OXFORD



LIFE VISION

Student Book

C1

Advanced

Paul Kelly

OXFORD
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Advanced



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Choosing friends and keeping them

1 Work in pairs. Answer the questions.
1 What makes a good friendship?
2 What can people do to maintain a friendship?
3 How can friends help each other?

2 Read the article. Do you think that the questions Dr Akbari suggests we ask about our friendships are good ones? Why? / Why not?



Friends forever

How many friendships will you have had by the time you're sixty? Friendship is essential for our well-being, and in a recent survey by the insurance company Allianz, one of the most frequent regrets expressed by the elderly was allowing friendships they'd had to fade and die. This may have been inevitable if they and their friends had been growing apart, but if they could have gone back in time, many would have tried to make up with the old friends they'd fallen out with. But how do we maintain the friendships we've already made?

Dr Anna Akbari, a sociologist and blogger, says that before worrying about maintaining friendships, we should first make sure we have the right ones. We need friends, but we should avoid people who are frequently bitter or miserable as this might impact negatively on our mental health. She suggests asking ourselves about the people we've been spending time with lately to decide if they really make suitable friends. Can we confide in them? Do we learn from them? Do they make us happy, at least some of the time? Our friends should help build our confidence, not destroy it.

The friendships that do pass Dr Akbari's test should be looked after. We may be constantly on the go, but we should find time for our friends. When we spend time together, we should make sure we give them our full attention. In other words, put your phone away. Regular contact is also key to maintaining a friendship. We might not be able to get together frequently, but meeting up every few weeks or even months to chill out will help keep the friendship going.

Of course, when we leave school, start work or go off to study, we lose contact with some people and come into contact with others. Friendships change naturally as we progress through life. However, when we get older and look back on the life we've lived, it would be good to know that we gave our friendships the attention they deserved.

3 GRAMMAR Work in pairs. Read the article again. Find one example of each of the perfect tenses below.

present perfect simple present perfect continuous
past perfect simple past perfect continuous

4 Complete the rules with the tenses in Ex 3.

Perfect tenses

1 We use the _____ for a finished or repeated past action or situation that is connected to the present.
2 We use the _____ for an action or situation that started in the past and is still continuing or that has just finished.
3 We use the _____ for a past action or situation that finished before another past action or situation.
4 We use the _____ for a longer action or situation in progress before another past action or situation.

GRAMMAR BOOSTER P128

5 Complete the text with the correct perfect form of the verbs in brackets. Sometimes more than one answer is possible.

When I leave school, I'll be saying goodbye to people I [1] _____ (know) for over five years! In fact, some of us [2] _____ (share) a classroom for longer than that because we also went to the same primary school. However, the person I [3] _____ (be) friends with for the shortest period of time is my best friend Magda. Recently, she and I [4] _____ (talk) a lot about how lucky we were to meet.

I [5] _____ (already / be) at this school for a year before Magda came. She [6] _____ (live) abroad, but when her mum got a job here, they had to move. Magda was sad to leave old friends behind, and she [7] _____ (never / lose) touch with them, but she's glad she came to this country, and so am I.

6 VOCABULARY Work in pairs. Match some of the highlighted words from the article to the definitions.
1 Sad feelings because of something that has happened or that you have or haven't done.
2 To spend time relaxing.
3 To make you feel that you can believe in yourself.
4 To be very active and busy.
5 General health and happiness.

7 VOCABULARY Complete the blog post with the correct form of the highlighted words and phrases that you did not use in Ex 6.

New blog post

If there is conflict when we [1] _____ with friends, we don't only feel [2] _____; our mental health can also suffer. However, when we [3] _____ out with someone, we need to think why it happened, and we're more likely to [4] _____ if we discuss the problem than if we remain silent, feeling angry and [5] _____.

8 THINK & SHARE Work in pairs. Discuss the questions.
1 What have you learned about friendship from your experiences at school?
2 How might these experiences help you in the future?

Time for sport

1 THINK & SHARE Work in pairs. Discuss the questions.

1 Why do we play sport? Why are we encouraged to play sport at school?

2 What are the reasons for our interest in sport? Do you think there should be more / less sports coverage in the media? Why?

2 Read the article about sport through the ages. How has sport evolved over the ages? Why has this happened, and what does it tell us about the changes in the way humans live?

SPORT, FROM PAST TO PRESENT

Sport is an ancient activity. Today, many of us do it to maintain our health, or we exercise in the gym, working up a sweat in the hope that it will have a positive impact on our appearance. The hunter-gatherers who were our ancestors, however, didn't have to find time to fit physical activity into their daily routine as we do; physical activity *was* their daily routine. They probably had to spend a lot of time practising the skills they needed to chase and kill their prey.

Fast-forward a few thousand years and sport as a cultural activity, with no direct link to hunting for food, had become an important part of life in the civilisations of Sumer and Egypt. In ancient Greece, men used to compete at dangerous and challenging sports such as chariot racing, and every four years, athletes would gather from all over the Greek world to take part in the Olympic Games. Women didn't use to compete in games with men, but it is thought they may have had their own games.

In Europe in the Middle Ages, hunting was the sport practised by all social classes. It was especially popular with the nobility, who hunted on horseback with dogs. In fact, it used to be the favourite pastime of kings and emperors, and it took up a lot of their time; nobles would spend many hours on the hunting field, and maintaining the animals was a costly business. Falconry, which uses birds of prey to hunt, was also practised by the nobility and people further down the social scale as well. So, what did the lowest classes use to do for sport? Well, in England, the law required every man to practise with a bow and arrow, so archery competitions were popular. People ran foot races and played games such as bowls, and of course, most people did physical work, so they were used to being active.

Today the negative effects of our modern inactive lifestyle have made us aware of the importance of physical exercise. However, sport is not just something we do; we also watch it. Enthusiastic audiences consume hours of televised sport, and gamers play video games based on popular sports. Even people with little interest in it have to get used to the fact that it will feature in their lives in some way. In fact, sport has become irresistible, both as a leisure activity and as entertainment.



3 VOCABULARY Work in pairs. Check the meaning of the words in bold. Discuss the questions.

1 What sports do you think are the most **challenging**? Are there any you would like to try?

2 What physical activities (if any) are you most **enthusiastic** about?

3 Do you find any kinds of food **irresistible**? If so, which kinds? What about **irresistible** activities?

4 VOCABULARY Complete the second sentence so that it has a similar meaning to the first. Use the correct form of highlighted phrases from the article.

1 I don't exercise because I have too many other things to do.
I can't _____.

2 Regular sport is beneficial to your health.
Regular exercise _____ on your health.

3 You must eat properly to avoid getting ill.
A healthy diet is necessary to _____.

4 She spends a lot of time training every week.
Training _____ a lot of her time every week.

5 Everybody needs to realise the dangers of an inactive lifestyle.
Everybody needs to be _____ the dangers of an inactive lifestyle.

6 He always trains hard at the gym and perspires a lot.
He _____ when he goes to the gym.

5 GRAMMAR Work in pairs. Match the underlined phrases in the article to the rules.

used to, *would* and *be* / *get used to*

1 We use *used to* + infinitive and *would* + infinitive to talk about past habits and typical behaviour.

2 We use *used to* + infinitive to talk about past states.

3 We use *be used to* + *-ing* to talk about activities that we do regularly and are familiar with. It can refer to the past, present or future.

4 We use *get used to* + *-ing* to talk about activities that we become familiar with. It can refer to the past, present or future.

GRAMMAR BOOSTER P129

6 Choose the correct alternative. In some cases, both options are possible.

When I was at school, I [1]**didn't use** / **didn't used** to enjoy P.E. We had it three times a week and we [2]**used to** / **would** do it outside, even in the winter. We [3]**used to** / **would** run around the playing fields three times before we could do anything else. Why did we [4]**used** / **use** to do such a pointless activity? This was the question I [5]**used to** / **would** ask myself. However, now I [6]**used** / **'ve got used to** taking part in park runs and I'm training for a marathon! I [7]**would also** / **'m also used to** going to the gym frequently. I wish my old P.E. teacher could see me now!

7 Write a short blog post about how your attitude to sport has changed or developed since you were a child. Explain what experiences have contributed to the way you feel by using *used to*, *would* and *be* / *get used to doing*.

Use modal verbs to talk about creating a study space.

Home comforts

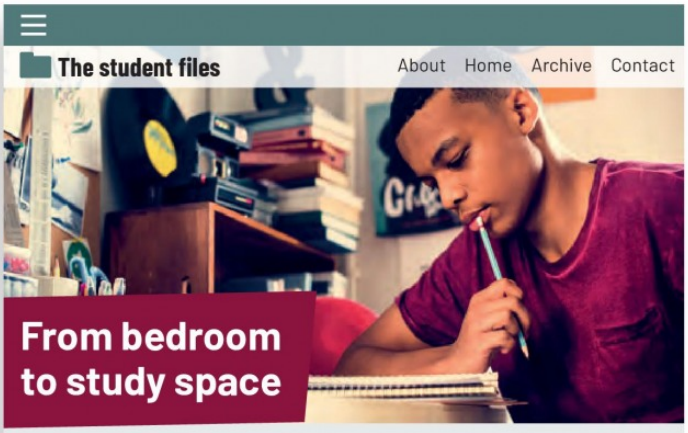
1 Work in pairs. Answer the questions.

1 What are the advantages and disadvantages of studying in the following places?

bedroom café friend's house park school library

2 What are your best tips for creating a study space?

2 Read the blog post. Which tips do you think are the most / least useful? Why?



Academic success can be hard to achieve if you don't have a good study space, and for most students, that study space is their bedroom. Evidently, working at home can be advantageous. We might have a support network of family members who can give us a helping hand during intense revision periods (e.g. cooked meals), we may have central heating for the winter months and there should be facilities that are more comfortable to use in private than in public (i.e. a kitchen and bathroom). However, there are also distractions. Our bedrooms reflect our personalities, and they are where we often choose to stream a TV series or film, or connect with social media. Getting comfortable on our beds with our digital devices is likely to appeal to us more than exam revision. It can't be easy for most students to ignore those temptations to chill. So, how can we avoid such distractions when we are supposed to be studying hard? Read on and find out.

✓ **Keep it tidy!** If you want to stay focused, you must keep your desk organised and your room tidy. No matter how small your bedroom is, it will feel more spacious if everything is in its place, and that will help you view it as a temporary workplace.

✓ **Block it!** You need to see your digital devices as study aids, not entertainment devices. You mustn't stream the latest big TV series in the background while you work, because it will only distract you. If you find distractions hard to resist, download a blocking app and block certain websites for a specific period of time. You'll find that you aren't as dependent on them as you thought!

✓ **Get dressed!** Studying at home all day? That needn't mean staying in your pyjamas. When you get up, you should have a shower and get dressed as if you were going off to study at the library. That will put you in the right frame of mind for a day's work.

✓ **Get out of the house!** Take breaks and get out every few hours. You don't have to do strenuous exercise, but at least wander around the neighbourhood for fifteen minutes. Then you'll be able to return to your studies refreshed.

3 GRAMMAR Complete the sentences with underlined modals from the blog post.

Modal verbs

1 We use _____, *shouldn't* and *ought to* (*not*) to give advice.
2 We use *must* and *have to* to express certainty or a strong possibility and _____ to say we think something is impossible.
3 We use _____, _____ and *could* to talk about the possibility of something happening.
4 We use _____, _____ and *have to* to express an obligation or talk about a rule.
5 We use _____ to talk about more informal rules and people's general expectations.
6 We use _____ to say that something isn't allowed or to give strong advice against something.
7 We use _____ to say that something is probably true or will probably happen in our opinion.
8 We use _____ to express ability in the present and future, and about things that are usually, but not always, true.
9 We use _____, *don't need to* and _____ to express a lack of obligation or necessity.
10 We use _____ to talk about ability in the past, present or future.

GRAMMAR BOOSTER P130

4 Choose the correct alternative.

1 They **must** / **can't** / **needn't** be hungry after walking all that way.
2 Alex **could** / **was supposed to** / **didn't have to** return the books to me yesterday, but he forgot.
3 It **must** / **should** / **can** rain heavily here in the summer, but it's quite unusual.
4 Saeed **ought to** / **mustn't** / **doesn't have to** say things like that if he doesn't want to offend people.
5 We **can't** / **must** / **might** win the game if we play really well.
6 You **shouldn't** / **don't need to** / **may** leave until 10 o'clock. It's only five minutes to the station.

5 VOCABULARY Complete the sentences with the correct form of the highlighted words and phrases in the blog post.

1 Living in a _____ flat with room for all my belongings _____ me. Having a garden to _____ around in would also be great.
2 Bettina is staying in _____ accommodation until she finds a flat to rent. It's near some excellent leisure _____, but her room doesn't have _____, so it's cold.
3 Jayesh is ill, so he's _____ others. He needs a _____ with many things and he's lucky to have a great _____.

6 THINK & SHARE Work in small groups. Make a list of five improvements that you would like to make to your study space and your study habits. Discuss them together and decide which two are the best.

Sustainable technology

1 THINK & SHARE Work in pairs. How does technology affect the environment? What positive and negative examples can you think of?

2 Work in pairs. Read the forum posts. Answer the questions.

1 Which post did you find the most surprising? Why?
2 What would you like to know more about?

The Global Environment forum

Thread: Big tech and the environment

TechGeek Sept. 17. 17:57

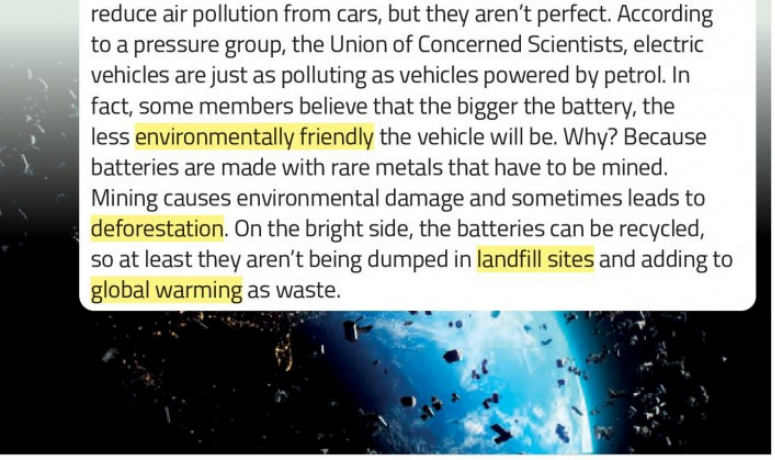
I'm a real techie and a big fan of technology that enables us to reduce our use of the world's natural resources. Without artificial intelligence, many advances in wind and solar energy wouldn't have been possible. However, digital technology has led to energy consumption that gets higher and higher every year. That wouldn't be a problem if all the energy that powers this technology came from renewable sources, but it doesn't. Alternative energy sources aren't as productive as traditional sources – not yet, anyway – so digital technology has an enormous carbon footprint. If we really care about the planet, we need to cut down on our use of digital technology now!

Rossum.U.Robots Sept. 17. 19:41

The more addicted we become to gadgets such as smartwear, the more dependent we become on the satellites that link our devices and provide digital services, but we don't realise the environmental cost of this dependence. There are thousands of pieces of space junk from old rockets and satellites circling Earth at enormous speeds. These objects can be extremely dangerous for functioning satellites and space stations, and if or when a satellite in space is damaged by this space junk, it can cause huge problems here on Earth. What's more, the number of pieces of space junk is increasing dramatically and as a result, the risk to satellites, space science and space travel is far greater today than it was a few years ago.

DeepBlue96 Sept. 17. 20:18

Electric batteries are an amazing advance in technology. They're supposed to be a great clean alternative energy source that will reduce air pollution from cars, but they aren't perfect. According to a pressure group, the Union of Concerned Scientists, electric vehicles are just as polluting as vehicles powered by petrol. In fact, some members believe that the bigger the battery, the less environmentally friendly the vehicle will be. Why? Because batteries are made with rare metals that have to be mined. Mining causes environmental damage and sometimes leads to deforestation. On the bright side, the batteries can be recycled, so at least they aren't being dumped in landfill sites and adding to global warming as waste.



3 VOCABULARY Work in pairs. Put the highlighted words and phrases in the correct column. Do you think any can go both columns? Explain why.

Words and phrases related to technology	Words and phrases related to the environment

4 VOCABULARY Complete the sentences with the correct form of the words and phrases from Ex 3.

1 Wind and solar power are the most popular _____ sources of energy, but wave power also has potential.
2 _____ is not only destroying the natural habitat of thousands of species of animals, but it is also contributing to climate change.
3 Energy _____ always increases dramatically in winter.
4 Transporting food products across the planet is not exactly _____! You should buy locally.
5 Flying is the biggest contribution to my _____. I should do less of it!
6 Ask Fatima for help with your phone. She's a real _____ and knows everything about technology.

5 GRAMMAR Work in pairs. Find the comparative forms in the forum and match them to the rules.

Advanced comparatives

A We use *as … as* or *(not) as … as* to say that two people or things are equal (or not).
B We use double comparatives to show continuous change. We use … *-er* and … *-er*, *more* and *more* + adjective or *less* and *less* + adjective.
C We use comparatives with *the … the …* to show that two things change together because they are connected.
D We can qualify comparatives using *slightly*, *a bit* and *a little* to express a small difference, and *a lot*, *far* and *much* to express a larger difference.
E We can qualify comparatives with *as … as*, using:
- *equally* or *just* to express similarity
- *not quite*, *nearly* or *almost* to express small differences
- *nowhere near* or *nothing like as* to express bigger differences

GRAMMAR BOOSTER P131

6 Match 1–6 to A–F to make complete sentences.

1 I would say that we are all just as bad
2 The study says the wealthier we are,
3 Our lifestyle has become less and
4 Julia thinks we are nowhere near
5 Electric cars won't be as environmentally friendly
6 It looks like we are going to make space equally as polluted

A less sophisticated and we're much happier.
B as happy as we used to be.
C as each other when it comes to consuming energy.
D as the Earth!
E the more polluting we become.
F as they say.

7 THINK & SHARE Work in pairs. Discuss the questions.

1 Whose responsibility is it to deal with climate change? What should schools teach about it? Why?
2 What could you do to reduce your impact on the environment? Which things would have a big effect on your lifestyle, and which wouldn't?

1 Growing and learning

VOCABULARY
Future careers
Predicting the future

GRAMMAR
Advanced question forms
Future tenses

LISTENING
Story about ethics

READING
Article about happiness

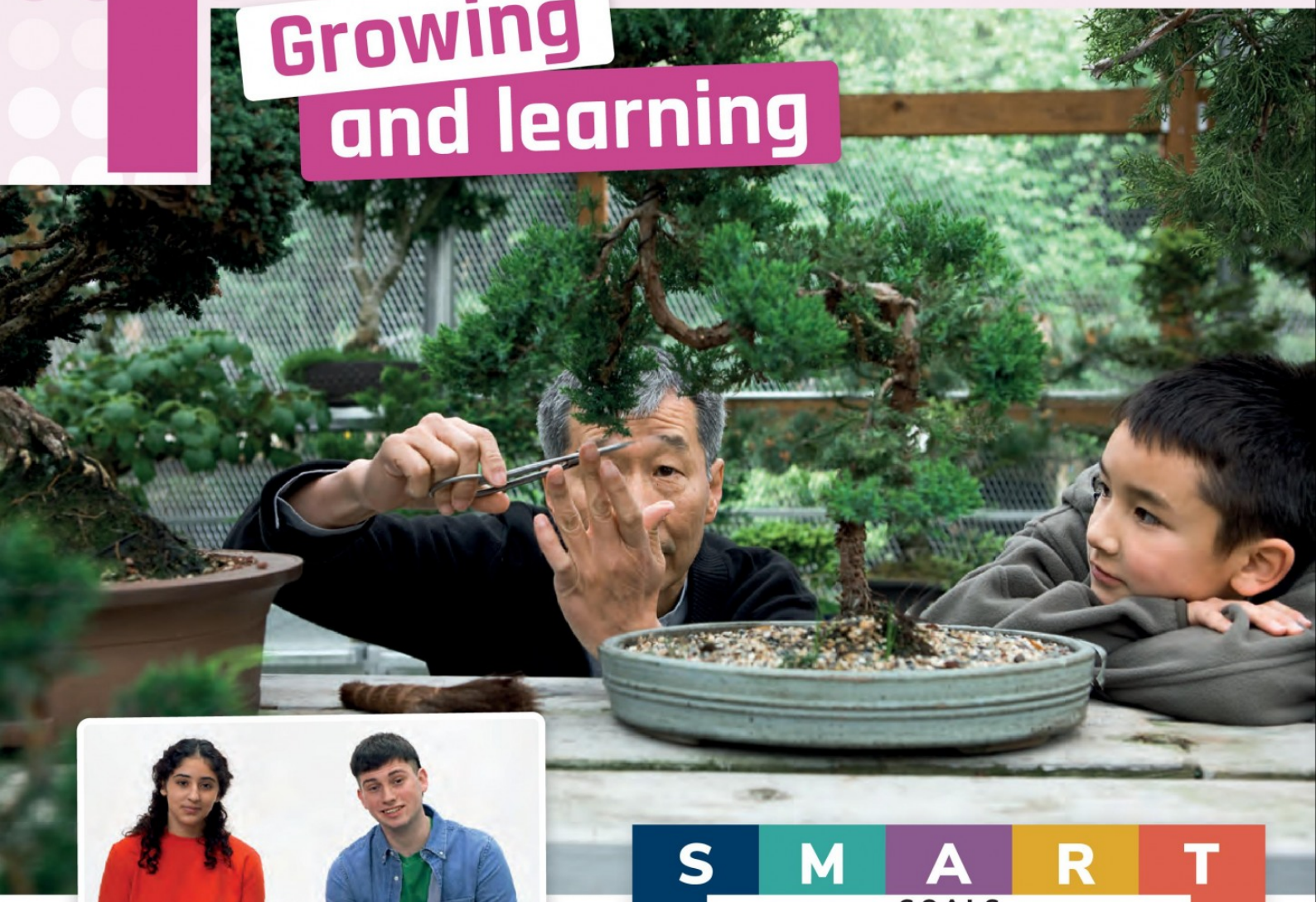
GLOBAL SKILLS
Using memory techniques

SPEAKING
Expressing opinions

WRITING
A report

VISION 360°
Into the future

VOCABULARY BOOSTER P120
GRAMMAR BOOSTER P132–133



Future careers

1 THINK & SHARE Work in pairs. Discuss the questions.

1 What job did you want to do when you were younger?
2 Have your career ambitions changed since then? If so, how?
3 Do you think young people get enough guidance about possible future careers?
4 At what age do you think young people should start thinking seriously about a future career?

2 1.01 Watch or listen. Answer the questions.

1 Which area from Ex 1 do Darius and Amira discuss?
2 What is the goal that Darius and Amira share?
3 At the end of the vlog, what do Darius and Amira say everybody needs?

3 1.01 Watch or listen again. Complete the information with one or two words.

SMART GOALS

1. SPECIFIC

When you [1]_____ a goal, don't be vague or general. Be precise about what you want to achieve. [2]_____ your goal into stages. This will help you clarify what needs to be done to achieve it.

2. MEASURABLE

Assess the [3]_____ of every stage: how well or badly did it go? This will help you stay focused and maintain a positive attitude.

3. ACHIEVABLE

Be realistic: what you want to achieve and what you have the [4]_____ to achieve are two different things. Make sure you also have sufficient time and [5]_____. And remember: you may have to deal with and overcome [6]_____ along the way.

4. RELEVANT

If you work towards a goal you really want to achieve, one that is relevant to you, you will be less likely to [7]_____ working towards it halfway through.

5. TIME-LIMITED

To achieve your specific, measurable, and relevant goal, you must also set [8]_____ for the various stages, otherwise, there is a danger you won't reach your objective within a reasonable time.

4 THINK & SHARE Work in pairs. Discuss the questions.

1 Which of your personal objectives do you think you could apply SMART to?
2 How can you apply SMART goals to learning English?

5 REAL ENGLISH Read these lines from the video. Then choose the correct meaning (A or B) of the phrases in **bold**.

1 It's a method designed to help you **rise to a challenge**.
   A face a new situation successfully
   B hide from a difficult situation
2 **... downtime**!
   A time for working hard
   B time for relaxing
3 So we don't feel overwhelmed and **throw in the towel**.
   A make more effort to succeed
   B admit you are defeated
4 If she does, it will be **a step in the right direction.**
   A the achievement of your final goal
   B a move towards eventual success
5 ... you **got it in one!**
   A understand something immediately
   B be confused by something new

6 VOCABULARY Work in pairs. Check the meaning of the words and phrases in **bold**. Then discuss the questions.

1 Which do you think is more important in **gaining a foothold** on the career ladder: talent or hard work? Why?
2 What can you do if you **come up against** difficulties or obstacles when you are trying to achieve a goal?
3 How important is **consistency** and perseverance when it comes to achieving a goal? At which point should you give up trying?
4 Do you think it is worth pursuing a goal **at the expense of** personal relationships?
5 Do you find it easy to accept criticism? How can **constructive criticism** help you achieve your goal?

7 VOCABULARY Check the meaning of the words below. Then complete the comments.

achievable inevitable malleable
overwhelmed persistent resentful
resilient self-motivated vulnerable

1 Ana is _____, so you can leave her to get on with the job without supervision, and you can be confident she'll do it well.

2 Deniz has failed over and over again to gain a foothold in an acting career, but he's astonishingly _____ and he's going to audition for a part in the new play.

3 I'm terrible at maths, so it was _____ that I'd fail. I mean, I've never been able to understand algebra or geometry.

4 It's a huge task and it will take time, but with a great deal of effort and an optimistic outlook, I think it's _____.

5 Valeria doesn't have any opinions of her own. She is very _____ and tends to agree with what other people say without thinking about it.

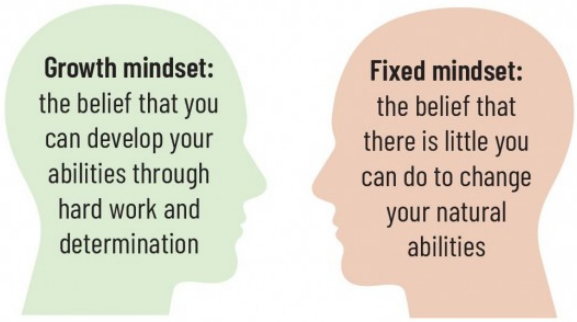
6 Javier takes offence at even the most constructive criticism of his work. It makes him feel _____ and he assumes that the only reason you would suggest improvements is because you think his work is bad.

7 Jules was chosen for the football team, and Sam thinks the decision was unfair, so he's feeling _____.

8 Tomi was upset at not winning the competition because she'd put in a lot of effort, but she's _____, so she'll soon get over her disappointment and try again.

9 When I'm faced with a difficult or demanding project, I break it up into smaller, more manageable tasks and deal with them one by one. That way I don't get _____.

8 Read the definitions below. Do the comments in Ex 7 describe a growth mindset or a fixed mindset?



9 Turn to page 149 and do the quiz.

10 Work in pairs. Read the following situations and discuss what advice you could give the people. Think about the following:

- How does the person feel?
- Why might they be in this situation?
- Is the situation inevitable?
- Can the situation be improved? If so, can you suggest any SMART goals that might help the person? If the situation can't be improved, why not?

1 Sonia keeps failing her English language tests. Unless she passes her English exam at the end of the year, she won't be able to study at the college of her choice.
2 Roberto's ambition is to be captain of the basketball team, but he has never even been chosen to play for the team.
3 Marissa took piano lessons for a few months, then gave up and started guitar lessons. She gave those up, too. Her brother, on the other hand, plays the clarinet very well.

11 THINK & SHARE Work in pairs. Using vocabulary from this lesson, discuss the statements. Give reasons for your views.

- Everyone feels vulnerable when they fail at something.
- It's easy to feel resentful of other people's success.
- With the right attitude, anything is achievable.

Advanced question forms

1 THINK & SHARE Some psychologists say it is better to praise people's effort rather than their intelligence or talent. Why do you think they say this? Do you agree?

2 1.02 The psychologist Carol Dweck is an expert in the field of motivation and the importance of mindset in students' achievement. Read and listen to a podcast about her research into growth mindset. Are her reasons for praising effort instead of intelligence and talent the same as yours?

Interviewer In this week's episode of *Psychology Now*, we're privileged to have with us psychologist Dr Gabriella Messina to tell us a little about the work of Carol Dweck. Dr Messina, thank you for being with us this morning.

Dr Messina Thank you for inviting me!

Q So, tell us, Doctor, who is Carol Dweck, and [1]**what does she do**?

A Well, she's a professor of Psychology at Stanford University, and she's known for her work on growth mindset.

Q **[2]Growth mindset?**

A Yes, the belief that we can develop our talents.

Q **[3]But aren't people born with certain talents?**

A In a way, but Dweck insists abilities aren't fixed.

Q **[4]Aren't they?**

A Not according to Dweck. She says we can become smarter.

Q **[5]We can become smarter?**

A That's right. The more effort we put into something, the easier it becomes, and then the more motivated we are to attempt other things.

Q **[6]So who will do better: a student who relies on their natural ability or one who works hard?**

A Guess.

Q **[7]I'd be right in thinking it's the student who works hard, wouldn't I?**

A Surprisingly often, yes, That's why praising children for making an effort is effective. Why try harder if you're already talented and intelligent!

3 Match the rules A–G below to questions 1–6 in the podcast.

Advanced question forms

A We use question tags to check something is true or to ask for agreement.

B We don't use *do* when the question word is the subject of a subject question.

C We use an auxiliary, e.g. *do*, when the question word is the object in an object question.

D We can use normal statements as questions to check understanding or express surprise.

E We use short reply questions to express understanding or interest.

F We use negative questions to ask for confirmation, show surprise, make an invitation or present an opinion in a less direct way.

G We use echo questions that repeat what has been said to show surprise and disbelief.

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4 Write subject or object questions for the underlined answers. Check your answers with a partner.

1 We studied at Laura's house last night.
2 Jack learned about growth mindset at a talk.
3 My mum helped my cousin gain a foothold in her banking career.
4 Five students got it in one.
5 My maths exam results made me feel vulnerable.
6 Amy showed consistency throughout the year.

5 Work in pairs. Take turns to respond to the statements. Use a reply question or an echo question and then your opinion.

1 The SMART goals technique is pointless.
The SMART goals technique is pointless? / Is it? In my view, ...
2 I think talent is more important than consistency.
3 Having a fixed mindset is fine if you're really good at something.
4 Everybody accepts constructive criticism.
5 Being self-motivated is crucial to success.
6 Working hard doesn't affect how successful you are.

6 a 1.03 Complete the dialogue. Then listen and check.

Maya Hi Hasan. What are you doing here? [1]_____ supposed to be at the match?

Hasan Yes, but I have to study for the exam and there isn't enough time to revise.

Maya [2]_____? What do you mean? We've had plenty of time.

Hasan [3]_____? Really? OK, don't answer that! I know we have. It's just that you're self-motivated and I'm not.

Maya [4]_____? Me? Well, I am now, but I didn't use to be.

Hasan I'd love to change, too. [5]_____ do it?

Maya I developed a growth mindset.

Hasan Who [6]_____ you ?

Maya My brother. He learned it at university.

Hasan You could tell me now, [7]_____? Or is it complicated?

Maya No, but you have to unlearn a few bad habits – at least I did!

b Decide which question forms from the rules in Ex 3 are used.

PRONUNCIATION Intonation in questions

When we ask for information that we didn't have before, for example in *wh*- questions, the intonation usually goes down at the end of a question. When we ask a *yes-no* question or a question to check that information is true, to express surprise, interest or disbelief, the intonation usually goes up at the end.

7 1.04 PRONUNCIATION Read the Pronunciation box. Listen to the questions and decide if the intonation goes up or down at the end of the questions.

1 What's your name?
2 Is that in Mexico?
3 She's coming, isn't she?
4 What do you do?
5 Who told you?
6 You couldn't help, could you?

8 1.04 Listen again. Practise asking the questions.

9 Work in pairs. Student A, go to page 150. Student B, go to page 151.

Ethics



1 THINK & SHARE Work in pairs. Answer the questions.

- How do we learn what is right and wrong?
- Why should you be a good person?

2 Work in pairs. What is the ethical thing to do in each of these situations? Give reasons for your answers.

1 Your tutor praises you for some research that another student did.
2 You cancel a streaming service, but the company forgets to stop your subscription and you can continue watching films and series for free.
3 Your basketball coach is always criticising one particular player and insulting them. You told the coach that you don't like it, but she replied that she'll do the same to you if you complain again.
4 You want to take out €100 from a cash machine, but it gives you €200 because the new notes are stuck together. Your receipt says you've received €100.
5 You are the only one that knows that your best friend is the anonymous student who frequently insults a classmate on social media.
6 You are paid more than you expected for a job that you and a friend did. Your friend doesn't know about the extra money.

3 THINK & SHARE Work in groups. Answer the questions.

1 Which decisions in Ex 2 were easy to make and which were difficult? Why?
2 How have your answers been affected by whether the situation involves you or a friend, a company or a bank?

4 1.05 Listen to four people (A, B, C and D) talking about the situations in Ex 2. Match a speaker to a situation. Two situations are not mentioned.

5 1.05 Listen again. Which answers are similar to yours? Which answers do you disagree with? Why?

6 a 1.06 Read the strategy. Then listen to a story about an ethical dilemma and complete the notes with one, two or three words.

STRATEGY Understanding details

When you listen for details, you are interested in finding out specific kinds of information on a particular area. This involves listening for groups of words or phrases that deal with that topic. To be able to do this, you need to have a clear idea of what information you need and the vocabulary you should listen out for before you start listening.

An ethical dilemma

The narrator is [1]_____ years old at the time of the events in the story.
At the beginning of the story, the narrator feels [2]_____ and [3]_____ because of:
- a bad relationship with [4]_____ and [5]_____. (Why?)
- being bullied. (By whom?)
- doing badly at school. (Why?)

The narrator has to go to a [6]_____ (Why? Where is it? What is it like?)
What is the attitude of the people there to the narrator? (Why?)
The narrator talks about one student who [7]_____ her. (Why does the person do this? How does she do it?)
Then the narrator's life changes for the better. (How? What happens?)
One day, the narrator is in [8]_____ when she sees a box. (What is inside the box? Why is it locked? What does the narrator think of the things inside it?)
Julia loses [9]_____. (What does she lose? What does she do? Why is this significant to the story?)
The narrator now faces an ethical dilemma. (What is the ethical dilemma? What choices does she have?)
In the end, the narrator [10]_____. (Why does she do this? How does she feel about it in hindsight?)

b Work in pairs. Look at the notes in Ex 6a and discuss the questions in brackets.

7 1.06 Listen again and choose the correct alternative.

1 The narrator remembers the year of the events because …
A she was sixteen years old at the time.
B she was feeling especially vulnerable.
C 1968 was an important year historically.
D she could relate it to another date.
2 The narrator's new school …
A was better academically than her old school.
B was located in another part of the country.
C was no different from her old school.
D was a less friendly place than her old school.
3 The narrator …
A explains why Susan approached her and how they became friends.
B admired the contents of the wooden box in Susan's room.
C made a disturbing discovery by chance one day.
D suggests that Susan had stolen the bracelet she usually wore.
4 The narrator …
A implies that her decision not to say anything was wrong.
B had two potential courses of action.
C knows that if she had acted differently, Amanda wouldn't have gone to prison.
D didn't see Susan again after she left school because Susan moved to Canada.

8 Work in groups. Discuss the questions.

1 What would you have done in the narrator's position?
2 How do you think the narrator, Susan and Amanda felt after Julia accused Amanda of being a thief?
3 Who do you think behaved worse: the narrator, Susan, Amanda or Julia? Give reasons.
4 Why do you think the narrator felt guilty on hearing about what happened to Amanda?

Predicting the future

1 THINK & SHARE Work in pairs. Discuss the questions.

1 Why do we make predictions about the future?
2 Can predictions help us? Why? / Why not?

2 Read the blog. Which two things below does it say help people make accurate predictions?

- studying all the available facts
- trusting their feelings
- focusing on their own knowledge
- expecting the unexpected

BLOG

HOW TO BE A SUCCESSFUL FORECASTING PUNDIT

Forecasting the future with accuracy is extremely difficult, as psychologist Phillip Tetlock found out. Tetlock studied over 8,000 predictions about what was going to happen from 284 expert economists, scientists and journalists, and found that their judgements were correct just 33% of the time; exactly the same as non-experts! So, what does it take to be a successful forecasting pundit?

Facts not feelings

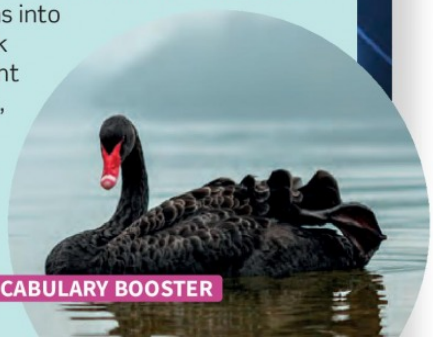
We can't foresee what will happen in the future simply by using our feelings and making assumptions. Serious forecasters use data from similar situations in the past and current trends to come to conclusions. Using your instincts to predict who will have won a football match after 90 minutes is fine, but when more important things like the economy are at stake, you need to examine the facts!

All the facts

Tetlock discovered that some experts excluded facts that contradicted their ideas from their calculations. To provide clear insight into what will be happening in the future, take into account all variables; not just the ones that confirm your theories.

Expect black swans

There is a tendency to base predictions of future scenarios on what we know now, but unexpected events and discoveries can quickly change the outlook. Until the 17th century, Europeans thought that because all the swans in Europe were white, all swans in the world were white. However, a trip to Australia introduced them to black swans, and gave us an expression that warns against making assumptions. Successful forecasters take black swans into account and talk about what might or could happen, not what will happen.



3 VOCABULARY Check the meaning of the highlighted words and phrases in the article. Choose the correct answers.

[1]**Making calculations** / **Forecasting** correctly – or saying what will happen in the future – is difficult. In his research, Tetlock noticed there are two groups of [2]**pundits** / **tendencies** who make predictions about future political and economic [3]**scenarios** / **instincts**. The first group are very confident about the [4]**insight** / **accuracy** of their predictions and [5]**judgements** / **pundits**, and they [6]**make assumptions** / **are at stake** about how things will develop, even though they have little evidence for them. The second group appreciate that there are many [7]**variables** / **accuracies** that can appear and quickly change the [8]**instinct** / **outlook** of what is likely to happen. They often use words like 'however', 'perhaps' and 'maybe', which appear to [9]**contradict** / **foresee** earlier statements, and are less confident about their predictions.

4 Work in pairs. Discuss the questions about the texts. Use vocabulary from this lesson in your answers.

1 What black swan events (e.g. natural or human-made disasters). have occurred around the world in recent years?
2 Why did so few people foresee them?

5 VOCABULARY Replace the underlined words and phrases with the correct form of the highlighted words from the article in Ex 2.

1 I think saying what you think will happen in the future is a waste of time. The future is unforeseeable.
2 In my opinion, people who know a lot about a particular subject often present their opinions as facts and that can be dangerous.
3 Conspiracy theories are promoted by people that think something is true although there is no evidence to support it.
4 In some circumstances, I think it's necessary to trust your own feelings about something, even if those feelings are not based on facts or reasons.
5 When the future of the planet is being put at risk, as many experts as possible should be involved in making decisions.
6 Global situations like the 2020 pandemic teach us that it's impossible to have any real understanding about the future.

6 Work in pairs. Discuss the statements in Ex 5. Do you agree or disagree with them? Why? / Why not? Use vocabulary from this lesson to give your opinions.

7 THINK & SHARE Work in groups. What should we take into account when we make predictions? Use the ideas below or your own ideas.

current events other people's opinions
possible black swans what usually happens in these situations

8 Work in pairs. Make predictions about each of the topics below. Use vocabulary from this lesson and give reasons for your predictions.

- your professional life
- the future of your country
- the future of technology
- another topic that interests you

I want to be a doctor, which means there'll be a lot at stake when I do my final school exams! Hopefully, I'll ...

9 Work in pairs. Comment on how realistic you think your partner's predictions are. Give reasons for your opinions.

I think there are a number of variables that could affect your future career. What about the future of our health service, for example. I don't foresee a good outcome for ...

Future tenses

1 Work in pairs. Read the blog post. Which prediction do you think is most likely to come true? Why?

ABOUT PREDICTIONS CATEGORIES

The Future Timeline website started in 2008 with just a few predictions. Since then, it has grown dramatically with forecasting in lots of different areas. For example, the site claims that **we'll be regularly using human-like artificial intelligence in our homes and offices by 2029**. The site also predicts that **by 2028 we'll have found the first definite evidence of life on another planet**. The site also attempts to foresee further into the future and says that **by the beginning of the 22nd century, some humans will have been living on giant floating cities for some time** because of the consequence of climate change and rising sea levels. All the predictions come with a short text explaining the current tendencies in science and other fields that have led to the predictions made on the site.

2 Read the sentences in **bold** in the blog post. Identify the tenses. Complete the rules for the three tenses with the phrases below.

a completed has been in progress in progress

Future tenses

1 We use the future continuous for an action _____ at a particular time in the future.
2 We use the future perfect continuous to say how long an action _____ by a certain time in the future.
3 We use the future perfect simple to talk about _____ action by a particular time in the future.

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3 Complete the sentences. Write the verbs in brackets in the correct future continuous, future perfect simple or future perfect continuous tenses.

1 _____ (we / finish) our calculations by 5p.m. tomorrow?
2 I _____ (take) all the information into account when I'm writing my report on Monday.
3 By next Thursday, my brother _____ (work) as a sports pundit for a year.
4 We _____ (meet) at 7 p.m. on Friday for the meal.
5 _____ (they / still / provide) clear insights in ten years' time?
6 The fashion for ripped jeans _____ (die out) by the end of the year.
7 Sara _____ (create) scenarios for video games for ten years next month.
8 They _____ (not finish) their chess match by 8p.m.

4 Read the text and find examples of the structures below.

Home > News > Skywatching

Comet Kohoutek: The astronomical prediction that disappointed the world

It was December 1973. Millions of people worldwide were excited because they were going to see Comet Kohoutek. According to astronomers, it would be 'the comet of the century'. Our neighbours were thinking of driving to a dark-sky site for a good view, and my parents were on the verge of doing so themselves, but changed their minds. Comet Kohoutek was due to be at its brightest on 28 December. I was about to join my family outside when my brother come back indoors. 'Don't bother. You won't see a thing.' After Kohoutek, astronomers learned not to make such confident predictions about comet brightness.

Future in the past

To talk about plans and events that hadn't happened yet in the past, we sometimes use these structures:

was / were going to + infinitive past continuous
would + infinitive *was / were on the verge of* + *-ing*
was / were due to + infinitive *was / were about to* + infinitive

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5 Choose the correct alternative.

1 Andy **was going to / would** give up his studies, but there was too much at stake, so he changed his mind.
2 I **was about to** / **was on the verge of** leave the house when my mum called me.
3 I thought I **was due to / would** find the science fair boring, but it was fascinating.
4 The TV commentator **was going to / was on the verge of** announcing a City victory when United scored two quick goals!
5 The conference **was due to** / **would** start at 6 p.m., but it was delayed by about an hour.
6 They **were going to** / **were thinking of** going bowling, but they decided to watch a film instead.

6 Write sentences that are true for you. Use the structures in Ex 5 and the prompts below.

a concert a day out a holiday a journey
a meal a phone call a sports activity an exam

I was about to get into the taxi when I realised I ...

7 1.07 Listen to someone talking about his job. Are the sentences true (T) or false (F)?

1 The speaker had no intention of going to university. T / F
2 He and his parents disagreed about his decision. T / F
3 The company made no plans to train him until another employee joined the company. T / F
4 The speaker would very soon have resigned if the situation hadn't changed. T / F
5 The other employee began working at the firm nearly six months after the speaker. T / F

8 THINK & SHARE Work in pairs. Discuss what will be happening or will have happened in ten or twenty years' time. Use the prompts below and appropriate future tenses.

education homes jobs medical advances
robots space exploration

Many more people will be living in cities. We will have stopped driving cars, and robots will be on the verge of ...

Understand discourse construction in an article about happiness.

Happiness

1 THINK & SHARE Work in pairs. Which of these things do you think will have a long-lasting effect on your happiness? Why?

a close family an expensive phone a good social life
a satisfying job clear objectives fame good exam results
lots of followers online money new clothes
regular exercise satisfying interests / hobbies

2 1.08 Read the article. What does the article suggest is the motivation for studies into happiness? Do you think it's a good reason? Why? / Why not?

STRATEGY Understanding discourse construction

To understand a paragraph, you need to know how the sentences relate to each other. The topic sentence, which is usually the first sentence in the paragraph, presents the main idea, and supporting sentences provide examples and details of the main idea. A concluding sentence sometimes summarises the paragraph

3 Read the strategy. Then read the article again. There are six missing sentences which are either topic sentences or supporting sentences. Match sentences A–H to gaps 1–6. There are two extra sentences.

A We want to get to know them and find out what it is that is making them feel so good.
B Of course, how often we smile is also regulated by the cultural norms of where we live.
C What's more, our bodies produce the same chemical responses that these emotions cause, even when we copy them.
D They also promote a realistic but positive outlook on life and a growth mindset.
E Investigations into smiling are just part of a growing interest into how to improve people's mental health, particularly when they are at school.
F You can try it now if you like.
G There is also evidence that education systems that focus on high-pressure exams do not help.
H Not surprisingly, given the benefits, health experts recommend that we smile more.

Better than chocolate!



A A lot of people eat chocolate when they want to cheer themselves up. Chocolate helps produce serotonin, a hormone that makes people feel better. But did you know that there is something you can do that has the same positive effects as 2000 bars of chocolate, but without the potential health problems? [1]___ Just push up the corners of your mouth, squint your eyes and … smile!

B Smiling not only produces serotonin, but it also makes us more resilient to anxiety by reducing the levels of stress hormones such as cortisol and adrenaline in our bodies. Furthermore, the act of smiling has social advantages. There is an attraction factor, and we are drawn to people who smile. [2]___ Researchers at Penn State University in the USA found that when you smile, not only do you appear more polite and likeable, but you also appear more competent.

C [3]___ However, although we smile up to 400 times a day as children, as we get older, we come up against difficulties and problems and sometimes feel overwhelmed and vulnerable. As a result, adults smile a lot less: only around 20 times a day! Moreover, sadness forms part of the human experience and some of us naturally have a pessimistic outlook on life. What are the possible scenarios that life presents us with that make smiling difficult? The answer, according to researchers at Uppsala University in Sweden, is simple: fake it to make it.

D The investigators at Uppsala University studied participants watching brief video clips of people frowning, smiling, expressing anger, etc. They noticed that when exposed to happy faces, the participants unconsciously moved the facial muscles used for smiling, and when they saw sad faces, they



4 Work in pairs. Read sentences 1–3 and discuss which paragraphs A–C they relate to. Then decide which would be the best position for them in the paragraph.

1 Therefore, aren't fewer smiles inevitable?
2 This is not just because the pleasant taste helps them forget their worries; there is also a scientific reason.
3 Smiling can also actually improve the image that people have of you.

5 THINK & SHARE Work in pairs. How useful do you think the happiness curriculums would be for improving our levels of happiness? Have you followed / would you like to follow a happiness curriculum? Why? / Why not?



unconsciously activated the muscles for frowning. The researchers concluded that emotions are contagious and that we mimic them without realising it. [4]___ Further studies by Michigan State University in the USA, suggested that the health benefits of fake smiles were even greater if we accompanied them with thoughts about the good things in our lives.

E [5]___ But why are people becoming so engaged with this issue? Well, research into the use of social media and digital technology by a British parliamentary committee in 2019 showed that it increases stress, anxiety and loneliness, hardly good news for a world in which technology is becoming pervasive. Alongside this research, some schools in Britain have introduced happiness curriculums, joining countries such as India that had already decided to introduce mindfulness into the school classroom.

F These curriculums include happiness courses that focus on the importance of family, friendship and community, the need to find satisfaction in your studies and to have achievable goals that are fulfilling. [6]___ Other institutions are also developing programmes; the Happiness Institute in Sydney, Australia offers courses in positive psychology and nine European universities have joined together to form the European University of Well-Being. The courses taught at these institutions offer a variety of techniques and solutions, but they all have one goal in common: to help young people develop skills that will enable them to deal with mental health issues throughout their lives. Isn't that a better answer to such problems than eating chocolate?



6 VOCABULARY Work in pairs. Complete the mindfulness activities with the correct form of the highlighted words from the article. Then put the activities in order according to how useful you think they are. Discuss the similarities and differences in your lists.

EASY MINDFULNESS TECHNIQUES

TECH DETOX

Stop [1]_____ at your screens at all hours and try a technology detox. Whether it's for a whole day or just thirty minutes, a break from technology, especially from [2]_____ social media, which is becoming so pervasive, will help reduce your stress levels.

DEAR DIARY

Keep a diary. Writing down your thoughts can be [3]_____ and also quite satisfying, especially as there will be nobody around to make judgements or [4]_____ with displeasure at what you say.

MOVE TO THE BEAT

Dancing gives you a good workout and makes your body produce happiness [5]_____. Furthermore, whether you dance at home alone or with friends, you'll [6]_____ feel better about yourself.

MEDITATION

Meditation is a great way of disconnecting. It doesn't take long to become a [7]_____ practitioner: To begin with just close your eyes and concentrate on your breathing for a few minutes. However, you'll need to practise regularly and there are some good free apps, such as *Smiling Mind*, available to help you.

POSITIVE NOT NEGATIVE

We're all [8]_____ popular people, but we shouldn't choose friends just because they're cool. Try to hang out with people because they produce positive, not negative, feelings. These feelings can be [9]_____, and we don't want to [10]_____ the bad ones!

7 Work in pairs. Read the technique. Then discuss three good things that happened to you yesterday.

The Three Good Things Technique

This is a simple but effective technique for appreciating the good things in your life. At the beginning or the end of the day, you write down three good things that happened to you during the day or the day before, no matter how small these might appear to be. Then reflect on each for 10 to 15 seconds. You can adapt this by writing down three things about a particular topic e.g., your friends, your school, your home town, etc. Many people say that doing this every day helps them appreciate the good things in their lives.

8 THINK & SHARE Work in groups. Take turns to share one good thing about …

- a friend or friends
- your school
- your home town

Using memory techniques



1 THINK & SHARE Work in pairs. Answer the questions.

1 What techniques do you use to memorise information?

2 Which things do you find the most difficult to remember? Rate the things below from 1 (most difficult) to 6 (easiest).

- ☐ people's names
- ☐ addresses
- ☐ new vocabulary
- ☐ a route
- ☐ appointments
- ☐ dates

2 Work in pairs. Imagine you need to memorise the information below. How would you do it?

Student A The value of *pi* (π) = 3.141592

Student B The order of the planets nearest the sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

3 1.09 Listen to the first part of a lecture about mnemonics. How does the speaker memorise the value of pi (π) and the order of the planets?

4 1.10 Now listen to the whole lecture and complete the notes.

Memory techniques lecture

1 The example of C.S. Lewis illustrates that the ability to remember large amounts of information learned in the past is _____.

2 The speaker uses the value of pi (π) to demonstrate that the information we learn for exams tends to _____ over time.

3 To memorise the value of pi (π) to seven digits the speaker suggests a memorable _____ as a mnemonic.

4 The speaker suggests another type of mnemonic to remember the _____.

5 The fact that we remember jingles even when they are _____ demonstrates what powerful mnemonics songs can be.

6 A two-line poem about Columbus can help to recall _____.

7 The acronym HOMES will not necessarily help you to remember the Great Lakes of North America in order of _____.

8 To memorise personality adjectives, the speaker suggests thinking of _____ with those qualities.

5 THINK & SHARE Which of the mnemonics in Ex 4 have you used before? Which do you think is the most / least useful to you? Why?

6 Work in groups. Create a mnemonic to remember the order of adjectives below, e.g. *Only Sensible Students Are Calm Or Make Promises*. Compare your mnemonics. Which ones do you think are the best?

Order of adjectives: opinion, size, shape, age, colour, origin, material, purpose

7 VOCABULARY Check the meaning of the phrasal verbs below from the lecture in Ex 4. Then complete the text with the correct form of the phrasal verbs.

brush up on | call up | come up with | fade away | go over | pick up | sail through

The Memory Palace

One of the most famous techniques for memorising and recalling information is the Memory Palace. A Memory Palace is an imaginary location in your mind where you can store mnemonic images. Many experts claim that information learned using this technique rarely [1]_____. It works for [2]_____ facts you've already studied as well as for storing information you happen to have [3]_____.

Here's how you can create your own Memory Palace:

- Imagine a place you know very well, such as your home, school or workplace.
- [4]_____ a specific route that you can take through the place. In your imagination, walk through this route several times to memorise it.
- Think of the information, words, facts, etc. that you might want to be able to [5]_____ at some future time.
- 'Place' the information, words, facts, etc. in different locations in the Memory Palace. Exaggerate the images of the items and make up stories about how you interact with them and the place. This will make it easy to remember where they are later.
- When you've finished, [6]_____ the route again a few more times to fix it in your memory.

Use the Memory Palace and you will not only succeed in exams, you'll [7]_____ them!



8 MEDIATION Your friend, who is also a classmate, struggles to memorise information and facts and is concerned about failing the end-of-year exams. Write them a message explaining the memorisation techniques you learned about in the lecture you heard in Ex 4, and also explain how a Memory Palace works.

Expressing opinions





1 Work in pairs. Make a list of three things that you consider before buying clothes. Compare your lists. What are the similarities and differences?

2 1.11 Listen to two students discussing an item of clothing. Answer the questions.

1 What has Dara bought?
2 What is Frank convinced of?
3 Why is Dara surprised and how do we know she's upset?
4 Do the friends agree about children working in factories? Why? / Why not?
5 Do they mention any topics from your lists in Ex 1?

3 1.11 Listen again. Which phrases from the Phrasebook do the speakers use? Write D for Dara or F for Frank.

PHRASEBOOK Asking for and giving opinions

Asking for opinions
What are your thoughts / views on the situation?
Where do you stand on …?
How do you feel about …?
What makes you say that?

Giving your opinion
I have no doubt that …
I'm not sure, but I'm leaning towards …
I'm convinced that …
There's no doubt in my mind that …
My impression is that …
From my point of view, …

Agreeing / disagreeing
I couldn't agree more.
That's how I see it.
That's a great suggestion.
You've got a point there.
That's one way of looking at it.
You aren't being serious, are you?

STRATEGY Using rhetorical questions

Use rhetorical questions to emphasise a point of view or respond to and challenge someone else's opinion. Rhetorical questions do not require an answer, so it must be clear what the answer is from your point of view. Don't overuse rhetorical questions; use them to emphasise important points:
Alex was really upset about the anonymous comments on his social media page. How would you feel? (The same!)
Politicians always make promises that they can't keep! When will they be more realistic about what they can do? (Never!)

4 Work in pairs. Read the strategy. Then read the four sentences and decide which questions are rhetorical and which require an answer. Explain how you can identify the difference.

1 There's no doubt in my mind that business people such as Elon Musk and Jeff Bezos should not be sending tourists into space. Haven't we polluted the Earth's atmosphere enough?
2 In a globalised world, pandemics will become more frequent. What can we do to control them?
3 Homelessness is on the increase. How many people have to be sleeping on the streets before we do something?
4 I think artificial intelligence will improve our lives. Have you seen those robots that accompany elderly people in Japan?

5 THINK & SHARE Work in pairs. Discuss the issues below using phrases from the Phrasebook and rhetorical questions.

- We should all stop using social media.
- Homework doesn't aid learning.
- We are wasting our time recycling.

6 REFLECT Give feedback on each other's performances. Think about the following questions.

- Which of the phrases did your partners use?
- Did your partners use rhetorical questions?
- What did they do well / could be improved?
- Do you agree / disagree with their opinions? Why? / Why not?

Write a report with a suitable introduction and conclusion.

A report

1 THINK & SHARE Work in pairs. Discuss the questions.

1 In the past, which jobs were typically associated with women and which with men? Why?
2 What reasons related to a person's gender might discourage a man or woman from doing a particular job?

STRATEGY Writing an introduction and conclusion

We use the introduction to a report to summarise the situation and to set out what we plan to say about it. We can use the conclusion to refer back to the introduction and assess whether our report has provided a favourable or unfavourable view of the situation. We can also use the conclusion to make recommendations on how the situation can be improved.

2 Work in pairs. Read the strategy and the report. Discuss the questions.

1 What is the situation that the report highlights?
2 What is the objective of the report?
3 What strengths and weaknesses mentioned in the report does the conclusion refer to?
4 What recommendation does the conclusion make?
5 How is the recommendation linked to the introduction?

The Inclusive Science Institute: an option worth considering for future female scientists?

The current situation

Women represent 50% of the workforce but only 22% of people working in STEM (science, technology, engineering and maths). The Inclusive Science Institute claims to be contributing to changing this situation. This report sets out to evaluate the strengths and weaknesses of the Darwin Science Institute's attempts to make STEM more attractive to female students.

The Athena programme

One of the strengths of the institute is its Athena Programme dedicated to helping women gain a foothold in STEM. The programme encourages both genders to work in mixed teams and supports female students' applications for all types of STEM research positions. The institute also sends female scientists to secondary schools to demonstrate that young women's dreams of a career in STEM are achievable.

Room for improvement

This means that in recent years, the number of female students at the institute has doubled to 29%, and the institute forecasts that 35% of the students who will be studying at the centre next year will be women. While these are steps in the right direction, there is obviously still room for improvement. On the downside, the programme only focusses on young women – at the expense of older ones. For this reason, students are campaigning for flexible timetables and childcare facilities for mothers.

Conclusions

As a result of my experience as a female student at the institute, I would say its greatest strength is that the Athena programme really encourages young women to rise to the challenge of studying STEM. Furthermore, the quality of its courses means that my classmates and I will have been perfectly prepared for a STEM career when we finish. If the institute could just improve its facilities for mothers, then it really will be able to claim that it is contributing to changing the current situation.

3 Read the Phrasebook. Complete the list with the highlighted phrases in the report.

PHRASEBOOK Reports

Introduction
The aim / purpose of this report is to …
This report will review and evaluate …
The objective of this report is to …
1 _____

Strengths and weaknesses
2 _____ / weaknesses of …
Another clear advantage / disadvantage is …
3 _____, …
One possible strength / benefit of … is …

Explaining results
As a result, …
Consequently, …
4 _____ …
5 _____, …

Recommendations
6 _____, I would …
In the light of my experience, I would …
Given my experience, I would advise / suggest / recommend …

4 Choose one of the topics below and write a report.

The use of technology in education
The importance of a work-life balance
The usefulness of techniques for setting goals

1 In your introduction, state what you are going to evaluate using one of the phrases from the Phrasebook.
2 Evaluate the situation. Consider the strengths and weaknesses / benefits and drawbacks / advantages and disadvantages / pros and cons and their consequent effects or impact.
3 In your conclusion, make recommendations, give reasons using one of the phrases from the Phrasebook.

5 CHECK YOUR WORK Did you …

- organise your work into four paragraphs?
- use some of the phrases for reports from the Phrasebook?
- use some of the vocabulary from this unit?
- check your spelling and use of punctuation?



Grammar

1 Complete the questions with the words below.

do hasn't isn't preparing what who

A [1]_____ gave the talk?
B A famous psychologist, Thomas Mann.
A Thomas Mann? He's got his own blog, [2]_____ he?
B He has. I often read it.
A [3]_____ you?
B Yes, it's really interesting. It's about preparing for future careers.
A [4]_____ for future careers? [5]_____ that a little difficult?
B Not according to Mann. He claims that we shouldn't specialise in one area. He says we should learn transferable skills because they give you better opportunities.
A [6]_____ happened to becoming an expert in a particular field?
B Well, it depends on the field. But, generally speaking, it limits your opportunities.

2 Complete the sentences using the words in brackets. Do not change the form of these words.

1 Leyla _____ (study) law at university, but then she changed her mind.
2 Hopefully, I _____ (heard) about my part-time job application by Friday, if not before then.
3 This time next month, I _____ (working) in New York for a whole year.
4 This time next week I _____ (giving) my presentation at the conference.
5 The plane _____ (due) arrive at 10 p.m., but there was a delay before we took off.
6 It's lucky you sent me the message when you did, because I _____ (verge) of leaving.

Vocabulary

3 Choose the correct alternative.

1 The company was in a **vulnerable** / **achievable** position after the manager left. It was **persistent** / **inevitable** that it would be less competitive.
2 I had so much work that I felt **overwhelmed** / **achievable**, but I'm **resentful** / **resilient** and I was able to get everything done without too many difficulties.
3 Sam is really **persistent** / **vulnerable**, and he has been trying to **come up against** / **gain a foothold in** the industry for ages. Well, all that effort has finally paid off!
4 Someone with a **constructive criticism** / **growth mindset** believes they can always develop and they're usually **self-motivated** / **malleable** and is able to work independently.

4 Complete the sentences with the correct form of the words below.

accuracy assumption at stake
instinct pundit scenario

1 When she saw the lion running towards her, her first _____ was to run away.
2 He claimed to be a sports _____, but he didn't make one correct prediction.
3 The _____ of Max's predictions was incredible. They were all correct!
4 We shouldn't make _____ about what happened before we have all the facts.
5 We can't take risks when the company's future is _____.
6 She gave us a few possible _____ about how things might be in the future.

Cumulative review

5 Read the article and choose the correct answer: A, B or C.

The gig economy

We will soon have [1]___ with the gig economy, which offers short-term contracts rather than a permanent job, for twenty years. When it arrived on the scene in 2008, it was claimed that it offered young people a [2]___ in the world of work. However, it operated at the [3]___ of basic workers' rights, such as sick leave and a minimum wage. These rights seemed to be on the [4]___ of disappearing as employees were pushed onto 'self-employed' contracts. Many were soon [5]___ by the difficulties of earning enough to live on.

The gig economy took off in sectors such as food delivery and taxi services, but what [6]___ in other industries? Well, it came up [7]___ workers' organisations that took legal action to protect [8]___ workers, and the workers won. Today, around 3.8% of American workers work in jobs with flexible contracts, the same figure as twenty years ago. In fact, business [9]___ don't think that the long-term [10]___ for the gig economy is positive at all.

1	A been living	B be living	C lived
2	A mindset	B pundit	C foothold
3	A tendency	B expense	C criticism
4	A verge	B consistency	C tendency
5	A achievable	B malleable	C overwhelmed
6	A did happen	B happened	C happen
7	A against	B about	C around
8	A resentful	B vulnerable	C inevitable
9	A pundits	B scenarios	C calculations
10	A judgement	B accuracy	C outlook

Think & share

6 Work in pairs. Discuss the questions.

1 'We should work to live, not live to work.' What do you think this means? What are your views?
2 What can we do to achieve a good work-life balance?

1 VISION 360°

Learn about predictions for life in the future and create a city of the future plan.

Into the future



Unit 1 360° hotspots

1 THINK & SHARE Work in pairs. Discuss the questions.

1 How will the future be better or worse than the present?
2 What problems do you think we will have to deal with in the future that we don't have now?
3 What problems that we have now do you think will be solved in the future?

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Explore the picture of the future city. What looks similar and what looks different from today? How accurate do you think this vision of the future is?

3 ALL HOTSPOTS Work in pairs. Explore the hotspots. Which hotspot relates to …

1 travel and transport?
2 homes?
3 fashion?
4 the environment?
5 work and entertainment?
6 ethics?

4 Watch and listen to the presentation about homes in the future. Answer the questions.

1 What kind of homes does the presentation believe will be built in the future?
2 How will these homes be 'smart'?
3 What major disadvantage do these homes have compared to homes today?
4 Would you like to live in one of these homes in the future? Why? / Why not?

5 Read about the metaverse. What advantages does it mention for …

1 travelling?
2 business owners?
3 performers?

6 Work in pairs. What do you think will be some of the disadvantages of the metaverse?

7 Read about the history of flying cars. Then go online and research the latest flying cars. Find out about:

1 how they are likely to be used
2 when experts predict they will be available
3 how much they may cost



8 Watch a video about trees in the future. Complete the sentences.

1 It is predicted that cities in the future won't have trees because of …
2 Without trees, temperatures in cities …
3 Fewer trees in cities would also affect …
4 It is feared that artificial trees would not …

9 Work in groups. Listen to a talk about robots and discuss the questions.

1 If an autonomous car hits someone in the street, who do you think is responsible?
2 Do you think robots working in healthcare should be able to make a person do something against their will?
3 How often do you use your instinct and what do you use it for?
4 Do you think robots will ever be able to develop an instinct?

10 THINK & SHARE Work in pairs. Discuss the questions about the forecasts of the future in this lesson.

1 How realistic do you think these forecasts and predictions are?
2 Which scenarios outlined here do you think are positive and which are negative?
3 How would you feel about living in a future like this one?

CREATE … a city of the future

STEP 1

Work in groups. Choose different places and facilities to include in your city, and who will research them.

entertainment centres housing hospitals
museums public transport schools shops
sports facilities restaurants and cafes

STEP 2

RESEARCH IT!

Go online and do some research into your chosen subject. Find out and make notes about:

- how these places might be different in the future
- how technology will change them
- how they will minimise their environmental impact

STEP 3

Use your notes to write a short presentation about your city.

STEP 4

Create a map of your city which includes all the places and amenities that you researched. Think about:

- the locations of the places
- how they will connect with each other
- natural features of the city, e.g. rivers, lakes, forests
- a name for your city

STEP 5

Present your city to the class. Each member of the group presents their subject. Listen to the other presentations. Which city would you most like to live in? Why?

2 Finding your niche

VOCABULARY
Career prospects
Brand *me*!

GRAMMAR
Relative clauses
Ellipsis and substitution

LISTENING
Podcast about hobbies that pay

READING
Article about money scams

GLOBAL SKILLS
A professional profile

SPEAKING
Volunteering

WRITING
Applying for a job

DOCUMENTARY
Working at sea

VOCABULARY BOOSTER P121
GRAMMAR BOOSTER P134-135



Career prospects

1 THINK & SHARE Work in pairs. Answer the questions.

1 Discuss the reasons for getting a part-time job. Which ones do you think are the most important?

develop your CV earn money explore a possible career
gain confidence improve social skills
learn how to manage time and money
learn new skills learn self-discipline

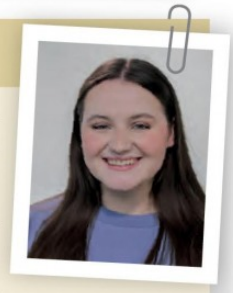
2 How would you find a part-time job where you live?
3 What do you think you could learn from doing a part-time job?

2 2.01 Watch or listen. Answer the questions.

1 What methods do Darius and Amira suggest for finding a job?
2 What are the jobs that Kaya and Ali have done?
3 What does Amira say temporary jobs and internships are useful for?

