ALASTAIR GRANT
PHILLIP McELMURAY

SPEAK YOUR MIND



WORKBOOK
+ access to Audio

4

macmillan education

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UNIT 1

It's a Mystery!

LESSON 1 **Mysteries of the Animal World**

READING

IDENTIFY THE PURPOSE OF PARTS OF A TEXT

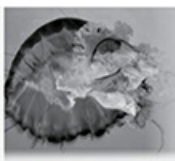
Texts are divided into parts, or paragraphs, and it is useful to know the purpose of each paragraph. Generally speaking, the first paragraph of a text introduces the topic, the middle paragraphs define the topic and provide supporting examples, and the final paragraph sums up the text and gives a conclusion.

A Read the text. What purpose does each paragraph have? Choose the correct options to complete the statements.

1 Paragraph 1 **introduces** / **defines** the topic, which is about the **prey** / **poison** of a box jellyfish.
2 Paragraph 2 **gives examples of** / **describes** box jellyfish and explains why they are so **delicate** / **dangerous**.
3 Paragraph 3 **contrasts** / **gives examples of** the box jellyfish's other **ordinary** / **unusual** qualities.
4 Paragraph 4 **begins** / **concludes** with a discussion about other animals' **eating habits** / **defense mechanisms**.

B Read the text and choose the correct options.

1 Which of these statements is true?
   a Because box jellyfish are so poisonous, many people die from them.
   b The very poisonous box jellyfish thankfully isn't around humans often.
2 How is a box jellyfish different from other jellyfish?
   a It just sits in the water and waits for its prey.
   b It can chase after its prey.



Mysteries of the Sea

1 What animals do you think of when you hear the word *poison*? Snakes and spiders probably come to mind, and maybe even jellyfish. Well, it just so happens that the box jellyfish is a leader in that category. It produces the strongest poison in the world. The creature lives off the coast of Australia. Humans don't often come into contact with it, even during the swimming season, but when they do, its sting can cause great pain. A person might even go into shock before making it out of the water. The box jellyfish's common forms of prey—small fish, crustaceans such as shrimp and crab, worms, and other jellyfish—really aren't very large. Why does their poison have to be so strong?

2 The box jellyfish is a sea animal with long, thin tentacles that stretch three meters away from the base of its small bell-shaped body. It's one of those "beautiful but deadly" creatures! Its tentacles, each of which has 5,000 stingers, are extremely delicate. If it weren't for the poison, its predators could easily rip off one of its tentacles. For this reason, the jellyfish has a very powerful defense against that happening. The incredibly strong poison instantly paralyzes the predator so that it can't move. Then, in slow motion, the box jellyfish pulls the predator toward its mouth without any struggle at all. The predator becomes the prey of the box jellyfish.

3 The box jellyfish has other interesting features that make it unique among its kind. Most jellyfish just float in the water and do not actively chase their prey. The box jellyfish, however, can swim at up to 7.4 km. per hour. The box jellyfish is far more advanced than other types of jellyfish, and scientists don't completely understand everything about them. Even more of a mystery is the fact that they have six sets of eyes on each of the four sides of their bodies. The box jellyfish, however, does not have a central nervous system, and it's not clear to scientists how it uses the information to "see." Do its eyes provide some other form of defense? No one really knows.

4 Logic would tell us that if the box jellyfish has such super strong poison, it shouldn't have any predators. Nevertheless, there are some sea creatures, like sea turtles, that are immune to its poison, and for them the box jellyfish is the prey. All animals are such fascinating creatures. The closer we study them, even ones that can pose great danger like the box jellyfish, the more surprised we are by the world around us.

VOCABULARY

A Complete the sentences with the correct form of the words from the box.

base coast danger logic mystery poison science season

1 You can't swim in these waters. There are jellyfish everywhere, and it's very _____.
2 It's _____ to think that the larger a creature is, the more powerful and dominant it will be in the animal world.
3 The box jellyfish gives off a special type of poison. The _____ name for this poison is "neurotoxin."
4 If you get stung by a jellyfish, pouring vinegar on the wound is a _____ remedy for the pain, but you should also go to a hospital and get treatment.
5 The Pacific Ocean is 10 km. deep. I wonder what interesting and _____ sea creatures live all the way down there.
6 Many jellyfish live in the warm waters of _____ regions where humans sometimes swim.
7 Not only are jellyfish _____, but so are some species of snakes, spiders, and even frogs.
8 Due to _____ changes, many sea creatures move to cooler waters in summer and warmer waters in winter.

GRAMMAR

A Complete the grammar rules with the correct tense from the box.

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

We use the ...

1 _____ for actions that finished in the past but somehow connect to the present.
2 _____ for completed actions that happened some time in the past.
3 _____ for actions that began in the past and are still happening.
4 _____ for completed actions that happened before other past actions.
5 _____ for actions that were in progress at a particular moment in the past.
6 _____ for actions that began before other past actions and went on for a while.

B Choose the correct options.

1 Mike **has been studying** / **had been studying** frog species for his biology course when a nature reserve offered him a work position at a research facility.
2 Just yesterday, I **read** / **had read** that the peregrine falcon is the fastest bird in the world and can fly at speeds of 390 km. per hour.
3 **Did Jane volunteer** / **Has Jane volunteered** at a marine reserve since she became so interested in sea life?
4 Jake **worked** / **was working** at the public zoo when a monkey jumped on his back and licked his ear.
5 This rainforest is huge! We **were hiking** / **have been hiking** for hours, and our campsite is still an hour away.
6 I **haven't seen** / **hadn't seen** a capybara in real life until today, and I have to say, they're incredibly cute!

C Each sentence has one error. Find the error and correct it.

1 Doug had been tried to photograph a white tiger for months when he finally got the perfect shot. _____
2 Ricky watched a documentary on penguins last night when Frederick texted him. _____
3 I never saw a panda in the wild. That must be an amazing sight! _____
4 Scientists had been doing research on climate change in the Arctic for a while now, and they still have more to learn. _____
5 Harry had been applying for a position at the conservatory a month ago, and they finally responded with an interview request. _____
6 I was leaving the report on your desk so you could read it later this afternoon. _____

Mysteries of the Physical World

VOCABULARY

A Choose the correct options to complete the sentences.

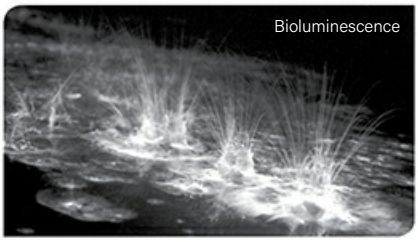
1 **Bacteria** / **Nitrogen** / **Algae** are essential to life on Earth, because they absorb carbon dioxide and produce half of the breathable gas in the air.
2 We need to be very careful with emissions from power stations so that we don't release fumes into the **hemisphere** / **atmosphere** / **ice sheet**, as this is harmful to the environment.
3 Some types of exploration for new sources of gas involve breaking up the **oxygen** / **rock** / **particle** under the Earth to release the natural gas.
4 There is a lot of **nitrogen** / **atmosphere** / **oxygen** in the air, but very few living creatures use it in any biological processes.
5 Almost all living things need **nitrogen** / **bacteria** / **oxygen** to survive, because it is used to produce energy.
6 Countries like the USA, Russia, and Japan are all in the same half of the Earth, which is called the northern **hemisphere** / **atmosphere** / **ice sheet**.
7 One **chemical** / **particle** / **bacteria** of an air pollutant is not really noticeable, but when there are millions of them together, they can trap heat.
8 Ninety-eight percent of the continent of Antarctica is covered by an **ice sheet** / **atmosphere** / **algae**, which is frozen water.
9 People often think that **particles** / **chemicals** / **bacteria** are bad, but actually they are essential for life on Earth, and they break down and recycle dead organic material.
10 Water is an example of a natural **particle** / **chemical** / **algae** that is present nearly everywhere in nature.

B Complete the sentences with the correct word from the box. There are two extra words you do not need.

algae atmosphere chemical hemisphere ice sheet oxygen rock

1 We have to change the way we manufacture these clothes, because the factory has released a toxic _____ into the water that has killed some of the wildlife.
2 Plants are important to the world, because they absorb carbon dioxide and they give out _____, which we need to breathe.
3 Kimberlite is a type of _____ where most diamonds are found. Miners break the kimberlite to get the diamonds.
4 The _____ here on Earth is the mixture of different gases that are all around us, which we most frequently call "air."
5 Apart from Antarctica, the other _____ on Earth is in Greenland, which covers 1,710,000 square km. and in some places is over 3 km. thick.

LISTENING


Bioluminescence

A 1.1 Listen to the podcast and choose the correct options.

1 The podcast says that you can see the bioluminescence **in only one part of the world** / **in many parts of the world**.
2 Scientists today **completely** / **do not completely** understand the causes of bioluminescence.

B 1.1 Listen again and choose *True* or *False*.

1 The speaker thinks nature is more mysterious than anything in fiction. **True** / **False**
2 The Space Coast is mainly famous for bioluminescence. **True** / **False**
3 Bioluminescence helps plankton see at night. **True** / **False**
4 Oxygen is apparently toxic to some life forms. **True** / **False**
5 You can take a motorboat to see the bioluminescence in Florida. **True** / **False**
6 The "milky seas effect" happens in small seas around the world. **True** / **False**

GRAMMAR

A Choose the correct options.

1 You can sometimes see **a beautiful multicolored rainbow** / **a multicolored beautiful rainbow** at Angel Falls in Venezuela.
2 In the café, there were only **two new tables** / **new two tables** and no customers.
3 Sorry we're late! There was **an old, big truck** / **a big, old truck** blocking the road, and we couldn't get past it.
4 It was such an amazing trip. I saw **a white small, round** / **a small, round white** baby polar bear from the boat.
5 After walking for about an hour, she saw **a huge, square, stone castle** / **a huge, stone, square castle** in the middle of the forest.
6 My mom gave me this **Swiss beautiful, little clock** / **beautiful, little Swiss clock** for my birthday.

B Find and correct the mistakes.

1 Eighty percent of Greenland is covered by a white massive ice sheet. _____
2 We went to Archangel in northern Russia and saw the green and blue incredible northern lights. _____
3 I went to the bicycle shop, but they only had one old, little, steel-framed, ugly bike so I bought one online instead. _____
4 The Emerald Lakes in New Zealand are three big green round areas of water on the Tongariro Crossing. _____
5 The Perito Moreno Glacier in Argentina is a huge, stunning blue and white glacier in Patagonia. _____
6 She always writes on this beautiful, wooden Italian table in her living room. _____

WRITING

A Complete the blog post with phrases from the box. There is one extra phrase you do not need.

because it is flammable	by bacteria	in the winter	large, blue man-made
so it's quite remote	such as nitrogen	that comes from plants	under the surface

Today my travels have taken me to Lake Abraham, which is a **1** _____ lake in Alberta, Canada. The lake is in the Canadian Rocky Mountains, and there is only one road to the lake, **2** _____. **3** _____, the lake looks like a huge blue bath of boiling water. This is due to a large number of frozen bubbles **4** _____. It looks really pretty there from the most popular sightseeing area, Preacher's Point, because you can see the deep blue lake, white mountains, green hills, and pink sunsets. When you drive up to Lake Abraham, it feels like you are looking at a lake frozen in time as well as space.

Some people who don't know the cause of the bubbles might be very confused, but the explanation is simple. The bubbles are caused by methane gas **5** _____. These are being decomposed **6** _____ on the bottom of the lake. These plants release methane, and the bubbles of gas freeze as they travel to the top. The methane is dangerous **7** _____, and when it is released, it is bad for the environment. You can walk on Lake Abraham and see the bubbles up close between late December and early March because the lake is completely frozen.



LISTENING

LISTEN FOR KEY WORDS

When we listen for key words, we listen for words that will help us understand what we are listening to and answer questions. For this reason, it's a good idea to look at the questions first and decide what words in the questions you should listen for in a talk or conversation to help you find the right answer. Remember that you are listening for synonyms, as well as the key words themselves.



A Read the statements and underline four to six words that you would listen for in a lecture in order to complete the statement.

1 To measure the size of our planet, the Greek mathematician Eratosthenes simply used a ...
2 The first person in history to propose the theory that the Earth was round was ...
3 The Greek philosopher Aristotle proved the idea that the Earth was round in the year ...
4 Eratosthenes visited Syene, a southern city in ancient Egypt, because he had heard that ...
5 While in Alexandria, Eratosthenes observed shadows during a solstice and decided to measure their ...
6 The interesting fact about Eratosthenes's measurement and today's knowledge is ...

B 1.2 Listen to the lecture and choose the correct options.

1 To measure the size of our planet, the Greek mathematician Eratosthenes simply used a ...
a computer. **b** compass. **c** stick.

2 The first person in history to propose the theory that the Earth was round was ...
a Pythagoras. **b** Aristotle. **c** Eratosthenes.

3 The Greek philosopher Aristotle proved the idea that the Earth was round in the year ...
a 490 BCE. **b** 350 BCE. **c** 240 BCE.

4 Eratosthenes visited Syene, a southern city in ancient Egypt, because he had heard that ...
a the city was a great place for mathematicians to learn.
b on a particular day it was incredibly hot.
c the sun wouldn't cast shadows on a particular day.

5 While in Alexandria, Eratosthenes observed shadows during a solstice and decided to measure their ...
a length. **b** width. **c** angle.

6 The interesting fact about Eratosthenes's measurement and today's knowledge is ...
a they are very different. **b** they are somewhat different.
c they are basically the same.

VOCABULARY

A Choose the correct options.

1 Before scientists can determine what an ancient site was used for, they need to analyze the **theory** / **evidence**.
2 Shelley proposed a **theory** / **conclusion** about the ancient stone structures. She imagines they were used for storing grain.
3 We shouldn't use large equipment to dig up this site—we need to consider the **ideas** / **alternatives**.
4 Ancient Greek mathematician Eratosthenes believed the Earth was not flat, so he set out to prove his **conclusion** / **idea**.
5 After studying the proposals, the archaeological foundation reached the **evidence** / **conclusion** that the site would be well protected.

CONFIDENT COMMUNICATOR

A Read the two dialogues and choose the correct options to complete the statements.

Dialogue 1

Ricardo: What's our first step for this project?

Anais: Well, we need to sketch a diagram of an ancient Mayan pyramid, both the exterior and the interior, and label its measurements and the functions of its various spaces. I've been thinking about it, and I think it would make the most sense to sketch Chichén Itzá, since it's the most famous and it's very well preserved. What do you think about that, José?

José: That sounds like a great idea. I'm taking an art class, so I have a lot of supplies such as pencils and charcoal. I could bring those in, and we could use them to produce the sketch.

Anais: Sounds good. To be honest, I'm not sure how to go about doing this sketch. Do you think we should just start drawing it from a photo and see how it goes?

Ricardo: I think it would be a good idea to find out the measurements of the actual pyramid from our research, and then scale them to fit the diagram. That way, we'll be working with a perfect design.

1 This team's group work is **effective** / **not effective**, because the group **works** / **doesn't work** well together, and they might **have trouble reaching** / **reach** a common goal.

Dialogue 2

Helena: Are we ready to get started?

Vicky: I think so. Well, the goal of the project is to create a sketch diagram of a Mayan pyramid, complete with measurements and functions. I've been looking at a few of them online, and many of them look really interesting. I think we should do one that people will recognize. Does that sound OK?

Helena: I was thinking about Chichén Itzá, since it's well known and I think it will be easy to sketch it.

Pedro: Let's do the Great Pyramid of Cholula. I was reading about it during our research, and believe it or not, it's the largest pyramid in the world. I didn't know that. It would be really impressive to make a diagram of it, plus the surrounding area. I can download some pictures, and we can use them to help us create it.

Vicky: That does sound like an interesting idea. But the problem is the Cholula Pyramid isn't Mayan—it's Aztec. Our project says that we have to create a diagram of a pyramid from the Mayan civilization.

Pedro: Oh, no! I didn't realize that. Oh, that's too bad. I was really looking forward to drawing it. It's completely covered in grass, so it looks like a hill.

Helena: Well, maybe we'll study the Aztecs in the coming weeks, so why don't we keep that in mind?

2 This team's group work is **effective** / **not effective**, because the group **works** / **doesn't work** well together, and they might **have trouble reaching** / **reach** a common goal.

B Read these excerpts from the previous dialogues. Decide what the function of the underlined sentence is.

1 ____

Ricardo: What's our first step for this project?

Anais: Well, we need to sketch a diagram of an ancient Mayan pyramid, both the exterior and the interior, and label its measurements and the functions of its various spaces.

a make a suggestion **b** define the task in a simple way

2 ____

Anais: What do you think about that, José?

José: That sounds like a great idea. I'm taking an art class, so I have a lot of supplies, such as pencils and charcoal. I could bring those in, and we could use them to produce the sketch.

a ask for another person's opinion **b** offer to do something

3 ____

Vicky: I think we should do one that people will recognize. Does that sound OK?

Helena: I was thinking about Chichén Itzá, since it's well known, and I think it will be easy to sketch it.

a ask whether other people agree **b** ask for another person's opinion

THINKING SKILL

A Read the information. Choose the best questions Ximena could ask about her class's priorities.

Ximena is a student at a university in Mexico. Her class is planning an environmental research trip. Ximena has been asked to research two different tour companies. These are the class's top three priorities:

- the chance to learn about how people live and how they protect the environment
- environmentally friendly transportation
- supporting local people economically



1 **a** Will we meet local people?
b What opportunities do you offer to volunteer with or work alongside local people?
2 **a** In what specific ways is your transportation environmentally friendly?
b Do you use public transportation?
3 **a** Do you provide food?
b How much of the food provided on the trip is bought from local farmers?

LIFE SKILLS

A Read the ads. Choose the correct options to complete the sentences.

Perfect Planet

Why Perfect Planet?

At Perfect Planet, we want your tour to be perfect for you and the planet. Unfortunately, we all sometimes have to fly to our dream destinations, but here at Perfect Planet we compensate for some of our carbon emissions by buying carbon credits with green projects. We even replant trees to replace the paper we use at work.

With great fun comes great responsibility

To minimize our use of fossil fuels, you'll travel in our new solar-powered bus. We also plan days where your tour is by bicycle, kayak, or horseback. We know that our clients want more than a selfie with a monkey, so we work with local guides to provide educational programs about the local wildlife and how it can be preserved. Our guides will be happy to chat with you about life in their community and their efforts to protect wildlife while you stay at our Green Hotel. And we are very careful to leave only footprints; all your waste will be disposed of responsibly and be recycled where possible.

Study sustainably

All of the food provided on your trip is produced by local farmers. You'll eat what is in season from the area, fresh from the fields. You'll prepare the food yourself with local cooks who will teach you traditional ways of preparing food. We also feel strongly that food security is a vital issue in sustainability, so you'll learn about threats to local food production.

TerraTrek

Design your dream

TerraTrek is a sustainable tour company. For the last 10 years, we have offered opportunities for study groups to travel responsibly all over the world. Although we fly you to your destination, we are carbon neutral, and we always make sure we offset our carbon emissions by investing in global projects to reduce the use of fossil fuels.

What we give you, what you give back

With a little information from you, we can organize your group's research projects with local experts. We organize hundreds of trips every year, always ensuring we respect local customs. Instead of staying in a hotel, you'll stay with local people and help out with their daily tasks. Local handicrafts are on our tours, too. You'll watch how people create things using traditional crafts, and you'll be able to buy items and support local artisans.

Working with the world

Because of our excellent relationships with local schools and universities, we offer a unique chance to get close to and study a country's diverse plant and animal life. We work with local guides to take you and your group to safely study and photograph the wildlife, without interfering with the animals. All travel to these areas is by private minibus with a local guide.

1 Perfect Planet uses **public transportation** / **private transportation** to travel from place to place.
2 With Perfect Planet, you can learn about traditional **farming** / **cooking** methods.
3 TerraTrek arranges research projects with the help of **people who live in the area** / **academics who study the area**.
4 TerraTrek encourages all their clients to stay in local **hotels** / **homes**.
5 TerraTrek has good links with **educational** / **business** institutions in the area you are traveling to.

B Read the aspects of environmental sustainability that are mentioned by each of the tour companies and choose *Perfect Planet*, *TerraTrek*, or *Both*.

1	protecting resources for future needs, e.g., investing in food supplies.	**Perfect Planet** / **TerraTrek** / **Both**
2	using renewable energy sources, e.g., solar panels and wind farms	**Perfect Planet** / **TerraTrek** / **Both**
3	combating global warming, e.g., offsetting carbon emissions	**Perfect Planet** / **TerraTrek** / **Both**
4	using resources sustainably, e.g., replanting trees	**Perfect Planet** / **TerraTrek** / **Both**
5	respecting the value of environmental resources, e.g., educating people about the environment	**Perfect Planet** / **TerraTrek** / **Both**
6	supporting local community activities, e.g., investing in local art	**Perfect Planet** / **TerraTrek** / **Both**

C Which tour company should Ximena choose based on her class's priorities?

Perfect Planet / TerraTrek

Progress Check

Lesson 1

I can learn about animal migration. ☐
To review, go to READING **B**, p. 10.

I can form adjectives using common suffixes. ☐
To review, go to VOCABULARY **B**, p. 11.

I can use present and past tenses. ☐
To review, go to GRAMMAR **A** & **B**, p. 11.

