and further details

6 Study the highlighted phrases in the essay and add them to the correct language box. Then add the phrases below to the language boxes.

■ a case in point is ■ by way of example ■ for example ■ for instance ■ in particular ■ like ■ such as ■ to be more specific

7 Complete the sentences. Use a variety of the phrases in exercise 6 and your own ideas.

1 Newspapers sometimes publish secret information for the common good _____.
2 Equal opportunity in the workplace has still not been achieved _____.
3 Political protests can be very successful _____.
4 Life can be difficult in countries that don't have free speech _____.
5 People can be arrested for things they post on social media _____.

The advantages and disadvantages of restricting freedom of speech

By Damola Adebayo

Although freedom of speech – the political right to communicate your opinions – is considered a universal human right by the United Nations, in most countries, it is subject to significant restrictions. This essay will argue that, while unrestricted freedom of speech is certainly problematic, restrictions on free speech are even more harmful to society.

On the face of it, there are strong arguments for restricting free speech. Some people's words endanger lives, particularly in cases where they encourage others to act violently or where they reveal secrets about national security. It can be argued that the right to safety outweighs the right to free speech. Another argument in support of restrictions is that they ensure a fairer society. As an illustration, take lies that damage someone's reputation, which could cause unfair financial or psychological suffering.

However, there is also a case to be made that free speech restrictions actually do more harm than good. Because speech which puts people at risk is very difficult to define, laws designed to protect people are sometimes used to prevent legitimate protest – an important aspect of democracy. Furthermore, it might seem worthwhile to put an end to views that offend people, but this can block scientific and social progress. A well-known example of this is the censorship of the theory that the Earth revolves around the Sun. The theory upset 17th-century religious groups, but later enabled important technological developments, specifically space exploration and satellite technology.

In conclusion, there are strong points to be made for both sides of the free speech argument. On balance, however, I feel that legal restrictions can be used in ways that damage society more seriously than genuine, unrestricted freedom of speech.

1 Introduction
Write an introduction with a hook, a clear _____ of the essay topic and a thesis statement.

2 Arguments for
Present the arguments _____ the statement in the essay question, with supporting examples and details.

3 Arguments against
Present the arguments _____ the statement in the essay question, with supporting examples and details.

4 Conclusion
Write a conclusion and summarize your own balanced _____.

Giving examples
_____
_____
_____
_____
_____
_____
_____
_____

Giving further details
_____
_____
_____
_____

Writing your essay

PLAN **Choose one of the essay questions in exercise 4. Decide if you are for or against the statement.**

Make notes about:
- arguments in favour of the statement in the question.
- arguments against the statement in the question.
- examples and further details to back up both sets of arguments.

Create a plan for your essay. Read the strategy again. Think about your introduction, with a hook, an outline of the topic and a thesis statement. Organize your ideas into four paragraphs. Think about different ways to present a balanced argument. Think about the language you will use to give examples and add details.

WRITE **Write a first draft of your essay. Use the model essay and your plan to help you.**

REVIEW **Check your essay. Use the checklist to help you.**

Have you:
- written a clear, concise thesis statement?
- used a clear paragraph structure?
- included arguments for and against, with supporting examples and details?
- used a range of suitable linking words to give examples and add further details?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 83

Review 10

Vocabulary

1 Complete the sentences with the words below. There is one word that you do not need.

■ conflict ■ deserted ■ devastated ■ drifting ■ equally ■ pessimistic ■ resources

1 His speech paints a(n) _____ picture of the country's economy.
2 In a classless society, everything is shared _____ between the members.
3 After graduating from college, she spent a year _____ around Europe.
4 Last week's earthquake _____ the old part of the city.
5 In the story, the boys get lost and end up in a(n) _____ village in the middle of nowhere.
6 The employees were in _____ with management over working conditions.

