MICKEY ROGERS
JOANNE TAYLORE-KNOWLES
STEVE TAYLORE-KNOWLES

SPEAK YOUR MIND



STUDENT'S BOOK
+ access to Student's App and Digital Student's Book

4

macmillan education

App

MICKEY ROGERS
JOANNE TAYLORE-KNOWLES
STEVE TAYLORE-KNOWLES

SPEAK YOUR MIND

STUDENT'S BOOK
+ access to Student's App

4

macmillan education

SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 It's a Mystery! pp. 8–19	• Talk about animal mysteries • Describe a natural phenomenon • Ask and answer questions about ancient mysteries	• Adjectives with *–al*, *–ic*, *–ical*, *–ious*, or *–ous* • The natural world • Verb collocations	• Present and past tenses • Adjective order	• Create a story about a mysterious disappearance • Discuss the causes of a natural phenomenon
			Grammar Reference pp. 156–157	Speaking Practice p. 148
	Life Skills—Global Competence			
Unit 2 Starting Up pp. 20–31	• Share your ideas about family businesses • Compare management styles • Discuss different work environments	• Phrasal verbs in business • Compound nouns • Collocations with *work*	• Quantifiers • Obligation, permission, prohibition	• Talk about starting a family business • Discuss preferences in management styles
			Grammar Reference pp. 158–159	Speaking Practice p. 148
	Life Skills—Self-management			
Unit 3 Blending Worlds pp. 32–43	• Examine cultural habits and customs • Share ideas on culture shock • Analyze cultural diversity in different environments	• Prefixes: *un–*, *in–*, *im–* • Feelings • Dependent prepositions	• Verbs + gerund/ infinitive: changes in meaning • *be/get used to*	• Talk about your eating habits • Discuss causes of culture shock
			Grammar Reference pp. 160–161	Speaking Practice p. 149
	Life Skills—Cultural Awareness			
Unit 4 Lifelong Learning pp. 44–55	• Talk about the characteristics of a good educator • Compare and contrast learning situations and styles • Discuss the benefits of using the time during and after college	• Topic word formation • Phrasal verbs • Skills	• Past perfect vs past perfect progressive • *Prefer / would prefer / would rather*	• Discuss what makes a good educator • Talk about skills you would like to learn
			Grammar Reference pp. 162–163	Speaking Practice p. 149
	Life Skills—Empathy			
Unit 5 Media Matters pp. 56–67	• Talk about trends in movies • Evaluate the pros and cons of fame • Share ideas on careers in social media	• Movies • Noun suffixes • Social media	• Creating emphasis • Reported speech	• Discuss your movie preferences • Give an oral summary
			Grammar Reference pp. 164–165	Speaking Practice p. 150
	Life Skills—Resilience			

Pronunciation	Reading	Listening	Writing	Thinking Skill	Confident Communicator
• Stress patterns in adjectives	Read an article about animal migration • Skill—Identify the purpose of parts of a text	Listen to an interview about ancient engineering • Skill—Listen for key words	Write about a natural phenomenon using descriptive paragraphs	Questioning	Effective group work
Unit Review p. 19	**Exam Skills** p. 128—Speaking: Talk About Photographs				
• Sentence stress with quantifiers	Read an article about management styles • Skill—Use a graphic organizer to take notes	Listen to an interview about a family business • Skill—Understand opinion and attitude	Write an informal email using parallel structure	Evaluating	Developing ideas in a group
Unit Review p. 31	**Skills for Pros** p. 130—Fostering Teamwork				
• *Be/get used to*	Read about a student exchange trip • Skill—Identify main ideas	Listen to people talk about diversity • Skill—Identify the speaker	Write a blog about eating habits in your home country using sentence variety	Recalling	Intercultural communication
Unit Review p. 43	**Exam Skills** p. 132—Reading: Identify Parts of Speech				
• *Been*—pronunciation in connected speech	Read online comments • Skill—Identify text type	Listen to a college radio show • Skill—Identify reasons	Write a pro and con essay	Comparing and contrasting	Encouraging group discussion
Unit Review p. 55	**Skills for Pros** p. 134—Interpersonal Effectiveness				
• Emphatic stress for contrast	Read an article about social media jobs • Skill—Use knowledge to predict content	Listen to a talk about movie-making trends • Skill—Listen for details	Write a movie review	Summarizing	Adapting language
Unit Review p. 67	**Exam Skills** p. 136—Writing: Write a Short Message				

	Outcomes	Vocabulary	Grammar	Speaking
Unit 6 In the Lab pp. 68–79	• Share ideas on the factors that lead to success • Consider the ethics in science • Identify, interpret and simplify information	• Adverb + adjective collocations • Science word formation • Magnetism	• Conditionals review • Conditional conjunctions and phrases	• Discuss factors for academic success • Talk about ethical situations
			Grammar Reference pp. 166–167	Speaking Practice p. 150
	Life Skills—Openness			
Unit 7 Hit the Road pp. 80–91	• Share stories about traveling • Discuss tourist development • Talk about marketing vacation destinations	• Travel expressions • Compound adjectives • Marketing	• Past modals of deduction • Verb + object + infinitive	• Tell an amusing travel story • Discuss renovation vs rebuilding
			Grammar Reference pp. 168–169	Speaking Practice p. 151
	Life Skills—Communication			
Unit 8 Future Innovations pp. 92–103	• Share ideas on the positive and negative impacts of engineering • Talk about future changes to the workplace • Consider the impact of a technological product	• Phrasal-prepositional verbs • Suffixes forming verbs • Physical actions	• Relative clauses • Noun clauses as subjects and objects	• Talk about an engineering project • Discuss technology of the future
			Grammar Reference pp. 170–171	Speaking Practice p. 151
	Life Skills—Inquiry			
Unit 9 Trendsetter pp.104–115	• Discuss clothes and fashion • Talk about innovative products • Analyze trends in language	• Fashion collocations • Noun modifiers • Trends in language	• The gerund as an object of a preposition • Future passive and passive review	• Talk about clothes and fashion • Do an oral product review
			Grammar Reference pp. 172–173	Speaking Practice p. 152
	Life Skills—Innovation			
Unit 10 Mind Over Matter pp. 116–127	• Share feelings toward procrastination • Discuss ways to have and plan for big dreams • Talk about the psychology of selling	• Phrasal verbs • Verb phrases • Prefixes	• Future in the past • Future progressive	• Discuss whether or not you are a procrastinator • Talk about plans for your future dreams
			Grammar Reference pp. 174–175	Speaking Practice p. 152
	Life Skills—Growth Mindset			

Pronunciation	Reading	Listening	Writing	Thinking Skill	Confident Communicator
• Intonation in conditionals	Read an article about ethical science • Skill—Identify reasons	Listen to a lecture about magnetism • Skill—Identify key information	Write a for/against essay	Interpreting	Simplifying information
Unit Review p. 79	**Skills for Pros** p. 138—Analytical Thinking ▶				
• Pausing for dramatic effect	Read interesting travel stories • Skill—Identify the order of events	Listen to a radio interview about tourist development • Skill—Listen to distinguish fact and opinion	Write a persuasive argument	Brainstorming	Translating for everyday situations
Unit Review p. 91	**Exam Skills** p. 140—Listening: Use Visuals to Predict What You Will Hear				
• Phrasal-prepositional verbs	Read an article about engineering • Skill—Understand main ideas	Listen to an interview about work in the future • Skill—Make inferences	Write an opinion blog post	Speculating	Linking to previous knowledge
Unit Review p. 103	**Skills for Pros** p. 142—Fostering Innovation ▶				
• Contrastive stress	Read an article about dressing at work • Skill—Develop active reading	Listen to a professor talk about language • Skill—Use form to guess meaning	Write an online product review	Assessing	Leading a group
Unit Review p. 115	**Exam Skills** p. 144—General: Use Your Time Wisely				
• Word stress with prefixes	Read about the psychology of selling • Skill—Identify topic sentences	Listen to a class discussion about procrastination • Skill—Listen for specific words	Write a formal email	Drawing conclusions	Translating for formal communication
Unit Review p. 127	**Skills for Pros** p. 146—Stress Management ▶				

Grammar Quiz: What Do You Already Know?

A Read the text. Choose the correct options.

Allie Mercer **1** can't / couldn't move her body like other babies when she was one year old. It was then that her parents learned she had a condition called cerebral palsy. This made it hard for Allie **2** move / to move her legs. Now Allie is 12, and she uses a wheelchair to move around. Assistance from her friends and family is useful when she has to have some things **3** to do / done for her, but Allie is a very independent person.

Doctors have suggested **4** to try / trying a treatment called hippotherapy. It has nothing to do with hippos. Instead, it is actually horses that help Allie strengthen her leg muscles. The smooth, gentle rhythm of a horse's gait is similar to a child's walk. This has helped Allie **5** get / getting better coordination, balance, and strength.

B Complete the sentences with the correct form of the verb in parentheses.

1 She won't believe that story until she _____ (check) its source.
2 I _____ (not call) you if I had known you were sick in bed.
3 Plants die unless they _____ (get) enough water.
4 We _____ (save) more money if we recycled more.
5 I hope you _____ (tell) us about your latest trip sometime.

C Rewrite the sentences and questions as reported speech.

1 "Mike has been working very hard."
She said that _____.
2 "We will be at her son's performance."
We promised that _____.
3 "When did you decide to be an actor?"
I asked him _____.
4 "Do they enjoy performing live?"
I asked them _____.
5 "Diana is stopping by later today."
He mentioned that _____.

D Read the text. Choose the correct options.

Stevie Wonder **1** has been performing / was performed / was performing music for more than 60 years. He became blind shortly after he was born in 1950. He **2** was learned / has been learning / had learned to play piano, drums, and the harmonica by the time he was ten. He sang **3** good / well / better than people much older. Motown Records was **4** so / too / such impressed when they heard him sing that they offered him a contract immediately. He had his first hit at the age of 12. Motown knew they could **5** count him on / count on him / count Stevie on to deliver hit after hit. He has sold over 100 million records worldwide, making him one of the best-selling musical acts of all time.



E Match the statements (1–5) to the responses (a–e).

1 This phone isn't working. _____
2 It took three flights and ten hours to get here. _____
3 I told my sister her new hairstyle looked bad. _____
4 I just ate a huge meal. _____
5 I dropped my phone on the street. _____

a You shouldn't have said that.
b It might not have any power.
c You can't possibly be hungry again.
d You should have been more careful.
e You must be totally exhausted.

F Find one error in each sentence. Write the correct sentence.

1 I am thinking the course is getting harder.

_____

2 Do you remember the time where we lost our keys?

_____

3 Birds make very good pets, aren't they?

_____

4 Do you have any idea we have an exam today?

_____

5 Where can I get an information on graduate schools?

_____

G Read the text. Choose the correct options.

Ever heard the expression "There is no use crying over spilled milk"? It describes a situation that you have to accept even when you wish you **1** had done / did do things differently. Typically, the situation does not actually involve milk but it did for Brooklyn delivery driver, Steven Jackson! Made late by the New York traffic, Steven packed his milk truck quickly and got on the highway. If only he **2** spent / had spent more time checking he had locked the doors! As he was driving, he looked in the mirror and saw one of the back doors come open. Steven told police that he **3** had never felt / never feels so bad. "I should have **4** known / knew better!" said Steven. He said he **5** had / 'd had tears in his eyes as he saw thousands of bottles of milk fall from his truck. That would make anyone cry!



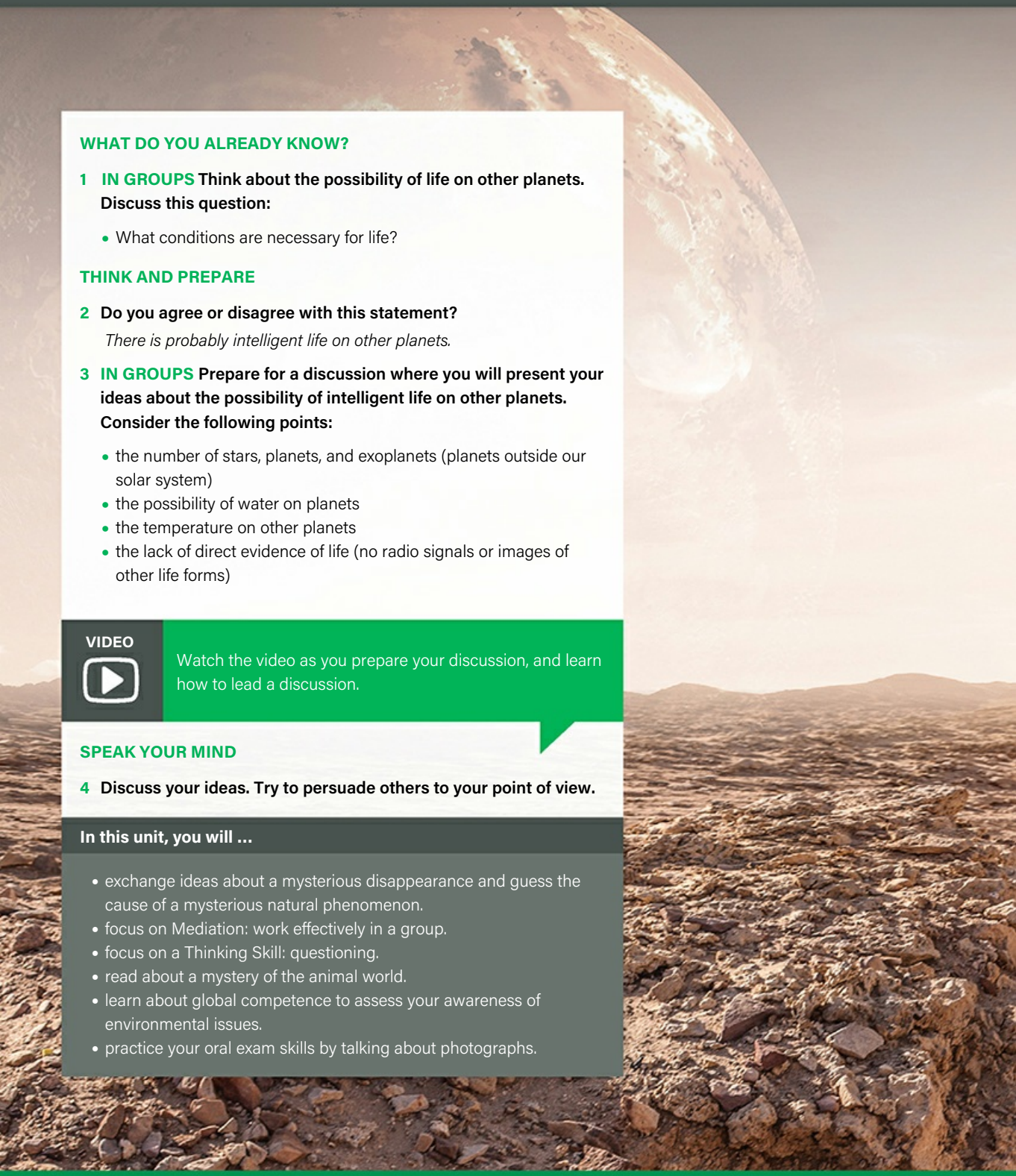
H Complete the sentences with the correct form of the verb in parentheses.

1 She was _____ (give) an interview for the job the day after she sent her résumé.
2 He had his suit _____ (clean) for his first day in the office.
3 They were _____ (show) how to use the equipment they needed for the job.
4 The advertisement was _____ (ban) from TV in some countries.
5 She has her lunch _____ (deliver) directly to her office.

Go to the Grammar Review on pages 154–155.

UNIT 1

It's a Mystery!



WHAT DO YOU ALREADY KNOW?

1 **IN GROUPS Think about the possibility of life on other planets. Discuss this question:**

- What conditions are necessary for life?

THINK AND PREPARE

2 **Do you agree or disagree with this statement?**

There is probably intelligent life on other planets.

3 **IN GROUPS Prepare for a discussion where you will present your ideas about the possibility of intelligent life on other planets. Consider the following points:**

- the number of stars, planets, and exoplanets (planets outside our solar system)
- the possibility of water on planets
- the temperature on other planets
- the lack of direct evidence of life (no radio signals or images of other life forms)

VIDEO

Watch the video as you prepare your discussion, and learn how to lead a discussion.

SPEAK YOUR MIND

4 **Discuss your ideas. Try to persuade others to your point of view.**

In this unit, you will ...

- exchange ideas about a mysterious disappearance and guess the cause of a mysterious natural phenomenon.
- focus on Mediation: work effectively in a group.
- focus on a Thinking Skill: questioning.
- read about a mystery of the animal world.
- learn about global competence to assess your awareness of environmental issues.
- practice your oral exam skills by talking about photographs.



READING

A **Name the migrating animals in the photos. What other animals migrate?**









B 1.01 **Read the article. Then answer the questions.**

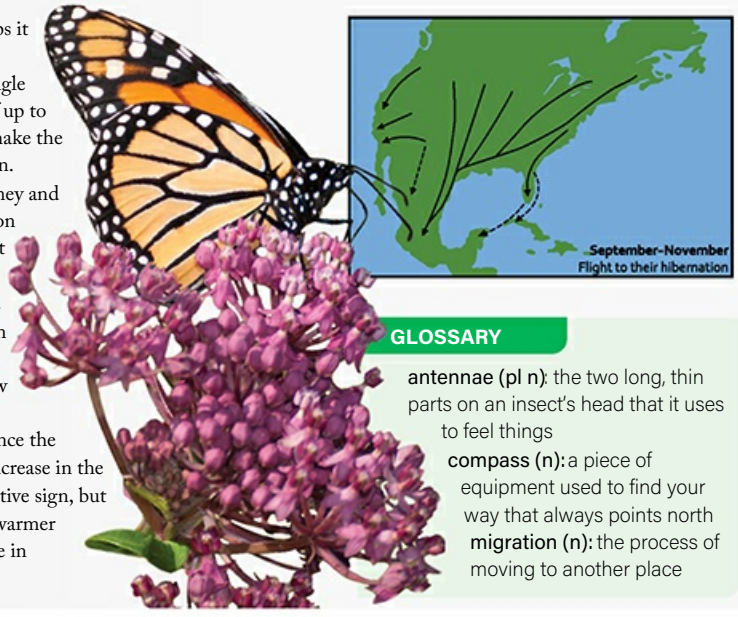
The Mystery of Migration

1 You probably think about birds when you think about migration—the seasonal movement of animals from one region to another. Most of us have seen and heard geese overhead and have noticed when the hummingbirds stop coming to our gardens in the fall. Mammals, reptiles, amphibians, fish, and even insects migrate. Deer and bats are examples of mammals that migrate, too. Snakes migrate in the fall and frogs migrate in spring to look for a place to lay their eggs. Some species of dragonfly migrate down the coastal areas of the Pacific and most Monarch butterflies travel across North America to spend the winter in Mexico.

2 Of all the migratory species, perhaps it is the Monarch butterfly whose migration is the most mysterious. No single butterfly has ever made the whole trip of up to 4,750 km., because the time it takes to make the journey is longer than the insect's lifespan. Instead, the female lays eggs on the journey and from these eggs comes the next generation of Monarchs. The butterfly lives on a diet of the milkweed plant (poisonous to some animals, but not to the Monarchs). Sadly, the Monarch population has fallen dramatically because of the disappearance of milkweed. Figures show that the number of Monarch butterflies from the Western US has been falling since the 1980s to dangerous levels. In 2019, an increase in the number of Monarchs was taken as a positive sign, but scientists warn that climate change and warmer temperatures make it unlikely an increase in population will continue.

3 Scientists had been asking themselves questions about the butterflies' migration for many years, but hadn't found a logical, scientific explanation. How did the butterflies travel so far without getting lost? How did they know when to start on their journey? What was happening inside their bodies when they were migrating? Butterfly migration seemed to be one of life's great mysteries.

4 Now, scientists believe they may have solved the mystery. They have discovered a "compass" in the butterflies' brains which gives them two pieces of basic information: the time of day and the sun's position. The butterflies combine that information to find the right direction. Their eyes follow the sun, and their antennae pick up details about their environment. These signals to the brain tell the butterflies to travel north or south.



GLOSSARY

antennae (pl n): the two long, thin parts on an insect's head that it uses to feel things
compass (n): a piece of equipment used to find your way that always points north
migration (n): the process of moving to another place

1 Why do some frog species migrate?
2 Where do most Monarch butterflies spend the winter?
3 Why is milkweed important to Monarch butterflies?
4 What two pieces of information do Monarch butterflies use to find the right direction?

MAKE IT REAL

If something is described as *one of life's great mysteries*, it can be difficult to understand or explain. For example, *how some animal species migrate to the place of their birth is one of life's great mysteries.*

C READING SKILL—Identify the purpose of parts of a text **Match the paragraphs (1–4) to the purposes (a–d).**

Paragraph 1 _____
Paragraph 2 _____
Paragraph 3 _____
Paragraph 4 _____

a describes the Monarch butterflies' journey.
b defines the term *migration*.
c explains scientists' discoveries about Monarch butterflies.
d asks questions scientists have.

D IN PAIRS **Underline the parts of each paragraph that helped you decide its purpose. Then share your ideas with a partner.**

VOCABULARY forming adjectives with *–al*, *–ic* or *–ical*, and *–ous* or *–ious*

A **Look back at the article in READING B. Find and underline eight adjectives that end with *–al*, *–ic/–ical*, and *–ous/–ious*. If you don't know the meaning of a word, use a dictionary.**

B **Complete the sentences with an adjective from A.**

1 _____ changes, such as very cold weather, force some bird species to migrate early.
2 A recent _____ discovery shows that a zebra's stripes actually protect it from insect bites.
3 The milkweed plant is not _____ to Monarch butterflies, but it is harmful to some animals.
4 Flamingos stop off on their migration in warm _____ areas by the ocean.
5 What small, _____ steps can we take to slow climate change?
6 Certain whales produce a _____ sound called a whale song that can be heard over 5 miles away.
7 If butterflies have a "compass" that helps them migrate, is it _____ to think other animals also have one?
8 Animals migrate in groups because it is less _____.

MAKE IT YOURS

Make a list of adjectives you know that use the suffixes *–al*, *–ic* or *–ical*, and *–ous* or *–ious*.

GRAMMAR review of present and past tenses

A **Look at the underlined words in these sentences from READING B. Write the correct tense from the box.**

past perfect	past progressive	present perfect progressive
past perfect progressive	present perfect	simple past

1 No single butterfly has ever made the whole trip ... _____
2 ... the number of Monarch butterflies ... has been falling since the 1980s ... _____
3 Scientists had been asking themselves questions ... for many years ... _____
4 ... but hadn't found a logical, scientific explanation. _____
5 What was happening inside their bodies when they were migrating? _____
6 Butterfly migration seemed to be one of life's great mysteries. _____

B **Complete the grammar rules with the correct tense from A.**

Which tense is used to talk about ...
1 completed actions, often used with *yesterday*, *last week*, and *ago*? _____
2 something that was happening at a particular time in the past? _____
3 a finished event that is connected with the present? _____
4 a past event that happened at an earlier time than another past event? _____
5 actions or events that started in the past and are still continuing? _____
6 actions or events that continued to a specific time in the past? _____

For more practice, go to page 156.

C Choose the correct options.

Lawrence Anthony was a conservationist and author who **1** wrote / was writing several animal books. He **2** has been working / had been working with elephants in Africa for many years when he discovered a large group that was in danger. Farmers wanted to kill the elephants because they **3** had been eating / ate all their crops for many years. Lawrence rescued them and moved them to a nature reserve. The elephants sometimes **4** came / have come to the house where Lawrence lived. Sadly, Lawrence died in March 2012. A few days later, his wife saw the elephants as they **5** had walked / were walking toward the house. They **6** weren't visiting / hadn't visited the house for 18 months. They **7** have walked / had walked for many hours from the nature reserve to get there. They **8** stayed / were staying by the house for two days before leaving. Did they **9** come / coming to say a final goodbye to Lawrence, the man who had saved them? No one will ever know.

D IN PAIRS Ask and answer the following questions. Then share your ideas with the class.

1 Why do you think the elephants sometimes visited the house?
2 Do you think they knew that the man had died? How?
3 Have you heard of other examples of unusual animal behavior? Describe them.

PRONUNCIATION stress patterns in adjectives

A 1.02 Listen to these nouns and adjectives. Underline the stressed syllable in each word. What do you notice about the stressed syllables in nouns and adjectives?

1	mystery	mysterious	**2** courage	courageous	**3** history	historical

B 1.03 Underline the stressed syllables in these words. Then listen and check.

1	science	scientific	**2** atmosphere	atmospheric	**3** photograph	photographic

C 1.04 IN PAIRS Take turns saying these sentences. Then listen and check.

1 I love history and historical novels.
2 What are those mysterious lights in the sky? They're a mystery to me.
3 Charlie showed real courage when he rescued the boy. He's courageous.

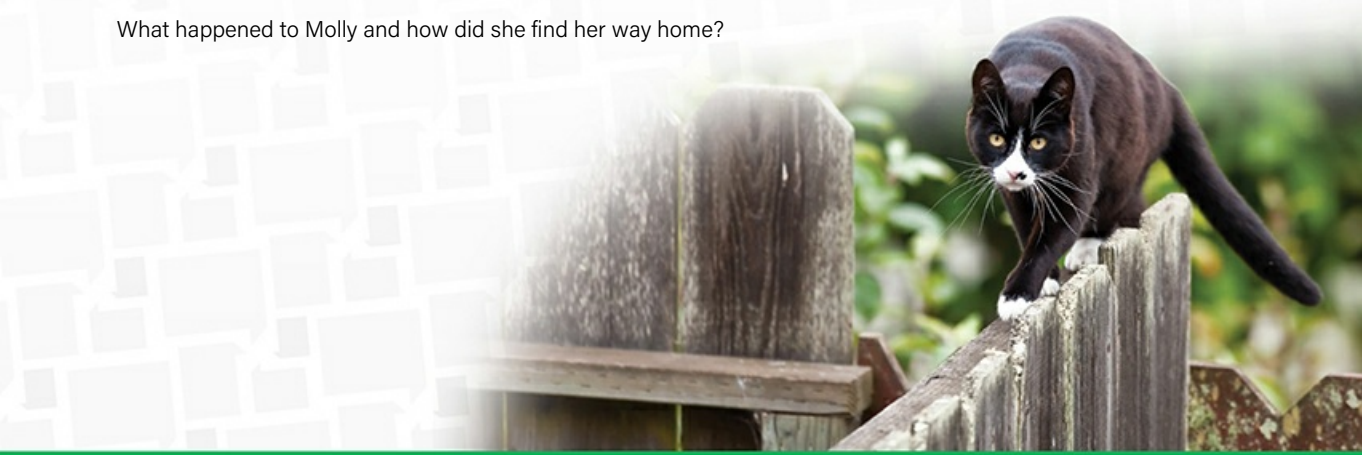
SPEAKING

For more speaking practice, go to page 148.

A IN PAIRS Read the story of Molly the cat. Create a story about her mysterious disappearance. Use present and past tenses to tell your story.

A family went on vacation with their cat, Molly. The family was eating dinner when Molly disappeared. They couldn't find her anywhere. Sadly, they returned home without her. Three months later, Molly appeared at the front door. She was wearing a collar with a different name tag and her paw was injured.

What happened to Molly and how did she find her way home?



VOCABULARY the natural world

A Match the words in the box to the definitions.

algae atmosphere bacteria chemical hemisphere ice sheet nitrogen oxygen particle rock

1 _____: a gas in the air; symbol O
2 _____: a hard material that is formed by minerals
3 _____: the air around the Earth
4 _____: a substance used in or produced by chemistry
5 _____: plants with no roots or leaves that grow in water
6 _____: a gas in the air; symbol N
7 _____: the northern or southern half of the Earth
8 _____: a large, thin, flat area of frozen water
9 _____: a very small piece of something
10 _____: an organism with only one cell



B Complete the sentences with correct forms of words from A.

1 Argentina is in the southern _____.
2 We need to breathe _____ to live.
3 There are a lot of _____ in our garden, so it's difficult to plant anything.
4 Many dangerous _____ are used in factories.
5 The Earth's _____ contains several different gases.
6 Green _____ was floating on the surface of the lake.

LIFE SKILLS global competence

A Read the definition of global competence. What is environmental sustainability?

Global competence describes the ability to understand global issues and work toward solving global problems. People who have global competence consider the impact that humans have on the world. They think of themselves as global citizens who value cooperation across cultures. One part of global competence is a commitment to protecting and managing natural areas for future generations. The protection of natural areas and the responsible use of natural resources are referred to as environmental sustainability.

B IN GROUPS Look at the photos and discuss the questions.

1 What do you think causes each of the natural phenomena in the photos?
2 In which of these areas do you think there might be restrictions on tourism? Why?



Northern Lights
near North Pole



Moving Rocks
Death Valley, California



Lake Hillier
Western Australia

C 1.05 **Listen to the talk and complete the table.**

Phenomenon	Cause	Restrictions on tourism
Northern Lights		none, but Northern Lights aren't seen all the time
Moving Rocks		
Lake Hillier		

GLOSSARY

slide (v): to move quickly across a smooth surface
surface (n): the top layer or part of something
trail (n): a mark or path that an object or animal leaves on the ground

D IN GROUPS **Select an interesting natural phenomenon in your country and discuss the questions.**

1 Are there any restrictions on tourism to this place?
2 Should there be more or fewer restrictions to protect the natural phenomenon?
3 Do the restrictions have an impact on tourism and the economy of the region?

MAKE IT DIGITAL

Research the Grand Canyon in Arizona, US, and the rules and restrictions that protect this area. Create a similar tourist page for a website about the natural phenomenon you chose in **D**.

GRAMMAR adjective order

A **Look at the examples in the table. Then write the adjectives from 1–3 in the correct columns in the table.**

1 a small, square white rock **2** a long, thin dirt trail **3** the amazing, big, pink salt lake

Quantity/ number	Quality/ opinion	Size	Age	Shape	Color	Origin	Material/ function	Noun
four		*big*	*old*	*square*			*wooden*	*houses*
a	*pretty*	*little*			*blue*	*French*	*electric*	*car*
								rock
								trail
								lake

For more practice, go to page 157.

B **Write the adjectives in the correct order.**

1 big / unusual / an / round / building

2 three / stone / incredible / ancient / monuments

3 old / a / beautiful / French / town

4 electronic / new / silver / a / tablet

C **Identify three objects in your classroom. In your notebook, write descriptions of them using as many adjectives as possible. Don't write the names of the objects.**

D IN GROUPS **Take turns reading your descriptions from C and guessing the objects.**

WRITING descriptive paragraphs

A Read the description of Lake Hillier. Then answer the questions.



Lake Hillier is a large, oval, pink salt lake on an Australian island. The lake is in a nature preserve, so not many people can visit it. The best way to see it is from the air. The lake looks like a big bowl of strawberry ice cream with vanilla ice cream around the edges. It looks very beautiful from the air because you can see the pink lake, the white sand, a dark green forest, and the blue ocean. When you fly over Lake Hillier, you get the impression that you are looking down on an amazing alien planet.

People who don't know the cause of the pink color might think that Lake Hillier is polluted with some kind of chemical, but that is not true. The pink color is actually caused by two organisms that live in very salty water. One is a type of algae, and the other is a type of bacteria. These organisms are not harmful to humans, so it's safe to swim in Lake Hillier. In fact, swimming in salt water is fun, because the salt water makes it easy to float.

1 Where is Lake Hillier? _____
2 How does the writer describe Lake Hillier? _____
3 What impression does the writer say that Lake Hillier gives people? _____
4 What causes the lake to appear pink? _____
5 What does the writer say about swimming in the lake? _____

B In your notebook, make notes describing a natural phenomenon that you know about. Use the questions as a guide.

1 What is the phenomenon? Where is it?
2 What does it look like?
3 When you look at it, how do you feel? What do you imagine?
4 Do scientists know what causes the phenomenon, or is it a mystery?

C Write your description in your notebook with the notes from B. Include as many descriptive details as possible. Then exchange notebooks with a partner and read each other's descriptions.

1 Do you know about the natural phenomenon your partner wrote about?
2 If you know about it, do you agree with your partner's description?

SPEAKING

For more speaking practice, go to page 148.

A Read the description of a natural phenomenon. Make notes about the possible cause or causes of the phenomenon.

Marfa is a very small town in a dry desert area of west Texas. The land around Marfa looks flat, but it is near the Chinati Mountains. Marfa has an altitude of 4,685 feet (about 1,600 meters). Marfa was just a typical tiny town until it became famous for a strange phenomenon. Just outside of the town, it is often possible to see mysterious small round white or yellow lights that appear to float above the ground. They move slowly, and sometimes they seem to move up and down.

What causes the lights? People walking in the desert? A gas from the ground that produces light? Lights from cars? Some kind of alien activity? Or something else that no one has thought of?



Marfa lights, Marfa, Texas

B IN GROUPS Discuss your ideas about the causes of the Marfa lights. Then turn to page 18 to read about one probable explanation.

LISTENING

A 1.06 IN GROUPS **Answer the quiz questions. Then listen to the interview and check your answers.**



1 In which country can you see these pyramids?
a Mexico **b** Greece **c** Egypt

2 What was the purpose of the pyramids?
a a place for the pharaohs' bodies **b** housing for people **c** places to store food

3 The Great Pyramid of Giza is the biggest pyramid. How tall was it when it was built?
a 56 meters **b** 147 meters **c** 331 meters

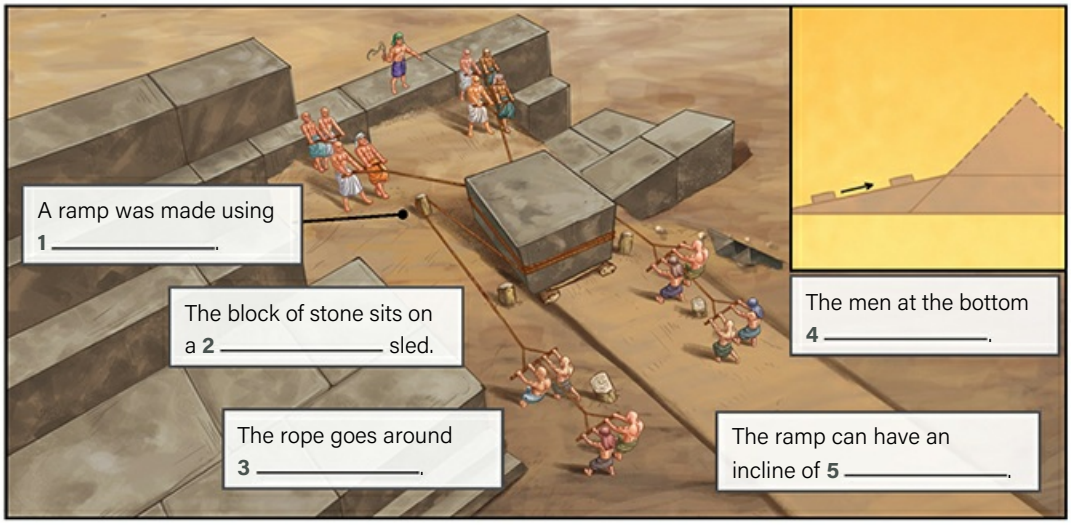
4 When was the Great Pyramid of Giza built?
a 2550 BCE **b** 550 BCE **c** 550 CE

5 The stone blocks in the Great Pyramid weigh over two tons each. How many stone blocks are in the Great Pyramid?
a 1,500 **b** 550,000 **c** 2.3 million

B 1.06 **Listen again to the first part of the interview. Choose *True* or *False*.**

1 The Great Pyramid was taller than any other building for a long time. True / False
2 The Egyptians used the stars to build the pyramids in the right direction. True / False
3 The Egyptians used a map to plan each pyramid. True / False
4 We know how the Egyptians moved the stone blocks to the tops of the pyramids. True / False
5 The Egyptians used iron tools to build the pyramids. True / False

C 1.07 LISTENING SKILL—Listen for key words **Listen to the next part of the interview. Complete the sentences in the diagram with a short word or phrase.**



VOCABULARY verb collocations

A Match each phrase to the correct definition.

1	analyze the evidence ____	**a**	decide what is true or the best explanation
2	propose a theory ____	**b**	show that something is true
3	prove ideas ____	**c**	suggest a possible explanation
4	consider alternatives ____	**d**	think carefully about the facts
5	reach a/the conclusion ____	**e**	think about other possible explanations

B Complete the sentences with the correct form of the phrases in A.

1 After _____, archeologists have decided that the method workers probably used was pulling the stones up ramps made of sand.
2 Experts have _____ that the Egyptians used the stars to help them build the pyramids.
3 The ancient Greeks _____ that the workers were slaves, but today we think the workers were paid.
4 Scientists are going to _____ from the discoveries in the pyramids to see what we know for sure about ancient Egyptian life.
5 We can't _____ our _____ about exactly how they built the pyramids.

C Explain how archeologists think the pyramids were built. Look at the picture on page 16 and use phrases from A.

THINKING SKILL questioning

A Read the text. Why is it important to ask the right research questions?

When you are planning to research a topic, the questions you ask can be very important. They define the scope of your research. In other words, they show what areas you plan to focus on. Good research questions are clear and specific. For example, a question such as "Who made cave paintings?" is vague and too general. A question such as "Who made the cave paintings in Santa Cruz, Argentina?" is clearer and more specific.

B IN PAIRS Look at the photograph. Choose the research question that is clearer and more specific in each pair. Then write two of your own research questions.

1 **a** Why did people create cave paintings in Santa Cruz?
b Why did people draw in caves?
2 **a** Why do the cave paintings look like they do?
b What do the cave paintings tell us about people's everyday life?
3 **a** When did people paint in caves?
b When were the cave paintings in Santa Cruz made?
4 _____
5 _____

Cave paintings, Santa Cruz, Argentina



C Discuss what you think the answers to the questions might be.

MEDIATION CONFIDENT COMMUNICATOR effective group work

A Read the dialogue. Do these people work well together as a group? Why or why not?

Rosa: OK. So, what do we have to do?
Antonio: **a** We need to plan a presentation to explain what we've learned about cave paintings. That's right, isn't it, Alicia?
Alicia: Yes, it is. **b** I've been using PowerPoint a lot recently, so I could put our ideas into that.
Rosa: That's a good idea. We could make notes first and then, we could all help you make the PowerPoint. **c** Does that sound like a good plan, Antonio?
Antonio: I think that's a good idea. I'll write our ideas down. How do we want to start?
Alicia: **d** Why don't we start by describing the cave paintings ... where they are, when they were discovered ... things like that? Then I suggest we go on to consider different theories about them, or perhaps we could start by asking people questions and making it a fun quiz. **e** Which would you prefer, Rosa?
Rosa: I like the idea of a fun quiz. What about you, Antonio?
Antonio: I agree. It sounds like a great idea. Let's start writing some quiz questions, then.



B Find places in the dialogue where people do these things.

1 define the task in a simple way _____
2 ask whether other people agree _____
3 offer to do something _____
4 ask for another person's opinion _____
5 make a suggestion _____

C IN GROUPS Decide on a topic and plan a presentation. As you plan, check the effective group work skills you used.

Did you ...?
- ☐ define the task
- ☐ ask whether people agree
- ☐ offer to do something
- ☐ ask for someone else's opinion
- ☐ make a suggestion

D Discuss the following questions.

1 What worked well in your planning? What did not work well?
2 What could you do in your next discussion to help your group work together even better?

Answer to page 15 Speaking B

Marfa is in the desert, but it is not completely flat. It is near some mountains, and there is a highway that goes from the mountains toward Marfa. The lights that people see are almost certainly lights from cars on the highway. The heat from the desert ground rises at night and combines with humidity in the air. This creates strange visual effects that make the light from the headlights look like strange floating objects.

VOCABULARY review

SCORE: / 10

A Complete the paragraph with the correct form of the words in parentheses.

One of the most **1** _____ (**mystery**) creatures in the world is the duck-billed platypus. It is found in the **2** _____ (**coast**) waters of Australia and has webbed feet and a bill. It lays eggs like duck ... but it also produces milk like a mammal. And it's **3** _____ (**danger**)! It has a kind of claw that contains a **4** _____ (**chemistry**) that can paralyze small animals. When British scientists first saw the animal in 1799, they thought it was a hoax. We still don't know a lot about the animal beyond the **5** _____ (**base**) facts. It's hard to study them in the wild for **6** _____ (**logic**) reasons. They spend most of their time in their burrows or underwater. A recent **7** _____ (**science**) study aimed to identify how they use their poison. This is difficult because only males produce poison, and the presence of poison is **8** _____ (**season**)—they only produce the poison during the breeding season. Although it's hard to **9** _____ (**proof**) their ideas, the scientists reached the **10** _____ (**conclude**) that the males use the poison to fight other males for territory and females.

GRAMMAR review

SCORE: / 10

A Complete the paragraph with the correct forms of the verbs in parentheses.

Humans **1** _____ (**build**) structures since the beginning of history. People in Egypt and Latin America **2** _____ (**construct**) pyramids thousands of years ago. When the Mayas **3** _____ (**build**) their pyramids, they **4** _____ (**not see**) the Egyptian pyramids. The fact that people in different parts of the world built pyramids around the same time **5** _____ (**be**) a mystery. What is even more mysterious is that engineers **6** _____ (**not know**) how the Egyptians and Mayas built those ancient pyramids. Today, architects and engineers **7** _____ still _____ (**create**) new structures ... but we know how they do it!

B Write the words in the correct order to make sentences.

1 The penguin is a very / sea / animal / black and white / cute / .
_____

2 That / gray / building / big / beautiful / old / is a museum / .
_____

3 Those / strange / lights / oval / white / might be UFOs / !
_____

16–20 correct: You can form adjectives using common suffixes. You can use present and past tenses and put adjectives in the correct order.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS SPEAKING talk about photographs

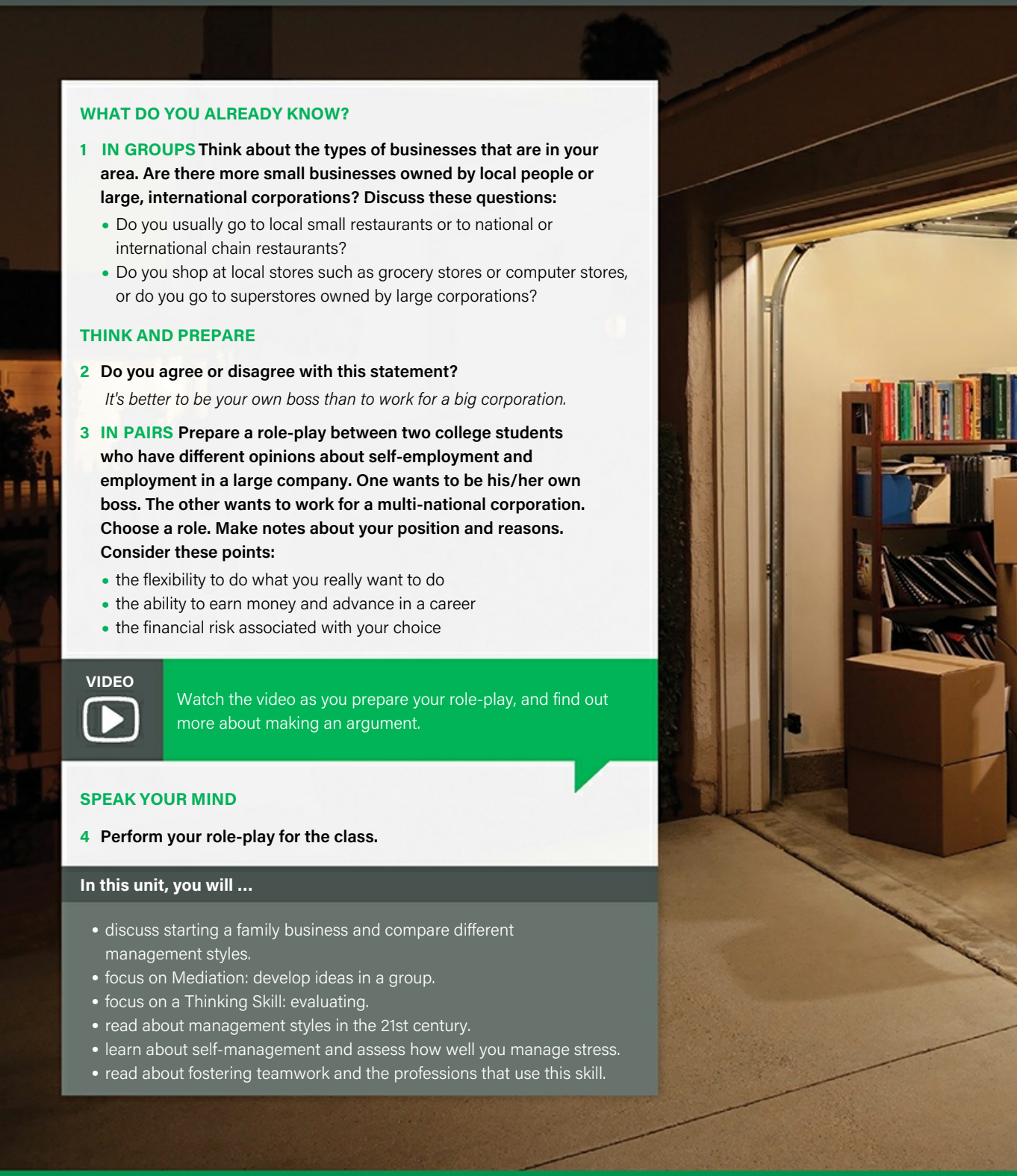
Look at the photograph. Write down (a) five things you can see in it and (b) five adjectives to describe how the people might feel.



*Go to **Exams Skills** on page 128 to learn how to prepare to talk about photographs.*

UNIT 2

Starting Up



WHAT DO YOU ALREADY KNOW?

1 **IN GROUPS** **Think about the types of businesses that are in your area. Are there more small businesses owned by local people or large, international corporations? Discuss these questions:**

- Do you usually go to local small restaurants or to national or international chain restaurants?
- Do you shop at local stores such as grocery stores or computer stores, or do you go to superstores owned by large corporations?

THINK AND PREPARE

2 **Do you agree or disagree with this statement?**

It's better to be your own boss than to work for a big corporation.

3 **IN PAIRS** **Prepare a role-play between two college students who have different opinions about self-employment and employment in a large company. One wants to be his/her own boss. The other wants to work for a multi-national corporation. Choose a role. Make notes about your position and reasons. Consider these points:**

- the flexibility to do what you really want to do
- the ability to earn money and advance in a career
- the financial risk associated with your choice

VIDEO

Watch the video as you prepare your role-play, and find out more about making an argument.