I can use the correct stress patterns in adjectives. ☐
To review, go to PRONUNCIATION **A** & **B**, p. 12.

I can tell a story about a mysterious disappearance. ☐
To review, go to SPEAKING **A**, p. 12.

Lesson 2

I can talk about the natural world. ☐
To review, go to VOCABULARY **A** & **B**, p. 13.

I can learn about the life skill of global competence. ☐
To review, go to LIFE SKILLS **A**, p. 13.

I can use adjectives in the correct order. ☐
To review, go to GRAMMAR **A**, p. 14.

I can write descriptive paragraphs. ☐
To review, go to WRITING **A** & **B**, p. 15.

I can talk about a mystery. ☐
To review, go to SPEAKING **A**, p. 15.

Lesson 3

I can learn about the Egyptian pyramids. ☐
To review, go to LISTENING **B** & **C**, p. 16.

I can use verb collocations. ☐
To review, go to VOCABULARY **A** & **B**, p. 17.

I can learn about the thinking skill of questioning. ☐
To review, go to THINKING SKILL **A**, p. 17.

I can learn about effective group work. ☐
To review, go to CONFIDENT COMMUNICATOR **A** & **B**, p. 18.

UNIT 2

Getting Down to Business

LESSON 1 **A Family Business**

LISTENING



UNDERSTAND OPINION AND ATTITUDE

To understand opinion and attitude, you need to consider how a speaker thinks or feels about a subject. Speakers often say phrases like "I think," "I feel," or "I believe" before sharing their opinions. You can also listen for positive and negative adjectives to get an idea of the speaker's attitude toward a subject.

A 2.1 **Listen to the conversation and choose the correct options.**

1 Which phrase does Paolo use to describe his attitude about working with his family?
a the truth is **b** to tell you the truth

2 Which phrase does Kim use to express her opinion about learning to love cooking?
a to be honest **b** surprisingly

3 What word does Kim use to describe having arguments with family members?
a unfortunately **b** the truth is

4 Which phrase does Paolo use to describe who he'd rather argue with?
a no doubt **b** if you ask me

5 What word does Kim use to give her opinion about starting positions in a family business?
a obviously **b** definitely

B 2.1 **Listen again and complete the sentences with one word.**

1 Paolo says that after he finishes his education, he might be working in his dad's _____ plant.
2 Kim explains that when she was young, she disliked being in the _____.
3 Kim says that a great thing about working in a family business is that everyone is _____ in making the company successful.
4 Paolo explains that he can't imagine having a fight with his _____, because they get along so well.
5 Kim says that arguing with family members at work can bring about new _____.
6 Kim explains that working in his family's business is something Paolo should take _____ of.
7 Paolo tells Juanita that he sometimes gets into _____ discussions with his family that don't involve work.

VOCABULARY

A **Choose the correct preposition to complete the phrasal verb so that it matches the definition provided.**

1 get **over** / **ahead**: succeed at something
2 take **in** / **over**: complete what someone else started
3 run **out** / **by**: ask for an opinion
4 sell **out** / **up**: sell all products
5 fill **up** / **in**: do a person's job while they're gone
6 set **in** / **up**: begin or establish
7 take **on** / **over**: accept more responsibilities
8 work **on** / **out**: spend time creating something

B Complete each sentence with a word from the box. You will need to use one word more than once.

run	sell	set	take	work

1 If I _____ on any more responsibilities at work, I fear I'm going to be very stressed out!
2 I'd like to _____ up a food catering business, so I'm looking for some advice on how to get started.
3 When Dad retires next year, who's going to _____ over running the family business?
4 The branding for our business seems outdated, so I'd like to _____ on creating something more up to date.
5 I'm not sure about this idea; let me _____ it by my business partner first.
6 Everything this weekend is going to be half off, so I hope we _____ out of all our merchandise.

GRAMMAR

A Complete the grammar rules with phrases from the box.

a group	a small number of things	countable
individual things	less or fewer of something than expected	uncountable

1 The quantifiers *a few*, *few*, *each*, and *every* are followed by _____ nouns.
2 The quantifiers *a little* and *little* are followed by _____ nouns.
3 We use *a few* and *a little* when we want to quantify _____.
4 We use *few* and *little* when we want to quantify _____.
5 We use *every* when we want to emphasize _____.
6 We use *each* when we want to emphasize _____.

B Choose the correct options.

1 I'm afraid there are **a few** / **few** stores open at this late hour.
2 I'll be ready to go in an hour. I just have **little** / **a little** work to finish up before we leave.
3 Suzie tried to get started on the project, but she had **a little** / **little** information to go on.
4 Don't you love these birthday cupcakes? **Each** / **Every** has its own unique flavor.
5 There were **few** / **a few** people asking about our holiday store hours, so I put up a notice at the main entrance.
6 Sometimes to get a new store up and running, you just need **a few** / **a little** patience.
7 For the most difficult questions in life, sometimes there are **little** / **few** answers.

C Complete the text with words and phrases from the box.

a few (x2)	a little	each	every	few	little

Most people today spend most of their lives working in large companies, and **1** _____ workers either open their own business or just work with a small group of people with similar interests. I believe there are **2** _____ people who can say they have worked their whole lives in a family business, but I'm proud to say that I'm one of those people. Obviously, not **3** _____ member of my family is easy to work with. My brother and I often argue about how to run the company, although we usually only need **4** _____ minutes to work things out. My mom is always telling me not to work too hard, but that's not so bad, right? We all need to take **5** _____ time to ourselves to relax. And my youngest sister ... well, I think she'll probably find a different career because she shows **6** _____ interest in the family business! Of course, that's OK, because **7** _____ person must follow their path in life. I'm just lucky to have found that path so close to home.

READING

USE A GRAPHIC ORGANIZER TO TAKE NOTES

Using a graphic organizer allows you to make easy-to-see categories of the points you want to include in an article or essay. For example, if you have three subtopics, you can write those topics and include a few notes about each. You can then see at a glance how to better organize your writing before you begin.

A Write the correct headings from the box above the notes.

communication styles | the decision-making process

1 _____

Asia and Latin America
- seek agreement during negotiations

Europe and North America
- business deals involve more risk

2 _____

Northeast Asia and the Netherlands
- speak to the point

New Zealand, Canada, and Latin America
- negotiations are diplomatic

B Read the text about management styles in different countries. Then choose the correct options.

Management Styles Around the World

Have you ever wondered what it would be like to work for a boss in Singapore, China, the Netherlands, or Colombia? Would their management style be very different from the style you're used to in your own country? You might think that there must be one type of management style that can make a business successful, which is adopted by businesses around the world. In fact, a winning management style for any particular company is based on cultural considerations as much as its ability to produce results.

The following findings are from the 2016 article "What Business Leadership Looks Like in Different Cultures" featured in *Harvard Business Review* . There are two basic types of decision-making abilities—those that include the agreement of many other individuals, and those that are made by the person in charge. We often see the former type in Asian and Latin American countries, where importance is placed on getting everyone to agree on one particular decision. Leaders who follow this process tend to take much longer to make a decision.

By contrast, business leaders in Western nations such as Germany, the UK, and the USA take a more individualistic approach to decision-making. While this type of leader does include other individuals, they often act on their own impulses and business sense. They tend to be less obvious about how they make decisions, and they can also take more risks in their business dealings.



When it comes to communication styles, you have leaders who are more talkative, and others who like to get to the point. The latter style can be seen in Northeast Asian countries as well as the Netherlands. These leaders don't spend much time on small talk; their meetings tend to be brief; and when something displeases them, they mention it right away. While this may sound efficient, this type of communication style can seem a little insensitive to those who are not used to it.

By contrast, leaders in North and Latin America tend to be far more diplomatic. They enjoy friendly, relaxed conversations with other leaders, and if there is any sort of criticism that needs to be shared, they do so with the other person's feelings in mind.

Which type of management style do you prefer, and which type do you experience in your office? If it's not the management style of your choice, perhaps a trip abroad is in order!

1 Leaders who seek agreement from others ...
   a often make risky decisions.
   b take longer to make decisions.
2 An individualistic leader tends to be ... in their decision-making process.
   a clearer
   b less clear

VOCABULARY

A Choose the correct options.

1. I believe the **dress** / **management** / **company** values at any place of work should include integrity, honesty, and trust.
2. We have to wear a uniform on the job because it's part of our **business** / **company** / **dress** code.
3. Our managers try to create a positive **management** / **dress** / **office** culture at work, which is why we have fun work areas and a relaxing environment.
4. The **dress** / **office** / **company** executives are having a big budget meeting to decide how the company will spend money next year.
5. Because my company is a printing business, our **office** / **management** / **business** model is based on serving our customers' printing needs as efficiently as possible.
6. The company I work for has typical **company** / **dress** / **office** hours, which are from 9 a.m. to 6 p.m., with an hour-long lunch break.
7. My boss has a great **dress** / **company** / **management** style; he gives us a set of duties to perform, and he lets us perform them as we wish.

GRAMMAR

A Read the phrases of obligation, permission, and prohibition and choose the one that is in the incorrect category.

1 obligation:					
a be required to	**b** have to	**c** can	**d** should	**e** make
2 permission:					
a make	**b** could	**c** be allowed to	**d** let	**e** don't have to
3 prohibition:					
a may not	**b** shouldn't	**c** be not required to	**d** be not supposed to	**e** don't let

B Complete the sentences using the correct form of the words in parentheses. Add any other words you might need.

1. I don't want the employees to leave early. I'm afraid we have to _____ (**make/stay**).
2. This office is for management only. I'm sorry, but you _____ (**allow/go**) in there.
3. If we have any complaints about employees in the office, we _____ (**suppose/tell**) the human resources manager about it.
4. Employers _____ (**have/treat**) their employees well; otherwise, they will quit.
5. I don't have a problem with Maria using her phone at work every once in a while; she _____ (**allow/use**) it if she really needs to.
6. Someone spilled water all over the kitchen floor, so _____ (**let**) anyone in there until it gets cleaned up.
7. Although attending the weekend get-together isn't an obligation, employees _____ (**encourage/attend**).
8. Has anyone told the new guy that he _____ (**suppose/eat**) at his work desk? There's a work rule against it!

C Choose the correct options.

1. You **have to** / **may** / **can't** leave work early today if you finish everything you need to do.
2. On Fridays, we **don't have to** / **are allowed to** / **could** wear suits to work. We can dress casually.
3. We're not ready to interview the candidates, so please **let** / **make** / **allow** them to wait in the lobby.
4. Are we **allowed** / **supposed** / **encouraged** to fill out a form to request time off for a vacation?
5. I would like to work overtime, but we **don't have to** / **can't** / **may** stay in the building past 7 p.m., because they lock it up and turn off the lights.
6. I'm not sure if we're hiring for this position at the moment, but I **should** / **have to** / **can** ask my manager about it.

VOCABULARY

A Complete the text with a work collocation. You have been given the first letter.

I got a new job!

April 25

I'm so happy because I finally found a new job, and so far, I really enjoy it. I changed jobs, because I felt that my old job was a little bit boring. I was working the usual **1** n_____ to five every week, which meant I would have to **2** g_____ to work at the same time every day and leave at the same time. The job also didn't allow me to work **3** o_____, so if I ever needed some extra income, I'd have to get it by working a second job. And my office was far from home and difficult to get to. I knew I needed to make a change, and with advice from friends and family, I knew it would work **4** o_____.

My new job is much better, I have to say. I have a flexible **5** s_____, and I can arrive at work whenever I like, so long as I make arrangements with my supervisor. I'm even allowed to work **6** r_____, so if I don't want to come into the office, I can do my work at home. The new job does have its challenges. I think I will have to work under **7** p_____ a lot, as the company is quite busy and fast-paced. My **8** w_____ isn't quite as big as the one I had before, so I have to arrange my desk space more efficiently, but with the other advantages I have, I don't mind at all.

WRITING

A Read the first sentence and complete the second sentence so that it has a parallel structure.

1 We're getting rid of uncomfortable workstations and we'll install new, more efficient ones.
We're getting rid of uncomfortable workstations and _____ new, more efficient ones.

2 Experts will evaluate your workstations and will be letting you know of any changes.
Experts will evaluate your workstations and _____ you know of any changes.

3 If you have any questions, give me a call, or you can send me an email or stop by my office.
If you have any questions, give me a call, _____, or stop by my office.

B Read the email and choose the correct options to complete it. Remember to use informal language and parallel structures.

1	**a**	Dear staff,	**b**	Hey guys!	**5**	**a**	if you can put	**b**	put
2	**a**	looking	**b**	to look	**6**	**a**	put away	**b**	empty
3	**a**	asking	**b**	and ask	**7**	**a**	Nancy	**b**	Nancy Walters
4	**a**	make	**b**	you can make					

New Message

From: Nancy Walters **Cc** **Bcc**

Subject: Ergonomic workstations

1 _____ I just wanted to let everyone know that we're going around to everyone's workstations this week and **2** _____ for ways to make them better for you. It's our plan to make the office more "ergonomic"—for a more efficient and more comfortable working environment. So, some experts who specialize in this field will visit your workstations **3** _____ you a few things about your daily work routine. Please feel free to ask questions or **4** _____ suggestions—it's your work area, after all, and we want you to be as comfortable as possible!

In order to make sure that the evaluation can run smoothly, please try to organize your spaces and **5** _____ away any unnecessary items, such as old file folders, unused equipment, or **6** _____ storage containers. Email me if you have any questions!

7 _____

Send

CONFIDENT COMMUNICATOR

A Below is a short list on developing ideas through brainstorming. Read the list, then read the conversation and choose which ideas Denise and Stephen say they will use.

Brainstorming Techniques

a Get people to imagine they are in a different role in a company. Instead of being in marketing, have them pretend they are in accounting, for example. Then they can think of creative solutions from someone else's perspective.

b Get people to imagine they're in a different age group. How would a young person approach a problem? What about imagining being someone who's near retirement age? This can help new, inventive ideas to flow.

c Think of things in opposites. Instead of asking, "How can we improve the office?" ask, "How can we make the office worse?" An answer such as "Play loud rock music" might give you the idea that you could listen to something relaxing in the office, such as classical music or calming sounds, such as birdsong.

Dan: All right, folks. We're here today to brainstorm ideas for improving the office. I've given you a list to help you brainstorm better. Denise, do you want to start?

Denise: I'll try! Well, let's see. I work in finance, so I guess I'll imagine I work as, hmm, an executive assistant. In that case, I suppose I would want to have better access to everyone's schedules, so I can plan meetings for the boss. **1** _____

Dan: Excellent idea! I'm sure that could help with office organization. How about you, Stephen?

Stephen: Yes, let's see here ... so, if we want to make our workstations more comfortable, then maybe we should ask how to make them less comfortable. My answer to that question would be that we should sit on the floor when we work! **2** _____

Dan: That's a strange idea, but I see what you mean. In fact, what we could do is try adjusting our workstations in different positions so that you can sit back, relax, and think of better ideas for products, product improvements, promotions, and so on. I mean, being in a different position can do that, as we've seen by trying out this list.

B Read the task and check (✓) the ideas from A that would be useful for a brainstorming session.

You've been tasked with leading a brainstorming group with your work colleagues on improving the office culture. Below are some notes on your fellow employees:

Brenda: human resources; in charge of hiring people; has been with the company for 10 years since graduating college

Frank: sales; just hired from a rival company; ambitious and social

Sonia: advertising; very creative and works long hours; will retire soon

Michael: product development; engineering background; friendly and laid-back

- ☐ **1** Have Brenda pretend she's hiring employees who have just graduated.
- ☐ **2** Ask Frank to think of how a product designer would want office culture improved.
- ☐ **3** Ask Sonia to imagine she had just been hired by the company as her first job.
- ☐ **4** Ask Michael the question "What are the benefits of having a positive office culture?"
- ☐ **5** Have Brenda pretend that she's just about to retire from the company.
- ☐ **6** Ask Frank the question "What are some things we can do to make office culture worse?"

LIFE SKILLS

A Read the information, then read the profiles of three employees. Evaluate which self-management skill these employees should focus on and write the letter (a–e).

Learn how to manage yourself!



Do you feel like you never have time to get anything done around the office? Are you having trouble prioritizing tasks? Do you often wonder where you put numbers for businesses, who you know that works there, or how you even know them? Office Solutions can help!

This Saturday, April 23, we're offering a free all-day seminar on how to manage yourself better around the office. We can provide a variety of self-management tips and tricks that even the most organized staff members could benefit from.

a **Schedule creation and development:** Learn how to create efficient, well-informed schedules that include your meetings throughout the week, the projects you need to work on, and the correspondence you need to send out.

b **Task prioritization:** Practice creating a list of all the tasks you can possibly think of that need to be completed in the next week, month, or even year, and place them in the best order of importance.

c **Work-life balance:** Learn how to set aside important downtime alongside your work duties—something that many busy professionals forget to do until the last minute.

d **Self-motivation:** Learn new ways to have fun with uninteresting tasks so that they seem less like a chore and more like an adventure.

e **Goal setting:** Get into the habit of setting goals for yourself, whether they be personal goals or professional ones.

Our seminars are interactive workshops that give you the practical skills for better self-management. Contact us at invite@solutions.com and reserve your spot today!

Deborah: private music instructor; enjoys every aspect of her job; well organized with her appointments; never seems to have time for herself; occasionally wonders where her career is going and what she wants to be doing in 10 years' time

Deborah should focus mainly on **1** _____ and secondly on **2** _____.

Lionel: gym trainer; very motivated; has a bit of trouble keeping track of appointments; plans to open a gym in five years; focuses a lot on gym training techniques and hardly at all on business aspects

Lionel should focus mainly on **3** _____ and secondly on **4** _____.

Miguel: office supply manager; very organized around the office but is sometimes late for meetings; is content with how his work fits in with his personal life; often puts off doing boring duties

Miguel should focus mainly on **5** _____ and secondly on **6** _____.

B Read about these self-management issues and complete the sentences with phrases from the box.

correspondence management	performance evaluation	self-confidence
stress management	team communication	work methods improvement

1 Amy often feels like she's not doing her job efficiently. She might benefit from _____.
2 Franco is an active manager who has trouble giving formal feedback to his employees. He should focus on improving his _____.
3 Bethany is terrible at returning emails. Some people have to email her three times to get a response! She should focus on _____.
4 Although George is well organized, he often doesn't share his ideas with the other coworkers on his project. He should work on _____.
5 When Fernando got hired in his current position, he was so proud of himself. Lately, though, he feels inferior to his coworkers. Fernando needs a lesson in _____.
6 Valeria is a very successful data solutions executive. She works close to 60 hours a week, and sometimes it's too much to handle. Valeria should work on _____.

THINKING SKILL

A Evaluate these different working situations and write pros and cons from the box.

able to control one's own work schedule	able to be involved from the beginning
company might fail in a few years' time	easy to be "lost in the crowd"
great potential for promotion	will constantly have to look for work

Working in a big, successful company:
Pro: **1** _____
Con: **2** _____

Working in a new start-up business:
Pro: **3** _____
Con: **4** _____

Deciding to work freelance from home:
Pro: **5** _____
Con: **6** _____

Progress Check

Lesson 1

I can share opinions and attitudes about starting a family business. ☐
To review, go to LISTENING **C** & **D**, p. 22.

I can use phrasal verbs in business. ☐
To review, go to VOCABULARY **A** & **B**, pp. 22–23.

I can use quantifiers. ☐
To review, go to GRAMMAR **B** & **C**, p. 23.

I can stress quantifiers in sentences correctly. ☐
To review, go to PRONUNCIATION **A**, p. 24.

I can talk about a family business using phrasal verbs and quantifiers. ☐
To review, go to SPEAKING **A** & **B**, p. 24.

Lesson 2

I can understand different management styles. ☐
To review, go to READING **B**, p. 25.

I can use a graphic organizer to take notes. ☐
To review, go to READING **C**, p. 25.

I can form compound nouns. ☐
To review, go to VOCABULARY **A** & **B**, p. 26.

I can use phrases to show obligation, permission, and prohibition. ☐
To review, go to GRAMMAR **A** & **B**, p. 26.

I can talk about different management styles. ☐
To review, go to SPEAKING **A** & **B**, p. 27.

Lesson 3

I can use collocations with *work*. ☐
To review, go to VOCABULARY **A**, p. 28.

I can understand different characteristics of self-management. ☐
To review, go to LIFE SKILLS **A** & **C**, p. 28.

I can write emails using parallel structure. ☐
To review, go to WRITING **B** & **C**, p. 29.

I can evaluate situations. ☐
To review, go to THINKING SKILL **A** & **B**, p. 29.

I can develop ideas in a group. ☐
To review, go to CONFIDENT COMMUNICATOR **A** & **B**, p. 30.

UNIT 3

Blending Worlds

LESSON 1 **Eating Habits and Customs**

VOCABULARY

A Four of these sentences have errors. Find and correct the errors.