Marks ___ / 6

2 Match the words in A to the words in B to make collocations.

A ■ common ■ division ■ equal ■ law ■ majority ■ shared

B ■ enforcement ■ good ■ of labour ■ responsibility ■ rights ■ rule

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

Marks ___ / 6

3 Complete the definitions with the words below. There is one word that you do not need.

■ ballot paper ■ candidate ■ constituency ■ electorate ■ manifesto ■ polling station ■ turnout

1 A(n) _____ elects its own representative to parliament.
2 A(n) _____ is where you mark who you are voting for.
3 The _____ is the people who have the right to vote.
4 The _____ is the number of people who vote in an election.
5 A(n) _____ is a written statement in which a political party explains their beliefs.
6 A(n) _____ is where people go to vote.

Marks ___ / 6

4 Choose the odd one out.

1 country mankind nation
2 abolish adversary eradicate
3 freedom liberty pledge
4 pledge eradicate swear
5 foes arms weapons
6 adversary foe abolish

Marks ___ / 6

Grammar

5 Join the sentences using relative clauses. Omit the relative pronoun where possible.

1 New Zealand gave women the vote. It was the first country to do so.
New Zealand _____.
2 Nelson Mandela was famous. The reason is because he helped get rid of apartheid.
The reason _____.
3 India has more than 700 million registered voters. It is the world's largest democracy.
India, _____.
4 The United Nations was founded in 1945. World War II ended then.
The United Nations _____.
5 Mahatma Gandhi was assassinated on 30 June 1948. His supreme ideals were truth and love.
Mahatma Gandhi, _____.
6 Communism was introduced by Marx and Engels in 1848. This changed world politics forever.
Communism _____.
7 Kim Jong-il chose a man to be the next leader of North Korea. The man was his son.
The man _____.

Marks ___ / 7

6 Match relative clauses a–g to gaps 1–7 in the text. Then complete the text with participle clauses.

a which was written by journalist Declan Hill
b which was played between Liverpool and AC Milan
c who claim to have fixed all kinds of football matches
d which is shared by many people
e which is remembered for two dubious penalties
f that faces modern sport
g who are investigating match-fixing

The French newspaper *Libération* has alleged that the biggest threat [1]_____ is match-fixing. The allegation was made in the review of a book called *The Fix*, [2]_____.
In his book, Mr Hill chronicles his experiences with gamblers [3]_____. *Libération* maintains that the 2005 Champions League Final, [4]_____, was fixed. Mr Hill does not believe this claim, although he knows of plenty of other cases. After one German cup game, [5]_____, a referee was sent to prison for trying to fix nine matches. Hundreds of referees, players and officials have been arrested by police [6]_____. Hill's opinion, [7]_____, is that we can no longer believe what we see these days.

Marks ___ / 14

Total ___ / 45

Politics and society

1 Match the words below to definitions 1–6.

communal ■ egalitarian ■ extreme ■ mainstream ■ reactionary ■ secular

1 shared by a number of people
2 considered normal and accepted by most people
3 not connected to religious matters
4 far from what most people consider reasonable
5 based on the belief that everyone should have the same rights
6 opposed to political and social change

2 Match the words below to their antonyms in exercise 1.

1 alternative – _____
2 class-based – _____
3 moderate – _____
4 private – _____
5 radical – _____
6 spiritual – _____

3 Choose the correct words.

Despite recent changes, the USA is still [1]**a class-based** / **an egalitarian** society, with different groups having greater or lesser opportunities. Occasionally, some of the more [2]**radical** / **reactionary** groups protest in favour of a change in the system, but the vast majority have [3]**extreme** / **moderate** views and are willing to conform. The government is a [4]**secular** / **spiritual** institution, aiming to separate religion from the state. However, there are still some [5]**secular** / **spiritual** groups in the country which support one religion or another. One of the most famous is the Amish, a group which leads [6]**an alternative** / **a mainstream** lifestyle, very different from the average American's. The Amish live outside [7]**alternative** / **mainstream** society and are recognized for their [8]**radical** / **reactionary** attitude to modern technology, which they refuse to accept. Families have their own [9]**communal** / **private** houses, but caring for the children is often a [10]**communal** / **private** activity, and mothers spend time with other families as well as their own. The Amish live in [11]**a class-based** / **an egalitarian** society regarding social groups, as no particular group receives special privileges. However, the gender roles are different, and it is the men who are responsible for keeping order. The most [12]**extreme** / **moderate** punishment is expulsion from the community.