3 2.01 Watch or listen again. Complete the information about the work experiences of the two interviewees.

Kaya



Reason for taking the job: _____

What she learned from doing the job: _____

How the experience might help in the future: _____

Ali



Reason for taking the job: _____

What he learned from doing the job: _____

How the experience might help in the future: _____

4 REAL ENGLISH Match the phrases in **bold** (1–5) to the definitions (A–E).

1 If someone **has something in mind**,
2 If someone **keeps their hand in**,
3 If someone **goes after something**,
4 If a company **takes someone on**,
5 If someone asks, '**What's not to like?**'

A they occasionally do something so that they don't lose their skill at it.
B they employ them.
C they are saying something is very good.
D they intend to do something.
E they try to get it.

5 VOCABULARY Check the meaning of the words and phrases below. Then complete the text with the correct form of the words and phrases.

career prospects competitive edge
fulfil your potential hands-on experience internship
make a successful pitch networking prioritise

Career advice

You can find lots of jobs and [1]_____ offering practical work experience on sites such as LinkedIn, Glassdoor and Google Careers. These sites are also great for [2]_____ with people in your future field. Best of all, however, are the tips on how to [3]_____ for your first job. Obviously, young adults have little or no [4]_____ of working, so these sites provide advice on developing CVs that will [5]_____ your educational and social achievements and give you a [6]_____ over other candidates. They also make suggestions on how to use the sites to improve your [7]_____, so you can move on to better jobs in the future and [8]_____.

6 VOCABULARY Work in pairs. Check the meaning of the words and phrases in **bold**. Then discuss the questions.

1 Will you need qualifications or training to pursue a future career, or will you be able to **learn on the job**?
2 Do you find it easy to **think outside the box**? Why? / Why not?
3 Are you willing to **try out** new activities, or do you dislike being out of your comfort zone?
4 In what ways can a new employee **show a willingness** to work?
5 How important are **word-of-mouth** recommendations to a company's success?
6 What famous business people do you know who have achieved success by **pushing the boundaries**?

7 Choose the correct alternative.

1 Leroy **fulfils his potential** / **prioritises** / **thinks outside the box** and that's why he has original, creative ideas.
2 Kamili did a lot of **career prospects** / **networking** / **hands on experience** online and got to know a few people who could help her.
3 My mum **made a successful pitch** / **pushed the boundaries** / **fulfilled her potential** for a challenging job in advertising, and she got it!
4 I heard about the job by **internship** / **competitive edge** / **word of mouth** from a friend who had an interview with the company.
5 I'll get **a competitive edge** / **hands-on experience** / **career prospects** on the internship and I should learn a lot of practical skills.
6 Why don't you **learn on the job** / **push your boundaries** / **try out** the programme and see if it's useful before you decide?
7 Our teacher makes us work really hard because he wants us to **fulfil our potential** / **prioritise** / **make a successful pitch**.
8 Frank's experience from his Saturday job will give him **word of mouth** / **a competitive edge** / **an internship** when applying for full-time jobs.

8 Replace the underlined words and phrases with the correct form of the words and phrases from Ex 5, 6 and 7.

CareerHunt Home Jobs Advice Questionnaire

CareerHunt for students

Help us help you by completing our questionnaire about your hopes for your future career.

1 Have you already joined an online job site to start connecting with people? Why? / Why not?
2 What activities do you do that demonstrate enthusiasm to work hard?
3 In what ways are you good at finding original ways of doing things?
4 Do you feel you learn more from the practical experience of doing something or from studying how to do it in a classroom?
5 What jobs would you like to test to see if you like them?
6 What qualities do you have that could give you a slight advantage over other job candidates and help you persuade people to employ you?
7 Would you be happy to go abroad to improve your job opportunities?
8 Which two features would you consider the most important in a first job: salary, working conditions, job satisfaction, future opportunities or holidays? Why?

9 Work in pairs. Discuss the questions in Ex 8. What are the differences and similarities in your answers?

10 MEDIATION An English-speaking friend has asked you for advice about choosing a future career. Use the information and vocabulary from this lesson to text them about three things you have learned.

Relative clauses

1 THINK & SHARE Work in pairs. Some companies remove the information below from people's CVs in the recruitment process to avoid bias. How might this information contribute to bias?

date of birth home address name
photo school social media profile

2 Read the article. Decide if the words in **bold** are necessary.

A company supporting Diversity, Equity and Inclusion

WayUp is a job site with a difference. Not only does it focus on companies **which are** offering internships and entry-level jobs for young adults, but it also only works with recruiters **who are** committed to DEI and ending racism and sexism in the workplace. Getting a job shouldn't be about your gender, where you're from or the beliefs **which** you have. It should be about your skills, your willingness to work and your suitability. WayUp is a popular job site **which** attracts more young adults **who are** looking for internships than any other, especially when it releases its annual Top 100 Internship Programs List.

3 Match rules A–C below to three sentences in Ex 2. Sometimes more than one sentence matches a rule.

Reduced relative clauses

Relative clauses normally contain relative pronouns (*who*, *which*, *that*, etc.). However, we don't need to use a relative pronoun:

A before a past participle (*-ed*).
B before a present participle (*-ing*).
C if it's the object of a defining relative clause.

GRAMMAR BOOSTER P134

4 Join the sentences. Use reduced relative clauses where possible.

1 The job advert asks candidates to think outside the box. I applied for it.
The job advert I applied for asks candidates to think outside the box.
2 There are some important rules. You should follow them during your internship.
There are _____.
3 Those candidates have a competitive edge. They are applying early for the post.
Those candidates _____.
4 The internship gave me hands-on experience. It was really useful.
The internship _____.
5 This is the job website. I found the advert on it.
This is the job website _____.
6 The candidates were absolutely delighted. They were offered a job.
The candidates _____.

5 Match the sentences 1–4 to the rules A or B.

Prepositions in relative clauses

1 The company (that) you work for is a great place for pushing your boundaries.
2 The town in which they live has an interesting museum.
3 Use the website to contact the person (who) you sent your application to.
4 Use the website to contact the person with whom you had the interview.

A We put prepositions at the end of a relative clause.
B When we use a preposition at the start of a relative clause, it sounds very formal. In this case, we use *whom* and *which* after the prepositions, not *who* or *that*.

GRAMMAR BOOSTER P134

6 Rewrite the sentences using prepositions at the beginning of the relative clauses to make them more formal.

1 I contacted the man who I had received the offer from.
I contacted the man from whom I had received the offer.
2 The company that he referred to has its headquarters in New York.
3 She apologised to the colleague who she had argued with earlier that day.
4 The assumptions that he based his theory on were incorrect.
5 I can't remember the name of the person that you introduced me to.
6 The PA found the data that his boss had referred to online.

7 2.02 Listen to Jakub talking about an internship he wanted to do and answer the questions. Answer the questions using reduced relative clauses where possible.

1 What kind of summer job did Jakub want to do?
A job that would give him some useful work experience.
2 Which jobs were only suitable for experienced people?
3 Who is Julia?
4 What kind of companies advertised on the website Julia recommended?
5 Which job seemed attractive at first?
6 Why didn't Jakub apply for it?
7 Why would the successful candidate need to be geographically mobile?
8 What requirement did they stress in their job advert?
9 Which person offered Jakub the job?

8 THINK & SHARE Work in pairs. Choose two of the jobs below and answer the questions about each one. Use relative clauses in your discussion.

banker barista firefighter hairdresser
nurse pizza delivery person police officer
primary school teacher secretary surgeon

1 What qualities do you need to do this job?
2 What are the working conditions like?
3 Who are the people you work with?
4 What are the difficulties you face?
5 What are the most positive aspects of the job?





Hobbies that pay

1 THINK & SHARE Work in pairs. Answer the questions.

1 What hobbies do you have?
2 Can people make money from any of your hobbies? How?
3 What effects do you think turning a hobby into a business would have on your feelings about it?

2 2.03 You will hear a podcast about young adults that have turned their hobbies into jobs. Match the events to the young adults.

A set up social media pages
B worked for a radio station
C did vlogs on YouTube
D turned down some profitable offers
E started a podcast
F employed people
G bought some T-shirts
H did interviews at school
I made £1,200

Theo Rivers: _____
Natalie and Nina Mallory: _____
Zayn Patel: _____

3 2.03 Listen to the podcast again. Complete the sentences with one or two words.

1 A media executive noticed Theo's abilities when she heard some _____ he had conducted.
2 A radio station hired Theo after he made a _____ for a job.
3 Theo gets celebrities to talk about music and other topics of interest to _____.
4 The Mallory sisters used their artistic skills to create _____ for their T-shirts.
5 The sisters' risk _____ when they managed to sell all their T-shirts.
6 Zayn Patel gained valuable _____ in coaching children when he taught his sisters and cousins.
7 Zayn's business expanded when people in _____ started asking him to teach their children how to play chess.

4 Work in pairs. Which of the young adults in the podcast do you think will have long-term success in their new career? Why?

STRATEGY Inferring attitude

We often infer what a person's attitude is towards something from how they say something as well as from what they say. Therefore, it is important to be aware of a speaker's intonation as a word or phrase could express different attitudes, such as surprise, excitement, disbelief or even disagreement.

5 2.04 Read the strategy. Then listen to conversations 1–7. What can you infer about people's attitude from the words and phrases below. Choose the correct alternative.

1 Seriously? surprise / disbelief / delight
2 Seriously? surprise / disbelief / delight
3 Really? excitement / anger / agreement
4 Really? agreement / disbelief / excitement
5 You're having a laugh, right? agreement / disagreement / surprise
6 You're having a laugh, right? disbelief / disapproval / excitement
7 Honestly. disapproval / disagreement / surprise
8 Honestly? disbelief / agreement / approval

6 2.03 Listen to the podcast again. What can we infer from what Aziz and Daria say? Choose the correct answer: A, B or C.

1 Initially, Aziz …
A doesn't believe you can make money from a hobby.
B is excited about the idea of a money-making hobby.
C wants to find out how much money you can make from a hobby.

2 Daria …
A thinks Aziz isn't serious about listening to Theo's podcast.
B disagrees entirely with Aziz about listening to Theo's podcast.
C eventually sees that Aziz may be right about the benefits of listening to Theo's podcast.

3 Daria …
A suggests that the Mallory sisters were rather clever to take the risk they did.
B agrees with Aziz that the risk the Mallory sisters took was too great.
C believes that the risk the Mallory sisters took shouldn't have paid off.

4 Daria …
A understands Aziz's joke about asking the Mallory sisters to design something for them.
B asks Aziz why he finds the Mallory sisters' accomplishments so funny.
C suggests that she and Aziz are too busy to undertake another activity.

5 Daria …
A suggests that Aziz should consider that factors other than money could have influenced Zayn.
B agrees with Aziz that it was wise of Zayn to employ people.
C hopes that Aziz will be honest and agree that Zayn was right to turn down the adverts from brands.

7 Work in pairs. How could you make money from a hobby? Create a short plan for turning a hobby into a business. Consider the following points and your own ideas:

- Find out which categories are currently popular: tech-based, fashion, sport, creative, food, and drink etc.
- Choose a popular hobby.
- Choose one aspect of the hobby that you can provide a service for.
- Decide who your clients will be and what online tools you will use to reach them.
- Think about how you'll fund your start-up.

8 Work in groups. Present your plan.

9 THINK & SHARE Give feedback on other plans. Suggest what could be done to produce better results. Which one do you think would be most successful? Why?

Brand *me*!

1 THINK & SHARE Work in pairs. Answer the questions.

1 Think of one word to describe yourself. Then discuss whether you would want a future employer or educational institution to think of this word in connection with your name. Why? / Why not?
2 Think of your presence on social media sites. Discuss whether you would want a future employer or educational institute to have access to these sites. Why? / Why not?
3 Why do you think some people don't want to participate in social media? Are there pressures on people to be online?

2 Read the article. Which rule (1–5) deals with the following areas:

creating the right image making use of the right tools
planning providing relevant information
speaking to the right people

How to brand yourself and stand out from the crowd



The days of staying in the same job for fifteen or twenty years are long gone. Today, we are the bosses of our own companies, ME Corporation! We believe that to market our companies an online presence is essential to make sure we keep a high profile so that we can network with the people that really matter. Here are five golden rules for creating a unique online brand.

1 Map out the career that you want and identify achievable goals. Decide where you would like to be in six months, a year or five years' time.
2 Think about what makes you different, the things that will help build your credibility. Ask your most trusted friends to use four or five adjectives to describe your positive attributes and use these to help establish your reputation.
3 Produce a specific message that focuses on what you really want to do professionally and helps you carve a niche in your field. Also, be consistent when you create content for your online platforms, so that you're always associated with your goals.
4 Identify your target demographic. Define your audience so that you deliver your message to the people who are really going to help you fulfil your potential.
5 Choose the right social media platforms that provide opportunities for engagement with your target demographic. It's no use using Twitter if the people you want to network with don't use the platform.

3 VOCABULARY Replace the **bold** phrases with the correct form of the highlighted words and phrases from the article in Ex 2.

1 I never know how my boss will react from day to day. I wish he'd **always behave in the same way**.
2 You can't expect people to trust you straight away. You have to **develop that trust**.
3 He's full of enthusiasm for some podcasts he wants to do, but first he has to **produce the materials** for them.
4 To make money from YouTube videos, you need to **establish exactly who your customers are**, so that you can adapt your message to appeal to them.
5 Until you can **create a positive and lasting image**, you will find it difficult to get more clients.
6 It is important for any business to **maintain the attention it receives** by advertising on social media.
7 The journalist **worked hard to succeed in a small sector** in the music industry by writing about innovations in classical music.

4 VOCABULARY Complete the sentences with the correct form of the words and phrases below.

attribute engagement map out online presence
stand out from the crowd target demographic

1 This public relations company has years of experience of _____ with politicians.
2 Honesty is the most important _____ in finance, but it isn't a quality everyone has.
3 Nathan has _____ a clear career plan.
4 Ahmed has a noticeable _____ thanks to his blog and YouTube channel.
5 Everybody wants to be noticed and _____, but it has to be for the right reasons.
6 The _____ for the product is teens.

5 Choose the correct alternative to complete the article.

★CELEBRITY ONLINE BRANDING

What makes tennis player Emma Raducanu popular with brands? Obviously, being a young tennis champion helps, but what built her [1]**credibility** / **content** with sponsors is the fact that she's well-mannered and avoids controversy. Max Eisenburg, Raducanu's agent, moved quickly to take advantage of her positive 'brand' image after her surprise victory in the American Open. He [2]**created** / **carved** a niche for Raducanu in the tennis sportswear market, aiming at the target [3]**demographic** / **attribute** of young sportswomen. He also [4]**mapped** / **established** out a plan to take advantage of tennis's image as a wealthy sport, and Raducanu signed a contract with New York jewellers, Tiffanys. This creates pressure for Raducanu. To keep her contracts, she has to keep winning so that she can stand out from the [5]**audience** / **crowd** of other young players and keep a high [6]**profile** / **engagement** in the media. She must also make sure she doesn't damage the reputation she has [7]**defined** / **established** for herself.

6 THINK & SHARE Work in pairs. Choose somebody famous. Answer the questions.

- Why do you think they stand out from the crowd?
- What type of online presence do they have?
- How do they keep a high profile?
- How did they build their credibility?
- What is their target demographic?

Ellipsis and substitution

1 Work in pairs. Do you manage your online presence? Do you check what others post about you on social media? Why? / Why not?

2 Work in pairs. Read the dialogue about managing our online presence. How far do you agree with Abe? Give reasons.

Priti Have you started building your online presence?
Abe I was intending to ([1]start building my online presence), but then I changed my mind.
Priti Why?
Abe Well, have you ever heard of Andy Warhol?
Priti Yes, I have ([2]heard of Andy Warhol). Why?
Abe He said everyone would be famous for fifteen minutes. But now, thanks to our online presence, our life stories will always be known and ([3]will always be) available.
Priti You mean that we won't be able to be anonymous?
Abe No, we won't ([4]be able to be anonymous).
Priti Well, we can control what we upload.
Abe True, but we can't control what other people upload about us, can we?

3 Read the phrases in brackets 1–4 in the dialogue in Ex 2. Complete rules A–C below. Match the phrases in brackets to the rules.

Ellipsis

and and *but* leave out repeated infinitive
repeated verb or verb phrase

We can sometimes [1]_____ words because it is not necessary to repeat them for a sentence to be understood.

A We can leave out subjects, verbs, articles and nouns after [2]_____ if they are mentioned in the first part of the sentence.
B We can leave out a [3]_____ after an auxiliary or modal verb.
C We can leave out a [4]_____ after verbs followed by *to* + infinitive (*want, intend, used, would like*, etc.)

GRAMMAR BOOSTER P135

4 Read the sentences. What words have been omitted using ellipsis?

1 Mark wants to be successful and I also want to (…).
Mark wants to be successful and I (also) want to be successful.
2 A Is Zoe keeping a high online profile?
B She said she is (…), although I doubt she will (…).
3 We wanted to establish our reputation in the USA, but we didn't manage to (…).
4 I've shown willingness and (…) potential.
5 A Has Andy got any positive attributes?
B Yes, he has (…).
6 An online presence has pros, but (…) also (…) cons.
7 A Who's the speaker today?
B I am (…).
8 A Let's start our own business.
B I don't want to (…).

5 Read the rules. Match rules A–C to sentences 1–3.

Substitution

We can sometimes avoid repeating whole phrases by substituting them with a few words.

A We can avoid repetition by replacing a clause after certain verbs, e.g. *appear, assume, be afraid, believe, expect, guess, hope, imagine, seem, suppose* and *think* with *so*.
B We use *not* or *not* (verb) *so* in negative replies after *appear, believe, expect, imagine, seem, suppose* and *think*, e.g. *Are we late? I don't think so.*
C We only use *not* (not *not … so*) in negative replies after *assume, be afraid, guess, hope, presume* and *suspect*, e.g. *Has Tim been sacked? I hope not.*

1 Are there any drawbacks? I don't think so.
2 Has Harry been sacked? I hope not.
3 Does your sister like her job? I suppose so.

GRAMMAR BOOSTER P135

6 Complete the responses to the questions with the subject pronouns *I* or *It* and the affirmative or negative forms of the verbs in brackets. In some cases, more than one answer is possible.

1 Did Poppy improve her career prospects? (think ✓)
_____
2 Does Tom network with the right people? (appear ✗)
_____
3 Have they mapped out their recruitment policy? (believe ✓)
_____
4 Did they keep a high profile? (be afraid ✗)
_____
5 Will they create good content? (suspect ✗)
_____
6 Is he targeting the right demographic? (seem ✓)
_____

7 Work in pairs. Read the dialogue. Decide where to use ellipsis and substitution to leave out five repeated phrases.

Geeta Do you have experience as a social media manager?
Nathan Yes, I have experience as a social media manager. I worked as a manager for my rugby club.
Geeta Did you increase their online presence?
Nathan Yes, I believe I increased their online presence, and their membership, too.
Geeta Did you define their audience clearly?
Nathan Yes, I defined their audience clearly.
Geeta Great! Now, do you think you could help our club?
Nathan Yes, I think I could help your club.
Geeta Would you be able to tell me how?
Nathan No, I'm afraid I wouldn't be able to tell you how. I need to learn more about the club first.
Geeta Good point – so I'll start with some background …

8 THINK & SHARE Work in pairs. Discuss one of the topics below. Use ellipsis and substitution wherever possible.

- Your online image is more important than your offline image.
- Your online image doesn't have to reflect who you really are.

Money scams

1 THINK & SHARE Work in pairs. Discuss the questions.
- How are people sometimes cheated out of money? Make a list of how this is done, including online methods.
- How easy is it for the police to catch criminals that use these methods? Why?

2 2.05 Read the article. Which activities are illegal, and which are legal but dishonest?

3 THINK & SHARE Work in pairs. Why do you think some people fall for scams like these?

STRATEGY Understanding text structure

Writers use ellipsis to avoid repeating words and structures that they have already used. If you don't understand part of a text, it could be because the writer has used ellipsis. Reading the preceding phrase, sentence or sentences should help you understand what the writer means.

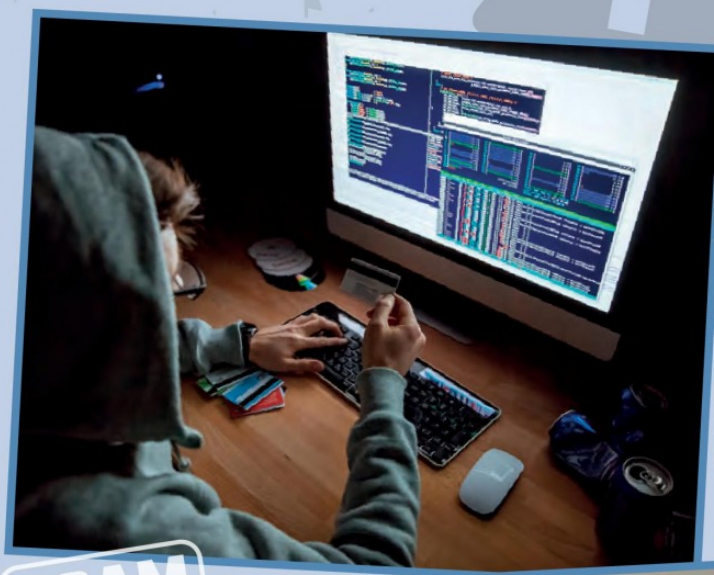
4 Read the strategy. Find the underlined sentences in the article. Decide which words were left out using ellipsis.

TOO GOOD TO BE TRUE

When you go online to look for a job, you usually have a job or career in mind. You choose the recruitment sites and search engines that you think will most help you. However, whilst most online jobseekers only have to deal with the difficulties of the job application process, a few also become targets for con artists. Some use totally illegal methods to steal jobseekers' money or make them unknowing participants in crimes. Others stay within the law, but [1](...) only just. Here, we look at four of the most common scams.

A SCAM JOB WEBSITES

Online recruitment is the most effective way for companies to advertise their jobs and [2](...) to attract candidates. However, amongst the genuine job sites found on the internet, there are also fraudulent ones. These post false advertisements for attractive jobs and the people that apply are quickly told they are suitable candidates. Before the recruitment process can continue, however, the candidates have to pay a registration fee to the site or a fee for improving their CVs. This improvement, the site promises, will help the candidate stand out from the crowd and keep a high profile. Although most candidates see through the scam immediately, some people who are desperate for a job pay up. In an experiment in the UK, involving the Metropolitan Police of London and the Information Assurance Advisory Council, over 100 people applied for a job that didn't exist, even though there were obvious clues that it was a fraud. Organisations such as Action Fraud, the national agency in the UK for reporting scams, warn people that no matter how desperate they are, they should check job offers very carefully before continuing with the process.



B MULTI-LEVEL MARKETING

Do you want to push your career boundaries, be your own boss and earn thousands of pounds? This is what many multi-level marketing companies selling beauty or health products promise their target demographics, often young women struggling with financial problems. These companies have an attractive online presence and [3](...) frequently recruit through social media. To start their careers, new employees have to buy a range of products from the company, which, in theory, they then have to sell. The companies, however, want their employees to prioritise recruiting new members. Why? Because these new members must then buy products from the company to sell. The companies put a lot of pressure on employees to recruit friends and even family members. They tell them that if they won't recruit their family and friends, other employees will [4](...). A very few people who try out working for multi-level marketing companies make a living. However, according to a report by the Federal Trade Commission in the USA, 99% lose their money and sometimes their friends and family.



5 Work in pairs. Read the situations 1–4 below. Then read the article again. Match these people to the scams they suffered. Say which information in the texts helped you match the scams to the victims.

1 Catalina Rodrigo had recently lost her job at a leisure centre when she received a phone call from a company called Iona. They offered her a job that she could do from home that involved receiving goods that she was then instructed to send on to other people. She became suspicious and contacted the authorities.

2 Ajay Sharma was finding it difficult to find a job when he saw a marketing job on an online job site that was perfect. He applied and was told he was an ideal candidate, but first he had to pay £99 so his application could progress. He refused.

3 Emma Davies's business was going through a difficult period, so she decided to get some advice on how to be more effective. Unfortunately, although the course she signed up for offered regular phone consultations, she received very few.

4 Maya Weber was contacted on social media by a company that said she would be an ideal candidate for a new business opportunity that involved working from home. All she had to do was buy some products and sell them to her family and friends. Maya soon got into debt.

6 Read about the people in Ex 5 again.

Who was taken in by a scam that …

1 did not provide the help that had been promised?

2 offered them a chance to make a profit by buying goods and then selling them on?

3 offered them advice on how to improve their business?

4 promised to further their chances of getting a job on receipt of a sum of money?

5 required them to accept deliveries and pass on them on to others?

7 VOCABULARY Complete the sentences with the correct form of the highlighted words and phrases in the article in Ex 2.

1 The elderly couple lost all their money when they were taken in by a _____.

2 Her claim to have found a way to diagnose diseases using new technology was _____ and her business collapsed.

3 Of course the scheme was a _____. It was too good to be true.

4 The criminal organisation used _____ to move large sums of money around.

5 The company sells _____ gym equipment, but the prices are astronomical.

6 It is against the law not to pay tax, but some businesses find ways to _____ doing so.

7 He was such a convincing liar that people didn't _____ him.

8 The criminals _____ their illegal profits by investing in businesses like restaurants and night clubs.

8 THINK & SHARE Work in groups. Discuss the questions.

1 How can you detect a job offer that isn't genuine?

2 How can you make sure a job search engine is genuine?

3 What other ways are there of looking for jobs?

C MONEY MULES

Laundering has become increasingly difficult for international criminals, but they are good at thinking outside the box. Some online jobseekers have received phone calls offering work as 'local inspectors'. The job involves receiving parcels that contain expensive items such as top of the range electronic equipment, opening and repackaging them and then sending them abroad. Although the 'local inspectors' don't realise it, the items they are sending have been bought with stolen money. Once at their destination, they are sold for cash, allowing the criminals to get around international controls and successfully launder the money.



D ONLINE JOB COACHES

It's hard to establish a reputation and a good online presence. Not surprisingly, some job candidates turn to online job coaches to do so and also for help in gaining a competitive edge and making a successful pitch for a job. However, once the fee has been paid, the service that was offered often fails to live up to expectations. Online tutorials turn out to be badly made, the frequent online support sessions turn into short text messages, and the promised phone calls never happen. Unfortunately, almost anyone can set themselves up to offer online tutorials, and governments do little to take action against unscrupulous coaches. Not surprisingly, many unsatisfied clients would like them to [5](…), and the International Coaching Federation would like them to [6](…) as well. They are worried that the sector's image will be damaged and its annual profits of $11.6 billion reduced.



Learn to stand out when writing a professional profile.

A professional profile

1 THINK & SHARE Work in pairs. Read the different methods of finding a job. Then discuss the questions.

company websites friends / contacts
job fairs online recruitment services
print and online newspapers
professional networking sites

1 Have you used any of the methods, or do you know anyone who has?
2 What do you think are the possible advantages and disadvantages of each?
3 Which ones do you think you will try in the future to find jobs in the fields that interest you?

2 Read the article about writing an online profile. Answer the questions.
According to the article, …
1 what do recruiters want to know about you when they look at your online profile?
2 what is a good way of setting out this information?
3 do all job applications require a photo of job candidates?
4 how should you be dressed in the photo you use for your online profile?
5 what kind of language should you use in the summary about you and your skills?
6 why is it important to use the right kind of language?
7 what two kinds of information should be emphasised in your track record?
8 why is it important to include details about volunteer work?

3 VOCABULARY Work in pairs. Complete the questions with the highlighted words from the article. Then discuss the questions.
1 What are your main _____ that you would highlight in an online profile?
2 Where could you find _____ and expressions for a particular job or industry?
3 Who could you ask for references and _____?
4 How could you find the names of people who work in _____ departments to direct them towards your online profile?
5 What evidence in the form of certificates, etc. from school or previous jobs could you produce to authenticate your _____?
6 What is the main thing _____ in the job field you're interested in are looking for?

4 Work in pairs. Read the extract from an online profile. Discuss what is right or wrong with it and suggest ways to improve it so that it has a better chance of catching a recruiter's attention.

Profile Edit

Responsible, hard-working and polite school leaver is seeking a position in the kitchen of a busy restaurant. I would like the chance to work in one because I'm interested in food and one day I'd like to be a chef.

Last summer, I worked in the kitchen of a seaside café. I loaded and unloaded the dishwasher, set and cleared tables and washed fruit and vegetables. I learned a lot about how to be safe in a kitchen and how to keep the place clean. When the café was busy, I helped to serve customers, and I enjoyed talking to the them.

My favourite hobby is cooking, and I love trying out new recipes and ingredients. I also run half-marathons, play chess and am a keen member of a local dramatic society.

How to write a stand-out profile

Want to build an online presence that will help you keep a high profile and enhance your career prospects? Want to give yourself a competitive edge that will catch the eye of the human resources departments of the companies in your field? Read on to find out how!

1 Create content

If a recruiter has clicked on your profile, it's because they want to know about your skills, endorsements, hands-on experience as a volunteer and other work experience that is relevant to their field. Organise your material into clearly defined lists of short sentences in bullet form, highlighting your attributes.

2 Choose a great photo

The creation of a great online presence often begins with choosing an image that makes you look professional. Some job applications don't require them, but some job search sites recommend them. If you do need one, check out what people in your target demographic and industry wear and get inspiration from them. If you can, find a photo showing you in action in your chosen field: this can transmit your energy, enthusiasm and passion!

3 Write a summary

Write a friendly summary about you and your skills. Establish your authenticity by writing in the first person, making it feel like you're taking part in a conversation. Try to think outside the box and use interesting language rather than words that everyone else uses, e.g. responsible, creative, driven. However, make sure you include keywords from your target industry to increase your profile's effectiveness in appearing in online searches by recruiters.

4 Experience

Make sure the accomplishments and endorsements highlighted in your track record are up to date and relevant to the career you're aiming for. Include any volunteer work or student jobs which show your willingness to learn on the job, a skill sought by employers in your target industry.







Volunteering

1 THINK & SHARE Work in pairs. Discuss the questions.

1 Have you ever participated in volunteer activities? Why? / Why not?
2 What type of volunteer activities do young people do in your country?
3 Why do you think some young people take part in volunteer activities?

2 2.06 Listen to the speaker. Where does she think the people in the photo are? Why do young people in some countries take part in volunteer activities according to the speaker?



STRATEGY Using relative clauses to add clarity

We use defining relative clauses to make it clear who or what we are talking about and to identify the qualities that make a thing or person distinct. We can also use non-defining relative clauses to add more information about a person, thing or place.

3 2.06 Listen again. Read the strategy. What information does the speaker provide to describe and identify the things below.

the window the room the two people the T-shirt
the young woman the man

4 2.06 Listen again. Complete the Phrasebook.

PHRASEBOOK Specifying who or what we are talking about

Describing the scene
The setting looks like a place where …
I [1]_____ that it's a place where / which / that …
In the foreground / [2]_____, there's …
It's [3]_____ exactly where the photo was taken, but …
I [4]_____ they're in … (the USA)

Identifying people
They look like the kind of people who / that …
He / She's [5]_____ a volunteer … who …
He / She appears to be a sort of …
The [6]_____ (that they're sitting) suggests that …

Speculating
It looks to me like …
It looks like some kind of … or maybe a …
It looks to me like a … of some kind.
I [7]_____ sure, but I'd say …
There really aren't any [8]_____ to where / which / who …, but …

PRONUNCIATION Elision

When we speak, we sometimes leave out, or 'elide', the sound of part of a word. This elision often occurs when two consonant sounds occur one after the other between two words, for example when the last sound at the end of a word is followed by a consonant sound at the beginning of the next one, e.g. I don't know.

5 a PRONUNCIATION Read the Pronunciation box. Then read sentences from the description of the photo in Ex 2 and underline where there might be elision.

1 It's hard to know exactly where the picture was taken.
2 In the background, there's a big window that sunlight is pouring through.
3 I get the impression that it's spacious.
4 I can't be sure, but I'd say that because of the T-shirt and the fact that the man is elderly, she's possibly a volunteer.
5 The man, who has his right hand raised above the board, is about to make a move.

b 2.06 Listen again and check your answers. Then listen again and repeat.

6 THINK & SHARE Work in pairs. Answer the follow-up questions about the photo.

1 What benefits do you think the people in the photo in Ex 2 get from spending time with each other?
2 Why do you think some employers like to see that job candidates have experience as volunteers?

7 Work in pairs. Turn to page 150 and follow the instructions.

8 REFLECT Give feedback on each other's performance. Say what was good about it and what could be improved in the following areas:

- grammar accuracy
- range of vocabulary
- fluency
- clarity
- use phrases from the Phrasebook

Applying for a job

1 THINK & SHARE Work in pairs. Read the job advert. What position is it for? Would you apply for it? Why? / Why not?

Digital Marketing and Social Media Internship

Start date: 30 June Duration: 2 months, 40 hrs a week

- Develop social media strategies for our summer events
- Identify the latest trends in social media
- Grow existing campaigns on Instagram, Twitter, etc.

Apply ☆ Save

2 Read the email. Put the paragraphs in the correct order.

To: Sami Patel
Subject: Digital Marketing and Social Media internship
Attachment: JessFrenchCV.doc

Dear Mr Patel,

A While at AllStars, I have had a **number of duties** including growing existing campaigns and building the club's online presence on all major social media platforms.

B I believe that I have **made my mark** as a social media manager. I have developed strategies to help the club stand out from the crowd and increase membership. Moreover, I have gained invaluable expertise in identifying the latest social media trends, and this has helped me to align my social media campaigns with the marketing team's overall advertising strategy.

C You will find my online profile here and **I have attached my CV**. I am available for an interview at your earliest convenience.

D I am writing **to apply for** the Social Media internship advertised on the StuFutures website. I am eighteen years old and am currently preparing for my final exams. During this academic year I have also gained hands-on experience as social media manager for a local sports club, AllStars.

E As a result, I feel that **my skills and experience** make me a good candidate for the advertised position. Furthermore, I dedicate my free time to producing my own sports vlog, an experience I have also learned a lot from.

I look forward **to hearing from you** soon.

Yours sincerely,

Jessica French.

3 Read the email again. In which paragraph A–E does the writer include the following information? Sometimes more than one answer is possible.

1 her experience in a related job ___
2 her reasons for writing ___
3 her reasons for thinking she is suitable for the job ___
4 her availability for an interview ___
5 a brief biography ___
6 her relevant skills for the job ___

4 Work in pairs. Do you think Jessica is a good candidate for the job advertised in Ex 1? Why? / Why not?

STRATEGY Selecting appropriate vocabulary

When writing a formal email for a job application, use appropriate vocabulary for that industry. Look at job ads and company websites to find suitable vocabulary that describe the qualities and experience they are looking for.

Also pay attention to the style and register of the language they use and use similar language when writing to them.

5 Read the strategy. Find examples of the vocabulary and phrases used in the advert that the writer has also used in her email.

6 Read the Phrasebook. Complete the list with the phrases in **bold** from Ex 2.

PHRASEBOOK A formal covering email

Introduction
I am writing in response to your advert in …
I am writing [1]_____ … advertised in …
I am writing with reference to your advert in … for the position of …

Talking about your experience
I believe that I have [2]_____ as …
I have had a [3]_____ including …
I feel [4]_____ make me a good candidate for …

Referring to other documents
As you will see from my CV, I have …
You will find my online profile here and [5]_____.
Please find my CV attached for your consideration.

Conclusion
I am available for an interview at your earliest convenience. Should you need any further information, please do not hesitate to contact me.
I look forward [6]_____ soon.

7 Write a cover letter for one of the job adverts below. Use appropriate language from the advert and phrases from the Phrasebook.

Sports marketing internship save ♡

Part time for 6 months - €500 a month

Students! Gain hands-on experience in events marketing! We host sports events countrywide for university students.

Successful candidates will …
- create engaging social content on key platforms.
- co-ordinate and schedule marketing.
- provide customer service for university teams.

Applications are invited from students who wish to work as **camp counsellors** at a **US summer camp**. Tell us about your experiences of supervising young children and teens (e.g. sports, etc.) and tell us about any personal qualities you have that will help ensure their well-being 24/7 for a month.

3 hours ago Apply now

8 CHECK YOUR WORK Did you …
- use vocabulary from the advert and phrases from the Phrasebook?
- structure the email with an introduction, details of your experience, and a conclusion?
- check the email for spelling and grammar mistakes?

Grammar

1 Rewrite the sentences using reduced relative clauses.

1 Anyone who is affected by the situation should inform the authorities.
2 The position which he found himself in didn't allow him to fulfill his potential.
3 The website which you found has great tips on improving your online presence.
4 The people that they are hiring all have hands-on experience.
5 They only interviewed people who were already working in the field.
6 The website which is being created will attract thousands of subscribers.
7 We really hope that the person who is interviewing Anita tomorrow gives her the job.
8 They are only replying to applications which were made before the closing date.

2 Read the dialogue. Underline four phrases that can be left out by using ellipsis. Circle three examples of substitution. Say what words they substitute.

Amy What's the matter, Syed?
Syed My brother. He's asking me for help to set up his blog.
Amy He's keeping a high online profile, isn't he?
Syed It appears so. He's creating content for a new blog.
Amy Wow! I really want to develop an online presence when I finish my studies and when I finish my exams.
Syed I'd like to develop an online presence as well. You didn't go to the careers talk about networking, did you?
Amy I'm afraid not. I intended to go to the careers talk about networking, but I had to go to work.
Syed Well, there's another one next week. Maybe you can go to that.
Amy Great! Thanks for telling me. I will go to the other talk next week. It should be interesting.
Syed I expect so!

Vocabulary

3 Choose the correct answer: A, B or C.

1 My mum has done a course to improve her career ___.
A potential B prioritise C prospects
2 I love challenges and trying to push my ___.
A boundaries B experience C prospects
3 The company wants its workers to think outside the ___.
A job B box C edge
4 Max heard about the job through word of ___.
A edge B mouth C networking
5 We learned on the ___ and didn't need to go to college and do a course.
A job B edge C pitch
6 If you show a ___ and work hard, the company will promote you quickly.
A internship B networking C willingness
7 Get out of your comfort zone and try new things ___.
A about B pitch C out
8 Maryam gave herself a competitive ___ by visiting the office a day before her interview.
A job B edge C box

4 Complete the sentences with the correct form of the phrases below.

carve a niche create content define our audience
establish your reputation map out network
stand out from the crowd target demographic

1 Lily is a journalist, and she has _____ for herself by specialising in technology news.
2 Conferences are great places to _____ with people in your industry.
3 We need to _____ and make sure our advertising reaches the right people.
4 Maria _____ as an excellent worker and now she has everyone's respect.
5 Pablo has _____ a clear career plan for the next few years.
6 Everybody wants to be noticed and _____.
7 The _____ for the product is young adults between the ages of 16 and 30.
8 You need to _____ for your website that is relevant to your field and of high quality.

Cumulative review

5 Complete the article with the words and phrases below. Then shorten the clauses a–f in **bold** using reduced relative clauses or ellipsis where possible.

build credibility carve a niche fulfil the potential
online presence prioritise target demographic

How can a sports person attract sponsors? Obviously, first they need to [1] _____ [a] **that they demonstrated as youngsters** and become winners, but that is not enough. What really helps to [2] _____ is a positive image. Sponsors like sports stars [b] **who avoid controversy and** [3] _____ **winning**. Their advice to any young sports stars [c] **who would like to earn lucrative sponsorships** is, obviously, to become outstanding athletes. Those [d] **who do become outstanding athletes** will be able to [4] _____ for themselves in the sportswear market [e] **that is aimed at their** [5] _____. However, once they have contracts, they will need to keep them, and in order to do this, they will have to continue to win games. They will also have to maintain a good [6] _____ and make sure they don't do anything [f] **which is damaging to their image**. This adds up to a lot of pressure and not all sports stars can handle it.

Think & share

6 Work in pairs or small groups and discuss the questions.

1 How much effect do you think the presence of sports stars in advertising has on the sales of products?
2 Have you ever bought anything because of the connection between a brand and a sports star? Why? / Why not?

Listening

EXAM STRATEGY

When you have to match speakers to statements or summaries, it is important to listen for the general meaning instead of listening for words that match exactly. The correct answers often use synonyms to express a speaker's ideas.

1 Read the strategy above. Then read the exam task in Ex 2. Identify the key words in each statement (A–H) and think of different ways of expressing them.

2 2.07 You will hear five short extracts in which people are talking about their jobs. For speakers 1–5, choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

1 Speaker 1 ___
2 Speaker 2 ___
3 Speaker 3 ___
4 Speaker 4 ___
5 Speaker 5 ___

A It was because of family pressure that I chose my job.
B My career success is due to a number of different factors.
C It's better not to do a job just because it pays well.
D My job had a negative effect on the people around me.
E Choosing a career path for yourself can be stressful.
F The most important thing in my job is helping other people.
G My success at work is due to the support of people I have worked with.
H You have to put yourself before other people to achieve your goals.

Use of English

EXAM STRATEGY

When you do a multiple-choice cloze task, read the text first without looking at the options. Think of words that might fit the gaps, then check the options to see if any of your ideas are there.

3 Read the strategy above. Then read the exam task in Ex 4. Read the text and note down any words that you think fit the gaps before looking at the options.

4 Read the text below and choose the correct answer: A, B, C or D.

Predicting the future

It seems that all around us today, scientists, activists and politicians are making predictions about the future of our world – and sadly, much of what they are forecasting is not terribly positive. Generally, their ideas of what the future holds for us are based on statistics and models and are [1]_____ likely to be accurate. But what about some of the famous predictions from the past which [2]_____ to have come true, even though they weren't based on scientific fact? For example, one of the most famous people who [3]_____ to foresee the future was Nostradamus, a French astrologer who lived nearly five hundred years ago. Some people believe that he correctly predicted events from our [4]_____ past – in fact, some are [5]_____ that 70% of what he predicted has already happened. Others say that his ideas were not [6]_____ enough and are therefore open to different interpretations. One biographer has argued that history has a [7]_____ to repeat itself, and so Nostradamus was able to project events that had already taken place onto the future to make predictions that seem [8]_____. Still others [9]_____ modern translations of his work for being inaccurate and unreliable. Nevertheless, in the next few years, followers of Nostradamus will [10]_____ doubt be looking out for evidence of his predictions in the shape of climate change events, natural disasters and wars.

1	A despite	B therefore	C although	D however
2	A show	B resemble	C reveal	D seem
3	A claimed	B stated	C argued	D insisted
4	A latest	B recent	C modern	D new
5	A accepted	B believed	C convinced	D assured
6	A true	B correct	C right	D exact
7	A tendency	B habit	C judgement	D reputation
8	A genuine	B realistic	C sensible	D practical
9	A analyse	B examine	C criticise	D explain
10	A no	B any	C some	D little

Reading

EXAM STRATEGY

In *True, False or Not Given* tasks, you need to find clear evidence to support a true or a false answer. Where there isn't any, choose 'Not Given', whether or not your common sense or general knowledge agrees or disagrees with the statement.

5 Read the strategy above. Then read the exam task in Ex 6 and statements 1–8, but not the text. Mark any statements which you think are true or false. When you do the task, find evidence to support your answers or choose 'not given' (NG).

6 Read the article about how to choose a career. For each statement 1–8, write true (T), false (F) or not given (NG).

Choosing a career

Choosing which career path to follow can be one of the most important, but also one of the most challenging decisions that we have to make in life. With so many job options out there, it can be overwhelming and confusing for many people. It's important to keep in mind not only what you want, but also what is realistic. Everyone wants a career that they can enjoy, but there are other important factors that come into play, such as what level of salary you are aiming for, what qualifications and experience you will need and whether it's a career that offers job security. Location may be another consideration for some people. It's useful to prioritise your goals early on so you can narrow down your options.

A good starting point is to think about the type of person you are and which careers would suit your skills and interests. Identifying which school subjects you most enjoyed, and why, may be more important than which ones you did best in. But it's important to be honest and recognise your strengths and weaknesses – a passion for a particular subject won't necessarily translate into a successful career for you. You also need to think about what you want in both the short and the long term. There may be many different ways to reach your career destination, and this will differ from job to job. Do you need to go to university to get appropriate qualifications or could you begin with a junior position and learn on the job?

Some people find that using the services of a professional careers analyst can be beneficial. There are many companies that offer a range of assessment techniques. These may vary depending on whether you're a school leaver, someone in your 20s or 30s looking to develop their career, or a more mature person perhaps looking for a change of profession. As well as one-to-one counselling consultations with careers experts, you may be asked to take some psychometric tests. These are designed to help the advisors build an accurate profile of your personality, interests and values, as well as your strengths and weaknesses. They may also look at more practical aspects related to your personal situation, for example any health issues or personal commitments to family members. Psychometric tests can also measure your ability in certain areas – these may include how well you work with numbers, how you approach and deal with different situations, and how thorough you are in checking for errors in your work. Not only can these kinds of tests help individuals focus more clearly on their own future plans by making informed decisions, they are often used by employers to measure a candidate's suitability for a particular role.

1 When choosing a career, you should find a balance between your desires and practical considerations. ___
2 The jobs that are most highly paid are usually found in particular parts of the country. ___
3 It's natural that students do better at school in the subjects they are most interested in. ___
4 Just because someone has a particular interest doesn't always mean they should pursue it as a career. ___
5 Planning for the future is more important than your immediate goals. ___
6 Careers analysts can offer advice to people at different stages of their careers. ___
7 Most psychometric tests are concerned with your relationships with other people. ___
8 Some companies only employ people who can demonstrate they have taken psychometric tests. ___

Speaking

EXAM STRATEGY

In a discussion task, encourage your partner to contribute by asking questions to prompt them, e.g. *Do you agree?* You can also reword your last statement as a question e.g. *Do you think that exam results are important?*

7 Read the strategy above. Then read the exam task in Ex 8. Think of at least one question you could ask your partner about each thing.

8 Work in pairs. You are going to discuss how different things can affect someone's plans for their future life. Discuss what effect these things can have on someone's plans, and decide which two are the most important.

- family and friends
- exam results
- hobbies and interests
- health and fitness
- education

Writing

EXAM STRATEGY

In an article, you need to cover all of the points specified in the task. Think of ideas that you could mention for each of the points. Then organise your writing into paragraphs, one paragraph for each of the points in the task.

9 Read the strategy above. Then look at the exam task in Ex 10. Make notes for each of the points you must cover and organise them into paragraphs before you start writing.

10 You see this advert in an international magazine.

Articles wanted

Tell us about an important goal you would like to achieve. What is your goal and when do you want to achieve it? Why is it important to you? What do you need to do in order to achieve it?

We'll publish the best articles next month.

Write your article.

3 Influencing attitudes

VOCABULARY
Exercising influence
Asking the right questions

GRAMMAR
Advanced passive structures
Passive reporting structures

LISTENING
Presentation about rebels

READING
Online article about the age of responsibility

GLOBAL SKILLS
Mediating

SPEAKING
Reaching an agreement

WRITING
An opinion essay

VISION 360°
Decisions, decisions

VOCABULARY BOOSTER P122
GRAMMAR BOOSTER P136–137



Exercising influence

1 THINK & SHARE Work in pairs. Discuss the questions.

1 Which three people do you think have the most influence on you at the moment? How do they influence you?
2 Why do you think some people's influence becomes stronger or weaker as we get older?
3 What influence do you think you have on others? What is your relationship with these people?
4 Which current public figures influence young adults? What is your opinion of the influence these people have?

2 3.01 Watch or listen to the vlog. Answer the questions.

1 Who does Darius have a problem with at the moment?
2 What exactly is the problem?

3 3.01 Watch or listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Kaya offers some detailed advice on conflict resolution.
2 Her advice is highly relevant and appropriate to Darius's situation.
3 Darius is grateful and wants to follow Kaya's advice.
4 Amira agrees that Darius's parents are being unreasonable.
5 By the end, Darius may be coming round to his parents' point of view.

4 Work in pairs. What is Amira's solution to Darius's problem? What other advice would you give Darius?

5 a REAL ENGLISH Match 1–5 with A–F.

If you say ...

1 **'That's easy for you to say!'** to someone,
2 you are **on bad terms** with someone,
3 someone is **in the driving seat**,
4 you're **going through a bad patch**,
5 **'Tell me about it!'** to someone,

you mean ...

A they are in charge or control of a situation.
B you have had a similar experience.
C you don't have a good relationship with them.
D their advice would be difficult for you to follow.
E you are experiencing a lot of problems during a short period of time.

b Think of situations where you might use each of the phrases in Ex 5a. Tell a partner.

6 VOCABULARY Work in pairs. Read the article and answer the questions about the highlighted words and phrases.

1 Which words or phrases mean working together to find a solution?
2 Which words or phrases describe an argument or disagreement?
3 Which words or phrases involve a result or consequence of an action or event?

New article • 2 hours ago

The MY HERO Project

Tired of the influence of superficial media heroes, the MY HERO project was started in 1995 by a group of friends who wanted to showcase the work of real heroes: people who rise to real challenges and work to end disputes and promote collaboration; who avoid violent solutions and prioritise compromise that give both sides some of the things they want. Today, the project promotes hundreds of heroes that work to end unfair and unjust situations all around the world. Here are just a few:

- Teenager Valerie Weisler set up the antibullying organisation The Validation Project as the result of her experiences of confrontation with school bullies. The outcome? The organisation has now helped 40,000 students in 105 countries.
- After suffering hunger, homelessness and other side effects of war in Liberia, West Africa, Kimmie Weeks set up the Youth Action Network, an organisation dedicated to helping children affected by violence.
- Teacher Erin Gruwell successfully encouraged students at a tough school in Los Angeles to express and solve differences of opinion with a pen and paper instead of fighting.

7 VOCABULARY Match the **bold** words and phrases in the questions with definitions A–G below.

1 What rules are **non-negotiable** and can't be changed in your family?
2 Do you know anyone who's particularly **accommodating** and happy to fit in with what other people are doing?
3 Have you recently given anyone any **assurances** so they feel happier about what might happen, or what you might do, in the future?
4 Who of the people you know has the strongest sense of **fairness** and always tries to make sure no-one gets treated badly?
5 Who likes to avoid conflict and tries to find **common ground** with someone they have a difference of opinion with?
6 Who helps you most with the basic things you need in life? Do you think this **dependence** is a good thing or a bad thing in your relationship?
7 In what areas of life do you feel you have more **autonomy** to make your own decisions without being limited by other people?

A a need for help and support
B areas that they might agree on
C ability to act without being controlled by anyone else
D not open for discussion
E said something to someone to help them feel less worried
F the need to treat people equally
G willing to help and do things for others

8 THINK & SHARE Work in pairs. Ask and answer three of the questions in Ex 7. Give reasons for your answers.

9 Work in pairs. Think about the advice Kaya gave in the vlog and look at the words and phrases in Ex 6 and 7. Choose three words or phrases which you think are the most important factors when settling a dispute.

10 3.02 Listen to Kaya's teacher from the conflict resolution course introducing the topic. What does she say are the most important factors? Did you choose the same key words?

11 THINK & SHARE Work in pairs. Read the three problems. Choose one problem and discuss how best it could be resolved.

- You want to attend a weekend music festival a week before your final year exams, but your parents are against the idea.
- Your head teacher has decided to introduce a ban on mobile phones in school.
- Your local council is planning to sell the land where your basketball club plays to a supermarket chain.

Advanced passive structures

1 THINK & SHARE Work in pairs or small groups. Read the text. Do you agree that phones should be banned from schools? Why? / Why not?

Mobile phones: a bad influence?

A BBC report revealed that students had not been allowed to use phones in French schools for some time and that [1]a ban was being considered in other countries as well. The French ban prohibits the use of phones at school for all students younger than 15. At the time of the French ban, the UK Education Minister appeared to approve. When [2]he was repeatedly asked about the use of mobile phones in UK schools, he replied that [3]they should not be used during the school day, even as a study device, although he recognised that schools should set their own policy. However, [4]the minister's comments were not approved of by some teachers. They believed that [5]the many teachers who use phones as a study device can't have been interviewed by the Department of Education. [6]Many useful teaching materials are presented to students through digital devices, including phones, and [7]numerous teachers denied that phones being used in class was a problem. So, perhaps [8]a controlled use of mobile phones in schools needs to be considered?

2 Work in pairs. Look at the underlined passive forms in the text. Discuss how you could change them to the active form, e.g. *Other countries were considering …*

3 Look again at the underlined passive forms and match them to the passive structures below.

Advanced passive structures

A present modal	E verb + dependent preposition
B past modal	F verb + two objects
C *-ing* form	G past continuous
D infinitive	H passive + adverb

GRAMMAR BOOSTER P136

4 Complete the second sentence with the correct passive structure so that it has the same meaning as the first.

1 We need to avoid confrontation at all costs.
Confrontation _____.
2 Will they be announcing the date soon?
_____ the date _____?
3 The club welcomed the new members enthusiastically.
The new members _____.
4 While they were giving the speeches, we waited outside.
While the speeches _____.
5 My dad said he couldn't rely on me to look after the house.
My dad said I _____.
6 Tom didn't remember the woman shouting at him.
Tom didn't remember _____.
7 The council can't have agreed on a compromise.
A compromise _____.
8 They're going to give the workers a pay rise.
The workers _____.

5 Read the example sentences (A and B) and answer the questions.

have + object + past participle

A He had his report printed out by an intern.
B They had their house broken into.

1 Which sentence talks about a bad experience?
2 Which sentence talks about something that we arrange for someone to do for us?

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6 Complete the responses with *have* + object + past participle and the words in brackets.

1 A Who confiscated your phone? The Maths teacher? (the Head)
B No, I had it …
2 A Who usually checked the forms for you? the captain? (the coach)
B No, we usually …
3 A Oh no, how did they steal your phone? Was it in your pocket? (from my bag)
B No, I …
4 A Who usually cuts your hair? The hairdresser's on your street? (the new hairdresser's in the shopping centre)
B No, I usually …

7 Look again at the sentences you wrote in Ex 7. Which describe a) a bad experience or b) an arrangement?

8 Work in small groups. Turn to page 150. Discuss the questions.

9 3.03 Listen to the book review. Answer the questions.

1 When did Sun Tzu write *The Art of War*?
2 What kind of advice did he give?
3 Do people still follow it today? Why? / Why not?
4 What are the key characteristics of a good general according to Sun Tzu's teachings?

10 3.03 Complete the sentences using an advanced passive form. Listen again and compare your answers.

1 Sun Tzu's advice about fighting wars _____ (still / use) today.
2 He believed that a conflict _____ (should / never enter) into before all possible solutions _____ (totally / exhaust).
3 The greatest victory in war is when an enemy _____ (can / defeat) without actually having to fight.
4 Generals who know when a battle needs _____ (fight) and when it doesn't are the most successful.
5 Generals who failed to support their soldiers _____ (not / approve of) by Sun Tzu.
6 However, he also believed in the importance of iron discipline _____ (use) to control them.
7 Opponents _____ (should / always / offer) a way of escaping.

11 THINK & SHARE Work in pairs. Write some rules for a book called *The Art of Getting Along*. Use passive structures in your sentences. Compare your sentences with the class.

All opinions are to be respected.

Rebels


Jo, Little Women


Robin Hood


Katniss Everdeen, *The Hunger Games*

1 Work in pairs. Look at the photos, then make a list of famous rebels in literature, music, cinema and TV series. What characteristics do they have in common?

STRATEGY Strategic scanning

When you listen to a talk or discussion, you may have to listen for a specific theme or specific themes within the wider topic areas of the talk or discussion. To help you hear the details connected to the theme, take notes as you listen. Use your notes to write a summary of what the speaker said.

2 3.04 Work in pairs. Read the strategy. Listen to the introduction of a presentation about rebels. Each of you listen and take notes about your topic below. Use your notes to summarise what the speaker said for your partner.

Student A: The way rebels are portrayed in fiction

Student B: What happens to rebels in fiction and why

3 3.04 Listen again. Listen for the four themes below. Complete the notes on what the speaker said.

1 autonomy	affects _____
2 confrontation	with _____
3 outcome	isn't _____
4 objective	to warn _____

4 THINK & SHARE Work in pairs. In what circumstances do you think it might be good to be a rebel? Why?

5 3.05 Listen to the next part of the presentation. Which of the speaker's reasons are similar to yours and which are different?

6 3.05 Listen again. Choose the correct answers: A, B, C or D.

1 What might be a consequence of studying our routines?
- A We make more time for creative thinking.
- B We have less time for other activities.
- C We carry out routines more effectively.
- D We start carrying out routines automatically.

2 What will stop you from developing your ideas?
- A Not taking part in training for debates.
- B Meeting people who don't think like you.
- C Staying within your social group.
- D Spending too much time arguing.

3 What do rebels think gives them a competitive edge?
- A Believing in stereotypes.
- B Working with others.
- C Making quick judgements.
- D Following rivals.

4 What do rebels avoid doing?
- A Trying to appear well-informed about something when they aren't.
- B Depending on others to learn about how to do things.
- C Revealing their strengths to others to help them progress.
- D Displaying weakness in front of people they don't know.

5 What do rebels do so that they can be innovative?
- A Become experts in new and exciting techniques.
- B Gain knowledge in all subject areas.
- C Ignore the way things have been done before.
- D Study what they are interested in carefully.

6 How does the speaker end the talk?
- A She summarises what the word 'rebel' means to her.
- B She compares her image of 'rebel' with the 'rebel' that appears in fiction.
- C She admits that the word 'rebel' has many meanings.
- D She explains that her image of 'rebel' is someone who won't compromise.

7 MEDIATION Your teacher has asked you to write a profile of a rebel. One of your classmates was ill and missed the presentation. Write a short message to her briefly summarising the five areas mentioned.

Hope you're feeling better! Here's a short summary of the main points. I hope it's enough! If you need any more information, just let me know!

8 THINK & SHARE Work in pairs. Discuss how the different groups of people below are pressurised to behave and think in a particular way. Think of ways people can rebel against this pressure.

people in their thirties teenagers the elderly
young adults starting careers young children

9 Work in groups. Decide which group might find it most difficult to rebel and why. Share your ideas with the class. Did you all choose the same group of people? Why? / Why not?

Asking the right questions

1 THINK & SHARE Work in pairs. Answer the questions.

1 Why do we sometimes feel embarrassed to ask questions?
2 How do you feel about asking questions in these situations?
- asking a teacher to repeat something
- asking for directions in the street
- asking a question in a foreign language
- asking your parents for a favour

3 How can you make a question more polite in your language and in English?

2 Work in pairs. Read the forum post. In what kind of situations do you think the question techniques would be useful? Why?

3 VOCABULARY Check the meaning of the highlighted words and phrases in the forum post. Match the words and phrases to the three categories.

1 related to questions and ways of questioning
2 related to or describing negative reactions or behaviours
3 positive traits or behaviours

4 VOCABULARY Complete the descriptions using the correct form of the words and phrases in brackets.

Think of someone you know, or know of (they could be a fictitious character), who:

1 ... is very _____, knows how to _____ and is easy to _____. (open up to / build rapport / approachable)

2 ... _____ about boring topics _____. (in depth / drone on)

3 ... is _____, listens _____ and asks _____ questions. (attentively / pertinent / inquisitive)

4 ... is worried about _____, tends to be _____ and often _____ when asked personal questions. (stonewall / evasive / a loss of face)

5 ... is good at _____ important issues, and following up a _____ with great _____. (line of enquiry / effectiveness / probe into)

5 Work in pairs. Think of people to match the descriptions in Ex. 4. Ask follow-up questions, both open-ended and yes/no questions, to find out more about each person.

6 THINK & SHARE Work in pairs. Decide what questions you would prepare to ask in three of the following situations.

- a job interview (the interviewee)
- a college / university interview (the interviewer)
- asking for a loan from your parents (your parents)
- asking a teacher to extend the deadline for a project (the teacher)
- an interview for a volunteer post (the interviewee)

7 Work in new pairs. Explain why you would ask the questions from Ex 6.

FORUM > latest posts ...

THE POWER OF QUESTIONS



Albert Einstein said, 'question everything', but an article entitled *It Helps to Ask* published in *The Journal of Personality and Social Psychology* in 2019 reported that various studies show we don't ask enough questions. Furthermore, research by the London Business School and the University of North Carolina discovered that job interviewers were said to have remarked that interviewees ask too few questions. Job candidates, the interviewers said, drone on about their own accomplishments and fail to ask pertinent questions about the position on offer.

So why do we ask so few questions? It has been suggested that people, especially those in authority, feel they suffer a loss of face by asking questions. Yet studies show that bosses who are inquisitive about their workers and what they do, create productive environments. Good questioners are more approachable and they improve their own and other people's effectiveness.

So, how should we ask questions? Fortunately, there are a few books available, such as Warren Berger's *Beautiful Questions* and Gregory Stock's *The Book of Questions*, that will show you how. However, if you haven't got time to read them, here are a few of our own tips.

- **Engagement**

To get people to talk in depth, accompany your questions with positive facial expressions and body language. People will only open up if you listen attentively.

- **Open-ended questions**

When people are asked to comment on difficult topics, they might be evasive or even stonewall and avoid answering. In this case, avoid direct questions that ask for specific information and use open-ended questions that help build rapport between the two of you.

- **'Yes' or 'No' questions**

When you have to probe into something and need specific answers, use direct 'yes' or 'no' questions first. Continue your line of inquiry with detailed follow-up questions that are open-ended and encourage your partner to expand on their answers and offer opinions.



Passive reporting structures

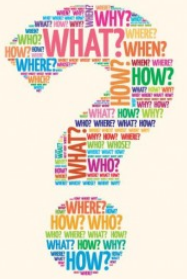
1 THINK & SHARE Work in pairs. Think of an interesting question to ask about each topic. Compare your questions and decide which are the most interesting. What makes one question more interesting than another?

influencers mainstream media
mobile phones social media

2 Read the article. What information about asking questions most interests / surprises you?

< News stories

Asking the right question



Google the words 'ask the right question' and you'll realise how much has been written on the subject. [1]It has been claimed that being able to ask a good question is sometimes more important than finding an answer. And the way you ask your question can often be the key to getting the answer you want.

The 18th-century French writer and philosopher Voltaire [2]is believed to have said 'Judge a man by his questions rather than his answers', and this quote is still relevant today. Wise people ask wise questions. And all great discoveries throughout history started with an unanswered question. Asking the right questions has always been central to our development as a species.

It has also been suggested that the all-important skill of question-asking is one we lose practice in as we get older. [3]Young children are said to be far more inquisitive than adults or teenagers. Their brains [4]are reported to be bubbling over with an average of 400 questions a day! This number drops off very quickly as we get older, and we risk losing the ability to be creative and to innovate.

One of the best ways to keep our brains young and our cognitive skills sharp is to keep asking the right questions, ones that open our minds and help us grow as individuals and advance as a society.

3 Match the underlined structures 1–4 in the article to the passive reporting structures A–D below.

Passive reporting structures

We can use the passive form of reporting verbs to report people's general beliefs, as well as specific requests, offers, questions, etc. There are different types of passive reporting structures:

A *it* + passive + *that* clause
B subject + passive + simple infinitive, e.g., *to be*, *to have*, to refer to habitual actions and general states
C subject + passive + continuous infinitive (*to be* … *-ing*) to refer to actions and events in progress at the time of speaking
D subject + passive + perfect infinitive (*to have* + past participle) to refer to complete actions in the past.

GRAMMAR BOOSTER P137

4 Complete the sentences with the correct passive reporting structures. Use the verbs in brackets.

1 It _____ (suggest / ask) the right questions is one of the most difficult skills for a new teacher to develop.
2 Teaching training institutions _____ (report / work) on new training techniques that foster creative question-asking skills.
3 The right questions _____ (believe / support) and encourage independent learning.
4 Using the right questioning techniques _____ (report / make) a noticeable difference in students' progress in a number of past studies.

5 Work in pairs. Rewrite each sentence using two different passive reporting structures.

1 People believe that we have failed to ask the right questions
It is believed that we have failed to ask the right questions.
We are believed to have failed to ask the right questions.
2 They expect a line of enquiry to start soon.
3 They believe that the media are questioning the politician's activities.
4 The workers claim that the owners have given them assurances that they will address the issues.
5 The sponsors suspect that the researchers have been asking the wrong questions.
6 She alleges that the opposition have been stonewalling her questions.

6 3.06 Listen to a short profile of Professor Alan Duffy, astronomer and popular science communicator. Complete the sentences with a passive reporting structure using the verbs in brackets and choose the correct information in **bold**.

1 Alan Duffy _____ (report / ask) a lot of interesting questions by **schoolchildren** / **university students**.
2 The question about temperatures in space _____ (say / raise) by scientists in the **8th** / **18th** century.
3 It _____ (suggest) that as each 'simple' question was answered, new **answers** / **questions** emerged.
4 It _____ (say) that **Einstein** / **Hawking** developed his theory of **relativity** / **black holes** by asking similarly simple questions.
5 Duffy _____ (report / use) supercomputers to explore complex questions about detecting **dark matter** / **our galaxy**.

7 THINK & SHARE Work in pairs. Think of some interesting questions you'd like to ask. Explain why you'd like to ask them and discuss how you might find the answers.

I'd like to know the answer to the question from Ex 6: 'If the sun is so hot, why is space so cold?

Understand an online article about the age of responsibility.

Gaining independence

1 THINK & SHARE Work in pairs. Discuss the questions.

1 In your country, at what age do you think you can do the things in the photos?
2 What do you think the arguments are for introducing age restrictions for some activities?

2 3.07 Work in pairs. Read the article. Which laws do you find the most surprising? Why?

STRATEGY Summarising

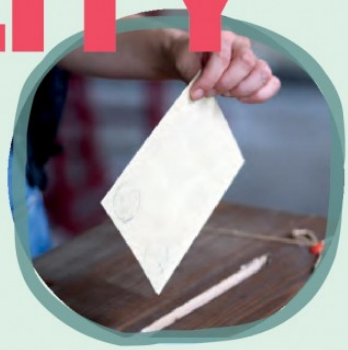
When we summarise a text, we become more aware of how it is organised. We can also find the main and supporting ideas more easily.

1 Underline the main points in each paragraph. Ignore any insignificant facts, descriptions or opinions.
2 Rewrite the main points in your own words as briefly as possible and stay within the word limit if there is one.

3 a Work in groups of three. Read the strategy. Each write a brief summary of one paragraph.

b Read each other's summaries and make suggestions for any necessary improvements.

THE AGE OF RESPONSIBILITY



For many teenagers around the world, becoming 18 is a big deal. It's the age of maturity in most countries, the age when teens officially become adults and, in theory, gain more autonomy and start to take responsibility for their own actions and decisions. The reality, however, is that some rights and obligations can be experienced for the first time earlier or later in life, depending on where you live. In this week's blog, we look at rules around the world that citizens elsewhere might find unusual to say the least!