1 I really think you should wear a shirt to dinner with your new girlfriend; you look a bit too informal in that sweater. _____

2 Since I've been living in Sri Lanka for so many years, it feels unnatural to eat with a knife and fork now. _____

3 You should never point at someone with your foot in Thailand, because they consider feet to be inclean. _____

4 Forget it! I really can't eat with chopsticks. It's absolutely inpossible. _____

5 Mike, don't just get up and leave at the end of the meal! That's very unpolite. _____

6 Juan doesn't like going to formal restaurants with his colleagues, because it makes him feel very uncomfortable. _____

7 Wow! You have to read this story from the newspaper; it's absolutely unbelievable! _____

8 In a formal restaurant, use the small cutlery for your starter. It's uncorrect to start with the biggest knife and fork. _____

B Complete the text with words from the box and add the correct prefix *–un*, *–in*, or *–im*.

clean comfortable formal natural polite possible

Thanks to cheaper air travel, the world seems to be getting smaller all the time. These days, it's not **1** _____ for someone to travel many times in the same year. However, there are many things that we need to be careful of when we are traveling, so that we don't make people from other cultures feel **2** _____! Here are a few interesting cultural "dos" and "don'ts" when you are going global.

In most places in the world, tipping waiters in a café or restaurant is the right thing to do, but in Japan, it's **3** _____. Why? Because it's a sign of disrespect. It suggests that the other person is just there to "serve" you. In India, people eat and greet with their right hand, but not with the left. The left hand is considered to be dirty, so people think it's **4** _____ to use your left hand for these things.

But many Western countries have "unusual" customs, too. French people always greet each other by saying "*Bonjour madame (or monsieur)*." This seems very formal, but you shouldn't greet someone in a more **5** _____ way unless you know them well. In Norway, people don't normally use their car horns at all, unless there's an emergency. So it's completely **6** _____ to "beep" someone in your car, and it could cause people to panic. Have fun traveling, but don't forget to respect these cultural differences.



GRAMMAR

A Choose the correct options.

1 Carla stopped **using** / **to use** her cell phone in the restaurant, because everyone was looking at her.
2 Our professor talked a lot about cross-cultural awareness and then went on **giving** / **to give** an example of an embarrassing situation he had been in.
3 Thanks for agreeing to look after my cat while I'm away. Please don't forget **feeding** / **to feed** her twice a day.
4 My sister didn't like learning Japanese in the beginning, but as she went on **studying** / **to study** it every day, she enjoyed it more and more.
5 I was writing an email to my pen pal in Russia when I stopped **to check** / **checking** my social media.
6 When I traveled across the USA, I remember **to talk** / **talking** to lots of really interesting people.
7 I'll never forget **laughing** / **to laugh** at myself the first time I tried to speak French in Paris.
8 You must remember **shaking** / **to shake** hands with people in the USA when you meet them for the first time.

WRITING

A Complete the email with sentences from the box. There are two extra sentences you do not need.

a I really love the fact that meals are an important part of daily life in Finland.
b Everyone in my family really loves this kind of food, and we all eat it at least once a week.
c People in Finland usually have three or four meals a day.
d We don't normally eat a lot for lunch, but the food is very simple, and we eat things such as dark brown bread and smoked fish.
e So I'd love to know about mealtimes in your country.
f It's not unusual for us to have a dessert made from berries called *kiisseli*.
g But my favorite mealtime is at night when it's time for *iltapala* at about 10 p.m., and this is something light such as ham and cheese.

New Message

Hi Magda,

My name is Anja, and I'm from Helsinki in Finland, but these days I'm traveling around Spain. I love Spain and Spanish food, but I miss Finland and Finnish food a lot. I thought I'd tell you about some of our customs. In some ways, it's different from Spain, and in some ways, it's similar.

1 _____ That might sound like a lot, but we get up early! Breakfast is usually some toast and jam made with lingonberries. I love it, but some people think it's very bitter. **2** _____. We usually eat lunch earlier than most cultures. We eat lunch at about midday—that's definitely much earlier than in Spain! At my family's house in the evening, my brother often prepares the meal for everyone, and we eat early, at about 5 p.m. On the weekend, my mother starts preparing a typical Karelian food earlier in the day. This is food from the north of Finland, and it's like a pie made with pastry and rice inside. We often eat it with reindeer meat.

3 _____ But it can sometimes be a big snack, such as some sausages or meatballs!

4 _____ In Spain, I also notice how important it is for families to come together and eat and share their daily news. It makes me realize how similar many cultures are, despite appearing so different sometimes.

5 _____ Are there any unusual eating habits in your country? Why not send me an email and let me know!

Yours,
Anja

Send

READING

IDENTIFY MAIN IDEAS

To understand main ideas in a text, look at the first sentences of each of the paragraphs. From this, you can figure out what the text's topics and subtopics are and read any supporting information to understand the ideas better. This can also help you narrow down more specific information that you might need to answer questions.

A Read the article and choose the correct options to complete the sentences.

The stages of "culture shock" and how to deal with them

I'll never forget leaving a restaurant on my first night in Buenos Aires, Argentina. The summer heat hit me, and it felt like an exotic paradise. I loved the heat and the way that downtown Buenos Aires was so busy and full of life. Fast forward about six months, and I started to feel very differently. I remember feeling frustrated by the crowds and exhausted by the heat. I started to feel homesick, especially at holiday time, and then relieved when I had booked my flight to visit my family in London.

Why was this happening to me? Culture shock. There are four stages of culture shock, and I've been through them all!

1 The Honeymoon Stage

This is when everything seems perfect: the food, the people, the colors, and the weather. You walk the streets and feel amazed at the laid-back lifestyle. You also have the contradictory response: you want to socialize with local people, but you actually socialize with other people who speak your language so that you can compare stories about how "great" everything is.

2 The Negotiation Stage

Suddenly, you start to feel irritated with the things that you thought were charming. You feel like the lifestyle is too fast or too slow, and you are annoyed by the way locals do everything. You try to get the country to work your way, but it just doesn't happen. So you start feeling a bit lonely, especially because you're adjusting to the local language as well.

3 The Adjustment Stage

By now, you are no longer delighted with your host country, but you are definitely feeling more upbeat about life in it. You have worked out how to live there, and you are determined to make an effort to fit in. This is useful to stop you from feeling self-conscious.

4 The Mastery Stage

When any relationship evolves, you don't have those massive highs and lows anymore. And like everyone, you have good and bad days, but everything makes more sense now. You talk to locals easily, and you have a routine. So say goodbye to culture shock and hello to being bicultural!

And even though I no longer see Buenos Aires as an exotic paradise, I've made it my paradise, which is even better.



1 The author **loved** / **didn't love** living in Argentina for the first six months.
2 In the Honeymoon Stage, you spend most of you time talking to **locals** / **other foreigners**.
3 In the Negotiation Stage, you feel like everything is much **easier** / **more difficult**.
4 In the Adjustment Stage, you spend more time trying to understand the **culture** / **language**.
5 In the Mastery Stage, you no longer experience **problems or difficulties** / **extremes of emotion**.

B Read the article again and choose *True* or *False*.

1 The author felt frustrated trying to book a flight home. **True** / **False**
2 People behave in a slightly unnatural way in the Honeymoon Stage. **True** / **False**
3 It's normal to feel very negatively toward the country you have moved to. **True** / **False**

VOCABULARY

A Choose the correct options.

1 I really don't want to go out this evening. That was such a long flight, and I feel really ... .
a homesick. **b** frustrated. **c** exhausted.

2 Eliana was feeling a bit low, but she's feeling much more ... about life in Beijing since she started learning Mandarin and socializing with local people.
a determined **b** upbeat **c** relieved

3 Yes, you're going to love the way of life in Florence. It's much more ... than life here in New York. It's always so busy here!
a upbeat **b** homesick **c** laid-back

4 After about a month of living in Lima, Karen started feeling a bit ..., because she missed her family and friends back in Virginia.
a homesick **b** relieved **c** frustrated

5 I thought someone had stolen my backpack on my first night in Bangkok, but I felt so ... when I realized I'd left it in my hostel.
a exhausted **b** laid-back **c** relieved

6 During Anna's first month in Barcelona, she felt really ..., because she found Spanish very hard to learn.
a determined **b** frustrated **c** self-conscious

7 Let's get off this bus. Everyone's looking at us, and I feel really ...! I think we must be the only foreigners here.
a self-conscious **b** laid-back **c** upbeat

GRAMMAR

A Choose the correct options.

1 Oh, sorry! I am **used to** / **getting used to** / **not used to** eating with chopsticks yet.
2 I thought she was shouting at me, but then I realized I just haven't **gotten used to** / **am used to** / **am not used to** the way people speak to each other here.
3 You know, I think Charlie should go to bed. It's 11 p.m., and he **got used to** / **is used to** / **is not used to** staying up so late.
4 After about six months here, I **used to** / **am not used to** / **got used to** the way people drive. But believe me, it's terrifying.
5 Sure, we can order a curry if you want, but to be honest, curry's a bit too spicy for me. I **am not used to** / **got used to** / **am used to** much milder food.
6 The line at immigration wasn't so long. I couldn't believe it. I **am used to** / **get used to** / **am not used to** much longer lines at airports!

B Complete the sentences with the correct form of *get used to*, *be used to*, or *be not used to* and the verbs in parentheses.

1 I had a tough first night in Norway! My boyfriend's family gave me salmon for dinner, but I _____ (**eat**) fish because I really don't like it.
2 I know it's going to be strange being in another country, because I _____ (**be**) away from my family.
3 I think I was quite spoiled as a child, because I _____ (**get**) whatever I wanted. That doesn't happen in the real world!
4 Cecilia is from Italy, so she _____ (**give**) people a kiss on the cheek to greet them.
5 At first, I really couldn't understand why people in the UK say "sorry" all the time, but after a few months, I _____ (**do**) it.

LISTENING

IDENTIFY THE SPEAKER

When we try to identify a speaker, we listen for information that can help us understand who is speaking. Can you hear key words which relate specifically to the speaker? Does the speaker use a formal or informal register? Considering these types of questions will help you to identify the speaker.



A 3.1 **Listen to the podcast and choose the correct options.**

1 The woman talks about why **learning about festivals** / **understanding cultural diversity** is important.
2 The woman suggests that **the teacher** / **everyone in the classroom** is responsible for both teaching and learning.

B 3.1 **Listen again and choose the correct options.**

1 How many students did the teacher have in her class?
a 13 **b** 23 **c** 33

2 Why did the teacher ask her students about their backgrounds?
a to make sure she understood their behavior
b to make students learn each other's names
c to make sure everyone was involved

3 What mistake did the teacher make?
a She had some incorrect information about a student's name.
b She didn't understand a student's name.
c She mispronounced a student's name.

4 What happened with the teacher and Aliya?
a Aliya taught the class about her background.
b Aliya celebrated Eid in May.
c The teacher told Aliya that she had to learn from the other students.

VOCABULARY

A **Choose the correct options.**

1 I'd like to go abroad this year, but the idea of going to the beach doesn't really appeal **to** / **with** / **for** me.
2 Eliza feels really bad about getting your name wrong, so don't be surprised if she apologizes **for** / **to** / **about** you at some point.
3 Sam lived in Tokyo for 10 years, so you can rely **on** / **with** / **to** him if you need any help with Japanese.
4 Fiona really wants to come to the party tonight, but she still has some homework to deal **for** / **on** / **with** before she comes.
5 Can you turn that music down? I really need to concentrate **on** / **about** / **for** this assignment.

B **In your notebook, rewrite the sentences correctly.**

1 Watching a Japanese film with English subtitles didn't appeal for any of my housemates.
2 Natalia spoke to Eliana and apologized to accidentally breaking her cell phone.
3 We need to find a solution, because I really don't want to argue with this.
4 I know you have some great vacation ideas, but let's just concentrate about a trip to Greece for now.
5 Kelly didn't like the idea of eating raw fish at first, but when she tried it, the taste really allowed to her.
6 I love living in Vietnam, but I find the written language really hard to deal about.
7 When I was traveling around Peru, I had to allow on a cell phone app to find my way around.

CONFIDENT COMMUNICATOR

A Read the dialogue and choose *True* or *False*.

Cristina: So, we're meeting the clients from Beijing at 3 p.m. to talk about the tour we want to take them on. I'm a little worried. I hope they like the idea of getting out of the city and seeing more of the rural areas.

Diego: I'm sure they will. I think it's a good idea. Last time they came to Houston, we didn't realize how tired they would be, and we definitely did too much the first week.

Cristina: You know, I get the idea that part of the problem last time was that we didn't really communicate properly. They all just talked to one another—which was totally fine and to be expected, I guess. This time we need to make sure we make small, mixed groups and check that we understand one another.

Diego: I know their English is good, but why don't we try to learn some phrases in Chinese? I mean, we don't need to be fluent, but we could at least say "hello," "goodbye," and "How are you?" I think they would appreciate that. We should also find out something about their culture.

Cristina: OK, yes, let's do that. And we must remember that they just arrived, and they might not want to do what we've suggested. It'll be obvious if they're tired, for example, and we'll need to plan based on what they want to do. We'll have to read their body language.

Diego: I'm looking forward to it. I think it's going to be fun.

1 Cristina and Diego both think that everything went very well last time the clients visited Houston. True / False

2 They both agree that they need to improve the way they communicate with the clients. True / False

3 They both think that the clients will be enthusiastic about everything that they have planned. True / False

B Match the phrases from the dialogue (1–6) to the correct function (a–f). Write the letter next to the phrase.

1 "It'll be obvious if they're tired, for example, and we'll need to plan based on what they want to do. We'll have to read their body language." ____

2 "This time we need to make sure we make small, mixed groups and check that we understand one another." ____

3 "I'm looking forward to it. I think it's going to be fun." ____

4 "I know their English is good, but why don't we try to learn some phrases in Chinese?" ____

5 "We should also find out something about their culture." ____

6 "They all just talked to one another—which was totally fine and to be expected, I guess." ____

a If possible, learn a little bit about the culture of the people you are going to meet.

b Learn a few key phrases such as *hello*, *good morning*, and *thank you* in their language.

c Be accepting of other people's behavior. Don't expect them to change their behavior to suit you.

d Speak slowly and clearly. Clarify information as needed to make sure there is no misunderstanding.

e Don't forget to relax and enjoy yourself!

f Pay attention to nonverbal communication. Gestures, eye contact, and body language are all clues as to how someone is feeling.



LIFE SKILLS

A **Read the case study and choose *True* or *False*.**



Case Study: The Study Abroad Program

Background:
Michael and Jamila are going on a study abroad program with their friends Lucia and Ashley. They are all from New York, and they have decided to go to Tokyo. None of them has ever traveled outside of the USA before, and they are nervous about their trip. They are going to be staying with two different host families in Tokyo. In pairs, they have decided to read the blogs of two students who lived in Japan.

Jeremy's Journey

Japanese Pretty much everyone speaks a little bit of English, but people will look delighted if you speak a few words in Japanese when you are asking for directions, for example. You'll probably never "master" the language, but it doesn't matter.

Eating and drinking Unlike in the West, if you go out to a restaurant, people like it when you make a noise with your noodles. It shows you like the food. And whatever you do, if you don't know how to use chopsticks, learn before you go out for dinner by practicing at home!

Tipping You might have heard this before, but it's really not a good idea to tip in Japan. But do you know what's even worse? Counting your change. It's considered very rude because it looks like you don't trust the staff.

Meeting people When you're visiting someone's house, it's a good idea to give a gift, but in Japan it's common to bring food to someone's home. So don't bring flowers!

Tim in Tokyo

Tastes of Tokyo Tokyo is such a multinational city, you can go to all the usual cafés and fast-food restaurants so you don't get homesick. While you're out sightseeing, you'll probably get hungry, but you mustn't walk around eating, especially not on the subway.

Out and about Be quiet on the trains. You might be used to people talking on trains in Europe or in the USA, but in Japan, people often use commuting time to sleep. They often work very long hours, after all.

Saying "hi" Japanese style Bowing is a very important part of Japanese culture. But you have to do it in the right way. You have to keep your back completely straight. And it's a good idea as it is a sign of respect for the person you are speaking to. If you're not sure, ask someone to show you how it's done.

Fitting in One way to fit in is to dress conservatively and fashionably, because the Japanese do.

1 Both of the blogs talk about the Japanese language. True / False
2 It doesn't matter if you don't use chopsticks properly. True / False
3 It's considered impolite to check your change in a store or restaurant. True / False
4 You can eat fast food in Tokyo, but you should avoid eating it in public. True / False
5 It's not normal for people to sleep on trains in Tokyo. True / False
6 It's not a good idea to bow if you are not Japanese yourself. True / False

THINKING SKILL

A **Recall the information you read in LIFE SKILLS A and underline the cultural mistake each person made. Then write what the people should do in the future.**

1 "I was really hungry when I was in Tokyo, so I went to a café and got some takeout. I ate it on a subway train, and I was listening to some music on my headphones when I realized that everyone was staring at me. I don't know what the problem was."

_____

2 "My brother was walking around Tokyo, but he didn't have any signal on his cell phone, so he had no GPS. He was asking for directions in English, because he doesn't speak any Japanese. Some people were helpful, but some people didn't know what to do when he started speaking to them."

_____

3 "It was a hot day in Sapporo, and so I was wearing a sleeveless T-shirt and shorts. I was walking through the Historical Village of Hokkaido and taking a lot of photos. Suddenly, a guard said I couldn't go into one of the buildings. I don't know why. Maybe I was taking too many photos."

4 "My friend was at a restaurant with her family in Yokohama, and they had a really great meal. They said the food was amazing and the service was excellent, so they left a big tip for the waiter. But the waiter seemed very upset! They didn't understand why. Perhaps they didn't tip enough."

5 "I was over in Kyoto during my summer break from college, and we met some local students in a café. We were all really excited, and I tried to give everyone a high five to greet them, but none of them high-fived me back. I thought it was unusual. I was a bit surprised."

6 "I have a Japanese girlfriend, and she lives with her mom in Osaka. I flew out to see her last week, and I met her mom for the first time. I went to dinner at her mom's house, and I took a scarf to give her as a gift. But her mom looked offended. Maybe she didn't like the scarf."



Progress Check

Lesson 1

I can understand cultural awareness. ☐
To review, go to LIFE SKILLS, p. 34.

I can use negative prefixes for adjectives. ☐
To review, go to VOCABULARY **A** & **B**, pp. 34–35.

I can use verbs with gerunds and infinitives with a change in meaning. ☐
To review, go to GRAMMAR **A** & **B**, p. 35.

I can write using sentence variety. ☐
To review, go to WRITING **B** & **C**, p. 36.

I can talk about my eating habits. ☐
To review, go to SPEAKING, p. 36.

Lesson 2

I can understand what culture shock is. ☐
To review, go to READING, p. 37.

I can use vocabulary to talk about feelings. ☐
To review, go to VOCABULARY **A** & **B**, p. 38.

I can use *be/get used to* to talk about actions and habits. ☐
To review, go to GRAMMAR **A** & **B**, p. 38.

I can talk about culture shock. ☐
To review, go to SPEAKING **A** & **B**, p. 39.

Lesson 3

I can understand people talking about cultural diversity. ☐
To review, go to LISTENING **B** & **C**, p. 40.

I can use dependent prepositions. ☐
To review, go to VOCABULARY **A** & **B**, p. 40.

I can recall information. ☐
To review, go to THINKING SKILL **B**, **C**, & **D**, p. 41.

UNIT 4

Lifelong Learning

LESSON 1 **What Makes a Good Educator?**

READING

A **Read the article quickly, then write the name of the person who appreciates teachers for the following qualities.**

What makes a great teacher according to students?

From the perspective of a school administrator, a great teacher is one who keeps the students in line, produces good grades from them, and knows how to manage their classroom without outside help. But what about in the eyes of a student? We asked students to send in their thoughts, and how they responded might surprise you.

Amy, Scottdale, AZ

As I was thinking back on my previous years of school, I thought about the teachers that made an impression on me—the ones that stood out from all the rest. It was the teachers that demonstrated an interest in what I was doing. They would ask me what plans I had for the future and encourage me to pursue my dreams. I felt like these were teachers who could almost be friends. I understand not all teachers are like that, and I don't think you need to be like that to effectively teach, but this quality made me remember them so well, and it has inspired me to be like that in life.

Ricardo, Medford, OR

I was never very good at writing in school. I always had a little bit of anxiety when teachers returned my papers, because I knew there would be plenty of remarks, and not the kind that make you feel good. But my 11th grade English teacher did something that I certainly wasn't used to. He made a point of marking the lines of writing in which I had done well. He would write a simple



"Good job!" next to a sentence or a section of writing. Of course, that really just happened here and there. In general, he gave me lots of other comments that were a bit more critical in nature. But because he told me what I was doing right, I had something to go on, and my writing has improved ever since.

Vera, Santa Clara, CA

It's funny, but as students, we don't want our teachers to have favorite students. However, I think it's definitely true that students have favorite teachers! Anyway, my favorite teachers were the ones who seemed like normal human beings. I don't mean that to sound unfair. It's just that I've had a few teachers who were focused on giving their lessons, getting us to think and talk about the materials, and having us do well on our exams. What I mean is those teachers who would share personal stories with us and just take some time in class to make jokes and have a good time. It was clear that they really enjoyed being around us, which made us feel good about ourselves. And it took some of the typical boredom out of the class as well.

1 This person enjoys teachers who show a bit of their personality in the classroom. _____
2 This person thinks a great teacher is one who remembers to give positive feedback. _____
3 This person believes great teachers are curious about the lives of their students. _____

B **Look back at the text and choose the correct options.**

1 Amy feels that effective teachers ...
   a have to take an interest in their students.
   b don't have to ask students about their future plans.
   c should try to be friends with their students.
2 How did Ricardo feel before he would get his papers back?
   a depressed
   b angry
   c nervous
3 What is true about Ricardo's 11th grade English teacher?
   a He had lots of good things to say about Ricardo's writing.
   b He hardly ever said positive things about Ricardo's writing.
   c He helped Ricardo improve his writing in a simple way.