4 SPEAKING Work in pairs. Use the words in exercises 1 and 2 to describe the society you live in.

Idioms: politics

1 Match the phrases in bold in sentences 1–10 to definitions a–j.

1 He didn't tell any lies, but he was definitely **being economical with the truth**.
2 We avoided saying anything about his appearance because we were **being politically correct**.
3 The opposition leader **was quick off the mark** when she answered the prime minister.
4 What it all **boils down to** is money, or the lack of it.
5 The party **capitalized on** their popularity.
6 The health minister has **come under fire** for closing down several hospitals.
7 I just **plucked** the figure of $1,000 **out of the air** and asked if that would be enough.
8 The foreign secretary called a press conference to **set the record straight** about the negotiations.
9 They **talked up** the latest opinion poll figures to make it look as if they were more popular.
10 The ministers agreed that they would **toe the line** to give the appearance of stability.

a have as a main or basic point
b say a name or number without thinking about it
c describe something in a way that makes it sound better or more important than it is
d do what somebody in authority tells you to do, even if you do not want to
e be fast in reacting to a situation
f avoid causing offence to a particular group of people
g give people the correct information about something
h not give important information to disguise the facts
i be criticized severely for something you have done
j take advantage of something

2 Complete the sentences with the correct form of the idioms in exercise 1. Sometimes more than one answer is possible.

1 They _____ the latest unemployment figures so that they sounded better than they were.
2 He had no idea of the price of a carton of milk, so he just _____ a number _____.
3 We thought that our company was doing well, but we discovered that the boss had _____.
4 Members of the party have said they will _____ so as not to lose their jobs.
5 The police were _____ to blame rioters for the accident.
6 Ministers have _____ for the amount of money they claim on expenses.
7 Finding a job these days _____ luck.
8 The company director _____ after the wrong figures had been published.
9 Don't talk about a person's age if you want to _____.
10 The new government _____ its election victory to increase taxes.

3 SPEAKING Work in pairs and compare your answers to exercise 2. Explain any differences in meaning where you have more than one answer.

Cumulative review Units 1–10

Listening

1 10.6 **Listen to a radio programme and choose the correct answers.**

1 How has social media affected attitudes towards the news?
- **a** People log onto news websites at the same time of day.
- **b** People choose not to find out about current affairs.
- **c** People are more selective now.
- **d** People no longer believe everything they are told.

2 What does Mr Woods compare the action of 'sharing' with?
- **a** a natural disaster
- **b** a marketing strategy
- **c** a government campaign
- **d** a social habit

3 What is Mr Woods's opinion of collecting feedback from social media?
- **a** It has some disadvantages.
- **b** It's very accurate.
- **c** There are better methods which are less expensive.
- **d** It isn't as quick as telephone research.

4 According to Mr Woods, how can social media be used best in political protests?
- **a** to check transport details
- **b** to look for volunteers to hand out leaflets
- **c** to change arrangements quickly
- **d** to organize venues

5 What is the final use of social media Mr Woods mentions?
- **a** internet banking
- **b** fundraising
- **c** contacting large corporations
- **d** running a campaign

Speaking

2 Work in pairs. Your school has received some money to spend on technology. Look at the photos. Which technology would you choose and why? Which would you not choose and why?

A



B



3 You are going to present your chosen technology to the school board to convince them to choose this one. Prepare a plan of your presentation. Then give your presentation to the class.