TECHNOLOGY

Society believes teens are responsible enough to have and use smartphones, except for in one place: the classroom. Although digital technology in the form of tablets, laptops and interactive whiteboards has been welcomed into classrooms around the world and helped many teens to continue schooling from home during the Covid-19 pandemic, the use of mobile phones in schools is still seen by many as a distraction. This is the case in France, where the Ministry of Education decided to ban students from using mobile phones whenever they were on school grounds. Students in different regions of Australia have also been told to leave their phones at home, unless teachers explicitly require them for an activity. The authorities in France claimed that their non-negotiable position on phones had been decided upon when attempts to limit students' use of phones in class had failed. Furthermore, both the French and Australian authorities pointed to research such as a Spanish study, Banning mobile phones at schools, that demonstrates that a strict no-phone policy might have a very positive side-effect: better exam results.



TRANSPORT

All over the world, some young people under a certain age are prohibited from taking part in particular activities because there is a much greater chance of something going wrong. However, when it comes to driving a vehicle, there are a number of curious anomalies about when teens can first drive. The minimum age for driving a car in some states in the USA stands in stark contrast with the rest of the world, where you usually need to be at least 17 or 18. In Alaska, Idaho, Iowa, Kansas and North and South Dakota, a 14-year-old can get behind a steering wheel and drive on their own. Curiously, US car rental companies take a tougher stance on minimum age requirements and make it difficult for anyone under 25 to rent, for fear of their cars being involved in accidents. According to the European Union Agency for Fundamental Rights, the only 14-year-old Europeans to enjoy the same freedom to use motorised vehicles live in France, Italy, Poland, Portugal, Estonia, Latvia and Hungary, but they are only allowed to ride mopeds not drive cars at this age. UK teenagers have to wait a further two years before they are permitted to ride a moped, but they do have other options. Fourteen-year-olds can fly a glider on their own, and once they get to 16, they can fly solo in a small aeroplane!





4 Read the article again. Choose the correct answers: A, B, C or D.

1 What is the writer's main point in the first paragraph?
- **A** Turning eighteen isn't regarded as important in many countries.
- **B** Rules about when you can do something for the first time vary from country to country.
- **C** Most teenagers legally gain rights and autonomy at around the same age.
- **D** Most countries put restrictions on what 18-year-olds can do, even though they are officially adults.

2 Why did the French Ministry of Education decide to ban mobile phones?
- **A** The teachers requested the ban.
- **B** Teachers failed to use them in lessons.
- **C** It was part of a ban on all technology.
- **D** The students were not co-operative.

3 What does the writer use the examples of teens using vehicles to demonstrate?
- **A** Many 14-year-olds around the world can drive cars on their own.
- **B** There are different opinions about what type of motorised vehicles young teens can use.
- **C** The minimum age for driving a car should be fourteen years old everywhere.
- **D** Most countries control two-wheeled transport more strictly than four-wheeled.

4 What do the examples of the US 'home alone' laws suggest?
- **A** The people making the laws used different criteria to arrive at their decisions.
- **B** Not enough states in the USA have passed 'home alone' laws.
- **C** US teenagers are generally less mature than their European peers.
- **D** The ability of a child to act responsibly varies from place to place.

5 What, according to the text, does the average age for leaving home in the EU suggest?
- **A** Countries should raise the legal age for leaving home to 26.
- **B** Adults under 26 are not mature enough to leave home.
- **C** The law has little effect on young adults' decision to leave home.
- **D** The law makes teens think carefully about when to leave home.

5 VOCABULARY Replace the underlined words with the correct form of the highlighted phrases from the article. Make any other necessary changes.

1 The government has decided to adopt a stronger position on the sale of fireworks to children.
2 You should consider the possible results of the decisions that you make.
3 His opinions are very different from my views on the issue.
4 You'll have more possibilities of passing your driving test if you practise more.
5 Has it forced you to seriously reconsider whether you really want to take this risk?
6 We should all deal with the results of our actions.

6 THINK & SHARE Work in pairs. Answer the questions.

1 What do you think is the right age to do the activities mentioned in the article?
2 Are there any activities that don't have any age restrictions that you think should? Why?
3 How do you think the lives of people under eighteen today compare with the lives of people under eighteen a hundred years ago?

HOME LIFE

An increasing number of states in the USA are passing laws that control at what age parents can leave their children at home alone, although there are clear differences of opinion about when children are old enough to be responsible for themselves. The state of Illinois believes children's dependence on their parents means they shouldn't be left at home alone until they are 14, while the state of Kansas thinks children aged 6 and over can be left alone for short periods of time. Few European countries have passed 'home alone' laws, but they do regulate when teens can leave home and become independent. Most countries set the age for moving out at 18, although the UK believes 16-year-olds are mature enough to move out without parental permission. However, deciding when you are ready to take an important step in life is not just a question of taking the law into account. Most young adults in the European Union are aware of the consequences of living alone and one of them, having to pay for your own food and accommodation, makes most teens think twice about making the move. According to a Eurostat survey (*When do young people leave the nest?*) the average age for leaving home in the EU is 26.





Understand and discuss how to use mediation to resolve arguments and conflicts.

Mediating

1 Work in pairs. Answer the questions.

1 Which of the issues below have you argued about recently with family and friends?
2 How did you resolve the issue?

borrowed items clothing fairness mealtimes
meeting places and times messy bedroom money
promises school and homework staying out

2 3.08 Listen to a conversation about solving conflicts. Which two types of conflict below don't they mention?

- arguments between students and teachers
- problems between employers and employees
- conflict between parents and children
- international disagreements
- political disagreements

3 3.08 Listen again. Answer the questions.

1 What has Bako been arguing with Marius about?
2 What has Marius been complaining to Alex about?
3 According to negotiation expert William Ury, what is the first step to take to resolve an argument?
4 What is the third side?
5 What do the two sides in a negotiation need to agree on?
6 What should you always keep separate in an argument?

4 Read the text. Match the titles to the paragraphs. There are two titles that you don't need to use.

Get people to sit down together How to be a mediator
Insist on peaceful exchanges Let them find an answer
Set clear guidelines Talk to them individually

5 THINK & SHARE Work in pairs. Answer the questions.

1 Do you think William Ury's advice about mediation would work for all personal conflicts? Why? / Why not?
2 What are the possible difficulties of being the third side in an argument between friends? What might happen?

6 VOCABULARY Complete the sentences with the correct form of the highlighted words and phrases in the text.

1 Your objective as a mediator is to _____ so that the situation improves, and a solution can be found.
2 Although the two sides have _____, they may be able to find a compromise.
3 Until you discover what is _____ the issue, the two sides won't find a solution.
4 She acted as _____, taking messages from one side to the other.
5 His negative comments only _____ and made resolving the conflict even more difficult.
6 Begin the meeting by _____ about what the participants can and can't do during the meeting.

7 Complete the sentences so that they are true for you.

1 When friends are involved in a conflict, I usually …
2 The good thing about this tactic is …
3 I now realise that the bad thing about this tactic is …
4 In the future, I'll try to …

8 THINK & SHARE Work in small groups. Compare your sentences in Ex 7. Which tactic or tactics will you try to follow in the future? Why?



Mediation to resolve arguments and conflicts

1 _____

William Ury has worked as a negotiator, advisor and mediator in conflicts all over the world. His strategy The Third Side encourages us to all be mediators. Ury says a mediator doesn't decide who is right and wrong, but gets the two sides to listen to each other, find out what is at the core of the dispute and resolve the conflicting interests.

2 _____

Encourage the two sides to meet. If they are not ready to meet, act as a go-between, meeting with both sides separately and keeping the other side informed of progress.

3 _____

When the two sides do finally meet, establish some ground rules. For example, allow only one side to get angry at a time. The other person must listen, knowing that they will be able to express their emotions later. This will allow each side to express their feelings without escalating tensions.

4 _____

If possible, the two sides should suggest solutions, not the mediator. However, the mediator can advance the process, if necessary, by proposing solutions for the two sides to think about. The mediator should encourage the two sides to develop their suggestions. The mediator should also summarise the plan or agreement that was reached.

Reaching an agreement





1 THINK & SHARE Work in pairs. Look at the photos and discuss the questions.

1 Why might someone not be happy about photos a friend posts on social media?
2 What kind of issues might an intern want to raise with their employer?

2 3.09 Listen to two conversations. Answer the questions.

1 What was the problem in each case?
2 What agreement did they reach?

3 3.09 Listen again. Complete the sentences in the Phrasebook.

PHRASEBOOK Reaching an agreement

Raising an issue tactfully
I'm sorry to [1]_____ you, but …
I think we need to …
I didn't want to [2]_____ this up, but …
I'm afraid that we really have to discuss …

Acknowledging other opinions
You're quite right. I hadn't thought of that.
By and large, it's a step in the right direction.
That's not exactly what I had in [3]_____.
That sounds like it would be [4]_____.
Yes, I'd go along with that.

Suggesting solutions
What if we … ?
We're [5]_____ to …
Would you be [6]_____ if …
I was hoping you'd [7]_____ …

Confirming agreement
Are you [8]_____ with that?
Are we all on the same page?
So what you're saying is …. Am I right?
Could we say we've [9]_____ an agreement?

STRATEGY Being polite and diplomatic

There are many situations when we need to be polite. In English, this often means avoiding saying things too directly. To do this, we can use:

- modal verbs, e.g. *may*, *might* and *could*
- conditional forms, e.g. *If we …*, *It would be a good idea if …*
- adverbs to soften criticism, e.g. *not quite correct*, *a little too late*, *not exactly what I was saying*
- polite expressions, e.g. *I'm sorry*, *I'm afraid*, etc.
- negative questions, e.g. *Wouldn't it be better to …*, *Don't you think that …*

4 Work in pairs. Read the strategy, then turn to page 150. Make changes to the conversation so that it is more polite and diplomatic. Use phrases from the Phrasebook.

PRONUNCIATION Stress in sentences

Where the stress is placed in a sentence shows the emphasis of the speaker, e.g.
I *think we need to talk.*
I ***think*** *we need to talk.*
I think ***we*** *need to talk.*

5 3.10 PRONUNCIATION Read the Pronunciation box. Listen to the sentence being read three times. Which word is stressed each time? Match the stress to its function A–C.

A emphasising whose opinion it is
B suggesting an action
C emphasising who needs to talk

6 a Work in groups of three. You are going to act out a conversation. Before you start, read the situation and the instructions for your part. Prepare your arguments.

Situation: Student A works at a restaurant at the weekends, but they aren't happy with the fact that the restaurant always pays their salary late. Student A decides to talk to the manager (Student B) about improving the situation. Student C overhears the conversation and tries to help.

Student A: You were under the impression that your salary would be paid on Saturday every week, but recently the payment hasn't been coming through until Monday. This is making it difficult for you to budget and you often don't have enough money to go out after work on Saturday night.

Student B: The payments are all made on Saturday morning, but some banks take longer to process the transfer. Nobody else seems to be unhappy with the situation and you don't want to change it. You think Student A is being unreasonable.

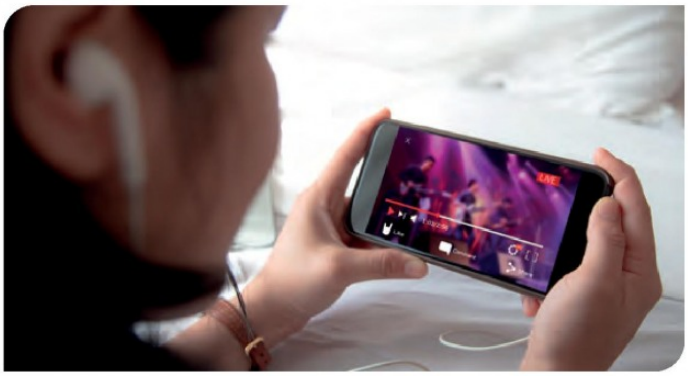
Student C: You think there may be a possible compromise. Maybe the payment could be made earlier, or Student A could be given a cash advance at the end of their shift on Saturdays?

b Act out the conversation.

7 REFLECT Discuss these questions in your group.

1 Was it difficult to find a solution?
2 How polite and diplomatic were you?
3 Who had the most difficult role to play? Why?
4 Did you use any phrases from the Phrasebook?

An opinion essay



1 THINK & SHARE Work in pairs. Discuss the questions.
1 How do you listen to music?
2 Is there a difference between stealing an album from a shop and downloading it free from the internet? Why? / Why not?

2 Read the opinion essay. Which paragraph (A–D) mentions the following?
1 The writer's suggested solutions to the issue.
2 An argument that takes a different point of view.
3 An overview of the current situation and what the writer thinks it is.
4 An argument for why something should be done about the situation.

Should we download or stream without paying?

A **It is widely known** that creative work is protected by copyright in most countries and yet illegal downloading and streaming is reported to be on the increase. Although the authorities have cracked down on media piracy, **studies have shown** that these measures have limited effectiveness in reducing these illegal activities.

B When someone takes a film, album or video game from a shop without paying, we accept that they are stealing. **According** to people in the entertainment industry, downloading or streaming their products without paying is exactly the same thing: a crime. The fear of having a criminal record is a powerful deterrent and this should extend to depriving entertainers from earning an income.

C Nonetheless, the entertainment industry's views are just one side of the story. **It seems to me** that there is a contradiction here. Nobody suggests that a person shouldn't be able to lend the hard copy of a film, album or book that they own and so **on the whole I agree** with the opinion that people should be able to do the same with the digital content they possess.

D **All things considered, it's** clear that we should always pay for what has been created by others and stealing is always wrong. Still, the entertainment industry could find a compromise and thus ensure that media piracy is much less attractive by offering packages of their content at reasonable prices. **In my view, the outcome** would be a fall in illegal streaming and downloading and an increase in sales.

3 Work in pairs. Do you agree with the writer's conclusions? Why? / Why not?

4 Read the Phrasebook. Add the phrases in **bold** from the opinion essay.

PHRASEBOOK Opinion essay

Expressing other people's opinions or evidence
1 _____ / believed that …
Some people claim … would / wouldn't …
2 _____ that …
3 _____ to …
It has been demonstrated / shown / etc. …

Expressing your own opinions
4 _____ that …
5 _____ with the opinion that …
It's clear to me that …

Expressing concluding opinions
For this reason, I believe that …
6 _____ clear that …
7 _____ would be …

STRATEGY Generating ideas

When you write opinion or for and against essays, you should offer the reader evidence that supports your point of view and avoid making assumptions. Make a list of popular opinions, the reported experiences of people that you know and information on the topic that you have read. Then select the ideas that you think best support your hypothesis.

5 Work in pairs. Read the strategy. Then read the statements below and choose one as the topic for an opinion essay. Brainstorm ideas about the topic that are in favour, against or neutral.

"Climate change is the biggest problem we face today."

"Exams aren't the best way to test academic performance."

"Technology makes us more alone."

"Modern culture is damaging childhood."

6 Write your opinion essay.
1 Decide on your opinion about the topic.
2 Make notes about the current situation for your introduction.
3 Use the statements in Ex 5 and your own ideas to state your opinion.
4 Plan your conclusion that makes suggestions for what you think should be done in the future.

7 CHECK YOUR WORK Did you …
- organise your work into clear paragraphs?
- use some phrases from the Phrasebook?
- use some advanced passive structures?

Grammar

1 Use the words in brackets to complete the sentences with passive structures.

1 When you _____ (ask / do) something by a teacher, you should always do it.
2 When I was at school the students _____ (hate / tell) to leave their phones at home every day.
3 The school has announced that the bullies _____ (will / expect) to apologise to their victims.
4 Your essay _____ (should / hand in) last Friday.
5 The minister's comments _____ (widely / report) in the media last week.
6 _____ their differences of opinion _____ (discuss) at the meeting last Monday?
7 The organisation denied that funds _____ (send) to the area were being used illegally.
8 An award _____ (give) to the mediator last year.

2 Rewrite the sentences from a political campaign with passive reporting structures.

1 People believe that my main rival has the support of powerful interests.
My main rival _____.
2 They also know that our party has the support that matters … the support of the people!
It _____.
3 People think that the company is planning the closure of another factory right at this very moment.
The company _____.
4 They have calculated that his government's decisions led to the loss of over 400,000 jobs!
It _____.
5 Opponents allege Thompson has accumulated an enormous fortune thanks to the sale of public land.
Thompson _____.
6 McGrath's supporters believe he is planning to increase the city's social housing.
McGrath _____.

Vocabulary

3 The words in **bold** are in the wrong sentences. Change them to make correct sentences.

1 My parents gave me a lot of **confrontation** when I was younger and encouraged me to make my own decisions.
2 It's difficult to find an acceptable solution to an argument when the two sides can't find any **autonomy**.
3 I hate having to deal with **common ground**. I don't know what to do when people get angry.
4 They had to call in a mediator to deal with the **compromise** over working conditions.
5 We finally reached a **side effect** that both sides could agree on.
6 Anxiety is a common **dispute** of long -term conflict in the workplace.

4 Complete the article with the correct form of the words below.

approachable attentively build rapport drone on effectiveness inquisitive open up probe into

In a recent study entitled *It doesn't hurt to ask*, researchers discovered that questions help people meeting for the first time to quickly [1]_____. In the study, one group was told to be [2]_____ and ask at least nine questions in fifteen minutes. The other group was told to ask a maximum of four questions in the same time. The people in the group that asked more questions [3]_____ and revealed more about themselves. They also found each other [4]_____ and friendly. In the other group, conversations either finished quickly or one or two people [5]_____ about their own lives, boring the others. However, the study also discovered that the [6]_____ of asking questions depends on the questioner's willingness to listen [7]_____ to answers. Furthermore, questioning is not so positive when one person [8]_____ other people's lives with lots of questions without revealing anything about themselves. Questioning has to be a two-way process to work.

Cumulative review

5 Choose the correct alternative to complete the opinions.

How useful are protests?

Aziz An interesting question. I mean there are certain things that we would all agree are [1]**approachable / non-negotiable**. However, you also have to be realistic and ask yourself about the [2]**effectiveness / side effects** of your protest. Will it give you the [3]**autonomy / outcome** you're looking for? You should avoid violent [4]**compromise / confrontation**. History has taught us that it never works. We can even see this with workers in the 19th century. They were reported [5]**being / to be** so furious about the way their jobs in the textile industry [6]**were being / were been** threatened by new technology that they destroyed the machines, but where did that get them? The machines [7]**were immediately / immediately was** replaced, and they were sent off to prisons in Australia!

Fatima I take my inspiration from the Suffragette Movement at the beginning of the 20th century. They were initially said to be [8]**wasted / wasting** their time with their protests, but they never gave up asking for women to have the same voting rights as men. They understood that it takes more than [9]**opening up / droning on** at a meeting to get the change you're looking for. You have to [10]**build a rapport / probe** with all members of society, not just your supporters, and be persistent. It took nearly thirty years, but they kept working at it and in 1928 all women over 21 [11]**eventually gave / were eventually given** the vote.

Think & share

6 Work in pairs. How effective do you think the following methods of protest are? Give reasons for your answers.

demonstration march meeting online petition strike

Learn about the importance of decision making and create a chain-of-events diagram.

Decisions, decisions



Unit 3 360° hotspots

1 THINK & SHARE Work in pairs. Discuss the questions.

1 How good are you at making decisions?
2 What was the last significant decision you made?
3 What do you think would have happened if you had made a different decision?

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Explore the scene showing different versions of a young woman in different places at the same time. How many times can you see her? Why do you think she appears multiple times?

3 ALL HOTSPOTS Explore the hotspots and find an example of:

1 a decision that turned someone into a villain first, then a hero.
2 a decision someone made that turned out well.
3 a decision that seemed insignificant in the moment but had terrible consequences for the world.
4 a story about the difference a few seconds can make.

4 Listen to a story about a man who made a split-second decision. Put the events in the correct order (1–7) that they happened.

a William Cimillo arrived in Florida and went swimming. ___
b He was arrested. ___
c He drove to Washington. ___
d Bus driver William Cimillo was an excellent employee. ___
e The bus company offered him his job back. ___
f William Cimillo decided to turn his bus left instead of right one morning. ___
g He appeared on TV and in the newspapers and became a hero. ___

5 Watch the video about three decisions that will be remembered forever. Which decision (A, B or C):

1 had a positive effect? ___
2 left someone unable to do their job properly? ___
3 was prompted by someone else? ___
4 combined with a chance event to change history? ___
5 wouldn't have been significant if someone else hadn't made a mistake? ___



6 Work in pairs. Go online and find out about how a decision made by one of these people changed the world. Make notes. Then tell the class about the person you researched.

Abraham Lincoln Alexander Fleming
Buddy Holly Rosa Parks Tim Berners-Lee

7 Watch the video about the 'multiverse' theory. What is the theory and how does it challenge the idea of 'the universe'?

8 Work in pairs. Look at the flowchart about how to make a decision. Then think of a decision that you need to make. Go through the flowchart together and see if it can help you make your decision.

9 THINK & SHARE Work in groups. Discuss the questions.

1 What's the most surprising or interesting thing you have learned in this lesson?
2 What do you think about the 'multiverse' theory? Would you like to live in an alternate universe where you made an opposite choice?
3 What do you understand by and think about this famous quotation?

'The risk of a wrong decision is preferable to the terror of indecision.'

CREATE ... an alternative chain of events

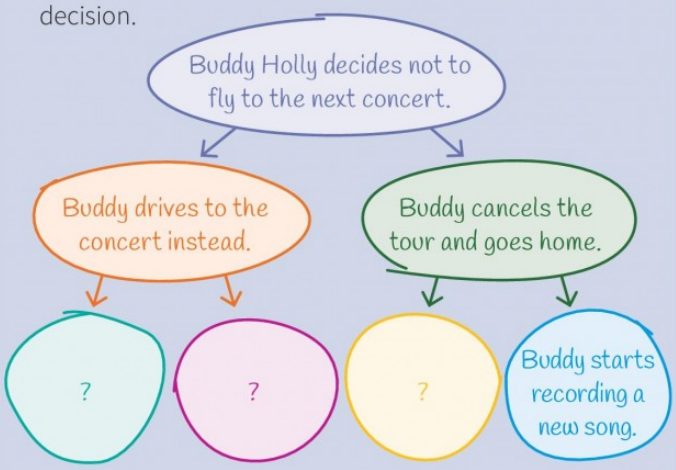
STEP 1
Work in groups. Talk about famous news or real-life stories about people making important decisions that changed the world. You can use the stories in this lesson or others you know about. Then agree on a story.

STEP 2
RESEARCH IT!
Go online and do some research into your chosen story. Find out about:

- what happened
- what important decisions were made
- what were the outcomes of those decisions

STEP 3
Talk about what else could have happened and what other decisions could have been made. Then discuss the possible consequences of those decisions. Make notes.

STEP 4
- On a large piece of paper draw a diagram like this. Start with the story's main event and choose an alternative decision.



- Then add two possible consequences of the decision.
- Swap with another group. Then add two more possible consequences to each of the previous ones.
- Swap again. Add a possible outcome for each of the consequences.

STEP 5
Present your diagram of the chain of events to the class. Explain how each choice leads into another.

Listen to the other presentations. Which chain of events in each presentation did you think was the most and least likely? Why?

4 Channels of communication

VOCABULARY
The language of advertising
Using gestures

GRAMMAR
Modals of speculation
Adverbs

LISTENING
Podcast about long-distance

READING
Article about our sense of smell

GLOBAL SKILLS
Persuading

SPEAKING
Being persuasive

WRITING
A *for* and *against* essay

DOCUMENTARY
A cool commercial

VOCABULARY BOOSTER P123
GRAMMAR BOOSTER P138–139





The language of advertising

1 Work in pairs. Answer the questions.

1 What do you think makes an advert successful: the images, the text or a combination of both? Give some examples to support your answer.
2 How do advertisers use platforms such as Instagram and TikTok to advertise? Is it easy to distinguish an advert from a normal post or video? Why? / Why not?
3 How do influencers or celebrities talk about products or services that they are advertising? Do you find them convincing? Why? / Why not?

2 4.01 Watch or listen to Darius and Amira talking about the language of advertising. Tick (✓) the topics that they discuss.

1 ungrammatical sentences
2 adverts in magazines
3 target demographic
4 advertising agencies
5 historical advertising methods
6 building credibility
7 social media
8 public safety announcements

3 4.01 Watch or listen again. Decide if the sentences are true (T), false (F) or doesn't say (DS).

1 Amira thinks one of the phrases that Darius uses is for a sports brand.
2 Most adverts aimed at young adults contain incorrect use of language.
3 Local business people in the 16th century sang their own advertisements for their businesses.
4 Social media marketing aims to connect people with brands.
5 It's impossible to distinguish social media marketing from a normal social media post.
6 Social media marketing often asks people a question to encourage engagement.

4 REAL ENGLISH Choose the correct meaning (A or B) of the phrases in **bold**.

1 It really **puts** my English teacher's **back up**!
   A make someone uncomfortable
   B irritate or annoy someone
2 Those jingles that rhyme with the names of products actually **do my head in**!
   A irritate or annoy someone
   B help someone relax
3 They're so **catchy** that I can't help singing them!
   A easy to remember
   B difficult to remember
4 **Give me the low-down**!
   A tell someone a story about something or someone
   B provide someone with the facts about something or someone
5 That company's adverts never go for **the hard sell**.
   A a method of putting pressure on someone to buy something
   B a method of getting something for free

5 Read the article and match headings A–F to paragraphs 1–6.

A Humour
B Misleading speech
C Imperatives
D Imitation
E Music
F Comparison

Advertising techniques

1 _____

Advertising involves **exaggeration**, using language to **manipulate** our brains and make us believe a product is better than it really is. For example, the use of unfinished comparative sentences (*Our pizzas are tastier!*) that our brains unconsciously finish off (*than the others!*).

2 _____

Slogans are the modern version of **proverbs** – short spoken or written phrases that give advice. However, they only really give one piece of advice: Buy!

3 _____

Teachers know that **jingles** help children memorise the alphabet or multiplication tables. Advertisers know that they help people remember brands.

4 _____

Some target demographics are not impressed by traditional adverts. As a result, advertisers use **parody**, employing exaggerated advertising techniques for comic effect.

5 _____

Nobody can cure the common cold, but that doesn't stop advertisers from using **artistic licence** and suggesting that pharmaceutical companies really can. Their adverts make **analogies** with conflict, describing how a brand's remedies fight or combat colds. However, they can't stop them.

6 _____

Advertising copies all types of media techniques to engage with customers. Advertisers frequently use **hashtags** so their content is easily found on social media, and issue **calls to action** to provoke engagement with a brand.

6 VOCABULARY Match the definitions below to the words and phrases in **bold** from Ex 5.

1 A short song or tune that is easy to remember.
2 A statement that makes something seem larger, better, etc. than it really is.
3 The imitation of a style of advertising to laugh at it.
4 A word or phrase that is easy to remember and used to attract people's attention.
5 To influence someone or something, often in a dishonest way.
6 A request for people to do something in order to achieve an objective.
7 A well-known phrase that gives advice or says that something is true.
8 a word or phrase with the symbol '#' in front of it.
9 Freedom to change facts in order to make a story, etc. more interesting.
10 A comparison of one thing with another that has similar features.

7 VOCABULARY Work in pairs. Look at the literary devices from advertising campaigns below. Do you know what they are? You can check your answers on page 150. Match the devices to the slogans 1–5.

metaphor irony pun rhyme simile

1 Satisfaction comes from choosing your own road in life.
2 Heavy as a feather.
3 Shave time, shave money.
4 Grace. Space. Pace.
5 Phone out of service? Give us a call.

8 Work in small groups. Choose one of the products below. Prepare an outline for a social media advert in English for the product you've chosen. Follow the steps below.

backpack concert cosmetics earphones
energy drink reusable water bottle sportswear

- Choose an interesting image that will stand out from the crowd.
- Write a slogan.
- Write a short text to accompany the photo of your product that builds rapport with social media users.
- Write a hashtag for the product or service.

9 THINK & SHARE Present your outline to the class, using the advertising vocabulary from Ex 5 to explain your decisions. Which advertisement do you think would be the most effective? Why?

Modals of speculation





1 Work in pairs. Look at the photos. What is being advertised? What do you think the advertisers are trying to say about their products?

2 4.02 Listen to two people talking about one of the adverts. Which one are they talking about?

3 4.02 Complete the extracts from the conversation. Listen again to check your answers.

1 A lot of people must have been stopping _____ to look at it.
2 I seem to remember it might have won an _____ of some kind.
3 I guess it can't have been easy to find _____ for it either.
4 It can't just go _____.
5 I can think of _____ where it could have been used.

4 Answer the questions about the sentences in Ex 3.

Sentences 1 and 2: In which sentence is the speaker …
a) speculating about something that seems certain?
b) speculating about something that might be true?
Sentences 3–5: In which sentence is the speaker …
a) using a passive form to speculate?
b) speculating about the present?
c) speculating about the past?

5 Read the sentences in Ex 3 again. Then complete the rules for the structures we use to speculate about past situations with the words below.

been participle perfect

Modals of speculation

A We use modal verb (*must/could/might/may*) + _____ infinitive (*have* + past participle) to speculate about the past.
B We use modal verb + perfect continuous (*have* _____ + *-ing*) to speculate about something happening at a particular moment in the past.
C We use modal verb + perfect passive infinitive (*have been* + past _____) to speculate about the past in the passive voice.

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6 Complete the sentences using a correct past modal verb and the words in brackets. Sometimes more than one modal verb is possible.

1 They _____ (not agree) to use hashtags in the social media post. I certainly didn't see any.
2 They _____ (discuss) the sponsorship deal for hours because the meeting didn't finish until 2 a.m.!
3 I'm not sure, but they _____ (decide) to add puns to the advert to make it amusing.
4 It's possible engagement _____ (increase) if we had added a call for action at the end.
5 Last year, their vlog was very different to ours so it's clear that they _____ (aim) it at a different target demographic.
6 The viewers _____ (understood) the irony because not one of them laughed.

7 Rewrite each sentence using a modal verb so that it has a similar meaning. Sometimes more than one modal verb is possible.

1 I'm sure the call for action helped build the brand's credibility.
The call for action _____.
2 Perhaps Alex was hoping his slogan would become famous.
Alex _____.
3 Was it possible to write a jingle without words that rhyme?
_____ we _____?
4 We're sure that our use of artistic licence didn't go against your principles.
Our use of artistic licence _____.
5 Clearly, Macy didn't manipulate the text.
The text _____.
6 It's possible that our parody has been annoying viewers.
Our parody _____.

8 4.03 Read the Pronunciation box. Then listen to the sentences and underline the schwa sound in the **bold** words.

PRONUNCIATION Contractions

When we use complex modal verb phrases, we often join words together in contractions. The modal verb is stressed and we use unstressed vowels in the other auxiliary verbs (i.e. *have*, *been*). *Have* is often pronounced as schwa + *v* /əv/ or even simply as a schwa /ə/. *Been* is pronounced as /bɪn/.

1 The advert **could've** been for a fast-food chain.
2 Jingles **might've** been first used in the 16th century.
3 Advertising methods **must've** been changed.

9 THINK & SHARE Work in pairs. Use modals of speculation to match the products below to the advertising slogans 1–3. Give reasons for your answers.

1 Go further
2 Seek the unique
3 Because times are changing

bank car perfume pizza razor blades sports clothing phone company watch

'Go further' must have been used for a …

Long-distance communication



1 Work in pairs. Look at the photos. Discuss the questions.

1 How do you think the objects in the photos are used for communication?

2 What type of messages do you think the objects are used to communicate?

STRATEGY Listening to longer texts

When we listen to a podcast, radio programme, etc., we should use its structure to help us follow and understand its content. We should also use questions, discourse markers and other textual features to identify the specific topics of each part.

2 4.04 Read the strategy. Listen to a podcast about two different methods of communication. Complete the table with information about them. Note down whether they occur in the introduction (I) or the answers to questions (Q).

	Method 1	Method 2
Types of communication	talking drums (I)	silbo gomero whistle (I)
When it originated		
Distance covered		
Where it's used		
Content of the message		
Current use		

3 4.04 Listen again. Choose the correct answers.

1 What did the sounds of the drums copy?
- A The sounds of one official language.
- B The sounds of ancient languages.
- C The sounds of numerous languages.
- D The sounds of one area of Nigeria.

2 Why is the internet a good analogy for communication by talking drums?
- A Because the drums provided a fast and extensive communications system.
- B Because the drums were as easy to use as the internet to communicate information.
- C Because every village had drums in the same way everyone today has a digital device.
- D Because talking drums could communicate different types of information.

3 Why did whistling become a popular form of communication amongst Spanish speakers on Gomera?
- A The quiet environment made it easy to hear and reply to whistles.
- B The local environment made it difficult to visit and speak to people.
- C It was the only way to communicate with people on the island.
- D It was an easy way to communicate with lots of people at the same time.

4 Why did the *silbo gomero* nearly disappear?
- A It was replaced by modern technology.
- B It wasn't valued by the local people.
- C There was nobody to teach it to young people.
- D People left the countryside to live in towns.

4 THINK & SHARE Work in pairs. Think of advantages and disadvantages for each of the communication methods from the podcast.

I think it must be difficult to learn the 'silbo gomero'. It would be like learning a new language.

5 a Work in groups of three. Look at the list of other forms of communication that were used before the introduction of communication technology. How and where do you think each one might have been used? Which one do you think would have been most effective? Why?

- carrier pigeons
- bonfires on hilltops
- horseback messengers
- large horns

b Compare your answers with the class.



Using gestures

1 THINK & SHARE Work in pairs. Discuss the questions.

1 Do you use a lot of gestures when you are talking? In what situations do you use gestures more?

2 What gestures do you use to communicate the ideas below? Do you think people use the same or different gestures to communicate the same ideas in other cultures?

come here | good luck | everything is OK | peace | stop

3 Why do you think we use gestures?

2 Read the article. Does it mention any of the ideas that you used to answer question 3 in Ex 1?



Hand gestures are not just decoration for our spoken words. Researchers Judith Holler and Geoffrey Beattie discovered that gestures improve our ability to communicate considerably, and the best public speakers and online influencers capitalise on the use of gestures to help them come across positively. Behavioural investigator Vanessa Van Edwards went through hours of TED talks and found that in the ten most popular presentations, speakers used an average of 465 gestures to spell their messages out. However, presenters in the ten least popular, only used an average of 272 gestures to get their points across.

A research paper *How gesture promotes learning throughout childhood* by psychologist Susan Goldin-Meadow, also bears out the idea that some educators believe that gestures help children learn. One study demonstrated that young children take more in when the person talking to them uses gestures. Moreover, using gestures while swotting up helps students to hold on to what they have learned for far longer, and repeating the gestures helps them call up the information more easily. Another experiment showed that students were better at working out maths problems when they were asked to gesture more while thrashing the problems out together.

Admittedly, there are some circumstances when we should cut down on our use of gestures. Although they can be useful when visiting a country whose language we don't speak, we should make certain that they are acceptable there before we use them. Apparently, a gesture that is perfectly innocent at home may come across as offensive abroad and land you in trouble!

3 VOCABULARY Complete the sentences with the correct forms of eight of the highlighted phrasal verbs in the article in Ex 2.

1 I tried to _____ the time I spend online, but I'm finding it really hard to reduce it.

2 Aziz says he hasn't studied much for the Physics exam, but he has _____ on his maths.

3 Arriving late didn't get them into trouble, but not doing the homework really _____ them _____ it!

4 I haven't kept many things from my childhood, but I have _____ my football card collection.

5 The smell of the sea reminded Maryam of her summer holidays and _____ memories of her grandparents.

6 We discussed the problem for hours and finally managed to _____ the answer around midnight.

7 Sam examined all the books in the library on the subject and I _____ all the online research.

8 Our English teacher is really easy to understand when she speaks English, and her ideas _____ clearly.

4 VOCABULARY Check the meaning of the phrasal verbs below. Replace the underlined words and phrases in the text with the correct form of the phrasal verbs.

bear out | capitalise on | get something across
spell out | take in | work out

Psychologist Spencer Kelly has spent much of his career trying to [1]solve the problem of why we use gestures when we talk. His recent research [2]confirms what a lot of people suspected. He believes hand gestures make people listen to you more carefully and help you [3]succeed in communicating your message. He says that hand gestures help us [4]clearly explain our message by adding different meaning. Kelly found that [5]we take advantage of the communicative power of gesture by using it more frequently when we feel our message is important. Furthermore, the people listening to us [6]understand and remember more of what we say when we use gestures.



5 THINK & SHARE Work in pairs. Think of three hand gestures you use frequently. Discuss the questions. Use some of the phrasal verbs from the article in your answers.

- What does each gesture mean?
- Where, when and with who do you use each gesture?
- Is it a gesture that everyone would understand or is it specific to a group of people?

We use hand gestures at home, because my brother is deaf, so we use sign language to communicate when we're all together as a family.

6 Share your answers with the class. Were your gestures similar? Did you learn about any new gestures?

Adverbs

1 Read the article. What is the difference between hand and facial gestures? Why do you think it exists?

Are facial expressions universal?



This is a question that divides the scientific community. Apparently, although some hand gestures have different meanings in different countries, researchers have differing views about the universality of facial expressions. Psychologist Paul Ekman, who belongs to one school of thought, asked people all around the planet to simply name the emotions that were displayed in the photos of faces that he showed them, and surprisingly they all gave the same answer. An angry face was the same to an Argentinian as it was to an Egyptian as it was to a Thai. Even people who lived in areas without access to mass media replied in the same way. As a result of his research, Ekman worked with other specialists on the Facial Action Coding System, categorising every facial expression made by humans and listing all the facial muscles that are involved in producing each one. Despite Ekman's research, other studies have claimed that facial expressions differ from culture to culture, as well as depending on context.

2 THINK & SHARE Work in pairs. Anger is just one of seven universal expressions that were identified in Ekman's research. What do you think the other six are?

3 Match the underlined adverbs in the article in Ex 1 to the two types of adverb in A and B below.

Adverbs

A **Attitude adverbs.** We use attitude adverbs to interpret the events that we describe and show our attitude towards them. They usually refer to a whole clause, sentence or longer piece of writing. Their position is flexible, but they often go at the beginning of the sentence.

B **Focus adverbs.** We use focus adverbs to highlight information that we think is important. We place them immediately before the item that they qualify.

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4 Rewrite the sentences using an attitude adverb.

1 It is obvious that the metaphor doesn't work.
2 In my honest opinion, you should cut down on your screen time.
3 It is evident that they're thrashing out a secret plan.
4 It's only natural that advertisers use artistic licence.
5 It's becoming apparent that they're going through all the scripts to remove the puns.
6 I have to admit the simile is a really good one.

5 a 4.05 Listen to the sentences and add the adverb *even* in the correct position.

1 Leyla worked out the answers to the maths test.
2 Leyla worked out the answers to the maths test.

b 4.05 Match sentences 1 and 2 to explanations A and B below. Then listen again and repeat. Make sure to use the same stress and intonation.

A Leyla did various things, including working out the answers to the maths test.
B Everybody, including Leyla, worked out the answers to the maths test.

6 Work in pairs. Put the adverbs in brackets in two appropriate places in the sentences. Discuss the differences in meaning.

1 Marek added a jingle and a hashtag to the advert. (also)
2 Kate can borrow the laptop. (only)

7 Work in pairs. Read the information. Choose the correct alternatives in the sentences below. Give reasons for your choices.

Adverbs with gradable and ungradable adjectives

We use adverbs like *a bit*, *a little*, *very*, *extremely*, *quite*, etc. with adjectives that can be stronger or weaker, e.g. *very cold*, *extremely hungry*.

We use adverbs like *absolutely*, *completely* and *totally* for adjectives that are already very strong, e.g. *absolutely freezing*, *totally starving*.

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1 David is **absolutely** / **very** interested in the history of slogans.
2 I was **completely** / **extremely** fascinated by the subject I was swotting up on.
3 I'm **totally** / **a bit** tired, but I'll finish going through the reports.
4 After the 12-hour recording session, they were all **totally** / **very** exhausted.
5 The marketing manager was **absolutely** / **extremely** angry about her team's use of artistic licence.
6 Our coach was **absolutely** / **very** furious about our team's failure to capitalise on the situation.

8 Complete the text with the adverbs below.

apparently completely even (x2)
extremely highly just

My face can't lie

[1]_____, another consequence of Ekman's research was the discovery of people who can tell what a person's personality is like [2]_____ by looking at their face. He discovered that it's [3]_____ unusual for a person to be able to hide their true feelings [4]_____ – and that a(n) [5]_____ brief expression flashes across our faces, [6]_____ when we are trying hard to control our emotions. Ekman's research has made some extraordinary claims which have sparked debate amongst scientific researchers and have [7]_____ inspired a TV series, *Lie To Me*.

9 a Work in groups. Make three statements about yourself to the group, two true and one false.

b Ask and answer questions about the statements. Observe your partners' facial expressions while they are talking. Decide which of their statements are true and which is false. Give reasons for your decisions.

c Explain the truth about your own statements. Use adverbs from this page.

I said my family was moving to another city. Surprisingly, even Soroush, who knows my family very well, thought it was true! However, the statement is false.

The power of smell

1 THINK & SHARE Work in pairs. Discuss the questions.

1 What are your favourite smells?
2 Which smells do you associate with certain places?
3 What problems do you think you would face if you lost your sense of smell?

2 Decide if the statements are true (T) or false (F). Compare your answers with your partner's.

1 We can smell other people's emotions.
2 The smell of cooking does not affect the taste of a meal.
3 Most cultures place a high importance on smell.
4 We can improve our sense of smell.

3 4.06 Read the article. Check your answers to the statements in Ex 2. What is the pun in the title?

4 Read the article again. Match statements 1–8 to paragraphs A–F. Support your answers with evidence from the article.

1 Our sense of smell influences the extent to which another sense can function.
2 We can learn to be more sensitive to the smells around us.
3 Our sense of smell can independently notice things that our other senses might not or cannot.
4 A good sense of smell can help us avoid danger.
5 An inability to smell appears to be a recognised medical term.
6 Strong artificial smells do not stop us from detecting natural smells.
7 The senses are appreciated differently around the world.
8 Our sense of smell can distinguish relatives from strangers.

5 VOCABULARY Work in pairs. Complete the questions with the correct form of the highlighted words in the article. Then discuss the questions.

1 What action can you take to combat unpleasant smells, such as the _____ of old trainers?
2 Do you throw out food because it has passed the sell-by-date even if it hasn't _____?
3 How do you recycle materials that are not _____ such as plastic?
4 What type of food do you think helps your _____ to fight infection and disease?
5 How long do you think it's safe to keep _____ in the fridge before eating them?
6 How is the _____ produced by your local community disposed of?
7 Which animals are better at detecting people's _____: dogs or cats?
8 What are the typical symptoms of mild _____?

Making scents of the messages that smells contain



A Visit a friend's house while they're eating a meal and you'll be able to tell them what's on their plate before you get to the kitchen. Go for a walk locally and you'll know which neighbours have recently cut their grass even if their gardens are hidden from view. Meet a group of friends coming from the gym, and you'll immediately detect, without having to be told, which one can't have showered. How can you do this? What is this incredible super-power that you have?

B Smell is the most underappreciated of our senses. In a 2019 survey by researchers at the University of London, a group of 250 adults claimed it would be the sense that they could most easily live without. Research by McCann Worldgroup, a digital marketing company, found that 56% of young people between the ages of 16 and 22 would prefer to lose their sense of smell rather than give up social media. Yet sufferers of anosmia, the inability to smell, will tell you exactly the opposite. Not having a sense of smell can reduce our capacity to enjoy meals, it can land us in danger, and it can even have a negative effect on our relationships.

C Our sense of smell plays an important role in how we interact with others. Each human being has a unique scent that carries information about their genes and immune system and our noses can detect if they are similar or different to our own. Thanks to our noses, we can take in information about the emotional states of the people around us, noticing if they are happy, anxious or frightened. Research by the University of Utrecht in 2012 demonstrated that if these emotions have a strong scent, they may even be contagious. Furthermore, our sense of smell enables us to work out if a room has been recently occupied by family members or by people we are not related to, even if they were all wearing perfume that made them smell like roses.









D The relationship that we have with food also depends on our noses. It's no exaggeration to say that without a sense of smell, we would be unable to detect between 75% and 90% of the flavour of the meals we eat. Apparently, people suffering from respiratory illnesses frequently cut down on the amount of food they eat simply because they can no longer smell it. Even when we don't have the flu or a cold, we've all noticed how the leftovers from a hot meal eaten directly from the fridge rarely taste as good as when they were just cooked. When the smells of cooking disappear, so does our ability to taste.



E A good sense of smell not only enables us to enjoy good food, but it also warns us when food, drink and other biodegradable substances have gone off. In fact, we instinctively find the smell of bad food, sewage and waste extremely unpleasant, and their stench acts as a signal to avoid them. Moreover, the smells of gas, burning materials and certain chemicals spell out a clear warning that our lives might be at stake, and the more developed our sense of smell, the greater our chances of taking evasive action.

F Evidently, the fact that our sense of smell provides us with such valuable information should give us food for thought when we evaluate its importance. The ability to smell has been undervalued in some industrialised nations and this is borne out by the fact that they have developed extensive vocabularies to describe things that are seen, such as colours, but have fewer words than languages from other cultures to describe smells. However, as they say in Nigeria, the eyes have no sense of smell, and by prioritising our sense of sight, we are limiting the potential of our sensory experiences. Fortunately, Professor Carl Philpott from the University of East Anglia in the UK has conducted experiments that show we can improve our sense of smell and even increase the number of scents that we can distinguish. Who knows, with a more sensitive nose, you might discover a lot of interesting emotions and experiences that until now you were totally unaware of!





STRATEGY Identifying the writer's attitude and point of view

Writers not only express meaning by what they say, but also by the way they say it. This reveals, intentionally or unintentionally, their attitude towards the topic. If the writer's attitude is not immediately obvious, ask yourself the following questions:

- Is the text written in the first person? If so, the writer's position will probably be easier to identify. If they use the third person or the passive, they want to appear neutral.
- Does the writer support or criticise a particular position? Their choice of vocabulary, including any attitude and focus adverbs, will give you clues.
- Does the writer present facts and examples? How do these contribute to the writer's attitude?

6 Work in pairs. Read the strategy. Find two or more examples of words or phrases in the text which illustrate each of the three questions.

1 Writer's voice (e.g. first or third person, passive)

It can land us in danger

2 Use of attitude and focus adverbs

Apparently,

3 Presentation of facts and examples

In a 2019 survey

7 THINK & SHARE Work in pairs. Discuss the questions.

1 Which of these is the most enjoyable? Why?

an amazing song | a beautiful sunset
a delicious meal | the feel of the sun on your face

2 Which of your five senses, if any, would you like to be stronger? Why?

3 Do you believe that there is such a thing as a sixth sense? If so, what is it?

Persuading



1 THINK & SHARE Work in pairs. Which of the situations below have you experienced? What strategies did they use to persuade you?

- a friend asking to borrow something from you
- charities asking you for support and donations
- parents promising you a better future if you work harder
- people you know asking you to do something that you don't feel happy about

2 Read the article. What is the most persuasive word and why is it so effective?

The photocopy machine study

The language of persuasion is part and parcel of our everyday lives, but there are some dos and don'ts surrounding what to say when we want someone to do something. First and foremost, it's important to be friendly and polite. Being direct might get your message across loud and clear, but it is likely to sound aggressive. It's all about give and take – offering reasons for why what you want is a good idea.

In terms of persuasive language, apparently one word is more powerful than any other when we want to persuade others: 'because'. An experiment by Harvard University psychologist Ellen Langer, discovered that 'because' and not 'excuse me' is the most persuasive expression in the English language. When a researcher saw a queue form in front of the library photocopier, they approached the person at the front and made one of the three following requests:

Excuse me. May I use the photocopier?
Excuse me. May I use the photocopier because I have to make copies?
Excuse me. May I use the photocopier because I'm in a hurry?

When the researchers analysed the data, it was make or break time, but the results were pretty black and white. They found that 60% of the people let the researcher jump the queue as a result of the first request, 93% as a result of the second and 94% as a result of the third.

All in all, the second request worked almost as well as the third, even though the reason can't have made much sense to the people who heard it! It seems that if we can justify other people's requests to ourselves (*I'm helping this person because ...*) and feel we're avoiding a loss of face, then there is a much greater chance of us complying with the request even if the reason they provide isn't valid.

3 4.07 Listen to three people talking about persuasion techniques. Match speakers 1–3 to sentences A–D. One sentence does not match any of the speakers.

This speaker mentions …

A asking someone to do something that they don't usually do. ___
B explaining different points of view. ___
C capitalising on someone's approachable personality. ___
D gradually lead up to the topic. ___

4 4.07 Listen again. Answer the questions.

1 When do you ask the 'make or break' question in the 'Yes ladder' technique?
2 What are the two questions that the second speaker asks?
3 What does the third speaker say to someone that is reluctant to agree to their request?
4 Which strategy do you think is best? Why?

5 THINK & SHARE Work in pairs. Discuss the questions.

1 Are there any ethical problems with any of the three techniques of persuasion? Why? / Why not?
2 What is the difference between persuasion and manipulation?
3 When do you think it is wrong to try and persuade someone to do something?

6 MEDIATION A friend has asked you for advice. She wants to ask her parents to let her get an electric scooter. They aren't very keen on the idea. Choose one of the strategies from the listening task in Ex 4. Write a short text message explaining how your friend could use it to persuade her parents.

7 VOCABULARY Match the highlighted phrases in Ex 2 to the definitions.

1 _____ make compromises on both sides
2 _____ a necessary component
3 _____ success or failure
4 _____ more than anything else
5 _____ an easy choice between right and wrong
6 _____ things you should and shouldn't do
7 _____ easily understood
8 _____ everything considered

8 a Work in groups of three. Students A and B do one of the role-plays below and Student C decides who is most persuasive and why. Change roles after each role-play.

- Student A has lost interest in their studies. They say they will work more hours in a part-time job to support themselves and study again in the future. Student B tries to persuade them to continue with their studies now.
- Student A wants to buy a new phone, but they haven't got enough money. They want to use their credit card to buy it. Student B explains why they think it is better to wait until they have saved up.
- Student A is deciding between buying an electric scooter or a second-hand moped. The moped they have in mind runs on petrol. Student B tells Student A the reasons why they should take the environment into consideration when making their decision.

b Who was the most persuasive person in your group? Why? What techniques did they use?

Being persuasive

1 THINK & SHARE Work in pairs. Choose the three most important factors for a student choosing a college. Do you think there is a difference between what is important for students and what is important for parents? Why? / Why not?

accommodation college reputation course content
course fees cultural and sports facilities
educational facilities location social opportunities
transport links

2 Read the poster and the social media post for a college open day. Answer the questions.

1 In each case, who do you think they are aimed at: parents, future students or both? Why?
2 What different aspects of education do they highlight?
3 What other type of media could the college use to reach its target demographic? Give reasons for your choices.
Instagram because ...
4 What information do you think is missing from the poster? Is there any other information that you would add?
map of the college



Hillfields CC @CC_Hillfields · April 10 ···

Calling all future artists, scientists, IT specialists … Hillfields Community College is holding its Open Day on Saturday 17th April. Come along and find out what the future holds for you!

3 4.08 Listen to a conversation between two students who are helping to organise a college advertising campaign. Answer the questions.

1 What type of media do they decide to use?
2 What reasons does Ashu give for choosing the media?

4 4.08 Listen again. Which of the phrases from the Phrasebook do they use?

PHRASEBOOK Expressions for persuading

Just think about …
I'm absolutely certain that …
I'm sure you'll agree that …
You also have to take into account …
Not to mention the fact …
Believe me, …
Just imagine if we …
Supposing we …
The most important thing to bear in mind is …
We've got nothing to lose if we …
I highly recommend that …

5 Work in pairs. Read the strategy. Take it in turns to say sentences 1–4. Who sounds more persuasive?

STRATEGY Being persuasive

We can use intensifying adverbs before verbs to sound more persuasive. We stress intensifying adverbs to emphasise the strength of our feelings and to sound even more persuasive.

1 I highly recommend that we use images of students using the college facilities.
2 I positively encourage everyone to take part!
3 I strongly believe that advertising can make a difference.
4 I totally agree that we should use social media advertising.

6 Work in pairs. Read the task. Discuss how you would advertise and organise an open day for the place where you study.

Your centre of study is planning an open day to attract students for the following academic year. Below you will find four topics that you should mention.
- type of media
- images to use
- content for different types of media
- events during the open day

7 Share your plan with the class. Explain and justify the decisions you made. Then discuss which plan would be the most effective a) for attracting parents' attention and b) in appealing to students.

8 REFLECT Work in groups of four (two pairs). Give feedback to the other pair. Think about the following questions.

1 Did they consider all four topics?
2 Did they think about how to appeal to both parents and students?
3 Did they use any of the phrases from the Phrasebook?

A *for* and *against* essay

1 THINK & SHARE Work in pairs. Discuss the questions.

1 Which of the following activities do you do in your own language, in English or both?

follow the news	go to the cinema
listen to music	message friends and family
post comments online	read a novel
read blogs	shop online
study school subjects	watch a TV series
watch YouTube videos	write essays

2 What do you think are the pros and cons of studying school or university subjects in English?

3 What activities do you think have helped you learn English the most? Why?

2 Read the *for* and *against* essay. Does the writer mention any of the pros and cons from your list?

English, the 21st century lingua franca

Today, due to digital communications, the world has become a global village. As a result, the importance of English has increased. Wherever you travel to and whoever you do business with, you are most likely to speak in English. Consequently, owing to its position as a lingua franca, there is a growing belief amongst education authorities around the world that they should teach some, or all, of their courses in English at the expense of teaching in their students' mother tongue.

Apparently, the advantages of teaching school or university subjects in English are considered self-evident. The reasoning is as follows: if students mostly use English, their linguistic skills in this language will improve and so will their career prospects. As a result, in some countries, a number of secondary schools teach the majority of subjects in English. In others, like the Netherlands, whatever university degree you study, you'll probably just study it in English.

On the other hand, a number of experts question the effectiveness of studying school or university subjects in a second language and a number of studies bear this view out. They have shown that students who study school subjects in English do worse than students who only study them in their first language. Likewise, schoolteachers and university lecturers do not always have the required level of English to teach their subject. Nevertheless, many parents and politicians believe language learning is improved by using English to teach other subjects. Therefore, there is a lot of pressure to organise these programmes, even if the teachers might not be prepared linguistically to teach them.

All in all, however you present the arguments, I think that whenever a student has to swot up on a subject for an exam, they should focus on acquiring the necessary knowledge and not worry about working out how to express themselves in another language. In a nutshell, I feel it is better to study school and university subjects in your mother tongue. Evidently, learning languages is important, but they must be studied as just one aspect of our education.



3 Work in pairs. Decide if you agree with the writer's conclusion. Give reasons for your decision.

STRATEGY Organising ideas into a coherent structure

A good *for* and *against* essay orders its points so that it presents a coherent argument:

- start with one or two sentences that clearly define the situation to be discussed.
- present evidence that supports the *for* arguments.
- present evidence that supports the *against* arguments.
- use the arguments presented to give your opinion.
- use a wide range of linkers (*nevertheless*, *on the other hand*, *as a result*, *consequently*, *therefore*, *all in all*, etc.), to connect your arguments.
- use attitude adverbs to show how you feel.

4 Read the strategy and answer the questions about the essay in Ex 2.

1 How is the issue defined?

2 What evidence is given that supports the arguments for and against the statement?

3 How convincing is the writer's conclusion?

5 Read the Phrasebook. Add the underlined phrases in the essay to the correct sections.

PHRASEBOOK A *for* and *against* essay

Introducing one side of the argument

1 _____ …

There is a strong case for …

It is held / believed / maintained that … by …

Listing arguments

One argument in favour of …

Another compelling argument / reason is …

2 _____ …

Adding similar points

By the same token, …

In the same way, …

Similarly / 3 _____, …,

Adding an opposing point

Having said that, …

By contrast, …

4 _____, …

Expressing the same idea in a different way

In other words, …

To put it simply, …

Summarising

5 _____, …

6 Write a *for* and *against* essay on one of the topics below. Make some notes about the current situation and the arguments for and against the statement.

- Advertising does more harm than good.
- Social media has reduced the importance of face-to-face communication.
- Our sense of vision is our most important sense.

7 CHECK YOUR WORK Did you …

1 include a clear introduction?

2 organise your work into clear paragraphs?

3 use attitude and focus adverbs and phrases from the Phrasebook?

4 check your spelling and punctuation?

Grammar

1 Complete the dialogue using a suitable modal verb and the words in brackets. Use a continuous form where possible.

Senyo I've just been reading about the vlogger Jérôme Jarre.

Ruby You mean the guy who said no to an offer of $1 million to promote a brand? He [1]_____ (be) serious! Nobody says no to $1 million, do they?

Senyo Well, he did! The brand [2]_____ (suggest) doing product placement. Who knows? Or he [3]_____ (ask) to do something that he thought would damage his credibility.

Ruby Surely the reason [4]_____ (be) more important than a general dislike of product placement. Maybe it was a dangerous or unethical product.

Senyo Possibly. Well, anyway last year, he used his online talent to raise millions of dollars for charities. He [5]_____ (work) hard to raise so much money!

2 Complete the blog post about advertising methods. Choose the best answer: A, B or C.

Although advertising methods change, some advertising stereotypes manage to survive. The kitchen is still depicted as primarily female territory and hungry children are always fed [1]___ delicious products by their mothers. However, these mothers are not [2]___ working mothers who feel [3]___ tired at the end of the day. No, these are superwomen, completely in control of their families and [4]___ their professional lives thanks to the products they use. [5]___, they have a permanent smile on their faces. However, as we all know, the [6]___ place you'll ever find such women is in adverts, because real life is a little more complicated than that!

1	**A** very	**B** absolutely	**C** honestly
2	**A** just	**B** a little	**C** apparently
3	**A** completely	**B** admittedly	**C** extremely
4	**A** Honestly	**B** also	**C** very
5	**A** Only	**B** Naturally	**C** Totally
6	**A** surprisingly	**B** a bit	**C** only

Vocabulary

3 Match the literary devices below to the examples 1–8.

analogy irony jingle metaphor
parody pun rhyme simile

1 The repeated phrase 'I'm lovin' it' in the song in the advert for McDonalds.
2 Roses are red, violets are blue, sugar is sweet and so are you.
3 *The Scary Movie* series laughs at features of horror films.
4 Life is like a box of chocolates – you never know what you're going to get.
5 Laughter is the best medicine.
6 Computers were stolen from the police station last night.
7 You were right, so I left.
8 Maria is as brave as a lion!

4 Complete the sentences with one word in each gap.

1 They company **c**_____ on the award to boost their profile, which meant that they could save money by **c**_____ down on their online promotions.
2 They tried really hard to **g**_____ their message across, but it just didn't seem to work.
3 I **c**_____ across this great app that lets me **c**_____ up information so quickly, and also helps me **w**_____ out if I can trust the source.
4 We really need to **t**_____ out this problem by the end of the day or it'll **l**_____ us in big trouble!
5 It really isn't that hard to understand, so I can't see why you're having problems. Do you need me to **s**_____ it out for you?
6 I've been **s**_____ up on world history for a month. I really hope the exam goes well!

Cumulative review

5 Choose the correct alternative to complete the dialogue.

Max Do you know what greenwashing is?

Pria Yeah, I think it's when companies [1]**work out** / **come across** as environmentally friendly [2]**even** / **obviously** when they aren't.

Max Yeah, the expression came about when it was realized that hotels were placing notices in their bathrooms encouraging customers to re-use their towels for environmental reasons, and trying to [3]**capitalize on** / **hold on to** this, but actually they [4]**must** / **can't** have been more interested in saving money on their energy bills. The [5]**analogy** / **irony** is that a lot of companies actually are not sustainable in other areas of their operations and [6]**apparently** / **obviously**, with this one concession they are [7]**manipulating** / **bearing out** the facts just to make them seem eco-friendly.

Pria Wow! That [8]**must** / **can't** have been right! That [9]**may** / **must** have landed them in trouble.

Max Yes, I think there is an understanding now that this happens in many companies and that it's important that a company's actions match the [10]**slogans** / **exaggeration** it uses in its advertising.

Pria Well, at least they're taking some responsibility!

Think & share

6 Work in pairs. Order the following according to the influence that they have on you when you buy something. Does the order change depending on the product? Which influences do you think you are consciously aware of?

- special offers, discounts, etc.
- recommendations from friends
- online reviews
- brand image

Listening

EXAM STRATEGY

When completing a summary of a listening or a set of notes, first read through the summary or notes to get an idea of what the listening text will be about and the type of information needed to fill the gaps. Remember that you must complete the gaps with the words that you hear.

1 Read the strategy above. Then read the exam task in Ex 2. Think about the type of information needed to complete each gap.

2 4.09 You will hear a woman talking about the history of advertising. For each question 1–10, listen and write the correct answer in the gap. Write one or two words, or a number, a date or a time.

1 In ancient Egypt, a form of paper called papyrus was used for sales messages and _____.
2 Tradespeople in medieval Europe advertised themselves with _____ rather than words.
3 The songs known as 'street cries' were the equivalent of today's _____ used in some adverts.
4 Adverts were used to pay for _____ the first newspapers.
5 In Britain in the mid-_____, many people had enough money to buy a wider range of goods.
6 Thomas J Barratt was an _____ who came up with many of our current advertising strategies.
7 His ideas included the use of _____ as well as pictures.
8 An advert for clocks and watches shown before a game of _____ was the first commercial to appear on TV.
9 Young people today tend to read reviews of products on social media or _____ before making purchases.
10 Today, a lot of companies are involving _____ to make their advertising more successful.

Use of English

EXAM STRATEGY

In key word transformation tasks, you must only change the parts of the sentence that need to be changed. Don't add any extra information and don't write more than the maximum number of words.

3 Read the strategy above. Then read the instructions for the exam task in Ex 4 and the example below. Why is the answer incorrect? What is the correct answer?

Understanding his point of view was difficult for her.
EASY
She didn't find it at all easy to understand his point of view.

4 For each question, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

1 Apparently, the company is working on the proposal now.
SAID
The company _____ working on the proposal now.
2 Do you remember your teacher telling you this?
BEING
Do you remember _____ your teacher?
3 I'm sure Ben wasn't lying to everyone.
BEEN
Ben _____ to everyone.
4 Someone stole Anna's bag at the beach yesterday.
HAD
Anna _____ at the beach yesterday.
5 The match had almost finished when she scored a goal.
ABOUT
The match _____ when she scored a goal.
6 I want to reduce the amount of meat that I eat.
CUT
I want _____ how much meat I eat.

Reading

EXAM STRATEGY

In a reading task with short texts, decide what kind of text each one is, e.g., an advert, a notice, a description. This will help you answer questions about the gist and the author's intention.

5 Read the strategy above. Then look at the texts in the exam task in Ex 6. Decide what kind of text each one is, who wrote it and why.

6 Read the texts below. For each question 1–3, choose the correct answer: A, B, C or D.

Theo,

About what happened on Saturday: I just wanted to say that I hope this doesn't become a big deal. We've been friends for such a long time and I don't want us to fall out. I'm sure if we sit down together and have a proper conversation, we can work something out. I know we've got our differences of opinion and maybe I came across a bit too self-interested. I certainly didn't mean it to turn into a confrontation. Anyway, I hope we can find some common ground – I'm prepared to compromise if you are. I don't want to get my own way if it's at the expense of our friendship!

Max

1 Max has written this message to …
A apologise for his actions.
B resolve an argument with a friend.
C take responsibility for a problem.
D justify his recent behaviour.

So this week's review is for anyone who worries about all those scams out there – if you're like me, you might be concerned that things seem to be getting worse by the week. It's difficult to know who to trust these days, so this is a great place to go to for advice. The site is pretty easy to find your way around and there are plenty of useful links to follow up if you have specific concerns, such as making online purchases. It's also helpful if you want to know more about consumer rights, for example what you should do if any goods you buy turn out to be faulty.

2 What is the purpose of this blog?

A to highlight typical problems for consumers
B to encourage consumers to share their experiences
C to inform consumers about a useful resource
D to warn consumers about a potential threat

In several weeks' time, we will be carrying out research into the importance of our sense of smell and are currently looking for volunteers to take part. Are you someone who has recently lost their sense of smell? Has your sense of taste also been affected? Would you be willing to spare a few hours to tell us about your experience? You will need to be aged between 18 and 45, and should be in generally good health. You will be required to provide background information about your medical history and participate in a series of simple tests. All expenses such as travel will be fully refunded. For more information, please click on the link below.

3 According to the notice …

A no one younger than eighteen years old can be involved in the study.
B the study will focus on improving people's sense of smell.
C participants must have their own form of transport.
D volunteers should be available for several weeks.

Speaking

EXAM STRATEGY

When you talk about photos, don't talk about ideas or things that aren't directly connected to them. However, you can say what they remind you of, how they make you feel, what you like or dislike about them, what you would do if you were in the situation shown, etc.

7 Read the strategy above. Then read the exam task in Ex 8. Think about what you could say about each of the photos using the ideas in the strategy.

8 The photos show two different situations with people in authority. Compare the photos and talk about:

- the relationship between the people
- how the different people might be feeling





Writing

EXAM STRATEGY

When you write an email or message, you often need to use more than one tense. Make sure you know when to use a present tense, a past tense, a future form, etc.

9 Read the strategy above. Then look at the exam task in Ex 10. Make notes for each point, thinking about the different tenses you might need to use. When you have completed the exam task, check your email to ensure you have included a range of tenses.

10 You have recently had a disagreement with your English-speaking friend, Alex. Write an email (150–200 words) to Alex in which you:

- explain what the issue is
- apologise for the disagreement
- suggest a solution.

5

VOCABULARY
Participatory culture
Boosting self-esteem

GRAMMAR
Conditionals
Inversion of subject and verb

LISTENING
Podcast about breaking cultural barriers

READING
Article about lying

GLOBAL SKILLS
Dealing with your unconscious bias

SPEAKING
Comparing and contrasting photos

WRITING
An email of complaint

VISION 360°
Tourism: A force for good?

VOCABULARY BOOSTER P124
GRAMMAR BOOSTER P140–141

Social values



Participatory culture

1 THINK & SHARE Work in pairs. Discuss the questions.

1 What is an online community? Think of a definition and some examples.
2 Which online communities do you know of? What do you think people enjoy about being members of online communities?

2 5.01 Watch or listen. Which sentence is the best summary of the vlog?

A Online communities can consume too much of our time and even promote dangerous ideas.
B Online communities can help us develop abilities that are useful in other areas of our lives.
C Online communities can provide opportunities for learning how to write fan fiction.
D Online communities encourage people to spend too much time looking at a screen instead of reading books.



3 5.01 Watch or listen again. Answer the questions.

1 How does Kaya counter the argument that screen time can be suspect?
2 How has Darius become more creative since he joined an online forum?
3 What do fan fiction writers have to do to ensure that their work is legal?
4 According to Amira, what important skills do multiplayer games help to develop?
5 According to Darius, how could the education system be improved?