VOCABULARY

A Complete the sentences with the correct form of the words from the box.

academic educate lecture scholar study tutor

1 Paul was very _____ in college, and as a result, he graduated at the top of his class.
2 If you need a quick lesson in how to use this software program, press F1 to watch a _____.
3 The _____ gave a talk about nuclear physics for the first lesson of the day.
4 Getting a good college _____ doesn't mean that you'll get a good job when you finish, but it certainly helps.
5 Juan applied for a _____ that would pay $1,000 a year for every year that he attended college.
6 Pedro considered going to a military _____ instead of attending a four-year college.

GRAMMAR

A Choose *Past Perfect* or *Past Perfect Progressive* .

Rules:

1 Which tense do we use to describe an action in progress for a period up to a moment in the past? — **Past Perfect / Past Perfect Progressive**
2 Which tense do we use to describe a completed action that happened before a particular moment in the past? — **Past Perfect / Past Perfect Progressive**

Example sentences:

3 John didn't ask the lecturer any questions until she *had finished* her lecture. — **Past Perfect / Past Perfect Progressive**
4 *Had* you already *written* your thesis by the time you completed a year of grad school? — **Past Perfect / Past Perfect Progressive**
5 When the teacher asked the class about the day's lesson, she realized they *hadn't been listening* . — **Past Perfect / Past Perfect Progressive**

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

1 Even though it was November, the students _____ (**not yet prepare**) for their midterm exams.
2 Andreas was well informed about events, because he _____ (**listen**) to the news all morning.
3 When Bill came over last night, how long _____ (**you/study**)?
4 _____ (**Louis/apply**) for many scholarships before he finally got one?

C Complete the dialogue with the past perfect or past perfect progressive using the correct form of the verbs from the box. There are two extra verbs you do not need.

call consider give go never see not be take wonder

Alex: I heard your school trip to the organic farm went well. **1** _____ your students to an organic farm before?
Oscar: No, that was my first time, actually. To be honest, I **2** _____ to a farm like that before. So I learned a lot of new things along with my students.
Alex: That's great. I **3** _____ taking my students on a trip like that, too, but I thought it might be difficult to organize, so I didn't do it.
Oscar: Oh, it wasn't difficult at all. Well, I **4** _____ the farmers well in advance of the trip to learn about the details. They said they **5** _____ tours of the farm for about three years, so they knew how to handle student groups. I have to say, my students really loved it.
Alex: Well, I'm glad the trip was a success. I knew that the organic farm was out there, and I **6** _____ for a few months whether my students would it enjoy it. Now that I know, I will seriously consider taking them!

LISTENING

IDENTIFY REASONS

To identify reasons in a talk, you need to listen for why things happen. The information usually comes right after a speaker has mentioned the main idea or the supporting idea. Speakers often use connecting words such as *because, since, so that,* and *in order to.* If they don't use a connecting word, you need to listen for the context (or situation) that can help identify the reason.

A 4.1 **Listen to the talk and choose the correct options.**



1 Why does Ann think it's difficult to remember how to calculate numbers?
- **a** People are usually not very good at math.
- **b** The information is rather boring.
- **c** People forget the phrase that's useful for remembering it.

2 Why does Ann think students should be able to create mnemonics on their own?
- **a** She believes all students will have trouble remembering things.
- **b** Teachers can't know what mnemonics will work best for students.
- **c** A mnemonic that works for one student might not be useful for another.

3 Why does Ann think it's useful to know different mnemonics?
- **a** Students can practice with all of them to see which ones are most effective.
- **b** Some mnemonics work better for certain pieces of information than others.
- **c** Students study for tests in different ways, so it's important to use different mnemonics.

B 4.1 **Listen again and choose *True* or *False*.**

1	We use mnemonics when we have trouble remembering things.	True / False
2	Ann uses the words of a pop song to help her remember things.	True / False
3	"Rhyme mnemonics" are made up of the first letters of words.	True / False
4	Ann suggests that mnemonics can be forgotten.	True / False
5	Using a word that sounds like another word is an example of a "connection mnemonic."	True / False

VOCABULARY

A **Complete the sentences with the correct form of the verbs from the box.**

come get go keep pick think write

1 I might attend college in California, but I haven't really _____ it over yet.
2 It takes years to learn a language fluently, but you can _____ up a few phrases fairly easily.
3 Lilian's teacher asked her if she had been _____ up with her lessons.
4 I'm so sorry I missed our study date! I forgot to _____ down the date and time.
5 Harry _____ across quite an interesting word when he was looking something up in the dictionary.
6 It was nearly 7 p.m. before they _____ down to studying for the vocabulary test.
7 I've _____ through all of my notes, but I can't seem to find the ones from Tuesday's lecture.

GRAMMAR

A Complete the example sentences with phrases from the box.

individual learning	prefer study groups	prefer taking
prefer to figure out	rather than ask	than read
to attending	would prefer to attend	would rather use

1 I _____ online courses _____ classroom lessons.
2 I _____ a textbook _____ things on a computer screen.
3 I _____ a few things on my own _____ a million questions.
4 Do your friends _____ to _____?
5 I _____ a nearby college next year.

B Choose the correct options.

1 My students prefer **doing** / **to do** the exercises together rather than finish them on their own.
2 **Would you rather** / **Do you prefer** look over your notes first or get started on writing?
3 Do you prefer **libraries** / **meeting in libraries** to cafés as a place to study?
4 Next semester, **I** / **I'd** prefer to focus on more science courses.
5 I prefer listening to a little background music while I study to **study** / **studying** in complete silence.
6 Would you **prefer** / **rather** to major in business, or something a little more creative?
7 Do your teachers prefer **to assign** / **assigning** work to do at home to asking everyone to complete the work in class?
8 I would rather learn pronunciation through listening to people than **pick** / **picking** it up from a recording.

C Complete the text with the correct form of the verbs in parentheses.

Most learners prefer **1** _____ (**learn**) through visual means rather than pick up new information by listening to something or someone. Why is this so? According to the website Visual Teaching Alliance, roughly two-thirds of people can be categorized as "visual learners." Chances are, this includes you. Would you rather **2** _____ (**hear**) a professor simply talk about art history than **3** _____ (**show**) you paintings from various periods? Perhaps art makes sense being taught visually, but what about mathematics? Would you prefer **4** _____ (**see**) math problems written out on the board, or try to figure them out from just a lecture? Considering your language studies, do you prefer watching the teacher write grammatical structures out to **5** _____ (**listen**) to him or her describe them? If you prefer **6** _____ (**look**) at things to hearing about them, then you have something in common with most other learners.



Away From the Classroom

READING

IDENTIFY TEXT TYPE

Identifying text types can help you understand the information in a text more easily. If you can see that a text type is an advertisement, then you know that its purpose is to sell. If you can see that a text is an opinion essay, you know that the writer will be arguing one point over another.

A Read the texts and choose the correct options.

1

Night after night, Nathan joined his new friends to play in the warm sands of the Thai beaches while listening to music and chatting about various things. He and his friends would often stay up for hours, and they even slept on the beach occasionally. It was a lifestyle that had taken hold of him completely! The thought of ever returning to the UK and studying at a university was so difficult to consider that he often tried very hard not to think about it. In fact, more and more he began to think that maybe he shouldn't return at all and he should just make a life for himself on the beach, making very little money—maybe even none—but loving every minute of it.

2

The new advertising campaign targeting young high school graduates has been effective at encouraging them to sign up for our volunteer-abroad programs. We have received over 200 requests for additional information, and there has been a 20% increase in enrollments. Because of the success of the online campaign, we are considering expanding it to appear in print form and on radio and television. Naturally, this expansion would require extra money. We believe that if we put together a proposal, there would be a good chance of success, as the government has already agreed to expand their budget for volunteer-abroad programs. There is also the potential for private companies who already invest in our program to increase their contributions.

3

Traveling abroad after high school graduation can be a great experience. Many students use it as a time to have fun, but it is better to make the most of your time and volunteer.

Volunteering abroad has many benefits. One advantage is that you get some real experience doing something that you might like to do for a career. This experience can even go on your résumé, and it might help you find a job later in life.

Another benefit is that you will be working with people who have similar interests to your own. You will also be working with experienced professionals, and there is much knowledge to be gained from this.

It might not seem very relaxing to work while on vacation. However, the knowledge and experience gained from such an activity makes up for what you lose in relaxation.

1 The first text is ...
   a an opinion essay. **b** a story extract. **c** a website article.
2 The second text is ...
   a an online ad. **b** a blog entry. **c** a business report.
3 The third text is ...
   a an opinion essay. **b** an online ad. **c** a blog entry.

VOCABULARY

A Choose the correct option that matches the definition.

1 When we admire someone for something they have done, we show them this.
   a empathy **b** positive attitude **c** respect
2 We have this when we understand how someone else feels.
   a curiosity **b** respect **c** empathy
3 This is about taking control of a situation.
   a leadership **b** positive attitude **c** flexibility

WRITING

A **Read the essay. Decide if the underlined statement is a *Pro* or a *Con* and choose the correct options.**

The Pros and Cons of Starting College Right After High School

The job market these days is highly competitive. Because of that, many students want to get started with their college studies right after they graduate from high school. There are some advantages as well as disadvantages to this.

Starting college immediately after high school can certainly benefit a job seeker, although **1** the student may not know exactly what he or she wants to study. On the one hand, it means that **2** the student will be graduating with a college degree just four years after completing high school. Entering the workforce sooner means making money sooner, too. On the other hand, it's possible that **3** a student may experience "burnout," meaning they've been studying too much for too long.

Another aspect is that **4** students are driven to continue their studies. Many students look forward to the freedom that college gives. **5** Those who have just finished high school might be excited to go straight into college. They may lose that drive if they take a year off.

So, while it may seem like never-ending work, going to college after high school can be the right decision for many students. Besides, there will be plenty of time to relax in the middle of your courses.

1 Pro / Con **2** Pro / Con **3** Pro / Con **4** Pro / Con **5** Pro / Con

CONFIDENT COMMUNICATOR

A **Read the following dialogue and choose the response that best encourages group discussion.**

Ann: In the US university system, students often take a variety of courses. They may be business majors, but they often have to choose some science and math classes as well. I think that works well to give students a good education.

Emily: I'm not sure that's the best path, actually. **1** _____

Ann: Well, when we learn things from other types of study, we may find a unique way to apply that knowledge to our careers.

Todd: But it means that you have to go to school longer. Also, it means that you'll be studying things that aren't related to your major. We should concentrate only on studies related to that.

Emily: Hmm, but that gives me an idea. What do you think about writing? For example, even if you're a business major, you might need to write reports, or even essays about the business world. **2** _____

Ann: Yes, that's my point. Even math skills can help a businessperson work with money, data, figures, and so on.

Todd: I'm not sure how useful that would be for all business students. I think that's a job-specific requirement.

Emily: **3** _____

Todd: I mean if a job requires you to work with a lot of numbers, you should learn how to do this skill while you're on the job.

Ann: But what if the employer needs you to have high-level mathematics skills before they even hire you?

Todd: Hmm, I hadn't thought about that. **4** _____

Ann: Well, if you find a job in business finance, you will need to know math really well—and probably more than you could learn in a weekend seminar.

Emily: That's a good example, Ann. I agree with you more and more!

1 **a** I think you might be wrong about that, Ann.
b Why do you think that, Ann?

2 **a** Isn't that what you're trying to say, Ann?
b Can't you understand what Ann's saying?

3 **a** I have no idea what you mean by "job-specific requirement."
b Can you explain what you mean by "job-specific requirement"?

4 **a** What else can you say about that, Ann?
b Are you sure you've thought about that enough, Ann?

LIFE SKILLS

A Read the blog posts and choose the correct options.

1



June 6
Thank you, Mr. Harris

I just wanted to say thank you to my history teacher, Mr. Harris. He really made a difficult year in school much better. I was having to work at the same time as studying, and when I told Mr. Harris about that, he was very kind and helpful. I was happy that he arranged for our class to go on a free school trip to the local history museum, which was a much-needed break from my real life. I was also pleased that he threw an end-of-year party for all the students. He told me at the party that he really hoped things got better in my life. It was nice to get to know Mr. Harris and the other students in my class. I think he helped make history an enjoyable experience, and I'll always remember him.

2



June 1
Many thanks to Ms. Young

As many of you know from my previous posts, this was not the greatest year in school for me. I was having some problems with studying, which I'm glad to say are behind me. But throughout the year, it was my science teacher, Ms. Young, who truly made a difference. She could tell that I was having difficulty … I didn't even have to mention it to her. At one point, she told me about a time when she was young, and she had similar problems with studying. It was nice to hear that someone else had had the same issue, and it was inspiring to realize that any problem can be overcome. So, many thanks to you, Ms. Young. I couldn't have made it through the year without your words!

1 Which of these teachers seems to be more empathetic than sympathetic and why?
   a Mr. Harris, because he felt sorry for the writer.
   b Ms. Young, because she shared a similar experience with the writer.
2 Which of these quotes from the text shows empathy over sympathy?
   a "… when I told Mr. Harris about that, he was very kind and helpful."
   b "… she told me about a time when she … had similar problems with studying."

B Decide if these quotes from the texts show sympathy or empathy and choose the correct options.

1 "When I told Mr. Harris about that, he was very kind and helpful." Sympathy / Empathy
2 "She could tell that I was having difficulty … I didn't even have to mention it to her." Sympathy / Empathy
3 "He told me at the party that he really hoped things got better in my life." Sympathy / Empathy
4 "It was nice to hear that someone else had had the same issue." Sympathy / Empathy

THINKING SKILL

A Read the text about different types of empathy, then read the situations below. Decide if they are examples of *cognitive, emotional, or compassionate* empathy. Choose the correct options.

According to a 2018 article on Inc.com titled "There Are Actually 3 Types of Empathy. Here's How They Differ—and How You Can Develop Them All," psychologists have determined that there isn't just one type of empathy, but three:

- Emotional empathy is being able to feel the things that other people feel. It is what we generally think of when we think of empathy. We might share an experience with someone that was similar to what they are going through now.
- By contrast, cognitive empathy has to do with how we understand how others think. We can use visual clues to help us and using what we know about that person to respond to them. Cognitive empathy helps us to communicate more easily with others.
- And lastly, compassionate empathy involves providing an option or a solution that specifically addresses someone's needs.

1 Rachel happens to see a classmate's grade on a recent exam, and the grade is not very good. She doesn't know her classmate very well, but she decides to approach her classmate. She smiles politely and says, "Would you like to study together sometime?"

Emotional / Cognitive / Compassionate

2 Mark learns over the phone that his close friend Emmanuel didn't get accepted into the college that he really wanted to go to. Feeling how upset his friend must be, Mark shared a story about something he wanted really, really badly, but didn't get.

Emotional / Cognitive / Compassionate

3 Lisa was in her speech class, and one of her classmates had just begun giving a speech. He was clearly finding it difficult, and Lisa could see that struggle in his face. She did her best to seem interested in what he was saying to make him feel more comfortable.

Emotional / Cognitive / Compassionate

B Read the statements and choose which form of empathy they apply to or if they apply to all forms.

1 We must understand what a person is going through in a deep and meaningful way.

Emotional / Cognitive / Compassionate / All

2 We give someone a choice that can help them based on the situation they are going through.

Emotional / Cognitive / Compassionate / All

3 We must go further than simply providing sympathy; saying we're sorry isn't enough.

Emotional / Cognitive / Compassionate / All

Progress Check

Lesson 1

I can understand the difference between empathy and sympathy. ☐
To review, go to LIFE SKILLS **A** & **B**, p. 46.

I can form words into nouns, adjectives, and verbs. ☐
To review, go to VOCABULARY **A** & **B**, p. 47.

I can use the past perfect and the past perfect progressive. ☐
To review, go to GRAMMAR **A**, **B**, & **C**, pp. 47–48.

I can pronounce the weak form of *been*. ☐
To review, go to PRONUNCIATION **A** & **B**, p. 48.

I can ask and answer questions about what makes a good educator. ☐
To review, go to SPEAKING **B**, p. 48.

Lesson 2

I can identify reasons when listening to people speak. ☐
To review, go to LISTENING **B** & **C**, p. 49.

I can use a variety of new phrasal verbs. ☐
To review, go to VOCABULARY **A**, p. 49.

I can use *prefer*, *would prefer*, and *would rather* to express preferences. ☐
To review, go to GRAMMAR **A**, **B**, & **C**, p. 50.

I can compare and contrast two or more things. ☐
To review, go to THINKING SKILL **A** & **B**, p. 51.

I can talk about how I'd like to learn new skills. ☐
To review, go to SPEAKING **A** & **B**, p. 51.

Lesson 3

I can identify different text types. ☐
To review, go to READING **A** & **B**, p. 52.

I can understand words for useful skills. ☐
To review, go to VOCABULARY **A**, p. 53.

I can write a pro and con essay. ☐
To review, go to WRITING **A**, **B**, & **C**, p. 53.

I can encourage group discussion. ☐
To review, go to CONFIDENT COMMUNICATOR **A**, **B**, & **C**, p. 54.

UNIT 5

Media Matters

LESSON 1 **Trends in Movies**

VOCABULARY

A Complete the text with the words from the box.

blockbuster	cinematography	computer-generated graphics	handheld	movie franchise
screenplay	shoot	soundtrack	special effects	stream

Are you paying attention?

More and more movies these days are using computer technology to create incredible imagery. In fact, it almost seems like there is a competition to amaze audiences, so that producers can make millions of dollars with a new **1** _____ movie. There are many ways of capturing the imagination of your audience, from writing a brilliant **2** _____ that will make people laugh or cry, to using a **3** _____ camera to make it look like a home movie or a documentary.

But you don't have to study the art of **4** _____ for years to know that a successful **5** _____ like *The Lord of the Rings* uses **6** _____ (remember the terrifyingly realistic creature Gollum?) to make people pay attention and pay good money.

There is also the use of technological tricks, known as **7** _____. So, for example, Keanu Reeves's character Neo in *The Matrix* appears to be able to avoid bullets by moving out of the way at impossible speeds. This isn't a new trick. In fact, in 1901, *The Man with the Rubber Head* was one of the first movies to do this.

Apart from the visual effects, there is also the music. In fact, a film's **8** _____ can be one of the biggest attractions for people. Who can forget the title song to *Titanic* by Celine Dion? As a director, when you **9** _____ a movie, you need to take all of these things into account.

So next time you sit in front of your computer and **10** _____ a movie on a Friday night, think about all the work that has gone into it!

LISTENING

LISTEN FOR DETAILS

When you listen for details, listen for individual words or phrases that give you the information you need. Look at the questions before you listen to see what details you should be listening for.

A 5.1 Listen to the interview and choose the correct options.

1 The radio host is interviewing the movie critic about ...
   - **a** typical women's characters in movies.
   - **b** how many women there are in movies.
   - **c** why women in movies always get married.

2 The movie critic thinks that ...
   - **a** women have uninteresting roles in movies.
   - **b** women always play the same types of characters in movies.
   - **c** women don't get paid as much as men in movies.

3 The conclusion of the interview is that the situation ...
   - **a** has changed recently.
   - **b** will never change.
   - **c** can change under certain circumstances.



GRAMMAR

A Read the example sentences and complete the rules with words from the box.

contrasting *do/does/did* double effect increase repeated

These days, more and more movies are based on real-life events.
We use a/an **1** _____ comparative to emphasize a/an **2** _____ or decrease in something.
The more we define characters by their gender, the less we relate to them.
We use a/an **3** _____ comparative to emphasize a cause and a/an **4** _____.
Although we often empathize more with female characters these days, we do still feel that they can be stereotypes.
We use **5** _____ to emphasize a/an **6** _____ idea.

B Rewrite the sentences using the correct form of emphasis in parentheses.

1 People say that there is lot more equality in the film industry these days, but I don't think that's true. (double comparative)

_____

2 Juana doesn't like documentaries at all, but she likes watching wildlife programs. (emphatic *do/does/did*)

_____

3 Independent movie companies get less funding. The films become worse. (repeated comparative)

_____

WRITING

A Match the different sections of the movie review (a–d) to the correct phrase (1–4).

a *The Lion King* is a computer-animated adventure, directed by Jon Favreau in 2019. It tells the story of a lion cub named Simba and his adventures in the Pride Lands of Africa. This film is a remake of the 1994 animated movie, which was the first Disney movie with a completely original story, and most of the characters were drawn by hand.

b Simba is an ambitious young lion. He wants to be involved in ruling the Pride Lands, and he wants to make his father, Mufasa, proud of him. But Simba is frustrated because Mufasa wants him to stay at home. Scar, Mufasa's evil brother, takes advantage of this and tricks Simba into exploring forbidden territory. He plans to kill Mufasa so that he can be king instead.

c Some big-name stars such as Danny Glover and Beyoncé voiced the characters in the movie. Beyoncé also helped to create the beautiful soundtrack and wrote the title-track "Spirit." But the actor who plays Scar, Chiwetel Ejiofor, is by far the best in my opinion. His voice sounds clever and dangerous. It makes you feel like Scar is not just a violent character, but a highly intelligent villain who can manipulate anyone.

d The most amazing cinematography in *The Lion King* is at the beginning when all the animals meet at Pride Rock and Simba is presented to them. The scene, like many in the movie, was created by a combination of CGI, special effects, and virtual reality. This is why people call *The Lion King* a "live action" movie. It's animated, but it feels real. How did they do this? The animators created the environment by reproducing photos of the African landscape. They even created scenes with technology to make it look like it was filmed with a handheld camera. I'm not a big fan of animated movies, but the plot and the production of this film, especially on the big screen, make it feel like you are really there. Long live the king!