SPEAK YOUR MIND

4 **Perform your role-play for the class.**

In this unit, you will ...

- discuss starting a family business and compare different management styles.
- focus on Mediation: develop ideas in a group.
- focus on a Thinking Skill: evaluating.
- read about management styles in the 21st century.
- learn about self-management and assess how well you manage stress.
- read about fostering teamwork and the professions that use this skill.



LISTENING

A Discuss the questions as a class.

1 Are decorated pastries (cakes, cookies, and pies) popular in your country? If so, for what occasions?
2 Have you ever eaten a designer cupcake? What did it look like? What flavor was it? Was the taste as good as the design?






B 2.01 IN GROUPS **Listen to the interview. Then discuss the questions.**

1 Why did the Carter family decide to start a cupcake business?
2 How did they decide each person's role in the company?
3 What six tips do the Carters give to people who want to start a family business?

C LISTENING SKILL—Understand opinion and attitude Write the words and phrases from the interview in the correct columns of the table.

actually | amazingly | definitely | I'm afraid | if you ask me | no doubt | of course | surprisingly | the truth is | to be honest | unfortunately

Saying that something is true	Saying that something is definite	Expressing surprise	Saying that something is good or bad	Introducing an opinion
to tell you the truth	*obviously*	*unbelievably*	*fortunately*	*I think*

D IN GROUPS Discuss the questions. Include words and phrases from C.

1 What are the pros and cons of having a family business?
2 Would you like to have a family business? Why or why not?

VOCABULARY phrasal verbs in business

A Match each phrasal verb to its definition.

fill in | get ahead | run by | sell out | set up | take on | take over | work on

1 start (e.g., a business, a project) _____
2 ask for someone's opinion _____
3 take the place of someone _____
4 start doing a job that someone else had _____
5 be successful _____
6 to sell all the products you have so you have nothing left _____
7 spend time creating, producing, or building something _____
8 add more work or responsibilities to what you have now _____

B Complete the paragraph with the correct forms of the phrasal verbs in A.

Followers

When I was about 13, the owner of the motorcycle repair shop where my dad worked as a mechanic decided to retire. My dad felt that if he was going to **1** _____ in life, he needed to take some risks, and he decided to buy the business. Of course, he **2** _____ it _____ my mom before he made a final decision, but she agreed that it was a good idea. So my dad bought the shop and **3** _____ his own business. He **4** _____ improving customer service and started selling motorcycle accessories, and the business started to grow. The motorcycle accessories are so popular, the shop often **5** _____ of them. When I was about 16, I started **6** _____ on Saturdays when my dad needed extra help. I learned about motorcycles and about running a business. Gradually, I **7** _____ more and more responsibility, and when I get my college degree in management, I'll completely **8** _____ the business side of the company, because what my dad really loves is fixing motorcycles.

GRAMMAR quantifiers

A Read the sentences from LISTENING B. Then choose the correct option to complete the grammar rules.

You can see a few of their beautiful, delicious cupcakes on their website!

There were very few places in town to get decorated cupcakes.

I need a little rest sometimes!

I have little knowledge of accounting.

Each cupcake is a work of art!

We run every decision by Sam and Lydia.

1 *A few* and *few* are followed by **countable** / **uncountable** nouns.
2 *A little* and *little* are followed by **countable** / **uncountable** nouns.
3 *Each* and *every* are followed by **countable** / **uncountable** nouns.

For more practice, go to page 158.

B Read the sentences from LISTENING B. Match the underlined words to the definitions.

1 You can see a few of their beautiful, delicious cupcakes on their website!
a a small number **b** not as many as expected or needed
2 There were very few places in town to get decorated cupcakes.
a a small number **b** not as many as expected or needed
3 I need a little rest sometimes!
a a small amount **b** not as much as expected or needed
4 I have little knowledge of accounting.
a a small amount **b** not as much as expected or needed
5 Each cupcake is a work of art!
a emphasizes a group **b** emphasizes individual things in a group
6 We run every decision by Sam and Lydia.
a emphasizes a group **b** emphasizes individual things in a group



C Complete the conversation with quantifiers from A.

Sam: Here are **1** few / a few / a little design ideas for the cupcakes. Four ideas, actually.
Lydia: Hmm. I like some of them, but I think we need more color on most of them.
Sam: Why don't we put some candy on top? Not too much—just **2** few / little / a little candy.
Lydia: Good idea. We can use a different color of candy for **3** every / each cupcake.
Sam: OK. Unfortunately, there is **4** a little / a few / little time to bake them. We have to start right away. What about the cake flavors? I have chocolate, vanilla, and lemon.
Lydia: Oh, we have to have **5** each / every flavor possible. We'll sell more if we have more flavors.

D **IN GROUPS** **Look at two ideas for cupcakes for a beach party. Say whether you like them and make suggestions for improving the designs. Include quantifiers as appropriate.**





A: Let's put a few coconuts on the palm trees.

B: How about a little chocolate?

PRONUNCIATION sentence stress with quantifiers

A 2.02 **Listen to the sentences. Underline the stressed word or words in each sentence.**

1. There are few chocolate cupcakes.
2. I need a little help with this.
3. I'm working every night this week.
4. Each design is unique.
5. I have a few good ideas, but little money to start a business.

B **IN PAIRS** **Practice saying the sentences. Emphasize the quantifiers.**

SPEAKING

For more speaking practice, go to page 148.

A **IN GROUPS** **Imagine you are a family and want to start a family business. Write an idea for your family business. List the roles and responsibilities for the business and who will take on each role.**

Business Idea:		
Student name	Role	Responsibility
Juan	*accountant*	*manage finances*

B **Tell the class about your group's family business. Use phrasal verbs and quantifiers in your descriptions.**

Our family is starting a fashion business. Enrique will be the general manager, since he has a lot of experience managing people. Camila will take on the role of fashion designer, since she is artistic and likes making clothes ...

Statistics on family businesses

70% of family businesses fail in the first generation,* so only 30% pass to the second generation. Only 12% of family businesses pass to a third generation.

*According to Smallbiztrends.com

READING

A As a class, discuss this question. What makes a good manager?

B 2.03 Read the article. As a class, summarize the basic differences between traditional and collaborative management styles.

Management Styles in the 21st Century



In the past, almost all companies had a traditional management structure. This basically meant that the decision-making was done by the managers, and the employees were told what to do. This structure worked very well in companies where there were very clear differences in skills between managers and workers, but in modern companies, the differences are often not as clear. Employees often have a lot of experience and knowledge in their field, and they have excellent thinking skills. Many are good at problem-solving and are very creative. Quite a few companies, and even whole industries, still use a traditional management structure, but many companies are changing to a more collaborative management style.

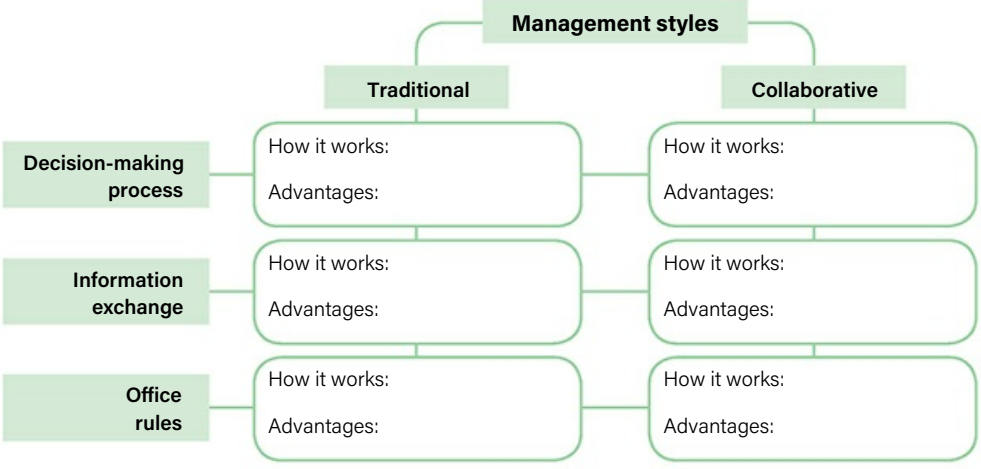
In a traditional management structure, company executives work alone or with each other to solve problems and make decisions. The employees under them then have to carry out those decisions, and they are not allowed to question the decisions very often. Employees are given only as much information as they need to do their specific jobs. Managers often don't let their employees make suggestions. Employees are required to follow very clear rules about everything from their roles and responsibilities to office hours to dress codes.

In a collaborative management structure, the workplace is very different. There are still managers, but the office culture is based more on cooperation and individual responsibility. Managers think the employees under them should participate in problem-solving and decision-making. There is a high level of information sharing. Teamwork is important, and employees are encouraged to offer ideas and suggestions. Rules are often more flexible; employees don't have to follow strict dress codes, and sometimes, office hours are flexible.

There are pros and cons to both business models. Decision-making is faster when only a few people are involved, and managers often have more experience and knowledge than other employees. However, involving more people means there are more ideas to choose from, and younger employees may have new, fresh ideas. If a lot of information is shared with employees, they might leave the company and give information to competitors, so it may be safer for only a few people to have it. However, having more information about the company may help employees do their work more effectively. Strict rules can create a professional, productive atmosphere in a company, and many people like knowing exactly what they are supposed to do and what the rules are. Other people work better in a more collaborative environment. They feel more motivated if they think the company values their knowledge and ideas.

One of the most important decisions that companies have to make in the 21st century is which management style will work best for their type of business and for their employees. In some cases, it is possible to have a combination of traditional and nontraditional characteristics so that employees can choose how they want to work that best fits the situation.

C READING SKILL—Use a graphic organizer to take notes Look back at the article in B. Write study notes in the organizer.



VOCABULARY compound nouns

A Look back at the article in READING B. Circle the 13 compound nouns. Then write them in the correct categories.

1 noun + noun (one word): website, _____, _____

2 noun + noun (two words): company rules, _____, _____, _____, _____, _____, _____, _____

3 noun + gerund: staff meeting, _____, _____, _____, _____

B IN PAIRS Combine the words in the first box with the words in the second box in as many ways as possible to make compound nouns.

1		2	
business	management	manager	school
language	teaching	office	style

MAKE IT YOURS

What management styles have you seen in different workplaces?
Look online for other compound nouns which describe those workplaces.

GRAMMAR obligation, permission, prohibition

A Complete the table with the underlined phrases in the article in READING B.

	Obligation	Permission	Prohibition
modal + base verb	should _____	may leave could work _____	shouldn't leave may not leave can't wear
be + past participle + infinitive	be required to follow be _____	be allowed to go be _____	be _____ be not supposed to go
verb + infinitive	have to _____	don't _____	
verb + object + base verb	make them stay	let them wear	don't let _____

For more practice, go to page 158.

B Choose the correct options.

Sally: I don't like the fact that we **1** are required / should to dress up for work at my company. I don't think the company should make us **2** to do / do that.

Melissa: I disagree. I think we **3** have / should dress nicely when we're at work. We're **4** supposed to / have to look professional, and we can't do that if we're wearing casual clothes.

Jeff: I think it's OK. I don't **5** required to / have to wear a suit if I don't want to, and my manager **6** makes / lets us wear jeans on Fridays.

Greg: At my company, we **7** don't have to / are not allowed to wear jeans at all. Men always **8** have to / may wear dress shirts, and we **9** can / are required to wear suits when we meet with clients. That's a strict rule. I guess we **10** could / may ask to wear less formal clothes on Fridays if we wanted to, but I think most people like dressing up for work.

C IN GROUPS Discuss the questions about your English class or your workplace. Use as many phrases as possible from the table in A.

1 What are some rules that you have to follow? What do you think about those rules?

2 What are some things that you don't have to do?

3 What are some things that you are encouraged to do to help you improve your English or your work? How many of them do you do?

SPEAKING

For more speaking practice, go to page 148.

A Take the quiz to find out what kind of management style you prefer.

Management Style Quiz

1 Office rules
- **a** I prefer clear rules about things like cell phone use, clothing, and office hours.
- **b** I'm a responsible person, and I prefer to have a flexible office culture.

2 Decision-making
- **a** I want someone else to make big decisions. Then I'll work hard to carry them out.
- **b** If I'm involved in making important decisions, I'm more motivated to do my job.

3 Working style
- **a** I prefer to have specific responsibilities that I can carry out on my own.
- **b** I prefer teamwork, where everyone works together.

4 Information sharing
- **a** I don't want a lot of extra information. I just want the information I need to do my job.
- **b** I want to know as much as possible about my company and its business.

5 Supervision
- **a** I like to have frequent meetings with my manager to check progress and ask questions.
- **b** I don't want to be required to make frequent reports on my work during a project.

6 Problem-solving
- **a** If I have a problem with my work, I want my manager to help me solve it.
- **b** I would prefer for my manager to let me try to solve problems on my own.

7 Advancement
- **a** I'm not interested in management. I'm more interested in doing the job I have well.
- **b** I want to advance as much as I can in a company. I would like to become a director someday.

Results:
Mostly **a** answers: You prefer a more formal, traditional management style.
Mostly **b** answers: You prefer a more flexible, collaborative management style.

Go back

NEXT PAGE

B IN GROUPS Compare your quiz results and discuss the questions.

1. How many students prefer each management style?
2. Why do you think you like one management style more than the other? Give reasons.
3. Do you agree with the quiz results? Why or why not?

I prefer a traditional management style, because ...



VOCABULARY collocations with *work*

A Match the phrases to the definitions.

get to work	work nine to five	work remotely	work under pressure
work a flexible schedule	work overtime	work something out	workstation

1 _____: to work at different times from usual working hours
2 _____: to work extra hours
3 _____: to solve a problem
4 _____: a small area with a desk and a computer
5 _____: to feel a lot of stress and worry about work
6 _____: to work during usual business hours
7 _____: start working
8 _____: to work away from your office (e.g., at home)

LIFE SKILLS self-management

A Read the definition. What are some characteristics of self-management?

Self-management is the ability to manage your work, time, and behavior on the job. Employees with good self-management skills know how to set priorities, use time well, and solve problems independently. They are motivated to succeed and feel productive at work.



B 2.04 IN PAIRS **Listen to a panel discussion. Make a list of characteristics mentioned that are needed to work in nontraditional and traditional work environments.**

Nontraditional work environments	Traditional work environments

MAKE IT REAL

When speaking informally, people often shorten words.
exec: executive
flex: flexible
rec: recreation
tech: technology

C Assess your self-management skills. Circle the number that shows how much you agree with each statement.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
I'm good at managing my time.	1	2	3	4
I'm good at establishing priorities.	1	2	3	4
I'm good at solving problems.	1	2	3	4
I can work or study in different environments.	1	2	3	4
I can motivate myself to get my work done.	1	2	3	4
I can manage stress and multiple tasks.	1	2	3	4

D IN GROUPS **Discuss the results of your assessment in C.**

1 What are you good at?
2 What are you not very good at? How can you improve?

A: I'm good at working or studying in different environments, but I'm not very good at managing my time.
B: You could make a daily schedule for everything you need to do.

MAKE IT DIGITAL

Find job ads online that describe traditional and nontraditional work environments as part of the office culture. Which job is best for you?

WRITING parallel structure

A Read the office email. Circle the vocabulary, punctuation, and sentence structure that make it informal.

From: Tom Winters

Subject: office design

Hey, everyone! You know we've been talking about changing our offices to have a more dynamic, creative working space. I've talked to some designers, and they've sent over some really cool ideas. I mean, a few of the ideas are kind of crazy, but I think you guys will like a lot of the stuff. In this email is a photo of an office they did so you can get an idea of what we're thinking. So, lots of furniture, bright colors, no individual workstations. We'll still have the café, but it has changed to healthy foods.



You know we make decisions and are working together here. Let me know your opinions on the colors, the furniture, and what the café and rec room will be like. You can send your emails individually, in groups, or you can send emails as a department. Please try to think of several different ideas. Thanks!

Send

B When you list things or actions in a sentence, all the items in the list should have the same grammatical structure. Rewrite the sentences using parallel structure.

1 We'll still have the café, but it has changed to healthy foods.

2 You know we make decisions and are working together here.

3 Let me know your opinions on the colors, the furniture, and what the café and rec room will be like.

4 You can send your emails individually, in groups, or you can send emails as a department.

C IN PAIRS Write an informal email replying to Tom Winters. Give your opinions on the ideas for the new office design. Remember to use parallel structure.

THINKING SKILL evaluating

A Read about evaluating situations. Then discuss the questions as a class.

1 When should you accept a situation or way of doing something?
2 When should you try to change a situation or way of doing something?

We often accept that there is a best way to do something because it has been done that way for a long time or because it works well in one situation. Before you try to change a situation or way of doing something, it is a good idea to evaluate it more carefully. To do that, evaluate the ideas that support the situation one by one.

B IN GROUPS Read the text about traditional classroom management. Evaluate each supporting idea by making a pros and cons list in your notebook. For each idea, decide whether you agree or disagree.

Many classrooms are arranged and managed in a fairly traditional way. Children sit in rows of desks, the teacher tells them what to do and how to do it, and there are strict rules about things like talking in class and doing homework. There are good reasons for traditional classroom management:

- Children learn best when the teacher explains everything, not when they have to figure things out.
- In order to learn to be responsible, children need strict rules and discipline.
- Having a desk gives a child his or her own space and helps children pay attention and do their own work.

C Summarize the conclusion you reached about classroom management for the class. State whether everyone in your group had the same opinion.

MEDIATION CONFIDENT COMMUNICATOR developing ideas in a group

A Read some tips for developing ideas. Then read the conversation. Which techniques does the group use? Underline sentences in the conversation that support your answers.

How to develop ideas in a brainstorming session

- Brainstorm individually before you talk about your ideas in a group. There will be more ideas to talk about if people have time to think about the problem.
- Set a time limit for writing down ideas individually. If people don't have a deadline, they may not do the task.
- If helpful, draw a picture of an idea and add words if necessary. Sometimes a picture really is worth a thousand words!
- Don't be afraid to be silly! Sometimes an idea that seems funny or crazy can work with just a few changes.
- Listen to everyone's ideas before you accept or reject them. At this stage, the goal is to get as many different ideas as possible, not to make decisions.

John: Good morning, everyone. As you know, we've been talking about how to make the company more modern and attractive to younger employees. I asked you to take a couple of days to think about the problem and write down some ideas. OK, let's hear your ideas. Kayla?

Kayla: Well, I thought maybe we could change the dress code. I think younger people feel more comfortable and more creative if they can wear casual clothes.

John: Hmm. I don't know. We do want to look professional. I'm not sure what clients would think.

Marco: The office looks pretty boring. Maybe we could let the employees decorate the walls or bring in some furniture or decorations that they like. It would be fun, and it might look really cool!

John: This is kind of a crazy idea, but maybe we could do something like have one wall where people could put up photos, or their kids' artwork, or whatever.

Andrea: And maybe we could create some informal meeting areas with sofas and comfortable chairs. Here's a drawing that I did to show how it might look.

John: Thanks, Andrea. I guess we could think about that, but I'm not sure we have space. Also, I worry that people will spend more time sitting around in those areas than working at their desks. Anyway, thanks for your ideas. I'll think about them and make some decisions soon.

B IN GROUPS Read the problem. Then use the tips and dialogue in A as a guideline to brainstorm ideas.

As experienced language learners, you have been asked to help a local English language institute improve its learning environment to make it more attractive to young adult students. On the right is a photo to give you an idea of what the classrooms look like.

Teachers say that the students act bored in their classes and don't seem motivated to learn English. The teachers say that they give the students a lot of practice in grammar and vocabulary, but they still make a lot of mistakes, and they don't really want to talk much in class. Suggest ideas to make the learning space and the lessons appeal to the students.



C Share your ideas with the rest of the class. As a class, decide on the best ideas for helping the language school.

D Discuss these questions.

1 In your brainstorming session, which tips in **A** did you use?
2 What could you do in your next brainstorming session to make it work even better?

VOCABULARY review

SCORE: / 10

A Complete the paragraph with the words in the box.

decision-making	management style	ran ... by	work a flexible schedule	work overtime
fill in	office culture	set up	work out	work remotely

My friends and I decided to **1** _____ a small computer repair business. We **2** _____ the business plan _____ my dad, and he helped us **3** _____ the details. It's a very small company, so our **4** _____ is pretty informal. A couple of employees **5** _____ and almost never come to the office. Some employees **6** _____ because they fix computers at people's houses, so their hours depend on their appointments. When we get very busy, we often have to **7** _____ to get all of the work done. I'm the manager, but I have a very relaxed **8** _____. Everyone in the company participates in **9** _____, and we all **10** _____ for each other when someone goes on vacation.

GRAMMAR review

SCORE: / 10

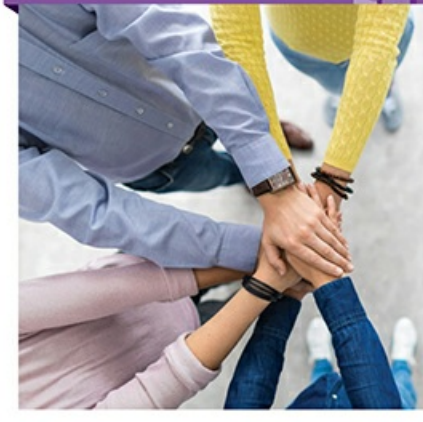
A Choose the correct options.

When I graduated from high school, I wasn't sure about what I **1** should / may do, because I was **2** a little / a lot tired, and I wasn't ready to start college right away. I talked to my mom and decided to work in her landscaping business. I had very **3** a little / little work experience, but I had quite **4** some / a lot of experience taking care of plants, so my mom thought I could do the job. I've been working for her for two weeks, and she's a pretty strict boss. I **5** have to / can be at work at 6:00 a.m. **6** all / every day, and she **7** lets / makes me study books about plants in the evenings. I'm **8** allowed to / supposed to learn about all the plants in our region by next month! It's hard work, but I really like it because my mom **9** doesn't let / allows me to make suggestions for landscaping plans, and I **10** can / don't choose some of the plants we use. It's a great job.

16–20 correct: You can use quantifiers and compound words.
You can express obligation, permission, and prohibition.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS fostering teamwork



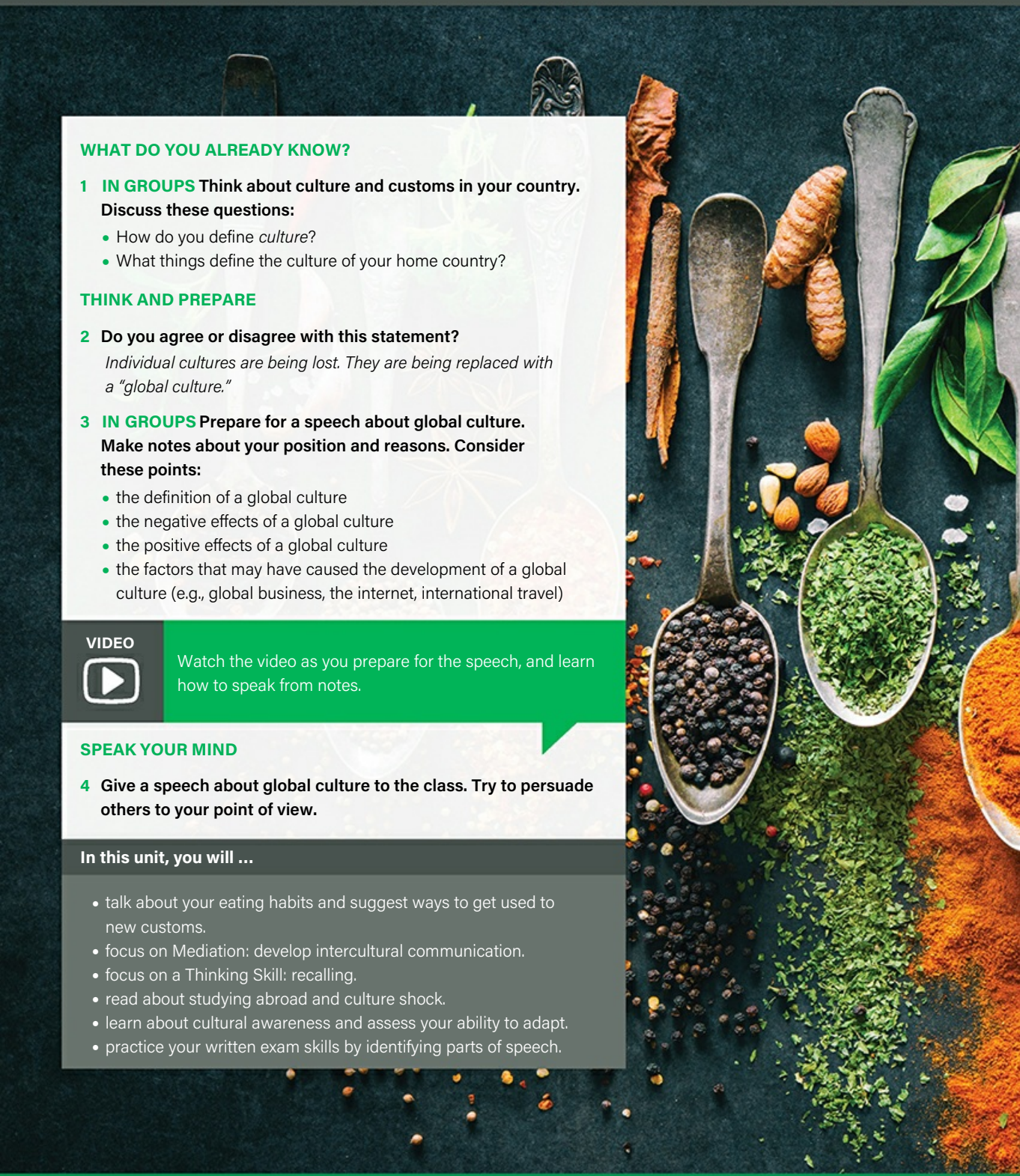
Read this saying. What do you think it means? How could you apply this saying to your career or to your academic work? How good are you at fostering teamwork?

There is no "I" in "team."

Turn to Skills for Pros on page 130.

UNIT 3

Blending Worlds



WHAT DO YOU ALREADY KNOW?

1 **IN GROUPS Think about culture and customs in your country. Discuss these questions:**

- How do you define *culture*?
- What things define the culture of your home country?

THINK AND PREPARE

2 **Do you agree or disagree with this statement?**

Individual cultures are being lost. They are being replaced with a "global culture."

3 **IN GROUPS Prepare for a speech about global culture. Make notes about your position and reasons. Consider these points:**

- the definition of a global culture
- the negative effects of a global culture
- the positive effects of a global culture
- the factors that may have caused the development of a global culture (e.g., global business, the internet, international travel)

VIDEO

Watch the video as you prepare for the speech, and learn how to speak from notes.

SPEAK YOUR MIND

4 **Give a speech about global culture to the class. Try to persuade others to your point of view.**

In this unit, you will ...

- talk about your eating habits and suggest ways to get used to new customs.
- focus on Mediation: develop intercultural communication.
- focus on a Thinking Skill: recalling.
- read about studying abroad and culture shock.
- learn about cultural awareness and assess your ability to adapt.
- practice your written exam skills by identifying parts of speech.



LIFE SKILLS cultural awareness

A Read the definition of cultural awareness. How diverse is your country? Are there a lot of different cultures?

Cultural awareness is the ability to understand and appreciate cultural differences. People who have cultural awareness respect and value different beliefs and customs from their own. They are open to new customs and experiences and are able to adapt to them.

B IN PAIRS Look at the photos and discuss the questions.

1 Which photos show eating habits you are familiar with?
2 How do you feel about trying different ways of eating?



eating on the go



holiday feast



eating with chopsticks



eating with your hands

C 3.01 Listen to a man talk about his experiences with traditional foods when he lived in Ethiopia. Discuss the questions.

1 What food do a lot of Ethiopians not eat?
2 What is *gursha*?
3 How does the man feel about *gursha*?

D IN GROUPS Reflect on the following questions and share your ideas with the class.

1 How would you have responded in the situation the man describes in the listening?
2 Describe a situation where you had to adapt to something new. How did you feel?
3 Do you think you are good at adapting to unfamiliar situations? Explain.

MAKE IT DIGITAL

Research cultural differences or customs of a country that you are interested in visiting. Identify customs you could or could not adapt to.

VOCABULARY prefixes: *un–*, *in–*, *im–*

A The prefixes *un–*, *in–*, and *im–* mean *not*. Add the correct prefixes to the words from the box and write them in the correct column in the table. Then add other words you know with these prefixes. Use a dictionary or go online to check your answers.

believable ~~clean~~ polite correct formal natural comfortable possible

un–	*in–*	*im–*
unclean		

B Write a word from the box in A next to the correct definition.

1 embarrassed or nervous _____
2 really amazing or really bad _____
3 relaxed and casual _____
4 not able to be done _____
5 dirty _____
6 rude; not kind _____
7 wrong; not true _____
8 artificial _____

GRAMMAR verbs + gerund/infinitive: changes in meaning

A Read these sentences from LISTENING C. Choose the correct meaning of each sentence.

1 I remember being surprised by one interesting tradition.
a I have a memory of this. **b** I should do this in the future.
2 The most important thing is to remember to respect this tradition ...
a I have a memory of this in the past. **b** I should do this in the future.
3 ... but as we went on feeding each other, I got used to it.
a We continued the action for some time. **b** We did something different after a period of time.
4 ... I went on to write a blog about living there ...
a I continued the action for some time. **b** I did something different after a period of time.
5 ... don't forget to call or text us ...
a You didn't do this in the past. **b** You should do this in the future.
6 I'll never forget feeling uncomfortable.
a I have a memory of this. **b** I should do this in the future.
7 I hope you stopped to appreciate your experience there.
a You stopped an action or habit. **b** You stopped an action in order to do something else.
8 I stopped eating meat about ten years ago.
a I stopped an action or habit. **b** I stopped an action in order to do something else.

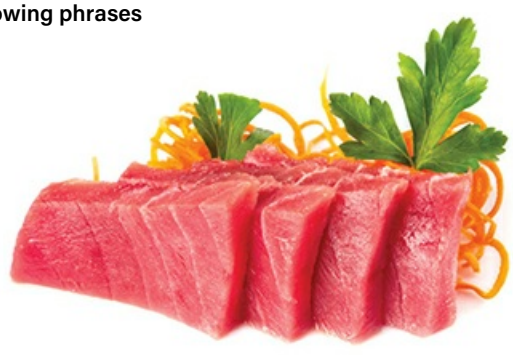
For more practice, go to page 160.

B Complete the sentences with the gerund or infinitive form of the verbs in parentheses.

1 After working as a chef, Mariela went on _____ (buy) her own restaurant.
2 Do you remember _____ (try) crocodile pizza when we were in Australia?
3 Don't forget _____ (take) a gift when you're invited for dinner.
4 I stopped _____ (eat) my lunch before getting back to work.
5 You never forget _____ (see) Paris for the first time!
6 Did you remember _____ (buy) a cake for Maria's birthday?

C IN PAIRS Talk about an unforgettable meal. What did you eat? What do you remember about it? Why was it special? Try to use the following phrases where possible:

I remember eating ...
I'll never forget trying ...
We went on to have ...
Then we stopped what we were doing and ...



WRITING using sentence variety

A Read Ariadne's blog post about eating habits in her home country of Greece. How similar are they to those in your country?

Hi everyone,

I'm studying in the United States now, but I grew up in Greece, so I'm familiar with the Greek way of eating. I guess that a lot of the habits there are the same as in other Mediterranean countries such as Spain and Italy. Here are a few things you might notice if you go to Greece ...

a Adults don't generally eat a large breakfast—often some fruit or bread and jam. Kids might have a glass of milk or juice and some cereal or *tiropita*, a small cheese pie. The main meal of the day is lunch. Schools and businesses usually close at 2 p.m. so people can stop working and go home to have lunch with their families. Often grandmothers prepare the meal for everyone. **b** They often start preparing dishes very early in the morning! Lunch might be chicken and potatoes with lemon, fish with spinach, or a soup made with lentils or beans. **c** In the evening, people tend to eat something light such as yogurt or a sandwich.



d I like the fact that families usually eat together, and that food is an important part of everyday life. Now that I live with a host family in the States, I notice that people here don't always eat together in the evenings, because they are busy with other things.

e Does anyone else have any interesting information on eating habits from other parts of the world?

B In informal writing, there are different types of sentences you can use to make your writing interesting. Read Ariadne's blog post again. Do you think her blog post is interesting? Why or why not?

C Match the underlined sentences (a–e) in the blog post to these types of sentences.

1 a personal opinion ____
2 a question to encourage the readers to respond ____
3 an interesting or funny fact (often used with an exclamation mark) ____
4 a simple sentence giving basic information (with subject + verb + object) ____
5 a longer, more complex sentence giving examples (with *such as* or *for example*) ____

D You are going to respond to Ariadne's blog post about eating habits in your country. Outline the information you want to include.

E Write a 150–200 word blog post. Did you include all the sentence types from C?

SPEAKING

For more speaking practice, go to page 149.

A Think about your eating habits and answer the following questions in your notebook.

- How many meals do you eat per day? What time do you usually eat?
- Does your family sit down for a meal together or do they eat separately?
- Do you prefer to eat at home or go out to eat?
- When you eat out, what type of food do you like to eat and why?
- How typical are you and your family's eating habits compared to other people you know?



B IN GROUPS Discuss your answers with your group. How are your eating habits similar or different?

READING

A **Brooke is going on a student exchange trip to Brazil. Read these entries from her diary. Which word best describes how she feels about the idea of studying and living abroad?**

a anxious **b** excited **c** anxious *and* excited

Notes Done

July 15

Only two days to go before Rio. I can't wait. I'm preparing myself for a little culture shock at first, but I figure I can get used to most things. People tell me Rio is amazing. I hope I can get to know some people my age and also travel around a little and see some of the rest of the country. My Portuguese isn't very good right now, but I'm sure it'll get better once I'm there for a while. Rio, here I come!

B 3.02 **Read more of Brooke's diary entries. Then choose *True* or *False* for the statements that follow.**

Notes Done

July 28



Fernanda and a few of the other students went to the beach after class and invited me to come along. Everyone was really friendly and relaxed, and they showed me how to play beach volleyball. I wasn't very good, but it was a lot of fun. They've promised to take me to see my first *futebol* (or soccer) match next week. I'm looking forward to hanging out with them. There's a real sense of cultural diversity here. It makes the place feel really exciting. I love it so far. The only thing that feels different is that people are very comfortable kissing and hugging one another when they meet. I don't mind it, but it might take some people a while to get used to it.

August 1

The family I'm staying with is really nice. They've made me feel really welcome. Maria—the mom—is a fantastic cook. She makes the most delicious *pão de queijo*, which is a type of cheese bread snack. I'm a little homesick today. I'm not used to being away from home. I spoke to Mom and Dad tonight, and that made me feel a lot more upbeat. I was relieved to learn they were all OK and managing without me! Keeping this diary is useful. It's good to put my feelings down.

August 18

I'm feeling exhausted today. Back home, we have 10–15 hours of classes per week. Here, it's more like 20–25 hours and we're expected to study in the evenings as well. It's taken me the last three weeks to get used to the hours. Most of my classmates are very focused and hard-working. I'm used to things being more laid-back. But that's good for me, I guess. I'm determined to pass the final exams.

August 20

My Portuguese is definitely improving. I wasn't accustomed to using it so much and I felt self-conscious speaking at first. But I'm more confident now and I'm used to asking people to speak more slowly so that I can understand them. It definitely helps to be staying with a host family that doesn't speak very much English. I've also been watching Brazilian TV shows and listening to Portuguese podcasts. It really helps with my understanding.

August 22

I'm feeling like I fit in, even when life is stressful. Public transportation is cheap, so the bus is the best way to get to class. Still, traffic is always heavy and it's a slow ride. I got really frustrated this morning because the bus was so full that I couldn't get on. I was late for class. On the positive side, I'm getting used to being in Rio. I actually like exploring new neighborhoods. I'm enjoying eating out, too—it's cheaper than in the US, and the food is delicious. I'm used to eating dinner earlier, though. Back in the US, we usually eat our evening meal around 6:30. Here it's around 8 p.m.!

1 Brooke regularly plays beach volleyball at home. True / False
2 Brooke feels uncomfortable with people hugging and kissing when they meet. True / False
3 Brooke speaks English with her host family. True / False
4 Brooke is enjoying discovering different parts of Rio. True / False

GLOSSARY

cultural diversity (phrase): the existence of a variety of different cultures in one place
culture shock (phrase): the confused feeling a person gets when they arrive in a place that has a very different culture from their own

C READING SKILL—Identify main ideas Read the text again. Circle the keywords and phrases in each paragraph that tell you what the main idea of that paragraph is.

D Match the main idea of each paragraph to its date.

Daily life _____
Getting down to work _____
Becoming fluent _____
Making friends _____
Missing home _____

VOCABULARY feelings

A Match the words to their definitions.

1 homesick ____
2 self-conscious ____
3 relieved ____
4 exhausted ____
5 determined ____
6 upbeat ____
7 laid-back ____
8 frustrated ____

a very tired
b sad and alone because you are far from family and friends
c happy, positive, and confident
d very glad that something bad didn't happen
e worried about what others think of you
f not willing to let anything stop you from succeeding
g annoyed and impatient because you are not succeeding
h relaxed and calm

B How would you feel in these situations? Choose the most appropriate word from A.

1 You arrive at a party to find that you don't know anyone there. _____
2 You've been studying for eight hours without a break. _____
3 You miss the last bus home, but then a friend offers you a ride in their car. _____
4 You failed your driving test for the fifth time. _____
5 You want to become a doctor and will do whatever you can to achieve your goal. _____
6 You've been away from your family for a while and miss them. _____
7 You feel sure your team is going to win the match tomorrow. _____
8 You don't have to do anything all weekend except relax and take it easy. _____

GRAMMAR *be/get used to*

A Look at these sentences from READING B. Choose the correct meaning of the phrases *be/get used to*.

1 It's taken me the last three weeks to get used to the hours.
2 I'm used to eating dinner earlier, though.
3 I'm not used to being away from home.

____ a feel that an action or habit is normal or usual
____ b begin to feel comfortable doing a new action or habit
____ c feel that an action or habit is still not normal or usual

For more practice, go to page 161.

B Underline five more examples of *be/get used to* in the Reading section. Then answer the question.

What structure follows *be/get used to*? _____

C Underline another phrase from READING B with the same meaning as *not be used to*.

D Complete the text with the correct option.

Three years ago, I moved to Guayaquil, Ecuador, to teach English. I come from Maine, in the northeast corner of the United States, so it took me a while to **1** _____ the fact that in Guayaquil it's fairly warm during the day all year round. I was not used to **2** _____ up in the morning to such heat and humidity! I **3** _____ it after about six months. I speak Spanish, but it took me a while to **4** _____ the accent of the people here. Everyone is very friendly, and it's easy to make friends, but I still **5** _____ gotten used to the fact that the sun sets about the same time every day. That still feels strange even after three years!

1	**a** get used to	**b** be used to	**c** used to
2	**a** wake	**b** be waking	**c** waking
3	**a** get used to	**b** got used to	**c** am used to
4	**a** accustomed	**b** accustomed to	**c** get accustomed to
5	**a** haven't	**b** have	**c** not

E IN PAIRS Imagine that you are working or studying in these cities. What would be hard to get used to? What would be easy? Ask and answer questions to find out.

Tokyo, Japan
Madrid, Spain
Sydney, Australia

A: What would be hard to get used to in Tokyo?
B: I think it would be hard to get used to the language, but I think I'd get used to the food quickly.

PRONUNCIATION *be/get used to*

A 3.03 Listen to the sentences. Is *to* pronounced clearly?

1. I'm used to driving on the right.
2. I used to eat out all the time.
3. We got used to living in Mexico City.

B 3.04 IN PAIRS Practice saying these sentences.

1. She used to work late in the office.
2. I'm used to speaking English with friends.
3. Have you gotten used to living on your own?

SPEAKING

For more speaking practice, go to page 149.

A Imagine that a group of international students is coming to your local area to study in an exchange program. Look at the photos and list some things they would have to get used to. What might cause culture shock for them?

B IN PAIRS Share your ideas. What similarities and differences were there in your lists?

A: They would need to get used to the food. People here eat a lot of meat!
B: I think they'd have to get used to speaking Spanish.


currency and money


climate and weather


eating habits


language

LISTENING

A **How culturally diverse is your school or workplace? Discuss.**



B 3.05 **Listen to four people talk about diversity in their workplaces. What kind of work do they do? Write the industry from the box.**

advertising education food service hospitality

Speaker 1: _____ Speaker 3: _____
Speaker 2: _____ Speaker 4: _____

C 3.05 **LISTENING SKILL—Identify the speaker** **Read these sentences. Then listen again and write which speaker (1–4) says each thing.**

Which speaker ...

1 thinks technology has changed how we see people? Speaker ____
2 quotes research on the positive effects of diversity? Speaker ____
3 comes from a culturally diverse background? Speaker ____
4 wanted to travel to experience more diversity? Speaker ____
5 manages a culturally diverse group of people? Speaker ____

VOCABULARY dependent prepositions

A **Match the verb to a preposition from the box. There may be more than one correct answer.**

about for on to with

1 appeal _____
2 allow _____
3 argue _____
4 apologize _____
5 complain _____
6 concentrate _____
7 deal _____
8 rely _____

B **Write a phrase from A next to its meaning.**

1 to disagree with someone in an angry way _____
2 to take action to solve a problem _____
3 to trust someone to do something for you _____
4 to focus your attention on one activity _____
5 to say that you're not happy with something _____
6 to be attractive to people _____
7 to consider something when making a plan or calculation _____
8 to say you are sorry for something _____

C **Choose the correct options to complete the text.**

Do you know someone who sometimes acts in an annoying way? Maybe you have a coworker who you always have to **1** apologize for / allow for. Or perhaps there's someone in class who makes it hard for everyone to **2** complain about / concentrate on the lesson? Many of us know someone like this. But what can you do to stay upbeat even when you're feeling frustrated? Here is some advice on how to **3** deal with / rely on that kind of person.

You might want to **4** complain about / concentrate on the person to other people, but try to avoid doing this. Speak to them alone and ask them to be more considerate, but try to be polite and do this without **5** arguing with / relying on them. Try to **6** apologize for / appeal to his or her desire to get along with other coworkers. If this doesn't work, you may just have to accept that everyone is different and try to get along with this person the best you can.

MAKE IT YOURS

You will see dependent prepositions (with verbs, adjectives, and nouns) very often in written English, e.g.,

She's *good* ***at*** soccer. (i.e., has a skill or ability)
He's *good* ***with*** children. (i.e., able to deal with well)
What are you *good at* doing? Look for words online that describe your abilities.

THINKING SKILL recalling

A How good are you at recalling information? Is it easy or hard to remember facts, numbers, or names?

B Read these tips on recalling information. Check the ones that might be useful for you.

- Try to break the information into separate pieces or "chunks." ☐
- Repeat the information in your head again and again. ☐
- Try to create a mental picture in your head of the information. ☐
- Most people can only store about four pieces of information in their short-term memory. Therefore, choose four things to remember, and try to remember them accurately. ☐

C IN PAIRS Read this text about cultural diversity. Use the tips from B to help recall information.

D IN PAIRS Cover the text and take turns asking and answering the questions.

Our planet is currently home to around 8 billion people. According to the United Nations, this is expected to reach 10 billion by the year 2050. Today, approximately 7,000 different languages are spoken throughout the world, although this number is constantly changing. Languages such as English, Mandarin Chinese, and Spanish are spoken by a large majority of the world's people, but there are rare and endangered languages spoken by smaller groups. For example, Pirahã is spoken by a small group of several hundred people in Brazil, and Ottawa is spoken in small communities in southern Canada.

One of the most culturally diverse countries in the world is the island of Papua New Guinea in the Pacific Ocean. Over 850 different languages are spoken by a population of around 8 million people. English is considered to be the "official" language, but it is only spoken by one to two percent of the population.

World cities that are considered to be among the most culturally diverse include Amsterdam, Paris, and Los Angeles. LA is home to people from around 140 different countries. You may know some of their languages from the foods commonly found in the city, such as *dim sum* from China, *bratwurst* from Germany, *ceviche* from Peru, and *sashimi* from Japan.



Read more

1 How many different languages are spoken in Papua New Guinea?
2 Name three languages that the article describes as widely spoken.
3 What country does *bratwurst* come from?
4 Name three cities that the article describes as being culturally diverse.
5 Approximately how many languages are spoken around the world?
6 What is the world population expected to be in 2050?
7 Where is Ottawa spoken?
8 What percentage of people in Papua New Guinea speak English?

E IN GROUPS Discuss the article. Did any information surprise you? Try and recall the information from the article without looking back at it.

MEDIATION CONFIDENT COMMUNICATOR intercultural communication

A Read these tips on how to improve your communication skills with people from different cultures. Check the tips that you think are the most useful.

Intercultural Communication: Easy Steps to Making It Work



- ☐ If possible, learn a little bit about the culture of the people you are going to meet.
- ☐ Learn a few key phrases such as *Hello, Good morning* and *Thank you* in their language.
- ☐ Be accepting of other people's behavior. Don't expect them to change their behavior to suit you.
- ☐ Speak slowly and clearly. Clarify information as needed to make sure there is no misunderstanding.
- ☐ Pay attention to nonverbal communication. Gestures, eye contact, and body language are all clues as to how someone is feeling.
- ☐ Don't forget to relax and enjoy yourself!

B 3.06 Listen to two people from different cultures meet for the first time. Do they communicate effectively? Why or why not?

MAKE IT REAL

Before you start the role-play, think about what to say when you first meet, and do any research that you think will be useful. Useful phrases for introducing yourself are:

Hello. How are you? I'm ... We've spoken on the phone before.

Could you remind me how to pronounce your name / last name?

I hope I haven't kept you waiting.

C IN PAIRS Role-play a situation where two people from different cultures meet for the first time. Follow the instructions. Then change roles.

Student A: You come from a culture where it's important to be on time for meetings and people behave formally in business situations. The person you are meeting arrives 30 minutes late. Introduce yourself and ask and answer questions to try to get to know one another.

Student B: You come from a culture where it's not that important to be on time for meetings and people behave informally in business situations. You arrive later than the other person. Introduce yourself and ask and answer questions to try to get to know one another.

D Give feedback on how well you were able to communicate. Share your experience with another pair.

VOCABULARY review

SCORE: / 10

A Complete the sentences with a preposition from the box. One preposition is used more than once.

about for on with

1 Knowing how to deal _____ people is necessary if you work in customer service.
2 We were so unhappy with the poor service that we complained _____ it to the hotel manager.
3 The restaurant owner appreciates that he can rely _____ his employees.
4 We need at least an hour to get there to allow _____ traffic.
5 My best friend and I rarely argue _____ one another, except over soccer!