4 **REAL ENGLISH** Decide if the statements are true (T) or false (F). Correct the false statements.

1 If something **goes through the roof**, its value doesn't increase.
2 If all online activities are **considered suspect**, they are all regarded with suspicion.
3 Someone who **gets carried away with something**, becomes excited and loses control of their feelings.
4 **A springboard to something** is something that gives you ideas that help you start a new activity.
5 If two or more people are **on the same page**, they don't agree about what they are trying to achieve.

5 **VOCABULARY** Complete the text about a fan fiction site with the correct form of the words and phrases below.

contributor fan base geek mentoring novice peer-to-peer pursue your interests sign up to

Fun with fan fiction

fanfiction.net is, as the name suggests, a website for fan fiction. The site is divided into nine categories that serve a number of [1] _____ related to books, series, films, video games, etc. Over 12 million users are [2] _____ the site and they write in over 40 languages. Writers can discuss their work with other authors in [3] _____ forums. They can also receive [4] _____ from Beta readers, who have their own page on the site. Beta readers have a useful part to play, looking over a story before a writer posts it publicly, checking it for grammar, spelling, plot holes, etc. Many of the community pages encourage [5] _____ to [6] _____ and write freely without worrying about uploading their first efforts. If you're a writing [7] _____, but not into fan fiction, then fanfiction.net has a sister site, FictionPress.com, where [8] _____ work on writing based on their own original ideas.



6 **VOCABULARY** Work in pairs. Check the meanings of the words and phrases below and use them to complete the questions. Then discuss the questions.

alternative perspective civic life empower grassroots lag behind screen time transferable skills

1 Why do parents and teachers worry about children's _____? Do you think there is a difference if it is on TV, a tablet or a phone?
2 If you participate in an online community, what _____ might you learn that you could apply to your life?
3 How can digital media help people to participate more effectively in the _____ of their community?
4 What can we do to make sure that children from poorer communities don't _____ those that have greater access to digital resources?
5 What _____ movements exist in your community, town or region? How do they encourage people to participate?
6 Do you try to get an _____ on current affairs to compare news stories? Why? / Why not?
7 How can digital technology help _____ young people so that they can make a difference in their communities?

7 Complete the sentences so that they are true for you. Work in pairs. Discuss your sentences.

1 I don't think my screen time …
2 I'd like to sign up to … because …
3 I think … has helped me develop transferable skills such as …
4 … would empower … to …
5 I'd love to receive mentoring in … because …
6 I'm a complete novice at …, but I …
7 One of my favourite blogs … is … because …
8 It's fine to pursue your interests as long as …

8 **THINK & SHARE** Work in groups. Complete the table with four more pros and cons of joining and participating in an online community. Present your pros and cons to the class. Which do you agree / disagree with? Why?

Pros	Cons
• Flexibility. You can take part in peer-to-peer forums when and where you want.	• Time lag. Replies to your comments might lag behind the conversation meaning they lose their relevance.

Conditionals

1 Work in pairs. Read the article. Why did the image of gaming improve? Do you agree with Karen Schrier's opinion of gaming? Why? / Why not?

Gaming and mental health

In 2019, the World Health Organization (WHO) recognised that gaming disorder existed. The image of gaming probably would never have recovered if it hadn't been for the COVID-19 pandemic. If anything, it would still be considered to have a link to mental health issues. But in 2020, the WHO updated its position, and promoted gaming to connect people who had to stay at home. Since then, gaming has gained a positive reputation as an educational tool and in her book, *We the Gamers*, Karen Schrier believes that as long as we appreciate the limitations of games, they can be used in schools to teach ethics and civics. Schrier believes that schools should accept that gaming offers great educational opportunities. If not, they'll be missing an opportunity to help their students fully engage with the world.

civics the study of the rights and duties of citizenship

2 Read the rules. Read the text again and find and underline an example of each rule.

Conditionals

A We can use other words in place of *if* in conditional sentences, e.g. *assuming, provided / providing (that), on condition that, as long as, suppose, supposing, even if.*

B We can use phrases with *if* and other words, usually without the subject and the verb *be*: *if necessary, if any, if anything, if ever, if in doubt, if possible.*

C We use *if it wasn't for / if it hadn't been for / but for* to say that one particular situation or event changes everything.

D We can use *so* and *not* after *if* instead of repeating a sentence that has come before.

GRAMMAR BOOSTER P140

3 Complete the sentences with the words below. You do not need to use three of them.

anything condition doubt even ever hadn't long not so supposing wasn't

1 We'll help them as _____ as they don't tease us anymore!
2 Can you cope with all the work? If _____, I'll provide you with some help.
3 _____ if they're a novice, I think it's still good to upload their stories.
4 If in _____, reading alternative perspectives on the topic will help you reach a decision.
5 Kiara would have got the job if it _____ been for her negative online presence.
6 Ewan will go through your story on _____ that you upload it this evening.
7 If _____, she's more of a gaming geek than I am!
8 If it _____ for the online fan base, the TV series would have been forgotten.

4 Complete the rules for mixed conditionals using the words below.

past perfect present simple

Mixed conditionals

We normally use mixed conditionals when the time frame in the *if* clause is different from the time frame in the main clause.

1 A hypothetical situation in the past with a [1] _____ result.
If clause (*If* + past [2] _____) + result clause (*would* + verb).
If he'd accepted the money, he wouldn't have any artistic credibility today.

2 A hypothetical situation in the present with a [3] _____ result.
If clause (*If* + past [4] _____) + result clause (*would have* + past participle)
If you were more interested in money, I would have said 'yes'.

GRAMMAR BOOSTER P140

5 Rewrite the sentences using mixed conditionals.

1 I don't have strong views on peer-to-peer gaming. I didn't participate in the debate.
2 The students did a course on literary devices such as metaphor, simile and parody. Their writing is more sophisticated this year.
3 Ann isn't impressionable. They couldn't persuade her to pursue other interests.
4 They swotted up on science all night. They feel very tired today.
5 Chidi participates in a number of online collaborative games. He learned about civic life.
6 We didn't thrash out an agreement. We aren't collaborating now.
7 They were lazy at school. They don't have good jobs now.
8 I didn't limit my screen time. I have a headache now.

6 Complete the sentences with mixed conditionals so that they are true for you. Work in pairs. Compare your answers.

1 If I didn't live in my home town, …
2 If we had been born in Australia, …
3 If I were rich, …
4 If we'd gone to another school, …
5 If I had an English-speaking friend, …

If I didn't live in my home town, I wouldn't have become a supporter of the local football club.

7 THINK & SHARE Work in pairs. Complete the activities.

A Think of at least three important moments in your life. Then explain how your life would be different now if they hadn't happened.

B Think of at least three personal characteristics. Then explain what different things you would have done in the past if your personality was different.

Breaking barriers







1 Work in pairs. Read the factsheet about areas of inequality for women across the world. How do you think the situation could be improved?

Women spend **twice** as much time as men on domestic work.

25% of the world's politicians are women.

Less than **20%** of the world's land is owned by women, but most of the world's food is produced by women.

Women earn **78%** of what men are paid.

75% of unpaid care is done by women.

Women work **66%** of the world's working hours.

2 5.02 Listen to the introduction to a podcast. Correct the mistakes in each sentence.

1 Maisy has two grandchildren.
2 Maisy's husband shared the responsibility for bringing up their children.
3 Maisy joined a support group for women like herself.
4 *It's a Woman's World* is a hit song by James Brown.
5 The podcast discusses three traditional women's communities.
6 The communities provide alternative perspectives on women's roles in their personal lives.

PRONUNCIATION Connected speech

We usually pronounce words that carry important information (verbs, nouns, adjectives and adverbs) in the same way whether they are spoken as individual words or in sentences. However, many function words (articles, prepositions, auxiliary verbs, pronouns and conjunctions) have a strong form when they are pronounced individually and a weak form in sentences. For this reason, they can seem to disappear when we listen to connected speech.

3 5.03 PRONUNCIATION Work in pairs. Read the Pronunciation box. Read the sentences from the introduction to the podcast and cross out the words that contain weak forms. Listen and check.

1 She was a loving mum, but she was also incredibly independent.
2 I would have a very different image of her today.
3 This all took place in the 1960's.
4 We look at three communities of women.
5 From ABEX Radio, it's the Global Community podcast.

STRATEGY Distinguishing main ideas from secondary or supporting ideas

When we listen to a speech, presentation, podcast, etc. we often need to distinguish between the main idea and the information that is used to support that idea. The supporting ideas are clearly connected to the main idea and offer evidence such as factual information, statistics or even anecdotal evidence that support it.

4 5.04 Read the strategy. Listen to the second part of the podcast. Match photos A–C above to the women in the table below. Complete the table with the main ideas and two of three supporting ideas for each group of women.

	The Haenyeo	Richard Mille Racing Team	The Khasi
Main idea	They reversed traditional roles.		
Supporting ideas			

5 5.04 Listen to the second part of the podcast again. Match sentences 1–8 to the Haenyeo, the Richard Mille Racing Team or the Khasi. There are two sentences that don't match.

1 Some people would like to change their current status in the community. _____
2 This community has opened up to men and welcomes them as members. _____
3 These women have taken on opponents and beaten them. _____
4 The outlook for this group of people is unfavourable because of changing circumstances. _____
5 The activities these women are engaged in can be life-threatening. _____
6 These women have reached a deal with the government to give them some political power. _____
7 These women received help to build their credibility. _____
8 Some members of this group acquire certain rights purely because of their age. _____

6 THINK & SHARE Work in pairs. Create a list of five suggestions for improving equality between women and men. Use your own ideas and the ideas below.

education entertainment media politics relationships science sport

7 Work in groups. Discuss the suggestions and choose the best five. Explain your reasons for choosing them.

Boosting self-esteem

1 Work in pairs. Think of a definition for self-esteem. Compare it with the class. Are the definitions similar or different?

2 Work in pairs. Read the statements. Which do you think are from people with low self-esteem and high self-esteem? Why?



I sometimes make mistakes, but hey, so does everybody else!

Why should I leave my comfort zone just to make a fool of myself?





That's the way it is. Things just never seem to go right for me.

They might be fashionable, but I wouldn't feel comfortable wearing certain clothes!





The coach thinks I'm not good enough, but that's where she's wrong.

3 Read the infographic. Which of the suggestions have you tried? How successful were they?

Learn to *love* yourself!

Say 'no' to negative self-talk

There are moments when it's good to be self-critical, but don't overdo it! We all have flaws, but constantly focusing on them can make you feel worthless and lead you to seriously underestimate what you are capable of.

Recognise your abilities

Instead of negative self-talk, focus on your strengths and positive attributes. Spend a few minutes writing down as many positive affirmations about yourself as you can. Not only might you be surprised at how many great attributes you have, but you could also discover ones you hadn't recognised in yourself before!

Don't compare

Only by spending a lot of time with people can we ever really know them, so why be taken in by the profiles displayed online? Ignore them! Comparisons with exaggerated and probably untrue claims can make us feel insecure, or worse, like failures. The fact is that nobody can live up to the unrealistic expectations created by social media.

Develop empathy

Being considerate about other people's feelings will also help you understand your own. Little do we realise that a comment that wouldn't bother us might be hurtful to another person. Often that's because they have a different perception of life from us, so try to be tactful in what you say. Give friends and strangers a helping hand; this will help you see things from their point of view and will also make you feel more positive about yourself.

Look after yourself

It's a fact that regular exercise has the potential to improve our self-esteem. However, exercise doesn't just mean sport; it can be walking, dancing, climbing ... anything that gets you moving!

Set yourself challenges

Leave your comfort zone, be proactive and make things happen. Achieving a realistic challenge that you have set for yourself will empower you and help you feel more confident and assertive.

4 Work in pairs. Write your own paragraph to add to the infographic. Use your own ideas or the ideas below.

be open to learning join a community
learn forgiveness look for the positive
say goodbye to negative relationships

5 VOCABULARY Check the meaning of the words and phrases in **bold**. Then discuss the questions.

1 Do you think it is true that everybody has the **potential** to succeed in what they want to do?
2 Do you think your parents' generation have an accurate **perception** of what life is like for your generation?
3 Which is more likely to encourage a person to push themselves to improve: constant **affirmation** that they are doing well or constant criticism?
4 How much pressure is there for young people to **live up to the unrealistic expectations** created by social media?
5 Do you have any belongings that others consider to be **worthless**, but that are important to you?
6 What makes us sometimes **underestimate** other people's abilities?
7 What character **flaws** do you find it easiest to ignore or forgive in others?

6 VOCABULARY Match highlighted words from the infographic in Ex 3 to statements 1–6.

1 I don't feel confident about myself or about how others see me.
2 I try hard not to hurt other people's feelings and to anticipate what they might need or like.
3 I always find fault with my own work, even when teachers and classmates say it's good.
4 I don't wait for things to happen; I prefer to make them happen.
5 I'm always careful not to say or do anything that will upset people.
6 I often express myself with confidence and people often take notice of what I say.

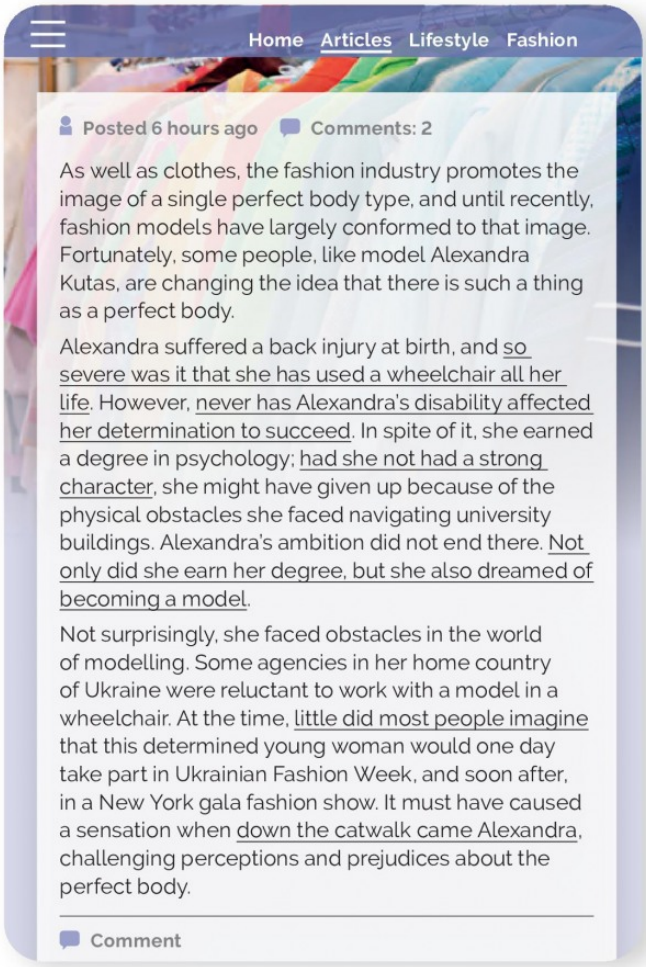
7 THINK & SHARE Work in pairs. Use vocabulary from the infographic to tell your partner about three situations in which you didn't behave or act as you should have done. Then listen to your partner's situations and suggest how they could make amends.

A: I wasn't very tactful in a few comments that I made on social media about a classmate.
B: Delete the comment, apologise and promise to be more considerate in the future.

Inversion of subject and verb

1 THINK & SHARE Work in pairs. Think of some recent clothing adverts. What do the people in the adverts look like? What type of people are excluded? Why?

2 Read the article. How has Alexandra Kutas challenged the stereotypes of the fashion industry?



3 Choose the correct alternatives to complete the rules. Use the underlined sentences in Ex 1 to help you.

Inversion

When we want to emphasise something, we can change the normal word order:

- We can put an adverb or adverbial expression with a [1]**positive** / **negative** meaning at the [2]**beginning** / **end** of the sentence.
- When we do this, the auxiliary verb goes [3]**before** / **after** the subject.
- If there is no auxiliary verb, we need to add the correct form of [4]**do** / **have**.
- In conditional clauses that contain *were*, *had* or *should*, we [5]**can't** / **can** sometimes omit *if*.
- We use *so* or *such* with [6]**than** / **that** to express result.
- We can also use some adverbs of [7]**movement** / **frequency** in this way.
- The use of inversion makes a sentence sound more [8]**formal** / **informal**.

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4 Rewrite the sentences. Start the new sentence with the underlined word or expression.

1 The rain came down just as they started the photo shoot.
2 The singer rarely appears in public these days.
3 Ally's career prospects have never been at stake.
4 Fans little realise how difficult it is for a celebrity to live up to their expectations.
5 Darren was so shy that we underestimated his talent.
6 If I had known that everyone was having problems, I wouldn't have been so self-critical.

5 Rewrite sentences 1–6 using the adverbial patterns in the grammar box.

Inversion and other changes

When we use certain adverbs at the beginning of a sentence for emphasis, we have to make other changes in addition to inversion.

- She would never change her body under any circumstances.
  Under no circumstances would she *ever* change her body.
- She felt insecure, and she also felt worthless.
  Not only did she feel insecure, *but* she also felt worthless.
- As soon as she got home, she hid in her bedroom.
  No sooner had she got home *than* she hid in her bedroom.
- You couldn't find a different type of body anywhere in advertising.
  Nowhere in advertising could you find a different type of body.
- He hasn't done this at any point in his life.
  At no point in his life *has* he (ever) done this.

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1 The holiday didn't live up to our expectations at any time.
2 Ashok felt overwhelmed, and he also felt vulnerable.
3 They haven't got an online presence anywhere.
4 My best friend is assertive and she's proactive, too.
5 Dara shouldn't use artistic licence under any circumstances.
6 As soon as I wrote the tactless comment, I regretted it.

6 5.05 Listen to an extract from a podcast about the fashion industry and complete the summary. Use one, two or three words in each gap.

Summary

Models, [1]_____ and photographers are not the only people involved in fashion, and most aspects of the fashion industry are far from [2]_____. The majority of people have to put up with [3]_____ that would be considered intolerable by those who work in an [4]_____ environment. Many are also [5]_____, so they must constantly look for a new [6]_____. However, things are changing. Fashion designers no longer dictate what people wear, and the impact of [7]_____ has increased. Fashion brands now need to bear their customers' [8]_____ in mind in order to meet their needs. In the near future, they will also need to make the online shopping experience more [9]_____ and even use [10]_____ reality to create fashion shows. These changes will almost certainly affect workers in the industry, for better or worse.

7 Use inversion to write three statements about what the fashion industry should and shouldn't do when advertising its products.

Under no circumstances should the fashion industry use sexist images.

8 Share your statements with the class. Vote on the best three statements.

Recognise the use of hedging in an article about lying.

The truth hurts

1 Work in pairs. In which situations do people use lies like these? In which of the situations are these lies always, sometimes or never acceptable?

- There was no signal for my mobile.
- Umm, this is delicious!
- I've already done it.
- You won't feel a thing, I promise.
- I'm afraid I've got plans that day.
- I have read the terms and conditions.
- It must have gone into my spam folder.
- The bus was late.

2 5.06 Work in pairs. Read the article. What types of lies does the article describe? Do you agree with this distinction? Can you think of an example of each type of lie that you have recently heard?

3 Read the article again. Choose the correct answer: A, B, C or D.

1 What does Mark's boss tell him?
- **A** His colleagues don't like working with Mark.
- **B** He feels Mark's work is below standard.
- **C** He wants Mark to tidy his desk and office.
- **D** He thinks Mark should resign.

2 What do we learn from *The Invention of Lying*?
- **A** It is cruel to tell people lies.
- **B** Telling lies is entertaining.
- **C** Honesty can cause others pain.
- **D** Being honest isn't easy.

3 What do the statistics tell us about lying?
- **A** Teenagers lie most of the time.
- **B** Lying is part and parcel of our everyday lives.
- **C** We lie less and less to others as we get older.
- **D** Parents successfully teach children not to lie.

4 Why might you tell people you feel fine when you don't? To avoid …
- **A** having to find a solution to a problem.
- **B** having an argument with someone.
- **C** giving explanations about a personal problem.
- **D** telling a bigger lie.

5 What does the Mark Twain quote tell us?
- **A** Blatant liars have to keep track of two sets of details.
- **B** People rarely gain an advantage by telling blatant lies.
- **C** Blatant liars have to build relationships to win people's trust.
- **D** People tend to remember the blatant lies they tell.

6 How might the film have presented a better alternative reality according to the writer? By …
- **A** showing how lies are invaluable to society.
- **B** suggesting that liars always have to pay for their lies.
- **C** avoiding lies that hurt the main character's feelings.
- **D** making a distinction between different types of lies.

The truth hurts

Mark Bellison works in the film industry as a script writer, but one morning, no sooner has he arrived at work than it becomes clear that very bad news is just around the corner. Hardly has he sat down at his desk when his boss enters his office to tell him that his scripts are incredibly boring. His boss adds that they show no potential for entertaining cinema audiences and, as a result, he has decided to fire Mark. Shocked by the news, Mark clears his desk and prepares hurriedly to leave, but before he can get out of the building, he meets two now former colleagues, Shelley and Brad. It soon becomes clear that Shelley and Brad are not big fans of Mark's. They add insult to injury by telling Mark that they have never enjoyed working with him, that he's a hopeless writer and that he doesn't have a future.

Fortunately, the scene described above is from the comedy *The Invention of Lying*, a film set in an alternative reality where everybody always tells the truth, no matter how brutal it is. Had this happened in real life, Mark's self-esteem would no doubt be seriously damaged by Shelley and Brad's complete lack of empathy. People would also perhaps wonder why they hadn't kept their thoughts to themselves. Evidently, the objective of the film was to entertain audiences, but its theme suggests that a world where nobody lies could prove to be a cruel place to live. Despite that, it is generally accepted that this is the kind of world we want to live in.

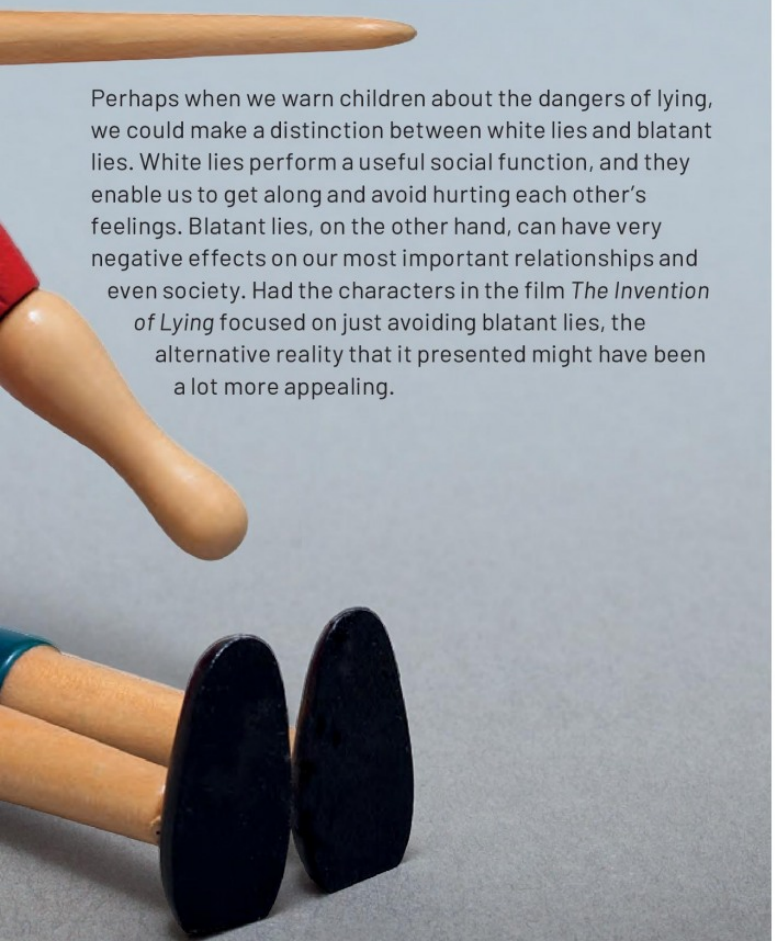
Pinocchio and *The Boy Who Cried Wolf* are two classic tales that parents use to teach children that they should not lie, because lying has negative consequences. It would appear, however, that the stories fail to get the message across. Studies show that we start lying when we are as young as two and that as teenagers, we mislead our parents in 50% of our conversations. Once we reach adulthood, it is thought that we deceive over 30% of the people we speak to and lie on average at least four times a day. That means each person lies up to 1,600 times a year. If anything, although we might find it hard to accept, persistent lying seems to be a principal component of civic life.



The affirmation that lying might be important for social interaction is perhaps difficult to accept when it is generally agreed that liars are people with serious character flaws. When people lie, however, they frequently tell white lies, lies that attempt to avoid difficult situations or differences of opinion. Assuming that is the case, then lying may be acceptable and at times, even necessary. Were you to have a blazing row before leaving home in the morning, you would still probably answer the question 'How are you?' with a 'Fine thanks', on arriving at school or the office. Few people want to air their grievances in public, and even fewer people are interested in hearing about them. Most of us would tell a friend at a party that they look great in their new outfit, even if we think the opposite. White lies allow us to be tactful, don't usually hurt people and are quickly forgotten.

White lies, however, are not the only lies we tell. We also tell blatant lies, and obviously they are completely different. A liar uses blatant lies to gain an advantage over others or to pursue their own self-interests. Unfortunately, studies indicate that the people who frequently tell blatant lies are those who we should be able to trust the most: our politicians, our employers, our partners and even members of our own families. Fortunately, rarely do blatant liars succeed in the long term, because they have to establish a backstory that supports their deception, and this, sooner or later, leads to their downfall. As the author Mark Twain said, 'If you tell the truth, you don't have to remember anything.' Blatant liars have the complicated task of remembering two versions of everything: what they really did and the lies they told, and this is where they come unstuck.

Perhaps when we warn children about the dangers of lying, we could make a distinction between white lies and blatant lies. White lies perform a useful social function, and they enable us to get along and avoid hurting each other's feelings. Blatant lies, on the other hand, can have very negative effects on our most important relationships and even society. Had the characters in the film *The Invention of Lying* focused on just avoiding blatant lies, the alternative reality that it presented might have been a lot more appealing.



STRATEGY Recognising hedging

Hedging is used to distinguish between opinions and facts, for example, to present theories and suggestions we don't have strong evidence for. Hedging is useful for making claims without committing ourselves to the truth of a statement. We can use these structures in hedging:
verbs: *appear*, *indicate*, *seem*, *suggest*, *tend to*
modal verbs: *could*, *may*, *might*
adverbs: *conceivably*, *likely*, *perhaps*, *possibly*, *presumably*, *probably*
that clauses: *it is thought that*, *it is generally agreed that*

4 Read the strategy. Decide if the statements about the writer's intentions in the article are true (T) or false (F). Which words or phrases helped you identify hedging?

The writer is absolutely sure that …

1 Most people want to live in a world where nobody lies.
2 folk stories persuade children that lying is wrong.
3 the producers of *The Invention of Lying* wanted to make audiences feel good.
4 we all think of liars as people with a weakness.
5 the two types of lying are not the same at all.
6 we must highlight the difference between the two types of lying when telling children about the dangers of lying.

5 THINK & SHARE Work in pairs. Discuss the questions.

1 Do you agree that a world without white lies would make social interaction difficult? Why? / Why not?
2 Think of a white lie that you have recently told. What do you think would have happened if you had told the truth?
3 Does your partner's answer to question 2 support or contradict their answer to question 1? Why?

6 VOCABULARY Complete the sentences with the correct form of the highlighted phrases in the article.

1 The workers didn't want to put up with bad pay and terrible working conditions any more, so they took to the streets to _____.
2 If you carry on taking such big risks, you are bound to _____ one day.
3 The project was a failure, and they blamed each other for it. In fact, they had a _____.
4 The employee discovered a document that was so shocking that she decided she couldn't _____, so she leaked it to a newspaper.
5 The Prime Minister tried to continue in his position, but a series of bad decisions eventually _____.
6 My flight was delayed by six hours. Then, _____, the airline lost my luggage and it was three days before they found it!
7 The criminal _____ to account for his actions, but under questioning, the inconsistencies were soon discovered and he was found guilty.
8 I know you've had a series of disappointments, but good times _____.

7 Work in groups. Discuss whether it's possible to detect if someone is lying to you. What type of behaviour would make you think someone is lying?

Dealing with your unconscious bias





1 THINK & SHARE Work in pairs. What is unconscious bias and how might it relate to the people in the photos? How do you think people develop an unconscious bias?

2 Work in pairs. Look at the different groups of people below. Decide if it is sometimes, always or never acceptable to have negative feelings about each group. Discuss your answers. Can you justify them?

a rival sports team bullies elderly people
people with different political opinions unpleasant neighbours

3 Read the summaries of three studies. Which types of bias from the box below do they represent? There may be more than one possible answer.

ageism classism nationalism patriotism racism sexism

A A study has revealed that some European primary school teachers sometimes display ignorance of and prejudice against certain names. Students with traditional names were more likely to be seen as having positive attributes or to get away with bad behaviour. Students with modern or unusual names would fall behind and behave badly, according to their teachers.

B Research by the University of Pompeu Fabra in Barcelona has shown that female job candidates are coming up against considerable bias. In response to over 1,000 job vacancies, researchers sent two CVs out to the employers for each vacancy. Both candidates were of a similar age and had virtually the same qualifications and experience. There was just one difference: one was from a woman and the other a man. The researchers discovered that women were 30% less likely to be called in for an interview.

C A recent study by the Royal Society for Public Health in the UK has suggested that elderly people in the UK have to put up with negative stereotypes from the rest of society. A quarter of of adults between 20 and 40 believe it's normal for older people to be unhappy and depressed and 40% expect them to end up suffering from memory loss. It was also discovered that some bosses are guilty of discrimination against older workers. They show less tolerance towards people in their 50s and above, because they believe they can't keep up with their younger colleagues.

4 Work in pairs. Discuss which study was the most / least surprising. Why?

5 5.07 Listen to a presentation on dealing with your prejudices. Answer the questions.

1 Who does the speaker say it is acceptable to feel negative about?
2 What are socially invented ideas?
3 How many steps does the process of dealing with your prejudices involve? What are they?
4 What will you realise at the end of the process?

6 Work in pairs. How easy do you think it would be to follow the three steps described in the presentation in Ex 5? What problems might you encounter?

7 VOCABULARY Check the meaning of the highlighted words in the article. Choose the correct alternative.

1 Racial **prejudice** / **ignorance** is often a product of a lack of information about other people's cultures and customs.
2 There is a lot of unreasonable **discrimination** / **tolerance** against the over 50s in the job market.
3 Gender **biases** / **stereotypes** are becoming obsolete as both men and women are freer to behave in a way which was once regarded as unsuitable.
4 People who claim to be broadminded have very low **discrimination** / **tolerance** of the opinions of others.
5 Newspapers often have a clear political **bias** / **stereotype** in favour of one party.
6 Many politicians show real **ignorance** / **discrimination** of the problems faced by ordinary people.

8 Work in pairs. Say if you agree or disagree with the statements in Ex 7. Give reasons for your answers.

9 VOCABULARY Underline the phrasal verbs in the summaries in Ex 3. Then complete the sentences with the correct form of the phrasal verbs using the definitions in brackets to help you.

call in end up with fall behind get away with
keep up (with) put up with send out

1 Abe and Erica _____ the invitations to their wedding a week ago. (post)
2 The police _____ to the stadium to deal with unruly spectators. (ask for sb's services)
3 He thought he could _____ his appalling behaviour, but he was wrong. (do something wrong and not be punished for it)
4 Kiara was off school for weeks, so she _____ with her work. (fail to keep level with sb or sth)
5 Employees shouldn't have to _____ racist or sexist comments from other people at work. (accept sb/sth that is annoying, unpleasant, without complaining)
6 Alex will _____ with no friends if he doesn't stop being aggressive. (to find yourself in a place or situation at the end of a process or period of time)
7 If you don't make more of an effort, you won't be able to _____ the rest of the class. (to make progress at the same rate as sb / sth)

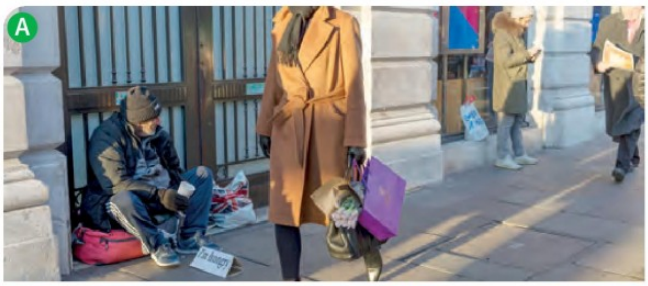
10 MEDIATION Your friend is interested in how unconscious biases operate but missed the lesson. Send them a message summarising:
how unconscious biases can play a role in education, in the workplace and in society's view of the elderly, and how people can learn to overcome them

11 THINK & SHARE Work in groups. Think of a recent example of unconscious bias and discuss why this occurs and what can be done to deal with it in the future.

Comparing and contrasting photos

1 Work in pairs. Answer the questions.

1 What do you think are the most important causes of inequality between rich and poor members of society?
2 Is there a difference between being poor in a poor country or in a rich country? Why? / Why not?







2 5.08 Listen to a student comparing and contrasting two of the photos. Answer the questions.

1 How are the photos similar?
2 Where does he think the photos were taken?
3 What difference does he mention between the two photos?
4 What does he say about the man's facial expression and the woman's body language in photo A?
5 What contrast does he remark on in photo C?
6 What does he say are the related but different aspects of poverty in cities shown in the photos?
7 What message about society do both photos present?

3 5.08 Listen again. Which of the phrases from the Phrasebook below does the student use?

PHRASEBOOK Comparing and contrasting

The photos have a few things in common, such as …
They all / both / each have / show / portray …
A similarity worth mentioning is …
The most obvious similarity is that …
What the situations have in common is that …
One / The most noticeable difference is that …
Another important difference is that …
In contrast, the other photos …
In comparison with photo …, photo …
Unlike photo …, photo …
Whereas photo … depicts …, photo … shows …

STRATEGY Making deductions

When we talk about photos, we often guess or make deductions about the situations they illustrate. To do this, we can use:

- *must / can't / might / may / could* + infinitive without *to*, e.g. *Anyone who lives in a tent like this must be homeless.*
- *must / can't / might / may / could + have* + past participle, e.g. *The other photo might have been taken in a US city.*
- *look / seem / appear* + adjective, e.g. *The woman seems indifferent to the man.*
- *seem / appear* + infinitive with *to* / perfect infinitive, e.g. *The photos appear to have been taken in similar parts of the world.*
- *look like* + noun, e.g. *They look like luxurious modern apartment buildings.*
- *look as if* + clause, e.g. *The man looks as if he's given up on life.*

4 Read the strategy. Rewrite the sentences as deductions about the photos in Ex 1. Use the words in brackets.

Photo A

1 The woman is in a hurry. (look)
2 She has been shopping because she's carrying shopping bags. (must)
3 The homeless man is cold and hungry. (seem)
4 He started begging when he lost his job. (might)

Photo B

5 The people serving behind the counter are volunteers. (like)
6 The man being served is here because he can't afford to buy food. (must)

Photo C

7 The tents were put up on the pavement because there was no other place for them. (appear)
8 Living in a tent in a city is dangerous. (look)
9 The bicycle near the tent belongs to one of the homeless people. (like)

5 Work in pairs. Follow the instructions.





- Student A, compare and contrast the two photos above. Use phrases from the Phrasebook and the strategy.
- Student B, listen to your partner. Which phrases from the Phrasebook and strategy do they use? What can you add to their comparison?

6 Work in pairs. Go to page 151 and follow the instructions.

7 REFLECT Work in pairs. Discuss the task. Did you …

- briefly describe each photo and compare the two?
- give your opinion about inequality?
- use a variety of phrases from the Phrasebook?

An email of complaint

1 Work in pairs. What examples of sexism can you think of in the way products are advertised? Do you agree that each other's examples are sexist?



2 Look at the advert and read the email complaining about it. Do you think it would have any effect on the company? Why? / Why not?

Dear Sir / Madam,

A I am writing to complain about the offensive content of the advertising campaign for your new range of household electrical appliances, which has been widely viewed online and broadcast on television.

B Rarely have I been so appalled by an advertising campaign. The images of a woman doing menial household tasks while her male partner lies on a sofa show that your company is completely out of touch with the radical changes that have taken place in society in the past decades. If nothing else, your advert displays an inexcusably sexist perspective of a woman's place in society. This is all the more deplorable as it suggests that women should continue to conform to an outdated stereotype even though they have a career or job outside the home.

C While I accept that one letter from an angry ex-customer is unlikely to lead to a change to your current advertising campaign, I can assure you that I am not alone in expressing my displeasure, and countless other women and men are equally unwilling to tolerate such blatant sexism. As a result, a boycott of your goods is currently being organised, and an online petition has been established, asking the advertising authority to investigate your campaign.

D I look forward to your prompt response and hope that you will reassess your advertising strategy in the very near future.

Yours faithfully,

Sean Barrett

boycott A refusal to buy, use or take part in something as a way of protesting

3 Read the email again and answer the questions.

Which paragraph states …

1 why the company's behaviour is unethical? ___
2 what the writer is going to do? ___
3 what the writer hopes the company is going to do? ___
4 what the writer is complaining about? ___

4 Read the Phrasebook. Then complete it with the highlighted phrases from the email.

PHRASEBOOK An email of complaint

Opening statement

1 _____

I am writing to express my disappointment with …
I am writing to draw your attention to …

Expressing disappointment

2 _____

3 _____

I am bitterly disappointed by …

Outlining action

4 _____

5 _____

I shall have no alternative but to …
Should we receive no response, we will be obliged to …

Signing off

6 _____

I would appreciate it if you would …
I look forward to learning how you intend to …

STRATEGY Using vocabulary to sound more forceful

Select vocabulary that is appropriate for the context and objective of your writing, e.g. that makes more impact and that will impress the reader.

5 Work in pairs. Read the strategy. Rewrite the statements replacing the underlined words with more forceful vocabulary underlined in Ex 2. Discuss the statements. Do you agree or disagree? Why? / Why not?

1 People make very annoying comments on social media that they would probably not otherwise make.
2 We are so used to reading and hearing about terrible events that no one is genuinely shocked by anything any more.
3 The status of women has been the most important change in society over the last hundred years.
4 Housework is not an unimportant job, so should be paid.
5 Cruelty to animals is the most unacceptable behaviour imaginable.
6 The view of women as the weaker sex is ridiculously old-fashioned.
7 All politicians believe they can tell obvious lies and get away with them.
8 Only quick action now can save the planet from disaster.
9 There are many reasons why we are complaining.

6 Write an email of complaint responding to one of the following situations.

- A national newspaper criticised young people for being too sensitive about certain social issues.
- A popular comedian made racist jokes on social media.
- A politician suggested there should be no social restrictions to control a virus that only seriously affects elderly people.

7 CHECK YOUR WORK Did you …

- think about the purpose of each paragraph?
- make sure the reason for your complaint is clear?
- use forceful phrases from Ex 5?
- use inversion for emphasis?
- check your email for spelling and grammar mistakes?

Grammar

1 Complete the sentences with the words and phrases below. There are two that you do not need to use.

anything as long as but even
for had not so wouldn't (x2)

Do you want to know what you can learn from gaming? If [1]_____, you might enjoy reading Nicolas Cole's book *Confessions of a Teenage Gamer*. Cole believes that if it wasn't [2]_____ gaming, he [3]_____ have the position in marketing that he has today.

In the book, Cole mentions a few life lessons that he has learned. To begin with, he says, playing with others teaches responsibility. You'll be welcome in multiplayer games only [4]_____ you're punctual and respect the rules. Gaming also teaches that competing with others doesn't help you improve. If [5]_____, it'll frustrate you. [6]_____ if you're the best in your group, there'll always be someone better online, so it's best to compete with just one person, yourself.

Furthermore, Cole also believes that [7]_____ he focused just on winning instead of learning when he was a novice, he [8]_____ be one of the world's best gamers today. Learning, he says, is much more likely to lead to success.

2 Use inversions of subject and verb to rewrite the sentences.

1 If I had known the truth, I wouldn't have felt insecure.
Had _____.
2 We rarely play games online together.
Rarely _____.
3 If she should see Eva, she'll be tactful.
Should _____.
4 If I was more assertive, I would have told him to stop.
Were _____.
5 He wouldn't recognise his flaws under any circumstances.
Under _____.
6 Yasmin was not only kind, but she also showed empathy.
Not _____.
7 I have never studied so much for an exam.
Never _____.
8 Senyo was so upset that he refused to accept Jo's apology.
So _____.

Vocabulary

3 Complete the sentences with the words and phrases.

contributor empower geek grassroots lag behind
novice peer-to-peer transferable skills

1 _____ refers to using your computer to share data, documents, etc. with other computer users.
2 If you _____ someone, you give them more control over their own life.
3 _____ are abilities used in different jobs.
4 A _____ is a person who has little experience of a skill or a job.
5 The _____ of society are the ordinary people who form the main part of it.
6 A _____ is a person who creates content for a website, book or publication.
7 A _____ is a person who is very interested in a particular subject and knows a lot about it.
8 To _____ means to move or develop at a slower speed than others.

4 Choose the correct alternative.

1 His argument was full of **empathy** / **potential** / **flaws**, and he contradicted himself.
2 I feel **insecure** / **worthless** / **assertive** about speaking in public and get very nervous about doing it.
3 You need to be **self-critical** / **proactive** / **considerate**. Make things happen; don't wait for them to do so.
4 Unless we have **affirmation** / **empathy** / **perception** for other people, it is difficult to imagine what their lives must be like.
5 He's a player with **flaws** / **perception** / **potential**, but he needs to train harder if he wants to develop in the future.

Cumulative review

5 Complete the article with one word in each gap.

Are you panicking because your exams are soon and you know you're going to fail? If [1]_____, now is the time to seek help. Thousands of students in their final year of school are feeling the same way, but don't suffer in silence. Speak to someone you trust, a parent, a teacher or a good friend, and get an alternative [2]_____ on your problem.

Max was a good student, but his last year of school had not begun well. Not [3]_____ was he struggling with his maths, but he was also starting to lag [4]_____ with his other subjects. Luckily, he decided to take a [5]_____ approach and discuss his concerns with a teacher. She suggested that he might benefit from a few extra lessons, and offered to help him after class if [6]_____.

'Speaking to my teacher was the best thing I ever did,' says Max. She explained that [7]_____ if I did fail, it wouldn't be the end of the world. She also said I shouldn't [8]_____ myself, and she was sure I'd do better than I thought. And do you know something? She was right. I ended up passing all my exams. If I hadn't spoken to Mrs Hale, I [9]_____ be starting university next autumn.'

Think & share

6 Work in pairs. Complete the sentences so that they are true for you. Discuss your answers.

- When a friend has a problem, I usually …
- The good / bad thing about doing this is …
- In the future, I will try …

5 VISION 360°

Learn about the pros and cons of modern tourism, and create a guide on how to be a good tourist.

Tourism: A force for good?



Unit 5 360° hotspots

1 THINK & SHARE Why do people travel to other places on holiday? Think of as many reasons as you can.

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Explore the photo of Venice. Why do you think there are so many people there? How do you think they are feeling? Would you like to be there?

3 ALL HOTSPOTS Explore the hotspots. In which hotspots can you find examples of the following?

1 different opinions about tourism
2 statistics about tourist numbers
3 a story about online reviews
4 a website for a holiday apartment
5 information on how to be a good tourist

4 Watch the video about tourism today. What do these numbers refer to?

1 1.32 billion
2 5%.
3 $8.27 trillion
4 51
5 33 / 1

5 Work in groups. Look at the infographic on sustainable tourism. Choose three dos and three don'ts. Talk about why they are important. Can you think of any more things to add?

6 Look at the advert for a holiday apartment in Venice. Would you like to stay here? What do you think are the pros and cons of staying in someone's home on holiday?

7 Listen to people talking about the business of renting people's homes on holiday. Match the questions to the speakers (A–D). There is one question you don't need.

Which speaker …

1 believes it can be positive for both locals and tourists?
2 has experienced the negative side of it themselves?
3 believes it can do more harm than good to local communities?
4 has rented out their own home to tourists?
5 says that it has enabled him to do something he wouldn't have had the money to do otherwise?

8 Work in pairs. Which speakers from Ex 7 do you most agree with? Why?



9 Listen to the story of a restaurant called 'The Shed at Dulwich'. Answer the questions.

1 What was 'The Shed' really?
2 Who created 'The Shed'?
3 Where did he register 'The Shed'?
4 How did his friends help make 'The Shed' well-known?
5 What did the podcast host think was 'unbelievable'?
6 What happened when people were told the restaurant was fully booked for months?
7 What does the host say we should learn from the story of 'The Shed'?

10 Work in pairs. Choose a café or restaurant in your area. Then go online and find some reviews about it. Are they accurate? Tell the class about the place, the reviews and what you think about it.

11 THINK & SHARE Work in pairs. Imagine you are going on holiday. Talk about three things you have learned from this lesson that you would and wouldn't do.

CREATE ... a guide on sustainable tourism in your country

STEP 1
Work in groups. Think about some of things you would recommend to tourists visiting your country. Use the following ideas to help you. Decide on four things.

accommodation festivals food and drink
historical sites shopping tourist attractions transport

STEP 2
RESEARCH IT!

Go online and do some research into the things you have chosen. Find photos of the places and find out about:

- places to go
- locations, opening times, prices, tips
- how these places support sustainable tourism

STEP 3
Talk about what else tourists should consider when visiting your country. Discuss:

- local manners, customs, etc.
- how to dress
- what type of behaviour is not acceptable
- some useful words and phrases to learn

STEP 4
Decide how you want to present your sustainable tourism guide to your country. It could be as a poster, presentation, podcast or video script. Then work together to produce it. Make sure each person contributes something.

STEP 5
Present your guide to the class. Listen to the other presentations. What did you learn about sustainable tourism from the other guides?

6 Human nature

VOCABULARY
Migration
Coming to the rescue

GRAMMAR
Advanced reported speech structures
Emphasis

LISTENING
Podcast about dystopian fiction

READING
Article about social change

GLOBAL SKILLS
Planning a successful presentation

SPEAKING
Giving a presentation

WRITING
A review

DOCUMENTARY
A biofueled trip

VOCABULARY BOOSTER P125
GRAMMAR BOOSTER P142–143



Migration

1 THINK & SHARE Work in pairs. Answer the questions.

1 Why might a young adult from your country decide to move abroad?
2 If you were going to move to another country, what issues should you consider before going?

2 6.01 Listen and watch. What reasons are mentioned for moving to another country?

3 6.01 Listen and watch again. Rewrite the information in the sentences so that it is correct.

1 Amira's parents suggested going to Australia to her sister.
2 Amira's parents immigrated together.
3 One person in a hundred lives outside their country of birth.
4 Many people are likely to have close relatives in other countries that they aren't aware of.
5 Significant numbers of immigrants settled in Ireland in the 19th Century.
6 Immigrants contribute more to the country than they receive.

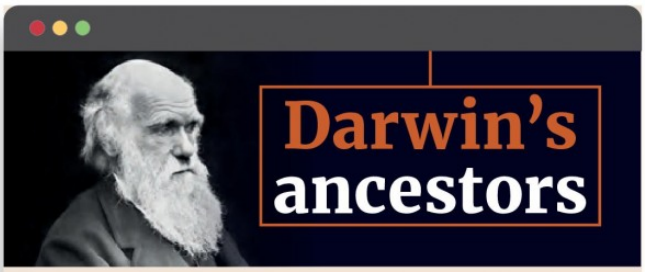
4 REAL ENGLISH Match phrases 1–6 from the vlog to the meanings.

If ...

1 you **get out of bed on the wrong side**,
2 you **rub someone up the wrong way**,
3 you **up sticks**,
4 you hear a **rags to riches** story,
5 you say **when the going gets tough, the tough get going**,

A you mean when a situation becomes difficult, determined people take action.
B someone is offended by something you do or say.
C it is about someone going from being extremely poor to being extremely rich.
D you leave home to go and live somewhere else.
E you are in a bad mood for no particular reason.

5 Read the article. Is any of the information in the article new to you?



Darwin's ancestors

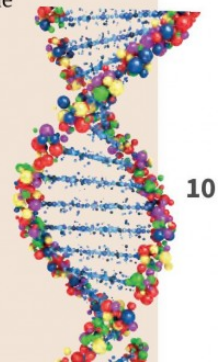
Chris Darwin knows a lot about his great-great-grandfather Charles Darwin, but not as much about more distant ancestors, so when he was invited to take part in a large-scale DNA study of human migration using cutting-edge technology, he was intrigued to trace his ancestry and to help in tracing the movement of early modern humans across the globe.

Migration is at the heart of the history of humankind, and still today, vast numbers of people move around for many reasons. Some emigrate from the country where they were born in search of a better life elsewhere and others just want to control their destiny. And Chris, who immigrated to Australia in 1986, is one of these people. The study showed the long and fascinating journey taken by his distant ancestors when they migrated from their ancestral African home.

Our species, *Homo sapiens*, originated in Africa over 200,000 years ago, and the study showed that the Darwins belonged to one of the first groups to uproot themselves and leave Africa, possibly displaced by dramatic changes to the climate. At first, the group lived in the Middle East. Ten thousand years later, they moved North again, this time to Europe, finally migrating to the British Isles, where they settled 12,000 years ago.

Chris believes that his great-great-grandfather Charles would have been fascinated to find out what the study revealed.

Other fascinating discoveries that have come to light show that Chris, like most people on the planet, has Neanderthal genetic material in their DNA. This discovery contradicts previous assumptions that there was only confrontation between *Homo sapiens* and *Homo neanderthalensis*. In reality, it appears that the two species mixed.



6 VOCABULARY Match the highlighted verbs in the article in Ex 5 to their definitions.

1 to move from one town, country, etc. to go and live and/or work in another; this is used to refer to large numbers of people
2 to leave your own country to go and live permanently in another
3 to come and live permanently in a country after leaving your own
4 to leave a place where you have lived for a long time; to make somebody do this
5 to force people to move away from their home to another place; to take the place of somebody/something
6 to make a place your permanent home

7 VOCABULARY Complete the text with the correct form of the highlighted words from the article in Ex 5.

Thanks to [1]_____, scientists can now sequence the genome (i.e. the entire set of DNA instructions) of a species. This allows us to [2]_____ back many tens of thousands of years.

Our species, *Homo sapiens*, started to [3]_____ out of Africa about 270,000 years ago. It is not clear why, but early modern humans may have been [4]_____ by climate changes. As they spread across the world, they encountered different human species of the genus *Homo*. In some places, populations of *Homo sapiens* may have mixed with these species, and in other cases, they may simply have [5]_____ them.

Then, about 11,000 years ago the development of agriculture enabled people to [6]_____ in areas where crops could be cultivated. Famous examples include the Fertile Crescent in the Middle East and the Nile Delta in Egypt.

In more recent times, people have [7]_____ from the countries where they were born, hoping for a better life elsewhere and wanting to [8]_____. Millions have [9]_____ to countries like the United States, Argentina and Australia.

8 VOCABULARY Check the meaning of the words and phrases below. Complete the statements with their correct form. Do you agree with them? Why ? / Why not? Discuss.

a spike in entrepreneurship fabric of society
get out of control go-getters innovation melting pot

1 A healthy society needs to find a way to balance tradition and _____.
2 Violence against minority communities will _____ unless the government takes drastic measures.
3 _____ the cost of living will inevitably lead to unrest.
4 Bold economic plans are needed in this country to encourage _____ and promote business.
5 The breakdown of family ties in our society is threatening the _____.
6 Young people who are _____ will succeed in life.
7 The most exciting new cultures can only thrive in the _____ of a large cosmopolitan city.

9 THINK & SHARE Work in pairs. Look at the two statements below. Think of points in favour of both and then decide which you agree with most.

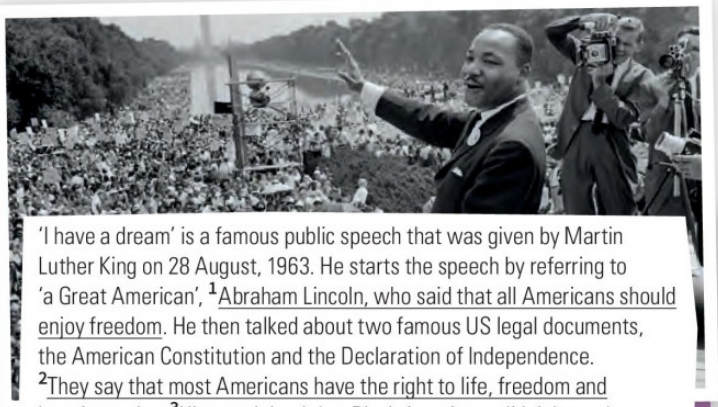
People should stay and live in the country where they were born and contribute to it.

Everybody should be able to live where they want to. Freedom of movement should be a right.

10 Work in new groups of three. Share your thought about the statements in Ex 9. Do you agree?

Advanced reported speech structures

1 Work in pairs. Look at the photo. What do you think is happening in the photo? Do you know who the person addressing the crowd is? Do you know what he was talking about? Read the text and check your answers.



'I have a dream' is a famous public speech that was given by Martin Luther King on 28 August, 1963. He starts the speech by referring to 'a Great American', [1]Abraham Lincoln, who said that all Americans should enjoy freedom. He then talked about two famous US legal documents, the American Constitution and the Declaration of Independence. [2]They say that most Americans have the right to life, freedom and happiness, but [3]King explained that Black Americans didn't have those rights back then and couldn't control their own destinies. King talked about equality and [4]his argument that all people are created equal is one that most Americans could relate to. In the second part of his speech, he described a positive vision of black and white people living together in peace and [5]he encouraged all Americans to work for a brighter future where people would be judged for who they were and what they did and not for the colour of their skin.

2 Work in pairs. Do you think the situation Martin Luther King described in his speech is any better today? Has his dream become reality? Think of examples to justify your answers.

3 Read the rules. Then match them to the underlined sentences in the text in Ex 1.

Advanced reported speech structures

A When we report something that was said in the past, we need to change the tenses and report the words using past tenses.

B We don't change tenses in reported speech with some modal verbs (e.g. *might*, *ought to*, *had to*).

C We don't change tenses in reported speech when the original situation hasn't changed, or after reporting verbs in the present tense.

D We can use different verbs and structures to report orders, requests, suggestions, etc. (e.g. *demanded that*, *begged us to*, *suggested doing*). You need to learn these verb patterns separately.

E We can use nouns such as *argument*, *criticism*, *comment*, *idea* and *remark* to report speech.

GRAMMAR BOOSTER P142

4 Complete the reported speech so that it has the same meaning as the direct speech. There is sometimes more than one possible answer.

1 'We all have the right to life, and to live in freedom and safety.' (Article 3 of the Universal Declaration of Human Rights)
Article 3 of the Universal Declaration of Human Rights says _____.

2 'I'm called an asylum seeker but that's not my name.' (Angela May George)
Writer Angela May George explained _____.

3 'I let down the country. I let down our system of government.' (President Nixon)
President Nixon apologised to American citizens _____.

4 'Education is the most powerful weapon which we can use to change the world.' (Nelson Mandela)
Nelson Mandela's idea was _____.

5 'Our immigration policy should be based on compassion and a desire to help the other.' (Ilhan Omar)
Ilhan Omar said _____.

6 'Change yourself - You are in control.' (Mahatma Gandhi)
Mahatma Gandhi advised people _____.

5 Work in pairs. Which quotes from Ex 3 do you agree / disagree with? Why? / Why not? Think of some famous quotes you know and tell your partner.

6 Read an extract from a report on an interview with Michelle Bachelet, UN High Commissioner for Human Rights. Then complete the rules.

When asked whether human rights was connected to climate change or there was no connection, the UN High Commissioner for Human Rights said it clearly was. She added that whether we like it or not, climate change was going to affect people's lives and rights all over the planet. When speaking about whether or not there was a solution, she said this depended on our willingness to change our lifestyles very soon.

Whether

1 We can use _____ instead of *if* to report yes / no questions and in more formal contexts.

2 We can use *whether* + _____ to introduce two possibilities. If one of those possibilities is negative, we can just use *whether* + _____.

3 After _____ e.g. *about*, *in*, it's necessary to use *whether*, not *if*.

GRAMMAR BOOSTER P142

7 Complete the sentences with *whether* and the words below. Match the sentences to the rules in the grammar box.

asked into or not

1 The new study probes _____ there would be a spike in migration.

2 The politician was asked _____ the authorities were actually interested in solving the problem.

3 The reporter _____ the mayor thought the city was a melting pot.

8 Work in pairs. Discuss the questions.

- Are you worried about the future of the planet and human rights? Why? / Why not?
- What do you think will be the most important human rights issues in the world in the future? Why?
- What are the main differences in opinion about these topics?
- What do you think we will be able to do to avoid problems?

9 Report your partner's answers to another student. Use some of the reported speech structures you've seen in this lesson.

Dystopian fiction



1 Read the definitions and answer the questions.

dys·to·pia /dɪsˈtəʊpiə/ *noun* an imaginary place or state in which everything is extremely bad or unpleasant ➲ compare UTOPIA ▶ **dys·to·pian** /-piən/ (*also* **dys·top·ic** /dɪsˈtɒpɪk; *NAmE* -ˈtɑːp-/) *adj.*

uto·pia (*also* **Uto·pia**) /juːˈtəʊpiə/ *noun* [C, U] an imaginary place or state in which everything is perfect ORIGIN From the title of a book by Sir Thomas More, which describes a place like this.

From *Oxford Advanced Learner's Dictionary 10th* Edition, 9780194798488

1 TV series, films and books based on dystopian worlds are common and often popular. Can you think of any examples?
2 Do you enjoy reading or watching this kind of story? Why? / Why not?

2 6.02 Listen to a podcast about dystopian fiction. Which of the speakers talk about the main purpose of this kind of literature? What do they suggest is the main purpose?

3 6.02 Listen again. Decide if the sentences are true (T) or false (F) according to the speakers on the podcast.
1 The presenter suggests that there are a lot of good dystopian novels. ___
2 The presenter claims that most people would enjoy living in a dystopian world. ___
3 Dystopian fiction is usually situated in the distant past. ___
4 Dystopian novels often exaggerate a current social or political issue. ___
5 Dystopian fiction tends to be more popular when there is social or political tension in the real world. ___
6 People enjoy dystopian fiction because it is very different from the real world. ___

4 THINK & SHARE Work in pairs. Discuss the questions.
1 Can dystopian stories encourage people to participate more in civic life? Why? / Why not?
2 The presenter says nobody wants to live in a dystopia, but would you want to live in a utopia? Why? / Why not?

5 6.03 Listen to three students talking about three dystopian novels: A *Uglies* by Scott Westerfeld, B *Divergent* by Veronica Roth and C *Never Let me Go* by Kazuo Ishiguro. Match the novels A–C to the statements 1–6.

This story …
1 ___ presents a possible use for a scientific discovery.
2 ___ involves a lot of conflict.
3 ___ is set after an ecological disaster.
4 ___ has provoked mixed feelings.
5 ___ feels realistic and rooted in the present.
6 ___ places importance on physical appearance.

STRATEGY Distinguishing between opinions and facts

When we listen, we sometimes need to distinguish between facts and opinions. Listen out for phrases that indicate that someone is giving an opinion (*In my view, The way I look at it*, etc.), or speculating (*It might be considered, I guess the idea is*, etc.).

6 Read the extracts from the students' reviews in Ex 5. Decide if each extract is expressing a fact (F) or an opinion (O).
1 I think it really talks about our obsession today with how we look.
2 The story's set in a world where all the cities have been destroyed.
3 *Divergent* is a dystopian novel set in Chicago in the near future.
4 One reviewer's criticism was that the book was simplistic, but I don't agree with that.
5 I feel it's no exaggeration to say, it's one of the saddest books ever written.
6 It's set in a typical English boarding school in the countryside in the near future.



7 Work in pairs. Discuss the questions.
1 Have you read any of the dystopian novels the three students talk about? If so, what did you like / dislike about them?
2 If you haven't read any, which of the three novels would you most like to read? Why?

8 Prepare a short presentation on a book, film or series that you have recently seen or read. Include three facts and three opinions in your presentation. Use your own ideas or the ideas below to help you.

characters plot setting (place and time)
title and author / director / actors

9 In groups. Give your presentations. Identify the three facts and three opinions in the presentations.

Coming to the rescue





1 Work in pairs. Look at the photos and discuss the questions.
1 What humanitarian organisations can you think of?
2 What work do these organisations do?
3 Why do you think we need organisations like this?

2 Read the article. What type of situation do all three organisations sometimes work in?

Helping the world

The world depends on humanitarian aid organisations to offer emergency relief quickly in the immediate aftermath of a natural or human-made disaster. It's organisations like these that have the experience in disaster management that can save lives. This week, we look at three of the best-known.

Doctors Without Borders

The reason why Doctors Without Borders was set up in France in 1971 was to provide emergency medical care to everybody around the world who needed it. Today, it has 35,000 doctors, nurses and fieldworkers in over 70 countries saving lives in wars, helping people fight epidemics and also raising awareness of the importance of preventive healthcare.

United Nations International Children's Emergency Fund

UNICEF, a United Nations agency, is the world's biggest welfare organisation. What UNICEF does is provide basic necessities for children all around the world, but especially for those suffering from malnutrition. It also stands up for the rights of children, especially in conflict zones, and organises rescue missions to save children's lives.

International Red Cross and Red Crescent

The IRCRC works on the ground to protect human life and shows solidarity with the victims of conflicts. What surprises many people is the organisation's campaign to promote the rules of war. The IRCRC believes that if all countries at war agreed to follow the rules in a number of international agreements, the lives of civilians and injured soldiers could be saved.

3 Read the article again. Answer the questions.
Which organisation …
1 believes that the consequences of violence can be reduced if the fighting is organised?
2 educates people about health issues?
3 focuses on a particular group of people?

4 VOCABULARY Complete the tasks with eight of the highlighted words in the text.
Find …
1 two problems that people living in a difficult situation might have to deal with.
2 six possible responses to a bad event that organisations might make or organise.

5 VOCABULARY Replace the underlined words with highlighted words from the article.
1 The organisation defends education that allows both boys and girls to fulfil their potential.
2 Staff working in the emergency situation supported the medical team by prioritising the building of temporary hospitals.
3 The central office sent as much equipment as possible to vulnerable people in the disaster area.
4 The medical team wanted to let people know about the dangers of drinking the local water.
5 Local residents had to leave their homes in the situation following the earthquake.
6 Ordinary people all over the country supported the victims of the floods by making donations online.

6 VOCABULARY Complete the email to subscribers to a humanitarian aid organisation. Use the correct forms of some of the highlighted words from the article in Ex 2.

Inbox

This email is from a mailing list.

CLIMATE CHANGE EMERGENCY

INTERNATIONAL PLANET RESCUE

The world's changing climate is the biggest problem of our time!

- In the [1]___ (1 word) of the floods in South America, we were the first organisation to arrive [2]___ (3 words) to provide help, and the first to organise [3]___ (2 words) that saved hundreds of lives. We also sent [4]___ (2 words) in the form of drinking water, tents, cooking equipment and food.
- In Somalia, the drought has destroyed the local food supplies and people are [5]___ (3 words). The poor quality of the local water supply is also causing illness and people are fighting [6]___ (1 word). We sent [7]___ (1 word) to distribute food and clean drinking water in attempts to [8]___ (3 words) to those in need.

Our experience in [9]___ (2 words) and our ability to [10]___ relief (2 words) quickly can save thousands of lives, but we can't do it without you!

YOUR HELP IS ESSENTIAL! GET INVOLVED: DONATE, WORK WITH US OR VOLUNTEER! YOUR SKILLS ARE NEEDED!

7 THINK & SHARE Work in groups. Imagine that one of the natural disasters below has occurred in a nearby area. Discuss three emergency measures that could be taken to help vulnerable people in the community.
- extreme flooding
- an extreme heatwave
- uncontrolled forest fires
- a long period of drought

8 In new groups. Present your emergency measures. Which measures do you think would be the most useful? Why?

Emphasis

1 Work in pairs. Read the article about the charity Save the Children. What new technique did the charity use? How successful was it? What campaign techniques do you know of that charities use today?

Save the Children

BACKGROUND

[1]It was the images of children suffering from malnourishment after World War 1 in Europe that inspired two sisters, Dorothy and Eglantyne Jebb, to set up Save the Children. [2]What the two sisters did was use newspaper advertising and short films at cinemas to raise people's awareness of the problem and to raise money. [3]It was these new campaign techniques that influenced people to donate to the sisters' organisation. [4]What surprised the sisters was the incredible success of their campaign and they raised what would be £8 million in today's money. [5]What they did with the money was provide meals to 300,000 children and keep them alive through the winter of 1921. After the success of their campaign, [6]what the sisters then decided to do was to make Save the Children into a permanent organisation, and today, it works all over the world to improve the lives of children.

2 Read sentences 1–6 in the article in Ex 1 again. What is the key information in each sentence?

3 Match the underlined sentences 1–6 from the article to the grammar explanations A–C below.

Cleft sentences for emphasis

A We can use the structure *It is / was* + (important information) *that / who / which / where* … to emphasise information at the beginning of a sentence.

B We can use the structure *What … is / was* + (important information) to emphasise information at the end of a sentence.

C We can also begin a sentence with *What … do / did* to emphasise a verb, or an expression starting with a verb.

GRAMMAR BOOSTER P143

4 Order the words to make sentences. Begin with the underlined word. Then match the sentences to the rules A–C in Ex 3.

1 the success / the fieldworker / of the rescue mission. / What / led to / did
2 is affecting / not malnutrition / that / the children. / an epidemic / It's
3 of the hurricane. / us / shocked / the aftermath / was / What
4 with basic necessities. / has done / UNICEF's emergency relief / to provide / What / is / people
5 the epidemic. / ended / was / that / preventive healthcare / It
6 was / the organisation / What / raise awareness / climate change. / did / about

5 Rewrite the sentences with the words in brackets.

1 An advert made me want to donate to the charity. (It / that)
2 The news report focused on the fieldworkers. (What / did)
3 My experience of humanitarian aid made me interested in disaster management. (It / that)
4 Jon is going to participate in a rescue mission. (What / do)
5 Dirty drinking water caused the epidemic. (It / that)
6 The neighbours showed a lot of solidarity. (What / showed)

6 Turn to page 151. Follow the instructions. Then share your answers with a partner.

7 Read the grammar box. Rewrite the sentences with the same meaning using the words given.

Other ways to add emphasis

We can start a sentence with a phrase that describes the thing we want to emphasise, such as *The person (who) … is …*, *The thing (which / that) … is …*, *The place (where) … is … The reason why … is*, etc.