1 the setting and the plot of the movie ____
2 special effects ____
3 name of movie and genre ____
4 voice actors ____

LISTENING



A 5.2 **Listen to the podcast and choose *True* or *False*.**

The speaker says that ...

1 Candace Payne became famous after meeting someone on Facebook. **True / False**
2 being famous means that people pay attention to your past. **True / False**
3 in the "addiction" stage, fame is constantly new and exciting. **True / False**
4 in the "acceptance" stage, people can feel like they have two personalities. **True / False**
5 people can feel isolated in the "adaptation" stage of fame. **True / False**
6 we shouldn't take photos of famous people if we ever meet them. **True / False**

VOCABULARY

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

1 People often think that fame brings _____ (**happy**), but that's not always true.
2 There was a lot of _____ (**excite**) among the fans when the band came out of their hotel.
3 Being famous can sometimes mean having to disguise one's _____ (**appear**) when going out in public.
4 We have a few celebrities in our _____ (**neighbor**), but then we live in New York, so perhaps it's not so surprising.
5 I love watching _____ (**real**) TV programs, because I enjoy watching the way relationships between people develop.
6 When Zac's song went viral, he made the _____ (**decide**) to leave his job and pursue a career in music.
7 The reality TV star gave no _____ (**explain**) for his strange behavior, but people think it was connected to the stress of fame.
8 Amanda isn't a very well-known _____ (**music**), but one of her compositions is part of the soundtrack to a movie.
9 Our _____ (**teach**) told us that everyone gets 15 minutes of fame in their lives. I'm still waiting for mine.
10 I think famous people place too much _____ (**important**) on the way they look these days rather than on what talents they have.
11 Apparently, when one person in a marriage is famous and the other is not, it can put a lot of pressure on their _____ (**relation**).
12 It takes a huge amount of _____ (**confident**) to appear on stage or screen—it's not something that I'd feel comfortable doing.

B Complete these sentences with a word from the box and the correct suffix.

decide different excite explain happy important music neighbor real relation teach

1 I'd love to be famous, but I think the _____ of it is probably nothing like we imagine.
2 What _____ do you have as to why there are so few women in leading roles in movies?
3 There are some amazing houses in this _____, which is why so many actors choose to live here.
4 I imagine that there's a huge _____ between what people think of a movie star's life and the reality of it.
5 Peter has been playing the piano and guitar since he was a kid, so he's an excellent _____.
6 There's a lot of _____ about the new movie *Ants Attack*, because there are many famous people in it.
7 The money actors earn is of much less _____ than the influence they have over young people.
8 As a famous couple, it takes a very strong _____ to put up with being followed by the paparazzi everywhere you go.
9 We need to make a _____ about when we're going to shoot this movie, because it's due for release next year.
10 I often wonder whether fame and fortune also bring _____, because many rich and famous people seem unhappy to me.
11 Patrick is a drama _____ who works at the world-famous Royal Academy of Dramatic Art.

GRAMMAR

A **Read the example sentences and complete the rules with phrases from the box.**

does not change changes to a past modal changes to the past perfect changes to the simple past

1 Direct speech: "It is an excellent documentary about female movie directors."
Reported speech: She said it was an excellent documentary about female movie directors.
When the reporting verb is in the past tense, the main verb in the present tense _____.

2 Direct speech: "No, really, the director shot the movie in only one month."
Reported speech: He insisted that the director had shot the movie in only one month.
When the reporting verb is in the past tense, the main verb in the simple past _____.

3 Direct speech: "Will you come to the movies with me?"
Reported speech: He asked if I would go to the movies with him.
When the reporting verb is in the past tense, a present modal _____.

4 Direct speech: "I think the new Marvel movie is the best ever."
Reported speech: He thinks that the new Marvel movie is the best ever.
When the reporting verb is in the present or future, the main verb _____.

B **Choose the correct options.**

1 He asked me if I **had thought** / **thought** about a career in acting.
2 Celia is going to explain why women **earned** / **earn** less money than men in the movie industry.
3 Julian insisted that he **will** / **would** be able to go to the audition.
4 She told me that I **should** / **shall** take singing lessons.
5 The movie studio reported that they **never made** / **had never made** such a big profit before.
6 Movie bosses thought there **are** / **were** big changes coming to the movie industry because of streaming.

C **Find and correct the mistakes in the sentences.**

1 He asked me when I saw the new *Toy Story* movie.
_____

2 The studio claimed that it is hard to pay their actors' salaries.
_____

3 They asked if I can sing as well as dance.
_____

4 She told me that she went to an audition for a part in the new Tom Hanks movie last week.
_____

5 Jack insisted that there is no chance of me getting a part in the new movie.
_____

D **Rewrite the example sentences using the correct form of the words from the box.**

admit announce ask claim insist

1 "My acting is much better than anyone else's."
The new actor _____.

2 "Our new superhero movie will be released next year."
The studio _____.

3 "You must never go out late at night in Rolling Pines."
Dad _____.

4 "OK, it was me who broke your cell phone."
Miguel _____.

5 "Can you come for an audition soon?"
The casting crew _____.

Working in Social Media

VOCABULARY

A Complete the sentences with words from the box.

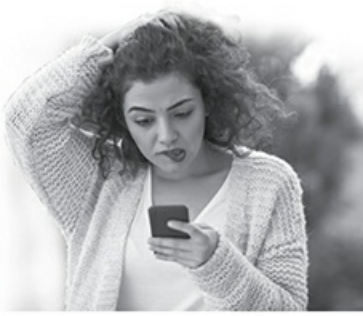
follower hashtag meme trending

1 The charity publicized their event on social media by asking everyone to use the _____ "WaterForTheWorld."
2 Zane was annoyed with his girlfriend when she got a new _____ on Instagram who kept liking all of her photos.
3 The _____ topic on Twitter today is yoga with goats. Everyone's doing it!
4 My favorite internet _____ is Grumpy Cat. There are so many funny phrases that go with it, and it always makes me laugh.

READING

USE KNOWLEDGE TO PREDICT CONTENT

When you use knowledge to predict content, you activate your background knowledge of the topic before you read a text. Consider what you know about a topic, and use this to think about what the text might be about. Then read the text and look for words, phrases, and concepts that might reflect what you have thought about the text. By doing this, you can find your way around the text more easily and understand the concepts better.



A Before you read the text, choose the answers you think are probably true. Then read the text and check.

1 Large companies **sometimes** / **never** make mistakes on social media.
2 If you make a mistake on social media, people **will ignore it** / **might share it with others**.
3 Replying to a comment immediately on social media **is** / **is not** a good idea.
4 Making positive comments on social media is **sometimes** / **generally** a good idea.
5 When you are looking for a job, it's a good idea to learn how to use **security settings** / **memes** on social media.
6 In reality, you **own** / **do not own** your photos and comments once you have posted them on social media.

Smiley or Facepalm? Avoiding Fails on Social Media

Imagine the situation. You are working to develop the social media profile of a large fast-food company. Someone uses your hashtag on Twitter to ask that you open a restaurant in a place called North Pole, Alaska. So, thinking that you are being responsive, you tweet back to say that your company has no plans to open any restaurants outside North America. Then someone else on Twitter explains that the tweet had come from a city called North Pole in Alaska, which is actually in North America. But by then it's too late; your mistake has gone viral, and you're getting dozens of tweets from your followers suggesting that you take geography classes.

Although it may seem unlikely, this actually happened. But even if you don't work for a fast-food company, how can you make sure you avoid social media fails like this one?

1 Think before you tweet (type, post, etc.).
This may sound obvious, but it's a good idea to do your homework and find out about your topic before you reply to a comment. It's all too easy to write a comment in the moment, but it's better to get your facts straight before you hit "send," especially on trending topics that are likely to have many, many users following them.

2 Your social media is your "billboard to the world."
This is a quote from Scott McKenna's YouTube channel. Scott is a social media expert, and his advice is that although we might think that our Facebook page is just our Facebook page, it's still very, very public. After all, with 2.45 billion active

users, that's about as public as something gets. So don't complain about your job, your clients, or your teachers, because everyone can see it. Try to keep your posts positive, and if you use forums and chat rooms, think of a nice, neutral handle. Calling yourself "KingOfTheWorld" with a lion avatar is not going to make you sound modest or even very friendly.

3 Protect your privacy.

Although the global reach of social media platforms like Instagram and Facebook gets larger every day, you still have ways of protecting yourself. Learn how to use privacy and security settings yourself so that at least only your friends can see the things you post, not the whole world. There are even some webinars that can help you find out more about this. The last thing you want when you are looking for a new job is for what you posted on social media to affect your employment chances.

A final thought: a recent survey from CareerBuilder in 2017 claims that 70% of employers look at a candidate's social media before deciding whether to hire them. Remember that once you post a comment or picture, it's not "yours" anymore. So think twice before clicking that "post" button.

Read more

CONFIDENT COMMUNICATOR

A Read the dialogue and choose *True* or *False*.

Alicia: Hi, guys. So we wanted to talk about a couple of issues this afternoon. First of all, we have this project coming up for the exchange program, and we should also talk about the idea of having a forum for the new students, too.

Ricardo: Yes, that sounds like a great idea. I'm a bit worried about security issues, though. One of our students made a comment in a school forum last year, and it went viral.

Julian: Sorry, what does that mean?

Ricardo: Well, the comment was seen by a lot of people in a short span of time, and many people shared it.

Julian: Ah, OK. Well, it's good that they didn't add any hashtags to it.

Ricardo: What's that? I've heard the word before, but what do they look like?

Julian: It's that little sign you put before a word or phrase that allows you to share a topic with everyone who's following it on Twitter or wherever.

Gisela: OK. And what about for the students who've never used a forum before? It might be advisable to arrange for a webinar to raise awareness of how they might not only use it, but also keep out of danger while doing so.

Julian: What do you mean?

Alicia: We should have an online class about how to use the forum and stay safe online at the same time.

Julian: Great idea.

1 Julian explains to Gisela what Twitter is used for. **True / False**
2 Gisela asks Alicia to give the group more details about the forum. **True / False**
3 Ricardo knows what hashtags are and how to use them. **True / False**

B Match the correct phrase (1–3) from the dialogue to the correct function (a–c).

1 Well, the comment was seen by a lot of people in a short span of time, and many people shared it. ____
2 It's that little sign you put before a word or phrase that allows you to share a topic with everyone who's following it on Twitter or wherever. ____
3 We should have an online class about how to use the forum and stay safe online at the same time. ____

a Simplify (paraphrase).
b Explain.
c Describe.

LIFE SKILLS

A 5.3 **Listen to a talk on resilience. Then choose *True* or *False*.**

The speaker says that ...

1 the boy was bullied because he was a better soccer player than the other boys. True / False
2 the boy now plays soccer for a team in his native country. True / False
3 "stating the facts" is about seeing the real situation and not worrying about what could happen because of it. True / False
4 we should blame the correct person when things go wrong, not just anyone we think was responsible. True / False
5 we need to understand that there are usually some good things about any bad situation. True / False
6 we should resolve problems at our natural speed. True / False

B **Match the aspects of resilience (1–4) to their definition (a–d). Write the letter next to the aspect.**

1 stating the facts ____
2 placing the blame where it belongs ____
3 reframing ____
4 giving yourself time ____

a seeing the positive in any negative situation
b not attacking ourselves for a problem we have caused
c understanding what really happened, not what might or might not happen because of it
d allowing yourself to deal with a situation at your own speed

C **Read the case study. Then match the correct item on Damian's action plan to the correct resiliency point from the box.**

Damian and Lynn are business partners in an internet start-up. Despite a successful launch, they have had several problems with getting funding to develop their project. They have been feeling very disappointed and demotivated as a result. This has affected their productivity, and they are both worried that it is also preventing them from convincing people to invest in the start-up.

give yourself time | place blame where it belongs | reframe | state the facts

Action plan

1 *Look at our processes and see where we haven't properly explained to investors the benefits of our project. Make notes on what can be improved.* ____
2 *Tell our current clients we will be using the coming week only to resolve any issues they have and explain that these improvements will benefit them after this time.* ____
3 *Collect data about the company—for example, profit and loss, client list, past successes, and projections for the future (speak to the accountant!).* ____
4 *List all the benefits of being a small start-up and how we can develop given our unique product.* ____

THINKING SKILL

A **Read Lynn's summary of the talk on resilience and number the information (a–g) in the correct order (1–7). Write the letter next to the number.**

a *The speaker described various processes to help us build resilience.*
b *By using all of these techniques, we should be able to resolve problems better.*
c *There is also the stage where we should try not to blame ourselves or other people for what has happened.*
d *First of all, we have to see problems for what they are and not be concerned with the negative effects that the problem might have.*
e *In her talk on resilience, Lucia Wright described how the Argentine soccer player Lionel Messi was a perfect example of resilience due to the challenges that he faced when he was a young boy.*
f *Finally, there is the issue of making sure that we take the time we need to deal with a difficult situation. We achieve nothing by rushing.*
g *We must also look at the good aspects of the situation. For example, if you crash your car, but you are OK, consider that as a positive.*

1 ____
2 ____
3 ____
4 ____
5 ____
6 ____
7 ____

Progress Check

Lesson 1

I can use words about movies. ☐
To review, go to VOCABULARY **A**, p. 58.

I can listen for details. ☐
To review, go to LISTENING **B**, p. 58.

I can use comparatives and *do/does/did* for creating emphasis. ☐
To review, go to GRAMMAR **A** & **B**, p. 59.

I can write a movie review. ☐
To review, go to WRITING **A** & **B**, pp. 59–60.

I can use emphatic stress for emphasis. ☐
To review, go to PRONUNCIATION **A** & **B**, p. 60.

I can talk about my movie preferences. ☐
To review, go to SPEAKING **A** & **B**, p. 60.

Lesson 2

I can understand the skill of resilience. ☐
To review, go to LIFE SKILLS, p. 61.

I can summarize. ☐
To review, go to THINKING SKILL, p. 61.

I can use noun suffixes. ☐
To review, go to VOCABULARY **A** & **B**, p. 62.

I can orally summarize a text. ☐
To review, go to SPEAKING **A**, p. 63.

Lesson 3

I can use words about social media. ☐
To review, go to VOCABULARY **A** & **B**, p. 64.

I can use my knowledge to predict content. ☐
To review, go to READING **A** & **B**, pp. 64–65.

I can adapt language. ☐
To review, go to CONFIDENT COMMUNICATOR **A** & **B**, p. 66.

UNIT 6

In the Lab

LESSON 1 **Hard Work or Luck?**

READING

A **Read the article and choose *True* or *False*.**



What Is Imposter Syndrome?

The great French biologist Louis Pasteur said in a lecture at the University of Lille in 1854, "In the fields of observation, chance favors only the prepared mind." In other words, if you don't work hard and "prepare your mind," when luck comes along, you won't be able to take advantage of it. There have been numerous articles debating whether chance or hard work is more important for success. Pasteur's quote suggests that they play equal roles.

Still, some people, especially scientists, believe that when they do find success, it is because of luck. If this belief is very strong, it can cause the believer to feel that they had nothing to do with their success—it was only because of luck, and it was out of their control. This feeling can cause serious problems—depression, stress, and low self-esteem. The article "The Role of Luck in a Successful Scientific Career" featured on the Federation of European Biochemical Studies website describes a specific term for this problem. The term is "imposter syndrome" because an "imposter" is someone who pretends to be someone they're not. It is quite common among scientists; some 50% of them say they have had this syndrome to a small extent.

According to TheMuse.com in an article titled "5 Different Types of Imposter Syndrome (and 5 Ways to Battle Each One)," there are five types of ways people can suffer from imposter syndrome:

The "perfectionist" is someone who wants everything to be perfect. They set extremely high goals for themselves, which they often fail to achieve.

The "superman" or "superwoman" is an individual who works long hours to make up for the feeling that they are not as good as their colleagues.

The "natural genius" is someone who thinks they should be able to do everything with ease, since they were born with natural talent, and they get upset when that doesn't happen.

The "soloist" is someone who feels that if they ask for help, they are being weak.

The "expert" feels if they cannot do or know anything and everything, they are a failure.

In Time.com's 2018 article titled "Yes, Imposter Syndrome Is Real. Here's How to Deal With It," psychologists suggest that the solution to the problem is first to realize that there is in fact a problem and, second, to understand the type of problem the person has. Then, one needs to be open to new ways of thinking. Someone who does not have imposter syndrome isn't less intelligent than everyone else, so those who suffer from it should learn that it's OK to think like a nonimposter. Therefore, a "soloist" needs to realize that when they don't ask for help, they're slowing everyone else down. "Experts" and "natural geniuses" need to understand that the more they practice a skill, the better they will get at it.

1 Pasteur believed that both hard work and luck are important when it comes to success. **True** / **False**
2 Someone who suffers from imposter syndrome believes they are not responsible for their success. **True** / **False**
3 Around 50% of scientists say they have had a severe case of imposter syndrome. **True** / **False**
4 "Perfectionists" set high goals for themselves and always achieve them. **True** / **False**
5 All types of imposter syndrome sufferers share one thing in common—they need to do everything by themselves. **True** / **False**
6 To cure imposter syndrome, first, you need to recognize it and then you need to analyze it. **True** / **False**

VOCABULARY

A **Choose the correct options.**

1 I wouldn't be **an absolutely** / **a highly** successful scientist without the help of my assistant.
2 This report shows we were **highly** / **absolutely** right to repeat the tests.

3 What we discovered is a **completely** / **highly** unusual type of cell growth.
4 We ran the tests three times, and we got **totally** / **highly** unexpected results each time.
5 I think that the data we've collected is **absolutely** / **completely** wrong.
6 The new science lab at the university hospital looks **highly** / **absolutely** perfect.

B Choose the correct options.

Scientific experiments are rarely completely **1 successful** / **perfect** the first time they're carried out. In fact, you might be totally **2 aware** / **amazed** to learn that many experiments need to be carried out hundreds of times, especially if the results are completely **3 different** / **unusual** from one test to the next. But that's the nature of scientific experimentation, because when you want to develop a completely **4 right** / **new** type of material, medication, or even process, it takes a lot of trial and error. In some cases, lives will depend on what a scientist discovers, so the results must be highly **5 accurate** / **correct**. Most of the things that scientists create aren't absolutely **6 perfect** / **unexpected** anyway, so more experimenting is needed to improve something that is good enough to use for now.

GRAMMAR

A Complete the grammatical structures with the verb forms from the box.

would + *have* + past participle	past perfect	future
simple present (x3)	simple past	*would* + infinitive

Grammatical structures:
Zero conditional: *If* + subject + **1** _____, subject + **2** _____
First conditional: *If* + subject + **3** _____, subject + **4** _____
Second conditional: *If* + subject + **5** _____, subject + **6** _____
Third conditional: *If* + subject + **7** _____, subject + **8** _____

B Read the first sentence and choose the correct option to complete the conditional sentence so that it means the same.

1 Donald doesn't experiment with radiation because it's too dangerous.
If it ... so dangerous, Donald ... with radiation.
a weren't, would experiment **b** hadn't been, would have experimented

2 Scientists didn't accept the results because Miguel didn't follow the right procedures.
If Miguel ... the right procedures, scientists ... the results.
a hadn't followed, wouldn't have accepted **b** had followed, would have accepted

3 Michelle is a scientist because she likes working in a lab.
Michelle ... a scientist if she ... working in a lab.
a won't be, doesn't like **b** wouldn't be, didn't like

4 The experiment was successful because their hypothesis was correct.
Their hypothesis ... correct if the experiment ... successful.
a hadn't been, wouldn't have been **b** wouldn't have been, hadn't been

C Unscramble and write conditional sentences. Write the *if* clause first.

1 you / freeze / water / it / become / a solid (zero conditional)
_____.

2 you / win / first place / in the science competition / you / receive / $1,000 (first conditional)
_____.

3 Tom / not work / so hard / he / not be / a successful scientist (second conditional)
_____.

4 Frieda / study / more often / she / pass / her anatomy exam (third conditional)
_____.

READING

IDENTIFY REASONS

When we identify reasons in a text, we look for the answers to why someone believes what they believe. Conjunctions such as *because*, *since*, and *as* can give us clues to these answers, because they connect beliefs and opinions to their reasons.

A Read the article, then complete the sentences with one or two words.

Artificial life forms ... what can we make of them?