B Complete the text with the correct feelings. The first letter has been provided for you.

I'd just arrived in Tokyo, the exciting capital of Japan, after a very long flight. I was 1 e_____ and all I wanted to do was rest, but my host family was 2 d_____ to take me out for dinner. We went to a small restaurant that specialized in noodle soup, or *ramen*. The first thing I noticed was the wonderful smells—garlic, ginger, soy sauce, sesame oil. The second was the sound. Everyone in the restaurant seemed very 3 l_____ and relaxed, as they were "slurping" loudly—that is, sucking the noodles into their mouths in a noisy way. It seemed strange to me, but nobody seemed 4 s_____ or embarrassed about it. My host explained that it's the Japanese way of showing how much you love and appreciate the food. I tried to slurp my noodles, but I felt 5 f_____ that I couldn't use chopsticks well, so I couldn't make as much noise as the other diners.

GRAMMAR review

SCORE: / 10

A Complete the sentences with the gerund or the infinitive form of the verbs in parentheses.

1 Don't forget _____ (tip) taxi drivers about 20% of the fare when you visit New York.
2 Do you remember _____ (try) squid when we visited Turkey?
3 Remember _____ (take) a raincoat when you visit Tierra del Fuego. It rains a lot!
4 We went on _____ (see) the cultural highlights of Arequipa after we visited Macchu Picchu.
5 You must stop _____ (eat) seafood tacos on the way to Baja California. They're delicious!

B Complete the sentences with the correct options.

1 When we moved to Alaska, we had to **get used to** / **be used to** the cold pretty quickly!
2 Did you **use to** / **get use to** eat with chopsticks when you lived in Hong Kong?
3 I **not used to** / **am not used to** speaking French, even though I've lived in Paris for a while.
4 As a resident of San Francisco, I'm used to **traveling** / **travel** around by cable car.
5 Brandon is finding it difficult to **be** / **get** used to Brazilian reals instead of dollars.

16–20 correct: You can talk about feelings and use dependent prepositions. You can use gerunds and infinitives and *be/get used to*.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS

READING identify parts of speech

Write the part of speech next to each word.

1 impress _____
2 impressive _____
3 impression _____
4 impressively _____

Go to Exams Skills on page 132 to learn how to identify parts of speech.

UNIT 4

Lifelong Learning



WHAT DO YOU ALREADY KNOW?

1 **IN GROUPS Think about public and private colleges and universities in your country. Discuss these questions:**

- Do more students attend public or private institutions?
- How are the costs different?

THINK AND PREPARE

2 **Do you agree or disagree with this statement?**

Higher education should be free for all.

3 **IN GROUPS Prepare for a presentation on your ideas about whether higher education should be free. Make notes about your position and reasons. Consider these points:**

- the cost of tuition
- the quality of the teachers
- the cost to taxpayers

VIDEO

Watch the video as you prepare for your presentation, and find out how to use data effectively.

SPEAK YOUR MIND

4 **Present the topic of paying for higher education.**

In this unit, you will ...

- brainstorm the qualities of a good educator and discuss the subjects you would like to learn.
- focus on Mediation: encourage group discussion.
- focus on a Thinking Skill: comparing and contrasting.
- read about options for learning outside a classroom.
- learn about empathy and how important it is in your personal and professional life.
- read about interpersonal effectiveness and the professions that use this skill.


HOME

LIFE SKILLS empathy

A Read the definition of empathy. What is the difference between empathy and sympathy?

Empathy is the ability to identify and understand other people's emotions. It involves considering a situation from that person's point of view. You need to understand a situation in detail and think carefully about other people's possible emotional reactions to that situation. When you have empathy, you are able to imagine how people feel. Sympathy, however, is when you feel sad or sorry for someone's problems, but you aren't putting yourself in their shoes.

B 4.01 IN PAIRS **Read this article. Discuss how John felt as a student and as a teacher.**

The Teacher Who Couldn't Read

What qualities do you think a good **educator** needs to have? Most people would agree that a teacher needs to be well educated and able to read and write in order to help others learn those skills. Surely all teachers are able to read and write, aren't they? One man, John Corcoran, from New Mexico, has a remarkable story about how he got through high school and college even though he was illiterate. He didn't just graduate from college. He became a teacher!

John's problems started in the second grade. By the end of the school year, most of the other **students** had learned the basics of reading, but John couldn't seem to grasp it. However, he was an intelligent child, and his teacher allowed him to pass to the next grade. By the time he finished the fifth grade, John had given up trying to read. Today, we would probably say John had dyslexia, but in those days, people didn't understand the condition.

In high school, John was a good **athlete** who had excellent social skills. This helped him hide the fact that he couldn't read. When he took tests, he copied from other students or asked them to write the answers for him. By the time he went to college on an athletic **scholarship**, he had managed to pass all his tests without getting caught for cheating. Life got harder in college, though. Once, John broke into one of his professors' offices to find exam papers so he could get the answers. He knew it wasn't right. He needed help, but he had no idea who to turn to.

When John graduated, he worked as an athletics coach. He also taught social studies and typing. By the time he retired as a teacher, John had been teaching for 17 years. In all that time, he hadn't once written on the board or written a comment on an assignment. In fact, he had



never even read his students' assignments. You might think John's students would be angry at him or feel that he had ruined their education. However, according to John, all his students liked and **respected** him, and some even say he was their favorite teacher. John says that his problem forced him to find different ways of doing things. He led his students through a lot of discussions and watched educational movies with them. Perhaps that meant that his lessons involved students in a different way. However, John still felt that he made a mistake becoming a teacher, because he knew that he didn't belong in the classroom.

Eight years after leaving teaching, John saw a national literacy ad and decided it was finally time to learn to read. Admitting his problem wasn't easy, but John finally found the courage to tell his wife that he couldn't read and to ask a **tutor** to teach him. After keeping his illiteracy a secret for so many years, John has been on national TV shows to share his story. He now leads the John Corcoran Foundation and talks about his experiences in the hope that it encourages other people to seek help.

C IN PAIRS **Discuss how you think these people felt and look in the text for evidence supporting your ideas. Then share your ideas with the class.**

1 John's students when he was teaching
2 John when he told his wife he couldn't read
3 John's wife when he told her he couldn't read

GLOSSARY

dyslexia (n): a medical condition affecting the brain that makes it difficult for someone to read and spell correctly

D Answer the questions in your notebook.

1 In what ways is empathy important in your personal life?
2 In what ways is empathy important in your professional life?
3 How can people develop their ability to empathize?

MAKE IT DIGITAL

Go online and read the poem "Theme for English B." How does the character feel? Are you able to empathize with him?

VOCABULARY topic word formation

A IN PAIRS Complete the table by using the words in bold in Reading B and your own ideas. Then check your answers in a dictionary.

	Noun (thing)	Noun (person)	Adjective	Verb
1		athlete		********
2				educate
3		********		respect
4		scholar		********
5				study
6			********	tutor

B Complete the sentences with the correct form of the words in parentheses.

1 Would you like to participate in _____ (athlete) when you're at college?
2 Thanks for your presentation. I found it very _____ (education).
3 We have invited several _____ (respect) lecturers to speak to students this semester.
4 Did you get the college _____ (scholar) you applied for?
5 Were you very _____ (study) when you were in high school?
6 The librarian's _____ (tutor) on how to find sources for research papers was very helpful.

GRAMMAR past perfect vs past perfect progressive

A Write the correct tenses.

1 The _____ describes a completed action that happened before a moment in the past.
By the time he finished the fifth grade, John had given up trying to read.

2 The _____ describes an action in progress for a period up to a moment in the past.
By the time he retired as a teacher, John had been teaching for 17 years.

For more practice, go to page 162.

B Choose the correct options.

1 Mozart **had written** / **had been writing** his first pieces of music by the time he was five years old.
2 When I passed my final piano exam, I **had played** / **had been playing** the instrument for ten years.
3 By the time he was two years old, Tristan Pang **had already learned** / **had already been learning** how to solve high school math problems.
4 By the time he died, Einstein **had changed** / **had been changing** the world of physics forever.
5 Our lecturer forgot that we **had already taken** / **had already been taking** the test and she gave it to us again!
6 When my tutor finally arrived, I **had waited** / **had been waiting** for twenty minutes.

C Complete the article. Use the past perfect or past perfect progressive forms of the verbs in parentheses.

Peter Tabichi

Winner of the 2019 Global Teacher Prize

When science teacher Peter Tabichi won the 2019 Global Teacher Prize, he **1** _____ (work) at Keriko Mixed Day Secondary School in Kenya for three years. His family **2** _____ (inspire) him to become a teacher many years earlier.

His school is in a remote area in the Rift Valley, and around 95% of his students are very poor. Tabichi introduced a Talent Nurturing Club, because for many years, the school **3** _____ (struggle) with the problems of children being absent from school and dropping out of school. Within three years, the number of students **4** _____ (double). Tabichi also helped his students achieve national fame. The year before he won the prize, his school **5** _____ (win) first place among public schools in the Kenya Science and Engineering Fair. Tabichi **6** _____ (guide) his students in developing a device that allows blind and deaf people to measure objects. Tabichi has transformed his school. As an example of his commitment to teaching, he gives 80% of his salary to the school.



PRONUNCIATION *been*—pronunciation in connected speech

A 4.02 **Listen to and complete the sentences.**

1 I hope you _____ _____ waiting long!
2 I've _____ _____ hard all week.
3 Has _____ _____ raining?

B IN PAIRS Discuss how the word *been* is pronounced in each sentence in A. Then practice saying the sentences.

SPEAKING

For more speaking practice, go to page 149.

A Read this text on what makes a good educator. Check (✓) how much you agree or disagree with each statement.

A good educator ...	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree
• has good communication skills.	☐	☐	☐	☐	☐
• is fair to all students.	☐	☐	☐	☐	☐
• admits when he/she doesn't know something.	☐	☐	☐	☐	☐
• loves what he/she teaches.	☐	☐	☐	☐	☐
• is strict and keeps control of the class.	☐	☐	☐	☐	☐
• lets students choose what to study.	☐	☐	☐	☐	☐
• listens to students' problems.	☐	☐	☐	☐	☐
• expects students to work hard.	☐	☐	☐	☐	☐

B IN PAIRS Compare and explain your choices in A. Then ask and answer these questions.

1 Do you think you would be a good teacher? Why or why not?
2 What are the most enjoyable things about being an educator? The least enjoyable?

LISTENING

A Check (✓) the statements that are true for you. Then compare with a partner.

- ☐ I like to listen to music when I'm studying.
- ☐ I have to have complete silence when I'm studying.
- ☐ I enjoy studying with other people.
- ☐ I learn best when I study alone.

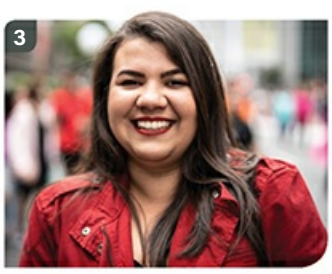
B 4.03 Listen to this college radio show. Match each person to their statements. There are two statements you do not need.



Zach ____



Taylor ____



Kayla ____

a It's easier to learn through a physical activity.
b You need to repeat some things a lot in order to learn them.
c I read my notes very carefully and try to remember them.
d Away from class, I need to concentrate on just one thing.
e I like to listen to detailed explanations.

C 4.03 LISTENING SKILL—Identify reasons Listen again and complete the reason for each person's opinion.

1 Zach prefers to work in a group sometimes because _____.
2 Zach likes learning as part of a group in class because _____.
3 Taylor thinks you need to practice a physical skill because _____.
4 Taylor likes studying with other people because _____.
5 Kayla thinks listening to explanations isn't a good way of learning because _____.

VOCABULARY phrasal verbs

A Match the phrasal verb in each sentence (1–7) to the definition (a–g).

1 When I *come across* a new word, I try to guess the meaning. ____
2 It's hard to *get down to* studying when the TV is on. ____
3 I always *go through* my notes from my lectures at the end of the day. ____
4 My classmates are really smart. It's hard to *keep up with* them. ____
5 To *pick up* new skills, I have to practice a lot. ____
6 I try to find time to *think over* what I've learned in class. ____
7 I remember lectures best when I *write down* my notes. ____

a to read or study carefully
b to write on paper
c to start doing something seriously
d to learn at the same speed as
e to find something unexpectedly
f to consider carefully
g to learn something new

MAKE IT YOURS

How do you study? Do you *go through* your notes by yourself or with friends? Look online for other ways to describe how you study.

B IN PAIRS Do you agree or disagree with each statement in A? Give reasons.

GRAMMAR *prefer / would prefer / would rather*

A Read these sentences from LISTENING B. Match each one to the correct structure.

General preference

1 I prefer going through my notes alone to studying in a group. ____
2 I'd rather study with other people than study by myself. ____
3 I prefer to do things rather than listen to an explanation. ____
4 Do you prefer electronic books to paper books? ____

Future preference

5 I'd prefer to major in chemistry. ____

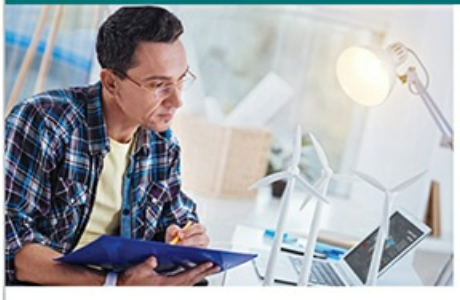
a *prefer* (gerund) *to* (gerund)
b *prefer* (infinitive) *rather than* (base form)
c *would rather* (base form) *than* (base form)
d *would prefer* (infinitive)
e *prefer* (noun) *to* (noun)

For more practice, go to page 163.

B Check (✓) the sentences that are correct. Correct the verbs in the incorrect sentences.

1 I'd prefer to study at the library rather than study at home. ____
2 Would you rather reading a textbook or watch an educational video? ____
3 Do you prefer working in a group or work alone? ____
4 Many people prefer to learn a language in a class rather than learn on their own. ____
5 Would you prefer learning Chinese or Japanese? ____
6 I had rather pick up a language by talking to people than taking an online class. ____
7 I prefer taking lecture classes to take lab classes. ____

C Choose the correct options to complete the article.



Learning Styles

It is certain that many of us prefer learning in some ways**1 than / to** learning in others. But do we all have different learning styles? The idea of learning styles has had an important effect on education. Supporters of one common theory argue that there are four kinds of learners: visual, auditory, reading/writing, and kinesthetic. According to this theory, visual learners would **2 prefer / rather** learn by seeing. They like to get information from diagrams and images. Auditory learners prefer **3 hear / to hear** information rather **4 they / than** read it. Reading/writing learners prefer studying the written word to **5 listen / listening** to someone speak. Kinesthetic learners would rather **6 are / be** active and learn by doing.

However, critics of the theory point out a few problems with the idea of learning styles. First of all, people's preferences can change depending on the subject. A person may prefer **7 learn / to learn** history through reading, but the same person might prefer to learn chemistry by doing experiments, **8 rather than / rather** reading. Second, there is no evidence that following someone's learning preferences makes them learn more effectively. Third, we all learn in many different ways, even if we express a preference. Learning things in many different ways may be the best approach.

D IN GROUPS Discuss these questions.

1 Do you think your learning preferences have changed over time?
2 Do you have different learning preferences depending on the subject?
3 Have you heard of any other learning preferences? If so, what are they?

THINKING SKILL comparing and contrasting

A Read about comparing and contrasting. When might you compare and contrast two things?

When we compare and contrast two or more things, we think about ways in which they are similar and different. To compare, we list things they have in common. To contrast, we list their differences. We often use that information to make a decision or come to a conclusion.

B List features of each learning situation in the table.

Lecture hall	Online course	Tutor
in the same room as teacher/other students	*in a different room from other students*	*in the same room as tutor*







C Compare and contrast the features of each learning situation. Which one would you prefer? Give reasons.

SPEAKING

For more speaking practice, go to page 149.

A Check the things you would like to learn. You can also add your own ideas.

- ☐ computer programming
- ☐ cooking
- ☐ French
- ☐ gardening
- ☐ guitar
- ☐ horseback riding
- ☐ Japanese
- ☐ piano
- ☐ other _____

B IN PAIRS Discuss how you would like to learn one of the skills you checked in A. Take turns explaining how you would like to learn it while taking notes on what your partner says.

Carlos wants to learn to drive a motorcycle.

- *wants lessons from an expert*
- *may watch instructional videos online*
- *needs the chance to practice as much as possible*

C Share the information about your partner with the class.

READING

A **Read these online comments. Do you agree or disagree with each person? Explain why.**



Megan
The summer vacation while you are at college is a time to relax after a lot of hard work. You should hang out with friends and do what makes you happy.



Hunter
The summer vacations are a great chance to get some useful work experience to add to your résumé! You should do try to work in the same field as your career.

B 4.04 READING SKILL—Identify text type **Read these texts. Then match them with the correct text types from the box. There are some text types you do not need.**

blog entry | online ad | story extract | business report | opinion essay | website article

The Skills You Need

We want you to get the most out of your time at college. Summer vacations can be a great opportunity to learn more about yourself and to develop your existing skills, as well as learn new ones.

We realize that summer is a chance to relax after investing a lot of time and energy in studying. However, in our experience, many of our most successful students volunteered, worked part time, or traveled for at least part of their summer break. They learned important skills, such as **leadership**, **empathy**, **flexibility**, and having a **positive attitude**.

Contact the Dean of Student Affairs if you would like to know more about constructive ways in which you can make the most of your summer vacation.

1 _____

VOLUNTEERS OVERSEAS

Want to know how to learn skills to add to your résumé while having fun? Volunteers Overseas is here to help! We'll find you a place with a volunteer project in a country you choose. You might be helping a remote village get a supply of fresh water, or you might be teaching kids how to speak your language. Each volunteer stays with a local host family and shares their way of life. You'll learn about their culture, but you'll also learn a lot about yourself and develop **curiosity** about the world. Volunteers Overseas will help with all the practical advice you need, including information on visas and travel arrangements. Job recruiters often look for life experience as well as academic qualifications. Volunteers Overseas will help you get that life experience!

2 _____

What a summer!

Followers

I just got back from my summer trip overseas, and it was amazing! I enrolled in a language school to improve my Spanish, but it was the things I learned outside class that were really important. I met some fantastic people and made some friends for life. When I left home three months ago, I had no idea I would change so much. I really learned a lot about myself on this trip. I learned patience and tolerance, and that it's important to have **respect** for other people's opinions. You're never going to agree on everything, but that doesn't mean you can't be really good friends. I also learned other interpersonal skills, and I'm a lot more sensitive to how other people are feeling. I feel like I learned so much while I was away, and I'm so ready for life after college now. Bring it on!

3 _____

C **Read the texts again and choose *True* or *False*.**

1	The college wants students to study hard in their summer break.	True / False
2	The college believes that volunteering can teach you some important skills.	True / False
3	On a Volunteers Overseas trip, you stay in a family's home.	True / False
4	Going overseas made no difference to the writer's life.	True / False

MAKE IT REAL

Bring it on! is a phrase people use when they feel excited and confident about facing a challenge. For example, *My driver's test is tomorrow, but I'm confident I'm going to pass. Bring it on!*

VOCABULARY skills

A Read the sentences. Then choose the skill from the box that each person demonstrated.

curiosity | empathy | flexibility | leadership | positive attitude | respect

1 Alice faced difficulties in her studies, but she never gave up. She knew if she kept trying, she would understand the material. _____
2 Ben was researching an essay when he realized his first idea wouldn't work. He thought about it for a while and came up with a better idea. _____
3 Candice knows that her classmates all have different opinions. She doesn't always agree with them, but she listens carefully to their points of view. _____
4 Denise helped organize a class trip. She asked her classmates for their suggestions and researched possible places to visit. _____
5 Ethan heard a radio program about a topic that interested him. He decided to research it on the internet and then bought a book about it. _____
6 Faye could see that one of her classmates was struggling with the assignment. She found a good time to speak to the person and offered to help. _____

B IN PAIRS Describe a time when you showed each of the following.

- leadership
- a positive attitude
- flexibility

WRITING a pro and con essay

A IN PAIRS What are the pros and cons of taking a year off after finishing college? Make a list.

Pros (+)	Cons (-)
You have some time to think carefully about the future.	*You might need to look for a job right away.*

B Read the beginning of an essay. Choose the correct words and phrases to complete the text.

The Pros and Cons of Taking a Year Off After College

Taking a year off after college is becoming more popular. There are a number of advantages to taking the time to really discover what you want to do after college. **1** Although / However, there are also some disadvantages.

A year off before beginning your job search gives you the opportunity to travel the world. Many people go backpacking or work as a volunteer overseas. On **2** one / this hand, this is good way to learn more about yourself by facing challenges. On **3** another / the other hand, it may not be the best way to prepare for your future career.

Doing volunteer work may be a better option for many students who want to get work experience after college, **4** although / despite not everyone can afford this opportunity. Volunteer work can be a very good way to learn about your chosen career, **5** despite / in spite the fact that you won't earn any money.

C Write an essay describing the pros and cons of having a part-time job while you are in college. Before you write, make a note of your main ideas.

MEDIATION CONFIDENT COMMUNICATOR encouraging group discussion

A Read the dialogue. Who helps the group have a good discussion?



John: I think schools should invest more money in STEM subjects—you know, science, technology, engineering, and math.
Grace: I'm not sure I agree. Why do you think that, John?
John: We need to train people for the jobs that will exist in the future. We should be focusing on those subjects much more in high schools.
Esme: But what about the humanities and the arts? They're also an important part of any future society.
Grace: Do you mean we need to think about more than just finding employment and making money?
Esme: Exactly. People also need great literature and beautiful art in their lives.
John: But you don't need to go to school to learn about those things. Art should be a personal matter.
Grace: What do you mean when you say art should be a personal matter?
John: I mean if people want to spend money studying art, it's their personal choice. But we shouldn't spend our taxes teaching young people about art or literature. If people want to read books or look at art in their own time, then fine.
Esme: There are all kinds of skills involved in appreciating art and literature that also benefit society.
Grace: I never thought of that. Tell us more about that, Esme.
Esme: Well, you learn empathy and tolerance through art and literature. As our societies change in the future, those are going to be even more important than they are now. In fact, some people now talk about investing in STEAM fields, with the A standing for "art."
Grace: That's a very interesting point. Personally, I agree with Esme.

B Match the lines from the dialogue (1–4) to the functions (a–d).

1 Tell us more about that, Esme. ____
2 Do you mean we need to think about more than just finding employment and making money? ____
3 What do you mean when you say art should be a personal matter? ____
4 Why do you think that, John? ____

a asking someone the reason for their opinion
b asking someone to explain their thinking
c asking someone for more information
d checking their understanding of someone's point

C IN GROUPS Discuss one of the following questions.

- Should there be separate high schools for boys and girls?
- Should the government do more to help people from low-income backgrounds go to college?
- Should the government limit the size of high school classes?

D Tell the class what your group discussed and if you reached a conclusion.

E Discuss the question as a class.

Did anyone in your group use any of the functions from **B** to encourage group discussion? If so, what phrases did they use?

VOCABULARY review

SCORE: / 10

A Choose the correct options.

The best educators help all of their students, perhaps especially those who are not particularly **1** studious / educational. The more intelligent students are often able to understand most ideas they **2** come across / go across in class without too much effort. The students who struggle to **3** get down to / come down to work need their teacher's help the most. A good educator encourages their **4** scholarship / curiosity and helps them develop a positive **5** attitude / emotion. It is the teacher's job to make sure these students **6** come up with / keep up with their classmates and manage to **7** think up / pick up the ideas being covered in class. They do this by showing **8** empathy / attitude to the students and making time to **9** go through / get through their homework with them after school. This extra help can make a big difference in their **10** academic / tutorial lives.

GRAMMAR review

SCORE: / 10

A Choose the correct options.

1. When she finally arrived, I had waited / had been waiting for over an hour.
2. When Tabichi went to Dubai, it was the first time he had flown / had been flying on a plane.
3. When I took the exam, I had studied / had been studying the piano for six years.
4. By the time I was twelve, I had attended / had been attending four different schools.
5. When the exam ended, I hadn't finished / hadn't been finishing writing.

B Complete the sentences with the base, gerund, or infinitive form of the verb in parentheses.

1. I prefer to study with music playing rather than _____ (study) in silence.
2. I'd rather do research projects than _____ (take) exams.
3. I prefer doing experiments to _____ (read) about experiments.
4. I'd prefer _____ (have) the lesson in the morning rather than the afternoon.
5. I'd rather _____ (work) with other people than work alone.

16–20 correct: You can use education vocabulary and common phrasal verbs. You can use the past perfect and the past perfect progressive and express preferences.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS interpersonal effectiveness



Read this quote. Do you agree?

"The most important thing in communication is to hear what isn't being said."

—Peter F. Drucker, Austrian-born American management consultant, educator, and writer (1909–2005)

Turn to Skills for Pros on page 134.

UNIT 5

Media Matters



WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about different sources of news. Discuss the question:

What percentage of people do you think get news from ...?

- _____ % radio
- _____ % TV
- _____ % newspapers (print or online)
- _____ % social media

THINK AND PREPARE

2 Do you agree or disagree with the statement?

We need as much information as possible in order to be well-informed about the news and to make good decisions.

3 IN PAIRS Prepare to debate one side or the other. Consider these points.

- the reliability of different news sources
- whether the source states only facts or includes opinions
- people's ability to analyze information

VIDEO

Watch the video as you prepare for the debate, and find out how to refute an argument.

SPEAK YOUR MIND

4 Debate your ideas with a pair that has the opposite opinion.

In this unit, you will ...

- state your movie preferences and predict the consequences of publicity.
- focus on Mediation: adapt language for different levels of fluency.
- focus on a Thinking Skill: summarizing.
- read about jobs in social media.
- learn about resilience and assess how well you overcome obstacles.
- practice your written exam skills by writing short messages.



VOCABULARY movies

A Match the words in bold to the meanings.

1 A **hand-held camera** can make a movie look like a home video. ____
2 The **special effects** in that sci-fi movie were amazing, especially when people turned into monsters. ____
3 My favorite movie in the Harry Potter **movie franchise** is the first one. ____
4 Photographers **shoot** scenes from many angles, so the editors can use the best shots. ____
5 I like to **stream** movies from the internet and watch them on a smart TV. ____
6 If you want to make movies, you can take courses in **cinematography**. ____
7 None of the crowd scenes in that movie were real. They were all done with **computer-generated imagery (CGI)**. ____
8 Big **blockbuster** movies make millions of dollars. ____
9 My cousin is writing a **screenplay** for a movie, and the story is fantastic. ____
10 I love the songs on the **soundtrack** for that new sci-fi movie. ____

a the story or script for a movie
b to send or receive video or audio material over the internet in a continuous flow
c the art of filming movies
d a very successful movie or show
e a camera you hold in your hands
f images or sounds in a movie that are created artificially
g to record movie scenes or photographs with a camera
h a set of movies about the same group of people
i a recording of the music in a movie
j computer software that creates special visual effects



LISTENING

A Discuss the questions as a class.

1 What types of movies are usually shown in movie theaters in your country?
2 Do you usually watch movies at a theater, or do you stream them?

B 5.01 LISTENING SKILL—Listen for details Listen to a talk about current trends in movie-making. Complete the notes.

GLOSSARY
millennial (n): a person who reached young adulthood in the early 21st century
trend (n): a gradual change

Current Trends in Movie-making

Trend 1 1 ____

This is important because:

Less 2 ____ *in movies in theaters. Studios have to make* 3 ____ *that appeal to* 4 ____. *More and more* 5 ____ *and* 6 ____ *movies.*
The better special effects are, the more people go to the 7 ____ *to see them.*

Trend 2
Long-form TV shows: 8 ____ *episodes each* 9 ____

Trend 3
Opposite trend from blockbusters: more 10 ____ *and* 11 ____
Reasons: Millennials want 12 ____ *and* 13 ____.

Trend 4
More 14 ____ *in the movie industry means there are more women, minorities, and non-American actors.*

GRAMMAR creating emphasis

A Read the sentences from the talk in LISTENING B. Match the underlined structures to their functions.

____ 1	... more and more people are streaming movies and TV shows.	a	Emphatic *do/does/did*: to emphasize a contrasting idea
____ 2	The better the technology gets, the more successful superhero movies are	b	Repeated comparative: to emphasize an increase or decrease in something
____ 3	... and the more people *do* go to the theater to see them	c	Double comparative: to emphasize a cause and effect

For more practice, go to page 164.

B Rewrite the sentences to create emphasis. Use the form of emphasis in parentheses.

1 More movies are available on the internet. I go to theaters less. (double comparative)

_____

2 There is a lot less variety in types of movies these days. (repeated comparative)

_____

3 I don't usually like to go to the theater, but I like seeing sci-fi movies on a big screen. (emphatic *do/does/did*)

_____

C IN PAIRS Complete the sentences with your opinions. Then share with a partner. Do you agree with your partner's opinions?

1 I think movies are becoming more and more _____.
2 The more superhero movies they make, _____.
3 I don't really like _____ movies, but I do like _____ movies.

WRITING a movie review

A IN GROUPS Read the movie review. Then discuss the questions on the next page.

Movie Review: *Bohemian Rhapsody*

★ 9.0/10

Bohemian Rhapsody tells the story of the band Queen and its lead singer Freddie Mercury. The band formed in 1971. They had great success with songs like "Bohemian Rhapsody" and "We Are the Champions," but the band broke up when Mercury decided to start a solo career. The band reunited for the Live Aid concert in 1985. Mercury died in 1991, but Queen's music is still popular today.

Bohemian Rhapsody is more of a story about a person's life than a story about a band. The saying "The bigger they are, the harder they fall" describes what can happen to a person who becomes one of the most famous people in the world. The movie follows Freddie Mercury from the beginning of his career and lets the audience see that fame can be wonderful and terrible at the same time. The more famous Mercury became, the unhappier he was. This is a story that could happen to anyone at any time.

All of the acting in *Bohemian Rhapsody* is excellent, but the main actor, Rami Malek, is definitely the star. He seems to actually become Freddie Mercury in the movie. He moves and talks exactly like the real Freddie Mercury. Malek makes the audience feel what it was like to be Freddie Mercury—his sadness, his creative energy, and his love of music.

The most amazing cinematography in *Bohemian Rhapsody* is at the end of the movie, with the Live Aid concert scene. The scene was shot in an exact replica of Wembley Stadium in London, and it looks exactly like a real concert. How did they get 70,000 people for the concert audience? They didn't. They hired 2,000 extras and used special effects to make them look like 70,000. Of course, the other incredible thing about this movie was the soundtrack. I knew Queen's music a little bit because my parents were fans, but if you see the movie in a theater with a great sound system, you will become a Queen fan, too!

1 What three main aspects of the movie does the writer discuss?
2 Is the review positive or negative? What words and phrases from the reviewer show the writer's opinions?

B Choose a movie you have seen recently. Make notes for a movie review. Use the ideas below.



General information: name of movie, genre, actors, director, year

Summary: the setting and the plot of the movie

Review: your opinion of different features of the movie (acting, screenplay, special effects, soundtrack, etc.). Give examples.

C Use your notes to write a movie review in your notebook.

D IN GROUPS Take turns reading your movie reviews aloud. Say whether you agree or disagree with the reviews.

PRONUNCIATION emphatic stress for contrast

A 5.02 Listen and underline the words the speaker stresses for emphasis.

1 I shouldn't use up my data streaming movies, but I should use it for research.
2 I don't go to theaters very often, but I do stream a lot of movies on my TV.
3 I'm not going to see the new sci-fi movie, but I am going to see that new horror movie!

B IN PAIRS Take turns reading the sentences. Emphasize the underlined words.

SPEAKING

For more speaking practice, go to page 150.

A Complete the survey about your movie preferences.

1 About how many movies do you watch per month?
☐ none ☐ one or two ☐ three or four ☐ five or more

2 Where do you usually watch movies?
☐ in a theater ☐ on TV ☐ on a computer ☐ on a phone or tablet

3 Who do you usually watch movies with?
☐ alone ☐ one friend ☐ two or three friends ☐ four or more friends

4 What genre of movies do you prefer?
☐ comedy ☐ drama ☐ horror ☐ sci-fi

5 What kind of movies do you prefer?
☐ movie series ☐ blockbuster movies ☐ independent movies ☐ foreign movies

6 Which movie feature is most important to you?
☐ acting ☐ screenplay ☐ special effects ☐ soundtrack

B IN GROUPS Compare your survey answers. Give reasons for your responses. Then discuss the questions below.

1 Do the survey results show any movie trends among people in your age group?
2 Do you think older or younger people might answer the questions differently? If so, in what way?

LIFE SKILLS resilience

A Read the definition of resilience. Name a person you think meets the definition of a resilient person.

Resilience is the ability to overcome obstacles. Resilient people know how to deal with problems and achieve their goals in spite of their difficulties. They often find a way to become stronger after facing difficult situations.

B 5.03 **Listen to the interview and answer the questions.**

1 What difficulties did Sean face before he become famous?
2 What difficulties did Sean face after he became famous?
3 In what ways was he resilient in overcoming his difficulties?

C IN PAIRS Discuss what you would do if you were in Sean's situation. Do you agree with everything he did, or would you have done some things differently?

D IN GROUPS Discuss these questions.

1 In what situations have you been resilient? What obstacles did you have to overcome?
2 Do you have any regrets about the actions you took?
3 What did you learn from the experiences?

MAKE IT DIGITAL

Go online and find a biography of a famous person. What difficulties did that person face? How did that person show resilience in overcoming their situation?

THINKING SKILL summarizing

A Read the information about summarizing. Then cross out the unimportant information in the transcript of an oral summary of the first part of the interview in LIFE SKILLS B.

A summary gives the main points and the most important information about a story or a report.

A summary includes:
- who was involved
- basic facts about what happened
- results or effects of what happened

A summary does not include:
- minor details
- long explanations
- direct quotes
- the summarizer's opinions

I heard an interview on *Considerations* with a guy who won a singing competition on TV, Sean Morrison. *Considerations* is a 30-minute radio show that is on every Tuesday night at 7 p.m., the host is Lorna Ramos, and there are no commercials. Sean said that he had started posting his music videos online and he had lots of followers, so his friends said that he should try out for the show. He mentioned that it was much easier to become known now than in the past because of social media. He said that he started to be in the news when he became a finalist on the show. He mentioned that some famous singers had written songs for him, and that he had gotten a lot of publicity for that. He said, "I could not believe it when they announced that I had won." He said that he felt really happy and excited when he won. I think it must be wonderful to win a competition like that!

B IN PAIRS Work together to give an oral summary of the second part of the interview. Refer back to the tips about summarizing. Listen to the interview again and take notes, if necessary.

VOCABULARY noun suffixes

A Add suffixes from the box to the words in the table to make nouns from LIFE SKILLS B.

–ance *–ence* *–er* *–ian* *–ness* *–sion*
–ment *–hood* *–ity* *–ship* *–tion*

Nouns from verbs			Nouns from adjectives			Nouns from other nouns		
different	→	*difference*	confident	→	_____	music	→	_____
explain	→	_____	important	→	_____	neighbor	→	_____
excite	→	_____	happy	→	_____	relation	→	_____
appear	→	_____	real	→	_____			
decide	→	_____						
teach	→	_____						

B Choose the correct nouns from the table in A.

I wanted to be a **1** _____, so I made the **2** _____ to study music in college. It's hard to make money with music, so I also studied education. Now I teach music at a high school right in my **3** _____. I love my job, and it brings me a lot of **4** _____. Many of my students have a lot of talent, but they don't have much **5** _____. I have a good **6** _____ with my students. I really love seeing the students' **7** _____ before a performance! And the applause and good reviews they get after a performance really make a positive **8** _____ in their lives.

GRAMMAR reported speech

A Read the examples in the table. Then choose the correct options to complete the rules below.

Common reporting verbs: *say, tell, ask, think, claim, report, insist, mention, explain, admit, announce*

	Direct speech	Reported speech
Tense change	"Do you <u>have</u> any final thoughts?" "You <u>have</u> enough talent." "You <u>didn't write</u> the original songs."	Lorena asked if Sean <u>had</u> any final thoughts. They insisted that I <u>had</u> enough talent. Somebody claimed that I <u>hadn't written</u> the original songs.
Modal change	"I won't be able to sing ..." "<u>Can</u> we interview you?"	I thought I <u>wouldn't</u> be able to sing ... the local TV station asked if they <u>could</u> interview me.
No change to tenses	"What's it like to become a famous singer ...?" "You <u>should</u> try out for a talent show." "I <u>hadn't imagined</u> what it would be like ..."	Sean is going to tell us what it's like to become a famous singer .... Some of my friends said that I <u>should</u> try out for a talent show. You told me that you <u>hadn't imagined</u> what it would be like ...

For more practice, go to page 165.

1 If the reporting verb is in the past tense, the main verb in the present tense **stays in the present** / **changes to the simple past**
2 If the reporting verb is in the past tense, the main verb in the simple past **stays in the past** / **changes to the past perfect**.
3 If the reporting verb is in the past tense, a present modal **stays in the present** / **changes to a past modal**.
4 If the reporting verb is in the present or future tense, the main verb **changes** / **does not change**.

5 In reported speech, past modals **change** / **do not change** form.
6 If the main verb is in the past perfect, it **changes** / **does not change** in reported speech.
7 If a question is being reported, there is **a** / **no** change in word order.

B Change the direct quotes to reported speech.

1 "I can sing opera."
He said that he _____ sing opera.
2 "I'm not a good singer."
She said that she _____ not a good singer.
3 "I've decided not to enter the competition."
He said that he _____ not to enter the competition.
4 "I wouldn't like to sing in public."
She said that she _____ like to sing in public.
5 "The winner is Katie Miller!"
They announced that the winner _____ Katie Miller.
6 "The winner had competed three times before."
The newspaper reported that the winner _____ three times before.

MAKE IT REAL

Native speakers of English do not always make tense changes in reported speech.
He said he went to the concert.
She told me that she'll call me tomorrow.

C 5.03 IN PAIRS Listen again then take turns asking and answering the questions about the interview in LIFE SKILLS B. Use the phrases in parentheses to help you.

1 How did Sean let people hear his music in the beginning? (He explained that ...)
2 Why didn't Sean want to try out for the show at first? (He thought ...)
3 How did Sean feel when he found out that he had made the show? (He told the interviewer that ...)
4 A person claimed that Sean hadn't written his original songs. What did the person do later? (He admitted that ...)
5 What did Sean say about becoming famous? (He mentioned that ...)

SPEAKING

For more speaking practice, go to page 150.


Crazy House

A IN PAIRS Student A, read the first part of a newspaper article. Student B, read the second part of the article. Underline the most important points in the text. You will use it to summarize your part of the article for your partner.

Crazy House

A

Brian Lee, a high school art teacher, never thought he would become famous for painting his house. Brian wanted his formerly beige house to look more interesting, so a year ago, he painted it in rainbow stripes. People in his town heard about "the crazy house" and starting driving by and taking photos of it. The photos went viral on the internet, and everyone seemed to have an opinion about it. Some people said that the house looked fantastic, but many others made very negative comments. Brian said that his kids had had some problems at school with other kids making fun of them and saying that their dad was crazy. Brian's neighbors sued him to try to force him to repaint his house. They claimed that the house was disturbing the neighborhood because of all the people who were coming to see it and taking photos. However, they lost the lawsuit, and Brian was allowed to keep his rainbow house.

B

Because of his rainbow-colored house, Brian Lee got a lot of negative comments on social media and on local TV news programs. Many people would have been very upset by this, but not Brian. He admitted that the publicity had been difficult for his family, but he insisted that being in the news had had a positive side. He explained that he had been convinced that he was not the only one who wanted a fun, unusual house, so he decided to start a house painting business. He thought he could use the publicity, both negative and positive, to attract people who wanted to be different. Apparently Brian was right. Today he is the successful owner of Crazy House, and he travels all over the country using interesting designs and colors to paint people's houses. Brian reported that his company had painted over sixty houses in five states in the past six months. In this case, suddenly being in the news changed someone's life in a positive way!

B IN PAIRS Take turns giving oral summaries of your part of the newspaper article. Try to use a variety of reporting verbs.

VOCABULARY social media

A Take the quiz to check your social media vocabulary.

How Many Social Media Terms and Abbreviations Do You Know?

Click on the correct social media terms or abbreviations for the definitions.

1 the symbol # in front of a word or words to create a link to a topic
○ hashtag ○ number ○ at

2 an image, photo, or phrase that becomes very popular on the internet
○ GIF ○ mashup ○ meme

3 a picture that represents a computer user
○ avatar ○ cartoon ○ meme

4 a type of computer file that contains an image, often with a short animation
○ HTML ○ GIF ○ PDF

5 a username on a social media site, used in place of a real name
○ avatar ○ nickname ○ handle

6 a page on social media that has many visual elements from different sources
○ webpage ○ mashup ○ collage

7 someone who sees all of a person's comments and messages on a social media site
○ friend ○ contact ○ follower

8 an online talk where people from all over the world can listen and sometimes participate
○ seminar ○ webinar ○ chat

9 currently popular as an online topic
○ posting ○ trending ○ happening

10 to become suddenly very popular on the internet
○ go crazy ○ go viral ○ go big

MAKE IT YOURS

How do you use social media? Are you an expert with hashtags? Look online for words to describe your use of social media.

B IN GROUPS Compare your quiz results. Then discuss the questions.

1 Are different terms used for any of these things in your language? If so, what are they?
2 What other terms are used in social media in your country?
3 Do you know any other English social media terms? If so, what are they?

READING

A 5.04 READING SKILL—Use knowledge to predict content Choose *True* or *False*. Then read the article and check your answers.

1 Most social media jobs are in large international social media companies. True / False
2 Social media jobs are usually marketing jobs. True / False
3 People who work in social media need good writing skills. True / False
4 Your social media presence is an important part of your résumé for a social media job. True / False
5 You need a degree in information technology to get a job in social media. True / False
6 A degree in languages can help you get a job in social media. True / False

Getting a Job in Social Media

Written by: Katie Owens

June 21

You're a digital native. You're on several different social media sites. Your social media handle is perfect, and you have hundreds of followers. You know how to create avatars, GIFs, memes, and mashups. Some of your videos have gone viral. You know how to use hashtags effectively to link your posts to things that are trending online. You have even created a webinar to teach teenagers to use social media safely. Your social media skills should make it easy for you to get a job in social media, right? Maybe not. Getting a job in social media is not only about social media.

When you think about jobs in social media, you may think that means working for one of the large international social media companies. Some people do work in those companies, but more often working in social media means that you work for a company and use social media to help promote its products or services. A social media job is most often a marketing job.

A common entry-level social media job is social media coordinator, which usually involves writing posts about things the company is doing, working with the marketing department to create messages that represent the image of the company, working with company or marketing managers to plan strategies for how best to use social media, and reading and responding to messages from clients or from the public. When managers want to hire someone for a social media job, they will usually look at the job candidate's social media presence. They want to know what social media platforms you use, what avatars or photos you use, what kinds of content you post, and how well you write.

If your avatar or photo is a grumpy cat, and your posts don't say much more than *Ugh! This cat is totally me on a Monday, you guys*, companies are not going to be very interested in you, no matter how many technical skills you have. They want to know that you can write well and that you have something interesting to say.



To prepare for a career in social media, there are several things you should do. First, make sure you are on at least four or five social media sites, and become an expert at using each of them. Use them to post meaningful, interesting content, not just photos of your pets and comments about your last beach vacation. Second, attend conferences or take online courses on how to use social media in business. Learn the language and terms specific to social media. Third, expand your social media network to include people and organizations in your industry. This will show employers that you are serious and professional. Finally, find people who have the types of jobs you might want and connect with them. Follow them to learn about what they do and possibly to find out about job openings.

Most social media jobs require a college degree. Since one of the main requirements for a social media job is writing skills, a degree in language or communication, along with a strong social media presence, is a good choice. Because most social media jobs are focused on marketing, a degree in advertising or marketing is also an excellent qualification.

Read more

B **IN PAIRS** **Explain the writer's main points.**

According to the writer, ...

1. what is usually the main focus of a job in social media?
2. what does a social media coordinator's job involve?
3. how do managers at a company evaluate candidates for a social media job? Why?
4. how should you prepare for a job in social media?

C **IN GROUPS** **Discuss the questions.**

1. Do you use any social media sites? If so, which ones? What do you use them for?
2. How can you use social media in your current or future career?
3. Do you want a job in social media? If yes, what skills and qualifications do you already have? What skills and qualifications do you need to develop?

MEDIATION CONFIDENT COMMUNICATOR adapting language

A Read about techniques for adapting language. Then underline examples of adapting language in the conversation below.

If someone doesn't understand what another person is saying, you can help them understand by adapting the language. Three techniques for doing this are simplifying, explaining, or giving examples. Here is how these techniques can be used to adapt some complex language.

Speaker: *In preparation for a career in social media, make sure that you engage with your followers in a meaningful way.*

a Simplifying: If you want to have a career in social media, you should write in a way that means something to the people who read your work.
b Explaining: The word *followers* means someone who chooses to read the social media posts of a particular person or company.
c Giving examples: One way to write something meaningful is to read your followers' comments and choose a frequently mentioned topic.

Alan: I think a lot of companies have dinosaur execs who are completely out of the loop with social media.
Sergio: What do you mean by "dinosaurs"?
Alan: In many companies, the executives don't understand how social media works. They're still using dinosaur technology.
Anita: I agree with you. They think social media is just something that kids use to chat with their friends and watch videos all day. They don't know that they can use it as a tool.
Sergio: How can you use it as a tool?
Anita: Well, one way to use social media as a tool is by producing ads.
Alan: Yeah, and you don't have to be a total geek to get a job in social media. You really just have to be able to write well and use several different social media sites.
Sergio: What's a geek?
Lynn: It's a slang word that means a person who is really interested in and knows a lot about computer technology.
Sergio: Thanks. I don't think I could get a job in social media. I'm only on a couple of sites. You guys seem like real social media experts!



B IN PAIRS Read the excerpt from a talk. How would you help someone understand what the speaker said? Use techniques from the box in A to adapt the underlined parts of the excerpt.

Speaker: **1** Social media undeniably now plays an important role in ad placement. Social media companies sell the personal information of their users so that advertisers can do **2** direct marketing to people who they think will be most interested in their products. For example, if your social media profile says that you have pets and that you love camping, you will see ads for products related to those things when you use the internet. Some social media CEOs say that users want to see **3** targeted advertising, but **4** many people see it as an invasion of privacy.

C IN GROUPS Discuss your opinions of direct marketing on social media. Adapt your language to explain your meaning when necessary.