We can also use other fixed phrases to add emphasis, such as *The truth / real issue / fact (of the matter) / question is …*

GRAMMAR BOOSTER P143

1 Doctors Without Borders was set up to provide emergency medical care.
The reason …
2 Today we're looking at preventive healthcare.
The topic …
3 Welfare should be a basic human right.
The fact …
4 Where do we start?
The …
5 People were suffering in the south of the country.
The place …

8 6.04 Work in pairs. Listen to a conversation about a fundraising event. Answer the questions using emphasis.

1 Who spoke to the council?
The person who spoke to the council was Mark.
2 What did Mark tell them?
3 Why was the charity A Roof Over Your Head set up?
4 What did they do after speaking to the council?
5 What did Grace say they would give them?
6 When did they hold the event?

9 THINK & SHARE Work in pairs. Think about the help that you have recently given to a family member, a friend, a charity or a stranger. Ask and answer questions about the situations. Use emphasis to answer the questions about what you did. Why was your help useful?

A How did you help your grandparents?
B What I did was help with the gardening.

A Did you give money to an animal charity?
B No, it was a charity for the homeless that I made a donation to.

The Ripple Effect

1 Work in pairs. Answer the questions.

1 What do the photos show? How do you think they are connected?

2 How might the title of the article relate to the photos? Use a dictionary if necessary.







2 Read the article and match sentences A–F to gaps 1–6.

A Kaepernick's act of protest is a clear example of how the simple action of one inspiring individual can be a powerful trigger for long-term social change.

B Small groups and even individuals can make a difference, sending out signals that are eventually picked up by the rest of society.

C There is evidence, too, that, if used well, role modelling can have a positive impact across a range of societal issues, including diversity and inclusion, protecting the climate, and mental health.

D They no longer appreciate how these changes came about.

E It is so contagious that one person's yawn can lead to a whole group doing the same.

F The observation of others is central to childhood learning.

The Ripple Effect

A Have you ever found yourself yawning because someone else is? Yawning is definitely catching. [1]___ Scientists aren't sure exactly why we yawn, but what they do understand is why it's so catching. The answer lies in the smallest unit of the brain, mirror neurons, the brain cells that enable us to learn by imitating others from the moment we are born. What's remarkable about these cells is that they respond equally when we perform an action and when we observe someone else perform the same action. [2]___ It also affects our behaviour long into adulthood, as we continue to be influenced by the behaviour of others around us. Influence spreads in a ripple effect. While yawns come and go quickly, a far slower ripple effect is seen when social change occurs. It takes years, or even centuries, for human interactions, behaviour and cultural norms to adapt, and for cultural and social organisations and values to be transformed, but imitation is central to the process. All our little day-to-day imitations contribute to habits and lasting behaviours that become part of who we are, changing our beliefs and values without us even realising it. Eventually, these tiny changes alter mechanisms within the social structure, such as education, marriage and justice.

B [3]___ In 2016, American footballer Colin Kaepernick acted in protest against the unfair treatment of black people by the police in the USA by kneeling on one knee at the start of a game. The gesture of 'taking the knee' was one which had long been associated with the civil rights movement. Inspired by Kaepernick, numerous sportspeople went on to take the knee at major sporting events both in and beyond the USA, drawing attention to racial injustice globally.

STRATEGY Recognising paraphrasing

Writers often need to repeat ideas in a text in order to emphasise or develop them. Paraphrasing allows them to do this without repeating the exact language they have already used.

Look out for synonyms and antonyms used in paraphrasing, as well as nominalisation – forming nouns or noun phrases from previously used verbs and adjectives. These are often placed at the beginning of sentences.

3 Read the strategy. Look at the words and phrases in **bold** in 1–6. Underline the word or phrase in the text that each one paraphrases and decide if each one is an example of a synonym (S), an antonym (A) or nominalisation (N)? Write S, A or N.

1 It is so **contagious** … ___
2 The **observation** of others … ___
3 Kaepernick's **act of protest** … ___
4 They no longer **appreciate** … ___
5 There is evidence, too, that, if used well, role modelling can **have a positive impact** … ___

C [4]___ After awareness raising, what else needs to happen next for long-term social change to occur? If society becomes significantly aware of a problem, cognitive conflict develops, when people start to discuss the issue and identify where they stand on it. As people change their views, the minority grows in size. It's important for people to hold on to their beliefs and stand up for them, as this process can take decades. On the issue of racial fairness, for instance, protests at sports matches and Black Lives Matter protests are still ongoing. When individuals make a personal sacrifice, such as when Kaepernick lost his career as a result of his actions, it adds weight to a cause. As more and more people show solidarity with the minority calling for change, there is a snowball effect until a tipping point is reached and the minority becomes the majority. This is when widespread social change occurs. Eventually, there is a form of 'social forgetting'. People take for granted the big social shifts that have occurred, such as votes for women, and recycling. [5]___

D Imitation is vital to our survival as individuals and as a human race. Children learn a huge amount in a short space of time by copying their parents, and adults pass on skills and knowledge from generation to generation. We all – consciously or unconsciously – imitate role models. Actively directing our attention towards positive role models can have a beneficial effect on who we are and how we live our life. It can result in better physical health, life satisfaction, educational achievement and even employment opportunities. [6]___ What remains to be seen is whether there is a role for better scientific understanding of mirror neurons in boosting these developments.

4 6.05 Read the article again. For questions 1–10, choose from paragraphs A–D. The paragraphs can be chosen more than once.

In which paragraph does the author …

1 suggest that our lives could be better if we were more aware of who we are influenced by? ___
2 give a precise step-by-step explanation of the stages of social change? ___
3 make a comparison between a biological and a sociological process? ___
4 give an example of how a single act of protest can influence many other people? ___
5 discuss a current example of where social change hasn't fully happened yet? ___
6 speculate about how further research into mirror neurons might have implications for social change? ___
7 name what happens when people start to think about their beliefs about a particular issue because their attention has been drawn to it? ___
8 express amazement at how mirror neurons work? ___
9 draw attention to the fact that that we are largely unaware how much we imitate other people? ___
10 point out that Kaepernick wasn't the first person to take the knee as an act of protest? ___

5 VOCABULARY Replace the underlined words in the sentences with the highlighted words in the article.

1 The researchers found that the monkeys were copying many of the things they were doing themselves.
2 There have been some dramatic changes of position in public opinion.
3 She fights for the social issue she feels strongly about of animal rights.
4 Patterns of behaviour that are usual or expected in a society take a long time to change.
5 The minority is growing in size but it hasn't yet reached a moment when it becomes the new majority.
6 The company has developed effective systems for hiring new employees and dealing with complaints.
7 Water is essential for human life.
8 The incident was a small event that caused something to bigger to start for his anger.

6 Work in pairs. Discuss the questions.

1 Did you yawn when you looked at the picture on page 84? Why? / Why not?
2 Which role models do you look up to? Why? How have they influenced you?
3 What social changes have occurred since your grandparents were born?
4 What social changes are taking place at the moment?
5 Which ongoing social change do you believe most strongly needs to reach a tipping point? Who or what has influenced your beliefs about this?

7 THINK & SHARE Work in pairs. Think of a local, national or international issue that you agree needs to be dealt with. Discuss what you could do to bring about change. Answer the questions to help you.

- What is the issue?
- Why do you think it's important?
- How could you raise awareness about it?
- Who would you try to influence first?
- What consistent message could you give to help people understand the issue and take action?
- What personal sacrifice would you be willing to make for the cause?
- Who could help you?

8 Work in groups. Give a short presentation about your ideas. Which ideas were the most interesting? Why?

Planning a successful presentation



1 THINK & SHARE Work in groups. Look at the photo and discuss the questions.
1 What is she doing? How do you think she is feeling?
2 Have you ever given or seen a presentation? When? What was it about?
3 What went well and what could have been better?

2 6.06 Listen to the start of two presentations. Which one do you think is better? Why? What improvements should the speaker of the poorer presentation make?

PRONUNCIATION Pausing

When we speak, we use pauses between groups of words that form a unit of thought. We pause to give our listeners time to understand the group of words that we have said. Pauses also allow the speaker to think about what they are going to say next and to sound more fluent.

3 6.07 PRONUNCIATION Read the Pronunciation box. Decide where a speaker would pause in the paragraph below. Listen and check.

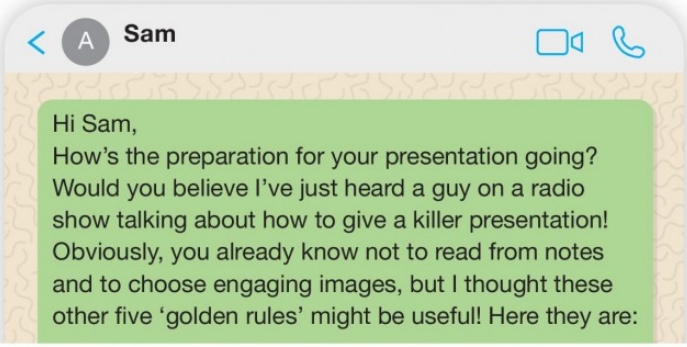
Good morning everybody, and thank you for coming. As Amy said in her introduction, I'm going to be talking about how humanitarian aid works and looking at the many different jobs that volunteer fieldworkers do.

4 Work in pairs. Imagine you are going to give a presentation. Make a list of dos and don'ts.

do …	don't …
be aware of the time	read from notes too much

5 6.08 Listen to a radio programme that gives tips on giving presentations. Does the speaker mention any of your ideas from Ex 4? What tips do you think are the most helpful?

6 6.08 MEDIATION Your friend Sam is nervous about a presentation that he has to do. Read the start of your email to him below. What does he already know about presentations? Listen to the radio programme again and finish off the email with the advice that you hear.



7 Put the tips in order of how helpful you think they are.

8 Work in pairs. Compare your lists. Do you agree with the order of importance? Together, create a tip to add to the list.

9 VOCABULARY Check the meaning of the words and phrases from the radio programme below. Then use them in the correct form to complete the questions. Check your answers with the class.

background knowledge be concise chunk cluttered draft feedback jargon pace rehearse slide

1 What _____ can we assume the audience already has about the topic?
2 What everyday expressions could we use to avoid or explain _____?
3 Which images could we use to give our _____ more impact?
4 Who could give us good _____ if we _____ the presentation for them?
5 How can we make sure we _____ and speak at a good _____?
6 How can we make sure we avoid making our slides look _____?
7 How many _____ of information should we divide our written _____ into so that it's easy to memorise?

10 6.09 Listen to a group of students discussing a presentation that they are preparing. What is the topic of their presentation? What questions from Ex 9 do they discuss?

11 Work in pairs. Discuss what to include in an evaluation checklist that you can use to decide if a presentation has been successful or not. Write at least five questions and use some of the words and phrases from Ex 9.

Did the presenter provide sufficient background knowledge of the topic?

12 Present your checklists to the class. Give reasons for your questions. Decide on the five best questions for your final class evaluation checklist.

Giving a presentation

1 Work in pairs. Look at the photos and answer the questions.





1 What do you think the differences are between giving a presentation face-to-face or onllne?
2 Have you ever given a presentation or attended one recently? If so, what was the topic?

2 Work in pairs. Discuss giving a presentation in the situations below. What different resources could you use? What different problems could you have?

at a conference for an online presentation
in a classroom

3 6.10 THINK & SHARE Work in pairs. Listen to a student giving a presentation. What photos do you think would work well to illustrate it? Give reasons for your choices.

4 6.10 Listen again and answer the questions.
1 What three points does the student say he's going to talk about in his introduction? Does he mention them all?
2 What three surprising statistics does he include in the first part to attract the audience's attention?
3 What jargon does the student explain?
4 What is the key takeaway at the end of the presentation?

5 6.10 Listen again. and tick ✓ the phrases in the Phrasebook that you hear.

PHRASEBOOK Giving a presentation

1 _____.
I plan to speak about …
There are … points that I'd like to make.
The subject of this presentation is …
Firstly, I'm going to consider …. Then …. Finally, …
I'm going to talk about …
2 _____
To illustrate this, we can look at …
An example of this can be found …
3 _____
Let's look at / turn to …
Let's now move on to …
4 _____
So, as we have seen …
As I mentioned at the beginning …
As we saw earlier …
5 _____
In my opinion, we can conclude that …
I would like to finish by saying that …

6 Complete the Phrasebook with the headings below.

Changing focus Concluding Giving examples
Introducing the topic Referring back

STRATEGY Reformulating

When you give a presentation, you will sometimes need to return to a point that you have just mentioned and explain it in a different way. You can use the following phrases to do this:
- In other words …
- In short …
- In simple terms, this means …
- What I mean by this is …
- The point I'm trying to make is …

7 Work in pairs. Read the strategy. Take it in turns to reformulate the statements using phrases from the strategy.
1 We can't only rely on teachers to end bullying in schools.
2 Clean water is key in protecting communities from disease.
3 Admiring the work that charities do isn't enough.
4 We won't end sexism just by rejecting sexist comments.

8 Work in pairs. You are going to give a short presentation on one of the topics in Ex 7. Choose one of the topics. Plan a presentation. Include …
- a short introduction that explains the topic.
- 2–3 main points, including examples which illustrate each.
- a summary of your ideas and a concluding sentence.
- phrases from the Phrasebook and the strategy.

9 Work with another pair. Give your presentations.

10 REFLECT Work in the same groups. Give feedback on each other's presentations. Think about the following questions.
1 Did the main points come across clearly?
2 Was the presentation easy to follow?
3 Did they use phrases from the Phrasebook for giving a presentation?
4 Did they use phrases for reformulating information?

A review

1 Work in pairs. Discuss the questions.

1 What was the last story that you read or film you watched that had an impact on you?
2 Where was the story set?
3 What were the main characters like?
4 Why did the story have an impact on you?

STRATEGY Evaluating

When you write a review, you are usually asked to evaluate a novel, film, etc. in relation to a particular aspect of the story. What is the theme that the film focuses on? Does it have a message for the audience? You might also consider how well it meets the conventions of the genre it belongs to and how suitable it is for its target demographic.

2 Work in pairs. Read the strategy. What was the main theme of the stories you discussed in Ex 1? Did any of them have a message?

3 Read the review about a famous novel. What aspect of the story does the reviewer focus on? What is its message, according to the reviewer?

Book reviews

A fireman with a difference

A Fahrenheit 451 is a dystopian novel written by Ray Bradbury, and published in 1953. The book is set in a future dystopian society where the authorities have banned books and expect people to be obedient because they have television to entertain them. (The novel's title refers to the temperature at which paper will burn by itself.) Its main focus is what happens in a society that manipulates and controls the information available to citizens, and this theme still has relevance today.

B The main character, Guy Montag, is a fireman. The book tells the story of how Montag and his colleagues burn books because they are considered a threat to society. Meanwhile Montag's wife spends all her time with her TV family, who inhabit the giant screen inside their home. When Montag meets Clarisse, a young woman who criticises their society, he becomes inquisitive about books and reads one. Unfortunately, the fire chief becomes suspicious and he threatens Montag, telling him any fireman with a book must burn it within 24 hours.

C In *Fahrenheit 451*, the writer's intention was to make people think about how the effects of literature stand in stark contrast to the effects of TV because it is the ability of books to make people ask questions that frighten the authorities. In my opinion, the book is thought-provoking and suggests that TV simply entertains people and makes them malleable, whereas books raise people's awareness of the human condition.

D One criticism I have is that it has a simplistic and negative attitude to TV; I strongly believe that TV can also inform and encourage freedom of thought and discussion. Overall, though, Fahrenheit 451 is well worth reading as it does question what happens when people stop thinking for themselves.



4 Work in pairs. Read the review again. Compare your answers.

In which paragraph / s does the reviewer …

1 give the author's opinions?
2 make recommendations?
3 talk about the main characters and plot?
4 give background information?

5 Read the Phrasebook. Add the underlined words and phrases in the review to the correct completed sections.

PHRASEBOOK A review

Background information
… a film directed by and starring…./ A book [1]_____ (author)….was released in… / [2]_____ (year)…
The film / [3]_____
The film was shot in …

Talking about the plot/story/characters
[4]_____ (s) is/are …
The film / [5]_____ …

Talking about the main themes
The film's / novel's main themes are …
The director's / [6]_____ …
The film/novel covers the themes of …

My opinion
[7]_____, groundbreaking / complex / tedious / moving / slow-moving / nail-biting, etc.
I was pleasantly surprised /hugely disappointed by …
What surprised / disappointed / pleased / shocked, etc. me was …
I thought it was going to be … but in fact, it was …
I found it easy / hard to relate to the characters because …
[8]_____ …

Recommendations
[9]_____, I think it will appeal to anyone who …
All in all, this novel / film is [10]_____ / seeing / a must-see / a must-read.

6 Work in pairs. Read the post below. Think of a book or film that you could review.

REVIEWS WANTED

Teen Culture online magazine wants reviews from its readers for its readers. This month, we're asking for reviews of a book, film or series that looks at a particular aspect of human nature, such as greed, ambition or hate. Describe the plot, the main characters and explain what the main themes are.

- What makes the characters, plot, etc. interesting?
- What are the main themes? Is there a message?
- Would you recommend the story to others?

7 Write your review.

- Use the Phrasebook language to organise your ideas.
- Include an introduction, paragraphs that describe the plot and characters and explain the themes.

8 CHECK YOUR WORK Did you …

- give some useful background information in the introduction?
- use an interesting title and to catch the reader's attention?
- include a conclusion about the future?
- finish by giving your opinion?

Grammar

1 Write the direct speech as reported speech using the words in brackets. Do not change the tense of the reporting verb.

1 'Climate change is already happening.' (activists / claim)
2 'We can't find the article online.' (they / explained)
3 'You need to be polite in front of the reporters.' (aid organisation / advised / its volunteers)
4 'The global climate crisis is the biggest issue the world is facing.' (politician / asserted)
5 'We are very sorry that the situation was allowed to get out of control.' (our representative / apologised)
6 'We have been criticised for a lack of clear communication.' (he / explained /received criticism)
7 'The border will need to be controlled until we reach an agreement.' (official / recommended)
8 'The government is not doing enough for teachers.' (The reporter's remark)

2 Complete the second sentence so that it has the same meaning as the first.

1 My grandad told me he had traced his ancestry.
What _____ he had traced his ancestry.
2 Good jobs, not charity, will help these people.
It _____ will help these people.
3 The lack of support from the government disappointed us.
What _____.
4 Cutting edge innovation has made our lives easier.
What _____ make our lives easier.
5 The flooding uprooted thousands of people.
It _____ people.
6 The fieldworkers provided emergency relief.
What _____ emergency relief.
7 A visit by a celebrity raised awareness of the situation.
It _____ raised awareness of the situation.
8 The study focused on our common ancestry.
What _____ on our common ancestry.

Vocabulary

3 The words in **bold** are in the wrong place. Change them to the correct position.

Millions of people have [1]**emigrated** their families from their homes and [2]**settling** to the United States over the centuries in the hope of [3]**uprooted** and making a new home in a country that offers them a better life. For many, it has been a success story. [4]**Fabric**, keen to do well have had a massive impact on the country's economy, and stories of immigrants' successful [5]**go-getters** are used as examples of what immigrants can achieve if they work hard. Apart from personal success, they have greatly contributed to the [6]**entrepreneurship** of American society and helped make the USA into the home of [7]**cutting-edge** and [8]**innovation** technology. The 'American Dream' is very much an immigrant's dream.

4 Complete the sentences using the correct form of a verb from A and a word from B.

A fight offer organise provide show stand up for

B chance epidemic mission necessities rights solidarity

1 The wearing of masks helped people _____ the _____.
2 Due to the financial crisis, many people can hardly afford to _____ their children with the basic _____.
3 The exhibition _____ visitors a _____ to see the work that charity organisations do.
4 The students joined in the protests to _____ _____ with their professors.
5 The army took part in _____ a rescue _____ to save the trapped climbers.
6 We all have to _____ children's _____ all over the world.

Cumulative review

5 Read the text about the word *utopia*. Choose the correct answer: A, B or C.

[1]___ was the writer Thomas More who first invented the word 'utopia', the title of one of his most famous books. It was written in 1516 to raise [2]___ in More's home country, England, of the need for good leadership. Although the narrator of the story, Raphael Hythloday, [3]___ that he lived in a perfectly organised country on the island of Utopia, More, through the other characters in the story, insisted on [4]___ the way his country was run. What More also [5]___ was use the book to criticise problems in the whole of Europe such as the poor systems of food production that led to hunger and the destruction of the [6]___. More believed that all members of society should show [7]___ with each other, and he also discussed how people could be free enough to [8]___ their own destinies. However, today what we remember the book for [9]___ the title, *Utopia*, and its connection to the idea of a perfect society.

1	**A** What	**B** It	**C** Who
2	**A** ancestry	**B** control	**C** awareness
3	**A** convinces	**B** claims	**C** promises
4	**A** criticising	**B** criticise	**C** criticised
5	**A** was	**B** do	**C** did
6	**A** innovation	**B** entrepreneurship	**C** fabric of society
7	**A** solidarity	**B** missions	**C** aid
8	**A** displace	**B** settle	**C** control
9	**A** is	**B** do	**C** was

Think & share

6 Work in pairs. Discuss the questions.

1 What three things would you do to make where you live a better place?
2 How popular do you think the ideas would be? How could you persuade people that they are useful?

Listening

EXAM STRATEGY

When you have a listening task, always read the question carefully, and think about who is talking and whether you need to listen for an opinion, an attitude, a feeling or a fact. This will help you to understand the answer options, and prepare you to listen for the right information.

1 Read the strategy above. Then read the exam task in Ex 2. Identify what you need to listen for.

2 6.11 You will hear three different extracts. There are two questions for each extract. For questions 1–6, listen and choose the best answer: A, B, C or D.

Extract one

You hear two friends discussing how one has been feeling.

1 Why does the man mention his job at the bookshop?
- A to explain why he has no confidence
- B to try to cheer her up
- C to show that he understands her feelings
- D to demonstrate his ability to make friends

2 How does the woman respond to what he says?
- A She tells him he should be more honest.
- B She explains why she thinks their situations are different.
- C She objects to him comparing himself to her.
- D She feels resentful that he misunderstands her.

Extract two

You hear two friends discussing an advert for voluntary work.

3 What aspect of the situation do the friends agree about?
- A The man has already done sufficient research into it.
- B The man has a lot to offer by volunteering.
- C There is potential for the situation to change suddenly.
- D The time isn't right to get involved.

4 What is the woman doing during the conversation?
- A encouraging the man to think about the consequences of his decision
- B insisting the man doesn't commit himself to the job
- C criticising the man for not being considerate enough
- D contradicting the man's view of the current situation

Extract three

You hear two friends discussing favourite novels.

5 What is the woman's opinion about favourite novels?
- A People tend to change their minds too often.
- B Certain novels will always stand out from the crowd.
- C Our idea of a favourite novel changes with time.
- D Different genres aren't impossible to compare.

6 Why does the man mention *Brave New World*?
- A to give an example of one of his favourite books
- B to say film adaptations are better than books
- C to justify his preference for science fiction
- D to demonstrate that he agrees with his friend

Use of English

EXAM STRATEGY

When you do a cloze task, read the whole text first and look at each gap carefully. Decide if the sentence is testing grammar or vocabulary. Then think about the correct form of each missing word, based on the words before and after the gap.

3 Read the strategy above then read the exam task in Ex 4. Look at the first gap. Is it testing grammar or vocabulary? Look at the whole sentence and think of the best word to fill the gap.

4 Read the text below and think of the word which best fits in each gap 2–10. Use only one word in each gap.



Stereotypes and prejudice

Stereotypes and prejudice are two things which often go hand in hand. But why is it that we form these ideas, [1]_____ though we know they can be damaging? According to experts, we all need to form mental categories in [2]_____ to understand the world around us – and that includes categorising people along with ideas and objects. The amount of information that we are required to deal with on a daily basis makes it impossible to analyse all of it in a logical and sensible way. As a [3]_____, if we are to interact successfully with other people, we tend to categorise [4]_____ into groups. Two of the most typical categories we form [5]_____ based on whether others are male or female and how old they are. Unfortunately, once these prejudices exist, [6]_____ can be very difficult to break through them. Some research also suggests that we see bigger differences between particular groups [7]_____ between others. This is particularly the case with groups that we do not include [8]_____ in. While we believe that there is more independent thought and behaviour within groups that we belong to, we think of people in outside groups as being very similar to [9]_____ other. One way of reducing potentially damaging social prejudices is therefore [10]_____ encourage contact with people from a range of social groups.

Reading

EXAM STRATEGY

When completing gapped texts, you will need to look for general clues and specific information. Look at the topic of the sentences either side of the gap, key words, pronouns and use of tenses.

5 Read the strategy above. Then read the exam task in Ex 6. Read the first paragraph and identify the key information from the strategy. Which sentence (A–F) matches all this information?

6 Six sentences have been removed from the article. Choose which sentence (A–F) fills each gap (2–6).

Dystopian fiction

How can we explain the appeal of dystopian fiction? After all, by its very nature, it can be deeply depressing. War, a lack of human rights, brutal oppression by the state and environmental ruin are just some of its more 'popular' elements. [1]___ But the feel-good nature of these utopian stories often doesn't ring true and what appeals to one person will be someone else's nightmare.

It can be argued that it's part of human nature to want to think about negative scenarios in which characters experience dangerous situations and need to save themselves. [2]___ If we have already rehearsed these feelings through other people, we will be better equipped to handle our own emotions and reactions. This may explain why teenagers tend to be fans of dystopian stories. Each new generation grows up facing a different set of external threats, and dystopian fiction helps them to consider certain scenarios without having to live through them. [3]___ Another reason for its particular appeal to them may simply be that dystopian stories tend to be more engaging and exciting.

And naturally we like to identify with the heroes in these stories. They exhibit qualities that many of us aspire to and they give us a more positive outlook. [4]___ Generally, not all the main characters triumph and another part of the appeal of dystopian literature is wondering who will still be there at the end.

Finally, dystopian stories not only reflect humanity and its needs and imperfections, but they also cast a light on our existing society. [5]___ As well as focusing on what we need to avoid, they can show us how to prevent the worst from happening. Whether they have the power to push society into actually taking any long-term action is another matter. [6]___ Because no matter how imperfect it may be, it is always preferable to the ones this genre depicts.

A They highlight current dangers and show us what might happen if the issues we face now are allowed to run out of control.

B Thinking about unhappiness, without having to experience it, may be a way of learning how to respond when bad things happen in real life.

C At least in the short term they can make us feel better about our world as it is today.

D That said, there is no guarantee that good will win and bad will fail.

E Of course, not everyone is a fan and many people prefer the more comforting elements of fantasy and romance.

F We imagine ourselves in their position and if we would behave like them – and whether we would survive.

Speaking

EXAM STRATEGY

In a discussion task, listen carefully when your partner is speaking. You will need to respond to what they say by agreeing, disagreeing or adding information.

7 Read the strategy above. Think of some phrases you might use and add them to the categories below.

1 Agreeing: _____

2 Disagreeing: _____

8 Work in pairs. You are going to talk to each other about the ideas below. Imagine the following situation.

You want to do something to help less well-off people in your community. Talk to your English-speaking friend about the benefits of each of these ideas:

- giving money to charity
- doing some voluntary work
- organising a campaign

Writing

EXAM STRATEGY

In a report, you need to cover all the points specified. Think of ideas that you could mention for each of the points. Then organise your writing into paragraphs with one paragraph for each of the points in the task.

9 Read the strategy above. Then look at the exam task in Ex 10. Make notes, organise your ideas into paragraphs and think of a heading for each paragraph.

10 Write a report for your teacher about an online community that you know about. Your report should explain the purpose of the online community and who it is for, its positive and negative aspects, and whether you would recommend it to other people.

7 Cultural and natural heritage

VOCABULARY
Saving our traditions
Celebrating freedom

GRAMMAR
Uses of *it*
Articles and quantifiers

LISTENING
Podcast about living underground

READING
Article about cultural icons

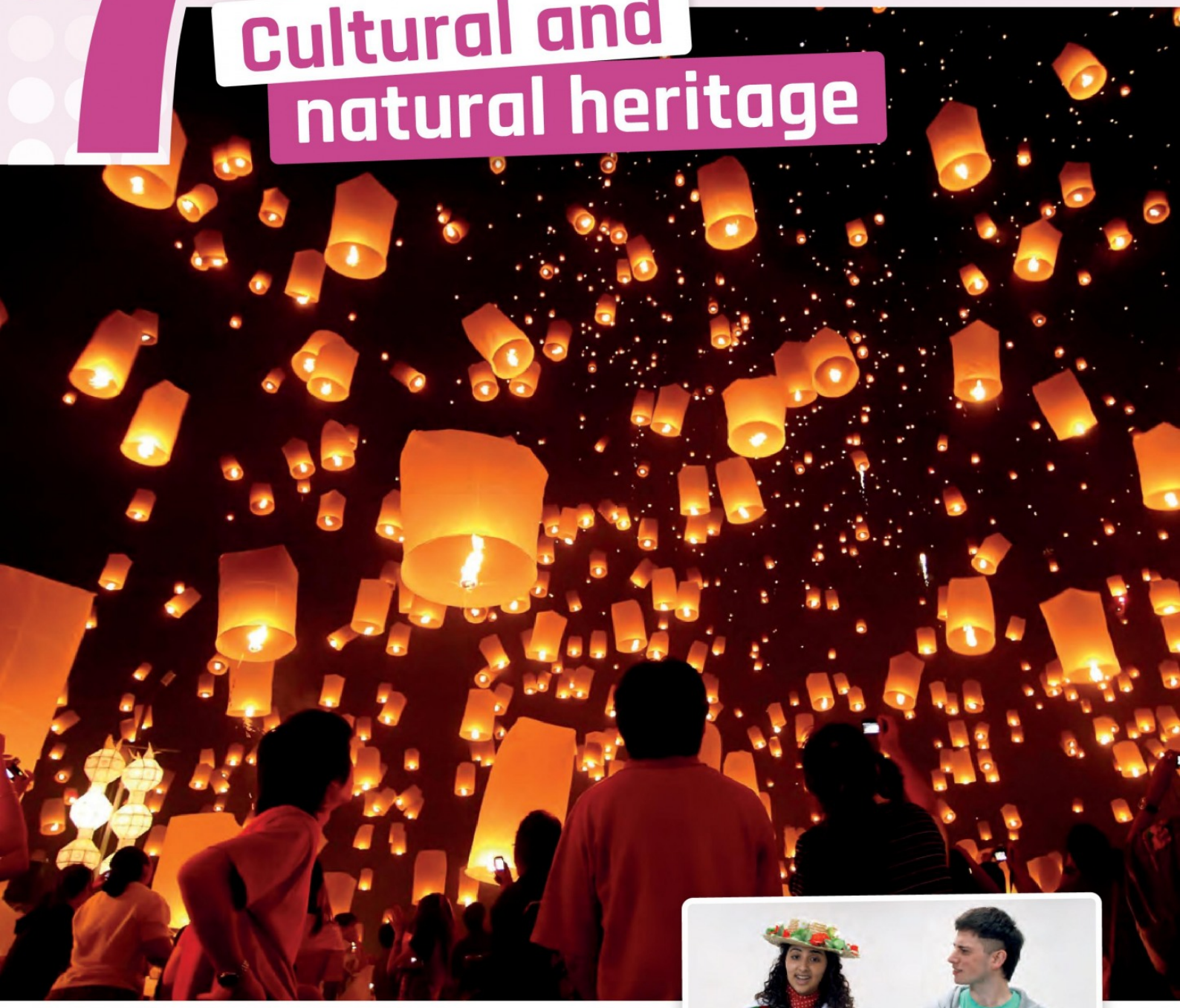
GLOBAL SKILLS
Learning from mistakes

SPEAKING
Explaining decisions

WRITING
A proposal

VISION 360°
The world comes to New York

VOCABULARY BOOSTER P126
GRAMMAR BOOSTER P144–145





Saving our traditions

1 THINK & SHARE Work in pairs. Answers the questions.

1 Which of the following activities from your local area would you recommend to visitors? Why?

a dance a food product or meal arts and crafts
instrumental or vocal music poetry, storytelling or theatre
traditional garments

2 Is there an event or festival in your area that combines some of these activities? Do you think it's important to keep these traditions going? Why? / Why not?

3 Have you visited cultural events and festivals in other places? What did it / they celebrate? What were the main events?

2 7.01 Watch or listen. Complete the information about the two activities.

	Castellers	Kumiodori
Where does it take place?	1 _____	3 _____
What happens?	2 _____	4 _____





3 7.01 Watch or listen again. Answer the questions.

1 What does UNESCO's Intangible Cultural Heritage List protect?
2 What reasons are given for starting the list?
3 How high do the human towers go?
4 When did Kumiodori start?
5 Who wasn't allowed to take part in Kumiodori but can now?
6 How does Amira suggest Darius could improve his morris dancing technique?

4 REAL ENGLISH Read the phrases from the vlog. Then choose the correct meaning (A or B) of the phrases in bold.

1 Er, why are you **kitted out** like that?
A standing in a particular way
B wearing particular clothes
2 **What's** the intangible list **when it's at home**?
A Explain the meaning to me.
B Tell me where I can find it.
3 My legs are **turning to jelly** just thinking about climbing to the top!
A feeling active and ready to move
B feeling weak because of nerves
4 Kumiodori might be **right up your street**.
A It could be an activity that is suitable for you.
B It could be an unpleasant activity.
5 Is it still **going strong**?
A losing popularity
B continuing to succeed

5 VOCABULARY Complete the sentences with the correct form of the words below.

characterise die keep large-scale mutual pass procession recount ritual threat wealth

1 It is foolish to think that all modern ways are better than those of the past, so it's important to _____ traditions alive.
2 Traditional skills such as piano making and watchmaking are _____ out, which is a great pity.
3 When we learn about each other's customs and traditions, this encourages _____ respect.
4 Before recording devices were invented, folk songs _____ down from generation to generation.
5 Traditional Japanese paintings _____ by artistic refinement and often depict scenes from nature and everyday life, or tell a story.
6 The anthropologist lived with the tribe for many years and acquired a _____ of knowledge about its traditions and culture.
7 Languages like Scottish Gaelic and Breton are under _____ because younger generations are not learning them any more or because the populations that speak them are so small.
8 Festivals like the carnival in Rio de Janeiro and the one in Venice are _____ events attended by thousands.
9 The *Poetic Edda* is an Icelandic book of poems that _____ the legends and myths of the Norse world.
10 Most cultures have traditional _____ that celebrate events like births, marriages and deaths.
11 In ancient Rome, a military success was often celebrated with a _____ through the streets.

6 VOCABULARY Work in pairs. Check the meaning of the words in **bold**. Discuss the questions.

1 Why or how do you think certain rituals **originate**? What purpose do they serve?
2 Is it possible to **safeguard** local traditions from outside influences and also keep them alive?
3 Do you think **practitioners** of traditional crafts are sufficiently valued in today's world?
4 In what ways could a dying language or traditional craft or skill be **revitalised**?

7 Work in pairs. Discuss the questions using the words and phrases in the lesson.

- What large-scale cultural events from around the world would you like to experience?
- What kinds of activities do they involve?

8 Work in pairs. Propose a local or national intangible cultural event, activity, etc. from your country for inclusion in the UNESCO list. Include the following information in your proposal. Use some of the vocabulary and phrases from this page.

- Which UNESCO category does it belong to (e.g. performing arts, social practice, traditional arts and crafts, etc.)?
- Where and when does it take place?
- Who is involved?
- What happens?
- Why should it be included?

9 Present your ideas to the class and vote for the proposal that you think is most likely to succeed.

10 THINK & SHARE Work in small groups. Discuss the questions.

1 Do you think UNESCO's Intangible Cultural Heritage List is a good idea? Why? / Why not?
2 Do you think cultural heritage will naturally survive if it isn't on the list?

Uses of *it*

1 Work in pairs. Read the title of the article. What do you think 'intangible heritage' means? Read the first sentence to check your answer.

2 Read the rest of the article and answer the questions.
- What do most practitioners think about the selection process?
- Why do you think UNESCO wants national governments to be involved?

Articles » Culture

Intangible Heritage

In 2005, UNESCO started the Intangible Cultural Heritage List to recognise the work of traditional dancers, singers, poets, craftspeople and other artists around the world. UNESCO enlisted the help of national governments to protect the work of the artists. [1]**It is an honour to be accepted on the list, but also a responsibility, as cultural events and practices on the list have to be safeguarded by local authorities**. UNESCO also introduced a tough selection process. If governments don't provide support to a nomination, [2]**it isn't easy to get a cultural event or practice on the list**. Furthermore, [3]**it's also important for UNESCO to consider all the details of a nomination carefully**, and this makes the process extremely time-consuming. However, despite these rules, most practitioners accept the process because [4]**they love it when their cultural event or practice is finally included on the list**, and [5]**they see it as a privilege to be included** with nearly 600 events from 131 countries.

Uses of *it*

We use ***it:***

A to introduce the subject of the sentence (which can be a gerund, infinitive with *to* or a clause). *To be selected for the orchestra is a privilege.* → ***It's a privilege*** *to be selected for the orchestra.*

B to replace a clause or infinitive that is the object of a sentence. *Visitors love* ***it*** *when they get to experience an intangible heritage event.*

C with an adjective followed by an infinitive with *to*. Add *of* / *for* + noun / pronoun to say who or what the adjective refers to. ***It was difficult for*** *some of the candidates* ***to be*** *accepted.*

D + *as* + noun / adjective + clause or infinitive after the verbs *see*, *take*, *regard*, *accept* and *view*. *Visitors often* ***see it as the highpoint of their trip when*** *they get to attend one of these events.*

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3 Look at the sentences in **bold** in the article. Read the grammar box and match each sentence to one of the uses. Some uses have more than one match.

4 Rewrite the sentences below starting with *It*.
1 The fact that local people want to keep their traditions alive is natural.
2 Trying to bring the tradition back to life was a waste of time.
3 Watching craftspeople at work is always interesting.
4 Taking part in a traditional dance is a great experience.
5 The fact that the process can be long and complicated is important to remember.
6 Celebrating traditional artists is essential if we want to keep their traditions alive.

5 Add *it* to the sentences below in the appropriate position.
1 Don't you love when people sing along with the traditional songs?
2 Local artists appreciate when you give them a positive online review.
3 The artists see as an endorsement of their talent and ability when they receive good reviews.
4 Local authorities regard as positive that visitors are interested enough to leave reviews.
5 I hate when traditional events are criticised for being old-fashioned and out of date.
6 I don't accept as fact that all cultural events should be given heritage status.

6 7.02 Listen to a travel vlog about a festival. What type of festival is it? What do they need to do to prepare beforehand?

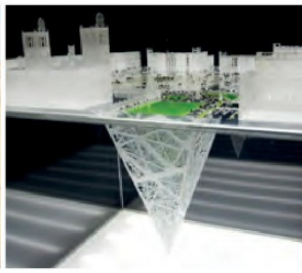


7 7.02 Rewrite the sentences using *it*. Listen again and check.
1 That so many people on the Shetland Islands are ready to work hard to keep their tradition alive is encouraging.
2 They all love the moment when they burn the ship.
3 The locals regard remembering their Viking heritage as an honour.
4 To prepare for such a large-scale event isn't easy.
5 People need to think hard about whether they have time to participate.

8 THINK & SHARE Work in pairs. Answer the questions Use constructions with *it* in your answers.
1 Which traditions and events are most popular in your area? Do you enjoy taking part in these traditions or events? Why? / Why not?
2 Do you know if any of these traditions have been given cultural heritage status? If so, do you know why they were given it?
3 Are there any traditions that you think should be given this status if they don't already have it? Why should they get it?







Going underground

1 THINK & SHARE Work in pairs.

1 What impact has climate change had on where you live and around the world? Use your own ideas and the ideas below.

food production health human habitats migration
natural habitats natural resources weather patterns

2 How do you think these impacts will affect the way we live?

STRATEGY Recognising point of view

The words we choose when we are agreeing or disagreeing with someone vary according to the situation, and how polite we want to be. Listen for clues from the statements that follow polite phrases such as 'That's true', 'You have a point', etc. to decide if a speaker completely agrees, agrees but adds their own point of view or completely disagrees with the other speaker.

2 7.03 Read the strategy. Listen to two guests on a podcast talking about underground living. Match the guests to questions 1–4. Write L (Liam) or Z (Zaha). What phrases do they use to express their point of view?

Who …

1 disagrees and expresses a different point of view the previous speaker said? ___
2 agrees completely and adds a reason and some supporting examples? ___
3 agrees with the reasons given to support a theory and adds a further point? ___
4 agrees with the other speaker's summary of the situation? ___

3 7.03 Work in pairs. Listen again. What is the speakers' conclusion about underground cities? Think of more possible negative and positive features.

4 In pairs. Think of reasons why people might build underground towns / cities in Australia, Canada and Tunisia.

5 7.04 Listen to three people talking about life in underground towns and cities in Australia, Tunisia and Canada. Choose the correct answers: A, B, C or D.

1 What does Speaker 1 remember about his childhood?
A He thought everybody should live in a cave.
B His cousins didn't like visiting him in Coober Pedy.
C He believed it was normal to live below the surface.
D The temperatures in the summer were too high.

2 Speaker 1's family came to Coober Pedy …
A because it offered work opportunities.
B when opal was discovered there.
C to learn how to become miners.
D because it was the only natural thing to do.

3 What does Speaker 2 say about the houses in Matmata, Tunisia?
A They were originally designed for a *Stars Wars* film.
B The courtyard is surrounded by several rooms.
C They are built around a large central cave.
D They are made from an unusual type of sandstone.

4 What has happened to Matmata since 1969?
A Many residents no longer live in underground houses.
B It has become easier to learn about the traditions of the residents.
C The government of Tunisia has rebuilt the flooded houses.
D More tourists are visiting the place.

5 What is it about working in the underground city that affects Speaker 3's well-being negatively?
A the freezing winter temperatures
B having to travel 32 kilometres in tunnels in order to do anything
C not being exposed to enough daylight in the summer
D being forced to get to work very early in the morning

6 Which fact does Speaker 3 NOT mention about the underground city?
A Contrary to popular belief, it does not operate 24 hours a day.
B People who work there suffer from depression.
C A large number of different facilities can be found there.
D It offers shelter from extreme weather conditions.

PRONUNCIATION Recognising weak vowels

Half of the vowel sounds that speakers of English produce are weak, and they often use a schwa. Any vowel letter or syllable formed by a vowel letter + r can be produced as a schwa if it isn't stressed, e.g. th<u>e</u>, moth<u>er</u>.

6 7.05 PRONUNCIATION Read the Pronunciation box. Then read the sentences and put a line through the weak vowels. Listen and check.

1 I can't imagine living any other way.
2 I love it when I go down into my house in the summer.
3 These underground houses were perfect for surviving …
4 I get the metro into the centre.

7 THINK & SHARE Work in groups. What factors affect the environment of your local neighbourhood? Explain how. Use the ideas below and your own ideas.

cultural facilities cycle lanes green spaces
housing industrial zones play areas public transport
shopping traffic congestion urban farming

8 Work in groups. Write a list of three changes to your neighbourhood that you think would improve the experience of living there. Present your list to your group.

Celebrating freedom

1 THINK & SHARE Work in pairs. Answer the questions.

1 What is the most popular traditional celebration where you live? What do you know about the celebration?
2 What do you think attracts people to take part? Is there anything that might put people off taking part?

2 Read the article. What are the objectives of the celebration, Juneteenth?



The USA gave itself a new national public holiday on 19th June 2021, Juneteenth, the anniversary of the Emancipation Proclamation, the law that freed African American slaves on 19th June 1865. Many states, such as Texas, had observed the holiday for years and African Americans had long cherished and enjoyed the celebration, but it wasn't until 2021 that it was decided that the whole country should commemorate Juneteenth. As a result, a lot of African American community leaders have latched on to the event as an opportunity to instil a sense of pride and heritage in young African Americans. Celebrations often include recitations of the Emancipation Proclamation, lectures and some exhibitions on African American history. However, there is also time for more light-hearted events with processions, re-enactments of famous historic events, barbeques, concerts, dances, and booths selling food springing up everywhere. Although many of the people who attend these events use them as an opportunity to let their hair down and participate in reunions with friends and family, they also see it as a chance to wear their best outfits and dress to kill. Overall, while the event provides an opportunity to celebrate and have a good time, it achieves two fundamentally important objectives: to educate Americans about the country's past and to work for freedom for other peoples around the world.

3 VOCABULARY Check the meaning of the highlighted words and phrases in the article in Ex 2. Complete the text below using the correct form of eight of these.

The first celebration of the freeing of slaves of African descent was [1]_____ on the Caribbean Island country of Trinidad and Tobago in 1985. Since then, many other countries in the region have [2]_____ the idea of celebrating freedom, and public holidays have [3]_____ on Antigua and Barbua, the Bahamas, Barbados and Jamaica, amongst others. The celebration in Trinidad and Tobago is loved and [4]_____ by residents and lasts a whole week. It includes poetry [5]_____, lectures, and musical performances. There are also more [6]_____ events with street parties and [7]_____ selling African arts and crafts. The week's events end with the Flambeau Procession, an event that [8]_____ the fight against slavery.

4 VOCABULARY Replace the underlined words in the questionnaire with the correct form of the highlighted words and phrases in the article in Ex 2.

Let's celebrate! We want to know about celebrations where you live, so please help us by answering the questions

1 At which celebrations do people really relax and enjoy themselves?
2 When do people wear the kind of clothes that will make other notice and admire them?
3 Do people ever take part in activities that repeat the actions of past events as an entertainment, such as historic battles or achievements?
4 What celebrations are usually restricted to family gatherings or parties attended by people who have not seen each other for a long time?
5 What regional or national celebrations make people feel good about their culture?
6 Which dates that mark a special event do you think should be celebrated but aren't?
7 Which historical event is remembered with the greatest pride in your country?
8 Which poems and stories are often used in public readings during national celebrations?
9 Which events have businesses taken an interest in as an opportunity to sell goods, services, etc.?
10 Which fun, entertaining events may appeal more to children during national celebrations?

5 Work in pairs. Answer the questions in the questionnaire. Compare your answers with another pair.

6 Work in pairs. Read the facts below and discuss the questions, giving reasons for your choices. Use words and phrases from the lesson.

Which events …

- invite you to let your hair down?
- will instil a sense of pride?
- might involve recitations?
- are lighthearted?
- involve dressing up?

Juneteenth celebrations in Texas, 2021

- In Fair Park in the city of Dallas, residents enjoyed a host of festivities, including a parade, opportunities to sample great food, live music, entertainments for children and much more.
- At the Morton H. Myserson Symphony Center, Juneteenth was celebrated with performances of contemporary and gospel music. The Symphony Orchestra was joined by singers Kearstin Piper Brown and Kevin Deas, as well as harpist Mallory McHenry.
- Celebrations were not, of course, confined to cities like Dallas and Houston. In Fort Worth, Ms Opal Lee walked 2.5 miles to commemorate the 2.5 years it took for the news that they were now free to reach all slaves of the United States.
- The residents of Denton in North Texas also celebrated in style, both online and in person. Events included live entertainment and a poetry contest. Denton Public Library also hosted a presentation by author and historian Donald J Norman-Cox on the true origins of Juneteenth. Cox examined and challenged some of the myths that are often held about the African American community.

Articles and quantifiers

1 Work in pairs. Read the article. What events from international sporting competitions do you remember?

A GESTURE THAT REACHED THE WORLD STAGE

[1]Athletes are usually obsessed by one thing: winning. But medal winners Tommie Smith and John Carlos had other things on their minds during the Olympic medal ceremony in Mexico in 1968. They wanted [2]the whole planet to know about the racism that [3]the African American had to suffer, and thanks to the global audience television provided, it did. As the US national anthem played, they each raised an arm and held up a closed fist. Some people thought [4]an athlete shouldn't make political statements, and on their return to the USA the athletes were severely criticised by the media. Today, however, their gesture is seen as a historic moment in the fight for Civil Rights and it is celebrated by many US citizens, especially on Juneteenth, and thanks to its exposure on [5]the internet, it is being recognised around the world.



2 Look at the underlined phrases 1–5 in the article in Ex 1. Complete the rules below and match them to the phrases.

Articles for generalising

countable environment generalise people plural

A When we generalise, we usually use [1]_____ or uncountable nouns with no article.

B We can also [2]_____ about people, animals or things by introducing one example with *a / an*.

C We can use *the* + a singular [3]_____ noun to generalise about technology, musical instruments and species of animals.

D We can use *the* before general expressions relating to the physical [4]_____ around us.

E We can generalise about specific groups of [5]_____ in society by using *the* + adjective, or *the* + adjective + noun.

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3 Choose the correct alternative.

1 We can learn a lot about **–** / **the** history by taking part in **the** / **a** re-enactment.
2 **A** / **–** historian who studies old documents may have to rely on **–** / **a** science to prove when something was written.
3 Why does **the** / **–** research into the past often focus on **the** / **–** wealthy?
4 **A** / **–** museum is a good place to spend the day if **–** / **the** weather is bad.
5 **The** / **–** clenched fist often symbolises **–** / **the** protest movement.

4 Read the sentences and rules. Choose the correct alternative.

Abstract nouns and articles

A friendlier atmosphere would improve rapport.
Rachel built a good rapport with the committee.

We [1]**do** / **don't** use articles before uncountable abstract nouns to talk about ideas in general, but we [2]**can** / **can't** use them before abstract nouns when we refer to specific situations.

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5 Work in pairs. Complete the sentences with *a / an* or –. Which sentences refer to ideas in general and which refer to specific situations?

1 ___ willingness and self-motivation are very positve attributes.
2 Anniversary celebrations show ___ respect for people who have contributed to improving the country.
3 These tourists have ___ very limited background knowledge of our traditional rituals.
4 Children should leave school with ___ good understanding of basic scientific principles.
5 Going to university is not the only way to acquire ___ knowledge.
6 Sam's apology showed ___ willingness to recognise his mistake.

6 Work in pairs. Read the grammar box and then answer the questions about the quantifiers below.

Quantifiers

We use quantifiers to talk about amounts. We use different quantifiers depending on register (formal / informal), whether a noun is countable or uncountable, and whether we are forming a positive or negative statement or a question.

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a few a good deal of a little all any enough every few little loads of lots of many much some whole

Which quantifier(s) …

1 is / are the most informal?
2 can only be used with countable nouns?
3 can only be used with uncountable nouns?
4 can be used with countable or uncountable nouns?
5 is / are mostly used in questions and negative sentences?
6 sound/s more positive when *a* is used before it / them?

7 Work in pairs. Read the dialogue and complete the gaps with a quantifier, an article or –. Sometimes more than one answer is possible. Discuss reasons for your choices.

Jo I've found an interesting site for our project on the history of writing. It's got [1]___ facts!
Lia Yeah, but is [2]___ information on it accurate?
Jo Well, this point here about [3]___ writing only being around for 6,000 years is an interesting one. I mean, [4]___ research into the past is difficult if there aren't [5]___ documents.
Lia Yes, but [6]___ historians don't just use written documents to find out about the past. They use [7]___ archaeology, which provides [8]___ clues about how [9]___ people lived in the past.
Jo True, but [10]___ knowledge based on documents is going to be much more accurate.
Lia Well, written history is usually about the lives of [11]___ rich.
Jo Maybe by combining documents and archaeology, we could learn [12]___ more.

8 THINK & SHARE Work in pairs. Choose one of the topics below. Tell your partner what you know about it and why you have chosen it. Answer any questions they may have. Use articles and quantifiers from this lesson.

1 a historical period that you find most interesting
2 a historical film, series or book that you have really enjoyed

Cultural icons

1 Work in pairs. Discuss the questions.

1 What do you know about the cultural icons in the photos? Which countries do you associate with them?

2 Think of three cultural icons from your country. What do you think they tell people in other countries about your country?

STRATEGY Identifying the writer's focus

Writers often use the first paragraph of a text to outline the main topic and give an indication of its focus. Use your knowledge of text structure, linking words and discourse markers to identify the topics the writer intends to discuss later on in the text.

2 Read the strategy. Then read the first paragraph of the article. Choose the best description of the writer's focus in the text.

A Cultural icons become associated with national identity despite their initial unpopularity and the fact that they may have been created by foreigners.

B Cultural icons become associated with national identity so long as their origins are local, not foreign, and they are popular at home and abroad.

C Cultural icons become associated with national identity if they are easily recognisable, look unique, and are instantly popular with the public.

3 7.06 Read the whole article. Which paragraphs develop the topics mentioned in the opening paragraph?

4 Read the article again. Choose the correct answers.

1 What have people from other countries possibly done?
- A ignored other countries' cultural icons
- B made cultural icons popular
- C helped create cultural icons
- D disapproved of cultural icons

2 What do we learn about the Burj Khalifa?
- A It is based on the traditional. architecture of the UAE.
- B It is made of local materials and built by local labour.
- C It was designed by a local architect.
- D It symbolises how the country's economy has evolved.

3 What did a European immigrant do in Britain?
- A open fish and chip shops all over the country
- B take advantage of existing recipes
- C introduce a Belgian dish to the country
- D invent a new way of cooking fish

4 What happened to Gustave Eiffel?
- A He built many monuments.
- B He became popular in Paris.
- C He was asked to leave Paris.
- D His work was criticised.

5 What did agricultural workers in Scotland do?
- A look down on the people in cities
- B wear special clothes for celebrations
- C wear clothing that was not appreciated
- D leave their jobs and move to the cities



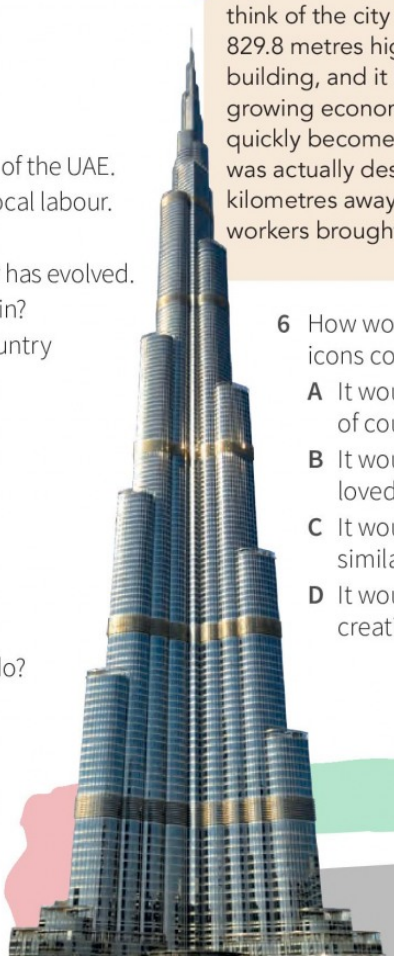
The IMPORTANCE of cultural icons





1 What do Mickey Mouse, the Taj Mahal, Don Quixote, Ferrari, sushi and red double-decker buses all have in common? The answer is that they are all instantly recognisable icons that the world associates with the countries that they come from. Such icons are often much more effective at representing a country on the international stage than the flags, coats of arms and anthems used by governments. They are also often more successful than official symbols at instilling a sense of pride and unity in a nation's population. However, although we might think our beloved unofficial cultural icons represent our country's uniqueness, we often have people from other countries to thank for their existence. What is more, although these symbols are believed to perfectly represent our nations today, some were originally strongly disapproved of.

2 Mention the Burj Khalifa and lots of people will immediately think of the city of Dubai in the United Arab Emirates. At 829.8 metres high, the Burj Khalifa is the world's tallest building, and it has become a symbol of the country's growing economic power. However, while the building has quickly become a cherished icon of the city and country, it was actually designed by a team of architects thousands of kilometres away in Chicago and built by an army of 12,000 workers brought in from over 100 countries working for



6 How would it benefit people to know where cultural icons come from?
- A It would make us appreciate the interdependence of countries and peoples.
- B It would make us appreciate that they are always loved by a nation's citizens.
- C It would teach us that cultural icons are very similar in all countries.
- D It would teach us that they aren't necessary for creating a national identity.

30 international companies. Furthermore, 25,000 tonnes of steel used in the construction of the tower came from the Palast der Republik, the demolished parliament building of the former state of East Germany.

3 The Burj Khalifa, however, is not the only cultural icon with an international background. The Statue of Liberty was designed and built in Paris before being shipped to New York, and it was a Danish architect, Jørn Utzon, who designed Sydney Opera House. Natural and culinary symbols can also have international roots. It was French botanist, Carolus Clusius, who introduced the tulip into Holland, where it became the national flower, from Turkey. Britain's unoffical national dish, fish and chips, also owes its existence to outside influences. Sixteenth century immigrants from Portugal introduced the British to fried fish, and 19th century Belgian immigrants did the same with fried potatoes. Then, in 1860, an immigrant from Eastern Europe, Joseph Malin, combined the two and opened Britain's first fish and chip shop. By 1935, there were 35,000 fish and chip shops across the country, firmly establishing the dish as Britain's favourite. Today, few Britons are aware of the international roots of fish and chips, but in fact, if you look into the history of any country's cultural icons, you'll probably discover an important international contribution that is now forgotten or undervalued.





4 While a nation's citizens are often unaware of the international roots of a cultural icon, they are also frequently unaware that a few much-loved icons were despised in the past. It is certainly hard to believe that that is what happened to the tower built by Gustave Eiffel, but it did. When the tower was completed on 31st March in 1889, it was considered by many to be an eyesore on the Paris skyline. An article entitled *Protest against the Tower of Monsieur Eiffel*, signed by important French artists and writers of the time, observed succinctly that the tower had sprung up 'like a gigantic black factory chimney' that humiliated the city's great buildings and monuments. Today, you would find it hard to meet any Parisian who doesn't love the tower and consider it the quintessential symbol of the city.



5 The Parisians are not the only ones to have at first rejected something that they were to later embrace. The kilt, a type of skirt, was seen by urban Scots as a garment that was worn by poor agricultural workers from the Highlands, and they looked down on both. However, with the arrival of the Industrial Revolution in the 19th century, the kilt became a symbol of nostalgia for country life and wealthy Scots started wearing them on festive occasions. Today, the kilt has become an iconic symbol of Scotland, and Scotsmen view it as an essential item when they want to dress to kill for a wedding or anniversary celebration, or even when they get kitted out to go to a football or rugby match.

6 Evidently, many of us need to feel that we belong to a social group, and cultural icons help us create shared identities. However, an awareness of their history would help us realise that their current status as cultural icons is not necessarily permanent. Furthermore, we would learn that they connect us with, rather than separate us from, the rest of humanity.



5 VOCABULARY Look at the highlighted words and phrases in the article. Complete the sentences.

1 Some teachers _____ all technology more enthusiastically.
2 With just a few words, Marta _____ expressed what we all felt.
3 There was great _____ within the team, and we all played for each other.
4 New York is the _____ North American city, with its instantly recognisable skyline and bright lights.
5 Mickey Mouse is one of the most _____ cultural icons, not only in the USA, but all over the world.
6 My grandmother often talks about her youth with _____.
7 The _____ of the Swiss city of Bern is red and yellow with a black bear, the emblem of the city.
8 The old cinema has been unused for ten years and has become an ugly _____.

6 THINK & SHARE Work in pairs. Invent five new cultural icons that represent people of your generation in your country. Use your own ideas and the ideas below.

a brand a book a building a dish a film
an item of clothing a popular personality
a site of natural beauty a song a town

7 Work in groups. Choose the best five new cultural icons. Give reasons for your choices.



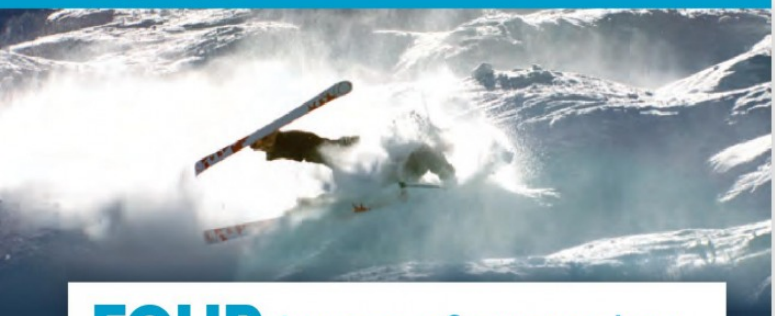
Learning from mistakes

1 THINK & SHARE Work in pairs. Describe a mistake that you made recently. Why do you think you made the mistake? Have you learned anything from it?

2 Read the article. Match the situations 1–4 below to the different types of mistakes A–D.

1 Cleaning an antique bronze object, but then finding out that it would have achieved a higher price at an auction if you hadn't done so.
2 Arriving on stage to give a recitation at the end-of-year school celebration for parents without a copy of your poem to read out.
3 Constantly forgetting where you've locked up your bike.
4 Frequently playing the wrong notes on a difficult piece of music you've never played before.

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FOUR types of everyday mistakes that we all make

A Carelessness

You sent an urgent message to a friend about a change of plans, but your friend still hasn't turned up. You check your phone and see that you'd typed your message, but hadn't pressed send! A typical example of a careless mistake. They happen when we're doing something that we already know how to do, but because of multitasking, poor concentration, over-optimism or rushing to finish, we get it wrong!

B Over-stretching

You've just started skiing but can't resist following your experienced skier friends down a steep run. Not surprisingly, it ends badly! Over-stretching is the result of trying to do something that we've never done before. However, it's a good sign (if you don't get injured!) because it means that you are rising to the challenge!

C 'Aha' moments

You made a cake following the instructions in the recipe carefully, but accidentally used salt instead of sugar, so the cake was a disaster. 'Aha' mistakes happen when we think we have achieved what we wanted to, only to find that the result is something quite different!

D The big-time

Important exams, job interviews or major sporting events. When people fail at these moments, they think their life is effectively over and they'll never recover. But everyone makes a few of these big-time mistakes in their lives, even though they really hurt at the time. And the important point is that we almost always survive them!

3 What type of mistakes did you describe in Ex 1?

4 7.07 Work in pairs. You're going to hear a lecture on learning from mistakes. What do you think the speaker might suggest for addressing A–D in the article? Listen and check.

5 7.07 MEDIATION A friend couldn't attend the lecture. Listen again. Then summarise the important points for your friend in a text message using the table below to help you.

The mistakes	The lessons learned
Carelessness	1 We should give … 2 We should try not to …
Over-stretching	3 It's a good idea to … 4 Get help and …
'Aha' moments	5 Be prepared to … 6 We should also …
The big-time	7 Two rules to remember: …

6 VOCABULARY Match the words in 1–7 to the phrases in A–G to form collocations.

1 set	A something into perspective
2 get	B an open mind
3 put	C realistic goals
4 take	D constructive feedback
5 keep	E your time
6 face	F your mistakes
7 accept	G a problem

7 Complete the questions with the words and phrases in Ex 6.

1 How do you try and put your worries _____? Does it help to do this or not?
2 Have you ever failed to achieve something simply because you didn't _____ realistic goals?
3 Have there been any times when you've chosen not to face a _____? What happened?
4 Which people in your life do you go to to get _____? How good are you at giving it?
5 How important is keeping an _____ for gaining new experiences and developing a growth mindset?
6 In your view, is it better to take your _____ or finish something quickly? What are the pros and cons?
7 How important do you think it is to _____ your mistakes and take responsibility for them?

8 Work in pairs. Discuss the questions in Ex 7.

9 THINK & SHARE Work in groups. Read the quotes about mistakes. What is the message in each case? Which one do you agree with? Which one do you think is the best? Why?

> **The greatest mistake that we make is living in constant fear that we will make one.**
> *John C. Maxwell*

> **Take chances, make mistakes. That's how you grow.**
> *Mary Tyler Moore*

> **A person who never made a mistake, never tried anything new.**
> *Albert Einstein*

> **Learn from the mistakes of others. You can't live long enough to make them all yourself.**
> *Eleanor Roosevelt*

Explaining decisions



1 Work in pairs. Discuss the questions.

1 Which activities have you had to make decisions about recently? What influenced your decisions? Use your own ideas and the ideas below.

being in a sports team doing a hobby
doing a part-time job doing voluntary work
participating in local traditions

2 What important decisions do you think you'll have to make in the next few years? Why?

2 Work in pairs. Look at the factors that might affect a decision about leaving home. Put them into three groups: A: Reasons for leaving home, B: Reasons for staying at home and C: Reasons which could be both.

be in your comfort zone become independent
challenge yourself discover different perspectives
experience new places gain confidence
have a family support system make new friends
see your family on a daily basis understand local culture

3 7.08 Listen to a conversation between two students about leaving home. Which of the reasons in Ex 2 do they mention? Which ones do they mention as reasons for staying and which ones as reasons for leaving?

4 7.08 Read the Phrasebook. Listen to the conversation again. Then complete the phrases.

PHRASEBOOK Explaining decisions

Introduce an explanation
But, [1]_____ happens, I really want to …
Bearing in mind recent events, I'm going to …
After [2]_____ everything into account, it's the best …
In view of the situation, I've decided to …

Clarify an explanation
True, but what I'm trying to [3]_____ is …
To be more [4]_____ …
What I'm [5]_____ at is …
[6]_____ me put it this / another way …

Check understanding
Are you [7]_____ me?
Is that clear?
Do you see what I mean?

Show understanding
Got [8]_____.
That makes [9]_____ sense.
I think that's totally understandable.

Ask for clarification
Sorry, but could you go over that again.
I'm sorry, I don't [10]_____.
I'm not sure I exactly understand.

STRATEGY Active listening

To listen to someone actively:
- make sure you face the speaker and keep eye contact
- don't interrupt them and listen without judging
- show that you're listening by nodding and smiling
- ask relevant questions
- reflect and summarise at the end.

5 THINK & SHARE Work in pairs. Read the strategy. Then discuss the questions.

1 What type of daily decisions do you have to make? Use your own ideas and the ideas below.

being online classes clothing community activities
entertainment food homework housework
money relationships sleeping social activities
transport work

2 Do you find it easier to make decisions about some things more than others? Why?
3 Is it best to make your own decisions or ask for advice?
4 Which is better: planning carefully or being more spontaneous and open-minded? Why?

6 THINK & SHARE Work in pairs. Look at the diagram below. Use phrases from the Phrasebook to discuss the things people need to consider when making these decisions. Use the ideas from the strategy to show active listening.



7 Work in groups. Compare your answers to Ex 6. Rank the ideas in order of importance. Give reasons for your ranking.

8 REFLECT Work in pairs. Reflect on how you used the phrases from the Phrasebook and the strategy in your discussions in Ex 6.
- What did you do well?
- What could you do better next time?

A proposal

1 Work in pairs. Why do you think people sometimes want to save a monument, an old building or a neighbourhood in their home town? Use your own ideas and the ideas below.

architectural merit civic life cultural significance
famous residents historical importance

2 Read the proposal. Why does the writer want to save the buildings? What is the connection with the photo?

A PROPOSAL TO SAVE OUR HISTORY

1 Introduction
The main objective of this proposal is to suggest why three small, derelict farms on the route between Selma and Montgomery in Alabama should be saved.