Articles HOME NEXT > < PREVIOUS

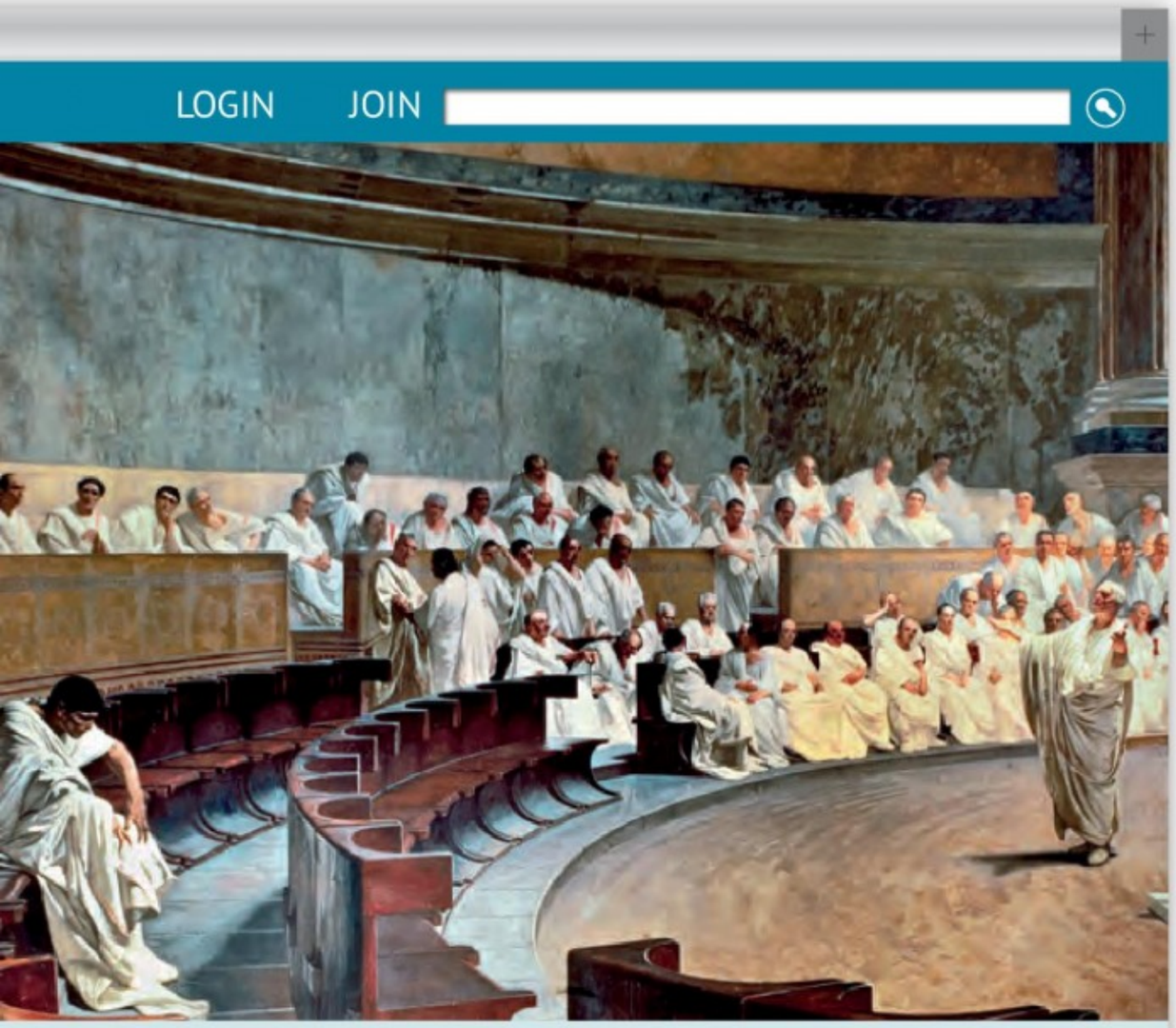
What makes a great speech?



The philosopher Cicero was the man who first laid down the rules for making a great speech. Renowned for having a sharp tongue, he used it to attain high office, win court cases and secure changes to governing policy. [1]____ It was Mark Antony who ordered his execution. Antony's wife, Fulvia, is thought to have pulled his famously fluent tongue out of his head once he was dead. She subsequently stabbed it several times with a hairpin, supposedly in revenge for everything he had said about them during his life.