It's been over a decade since scientists made the first artificial life form in a laboratory. The announcement appeared in the *Guardian*'s 2010 article titled "Craig Venter Creates Synthetic Life Form." The article went on to say that it was a simple organism—a type of bacteria similar to another one that causes an illness in goats. Although the artificial bacteria were much like the real ones, the entire DNA sequence of the bacteria was made in a lab with chemicals. Bacteria can play an important role in balancing life on the planet. Some bacteria are able to absorb carbon dioxide—a gas that is causing our atmosphere to heat up. Scientists believe that these manufactured forms of life, which up to this day only exist inside a laboratory, could help us address some serious problems. Naturally, some believe this type of research goes against nature. Scientists stress that with more research, artificial life forms can be the perfect tool to fix what's broken.

What do you think about artificial life forms? Are they a valuable solution or just a strange experiment? Share your thoughts with us below.

Donna, Albuquerque, New Mexico, USA

I believe this is something that scientists should be careful of because, if the bacteria escapes from a lab, it could get out of control and possibly harm humans. I also believe that there are systems in place that can protect us, but these are not perfect. However, I'm not terribly worried because I can't imagine that a team of scientists would be so irresponsible as to allow such a thing to destroy our planet. I think that scientists should explore the creation of artificial life, since we need something to fight things like climate change. Imagine if we created an organism that could improve air quality. I would welcome such a discovery.

1 The artificial life form that scientists created in a lab was a _____ that is similar to something we see in nature.
2 Scientists would like to create bacteria that could absorb _____, which is causing our planet to get hotter.
3 The artificial life forms that scientists created don't exist in the natural world; they are contained in a _____.
4 Scientists believe that _____ can provide them with the ability to create a life form that can help humanity.

B Choose the correct options.

1 Donna believes scientists should be careful because ...
   a they don't know what they're doing.
   b their creation could escape from the lab.
2 Donna isn't terribly worried about artificial life forms because ...
   a she can't imagine scientists letting things get out of hand.
   b there are systems in place to protect us.

VOCABULARY

A Choose the correct options.

1 Some people believe stem cells are **benefit** / **beneficial**, but others see them as controversial.
2 Some vegetables can be **genetic** / **genetically** changed so they are not affected by disease.
3 You should see a **medically** / **medical** professional if you are having difficulty sleeping.
4 That star was named after the **science** / **scientist** who discovered it.
5 The drug is currently in **development** / **develop** and is therefore not safe for use.
6 It is often the **curious** / **curiosity** of a scientist that leads to a discovery.

GRAMMAR

A Choose the correct options to complete the rules.

1 We use ... to mean "at the moment something happens."
a since **b** unless **c** once
2 We use ... to mean "except if."
a provided that **b** unless **c** in case
3 We use ... to mean "because it is true that."
a since **b** as long as **c** in case
4 We use ... to mean "because it is possible that."
a as long as **b** in case **c** unless
5 We use ... to mean "only if."
a in case **b** since **c** as long as
6 We can also use ... to mean "only if."
a unless **b** provided that **c** once

B Choose the correct options.

1 We won't be able to stop the process **since** / **once** / **provided that** it begins.
2 Hank is sure to win the science award **unless** / **in case** / **since** he's achieved so much this year.
3 The government will allow the experiment **provided that** / **unless** / **in case** it doesn't break any laws.
4 The experiment is perfectly safe **provided that** / **as long as** / **unless** the equipment fails.
5 We'll keep the medical call center open on weekends **once** / **unless** / **in case** patients need advice.
6 We shouldn't run into any problems **in case** / **as long as** / **once** we follow the safety measures.

WRITING

A Read the questions, then choose the correct phrases to complete the ideas.

1 Should we control the planet's population?
..., it would help with resources. ..., we would be taking away people's rights.
a On the one hand, However **b** For one, Furthermore
2 Should we try to live on another planet?
..., the project is going to be expensive and risky, ..., many of the world's cities are overcrowded.
a Of course, In addition **b** Obviously, But
3 Should we destroy the smallpox virus that exists in laboratories?
..., society might be safer that way. ..., it might be useful for future research.
a For one, Still **b** On the one hand, On the other hand
4 Why should we stop experimenting on animals?
..., the practice is cruel to animals. ..., the results can't usually be applied to humans.
a Of course, But **b** First, Furthermore

VOCABULARY

A Choose the correct options to complete the sentences.

1 A **magnet** / **hammer** has a handle with a heavy metal head, and we use it to hit things.
2 The smallest part of any material is an **electric current** / **atom**.
3 We use a **wire** / **compass** to connect things so that electricity can run through it.
4 **Iron** / **Steel** is a metal we often use to make pots and pans, and it is made in a factory.
5 **An electric current** / **A magnet** passes into a light bulb and causes the bulb to light up.
6 If we are lost, we can use a **compass** / **magnet** to find the right way to go.
7 **Iron** / **Steel** is a useful metal that comes out of the ground.
8 A **wire** / **magnet** has an invisible force that attracts other metals to it.

B Read the situations and choose the most useful item.

1 You're going on a trip to a very large forest that you've never visited before. What item could help you find your way?
a a magnet **b** a hammer **c** a compass
2 You've bought some furniture, but you need to build it. What could you use to put it together?
a iron **b** wire **c** a hammer
3 You're working with iron in an experiment, and you drop tiny pieces of it on the floor. What could you use to pick it up?
a steel **b** wire **c** a magnet
4 One of the pedals on your bike has broken off. What could you use to reattach it?
a wire **b** iron **c** steel

LISTENING

IDENTIFY KEY INFORMATION

We identify key information in a listening task by looking at the key words and phrases that come before and after any blanks. These can give us clues about the information we need to listen for.

A 6.1 **Listen to the conversation and complete the notes with one or two words.**

Notes on Earth's magnetic field

How it works:

- *Earth's center is iron—because it's very hot, it stops being* **1** _____
- *center of the Earth is* **2** _____ *iron—because of this, it turns* **3** _____ *than the Earth, creating the field*

How it protects us:

- *creates a shield, which* **4** _____ *harmful radiation*
- **5** _____ *solar winds from reaching Earth*
- *pushes the solar winds away so they don't* **6** _____ *the Earth's atmosphere*

CONFIDENT COMMUNICATOR

A **Read the experiment and the conversation below. Decide if the speaker is breaking down information, using clear language, or checking for understanding. You may choose more than one answer.**

See the iron in your cereal!

For this experiment, we used cereal with iron added. Two bowls of dry cereal were placed in a clear plastic bag and the cereal crushed into very small pieces, so it looked like sand. Then some water was added, but just enough to cover the cereal. The bag was closed, and the cereal was moved around in the water until the mixture became like soup. A small round magnet was placed on a table, with the bag laid on top of the magnet. The bag and the magnet were left alone for an hour. To see the iron, the bag and the magnet were lifted up very slowly, with the magnet kept in the same place. The bag and the magnet were both turned over and gently set back down. The magnet was supposed to be on top of the bag at that moment. The magnet was moved across the surface of the bag, and a very small amount of iron could be seen as the magnet was moved.

Jonathan: Let's try out that experiment you saw online. It looks like it has a few steps to make it work right.
Miranda: **1** Yes, I've looked over the instructions and got together all the things we need: a box of cereal with iron added, a small round magnet, a plastic bag, a couple of small bowls, and a glass of water.
Jonathan: OK, what's the first thing we need to do?
Miranda: Well, we need to use two bowls of cereal. I have these bowls, so we'll be using the right amount.
Jonathan: Great, that's easy. I'll pour the cereal into the bowls here. OK, now what do we do?
Miranda: **2** Well, we take the cereal, which is dry, and we pour it into the bag. Then we crush the cereal until it looks like sand.
Jonathan: Yeah, that's very weird. I don't get that!
Miranda: **3** I think they mean to break the cereal up until the pieces are as small as you can make them. There we go—it looks like sand now. **4** Do you see that?
Jonathan: Ah, yes, that's perfect! What's the next step?
Miranda: **5** We add some water to it, but only a small amount. Then we put the magnet somewhere on the table, like this, and we lay the bag down on top of it.
Jonathan: Hmm, that's strange. Why would we do that?
Miranda: Magnets attract iron. So my guess is that the water has made the iron in the cereal break free. Now the magnet can attract it. **6** Do you understand what I mean?
Jonathan: Yes, yes, I get it now. That's cool!
Miranda: It says to leave it for an hour. Let's wait and come back when it's done.

1	**a** breaking down information	**b** using clear language	**c** checking for understanding
2	**a** breaking down information	**b** using clear language	**c** checking for understanding
3	**a** breaking down information	**b** using clear language	**c** checking for understanding
4	**a** breaking down information	**b** using clear language	**c** checking for understanding
5	**a** breaking down information	**b** using clear language	**c** checking for understanding
6	**a** breaking down information	**b** using clear language	**c** checking for understanding

B **Read the rest of the dialogue and complete it with the sentences that best simplify information.**

Miranda: So, it's been an hour. Let's see what happened. **1** _____
Jonathan: Yes, I guess we need to be careful to keep the magnet in the same place.
Miranda: OK, done. **2** _____
Jonathan: Yes, very gently so we don't mess anything up.
Miranda: OK, the magnet is on top. **3** _____ Oh, look! Do you see the iron?
Jonathan: Yeah, I can see it. Cool! It's strange that we eat that, but it must be healthy because people keep eating it!

1 **a** The instructions say both the bag and the magnet need to be turned over.
b I'm going to turn the bag and the magnet over at the same time.
2 **a** Now, I'll set the bag down gently, and I'll keep the magnet in place.
b Now, the bag and the magnet need to be set back down on the table.
3 **a** So, the magnet is moved across the surface slowly ...
b So, I'll move the magnet slowly ...

LIFE SKILLS

A **Read the blog and the comments and decide how the people feel about openness in science. Write *very open*, *somewhat open*, or *not very open*.**

Is there such a thing as being too open-minded?

I've been reading biographies of great scientists lately, and while I'm impressed by their discoveries, sometimes their openness to new ideas led them to make mistakes. In a 2013 article on the Scientific American website titled "The Danger for Scientists of Keeping an Open Mind," I read about Alfred Russel Wallace, who codiscovered natural selection with Charles Darwin in the 1800s. It was a revolutionary idea, and one that is still very important today. Because Wallace was so open-minded, he accepted all ideas. The article goes on to say that while open-mindedness is a good thing for scientists, they should also be skeptical sometimes. What do you think? Let me know in the comments section below.

COMMENT

Ann, Westfield, VA 1 _____

I'm fascinated by scientists, too, and I think if you want to become a truly imaginative scientist, you have to allow your mind to travel wherever it wants. Personally, if a scientist investigates strange phenomena, I don't think that's a problem. What matters is the advancements they make in science, since that benefits everyone in the world.

reply share

Steven, Dayton, OH 2 _____

I think there are too many scientists in the world today whose openness to new ideas has led them in the wrong direction. You have scientists who want to do strange things to the human mind or make robots function exactly like humans. These are just two examples of how scientists sometimes think too "openly."

reply share

Jessica, Berkeley, CA 3 _____

Science is all about openness, in my opinion. You have to think about things differently in order to solve problems. While you're thinking in this way, you discover new things. However, I think a good scientist is able to judge their ideas effectively.

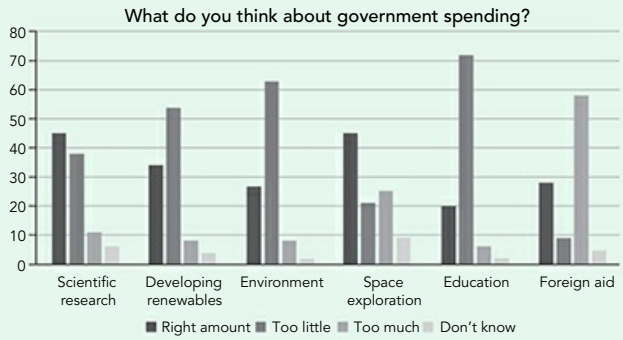
reply share

THINKING SKILL

A **Read the short article and look at the graph, then choose *True* or *False*.**

What do people think about government spending?

I was curious to learn about the public's attitude toward government spending in various areas. At first I looked at scientific and medical research, but I expanded my research to include other fields. Take a look at this graph to see my findings.



Source: National Science Board. 2018. Science and Engineering Indicators 2018. Alexandria, VA: National Science Foundation (NSB-2018-1).

1 People are mostly satisfied with how the government spends money in most of these areas. True / False
2 People are least satisfied with how the government spends money on education. True / False
3 More than twice as many people think the government spends too little on the environment as those who are satisfied and those who think too much is spent. True / False
4 More people think the government spends too much on foreign aid than on any other category. True / False
5 The percentage of people who think too much is spent on these policies is mostly less than those who think it's the right amount or it's too little. True / False
6 More people think the government spends too much on space exploration than on any other category. True / False
7 It seems that when it comes to the environment and education, people know how they feel more than they do about any of the other categories. True / False



Progress Check

Lesson 1

I can understand the meaning of openness. ☐
To review, go to LIFE SKILLS **A** & **B**, p. 70.

I can understand adverb + adjective collocations. ☐
To review, go to VOCABULARY **B**, p. 71.

I can understand conditional sentences. ☐
To review, go to GRAMMAR **A** & **B**, pp. 71–72.

I can pronounce conditional sentences with proper intonation. ☐
To review, go to PRONUNCIATION **A** & **B**, p. 72.

I can talk about what leads to academic success. ☐
To review, go to SPEAKING **B** & **C**, p. 72.

Lesson 2

I can understand different points of view and identify reasons in science. ☐
To review, go to READING **B** & **C**, pp. 73–74.

I can understand how to form science-related words. ☐
To review, go to VOCABULARY **A**, p. 74.

I can understand how to use conditional conjunctions and phrases. ☐
To review, go to GRAMMAR **B**, p. 74.

I can write a for/against essay. ☐
To review, go to WRITING **A**, p. 75.

I can talk about possible courses of action. ☐
To review, go to SPEAKING **A**, p. 75.

Lesson 3

I can understand words related to magnetism. ☐
To review, go to VOCABULARY **A**, p. 76.

I can listen for and identify key information. ☐
To review, go to LISTENING **B**, p. 76.

I can interpret information from graphs. ☐
To review, go to THINKING SKILL **A**, p. 77.

I can simplify information. ☐
To review, go to CONFIDENT COMMUNICATOR **A** & **B**, p. 78.

UNIT 7

Hit the Road

LESSON 1 **Did You Hear About ...?**

READING

IDENTIFY THE ORDER OF EVENTS

When you identify the order of events, look at time expressions that tell you the sequence of events in a story or a text. These are expressions such as *after that, later that day,* and *finally.* Look also for narrative tenses like the past perfect progressive to show you the order of events in a story or text; for example, "we left after we had been waiting for an hour."



A Read the text and put the events in each paragraph in the correct order. There is one extra event you do not need.

Trouble in Paradise

1 Say what?

After years of working really hard to take the trip of a lifetime and explore the globe, I was stuck as soon as I landed at Charles de Gaulle Airport in Paris. Hardly anyone spoke English. I tried to communicate with anyone in a uniform (they must have thought I was crazy), and finally I just got in a taxi and gave the driver the name of my hotel. I just assumed everyone would speak English.

Posted by: on_time

Hi, on_time. OK, so, first, especially when you are in France, you should at least try to speak some French. Before you jetted off, you could have downloaded a language app like Duolingo. You could have used that on the plane to practice a few phrases before you landed. People in Paris generally speak really good English, but you do need to show that you are willing to try some French first.

2 It doesn't look like it did in the pictures ...

When my girlfriend and I arrived at our "beautiful" rented apartment in Tokyo, it looked nothing like it did in the photos that the owner had posted. Not only that, but the owners were not helpful. The more we asked for an explanation, the ruder they became! In the end, we just hit the road again and had to rough it in a really cheap hotel. It was a really bad start to our trip.

Posted by: lost_32

Hi, lost_32. It might have seemed like the end of the world, but, for future reference, sorting out an accommodation problem doesn't need to be difficult. All you need to do is contact the company you booked through and they will help you find a new place. Also, tell the owners that you will give them a bad review if this happens again. No one wants to look bad on social media!

1 Say what?

- **a** _____ On_time took a taxi.
- **b** _____ On_time downloaded a language app.
- **c** _____ On_time saved money for the journey.
- **d** _____ On_time could not communicate with the people at the airport.

2 It doesn't look like it did in the pictures ...

- **a** _____ Lost_32 stayed somewhere inexpensive.
- **b** _____ Lost_ 32 saw photos of their accommodation on the internet.
- **c** _____ Lost_32 complained to the owner about the accommodation.
- **d** _____ The owners of the accommodation were very impolite to lost_32.

VOCABULARY

A Choose the correct options.

1. Check all your documents and your travel itinerary before you leave home. You should always make sure that you have everything you need before you **travel on a shoestring** / **hit the road**.
2. We've been saving up for a few months, because we want to **explore the globe** / **jet off**, not just see one or two countries.
3. Horacio doesn't earn a lot of money, so he's going to **travel light** / **travel on a shoestring** on his trip around Southeast Asia.
4. If the cold winter weather makes you depressed, you could always **jet off** / **explore the globe** to the Caribbean for a vacation in the sun.
5. After their wedding, Camilla and Liam are going to **rough it** / **take the trip of a lifetime** and go to the beautiful Maldives for their honeymoon. Apparently, it's paradise.
6. We're going on a round-the-world trip for six months when we finish college, so we need to **travel light** / **hit the road**, because we don't want to take a lot of things with us.
7. I'm going to have to **take the trip of a lifetime** / **rough it** when I'm in China, because I'm running out of money.

GRAMMAR

A Read the example sentences and complete the rules with words and phrases from the box.

definitely did not happen past possibly did not happen possibly happened probably happened

1. They must have thought I was crazy.
   We use *may/might/must/could* + *have* + past participle to talk about conclusions about a _____ action.
2. Well, it could have been worse, but next time, take a basic first-aid kit with you.
   We use *may/might/must/could* + *have* + past participle to talk about something that _____.
3. You must have been so scared when you lost your passport.
   We use *must* + *have* + past participle to talk about something that _____.
4. You could not have known that the plane had already taken off.
   We use *could/must* + *not* + *have* + past participle to talk about something that _____.
5. She might not have realized that she had left her passport at the hotel.
   We use *may/might* + *not* + *have* + past participle to talk about something that _____.

B Choose the correct options.

1. Don't worry. Felipe has lived in this city for over a year now, so he ... lost.
   a couldn't have gotten **b** must not have gotten
2. Did you hear that? I think the announcement just mentioned Atlanta. I'm sure that ... the last call for our flight. Let's go!
   a couldn't have been **b** must have been
3. Don't book a vacation with Malena in Spain, because I think she ... there on vacation last year.
   a may have gone **b** must have gone
4. Magda's just landed, so I'm sure the only reason she hasn't called you is that she ... your message yet.
   a might not have seen **b** must not have seen
5. Julia is not here yet, so her train ... late again.
   a could have been **b** must have been
6. There hasn't been a bus for hours. Do you think we ... the last one?
   a might have missed **b** must have missed

LISTENING

LISTEN TO DISTINGUISH FACT AND OPINION

When you listen to distinguish fact and opinion, listen for the words or phrases that tell you whether what a speaker is saying is objectively true or their personal belief. To recognize facts, listen for numbers, dates, and statistics. To recognize opinion, listen for phrases like *I think, I believe,* or *I'm not sure.*



A 7.1 **Listen to the podcast and choose the correct options.**

1. The woman talks about the negative effects tourism has had **on the environment** / **in general**.
2. The woman says that the movie *The Beach* had a positive **short-term** / **long-term** impact on Thailand.
3. The woman says that a host country's decision-making individuals need to understand the **positive** / **negative** effects of tourism.
4. The woman says that tourists need to be careful how they treat **the governments** / **the local people** of host countries.
5. The woman says that buying wildlife products **does not help** / **can help** the host country.
6. The woman says that tourists should check that souvenirs are **made locally** / **made in other countries**.

VOCABULARY

A **Complete the sentences with words from the box.**

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

1. This is a very _____ part of the city—I think around 300,000 people live in quite a small area.
2. I like living in such a/an _____ community where people are happy to welcome visitors from other countries and cultures.
3. Dad often leaves the _____ process on where we go on vacation to Mom, and she seems quite happy with that.
4. There are good schools here and lots of open spaces, so it's a great _____ neighborhood—your kids will love it!
5. The _____ Eiffel Tower in Paris attracts lots of tourists to the city.
6. Building a new hotel so close to an active volcano would be a/an _____ decision.
7. Because of the political situation, this is a/an _____ area for tourists to travel to.
8. There are a number of _____ travel booking apps that are popular with young people looking for good travel deals.
9. We need a/an _____ environmental strategy—most likely over the next decade or so—that will protect local wildlife.

GRAMMAR

A **Read the example sentences and complete the rules with words from the box.**

infinitive (x3) negative verb *not* (x2) verb (x2)

The NGO persuaded the government to give the ancient forest protected status.
We use a/an **1** _____ + object + **2** _____ to report something that someone said to someone else in the affirmative.
We don't expect you to pay for the whole cost of your trip in advance.
We use a/an **3** _____ + object + **4** _____ to report something that someone said to someone else in the negative.
The tour company advises tourists not to feed the animals.
We use a/an **5** _____ + object + **6** _____ + **7** _____ to report something that someone told someone else **8** _____ to do.