2 Historical interest
The background to this proposal is the fact that these farms played a significant role in the nation's history. They are situated along the Selma to Montgomery National Historic Trail, which was established in 1996 and they are landmarks from the famous 1965 Civil Rights march led by Dr Martin Luther King along this route. The march was long and dangerous and the people taking part had to stop at the farms to rest or to spend the night. The families who lived there risked their lives to show solidarity with the marchers; if it had not been for their courage, one of the most significant events in American history might never have taken place.

3 Current situation
Today, the farms continue to be owned by the same families. Unfortunately, they are in such poor condition that their very existence is under threat. Even though these properties have been accepted onto a list of America's most endangered historic places, many people are unaware of their importance in contemporary US history, and preserving them will be costly.

4 Recommendations
It is highly recommended that the farms are safeguarded so that the role they played in the Civil Rights Movement is not forgotten. If saved from ruin and turned into museums or education centres, they could help teach people travelling along the trail about the difficulties faced by African Americans in their fight for integration.

5 Conclusion
Unless the suggestions above are implemented, we will be missing a valuable opportunity to help promote mutual respect and take an important step towards improving race relations in the USA.



STRATEGY Building a strong argument

It is easier to organise our material into a successful proposal if we have a clear objective. Once we know our aim, we can organise our supporting arguments to build as strong a case as possible.

3 Read the strategy. Match paragraphs 1–5 of the proposal to the descriptions A–E.

This paragraph …

A explains how the buildings could be used by visitors to the trail. ___
B describes the wider benefits to the country as a whole of saving the buildings. ___
C gives information about the buildings' past. ___
D describes the problems that the buildings have and their consequences. ___
E states the writer's aim and provides information about the location and current state of the buildings. ___

4 Work in pairs. What are the writer's strongest arguments in the proposal? How do they support the aim of the proposal? Give reasons for your answers.

5 Complete the Phrasebook with the words below.

background highly implemented objective suggest

PHRASEBOOK A proposal

Stating the purpose of the proposal
The main [1]_____ of this proposal is to [2]_____ why …
The purpose of this proposal is to examine / evaluate …
This proposal aims to show / suggest / outline …

Providing background information
Some of the issues are …
The [3]_____ to this proposal is …
Currently the situation is …

Making Recommendations
We would recommend that …
It is [4]_____ recommended that …
It would be advantageous …

Conclusion
Supposing these recommendations are carried out …
Unless the suggestions above are [5]_____, …

6 Read the task. Then write your proposal.

Write a proposal to save part of your local area's heritage.

- Use your own ideas or an idea from below.

a historic building / monument
a festival a traditional ritual

- Note down strong arguments and organise them into paragraphs.
- Ensure each paragraph has a clear purpose.

7 CHECK YOUR WORK Did you …

- say clearly what the objective of the proposal is?
- use a neutral style and present the facts?
- use vocabulary from this unit and the Phrasebook?
- conclude by giving a personal opinion?

Grammar

1 Complete the second sentence so that it has the same meaning as the first. Use the word given but do not change its form. Use no more than five words, including the word given.

1 Could you help us safeguard our local traditions? APPRECIATE
We _____ you could help us safeguard our local traditions.
2 Processions are fine, but I prefer hearing people recount legends. LIKE
Processions are fine, but I _____ I hear people recounting legends.
3 I think you should open up the event to more people. IDEA
It'd be _____ open up the event to more people.
4 Young people need to understand the significance of their local history. IMPORTANT
It's _____ to understand the significance of their local history.
5 Some governments seem to think ignoring local traditions is acceptable. AS
Some governments regard _____ to ignore local traditions.
6 Asking for support from local business people is a waste of time. IT
_____ time asking for support from local business people.
7 We couldn't see anything at the event because of the crowds. DIFFICULT
The crowds _____ us to see anything at the event.
8 It's a necessity that practitioners practise regularly. FOR
It's _____ practise regularly.

2 Complete the sentences with the words below.

a | a few | any | little | the (x4) | whole

1 The legend claims Robin Hood stole from _____ rich to give to _____ poor.
2 _____ of our events haven't been successful.
3 The _____ town takes part in the festival.
4 Are there _____ professional athletes today who don't have a sponsor?
5 _____ piano is possibly the most popular of all musical instruments.
6 Working as _____ doctor today is a tough job.
7 We had _____ time, but we managed to finish the work.
8 _____ heat in summer in Seville is unbearable.

Vocabulary

3 Complete the sentences with the correct form of the words and phrases below.

a wealth of knowledge | characterise | large-scale event | procession | safeguard | under threat

1 The _____ was led by a band and it began at one end of town and ended in the square.
2 Millions of people watch _____ like the Olympic Games on television.
3 Countries and cities can be _____ by their cultural icons.
4 The inhabitants of the Amazon rainforest have _____ of medicinal plants.
5 It is estimated that over 2,000 languages are _____, and losing them would be a tragic loss for humanity.
6 A country's museums _____ many of its treasures and preserve them for future generations.

4 Complete the sentences with one word.

1 New shops are springing _____ all over the city.
2 The locals _____ their traditions and make a big effort to put on a great festival every year.
3 Nick latched _____ to the trend when he realised he could get more viewers by following it.
4 Hearing about their ancestors' triumphs instilled a sense of _____ in the young warriors.
5 After studying hard all week, I always look forward to letting my _____ down with my friends at the weekend.
6 There will be public events to celebrate the _____ of our country's independence.

Cumulative review

5 Read the text about the Seven Wonder of the World. Choose the correct answer: A, B or C.

It is hard [1]___ lists on the internet. *My 10 funniest films this year* or *The 20 best sports cars ever made* are just a couple of examples. However, [2]___ list writing is not a modern phenomenon, and it was [3]___ ancient Greeks who started the fashion with *The Seven Wonders of the World*. It seems to have been written to instil a sense of [4]___ in the Greeks themselves, as five of the wonders were built by them. What is more, six of the monuments were situated around [5]___ Mediterranean Sea, so it was a kind of guide for [6]___ Greek tourists. Of course, it was only natural for them [7]___ their choices to the part of the world they knew. [8]___ Greek traveller of the time would not have been aware of other great constructions, such as the Great Wall of China. However, despite the list's limitations, it has kept the names of the original 'Seven Wonders' [9]___. It has also encouraged us to make our own lists of places that we should [10]___.

1	**A** escape	**B** for escaping	**C** to escape
2	**A** –	**B** the	**C** a
3	**A** –	**B** the	**C** a
4	**A** pride	**B** threat	**C** respect
5	**A** –	**B** a	**C** the
6	**A** a	**B** the	**C** –
7	**A** limit	**B** to limit	**C** limiting
8	**A** A	**B** –	**C** The
9	**A** alive	**B** traditional	**C** festive
10	**A** originate	**B** safeguard	**C** recount

Think & share

6 Work in pairs. Discuss the questions.

1 Make a list of seven wonders of your local area that you think people should visit. What is special about the places?
2 Compare your lists. Decide on the best seven wonders.

7

VISION 360°

Learn about how immigrants have shaped New York over the last century and create a multicultural tour of the city.

The world comes to New York



Unit 7 360° hotspots

1 THINK & SHARE Work in pairs. Discuss the questions.

1 What are the most popular destinations for young people that leave your country?
2 What things should a person who wants to move to a big foreign city think about before leaving?
3 What are the main benefits / problems of living in a big foreign city?

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Explore the photo of New York. Can you name any of the buildings or landmarks?

3 ALL HOTSPOTS Explore the hotspots and find these things:

1 a symbol of New York
2 a famous festival in New York
3 a description of the view
4 a place where many people arrived in New York
5 reasons people love New York

4 Listen to the tourist guide and decide if the sentences below are true (T) or false (F).

1 Broadway runs parallel to 5th Avenue.
2 Bryant Park is a good place to get away from the crowds.
3 The Chrysler Building is easy to identify.
4 The Empire State Building opened less than a year after the Chrysler Building.

5 Look at the fact file about cultural icons of New York. Can you think of any others? What places, buildings, statues or objects are important symbols of your country? Why are they important?

6 Work in pairs. Choose one of the cultural icons of your country. Go online and find out information about it, including:

- where you can find it
- its history
- more reasons why it's become an important symbol of your country

7 Watch the video about the history of immigration to New York. Answer the questions.

1 What was Ellis Island between 1892 and 1954?
2 Why is it significant to 40% of Americans?
3 What happened when people arrived on Ellis Island?
4 What is Ellis Island now?



8 Listen to the radio phone-in about immigrants' stories. Which person or people (Marina, Ricardo, or Emer) …

1 had a difficult time when they first arrived?
2 was born in the USA?
3 arrived much later than many people from their country?
4 has ancestors who came here because of the conditions in their homeland?
5 talk about their cultural heritage?
6 stayed here because of love?

9 Look at the blog post about festivals in New York. Work in pairs and discuss the questions.

1 Which festival looks most appealing to you?
2 Why do you think it's important for immigrant communities to celebrate festivals?
3 What unique festivals do you celebrate in your country?

10 THINK & SHARE Work in groups. Discuss the questions.

1 What do you think would be the pros and cons for you if you moved to New York?
2 Why do you think so many generations of immigrants move to the USA?
3 What effects has immigration had on American culture? Think about music, film, digital media and sport.

CREATE … a multicultural tour of New York City

STEP 1

Work in groups. Choose four or five ethnic groups with large communities in New York to focus on. Below are some suggestions. Each person in the group should focus on one community.

African American Brazilian Caribbean Chinese
German Irish Italian Puerto Rican

STEP 2

RESEARCH IT!

Go online and do some research into your community. Find out about:

- the neighbourhoods they live in
- their best cafes and restaurants and most popular dishes
- places to experience their culture (music, art, dance, etc.)
- any festivals they celebrate

STEP 3

Find or create a map of New York City showing the different neighbourhoods and places.

STEP 4

Use your research to prepare your tour.

- Decide on the places you will visit. Make sure you visit at least one thing from each of the communities you chose.
- Find a photo and write a short description of each place. You could even find some music from your community to play!
- Decide on the route that you are going to take, and the start and finish points.

STEP 5

Present your tour to the class. Each member of the group presents one community. Listen to the other presentations. Which tour would you most like to go on? Why?

8

VOCABULARY
Money management
Online shopping

GRAMMAR
Advanced infinitive forms
Advanced uses of *-ing* forms

LISTENING
People speaking about living without money

READING
Article about the low-cost economy

GLOBAL SKILLS
Project management

SPEAKING
Moving a conversation forward

WRITING
An opinion essay

DOCUMENTARY
Patrick speaks

VOCABULARY BOOSTER P127
GRAMMAR BOOSTER P146–147

Money talks





Money management

1 THINK & SHARE Work in pairs. Look at the items and experiences below, and their cost. Decide which interests you the most. Then discuss how you would find the money to pay for it.











2 Read the questionnaire and answer the questions.

What's *your* relationship with money? *Find out with our quiz!*



1 I spend money ...
A only on things that are essential.
B whenever I have it.
C sensibly.

2 When I want something that costs more than I have, ...
A I save for it, then buy it.
B I borrow money to pay for it.
C I decide not to buy it.

3 Saving money is something ...
A I do all the time.
B I never seem to be able to do.
C I do when I have a clear objective.

4 At the end of each month ...
A I know exactly how much I've spent and saved to the last penny.
B I usually run out of money and have to borrow.
C I've usually spent most of my money.

5 I think having a budget is ...
A important for managing my spending.
B not necessary at my age.
C a good idea if you want to save for something.

3 Work in pairs. Read the results. Compare your answers to the questionnaire. What are the differences and similarities?

Mostly As: It's good to be careful with your money, but don't let it become an obsession. Occasionally spending a little and letting your hair down with friends is also important.

Mostly Bs: You need to be more sensible with your money and avoid borrowing and getting into debt.

Mostly Cs: You appear to have a balanced attitude to money: you appreciate that it's necessary to save, but without this being your only objective.

4 8.01 Watch or listen. What answers do you think Kaya would give to the questionnaire in Ex 2? Why?

5 8.01 Watch or listen again. Answer the questions.

1 What is Darius planning to do?
2 What are the three tips that Kaya shared with Darius?
3 What does Kaya want to buy? Why?
4 Where does she work?
5 How much of her salary does she save?
6 How does she avoid spending too much?
7 What does 'FOMO' refer to?
8 What does Amira say she might do?

6 REAL ENGLISH Match phrases 1–5 to definitions A–F.

1 If something **is under way**,
2 If something **costs a bomb**,
3 If something **does the trick**,
4 If you **let someone in on something**,
5 If you say something **sounds like a plan**,

A it helps you succeed in solving a problem or achieving something.
B you share a secret with someone.
C you think that a suggestion is good.
D it has already started.
E it's very expensive.

7 VOCABULARY Check the meanings of the words and phrases below. Then add them to the correct category.

allowance broke costly current account debit card earnings extravagant go through live on pay off pay your way put aside splash out tighten your belt

1 money you receive _____
2 related to banking _____
3 spending money _____
4 saving money _____
5 synonyms for expensive _____
6 not having any money _____

8 VOCABULARY Choose the correct alternatives to complete the money management tips.

Money Management ABCs: Saving money made easy

If you receive [1]**an allowance / earnings** from your parents, or have a part-time job, you should think about opening a [2]**debit card / current account**. Be sure to keep a close eye on how much money you [3]**go through / pay off** every week. Decide how much you need to [4]**live on / pay off** and then [5]**pay your way / put the rest aside**. You can do this automatically through your bank account. You may need to [6]**tighten your belt / splash out** at first and avoid [7]**broke / costly** purchases and [8]**extravagant / necessary** outings, but it'll all be worth it in the end!



9 Work in pairs. Replace the words and phrases in **bold** with words and phrases from Ex 7. Sometimes more than one answer is possible. Discuss the questions.

1 Which of the following are common in your friend group? Is this typical of young people in your country?
- getting a **sum of money** from your parents every week
- having a **bank account** and using a **bank card** to pay for purchases
- having a part-time job and saving money from your **wages**

2 How much money do you usually **spend** in a week? What do you usually spend it on?
3 Would you ever consider **spending a lot of money** on a special purchase? If so, what?
4 What do you think are the best ways to **save money**?

10 Work in groups. Prepare a budget for a camping weekend in your country in the summer. Use the ideas below. Discuss the questions.

activities camping equipment campsite clothing food and drink transport

- What do you already have, what would you need to buy and what could you borrow?
- What would be the most costly items?
- How do you think you could tighten your belt?
- How much could you put aside between now and the weekend?
- How much would you need to live on for two days?
- What would you like to splash out on during the weekend?

11 Present your budgets to the class. Which one do you think is the most realistic? Why?

Advanced infinitive forms

1 Read the title of the book review below. What does it suggest about people's relationship with money?

Reviews

The book *What You Should Have Learned About Money, But Never Did* by Sophia Bera offers young adults the opportunity to reflect on the importance of money as they start their working lives. Written clearly, Bera's ideas are easy to follow. She makes important points such as the first thing to do when you start earning is to build up emergency savings. She also focuses on the future and states that you're never too young to start planning for giving up work. You don't want to work hard throughout your career only to find that you have no money to retire on! Although the book is about personal finance, Bera is not so obsessed with her subject as to ignore other important issues, such as quality of life. The book questions why some people want to dedicate their lives to making lots of money, despite the potential negative effects on their personal relationships. To sum up, this is a book that every young, and not so young adult should read, especially if you haven't got a financial expert to speak to!

2 Read the review in Ex 1. Find an example for each grammar rule.

Advanced uses of infinitives

We use infinitives …

A after *too* or *enough*.
B after some nouns, e.g. *chance*, *decision*, *reason*.
C after certain adjectives, e.g. *surprised*, *certain*, *easy*.
D to replace a relative clause …
  a after *the first*, *the second*, etc., *the last*, *the only* and some superlatives.
  b after nouns to show how it is used.
E after certain verbs, or verb + object.
F after *only* to express a disappointing outcome.
G in some linking or attitude phrases, e.g. *to be honest*, *to summarise*.
H after *so* + adjective + *as*

GRAMMAR BOOSTER P146

3 Complete the sentences with a word from A and the *to* + infinitive form of a verb from B.

A as decision debts enough likely only promised last

B be be able find pay pay off spend splash tighten

1 Consumers are _____ less when they use cash.
2 I've got a few _____ before I can start saving.
3 The company made a _____ its belt by reducing its advertising budget.
4 Mario has _____ his way now that he's got a job.
5 We aren't so rich _____ to put aside any money.
6 He queued for ages in the shop _____ he'd forgotten his wallet.
7 These trainers aren't expensive _____ real designer ones.
8 Mo was the _____ out on a decent phone in our family.

4 Read the sentences. Then complete the rules with the words in the box below.

1 They appear to be enjoying their shopping trip.
2 Priyanka is the first person in the class to have found a job.
3 Could you try not to go through your allowance so quickly?

continuous negative perfect

Infinitive forms

1 We use _____ infinitives (e.g. *to be watching*, *to be talking*) to describe something taking place in the same time frame we are talking about.
2 We use _____ infinitives (e.g. *to have done*, *to have bought*) to express the same kind of meaning as past or perfect tenses.
3 We make _____ forms (e.g. *not to go*, *not to be*) by putting *not* before the infinitive.

GRAMMAR BOOSTER P146

5 Complete the sentences with the forms below.

to tighten not to go through to be dying out
to have arrived to have put aside too much time

1 I don't think he can have earned enough money this month _____ anything for the trip.
2 It takes Jan _____ to maintain a high profile online.
3 I encouraged Maria _____ her belt.
4 I noticed that using cash seems _____.
5 Please try _____ all your allowance, as you won't get any more money until the end of the month.
6 We missed our train and were disappointed _____ after the concert had finished.

6 8.02 Listen to two friends chatting about money matters. Complete the answers using *to* + infinitive forms.

1 What decision has Jonah made?
He's made the decision _____
2 How does he feel about the decision?
He's really happy … and excited … but he also feels daunted because there are so many things _____
3 What did he do to prepare himself?
His mother persuaded him _____
4 Was he happy with his decision?
Yes, he was glad _____
5 What did he learn?
He learned how …. and how not _____
6 What does he need to do now?
He needs _____

7 THINK & SHARE Work in pairs. Use infinitives to complete the sentences with information about yourself and your relationship with money. Write three sentences that are true and three that are false.

1 I often need to remind myself …
2 I never have enough money …
3 I've promised myself not …
4 I think I've got the ability …
5 This time next year, I plan …
6 My dream in life is …

8 Work in pairs. Listen to your partner's sentences. Decide which are true (T) and which are false (F). Give reasons for your decisions.

Living without money



1 Work in pairs. Read the phrases about money. Discuss what they mean. Think of a context when you think someone might use them.



2 THINK & SHARE Work in pairs. Discuss the questions.

1 What is the purpose of money, and what would life be like without it?
2 What alternatives are there to using money for transactions? Are they a good idea?

3 8.03 Listen to three people, A, B and C discussing alternatives to traditional currency. What does each alternative involve?

4 8.03 Listen again. Match two sentences 1–6 to each speaker.

Speaker A ___, ___
Speaker B ___, ___
Speaker C ___, ___

This alternative to traditional currency …

1 was shared by an international community.
2 was written about and the story was shared with the public.
3 originally had educational objectives.
4 decreases in value over time.
5 was only experienced by one person.
6 was used by people who offered their services as payment.

5 Work in pairs. Which alternative to traditional money do you think is the best? Why?

STRATEGY Sentence stress

The way we stress words in a sentence can affect the whole meaning of the sentence. We choose to stress certain words to indicate what is important, to make a contrast or to correct what someone has said.

6 a Work in pairs. Read the strategy and the questions below. Which of the two words in bold would you stress in the answers?

1 A And he did that for six months, you say?
B No, he spent a **year** living without **money**.
2 A Did he write his book in a cave?
B No, he wrote a **book** about **living** in a cave.
3 A How many types of money do you have?
B We have **two** types of **money**.
4 A How much money goes to charity?
B **Three** per cent of what you spend goes to **local** charities.
5 A Are only parts of the town involved?
B No, the **whole** town is involved in the **experiment**.
6 A Where did you volunteer?
B I **volunteered** to work on the **farm**.

b 8.04 Listen and check and your answers. Then practise reading the exchanges with your partner.

7 8.05 Listen to a conversation between two friends about having a money-free weekend. Choose the correct answers.

1 Why does Joe suggest a money-free weekend to Syed?
A He wants to save his allowance.
B Neither of them have any money.
C He's spent half of his allowance.
D Syed hasn't got anything to do.
2 What does Syed think of Joe's suggestion at first?
A He isn't very enthusiastic.
B He already knows about the idea.
C He says money is not important.
D He thinks it's a great idea.
3 Why does Syed want to go the exhibition?
A He has seen ones like it before.
B He says he loves museums.
C He's excited to learn it's free.
D He thinks it sounds interesting.
4 How keen is Syed to tour a factory?
A Not very – unless it makes motorbikes.
B Very – if he eats first.
C Quite – so long as its completely free.
D Not very – it sounds expensive.

8 Work in groups of three. Think of free activities that you could do where you live at the weekend. Choose the best three activities to do as a group.

9 Present your three activities to the class. Give reasons for your choices. Choose the three best activities from the whole class.

Online shopping

1 THINK & SHARE Work in pairs. What are the advantages and disadvantages of online shopping? Use the words below to help you.

convenience delivery environmental impact no crowds payment prices privacy returns security size

2 Read the infographic. Match the messages 1–4 from shopping sites to the techniques A–D.

1 No thanks, I like paying full price!
2 Hi Gina. You've forgotten your novel. There's only one left in stock. Come back and get it before it disappears!
3 One click, and it's yours!
4 Other customers bought these items with this product at a 10% discount.

FOUR WAYS ONLINE RETAILERS GET YOU TO SPEND MORE.

Online shopping is fast, easy and convenient. However, fierce competition between online retailers to improve their profit margins means they use numerous techniques to nudge us into going on a shopping spree on their sites. Here are four to look out for.



A BUNDLES

There's no point buying a new printer without ink and paper, is there? When you order a product, many sites suggest a list of other things that customers supposedly add to their shopping basket to use with it. To make the bundle more appealing, free shipping or a discount might be offered. However, do you really need the extras?

B SCARCITY

You patiently browse online and you find a pair of trainers that interests you, but you begin to panic. Why? Because notifications inform you that three other customers have already put the trainers in their baskets, leaving only one more pair in stock! Will the retailer's attempt to trigger an emotional response encourage you to make an impulse buy?

C EMBARRASSMENT

Nobody likes feeling stupid, so when shopping sites offer potential clients special discounts or promotions for registering with them, they don't just provide 'Yes, please' and 'No, thanks' buttons to click on. To refuse the offer, you have to click on one that says, 'No thanks, I hate saving money,' forcing you to ask yourself 'Am I doing the right thing?'

D FAST PAYMENT

Shopping websites make paying easy through automatic payment systems that store your billing and debit card details. This speeds up the process, but also means you think less about your purchases. Would you buy less if you dedicated some time to considering each purchase more carefully?

3 MEDIATION One of your English-speaking friends frequently shops online. Send a message summarising two of the techniques retailers use that they should be aware of.

4 VOCABULARY Work in pairs. Choose the correct alternative to complete this consumer's thoughts on online shopping. Do you agree with their opinion? Why? / Why not?

I try to shop only locally and support small businesses whenever I can, but there are times when shopping online is so much more convenient. Even though their [1]**profit margins / promotions** are small, because of the vast quantities they sell, large online shopping companies can afford to offer huge [2]**discounts / shopping baskets**, especially at those crucial times of year when everybody is shopping for presents for friends and family. With [3]**fierce competition / free shipping** and a huge range of goods and brands, it really is the best option. And the shopping sites are so good at [4]**browsing / nudging** you into buying with perfectly-timed [5]**emotional responses / notifications** and clever gift [6]**billing / bundles** that make simple products seem so [7]**appealing / triggering**. It's no wonder I end up going on an online [8]**impulse buy / shopping spree**!

5 VOCABULARY Complete the advice for online shoppers with some highlighted words from the infographic in Ex 2.

ONLINE SHOPPING

DOS

- Decide if you really need the products in your [1] _____ before paying for them.
- Take advantage of the [2] _____ between retailers. [3] _____ different sites to check prices for the same product. However, remember to compare transport costs; some retailers offer [4] _____ but others charge for it.
- Look for discounts and [5] _____ on the products that you really want to buy.

DON'TS

- Ignore [6] _____ that attempt to [7] _____ by claiming that other people are interested in the same product. Their goal is to [8] _____ you into spending money and making an [9] _____.
- Don't provide bank details or fill in your financial details and [10] _____ information on a public computer.
- Don't buy a [11] _____ unless you really think you need all the products.

6 THINK & SHARE Work in pairs. Think of three dos and don'ts for offline shopping. Use words and phrases from the lesson.

7 Work in groups. Present your dos and don'ts for offline shopping. Which do you think are the most useful? Why?

Advanced uses of *-ing* forms

1 Work in pairs. Why do shops have sales? Do you think people really save money at sales? Why? / Why not?

2 Read the article. Have you ever bought anything on Black Friday? If so, was it a bargain? If not, why not?

The term Black Friday was first used in Philadelphia in the 1960s to complain about traffic problems. Residents **had difficulties moving around** the city because of the traffic caused by the Thanksgiving holiday, which takes place on the fourth Thursday of November. **After a day of celebrating** at home, people **enjoyed walking** in town and thought it was good exercise, but retailers had other ideas. **Seeing how busy the streets were,** they started lowering their prices to attract customers into their shops. Decades later, US-owned retailers **began introducing** Black Friday abroad too and **their promoting** of the day was a success. **Shopping on this day**, both in stores and online, is now an international event, and millions of consumers **look forward to making** savings on Black Friday.

3 Match the phrases in **bold** in the article to the rules A–H below. Some examples illustrate more than one rule.

Advanced uses of *-ing* forms

We use *-ing* forms …

A after certain verbs , e.g. *enjoy*, *like*, *start*.
B after prepositions.
C after *to* when it's used as a preposition .
D after phrases with *it*, *there* and *have*, e.g. *it's no good*, *there's no use* and *have difficulties*.
E as the subject or part of the subject of a verb.
F as the object or part of the object of a verb.
G after possessive adjectives, e.g. *his*, *my*, *their*.
H in participle clauses to express the sequence of events, reasons, a result or a condition.

GRAMMAR BOOSTER P147

4 Complete the sentences with the word given and an *-ing* form. Use no more than five words and do not change the form of word given.

1 It annoys me when I'm tricked by promotions. OBJECT
I _____ tricked by promotions.
2 I find it diffcult to identify fake reviews. HAVE
I _____ fake reviews.
3 I hate that he capitalises on people's weaknesses. HIS
I don't like _____ people's weaknesses.
4 Increasing their profit margin is what concerns them. ABOUT
They're concerned _____.
5 Some people find shopping sprees fun. LIKE
Some people _____ on shopping sprees.
6 It's useless to nudge people who never respond. USE
There's _____ people who never respond.

5 Work in pairs. Use the phrases below with an appropriate *-ing* form to share your opinions on sales shopping.

enjoy It's no good look forward to
seeing how busy the shops are shopping at the sales

It's no good looking for bargains when the shops are so busy.

6 Look at the example sentences and complete the rules with the words below.

negative perfect passive perfect passive

Present participle forms

1 We use _____ *-ing* forms (e.g. *having done*) to refer to a time before another time in the main clause.
Having found the ideal gift, I clicked on 'buy now'.
2 We can use _____ *-ing* forms (e.g. *being invited*) and _____ *-ing* forms (e.g. *having been sold*) to focus on the action and not the person who does the action.
Having been notified of a new promotion, I accessed the website.
3 We usually form _____ forms (e.g. *not knowing*) by putting *not* before the *-ing* form.
Not having a computer, I rarely shop online.

GRAMMAR BOOSTER P147

7 Complete the sentences with the words in brackets.

1 Zanna hates _____ (be / manipulate) by advertising campaigns.
2 _____ (be / offer) free shipping, Kevin decided to buy online.
3 _____ (not / know) how to return the goods, I waited to receive a notification.
4 _____ (try) the shoes on, I realised they didn't fit and decided to return them.
5 _____ (not / want) to spend too much, he added a daily spending limit to his debit card.
6 _____ (be / pay) at the end of the month means I have to budget carefully in order to pay all my bills.

8 a 8.06 Listen to a conversation between two friends about online shopping. What purchases do they talk about? Choose your answers from the box.

books clothes computer games food footwear
jewellery make-up mobile phones music

b 8.06 Listen again and complete the extracts using *-ing* forms. Do you agree with the speakers? Why? / Why not?

1 _____ online is so convenient, and for some things it's so much better.
2 You've got a much better chance of _____ a bargain.
3 I never buy anything without _____ it on first any more.
4 I hate _____ when they don't fit!
5 And I hate _____ take them to the post office to send them back.

9 THINK & SHARE Work in pairs. Use *-ing* forms to discuss which shopping method is best for the items in the box in Ex 8a. Give reasons for your opinions.

The low-cost economy

1 Work in pairs. How many possible problems (environmental, social, etc.) can you identify in the photos? Compare your answers.

STRATEGY Using prior knowledge

We use titles, captions and images to make predictions about what we are going to read. Furthermore, as we begin reading a text, we use the new information to review and adapt our predictions about what to expect in the following sections or paragraphs. By constantly revising our predictions, we improve our understanding of the text.

2 Read the strategy. Then read the title of the article and predict which of the problems that you identified in Ex 1 are likely to be mentioned in the article.

3 Read the first paragraph. Do you need to revise the predictions that you made in Ex 2?

4 8.07 Read the article. Are there any topics that surprised you? If so, which ones?

5 Read the article again. According to the text, are the sentences true (T), false (F) or doesn't say (DS)? Correct the false sentences.

1 Fashion is the industry in which the cost of its products have dropped the most.
2 It's less economical to have robots produce clothes than employing a human workforce.
3 No people are needed to take goods on and off ships these days.
4 Shopping for low-cost economy goods has accelerated both the production of goods and environmental damage.
5 Young people discard their clothes so quickly because they aren't made well.
6 There used to be a better balance between the costs and benefits to society of the clothing industry.
7 Consumerism has generated taxable income that governments can use to improve public services.
8 Providing information about the real costs of the low-cost economy might influence consumer habits.

The high price of the low-cost economy

Buying clothes has never been cheaper. Teenagers and young adults today spend a much smaller percentage of their allowances and earnings on fashion than their parents ever did. In real terms, today's shoppers spend between 50% and 75% less. Fashion, however, is not the only industry to see its prices fall dramatically. Producers of electronic products, toys and furniture are just a few of the many manufacturers that have joined the low-cost revolution. Evidently, such a situation would appear to benefit consumers. However, consumers are also citizens and in the long term, low-cost goods can actually turn out to be extremely costly.



To join the low-cost revolution, companies have had to tighten their belts and produce cheaply, resulting in huge reductions in their spending on workforces. The introduction of computer technology in the workplace in the 20th century led the revolution. Many businesses in labour-intensive industries replaced their workforces with robots. Others closed their factories and outsourced production to the developing world, where salaries are barely enough to live on. They further increased their profit margins by moving their headquarters to tax havens, from where digital technology enabled them to contact their suppliers around the world and control distribution with just-in-time delivery systems. This new method of manufacturing was aided by the invention of the shipping container. Loading and unloading a ship used to require the work of between fifty and a hundred dock workers and took weeks. Today, an almost fully automated process does the job in approximately twenty-four hours, making distribution of goods much faster and cheaper.

However, it isn't just jobs that have been affected by the low-cost revolution and the technology that it uses. The planet's resources are being used up and the environment is being polluted at a faster rate than ever before because of a dramatic growth in consumerism driven by the low-cost economy. Approximately 100 billion items of clothing are made every year and the fashion industry produces 10% of global carbon emissions producing and distributing them. The manufacturing process also involves the use of chemicals that







endanger workers' health and pollute the environment. Furthermore, we hardly wear the cheap clothes that we buy. A survey by the British charity Barnardo's found that 33% of young people consider an item of clothing old after wearing it just three times and that most clothing is just worn seven times. We also throw away half of the pieces of clothing produced: burning or sending to landfills 50 billion items within twelve months of buying them.

In the past, manufacturers could claim that the negative effects of their industries were balanced by the taxes that they paid and the jobs that they provided. However, technology has created a digital economy that allows these multinational companies to avoid paying taxes in the countries where they sell their goods, reducing the amount of money that governments receive for funding essential public services such as education, health and social care. Moreover, the jobs that low-cost companies create in shops and distribution centres offer such low earnings that workers pay few taxes, and sometimes actually need support from public services to survive. Some experts suggest the low-cost economy makes governments vulnerable to going broke.

Evidently, such an insecure system is not sustainable in the long-term and governments have started to react. In 2021 an agreement was thrashed out to create a global tax system that would force companies to pay more taxes. However, consumers have a say in whether the low-cost economy continues as it is, but first they need to be informed. To that end, organisations such as the World Trade Organisation are developing labels that will raise consumer awareness about the conditions in which a product was manufactured and its environmental impact. Hopefully, we will all then be able to appreciate the real cost of the things we buy, and in the future, think twice about buying low-cost goods.



6 THINK & SHARE Work in pairs. Discuss the questions.

1 Livia Giuggioli, co-founder of environmental campaign group Eco-Age, suggested we ask ourselves if we will wear a garment a minimum of thirty times before buying it. Do you think it would be easy to persuade young people to follow this advice? Why? / Why not?
2 Do you think it would be a good idea to provide information about the social and environmental cost of a product on labels? Why? / Why not?
3 How willing do you think people would be to pay more for a product made by workers who receive a fair wage and good working conditions?

7 VOCABULARY Complete the sentences with the correct form of the highlighted compound words from the article.

1 This crop is still harvested using _____ methods and a large human _____.
2 Why does this firm _____ all of its computer work? Mainly so that they can use _____ labour.
3 This island is known to be a popular _____ for the very wealthy and many companies have their _____ here.
4 _____ manufacturing methods avoid waste by producing goods as they are needed.
5 The entire production process has now been _____.

8 THINK & SHARE Work in pairs. Think about how you feel about your clothes and what your motivations are for buying them. Discuss the questions.

- What motivates you to buy clothes?
- How do you feel when you buy something new?
- How long does the satisfaction of buying something new last?
- How many of your clothes do you never wear?
- What could you change about your clothes-buying habits?

9 Work in pairs. Discuss three alternatives to frequently buying low-cost clothing. Use your own ideas and the ideas below. Compare your list with the class.

borrow ethical local make quality recycling repair second-hand swap vintage

Project management



1 THINK & SHARE Work in pairs. The photo shows a young entrepreneur. What do you think are the key requirements for a young person to be successful in business?

2 Work with another pair and compare your lists in Ex 1. What are the similarities / differences?

3 VOCABULARY Match the rules 1–7 for managing a project to the explanations A–G. Check the meaning of any of the highlighted words that you don't know.

The GOLDEN RULES of project management

1 Create a good project plan -
2 Progress step by step -
3 Be agile and expect the unexpected -
4 Don't micromanage -
5 Prioritise -
6 Don't postpone -
7 Keep track of information -

A imagine the worst-case scenario and create a flexible strategy so you can deal with sudden changes.
B keep records of everything you do.
C decide what is most important and focus your attention on it.
D If you can do something today, do it!
E think about your goals, the scope of the project and the possible constraints.
F delegate and let others help you.
G break your work down into several milestones and develop steadily.

4 VOCABULARY Work in pairs. Answer the questions.
1 Are any of the key requirements in your list from Ex 1 similar to the Golden Rules?
2 Which key requirements from your list would you add to the Golden Rules?
3 How could you apply these rules to your studying? Use the highlighted words and phrases to discuss possible strategies to manage your time.

5 Read the article about young business person Noa Mintz. Which of the Golden Rules did she follow?

The solution to a problem that became a business

Twelve-year-old Noa Mintz was an unsatisfied customer. She gave her mother regular feedback on the babysitters being hired to look after her and it was mostly negative. The outcome? Young Noa decided to look for a babysitter herself. After some searching, she finally found a babysitter who was great. There was fierce competition amongst all her mothers' friends to find great babysitters and nannies for their children, and they wanted Noa to help them out. As a result, Noa started browsing online employment agencies looking for suitable babysitters and soon realised that finding nannies for families could be turned into a full-time business, so she gained a foothold in the market by setting up her own website, Nannies by Noa.

Noa's site included links to a rigorous selection process for both nannies and the families that wanted them, so that Noa could make sure she was putting the right people together and keep track of the people that she was dealing with. Nannies by Noa soon started attracting parents from all over New York. In fact, Noa soon realised that she was prioritising Nannies by Noa to such an extent that it was taking over her life. Her earnings were great, but the business was putting constraints on her personal life; she wasn't focusing on her studies, and she had no downtime or social life. As a result, she reflected on her approach and decided to spend less time working on her company, delegating the day-to-day operations to a CEO (chief executive officer).

Now Noa still works for Nannies for Noa, but she also has time for her friends. In fact, she feels she now has time to focus her attention on certain aspects of her company. She must be doing something right, because she employs over 150 babysitters and nannies in the New York area and earns a healthy income, so the company more than pays its way!

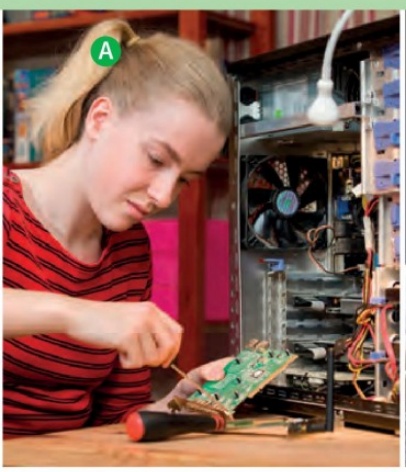
6 Work in pairs. Read the article again. Put the events in the correct order.
A Noa searched for babysitters for other families.
B Noa shared responsibility for running the company.
C Noa established a system for matching families and babysitters.
D Noa searched for her own babysitter.
E Noa gave her mother feedback on babysitters.
F Noa set up her own website.

7 THINK & SHARE Work in small groups. Think of a service or product that you aren't happy with (see the examples below). What things are you not happy with and what would improve the service or product? Make a list.

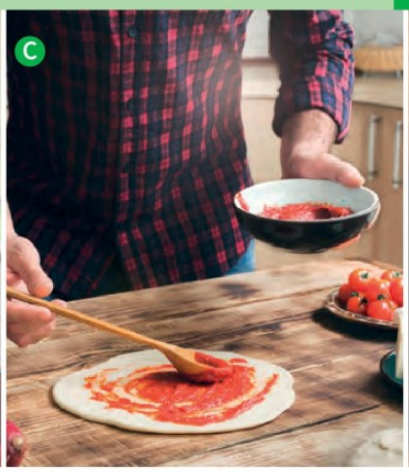
food delivery service online streaming service
public transport school meals shopping website

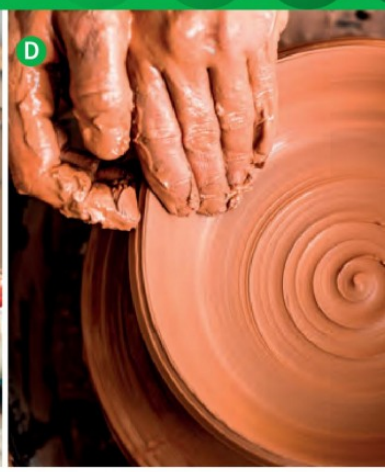
8 Work in groups. Imagine you have been tasked with improving the service or product you discussed in Ex 7. Use the prompts below and your own ideas to make a plan of action.
- give feedback on the current service
- identify competitors and market
- think of the time / budget constraints and how that would impact the project
- decide what the most important tasks are and prioritise them
- decide who's doing which task

9 In new groups. Present your plan. Then decide which plan you like the best. Give reasons.









Moving a conversation forward

1 THINK & SHARE Work in pairs. Look at the photos. What alternatives to consumerism do they show? What do you think the advantages and disadvantages are of each one?

2 8.08 Listen to two friends talking about buying phones. Explain the differences between buying one that is second-hand and one that is refurbished.

3 8.08 Read the Phrasebook. Listen again and complete each phrase with two or three words.

PHRASEBOOK Moving a conversation forward

Open questions

Why do / don't you like [1]_____ of … ?
What would [2]_____ of … ?
What's [3]_____ of … ?
How [4]_____ about … ?
What do you think of the idea that … ?

Follow-up questions

[5]_____ say that?
What else can you tell me?
How [6]_____, exactly?
How would people deal with that?
Who would it appeal to?

STRATEGY Keeping a conversation going

You may sometimes need to help a conversation move forward. Do this by asking open questions (*when, where, why,* etc.) that will allow the other person to express opinions. Listen carefully to their answers and ask follow-up questions to move the conversation further forward.

4 THINK & SHARE Read the strategy. Work in pairs. Use open questions from the Phrasebook to ask a question about each topic below. Ask a follow-up question to continue the conversation.

buying second-hand goods making things yourself
reducing consumerism refurbishing technology
repairing things yourself

PRONUNCIATION Asking for or confirming information

We can use questions to ask for new information or to check that the information that we already have is correct. When we ask for new information, our voices usually go down at the end of the question. When we check, our voices usually go up.

5 8.09 PRONUNCIATION Read the Pronunciation box. Listen to the questions. Decide which questions ask for new information and which check information.

1 Did you buy a second-hand one?
2 Are you talking about the environment?
3 How do you feel about refurbishment?
4 Do they test them?
5 Is yours refurbished?
6 What do I think?

6 Work in pairs. Practise asking the questions from Ex 5. Decide if your partner is asking for new information or checking information.

7 Work in pairs. Read the article. How realistic do you think making such a change would be for most people?

Popular articles

2 days ago | Lifestyle

Downshifting

People who downshift try to improve their personal lives by working less and having more downtime. In most cases, to make this achievable, people who want to downshift have to accept a lower standard of living. They might live in a smaller house or flat, use public transport and shop at second-hand shops. But with more free time, they might use it to produce their own food, make and repair things and have more time to share with friends and family.

8 THINK & SHARE Work in groups of three. Discuss the questions. Use the questions in the Phrasebook to extend the conversation.

1 What would be the advantages and disadvantages of downshifting in a city or the countryside? Why?
2 What aspects of downshifting do you think most people would like to adopt? Why?

9 REFLECT Work in the same groups. Give feedback to your partners. Think about the following questions.

1 Did they discuss both the advantages and disadvantages?
2 Did they use questions to move the conversation forward?
3 Did they use appropriate intonation to ask for or confirm information?

An opinion essay

1 THINK & SHARE Work in pairs. Discuss the questions.
1 Before you buy something, do you ever read online product reviews? Why? / Why not?
2 How do you know which reviews to trust?
3 How do you finally decide whether to buy a product or service or not?

2 Read the essay. What do you think a 'review farm' is?

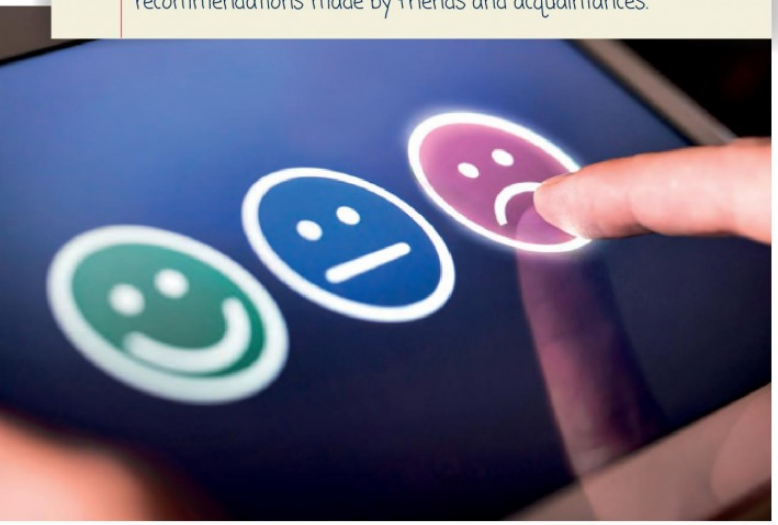
Can you trust online reviews?

1 A significant number of shoppers use the internet, but not all of them go online to add something to their shopping basket and buy it immediately. In fact, 75% of shoppers are thought to go online to read reviews of products that they are considering buying. That is to say, the internet is where people go when they need advice as consumers, but the question is: is it good advice?

2 As a rule, most shopping or service websites provide customers with the opportunity to write a review on their purchasing experience. This, in turn, helps potential customers to find out what a product's attributes are and if previous buyers were happy with it before they splash out on the product themselves. To put it another way, reading about customer experiences can influence whether potential customers buy something or not, and positive reviews naturally attract the most attention.

3 Companies have realised that glowing reviews make their products more appealing and often nudge people into buying. Therefore, it is perhaps not surprising that investigations show that a majority of positive online reviews are fabricated to give companies a competitive edge. As proof of that, a recent report revealed that 'review farms' are flooding some popular shopping sites with fake reviews. In some cases, almost 70% of the reviews, especially for unknown brands, were found to be entirely made up.

4 To conclude, it would seem to me that it is almost impossible to find unbiased opinions on products and services online. A case in point is the number of five-star reviews that the cheapest quality products receive. All in all, to get information that we can really trust, perhaps we should go back to relying on peer-to-peer recommendations made by friends and acquaintances.



3 Read the essay again. Which paragraph …
A provides background information and an example?
B gives the writer's opinion?
C explains one way in which a system is used?
D presents the topic and asks a question?

STRATEGY Concluding

Conclude an opinion essay by summarising the information in the preceding paragraphs. Do not add new information. Make recommendations about what people can do and / or speculate about might happen in the future.

4 Read the strategy. Which statement would not be suitable in the conclusion to the opinion essay in Ex 2?
1 In my view, consumers may well decide to ignore online reviews in the future.
2 In light of the above, it is important for reviews to contain pictures or videos.
3 Personally, I feel that review sites should do more to tackle the issue of fake reviews.

5 Read the Phrasebook. Add the underlined phrases from the essay.

PHRASEBOOK An opinion essay

Making generalisations
1 _____
2 _____
There is widespread agreement that …
3 _____

Providing evidence
4 _____
This evidence supports the point that …
5 _____
This point of view is supported by …

Restating a point
6 _____
In other words, …
7 _____
By way of illustration, …

Making recommendations
In light of the above, I suggest …
Perhaps the most effective way of … , would be …
8 _____
To improve the situation, I recommend …

6 Work in pairs. Choose one of the statements for an opinion essay below. Brainstorm some ideas for what points to make in the essay, and the evidence you can use to support them.
- Online shopping is destroying local shops and communities.
- What you wear speaks volumes about you as a person.

7 Write your opinion essay using your ideas from Ex 6.

8 CHECK YOUR WORK Did you …
- use infinitives and advanced *-ing* forms?
- use a formal / neutral style?
- use phrases from the Phrasebook?
- use the strategy and finish with a strong conclusion?

Grammar

1 Complete the second sentence with an infinitive form so that it has the same meaning as the first.

1 We didn't come by train as there weren't enough seats.
There weren't enough seats _____.
2 Kylie stopped taking piano lessons because they cost too much.
It cost Kylie _____.
3 It seems to me that Harriet is spending a lot of money.
I noticed that Harriet seems _____.
4 They won't let us in after 8 p.m. so don't be late!
Please try not _____.
5 We missed the match and we were really disappointed.
We were really disappointed _____.
6 I booked a cheap flight, but it was cancelled a week later.
I booked a cheap flight only _____.

2 Complete the sentences with the correct participle forms of the verbs in brackets.

1 _____ (provide) a good after-sales service, the shop received excellent reviews.
2 There's no use _____ (read) online reviews because most of them are fake.
3 _____ (be / send) poor quality goods, Jamal decided to return them.
4 People don't approve of their _____ (increase) prices because of the pandemic.
5 The article recommended _____ (buy) electrical goods online.
6 Not _____ (receive) the computer after waiting for a week, Zahra cancelled the order.
7 Sam hates _____ (be / made) to pay for shipping costs.

Vocabulary

3 Read the article. Choose the correct answer: A or B.



Although six-year-old Cory Nieves and his mum had [1]___ and saved as much as they could, they were worried that they didn't have much money to [2]___. To try and improve their situation, they decided to spend the little money they had on ingredients to make chocolate cookies to sell at market booths in New Jersey. It was a success, and their [3]___ at the weekends soon reached $150. However, instead of [4]___ and spending their income on [5]___ items that they didn't need, they went to a bank and opened a [6]___, saving most of the money until they could invest in a commercial kitchen. Today, fifteen-year-old Cory and his mum sell their cookies to shops and online, and the business, Mr Cory's Cookies, is worth over $1 million!

1	**A** tightened their belts	**B** paid their way
2	**A** splash out	**B** live on
3	**A** earnings	**B** allowances
4	**A** putting aside	**B** splashing out
5	**A** extravagant	**B** broke
6	**A** current account	**B** allowance

4 Complete the sentences with one word.

1 If you buy these three products in a _____, you will pay less than if you bought them individually.
2 It was clear that the advertising campaign for baby food had _____ an emotional response among parents.
3 There were three products in my shopping _____, but I hadn't clicked to buy any of them!
4 The profit _____ on one flight is very small and airlines make money by offering lots of flights.
5 The website said there was free _____ if I spent over €50.
6 We were going to go on a shopping _____, but then we decided not to buy more than one thing each.
7 I wasn't planning to buy anything, but then I saw the top and I made an _____ buy.

Cumulative review

5 Choose the correct alternative to complete the text.

The making of a T-shirt

- The T-shirt design is created in Europe or the USA with the aim of making it [1]**broke** / **appealing** / **extravagant** to consumers all over the planet.
- Genetically modified cotton is grown in Mississippi, USA. Giant machines pick the cotton, [2]**doing** / **do** / **to do** a job that hundreds of people did before.
- [3]**Being sent** / **Having sent** / **Having been sent** to Indonesian factories, the cotton is turned into material for [4]**making** / **to make** / **make** T-shirts.
- Workers in Bangladesh are then sent the material [5]**turning** / **to be turned** / **turn** into T-shirts. Manufacturers choose to make their T-shirts in Bangladesh because local workers have some of the lowest [6]**allowance** / **earnings** / **billing** on the planet.
- Costs in clothes shops and distribution centres are kept down by paying employees salaries that are just enough to [7]**live on** / **splash out** / **go through**.
- Aggressive marketing techniques, including the use of special offers and [8]**promotions** / **billing** / **shopping sprees**, help sell the T-shirts to buyers in shops and online.
- Despite [9]**impulse buys** / **fierce competition** / **shopping baskets**, the low costs of production and well-developed marketing techniques almost guarantee decent [10]**profit margins** / **free shipping** / **notifications** for the manufacturers.

Think & share

6 Work in pairs. Discuss the questions.

1 Do you ever think about where or how your clothes were made before you buy them? Might this influence what you buy? Why? / Why not?
2 In what way can consumers bring about changes in the clothing industry?
3 What other consumer products have similarly high profit margins and aggressive marketing techniques?

Listening

EXAM STRATEGY

When you do a *True, False or Doesn't Say* task, underline the key words in the statements and try to predict words that you might hear in the recording.

1 Read the strategy above. Then read the exam task in Ex 2. Underline the key words in 1–8. Think of words that you may hear in the recording.

2 8.10 You will hear a historian giving a lecture about the collapse of civilisations. For each statement 1–8, write true (T), false (F), or doesn't say (DS).

1 The Bronze Age Collapse affected a number of civilisations around the world. ___
2 Most experts agree on the main cause of the Bronze Age Collapse. ___
3 We can't be certain where the Sea Peoples originally came from. ___
4 The weather was particularly bad in parts of Europe between 1225 and 1175 BCE. ___
5 Something which had once helped the Bronze Age kingdoms was eventually bad for them. ___
6 There is a similarity between the Bronze Age Collapse and the end of the Roman Empire. ___
7 Several leaders of the Roman Empire died from illness. ___
8 The speaker says that today's technology will make us stronger than in the past. ___

Use of English

EXAM STRATEGY

When you do a word formation task, read the sentence and decide what kind of word you need, e.g. a verb, noun, adjective or adverb.

3 Read the strategy above. Then read the exam task in Ex 4. Read the whole text and decide what kind of word is needed for each gap.

4 Use the word given in brackets to form a word that fits in each gap 1–10.

Uluru – World Heritage Site

Uluru, once known as Ayers Rock, is a gigantic red rock in the [1]_____ (CENTRE) Australian desert. Approximately half a billion years old, it measures over 300 metres in [2]_____ (HIGH), making it taller than Paris's Eiffel Tower. Not only is it home to many rare animals and plants, it is also a place of huge cultural importance to the Anangu people. Among Uluru's sites with a spiritual [3]_____ (SIGNIFICANT) are caves painted with [4]_____ (ASTONISH) rock art, telling the stories that are handed down from generation to generation of the indigenous peoples. The Anangu are among the oldest societies on our planet. [5]_____ (ARCHAEOLOGY) have estimated that this area of Australia has been inhabited for over 30,000 years. Uluru-Kata Tjuta National Park, where Uluru is situated, was added to the UNESCO World Heritage List in 1987, in [6]_____ (RECOGNISE) of its outstanding natural beauty and also because of its [7]_____ (REMARK) geological formations. Seven years later, the park was given double World Heritage status because of the special [8]_____ (RELATION) the Anangu people have with the landscape around it. Only a few dozen other sites around the world have this status. Today, the authorities work [9]_____ (CLOSE) with the Anangu people, using modern techniques and traditional [10]_____ (KNOW) to protect the site, which is visited by more than a quarter of a million tourists from around the world each year.



Reading

EXAM STRATEGY

Multiple-choice options often repeat words from the text, but this does not necessarily mean that the statements are true They are often used to distract you. Underline the key words in each statement to help you understand the meaning of the whole sentence and not just the individual words.

5 Read the strategy above. Then read the exam task in Ex 6. Underline the key words in each option and think of other ways of expressing these ideas.

6 Read the article about gold. For each question 1–5, choose the correct answer: A, B, C or D.

The value of gold

What is it that makes us prize gold so much and how did it come to be so valuable? In some ancient civilisations, for example in Egypt, gold was initially of little value compared to other metals or minerals. But by the third millennium BCE the Egyptian Pharaohs, who were regarded as gods, had come to view it as fitting their special status, and it consequently became symbolic of royal authority. As a sign of status for the upper classes in society, it therefore became a representation of power.

Gold also carried symbolic and spiritual meaning for the Aztecs and many other societies in ancient America. However, the Aztecs valued jewels such as jade and turquoise more highly, and even the colourful feathers of the quetzal – a bird of great importance to them and the Maya, which they regarded as a god of the air and a symbol of goodness and light. But Aztecs used gold plentifully for decorative purposes, and had stores of gold jewellery, plates and other treasure. This desire for their stores of unimaginable treasures is of course what drove the Spanish under Cortés to destroy the Aztec Empire. The Spanish rulers used the stolen gold not only to fund their wars, but also to pay off their debts, and in this way the precious metal found its way to other countries in Europe.

Gold has many qualities that make it highly desirable in most societies today. It may have lost its spiritual and mystical qualities for the majority of us, but it is still widely used as a status symbol. Perhaps this is due to the fact that it is incredibly strong and lasts for many years. This is also a quality that has been admired from ancient times; not only was it an asset that could be used to preserve wealth and to pass on from generation to generation, it was often buried with people in the belief that it could accompany them into the next life.

But despite this physical durability, gold is soft and easy to shape using the most basic of tools and without the need to heat it, which is why it was one of the first metals to be exploited by humans. And not only can it be found in nature in pieces up to the size of small rocks, it is of course an attractive colour – and it shines. The attraction of gold endures in many ways and it is still accepted by nations around the world as an international currency.

1 Gold became important in ancient Egypt …
- **A** because only the Pharaohs could afford to own it.
- **B** as a symbol of spirituality.
- **C** due to its connection with the Pharaoh's power.
- **D** once there was a shortage of other metals.

2 Why is the quetzal bird mentioned in paragraph 2?
- **A** to show that the natural world was more important in the past
- **B** as an example of something the Aztecs valued more than gold
- **C** to illustrate that the Aztecs believed in many different gods
- **D** because it was significant to both the Aztecs and the Maya

3 The gold taken from the Aztecs by Cortés …
- **A** was used to pay for more fighting.
- **B** was not what the Spanish had expected to find.
- **C** was eventually returned to them.
- **D** was mainly bought by the heads of European countries.

4 According to the text, in the past, people …
- **A** buried their gold instead of giving it to their children.
- **B** did not appreciate how long gold can last.
- **C** regarded gold in the same way as we do today.
- **D** were interested in gold's spiritual and practical uses.

5 Gold continues to be significant …
- **A** despite the fact it is found in nature.
- **B** for more than one reason.
- **C** although not as much as before.
- **D** depending on how much is available.

Speaking

EXAM STRATEGY

If you are not sure how to answer a question, say something like *That's a difficult / interesting question* or *I'm not really sure how to answer that*. Then explain why you find it difficult to answer or give both possible sides of an argument.

7 Read the strategy above. Then read the exam task in Ex 8. Which questions are most difficult for you to answer? How could you explain why you find them difficult?

8 Work in pairs. Discuss the questions.
1. Which historic site would you most like to visit, and why?
2. What can we learn from studying the past?
3. How important is it to protect historic buildings and sites?
4. Is it better to spend money on building new homes or on preserving places of cultural heritage?
5. What do you most enjoy spending money on? Why?
6. 'The love of money is the root of all evil.' Do you agree? Why? / Why not?
7. What advice would you give to someone who wants to save money?
8. Why do you think making money is so important to some people?

Writing

EXAM STRATEGY

It's important to fully develop the points that you mention in your writing. When you give opinions or describe feelings, remember to give reasons for them.

9 Read the strategy above. Then look at the exam task in Ex 10. Make notes about each point, including any relevant reasons and examples.

10 Write a review of a film or book in which money is an important theme. Include the following information:
- a brief summary of the story and main characters
- the role that money plays
- your general opinion of the film or book
- whether you would recommend it to other people, and why

Growing and learning

1 GET STARTED 1.12 Complete the sentences with the words below. Listen and check.

attempt be (x2) fulfil master
overcome pick up watch

1 Pablo couldn't go to classes in person when he was ill, but he was able to _____ **online tutorials**.
2 Winning the engineering prize would _____ **a boost to** Oscar's confidence.
3 Last year, Ella managed to _____ **a dream** when she had her first newspaper article published.
4 I haven't had time to learn a lot of Spanish, but I've managed to _____ **the basics**, so I should be OK when I go to Spain.
5 I like the candidate, but I don't think he'll _____ **motivated** enough to succeed in this job.
6 The new computer system wasn't easy to use at first, but eventually I managed to _____ it.
7 Tell me about a time when you worked well as part of a team to _____ **a problem**.
8 We're going to _____ to complete the building project within two months.

2 1.13 Match 1–4 to A–D to make phrases. Listen and check.

1 extensive	A arithmetic
2 mental	B generation
3 older	C language
4 second-	D vocabulary

3 Work in pairs. Complete the questions with phrases from Ex 2. Then discuss.

1 Are you finding it easy or difficult to **acquire a** _____?
2 Would you say you **have an** _____?
3 Do you have any tips for improving your _____?
4 Who do you think finds it easier to learn new skills – people of your age, or **the** _____?

4 PRACTISE Choose the correct alternative.

1 If you set yourself goals which are **achievable** / **vulnerable** / **overwhelmed**, you're more likely to succeed.
2 As long as it's **self-motivated** / **persistent** / **constructive**, criticism doesn't bother me. I can learn from it.
3 When Kate didn't get the job, she felt **resilient** / **resentful** / **malleable** because she thought it was unfair.
4 If you don't get onto the course you want, don't give up – be **inevitable** / **overwhelmed** / **persistent** and keep trying.
5 People who are **resilient** / **self-motivated** / **achievable** aren't afraid of making mistakes because they know they can learn from them.
6 Mistakes are **vulnerable** / **inevitable** / **malleable**. They're part of life, and you can't avoid them.
7 Dan is feeling **overwhelmed** / **constructive** / **persistent** with work. He's working on so many different projects.
8 Do you think characteristics like intelligence are fixed or more **resentful** / **malleable** / **persistent**?

5 Complete the blog post with the words below.

accuracy assumptions calculations contradicted
scenario stake tendency variables

> Group blog

Our future of cinemas project: some reflections

Our project on predicting the future of cinemas wasn't easy, because the group members had a [1] _____ to work in different ways. Some people made a lot of [2] _____ before they looked at the facts, while others wanted to consider all the facts – even those that [3] _____ their own ideas. It was hard to predict the future with much [4] _____ because there were so many [5] _____ – including the Covid pandemic, which meant that, at one point, the future of cinemas was at [6] _____. However, there were some statistics available, such as the results of surveys on cinema attendance, so we were able to do some [7] _____ using these figures. One survey showed that the 18–24 age group accounts for more sales of cinema tickets than any other. The birth rate in our town has been rising steadily over the last ten years, so if this trend continues, the future for our town's cinemas looks bright. It seems that the availability of content on streaming platforms hasn't put people off the cinema, and we predict a [8] _____ where there is room for both.

6 EXTEND 1.14 Match the words and phrases below to the definitions. Listen and check.

born leader high achiever know-it-all lazybones
live wire people person show-off slowcoach

a person who …

1 is full of energy
2 acts as if they are very clever
3 tries to impress other people
4 takes a long time to move or act
5 enjoys, and is good at, being with and talking to others
6 doesn't want to work or be active
7 is very successful, particularly in their work or studies
8 is good at showing or telling others what to do

7 Complete the speech bubbles with the words and phrases from Ex 6.

1 I usually think carefully before I do things. People sometimes think I'm a bit of a _____, and I've even been called _____, but I just like to consider all the options before I act!

2 I always get good exam marks and am a _____. As a result, people say I'm a _____, but I won't pretend I don't know something when I do!

3 I couldn't do a job where I have to work on my own – I'm a _____. But telling people what to do doesn't come naturally to me – I'm not a _____. I prefer working as part of a team.

4 I'm quite a _____ – I can't sit still for long, and I always want to be doing something. Some people say I'm a _____, but they don't understand me. Being positive about your achievements helps other people to think positively too.

Finding your niche

1 GET STARTED 2.08 Complete the phrases with the prepositions below. Listen and check.

| by | from | into | of | on | to |

1 be capable ___
2 focus your attention ___
3 have the potential ___
4 be inspired ___ someone
5 put the theory ___ practice
6 work ___ home

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

1 She's really good at maths and physics. She _____ become a great engineer and come up with some truly groundbreaking technologies.
2 Some people prefer to have jobs where they can _____, so that they have more flexibility to balance the demands of work and family life – and to avoid a lengthy commute.
3 He probably wouldn't have applied to study drama at university if he hadn't _____ an enthusiastic drama teacher.
4 Learning facts and understanding processes is a vital part of medical training, but to succeed as a doctor you need to be able to _____.
5 If you want to be a lawyer, you'll have to _____ your studies for the next few months, which means spending less time socialising.
6 I never thought I would _____ running 10 km in less than an hour, but I did it last week for the first time – it was a new personal best!

3 Work in pairs. Complete the questions with the correct form of the verbs below, then discuss.

| do | face | maintain | take |

1 When you are working or studying, what helps you to _____ **your focus**?
2 How do you respond when you are _____ **a challenge**?
3 Can you think of a time when you _____ **control of a situation** by _____ **something positive**?

4 PRACTISE Choose the correct explanation (A or B) of the phrases in **bold**.

1 Dan hopes that his second language will give him a **competitive edge** over the other applicants for the job.
A prize
B advantage
2 I need some tips for **making a successful pitch** for the job I really want.
A giving a talk to try and persuade or convince someone
B getting off to a good start in something
3 Sometimes, you have to **think outside the box** to come up with an original idea.
A think in a way that is different or imaginative
B think in a way that is different from the way someone wants you to think.
4 If you want to **fulfil your potential**, you need to work hard.
A be happy in your chosen career
B achieve all that you are capable of
5 She only found out about the job by **word of mouth**.
A hearing about it on the news
B people telling each other
6 You need to be prepared to **push your boundaries** and try some different things.
A go beyond what you thought was possible for you
B look or travel further away from home
7 A holiday job can be a useful opportunity to **try something out** and see if you like it.
A test something to find out how useful it is
B do something to find out how you feel about it
8 We are impressed that Kate has **shown willingness** to learn new IT skills on the job.
A been happy and ready to do something
B helped other people to do something

5 Choose the correct alternative.

How to get ahead in your chosen career

It's essential to have an online [1]**credibility / demographic / presence**. Keeping a high [2]**profile / content / target** online can help you to stand out from the [3]**audience / crowd / network**, but it's only part of the picture. Whatever your area of work, you will still have to work hard to establish your [4]**demographic / engagement / reputation** and build your [5]**attributes / credibility / crowd**. When it comes to creating [6]**content / niche / network** for your online platforms, it's useful to [7]**stand out / carve / define** your audience. What is your target [8]**demographic / engagement / presence** and how can they help you?

6 EXTEND 2.09 Match 1–7 to A–G to make phrases. Listen and check.

1 have a burning
2 do well for
3 get something off the
4 leave your comfort
5 make your
6 not be my
7 show your
A zone
B ground
C potential
D thing
E ambition
F mark
G yourself

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

1 Zak doesn't want to come to the concert with us. He loves music, but classical music _____. He prefers jazz.
2 We've been preparing to start our own business for months, and I'm delighted to say that we'll finally be _____ with a launch event this weekend.
3 Interviews can feel less scary if you think of them as a chance for you to _____ to the interviewers.
4 Volunteering for a charity was a new experience, and it forced me to _____.
5 Ali made a lot of money when he sold his company to investors. He's really _____.
6 Have you always _____ to work in theatre production, or is it a more recent desire?
7 The competition gave the winning students the opportunity to _____ on the fashion industry by having their designs exhibited at a major show.

Influencing attitudes

1 GET STARTED 3.11 Choose the correct answer: A, B or C. Listen and check.

1 You are free to act however you like, but you have to ___ the consequences of your actions.
A accept B acquire C adapt

2 If you want to be a paramedic or a pilot, you need to be able to make quick decisions and ___ under pressure.
A contribute B cope C deal

3 Sam is finding it increasingly difficult to manage all the ___ on his time.
A demands B failure C skills

4 The interview task will give you a chance to ___ your presentation skills.
A propose B overreact C demonstrate

5 When they offered him his dream job as a games designer, he didn't ___ for a second. He accepted straightaway!
A acquire B hesitate C contribute

2 Replace the underlined words with the words below.

challenge conflict leadership
overreact propose self-confidence

1 When a group of people with strong ideas and opinions work together, some <u>disagreement</u> is inevitable.
2 Her strong <u>ability to direct and manage people</u> made her the natural choice as captain of the football team.
3 The communications team <u>suggest</u> that we update our website.
4 Would you say that your <u>trust and belief in your own abilities</u> has increased since you started volunteering?
5 Everyone has a responsibility to <u>question</u> unfair or outdated ideas.
6 In order to learn from your mistakes, you need to be able to accept criticism. Try not to <u>respond too strongly!</u>

3 PRACTISE Complete the text with the correct form of the words below.

assurance autonomy compromise
difference dispute fairness outcome



Resolving [1] _____ of opinion isn't always easy for adults, so imagine how it can feel for children! Children often have a strong sense of [2] _____. and a dislike of situations that they feel are unjust. However, with some help, even very young children can learn some basic techniques to help them find their way through [3] _____ with their playmates to find a [4] _____. If a child can first learn to recognise their feelings, then calm down and identify the source of the conflict, they're already well on the way. From there, they can start to think about possible solutions. Adults can give [5] _____ that the goal is to think about the possibilities, not necessarily to get a perfect [6] _____. This gives children the chance to think for themselves, practising skills which will eventually lead to greater [7] _____.