A speech will only be truly great when it perfectly fits the times in which it is delivered. It is this that enables the speech to change the world. Take, for example, the wartime broadcasts of the French statesman Charles de Gaulle. These were made after the invasion of 1940, when the country could potentially have been on its knees. [2]____ The result was that the French did not give in to the enemy and de Gaulle set off on his journey to being regarded as the saviour of France. Likewise, the towering personality of 1980s Britain was only established once Margaret Thatcher stood up and insisted that, despite rocketing unemployment, 'the lady's not for turning'.





If historical circumstance is the most important factor in any great speech, the choice of the right words for the occasion is another essential part of the mix. A detailed study of speeches through the centuries will reveal some tricks of the trade, many known to orators since Cicero's time, that tend to crop up time and time again. One of the most basic is the 'rule of three'. [3]____ Once again, it is de Gaulle who gives us the perfect example. Instead of calling on men who have served in 'any of France's armed forces', he issued his summons in sequence to men of the army, navy and air forces. The rhythm reinforces the entreaty for everyone to do their bit.

Great speeches are often those that contain a sound bite – a short phrase that is considered to be particularly effective or appropriate. Creating linguistic expressions that encapsulate a message has always been an essential part of these speeches. Yet even the best sound bites rely on very old tricks. [4]____ Another is taking an established cliché and adapting it. Margaret Thatcher, for example, wheeled out the then well-worn phrase about Labour's 'winter of discontent', but then held out in its place the promise of 'an autumn of understanding' and 'a winter of common sense'.

Today, audience expectation has changed and so great speech-makers have had to adapt. Public meetings no longer attract the interest that they once did, and – in an increasingly distracting world – attention spans have declined. [5]____ Those were the days when audiences were expected to sit still and listen for hours at a time. What is more, technology has had a huge effect. In the past, a momentous speech would reach most people as newsprint; but first radio, then TV and now the internet have changed that. Today, it is delivery that propels a speech into greatness. The best example of a speaker who possessed this skill is, of course, Martin Luther King. It cannot be denied that speech-making has changed over the centuries, but it appears that the power of the spoken word will last forever.

Reading

4 Read the article. Match sentences a–e to gaps 1–5 in the article.

a However, the three speeches were made in such a way that they rallied the people and gave them hope.
b No modern political leader writes a speech running to tens of thousands of words, as they did in the past.
c One is phrase reversal – for example, John F. Kennedy's use of 'Ask not what your country can do for you, but what you can do for your country.'
d Tragically, it could not protect him in the struggle for supremacy with his rival.
e No one quite knows why, but speakers have always found that by grouping things together in threes, they can hammer home their message.

Grammar and vocabulary

5 Complete the text with one word in each gap.



Emmeline Pankhurst is a person to [1]_____ all British women should be grateful. [2]_____ was under her leadership that liberal women known as suffragettes fought for their right to vote in the late 19th and early 20th centuries. The fight began in 1889, when the Women's Franchise League [3]_____ founded by Emmeline and her daughters. At this stage, Emmeline insisted [4]_____ using peaceful protest among her followers. Later, she helped to found a more militant organization called the Women's Social and Political Union. The new group was criticized [5]_____ its methods, and members [6]_____ often arrested. In protest, the women [7]_____ go on hunger strike, but the wardens [8]_____ them eat by force-feeding them. The suffragettes succeeded [9]_____ gaining the vote for women over 30 in 1918, but it wasn't until 1928 that they were granted equal rights with men, [10]_____ could vote at the age of 21.

Writing

6 Write an opinion essay on the topic below. Use the plan to help you.

'Public speaking should be compulsory for all students at school.' Discuss.

- Paragraph 1: introduce the topic and state your opinion.
- Paragraph 2: present your idea with arguments and examples to support it.
- Paragraph 3: present an opposing view and comment on it.
- Paragraph 4: summarize and justify your opinion.

Exam Insight 5 › Workbook › page 100