B **Complete the sentences using the correct form of the words in parentheses.**

1 "OK, now that you have a permit, you can go into the national park," the security guard said to me.
The security guard _____ (**allow**) into the national park, because I had a permit.
2 "You should really use public transportation rather than cars," said Inga to the tourists.
Inga _____ (**advise**) public transportation rather than cars.
3 "It's really not a good idea to go into the jungle on your own," said the tour guide to us.
The tour guide _____ (**encourage**) into the jungle on our own.
4 "Would you like to have a look around our new family-friendly resort, Leila?" the architect asked.
The architect _____ (**invite**) a look around their new family-friendly resort.

WRITING

A **Read the report, then match what the writer does (1–5) to the sections (a–e) of the report. Write the letter.**

The tourist office has been asked to write a report on the plan to reduce the number of tourists that visit Venice every year. **a** The area is visited by around 30 million visitors each year, and it is seen by locals as "an open-air piece of art." Much of the city is over 1,200 years old.

The city is extremely popular with tourists, but the buildings are becoming damaged, and many of the canals are in need of repair. The walkways and bridges are so flooded with tourists that it is almost impossible to walk around. **b** Sixty thousand people visit the city each day. This is more than the entire population of the city itself.

c There is an argument that reducing the flow of tourists would take away millions of euros that the city receives each year. **d** However, statistics show that around nine million euros is spent on repairing the city's buildings that are damaged by waves from the estimated 600 cruise ships that arrive in Venice each day.

If the number of tourists is not reduced, the high levels of pollution will continue to destroy the city. The government must act to add a tourist tax or control the number of tourists that can visit the city every year. **e** In our view, a long-term plan is necessary to protect this beautiful and historic city from being ruined by tourism.

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

LISTENING

A 7.2 **Listen to the podcast and choose *True* or *False*.**

The speaker says that ...

1 we may not understand the effect that marketing strategies have on us. **True / False**
2 we see brands with the color red as being associated with friendliness. **True / False**
3 "reciprocity" means that we do something nice because someone has done something nice for us. **True / False**
4 product placement is when we want to be associated with a certain brand because we like the way it looks. **True / False**
5 celebrity endorsement makes us want to buy a certain brand of soccer cleats. **True / False**
6 when we choose something, it's because we really believe it's better than a given alternative. **True / False**



VOCABULARY

A Choose the correct options to complete the sentences.

1 Many big brands use a ... to increase the appeal of their products, because customers like to be associated with famous people.
a product placement **b** celebrity endorsement
2 We have been using the same ... material for a long time to advertise this product, so we should probably design something new.
a USP (unique selling point) **b** promo
3 I think that the ... for this cell phone is a man in his early twenties, who has recently finished college and found his first job.
a end user **b** forecast
4 I've spoken to our marketing department about the best way to ... of our hair styling products.
a marketing strategy **b** boost sales
5 More and more brands are using ... For example, if you see characters in a James Bond movie wearing a particular brand of watch, you are likely to notice it.
a celebrity endorsement. **b** product placement.
6 The ... of this cleaning product is that it is biodegradable and therefore environmentally friendly.
a USP **b** promo
7 Our in-house team is going to give us a sales ... to show us how well they think our new clothes collection will sell next year.
a forecast **b** end user
8 We need to develop a ... for our new range of health products.
a marketing strategy **b** boost sales

B Complete the sentences with words and phrases from the box.

boost sales	celebrity endoresment	end user	forecast
marketing strategy	product placement	promo	USP

1 When the supermarket buys this product, we imagine that the _____ will be a parent who is short on time.
2 This TV series uses _____ a lot. All the main characters in the show use a particular brand of laptop.
3 We are going to upload some _____ videos for our new product to Instagram to make sure all our followers know about it.

4 We think our new sports drink ad is really going to _____, as it shows you all the benefits of buying it.
5 These jeans are expensive, but their _____ is that they're very tough and they will last for years.
6 The _____ for this computer game aims the product at young adults roughly aged between 16 and 21.
7 The Head Office is presenting a/an _____ to show us how much profit they think we can make next year, based on what happened this year.
8 Our marketing department thinks some _____ would be a good idea. Which TV star could we get to wear our sneakers?

CONFIDENT COMMUNICATOR

A Read the dialogue and choose the correct options.

Marcus: Hey, Gabriel, I didn't tell you about what happened at the restaurant last night.
Gabriel: What happened?
Marcus: Well, there was someone from Spain at the next table. He looked like he was having trouble reading the menu. And when the waiter came over to his table, I realized he didn't speak English very well. It was uncomfortable because the customer was getting frustrated, and the waiter was getting very upset.
Gabriel: You speak Spanish, don't you? Did you try to help him?
Marcus: Well, yes, but it made things worse! I went over to his table and told the waiter I spoke Spanish and I asked the customer what he wanted. The customer asked for something I didn't really understand. I asked him to repeat it three times, and I thought he asked for *ensalada de pollo*. *Ensalada de pollo* means "chicken salad," so I told the waiter that the customer wanted a chicken salad. I felt great about myself then.
Gabriel: So, what was the problem?
Marcus: Well, the waiter looked very confused. I thought that was strange. But about five minutes later, I understood why the waiter had reacted like that. He came back with a chicken salad.
Gabriel: OK, but wasn't everyone happy?
Marcus: Well, no. The customer looked confused and disappointed. So I Googled what he had asked for. I realized that he hadn't asked for *ensalada de pollo*; he had asked for *ensalada de repollo*. *Repollo* means "cabbage," and the customer was vegetarian!
Gabriel: Oh, no. How embarrassing for you!

1 What happened at the restaurant in the beginning?
  a Marcus didn't understand the waiter.
  b The waiter didn't understand the customer.
  c The waiter didn't understand Marcus.
2 What did Marcus do?
  a He listened to the waiter and the customer.
  b He translated what the customer said for the waiter.
  c He told the waiter that the customer was upset.
3 Why did the waiter seem confused?
  a Because Marcus told the waiter that the customer wanted a chicken salad.
  b Because Marcus told the waiter that the customer wanted a cabbage salad.
  c Because the customer was getting frustrated.
4 Why did Marcus make his mistake?
  a Because the waiter didn't tell him what was going on.
  b Because the customer was not clear about what he wanted.
  c Because he didn't listen to both people before translating.
5 How could Marcus have managed the situation better at first?
  a He could have stayed out of the situation.
  b He could have ordered a cabbage salad for the customer.
  c He could have asked both people to explain the situation.
6 What should Marcus have done before he told the waiter what the customer wanted?
  a Checked that the customer ate chicken.
  b Clarified with both people to check he understood the situation.
  c Read the menu through carefully.

THINKING SKILL



A Read the information. Choose whose plan is the most effective for brainstorming.

Tom, Sofia, and Chloe are students at a university in the USA. Their class is planning a debate on whether it's a good idea to reduce the number of tourists who can visit Bhutan in Southeast Asia.
What is the best way for the debate teams to brainstorm ideas?

1 Tom

- *Everyone shares their thoughts on reducing / not reducing tourism in Bhutan. Get one person to write them down.*
- *Get everyone to justify their ideas and help each other.*
- *Order the ideas from weakest to strongest.*
- *Decide on the best ideas to use.*
- *Spend some time deciding on the best way to present information.*

2 Sofia

- *Think of ideas individually on reducing / not reducing tourism in Bhutan for three minutes.*
- *Share ideas in two small groups, and get one person to write them down.*
- *Put all the ideas in order of persuasiveness.*
- *Change to different groups, share ideas, and get one person to write them down.*
- *Put all the ideas in order of persuasiveness and share the best ideas with the whole group.*

3 Chloe

- *Individually list ideas on reducing / not reducing tourism in Bhutan for five minutes.*
- *Make two small groups, and everyone writes down ideas.*
- *Share ideas as a group, and get one person from each group to go to the other groups to share the group's ideas.*
- *Both groups come back together.*
- *All ideas are shared, and the group votes on the top 10.*

LIFE SKILLS

A 7.3 **Listen to the debate and choose *True* or *False*.**

1	The only problems caused by tourism in Bhutan are environmental ones.	**True** / **False**
2	The farming economy in Bhutan is increasing because of tourism.	**True** / **False**
3	Sofia thinks that there is no point in Chloe talking about money in Bhutan.	**True** / **False**
4	Chloe has statistics that show that the majority of people at their university support the idea of tourism as a way of understanding a different culture.	**True** / **False**
5	Chloe says that Sofia's argument about loss of cultural knowledge is contradictory.	**True** / **False**
6	Chloe says that if people agree with Sofia, there will be no chance for people to visit Bhutan in the future.	**True** / **False**

B 7.3 **Listen again and check (✓) which aspects of persuasive communication are mentioned during the debate.**

The six principles of persuasive communication

- ☐ **1** Reciprocity, i.e., if someone agrees with someone else's point of view, you feel obliged to agree with one of theirs
- ☐ **2** Scarcity, i.e., people want to have more of something if there's a possibly that there may be less of it
- ☐ **3** Authority, i.e., people agree with knowledgeable experts
- ☐ **4** Consistency, i.e., people should be consistent with things they have said or done before
- ☐ **5** Liking, i.e., people prefer to agree with people they like
- ☐ **6** Consensus, i.e., when they are not sure, people will see what the majority agree with

C **Choose which group, Sofia's or Chloe's, is more successful at persuasive communication.**

Sofia's / Chloe's

Progress Check

Lesson 1

I can identify the order of events in a text. ☐
To review, go to READING **C** & **D**, p. 83.

I can use travel expressions. ☐
To review, go to VOCABULARY **A**, p. 83.

I can use my voice to tell a story. ☐
To review, go to PRONUNCIATION **A** & **B**, p. 83.

I can use past modals of deduction. ☐
To review, go to GRAMMAR **A**, **B**, & **C**, p. 84.

I can tell an interesting or amusing travel story. ☐
To review, go to SPEAKING **A** & **B**, p. 84.

Lesson 2

I can listen to distinguish fact and opinion. ☐
To review, go to LISTENING **B** & **C**, p. 85.

I can use compound adjectives about tourism. ☐
To review, go to VOCABULARY **A** & **B**, p. 85.

I can use verb + object + infinitive for reporting what people say. ☐
To review, go to GRAMMAR **A** & **B**, p. 86.

I can write a report presenting a persuasive argument. ☐
To review, go to WRITING **A**, **B**, & **C**, p. 87.

Lesson 3

I can understand communication skills. ☐
To review, go to LIFE SKILLS, p. 88.

I can use vocabulary about marketing. ☐
To review, go to VOCABULARY **A** & **B**, p. 89.

I can understand brainstorming. ☐
To review, go to THINKING SKILL, p. 89.

I can translate for everyday situations. ☐
To review, go to CONFIDENT COMMUNICATOR **A** & **B**, p. 90.

UNIT 8

Future Innovations

LESSON 1 **Engineering and Society**

READING

UNDERSTAND MAIN IDEAS

To understand main ideas in a text, look at the first sentences of each of the paragraphs. From this, you can figure out what the text's topics and subtopics are and can read any supporting information to understand the ideas better. This can also help you narrow down more specific information that you might need to answer questions.

A Read the article and choose the correct options.



Engineers Against Climate Change

As debates about the climate crisis increase, individuals are doing more than just getting involved—they're getting organized. According to a *Guardian* article titled "Leading Engineers Turn Their Backs on New Fossil Fuel Projects," a group of engineers in Australia has announced that they will be considering future projects with climate considerations as a top priority. Australia is a place where climate change is becoming increasingly obvious. These engineering professionals have decided that they can't put up with the harmful effects of their industry any longer. The group consists of about 1,000 engineers, and working with them are close to 100 organizations involved in various fields of engineering. From now on, none of these individuals or organizations will work on projects that don't put the climate first.

One of the goals of the organized effort is to force companies—in particular, mining companies—to adopt a better approach to climate responsibility. With engineers refusing to work with miners, mining companies will have a difficult time finding skilled workers to design new projects. The hope is that they will invest in producing wind and solar power, rather than digging for coal under the ground.

The move doesn't come without risks, however. First, mining companies have quite a bit of power, and they have threatened the engineers. They have indicated that they will work with other companies in order to keep the engineers from working on any project. Second, the miners employed by these companies face job losses if the engineers' efforts are successful.

Nonetheless, the engineering group is determined to make a change. They are not worried that the mining companies will convince others not to hire them. There are too many workers, within other companies, who think that something needs to be done about climate change at this point in time.

According to the website of the University of New South Wales, Sydney, students are getting more and more involved with aspects of engineering that are more considerate of the environment. Those with a background in renewable energy will be highly attractive job candidates when they graduate. Universities have begun to offer degrees in renewable energy engineering, so the next generation can hopefully be more prepared and more motivated to handle the climate change crisis.

We've seen what happens when people demand products that aren't harmful to the environment: more fuel-efficient cars on the roads, for example. Hopefully, we will see the positive effects of an industry forced to change from within—the professionals who work for them demanding a complete change for clean energy.

1 What does the Australian engineering group hope to achieve?
   - **a** to shut down the mining industry
   - **b** to force the mining industry to do more than just mine
   - **c** to force miners into looking for new jobs

2 What is a potential problem with the engineering group's efforts?
   - **a** Some people may find that their jobs have disappeared.
   - **b** The mining companies will take the group to court.
   - **c** The mining companies will fire engineers.

3 What does the article mention about students and education?
   a Universities need to offer more degrees that address climate change.
   b Young people are preparing to enter a more environmentally friendly workforce.
   c Students are doing more to protest industries that are heavy polluters.
4 What three promoters of change are mentioned in the conclusion?
   a buyers, leaders, and educators
   b students, activists, and owners
   c consumers, governments, and experts

VOCABULARY

A Choose the correct options to complete the sentences.

1 As the needs of consumers change, companies that make electronic devices need to **get** / **keep** up with those changes.
2 The company knew they would **come** / **do** up against a lot of anger from people when they decided to charge more money for cell phone usage.
3 The supervisor told the construction workers that they needed to **keep** / **watch** out for water pipes while they were building.
4 Melania started using wireless devices so she could **do** / **get** away with so many wires.
5 I'm not sure how much more air pollution we can **get** / **put** up with before we start doing something against it.
6 Companies shouldn't be able to **watch** / **get** away with pouring dangerous chemicals into rivers and lakes.
7 I **look** / **come** up to my engineering professor because he's worked on some very important projects during his career.
8 If we plant millions of trees, it might **keep** / **make** up for all the ones we've cut down.

GRAMMAR

A Complete the rules with *defining* or *non-defining*.

1 In _____ relative clauses, we do not use the relative pronoun *that*.
2 In _____ relative clauses, we use commas before and after the clause.
3 In _____ relative clauses, you can leave out the relative pronoun if the clause refers to the object.

B Look at the sentences. Write *Correct* if the sentence is correct without the clause. Write *Clause* if the sentence needs the clause to make sense.

1 Edmund's new book, which took him two years to write, discusses the engineering behind cell phone manufacturing. _____
2 The wind turbines that the city installed in our neighborhood produce quite a lot of power. _____
3 Employers who put their employees' lives at risk should be forced to pay damages. _____
4 The latest model, which recently won a Car-of-the-Year award, has the best mileage of any vehicle on the market. _____

C Choose the correct options to complete the dialogue.

Nicolas: Hey, Rebecca, how are you? Have you heard about the new shopping area **1 that** / **who** is being built on the edge of town?
Rebecca: Hey, Nicolas. Yes, I have, and I'm not pleased to hear that. The forest there, **2 which** / **that** has a nice walking trail, is beautiful. I can't believe the city's allowing it.
Nicolas: I agree. Builders **3 who** / **which** destroy nature should have to pay a heavy fine.
Rebecca: Well, I think areas **4 who** / **that** have a lot of trees should be protected from building altogether.
Nicolas: Right! The city officials, **5 who** / **that** were voted for by us, should do more to save the environment.
Rebecca: I agree. I complained about this to the mayor, but I haven't received an answer yet.

LISTENING



MAKE INFERENCES

We make inferences by guessing information that is not said directly. Use the information you hear to gather clues and use prior knowledge as well. For example, if you hear "When I got home, I was completely wet, because I had forgotten my umbrella," you can infer that the weather outside was rainy because you see the word *wet* and the phrase *forgotten my umbrella.*

A 8.1 **Listen to the conversation and choose the correct options.**

1 Gloria begins by pointing out videoconferencing's **nonverbal communication** / **cost** benefits.
2 Gloria says that people who don't really work that far from one another **won't** / **can** enjoy the benefits of videoconferencing.
3 Gloria shares a couple of benefits for **start-ups** / **larger companies** regarding investments and wages.
4 In order for document sharing to occur, videoconferencing users need to have **videoconferencing software** / **additional software**.
5 Videoconferencing doesn't allow users to fully understand a person's **body language** / **facial expressions**.
6 When it comes to adjusting to videoconferencing, Gloria admits that some people **can't use it at all** / **prefer a standard approach**.

B 8.1 **Listen again and choose the correct options by making an inference.**

1 Gloria would view emailing as ...
   a the same as a phone call.
   b less useful than phone calls.
2 Some of Gloria's UK clients clearly ...
   a do business internationally.
   b dislike traveling long distances.
3 Gloria mentions start-ups because ...
   a young companies are more open to the technology.
   b they have little to spend on operating costs.
4 Gloria implies that some companies ...
   a wonder if they would find videoconferencing beneficial.
   b don't trust her advice about the benefits of videoconferencing.
5 Gloria believes that videoconferencing ...
   a can take the place of some forms of communication.
   b was intended to work with other forms of communication.

VOCABULARY

A **Complete the sentences with the correct form of one of the verb parts in parentheses.**

1 My boss is always _____ (**critic–** / **motiv–**) my programming work. It's so annoying!
2 My computer just turned off all of a sudden. It _____ (**emphas–** / **fright–**) me!
3 A computer seminar can help _____ (**demon–** / **broad–**) your understanding of technology.
4 Wendy _____ (**cooper–** / **personal–**) her PC desktop by putting her vacation picture as the background.
5 Brian spent most of the morning _____ (**motiv–** / **threat–**) his team to get excited about the new project.
6 Juan's employer _____ (**threat–** / **emphas–**) that if he didn't come up with a better programming idea, he'd be out of a job.
7 Manuel is a terrific teammate. He always _____ (**demonstr–** / **cooper–**) with everyone else well.
8 If you're not sure how to use this program, I can _____ (**personal–** / **demonstr–**) how it works for you.
9 A software company that _____ (**emphas–** / **critic–**) quality and innovation is one that has a chance of success.

GRAMMAR

A **Unscramble to complete the sentences with noun clauses.**

1 to / Jean / What / my work space / was / did
_____ make it more comfortable for me.

2 care about / working / managers / that / our / environment
It's nice to know _____.

3 discover / When / is / we / the problem
_____ the perfect time to start solving it.

4 best / products / work / the / which
Our customers will tell us _____.

5 their work / completes / important / How / less / a person / is
_____ than the quality of that work.

6 the meeting time / why / to the staff / changed / was
Lena explained _____.

WRITING

A **Read the writing task and check the notes you would include in your task.**

> You're going to write a blog post about the future of robots in the workplace. Include aspects as to how they will affect jobs. Write your predictions and give your opinions.

Notes for exam task:

Aspects:

- ☐ **1** Number of jobs lost to robots
- ☐ **2** Robots becoming more human
- ☐ **3** Types of jobs lost to robots
- ☐ **4** How to build robots
- ☐ **5** People's attitudes toward robots

Predictions:

- ☐ **6** More people will use robots at home.
- ☐ **7** Factory jobs will be replaced.
- ☐ **8** Advanced robots could make serious decisions and/or mistakes.

Opinions:

- ☐ **9** Robots need to be controlled.
- ☐ **10** Companies must protect jobs for people.
- ☐ **11** Robots have to be friendly and show emotion.



Humans 2.0

LISTENING

A 8.2 **Listen to the podcast and choose the correct options.**



1 What kinds of devices do the speakers focus on?
- **a** devices you hold in your hand
- **b** devices that go on the body
- **c** devices you wear on your head

2 The first device mentioned in the podcast, Nixie, is primarily for ...
- **a** telling time.
- **b** taking photographs.
- **c** delivering messages.

3 Who wears the second device, Whistle?
- **a** pet owners
- **b** cats
- **c** pets, specifically dogs

4 What is true about the third device, Volvorii Timeless shoes?
- **a** It can change into another accessory.
- **b** It can tell you information about your feet.
- **c** It has little real function.

5 The fourth device, the Viper Pod, has ...
- **a** several useful functions.
- **b** functions for work and play.
- **c** one main function.