4 Match 1–7 to A–G to make sentences.

1 That was a terrible presentation. I thought the speaker would never stop
2 After questioning several witnesses, police are
3 When the reporter asked the actor about her private life, the actor **stonewalled**. She
4 That was an excellent article. The journalist had clearly
5 The politician talked a lot, but he
6 Skilled communicators **build rapport** by
7 At the end of the presentation, members of the audience

A investigated the issue **in depth**.
B didn't actually give a direct answer to the question. In fact, he was extremely **evasive**.
C following a new **line of enquiry**.
D asked some very **pertinent** questions.
E **droning on** about himself.
F asking open-ended questions.
G didn't want to talk about it at all.

5 EXTEND 3.12 Match the words and phrases below to the definitions. Listen and check.

ambassador ministry presidency referendum
representation republic revolutionary spin doctor

1 involving great or complete change
2 a government department that has a particular area of responsibility
3 a person who lives in a foreign country as the senior representative of their own country
4 a public vote on a particular issue
5 a country governed by an elected president and politicians, where there is no king or queen
6 the job of being president, or the period of time somebody holds this job
7 the job of presenting information to the public about something in the way that seems most positive
8 having people who will speak, vote or act for you

6 Complete the dialogues with words and phrases from Ex 5 in the correct form.

1 A What are you thinking about?
B I'm trying to decide how to vote in the _____.

2 A The government has changed the exam system again!
B I know – the _____ of Education is always making changes!

3 A Do you think the same party will win the election again?
B I don't know. But their _____ are trying hard to create a positive image.

4 A Why is there a flag on that house?
B It's where the Mexican _____ lives.

5 A How long has the country been a _____?
B Since the King gave up his power peacefully 70 years ago.

6 A What do you think has been the most _____ invention in history?
B Hmmm … probably the internet.

7 A I think we need a different voting system.
B I agree. We need to ensure greater _____ for minority groups.

8 A Who has had the longest _____ in US history?
B Franklin D. Roosevelt – he won four elections.

Channels of communication

1 GET STARTED 4.10 Look at the words below. Choose eight which you can use to describe a piece of art. Listen and check.

addictive beneficial colourful detailed
dramatic flexible humorous realistic
striking thought-provoking vivid

2 4.11 Choose the correct alternative. Listen and check.

1 You won't forget the new art gallery if you've seen it – the architecture is very **addictive** / **striking** / **flexible**.
2 That TV show really made me laugh. It's a **humorous** / **vivid** / **colourful** insight into the advertising industry.
3 This artist must have had a lot of patience because it must have taken ages to paint something as **beneficial** / **flexible** / **detailed** as this.
4 The documentary was incredibly **colourful** / **thought-provoking** / **addictive**. It really made us think.
5 Pop Art uses bright, **vivid** / **detailed** / **beneficial** colours to paint everyday objects.
6 That artist's style is extremely **beneficial** / **realistic** / **flexible**. Her paintings look almost like photographs.
7 I'm not keen on the current trend for black and white room decoration and furniture. I prefer a more **humorous** / **thought-provoking** / **colourful** style.
8 The exhibition included some **dramatic** / **humorous** / **addictive** photos of protesters demonstrating.

3 Work in pairs. Discuss the questions.

1 Do you think TV drama series can be addictive? Have you ever 'binge watched' several episodes in one sitting?
2 In which ways are the arts beneficial to society?
3 Describe a famous painting to your partner. Can they guess which one it is?





4 PRACTISE The underlined words in the sentences below are in the wrong place. Change them to the correct position.

1 I can't stop singing the simile from that advert.
2 Some of the most effective adverts use a simple parody – like 'mash' and 'smash', or 'pop' and 'stop'.
3 Comparison, in the form of hashtags, is often used in adverts. You can spot this by the use of 'as' and 'like'.
4 A jingle is a witty use of words. One example is two words that sound the same but have different meanings.
5 Many advertisers use pun to increase the exposure of their content on social media.
6 The main purpose of an advertising exaggeration is to make you remember a brand and its benefit to you.
7 Advertisers sometimes use rhyme by making an advert that copies a more traditional style but makes certain features more obvious, to be funny.
8 Advertising language often involves the slogan of a product's benefits, to make it sound better than it really is.

5 Complete the sentences with the correct form of the phrasal verbs below. Then match them to synonyms A–G.

come across cut down get (sth) across
go through hold on take in work (sth) out

1 Oscar is trying to _____ on the time he spends on social media. ___
2 You spoke clearly and maintained eye contact in the interview so you _____ really well. The interviewers were very impressed. ___
3 Making eye contact will help you to _____ your point _____ to your audience. ___
4 Please don't throw those old magazines out. I was planning to _____ to them. ___
5 We've been trying to _____ this problem _____ all morning. Can you help? ___
6 Emily's article is very thorough. She must have spent hours _____ all the recorded interviews. ___
7 The children weren't really listening, so they didn't _____ what the teacher was saying. ___

A keep
B solve
C reduce
D examine carefully
E make an impression
F make something understood
G understand and remember

6 EXTEND 4.12 Make collocations with the words below. Listen and check.

campaign content endorsements
list loyalty market

1 advertising _____
2 brand _____
3 celebrity _____
4 mailing _____
5 sponsored _____
6 target _____

7 Complete the text with collocations from Ex 6.

What exactly are the ingredients that make a successful [1] _____? Well, in part, it depends what it is trying to achieve. The goal may be to launch a new product, increase sales of an existing product or perhaps to build [2] _____. Whatever the goal, identifying the [3] _____ – the people you want to reach – is an essential first step. Nowadays, there are many more methods and platforms through which this audience can be reached, not just via a traditional [4] _____ – although an electronic version of this can still be useful. With the increased use of social media and a wider range of digital platforms, keeping the message consistent is a challenge. However, these same platforms offer opportunities for advertising methods like [5] _____, where the advertiser pays for material and a social media influencer or publisher shares it. They also create more opportunities for [6] _____, which are effective because these stars already have their own fan base and audience.

8 Work in pairs. Discuss the questions.

1 What is the best advert you've ever seen? And the worst?
2 Would you say you are loyal to any particular brands?
3 Do celebrities influence your decision to buy a product?

Social values

1 GET STARTED 5.09 Match the words below to the definitions. Listen and check.

absorbed aggressive innovative passionate
sensitive single-minded sophisticated user-friendly

1 having strong feelings of enthusiasm for something or belief in something
2 clever and complicated in the way it works
3 only thinking about one particular aim or goal because you are determined to achieve something
4 angry and behaving in a threatening way, with the potential to be violent or attacking
5 aware of and able to understand other people and their feelings
6 easy for people who are not experts to use or understand
7 very interested in something, to the extent that you aren't paying attention to anything else
8 introducing new ideas or ways of doing something

2 Complete the sentences with the words below.

artificial delivery distance
on-demand social wearable

1 _____ **learning** gives you the flexibility to study whenever and wherever you like, as long as you have access to the study materials.
2 _____ **intelligence** is a branch of computer science which involves building machines that can copy human thought processes to perform tasks.
3 The growth of _____ **content** means that you can watch several episodes of your favourite TV show in one evening.
4 _____ **technology**, like fitness trackers and smartwatches, can be very useful for monitoring health.
5 _____ **interaction** is essential for our mental and physical health, and it forms the basis of all our relationships with other people.
6 Developments in technology in the early 2000s had a huge impact on _____ **methods** for entertainment, and streaming services became more widely available.

3 Work in pairs. Discuss the questions.

1 What activities would you do more if there was no social media?
2 What do you think is the most useful technological development of the last ten years?
3 What influence do you think technology has had on human relationships?

4 PRACTISE Complete the dialogues with the correct form of the phrases below.

alternative perspective civic life fan base grassroots
lag behind screen time sign up to transferable skills

1 A Alfie has way too much _____ – he's always on his phone. He needs to socialise more.
B Maybe, but an _____ is that he does lots of that via social media.
2 A I think we need to get involved in the community more – and improve _____ in our town.
B That's ambitious! What are you going to do?
A Well, first I've _____ help out at a food bank for a couple of hours a week.
3 A Did you pick up any useful _____ while you were volunteering on the community website?
B Yes, although I also realised how far the broadband speed in the village _____ the city.
4 A We need to do something to build up the band's _____ so that more people know about us.
B Well, we could take a _____ approach and play at the summer festival in our local park.

5 Choose the correct alternative.

1 Be kind to yourself. Try to focus on your positive qualities, not your **expectations** / **flaws** / **affirmations**.
2 No one can live up to the **affirmations** / **expectations** / **perceptions** created by social media, so it's best not to try!
3 Finn is a very **considerate** / **proactive** / **self-critical** person. He always tries to think about other people's feelings.
4 Sometimes, you have to be **insecure** / **worthless** / **assertive** and keep asking questions.
5 I felt a lot of **perception** / **empathy** / **potential** for the main character. I could really imagine what she was going through.
6 This job is temporary, but it has the **perception** / **empathy** / **potential** to become permanent.

6 EXTEND 5.10 Choose the correct explanation of the words in **bold** in sentences below. Listen and check.

1 Imagining the future can **keep** your worries **in perspective**. Ask yourself 'Will this matter in five years' time?'
A ensure you continue to make something a priority and focus a lot of time and energy on it
B think about something in a reasonable way, without making it seem worse than it is
2 I lived in Brighton for sixteen years while I was growing up. By the time I left, I **knew it like the back of my hand**.
A be very familiar with something
B be aware of everything that is happening
3 Actors have to **learn** their lines **by heart** before they perform on stage in front of an audience.
A learn how to say something with feeling
B learn something so you can repeat it from memory
4 If you don't speak Spanish, you'll **be at a disadvantage** travelling round South America.
A less able to succeed and make progress
B unable to see where you're going next
5 When they asked me what I thought my strengths were, **my mind went blank**!
A only able to think of the opposite thing
B not able to remember a particular thing.
6 Ben feels really **out of his depth** in his new job – he's never worked with this software before.
A not having the knowledge or skills to deal with a situation
B having too many qualifications

Human nature

1 GET STARTED 6.12 Match the words below to the definitions. Listen and check.

co-ordinate distribute eliminate
encounter preserve threaten

1 keep someone/something alive, or safe from harm or danger
2 be likely to harm or cause damage
3 organise the different parts of an activity and the people involved in it so that it works well
4 give things to a large number of people or share something between a number of people
5 experience something, often unpleasant or difficult, while you are trying to do something else
6 remove or get rid of something

2 6.13 Match 1–3 to A–C to make phrases. Listen and check.

1 extended	A family
2 lifestyle	B living
3 standard of	C choice

3 Work in pairs. Complete the sentences with the phrases in Ex 2. Then discuss the questions.

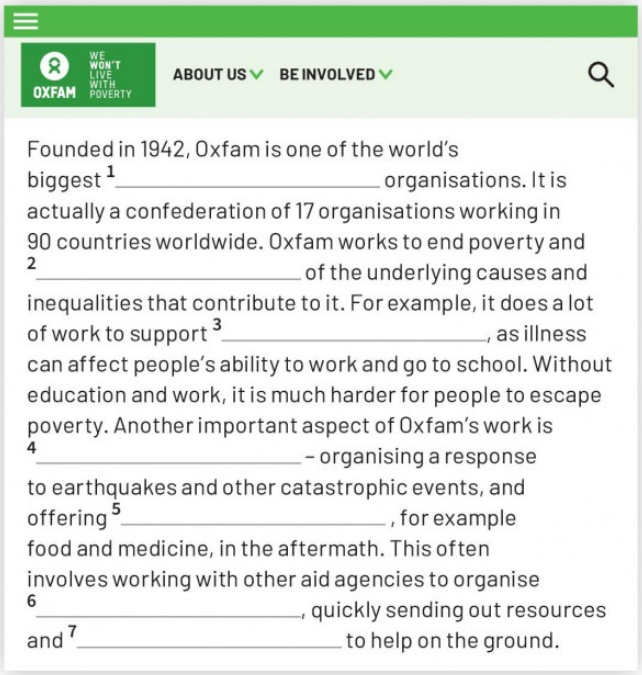
1 Your _____ includes not only parents and children, but also grandparents, uncles, aunts and cousins. How important is it to you to keep in touch with yours?
2 Your _____ is the amount of money you earn and the level of comfort that you have. It can be influenced by the _____ you make. Which one do you think will make you happiest?

4 PRACTISE Choose the correct alternative.

1 The recent heavy rain and floods **displaced** / **got out of control** / **immigrated** people from several villages, who were forced to move from the area.
2 In 1865, 150 people **settled** / **immigrated** / **emigrated** from Wales and travelled 13,000 km across the Atlantic to establish a community in Patagonia, Argentina.
3 Juan decided not to apply for the job in Canada because he didn't want to **emigrate** / **uproot** / **spike** his family at that stage in the children's education.
4 A new programme aimed at encouraging **destiny** / **entrepreneurship** / **cutting edge technology** in school leavers was launched last month.
5 After travelling and working in several different countries, Liz and Mike decided to **trace their ancestry** / **settle** / **uproot** in New Zealand for a few years.
6 The USA has long been regarded as a(n) **melting pot** / **spike** / **entrepreneurship** due to its cultural, racial and ethnic diversity – but this applies to some cities more than others.
7 He's an enthusiastic and promising young **fabric of society** / **go-getter** / **innovation**, but he needs to learn to be a team player too.
8 We don't want to do what we're told to do – we want to **control our destiny** / **be the fabric of society** / **trace our ancestry**.

5 Match 1–7 to A–G to make collocations. Then use them to complete the text below.

1 disaster	A aid
2 emergency	B awareness
3 field	C healthcare
4 humanitarian	D management
5 preventive	E missions
6 raise	F relief
7 rescue	G workers



Founded in 1942, Oxfam is one of the world's biggest [1] _____ organisations. It is actually a confederation of 17 organisations working in 90 countries worldwide. Oxfam works to end poverty and [2] _____ of the underlying causes and inequalities that contribute to it. For example, it does a lot of work to support [3] _____, as illness can affect people's ability to work and go to school. Without education and work, it is much harder for people to escape poverty. Another important aspect of Oxfam's work is [4] _____ – organising a response to earthquakes and other catastrophic events, and offering [5] _____, for example food and medicine, in the aftermath. This often involves working with other aid agencies to organise [6] _____, quickly sending out resources and [7] _____ to help on the ground.

6 EXTEND 6.14 Replace the underlined words and phrases with the correct form of the words and phrases below. Listen and check.

contribute to the economy drive political discourse
first-generation immigrants higher-skilled migrants
multicultural society push down wages

1 One of the big advantages of living in a community with people from lots of countries is that you can learn about different traditions and ways of life.
2 I fear that the opinions influencing the discussion about life in society are less tolerant than ever.
3 The report shows how much money the arts and culture sector generated and spent last year.
4 The country's entrance requirements for workers with professional qualifications who have moved from another country are different from those for less well-qualified workers.
5 The study focused on how strongly children whose parents had moved from another country identified with their parents' culture of origin.
6 There is some evidence that the digital revolution has caused the amount of money that people get paid for working to decrease.

7 Work in pairs. Discuss the questions.

1 How multicultural is the town where you live?
2 What is the most multicultural city you've visited?
3 What are some of the main opinions driving political discourse in your society? Which ones do you agree with?

Cultural and natural heritage

1 GET STARTED 7.09 Match 1–8 to A–H to make phrases. Listen and check.

1 add	A attention to
2 convey	B the issues
3 draw	C a contribution
4 engage with	D assistance
5 make	E a sense of
6 provide	F a new dimension
7 retain	G its independence
8 suffer	H hardship

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

1 The work of the street artist Banksy _____ of greed, war and human rights.
2 Historically, many writers have produced their best works after a period when they have _____.
3 The miniature art of Iran, Turkey, Azerbaijan and Uzbekistan _____ the most important people in a picture by making them bigger.
4 Entrance to the performance is free, but we would ask you to _____ to support the dance company's work.
5 Edvard Munch's famous painting *The Scream* _____ fear through the use of intense colours.
6 The money raised will be used to _____ to young musicians who are trying to establish themselves.
7 Computer technology has _____ to the ancient art of calligraphy as artists can experiment with different digital tools.
8 The café has so far managed to _____ as a local business, although several chains have tried to buy it.

3 PRACTISE Complete the text with the words below.

dying out | keep (sth) alive | mutual respect | originated | passed down | practitioners | traditional rituals | wealth of knowledge

Tree beekeeping culture was added to UNESCO's list of Intangible Cultural Heritage in 2021. The practice [1] _____ in Poland over 1000 years ago, and includes [2] _____, practices and beliefs related to wild bees living in tree or log hives in forests. [3] _____ possess a [4] _____ about their craft, for example how to take care of bees using traditional tools and techniques. Unlike in other forms of beekeeping, they look after the bees in a way which doesn't interfere with their natural lifecycles while they produce honey. This knowledge has traditionally been [5] _____ within families, but nowadays, group workshops offer an additional opportunity to [6] _____ the practice _____ and prevent it from [7] _____. Workshops also build a sense of community and promote a [8] _____ between people and the environment, and a shared awareness of our responsibility towards it.



4 Choose the correct answer: A, B or C.

1 My grandparents had an enormous party to celebrate their 50th wedding ___.
A re-enactment B reunion C anniversary
2 The costumes at the parade were amazing. Some of the participants were really dressed to ___.
A kill B instil C cherish
3 Why not time your trip to Brazil to coincide with the Rio Carnival, for an opportunity to really ___!
A latch on to B spring up C let your hair down
4 The Romans recreated battles for public entertainment, so ___ of historical events aren't new.
A reunions B recitations C re-enactments
5 A Some neighbours have decided to organise a street party to ___ a sense of pride in the local community.
A cherish B instil C observe
6 The last ten years has seen an increase in the number of music festivals – several have ___ since last year alone.
A let down B commemorated C sprung up
7 There'll be a lot of people trying to buy food at the festival, so whichever one of us gets there first should join the queue for the ___ selling noodles.
A anniversary B booth C pride
8 'National Sleepyhead Day', is one of the more unusual holidays that is ___ in Finland. The last person sleeping in the house can be thrown into a lake or sea!
A observed B sprung up C latched on to

5 EXTEND 7.10 Match the words and phrases below to the definitions. Listen and check.

blue blood | chronicle | demographic shift | descendants | integration | mythology | peasant | uprising

1 (especially in the past) a farmer who owns or rents a small piece of land
2 being from a royal or noble family
3 a written record of events in the order they happened
4 ancient stories of a particular culture or society, often told to describe their early history or explain natural events
5 a change in the data relating to the different groups within a population
6 the action or process of successfully joining or mixing with a different group of people
7 a person's children, their children's children, and all the people who live after them and are related to them
8 the situation where a group of people join together in order to fight against the people who are in power

6 Work in pairs. Discuss the questions.

1 To what extent do you think it's important for art to engage with the issues that affect society, e.g. poverty, consumerism, human rights?
2 Do you know of any dance or music which conveys a sense of suffering hardship? If so, how does it do this?
3 Do you think that governments should provide financial assistance to artists, musicians and writers? Why? / Why not?
4 Can you think of examples of cultural integration in your town? If so, what is the effect of this?

Money talks

1 GET STARTED 8.11 Complete the phrases with the words below. Listen and check.

build up cut out get keep
owe send/receive spend

1 _____ someone money
2 _____ your money wisely
3 _____ non-essential items
4 _____ a confirmation email
5 _____ your savings account
6 _____ track of your finances
7 _____ your spending under control

2 Work in pairs. Complete the questions. Use the phrases in Ex 1 to help you. There is one you do not need. Then discuss the questions with a partner.

1 What do you think is the best way to build up your _____?
2 What _____ could you cut out if you wanted to save some money?
3 Do you keep _____? If so, how?
4 Do you think you spend _____? Why? / Why not?
5 What tips would you give a friend who is trying to get their _____?
6 What advice would you give someone who _____ a friend money but can't afford to pay it back?

3 8.12 Match a word from A to a word from B. Then complete the text with the missing phrases. Listen and check.

A	B
pick up	your package
potential	number
reference	offer
shipping	customers
special	costs
track	a bargain

1 Online businesses are constantly having to come up with new ways to attract _____.
2 I don't think it's ever worth paying full price for anything – I only buy products on _____.
3 If you download this app, you can use it to _____ – then you can make sure you're at home when it's delivered.
4 The trainers were the same price on both websites, so Max chose the company with the cheaper _____.
5 Please quote your _____ when making an enquiry about your booking.
6 I managed to _____ in an online sale last week. I bought a new pair of headphones with a 50% discount!

4 PRACTISE Match 1–7 to A–G to make sentences.

1 If you lose your job, you'll have to **tighten**
2 I'm trying to work out the minimum amount I'll need to **live**
3 When Alex got a part-time job, she was able to start **paying**
4 For Oscar's eighteenth birthday, let's **splash**
5 When you leave home, it's time to start **paying**
6 I really want to buy a new phone, so I'm **putting**
7 If you find that you're **going**

A **off** the money she'd borrowed from the bank.
B **aside** £20 a month in a savings account.
C **your way** and be more independent.
D **on** while studying at university.
E **through** your allowance before the end of the month, you might need to spend less on going out.
F **your belt** until you've found another one.
G **out** on a more extravagant present than usual.

5 Complete the text with the words below.

browse fierce competition impulse buy
notifications nudged promotions
shopping spree shopping basket



If you're hoping to go on a [1]_____ and bag a bargain or two on Black Friday, it might be worth pausing before you pile up your [2]_____. Ask yourself if it's really worth it. The opinions of consumer experts and retail analysts are mixed. Undoubtedly there are some good deals if you know where to look – and a(n) [3]_____ isn't necessarily a bad thing. However, it's also easy to make purchases you might come to regret when there are [4]_____ offering discounts and special deals on every website. You're being bombarded by [5]_____ regarding items you've looked at online. These are designed to trigger your emotions make you buy things quickly before someone else does! So, what can you do to avoid being [6]_____ towards a purchase that you don't really want or can't afford? Be clear about what you're shopping for, and only buy it for a price you're able to pay. If you [7]_____ a range of sites and do some research, you'll be able to compare prices. Then you can take advantage of the [8]_____ between different retailers while at the same time avoiding unnecessary spending.

6 EXTEND 8.13 Choose the correct answer: A, B or C. Listen and check.

1 If you **pay through the** ___ for something, you pay too much money for it.
A arm B mouth C nose
2 If you ___ **out** for something, you spend a lot of money for it, usually unwillingly.
A make B hand C fork
3 If you **buy something for** ___, you pay very little money for it.
A peanuts B beans C rice
4 If something **costs an arm and a** ___, it's very expensive.
A hand B leg C foot
5 If something is ___ **cheap**, it's very cheap.
A rock B sand C dirt
6 If you ___ **the bill** for something, you pay for it.
A foot B hand C arm
7 If you **make a fast** ___, you earn money quickly.
A cash B buck C note
8 If you **live from hand to** ___, you spend all the money you earn on basic needs without being able to save any.
A mouth B pocket C fork

0.1 Perfect tenses

Present perfect simple

We use the present perfect simple to focus on the result of a finished or repeated action or situation that is connected to the present.

We've seen that film three times.

I've walked to work every day this week.

Present perfect continuous

We use the present perfect continuous to focus on the action or situation that started in the past and is still continuing or that has just finished.

I've been trying to contact him all morning.

My hair's wet because I've been swimming.

Past perfect simple

We use the past perfect simple to talk about a past action or situation that finished before another past action or situation.

We had arrived at the station when I called you.

Past perfect continuous

We use the past perfect continuous for longer actions or situations in progress before another action or situation in the past.

He'd been working in New York since the start of the year when he got a promotion.

for and *since*

We use the simple form with state verbs and *for* or *since* to talk about how long a completed action lasted.

She's owned her car since January.

We hadn't known each other for long before we got married.

We use the continuous form with action verbs and *for* or *since* to emphasise how long an action has or had been in progress.

We've been studying since 10 a.m. Let's take a break.

She was exhausted after she'd been running for four hours non-stop.

We can use the simple or continuous form with certain verbs (e.g. *live*, *stay*, *study*, *work*) and *for* or *since*. The meaning is basically the same.

We've lived/'ve been living here for about a year now.

I'd worked/'d been working there for six months when they promoted me.

TIP

We often use time words or phrases such as *when*, *while*, *before*, *after*, *as soon as* and *by the time* to connect events using the perfect tenses.

1 Correct the tenses. There are two correct sentences.

1 I can't believe it – I'm working here for a year already!
2 We didn't finish cooking by the time the guests arrived.
3 How long did you know your closest friend?
4 By the end of yesterday, they have painted the whole house.
5 I saw Mo earlier. He's just had his first driving lesson.
6 My brother didn't leave home yet. He still lives with my parents.
7 Emily doesn't move into her new apartment yet. She's moving at the end of this month.
8 Before our trip last summer, we'd never been to Canada.

2 Complete the sentences with the past perfect simple or past perfect continuous form of the verbs below.

apply cycle finish leave look
not pay back not see wait

1 By the time they arrived in the village, they _____ for seven hours.
2 She _____ Tokyo just before a typhoon closed the airport.
3 As soon as he _____ his homework, he fell asleep.
4 She couldn't trust him after she discovered he _____ the money he owed her.
5 _____ for your friend for long when you saw him standing next to you?
6 We _____ such a great film at the cinema for ages.
7 She _____ for her house key all morning when she finally found it in the washing machine.
8 After he _____ for the job, he decided he needed to buy a new suit.

3 Complete the text with the correct present or past perfect form of the verbs in brackets.

I went on holiday to Barcelona with two friends last week. The holiday was a lot more expensive than we [1]_____ (plan) originally. But it's OK – all of us [2]_____ (do) part-time jobs earlier in the year so we had some money saved up. The main reason we wanted a holiday was that we [3]_____ (not have) a break from studying and working for over a year. We [4]_____ (graduate) from college just a few days before we decided to go, so we didn't really have a plan at the time. But basically, within a few days of booking, we [5]_____ (decide) which places we wanted to visit and where we wanted to eat.

Just two weeks after that, we [6]_____ (check) into the hotel and we were eating tapas at a pavement table in a beautiful café. We had an amazing time! Since we came home, I [7]_____ (relax) a lot – and I [8]_____ (not think) about working or studying once!

0.2 *Used to*, *would* and *be / get used to*

Used to and *would* for past habits

We use *used to* + infinitive to talk about past habits and typical behaviour, and states and situations that no longer exist.

She used to get up at 6.00 a.m. to go to the gym before work.
We used to live in Leeds. We moved here last year.

TIP

We always use the past simple for a finished action which happened only once in the past.

We also use *would* + infinitive to talk about past habits and typical behaviour. This use of *would* is quite formal and usually more common in written English. Note that we do not use *would* to talk about past states.

She would get up at 6.00 a.m. to go to the gym before work.
(NOT ~~We would live in Leeds. We moved here last year.~~)

be used to and *get used to*

We use *be used to* with an *-ing* form to talk about activities that we do regularly and find easy or familiar.

I'm used to going to bed early on weekdays.
Are they used to walking long distances?

We use *get used to* with an *-ing* form to talk about activities that we started doing recently. We often use it in the present continuous and present perfect continuous tenses, and it means that the activity is becoming easier or more familiar.

Since he broke his right arm, he's been getting used to using his left hand for everything.

We can also use *be / get used to* with a noun.

I'm still getting used to my new phone.

We can also use *be / get used to* in other tenses to talk about activities or situations that were familiar in the past, have become familiar now or will become familiar in the future.

I found the work hard at first, but I soon got used to it.
We've got used to living in London and we like it now.
The new routine may seem hard at first, but I'm sure you'll get used to it.

1 Choose the correct alternative.

1 I remember I **used to** / **would** like primary school, especially when we had storytime.
2 On warm days, we **would** / **were used to** often have our breakfast in the garden.
3 I **didn't use to** / **wouldn't** understand those song lyrics, but the meaning is so clear to me now.
4 My grandmother **was always used to** / **would always** give me some pocket money when we visited her.
5 You must **be used to** / **use to** sharing if you have six brothers and sisters!
6 It was hard when they moved to a large town because they **used to** / **were used to** living in a village.
7 **Did you use to** / **Are you used to** have to do homework every day?
8 He's been here a few years, but he still **didn't use to** / **isn't used to** living in such a hot country.

2 Complete the second sentence so it means the same as the first.

1 She lived in a flat, but now she lives in a house.
She _____ in a flat but now she lives in a house.
2 He has started swimming every day, but it doesn't feel normal for him yet.
He _____ every day.
3 I go to school by bus now and it's starting to feel more normal.
I _____ to school by bus.
4 We play a lot of basketball now, but we didn't at our old school.
We _____ a lot of basketball at our old school.
5 You aren't confident driving on the left, but it will seem normal soon.
You _____ on the left.
6 Nowadays, it's normal for consumers to buy clothes online.
Nowadays, consumers _____ clothes online.

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

I [1]_____ (live) in Sweden, but I married an Italian woman and now I live in Parma, Italy. I've been here for six years now, so I am very comfortable here – I would definitely say I [2]_____ the lifestyle. Life is more hectic here than in Sweden, but I really enjoy that. I had to [3]_____ (eat) lots of pasta, particularly tortellini, which is Parma's local speciality. In Sweden, I [4]_____ (not / have) pasta very often, but now I [5]_____ (cook) it once or twice a week! It was also quite hard for me to [6]_____ (hear) a different language all the time. I still sometimes have to ask people to repeat things. The only other thing I [7]_____ (not do) is drinking the coffee here. I know, espresso is supposed to be the best coffee in the world, but it's just too strong for me. In Sweden I [8]_____ (drink) a lot of coffee, but it was much weaker. Still, I do love the smell of espresso!

0.3 Modal verbs

Advice, obligation and necessity

We use *should*, *shouldn't* and *ought (not) to* for mild obligation or to give advice about the present or future, or to say what the right or wrong thing to do in the past was.

You should / ought to eat before you go to school.

I shouldn't have stayed up so late last night.

We use *must*, *need(ed) to* and *have to* (*had to*) to talk about an obligation, a rule or the law. Note that we can't use *must* to talk about obligation or necessity in the past. We use *needed to* or *had to* instead.

You need to wait in that queue over there.

She had to set up an account before she could place an order.

We use *mustn't* to say that something isn't allowed or to give strong advice against something. We use *wasn't / weren't allowed to* to talk about this in the past.

We mustn't use our phones in class unless the teacher lets us.

My gran wasn't allowed to wear trainers to school.

We use *don't (didn't) have to*, *don't (didn't) need to* and *needn't* (*have* + past participle) to talk about things that are not or weren't necessary.

You don't have to wash up. We can use the dishwasher.

TIP

We use *needn't have* + past participle to say that something that was done was unnecessary.

I needn't have taken an umbrella. It didn't rain.

We use *didn't need to* + infinitive to say an action was unnecessary, whether or not it was completed.

Entry was free, so we didn't need to pay.

We use *be (not) supposed to* to talk about more informal rules and people's general expectations.

He isn't supposed to play computer games until he's done his homework.

Possibility, probability and certainty

We use *may*, *might* and *could* to talk about the possibility of something happening. It can refer to the present or future.

We might need some more sugar to make this cake.

The order has been dispatched so it could arrive tomorrow.

We use *should* to say that something is probably true or we think will probably happen in our opinion.

You should feel better after taking this medicine.

We use *must* and *have to* (*had to*) to express certainty or a strong possibility. We use *can't* to say we think something is or was impossible.

You must have left your coat on the train.

You can't still be hungry. You've only just eaten a huge lunch.

We use *be able to* to talk about ability in the past, present or future.

You'll be able to see a lot more clearly with these new glasses.

We use *can* to talk about ability in the present and about general truths.

You can buy sandwiches for half price after six o'clock.

1 Choose the correct alternative.

1 You aren't getting enough exercise. You **ought to** / **needn't** / **may** come swimming with me once or twice a week.
2 He **should** / **must** / **can't** have got a good mark in his exam – he's been offered a place at a top university.
3 We **mustn't** / **oughtn't** / **needn't** cook this evening. I've ordered a pizza.
4 We **might** / **should** / **can** hurry up. We're going to be late.
5 Please go back to the reception area. You **are not supposed** / **don't have** / **needn't** to be in here.
6 Drivers **must** / **should** / **could** keep to the 30 m/ph speed limit or face a fine.
7 Oh dear – the cake is burnt! I **can't** / **mustn't** / **shouldn't** have put the oven on at such a high heat.
8 Gina's **supposed** / **able** / **allowed** to be here by now. I'll text her to see what's happened.

2 Complete the sentences with the modals below.

can't didn't need to had to may might have
should should have will be able

1 Did you hear that scratching sound a minute ago? It _____ been a mouse.
2 The economy _____ improve after the new agreement on trade. Experts think it probably will, anyway.
3 That _____ be the best meal I've ever had – I'm absolutely certain!
4 We _____ to cook more curries now we've got all these spices.
5 He _____ stay in a hotel in Madrid because his sister lives there, so he stayed with her.
6 The fridge _____ smell bad. I spent hours cleaning it yesterday – it's cleaner than it's ever been!
7 You _____ asked before you borrowed my jacket!
8 I'm not sure but this soup _____ need some more salt.

3 Write a new sentence with the same meaning as the first using a modal. Sometimes more than one answer is possible.

1 It's a good idea for you to eat five types of fruit and vegetables every day.
You _____ five types of fruit and vegetables every day.
2 You are not allowed to enter the building site without a hard hat and safety goggles.
You _____ the building site without a hard hat and safety goggles.
3 At mealtimes in my house, you're expected to finish everything on your plate.
At mealtimes in my house, you _____ everything on your plate.
4 It's possible that eating this meat raw will make you ill.
Eating this meat raw _____ you ill.
5 It isn't possible that this meal was only two euros.
This meal _____ only two euros.
6 Is it necessary to use chopsticks when we eat sushi?
Do _____ chopsticks when we eat sushi?

0.4 Advanced comparatives

We use *as … as* to say that two people or things are equal, or (*not*) *as … as* to say that they are not equal.

Is solar energy as productive as wind energy?

The gadget was not as effective as I had hoped it would be.

We can use various words and structures with *as … as* to express the degree of difference between things we are comparing. These include:

- *equally / just / every bit* to express similarity.
  A phone can be just as expensive as a computer.
- *not quite / nearly / almost* to express a small degree of difference.
  I find maths almost as interesting as computer science.
- *not nearly / nowhere near / nothing like* to express a larger degree of difference.
  Life is nowhere near as simple as it used to be.
- *twice, three*, etc. *times* to express a specific degree of difference.
  My new laptop is twice as powerful as my old one.

We can also use a range of words and phrases with a comparative adjective or adverb to express a degree of difference, including:

- *slightly, a bit* and *a little* to express a small difference.
  This printer is slightly more expensive than that one.
- *a lot, far, much, a great deal* and *considerably / significantly* to express a larger difference.
  The broadband speed is far faster than it was a few years ago.
- *10%, five hours, twice/three times* to express a specific degree of difference.
  This engine runs 30% more efficiently now it has been serviced.

We can use double comparatives, e.g *more and more* + adjective, *less and less* + adjective, or *–er and –er*, (e.g. *easier and easier*) to emphasise a difference or to show that it is changing continually.

Technology is getting more and more sophisticated.

We can use comparatives with *the … the …* when one change is connected to another change.

With most computers, the bigger the memory, the more expensive it is.

1 Choose the correct alternative.

1 Majorca is **not** / **not as** / **not nearly** popular as Ibiza with younger travellers.
2 These days winter is **nothing** / **nowhere** / **not quite** like as severe as it used to be.
3 The quality of phone camera images is getting **more and more** / **less and less** / **better and better**.
4 Amazingly, flying was three times **cheaper** / **as cheap** / **far cheaper** than going by train.
5 I find playing sport **significantly** / **slightly** / **equally** as enjoyable as playing computer games.
6 Our new car is **nearly** / **almost** / **considerably** more environmentally friendly than our last one.
7 The more work we do on our project today, **the more** / **the less** / **less** we'll have to do tomorrow.
8 The Italian restaurant is **every bit** / **a little** / **not quite** closer than the Mexican restaurant.

2 Correct the mistake in each sentence.

1 Is it a public holiday? The roads aren't as busy than usual.
2 The internet connection is slower far than it was yesterday.
3 My new students are just as resourceful I hoped they would be.
4 I think more you exercise, more you need to exercise. Your body likes to be active.
5 Laptops are getting lighter than lighter as technology develops.
6 The film is as every bit amazing as the book!
7 The city centre is bit less polluted than it was five years ago.
8 The quickly he speaks, less intelligible he becomes.

3 Complete the sentences with the words and a comparative form of the adjectives in brackets.

1 Money is _____ (nowhere / important) good health.
2 The older you get, _____ (wise) you become.
3 This week's assignment is _____ (not / nearly / easy) last week's assignment.
4 I don't agree that life is _____ (not / hard) for teenagers today as it was 50 years ago.
5 Electric vehicles are getting _____ (cheap / cheap) as the technology improves.
6 The more carefully you do your experiment, _____ (reliable) your results will be.
7 My sister is _____ (great / deal / interested) in artificial intelligence than I am.
8 Our energy consumption has been _____ (20% / low) since we made some lifestyle changes.

1.2 Advanced question forms

Question tags

We use question tags to turn a statement into a question. We use them:

- to check information that we believe is true.
  The report's due in on Friday, isn't it?
- to comment on something where we expect someone to agree with us.
  It's cold, isn't it?

If the statement has an auxiliary verb or a modal verb, we use it in the question tag. We use the negative form after a positive statement and the positive form after a negative statement.

She's got a fixed mindset, hasn't she?
This assignment won't take long to complete, will it?

We use *do* when there is no auxiliary verb.

They prefer people with a positive outlook, don't they?
He never arrives on time, does he?

We change names to pronouns.

Ella's working with us on the project, isn't she?

Subject and object questions

When we make subject questions, the question word is the subject. We don't use *do* with a subject question. We often use a short answer using an auxiliary verb or just the key information.

Who wrote this list of aims? Paul did. / Paul.
What is the aim of the project?
Which was the easiest goal to achieve?

When we make object questions, the question word is the object. We use *do* to ask an object question.

What did you put down for your SMART goals?
Who do you think is the most capable team member?
Where did they publish their research?
Whose presentation did you find the clearest?

Other types of advanced questions

We can check understanding or express surprise using normal statements as questions. We use rising intonation at the end of the question.

A Jamal's goals aren't specific enough.
B They aren't specific enough?

We can use short reply questions to express understanding or interest.

A I've hit all my targets for this month
B Have you? That's great!

We use negative questions to ask for confirmation, show surprise, make an invitation or present an opinion in a less direct way.

Aren't these new goals more achievable?
Aren't you supposed to be on holiday this week?
Why don't you come with us?
Doesn't it seem like we are spending too much time on this?

We can use echo questions that repeat what has been said to show surprise and disbelief.

A The deadline for the first phase of the project is tomorrow.
B The deadline's tomorrow?

1 Complete the statements with question tags.

1 Carmen likes working with people who are self-motivated, _____?
2 He's really gained a foothold in his writing career, _____?
3 The second team weren't very resilient, _____?
4 You came up against a very tricky problem, _____?
5 It won't be an easy project, _____?
6 We didn't achieve our aims, _____?
7 You wouldn't want to give up now, _____?
8 They're doing a great job, _____?

2 Write a subject or an object question about the underlined information in each sentence.

1 Darius decided to do a training course.
_____
2 Making progress improves your motivation.
_____
3 Maya advised Ali on his assignment topic.
_____
4 The SMART goals technique helps team leaders to prioritise their aims.
_____
5 Karl gave a talk at a conference in Madrid.
_____
6 Emily and I worked on our presentation in the library.
_____
7 Fred's project team went on a research trip to Argentina.
_____
8 A lack of communication makes projects more difficult.
_____

3 Complete the questions in the dialogue.

Dan How's your project going?
Pria It's going slowly.
Dan [1]_____ slowly? I don't understand – you're usually so quick.
Pria I know. But this one's been really tough.
Dan [2]_____ it? I thought it was easier than the previous one.
Pria It isn't the project itself, it's more the team. They aren't motivated enough.
Dan Not [3]_____?
Pria No. Some people haven't completed their tasks on time. Others don't turn up for meetings.
Dan [4]_____ is in charge of the project?
Pria No one's in charge. That's the problem.
Dan [5]_____ anyone checked on progress?
Pria No, they haven't. All the tutors are busy with other things.
Dan That isn't great, [6]_____?
Pria No, I really need some help.
Dan [7]_____ you? I can lend you a hand, if you like.
Pria [8]_____ you? That would be fantastic!

1.5 Future tenses and the future in the past

Future continuous

We use the future continuous to talk about an action that will be in progress at a particular time in the future. We usually use a future time phrase at the beginning or the end of the sentence.

This time tomorrow, I will be taking my driving test.

Future perfect simple

We use the future perfect simple (*will / won't have* + past participle) to talk about an action or event that will be completed by a particular time in the future.

By June, we'll have finished all our exams.

Future perfect continuous

We use the future perfect continuous (*will / won't + have + been + -ing*) to say how long an action will have been in progress at a particular time in the future. We often use time phrases starting with *this time…*, *in … time*, and *by …*, e.g. *this time next week*, *in a few days' time*, *by the end of the year*. We usually use *for …* to specify the duration.

In a few minutes, they'll have been playing this tennis match for six hours.

We can also use these three tenses to speculate about the present.

It's a beautiful day – the kids will be playing in the garden.

It's only 7.30 – Sam won't have woken up yet.

Rachel will have been waiting all morning for her exam results.

Future in the past

When we talk about the past, we can use the following structures and phrases to talk about something that was in the future at the time we were speaking:

was / were going to + infinitive

past continuous

was / were about to + infinitive

was/ were due to … + infinitive

was / were on the verge of / thinking of … + *-ing* form

would + infinitive (as past form of *will*)

The last time I saw them, they were heading for the library.

Zoe's presentation was due to start but she couldn't find her notes.

I was on the verge of giving up when Tim offered to help.

I knew Michael would finish the project on time.

1 Correct the mistakes in the future tense in each sentence. Write the correct words.

1 What are you doing this time next year? _____
2 He's going to have already left by the time we arrive. _____
3 I'll make dinner by the time you get home! _____
4 I'm so late that I can't imagine anyone will still be wait for me. _____
5 How many countries will you be visiting by the end of your journey? _____
6 In my new job, I will have written lots of news stories. _____
7 Will you be finishing your assignment by tomorrow? _____
8 Next year, I'll be studying here for three years. _____

2 Complete the sentences with the correct form of the words in brackets.

1 Construction was due _____ (begin) when the building company pulled out of the project.
2 He _____ (be going to) go on holiday last week, but suddenly changed his mind.
3 I knew Roger _____ (not listen) to my advice. I'm sure he regrets that decision now.
4 The train was about _____ (leave) when I realised I had left my wallet at home.
5 The scientists believed they _____ (be) on the verge of a major discovery.
6 She _____ (think) of getting a takeaway for dinner, but decided to cook instead.
7 He was thinking of _____ (leave) when we asked him to stay.
8 We figured you _____ (not be going to) come because you had an exam the next day.

3 Complete the dialogue. Write the verbs in brackets in the correct future form.

Ken I guess you [1] _____ (set off) soon?
Anya Yes, this time next week I [2] _____ (swim) in a hot spring in Japan.
Ken Sounds great. Why Japan?
Anya Originally I [3] _____ (go) to Thailand, but I got an email from an old Japanese friend. I haven't seen her for about five years.
Ken That's a long time.
Anya I know. I [4] _____ (think) of going last year, but I hadn't saved enough money.
Ken So she [5] _____ (change) quite a bit?
Anya Actually I checked her Instagram and she looks exactly the same.
Ken That's good. [6] _____ (she / meet) you at the airport?
Anya I hope so! And knowing how organised she is, I'm sure she [7] _____ (already / book) the tickets for the hot springs.
Ken Great.
Anya And I imagine she [8] _____ (research) restaurants for weeks. She loves eating out!

2.2 Relative clauses

Reduced relative clauses

Who, *which*, *that*, *whom*, and *whose* are common relative pronouns. *Why*, *when* and *where* can also function as relative pronouns.

Young people who don't have qualifications are at a disadvantage.

The person to whom I spoke was very helpful.

He's the executive whose father owns the company.

I went back to the shop where I did my first part-time job.

The relative pronoun must be included in a non-defining relative clause.

Software engineers, who can earn good money, often have to work under a lot of pressure.

We can omit the relative pronoun when it is the object of a defining relative clause.

The company (that) I worked for was based in Dubai.

We can also omit both the relative pronoun and the auxiliary verb to form a reduced relative clause if they come before a:

- past participle (*-ed*).
  Positions (which are) advertised online sometimes get hundreds of applicants.
- present participle (*-ing*).
  Students (who are) doing internships don't get paid.

TIP

Note that the present participle is used in active sentences and the past participle is used in passive sentences, regardless of whether the sentence refers to the present or the past.

Prepositions in relative clauses

In informal situations, prepositions in relative clauses go after the verb.

I didn't get any of the jobs I applied for.

My manager is the person I have learned the most from.

In formal situations, prepositions in relative clauses come at the start of the relative clause before *whom* or *which*.

I didn't get any of the jobs for which I applied.

My manager is the person from whom I have learned the most.

We never put prepositions that are part of phrasal verbs or passive structures at the start of the clause.

I'm impressed by people who don't give up.

~~I'm impressed by people up who don't give.~~

1 Complete the sentences with a relative pronoun, where necessary. When a relative pronoun can be omitted, cross out any other unnecessary words.

which who whom whose

1 I applied for the job _____ I saw advertised online.
2 Mr Soames is the person to _____ you should refer your query.
3 Candidates _____ come across as confident in interviews generally do well.
4 I'd love to do an internship _____ is related to the fashion business.
5 People _____ are living outside urban areas have to travel further for work.
6 She sent her CV to a company _____ only recruits applicants with MAs.
7 Companies _____ are based in Madrid are often popular with university graduates.
8 She is the trainer _____ presentation we are going to this afternoon.

2 Put the words in the correct order to make sentences. There may be two alternatives in some cases.

1 this is / in / the / that I'm / most / position / interested / .
_____
2 company / to / would / which / for / you like / work / ?
_____
3 which / systems engineering / about / I know / is a field / nothing / .
_____
4 an office / jobs / who / in many / share / you can't / with / choose / you / .
_____
5 I / in / the / didn't like / room / I was interviewed / which / .
_____
6 get used / working / to / late / is / that you / something / have to / .
_____

3 Combine the underlined sentences 1–6 by adding one word to make a reduced relative clause in the sentences below.

Harriet Have you found a job yet?
Sami Not yet. [1]Some jobs are advertised. They need previous experience.
Harriet [2]I know someone. They are looking for a delivery person.
Sami Oh great!
Harriet Is that something you'd be interested in?
Sami A delivery job would be great. [3]I like jobs that involve flexible hours.
Harriet Fantastic. [4]The company is based in the city centre. It is recruiting. Is that OK?
Sami Yeah. I'm living nearby with my sister.
Harriet Great. [5]They pay an hourly rate. It is £11 higher than the average.
Sami That sounds great.
Harriet OK. [6]Tom is the name of the guy who runs the place. Shall I call him and say you're interested?
Sami Yes, please.

1 The jobs _____ need previous experience.
2 I know someone _____ for a delivery person.
3 I like jobs _____ flexible hours.
4 The company _____ is based in the city centre.
5 The hourly rate _____ is £11 is higher than average.
6 The place is run by a guy _____ Tom.

2.5 Ellipsis and substitution

Ellipsis

We use ellipsis (omitting words) to avoid repetition of the same information in a sentence.

We often omit a repeated verb or verb phrase after an auxiliary or modal verb.

A Has John got an online presence?
B Yes, he has (got an online presence).
A Should I check these details?
B Yes, you should (check these details).
A Can we leave a little earlier today?
B I'm afraid we can't (leave a little earlier).

We can also omit subject pronouns, verbs, articles and nouns after *and* and *but* if they are already in the first part of the sentence. New information must be retained.

She loved networking and (she loved) tweeting.
He said he'd update his profile, but I doubt if he will (update his profile).
I'd like a coffee and Ron would (like a coffee), too, but Kiara wants an orange juice.

We use *do/don't* in place of *must* or (*don't*) *have to*.

Ade must/has to do more training, but you don't (have to).

We usually omit a repeated infinitive after verbs followed by *to* + infinitive, e.g. (*would*) *like*, *need*, *want*, *intend*, *used*.

She isn't going to the presentation, but she wants to (go to the presentation).

Substitution

We can also avoid repetition by substituting a whole clause with *so* after the following verbs: *assume*, *be afraid*, *believe*, *expect*, *guess*, *hope*, *imagine*, *presume*, *suppose*, *suspect* and *think*.

A You'll get more likes if you add hashtags.
B I guess so.

We use *it* … *so* with *appear* and *seem*. *It* refers back to the object clause of the previous sentence. We put *so* at the end of the sentence.

A Amina's got a lot of experience building online profiles.
B It appears / seems so.

We use *not* or *not* (verb) *so* in negative replies after *appear*, *believe*, *expect*, *imagine*, *seem*, *suppose* and *think*.

A Did she get the job?
B It appears not. / I don't think so.

We only use *not* in negative replies after *assume*, *be afraid*, *guess*, *hope*, *presume* and *suspect*.

A He won't forget to help us build the website?
B I hope not.

We use *neither* or *nor* to avoid repeating a negative sentence.

A I don't enjoy reading negative comments.
B Neither / Nor do I.

1 Write shorter sentences to avoid repetition.

1 He identified his goals and he identified his target demographic.
2 **A** Have you updated your profile?
B No, I haven't updated my profile.
3 I don't have an online presence even though I should have an online presence.
4 He planned to tweet about the decision, but he didn't tweet about it.
5 If you go to the presentation, I won't have to go to the presentation.
6 His tweet was short, but his tweet was interesting.
7 They've never studied Spanish, but they'd like to study Spanish.
8 She doesn't have to finish her assignment tonight, but I have to finish my assignment tonight.

2 Complete the sentences with a positive or negative reply using the word in brackets.

1 **A** Do you think Omar will get the job?
B I _____ (hope). He deserves to.
2 **A** Do you think that review will improve your ranking?
B I'm _____ (afraid). The competition is too strong.
3 **A** Does Mo stand out from the crowd enough?
B I _____ (think). He's got a unique style.
4 **A** Adriana isn't going to get promoted, is she?
B I _____. (guess). Her appraisal just wasn't good enough
5 **A** Does Monika plan to keep a high profile?
B I _____ (expect). She's very ambitious.
6 **A** Do you think he's going to carve a niche in his field?
B I _____ (suspect). He never seems to have any new ideas.

3 Complete the dialogue with one word in each gap.

Harry Do you think you'll get a good job after you leave school?
Layla I hope [1]_____. My dad wants me to go to college, but I'm not sure I want [2]_____.
Harry Why not? Won't you get a better job if you go to college?
Layla I [3]_____ think so. You can learn things while you work.
Harry I don't want to work straightaway. I'm going to work the rest of my life anyway.
Layla I'm [4]_____. I'm going to make millions then retire when I'm 30. I don't want to work till I'm in my sixties.
Harry [5]_____ do I, but do you really think you'll be able to retire when you're 30?
Layla [6]_____ seems not, but I'd like [7]_____!
Harry To be honest, I [8]_____, too!

3.2 Advanced passive structures

We often use the passive in formal situations such as public announcements and notices.

Passengers are reminded to take their belongings.

We can use the passive with:

- modal verbs in the present and past.
  Decisions about educational policy have to be made at government level.
  Ministers should have been given more time to make a decision.
- a present or past continuous form. We rarely use the passive form with the future continuous, present perfect continuous or the past perfect continuous.
  We are always being presented with technical innovations.
- an *-ing* form. Verbs that are followed by an *-ing* form can be followed by a passive gerund.
  Being taught using songs is popular with some children.
- an infinitive. Verbs that are followed by an infinitive can be followed by a passive infinitive.
  It's always helpful to be shown what to do.
- a verb + dependent preposition.
  His inability to use technology in the classroom has been commented on.
- a verb + two objects. Either object can become the subject of the passive form, but it's more usual for the indirect object to become the subject.
  She was sent a new laptop by her mother.
- an adverb between *be* + past participle.
  He was often told off for not handing in his homework.

TIP

We can only use the passive with transitive verbs because the object of the verb (in the active sentence) becomes the subject in the passive sentence.

have + object + past participle

When we talk about services and things we arrange for other people to do for us, we use *have* + object + past participle. We can replace *have* with *get* in informal situations.

I'm having my hair cut tomorrow.
I got my smartphone repaired for £45.

We use the same form with *have* (but not with *get*) to talk about when someone does something bad to us.

I had my bike stolen.

Don't confuse the past simple form with the past perfect in an active sentence. Compare:

I had it repaired last week. (= Someone did it for me.)
I had repaired it last week. (= I did it myself.)

1 Complete the sentences with the correct form of both *be* and the verb in brackets.

1 Teachers should always _____ (inform) about changes to educational policy.
2 Materials _____ (use) in class are often downloaded onto the students' phones.
3 Parents have rarely _____ (ask) what they think.
4 The minister defended the recent actions for which he has _____ (criticise).
5 For students to _____ (allow to) use online material during exams may cause problems, according to some teachers.
6 Everyone must _____ (warn) beforehand about yesterday's decision to limit internet use.
7 Websites _____ (access) during lessons need to be monitored.
8 The photos _____ (post) on social media by the organisers yesterday.

2 Complete the sentences with the correct form of both *have* and the words in brackets.

1 The university _____ (its web security / upgrade) last month after staff data was stolen by a hacker.
2 All the children _____ (their mobile phones / return) later this afternoon, after their lessons have finished.
3 My son hates _____ (his hair / cut).
4 I hope _____ (my house / paint) next month.
5 They've decided that they _____ (their wedding photos / take) by a professional photographer.
6 _____ (your eyes / check) recently?
7 They can't shower at home, because they _____ (their bathroom / replace) at the moment.
8 Luckily, Emilia _____ (her tablet / repair) a few days before her laptop broke!

3 Complete the second sentence so that it means the same as the first. Use the passive form.

1 Investigators have identified the problem of cheating using mobile devices.
The problem _____
_____.
2 The examination board will not give a grade to students found to have used mobile devices during an exam.
Students found to have used mobile devices in exams _____
_____.
3 The government told parents they must co-operate with the educational authorities.
Parents _____
_____.
4 The government blames colleges for having too much autonomy in relation to exam procedure.
Colleges _____
_____.
5 The Education Minister should have resolved the issue sooner.
The issue _____
_____.
6 Students are always telling us that the rules are outdated.
We are _____
_____.
7 Educational authorities and school leaders have agreed on a new set of guidelines.
A new set of guidelines _____
_____.

3.5 Passive reporting structures

We can use the passive form of reporting verbs to report what people say or think. Some common reporting verbs include: *assume*, *believe*, *claim*, *consider*, *estimate*, *expect*, *hope*, *know*, *report*, *say*, *suggest*, *think* and *understand*.

We can also use the passive form to report functions such as requests, suggestions and offers.

Candidates have been asked to prepare a presentation as part of the interview process.

We often use the passive in formal writing such as reports, newspaper articles and academic papers.

There are different types of passive reporting structures:

- Impersonal *it*: *It* + passive + *that* clause
  This is a common way to report what is being said by people or an unspecified group of people.
  It is thought that the school will allow internet access but only under supervision.
  It was believed that certain criminal organisations had been involved.
- subject + passive + simple infinitive (*to be*)
  We can use this structure to refer to general states or a single action.
  The new research is believed to be very interesting.
  The cost of the damage had been estimated to be over £1 million.
- subject + passive + continuous infinitive (*to be* … *-ing*)
  We can use this structure to refer to actions and events in progress at the time of speaking.
  Archaeologists are known to be investigating the site.
- subject + passive + perfect infinitive (*to have* + past participle)
  We can use this structure to refer to completed actions in the past.
  Scientists were said to have been upset about the lack of progress.

1 Choose the correct answer: A, B or C.

1 It ___ that the interviewer asks probing questions.
A is knowing **B** knows **C** is known

2 The media ___ to have taken steps to stop fake news.
A are believed **B** believed **C** believe

3 It ___ that students would prefer to have access to mobile technology in the classroom.
A has understood **B** has been understood
C has been understanding

4 The report ___ to be full of factual errors.
A was said **B** was saying **C** said

5 It ___ that data was accessed illegally from school records.
A be suggested **B** been suggested
C had been suggested

6 Ministers ___ to be in agreement about how to tackle the problem.
A are thinking **B** were thought **C** have thought

2 Complete the dialogue using the correct passive form of the verbs in brackets.

Interviewer In a study a couple of years ago, it [1] _____ (report) that 'fake news' travelled more quickly on social media than the truth. In the same study, 126,000 rumours and false news stories [2] _____ (estimate) to have spread on one platform over the previous eleven years. What do you think about that, Don?

Don Wow! That's amazing, but I can believe it. Having said that, people [3] _____ (believe) to have become less likely to accept a news story at face value now, and it [4] _____ (hope) that there will be fewer fake news stories in the future.

Interviewer But how can we spot a story that's fake?

Don Well, fake stories usually only tell one side of the story whereas real stories [5] _____ (consider) to be more balanced.

Interviewer And it [6] _____ (assume) that a fake story simply repeats the same message without giving any evidence or quoting any authorities, right?

Don Exactly. It [7] _____ (say) many times before, but if you repeat a lie enough times, people will start to believe it. So it's important to always question the source of the story – and don't forget to ask for evidence.

3 Complete the second sentence so that it means the same as the first.

1 It was said that the government had decided on new security measures.
The government _____
_____.

2 The Prime Minister is understood to be concerned about the situation.
It _____
_____.

3 It is believed that the Education Secretary is looking into the problem.
The Education Secretary _____
_____.

4 The psychologists were thought to have spent nearly ten years studying problem-solving processes.
It _____
_____.

5 It has been estimated that young children ask almost 400 questions every day!
Young children _____
_____.

6 The police have been reported to be putting greater emphasis on data fraud.
It _____
_____.

4.2 Modals of speculation

We use modal verbs to express different degrees of certainty about situations or events.

We use *must* + infinitive to speculate about something we think is certain in the present. Note that we use *can't* rather than *mustn't* for the negative.

This actor is really good. He must be very experienced.

She can't be here already. It's only 6 o'clock.

We use *could*, *might* (*not*) and *may* (*not*) + infinitive to speculate about something that seems possible in the present or the future.

Why don't you come with us? It could be fun.

They might not finish the photo shoot by the end of the week.

We need a sunny location for this ad, so Greece may be an option.

We don't use *may* in questions, only *could* or *might*.

Might Hugo be interested in the project?

Could they find the questions too challenging?

We use modal verb (*can't / must / could / might / may*) + perfect infinitive (*have* + past participle) to speculate about the past.

The new advert is amazing. It must have cost a fortune.

This slogan is difficult to understand. They might have had a problem translating it.

We use modal verb + perfect continuous (*have been* + *-ing*) to speculate about something happening at a particular moment in the past.

Could our client have been talking to another advertising company?

The models are covered in fake snow. They must have been shooting the skiing scene.

We use modal verb + perfect passive infinitive (*have been* + past participle) to speculate about the past in the passive voice.

She doesn't work at this agency any more. She might have been fired.

The sound quality is quite poor. This jingle must have been recorded in a hurry.

1 Match 1–6 to A–F.

1 This presentation is very long. The audience might get bored.
2 You can't have been watching the commercial carefully enough. You missed the joke at the end.
3 Those adverts are quite similar. They could have been made by the same company.
4 These photos are very high quality. You must have an excellent camera.
5 The company must have made lots of money last year. All the staff got a big bonus.
6 This jingle sounds a bit slow and quiet. The target demographic may prefer something livelier.

A something we think is certain in the present
B something we think is possible in the future
C something we think is possible in the past
D something we think is possible in the present
E something we think is certain in the past
F something we think is impossible in the past

2 Rewrite each sentence using a modal verb so that it has a similar meaning. In some sentences, you can use more than one modal verb.

1 They are not sure the advert will be a success.
2 Perhaps our clients were expecting the adverts to be more artistic.
3 I'm sure your call for action got everyone's attention.
4 It certainly was not possible for us to create an advertising campaign on that budget.
5 It's possible for the slogan to be a bit catchier.
6 I am certain that the advert was censored in some markets.

3 Complete the sentences using the verb and a modal of speculation. There may be more than one answer.

1 go
A Where is the photographer?
B I'm not sure. He _____ to get a coffee.

2 miss
A Why are the models late?
B No one knows. They _____ their train.

3 get
A The producer isn't here.
B He _____ my message.

4 turn off
A It's dark in the studio.
B The assistant _____ the lights.

5 steal
A I can't find the camera anywhere.
B Oh dear! It _____ while we were waiting for a taxi.

6 be
A The crew ate a huge lunch.
B They _____ hungry again already.

4.5 Adverbs

Attitude adverbs

We use attitude adverbs to describe our attitude to the state or action being described in the sentence.

Attitude adverbs often end in *-ly*:

admittedly, apparently, evidently, honestly, luckily, naturally, obviously, personally, sadly, surprisingly

They can go at the beginning of a sentence for emphasis, or before the main verb but after *be*.

Obviously, people who use hand gestures are easier to understand.

People who use hand gestures are obviously easier to understand.

Focus adverbs

We use focus adverbs to highlight important information. They go immediately before the item they qualify.

Some focus adverbs, e.g. *only* and *just* describe a limit to something.

Fernando is coming with us to the beach.

Only Fernando is coming with us to the beach.
(= no one else is coming with us.)

Fernando is just coming with us to the beach.
(= he isn't joining us for our other plans, i.e. before or after we go to the beach)

We use *mainly*, *especially*, *particularly* to partially limit something.

I'd like everyone to be there, especially Jamal.

Other focus adverbs e.g. *also*, *as well*, *even*, *too* add more information.

Serena speaks Mandarin. She can also speak Japanese.
or She can speak Japanese, too / as well.

Adverbs with gradable and ungradable adjectives

We can use adverbs to modify adjectives (make the meaning stronger or weaker). Most adjectives are gradable, which means there are different grades or levels of the quality they describe, e.g. *angry*, *cheap*, *cold*, *happy*, *hot*, *hungry*, *interesting*, *new*, *old*, *sad*.

We can use adverbs like *a bit*, *a little*, *quite*, *very*, *extremely* with these adjectives to make them stronger or weaker.

It's a bit / quite / very / extremely cold today.

Other adjectives are ungradable. They describe an absolute or extreme quality, e.g. *amazing*, *boiling*, *dead*, *fascinating*, *free*, *freezing*, *impossible*, *necessary*, *perfect*, *starving*.

To make these adjectives stronger or weaker, we have to use adverbs like *absolutely*, *completely*, *totally*.

It's absolutely freezing today.

1 Choose the correct position for the attitude adverb.

1 People **naturally** use **naturally** hand gestures while they speak.
2 **Personally**, I think that **personally** trying to copy other people's style is a bad idea.
3 **Sadly**, some gestures can lead **sadly** to misunderstandings and arguments.
4 The man's hand gestures were very clear and expressive. He was **evidently** annoyed **evidently**.
5 Facial expressions **luckily** are **luckily** similar across cultures, so if you don't know the language, you can still understand how someone is feeling.
6 I'm **honestly** not very good at logic puzzles **honestly**.

2 Complete the sentences with the words below. Sometimes more than one word is possible.

also especially even just mainly only

1 I can understand British sign language. I can _____ understand American sign language.
2 The recognition test is very quick. It _____ takes three minutes.
3 Henrik and Anna enjoy travelling to other countries, _____ countries where they can try out their language skills.
4 People _____ focus on what they want to hear, nothing else.
5 Ellie, the chimpanzee can understand a lot of human communication. She can _____ understand complex hand gestures.
6 She _____ uses email to correspond, but she occasionally calls when it's urgent.

3 Choose the correct alternatives to complete the email.

Hi Auntie Jen,

How are you? I wanted to tell you about a(n) [1]**totally** / **very** / **extremely** amazing trip we went on last week, to the Museum of Brands, in London. It was [2]**a bit** / **absolutely** / **very** fascinating. The museum shows the history of branding, advertising and packaging through a collection of everyday objects. Some of them are [3]**completely** / **totally** / **quite** old – there are breakfast cereal boxes from over 100 years ago!

One of the guides gave us a(n) [4]**extremely** / **absolutely** / **completely** interesting talk about the history of consumer society, and she also showed us examples of some [5]**totally** / **absolutely** / **very** recent types of packaging and advertising.

The only problem was that the weather was [6]**a bit** / **totally** / **completely** hot and the air conditioning on the coach wasn't working, so by the time we got home, everyone was [7]**a bit** / **quite** / **absolutely** boiling! Apart from that, it was a(n) [8]**very** / **extremely** / **completely** perfect day!

See you soon,

Sophie

5.2 Conditionals

Conditionals

We can replace *if* in conditional sentences with phrases which have a similar meaning. These include *provided / providing (that)*, *on condition that*, *as long as* (or less formal *so long as*).

You can borrow my games console as long as you give it back to me tomorrow.

We can imagine a situation based on certain conditions using *assuming (that)*, *suppose*, *supposing (that)*.

Assuming that gaming wasn't harmful, parents wouldn't need to be so vigilant.

Supposing there wasn't an after-school gaming club, would you join an online community?

We use *even if* to contrast an imaginary situation with an outcome.

Even if gaming was banned, people would still play.

We can use shortened phrases with *if*, e.g. *if in doubt*, *if possible*, *if necessary*, *if any*, *if anything*, *if ever* to talk about possible situations.

If necessary, the school will provide children with additional support.

Social media hasn't improved mental health. If anything, it's made it worse.

We use *if it wasn't for / if it hadn't been for / but for* to speculate about the effect a particular situation or event has or has had.

If it wasn't for my tutor, I wouldn't have got into university.

If it hadn't been for our teacher, we wouldn't have got such good grades.

After *if*, we can use *so* and *not* to avoid repeating information.

Your eyes might start to feel tired. If so, you should stop playing. / If not, you can continue playing.

Mixed conditionals

We use mixed conditionals to refer to a hypothetical situation in one time frame and its result in another. They are a mixture of the second and third conditional.