D Discuss the questions as a class.

1 In your discussion, did you ask for clarification? If so, what language did you use?
2 Did you have to adapt anything you said? If so, which techniques from **A** did you use?

VOCABULARY review

SCORE: / 10

A Choose the correct words.

Many people have negative feelings about the internet in general, but the fact is that the internet has made a positive **1** difference / explanation / appearance in the world. Ordinary people can now do things that were not possible before. New **2** teachers / musicians / relationships can get millions of **3** webinars / GIFs / followers who download their songs. Teachers can give **4** webinars / avatars / memes that students all over the world can attend and participate in. People who are studying cinematography can learn how to use new technology to create **5** special effects / soundtracks / screenplays in movies. We can **6** hashtag / handle / stream the latest movies on our phones, computers, and TVs. We can check our favorite social media sites to find out the latest things that are **7** filmmaking / trending / shooting in movies, music, and fashion. Ordinary people are using hand-held cameras to **8** shoot / meme / stream home movies that they put online. They are also putting together unusual or beautiful photos on websites to make interesting **9** mashups / blockbusters / screenplays. However you feel about the internet, it is likely to have continued **10** relationship / importance / confidence in most people's lives.

GRAMMAR review

SCORE: / 10

A Choose the correct options.

Sally: I think you said that you **1** hadn't seen / haven't seen the interview about the internet last Friday, right? They said that **2** more, more / more and more people **3** had become / were becoming famous on the internet these days.

Marco: No, I didn't see it. I've been watching **4** the less / less and less TV recently. Anyway, **5** didn't / don't you tell me that you were going to post some of your songs online?

Sally: Well, I didn't specifically say that, but I **6** do / did say that I **7** want / wanted more people to hear my music.

Marco: Then put your songs online. The more people who hear you, **8** the good / the better your chance of becoming famous!

Sally: I know. My brother insisted that I **9** need / needed to go online, but I explained to him that I **10** didn't have / hadn't had time to do it yet. I'm definitely going to do it though.

16–20 correct: You can use the language of social media. You can create emphasis and use reported speech.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS — WRITING write a short message

Match the phrases that have similar meanings.

Informal

1 I can't wait! ____
2 See you! ____
3 I'd love to ... ____
4 It'd be great if ... ____
5 Hi, Jason ____
6 Let me know ... ____
7 Can you ...? ____

Formal

a Dear Mr. Duignan,
b I am looking forward to ...
c Please inform me about ...
d I would be very happy to ...
e Yours sincerely,
f I would appreciate it if ...
g Would you be able to ...?

Go to Exams Skills on page 136 to learn how to prepare to write a short message.

UNIT 6

In the Lab

WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about these areas of research. Are they all equally important?

- finding a cure for cancer
- studying distant galaxies
- researching the effects of climate change

THINK AND PREPARE

2 Do you agree or disagree with this statement?

Scientists should solve real-world problems and not just do pure research.

3 IN PAIRS Prepare a panel discussion where you will present your ideas. You are members of a college panel discussing how to use this year's research budget. You are choosing between two projects to fund. Some of you support one project and some of you support the other. The two projects are:

- a search for exoplanets, outside our solar system
- research into the effects of traffic pollution on children

Consider these points:

- the cost of the project
- the possible short-term benefits of the project
- the possible long-term benefits of the project

VIDEO

Watch the video as you prepare for the panel discussion, and find out how to best use your voice.

SPEAK YOUR MIND

4 Hold your panel discussion for the class.

In this unit, you will ...

- brainstorm the qualities of a successful student and discuss academic honesty.
- focus on Mediation: simplify information for different levels of fluency.
- focus on a Thinking Skill: interpreting.
- read about the ethics of scientific research.
- learn about openness and how open you are to new experiences.
- read about analytical thinking and the professions that use this skill.



LIFE SKILLS openness

A Read the definition of openness. In what ways is openness important to you in your personal, academic, and professional life?

Openness is the ability to accept new ideas or methods. People who have a high level of openness are imaginative and curious. They find new ways to solve problems, and they are often described as able to "think outside the box." This is an advantage when they are involved in research and innovation.

B Check (✓) the statements you agree with. Then compare with a partner.

- ☐ Science is about hard work and careful planning.
- ☐ You need good luck to be successful in science.
- ☐ A scientist has to have an open mind.
- ☐ Scientists always know what to expect from their experiments.

C 6.01 Read the article and answer the questions.

Chance Discoveries

People who don't work in scientific fields may think that all scientists follow the scientific method when they do research. When scientists want the answer to a question, they usually form a hypothesis and design an experiment to test the hypothesis. Then they carry out the experiment and reach a conclusion. If the hypothesis isn't **absolutely correct**, the scientists form a new hypothesis and the process continues. However, the scientific method doesn't include an important factor: luck.

Luck has played a large part in some of the most important scientific discoveries. For instance, luck played an important role when Sir Alexander Fleming discovered the first antibiotic, penicillin, in 1928. Fleming was studying bacteria when he noticed something **highly unusual**. A dish that had been left near a window had green mold growing on it. The mold seemed to kill the bacteria, which was a **totally unexpected** result. Fleming and his assistants did further tests and found that the mold produced a chemical, now known as penicillin, which killed the bacteria.

The discovery of X-rays and radioactivity also involved luck. In 1895, Wilhelm Röntgen was using a piece of equipment called a cathode ray tube. When Röntgen filled the tube with a special gas and connected it to an electric current, the tube produced ultraviolet radiation. The radiation made a screen covered with a barium (Ba) compound glow. By chance, Röntgen placed heavy paper between the tube and the screen, and the screen continued to glow. Röntgen discovered that X-rays (as he called them) went through objects!

A year after Röntgen's discovery, French physicist Henri Becquerel was studying X-rays using a chemical containing uranium (U). He thought sunlight made the chemical produce X-rays. He covered some photographic plates with black paper, put the chemicals on top, and left them in the sun. The image of the uranium crystals was on the plate. He thought his hypothesis was **absolutely right**. One day it was cloudy, so Becquerel didn't do any experiments. He put his chemicals and photographic plates in a drawer. By chance, he developed the photographs from the drawer, even though it was **highly unlikely** he would find an image. To his surprise, he saw the image of the crystals. He had discovered that the chemicals, not the sunlight, caused radioactivity. His hypothesis had been **completely wrong**.

Today, penicillin, X-rays, and radioactive chemicals are used in medicine around the world. The world would be a very different place if we didn't have them. Fleming, Röntgen, and Becquerel were all lucky, but they were also prepared. If they hadn't spent years in their laboratories, they wouldn't have had the expertise they needed to use their luck. In addition, they were curious and open-minded. As a result, they discovered things that other scientists had not noticed. Some people argue that **highly successful** people use these same skills in life, not just in science. If you have the right expertise and the right attitude, you will be able to make the most of your luck.



Read more

1 How was Fleming lucky? How did he take advantage of his luck?
2 According to the article, what skills are needed to be successful in science and other fields (besides luck)?

D **IN PAIRS** **Read the situations below. What is the opportunity in each situation? Discuss what might happen if you were open to taking the opportunity.**

1 You are at a party. You overhear someone talking about her studies. She is studying the same subject you are and looking for someone to join her research group.
2 You are at work. You hear that the company is looking for people to work in its new office in another city.

E **Discuss the questions as a class.**

1 On a scale of 1 (not very open) to 10 (very open), how open are you to new experiences?
2 Do you want to be more open to new experiences? If so, what can you do?
3 How might being open to new opportunities help you in your present or future career?

MAKE IT YOURS

Do you know any friends or family members who took advantage of luck or who were open to new opportunities in their field of study or business? Look online for words that could describe how they used those opportunities.

VOCABULARY adverb + adjective collocations

A **Look at the article from LIFE SKILLS C. What part of speech is *totally*? What part of speech is *unexpected*?**

B **IN PAIRS** **Use the adverbs *absolutely*, *completely*, *highly*, and *totally* with the adjectives in the box. Make as many adverb + adjective pairs as you can.**

accurate	correct	new	right	unexpected	unusual
amazed	different	perfect	successful	unlikely	wrong

absolutely correct, totally wrong,

C **Ask and answer.**

1 Would you be completely happy to work in science? Or would you prefer to do something completely different?
2 What qualities do you need to be a highly successful scientist?

GRAMMAR conditionals review

A **Match the excerpts from the article (1–4) to the meaning of each conditional sentence (a–d).**

1 If you have the right expertise and the right attitude, you will make the most of your luck. ____
2 If the hypothesis isn't absolutely correct, the scientists form a new hypothesis and the process continues. ____
3 If they hadn't spent years in their laboratories, they wouldn't have had the expertise they needed to use their luck. ____
4 The world would be a very different place if we didn't have them. ____

a a general truth
b a future possibility
c a hypothetical present
d a hypothetical past



B Complete the table with the correct tenses.

Type of conditional	Sentence	Verb tense
Real conditions: Zero conditional	If you heat ice, it melts.	1 *simple present*
Real conditions: First conditional	If you carry out this experiment, you will see some interesting results.	2 _____ 3 _____
Unreal conditions: Second conditional	If I were a scientist, I would like to work in a research lab.	4 _____ 5 _____
Unreal conditions: Third conditional	If I had been in Alexander Fleming's position, I would not have noticed the same thing he did.	6 _____ *would (not) have* + past participle

For more practice, go to page 166.

C Write conditional sentences using the prompts. There may be more than one answer in some cases.

1 work hard / can create / you / your own luck / if / you / . _____
2 you / if / have / you / will be / an open mind / more successful in your career / . _____
3 if / paid more attention / they / people / more lucky opportunities / might see / . _____
4 Fleming / life for the last hundred years / hadn't discovered penicillin / would have been / very different / if / . _____

D Say if you agree or disagree with each of the sentences you wrote in C.

PRONUNCIATION intonation in conditionals

A 6.02 Listen to this sentence. Choose the correct intonation.

1 If I were a scientist, I'd research climate change. ↘ ↗
2 If I were a scientist, I'd research climate change. ↗ ↘

B 6.03 Practice saying these sentences with the correct intonation. Listen and check.

1 If you train as a scientist, you learn to expect the unexpected.
2 If you work hard, you'll pass your anatomy exam.

SPEAKING

For more speaking practice, go to page 150.

A What do you think leads to academic success? Look at the ideas in the box and write your ideas in your notebook. Then compare with a partner.

ability to handle stress	curiosity	hard work
an open mind	family support	luck

B IN GROUPS Discuss these statements. Decide as a group whether you *Agree*, *Disagree*, or are *Not sure*.

1 You have to have the right attitude to be successful. Agree / Not sure / Disagree
2 Successful people focus on being good at just one thing. Agree / Not sure / Disagree
3 Most successful people have been lucky in their lives. Agree / Not sure / Disagree

C Share your answers with the class. Explain the reasons for your choices.

READING

A **Read this definition. Then answer the question.**

ethical (adj): involving the rules used for deciding what is right or wrong

Are there some things that scientists should not do for ethical reasons? If so, what are they?

B 6.04 **Read these two points of view. Then read the statements and choose *True* or *False*.**

THE GREAT DEBATE

We asked our readers: Do we need more control over scientific research for ethical reasons? Here are the top two comments.

Agree with more control over scientific research:

"I think we need more control over the scientific research in progress today. Scientific discoveries are being made that are just too dangerous to be allowed. We need to monitor the latest research and guard against the dangers they present. For example, scientists are already able to create brain cells in a lab. What happens if genetic research leads scientists to create human clones—exact genetic copies of people? Will we be able to choose whether our children are tall, intelligent, good-looking, or athletic one day? Is that the kind of world we want to live in?

Unless we control scientists, they will do these things and more. Once that happens, it will be too late to stop it. We need to have clear ethical rules saying what scientists can and can't do. We have to let ordinary citizens make decisions about what should be allowed. Scientists can't be trusted to make decisions. Since their research is often funded by large organizations and businesses, there is pressure on them to produce results. Provided that we have clear international rules, we can prevent some of the worst experiments from being done for scientific purposes." — Nathan

Read more

Disagree with more control over scientific research:

"Nobody argues that scientists should be completely free to do what they want. Of course, there have to be some ethical rules in case someone decides to do something that is clearly dangerous, such as create a virus. However, there are far too many restrictions on scientific research these days. One such restriction is on stem cell research. If they had fewer restrictions, scientists might be able to get rid of some genetic diseases completely. Children would no longer be born with diseases such as sickle-cell anemia or hemophilia. People could become resistant to HIV. Scientists could develop these cures if they were allowed to carry out more experiments using stem cells.

This kind of work is often restricted because public opinion is against it. Sometimes people are against it for cultural reasons, and sometimes it's because they don't understand the nature of the research. For example, scientists who work in human cloning are generally not trying to recreate an existing human being, which is the way it's often presented in the media. They are trying to develop treatments for diseases. As long as there is no immediate danger, we should let scientists carry out their work without interference. If scientists hadn't continued their research in spite of ethical objections in the past, we would never have developed organ transplants or genetically modified plants. Both of those discoveries benefit millions of people every year."
— Hannah

GLOSSARY

genetically modified plants (n): plants that have been changed using genetic engineering to alter their genes and produce a new type of desirable plant

organ transplant (n): the process of removing an organ from one person and surgically placing it into another person

stem cell (n): a cell that is taken from a person or animal at an early stage of development and is capable of developing into cells of any type

virus (n): a small organism that causes disease



According to Nathan, ...

1 parents should be allowed to choose their children's characteristics. True / False
2 regular citizens should decide on ethical rules for scientists. True / False
3 scientists should be left to make decisions. True / False

According to Hannah, ...

4 there should be no ethical rules controlling scientists. True / False
5 some useful research is prevented because of ethical rules. True / False
6 organ transplants and genetically modified plants are positive research developments. True / False

C READING SKILL—Identify reasons Complete the sentences with each person's reasons for his or her opinion.

Nathan

1 We need clear, ethical rules because _____.
2 We can't trust scientists to make ethical decisions because _____.

Hannah

3 There is a misunderstanding of genetics because of _____.
4 We have organ transplants and genetically modified plants now because scientists _____.

VOCABULARY science word formation

A Complete the table with the correct words. Check in a dictionary if needed.

Noun (thing)	Noun (person)	Verb	Adjective	Adverb
1	beneficiary	benefit	2	3
4	********	********	curious	5
6	7	develop	8 9	********
10	discoverer	discover	discoverable	********
gene 11	12	********	13	14
medicine	15	********	16	17
science	18	********	19	20

GRAMMAR conditional conjunctions and phrases

A Underline sentences in READING B with these conditional conjunctions and phrases.

as long as	once	since
in case	provided that	unless

B Match each conditional conjunction to the correct meaning. You will use one meaning twice.

1 as long as ____
2 in case ____
3 once ____
4 provided that ____
5 since ____
6 unless ____

a because it is possible that
b except if
c at the moment something happens
d only if
e because it is true that

For more practice, go to page 167.

WRITING a for/against essay

A Put the paragraphs in the correct order. Then match each paragraph to the correct essay parts below.

Should smallpox be destroyed?

_____ **a** On the other hand, people of the opposite opinion argue that we need to study the smallpox virus to protect ourselves against other diseases. By studying the smallpox virus, we learn more about how vaccines work and how viruses respond to those vaccines. Since viruses change all the time, we never know when a new serious disease may appear. Our research on the smallpox virus helps to protect us against possible future epidemics.

_____ **b** In general, I tend to find the arguments against destroying the smallpox virus more convincing. The risk of the virus escaping is very small, and the research may be very important in the future. I do not believe that the smallpox virus should be destroyed.

_____ **c** Smallpox, which used to kill millions of people every year, has been eradicated in the wild. It survives in small amounts in two laboratories and is used for research purposes. Some people argue that the remaining samples of smallpox should be destroyed.

_____ **d** The main argument supporting this opinion is the claim that the virus is still a danger to humanity. There are two main fears. First, the virus could escape from the laboratory. This could be the result of a careless researcher, for example, or an accident such as an explosion. Second, the virus could be deliberately released or used as a weapon. In both cases, millions of people would die. The benefits of studying the virus are not worth the risk, some argue.

1 Introduction: Paragraph _____
2 Main points for destroying smallpox: Paragraph _____
3 Main points against destroying smallpox: Paragraph _____
4 Writer's opinion: Paragraph _____

B Do you agree with the writer? Discuss as a class.

C Choose an essay question below. Write a four-paragraph for/against essay in your notebook. Use the essay in A as a model.

- Should people be allowed to choose their child's characteristics?
- Should other animals have the same rights as humans?
- Should society control the human population?

SPEAKING

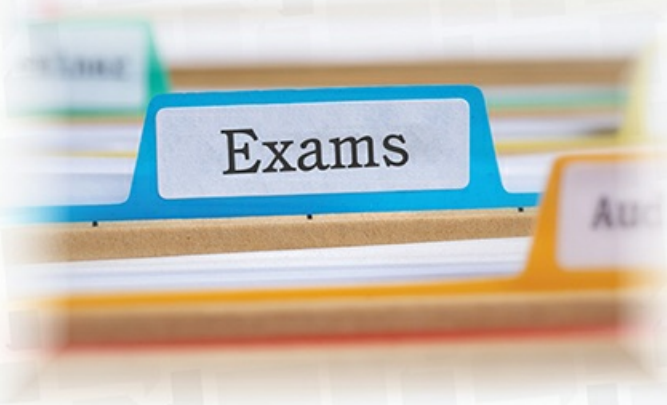
For more speaking practice, go to page 150.

A Read the situation and possible courses of action. Check (✓) the courses of action you think would be acceptable in this situation.

You are in the college dining hall when you overhear a conversation at another table. Two students from one of your classes are talking about an important test that is coming up. As you continue to listen, you realize that they are planning to break into your professor's office to get the answers to the test. It seems they are planning to do that the following night.

Possible courses of action:

- ☐ warn the students that you heard their plan
- ☐ tell your professor about the plan
- ☐ tell your classmates about the plan
- ☐ ask the students to share the answers with you
- ☐ do nothing



B IN PAIRS Tell each other about the course of action you have chosen. Say what you think the consequences of each action might be.

VOCABULARY magnetism

A Match the words to the definitions.

1 
magnet

2 
compass

3 
wire

4 
hammer

5 
iron

6 
steel

7 
electric current

8 
atom

1	A magnet is _____	**a**	a tool used to hit something with force.
2	A compass is _____	**b**	a metal; Fe.
3	A wire is _____	**c**	the smallest unit of anything, with protons, neutrons, and electrons.
4	A hammer is _____	**d**	a metal made of iron (Fe) and carbon (C).
5	Iron is _____	**e**	a device used to show direction—north, east, south, west.
6	Steel is _____	**f**	a long, thin piece of metal.
7	An electric current is _____	**g**	the flow of electricity in motion.
8	An atom is _____	**h**	a piece of metal that attracts other pieces of metal.

LISTENING

A IN PAIRS **Discuss ways we use magnets in everyday life.**

B 6.05 LISTENING SKILL—Identify key information **Listen to a lecture about magnetism. Complete the notes with words and phrases.**

Magnetism

magnet materials: **1** _____, *especially* **2** _____ *or steel*

3 ways magnets are made:

1 by **3** _____*—e.g., use a hammer to hit a steel bar*
must face **4** _____ *in line with Earth's* **5** _____ *pole*
works because you line up the **6** _____

2 use another **7** _____
need to move magnet along the **8** _____ *in one direction*

3 use an **9** _____ *current*
metals—magnetized because of their atomic structure
electrons can move in metals, not in **10** _____ *or* **11** _____

C 6.05 **Listen again. Choose *True* or *False*.**

1 The center of the Earth is made of steel. True / False
2 The Earth acts like a giant magnet. True / False
3 A steel bar acts as a magnet when its atoms face different ways. True / False
4 To create an electromagnet, you need a piece of iron, a wire, and an electric current. True / False

MAKE IT DIGITAL

Go online and find out about other uses of magnetism. Then tell your classmates what you learned.

THINKING SKILL interpreting

A This graph shows the percentage of female college graduates in selected subject areas. Look at the graph and answer the questions below.

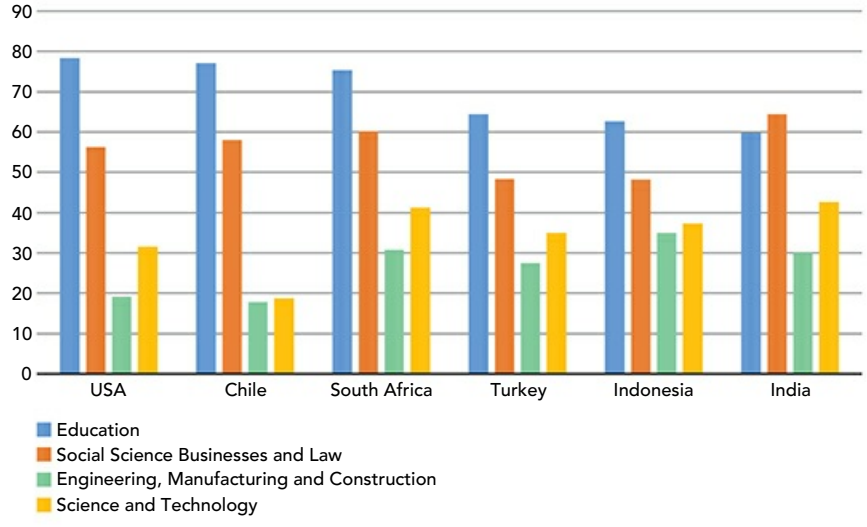


Figure 1: Percentage of female graduates from tertiary degrees in selected subjects (2014)

1 Which country has the highest percentage of female graduates in Science and Technology? Which country has the lowest percentage?
2 How does the percentage of female graduates for Social Sciences, Business, and Law compare to the precentage for Engineering, Manufacturing, and Construction in South Africa?
3 How do the percentages of female graduates for Education compare to the percentages for Science and Technology in all countries?
4 What statements are true for all countries?

B IN PAIRS Discuss how the percentage of female graduates in science and technology might be increased. Talk about how effective each of these suggestions would be and add your own ideas.

- teach about famous female scientists and engineers in high school
- avoid stereotyping men and women in specific careers when speaking with children
- teach what is involved in different scientists' roles
- show the social benefits of different scientific work
- invite female scientists to speak to high school students

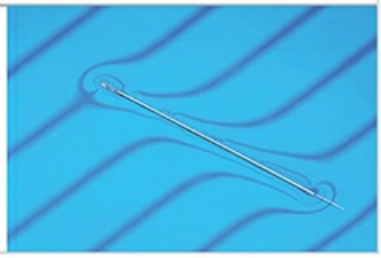
C Share your discussion with the class.

MEDIATION CONFIDENT COMMUNICATOR simplifying information

A Read the text and the conversation. Who makes the information in the text easier to understand? How does he or she do that?

Make Your Own Compass

To conduct the experiment, a needle and a magnet are required, along with a glass of water. In addition, a small piece of tissue paper is required. The needle is magnetized by rubbing the magnet along its length in one direction a number of times. The tissue paper is placed on the surface of the water and the needle is then placed on the tissue paper. When the tissue paper is pushed under the surface of the water, the needle continues to float due to surface tension. Since it is magnetized and free to float, the needle acts as a compass and lines up with the Earth's magnetic field. Note that the needle now points toward north.



Victoria: So, we're going to do this experiment. I have the instructions here, but it's a little complicated.
Chris: Yes, I know. It's not easy to understand.
Emily: Let's break it down into simple steps. First of all, we need a glass of water, a needle, a magnet, and some tissue paper. I have those things here.
Victoria: Good. What's the next step? I don't get what we have to do.
Emily: We need to magnetize the needle. In other words, we make it into a magnet. We do that by touching it with the magnet. Move the magnet in one direction. Do you understand?
Chris: Yes, I see. OK, I've done that. What's next?
Emily: Put the tissue paper on the water. Then put the needle on the tissue paper.
Chris: It's floating. Then the text says something about pushing it. I don't get that.
Emily: Use your finger to put the tissue paper under the water so it goes down. Now the needle is on the water.
Victoria: Is that it? I'm not sure what I'm learning from that.
Emily: The needle is a compass. This way is north.
Victoria: Oh, I see! We've made a compass. That's cool!

B Read these tips on simplifying information. When might you need to simplify information for someone?

When you need to simplify information for another person, it is helpful to follow these steps.

- Break the information down into smaller pieces. When you are simplifying instructions, break large steps down into smaller steps.
- Use clear language. Express the information in a simpler way, for example, by using the active voice instead of the passive voice or by using simple vocabulary.
- Check understanding. Make sure the other person understands before you move on to the next point or step.

C IN GROUPS Read the instructions for another experiment. Role-play a conversation like the one in A. Take turns simplifying the information.

Make an Electromagnet

A nail, or any other similar object with a high iron content, is required, as is a length of copper wire. A power source, such as a battery, is needed. The wire is coiled around the nail a number of times. The more times the wire is coiled around the nail, the higher the strength of the electromagnet. The ends of the wire are then attached to the opposite ends of the battery. Testing the electromagnet can be done using small steel objects, such as paper clips. In addition to strengthening the electromagnetic force by increasing the number of turns in the wire, increased strength can also be achieved by using a stronger battery.



D Discuss these questions.

1 What steps from B did you use to simplify the information? Give examples.
2 What do you need to be careful of when you simplify information?

VOCABULARY review

SCORE: / 10

A Complete the text with the correct forms of the words in parentheses.

It is certain that the **1** _____ (discover) of DNA was an important scientific **2** _____ (develop). It has led to **3** _____ (complete) new areas of research in the field of **4** _____ (medic), particularly when it comes to the treatment of **5** _____ (gene) conditions. However, some people think that there are dangerous risks if **6** _____ (science) are allowed to go wherever their **7** _____ (curious) leads them. The **8** _____ (gene) themselves may argue that unwanted consequences are highly **9** _____ (like) to happen, but the general public needs to feel confident that the research is going to be **10** _____ (benefit) to all and have few risks.

GRAMMAR review

SCORE: / 10

A Choose the correct words or phrases.

1. If you drop a feather on the Moon, it **falls** / **would fall** / **has fallen** to the ground at the same speed as any other object.
2. If I had to work in science, I **will choose** / **would choose** / **would have chosen** an area like medicine so I could help people.
3. We wouldn't have had a problem if you **plan** / **planned** / **had planned** the experiment more carefully.
4. I think Isaac Newton **had developed** / **would not have developed** / **would develop** his theory of gravity if he hadn't seen an apple fall from a tree.
5. More girls would be interested in science if they **had** / **will have** / **would have** more female scientist role models.

B Choose the correct words or phrases.

1. The experiment will be fine **as long as** / **in case** we are very careful.
2. You'll be able to read the results of our scientific research **once** / **unless** it is published.
3. The editor of the science journal agreed to publish my article **in case** / **provided that** I made a few changes to the text.
4. You should wear protective glasses **in case** / **since** something goes wrong with the experiment.
5. More women won't enroll in college science programs **as long as** / **unless** we break down stereotypes.

16–20 correct: You can use science vocabulary and common adverb and adjective collocations.
You can use conditionals and conditional conjunctions and phrases.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS analytical thinking



Read this proverb. What do you think it means? How could you apply the idea in this proverb to your life or professional career?

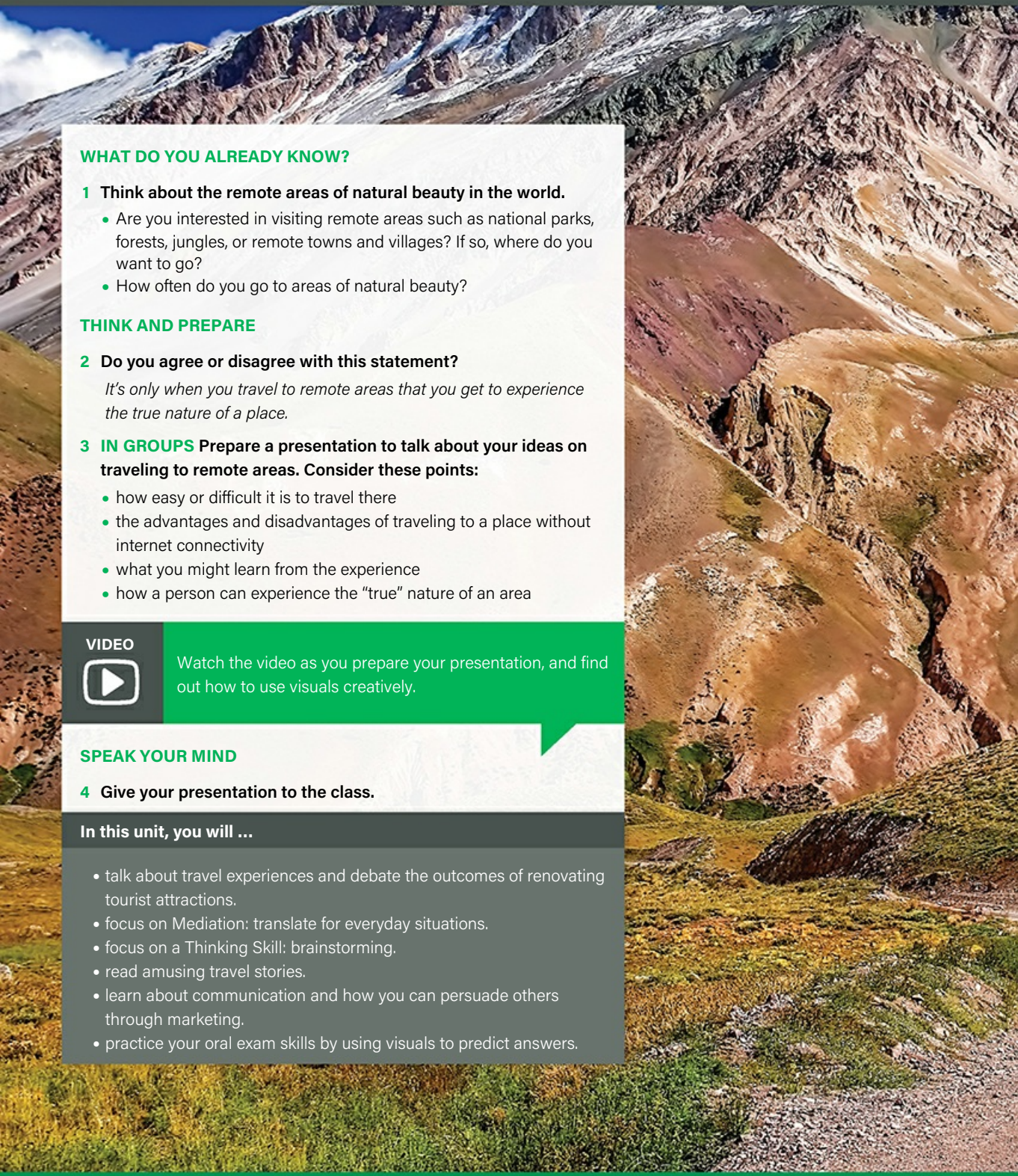
"The fish caught in the net starts to think."

—Zanzibar proverb

Turn to Skills for Pros on page 138.

UNIT 7

Hit the Road



WHAT DO YOU ALREADY KNOW?

1 Think about the remote areas of natural beauty in the world.

- Are you interested in visiting remote areas such as national parks, forests, jungles, or remote towns and villages? If so, where do you want to go?
- How often do you go to areas of natural beauty?

THINK AND PREPARE

2 Do you agree or disagree with this statement?

It's only when you travel to remote areas that you get to experience the true nature of a place.

3 IN GROUPS Prepare a presentation to talk about your ideas on traveling to remote areas. Consider these points:

- how easy or difficult it is to travel there
- the advantages and disadvantages of traveling to a place without internet connectivity
- what you might learn from the experience
- how a person can experience the "true" nature of an area

VIDEO

Watch the video as you prepare your presentation, and find out how to use visuals creatively.

SPEAK YOUR MIND

4 Give your presentation to the class.

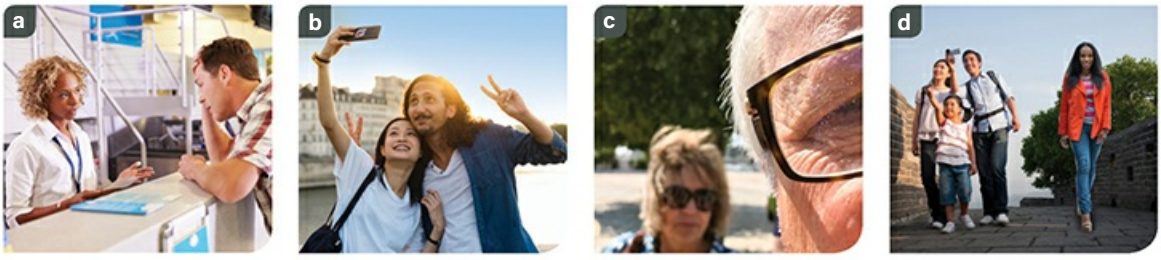
In this unit, you will ...

- talk about travel experiences and debate the outcomes of renovating tourist attractions.
- focus on Mediation: translate for everyday situations.
- focus on a Thinking Skill: brainstorming.
- read amusing travel stories.
- learn about communication and how you can persuade others through marketing.
- practice your oral exam skills by using visuals to predict answers.



READING

A **Look at each photo. What do you think is happening?**



B 7.01 **Scan the text and answer the questions.**

1 Where did Joseph Griffin go on his vacation? _____
2 Which country did Sevelyn Gat get the chance to visit? _____
3 How many countries did Jordan and Elizabeth visit? _____
4 Where was Adam Armstrong traveling to? _____

Here Are Some of Our Favorite Travel Stories ...

1 Did you hear about the guy who became an internet star after he **took the trip of a lifetime** to Las Vegas? Joseph Griffin borrowed his son Euan's hand-held camera for the trip, but he couldn't have been familiar with it because he recorded the whole trip on selfie mode! Instead of recording the sights of the city, Joseph managed to film close-ups of his own face while pointing the camera the wrong way. Euan posted the video on YouTube after his dad returned from Las Vegas, and now more than two million people have watched it! Perhaps Euan should have given him the instruction manual before he **hit the road**!

2 A young woman from Kenya named Sevelyn Gat got a lot of international attention when she photoshopped herself into other people's vacation photos on a social media page. It looked like she was **exploring the globe**! Sevelyn, who couldn't afford a vacation but who really wanted to travel, appears in different images at world-famous sites. In a happy ending, Nairobi businessman Sam Gichuru offered to pay for Sevelyn to make her trip to Asia. He made sure Sevelyn didn't have to **rough it** around China, booking her a stay in a four-star hotel, paying for travel insurance, and even giving her extra money for travel expenses.

3 What do you do if you break up with a boyfriend or girlfriend just before you're about to go on vacation? This was the question facing Jordan Axani. The answer? He posted an online ad for any woman with the same name as his ex-girlfriend to join him on his world tour, because he had already bought the plane ticket with her name, Elizabeth Gallagher. Several women applied, but Jordan only chose one Elizabeth Gallagher to accompany him on the trip. The couple **traveled light** and visited different cities around the world including New York, Paris, and Hong Kong. Elizabeth admitted to having a boyfriend back home who may have felt unhappy that his girlfriend was **jetting off** with a mystery man. "He understands that I've always wanted to travel," said Elizabeth. After three weeks and eight countries, the couple returned. There might not have been any romance, but they both agreed they'd had a great time.

4 Sometimes drastic times call for drastic measures. Adam Armstrong, a student from the UK, and his girlfriend were traveling to the island of Ibiza, Spain, on vacation. Adam's stepfather had booked the tickets online. He must not have noticed that he had booked them under the name Adam used on social media—Adam West. When Adam noticed, he contacted the airline, but the agent refused to let him fly unless he paid an extra £220. Adam was **traveling on a shoestring** budget and joked that it would be cheaper to change his name than change the ticket. After searching online, he found that it was! In fact, it was half the cost. So that's what he did. Adam Armstrong changed his name to Adam West and got a new passport for £130.

GLOSSARY

Drastic times call for drastic measures. (idiom): In difficult situations, it's necessary to do something extreme.

C READING SKILL—Identify the order of events **Read each story again. Order the events from 1 to 3.**

Story 1
_____ Joseph became an internet star.
_____ Joseph went on vacation to Las Vegas.
_____ Joseph's son posted a video on YouTube.

Story 2
_____ Sam gave her extra money for travel expenses.
_____ Sevelyn posted photoshopped images on a social media page.
_____ Sam paid for a trip to China for Sevelyn.

Story 3
_____ Jordan's relationship with his girlfriend ended.
_____ Jordan and Elizabeth visited eight countries around the world.
_____ Jordan advertised for someone to come with him on his trip.

Story 4
_____ Adam was told he needed to pay extra money to change his ticket.
_____ Adam changed his name.
_____ Adam's stepfather booked Adam's trip to Ibiza, Spain.

D Underline any time expressions that helped you find the answers for C.

VOCABULARY travel expressions

A Match the phrases from Reading B to their definitions.

explore the globe | jet off | take the trip of a lifetime | travel on a shoestring
hit the road | rough it | travel light

1 to travel without a lot of luggage _____
2 to take a trip using very little money _____
3 to start a trip, especially where you are driving _____
4 to live without modern comforts and conveniences _____
5 to fly somewhere in a plane _____
6 to travel around the world _____
7 to take a very unusual or special vacation _____

MAKE IT REAL

Rough it and *jet off* are informal ways to describe travel. Other informal travel expressions include *to couchsurf*, *to go glamping*, and *to take a red-eye*. Look up these and other expressions online.

B Complete the sentences with the correct form of an expression from A.

1 We _____ for our honeymoon. We went to the Bahamas and swam with sharks!
2 The whole three-week vacation cost us only $300 each. We _____!
3 Kiera often travels to different countries for work. She's always _____ somewhere!
4 I usually _____. I can't stand carrying a lot of luggage.
5 We really _____ on our camping trip. We slept in tents and had no running water or showers.

PRONUNCIATION pausing for dramatic effect

A 7.02 Listen to a person tell a story. Write a diagonal line (/) when the person pauses for dramatic effect.

Did you hear about the guy who was looking for flights online? No? Well, he wanted to get from New Zealand to England. So, he typed in his dates and when he looked at the information, it said that he had a layover in Bangkok, and the layover was over 400,000 hours. That's 47 years!!! It must have been one of the longest layovers ever! That really made me laugh ...

B IN PAIRS Read the second part of the story. Write diagonal lines where you would pause for dramatic effect. Then take turns reading it with a partner, pausing at the diagonal lines.

So, the guy emailed the company's website and asked if they had any ideas for what to do on a layover in Bangkok for 47 years. He got this reply. "Unless you love airports, we suggest you spend that time getting to know the city!" At least they saw the funny side of it, too!

C 7.03 Listen to the second part of the story and check your answers.

GRAMMAR past modals of deduction

A Underline examples of past modals of deduction with *may have, might have, must have,* and *could have* from READING B. Then complete the sentence below.

When you are making a deduction about the past, use a modal *verb* + *have* + _____.

B Choose the correct options.

1 Use *may/might/must/could* + (*not*) + *have* + past participle to talk about conclusions about a **past** / **present** / **future** action.
2 Use *may/might/could* + *have* + past participle to talk about something that **definitely happened** / **possibly happened** / **definitely did not happen**.
3 Use *must* + *have* + past participle to talk about something that **definitely happened** / **possibly happened** / **probably happened**.
4 Use *could/must* + *not* + *have* + past participle to talk about something that **possibly happened** / **probably did not happen** / **definitely did not happen**.
5 Use *may/might* + *not* + *have* + past participle to talk about something that **possibly did not happen** / **probably did not happen** / **definitely did not happen**.

For more practice, go to page 168.

C Rewrite the sentences. Use the past modal forms of the verbs in parentheses. More than one answer may be possible.

could have | couldn't have | may have | might have | must have | must not have

1 Javier was supposed to be on the 3 p.m. flight to Chicago, but he isn't.
Javier _____ (miss) his flight to Chicago.

2 Annie is on vacation, so you didn't see her in the store.
You _____ (see) Annie in the store because she's on vacation.

3 I don't think Macy phoned the hotel to book the room reservation.
Macy _____ (book) the hotel room online.

4 Petra and Marcus's car is still in the driveway.
Petra and Marcus _____ (leave) for their road trip yesterday.

D IN PAIRS Look at these photos from people's social media pages. Where do you think they went? What do you think they did? Make deductions about their vacations.







SPEAKING

For more speaking practice, go to page 151.

A Think about an interesting or amusing travel story. Make notes about the people, place, and events.

B IN GROUPS Share your stories. Remember to use your voice to make your anecdote sound interesting.

LISTENING



A **IN PAIRS** **You are going to listen to a radio interview about the development of a tourist area. Before you listen, talk about popular tourist areas in your country and why tourists visit them.**

Tourists usually visit ... because ...
A lot of people go to ... for the ...

B 7.04 **Listen to the radio interview and complete the sentences.**

1 The town of Watson's Cove is on the _____ coast.
2 The redevelopment of Watson's Cove will cost _____ million dollars.
3 Countries such as New Zealand and _____ have a tourist tax.
4 Local people can contact the council with ideas by _____.
5 Work on the project is due to start in the spring of _____.

C 7.04 **LISTENING SKILL—Listen to distinguish fact and opinion** **Listen again. Choose *Fact* or *Opinion*.**

1 "... we are planning to introduce a tourist tax to help pay for a large part of the development." Fact / Opinion
2 "I don't think that's going to be an easy task." Fact / Opinion
3 "It's my belief that protecting the environment is at the heart of the development." Fact / Opinion
4 "... there are strict rules about where we can and can't build." Fact / Opinion
5 "... the redevelopment will take three years." Fact / Opinion
6 "I'm sure you've given listeners a lot to think about." Fact / Opinion

D **Do you think tourists should be charged extra taxes to help stop the negative effects of tourism? If yes, for what kinds of businesses and in what areas? Give reasons.**

VOCABULARY compound adjectives

A **Write the compound adjectives from the box next to the correct structures.**

decision-making	family-friendly	long-term	shortsighted	world-famous
densely populated	high-risk	open-minded	widely used	

1 noun + verb + *–ing*: English-speaking; _____
2 adverb + past participle: well known; _____; _____
3 noun + adjective: smoke-free; _____; _____
4 adjective + past participle: old-fashioned; _____; _____
5 adjective + noun: last-minute; _____; _____

B **Match the compound adjectives from A to their meanings.**

1 _____: the process of deciding what to do about something
2 _____: willing to consider new ideas
3 _____: used by lots of people
4 _____: known by lots of people from different countries
5 _____: suitable for people with children
6 _____: not thinking about what might happen in the future
7 _____: having an effect that will continue for many years
8 _____: referring to a lot of people living in one area
9 _____: dangerous; likely to cause injury or harm

GRAMMAR verb + object + infinitive

A Match the underlined phrases from LISTENING B to the correct grammar structure.

1 We don't expect everyone to like all our ideas ...
2 We ask them not to contact us by phone ...
3 We encourage visitors to stay here ...

a verb + object + infinitive
b verb + object + *not* + infinitive
c negative verb + object + infinitive

For more practice, go to page 169.

Verbs that are followed by an object + infinitive include:

- advise
- allow
- ask
- encourage
- expect
- force
- get
- invite
- need
- permit
- persuade
- tell
- want
- warn
- would like

B Rewrite the sentences. Use the pattern in A and the verbs in parentheses.

1 "I suggest that you check in two hours before your flight," the travel agent told me.
The travel agent _____ two hours before my flight. (**advised**)

2 "You mustn't stay in the country longer than 90 days," the official said to Edwin.
The official _____ in the country for longer than 90 days. (**warned**)

3 "Can both of you sign the form, please?" the hotel clerk said to John and Martha.
The hotel receptionist _____ sign the form. (**asked**)

4 "Don't walk on the grass!" the gardener said to Elizabeth.
The gardener _____ on the grass. (**told**)

5 "Would you like to go on vacation with me?" Jane asked Nelly.
Jane _____ on vacation with her. (**invited**)

C Think about times when someone did the following things. Tell a partner about the situations.

- someone told you not to do something
- someone persuaded you to do something
- someone encouraged you to do something

A: My teacher encouraged me to major in art.

B: Really? My parents advised me to major in business or engineering.



WRITING presenting a persuasive argument

A Read this report. Is the city council for or against the proposed redevelopment?

Report: Proposed Redevelopment of the City

By: City Council



a The City Council was asked to prepare a report on the redevelopment of a local area popular with tourists. The area is visited by approximately one million visitors each year, and it is in the historic part of the city. Many of the buildings were built in the 19th century.

b Although the area is popular with tourists, very little money has been spent on it in recent years. The roads are damaged, and many buildings are empty and in need of repair. The Hotel Lidia needs modernizing. The number of tourists visiting each year has fallen by 45% since 2018.

c Some people argue that redevelopment would be expensive and would not help the local community. In fact, figures from 2016 show that income from tourism was five million dollars. Tourists spend money in local shops and restaurants. Hotels, shops, and restaurants in the area employ 500 local residents.

d If we don't provide first-class facilities, the number of tourists will decrease even more. We must persuade residents to see the advantages of spending money on redevelopment. In our opinion, it would be very shortsighted not to redevelop the area, as tourists will likely go elsewhere.

Read more

B Match the headings (1–4) to the correct paragraphs (a–d). Write the letter of the paragraph.

1 Arguments against redevelopment ____
2 Introduction ____
3 Arguments for redevelopment ____
4 Conclusion ____

C Read the report again. Underline where the writer does each of the things listed below. Which information is most persuasive?

1 reveals the position for an argument
2 presents information (a statistic, question, quote, or statement) to grab the reader's attention
3 reveals the position against an argument
4 gives a personal opinion
5 shows why a particular argument is wrong by providing evidence

D You have been asked to write a report on a tourist attraction in your country and ways to improve it. Write 150–200 words. Be sure to include all the information in C.

SPEAKING

For more speaking practice, go to page 151.

A Read this statement. Do you agree or disagree with it? Make notes to support your argument.

Where possible, we should renovate old buildings in tourist areas, rather than rebuild them.

B IN GROUPS Share your ideas. What is the class's general view?

LIFE SKILLS communication

A Read the definition of communication. Is marketing a form of communication?

Communication is the process of giving and receiving information. It is used in many ways—to inform, persuade, motivate, or teach. A good communicator is able to use oral or written language to clearly convey thoughts and ideas. Good communicators are often good listeners because it's important that both sides understand each other. Some forms of communication are designed to persuade people to do something, particularly when selling products or services.

B Look at the photos. How do these photos persuade vacationers to visit these places?







C 7.05 Listen to four marketing executives talk about ways to market vacation destinations. Match the speakers to what they talk about.