Past situation – Present result

If + past perfect, *would* + infinitive

If you hadn't started gaming, you'd be healthier now.

If he had listened, he wouldn't be in the wrong place.

Present situation – Past result

If + past simple / continuous, *would have* + past participle

If I practised every day, I would have won more games.

If she wasn't enjoying playing football, she would have quit the team.

1 Choose the correct alternative.

1 You can join the online community **on condition that** / **if ever** you are respectful and follow the rules.
2 **Assuming** / **If necessary** you complete your training, you should be able to get a job.
3 **If it wasn't for** / **As long as** vulnerable people are supported, they have a chance to do well.
4 **Providing** / **Supposing** your kids stop doing exercise – what will you do?
5 I won't give up, **even if** / **if in doubt** everyone else does.
6 Everything will be fine, **providing** / **if it wasn't for** we get the members' support.
7 If **necessary** / **any**, we will inform the school about the problem.
8 **Even if** / **If in doubt**, ask someone who knows about the effects of gaming for advice.

2 Complete the mixed conditional sentences with the correct form of the verb in brackets.

1 If she already _____ (have) a games console, I wouldn't have bought her one.
2 If I _____ (not spend) all night gaming, I wouldn't be so tired this morning.
3 He'd have enjoyed the evening more if he _____ (play) peer-to-peer games more often.
4 If she _____ (join) an online community months ago, she wouldn't feel so lonely now.
5 You wouldn't need help now if you _____ (pay) attention when we were explaining how it works.
6 If you were working now, you _____ (miss) the game.

3 Complete the text with one word in each gap.

I'm a keen runner and I'm really lucky because I live near a park. If I [1]_____, I would have hated running on pavements every day. Do you live near somewhere green where you can exercise? If [2]_____, perhaps you go to the gym? But [3]_____ if you don't go to the gym, you can exercise at home on a fitness bike or watch online exercise videos. So [4]_____ as you get ten minutes or so of exercise every day, it will help you to keep healthy and to sleep better. If [5]_____, exercising outside is preferable, except when it's really cold. [6]_____ that the weather isn't too bad, we should all head out and get some fresh air. If you do energetic exercise, like running, don't forget to stretch and cool down properly afterwards. If I [7]_____ done that, I wouldn't be sitting on the sofa with a pulled muscle right now!

5.5 Inversion

Negative adverbs

In formal English, we can emphasise the meaning of some sentences containing a negative adverb by reversing the usual word order and placing the adverb at the beginning of the sentence.

Usual order: Subject – auxiliary – negative adverb

I have never worried about what people think about my fashion sense.

Inversion: Negative adverb – auxiliary – subject

Never have I worried about what people think about my fashion sense.

If there is no auxiliary verb, we add *do / did*.

He never thought he had the potential to be a model. →

Never did he think he had the potential to be a model.

Common negative adverbs are: *never, rarely, seldom, little*.

Rarely did her teacher ask her how she was getting on.

Little did he realise how much his friends adored him.

So and *such*

We also use the inversion *so* + adjective + *that*, and *such* + noun phrase + *that* to express result.

So happy was she that she did a little victory dance.

Such a hurry was he in, that he forgot to say goodbye.

Adverbs of movement

We can also use inversion when we place an adverb of movement at the beginning of the sentence.

Through the park ran the children.

If the subject is a personal pronoun, there is no inversion.

Through the park they ran.

Conditionals

In conditional clauses that contain *were*, *had* or *should*, we omit *if* before inverting the subject and auxiliary. We don't contract negative forms. (Note that *should* can be used as an alternative to the *if*- clause.)

Should you get stuck, just give me a call.

Were I incredibly rich, I'd spend my money on conservation programmes.

Had I not focused on my flaws, I'd have done better.

Inversion and other changes

We can use certain phrases at the beginning of a sentence for emphasis:

Under no circumstances ...

Not only ... but also

No sooner had ... than ...

At no time ...

Nowhere ...

Hardly ... than / when ...

Note that we sometimes need to make other changes when we invert the sentence.

They would never underestimate him again under any circumstances. → Under no circumstances would they ever underestimate him again.

She failed her driving test, and she also dropped her phone and cracked the screen. → Not only did she fail her driving test, but she also dropped her phone and cracked the screen.

1 Complete the sentences with the words below.

circumstances hardly no nowhere only rarely so sooner

1 Not _____ did she forget to call me, but she also didn't apologise for forgetting.
2 Under no _____ will this advert be allowed to be put online.
3 No _____ had she started exercising than she pulled a muscle.
4 _____ could you find a more relaxing spot than the little bench in my local park.
5 _____ had he finished reading when he fell asleep.
6 At _____ time did she feel they were being unreasonable.
7 _____ busy was I that I didn't notice the time.
8 _____ did he care what other people thought of him.

2 Put the words in the correct order to complete the inverted sentences.

1 _____ (was / worried / I / so) that I couldn't sleep.
2 _____ (did / never / imagine / he) that he would live up to their expectations.
3 _____ (you / to / had / her / talked), you'd have realised how upset she was.
4 _____ (to / the news / were / watch / you), you would understand the issues better.
5 _____ (her family / should / to / notice / have failed), things might have become worse.
6 _____ (ran / into the room / a small child) holding a toy in one hand and a melting ice cream in the other.
7 _____ (she / waited / there) while everyone else went home.
8 _____ (she / lose / to / were), it would be a blow to her self-esteem.

3 Invert the word order of the sentences.

1 People seldom think about the pressure on models.
_____ the pressure on models.
2 He rarely talks about his own problems.
_____ his own problems.
3 His fitness was such an obsession that he trained every day.
_____ that he trained every day.
4 Her parents little realised that their daughter was being bullied.
_____ she was being bullied.
5 Hasan was so angry that he left the room.
_____ that he left the room.
6 I had never seen an advert that was so innovative.
_____ that was so innovative.
7 We wouldn't eat in that restaurant under any circumstances.
_____ in that restaurant.
8 If I had been more tactful, I wouldn't have upset him.
_____, I wouldn't have upset him.

6.2 Advanced reported speech structures

When we report something that was said in the past, the time frame has often changed, so we need to change the tense. We move the tense 'one step back'.

'Everyone has the right to freedom of speech.'
He argued that everyone had the right to freedom of speech.

Note that we don't need to change the tense when the original situation hasn't changed.

Danny: I want to be a human rights lawyer.
He says he wants to be a human rights lawyer.

We also don't change the tenses with some modal verbs, e.g. *would*, *could*, *should*, *might*, *ought to* and *had to*.

Emma: I could be a documentary maker.
She said she could be a documentary maker.

We can use the reporting verbs *say* and *tell* to report exactly what someone said and other verbs (e.g. *apologise*, *explain*, *warn*) to paraphrase what someone has said.

There are different patterns for each reporting verb:

- verb + *that* (e.g. *add*, *agree*, *argue*, *claim*, *complain*, *explain*, *predict*, *insist*)
- verb + (*not*) + infinitive (e.g. *agree*, *ask*, *claim*, *offer*, *promise*, *refuse*)
- verb + object + (*not*) + infinitive (e.g. *advise*, *encourage*, *order*, *remind*, *warn*)
- verb + (*not*) + *-ing* (e.g. *admit*, *deny*, *recommend*, *propose*, *suggest*)
- verb + preposition + *-ing* (e.g. *admit to*, *apologise for*, *complain about*, *insist on*, *criticise for*)
- verb + object + preposition + *-ing* (e.g. *accuse somebody of*, *blame someone for*, *criticise someone for*)
- verb + *that* + *should* / subjunctive clause (e.g. *request*, *insist*, *propose*, *recommend*, *suggest*).

They advised us to apply for new passports soon.
She apologised for losing her temper.
The children argued that they should be allowed to have a longer break.

Many reporting verbs also have a noun form, e.g. *advice*, *agreement*, *apology*, *argument*, *claim*, *criticism*, *explanation*, *encouragement*, *promise*, *refusal*, *suggestion*, *warning*.

He sent an apology for missing the meeting.
Their advice was to increase spending on health.
The council has asked for comments on the proposal.

Whether

We report *yes* / *no* questions using *whether* instead of *if* in more formal contexts.

He asked me whether I was concerned about climate change.

We can use *whether* + *or to* introduce two possibilities, and before *to* + infinitive.

She said she wasn't sure whether to ask for a promotion or to apply for a new job elsewhere.
She said she wasn't sure whether to run for office.

After prepositions (e.g. *about*, *in*), it's necessary to use *whether*, not *if*.

We talked about whether any of the problems were being addressed.

1 Report the sentences using a change of tense.

1 'Are you going to make a speech or not?'
She asked _____.
2 'Do people think the suggestion is a good idea?'
They asked _____.
3 'Javier, do you think the situation will improve?'
I asked _____.
4 'Has the proposal been accepted?'
He asked _____.
5 'Shall I get involved in the debate?'
She asked _____.
6 'Is the political process fair, Stephen?'
We asked _____.

2 Write the reported form of the sentences using the verbs in brackets.

1 'I need to change the time of the meeting' (explain)
She _____.
2 'You should come and listen to the talk, Alex.' (encourage)
Phil _____.
3 'Yes, it's been difficult to persuade people to join the campaign.' (agree)
They _____.
4 'I won more votes than anyone else.' (claim)
Freya _____.
5 'I'm not going to talk about the incident.' (refuse)
Eva _____.
6 'You should give priority to the migration situation.' (advise)
He _____.
7 'We are sorry for not taking both sides into account.' (apologise)
They _____.
8 'They didn't work hard enough.' (criticise)
He _____.

3 Change the sentences using reporting nouns.

1 He explained that he felt tired.
His _____.
2 Staff claim that their working conditions are unfair.
The staff's _____.
3 She advised young people to be active.
Her _____.
4 The writer criticised the authorities for not acting sooner.
The writer's _____.
5 The government promised to tackle the issue of equality.
The government's _____.
6 The members suggested that there should be more discussion about affordable housing.
The members' _____.

6.5 Emphasis

Cleft sentences for emphasis

We can use *It is / was … that / who / which / where …* at the beginning of a sentence to emphasise the information in this '*It …*' clause.

It was Kylie that I met at the airport. (i.e. not someone else)

It was at the airport where I met Kylie. (i.e. not somewhere else)

It is / was does not change even when the subject is plural.

Did the police help you?

No, it was the firefighters that helped us.

We can also use the structure *What … is / was …* to emphasise information. We put the old, or already understood, information in the *what* clause and the new information which we want to emphasise at the end of the sentence.

Earthquake victims have many wants and needs.

What earthquake victims need most is shelter. (i.e. they don't want anything else)

We can also begin a sentence with *What … do / does* to emphasise an action. The form of *do* agrees with the verb.

What the community group does is raise awareness of local issues.

Other ways to add emphasis

We can start a sentence with fixed phrases such as *The thing / main point / truth / real issue / problem / fact (of the matter) / question is …* to emphasise information.

The main point is that we have to take action immediately.

The real issue is whether the river is going to flood.

We can also use *wh-* phrases such as *The person (who) … is …*, *The place (where) … is …*, *The thing (which / that) …*, *The reason why …*.

The people who deserve the most credit for saving lives are the fieldworkers.

We can also start a sentence with *One*, such as *One person who … is …*, *One place where … is …* and *One reason why … is / are …*.

One reason why we wanted to move here was that there are better employment opportunities.

1 Choose the correct alternative.

1 The **question** / **truth** is: what can we do to help?
2 One **place** / **issue** is that the internet connection isn't very reliable.
3 The **reason** / **fact** why the crops have failed is the drought.
4 The **people** / **things** who have made the biggest contribution are the nurses.
5 The **question** / **truth** is that wealthy countries have only donated $2 million.
6 The **place** / **reason** where you can get the most up-to-date information is the website.
7 The **people** / **fact** is this is a popular town to live in.
8 The **things** / **point** that need to be fixed still haven't been done.

2 Change the sentences to cleft sentences. Emphasise the underlined information.

1 We need to provide more humanitarian aid.
What _____.
2 The park was where we met a lot of our friends.
It _____.
3 The people in the village need clean drinking water.
What _____.
4 **A** Did the doctors talk to the charity workers?
B No, the local volunteers did.
No, it _____.
5 The government supplied aid to earthquake victims.
What _____.
6 The local residents have painted the murals on the wall.
It _____.
7 The medical supplies didn't arrive yesterday, but the food did.
What _____.
8 Doctors are doing their best in this situation.
It's _____.

3 Re-write the numbered sentences using the words in brackets to add emphasis.

Local organiser [1]We need food supplies.
_____ (what)
Are they stuck in the port?
Aid worker [2]No. The road was blocked by a fallen tree.
No. _____ (issue)
Local organiser [3]People really need fresh water.
_____ (it's)
Aid worker Have the water supplies been diverted?
Local organiser [4]No. This year's drought is the problem.
No. _____ (problem)
Aid worker [5]How long will the drought continue?
_____ (question)
Local organiser I'm not sure.
[6]In the short term, we need emergency relief.
_____ (what)

7.2 Uses of *it*

Uses of *it* to introduce a subject

We can use *it* to avoid starting a sentence with a complex structure and to make the main point clear.

There are four basic patterns. Each pattern starts with *It* followed by the appropriate form of *be* + an adjective/noun and the following:

–ing form

It's fun visiting famous landmarks.

It isn't a waste of time protesting.

Infinitive

It's necessary to preserve our heritage.

It was their aim to revitalise the local customs.

of / *for* + noun or pronoun + infinitive

It's important for people to understand their own culture.

It was natural for the indigenous people to be concerned.

It was very kind of them to help.

Clause

It's unusual that he doesn't take an interest.

It's a mystery why the project took so long.

It isn't the first time that they have asked for more money.

It was their wish that the items were donated to a museum.

It was impressive that you took so many photos.

Uses of *it* to introduce an object

We use *it* with four basic verb patterns to introduce an object in the final clause.

1 subject + *like*, *love*, *hate* + *it* + clause

I love it when the sun sets behind the Pyramids.

2 subject + *find*, *think*, *make*, *consider* + *it* + adjective + clause or infinitive

He thought it odd that the temple was so neglected.

We find it difficult to learn new languages.

3 subject + *would appreciate* + *it* + *if* clause

The owners would appreciate it if you could leave the site as you found it.

4 subject + *see*, *take*, *regard*, *accept*, *view*, *owe*, *leave* + *it* + *as* + noun / adjective + clause or infinitive

She regards it as her duty to keep the language alive.

They see it as insulting when people take photos without asking.

We owe it to them to keep a record of their achievements.

1 Complete the sentences with the correct word.

1 It was very kind _____ you to support our nomination.
2 It is our wish _____ these buildings become cultural landmarks.
3 I didn't like _____ when we visited the castle at night!
4 It will be important _____ visitors to respect the rights of the indigenous people.
5 They owe it _____ previous generations to look after these monuments.
6 It's a mystery _____ so many famous artworks go missing.
7 It was their aim _____ add as many sites to the list as possible.
8 We would appreciate it _____ you didn't take photos.

2 Put the words in the correct order to make sentences.

1 fun / ancient civilisations / learning / It / about / was

_____

2 to / regard / our heritage / it / our duty / We / preserve / as

_____

3 that / under threat / He / made / clear / the building / it / was

_____

4 is / love / when / Tourists / the castle / it / lit up

_____

5 you / the designated route / would appreciate / if / I / kept to / it

_____

6 it / old buildings / sad / Some people / think / to neglect

_____

7 impressive / so many dwellings / have been saved / It's / that

_____

3 Complete the sentences using the phrases below.

accepts it as find it it's necessary to it's their aim to
it's unusual that owe it to regards it as

Many people [1] _____ unacceptable that 'progress' is regarded as the excuse for demolishing old buildings. UNESCO, however, [2] _____ inevitable that some monuments will be damaged – if not by 'progress', then by war, conflict or natural disaster. Sites on its World Heritage in Danger list receive financial assistance from the World Heritage Fund. UNESCO [3] _____ its duty to alert the international community, too. Often, [4] _____ act rapidly, and conservation organisations can do this. [5] _____ restore and safeguard endangered sites. The sites aren't always man-made. [6] _____ a natural site is included, but it does happen sometimes. We [7] _____ the endangered mountain gorillas of the Democratic Republic of Congo to protect their natural habitat, which is included on the list.

7.5 Articles and quantifiers

Articles for generalising

We can use the plural form of a noun or an uncountable noun to talk about people or things in general terms. In both cases, we omit the article.

Scientists can estimate the age of many objects.

Information about our family history is now widely available.

We use *a/an* to generalise about a singular countable item, animal or person.

A DNA test can provide information about your family history.

We can use *the* + singular countable noun to generalise about a whole class, scientific invention or musical instrument:

The internet has lots of sites that allow you to create a family tree.

It's easy to learn to play the piano.

We can use *the* to talk about our physical environment.

The planets orbit at different speeds around the sun.

The climate is changing at an alarming rate.

We can talk about particular groups of people in society using *the* + adjective, or *the* + adjective + noun.

The homeless mainly rely on people's generosity.

The richest people own half the world's wealth.

Abstract nouns and articles

We don't use an article before an uncountable abstract noun to talk about an idea in general.

Hope is a vital human characteristic.

We use *a/an* before the abstract noun when we talk about a specific situation.

There was a hope that the research would shed light on his family background.

Quantifiers

We use quantifiers (e.g. *a few, a little, many, much, any*) before nouns to talk about quantities. The quantifier we choose depends on several factors.

- Countable or uncountable

  We've discovered a few facts about our European relatives. (countable)

  We only have a little information about our grandparents. (uncountable)
- Formal or informal

  We don't have a great deal of time. (formal)

  They've got loads of famous ancestors. (informal)
- Positive, negative or question

  There are some groups of people who travelled across Asia. (positive)

  I haven't checked any details about my trip yet. (negative)

  Do you have any information about your profile? (question)

1 Choose the correct alternative.

1 Nothing has changed our work culture more than **the** / **a** / **–** computer.
2 For historians, **the** / **a** / **–** time is divided into separate phases of change and development.
3 **The** / **An** / **–** older generation has a different view of social status from young people.
4 She was fascinated by the idea of having **the** / **a** / **–** common ancestor.
5 There are now known to be eight planets in **the** / **a** / **–** solar system.
6 He was very young when he learned to play **the** / **a** / **–** cello.
7 People sometimes say that **the** / **a** / **–** music is a universal language.
8 My grandparents lived during **the** / **a** / **–** time of great change.

2 Complete the sentences with the correct quantifier below. There are two that you do not need to use.

all any enough every few great deal loads much some whole

1 This video about tracing family histories has got _____ of likes.
2 The search didn't produce _____ information – just a couple of old newspaper articles.
3 We started the search with just a _____ facts about my father's family.
4 Scientists know a _____ about the origin of the human species.
5 She isn't aware of having _____ aristocrats or peasants in her family tree.
6 There have been _____ pandemics which changed the way we behave.
7 I spent the _____ evening trying to recover the files I'd deleted.
8 Have you had _____ to eat, or are you still hungry?

3 Choose the correct alternatives to complete the text.

I've been doing some online research on my family tree recently. [1]**Websites** / **The websites** I've looked at have been very useful but on most of them there is [2]**a** / **–** subscription fee to access the complete records. [3]**The curiosity** / **Curiosity** is the most important quality you need when researching your family – you can never ask [4]**enough** / **every** questions about your relatives, in my opinion. In my case, I want to find [5]**an** / **all** aristocrat! I love the idea of being related to royalty. It turns out so far that I have [6]**a few** / **a little** especially interesting relatives. I've uncovered [7]**much** / **some** information on my mother's side. They were connected with [8]**–** / **the** theatre – actors, writers, etc. On my father's side, there are [9]**few** / **some** explorers, one of whom discovered [10]**a** / **the** new species of bird. Another was a scientist who did some of the first studies of [11]**the** / **–** Brazilian rainforest. No aristocrats so far, though!

8.2 Advanced infinitive forms

Advanced uses of infinitives

We use the following patterns with the infinitive:

- *too* + adverb / adjective + (*not*) *to* + infinitive
  We use this pattern to explain or give a reason.
  He's too smart not to keep to his credit limit.
- verb / adjective + *enough* + (*not*) *to* + infinitive
  I've studied enough to pass my exams.
  She's old enough to have her own credit card.
- *so* + adjective + *as* + *to* + infinitive
  This is often used in formal contexts and requests.
  Would you be so kind as to lend me some money?
- noun + (*not*) *to* + infinitive
  This pattern is used with certain nouns (e.g. *chance*, *decision*, *reason*), or to replace a relative clause where the infinitive shows how the noun can be used.
  I hope you'll have a chance to explore the city.
  I have a money box to keep my loose change in. (I have a money box which I keep my loose change in.)
- adjective (e.g. *surprised*, *certain*, *easy*) + (*not*) *to* + infinitive
  I'm happy not to go out this evening.
  It's easy to lose money but hard to save it.
- *the first/second/last/only* or superlative + infinitive
  She was the first of her friends to get a job.
- verb + (*not*) *to* + infinitive
  Dave and Tunde decided not to open up a joint account.
- verb + object + (*not*) *to* + infinitive
  advise, *allow*, *ask*, *encourage*, *expect*, *forbid*, *need*, *persuade*, *remind*, *teach* (*how*), *tell*, *want*.
  My partner persuaded me to tighten my belt.
  The financial adviser encouraged him not to invest more.
- *only* + *to* + infinitive
  We use *only* before a surprising or disappointing outcome.
  She made a fortune only to spend it on a luxury holiday.
- in some linking or attitude phrases like *to be honest*, *to sum up*
  I didn't have a good feeling about the job, to be honest.

Infinitive forms

- We put *not* before *to* to form the negative infinitive.
  She agreed not to go ahead with the investment plan.
  Note that this has a different meaning from putting *not* before the first verb.
  She didn't agree to go ahead with the investment plan.
- We form the perfect infinitive with *to have* + past participle. It can refer to the past, present or future, depending on the verb that comes before it.
  I'm relieved to have got home safely.
- We can also use the continuous form *to be* + *ing* to refer to something happening at the same time we are talking about.
  It's too late to be thinking about selling.

1 Put the words in the correct order to make sentences.

1 a bonus / disappointed / she / not / was / to get
_____

2 he made / to start / the decision / regularly / saving
_____

3 I have / an apartment / I don't think / to buy / enough money / in London
_____

4 a loan / was too high / the interest rate / to take out / for them
_____

5 hope / I'm fifty / to retire / I / by the time
_____

6 expected / to make / no one / such a / him / risky investment
_____

7 a well-paid job / a few months later / only to / he got / be made redundant
_____

8 how she managed / it's hard / so much money / to understand / to waste
_____

2 Complete the dialogue with the correct form of the prompts below.

decide / start easy / use lazy / keep money / buy
only / spend persuade / me/ put away promise / not / waste

Ben Have you saved enough [1] _____ a bike yet?
Yasmin No, I'm too [2] _____ to a budget.
Ben Oh, no!
Yasmin Last year, I [3] _____ a savings account.
Ben That's great.
Yasmin And my dad [4] _____ £10 a week.
Ben Fantastic.
Yasmin So I saved up £50 [5] _____ it on clothes.
Ben Oh, no!
Yasmin Yeah. I just find it so [6] _____ my credit card for things I don't really need.
Ben Why don't you [7] _____ money and save it instead?
Yasmin Easier said than done!

3 Correct the mistakes with infinitives in the sentences.

1 He decided didn't invest his money in the stock market.
_____

2 She was happy to paid off her credit card bill.
_____

3 He claimed to make a huge profit in the previous year.
_____

4 They promised don't spend any more money on designer clothes. _____

5 By this time next year, I hope to repay most of my loan.
_____

6 I'd really like sitting on the beach now rather than studying.
_____

8.5 Advanced uses of *-ing* forms

We can use *-ing* forms:

- after certain verbs to talk about likes and dislikes, give advice, make suggestions and express preferences, etc. Some common verbs are: *avoid, love, consider, enjoy, imagine, like, recommend, suggest*.

  I suggest looking online before going to the shops.
- after phrases such as *it's no good, there's no use / point* and *have difficulties*.

  There's no point trying to get a refund.
- as the object complement of a verb.

  A good search engine makes finding specific information online easier.
- after prepositions (including *to*) and certain phrases e.g., *keen on, good at, excited about, aware of*.

  Have you given any thought to saving money every month?

  She's very keen on the idea of getting a job in the holidays.
- as the subject or part of the subject of a verb.

  Buying online has overtaken shopping in the high street.
- after possessive adjectives (*my, your, his/her/its, our, their*).

  His worrying about interest rates is not justified.
- in participle clauses to express the order of events, reasons, result or condition.

  Before ordering, you should check the product details.

  The parcel was delivered to the wrong address, resulting in confusion and disappointment.

Present participle forms

- We usually form negative *-ing* forms by putting *not* before the *-ing* form.

  Not checking the product code, he ordered the wrong item.
- We form perfect *-ing* forms with *having* + past participle. We use perfect *-ing* forms to refer to a time before the time in the main clause.

  He denied having been in debt.

  This is in contrast with a simple *-ing* form which refers to the same time as the main clause.

  He denied being in debt.
- We use passive *-ing* forms to focus on the subject of the sentence and the action rather than the person doing the action.

  I love being told I'm good at something.

  The two young men complained about having been refused entry to the club.

1 Choose the correct alternative.

1 **Not being** / **Didn't being** concerned about online fraud, Geeta used her date of birth as a password.
2 I hate **be criticising** / **being criticised** for not being more careful with my money.
3 **Having being told** / **Having been told** she could get a refund, Laura filled in the form.
4 She remembered **having had** / **had having** trouble with that delivery company before.
5 He thought that **having not** / **not having** a credit card to buy things online wouldn't be a problem.
6 **Not having being offered** / **Not having been offered** a big enough discount in the shop, she decided to buy the phone online.
7 **Being invited** / **Being inviting** to the launch of a new fashion label was very exciting.
8 They weren't aware of **having seeing** / **having seen** the notifications.

2 Put the words in the correct order to make sentences.

1 he / to buy / waiting / the tablet until / recommended / the sales started

_____

2 shopping online / it's / for clothes / try on / no good / that you can't

_____

3 really excited / we're / our flights / about / booking

_____

4 things / to the wrong address / delivered / is a / having / common problem

_____

5 about getting / her / a product / was ignored / complaining / she didn't order

_____

6 booking tickets online, / went up / I noticed / while / the price

_____

7 leaving school / working / she's been / part-time / since

_____

8 you avoid / shipping costs / by becoming / paying / a member / did / ?

_____

3 Complete the sentences using the correct infinitive or *-ing* form of the words in brackets.

1 I imagine _____ (deliver) parcels all day must be a tough job.
2 She's always been prepared _____ (spend) a lot of money to be fashionable.
3 Customers don't like _____ (inform) that a product is unavailable.
4 We don't have enough money _____ (go) on holiday this year.
5 He was the first person in our class _____ (get) a job.
6 I had problems _____ (order) a takeaway online and paid twice for the food.
7 _____ (have) a lot of complaints, the company upgraded their website.
8 She waited an hour for her train only _____ (tell) it had been cancelled.

IRREGULAR VERBS

Base form	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left

Base form	Past simple	Past participle
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	showed / shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Lesson 1.1 Exercise 9



Do you have a growth mindset or a fixed mindset?



Choose which option: a, b or c best describes your reaction to find out what type of mindset you have!

1 **You can get your ideal job after leaving school if you speak two more foreign languages.**
- **a** You've researched courses in Japanese and Norwegian and can't wait to start learning.
- **b** Two new languages? Forget it! One foreign language is all you can manage.
- **c** You'd love the job, but you aren't sure if you'll manage to learn two new languages!

2 **You have a small part in a school play. The director asks you to say your lines more clearly and slowly.**
- **a** You're rather annoyed at the criticism. After all, she's just an amateur, like yourself.
- **b** You feel embarrassed, but you hope you'll sound better next rehearsal.
- **c** You practise your lines at home and then ask a friend to record you to see if you have improved.

3 **Some friends play tennis every weekend and keep asking you to join them, but you've never learned how to play.**
- **a** You find a part-time job to help pay for tennis lessons. You'd love to be able to join your friends on the court.
- **b** You explain the situation, and say you'll come and just watch them.
- **c** You say you don't have time to play. You're too shy to explain you can't play.

4 **One of your friends is a very talented guitar player. In fact, he's much better than you.**
- **a** You wish you had his talent, but practice makes perfect, and you're improving all the time.
- **b** You envy him, but accept that you'll never be a good player.
- **c** You think to yourself: 'Some people have all the luck!'

5 **A friend recently showed you how to play chess. You're new at the game, so you make mistakes and your opponents beat you in just a few moves.**
- **a** You find a great app and practise whenever you can. Your opponents had better watch out!
- **b** You also laugh when you lose. After all, chess is just a game.
- **c** You stop playing. Your friends tease you about the fact that you always lose.

6 **You used to get good marks at school, but lately you've been finding school work more difficult.**
- **a** You decide to manage your time better so that you can spend more time studying.
- **b** As long as you pass your exams at the end of the term, you'll be all right.
- **c** You accept that you aren't as intelligent as some other people in your class.

7 **You applied for internships at six different companies, but you made a mess of your interviews.**
- **a** You work out where you went wrong, and prepare thoroughly for your next interview. Seventh time lucky!
- **b** You're very disappointed and hope that your next interview – if there is one – will go better.
- **c** You're furious. Obviously, the interviewers just couldn't see that you were the best candidate for the internship.

Score:

1 a = 3; b = 1; c = 2
2 a = 1; b = 2; c = 3
3 a = 3; b = 2; c = 1
4 a = 2; b = 3; c = 1
5 a = 1; b = 3; c = 2
6 a = 2; b = 1; c = 3
7 a = 1; b = 3; c = 2

16–21: You definitely have a growth mindset! You are persistent and resilient and understand the value of positive thoughts, habits and routines. You realise that everyone has weaknesses, but you know you can improve. You aren't threatened by challenges; in fact, you see them as opportunities.

11–15: You're in good company if this is your score! It isn't easy to recognise your own weaknesses. Nor is it easy to take criticism, even when it is constructive. You are sometimes tempted to give up when faced with challenges, but on the whole, you manage fairly well. However, if you believe that you can change and improve, you will.

7–10: You have a fixed mindset – for the time being. Everyone can feel vulnerable, overwhelmed and even resentful at times, but things don't always have to be this way. Try to see challenges as opportunities. Hard work and consistency may not always take you to the top, but they will take you quite a long way!

Lesson 1.2, Ex 9

Student A

Look at the information below and invent supporting details about the person and their achievement. Then invent two further surprising facts about them. Tell Student B about the person and answer Student B's questions.

A classmate's performance of a song has gone viral on social media and according to the local press, she has been asked to record an album with a famous music label. Neither you nor your partner knew that she was a talented singer-songwriter. A music critic has called her the next music sensation.

Now listen to Student B. Ask questions (who, what, where, when, how, etc.) and react to what they say, using as many question forms as possible.

Speaking 2.8, Ex 7

7 Work in pairs. Take turns to describe a photo. Student A describe photo A and Student B describe photo B. Use phrases from the **Phrasebook** as well as defining relative clauses to specify or define who or what you are talking about and non-defining relative clauses to add information about them. Listen carefully to your partner and think of three follow-up questions to ask them when they have finished talking. Answer your partner's follow-up questions.





Lesson 3.2, Ex 9

Discuss the questions in your groups.

- When did you last have your hair cut? Who did it for you? Were you happy with the cut?
- Have you ever had anything stolen from you? (a phone, a bike, your wallet?) What happened?
- Have you ever had anything confiscated by a teacher? (a phone, chewing gum, your book or notes?) Why? Did you get it/them back?

Lesson 3.8

Read the dialogue. Make any necessary changes to make it more polite and diplomatic. Then practice reading out your new politer version with your partner.

A: I need to talk to you.
B: Why?
A: There's a problem with your assignment. You need to completely rewrite it.
B: Really? I don't want to do that!
A: If you don't make changes, I'll have to fail you.
B: But I don't know what I've done wrong. I need you to tell me.
A: I suppose I could do that.
B: Thank you.

Lesson 4.1

metaphor a word or phrase used to describe somebody / something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful, for example, *She has a heart of stone.*

irony the funny or strange aspect of a situation that is very different from what you expect, for example, *The irony is that when he finally got the job, he discovered he didn't like it.*

pun the clever or humorous use of a word that has more than one meaning, or of words that have different meanings but sound the same, for example, *We're banking on them lending us the money – no pun intended!*

rhyme a word that has the same sound or ends with the same sound as another word, for example, *claim* and *shame.*

simile a word or phrase that compares something to something else, using the words *like* or *as*, for example, *her face was as white as snow.*

Adapted from *Oxford Advanced Learner's Dictionary 10th* Edition, 9780194798488

Lesson 4.2, Ex 8

1 Satisfaction comes from choosing your own road in life.
2 Heavy as a feather.
3 Shave time, shave money.
4 It takes a licking and keeps on ticking.
5 Phone out of service? Give us a call.

Lesson 5.8, Ex 6





- Student B, compare and contrast the two photos above. Use phrases from the Phrasebook and the strategy.
- Student A, listen to your partner. Which phrases from the Phrasebook and strategy do they use? What can you add to their description?

Lesson 6.5, Ex 6

Answer these questions using one of the structures in the grammar box on page 83.

What's the most difficult decision you've had to make?
How did you make it? Did you ask for help or do it on your own?
What was your solution?
Example: It was the decision of which subject to study for my degree that I found most difficult. What I did was talk to lots of different people and ask for their opinion. What helped me most was the advice I got from my grandmother!

Lesson 1.2, Ex 9

Student B

Look at the information below and invent supporting details about the person and their achievement. Then invent two further surprising facts about them. Tell Student A about the person and answer Student A's questions.

A 15-year-old teenager in your town has won a prestigious science award for developing an ingenious method for removing microplastics from water. There is an article about him in the local press and the national press has also picked up the story.

Now listen to Student A. Ask questions (who, what, where, when, how, etc.) and react to what they say, using as many question forms as possible.

1 THINK & SHARE Discuss the questions.

1 What's the best learning experience you have ever had? Why was it so good?
2 What kind of things can make it easier to learn something new?

2 Look at the pictures below. They show a new learning technology. Answer the questions.

1 How do you think this technology works?
2 Where in the world do you think it might be used? Who might use it?



3 1.15 Listen to a radio show and check your answers to Ex 2. Were your ideas correct?

4 1.15 Listen again and answer the questions.

1 What problem will this technology help to solve?
2 Who will it help?
3 Which four practical difficulties are mentioned?
4 What solutions are mentioned for those practical difficulties?

5 Read the article. Which statement best summarises the reason Geoff Green started Students on Ice?

A So he could travel to the Arctic and Antarctic
B To save the planet
C To help young people make a positive difference to the future of the world

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

1 SOI only employs staff aged 24 or under.
2 To participate in SOI, you have to be from North America.
3 SOI continues to influence its students after their expedition has ended.
4 The SOI organisation believes that the future of the planet should be decided by young people.

7 THINK & SHARE Answer the questions.

1 Which of the ideas for learning (Trees of Knowledge in Africa or Students on Ice) do you think will have the biggest positive impact in the world? Why?
2 Which one would you most like to be involved in? Why?

8 Work in small groups. Find out more about Students on Ice from their website. Make a short presentation to share with the class.



Students on Ice

One day in 1999, a Canadian explorer, Geoff Green, was standing in Antarctica surrounded by hundreds of thousands of penguins. An idea came to him – a beautiful idea. He imagined a wonderful 'what-if': what if young people could have this same inspirational experience early in their lives? It could positively influence their point of view, their ideas, and perhaps their entire future.



A year later, he took his first group of young people on an educational expedition to the polar regions. Since then, Students on Ice (SOI) has taken more than 3,200 young people on journeys that have changed their lives. Its participants come from many different cultures, from within Canada and around the world, from more than 50 countries so far. SOI has completed 36 expeditions to the Arctic, Antarctic, and other places.

But the SOI experience doesn't end after an expedition. Young people who have travelled and learned with SOI all belong to one global network that is positively influencing young people and the planet. These young SOI people are now running businesses, leading organisations, writing books, doing innovative scientific research, and making an enormous contribution to their communities and to the future of the planet.

There are more than 1.8 billion young people aged 15–24 around the world. This is a generation whose lives and futures will be seriously affected by climate change and biodiversity loss – the loss of natural environments and the life that exists there. The world faces many challenges, and there is no doubt that the young will play an essential role in creating a more positive future. Their unique perspective – the way they see the world – and their talents will decide the planet's future.

Students on Ice was founded on this belief in the power of the young to make a positive difference to the world through their voices and their actions. The organisation – and the idea – that was born that day in 1999, as Geoff Green stood in Antarctica surrounded by penguins, is helping young people to create that future.

PHOTOCOPIABLE © Oxford University Press

2 CULTURE Work experience in the USA and UK

1 THINK & SHARE Discuss the questions.

1 What do you want to do when you leave school or university?

2 What excites you about starting in the world of work? Is there anything that worries you?

2 Read the blog. Which two adjectives do you think best describe the author? Give your reasons.

adventurous courageous disorganised
irresponsible optimistic sociable

3 Read the blog again. Choose the correct answer: A, B, C or D.

1 Which of these best summarises Emma's reasons for going to the USA?
- **A** To have fun and travel
- **B** To live and work in another culture
- **C** To gain work experience
- **D** To have an adventure and earn some money

2 How did she feel on her arrival in New York?
- **A** Like giving up.
- **B** Lonely and disconnected.
- **C** Extremely positive.
- **D** As if it was almost too much for her.

3 Why did her flatmates become such good friends?
- **A** Because they helped her at work.
- **B** Because they shared a culture.
- **C** Because they had a lot in common.
- **D** Because they spent so much time together.

4 What surprised her most about her job?
- **A** How quickly she had to work.
- **B** How much she learned.
- **C** The range of products she had to sell.
- **D** How busy the workplace was.

4 2.10 Listen to a radio show about the United Kingdom. What is Youth Employment UK?

A a charity **B** a business
C a government department

5 2.10 Listen again. Are the sentences true (T), false (F) or not given (NG)? Correct the false sentences.

Youth Employment UK …

1 is based in London.
2 finds jobs for young people.
3 advises employers and the government.
4 employs older people as ambassadors.

6 THINK & SHARE Answer the questions.

1 Would you like to take part in a work experience scheme? Why? / Why not?
2 Imagine you could do Work USA next summer. Where would you go and what would you do?
3 What else would you like to know about Work USA? Make a list.

7 Research the BUNAC / Work USA website. Find out more about how the scheme works and the experiences of people who have participated.

Blog/work and travel •••

Work USA – just do it!



Hi! I'm Emma Jesmond, just starting my last year at Edinburgh University. I want to tell you about the AMAZING experience I had last summer. I wanted to do something more unusual with my holidays, not the sort of stuff I normally do – working at a coffee shop in my home town or going on a camping trip with my friends. No, I wanted to push the boundaries, try out something new. And not as a tourist. I wanted to experience real life in a different culture. And real life means work, right?

The solution? Well, I heard about it just by word of mouth – Work USA. It's a scheme offered by the British Universities North America Club (BUNAC) organisation. They arrange your visa, and they match you to a suitable job. You can work in the USA for up to four months on a cultural exchange visa, then when your summer job ends, you have thirty days left to travel and explore the country. What's not to like?

There were so many incredible places I wanted to see, like Niagara Falls and Yellowstone National Park, but first I had some work to do … Because of my experience as a server, I was matched to a job in an ice cream parlour in … Guess where?! NEW YORK! I was really excited – I had this idea that was going to be just like living in a movie! But this excitement shifted to a feeling of nervousness on the flight over at the beginning of June, I started to panic a bit. I'd never been abroad alone before and I realised I was about to start a totally new experience in an unfamiliar place … All by myself. What if I didn't like the job? Or meet anyone to hang out with? I almost felt overwhelmed, but I definitely didn't want to throw in the towel there and then. After all, I had a cultural exchange visa, 500 dollars to live on until I got paid, and I was looking for adventure and an experience I could only get outside my comfort zone. This was my chance!

I arrived at JFK airport in the evening and took a taxi into New York City. As soon as we approached Manhattan, with its familiar skyline lit up, my nerves disappeared and all my feelings of excitement came flooding back. My first night in New York was even better than expected. I stayed in a shared apartment with two other girls who were on the Work USA Program, Anja from Germany and Megan from Ireland. They both became great friends, as we worked, ate and slept together for the next four months! The following day, at the busiest ice cream parlour I'd ever seen, I had to navigate the 100 varieties of ice cream (I couldn't believe it!) and the fast pace of the job – I'd never even heard of some of the flavours, so it was pretty confusing! Starting a new job wasn't easy, but I showed willingness and learned a lot on the job. I met some really interesting people from all over the world too, and experienced a lot about life in New York.

Anyway, at the end of the summer, I had another month to travel around the country. It was wonderful – I even managed to get to Niagara Falls! So, if you're planning a summer adventure, try Work USA! We all know how important it is to get some hands-on work experience – having a track record can really help your career prospects. So work hard, but have fun too, and don't worry about what might go wrong. Just do it!

PHOTOCOPIABLE © Oxford University Press

3 CULTURE Leaders and influencers

1 THINK & SHARE Do you agree with these quotes? Why? / Why not?

> **Great leaders don't tell you what to do, they show you how it's done.**

> **People of influence understand the incredible value of becoming a good listener.**

2 3.13 Listen to a podcast. Tick (✓) the leadership qualities that are mentioned.

☐ creativity	☐ imagination	☐ listening
☐ discipline	☐ flexibility	☐ resilience

3 3.13 Listen again. Are the sentences true (T), false (F) or not given (NG)? Correct the false sentences.



1 Sir Alex Ferguson was born in Edinburgh.
2 He is the most successful football manager of all time.
3 He's from a working-class background.
4 The discipline he expected from his players was something he learnt as a manager.
5 He thinks teamwork is the most important factor for success.

4 Read the article. Which is the best title? Why?

1 All leaders are different
2 Leadership in different cultures
3 Leaders should lead, others should follow

5 Read the article again. Match statements 1–6 to paragraphs A–E. There is one statement that you do not need.

1 All leadership styles can be useful.
2 Relationships are the most important factor in us being able to lead and influence other people.
3 Research can tell us which style of leadership is 'normal' in different countries.
4 There isn't a simple answer to the question of how to lead and influence people.
5 When leaders and their teams are from different countries, there is often conflict between them.
6 Examples from different countries show how different styles can all be appropriate.

6 THINK & SHARE Answer the questions.

1 Who influences you in different areas of your life at the moment? Give examples.
2 Imagine yourself in a leadership position in your ideal job. Describe the context. Then describe the leadership style you would try to have.

7 Research the life and career of an important leader or influencer in education, entertainment, or sport. What have they done that makes them an important leader or influencer?

A Successful leadership in any context often requires a culture of agreement and collaboration. Leaders need to build relationships to influence the people that they lead. How is this achieved? How can you 'make friends and influence people' in the world of education, work, and beyond? There is no single answer to this question. Relationships are complex and varied and so are the factors that influence them.

B One of the most important factors is culture. Different cultures may prefer extremely different leadership styles. Any attempt to identify leadership characteristics specific to a particular country or culture can fall into the trap of stereotyping. However, research does suggest that each country usually has a number of 'normal characteristics', or a 'national norm'.

C Let's look at some examples of these 'national norms'. It seems that British managers tend to be diplomatic, helpful, willing to compromise, and fair. Managers in the USA are often action-oriented, confident, optimistic, and open to change. They are capable of teamwork but they also value individual freedom and have a strong interest in their own career. Australian culture encourages leaders to 'sit in the ring with the mates' – in other words, to be part of a 'circle of friends'. From this position of friendship with colleagues, they can have more influence. In Norway, the boss is also very much at the centre of things, and staff are able to interact freely with them, and everyone's opinion is listened to. The Swedish approach is similarly democratic. The idea is that people who are actively involved in decision-making will be more motivated and perform better.

D Of course all of these points are to some extent generalisations. Within a single culture there will be various different styles, and all cultures can borrow and learn from each other. All styles are valid, depending on cultural norms and expectations.

E And in the end, of course, so much that happens at work – and at school, university, and in life in general – depends mainly on relationships. Perhaps the Spanish have something to teach us in this respect. Research suggests that their leaders are charming and pride themselves on the personal influence they have on others.





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4 CULTURE Communication that changes lives

1 THINK & SHARE Discuss the questions.

1 How many ways of communicating did you use last week? Make a list.

2 Which communication tools did you use? What did you do with each of them?

2 Check the meaning of these words from the article below. What do you think the article is about?

correspondence enormous isolated
platform rural submit homework
teleconferencing unmute

3 Read the article. What is the main topic?

A The importance of education in rural communities in Western Australia

B The history of distance learning in Western Australia



Schooling in Western Australia

In recent years, distance learning has become an essential part of modern education. Many of us have needed to attend online lessons and submit homework through our school's internet platform. But is distance learning a new phenomenon?

Let's go to Western Australia for an answer. Enormous distances there mean that children from rural families in very isolated parts of the countryside (also known in Australia as the 'Outback') have never had access to normal schools.

And so, more than a hundred years ago, in 1918, the Australian Minister for Education, Sir Hal Colebatch, set up 'correspondence classes' for these children. Learning materials for each subject – printed pages in those days, because nothing digital existed – were sent to students twice a month through the postal service. The students did the work and returned it to teachers for marking, also through the post.

By the end of 1918, the Correspondence School in Perth (Western Australia's state capital) had 73 students. This was just the beginning of a large program now known as the School of Isolated and Distance Education (SIDE).

In the late 1950s, the first School of the Air was established. Teachers used the radio network of the Royal Flying Doctor Service to teach students – via the radio, at home – for up to three hours a day. Thirty years later, the Educational Television Service was introduced, and their educational TV programmes were seen by students all over Western Australia.

In the 1990s, mail and telephone were still the main way in which teachers communicated with students. Finally, in the early 21st century, SIDE moved to online learning using teleconferencing for live lessons, as well as Moodle, a new learning management system that was developed in 2002 by an ex-student of Kalgoorlie School of the Air. Moodle is now used by 200 million students in more than 200 different countries around the world! As you can see, ever since it began in 1918, SIDE has continued to have a positive impact on education and learning!

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

1 Western Australia was the first place in the world to introduce distance learning.

2 Children in the Western Australian Outback used to attend normal schools.

3 Around 100 years ago, rural children received learning materials every week.

4 The School of the Air was set up in 1918.

5 In the 1990s, teachers communicated with students mainly by email and phone.

6 The Moodle platform was developed by someone who attended the School of the Air.

5 4.13 Listen to a radio interview about Hong Kong SAR. How many types of communication are mentioned?





6 4.13 Listen again. Choose the correct answer: A, B or C.

1 Typhoons can hit the city …

A all year round.

B just in winter.

C seven months a year.

2 The first warning system was …

A a gun which always fired once.

B a gun which fired in response to the type of storm.

C a gun which everyone heard.

3 Warning systems in Hong Kong SAR …

A have kept up with developments in communication over the decades.

B are no longer available on a website.

C are still a bit behind the times.

4 The success of the warning systems is because people can …

A download an app.

B access a warning in advance of a storm.

C stay safe in their homes.

7 THINK & SHARE Answer the questions.

1 In what ways have new forms of communication, and other technology, changed the way that we learn in recent years?

2 In what ways is your own educational experience different now compared to five years ago?

8 Do some research online about jobs which nowadays you can do remotely. Make a list of five tips for people who are thinking of working remotely.

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1 THINK & SHARE What words or ideas would you choose to describe your country and its culture?

2 5.11 Listen to street interviews about Canada and Canadians. Are any of your words and ideas from Ex 1 mentioned?



3 5.11 Listen again. Answer the questions.

1 What features of Canada does the interviewer mention?
2 What characteristics of Canadians does the first interviewee describe?
3 What does the second interviewee think has been one of the benefits of Canada being multicultural?
4 Which things does the third interviewee mention to support his idea that life in Canada is stable and secure?
5 How does the fourth interviewee define the multicultural aspects of Canada?
6 What does the fifth interviewee think can be a problem and what do Canadians do to resolve this?

4 Read the article about Dr Stanley Vollant. In what ways has he helped other people?

5 Read the article again. Complete gaps 1–4 with sentences A–F. There are two sentences that you do not need.

A He eventually found a cure for his condition by 'reconnecting with the Earth' while travelling in New Zealand
B He soon became known for his innovative work
C His first long run was 250 kilometres from Montréal to Québec City
D In 2016, he founded the Puamun Meshkenu ('Path of a Thousand Dreams'), a non-profit organisation
E Everyone in his family spoke French
F He was excellent in his academic studies as well as in sports

6 THINK & SHARE Answer the questions.

1 In what ways is Canada similar or different to your country?
2 Would you like to spend some time living in Canada? Why? / Why not?

WALKING MY INNU PATH

In Canada, 'Indigenous' is used to describe a member of the original peoples living in what is now Canada.



In 2010, to promote Indigenous culture and history, Dr Stanley Vollant set out on a 6,000-kilometre walk across eastern Canada. He inspired many Indigenous and non-Indigenous walkers to join him. Even more importantly, he inspired a generation of young people to stay in school and follow their dreams. This is his story ...



Dr Stanley Vollant was born in 1965 in Québec City. He was brought up by his grandparents in the village of Pessamit in the North Shore region of Québec. He spoke Innu and learned from his grandfather to love the land. He learned French when he started school. [1] _____. For example, he was an especially talented runner and won many medals.

He studied medicine at the Université de Montréal. He completed his medical degree in 1989 and finished his studies in general surgery in 1994. He became the first Innu surgeon in Québec, starting his work at a regional hospital. [2] _____. In 2001, he was elected president of the Québec Medical Association. Vollant was the first Indigenous person to be in charge of a medical association in North America.

Despite his professional success, Stanley suffered from depression. [3] _____. Then in 2008, while he was walking the famous Santiago de Compostela route in Spain, he had a dream. In this dream, his grandfather told him to start a similar walk in Canada to help to connect Indigenous communities and to inspire young Indigenous people.

In 2010, Stanley began his 6,000-kilometre walk through Labrador, Québec and into Ontario. He travelled along a route known as the *Innu Meshkenu* (My Innu Path), speaking at schools along the way. [4] _____. Its goal is to inspire and support Indigenous people in developing their mental, spiritual, physical and emotional potential.

Innu *(n)* a member of an Indigenous people (Algonquin) who live in Canada.

PHOTOCOPIABLE © Oxford University Press

1 THINK & SHARE Discuss the questions.

1 What sort of charities are there in your country? Who do they help?
2 How do they raise money? How do they use the money that they raise?

2 Read the article. What is its main purpose?

A To describe the history of charity shops in the UK
B To explain why charity shops are a good idea
C To give advice on how to shop in charity shops

A different type of shopping!



There are over 11,200 charity shops in the UK! That's not a surprise. People in the UK are very willing to help charities, and they are also very happy to buy second-hand things from charity shops – in fact, around £750 million is spent in charity shops in the UK every year! British people also love the idea of giving a second life to clothes, furniture, books, electrical appliances, objects of art, sports goods, and pretty much anything else you can think of. People donate unwanted – or 'pre-loved' – items to charity shops and also buy things that others have donated. And usually at a very affordable price! The profits go to the charity and are used to achieve the charity's goals, for example to help children in need, fund cancer research, support animal shelters, and so on.

Charity shopping can be fun and sharing the excitement of finding something truly unusual or really valuable (sometimes for a ridiculously low price) has even become a trend on social media. So, if you'd like to join in the 'charity shop fun', here are some top tips to make your second-hand experience first class!

1 **Get friendly with the workers.** They know where the good stuff is, and they might even tell you the history of whatever you're buying.
2 **Visit often.** Fresh stock arrives in these shops every day, so be sure to call in often to get first pick of the best items.
3 **Set a budget.** It can be easy to spend too much when you're surrounded by so many bargains. You could also make a list of what you're really looking for to help you keep track of what you're spending.
4 **Keep an open mind.** It's true that preparation and focus are important, but it's also good to allow yourself to be pleasantly surprised by things you weren't expecting to find.
5 **Take your time.** Don't go to a charity shop if you're in a rush. It might take time to find the specific thing you're looking for. Most charity shops organise their clothes by colour or size, but shops can also be quite disorganised!
6 **Last but not least, feel good about it!** While finding that perfect piece is fun, you also get the additional feel-good factor of knowing you've shopped in a way that's good for the environment and you've supported a good cause.

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

1 British people prefer to donate to charities that help animals and children.
2 Most donations to charity shops come from people who also buy things there.
3 Having a good relationship with charity shop staff can help you to find the best items.
4 The writer thinks it's difficult to spend too much money in a charity shop.
5 It's best not to buy anything in a charity shop that you weren't planning to get.
6 Charity shops are good when you don't have much time.

4 6.15 Listen to interviews with people outside of a second-hand shop in New York. Which question do you think they were asked?

A Where do you shop for clothes?
B Why do you choose second-hand fashion?
C What's your favourite fashion style?



5 6.15 Listen again. Match ideas A–F to speakers 1–3 (there are two ideas for each speaker).

1 ___ ___ 2 ___ ___ 3 ___ ___

A Big fashion companies don't pay their workers enough.
B It's nice to tell other people, on social media, about what you've bought.
C Materials used for clothes pollute the environment nearly as much as plastic bags.
D I like to show my personality through the clothes that I wear.
E I like to buy clothes and not feel guilty about it.
F It's easy to look good without buying expensive clothes.

6 THINK & SHARE Answer the questions.

1 Which ideas in the reading and listening texts do you agree / disagree with? Why?
2 What do you think about buying 'pre-loved' (used) clothes? How about other used things?

7 Do some research online about charity shops in the UK. Or find out about a celebrity who is into second-hand fashion. Make a list of five interesting or surprising facts that you discover.

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7 CULTURE Protecting our natural heritage

1 THINK & SHARE Discuss the question.
What are the main threats to wildlife and the natural environment in your country?

2 You're going to listen to a podcast about protecting the Scottish wildcat. Tick (✓) the topics you think will be mentioned.

1 the wildcat in Scottish culture
2 wildcat behaviour
3 destruction of forests
4 deer hunting
5 human population growth
6 money and business
7 wolf attacks

3 7.11 Listen and check your answers to Ex 2.



4 7.11 Listen again and answer the questions.

1 What do we learn about the population level of Scottish wildcats?
2 How were wildcats important in Scottish culture and heritage?
3 How do deer and hunting put the Scottish wildcat population in danger?
4 How have forests in Scotland changed in the last 5,000 years?
5 How can the reintroduction of wolves benefit the environment?

5 Read the article about Dara McAnulty. How has his interest in nature helped him?

6 Complete this short summary of the article from memory by writing one word in each gap. Then read the article again to check your answers.

When Dara was young, he lived in a [1]_____, but his life changed for the better when his family moved to the [2]_____. He is autistic, and to help him express his feelings, he started a [3]_____. It quickly became popular and this encouraged him to try something longer. He wrote a book which has won several [4]_____. He has also taken part in activities to raise awareness of how urgent the climate [5]_____ is. He also made recordings for the [6]_____.

7 THINK & SHARE Think of five things we can do to protect wildlife and improve the natural environment. Make notes and then share your ideas and your reasons.

8 Do research online about other wildlife protection organisations in the UK or around the world. Make a list of five interesting facts that you discover.



MEET THE TEENAGE AUTHOR: *Dara McAnulty*

Dara McAnulty is an award-winning, teenage nature writer from Northern Ireland who is inspiring a whole new generation with his love of the natural environment. Interestingly, his first name means 'oak' in Irish.

Dara spent his early childhood in Belfast, and he found living there very challenging. He is autistic, and says the constant noise of the city was very difficult for him to deal with. Fortunately, when he was aged nine, he moved with his family to the countryside. Together, they began to explore the natural world around their new home. Dara enjoyed studying about biology and all the sciences at school, and his ambition is now to have a career in conservation science, like his dad.

For a long time, Dara's autism prevented him from communicating with people outside his immediate family, but then in 2016 he started a nature blog. This helped him to explore his feelings and ideas about nature. He originally intended his blog to be a diary in which he could write down his thoughts and emotions, but the blog soon became popular, and this inspired him to take his writing to a new level. His first book, *Diary of a Young Naturalist*, which he wrote when he was just 14, has gone on to win a number of prizes.

Dara's writing has helped him to communicate with the outside world. His readers enjoyed his detailed, intimate descriptions of nature. He has also helped to publicise the urgency of the ecological and climate emergency. Among his many activities, Dara has recorded 'Tweets of the Day' for BBC Radio and he has taken part in global climate strikes.

PHOTOCOPIABLE © Oxford University Press

8 CULTURE Money makes the world go round?

1 THINK & SHARE Do you agree with these quotes? Why? / Why not?

> **Time is more valuable than money.**

> **The best things in life are free.**

2 Check the meaning of these words from the article. What do you think the article is about?

generation internship loan purchase relocate responsible retirement stable career wages workforce

3 Read the article. What is the main topic?

A The importance of financial responsibility
B A specific generation's attitude to money
C How attitudes to money can be different between generations

4 Read the article again. Match headings A–G to paragraphs 1–6. There is one heading that you do not need.

A The importance of education
B A careful approach to spending money
C The value of hard work
D Every generation is different
E The importance of financial planning
F What Gen Z has learned from Millennials
G Financial difficulties for Millennials

5 You're going to listen to a podcast about 'Slow Money'. What do you think this could be?

6 8.14 Listen to the podcast. Answer the questions.

1 Check your answer to Ex 5. Were you right?
2 Is the podcast generally positive or negative about the Slow Money Movement?

7 8.14 Listen again. Choose the correct answer: A, B or C.

1 Which of these started in Italy?
A Slow Food **B** Slow Money **C** both of them
2 What does the Slow Money Movement organise?
A events, meetings, and loans
B meetings, parties, and events
C loans, parties, and meetings
3 How much money has Slow Money provided to small businesses in the USA since 2010?
A $8 million **B** $80 million **C** $800 million
4 How many small farms and food businesses in the USA have benefited from this money?
A dozens **B** hundreds **C** thousands

8 THINK & SHARE Answer the questions.

1 In what ways do you think the Slow Movement is a good thing? Can you think of any disadvantages?
2 What other parts of life do you think could be better if they were 'Slow'?

1

Attitudes towards money can vary greatly between different generations. Every generation has their own unique approach to money and personal finance. In the USA, for example, Generation Z (Gen Z, for short – people born between 1997 and 2012) takes a very different view to the previous generation (Millennials, born between 1981 and 1996).

2

Millennials had to overcome many difficulties as they were trying to establish their financial independence – usually no annual increase in wages and generally poor economic conditions after the global financial crash in 2008. These challenges helped to influence this age group's spending habits and attitudes towards money and debt. Typically, Millennials worry that they won't be able to achieve their financial goals in life, such as buying a house, paying off a student loan, or saving for retirement.

3

Interestingly, evidence is growing that Gen Z is already learning from their parents and older friends. They saw some of those older friends take on massive amounts of debt, while also struggling to find well-paid jobs. As a result, this new generation is taking a more pragmatic approach to their personal finances. They generally want to get a well-paid and secure job, and they try to save money instead of taking out loans to spend money that they don't actually have.

4

Gen Z has a responsible attitude towards spending money. 72% of Gen Z in the USA say that cost is the most important factor when they make a purchase, and 47% use their phones while shopping to check prices and to ask family or friends for advice.



5

For Gen Z, school and university are seen as an important route to financial security, providing opportunities to develop skills that will be valuable to employers.

6

Gen Z is willing to put in the necessary effort to achieve success. Recent research suggests that:

- 58% are prepared to work until late in the evening or even at weekends;
- 75% are willing to relocate to another part of the country for work;
- 78% have done an internship or apprenticeship to gain hands-on experience;
- 77% do some temporary work or a part-time job to make extra cash;
- 35% have set up or are planning to set up their own business.

As Gen Z enters the professional workforce in larger numbers, it will be interesting to see how their responsible attitude towards money eventually affects the wider economy.

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2 DOCUMENTARY Working at sea



Before watching

1 THINK & SHARE Work in groups. Think of ten unusual jobs and write them below. Then compare your list with another group.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

2 Discuss the questions.

- Which jobs do you think are difficult?
- Would you want to do any of these jobs?
- Why/Why not?
- What is your dream job?

While watching

3 Is fishing a hard job? What problems or difficulties might occur?

4 Read the sentences. Who do you think said them? Write *C* (Colleen) or *O* (others) next to each sentence. Watch again and check.

1 I'm just the same as everyone else on this boat. ___
2 It's shocking that people think it's a man's job. ___
3 You'll never get a decent job if you don't go back to school. ___
4 Fishing is very dangerous. Why don't you look for a job that is safer? ___
5 This job is one of the most beautiful jobs in the world! ___
6 The pressure from other people just gives me even more motivation. ___
7 Lobster fishing isn't for women. ___
8 I can't imagine doing anything else. ___

After watching

5 Work in pairs. Imagine that a seventeen-year-old Colleen is having a difficult conversation with her parents. She has decided to leave school and get a job on a lobster boat. Colleen's parents aren't happy about the idea. Write possible pros and cons of Colleen's new job in the table.

Pros	Cons

6 Roleplay the conversation with your partner. Decide who will be Colleen and who will be her parent. Then swap roles.



Writing

7 Work in pairs. Imagine you are Colleen Franke. You have been out lobster fishing and you are going to write a diary entry to describe your day. Discuss what your day might have been like including:

- important or interesting events that occurred
- your feelings about what happened
- what you saw, heard, smelled and touched.

Make some notes.

8 Write the diary entry using your notes from above.

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4 DOCUMENTARY A cool job



Before watching

1 THINK & SHARE Work in pairs. Make a list of ten things water can be used for.

Drinking _____ _____

_____ _____

_____ _____

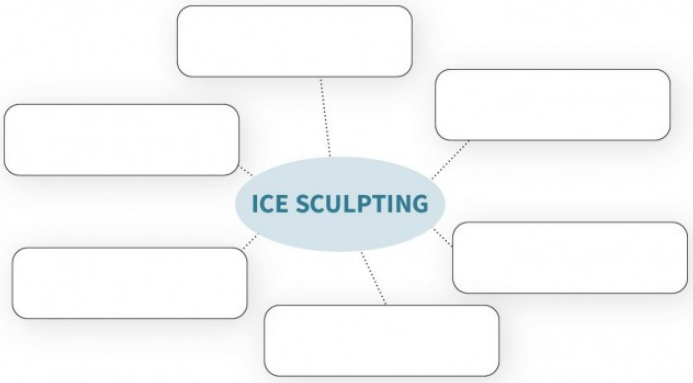
_____ _____

_____ _____

Which uses of water are most important in the world we live in today?

While watching

2 What do you know about ice sculpting? Watch the video and complete the spider diagram with all the things you learned.



3 Watch the video again. Then read the questions below and choose the best answer, A or B

1 An event organiser might think …
- A 'we should have an ice sculpture, they're cool'.
- B 'we shouldn't have an ice sculpture, they're a waste of money'.

2 Every day, Jack thinks …
- A 'I hate the cold'.
- B 'I have no problem with the cold'.

3 The marketing manager thought …
- A 'let's make a unique video, and people will share it online.'
- B 'let's make an interesting TV commercial.'

4 When the wheel broke, Jack thought …
- A 'that's it, I'm going home.'
- B 'OK, let's shoot without it.'

5 The film crew thought …
- A 'we did a good job!'
- B 'we did a terrible job!'

6 At the end, Jack thought …
- A 'I'm happy I did this'.
- B 'this was a waste of time'.

After watching

4 THINK & SHARE Work in groups. You are going to design an advertisement featuring an object made of ice. Discuss the following questions:

1 What the commercial is for?
2 What will the ice object be?
3 What happens in the commercial?
4 Why it will be cool?

5 Present your ideas to the rest of the class.

Writing

6 Work in pairs. Read the essay title and discuss the arguments for and against this point of view and add them to the table:

'Some people think ice sculptures are an unnecessary luxury, and that the money would be better spent on other things. To what extent do you agree?'

FOR	AGAINST
There are better things to spend your money on …	If you have the money, why not?

7 Write your essay using your notes from Ex 6.

8 Work in pairs. Read your partner's essay and give them feedback on how convincing their arguments are.

PHOTOCOPIABLE © Oxford University Press

6 DOCUMENTARY — Patrick speaks



Before watching

1 THINK & SHARE Work in pairs. Decide who will be student A and student B. Then, follow the instructions.

Student A: Mouth your words for your partner to guess.

Student B: Cover the words. Try to guess what your partner is saying.

apple · envelope · hairdryer · juice · kitchen · mouse · musician · piano

Now, swap roles

dinosaur · elephant · house · library · oranges · oven · ruler · saxophone

While watching

2 Watch the video. Answer the questions.

1 How does Patrick feel at the start of the video?
2 How does Patrick feel at the end of the video?

3 Watch the video again. Answer the questions.

1 How has his deafness affected Patrick?
2 How do Patrick and his father communicate?
3 How does Patrick spend his days?
4 What does the reporter think the problem is when Patrick is late to the first lesson?
5 What does Patrick want to do in the future?
6 What will Raymond do next?

After watching

4 THINK & SHARE Work in groups. Think of all the things you do on a typical day and the problems you may encounter being deaf. Then, think of ways you can overcome them. Make notes in the table.

5 Share your answers with the rest of the class.

Writing

6 Watch the video again without sound. How would you feel if you were experiencing the same things as Patrick? Make notes.

7 Write a diary entry from the point of view of Patrick. Imagine you are writing about a particular day in his life. Use your notes from exercises 4, 5 and 6 to help you.

Diary



Day to day activity	Potential problems	Ways to overcome them
e.g. ordering a coffee	communicating what you want to order and understanding any responses from the server.	Pointing to things on a menu, or writing things down.

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8 DOCUMENTARY A biofueled trip



Before watching

1 THINK & SHARE What does it mean to *go green*? Work in small groups. Note down as many different ways of going green that you can think of.

While watching

2 Work in pairs. Try to predict the story you're about to watch using the words below.

biofuel Cambodia orphanage cooking oil Singapore

3 Watch the video. Were your predictions correct?

4 Watch the video again. Answer the questions.

1 What is the name of the orphanage in Cambodia?
2 What are the differences between biofuels and fossil fuels?
3 Why does Sean talk about coffee?
4 How long does it take to make biofuel in the reactor?
5 How far does Sean have to travel to get to the orphanage?
6 Why has a crowd gathered at the orphanage?

After watching

5 THINK & SHARE Work in groups. Look at the topic below. Divide yourselves into two teams. Team A: Think of five arguments in favour of the topic. Team B: Think of five arguments against the topic. Write your arguments in the table.

"Fossil fuels should be banned immediately."

FOR	AGAINST

6 Discuss the topic with the other team, using your five ideas.

Writing

7 You would like to thank Sean for bringing biofuel to the orphanage. Write an email to Sean, including the following:

- Thank him for his visit and for travelling so far
- Talk about some of the benefits of biofuel
- Describe some of the uses of the biofuel at the orphanage

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