1 Speaker 1 talks about _____
2 Speaker 2 talks about _____
3 Speaker 3 talks about _____
4 Speaker 4 talks about _____

a using the latest social media trends.
b using a city's residents' inside knowledge.
c using traditional advertising methods.
d developing a working relationship with social media stars.

D IN PAIRS Discuss these questions and list your ideas.

1 Can you think of any other ways to market destinations to tourists?
2 What factors help companies decide which marketing strategy to use?

E IN GROUPS Choose one of the situations below and prepare a marketing strategy presentation to share with the class. Include USPs (unique selling points), social media, product placement, or other strategies mentioned in C.

1 You want to attract people aged 18–30 to visit your country.
2 You want more people to visit smaller cities and areas that tourists don't usually visit.
3 You want to appeal to people who enjoy luxury travel.
4 You want to encourage people to take eco-friendly vacations.
5 You want to offer vacations to solo travelers.

F Reflect on the following questions and share your ideas with the class.

1 What information did you communicate?
2 How did you persuade the target market with your message?
3 How do you see marketing and its purpose now after learning about marketing strategy and persuasive messages?
4 What factors influenced the decisions you made?
5 Do you think you made the right decisions? Why or why not?

GLOSSARY

at the heart of (expression): the most important part of something

bestsellers (n): the products or services that most people buy

craze (n): very popular game or trend that lasts a short time

endorsement (n): support for a product or service, usually from a famous person

marketing campaign (n): the promotion of a product or service through different methods

Go through the roof (expression): to increase very quickly

VIP (acronym): very important person; someone who receives special treatment

MAKE IT YOURS

Think of a product you like or one that is famous in your area. Who is the marketing message aimed at? Look for words online that could describe the product.

VOCABULARY marketing

A Write a word or phrase from the box next to the correct definition.

boost sales	end-user	marketing strategy	promo
celebrity endorsement	forecast	product placement	USP (unique selling point)

1 _____: the use of a famous person to advertise a particular product
2 _____: the thing that makes a product or service special
3 _____: to make a statement about what is likely to happen in the future
4 _____: something that advertises a product
5 _____: a plan for encouraging people to buy a product over a long period of time
6 _____: the use of a product in a movie or TV show as a way to advertise it
7 _____: to encourage more purchases of a product
8 _____: someone who buys or uses a product

B Complete the marketing job ad with the correct form of words or phrases from A.

Are you looking for a job in marketing? We're a small company based in the Miami area looking for new marketing execs to join our growing team. You will work with the head of marketing to develop new **1** _____ for our products. Responsibilities will also include developing creative ideas for **2** _____ videos and looking at ways to **3** _____ of a variety of products through **4** _____ in different TV shows and movies. Knowledge of our **5** _____ (aged 18–30) would be really helpful. Apply online.

C IN PAIRS Imagine you work for a marketing company. You have been assigned to develop a marketing campaign to boost tourism in your country. Which celebrities would you approach to feature in the advertising campaign and why?

THINKING SKILL brainstorming

A Think about a local tourist attraction. Is it popular with international visitors? Why or why not?

B You are going to brainstorm ideas for ways to make a local tourist attraction more appealing to visitors. Read these steps to brainstorming ideas.

Step 1: Individual brainstorming
- Set a time limit of about three minutes.
- List all the ways you can think of to make the attraction more appealing to visitors.

Step 2: Group brainstorming
- Make the group as diverse as possible.
- Get one person to record ideas.
- Be creative!
- Rank your ideas in order.

Step 3: Group brainstorming in new groups
- Move into different groups.
- Repeat Step 2.

Step 4: Share your best or most creative ideas with the class.

C Follow the steps in B to brainstorm ideas and share them with the class.

MAKE IT DIGITAL

Make a short promo video for the tourist attraction. Decide whose promo you think would be most effective in making the tourist attraction appeal to English-speaking visitors.



MEDIATION CONFIDENT COMMUNICATOR translating for everyday situations

A Read this dialogue. Where are the people having this conversation? What is the situation?



Tourist: I bought this a few days ago, but I think it's broken.
Owner: Sorry, my English is not good.
Shopper: Maybe I can help you.
Tourist: Oh, yes, thanks. I want to return this because it's broken, but I don't have a receipt.
Shopper: OK, I'll explain that to the store owner for you.

B Read these tips on how to act as a translator. Put the tips in the correct order.

Tips for translating in everyday situations

_____ Respond briefly to their explanations and check that you understand.
_____ Listen to both points of view.
_____ Make suggestions to both people/groups on how to solve the problem.
_____ Ask the people/groups to explain the situation.

Remember to remain neutral in order not to cause embarrassment to either person/group.

C IN GROUPS Read the instructions for a roleplay. Make sure that you understand what you have to do.

Tourist instructions:
You are an English-speaking tourist who has bought an item from a local store, but you do not have a receipt. The store owner doesn't speak very much English.

Before you start, decide what the item is, the problem you have, what happened to the receipt, and what you want the store owner to do.

Mediator instructions:
You are shopping in a local store. You notice a tourist who needs help communicating with a store owner. Translate from English into your native language when speaking to them. Try to resolve the situation so that everyone is happy.

Store owner instructions:
You are a store owner. You don't speak very much English. You want the tourist to prove that they bought the item from your store, and then you will happily replace the item or refund the money. You will be speaking in your native language.

Before you start, decide why you need a receipt and what your policy is for replacing items or refunding money.

Useful phrases
Mediator
Can you tell me what the problem is?
Did you get a receipt when you bought it?
Did you pay by cash or by credit or debit card?
Do you want a refund or a replacement?
Are you happy with that?
No problem. You're welcome!

Tourist
When I left the store, I noticed it was ...
I paid X for it using cash / my credit / debit card.
I'd like a full refund.
Yes, that's OK with me.
Thanks so much for your help.

D Think about these questions.

1 Mediators: How was the experience of working in two languages?
2 Tourists/Store owners: How was the experience of working with a mediator?
3 How important was it that the information was translated accurately?

VOCABULARY review

SCORE: / 10

A Complete the text with the correct travel expressions.

Imagine that you win an enormous amount of money. Perhaps you'd like to **1** take the trip of a lifetime / travel on a shoestring to the island of Hawaii. You'll **2** travel light / jet off by private plane and fly over the volcanoes of the Kohala Mountain range. There's no need to **3** hit the road / rough it as you'll be staying in a luxurious rainforest retreat. Or, you can fly to many different countries and **4** explore the globe / hit the road. If you're interested in wildlife, you can go on a wildlife trek. You'll need to You'll need to **5** travel light / travel on a shoestring, as you won't want to carry a lot as you trek through the jungles of Rwanda and the rainforests of Borneo. The cost? Just over a million dollars!

B Complete the sentences with a compound adjective from the box.

densely populated | family-friendly | open-minded | world-famous | high-risk

1 I don't think this is a very _____ hotel—there are no activities for kids.
2 A _____ musician will play at the opening ceremony for the Olympic Games.
3 Sky diving is a very _____ activity . There's no way I'd try it!
4 Mumbai is one of the most _____ cities on Earth.
5 After traveling abroad, Isabella became a more _____ person.

GRAMMAR review

SCORE: / 10

A Choose the correct options to complete the sentences.

1 Henry doesn't have an international driver's license, so he could drive / couldn't have driven when he was in Chile.
2 The hotel must have closed / couldn't have closed down, because I can't find anything about it online.
3 It might have been / must not have been warm enough yesterday, because no one was surfing.
4 Olivia might have missed / couldn't have missed her flight, because traffic was bad on the way to the airport.
5 You look very relaxed! You must have had / must have not had a good vacation.

B Complete the sentences using the correct form of the words in parentheses.

1 Many travel companies _____ travel insurance. (encourage / customers / buy)
2 I _____ me with this passport application. (need / you / help)
3 My travel agent _____ my passport in my hotel room. (advised / me / not / leave)
4 I _____ with me on my vacation. (would like / someone / travel)
5 Some countries _____ abroad. (not allow / people / travel)

16–20 correct: You can use travel expressions and compound adjectives. You can use past modals of deduction and verbs with objects and infinitives.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS

LISTENING use visuals to predict what you will hear

Look at the photograph and the four sentences below.
Which two sentences do **not** describe the photograph?

1 The woman is wearing a backpack and taking a photo.
2 The square is busy with several tourists.
3 The woman is putting her camera into her backpack.
4 There are colorful buildings along the water.



Go to Exam Skills on page 140 to learn how to use visuals to predict what you will hear.

UNIT 8

Future Innovations



WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about modern technology. Discuss these questions:

- What are the positive effects of modern technology?
- What are the negative effects of modern technology?

THINK AND PREPARE

2 Do you agree or disagree with this statement?

Modern technology has more negative effects than positive effects.

3 IN GROUPS Prepare a debate on the positive and negative effects of modern technology. Give examples to support your argument. Consider the positive and negative effects of technology on:

- everyday life
- society
- the environment

VIDEO

Watch the video as you prepare for the debate, and learn how to know your audience.

SPEAK YOUR MIND

4 Debate the positive and negative effects of modern technology with your classmates. Use images, online videos, or an electronic presentation to support your ideas.

In this unit, you will ...

- report on the social and environmental effects of engineering and predict the development of future technology.
- focus on Mediation: link new ideas to previous knowledge.
- focus on a Thinking Skill: speculating.
- read about the impact of engineering on the environment.
- learn about inquiry and assess your ability to ask useful questions.
- read about fostering innovation and the professions that use this skill.


CHARGING POINT

READING

A **Do you agree or disagree with these statements?**

Engineers should concentrate on finishing a project on time and within the budget they are given. That's what they are being paid to do.

Engineers should think carefully about the social and environmental effects of the projects they work on.

B 8.01 READING SKILL—Understand main ideas **Read this article. Then answer the questions.**

The Impact of Engineering

New technology often has unexpected social and environmental consequences. Few of the people who developed the automobile, for example, could have predicted the environmental effects of pollution or the kinds of urban social change that the car would bring. Today, engineers need to **watch out for** the possible social and environmental consequences of the projects that they work on. They can no longer **get away with** considering profit alone.

The cell phone, which has increased in popularity over the past two decades, is a very good example of technology that has had enormous social and environmental effects. In developing areas of Africa and Asia, for example, farmers can use cell phones to get the products that they grow to market easily. It also means they can check prices and not be cheated. They can access information on how to grow their crops better and find ways to solve problems they **come up against**, such as diseases or pests. People in developing areas can open bank accounts and manage their money, which is something that was impossible in the past.

However, the cell phone has also had serious negative effects in some areas. First of all, cell phones contain rare chemical elements, which are often mined in Africa. The need for these elements sometimes means that people are forced to work in dangerous conditions to **keep up with** the demand for cell phones. When people throw away their old cell phones, the chemicals can get into the environment, which causes pollution. Even if cell phones are recycled, there's still a chance they will be thrown away one day. Then, the e-waste may be burned, which adds to the problem of pollution.

Engineers now realize that they need to look at the social and environmental consequences of the products they design from the beginning. This has led to some innovative thinking in cell phone manufacturing. One good example is the Fairphone 2, which is described by the manufacturers as "the world's first ethical, modular smartphone."

"Ethical" means the manufacturers try to make a product that respects people and the environment. They try to use materials that are less toxic and easily recycled, and they work with the mines to treat the workers fairly and offer safe working conditions.

Ethical manufacturing tries to be sustainable by using "modular" technology. This means parts of phones can be repaired or replaced, **doing away with** the need to replace the entire phone. With the Fairphone 2, you can replace the battery, the camera, the volume button, or even the vibration mechanism. A phone that can be repaired continues working longer, and that reduces the carbon footprint of the device. The Fairphone 2 is an example of responsible engineering.



GLOSSARY

e-waste (n): old electronic products, such as computers and cell phones, that are no longer in use

1 What positive effects of cell phones does the writer mention?

_____

_____

2 What negative effects of cell phones does the writer mention?

_____

_____

C Read the text again. Choose *True* or *False*.

1 The people who developed the first automobiles did not predict the effect of cars on society and the environment. True / False
2 Engineers now think more about the social and environmental effects of their work. True / False
3 The cell phone has made life more difficult for farmers and businesspeople in Africa. True / False
4 Recycling your cell phone stops dangerous chemicals from getting into the environment. True / False
5 The Fairphone 2 needs to be replaced more often than other smartphones. True / False
6 The manufacturers of the Fairphone 2 choose the sources of their materials carefully. True / False

VOCABULARY phrasal-prepositional verbs

A Look at the phrasal verbs in these sentences. Choose the correct definition.

1 Today, engineers need to **watch out for** the possible social and environmental consequences of the projects that they work on.
a explain clearly **b** notice; anticipate **c** make less
2 They can no longer **get away with** considering profit alone.
a plan to do **b** suggest **c** avoid punishment for
3 They can access information on how to grow their crops better and find ways to solve problems they **come up against**, such as diseases or pests.
a produce **b** learn more about **c** encounter
4 The need for these chemical elements sometimes means that people are forced to work in dangerous conditions to **keep up with** the demand for cell phones.
a go at the same speed or level as **b** increase **c** forget about
5 This means parts of phones can be repaired or replaced, **doing away with** the need to replace the entire phone.
a removing **b** creating **c** explaining

B Look at the phrasal-prepositional verbs in the box. Choose the correct answer to complete each sentence.

look up to: admire
make up for: provide something when another thing is taken away
put up with: tolerate

1 Environmentalists refuse to _____ high levels of pollution.
a put up with **b** make up for **c** look up to
2 I _____ my engineering professor, because she cares about the environment.
a put up with **b** watch out for **c** look up to
3 Engineers need to find ways to _____ the negative consequences of cell phone production.
a make up for **b** look up to **c** get away with

GRAMMAR relative clauses

A Match each underlined clause to the correct explanation.

1 Today, engineers need to watch out for the possible social and environmental consequences of **the projects** <u>that they work on.</u> ____
2 **The cell phone** , <u>which has increased in popularity over the past two decades,</u> is a very good example of technology that has had enormous social and environmental effects. ____

a This is a non-defining relative clause. It gives extra information about the words in bold. Without it, the sentence makes complete sense.
b This is a defining relative clause. It gives specific information about the words in bold. Without it, the sentence doesn't make complete sense.

For more practice, go to page 170.

B Complete these rules.

1 Use commas before and after **defining** / **non-defining** relative clauses.
2 Do not use the relative pronoun *that* in **defining** / **non-defining** relative clauses.
3 You can omit the relative pronoun in **defining** / **non-defining** relative clauses when the clause refers to the object.

C Combine each pair of sentences into one sentence. Use a relative clause.

1 Some engineers don't consider the environment. They should face criminal charges.
Engineers who don't consider the environment should face criminal charges.

2 Some construction companies cause pollution. They should pay more taxes.

3 Engineers work on projects. Those projects must be environmentally friendly.

4 Engineers spend years in college. They should learn about the effects their projects have on society.

5 The Fairphone 2 is both modular and ethical. It sounds like a good idea.

PRONUNCIATION phrasal-prepositional verbs

A 8.02 Listen. Underline the stressed words in these phrasal-prepositional verbs.

1 Engineers need to **watch out for** the possible social and environmental consequences.
2 They can no longer **get away with** considering profit alone.

B Underline the word that should be stressed in the phrasal-prepositional verbs in these sentences. Then take turns saying the sentences.

1 Which people in engineering do you **look up to**?
2 We shouldn't **put up with** projects that damage the environment.
3 The cell phone **has done away with** the need for public telephones.

SPEAKING

For more speaking practice, go to page 151.

A IN GROUPS Read the information about an engineering project. Note in your notebook any possible negative social or environmental effects of the project that engineers should think about.

Engineers are constructing a large hydroelectric dam in this area. The dam will provide power for a nearby city. Some small villages will be flooded.

Possible negative social and environmental effects:
- *pollution from chemicals used in construction*



B For each possible effect on your list, suggest what engineers should do about it. Try to use phrasal-prepositional verbs and relative clauses from the previous sections.

They should regularly test the water to watch out for chemicals that cause pollution.

C Tell the class what effects and actions you discussed.

MAKE IT DIGITAL

Go online and find an example of an engineering project that had social or environmental effects. Then share the information with the class.

LISTENING



A **Look at the photo. How have offices changed? How do you think they will change in the future? Think about these factors.**

- technology
- office design
- workforce diversity
- roles and relationships

B 8.03 **Listen to an interview with a businesswoman. Check the aspects of the workplace she mentions.**

- ☐ automation in the workplace
- ☐ how to get training for future jobs
- ☐ being interviewed for jobs
- ☐ working in the video game industry
- ☐ turning work into a game

GLOSSARY

videoconferencing technology (n): a system of computers, cameras, and screens that makes people feel like they are together in the same room

C 8.03 **LISTENING SKILL—Make inferences** **Listen again. Choose *True* or *False*.**

1	AI (artificial intelligence) will have a big effect on the banking and telemarketing industries.	True / False
2	Workers will have fewer in-person meetings in the future.	True / False
3	People from different countries will work together on more projects in the future.	True / False
4	It will be easier to enjoy free time away from work in the future.	True / False
5	Employers want employees who are persistent and creative.	True / False
6	Workers who are motivated by games will do well in the future.	True / False

VOCABULARY suffixes forming verbs

A **Complete each verb with the correct suffix from the box. Use a dictionary if needed.**

–ate *–en* *–ize*

1	cooper_____	**4**	demonstr_____	**7**	motiv_____
2	broad_____	**5**	emphas_____	**8**	personal_____
3	critic_____	**6**	fright_____	**9**	threat_____

B **Complete the statements. Then decide if you *Agree* or *Disagree* and compare with a partner. Explain your answers.**

1	I like to **cooperate** / **criticize** with other people. It **frightens** / **motivates** me to work in a team.	Agree / Disagree
2	I feel **personalized** / **threatened** when other people **criticize** / **demonstrate** me.	Agree / Disagree
3	I try to **emphasize** / **cooperate** the positive aspects of a challenging situation and pay less attention to the negative aspects.	Agree / Disagree
4	I need to **broaden** / **frighten** my skills so I can **criticize** / **demonstrate** to employers that I have good abilities.	Agree / Disagree

GRAMMAR noun clauses as subjects and objects

A Look at these examples from LISTENING B. Choose the correct answers to complete the rules.

What we need to understand is the way it is changing.
In the future, we will need to learn **how to get away from work**.

A noun clause is a clause that works **1 differently from / in the same way as** a noun. It can act as **2 only the object / either the subject or the object** of a sentence. Noun clauses begin with *that*, **3 *how* / *this***, or a *wh*– word (*what*, *which, when*, *where, why*, *who*).

For more practice, go to page 171.

B Underline the noun clause in each sentence.

1 What I'd like to know is how many people really want to work in an office.
2 I told my boss that I wanted to work from home one day a week.
3 When you start and finish work each day will be less important in the future.
4 I'd like to know who is going to interview me for the position.
5 She didn't tell me why I didn't get the job.
6 I don't know how to use the videoconferencing software. Could you show me?
7 Where each person on a project lives isn't important these days.
8 It would be good to know which companies are planning to use games at work.

C Complete these sentences using your own ideas.

Thinking about the future workplace, ...
1 I'm not sure why _____
2 I'm looking forward to the day when _____
3 I'd like to know which _____
4 I think one important thing to remember about the future is that _____

D IN PAIRS Discuss your sentences.

WRITING an opinion blog post

A Read the blog post. Underline five sentences where the writer makes predictions about the future.

FUTURE WORK: Dream or Nightmare?

If you're like me, just starting out in your career, then you should be very interested in the future workplace. After all, it's where you'll be spending a lot of your time! So, what are my predictions?

1 **Face-to-Face vs Cyberspace** I suppose most people will still go to a physical office, at least some of the time. I think it's important to meet people face-to-face if you're going to work together on a project. However, I'm pretty sure that many of us will use videoconferencing technology as well.

2 **Language Skills** Your knowledge of English is going to be very important for working remotely with people around the world!

3 **I'm the Boss!** It wouldn't surprise me if more people decided to go into business for themselves. Some people are motivated by the freedom to choose who to work with and which projects to work on.



4 **24/7** Modern technology and working remotely mean that it's possible to multi-task. What worries me, though, is that my generation never knows when to stop! We're always on—everyone knows that they can contact you anytime, and most of them expect you to reply right away. It's possible that we will end up with less freedom than previous generations!

Add your comments on how you think the workplace is changing. I'm looking forward to hearing what you think!

follow

B **Think about your future career. Make notes in the table predicting different aspects of your future workplace. Then add your opinion about each aspect.**

Aspect	Prediction	Opinion
Where working from (office or home)		
What languages used		
Who working for (boss or self)		
When working (days, nights, 24/7)		
Other:		

C **Write a blog post with predictions and opinions about your future workplace. Use the blog in A and your notes from the table in B to help you. Make sure you include:**

- An introduction to the topic
- Numbered predictions
- An invitation for readers to respond

MAKE IT REAL

In informal contexts, we can use *so* at the beginning of a question to signal that what we are about to ask is relevant to what went before. For example, *I heard you had a job interview. So, did you get the job?*

SPEAKING

For more speaking practice, go to page 151.

A **Add two items to this list of technology we may see in the future. Check the items that are relevant to your chosen career or your own life.**

- ☐ AI (artificial intelligence)
- ☐ driverless cars
- ☐ nuclear fusion
- ☐ quantum computing
- ☐ robots/automation
- ☐ smart clothing
- ☐ space exploration
- ☐ the internet of things
- ☐ geoengineering
- ☐ _____
- ☐ _____



B **IN PAIRS** **Ask and answer.**

1. What forms of technology are regularly used in your chosen career?
2. How do you think the technology used in your chosen career will change in the future?
3. How comfortable do you think you will be with the way you have to use technology in your chosen career?

LIFE SKILLS inquiry

A **Read the definition of inquiry. When you want to know more about new technology, where do you go to find information?**

Inquiry is the process of finding out information through research, examination, or asking questions. Inquiry requires skill in research, critical thinking, creativity, and problem-solving.

B **Look at these photos. Write two questions that you have about each innovation.**

1



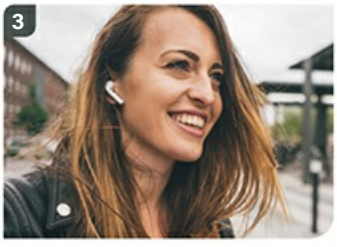
microchip implant

2



powered exoskeleton

3



translating earbuds

C 8.04 **Listen to the conversation. Note down any answers to your questions in B.**

GLOSSARY

computer virus (n): a program that changes or destroys information on your computer

data privacy (n): the freedom to keep information about yourself secret and not shared with companies that collect information on the internet

D **IN PAIRS** **Go online and search for answers to any remaining questions you have. Share the answers to your questions with a partner.**

E **As a class, discuss these questions.**

1 How does creating questions help when you investigate a subject?
2 What questions might be useful when you investigate the following?
- a new course
- a new job
- a new apartment

MAKE IT DIGITAL

Go online and investigate a new course, a new job, or a new place to live.

VOCABULARY physical actions

A **IN PAIRS Explain the physical actions involved in doing each of these things. Use as many of the words from the box as you can. Can you use more words than your partner?**

adjust blink charge enter insert lift press push scan twist unlock

1 buying something in a store
You lift the product from the shelf, and you put it in your shopping cart. You take it to the cashier. The cashier scans the product and tells you the cost. To pay by credit card or debit card, you insert your card into the machine. Then you push the buttons to pay.
2 using your cell phone
3 starting a car
4 turning on a laptop or tablet

MAKE IT YOURS

Which of your common actions are easy to describe? Look online for ways to describe your common actions.

B **IN PAIRS What technology to improve human abilities would you like to see? Design a device and draw a sketch. Use the words from A to describe how it works.**

We'd like to see a display screen inserted into your arm. When you press on it, it displays all the information you'd see on your smartphone, but it's always there. You can also scan it to pay for things at the store or to unlock your computer at work ...

THINKING SKILL speculating

A **Read the definition and steps for speculating.**

Speculating is forming an opinion or making a prediction based on incomplete information. We have to guess what might be true or what might happen. To do this, we need to:

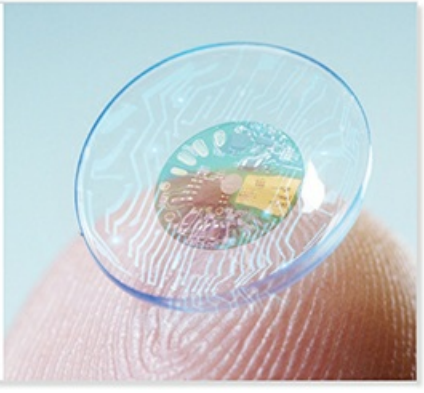
- think about what we know.
- think about possible consequences based on what we know. These include the effects on people, the economy, and the environment.
- think about how likely different possible consequences are.
- reach a tentative or temporary conclusion.
- adjust the conclusion as needed when you receive more information.

B **IN PAIRS In what situations is speculating an important skill? Think of examples from school, work, and everyday life.**

C **IN GROUPS Read about this product. Speculate on how the product will affect different areas of life. Note down your ideas.**

The Future Vision Smart Contact Lens is a revolutionary new way of seeing the world. In addition to correcting your vision, it also provides:

- instant access to the internet, with information displayed right in front of your eyes!
- the ability to record or photograph anything you see!
- instant face recognition, with the ability to remind you of a person's name, so you never need to worry about forgetting a face!
- the ability to stream what you see directly to your social media feeds!



D **Tell the class what ideas you discussed.**

MEDIATION CONFIDENT COMMUNICATOR linking to previous knowledge

A Read the dialogue. How does Austin explain how to use his new watch?



Valeria: Is that one of those smartwatches, Austin?
Austin: Yes, that's right. It's the latest model. It's really cool.
Valeria: I've never used one before. How do they work?
Austin: They have a touchscreen, just like smartphones do. And you control most of the functions through that. You know the apps on your smartphone?
Valeria: Yes, sure.
Austin: Well, a smartwatch uses similar software. I can stream music to my wireless headphones, choose different watch faces, and respond to messages.
Valeria: So, it does whatever a smartphone can do?
Austin: Not exactly. A smartphone is always connected to the internet, at least when you have a data connection, but most smartwatches need to connect through a cell phone. Without a cell phone, they're very limited, just like your cell phone is when you don't have a signal. Once you connect, you have all the functions, such as GPS, text messages, and email.
Valeria: You don't really write emails on that, do you?
Austin: No! That would be like trying to write an email on your phone with gloves on! I mean, you can do it, but it's not easy. When you need to write something, it's better to switch to your smartphone or tablet.
Valeria: They're certainly becoming more popular. Maybe I should think about getting one.

B Complete the sentences.

1 Austin compares the apps on a smartwatch to the _____ on a _____.
2 Austin compares a smartwatch without a cell phone to a cell phone without _____.
3 He compares writing an email on a smartwatch to _____.

C IN GROUPS Match the phrases to make sentences that explain what virtual reality is like. Then add your own ideas.

1	It's like seeing ____	a	a computer game.
2	It's like wearing ____	b	in a dream.
3	It's like being ____	c	magic glasses.
4	It's like playing ____	d	a movie in your head.

5 It's like _____.

D IN PAIRS Role-play a conversation between someone who understands how virtual reality works and someone who doesn't. Use the dialogue in A and the ideas in C to help you.

E IN GROUPS Discuss the following questions.

1 Which examples did you use to link virtual reality to the person's previous knowledge? Which examples were most helpful?
2 What other technological devices might you need to explain to friends or family members? What examples or ideas could you link to them?



VOCABULARY review

SCORE: / 10

A Complete the sentences with the correct form of a phrase from the box.

come up against | do away with | look up to | make up for | put up with

1 I _____ my science teacher, because he encourages us to research new innovations.
2 When mining activities damage the environment, can engineers _____ it by sharing profits with the local community?
3 I don't think people are going to _____ poor engineering practices for much longer.
4 The authorities _____ a number of environmental regulations recently, and I'm not sure that was a good idea.
5 The farmers _____ a few problems when they were trying to sell their crops but were able to solve them.

B Complete the sentences with the correct verb form of the words in parentheses.

1 The idea of adding technology to people's bodies seems to _____ (**fright**) some people.
2 I sometimes find it hard to _____ (**motive**) myself to work.
3 Researchers working on AI need to _____ (**emphasis**) the benefits to ordinary people.
4 Many people _____ (**critic**) companies that don't do enough to encourage diversity in the workplace.
5 Do you think artificial intelligence will _____ (**threat**) people's jobs?

GRAMMAR review

SCORE: / 10

A Correct the mistakes in each sentence.

1 Engineers, who care about the environment, will be more successful than engineers who don't.
2 Elon Musk who is from South Africa is investing heavily in future innovations.
3 Technology plays a large role in the profession what I have chosen.
4 Old computers often end up being burned, which it creates pollution.
5 I read an article about a man which has a microchip in his arm.

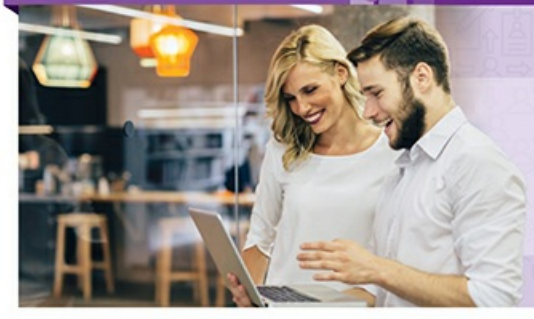
B Choose the correct answers.

1 Could you show me **how** / **what** / **why** to unlock this laptop?
2 **What** / **Why** / **How** I'd like to know is what the office of the future will look like.
3 **Where** / **What** / **Why** I live isn't important to my clients because all my work is done online.
4 Videoconferencing is important because it's good to see **how** / **what** / **who** you are working with.
5 Before I applied for a job, I researched **that** / **which** / **when** companies are doing interesting work at the moment.

16–20 correct: You can use common phrasal-prepositional verbs and suffixes to form verbs. You can use relative clauses and noun clauses as subjects and objects.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS fostering innovation



Read this quote. What point is Henry Ford making?

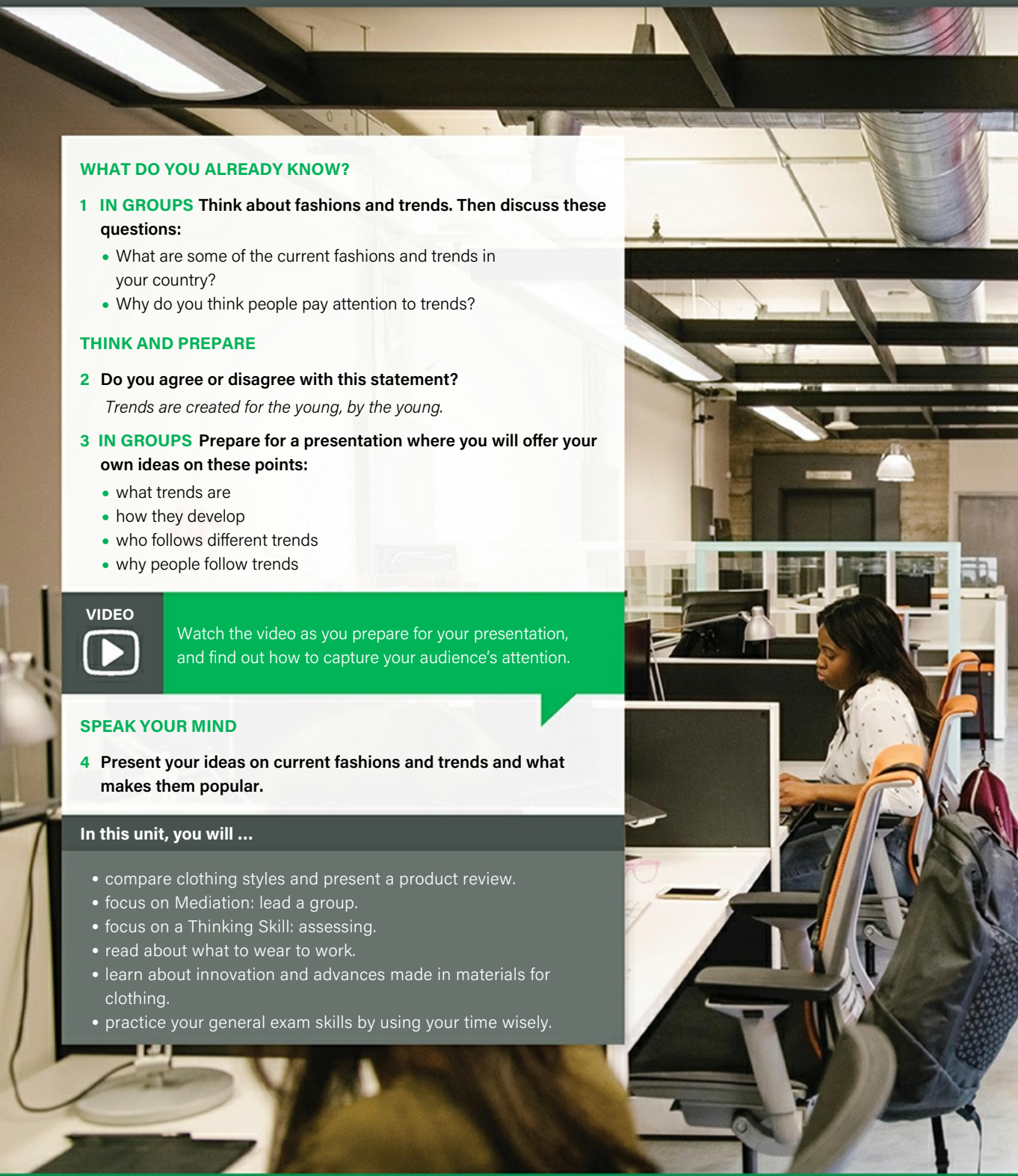
"Failure is the opportunity to begin again, more intelligently."

—Henry Ford, American industrialist (1863–1947)

Turn to Skills for Pros on page 142.

UNIT 9

Trendsetter



WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about fashions and trends. Then discuss these questions:

- What are some of the current fashions and trends in your country?
- Why do you think people pay attention to trends?

THINK AND PREPARE

2 Do you agree or disagree with this statement?

Trends are created for the young, by the young.

3 IN GROUPS Prepare for a presentation where you will offer your own ideas on these points:

- what trends are
- how they develop
- who follows different trends
- why people follow trends

VIDEO

Watch the video as you prepare for your presentation, and find out how to capture your audience's attention.

SPEAK YOUR MIND

4 Present your ideas on current fashions and trends and what makes them popular.

In this unit, you will ...

- compare clothing styles and present a product review.
- focus on Mediation: lead a group.
- focus on a Thinking Skill: assessing.
- read about what to wear to work.
- learn about innovation and advances made in materials for clothing.
- practice your general exam skills by using your time wisely.


CODER
001

READING

A **What do you think the phrase "casual Friday" means? Do you have casual Fridays in your country?**

B **Look at the photos. What type of clothes do people usually wear to work in your country?**







C 9.01 **Read the text. Then match the words in bold to the meanings below.**

The Dos and Don'ts of Casual Friday!

You may have heard the term "casual Friday." Employees are allowed to dress down for a day instead of wearing their usual business clothes. It's a trend that's been around for some time now, but it's not one that's without issues. "The Friday dress code can **vary** widely from one company, one city—even one culture to another," says Irina Gomez, CEO of a travel firm based in Chicago. "It's a real **dilemma** simply because there are so few clear **guidelines** about what is acceptable to wear and what isn't. I don't blame people for getting it wrong." She advises her clients to be **wary of** dressing too casually. "It's better to be overdressed than underdressed. Remember that the workplace is not where you should make bold fashion statements. If you're looking forward to wearing 'casual' clothes, think business casual rather than weekend casual, and save your on-trend ripped jeans and T-shirts for nights out."

So, what does a casual Friday **attire** mean in practical terms? This largely depends on where you live and what's in fashion. In Australia, for example, casual dress is largely the same for men and women. "Men should wear a shirt, but no tie, with dress pants and a jacket and dress shoes. You may see some men in jeans, but that's unusual," says Sydney-based business executive Daniel Armstrong. "For women, a skirt, dress, or dress pants are OK. Heels aren't essential, but don't even think about wearing sandals—for men or women. Nobody needs to see your toes!"

In the US, the casual Friday dress code varies from coast to coast. In cities along the east coast, the dress code is fairly **conventional**—a dark jacket, blazer, or sweater for both men and women, with pants (not jeans) or a skirt for women. This look tends to get more casual the farther west you travel across the country. This more casual look may include jeans, boots, vests, and jackets. In California, particularly in the entertainment and tech industries, people are much less likely to worry about dressing up for work at all. Jeans, T-shirts, shorts, and Hawaiian shirts are all perfectly acceptable on any day of the week. As Indigo Walker, executive director of a San Diego tech firm, says, "For me, it's not about following fashion. It's much more about what new ideas my employees can bring to the table."

Read more

1 _____ (noun): the clothes that someone is wearing
2 _____ (noun plural): official instructions or advice
3 _____ (noun): a situation where you have to make a difficult decision
4 _____ (verb): to be different in different situations
5 _____ (prepositional phrase): careful about something that might cause a problem
6 _____ (adjective): usual; traditional; accepted

GLOSSARY

bring to the table (idiom): provide something that benefits a discussion or work effort, such as special skills or creativity

D **READING SKILL—Develop active reading** **Read the text again. Answer these questions.**

1 Where would you probably find this text? _____
2 Who is the main audience for the text? How do you know? _____
3 What is the purpose of this text? _____

E **Read the text again. Then cover the text and write down the key points you remember.**

F **IN PAIRS** **Compare your answers from E. Talk about the key information you remembered correctly.**

VOCABULARY fashion collocations

A **Complete the fashion collocations from READING C with a word from the box.**

code down follow in on over statement under up

1 make a fashion _____: to be fashionable in a daring way
2 dress _____: to wear clothes that are more informal than usual
3 _____ fashion: fashionable or popular at a particular time
4 _____ dressed: not wearing clothes that are formal enough
5 dress _____: a set of rules about what to wear to a specific event or in a specific place
6 _____-trend: fashionable; trendy
7 _____ fashion: to be interested in clothes and fashion trends
8 _____ dressed: wearing clothes that are too formal for the situation
9 dress _____: to wear clothes that are more formal than usual

B **Complete the text with the correct forms of fashion collocations from A.**

The trend we now call "casual Friday" began in the 1960s in Hawaii, when the **1** _____ for government workers was made less strict. People were able to make a colorful **2** _____ by wearing their lightweight, colorful Hawaiian shirts in the hot summer months. This developed into "Aloha Fridays," when employees were allowed to **3** _____ once a week and wear more casual clothing.

At the start of the 21st century, tech companies became known for their relaxed atmosphere. People stopped **4** _____ for work in suits and ties. If you showed up to work in jeans and a T-shirt, no one thought you were **5** _____.

The idea, of course, is that casual Fridays are supposed to make employees feel happier and more excited that the weekend is only a few hours away!

MAKE IT YOURS

Are you always on-trend? Do you often overdress or underdress? Look online for words to describe your style.

GRAMMAR the gerund as an object of a preposition

A **In these examples, underline the gerunds and circle the prepositions before them. Then match each example to the grammar structure.**

1 She advises her clients to be wary of dressing too casually. _____
2 ... don't even think about wearing sandals ... _____
3 Employees are allowed to dress down for a day instead of wearing their usual business clothes. _____
4 If you're looking forward to wearing "casual" clothes, think "business casual." _____
5 For me, it's not about following fashion. _____

a phrasal verb + gerund
b two-word preposition + gerund
c verb + preposition + gerund
d adjective + preposition + gerund
e preposition + gerund

For more practice, go to page 172.

B Complete the sentences with the correct form of the verbs from the box. There may be more than one correct answer.

buy criticize develop follow wear work

1 I'm excited about _____ a dress to wear to my friend's wedding.
2 My coworker isn't concerned about _____ the latest fashion trends.
3 I'm interested in _____ in the fashion industry.
4 We should focus on an employee's productivity instead of _____ an employee's fashion choices.
5 The company was praised for _____ new easy-care fabrics.
6 She ended up _____ designer jeans and a nice blouse for casual Friday.

C Complete the sentences with your own ideas. Then share your ideas with a partner.

1 In my country, people usually wear _____ to work instead of wearing _____
2 I'm (not) interested in being on-trend or following fashion because _____
3 I'm wary of wearing _____ to school or work because _____
4 I am (not) concerned about following dress codes because _____

THINKING SKILL assessing

A Read this information about assessing. What do workers need to take into account when deciding what clothes to wear to work?

Assessing is the process you use to make judgments and reach a conclusion about how "good" or "suitable" something is. There are three simple steps to assessing:

- Identify what is important to assess.
- Identify the criteria that you need to use to assess that thing.
- Use these criteria to decide if that thing is "good."

B Look at the photos of people in different work environments. What are the workers in each photo wearing?



construction site



restaurant kitchen



high-end clothing shop

C IN PAIRS Assess whether you think the people in the photos are dressed suitably for the jobs they are doing and give reasons.

D IN GROUPS Discuss why you think it's important that each worker in the photos in B follows a certain dress code.

E Make a list of different jobs you know. As a class, discuss what dress codes are necessary or desirable for the different work environments and why.

SPEAKING

For more speaking practice, go to page 152.

A Think about clothes and fashion. Make notes as you answer these questions.

- What do your clothes "say" about you?
- How important are clothes for creating identity?
- In what situations might people under- or overdress? Why?

B IN PAIRS Share your ideas.

LIFE SKILLS innovation

A Read the definition of innovation. What products do you think are innovative? What have these products contributed to their fields or industries?

Innovation refers to the use of creative ideas to design or improve new products. People who are innovative look for new materials or new methods to make something. Innovation often requires knowledge of the industry (engineering, for example) and the people who will use the product. In many cases, innovation occurs after years of research and development.

B IN PAIRS Look at the photos and answer the questions.

1 Do you wear sneakers? If so, when do you wear them?
2 Which style of sneakers do you prefer? Why?
3 What materials are your sneakers made from: leather, cotton, polyester, nylon, rubber, or plastic?





C 9.02 Listen to a fashion blogger talk about three kinds of innovative, eco-friendly sneakers. Write the materials each kind of sneakers is made from.

1 Gumshoes: made from _____
2 Stella McCartney sneakers: made from _____
3 nat-2 sneakers: two kinds made from _____; _____

D IN GROUPS Think of an innovative idea for a new product. Make notes about the following things:

- what the product is
- what it is made from
- what is innovative about it
- who you would market the product to and why



E Share your ideas with the class. Whose idea is the most innovative?

F Reflect on the following questions.

1 How easy did you find it to come up with innovative ideas?
2 Do you think innovations in fashion are important? Why or why not?
3 What innovations in other areas do you think are significant?

MAKE IT DIGITAL

Search for other innovations in the fashion industry, such as clothes made from new or nontraditional sources. Share the innovations with your class.

VOCABULARY noun modifiers

A Match the words (1–8) to the definitions (a–h).

1	production line ____	**a**	a person who collects garbage from sidewalks
2	manufacturing process ____	**b**	a person who creates drawings and plans for clothing
3	chewing gum ____	**c**	a series of steps for making a product
4	design concept ____	**d**	containers used for drinks
5	retail price ____	**e**	a type of candy that you do not swallow
6	street cleaner ____	**f**	the place in a factory where products are made in different stages
7	plastic bottles ____	**g**	an idea or a drawing of a new product
8	fashion designer ____	**h**	the amount of money something sells for

B Put the underlined words in the correct order to complete the sentences.

1 The manufacturing / soft drink / process / can uses 95% aluminum.

2 A fire in a children's clothing / Brasilia / factory caused two million dollars in damage.

3 There are over 7,000 uniformed / street / city / cleaners working on the streets of New York.

4 Francesco works on a car / line / production / luxury in Kansas City.

5 The new concept / design / sportswear is proving to be popular in Japan.

GRAMMAR future passive and passive review

A Read these sentences. Choose *Active* or *Passive*.

1 People collect the grass and flowers in Austria and Germany. Active / Passive

2 The grass and flowers are collected in Austria and Germany. Active / Passive

B Complete the rules for forming the future passive.

We use the simple future passive to talk about things that we think will (or won't) happen in the future without mentioning who or what does the action.

1 affirmative: Maybe plastics will be used to make clothes.
will be + _____

2 negative: Shoes won't be sold in stores.
will + _____ + _____ + _____

3 question: How will sneakers be made?
question word + *will* + subject + _____ + _____

For more practice, go to page 173.

C Rewrite these sentences in the future passive.

1 Designers will use recycled materials in their fashion collections.

2 Clothing companies will make more unisex clothing.

3 Governments will reduce taxes on eco-friendly clothing.

4 City organizations will provide facilities for recycling unwanted clothes.

D **IN GROUPS** **What do you think clothing and shoes will be like in the year 2050? Discuss your ideas.**

A: What materials do you think clothing will be made of in 2050?
B: I think that in 2050, clothes will ...
A: What types of shoes do you think will be worn in 2050?
B: In my opinion ...

WRITING a product review

A **IN PAIRS** **Have you ever written a product review online? Do you read product reviews? How useful are they?**

B **Read the product review. Then write the letters of the parts of the review next to their functions.**



a I had wanted to try the new brand of eco-friendly yoga wear for some time. Last month, I bought the leggings. They come in a variety of different colors and sizes, and the retail price is $65.**b** They looked great and were good quality—you would never know they are made from recycled plastic bottles!**c** However, they are much more expensive than my usual brand. The sizes run small, so I had to return them and get a larger size.**d** Overall, I would definitely recommend them. Four out of five stars. ★★★★☆

1 state any positive points of the product: Sentence ____
2 recommend or do not recommend the product and give it a rating out of five: Sentence ____
3 give an outline of the product (e.g., its use, cost, color, size, and design features): Sentence ____
4 state any negative points of the product: Sentence ____

C **Read the sentences from some product reviews. Is the writer making a positive or negative point?**

1	I was really impressed with it. It was well made, and lots of people commented on it.	Positive / Negative
2	Because it was cheap, it didn't work properly. I only used it twice.	Positive / Negative
3	A total waste of money. I had to return it.	Positive / Negative
4	They looked really good, but they were really uncomfortable to wear.	Positive / Negative
5	I'd definitely recommend it. It wasn't cheap, but it was good value for the money.	Positive / Negative
6	I have nothing bad to say about it.	Positive / Negative
7	They looked good in the online photos, but they looked terrible on me.	Positive / Negative
8	The instructions were clear, and it was easy to use.	Positive / Negative

D **Think about a product that you bought recently. Make notes about it using the model and plan in B. Then write a 75–100 word review.**

SPEAKING

For more speaking practice, go to page 152.

A **Imagine you are going to do an online review for a product that has an interesting, innovative feature. Make notes about what you want to say about the product.**

B **IN PAIRS** **Practice reviewing your product. You can record the review on your smartphone to share with the rest of the class.**

C **IN GROUPS** **Whose product review was the most professional? Why? Discuss.**

VOCABULARY trends in language

A Match the words from the box to the definitions.

abbreviation	buzzword	photobomb	slang
acronym	initialism	pocket-dial	synonym



1 _____: a shortened form of a word, e.g., *app* for *application*
2 _____: informal spoken language
3 _____: a word or phrase that has recently become very popular, e.g., *emoji*
4 _____: to call someone by accident from your pocket or bag
5 _____: a word with the same meaning as another word, e.g., *afraid* and *scared*
6 _____: an abbreviation made of letters that form a word, e.g., *GIF* for *Graphic Interchange Format*
7 _____: to spoil someone's photo by jumping into the frame as a joke
8 _____: an abbreviation made of letters that you read letter by letter, e.g., BTW for By The Way.

B Choose the best way to describe the underlined words in these sentences.

1 "That was a really epic baseball game!" Slang / Abbreviation
2 "I'll finish this task by 3 approx." Synonym / Abbreviation
3 "This jacket is too big. Do you have one that's not so large?" Buzzwords / Synonyms
4 "Do you have any family in the US?" Initialism / Slang
5 "I would love to go SCUBA diving one day!" Acronym / Synonym
6 "Do you think you have a good work-life balance?" Abbreviation / Buzzword

C IN GROUPS Have you ever pocket-dialed someone? What happened? Have you ever photobombed someone or been photobombed? What happened? Share your experiences in groups.

LISTENING

A Look at these buzzwords. Match the word (1–12) to how it is formed (a–d). You will use the letters more than once. Don't worry too much about what the words mean at this point.

Word	How it is formed
1 staycation _____	a borrowing words from another language
2 flexitarian _____	b taking the first letter of each word from a phrase
3 hangry _____	c joining two words and their meanings together
4 tsunami _____	d shortening a word
5 brunch _____	
6 FOMO _____	
7 legit _____	
8 barista _____	
9 dis _____	
10 JSYK _____	
11 info _____	
12 smog _____	



B **Read these definitions for the words from A that are made by joining two words together. What two words are they formed from?**

1 staycation (n): a vacation that you spend at home
_____ and _____

2 flexitarian (n): a person who is mainly vegetarian but who sometimes eats meat or fish
_____ and _____

3 hangry (adj): bad-tempered because of hunger
_____ and _____

4 brunch (n): a late-morning meal
_____ and _____

5 smog (n): hazy weather made worse by pollution
_____ and _____

C 9.03 **Listen to a college professor talk about language. Then answer the questions.**

1 When was the word *predictive* first used? _____
2 When was the word *photobomb* first used? _____
3 What does the acronym *FOMO* mean? _____
4 What is a *mocktail*? _____
5 What language does the word *barista* come from? _____
6 What is the slang meaning of the word *sick*? _____

D 9.04 **LISTENING SKILL—Use form to guess meaning** **You are going to listen to some sentences. Based on the information you have heard in the lecture about how new words are formed, try and guess what you think these words mean.**

1 def (adverb) _____
2 ASAP (initialism) _____
3 frenemy (noun) _____
4 tsunami (noun) _____
5 dancercise (noun) _____

E **IN PAIRS** **Compare your answers.**

F **Can you think of a word in your language that expresses an idea that does not exist in English? If so, share it with the class.**

MAKE IT REAL

Many initialisms used in messages are based on similar phrases e.g.
BRB (Be Right Back),
BBS (Be Back Soon),
BBL (Be Back Later)



PRONUNCIATION contrastive stress

A 9.05 **Listen to an excerpt from LISTENING C. Notice how the professor stresses the incorrect answer and the correct answer.**

B **IN PAIRS** **Write five false statements. Then take turns reading and correcting the false statements in pairs. Stress the incorrect and correct words.**

A: We live in Peru.
B: No, we don't live in PERU. We live in CHILE.

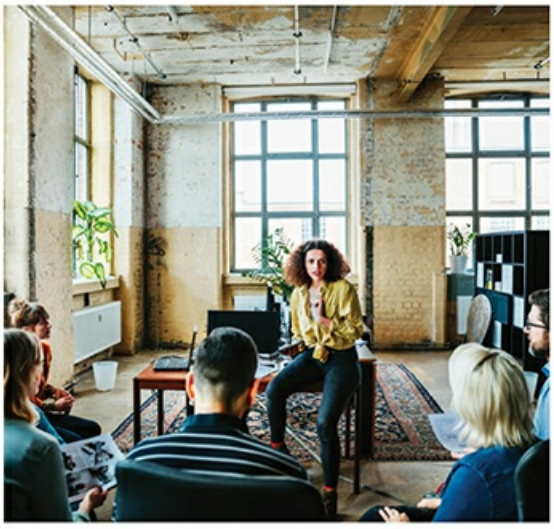
MEDIATION CONFIDENT COMMUNICATOR leading a group

A Read this feedback report from a group discussion. Do you think the group leader was successful? Why or why not?

Feedback Report

By Helen McNamara

Attendees: human resource managers and team leaders
Group leader: Ashley Martinez



Overall, I thought the discussion was very positive. I was particularly impressed with the way the group leader:

- gave simple, clear instructions about the task.
- assigned a group member to take notes throughout the meeting.
- kept the group focused on the discussion.
- asked the other group members questions to check she understood their points.
- encouraged all group members to speak.

I thought the group leader could have focused better on:

- summarizing the main points at the end of the discussion.
- managing time. (The meeting ran over time by 20 minutes.)

B IN GROUPS Imagine that you are part of a marketing research team. You are going to discuss how current trends in your country differ from past trends. Choose a group leader and one of these topics:

- clothing
- language
- movies
- music
- technology

C IN GROUPS Discuss your ideas. Use the points in the feedback report in A as a guide and try to keep your discussion to five minutes.

Useful phrases
I'm happy to lead the group to begin with, if that's OK with everyone.
Let's start by thinking about ...
Could you repeat that point, please?
I'd like to add to that by saying ...
Let me summarize the main points of our discussion ...

D IN GROUPS Change roles so that everyone has the chance to lead the group and choose a different trend to discuss.

E Discuss these questions.

1 How easy/difficult was it to lead the group discussion?
2 Which points from A did your group follow well?
3 Which points from A could your group have done better?
4 In general, what difference does a good group leader make to the way a discussion happens?

VOCABULARY review

SCORE: / 10

A Complete the sentences with a word or phrase from the box.

in fashion	dress code	made a fashion statement
underdressed	follow fashion	

1 I used to _____ when I was younger, but now I wear whatever feels comfortable.
2 Are these dark denim jeans still _____? I love them, but I'm not sure they're on-trend.
3 What's the _____ in this office? Do we have to wear business clothes?
4 You'll be _____ if you go to a wedding in jeans and a T-shirt.
5 Layla _____ when she wore a bright suit and tie to the end-of-year party.

B Put the noun modifiers in the correct order.

1 vanilla / chewing / sugar-free / gum _____
2 menswear / fashion / luxury / designer _____
3 leather / white / tennis / shoes _____
4 European / retail / market / price _____
5 engine / production / airplane / line _____

GRAMMAR review

SCORE: / 10

A Complete the sentences with the gerund form of the correct verb from the box.

be	design	shop	tell	wear

1 The fashion industry needs to focus on _____ eco-friendly clothing.
2 I'm not interested in _____ the latest styles. I like dressing in what's comfortable.
3 I was worried about _____ underdressed, but everyone else is also wearing jeans.
4 I'm looking forward to _____ for business clothes for my new job.
5 The company lets employees dress how they want, instead of _____ people what to wear.

B Complete the text with the correct options.

What type of clothes do you think you **1 will wear / will be worn** in the near future? Miguel Sanchez, Head of Marketing at *Future Perfect*, predicts that, in the future, clothing **2 be produced / will be produced** with the shopper in mind. People **3 will order / will be ordered** clothes that are made with their exact measurements. The clothes **4 won't sell / won't be sold** in stores. Factories **5 will produce / will be produced** them in very small numbers and send them directly to the buyer's house. Fashion designs **6 will show / will be shown** online, and people can pick the design they like. Don't look for a size label. There won't be one. The label will show your name instead!

16–20 correct: You can use fashion collocations and noun modifiers. You can use the future passive and the gerund as an object of a preposition.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS

GENERAL use your time wisely

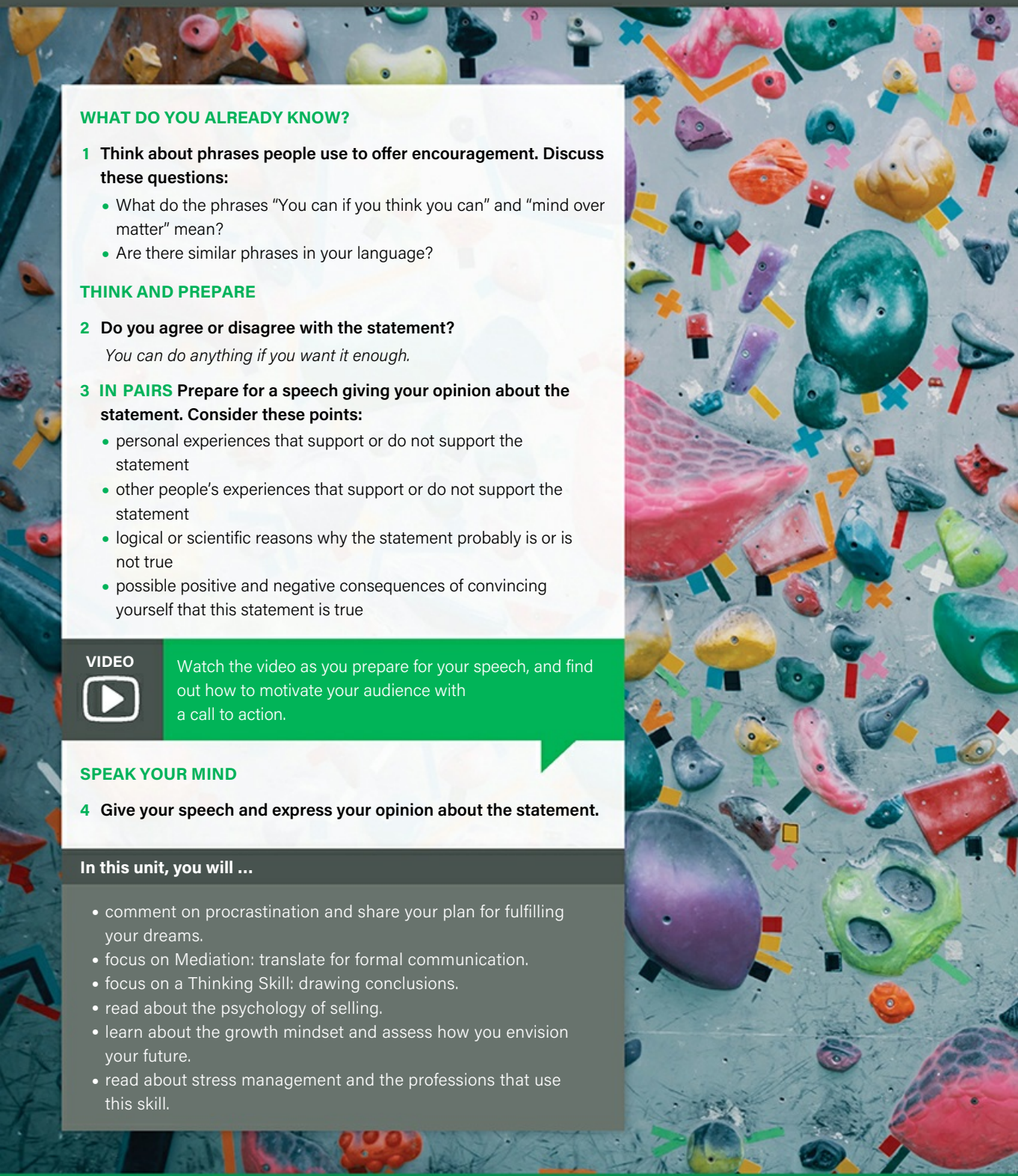
Choose the correct options to complete the sentences.

1 You **should / shouldn't** use photographs and titles to help you predict the content.
2 You **should / shouldn't** use a couple of minutes to check your answers at the end of the task.
3 You **should / shouldn't** spend a lot of time on questions you do not know.
4 You **should / shouldn't** leave any questions unanswered.

Go to Exams Skills on page 144 to learn how to use your time wisely.

UNIT 10

Mind Over Matter



WHAT DO YOU ALREADY KNOW?

1 Think about phrases people use to offer encouragement. Discuss these questions:

- What do the phrases "You can if you think you can" and "mind over matter" mean?
- Are there similar phrases in your language?

THINK AND PREPARE

2 Do you agree or disagree with the statement?

You can do anything if you want it enough.

3 IN PAIRS Prepare for a speech giving your opinion about the statement. Consider these points:

- personal experiences that support or do not support the statement
- other people's experiences that support or do not support the statement
- logical or scientific reasons why the statement probably is or is not true
- possible positive and negative consequences of convincing yourself that this statement is true

VIDEO

Watch the video as you prepare for your speech, and find out how to motivate your audience with a call to action.

SPEAK YOUR MIND

4 Give your speech and express your opinion about the statement.

In this unit, you will ...

- comment on procrastination and share your plan for fulfilling your dreams.
- focus on Mediation: translate for formal communication.
- focus on a Thinking Skill: drawing conclusions.
- read about the psychology of selling.
- learn about the growth mindset and assess how you envision your future.
- read about stress management and the professions that use this skill.



LISTENING

A Read the definition. Then discuss the questions as a class.

1 Do you ever procrastinate? If so, in what situations?
2 The photos show two different ways to procrastinate. One way is to do almost nothing, and the other way is do a different task. If you procrastinate, which photo represents your procrastination style?

GLOSSARY
procrastinate (v): to delay doing something until later, especially something that you don't want to do





B 10.01 **Listen to a class discussion about procrastination. Complete the notes.**

Number of students who said they don't often procrastinate: **1** _____

Good news about procrastination:
- *Procrastination is* **2** _____
- *Procrastination can be* **3** _____

Reasons to procrastinate:
- *Better to wait until you feel* **4** _____
- *You may have* **5** _____
- *You may get* **6** _____

Summary: Procrastination can be **7** _____ *or* _____

C 10.01 **LISTENING SKILL—Listen for specific words Listen again. Write down words related to positive and negative feelings that procrastination can cause.**

Positive feelings: _____, _____, _____, _____
Negative feelings: _____, _____, _____, _____

VOCABULARY phrasal verbs

A Match the phrasal verbs to the meanings.

1	get down to something	____	**a** to get up to date with something you are behind on
2	put something off	____	**b** to continue to do something
3	catch up on something	____	**c** to start doing something seriously
4	get around to something	____	**d** to do something because you want it to be finished
5	stress someone out	____	**e** to do something again because you did it badly the first time
6	get something over with	____	**f** do something you have been planning to do for a long time
7	stick with something	____	**g** postpone something
8	do something over	____	**h** to make someone feel nervous about something

B Choose the correct phrasal verbs to complete the conversation.

Katia: It's going to be a terrible weekend. I finally have to **1** get down to / do over working on my biology project. I've been **2** catching it up / putting it off for weeks.

Mike: Yeah, I have to **3** catch up on / do over some work, too. I wasted too much time doing other stuff during the week and didn't **4** get over with / get around to doing my assignments. Now I have three deadlines on Monday, and it is really **5** putting me off / stressing me out!

Katia: I'm going to work on my project all weekend because I just want to **6** do it over / get it over with. I'm going to start on Saturday morning and **7** stick with / get down to it until I finish. I want to do a good job because I definitely don't want to have to **8** do it over / put it off.

GRAMMAR future in the past

A Read the examples. Then match the sentences to the descriptions.

Ways to refer to plans or obligations that were in the future at the time someone said or thought them:

_____ **1** Yesterday, I was going to start on my term paper, but I spent most of the day trying to decide between two topics.

_____ **2** Last weekend, I was supposed to start reading a book for my English class next week, but I couldn't get motivated to do it.

_____ **3** In the last class, I assigned your term papers, and in theory, you were all starting on them last weekend, right?

_____ **4** At the beginning of this semester, I promised myself I wouldn't put things off, but I'm still doing it.

a Someone reported something he/she had said or thought about the future.

b Someone had an obligation to do something but didn't do it.

c Someone had a plan or an intention but didn't do it.

d Someone had a definite, scheduled activity for a specific time in the future.

For more practice, go to page 174.

B Answer the questions about your past plans and obligations.

1 What is something that you were supposed to do last week that you didn't do? Why didn't you do it?

2 Have you ever said that you would do something that you didn't do? If so, what?

3 What is something that you were going to do last month that you never got around to doing?

4 What is something that you were *definitely* doing by this year that you haven't done yet?

C IN PAIRS Share your answers to the questions in B.



SPEAKING

For more speaking practice, go to page 152.

A Take the quiz.

Are you a procrastinator? Choose the answer that best describes what you typically do.



1 An important work or class assignment is due in two weeks. When do you start it?
- **a** as soon as I get the assignment
- **b** about a week before it's due
- **c** a day or two before it's due

2 When you're supposed to work or study, you typically ...
- **a** start on it and stick with it until you finish.
- **b** start on it but take frequent breaks to do other things.
- **c** put it off and do other things before you start.

3 You work best when you ...
- **a** have a deadline with exactly enough time to do the work well.
- **b** don't have a specific deadline, so you can set your own schedule.
- **c** have a very tight deadline because you need pressure to get started.

4 You usually do things like clean your room, wash your car, or clean out closets when ...
- **a** you have a lot of free time.
- **b** you need a break from working or studying.
- **c** you're supposed to be working on something else.

5 If you're going to have a party, you ...
- **a** plan and organize everything days ahead of the party.
- **b** ask friends to help you do everything the day before the party.
- **c** try to do everything the day of the party.

6 You made a New Year's resolution that you wouldn't put things off anymore. Now you ...
- **a** always get things done on time.
- **b** usually try to get things done on time.
- **c** still procrastinate a lot.

7 Time is ...
- **a** your friend. You like planning and being organized.
- **b** not too important. You usually get things done on time, but sometimes you don't.
- **c** your enemy. You spend too much time on silly things instead of doing your work.

Answers:

Mostly **a**: You are not a procrastinator. You might need to let yourself relax now and then!
Mostly **b**: You may procrastinate a little, but you generally do what you are supposed to do.
Mostly **c**: You are a procrastinator. It's OK to procrastinate sometimes, but try not to do it all the time.

B IN GROUPS Share your quiz results. Then discuss these questions.

1. In your group, how many people had mostly **a** answers? **b** answers? **c** answers?
2. What are some things that you were supposed to do or were going to do but didn't get around to doing in the recent past?
3. Do you think that procrastination is a positive characteristic, a negative characteristic, or both? Why?
4. What do you do to force yourself to get down to doing something you don't really want to do, or to stick with it if you have started on it?
5. Does procrastinating make you feel stressed out or more relaxed?

LIFE SKILLS growth mindset

A Read about mindsets. Do you think you have a fixed mindset or a growth mindset?

A *mindset* is a belief that you have about yourself. If you have a *fixed mindset*, you believe that intelligence and skills are things that a person is born with. If you have a *growth mindset*, you believe that a person can achieve a goal through persistence and hard work. People with a growth mindset choose to develop their abilities by constantly learning more. They are able to identify obstacles to achieving a goal and plan how to overcome those obstacles. They are not discouraged by failure. Instead, they view failure as an opportunity to do better next time.

B 10.02 IN PAIRS **Read the article individually. Then discuss the questions.**

1 What reasons does the writer give against having big dreams?
2 What reasons does the writer give for having big dreams?
3 In general, what does the writer recommend for making your dreams become reality?

Dream Big, or Not?

Reach for the stars! Follow your dreams! We hear and see motivational phrases like this all the time, and many people convince themselves (or others) that if they don't have big dreams for the future, they are lazy or unambitious. Is that true, or are they just being realistic? Should you dream big and work hard to achieve as much as possible, or should you follow the advice of another common phrase: *Take time to smell the flowers*?

Every day, we see examples of people who started out as ordinary people, dreamed big, and achieved incredible success. We hear that Person X is *living the dream!* We are told that we can do anything if we put our minds to it and work hard enough. It is true that if you aren't motivated and don't work hard, you will probably not achieve great success, but what if you work hard and fail anyway?

It is arguable that having big dreams may actually get in the way of success. First, maybe you simply don't have the aptitude for what you would love to do. If you convince yourself that you will never be happy if you don't achieve your big dream of being a movie star, you may spend the rest of your life doing temporary jobs and being turned down for movie roles. Second, even if you have the abilities needed to achieve your goal, it might not be possible within your life circumstances. Can you really afford to quit your job to be a full-time musician? The failure to achieve goals, even if we know they are probably unrealistic, can lead to depression and unhappiness.

On the other hand, big dreams can provide a lot of motivation. There is a difference between having unrealistic dreams and believing that you can make your life better if you work hard to overcome the obstacles to success. One of the most important factors in achieving your dreams is your mindset, or the beliefs that you have about your own abilities. People who have a growth mindset believe that they can achieve almost anything they want to do if they work hard and don't give up on their dreams. They use positive visualization to help them believe in themselves. For example, if you imagine that you will be working in your dream job or living in your dream house in ten years, you can motivate yourself to do what is necessary to achieve that goal. There are good reasons for having big dreams. As humans, we need to feel hope that our future will be better



than our present. Almost no one thinks, "I hope that in ten years I'll be doing exactly the same thing I'm doing now and be in the same financial situation as I'm in now."

Trying to achieve your dreams also makes you more creative and courageous. In order to achieve your goals, you have to have the courage to try and the courage to fail. If you are not afraid to fail, you will learn a lot and do better the next time you try. Failure makes some people give up, but it makes people with a strong growth mindset think more creatively and learn to find innovative solutions to problems.

There is a practical approach to achieving your dreams. First, write down your dreams, both big and small. Second, make sure that all of your dreams are specific and that they have a set time frame. For example, don't just write *I will have my dream job*. Write *In ten years, I will be managing the sales department of a large company*. Next, choose just a few dreams to focus on. You might want to choose one large long-term goal and a few smaller short-term goals. Break them down into steps and assign a time frame for each step. For larger long-term goals, make sure you include some things you can do immediately to start the process. Finally, identify any obstacles that may prevent you from achieving your dreams. These may be real obstacles like not yet having certain skills that are necessary for what you want to do. Or they may be obstacles that are in your head. In other words, the obstacles may be things like fear of making changes or a feeling that you are not smart or creative enough to achieve your goals. When you have identified the obstacles, decide whether your dream is realistic. If so, think of solutions to the obstacles.

If you focus on having a growth mindset—in believing in your ability to achieve your goals—and if you follow the practical steps described above, you will be on the right path for achieving your dreams. A good life slogan might be *Dream big, start small, keep going!*

C **Write down one of your dreams for the future. Be as specific as possible. Then make a list of possible obstacles and how you could overcome them.**

D **IN GROUPS** **Share your dream and the possible obstacles and solutions you thought about. As a group, discuss other solutions to the obstacles.**

E **As a class, reflect on these questions.**

1 How useful was it to ...
- write down your dream?
- list possible obstacles to your dream?
- talk about your dream and possible obstacles?
- discuss solutions to the obstacles?

2 Do you think you are a person who "reaches for the stars"?

VOCABULARY verb phrases

A **Complete the sentences with the phrases in the box.**

break down | dream big | get in the way | have the courage | put my mind to | turn down

1 Sometimes our fears can _____ and stop us from being successful.
2 I don't know if I _____ to quit my job and go back to school.
3 If you _____, you have ambitious ideas about your life in the future.
4 I'm going to _____ the job offer because I would have to move to another city.
5 If you have a difficult problem, it helps to _____ it _____ into smaller parts.
6 I think I can achieve my dreams if I _____ it.

B **IN GROUPS** **Discuss the questions.**

1 Is there anything that you don't have the courage to do? If so, what is it?
2 Have you ever turned down an invitation or offer? If so, why?
3 Do you think you can do anything if you put your mind to it? Why or why not?
4 What kinds of things can get in the way of your goals?

MAKE IT YOURS

When you dream big about your future career, what do you think about? How could you make your dream come true? Look online for ways to describe your dream life.

THINKING SKILL drawing conclusions

A **Read about drawing conclusions. Then use information from LIFE SKILLS B and your own feelings or experiences to draw a conclusion about the question below.**

Drawing a conclusion is not exactly the same thing as forming an opinion. You can form an opinion based only on your own feelings or preferences, but drawing a conclusion is forming an opinion based on factual information. There are several steps involved in drawing a conclusion.

- Think about what you already know.
- Get as much information as possible.
- Consider the information objectively in order to draw a logical conclusion.

In your opinion, what is the answer to the question in the title of the article: "Dream big, or not?"

B **IN GROUPS** **Discuss your ideas. Did you all come to a similar conclusion?**

GRAMMAR future progressive

A Match the sentences to the functions.

1 Person X is *living the dream!* ____
2 If you are not afraid to fail, you will learn a lot and do better the next time you try. ____
3 If you imagine that you will be working in your dream job or living in your dream house in ten years, you can motivate yourself to do what is necessary to achieve that goal. ____

a an action that will be in progress, or that you think will be in progress, at some point in the future
b a prediction about the future
c an action in progress at the moment

For more practice, go to page 175.

B Write the future progressive verb forms. Then write answers to the questions.

1 _____ you _____ (do) something fun this evening? Why or why not?
2 Where do you hope you _____ (live) in five years?
3 Where _____ you _____ (work) ten years from now?

C IN PAIRS Ask and answer the questions in B.

SPEAKING

For more speaking practice, go to page 152.

A Look at the example. Then make a plan for making one of your future dreams come true.

My dream: *To become a professional dancer*
Target date: *Five years from now*

My plan:

Action	*Date*
Dance or do dance exercises for two hours every day.	*Now*
Sign up for two or three dance classes.	*Summer vacation*
Start my college major in dance.	*Next year*
Study contemporary dance in New York for a couple of years.	*Three years from now*
Start working as a professional dancer.	*Five years from now*

B IN GROUPS Share your plans. Discuss any obstacles and solutions.

Here's my dream. In five years, I hope I will be working as a professional dancer with a well-known contemporary dance company. I'm already dancing and doing exercises for two hours every day. I'm going to sign up for some dance classes during the summer vacation. I want to major in dance, and I'm pretty sure I'll be accepted to the dance program at my college, so I'll start that next year. I'll be studying in that program for three years. After that, I want to study in New York for a couple of years. If I can do all of those things, I think I'll be working as a dancer in a good company five years from now.



READING

A **Discuss the question as a class.**

When you buy something, what is mosst important: the price, the brand, or the design?

B 10.03 **Look at the image and read the article. Then complete the sentences below.**

The Psychology of Selling



It is unsurprising that marketing is based on figuring out what consumers need and what they want, and that those often may not be the same thing. What may be surprising is that in the 21st century, companies are still using a theory from 1943 to evaluate people's needs and wants. In 1943, psychologist Abraham Maslow introduced a hierarchy of human needs, which ranged from basic to advanced. As shown in the image, the hierarchy is shown as a pyramid. Basic needs, like food and water, are in the broad base of the pyramid; the most advanced needs, like personal growth and creativity, are at the top of the pyramid. The pyramid shape reflects both the relative importance of each category and the number of people who fit into each category. In other words, the things in the bottom two sections of the pyramid are necessary for physical survival. On the other hand, the top three sections of the pyramid are social and psychological issues that are unimportant, or at least less important, until the more basic needs are satisfied.

Maslow's theory has been criticized by psychologists who say that it oversimplifies how people think. They point out that people still care about social and psychological needs even if some of their more basic needs are unsatisfied. While it is true that people do not fit perfectly into the categories in the image, Maslow's theory does have uses in marketing and advertising.

In marketing and advertising, many products and services fulfill more than one need, but most marketing is aimed at the higher-level categories of self-esteem and self-actualization. For example, a hotel satisfies the basic needs for sleep and shelter, but ads for hotels are often aimed at self-actualization by projecting images of beauty, entertainment, and relaxation. They may also aim at self-esteem by projecting images of wealth and luxury.

Companies also market different types of the same product in different ways, according to the needs of different market segments. For example, if an auto manufacturer has a mid-priced SUV and a high-priced sports car, the market segments for the two cars are very different, and the advertising will be aimed at very different needs in Maslow's hierarchy. The ads for the SUV will probably focus on its reliability and safety, and maybe love and belonging, because many buyers will be families with children. They will not buy a car that they consider to be unsafe. The sports car buyer, on the other hand, has different needs, so the ads will focus on the top two segments of the pyramid—self-esteem and self-actualization.

While the hierarchy may not perfectly describe how human needs function, most companies do not underestimate the importance of needs analysis in their marketing strategies. Companies often rework their advertisements if they feel that they have misunderstood the needs of their target markets. Sometimes products even disappear for a while and then reappear with different packaging and different advertising that better reflects the needs that the product is supposed to satisfy. It is likely that businesses will still be using Maslow's hierarchy as a model for needs analysis far into the future for one important reason. While products change over time, human psychology really doesn't change much at all.

1 According to Maslow's hierarchy, the most basic human needs are ...
a food and love. **b** safety and shelter. **c** love and self-esteem.

2 After people have the physiological necessities and safety, they start to want things like ...
a health. **b** a place to live. **c** social relationships.

3 Some psychologists think that Maslow's hierarchy is ...
a too complicated. **b** too simple. **c** not based on facts.

4 Marketing is typically designed for people who focus on ...
a physiological needs **b** safety and security **c** self-esteem

5 Businesses use Maslow's hierarchy because the way people think ...
a is theoretical **b** doesn't change over time **c** is easy to understand

MAKE IT DIGITAL

Look at three online ads. For each ad, make notes about who the target market is and what types of needs the ad focuses on. Then report back to your class.

C **READING SKILL—Identify topic sentences** **Read the description of a topic sentence. Then underline the topic sentence in each paragraph in the article in B.**

A topic sentence states the main topic of a paragraph. The topic sentence is often the first sentence of the paragraph, but it can also be the second sentence or the last sentence. Sometimes it can even be stated in two sentences.

VOCABULARY prefixes

A **Match the prefixes to the meanings.**

dis– *mis–* *over–* *re–* *under–* *un–*

1 _____: do something again
2 _____: do something incorrectly
3 _____: reverse something or get rid of something
4 _____: not
5 _____: too little
6 _____: too much

MAKE IT REAL

There are often informal equivalents of formal words, e.g. *fade away* is the same as *disappear*.

B **IN PAIRS** **Underline words with the prefixes in the article in READING B. Discuss their meanings.**

PRONUNCIATION word stress with prefixes

A 10.04 **Listen to the words. Are the prefixes stressed or unstressed? Then practice saying the words.**

unimportant	unsurprising	oversimplify	overestimate	reappear	rework
underestimate	underpay	disappear	discover	misunderstand	mistake

WRITING a formal email

A **IN PAIRS** **Read the email. Is it formal or informal? How do you know?**

To: James Walker Cc Bcc

Subject: 1 _____ Presentation of Sparkle Water campaign

2 _____ Dear Mr. Walker,

3 _____ I am pleased to inform you that the details of the new advertising campaign for your product Sparkle Water have been finalized. As discussed, we have prepared ads for both television and online promotion of the product.
4 _____ I would like to propose a meeting next week for our creative team to present several ideas to you for discussion. Would Wednesday at 3:00 be convenient for you? If not, we will be happy to reschedule at a more suitable time.
5 _____ I want to thank you for your confidence in us, and we look forward to presenting our proposals for the Sparkle Water campaign.

6 _____ Best regards,

Susan Keller
Creative Director
RKT Advertising Agency

Send

B **Label these elements in the email.**

a statement of purpose
b introduction
c closing remarks
d formal greeting
e clear subject line
f formal closing

C **IN PAIRS** **Write a formal email to your school director. Request a meeting to discuss how to advertise your English program and report your ideas so far. Include all of the parts of a formal email.**

MEDIATION CONFIDENT COMMUNICATOR translating for formal communication

A Discuss these questions as a class.

1 When might you have to translate from English to your own language or from your language to English in a formal situation?
2 What things do you think are important to do or not to do when you are translating to others?

B IN PAIRS Read the tips for translating. Then discuss the questions below.

In today's global world, translation is often necessary in business or other formal situations. You may need to translate at business meetings or during presentations. To translate accurately and effectively, follow these guidelines:

- Listen carefully to what the speaker is saying. Take notes if necessary.
- The speaker should pause every minute or two to give you the chance to translate what has just been said. Don't try to translate too much at one time. If the speaker does not stop automatically, interrupt politely: *Excuse me. May I translate what you just said?*
- Do not translate literally, word for word. Think about how ideas are usually expressed in your language and use the appropriate expressions. Consider whether a grammatical structure in English is commonly used in your language or whether it would be better to use a different structure.
- It isn't necessary to include everything a speaker says. Use reported speech and paraphrase what the speaker said. Make the translation short but accurate.
- If you are not sure about something the speaker has said, ask for clarification before translating.

1 Why might it be important to take notes while you are listening to what a speaker is saying?
2 Would you use the same grammatical structures to say this sentence in your language?
We have agreed that we will be starting the new ad campaign when we have finished with the current one.
3 How would you paraphrase this sentence?
I think—well, that's the plan anyway—that we will be hiring some new salespeople in, I guess, uh ... about six months.

C IN GROUPS Discuss how you might translate what an international marketing director says in a company meeting in your country. Follow the tips in B.

Speaker Notes

"As you know, we've been working on the Sparkle Water global ad campaign for a year, and I'm extremely pleased to inform you that we are launching the campaign in six countries, yours included, in ... let's see ... six weeks!

We were going to spend a great deal of money on TV ads, but it was decided that we could reach a much bigger audience by using social media. Therefore, next week, we'll be posting ads on all of the major international social media platforms. I think our marketing department misunderstood the international markets at first and, well, to be honest, underestimated social media use in other countries. Before we go on, I want to make it clear that we have reworked our campaign in response to feedback from you guys and others like you in all the target countries. We've made some important changes in how we conduct our market research, and in the future, our local marketing teams will be participating much more actively in market research."

Close

D Discuss these questions as a class.

1 What was most difficult about oral translation?
2 What might you do differently in a future translation situation?

VOCABULARY review

SCORE: / 10

A Complete the paragraph with the correct words and phrases from the box.

break down do it over	get down to get it over with	gets in the way of mistake	putting something off put your mind to	stressed out unsurprising

When you've been **1** _____ that you have had to do for a while, it can be difficult to **2** _____ it. The more **3** _____ you feel about it, the harder it is to actually do it because anxiety **4** _____ clear thinking. It's probably **5** _____ that if you **6** _____ a big task into smaller parts, it seems easier. Also, if you make a **7** _____ in a small part of the task and have to **8** _____, it's not like having to redo the whole thing. So divide the task into small parts, **9** _____ it, and **10** _____!

GRAMMAR review

SCORE: / 10

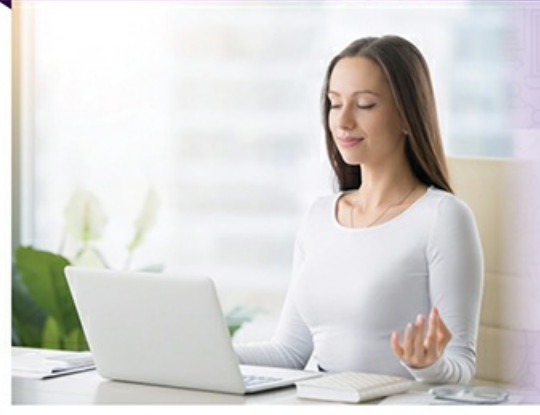
A Choose the correct verb forms.

This time next week, I **1** take / will be taking my final exam. I **2** was supposed to study / was studying for the exam last night, but I didn't feel well enough to do it. I told myself that I **3** am definitely going to / was definitely going to start studying today, but I just can't get motivated. I **4** am feeling / will be feeling pretty stressed out because it's possible that I **5** won't / wouldn't pass the course. At the beginning of the semester, I promised myself that I **6** will / would get things done on time and I **7** wasn't procrastinating / wasn't going to procrastinate so much, but it's the end of the semester and **8** I'm still doing / I'll still be doing it. Well, if I study this weekend, I think I **9** am passing / will pass my exam. Today, I just want to relax, so **10** I'm having / I have lunch with my friends.

16–20 correct: You can use phrasal verbs and prefixes.
You can express ideas of future in the past and use the future progressive.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS stress management



Read this quote. What do you think it means? How could you apply it your life or to the life of your friends and family?

"There is more to life than increasing its speed."

—Mahatma Gandhi

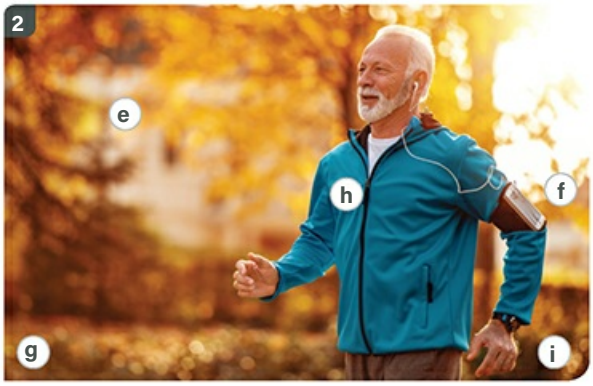
Turn to Skills for Pros on page 146.

EXAM SKILLS Speaking

Talk about photographs

In some tasks, you are given two photographs. You have to describe, compare, and contrast the photographs and you sometimes have to answer a question based on them.





TACTIC 1: Understand different ways to describe a photograph.

A Match the phrases from the box to the correct part of the photographs (a–i).

in the background	in the bottom left corner	in the bottom right corner
in the center	in the foreground	in the top left corner
in the top right corner	on the left-hand side	on the right-hand side

a _____	b _____	c _____
d _____	e _____	f _____
g _____	h _____	i _____

B Look at Photograph 1. Complete the sentences (a–e) with words and phrases from the box. What are the main tenses used to describe the photograph?

can see	it is either	it looks like	likely
possibly	seems	there is	

a In this picture, I _____ a young family in a park.
b _____ spring or summer, because the sun is shining and the children are wearing T-shirts.
c _____ they are having a picnic. The child on the left is reaching for the grapes, and _____ a large picnic basket on the right-hand side.
d There are flowers in the background, so _____, they are going to collect flowers.
e The place _____ very peaceful and relaxing, and it is _____ that they are having a good time because they are smiling.

TACTIC 2: **Identify similarities and differences between two photographs.**

A **Look at Photographs 1 and 2 together. Think about what is similar and different in the two photographs. Write down your ideas.**

Similarities	Differences
people enjoying themselves	*time of year*

B Exam 1.01 **Look at Photographs 1 and 2 again. Complete the description with words and phrases from the box. Listen and check.**

both photographs show	even though	have in common	in contrast	in the first photograph
in the second photograph	overall	whereas	while	

1 _____ people enjoying themselves in nature. **2** _____, I can see a family with young children in a park. **3** _____, an older man is running with headphones. The trees are not very green in this photo, so it's probably fall, **4** _____ there is green grass in the background of the first photo, so it's either spring or summer there. One thing both photos **5** _____ is that the people are wearing comfortable clothes. The children are wearing T-shirts, because the sun is shining, and it's hot. **6** _____, the older man is wearing a light jacket because it's cool out. I think the people in both pictures are enjoying themselves **7** _____ they are doing different things. The man seems to be happy that he is exercising in the fresh air, **8** _____ the family seems to be enjoying their picnic. **9** _____, I think the people in both photos really like being outside because it's relaxing, healthy, and fun.

MAKE IT COUNT

Don't spend too much time talking about one photograph. You should talk about them both equally and try to answer the questions.

EXAM PRACTICE

A **Look at Photographs 1 and 2 below. Compare the photographs, and say what you think the people are enjoying about these activities.**







A **Read about fostering teamwork. Check (✓) the things that make a good team member or leader.**

FOSTERING TEAMWORK

To "foster" means to help something develop over a period of time. Fostering teamwork means learning to work better as part of a team and/or helping other people work more effectively as a team.

Good team members work hard on the tasks they are responsible for and contribute ideas to help the team achieve its goals. They listen to other people's ideas and consider all contributions seriously. Some people naturally tend to be the dominant voices on a team, and that may cause less outgoing team members to feel that they are not as important as others. If only a few people present most of the ideas, the team may miss out on some good ideas. Good team members are not the ones who do the most work or offer the most ideas. They are the ones who listen carefully to everyone and make constructive comments. They support good ideas and react positively to the contributions of others. It also means that if they disagree with an idea or a proposal, they offer criticism in a positive way by pointing out areas of agreement before explaining areas of disagreement. They offer alternatives or solutions and not just criticism. Finally, good team members give help and support when other team members need it. People who do not want to share their knowledge with others are not "team players."

Good team leaders understand the strengths and weaknesses of each member on the team, and they assign roles and tasks that allow the members to use their skills and abilities. They also work with members, or have members work together, in ways that can help people improve in their weaker areas. These leaders also encourage everyone on the team to participate, and they don't allow the more talkative members to dominate meetings and conversations. Finally, good team leaders encourage cooperation not only among members of the team, but also with other teams or departments.

Fostering teamwork is very important in any profession where people have to work together. For example, many people think small business owners make all of the decisions in their companies and just tell everyone else what to do. In fact, business owners have to be both team leaders and team members. They are not afraid to share their knowledge with other people in the company because they know it will help people do their jobs better. They have to be good team leaders to encourage the people under them to contribute new and creative ideas, but they also have to be good team members. Successful business owners listen more than they talk in meetings. They give feedback on their team's ideas, but they don't try to tell people exactly what to do or how to do it.

Even jobs that are not usually considered team jobs involve some teamwork. For example, at a publisher, accountants have to work with department managers to decide on budgets. Authors and editors have to work together as a team in order to create the content of a book or a magazine. Then editors and designers have to work together to produce the book or magazine in an attractive way. Every job in a company requires at least some amount of teamwork.

A good team member ...

1 ☐ listens and responds in a positive and useful way to other team members' ideas.
2 ☐ offers to do more work than others on the team.
3 ☐ expresses disagreement in a positive way by emphasizing points of agreement and by making positive suggestions to find solutions.
4 ☐ presents his/her best ideas to the team leader or boss before the group meeting.
5 ☐ helps others when they need it.
6 ☐ shares his/her expertise and knowledge with others.

A good team leader ...

7 ☐ tells each member of the team exactly how to do his/her tasks.
8 ☐ asks team members to do things that reflect their strengths.
9 ☐ has team members who can help each other work together.
10 ☐ doesn't worry about what other teams or departments are doing.

B IN PAIRS Discuss the questions.

1. Do you find it easier to work in a team or individually? Why?
2. When was the last time you had to work in a team to do something? Was it a positive or negative experience?
3. What do you think are your personal strengths and weaknesses as a team member?

C IN GROUPS Read the conversation. Discuss what the team members are doing well and poorly, based on the information in the article in A.

Brad: I thought maybe we could focus our presentation on marketing strategies of the past and how they had to change for the products and markets of the 21st century.
Lauren: Hmm, maybe. Marco, what did you come up with?
Marco: Well, I was thinking that it might be interesting to do the presentation specifically on marketing strategies for millennials since they're the biggest generation, and they buy more than any other age group.
Pia: I think that's an excellent idea, Marco. I like the idea of focusing on young consumers, but I'm not sure I agree that we should just do millennials. Do you think maybe we should also include people just a bit younger than millennials? They're now young adults, and they're buying a lot of things.
Marco: Thanks, Pia. Yes, that's a good idea to include the next generation as well.
Lauren: I think it's too much.
Pia: Well, what do you suggest then?
Lauren: I don't know, but I think the presentation is going to be too long if we do it on that topic.
Marco: Well, here's another idea. I did an internship at an ad agency last summer, so I have a lot of information about how ad campaigns are created. I could bring in that information, and we could show how a TV ad is created, from idea to production.
Brad: That's a great idea! If you have all that information, we should use it.
Lauren: I'm not sure how I could contribute. I don't know anything about TV advertising.
Pia: Why don't we work together? I'm especially interested in TV advertising and I can help you with any information you need, apart from what Marco is going to give us.
Lauren: OK, well, if you can help me, I guess that topic is OK.

D Discuss the questions as a class.

1. In what situations do people foster teamwork in your career area?
2. What are the possible consequences of poor teamwork in your field?
3. What should people do if they are having problems working as a team?

VIDEO



WATCH THE VIDEO AND LEARN ABOUT FOSTERING TEAMWORK

E IN GROUPS Answer the questions.

1. What is the definition of "teamwork"?
2. What are the different roles in a team?
3. Why is teamwork important?
4. What types of careers would require this job skill?
5. What are the qualities that make a person a good "team player"?
6. How can you tell if a person has strengths as a team player?

Identify parts of speech

You may be asked to complete sentences or a text with a word, either by choosing from a selection of words or by changing a given word.

TACTIC 1: Decide what part of speech is needed to complete the sentence.

A Look at the underlined words and identify whether they are verbs, nouns, adjectives, or adverbs.

1 People in my family tend to be unimaginative when it comes to trying new foods. _____
2 It is important to be sensitive to differences in other cultures, especially in the workplace. _____
3 Before moving to Mexico for college, she carefully researched the local customs. _____
4 "Have you managed to get used to the way of life here yet?" Roberto asked. _____
5 The hardest thing about moving to London is coming to terms with the expense of everything. _____
6 She's now fluent in Russian after having lived in Moscow for a year. _____
7 It's hardly likely that we'll be able to go on our round-the-world trip this year, unfortunately. _____
8 Homesickness can affect everybody, but it is possible to overcome it if you try. _____

B Read the text. Decide what kind of word should be used to complete the sentences (a verb, a noun, an adjective, or an adverb). Then choose a word from the box.

beneficial	develop	encounter	increasingly
opportunity	practically	proficient	realization

Some people maintain that some of the most useful lessons in life are those that you have to learn if you live in another country or culture for a period of time. In fact, the younger you are when you do this, the more **1** _____ the experiences will be, as you can carry them with you for the rest of your life.

This is why, in some countries such as the UK, it is becoming **2** _____ popular for young people to take a gap year, usually after finishing high school and before entering college. The gap year offers the **3** _____ to volunteer, take up some casual work, or even just travel around and **4** _____ different places and people.

But, **5** _____ speaking, what kind of skills does an experience like this actually bring? Well, the obvious benefit is that it allows the traveler to learn or become **6** _____ in a new language; however, that's not all. Learning to adapt to living in a different country can help **7** _____ a more open mind: the **8** _____ that there is more than one way of doing something is a valuable lesson that will be useful in dealing with other people in a variety of contexts from the classroom to the workplace.

TACTIC 2: **Use suffixes to help identify the part of speech.**

A **Complete each column of the table by using the suffixes from the box to form new words. Each suffix may be used more than once and spelling changes may need to be made.**

–able *–ably* *–al* *–ance* *–ant* *–ic*
–ify *–ion* *–ive* *–ize* *–ly*

1 verb	add		exclude	justify		tolerate
2 noun		apology			significance	
3 adjective						
4 adverb						

B **Complete the sentences using the correct form of the word in parentheses. Two of the sentences require a negative prefix, – *un* or *–in*.**

1 A key part of interacting with other cultures is the ability to be _____ (tolerate) with each other's differences.
2 The climate in Madrid is _____ (significance) warmer than Dublin—it's taking a while to get used to it!
3 She was _____ (apology) about being late for dinner, which her hosts found very rude.
4 They were _____ (justify) angry when the airline changed their flight times without informing them in advance.
5 Bear in mind the _____ (add) expense of bank charges if you are using your credit card abroad.
6 One part of the hotel was reserved _____ (exclude) for those who were attending the conference.
7 He couldn't see any _____ (justify) in spending so much money on a taxi, so he took the subway instead.
8 The difference in the cost of living between the two cities is _____ (significance), so in that respect, you should be fine.

MAKE IT COUNT

Read the full sentence to help identify the type of word you need. Remember that it may need to be plural or negative in order for the sentence to make sense.

EXAM PRACTICE

A **Read the text. Complete the paragraphs with the correct form of the words in parentheses.**

It was our last day on the island, and the one I was looking forward to most. In **1** _____ (real), the waterfalls we were going to visit are not very popular, but I think it was the idea of visiting somewhere **2** _____ (entire) inaccessible that I liked.
We took a guided tour for a large part of the trek, but, after a certain point, we were left on our own to do the **3** _____ (escort) hike to the falls. The hiking was not **4** _____ (particular) difficult, and the trail was close to the river. There had been **5** _____ (signify) rainfall, so we slipped on a few occasions. At one point, we had to cross the river with the **6** _____ (assist) of a rope.
Should you go? Definitely. The tour combines hiking, kayaking, and swimming in some of the most picturesque **7** _____ (tropic) scenery in the world. And going for a swim in the pool beneath the 100-foot waterfall is a truly **8** _____ (forget) experience.

SKILLS FOR PROS Interpersonal Effectiveness



A Read about interpersonal effectiveness. Check (✓) the points mentioned in the text.

INTERPERSONAL EFFECTIVENESS

Interpersonal effectiveness is a key part of emotional intelligence. It refers to your ability to understand other people's feelings and concerns and to take appropriate action. Interpersonal effectiveness involves empathy—noticing and realizing how other people are feeling. You do this by listening carefully to the words they choose and by noticing their expressions and their tone of voice. The same words said in different ways can have a very different meaning. You need to understand a person's unspoken meaning. You also need to think in advance about how other people may feel in a given situation. Considering what you already know about a person or what you already know about how people generally react enables you to do this. The skill also involves understanding what a person's strengths and weaknesses are. This is done by using your knowledge of how that person has reacted to various situations in the past.

An important part of interpersonal effectiveness is reacting appropriately. This may involve saying or doing things in response to other people's concerns. You do this by showing interest as they express themselves and reacting in ways that make them feel comfortable. You also do this by explaining clearly what action you are planning to take as a result of hearing their concerns. You need to be able to approach people about sensitive issues in ways that don't make them feel threatened. Asking questions and encouraging them to express their opinions on an issue are good ways to do this.

People in many walks of life need this skill. A school principal, for example, may need to manage teachers and respond to their concerns about a student's behavior. The principal may then need to speak to the student and the student's parents, choosing different ways of discussing the situation depending on the person he or she is talking to. In healthcare, nurses use interpersonal effectiveness in dealing with patients and their families. They need to anticipate how patients with different health problems may feel and be able to reassure them. Engineers also need this skill. A large, complicated project can only be completed successfully if everyone works well together. When you have good interpersonal effectiveness skills, you can spot any possible problems, such as conflict between people, and take action to make sure things run smoothly.

Interpersonal effectiveness is an important workplace skill, because all professions require interacting with other people in a variety of different ways. The better you are at understanding and responding to other people's concerns, the more successful you will be in your chosen field.

Good interpersonal effectiveness skills mean that you can ...

1 ☐ understand how people are feeling when you talk to them.
2 ☐ read people's non-verbal language.
3 ☐ tell people what things they are good and bad at.
4 ☐ use what you know about a person to change their reactions.
5 ☐ make people feel fine about expressing their concerns.
6 ☐ tell people clearly what you plan to do about their concerns.

B IN PAIRS Discuss the questions.

1 Based on what you read, do you think you are a good listener? Explain why or why not.
2 When was the last time someone came to you for advice, or you went to someone else for advice? How did you/they respond?

C **IN GROUPS** **Read the conversation. Choose what the teacher might say (a–f) in the dialogue (1–6). Write the letter.**

A teacher is concerned about one of his students. The student doesn't complete homework assignments and isn't making the progress she should. The teacher decides to speak to the student to try to identify any problems and offer support.

Teacher: I'm concerned that you're falling behind in class. **1** _____
Student: I don't know. I don't really follow the lessons. It's hard to pay attention sometimes.
Teacher: Is there any reason why? **2** _____
Student: Well, there is one thing. I had an argument with a friend and I'm not sure what to do.
Teacher: **3** _____
Student: Yes, that would be helpful. I really don't know who to talk to.
Teacher: Let's ask the school counselor to help you solve the problem.
Student: OK, that sounds good.
Teacher: What about your schoolwork? **4** _____
Student: Well, maybe I need some extra help with the work. It's hard for me to work alone, so it would be good to have some help with homework.
Teacher: **5** _____
Student: OK, I think I can stay after school if my mom can pick me up later.
Teacher: OK, good. **6** _____
Student: Thanks. That's good to know.

a Is there anything in your life at the moment that is worrying you?
b Are there any specific things we could do to support you?
c I know it's not always easy to ask for help, but I'm here to listen if you need anything else.
d Is there something I can do to help you?
e Let me talk to the principal to see if we can get you a tutor after school.
f Would you feel better if you could talk about the problem with someone?

D **Discuss the questions as a class.**

1 In what ways is interpersonal effectiveness important in your chosen career?
2 What problems can be caused when people have poor interpersonal effectiveness skills at work? Give examples.
3 How can you improve your interpersonal effectiveness skills?

VIDEO



WATCH THE VIDEO AND LEARN ABOUT INTERPERSONAL EFFECTIVENESS

E **IN GROUPS** **Answer the questions.**

1 What is the definition of "interpersonal effectiveness"?
2 Why is interpersonal effectiveness important?
3 What are some characteristics of a good communicator?
4 What can you do to improve your abilities in this job skill?
5 What tools can you use to improve your interpersonal effectiveness?
6 What types of roles require good interpersonal effectiveness?

Write a short message

You may have to write a short message or a short email in response to a question or prompts. The message or email could be formal or informal.

TACTIC 1: Learn to identify register.

A Read the messages. Should you write a formal or informal message in response?

1

Your friend, Liam, has invited you to a birthday party he is organizing for his sister.
Write an email to Liam. In your email, you should ...

- accept the invitation,
- suggest how you could help Liam prepare for the party, and
- ask Liam for some ideas for a present for his sister.

Write your email in 35–45 words.
Type of response: _____

2

You are a member of a book club. You receive this email from the club:
Dear Member,
I am writing to tell you that the next meeting of the book club has been postponed for 2 weeks. It will now take place on August 22nd. Please respond if you would like to reserve a place at the meeting or if you have any questions or concerns.
Best wishes,
Mrs. Ward
Book Club Secretary
Write a response to Mrs. Ward. Write about your feelings and what you would like to do.
Write your response in no more than 100 words.
Type of response: _____

B Look at the responses to each message. Underline examples of formal and informal language in each.

1

Hi Liam,
Thanks a lot for inviting me to the party. I'll be there! Do you want me to give you a hand buying things like food or drinks? By the way, what could I get for your sister as a present?
Let me know,
Susan

2

Dear Mrs. Ward,
Thank you for your email informing me about the next book club meeting.
Unfortunately, I am unable to join on August 22nd, as I will be on vacation that week.
I would appreciate it if you could inform me about the next book we will be discussing at the following meeting in September. Also, would you mind confirming the date of the meeting in September?
I look forward to hearing from you.
Sincerely,
Susan Smith

TACTIC 2: Plan: Identify what you need to include, e.g., underline key words in the question, and make a plan for each point you need to address.

A Look at the original messages again. What key words in each can help you know what elements to include in your response?

_____

_____

B Look at the plans below for each response. Reorganize the plans to include the elements of each response in the correct order. Use the responses on the previous page to help you.

1

_____ ask about present
_____ thank Liam for invitation
_____ offer to help
_____ say I am going

2

_____ check date for next meeting
_____ thank Mrs. Ward for information
_____ say I cannot come
_____ ask about next book

MAKE IT COUNT

Remember to check the word count. Do not try to write more words than asked as this will use up time and you will not get extra points.

EXAM PRACTICE

You are a member of a history club. You received this email from the club:

New Message

To: Karina Langan **Cc** **Bcc**

Subject: Cancelled talk

Dear Member,

I am writing to tell you that our expert, Dr. Rooney, will not be able to give a talk on Ancient Greece at the club meeting next week. She has asked to reschedule the talk for either October or November. Please contact me to tell me if you prefer one of these months.

Next week's meeting will take place as usual and we will send a new agenda on Friday.

Best wishes,
Mr. Cleary

Send

A Write a response to Mr. Cleary. Respond to Dr. Rooney's cancellation and suggest the best month for rescheduling her talk. Give your reasons. Write your response in no more than 100 words.



A **Read about analytical thinking. Then choose *True* or *False*.**

ANALYTICAL THINKING

We all need to solve problems and make decisions in our professional lives. Analytical thinking is the ability to approach a problem or a decision logically and systematically. When you use analytical thinking, you identify which features of a problem or a decision are important. This may involve slowly and meticulously identifying a number of possible causes of a problem, including ones that are not immediately obvious. If you are facing a decision, it may mean carefully judging the risks and benefits of different options. These processes help you break a complicated situation down into smaller parts. When you break a problem or decision down like that, it allows you to consider each part in detail. You can then compare different options or solutions systematically, perhaps by listing the pros and cons of each one. It also means you can recognize any problems in the information you have available to you. For example, two pieces of information you have about a problem may be inconsistent. Analytical thinking helps you to identify which information is likely to be accurate so that you can work toward a solution.

Analytical thinking plays an important role in a large number of different professions. Scientists in all fields use this kind of thinking regularly. For example, a team of scientists may get unexpected results from an experiment. They would probably start by checking for the most obvious immediate causes first, such as human error. After they confirm that the problem was not caused by someone making a mistake, they would then go on to consider the design of the experiment and any other secondary factors that may be relevant. Eventually, they will identify the cause of the problem and come up with a solution. This kind of thinking is also important in business. When a manager identifies a problem in his or her organization, such as a drop in sales or an increase in costs, analytical thinking is used to identify the cause, such as a need for staff training. Having identified the cause, the manager can then use analytical thinking to consider and compare various solutions, enabling him or her to make a logical decision. Lawyers also need this skill in order to work effectively with their clients. When a lawyer plans how to present a case before a judge, he or she needs to make many decisions about how different arguments relate to each other and to the evidence in the case.

Analytical thinking is important because a large part of professional life involves solving problems and making decisions. Good analytical thinking skills will make you more effective in your working life.

When you use analytical thinking, you ...

1 consider the different parts of a problem at random. True / False
2 decide what is relevant to a problem or decision. True / False
3 solve problems quickly. True / False
4 consider small parts of a bigger problem or decision. True / False
5 can see when there are problems with the information available. True / False
6 find a solution when things don't work out as you expected. True / False
7 compare possible causes and solutions with each other. True / False
8 use a skill that is helpful in a variety of professions. True / False

B **IN PAIRS** **Discuss the questions.**

1 When you have a problem, is your first response to think analytically, or do you react in other ways?
2 Can you think of a time when you used analytical thinking? Explain what happened.
3 Are there any times when analytical thinking may not be appropriate?

C IN GROUPS Read the situation and answer the questions.

You work in a laboratory which develops experimental chemicals. You are carrying out an experiment with plants. The experiment involves giving some plants a chemical that should make them grow taller and stronger. However, some of the plants receiving the treatment are not growing in the way you expect. Some of them are very short, while others don't seem to be growing at all. There is also a set of control plants which has not received the chemical and the control plants have the same problem of not growing enough or at all. Before you talk to your supervisor, you would like to analyze the situation and discover the cause of the problem.

1 Which of the questions below would you ask to determine any immediate cause? Label the questions with the number 1.
2 Which of the questions below would you ask to determine other secondary causes? Label the questions with the number 2.

_____ Are the plants healthy or are there signs of disease?
_____ Have the plants been watered correctly?
_____ Have the plants received the correct amount of the chemical?
_____ Has anything in the laboratory affected the plants?
_____ Have the plants received the correct amount of light?
_____ Is the laboratory too cold or too hot?
_____ Are there other people with access to the plants?

3 What other questions could you ask to analyze the experiment results?

_____
_____
_____
_____
_____

4 How did you identify the key elements of the situation?

D Discuss the questions as a class.

1 Apart from the ones mentioned in the text, in what professions is analytical thinking particularly important?
2 In what ways is analytical thinking important in your studies or chosen career?
3 In what areas of your personal life can analytical thinking be useful?

VIDEO



WATCH THE VIDEO AND LEARN ABOUT ANALYTICAL THINKING

E IN GROUPS Answer the questions.

1 What is the definition of "analytical thinking"?
2 What types of careers require analytical thinking?
3 What are some examples of how analytical thinking is used in the workplace?
4 Why is analytical thinking important in these jobs?
5 What are the qualities of an analytical thinker?
6 What can you do to improve your analytical thinking skills?

EXAM SKILLS Listening

Use visuals to predict what you will hear

In some listening tasks, you have to use photographs or pictures to help you think about what you will hear, making it easier to follow the speaker(s) you will listen to.







TACTIC 1: **Look for the main theme of the pictures. Think of words associated with that theme, e.g., nouns and verbs.**

A **Look at Photographs a–c and answer the questions.**

1 What verbs can you think of to help describe each photo?

_____

_____

2 What nouns can you think of to describe each photo?

_____

_____

3 What do all the photos have in common? What is the theme?

_____

_____

B Exam 7.01 **Listen to a couple talking about their vacation plans. Where do they decide to go? Choose from Photographs a, b, or c above.** _____

TACTIC 2: **Think of statements that describe the photograph.**
For example:
Describe the activity: ***Some friends are shopping in a mall.***
Describe the general situation: ***It's raining hard.***
Describe physical connections in the picture: ***The man is next to a tree.***

A **Look at Photographs 1 and 2. Write three sentences to describe each situation.**

_____

_____

_____





B **Exam 7.02** **Listen to four statements about each of the Photographs 1 and 2 above. Choose the sentence a, b, c, or d that best describes each photo.**

1 a / b / c / d
2 a / b / c / d

MAKE IT COUNT

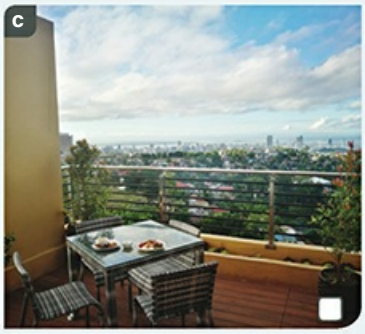
Just because you hear a word related to a photograph does not mean you have found the answer. Listen to all of the sentence(s) carefully before you choose your answer.

EXAM PRACTICE

A **Exam 7.03** **Look at Photographs a, b, and c below. Listen to the voice message and choose the photograph that matches the man's choice for dinner.**









A Read about fostering innovation. Choose the correct heading (a–f) for each tip (1–4). There are two headings you do not need.

FOSTERING INNOVATION

Innovation comes in many forms. It may involve coming up with new ideas, new products, new services, or new ways of doing things. Fostering innovation is a very important professional skill. Business leaders should create an environment where innovation is encouraged and people can collaborate on new ideas. There are a number of things that can be done to achieve this:

• 1 _____

You can only have successful innovation when you have lots of unsuccessful innovation! The way you respond to other people's ideas that aren't a success makes a real difference. Anyone involved in innovation needs to feel that their contribution is valued, even when it isn't entirely successful.

• 2 _____

The piece of information someone needs to innovate may be in a coworker's head in another department. Have a system so that people can see what everyone is working on and what they're thinking about. This may involve encouraging informal meetings between departments or using project management software that allows that kind of communication.

• 3 _____

Develop groups of people who work together well. You will need to consider different personality types and different working styles. In that way, the strengths of some people will help to make up for any weaknesses that the team might have.

• 4 _____

One of the enemies of innovation is "groupthink," when everyone views things in the same way. Try to bring people who have different opinions together and see what develops from the interaction.

Fostering innovation is important in many professions. It is clearly important to people such as software developers, who have to keep up with a profession that changes very quickly. They need to constantly foster innovation in the software they produce, either by adding new features or by making the software available in different ways. However, it's not just people who work in information technology who need good skills in fostering innovation. All businesses need to innovate. A salesperson in a company may need to develop new ways of finding customers or offer new services to existing customers. It's also a very important skill for people who work in creative industries. Writers, artists, and musicians need to find new audiences for their work and new ways of communicating with their fans and followers. Innovations in social media marketing have helped them do that.

a Encourage diverse thinking
b Help people share
c Copy other people's ideas
d Reward failure
e Build strong teams
f Create teams without weaknesses

B IN PAIRS Discuss the questions.

1. Can you think of a time when you came up with a new solution to a problem? Explain what happened.
2. What important lessons have you learned from failure?
3. Do you find it easier to come up with new ideas when working on your own or with other people? Why?
4. What personal qualities do you think help when you need to find a new approach or a new solution to a problem?

C IN GROUPS Read about this company. How could the company encourage innovation?

A company that produces clothes is facing rising costs and falling sales. The customers they had in the past are not as interested in their designs as they used to be and the designs are not popular with younger customers. The directors realize that they need to innovate in a number of different areas, particularly in the design, sales, and production departments. The company is located in a factory and office block outside of a major city. At the moment, before they create a new design, each department meets in their offices to discuss ideas in person. Then, at the end of the month, the heads of department meet in the boardroom to assess progress.

What could the company do in the following areas to encourage innovation?

1 Changing the work environment

2 Changing the way coworkers communicate

3 Changing the frequency of meetings

4 Generating new ideas

5 Handling resistance to change

6 Attracting more customers

D Discuss the questions as a class.

1 What barriers to innovation can exist in the workplace?
2 What do you think is the best way to foster innovation?
3 In what ways is fostering innovation important in your chosen career?
4 How could you foster innovation in your personal life? What changes could you make to help you come up with new ways of thinking?

VIDEO



WATCH THE VIDEO AND LEARN ABOUT FOSTERING INNOVATION

E IN GROUPS Answer the questions.

1 Why is innovation an important skill for a job-seeker?
2 Why is fostering innovation important in the workplace?
3 What types of careers value this job skill?
4 What is an example of how innovation is used in a career?
5 How should a job-seeker talk about their ability to foster innovation?
6 What can you do to foster innovation in the workplace?

Use your time wisely

Look at the time you have and the number of questions you need to answer. You should use your time carefully so that you can complete all of the questions in the time allowed.

TACTIC 1: Answer easy questions first, skip harder ones, and come back to them at the second attempt.

A Read the text. Answer questions 1–6. Do not look at the options in B yet.

1 What is the text about? _____
2 How much time do you have to answer these questions? _____
3 How many words need to be added to the text? _____
4 Approximately how much time should you spend on choosing each word? _____
5 Which missing words are easy for you to figure out? _____
6 Which are difficult for you to figure out? _____

Read the text below and choose the correct option to complete the paragraphs. You have 12 minutes for this task.

Ireland

Welcome to Ireland, a small country that is only 275 km. east to west and 486 km. north to south. **1** _____ the large amount of rainfall Ireland experiences each year (more than 200 days annually), it is a popular country for tourists. It has a beautiful landscape, which is a **2** _____ of its climate.

"The Emerald Isle," as it is **3** _____ referred to—a name stemming **4** _____ its green landscape—has plenty of things to see and do, as well as a unique culture. You'll be impressed by its **5** _____ cities and charmed by its countryside and villages. There is an exciting variety of tours to choose **6** _____. You could go on a vibrant city break in its capital, Dublin. Alternatively, you could head west to the coastal cities of Cork and Galway, where you will experience not only the Irish language, but the wild elements of the Atlantic Ocean that have helped shape the culture and people. The possibilities are countless, and the national tourist office is on hand to give you information and help you **7** _____ reservations. You'll have **8** _____ language problems here, as the majority of the country is English-speaking, although some words in Irish will always get you a special welcome.

B Complete the text by choosing the correct word. What happens if you choose the easier words first?

1	**a** so	**b** despite	**c** in spite	**d** although
2	**a** whole	**b** consequently	**c** rule	**d** result
3	**a** unusually	**b** fairly	**c** occasionally	**d** regular
4	**a** in	**b** on	**c** from	**d** of
5	**a** historic	**b** historian	**c** history	**d** historically
6	**a** of	**b** off	**c** from	**d** for
7	**a** have	**b** do	**c** make	**d** call
8	**a** a few	**b** few	**c** a little	**d** little

TACTIC 2: **Try to predict possible answers before looking at the answer choices.**

A **Look at the text about Ireland. Identify the parts of speech of the missing words (1–8).**

1 a _____ that expresses a contrast (contrasting the rain with the popularity)
2 a _____ (after *a*) that collocates with *of*
3 an _____ describing *how* it is "referred to"
4 a _____ that collocates with "stemming"
5 an _____ to describe "cities"
6 a _____ that collocates with "choose"
7 a _____ that collocates with "reservations"
8 a _____ for countable nouns

B **Look at answer choices again. Which can you automatically eliminate based on your knowledge of the types of words needed? What are the remaining possibilities?**

MAKE IT COUNT

Eliminate obviously wrong answers first. This will help you focus. If you still do not know the correct answer, you should guess—never leave a question unanswered!

EXAM PRACTICE

A **Read the text. Complete the paragraphs with the best word. You have 12 minutes to do the task.**

What is happiness?

Happiness is an abstract condition **1** _____ we all seek in life. There are **2** _____ who say that the "meaning of life" is to be happy. Since historical records began, psychologists and philosophers have **3** _____ trying to find the magic formula to explain or define it, but it is not a purely scientific state.

It's not just being in a positive mood. Happiness is a state **4** _____ well-being that means living with a sense of purpose or satisfaction and leaves us feeling fulfilled. Research has shown that happiness is **5** _____ result of having experienced some unhappiness; in other words, it is hard to know you are happy if you do not know what unhappiness feels like.

Some people think that money can have an impact **6** _____ happiness, but the fact is that money does not make you happier. While you do need enough to avoid stress, earning a lot of money should **7** _____ be the main goal in life, as it will inevitably cause problems.

So, **8** _____ focused in life, having a clear (and achievable) purpose, and, of course, having a close network of friends and family all contribute to happiness and overall satisfaction.

SKILLS FOR PROS Stress Management

A Read about stress management. Check (✓) the tips that are good for avoiding high stress at work.



STRESS MANAGEMENT

Before looking at ways to manage stress, it is useful to understand that stress is not an entirely negative phenomenon. It is the body's natural defense mechanism. In ancient times, the body had to prepare physically for dangerous situations. To do that, it produces large amounts of cortisol, adrenaline, and noradrenaline, which cause an increased heart rate, a temporary increase in muscle strength, and an alert mental state. The body prepares for what is called "fight or flight," which means that it is ready either to run away and escape the danger or to fight off an attacker.

The problem for modern humans is that the body reacts to stressful situations, like an argument with the boss, in the same way it would have reacted to being attacked by wild animals in ancient times. Because there are numerous stressful situations in daily life, many people exist in an almost permanent state of "fight or flight."

Stress management is the ability to maintain self-control and to keep functioning effectively in stressful situations. People who successfully manage stress know how to stay calm and control their emotions when they are under pressure. It is especially important for people to be able to control how they respond to criticism. It is easy to feel that even mild criticism is a personal attack, especially if one is feeling stressed already. People who are the most successful in handling stress are often those who can see humor in a difficult situation. A few jokes can make everyone feel better!

Everyone experiences stress at times, and a little stress can give us energy and motivate us to do a good job. However, part of stress management is knowing how to prevent high levels of stress whenever possible. For example, people tend to think that working more intensively for longer hours will help them get more done. However, that is usually counter-productive. When people are mentally and physically exhausted, they do less, not more. Levels of stress in the workplace are lowered when employees take breaks, take their vacations, exercise, and have social time together.

Some types of jobs naturally cause more stress than others. One of the most stressful jobs in the world is air traffic control. Controllers have to make very fast decisions that may be the difference between safe air travel and disaster. Another stressful job is taxi driving. It is stressful because drivers are in traffic all day and they deal with all kinds of people. One way to prevent excessive stress is to understand your own tolerance for working under pressure and to try to choose a job that doesn't cause more stress than you can comfortably handle. For example, if you are going to be a doctor, your comfort with stress should be one factor in deciding whether you become a trauma surgeon or a dermatologist.

1. ☐ Work extra hours to avoid feeling stressed by deadlines.
2. ☐ Leave work more or less on time every day.
3. ☐ Participate in company social functions.
4. ☐ Learn how to say "no." Don't promise to do more than you are able to do.
5. ☐ Eat lunch at your desk frequently to better utilize the hours in the workday.
6. ☐ Take all the vacation time the company allows.
7. ☐ Try to find a job that causes little to no stress.
8. ☐ Record the methods you successfully use to deal with problems so as to use them again.
9. ☐ Stop worrying about getting angry with people because everyone experiences stress.

B IN PAIRS Discuss the questions.

1. In what areas of your life do you feel the most stress?
2. Do you think you are good at managing stress? Why or why not?
3. What do you do to avoid or lower stress?

C **IN GROUPS** **Read the situation. Number the ideas from most important to least important for you. Then discuss your rankings and any other ideas you have with your group.**

Tom is the marketing manager at a medium-size company. The company is growing, and there seems to be more work every day. They've recently hired a new web designer to help with the digital ad campaigns, but one additional person doesn't seem to be enough. The sales department has complained to management that marketing has missed several deadlines for print and digital ads. The company manager talked to Tom about the missed deadlines, and Tom apologized and promised that it wouldn't happen again. He has told his department that there will be no more vacations and they will probably have to work several weekends until the ad campaign is finished. Tom never goes home before 8 or 9 p.m., and he often takes work home with him. There are rumors that the head designer feels that he would be a better manager than Tom. Tom is extremely stressed and worried that he may lose his job, so he doesn't want to talk to management about the extreme workload.

_____ Talk to management about the workload.
_____ Ask for longer deadlines (more time to do the work).
_____ Ask to hire more people.
_____ Stop taking work home.
_____ Get help establishing priorities.
_____ Talk to the head designer about the rumors.
_____ Let employees rest over the weekend.
_____ Let employees take their vacation.
_____ Organize a social event for his department so they can socialize and relax.
_____ Blame another person in the marketing department for the mistakes.
_____ Other ideas: _____
_____
_____
_____

D **IN GROUPS** **Discuss as many ideas as you can to answer the questions.**

1. What kinds of things can companies do to help prevent stress in the workplace?
2. What should employees do to help take responsibility for their own stress management?
3. How is the ability to manage stress important in areas of life apart from work?

VIDEO

WATCH THE VIDEO AND LEARN ABOUT STRESS MANAGEMENT

E **IN GROUPS** **Answer the questions.**

1. What is the definition of "stress management"?
2. What causes stress in the workplace?
3. Why is stress management important?
4. How can you show an interviewer that you can handle stress?
5. What are some stress management techniques?
6. What types of careers would be crucial to have this job skill?

SPEAKING PRACTICE

Unit 1, p. 12

ASK ABOUT IT

- Which birds or animals migrate to/from your area?
- What are some other mysterious or interesting animal facts that you know?
- Has your pet ever acted strangely? What happened?

TALK ABOUT IT

- Monarch butterflies migrate to Mexico in March ...
- I once read that cats don't meow to communicate with each other. They only do it to get attention from humans ...
- My dog barks when she hears other dogs on TV ...

Unit 1, p. 15

ASK ABOUT IT

- What mysteries interest you now or interested you as a child?
- Which wonders of the ancient world would you like to visit?
- What mystery would you like to solve?

TALK ABOUT IT

- I loved dinosaurs as a child, and I always wondered why they disappeared ...
- I would like to visit Stonehenge, especially at midsummer ...
- I would like to find out if there is intelligent life somewhere in our universe ...

Unit 2, p. 24

ASK ABOUT IT

- What famous family businesses are there in your area?
- Do you think running a family business is easy? Why or why not?
- Is there any role in a family business you wouldn't want? What job is it? Why wouldn't you want it?

TALK ABOUT IT

- There is a family in my hometown that has been running a bookstore for 30 years ...
- I think working with family can be tricky because people work in different ways and they don't always agree ...
- I don't think I'd enjoy being the accountant. Having to talk to my family about how they spend money could be really difficult ...

Unit 2, p. 27

ASK ABOUT IT

- In your experience, do most managers use a traditional or collaborative management style?
- Would you like to become a manager one day? Why or why not?
- What are some good things about the place where you work or go to school?

TALK ABOUT IT

- I think it depends on the team. My manager is very collaborative and normally wants to hear our opinions ...
- I think so. I like working with others, and I'm good at making decisions ...
- One good thing is the relationship I have with my colleagues and my manager ...

Unit 3, p. 36

ASK ABOUT IT

- What is the most unusual food you have tried?
- How open are you to trying food from other countries?
- What's one of your favorite cultural customs from your country?

TALK ABOUT IT

- You won't believe it, but I once ate ...
- I am/am not very adventurous when it comes to new foods ...
- In my country, people always bring pastries to work when it's their birthday and I really like that ...

Unit 3, p. 39

ASK ABOUT IT

- Have you or anyone you know ever experienced culture shock?
- How would you feel about going to a foreign country for a year?
- What do you think people would like the most about your country?

TALK ABOUT IT

- I haven't, but my sister did when she lived in Madrid, Spain. Everyone ate dinner very late ...
- I think I would feel a bit anxious but also excited to meet new people and learn a new language ...
- I think they would love the food and how friendly people are ...

Unit 4, p. 48

ASK ABOUT IT

- Who was your favorite teacher in primary school?
- What did you like the most about going to school?
- What do you think is the hardest thing about being a teacher?

TALK ABOUT IT

- My favorite teacher in primary school was Mrs. Sanchez. She made us work hard, but she was always very kind ...
- I loved working with my classmates on science projects ...
- I think the hardest thing about being a teacher is making every class interesting and fun ...

Unit 4, p. 51

ASK ABOUT IT

- What is something challenging that you have learned? Did you enjoy the challenge? Why or why not?
- How is learning a new language the same as or different from learning other subjects at school?
- Has anyone influenced you to study something you may not have chosen by yourself?

TALK ABOUT IT

- I think it's very challenging to learn to sing, but it's rewarding when I perform ...
- Learning a language requires a lot of memorization. It seems harder than other subjects, like history ...
- I started taking dance classes because my older sister went to them. I realized that I really liked it ...

SPEAKING PRACTICE

Unit 5, p. 60

ASK ABOUT IT

- What do you think makes a great movie?
- Why do you think people like to read movie reviews and watch movie trailers?
- Do you think it would be interesting to work as a movie director?

TALK ABOUT IT

- I think the story, the music, and the actors' performances make a movie great because ...
- I think people like to get an expert opinion, but I try not to be influenced by them ...
- Directors work with famous actors, so that must be very exciting and ....

Unit 5, p. 63

ASK ABOUT IT

- Would you like to be famous? If so, what would you like to be famous for?
- Who is the most resilient person you know? How does that person show resilience?
- Do you ask people for help when you are in a difficult situation? Why or why not?

TALK ABOUT IT

- I'd like to be famous one day for my cooking ...
- The most resilient person I know is my sister Lea. She always finds a way to deal with a difficult situation ...
- I usually try to solve the situation on my own first because it is important ...

Unit 6, p. 72

ASK ABOUT IT

- What are some habits of a successful student?
- Who is the most hardworking person you know?
- Do you think that succeeding in college helps you succeed in a job?

TALK ABOUT IT

- Successful students probably plan their work through the term so they don't do everything at the last minute ...
- The most hardworking person I know is my cousin Lauren. She got promoted twice and she ...
- Studying a subject in college might give you a good foundation, but I think you learn more at a job ...

Unit 6, p. 75

ASK ABOUT IT

- How free should scientists be to carry out their research?
- Would you support a scientific discovery that didn't respect ethical principles? Why or why not?
- What would you say to a friend if you knew he or she were doing something ethically wrong (cheating, pirating music, etc.)?

TALK ABOUT IT

- I think there should be some general rules to make sure scientists don't harm anyone ...
- I personally think I wouldn't, but I'd want to read more about the subject matter ...
- I would explain the situation and tell them my opinion, but in the end, he/she would ...

Unit 7, p. 84

ASK ABOUT IT

- Has something surprising or unexpected happened to you while you were traveling? What happened?
- Where would you take the trip of your lifetime?
- Do you usually travel light, or do you carry a lot of luggage with you?

TALK ABOUT IT

- Once, I was on a plane and the pilot made an announcement but in the wrong language. When we realized that, everyone started laughing and ...
- I would probably travel to New Zealand. I have always wanted to go there ...
- I try to travel light, but sometimes it is necessary to carry more because ...

Unit 7, p. 87

ASK ABOUT IT

- Which famous tourist areas would you like to visit? Which historic buildings would you like to see?
- Have you ever visited a place where there were many tourists?
- Has your hometown had to adjust to the needs of tourists? Why or why not?

TALK ABOUT IT

- I would like to visit San Francisco, California. I'd like to see the prison on the island of Alcatraz ...
- Venice is the most touristy place I've ever visited. There were so many people everywhere ...
- My hometown hasn't changed too much because of tourists, but it's definitely more crowded than when I was little ...

Unit 8, p. 96

ASK ABOUT IT

- What environmental engineering projects are in your area (water systems, road construction, dams, etc.)? Do you feel they are beneficial or harmful to your area?
- Do you buy a new cell phone every year? Why or why not?
- What do you think is the hardest thing about being an engineer?

TALK ABOUT IT

- The water system in my area is beneficial, but the water level of the lake sometimes gets too low ...
- Yes, I do. It's difficult because I know that it is bad for the environment, but I think I need ...
- It must be difficult to design many new products and respect the environment at the same time ...

Unit 8, p. 99

ASK ABOUT IT

- What do we need to consider when creating future technology such as driverless cars?
- Have you seen a workplace that seemed like a particularly great place or a particularly bad place to work? What gave you that impression?
- Why do you think that speaking foreign languages will be important in your future career?

TALK ABOUT IT

- It is important to think about how safe future technology will be. Driverless cars are a good example of ...
- My friend Lisa's office seemed like a really bad place to work. Her desk was very small, and she didn't have enough space to work ...
- The biggest companies employ people from all over the world, so we will all need to learn different languages and ...

SPEAKING PRACTICE

Unit 9, p. 108

ASK ABOUT IT

- How much do you follow fashion?
- Do you think that the way you dress affects your performance at work or school?
- Do you like dressing up? Why or why not?

TALK ABOUT IT

- I like to know what the latest fashion is, but I try to have my own sense of style ...
- I think that I would do the same work no matter what I wore because ...
- I like to wear very stylish clothes for special events because it makes me ...

Unit 9, p. 111

ASK ABOUT IT

- Do you like eco-friendly fashion? Why or why not?
- How often do you shop for clothes online? Do you like the experience of online shopping? Why or why not?
- What's more important to you about a product—the price, the brand, the quality of the materials, or where the product was made?

TALK ABOUT IT

- I do, but it's usually very expensive and not everyone can afford it ...
- I rarely shop for clothes online. I prefer to talk to the sales associates and see the clothes in person ...
- The price! I always try to buy the cheapest products ...

Unit 10, p. 120

ASK ABOUT IT

- Have you ever tried to change a habit? What did you do to make the change?
- Do you get things done on time when you are motivated? What kinds of things are you motivated to do?
- Do you (or someone you know) usually finish what you start or do you have a lot of unfinished projects?

TALK ABOUT IT

- I used to put off exercising until after work, but then I was too tired to do anything. Now, I get up early and exercise before work ...
- I'm motivated to go fishing. I plan my fishing trips and prepare all my equipment days in advance ...
- My dad has a lot of unfinished projects. He's been fixing up an old car for about two years now ...

Unit 10, p. 123

ASK ABOUT IT

- What do you think you will do after you finish your studies?
- How much do you think you can change your mindset?
- How do you think failure can help you grow?

TALK ABOUT IT

- I would like to open a design studio with my sister Lucía ...
- I think I can change much more than I realize. The people I meet can influence ...
- I know that failure is never pleasant, but it can show me what to avoid ...

Irregular Verbs

Infinitive	Simple past	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
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
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sit	sat	sat
speak	spoke	spoken
stand	stood	stood
stick	stuck	stuck
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

Pronunciation Symbols

Vowels

ɪ	d**i**d
ɛ	b**e**d
æ	b**a**d
ʌ	c**u**p
ʊ	b**oo**k
ə	b**a**nan**a**
i	f**ee**d
ɑ	f**a**ther, b**o**x
ɔ	t**a**ll
u	st**u**dent, f**oo**d
ɝ	sh**i**rt, b**i**rthday
eɪ	d**a**te, t**a**ble
aɪ	cr**y**, **ey**e
ɔɪ	b**oy**
oʊ	c**o**mb, p**o**st
aʊ	ab**ou**t, h**ow**

Consonants

p	**p**ark, ha**pp**y
b	**b**ack, ho**bb**y
t	**t**ea
d	**d**ie
k	**c**ame, **k**itchen, **q**uarter
g	**g**ame, **g**o
f	**f**ace, **ph**otographer
V	**v**egetable
θ	**th**ing, ma**th**
ð	**th**en, **th**at
s	**c**ity, **s**ummer
z	plea**s**e, goe**s**
ʃ	**sh**e, **sh**op
ʒ	lei**s**ure
h	**h**ot, **wh**o
tʃ	**ch**icken, wa**tch**
dʒ	**j**acket, oran**g**e
m	**m**en
n	su**n**, **kn**ow
ŋ	su**ng**, si**ng**er
w	**w**eek, **wh**ite
r	**r**ain, **wr**ite**r**
l	**l**ight, **l**ong
j	**y**es, **u**se, m**u**sic

Grammar Review

A Choose the correct options.

In recent years, scientists **1** made / have been making great progress in AI and robot design. In the past, robots **2** made / were made to do simple things, but today's robots **3** designed / are designed to do much more. Honda's ASIMO, for example, can run, dance, and climb stairs. In Japan, robots **4** are helping / have been helping to care for elderly people for years. For decades, scientists **5** are working / have been working on a new kind of robot. These robots **6** programmed / are programmed to be more like humans. The social robot Sophia has a face that **7** looks / is looking incredibly human because of the emotions it shows. However, while these robots may show emotions, they **8** don't feel / aren't feeling them.



B Complete the sentences with the correct modal verb from the box.

can can't could must should shouldn't

1 You _____ have deleted that message. It was very important.
2 Mozart _____ compose music when he was only five years old.
3 She lost her winning lottery ticket. She _____ have been more careful.
4 He _____ afford college now, because he received a generous scholarship.
5 The newspaper published lies about you. You _____ be very angry.
6 That _____ be Sam at the door. He's in China all this week.

C Complete the sentences with the correct form of the verb in parentheses.

1 After I _____ (get) home, I will study for a few hours.
2 Unless we stop global warming, the polar ice caps _____ (melt).
3 More people _____ (die) if the tidal wave had hit the village at night.
4 Water freezes when it _____ (go) below zero degrees Celsius.
5 I _____ (send) you my report as soon as I finish.
6 Our world would be much better if we _____ (invest) more in clean energy.
7 By the time he went to sleep, he _____ (be) awake for 32 hours.
8 I wish people _____ (care) more about global warming.

D Choose the correct options.

Are you ready **1** to be / being financially independent? Would you like **2** to be / being in control of your money? Do you want **3** have / to have someone else make big financial decisions for you? If so, many experts suggest **4** to hire / hiring a budget coach. Budget coaches do many things. They work hard **5** to provide / providing you with valuable budget advice. They **6** guide / to guide you through investment and purchasing decisions. They get your taxes **7** do / done. They even make sure you are prepared for a financial emergency.

E Rewrite the statements and questions using reported speech.

1 "Marcus is a very talented pianist." She said _____.
2 "I'm studying violin and cello." She told me _____.
3 "Where are you going after class?" She asked _____.
4 "Do you always perform alone?" He asked me _____.
5 "Where are you from?" She asked me _____.
6 "I've never sung in a talent show." He admitted _____.
7 "Did you study music?" He asked _____.
8 "We will practice our routine later." They mentioned _____.

F Complete the paragraphs with the defining relative clauses (a–f).

a who is paving the way	**d** who drive vehicles for a living, such as delivery people
b when we can tell our car where to go	**e** that can interpret massive amounts of data in real time
c where multiple driverless cars are passing by	**f** that feature some level of autonomous operation

Imagine yourself on a busy street **1** _____. We're not quite there yet, but the time **2** _____ is getting closer every day. Self-driving cars require sophisticated technology **3** _____, and automakers are working to quickly bring it to the road. Tesla Motors' Elon Musk is one entrepreneur **4** _____. His products have forced other automakers to develop their own self-driving cars. Currently, there are several cars on the market **5** _____. It may not be long before we no longer need people **6** _____. Our streets may soon look very different than they do today.



Read more

G Find one error in each sentence. Write the correct sentence.

1 I like her story, even though she made up it.

2 It would be too interesting to be an astronaut.

3 You don't fear artificial intelligence, don't you?

4 My paper isn't enough good, so I have to rewrite it.

5 The veterinarian is someone who cares for animals.

6 He works more successful alone than with a team.

7 Can you explain how this does work?

8 A venom is something a snake uses for protection.

UNIT 1—review of present and past tenses

Function

We use a variety of tenses to express present and past actions.

We use the **simple past** to express a past, completed action. We often use time expressions such as *yesterday, last week, a few years ago* , etc.

We use the **past progressive** to express a past, completed action that continued over a period of time. We often use time expressions such as *when, while, as* , etc.

We use the **present perfect simple** to express that an action is still going on or that it has stopped recently but is still relevant to the present. We often use time expressions such as *already, just, yet* , etc.

We use the **present perfect progressive** for an action that began in the past and continues into the present. The focus is on the duration of the action.

We use the **past perfect** to express an action that happened before another past action. We often use time expressions such as *before*, *after*, *by the time*, etc.

We use the **past perfect progressive** for an action that happened before another action in the past. The focus is on the duration of the action.

Remember that we generally don't use stative verbs (*like, seem, know, understand, believe* , etc.) with progressive tenses.

Form

Simple past	He finished his zoology major five years ago.
Past progressive	The gorilla family was resting quietly when the tourists arrived.
Present perfect simple	They have just discovered why most fish do not finish their migration.
Present perfect progressive	He has been studying chimpanzees in the wild for four months.
Past perfect simple	The birds had flown 1,500 km. before they finally stopped to rest.
Past perfect progressive	She had been living in Africa for a year before she saw her first lion.

A Choose the correct options.

No bird migrates farther than the Arctic tern. It flies from pole to pole. Scientists **1** **were studying** / **have been studying** the tern for years, hoping to understand why it takes such a long journey. The tern **2** "**has always been** / **always was** the king of the migrants in the animal world," says one researcher. A study found that one tern **3** **has been flying** / **had flown** a distance of more than 90,000 km. before it landed at the pole.

To study their actual route, several years ago researchers **4** **installed** / **had been installing** tiny transmitters to track the birds on their journey. They **5** **discovered** / **were discovering** that the birds did not fly a direct route. Instead, they **6** **have taken** / **had been taking** an unpredictable, zigzag route before they reached their final destination. But why? They **7** **were finding** / **found** that the birds **8** **used** / **were using** the wind patterns to avoid flying directly into the wind.

UNIT 1—adjective order

Function

We can use more than one adjective before a noun. When a number of adjectives are used together, the order depends on the function of each adjective. Not putting adjectives in the proper order can make a sentence sound strange. We usually limit the number of adjectives to about three.

Form

Quantity/ number	Quality/ opinion	Size	Age	Shape	Color	Origin	Material/ function	Noun
a	friendly		old					man
two		large				Mexican		pots
several				round	pink			stones
an	ugly				gray		metal	box
a	beautiful						wooden	house
many			young			British		tourists

A Combine the sentences.

1 Taxco is a pretty town. Taxco is a Mexican town.

2 Pisa's stone tower is famous. Pisa's ancient tower is famous.

3 We visited charming places. We visited many places.

4 I bought silver boxes. I bought three boxes. I bought square boxes.

5 I saw colorful rocks. I saw large rocks. I saw two rocks.

6 I have Thai shirts. I have several shirts. I have lovely shirts.

B Unscramble and write the sentences.

1 Bali / sandy / beaches / beautiful / has / some / .

2 large / a / contains / The Louvre / pyramid / glass / .

3 has / mysterious / many / jars / Central Laos / stone / .

4 copper / box / that / square / I / like / Indian / .

5 plastic / a / received / necklace / I / cheap / .

6 a / carpet / Persian / She / has / ninety-year-old / .

7 We / purple / French / received / sofas / old / three / .

8 Moroccan / blue / beautiful / I / bowl / round / own / a / .

UNIT 2—quantifiers

Function

We use quantifiers to give information about the number or amount of something. They tell us how many or how much. Some quantifiers such as *a few* and *few* are used only with plural countable nouns. Others like *a little* and *little* are used only with singular uncountable nouns.

A few + noun (*a few cupcakes*) means there is only a small number. *A little* + noun (*a little help*) means there is only a small amount. *Few* and *little* have negative meanings. *Few* + noun (*few customers*) means there are not as many as expected. *Little* + noun (*little money*) means there is not as much as expected.

The quantifiers *every* and *each* are used with singular countable nouns. We use *every* when we want to emphasize the group, and *each* when we want to emphasize the individual things in a group.

Form

Countable plural nouns	Uncountable singular nouns	Countable singular nouns
I only need **a few** eggs for my cake.	I would like **a little** sugar for my coffee, please.	**Every** store on this block looks the same.
There are **few** customers now, so I think I'll close early.	We have **little** free time, so we never take a vacation.	**Each** cupcake has its own unique design.

A Complete the sentence with *a few*, *few*, *a little*, or *little*.

1. Let's put _____ chocolate in this. It will taste better.
2. I bought _____ apples from that shop. Do you want one?
3. She got _____ sleep last night, because she was worried about today.
4. I have _____ minutes before I need to go. Can we talk now?
5. Are you free? Jack needs _____ help with his project.
6. The first year of any business is difficult. _____ companies have a great first year.
7. _____ people liked the cookies, so we took them off the menu.
8. They have _____ knowledge of baking, so I suggest asking someone else.

B Choose the best options.

1. We have three types of cake. You can taste **each** / **every** one.
2. She's taken **each** / **every** cooking class the college offers.
3. I like to use a different topping on **each** / **every** type of pie.
4. They have **each** / **every** flavor of ice cream in their shop.
5. I've been to **each** / **every** bakery in the city multiple times.
6. There were three chefs, and **each** / **every** one received a prize.

UNIT 2—obligation, permission, prohibition

Function

Obligation refers to actions that are necessary to do or are required. *Permission* refers to actions that we are allowed to do. We are not required to do them. *Prohibition* refers to actions that we cannot do or are not permitted to do.

There are numerous ways to express obligation, permission, and prohibition. One common way is to use modals, but there are other structures that can express the same thing.

Form: Obligation (* = strongest obligation)

modal + base verb	Everyone **should be** in the conference room for the meeting.
be + past participle + infinitive	You **are required to complete** the form before you leave.* You **are supposed to wear** a jacket when you meet clients.
verb + infinitive	I **have to set up** the videoconferencing equipment now.*
verb + object + base verb	My boss is going to **make me stay** until we finish the report.

Form: Permission (* = most formal)

modal + base verb	You **may leave** at any time.* I **could work** at home if I wanted to. We **can choose** where we want to sit at work.
be + past participle + infinitive	We **are allowed to work** half-days on Fridays if we want. **Are** you **encouraged to give** your opinion in meetings?
verb + infinitive	You don't **have to come** to the party if you don't feel like it.
verb + object + base verb	My boss **lets me use** her office when she's not in.

Form: Prohibition (* = strongest prohibition)

modal + *not* + base verb	You **may not leave** until 5:00.* You **can't wear** jeans to a presentation.* We **shouldn't start** the meeting until everyone is here.
be + *not* + past participle + infinitive	We **are not allowed to eat** or drink at our desks.* You**'re not supposed to interrupt** during presentations.
not + verb + object + base verb	My team leader **doesn't let me ask** questions.*

A Choose the correct options.

Matt: I hear you got a new sales job.
Kara: Yeah, I just started a few days ago. So far I really like it. My hours are pretty flexible. My boss **1** **makes** / **lets** me choose my own hours. I just **2** **have to** / **may** work 40 hours a week.
Matt: Nice. Are you **3** **allowed** / **required** to go to the office every day?
Kara: No, I **4** **don't have to** / **should** go in if I don't need to. I **5** **can** / **shouldn't** work from home sometimes.
Matt: Sounds like it's a good fit for you.
Kara: Well, it has some downsides. My boss **6** **makes** / **lets** me write a lot of progress reports, which are a pain. I'm **7** **allowed** / **supposed** to write one every week, but I don't always have time. And I'm not **8** **allowed** / **encouraged** to take any time off during our busy summer sales season. That's going to be hard.

B Rewrite the sentences. Use the words in parentheses.

1 You're required to wear a jacket at work. (**should**) _____
2 You can give your feedback. (**encouraged**) _____
3 We can't wear sandals at work. (**not supposed**) _____
4 I have to take notes during meetings. (**supposed**) _____
5 We shouldn't eat at our desk. (**not allowed**) _____
6 We're allowed to work from home. (**may**) _____
7 They make us use our own laptops. (**required**) _____
8 They don't let us ask questions. (**can't**) _____

UNIT 3—verbs + gerund/infinitive: changes in meaning

Function

Some verbs can be followed by a gerund (verb –*ing*) or an infinitive (*to* + base form of verb) with no change in meaning. However, there are some verbs (*remember, forget, go on,* and *stop*) that can be followed by either a gerund or infinitive where there *is* a change in meaning. For example, when a gerund is used with *remember*, it describes looking back to a past action. When an infinitive is used with *remember*, it describes looking forward to a future action.

Form

Verb + gerund	Verb + infinitive
I remember growing my own vegetables. (I have a memory of this.)	Remember to grow your own vegetables. (You should not forget to do this in the future.)
I'll never forget hosting my first dinner party. (I have a memory of this.)	Don't forget to send a thank-you note. (You should remember to do this in the future.)
I went on talking with my guests. (I continued doing this.)	After my speech, I went on to tell a joke. (I did one activity, and then changed to another.)
I stopped eating with a fork and knife. (I stopped doing this.)	I stopped to shake hands with my guests. (I stopped in order to do another action.)

A Complete the sentences (1–6) with the correct phrases (a–f).

1 On your way home today, don't forget _____
2 I'm sorry I interrupted. Please go on _____
3 I spilled my coffee so I had to stop _____
4 I'll always remember _____
5 After dinner, the hosts went on _____
6 For health reasons, I stopped _____

a eating so much sugar.
b spending time with my grandparents.
c telling your story.
d to clean it up.
e to serve dessert.
f to pick up some milk.

B Complete the sentences with the gerund or infinitive form of the verb in parentheses.

1 Before they left the party, they stopped _____ (thank) the host.
2 I remember _____ (pick) cherries on my grandparents' farm.
3 After he brought in the cake, we went on _____ (sing) "Happy Birthday."
4 These cookies taste terrible. You mustn't forget _____ (add) sugar!
5 I smell smoke. Did you remember _____ (turn off) the oven?
6 She stopped _____ (cook) full-time at the restaurant when she was 60.
7 I didn't like tomatoes at first, but as I went on _____ (eat) them, I liked them.
8 I'll never forget _____ (try) sushi for the first time.

UNIT 3—*be/get used to*

Function

We use *get used to* to talk about getting or becoming accustomed to something. It describes a process. We use *get used to* when we want to say something was unusual in the beginning, but is starting to feel usual. We use *be used to* when we want to talk about being accustomed to something. It describes the result. When you are used to something, it now seems usual. Each can be followed by either a gerund or a noun.

Form

***Get used to* (+ gerund or noun)**	***Be used to* (+ gerund or noun)**
It took me a month to **get used to** eating so late.	Now, I **am used to** greeting people with a kiss.
I'm **getting used to** eating with chopsticks.	We're **used to** drinking tea several times a day.
I have **gotten used to** eating with my right hand.	She's not **used to** speaking Spanish all day.
I never **got used to** the people's accent.	I'm not **used to** the short winter days here.

A Choose the correct options.

A month ago, Brandy moved from a small town in Texas to Mexico City. In the United States, she drove everywhere. In Mexico, she is going to need some time to **1** be / get used to taking the subway or bus. She hasn't **2** been / gotten used to the traffic and large crowds yet. But she **3** is / gets used to speaking Spanish every day. Her best friend back home is from El Salvador, and they often chatted in both English and Spanish. She is still **4** being / getting used to the food in Mexico. The food in Texas is Tex-Mex, not truly authentic Mexican food. Brandy doesn't think she'll ever **5** be / get used to the spicy chilies in the food! She **6** is / gets used to much milder food back in the USA.

B Find and correct one error in each sentence.

1 I'm not used to live on my own.

_____

2 It took several weeks to be used to the food.

_____

3 Have you gotten use to school hours yet?

_____

4 It was hard at first, but I get now used to chopsticks.

_____

5 He's used to have more vegetables in his diet.

_____

6 I'm slowly being used to the humid weather here.

_____

7 I have never gotten used eating after 9:00 p.m.

_____

8 We're not use to sharing just one bathroom.

_____

UNIT 4—past perfect vs past perfect progressive

Function

We use the past perfect simple to describe a completed action that happened before a moment in the past. We use the past perfect progressive to describe an action in progress for a period up to a moment in the past. Stative verbs (*know, believe, understand*, etc.) are generally not used in the progressive.

Form

Past perfect simple	Past perfect progressive
When I started college, I **had** already **taken** three advanced-level humanities classes.	When the professor finally arrived, we **had been waiting** for over 20 minutes.
Lucia **had learned** all the chemical elements by the time she was in middle school.	Ms. Chang **had been teaching** for 40 years by the time she retired.
Some students **had** already **started** the test when the teacher passed out the last one.	We **had been studying** for three hours when our roommate joined us.

A Complete the sentences with the past perfect simple or past perfect progressive form of the verb in parentheses.

1 It wasn't the first time Richie _____ (**hear**) that particular lecture.
2 Marcy was Benjamin's best friend. He _____ (**know**) her all his life.
3 When I completed my degree, I _____ (**study**) dance for ten years.
4 James was scolded because he _____ (**pass**) a note to the girl in front of him.
5 Erika was exhausted because she _____ (**study**) since 6:00 that morning.
6 Hae-sun _____ (**live**) with her parents for 24 years when she moved.
7 Paco_____ (**wait**) for three hours when the school bus finally arrived.
8 I _____ (**not see**) Mrs. Peterson for 30 years, but I recognized her immediately.

B Read about writers who were once teachers. Complete the sentences with the past perfect simple or past perfect progressive form of the verbs from the box.

appear become live ride teach write

J.K. Rowling **1** _____ on a very slow train in 1990 when she came up with the idea for Harry Potter. She later worked as a teacher in Portugal, where she started to put her ideas down on paper. She **2** _____ on public assistance in Scotland when she published the first book in the series.

J.R.R. Tolkien **3** _____ at Oxford University for 13 years when he published *The Hobbit* in 1937. He continued to teach until his retirement at age 67. By then, he **4** _____ the entire *Lord of the Rings* series.

By the time Stephen King graduated from college, several of his short stories **5** _____ in the college newspaper. In 1971, he became a teacher while he continued to write. He sold his first novel in 1973, the horror classic *Carrie*. Several of his books **6** _____ best-sellers before his most acclaimed novel *The Shining* was published in 1977.

UNIT 4—*prefer / would prefer / would rather*

Function

We use *prefer*, *would prefer*, and *would rather* to state general or more specific preferences. They have similar meanings, but are used in different ways.

Form

Use	Examples
Use *prefer* + infinitive to state a preference.	I prefer to study in a group.
Use *prefer* + *not* + infinitive to state a preference in the negative.	I prefer not to study in a group.
Use *prefer* + gerund/noun + *to* + gerund/noun to state a general preference.	I prefer listening to lectures to reading articles.
Use *prefer* + infinitive + *rather than* + infinitive to state a general preference.	I prefer to record lectures rather than to take notes.
In the structure *prefer* + infinitive + *rather than* + infinitive, we can omit *rather* and *to*.	I prefer to record lectures than take notes.
Use *would rather* + base verb + *than* + base verb to state a general preference.	I would rather work in a group than study alone.
Use *would rather* + base verb to state a specific preference. It can be a choice of future activities.	We studied at a café yesterday. I'd rather study at the library tonight.
Use *would prefer* + infinitive to state a specific preference. It can be a choice of future activities.	We studied at a café yesterday. I'd prefer to study at the library tonight.

A Match the questions (1–7) to the answers (a–g).

1 Do you prefer to study in a group? _____
2 Do you prefer to study alone or in a group? _____
3 Do you prefer studying alone or in a group? _____
4 Do you prefer online or face-to-face discussions? _____
5 Would you rather discuss it online than face to face? _____
6 Would you rather study in a group or study alone tonight? _____
7 Would you prefer to discuss this face to face or online tonight? _____

a I'd prefer to discuss it online.
b Yes, I do.
c I prefer studying in a group.
d I'd rather study alone tonight.
e Neither. I prefer to study with a partner.
f I'd rather discuss it face to face.
g I prefer online discussions.

B Choose the correct sentence.

1 **a** He prefers to learn by doing.
b He prefers to learning by doing.
2 **a** I don't prefer to watch the video again.
b I'd prefer not to watch the video again.
3 **a** I prefer using e-books to use print books.
b I prefer using e-books to using print books.
4 **a** She prefers lab experiments to projects.
b She prefers lab experiments than projects.
5 **a** I prefer to move around than stay seated.
b I prefer to move around rather stay seated.
6 **a** We'd rather finish now to keep going.
b We'd rather finish now than keep going.
7 **a** Would you rather going now or later?
b Would you rather go now or later?
8 **a** It's getting late. I'd prefer to go home.
b It's getting late. I'd prefer going home.

UNIT 5—creating emphasis

Function

There are a number of ways to create or add emphasis to statements. These can help emphasize a statement when you are giving an opinion, making a suggestion, expressing a trend, disagreeing with a statement, making a strong point, etc.

Form

Use	Examples
Use the emphatic *do, does,* or *did* to emphasize a contrasting idea. Use in affirmative sentences.	I don't care for action films, but I do like science fiction. She doesn't go to the theater. She does watch a lot of movies at home, though. You said I didn't text you about the movie, but I did text you. Are you sure you didn't get it?
Use a repeated comparative form to emphasize an increase or decrease in something.	Fewer and fewer people have DVD players these days. I think the plots of blockbuster movies are getting more and more ridiculous. The special effects in movies have gotten better and better.
Use double comparatives to show a cause and effect relationship.	The more famous movie stars become, the more money they make. The longer the movie is, the more likely I am to fall asleep. The better the special effects are, the more popular the movie will be.

A Complete the sentences with words and phrases from the box.

better and better did do does more and more expensive
the more comfortable the less likely the sooner

1 I rarely see blockbuster movies, but I _____ watch superhero movies.
2 The choice of movies for streaming was limited, but it's gotten _____.
3 _____ we leave for the theater, the better. Parking can be a nightmare.
4 My friends think I didn't like the story, but I _____ like it. It was the acting I disliked.
5 The older I get, _____ I am to watch animated movies.
6 How can you afford to go to movies? Tickets are getting _____.
7 She's not a great actress in my opinion, but she _____ have a beautiful singing voice.
8 _____ the seats, the more likely I am to see a film in the theater.

B Write the correct comparative form for each word in parentheses.

1 The _____ (**fast**) your internet speed, the _____ (**easy**) it is to stream movies.
2 This movie is getting _____ and _____ (**boring**) as I watch it.
3 In my opinion, the _____ (**diverse**) a cast is, the _____ (**interesting**) the movie is.
4 The _____ (**young**) you are, the _____ (**likely**) you are to go to movies.
5 Some say it's becoming _____ and _____ (**hard**) to get big movies funded.
6 The quality of shows on TV is getting _____ and _____ (**good**).
7 Do you think movies today are becoming _____ and _____ (**violent**)?
8 The _____ (**good**) the quality of a movie, the _____ (**easy**) it is to sell tickets.

UNIT 5—reported speech

Function

When we report what someone says using a reporting verb in the past, the tense of the sentence shifts.

simple present → simple past
present progressive → past progressive
simple past → past perfect
present perfect → past perfect
present prefect progressive → past perfect progressive
present modals *will* → *would, can* → *could, may* → *might*

In the cases below, the tense does not shift, but stays the same.

past perfect → past perfect
past modals *should* → *should, might* → *might*

When we report what someone says using a reporting verb in the present or future, the tense of the sentence does not shift.

Form

Change in tense	
Ollie has a lot of fans.	She said (that) Ollie had a lot of fans.
Angela is singing a song.	He told me (that) Angela was singing a song.
Damien became famous.	They stated (that) Damien had become famous.
Paula has been on TV before.	She mentioned (that) Paula had been on TV before.
Has Stacy been practicing a lot?	We asked if/whether Stacy had been practicing a lot.
Will Hee-jin win the contest?	He asked if/whether Hee-jin would win the contest.
Can they join the party?	She wanted to know if they could join the party.
No change in tense	
Jill had experienced some challenges.	I said (that) Jill had experienced some challenges.
David had been waiting a long time.	She told me (that) David had been waiting a long time.
Tracy should work harder.	He said (that) Tracy should work harder.
Ming might regret his decision.	We suggested (that) Ming might regret his decision.
It's good to be resilient.	She says it's good to be resilient.
Who do I admire?	He is going to tell us who he admires.

A Rewrite the sentences as reported speech. Use the verb in parentheses to report the information.

1 Samantha has been studying music for a long time. (said)
He _____.
2 Ricardo will be a star someday. (predicted)
She _____.
3 Jesse might be late for the performance. (mentioned)
He _____.
4 Kal is working hard on his dance routine. (told me)
She _____.
5 Quinn wants to be famous. (says)
He _____.
6 Joel had practiced for hours. (explained)
She _____.
7 Does Young plan to try out for the talent show? (wants to know)
He _____.
8 Paul understands the price of fame. (says)
She _____.
9 Who are the winners? (is going to announce)
He _____.

UNIT 6—conditionals review

Function

Conditional sentences are used to express the idea that an action in the main clause can only take place if a certain condition in the *if* clause is fulfilled. There are four main types:

The zero conditional is for facts and things that are always true.

The first conditional is for situations that are real and possible in the future.

The second conditional is for situations that are hypothetical and probable in the future.

The third conditional is used to talk about a situation that never happened. We talk about what would have happened if the event had taken place.

Form

Conditional	Example	Comment
Zero	If you **cool** ocean water to –2 degrees Celsius, it **freezes**. The plants in the lab **die** if you **don't water** them every day.	We can usually substitute *when* in the *if* clause because they describe general truths.
First	If you **learn** the basics of science, you **will retain** the more challenging information later. More animals **will become** extinct if people **ignore** the effects of global warming.	We can also use *may* and *might* in the main clause because we're not always certain.
Second	If there **were** more science scholarships, more people **would study** it at college. More girls **would become** scientists if they **got** more encouragement from their parents as children.	The situation is not real or, in your opinion, likely. But we can use this to express a wish or prediction.
Third	If we **had studied** harder, we **could have gotten** a better score on our exams. The scientists **wouldn't have had** their breakthrough if they **had stopped** working.	The events in the *if* clause never happened. We can only say what would have happened as a result.

A Choose the correct options.

1 It shuts down the machine if you **push** / **will push** that black button.
2 If our lab **had** / **had had** newer equipment, we would attract better scientists.
3 I will be thrilled if the university **publishes** / **published** our research.
4 If you **join** / **will join** our science group, we will have enough for a science debate.
5 I **had been** / **would be** surprised if he got another science scholarship.
6 I **will do** / **would do** the experiment over again if I thought the results were inaccurate.
7 If I **don't major** / **hadn't majored** in botany, I would have studied anthropology.
8 You get a new compound when you **mix** / **would mix** these two chemicals together.

B Complete the sentences with the correct form of the verb in parentheses.

1 If I had more time, I _____ (**volunteer**) at the science museum.
2 The lab results are useless if you _____ (**not follow**) the procedures.
3 We _____ (**learn**) more if we had done more hands-on experiments.
4 If you _____ (**keep**) the windows closed, the lab stays cooler.
5 If the students _____ (**miss**) more than three classes, the professor will fail them.
6 I would enjoy this class more if the professor _____ (**allow**) us to talk more.
7 If I _____ (**not do**) so poorly in my math classes, I would have become an engineer.
8 You _____ (**pass**) your biology class easily if you go to every lecture.

UNIT 6—conditional conjunctions and phrases

Function

There are other ways to express conditions beside using *if*. We can use *as / so long as*, *provided / providing (that)*, *even if*, *in case*, and *unless*.

Form

Use	Example
Use *as long as* and *so long as* to mean "only if." It emphasizes the condition. *So long as* is slightly more formal than *as long as*.	Christopher is a lot of fun to be around **as long as** you agree with everything he says.
Use *provided (that)* and *providing (that)* in the same way you use *as* and *so long as*. *Provided / Providing (that)* is slightly more formal than *so long as*.	People think they can do whatever they want **provided** they don't break any laws.
Use *even if* to emphasize that something will happen, would happen, or would have happened whatever the condition.	I don't think we'll solve our energy problems **even if** we switch completely to renewable energy.
Use *in case* to talk about things you should do to prepare for a possible future event. It tends be used for first conditionals and with imperatives.	I closed all the windows and put everything in the garage **in case** it rains tonight.
Use *unless* to mean "if ... not" or "except if." It is not used for impossible situations, so is not used in the third conditional.	**Unless** the governments provide more money for research, we'll never cure certain diseases.

A Unscramble the words to make sentences.

1 get help / I / unless / won't finish / the paper
I _____.
2 mistakes / there are / your science report / in case
Check _____.
3 the exam / you / studied / should pass / provided
You _____.
4 read it / your research / even if / wouldn't understand / I
I _____.
5 get permission / I / to the conference / can go / as long as
I _____.
6 higher / are / won't teach / the salaries / unless
People _____.
7 them / in case / later / your notes / you need
Save _____.
8 fine / practice / in the debate / as long as / will do / you
You _____.

B Choose the correct options.

1 Some people will break the rules **in case** / **even if** they have strict workplace guidelines.
2 I think anyone can succeed in life **as long as** / **unless** they have a curious mind.
3 Run your proposal by your supervisor **as long as** / **in case** she has any concerns.
4 **Even if** / **Provided** you get good grades, it will be hard to get a job without work experience.
5 Don't send the report in today **unless** / **in case** you want to make some changes tomorrow.
6 **Provided** / **Even if** you like helping people, a career in medicine can be very satisfying.
7 **As long as** / **In case** there are no ethical concerns, I think we can move forward.
8 I don't think this is the job for you **unless** / **provided** you can handle a lot of daily stress.

UNIT 7—past modals of deduction

Function

To make a deduction means to use the information available to draw a conclusion about something, in this case, about something that happened. Modals of deduction include *must, could, might,* and *may*. We use these modal verbs to express how sure we are about something that happened in the past.

Form

Use	Example
Use *may/might/must/could* + (*not*) + *have* + past participle to talk about conclusions of a past action.	I can't find my passport. I **might have left** it on the dresser. I remember looking at it there.
Use *may/might/could* + *have* + past participle to talk about an action that possibly happened.	But I also took my passport out in the taxi. I **could have left** it there.
Use *must* + *have* + past participle to talk about an action that definitely happened.	A man behind me just handed me my passport. I **must have just dropped** it.
Use *could/must* + *not* + *have* + past participle to talk about an action that definitely did not happen.	Jess **couldn't have called** me last night. She doesn't have my number.
Use *may/might* + *not* + *have* + past participle to talk about an action that possibly did not happen.	My neighbor didn't say a word to me today. She **may not have known** we were leaving.

A Match the statements (1–6) to the responses (a–f).

1 He couldn't have called your hotel. ____
2 He could have left his ID at the café. ____
3 He may not have gone to the beach. ____
4 He must have had a great vacation. ____
5 He may not have slept well last night. ____
6 He might have eaten some bad food. ____

a He's smiling in all of his photos.
b He looks tired and he keeps yawning.
c He's pale and is holding his stomach.
d His swimsuit and sandals are still here.
e He doesn't know where you're staying.
f He remembers showing it to the waiter there.

B Read the hotel travel stories. Choose the correct options.

A woman ran into the hotel lobby to say she had just seen an alligator by the pool. She **1** might have seen / couldn't have seen an alligator, I thought. They don't live here. She **2** must have made / couldn't have made a mistake. I went out to investigate and saw a small lizard by the pool.

A couple asked the hotel front desk agent to help get two opera tickets, which he did. On their way out, they handed the agent their two-year-old son. They said they couldn't arrange for a babysitter in time, but I think they **3** might have forgotten / may not have forgotten . The agent **4** may have said / could have said no, but didn't. He took care of the child while he did his work.

A little girl's toy bear was accidently sent to the hotel laundry. The parents **5** could have known / may not have known it was in the laundry bag. The next day when they went to their room, they saw the bear on the bed along with a toy bird. A note said he'd returned from the laundry with a new friend. The little girl **6** must have been / could not have been very happy to have her bear back.

UNIT 7—verb + object + infinitive

Function

Some verbs use the structure verb + object + infinitive. In these sentences, there are two actions—the subject's action and the object's action. Verbs that can use this structure include *advise, allow, ask, beg, encourage, expect, force, get, invite, need, order, permit, persuade, remind, tell, want, warn*, and *would like.*

Form

Use	Example
We use verb + object + infinitive when both the subject's and object's actions are affirmative.	We **invited our guests to stay** for dinner. The hotel **permitted me to park** here.
We use *not* + verb + object + infinitive when the subject's action is negative.	We **didn't ask them to follow** us. They **don't need us to come** tomorrow.
We use verb + object + *not* + infinitive when the object's action is negative.	The lifeguards **warned me not to swim** there. My travel agent **told me not to worry**.

A Check (✓) the verbs that can be followed by an object + infinitive.

- ☐ advise
- ☐ agree
- ☐ allow
- ☐ appreciate
- ☐ expect
- ☐ invite
- ☐ listen
- ☐ order
- ☐ persuade
- ☐ remember
- ☐ speak
- ☐ warn

B Complete the second sentence. Use the verb + object + infinitive structure and the correct verb in parentheses. Add *not* if needed.

1. "You're free to take an earlier flight," the ticket agent said to Mark.
   The ticket agent _____ an earlier flight. (**allowed** / **ordered**)
2. "You really should get travel insurance," the travel agent said to Lisa.
   The travel agent _____ travel insurance. (**expected** / **encouraged**)
3. "Don't eat in the hotel restaurant," the guest told David.
   The guest _____ in the hotel restaurant. (**warned** / **wanted**)
4. "Would you like to go on a trip?" Junko asked Mayumi.
   Junko _____ on a trip. (**begged** / **invited**)
5. "Don't forget to bring enough cash," Renee said to Wendy.
   Renee _____ enough cash. (**reminded** / **forced**)
6. "Don't drink the water from the tap," Monica said to Antonio.
   Monica _____ the water from the tap. (**needed** / **told**)

UNIT 8—relative clauses

Function

Both defining and non-defining relative clauses come after the noun they describe. They give additional information about the noun.

A defining relative clause gives essential information that defines or identifies the person, thing, time, or place we are talking about. Without the defining relative clause, the sentence is incomplete. Relative pronouns that introduce the clause include *that, who, where, which,* and *why*. Commas are not used.

A non-defining relative clause also gives information about a noun, but it does not help define it. The information in a non-defining relative clause gives us additional information. Without the non-defining relative clause, the sentence is still complete. Relative pronouns that introduce the clause include *who, which, where,* and *whose*. Commas are always used to set the clause apart.

The relative pronoun can be the subject of the clause (*I have an uncle who is an engineer*) or the object of the clause (*I enjoyed the book that you gave me*).

Form

Use: Defining relative clause	**Example**
Use *that* or *which* to refer to a thing.	I like products **that use ethically sourced materials**.
You can remove a relative pronoun in front of a subject pronoun.	I like products **(that) I can use again and again**.
Use *who* or *that* to refer to a person.	The engineer **who designs new software** isn't here.
	The engineer **who I spoke to earlier** is here.
Use: Non-defining relative clause	**Example**
Use only *which* to refer to a thing.	My phone, **which cost a lot**, isn't working properly.
	My phone, **which I've had for many years**, works fine.
Use only *who* to refer to a person.	My boss, **who is very nice**, is retiring next year.
	My boss, **who I have known for years**, is a good friend.

A Choose the correct relative clause to complete the information.

a which in some cases can be very serious
b that can do many things
c which are a huge part of the modern world
d who don't get enough sleep
e which can cause traffic accidents
f who spend too much time on their cell phones

What impact do cell phones, **1** _____, have on today's young people? Perhaps more than we think. Today's cell phones are wonderful tools **2** _____. Teenagers, for example, love texting and can spend hours on their phones. However, studies have shown that teens **3** _____ are more likely to have stress. This can lead to mental disorders, **4** _____. Most teens keep their cell phones nearby while they sleep. This can lead to sleep disruptions. Teens **5** _____ can have trouble paying attention. Teens are also more likely to respond to calls and texts while driving, **6** _____.

B Combine the sentences to include a defining or non-defining relative clause.

1 My uncle has helped build several skyscrapers in the Middle East. He is an engineer.

_____

2 Engineering projects are in demand. Engineering projects make their surroundings more beautiful.

_____

3 Zaha Hadid is the architect. She designed the Guangzhou Opera House.

_____

4 The Falkirk Wheel is an engineering marvel. I saw it when I went to Scotland.

_____

5 People are becoming more interested in hotels. The hotels have innovative designs.

_____

UNIT 8—noun clauses as subjects and objects

Function

A noun clause is a group of words that act as a noun. Like other nouns, a noun clause can act as either the subject or object of a sentence. Noun clauses can begin with *that*, *what*, *how*, *where*, *who*, *why*, *when*, or *which*. Noun clauses are usually considered singular.

Form

As subjects	As objects
What you choose to wear to work is not important to us. **Where you have lunch** depends on which office you are working in. **How well you work with your team** determines your success. **That she actually got the job** is truly remarkable.	Everyone in the office knows **what is expected of them**. He's not at all sure **how to use the photocopier**! It would be helpful to know **which tasks have already been completed**. I want you to remember **that we are all on the same team**.

A Unscramble the words in each section to complete the sentences with noun clauses.

... is not going to be important in the future.

1 when / start / you / day / your

_____

2 you / where / from / do / work / your

_____

3 work / choose / wear / at / what / you / to

_____

4 off / that / a / you / day / take

_____

... is going to continue to be important in the future.

5 that / a / as / team / works / everyone

_____

6 others / well / along / get / how / you / with

_____

7 time / your / done / get / you / that / on / work

_____

8 you / contribute / what / can

_____

B Find and correct one error in each sentence.

1 Let's focus this meeting on can what benefit everyone.

_____

2 It would be good to know whose is open to more training.

_____

3 I want you to remember what we need to work together.

_____

4 He has no idea that to do with the spreadsheet.

_____

UNIT 9—the gerund as an object of a preposition

Function

A gerund (verb + *–ing*) looks like a verb, but acts as a noun. It often follows prepositions.

Form

Use	Example
preposition + gerund	He was able to manage **by asking** for help. She put on her hat **without saying** a word.
two-word preposition + gerund	They took a break **instead of starting** their design. I like my job **except for being** on call on weekends.
verb + preposition + gerund	He **apologized for missing** the meeting. They often **talk about starting** their own business.
phrasal verb + gerund	She **kept on asking** for the design samples. We **ended up buying** our clothes online.
adjective + preposition + gerund	She is very **good at making** sculptures. Are you **interested in going** to the office party?

A Match the structures (1–5) to the examples (a–j) in bold. There are two answers for each.

1 preposition + gerund ____ ____
2 two-word preposition + gerund ____ ____
3 verb + preposition + gerund ____ ____
4 phrasal verb + gerund ____ ____
5 adjective + preposition + gerund ____ ____

a She got ahead in this business **by pushing** herself.
b He **ended up going** to fashion school.
c He has no hobbies **except for shopping**.
d She needs to **recover from staying** up so late.
e We're **excited about starting** our new venture.
f What do you like to do **aside from designing** clothes?
g Let's **hold off meeting** with the client until Monday.
h Go into the meeting **without mentioning** anything.
i I've heard that Sam's **bad at developing** others' ideas.
j The company **believes in sharing** credit with everyone.

B Complete the ad with the gerund form of the words from the box.

apply become design finance start think

Are you interested in **1** _____ clothes? Have you thought about **2** _____ a designer? Instead of just **3** _____ about it, take that first step. The Simpson College of Design is now accepting applications for the spring semester. Don't put off **4** _____, as spaces are limited. We can help with **5** _____, so reach out and put yourself on a path to making your dreams come true. Who knows? You might end up **6** _____ your own design business someday!

UNIT 9—future passive and passive review

Function

We use the simple future passive to talk about things that we think will or won't happen in the future. We usually don't mention who or what does the action.

Form

will + *be* + past participle	Clothes **will be made** smarter in the future. More eco-friendly fabrics **will be used**.
will + *be* + *not* + past participle	In the future, sneakers **won't be made** of leather. The prices for high-end fabrics **won't be reduced**.

A Complete the sentences with the future passive form of the verb in parentheses.

1 Soon more clothes _____ (make) from recycled materials.
2 Companies _____ (force) to use more ethical products.
3 I feel that fur _____ (ban) from most department stores.
4 More products _____ (purchase) from organic farms.
5 Cheaper but longer-lasting materials _____ (expect) as well.
6 Leather _____ (not use) for clothing in the future.
7 Solar panels _____ (build) for all houses.
8 A new type of phone battery _____ (not introduce) in the near future.

B Rewrite these sentences in the future passive. Don't mention who or what does the action.

1 People will wear more hand-made clothing.
_____
2 Customers will expect environmentally conscious clothes.
_____
3 Fashion houses won't ban fur and leather on the runway.
_____
4 Inventors will create clothes that don't require washing.
_____
5 Athletes won't wear performance-enhancing shoes in sports events.
_____
6 Designers will integrate modern technology into clothing.
_____
7 Engineers will design eco-friendly apartment buildings.
_____
8 Robots won't do most of the house chores.
_____

UNIT 10—future in the past

Function

There are different ways to refer to plans or obligations that were in the future at the time someone spoke or thought about them in the past. We sometimes refer to this as "future in the past." We do not use future forms to describe these plans and obligations, but past forms.

Form

Use	Example
Use the past progressive to say that someone had a scheduled activity for a specific time in the future. The activity may or may not have happened in the end.	The teacher was nervous on her break. The school **was filming** her lecture later that day.
Use reporting verbs and *would* or the past progressive to report what was said about the future. The activity may or may not have happened in the end.	I told the team I **would be** at the meeting. I told the team I **was going** to be at the meeting.
Use the past progressive to say that someone had a plan or an intention, but didn't do it.	I **was going to start** working on my science project last night, but I decided to wait.
Use *was / were supposed to* ... to say that someone had an obligation to do something, but didn't do it.	We **were supposed to read** this chapter online before class, but there were problems accessing it.

A Choose the correct options.

1 Olivia **was going to start** / **will be starting** work last week, but she had an accident. She'll start sometime next week.
2 Karl **would be** / **was supposed to be** here an hour ago. I wonder what happened to him.
3 Becky went to the office early. She **would be meeting** / **was meeting** her new boss that day and wanted to make a good impression.
4 Paul told us that he and his girlfriend **were going to get** / **will get** married that weekend.
5 Tomiko and Celia **were supposed to give** / **would be giving** their presentation yesterday, but they said they needed more time.
6 Judd and Martha **plan to come** / **were planning to come** to my party, but they got caught up in traffic.
7 Lydia mentioned to her team that she **would be** / **was supposed to be** late for the afternoon sales meeting.
8 John went over his notes one final time. He **was giving** / **would have given** a speech that evening and knew he had to be fully prepared.

B Find and correct one error in each sentence.

1 James was suppose to be here at 4:00. _____
2 Cindy told everyone that she would missing her own party. _____
3 Eric said that he were going to the lecture. _____
4 Tina is going to call in sick, but decided to go in. _____
5 Pete felt nervous because he is meeting his girlfriend's parents. _____
6 Iris was supposed call me last night. _____

UNIT 10—future progressive

Function

We use the future progressive to talk about an action that will be in progress, or that you think will be in progress, at some point in the future.

Form

will + *be* + present participle	What **will** you **be doing** at this time tomorrow? People **will be living** in smaller homes in the future.
will + *not* + *be* + present participle	She **will not be taking** any classes next semester. Next year at this time, he **won't be living** with his parents.

A What will these people be doing in five years? Complete the sentences with the future progressive form of the words from the box.

dance earn live raise run study teach work

1 Rachel _____ as a translator for the UN.
2 Damien _____ a successful business.
3 Kim _____ her children with her husband.
4 Todd _____ in the Royal Ballet Company.
5 Shin _____ in a high-rise condo in Dubai.
6 Zac _____ a lot of money as a Hollywood actor.
7 Maria _____ for her PhD degree in neuroscience.
8 Michael _____ economics to freshmen at Princeton University.

B Find and correct one error in each sentence.

1 Come around in the morning. I'll be paint in the kitchen.
_____

2 Will you be go to the shops later? Could you get me some milk and cookies?
_____

3 I'm so excited! My favorite band will performing here in Guadalajara next summer.
_____

4 I think I won't be live on my own next year. I don't have enough money to pay the rent!
_____

5 At this time tomorrow, we be skiing in the Swiss Alps.
_____

6 I'm working from home tomorrow, so I'll calling into the office for the meeting at 4:00.
_____

7 Just think, in two months' time we be graduating from college. I can't wait!
_____

8 We can't meet Sara this Saturday. We will be decorate our house on the weekend.
_____

Macmillan Education
4 Crinan Street
London N1 9XW
A division of Macmillan Education Limited

Companies and representatives throughout the world

Speak Your Mind Level 4 Student's Book ISBN 978-1-380-03149-5
Speak Your Mind Level 4 Student's Book + access to Student's App ISBN 978-1-380-03701-5
Speak Your Mind Level 4 Student's Book + access to Student's App and Digital Workbook ISBN 978-1-380-03700-8

Text, design and illustration © Macmillan Education Limited 2021
Written by Mickey Rogers, Joanne Taylore-Knowles, and Steve Taylore-Knowles

The authors have asserted their right to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2021

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by QBS Learning
Illustrated by QBS Learning pp. 16, 77.
Original cover design by therestless.co.uk
Cover adaptation by Roberto Martinez
Cover illustration/photograph by **Alamy Stock Photo**/PhotoEdit (window); **Getty Images**/Chatuporn Sornlampoo/EyeEm (background); **Shutterstock**/Hugo Felix (upper body); Shutterstock/pikselstock (lower body).
Picture research by Fernanda Rocha/Ikonia LLC

Authors' acknowledgements
Mickey, Jo, and Steve would like to thank everyone at Macmillan Education and RedNova Learning who have made this project possible and who have gone the extra mile (literally!) to meet up, work together, and throw around a million ideas, some of which even made their way into the books! Jo and Steve would also like to thank Scout for her patience and understanding and for letting her parents get on with it when they needed to! The publishers would like to thank all the teachers that piloted and reviewed the series.

The authors and publishers would like to thank the following for permission to reproduce their photographs:

Alamy Stock Photo/Dzianis Apolka p. 106(3), Alamy Stock Photo/Astrakan Images p. 54, Alamy Stock Photo/Peter Barritt p. 39(bl), Alamy Stock Photo/Cultura Creative (RF) p. 18, Alamy Stock Photo/Design Pics Inc p. 10(2), Alamy Stock Photo/Marius Dobilas p. 85, Alamy Stock Photo/Hero Images Inc. pp. 37, 104-105, Alamy Stock Photo/ton koene p. 154, Alamy Stock Photo/Oneinchpunch p. 34(4), Alamy Stock Photo/Planetpix p. 10(1), Alamy Stock Photo/Larry Corbett p. 10(3), Alamy Stock Photo/Leigh Prather p. 76(8), Alamy Stock Photo/RGB Ventures/SuperStock p. 15(br), Alamy Stock Photo/Tetra Images, LLC p. 106(2), Alamy Stock Photo/John Warburton-Lee Photography p. 88(2); **Getty Images** p. 76(4), Getty Images/João Adélio Moreira/EyeEm p. 82(c), Getty Images/AndreasReh p. 70, Getty Images/A passionate photographer with creative skills p. 141(a), Getty Images/Best View Stock p. 82(d), Getty Images/AlexBrylov p. 129(1), Getty Images/Cavan Images p. 84(2), Getty Images/Colin Anderson Productions pty ltd pp. 42, 57, Getty Images/AFP/TONY KARUMBA/Contributor p. 48, Getty Images/Martin Barraud p. 27(bl), Getty Images/Kitti Boonnitrod p. 16, Getty Images/Clive Bozzard-Hill p. 22(tmr), Getty Images/Paul Bradbury p. 98, Getty Images/BrianAJackson p. 76(1), Getty Images/Kenneth Canning p. 10(4), Getty Images/David Clapp p. 13(bl), Getty Images/Compassionate Eye Foundation/Gary Burchell p. 27(br), Getty Images/Jessie Casson p. 108(l), Getty Images/DekiArt p. 51(m), Getty Images/Deklofenak p. 58, Getty Images/FG Trade p. 49(3), Getty Images/filadendron p. 65, Getty Images/Floortje p. 22(tr), Getty Images/Jamie Grill p. 7, Getty Images/Hero Images pp. 34(2), 79, 138, 140(a), Getty Images/Hill Street Studios p. 86, Getty Images/Hinterhaus Productions p. 114, Getty Images/izusek p. 51(l), Getty Images/Natthakan Jommanee/EyeEm p. 22(tl), Getty Images/Dan Kenyon p. 118(1), Getty Images/Maguey Images p. 20-21, Getty Images/Maskot p. 90, Getty Images/Timothy Mcgee/EyeEm p. 141(c), Getty Images/metamorworks p. 56(background), Getty Images/Stefan Mokrzecki p. 39(bmr), Getty Images/mrgao p. 76(2), Getty Images/Kelvin Murray p. 29, Getty Images/Miguel Navarro p.39(bml), Getty Images/Ian O'Leary (c) Dorling Kindersley p. 22(tml), Getty Images/Leo Patrizi pp. 19(br), 112(tr), Getty Images/PeopleImages pp. 28, 39(br), 118(2), Getty Images/pixelfit pp. 52(r), 102(br), Getty Images/Rich Polk/Contributor p. 6, Getty Images/Justin Pumfrey pp. 55, 134, Getty Images/PytyCzech p. 124, Getty Images/Edwin Remsberg p. 89, Getty Images/Rohappy p. 49(2), Getty Images/sallywatts p. 24(tr), Getty Images/SensorSpot p. 52(l), Getty Images/scyther5 p. 31, Getty Images/simarts p. 94(m), Getty Images/Ariel Skelley p. 36(br), Getty Images/skynesher p. 30, Getty Images/Alexander Spatari p. 88(3), Getty Images/Nicola Tree p. 100(2), Getty Images/Westend61 pp. 82(b), 84(1) 100(3), Getty Images/Jennifer Williams/EyeEm p. 96, Getty Images/Westend61 p. 84(1), Getty Images/Trevor Williams p. 116-117, Getty Images/xeni4ka p. 17; **Shutterstock**/aaabbbccc p. 80-81, Shutterstock/aastock p. 111, Shutterstock/acidmit p. 113, Shutterstock/Vasilyev Alexandr p. 121, Shutterstock/antpkr p. 23, Shutterstock/ARTFULLY PHOTOGRAPHER p. 68-69, Shutterstock/Nancy Bauer p. 10(ml), Shutterstock/bbernard p. 108(r), Shutterstock/Nataliia Budianska p. 84(3), Shutterstock/ChristianChan p. 66(tr), Shutterstock/donfiore p. 102(tr), Shutterstock/ESB Professional p. 128(1), Shutterstock/everst p. 91(b), Shutterstock/fizkes p. 127, 146, Shutterstock/GaudiLab p. 140(c), Shutterstock/goodluz p. 94(r), Shutterstock/gpointstudio p. 141(2), Shutterstock/Yiorgos GR p. 46, Shutterstock/Kaspars Grinvalds p. 109(3), Shutterstock/haryigit p. 78(br), Shutterstock/Shawn Hempel p. 76(6), Shutterstock/Laurens Hoddenbagh p. 13(m), Shutterstock/HQuality pp. 100(1), 101, Shutterstock/iQoncept p. 120, Shutterstock/Sebastian Janicki p. 13(tr), Shutterstock/karamysh p. 141(b), Shutterstock/ivan_kislitsin p. 20-21, Shutterstock/Ivanko80 p. 128(2), Shutterstock/Egor_Kulinich p. 71, Shutterstock/leungchopan p. 34(3), Shutterstock/Losangela p. 36(tr), Shutterstock/luckyraccoon p. 109(2), Shutterstock/Anatoliy Lukich p. 12, Shutterstock/Jacob Lund pp. 25, 112(b), Shutterstock/matteo_it p. 15(tr), Shutterstock/Borja Merino p. 35, Shutterstock/Monkey Business Images p. 82(a), 141(1), Shutterstock/NatashaPhoto p. 24(tl), Shutterstock/nd3000 pp. 103, 142, Shutterstock/New Africa p. 76(7), Shutterstock/Sergey Nivens p. 8-9, Shutterstock/Sergey Novikov p. 99, Shutterstock/This Is Me p. 129(2), Shutterstock/Tyler Olson p. 108(m), Shutterstock/pablofdezr p. 10(mr), Shutterstock/Aleksandr Pobedimskiy p. 76(5), Shutterstock/Pressmaster p. 119, Shutterstock/Proxima Studio p. 73, Shutterstock/Rawpixel.com pp. 40, 41, 51(r), 97, 106(1), Shutterstock/REDPIXEL.PL p. 130, Shutterstock/Reimar p. 88(1), Shutterstock/Scharfsinn p. 155, Shutterstock/Slavun p. 92-93, Shutterstock/Ljupco Smokovski p. 66(cr), Shutterstock/spacezerocom p. 109(br), Shutterstock/Nick Starichenko p. 82(e), Shutterstock/Anton Starikov p. 76(3), Shutterstock/Tupungato p. 87, Shutterstock/urfin p. 60, Shutterstock/YAKOBCHUK VIACHESLAV p. 123, Shutterstock/Chloe Vid p. 13(br), Shutterstock/Valentyn Volkov p. 78(tr), Shutterstock/Michaela Warthen p. 39(bmr), Shutterstock/wavebreakmedia p. 49(1), Shutterstock/WitthayaP p. 63, Shutterstock/Olena Yakobchuk p. 34(1), Shutterstock/Zerbor p. 75; Shutterstock/4 PM production p. 140(b), **123RF**/Alexander Raths p. 32-33, 123RF/bowie15 p. 44-45, 123RF/photodee p. 109(1), 123RF/Dmytro Zinkevych p. 50.

The authors and publishers are grateful for permission to reprint the following copyright material:
p. 55, quote by Peter Drucker – "The most important thing in communication is to hear what isn't being said." © 1988 Doctoroff Media Group
p. 77, "Percentage of female graduates from tertiary degrees in selected subjects (2014)," Brookings Institution Press.

Additional Sources:
p. 10, "Mystery solved: How monarch butterflies navigate from Canada to Mexico each year," April 15, 2016, *The Telegraph* website.
p. 24, "How 7 Things will Change the Way You Approach Your Family Business" by Rieva Lesonsky, April 16, 2018, *Small Business Trends* website.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

The inclusion of any specific companies, commercial products, trade names or otherwise does not constitute or imply its endorsement or recommendation by Macmillan Education Limited.

Printed and bound in Mexico

2025 2024 2023 2022 2021
10 9 8 7 6 5 4 3 2 1