B 8.2 **Listen again and choose *True* or *False*.**

1	Some of the devices mentioned in the podcast are not yet on the market.	True / False
2	Carmen believes the Nixie could use some improvements in its appearance.	True / False
3	Luis says that the Nixie is currently being developed for use in the field of architecture.	True / False
4	The Whistle device can let dog owners know if they need to take their dogs for a walk more often.	True / False
5	The Whistle can notify dog owners of how their dog is feeling emotionally.	True / False
6	Volvorii Timeless shoes allow the wearer to change the look of their shoes to a variety of different colors.	True / False
7	The Viper Pod is only useful for individual sports.	True / False
8	Famous sportspersons have given the Viper Pod a try.	True / False

VOCABULARY

A **Choose the correct options to complete the dialogue.**

Instructor: So, is this your first time driving a car?
Jeff: Yes, it is. I'm really excited to get started.
Instructor: Great! Well, first, **1 adjust** / **scan** your seat so that you can reach the wheel and you're comfortable driving.
Jeff: OK, done.
Instructor: Now, normally we **2 charge** / **insert** the key into the car's lock, but since this is a new model, it doesn't have a key. Instead, **3 press** / **unlock** the "start" button and hold it until the engine starts.
Jeff: Ah, I see ... Yes, that worked. I can hear the engine. Hmm, can anyone just jump in and start the car?
Instructor: No, they have to be carrying the device we call a "key fob." It's the latest in technology for cars. It's the small black device we used to **4 unlock** / **twist** the car doors so that we could **5 push** / **enter** the car.
Jeff: I see.
Instructor: So, before we drive off, **6 charge** / **push** this button here in order to turn on the GPS system, so we can see a map of where we're driving to.
Jeff: Excellent. I see we're driving to the end of the block and around the corner. Well, that's a good start.
Instructor: Yes, now remember ... when we turn right at the end of the block, you need to signal. **7 Lift** / **Scan** the lever up to turn right, and **8 adjust** / **press** it down to turn left. That way, other cars can see your turn signals **9 blink** / **twist**, and they will know which way you're turning.

Jeff: OK, got it.

Instructor: And of course, remember to stop! Not only is it dangerous to run a stop sign, but there are cameras that can **10 enter** / **scan** your vehicle plates and mail you a ticket.

Jeff: I understand. That's very important. One more thing ... my phone is about to switch off. Is there somewhere inside the car where I can **11 unlock** / **charge** it?

Instructor: Yes, there's a slot right here. It's a little tight, though. **12 Twist** / **Insert** the plug gently from side to side until it goes in.

Jeff: There it goes. Perfect!

Instructor: So, I think we're ready to set off!

CONFIDENT COMMUNICATOR

A **Read the dialogue and complete the sentences.**

Antonio: Hey, Carla, I went to the Tech Expo last weekend, and it was really incredible.

Carla: Oh, yeah? What did you see?

Antonio: I saw several things that were interesting. One of them was called a smartsleep headband.

Carla: Oh, what's that all about?

Antonio: Well, it helps you sleep better. It's like wearing a cover over your eyes to keep out the light. But it's more than that. It also plays very quiet sounds. So it's like listening to quiet, calming music through your music player.

Carla: Well, why don't you just use your music player?

Antonio: Because it also comes with sensors, and it includes an app. The sensors can tell if you're sleeping deeply or not. At just the right moment, the sensors can tell the app to switch on quiet sounds, if needed. It can change from one night to the next, too, because it records your sleep pattern. It's like telling a computer to analyze and improve your sleep patterns. Cool, right?

Carla: Yeah, it is. I might get one!

1 To describe the appearance of the sleep aid, Antonio says _____.
2 To describe the experience of wearing the sleep aid, Antonio says _____.
3 To describe the sleep aid's other functions, Antonio says _____.

B **Choose the correct options.**

1 I love my new virtual reality gaming device. It's like **playing** / **being** inside the video game while you're playing it!
2 This robot vacuum cleaner is great! It's like **having** / **hiring** someone clean your floors every single day.
3 My friend Anna has a smart pen and a little computerized notepad. It's like **typing** / **writing** notes in an old-fashioned paper notepad.
4 I love my new alarm because it shines light in my room that looks like the sun. It's like **getting** / **waking** up to a beautiful sunrise every day!
5 There's a new type of jacket that has communications capabilities. It's like **wearing** / **using** a smartphone on your back!
6 Have you heard of the selfie toaster? It burns your image into a piece of bread. It's like **taking** / **eating** a picture of yourself every morning!



LIFE SKILLS

A Read the article about a new product. Then read the pairs of questions and choose the best one to make an inquiry about the product.

A recent article on Inhabitant.com titled "New Nanoparticle Tattoos Can Monitor Glucose Levels in Diabetics" describes a new way to keep track of a serious health problem. Called a "nano tattoo," it looks like a regular tattoo, but it has a huge difference; it can monitor a person's sugar levels in their blood. This is very important for people who suffer from diabetes, which is a disease that affects the body's ability to process glucose—a type of sugar—in their blood. With the tattoo placed on the skin, the tattoo ink will start to glow if sugar levels get too high. People with the tattoos can track their glucose levels with a special device. It's a revolutionary way for sufferers of diabetes to check their blood. Before this, they had to take a small amount of blood from their finger several times a day to check what the nano tattoo can check automatically and monitor continuously. The downsides are that the patient has to get a tattoo, which might not be to everyone's liking, and because tattoos can fade over time, the nano tattoo will have to be reapplied at some point.

1 **a** Does a nano tattoo look like a normal tattoo?
  b What does a typical nano tattoo look like?
2 **a** Can the nano tattoo monitor blood sugar levels?
  b Can the nano tattoo monitor things besides blood sugar levels?
3 **a** What happens to the nano tattoo when sugar levels get too high?
  b Is it easy to tell when the nano tattoo starts to glow?
4 **a** Does the special device come with an app that could be used on a smartphone?
  b Can you use the special device to track your glucose levels in your blood?
5 **a** Can the nano tattoo replace the need to take blood from your finger?
  b Does the nano tattoo prevent someone from having their blood taken?
6 **a** How often does the nano tattoo have to be reapplied?
  b Can the nano tattoo be reapplied daily?

B Read the blog. Then check the questions that you think the writer should ask when she is considering her new work plans.

July 1

A big change

As most of you know, I have been thinking about making a big change in my working situation. I've decided that I'm going to leave my job in a month and start working from home. My employer has been great about it, even offering me work after I become a freelancer. Of course, I will need to get work from other places to keep my schedule full, but hey ... I'll be in charge of my schedule, so that's a big responsibility for me, and one I'm choosing on my own. I've made a short list of information I'd like to inquire about. Here are my questions:

- ☐ 1 What devices and equipment do you need to be a freelancer?
- ☐ 2 What sort of special training do you need to do your freelancing job?
- ☐ 3 Have you looked at the different kinds of apps that can help with scheduling?
- ☐ 4 Where do you plan to move to once you've starting freelancing?
- ☐ 5 What's the best software program for videoconferencing?
- ☐ 6 Have you considered getting a laptop or a tablet so you can work on the go?

Let me know which ones you think I should ask!

THINKING SKILL

A Read the scenario, then speculate how likely the outcome will be by choosing one option.

> You work as a manager for an automobile manufacturer that has factories around the world. Your company recently announced that out of the 13,000 jobs in production lines, 2,000 jobs will be lost, as they have decided to use automation. They say this move is necessary in order to stay competitive with other automobile makers, who have taken similar actions with their own production.

How likely is it that ...

1 you will lose your job to automation?
a very likely **b** not very likely **c** not likely at all

2 the company will increase the number of cars they are able to produce?
a very likely **b** not very likely **c** not likely at all

3 some employees will be very upset about this news?
a very likely **b** not very likely **c** not likely at all

4 company executives will be very upset about this news?
a very likely **b** somewhat likely **c** not likely at all

5 the company will become less competitive than other automobile makers?
a somewhat likely **b** not very likely **c** not likely at all

6 robots will take over the factory and run it all by themselves?
a very likely **b** somewhat likely **c** not likely at all

Progress Check

Lesson 1

- ☐ I can understand main ideas in an article. To review, go to READING **B**, p. 94.
- ☐ I can understand phrasal-prepositional verbs. To review, go to VOCABULARY **A** & **B**, p. 95.
- ☐ I can use relative clauses. To review, go to GRAMMAR **A**, p. 95.
- ☐ I can pronounce phrasal-prepositional verbs correctly. To review, go to PRONUNCIATION **A** & **B**, p. 96.
- ☐ I can talk about possible negative effects of engineering projects. To review, go to SPEAKING **A** & **B**, p. 96.

Lesson 2

- ☐ I can make inferences while listening. To review, go to LISTENING **C**, p. 97.
- ☐ I can form verbs using suffixes. To review, go to VOCABULARY **A**, p. 97.
- ☐ I can use noun clauses as subjects and objects. To review, go to GRAMMAR **A**, p. 98.
- ☐ I can write an opinion blog post that makes predictions about the future. To review, go to WRITING **A**, p. 98.
- ☐ I can talk about future technology. To review, go to SPEAKING **A**, p. 99.

Lesson 3

- ☐ I can inquire about things. To review, go to LIFE SKILLS **A**, p. 100.
- ☐ I can understand vocabulary for describing physical actions. To review, go to VOCABULARY **A**, p. 101.
- ☐ I can speculate about different situations. To review, go to THINKING SKILL **A**, p. 101.
- ☐ I can link explanations to previous knowledge. To review, go to CONFIDENT COMMUNICATOR **A**, p. 102.

UNIT 9 Trendsetter

LESSON 1 Casual Fridays

READING

DEVELOP ACTIVE READING

When we use active reading techniques, we look at different ways to focus on the text. There are several different techniques to develop active reading. You can consider where the text is from, who the main audience for the text is, and what the purpose of the text is. You can also make notes on your opinion of the text as you read. By doing these things, you can develop your ability to retain information and understand texts better.



A Read the text and choose the correct options.

1 The text is probably from ...
   a an online magazine article. b a guide for new employees. c a fashion magazine.
2 The main audience for the text is probably ...
   a psychologists. b business leaders. c college students.

Dress up or dress down? The psychology of style

Eric Slavin was determined to make a good impression on his first day as an intern at a tech start-up. He turned up for work in a new suit feeling cool and confident. It didn't last. Why? He was overdressed, and he felt like a stuffed shirt. His manager was wearing jeans and a T-shirt. The decision about what to wear at work is a bigger one than ever, despite the fact that there are so many companies that now have Casual Fridays.

You are what you wear?

Researchers Michael Slepian, Simon Ferber, Joshua Gold, and Abraham Rutchick carried out a study in 2015 and found that the way someone dresses at work might impact how coworkers think about that person. A negative aspect of this could be that formal clothes are worn by workers who are trying to show that they are in some way different from everyone else. But there is no denying that wearing a suit shows power. The study found that you can feel more self-confident and that might also make you feel like a leader.

Suits you

It's not just other people's perceptions that alter when we wear a suit. Dr. Karen Pine, professor of psychology at the University of Hertfordshire, says that we "adopt the characteristics associated with" specific clothes. So when we wear formal clothes, we become more aware of what is happening around us at work, but we could "feel less focused and alert" by wearing casual clothes. So that's one point for Team Suits.

Casual Friday or Casual Every Day?

On the other hand, studies have also shown that a more casual dress code at work makes people see you as more friendly. This is apparently better for communication throughout the office, and this improves productivity. Just visit the office of a tech company if you don't believe me. One point for Team Casual!

What not to wear

The fact is that it really depends on where you work, but there are a few golden rules if your office has a casual-clothes policy. Don't try to make a fashion statement by wearing your favorite on-trend ripped jeans. You're in a workplace, not a nightclub! T-shirts are generally OK, just not ones with slogans or logos intended to be funny. You might think that's in fashion, but it draws attention to what you are wearing, not you and what you contribute as an employee.

Decisions, decisions ...

So what's our advice? It's up to you. Just consider your work space or check out where you are going for that interview, so you don't go under- or overdressed. Before you leave home, just think for a second: what's my message to the world? And, OK, it might be harder to decide since Casual Fridays became popular, but as Eric Slavin realized, it's important to fit in with the company culture and clothes play a part in that.

Read more

VOCABULARY

A Complete the sentences with a word from the box.

code follow on statement under up

1 Back in the 1980s, people often bought cell phones to make a fashion _____, but these days everybody has one.
2 Flo loves to _____ fashion, and she'd like to become a fashion designer one day.
3 You look a bit _____dressed for the graduation ceremony wearing that sweater, so I think you should put a shirt on.
4 Small earrings are very _____-trend right now, and all the top models are wearing them.
5 A lot of people complain about the formal dress _____ at my office, but wearing a suit makes me feel more self-confident.
6 Whenever I go out to the theater, I always dress _____, because I think it's important to look nice.

GRAMMAR

A Complete the rules about the sentences in bold with words from the box.

adjective phrasal verb preposition (x3) two-word preposition verb

1 **I'm really looking forward to wearing my new dress this evening.** It's very on-trend.
This sentence is made by using a/an _____ + gerund.
2 When you go for an interiew, it's not about making a fashion statement; **it's about presenting yourself as professionally as you can** .
This sentence is made by using a/an _____ + gerund.
3 **I really don't care about wearing the latest styles.**
This sentence is made by using a/an _____ + _____ + gerund.
4 **Instead of spending all that money on new clothes** , why don't you just mix up your outfits?
This sentence is made by using a/an _____ + gerund.
5 If I were you, **I'd be wary of buying those shoes** . They look like they haven't been made very well.
This sentence is made by using a/an _____ + _____ + gerund.

B 9.1 Listen and complete the statements with two or three words.

1 Rather _____ the red coat, I want to wear the black one.
2 Tina is really _____ going to the sales next week.
3 Although I love clothes, I'm not very _____ studying fashion design.
4 If you want to get fit, you should take _____.
5 Apart _____, he also makes all his own clothes.
6 Making a fashion statement is all _____ people that I am a self-confident person.

C Complete the sentences with a preposition from the first box and a verb in the correct form from the second box.

after about for (x3) off

buy eat go put sell use

1 The designer was criticized _____ animal products in his latest collection.
2 She doesn't have much money at the moment, so she has to put _____ on vacation for a while.
3 I really don't enjoy going to stores at all, so except _____ food at the supermarket, I tend to do all my shopping online.
4 Cara Delevingne was famous _____ her modeling photos on Instagram before she became a model.
5 I was so tired that I went straight to bed _____ dinner with my parents.
6 You know, I've been talking _____ my designs to a major fashion label for a long time, so I'm finally going to do it.

VOCABULARY

A Choose the correct options.

1 Perfume costs very little money to produce, so the store ... is relatively high.
a production line **b** retail price **c** manufacturing process

2 The soft drink company has developed a new, 100% recyclable ... that is cheaper to produce than their other containers.
a chewing gum **b** retail price **c** plastic bottle

3 People still litter, but fortunately our town has efficient local ... who keep the place clean.
a street cleaners **b** fashion designers **c** design concepts

4 We are working with an environmentally conscious ... who is looking into creating a sustainable clothing line.
a fashion designer **b** chewing gum **c** street cleaner

5 Can you help me get this ... off the bottom of my new sneakers, please? It's horrible, sticky stuff, and it won't come off!
a chewing gum **b** plastic bottle **c** retail price

6 Our bike ... has become much more sustainable since we started employing well-trained local workers.
a production line **b** manufacturing process **c** retail price

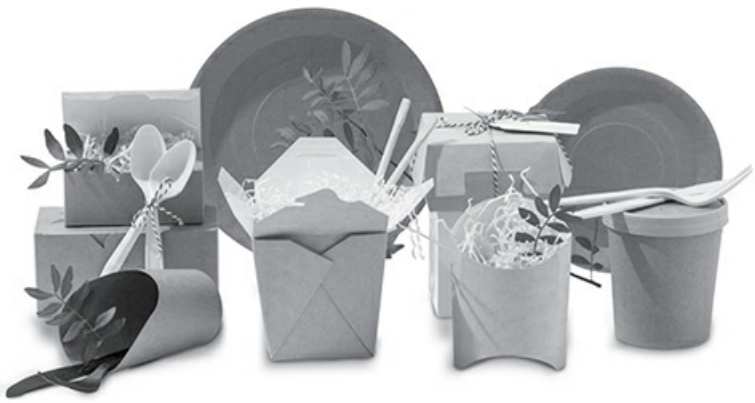
7 Germany's award-winning eco-home ... is very cost effective in terms of production.
a plastic bottle **b** design concept c fashion designer

8 I'm working on a ... at the new food factory that's just opened out of town.
a design concept **b** fashion designer **c** production line

B Complete the sentences with a phrase from the box.

chewing gum	design concept	fashion designer	manufacturing process
plastic bottle	production line	retail price	street cleaners

1 If you get _____ on your clothes, the best thing you can do is freeze the item for a few hours—then it should peel off easily.
2 The new mayor has employed professional _____, and the area is looking much better now.
3 Stella McCartney is a British _____ who produces a range of clothes that use no animal products at all.
4 A PET _____ is a type of cost-effective and environmentally friendly drink container that can be recycled very easily.
5 I'm working on a new energy-efficient _____ for the school building that includes an earth roof for natural insulation.
6 The typical _____ of this cell phone is $200, but we're offering it for $150 in our January sale.
7 We are starting a more sustainable plastic _____, which involves a lot of reusing and recycling.
8 All the workers on the automobile _____ are protected by very strict safety procedures.



GRAMMAR

A **Read the sentences and complete the rules with words from the box**

subject past participle (x2) *not* question word *be*

1 In the future, cars will be made using only recyclable materials.
We make the affirmative form of the simple future passive with *will* + _____ + _____.

2 Shoes won't be produced with animal products such as leather.
We make the negative form of the simple future passive with *will* + _____ + *be* + _____.

3 Where will all the materials be sourced from?
We make the question form of the simple future passive with a _____ + *will* + _____ + *be* + past participle.

B **Choose the correct options.**

1 The new architect for the project **will be choose** / **will be chosen** by the judges next week.
2 Will that product still **made** / **be made** in Sri Lanka or here in the USA?
3 Unfortunately, new manufacturing regulations **were broken** / **were broke** by several companies this year.
4 The new design for the hybrid car **will be finished** / **won't be finished** until next month.
5 When **will be given** / **will we be given** the company's annual report?
6 Why **wasn't I kept** / **I wasn't kept** informed of recent developments in the manufacturing process?

WRITING

A **Read the text and then choose *True* or *False*. Correct the false sentences.**



meg_123



For ages, I've wanted to see what Everlane's ReNew brand of eco-friendly sweaters was like. Because it's freezing in New York, I bought one last week. **a** They come in a range of different colors and sizes, the retail price is $55, and they're made from 100% recycled fabrics! **b** It looks really classy, and you can tell that it's a high-quality product. **c** That said, they are more expensive than the sweaters I get from my local thrift store. But the size was perfect, and I loved it, so I actually went back to the store and got two more. **d** In general, I would definitely recommend these sweaters, despite the price. **e** Four out of five stars.

1 Sentence **a** gives an outline of the product. **True** / **False**

2 Sentence **b** states positive points of the product. **True** / **False**

3 Sentence **c** is the rating given by the user. **True** / **False**

4 Sentence **d** states negative points of the product. **True** / **False**

5 Sentence **e** recommends or does not recommend the product. **True** / **False**

VOCABULARY

A Complete the sentences with words from the box.

abbreviation	acronym	buzzword	initialism
photobom **b**	pocket-dial	slang	synonym

Have you ever talked about wanting to **1** _____ someone's vacation selfie or used a **2** _____ like "see the bigger picture" when you mean that you want someone to consider the whole situation, not just a part of it? If you have, then you are clearly up to date with recent trends in the English language. But be careful, because language like this or **3** _____ expressions change quickly. My dad still says that something is "groovy" when he means "on-trend," and it sounds so outdated today.

So why do people use expressions like this anyway? Well, it has several functions. It gives you the feeling that you belong to a certain social group. And when I say social group, I don't just mean the tech community who might use a/an **4** _____ such as "jpeg." Why? Because we all use these features of language, not just specific groups of people.

You see, there are no real rules as to what words get into our everyday speech. Some of them are expressions that just seem to fit the situation, like when you **5** _____ a friend when your cell phone is activated by accident.

We also love to use these words or expressions when we are learning another language, as it helps us feel in touch with how people are talking right now. Using words like "awesome" (which is a/an **6** _____ of "amazing") is a way of making our language a bit more colorful and interesting. But some terms like the **7** _____ "exam" instead of "examination" have been around so long that they are just a normal part of everyday speech.

But be careful when you are using a/an **8** _____ like BTW or IMHO, because some of these can be very obscure, and people might not be completely sure what you're talking about. As a general rule, it's a good idea to stay informed by checking online dictionaries. Even though it might have been in fashion in the 1970s, no one wants to sound "groovy" these days!

LISTENING

USE FORM TO GUESS MEANING

When you try to guess the meaning of a word, pay close attention to when the word is used, and the form of the word. Does the word come before a noun? Does it have a prefix or suffix? If the text is meant for a younger audience, could the word or phrase be slang? By asking these questions, you can develop your ability to guess the meaning of words even if you don't understand the whole text.

A 9.2 **Listen to the interview and choose the correct options.**

1 The interview is about **how slang develops** / **how to use slang correctly** .
2 The man talks about how many slang expressions **express new concepts** / **express concepts that have been around for a long time** .
3 The man talks about **why teens need slang** / **why teens use bad language** .

B 9.2 **Listen again and choose *True* or *False*.**

1	Slang and buzzwords are sometimes difficult for people to understand.	True / False
2	The slang word *salty* means "something that tastes of salt."	True / False
3	The only factor in using slang is understanding what it means.	True / False
4	The original meaning of the word *slang* was not connected to language.	True / False
5	The Beatles took the first selfie in history.	True / False
6	Teens use slang as a way of distancing themselves from their parents.	True / False

CONFIDENT COMMUNICATOR

A **Read the dialogue and choose the correct options to complete the statements.**

Terri: Thanks for being here this afternoon, guys. As you know, we're going to talk about the marketing strategy for our new range of eco-friendly sneakers. I'm happy to lead the group, if that's OK with everyone?
Chris: Yes, Terri, that's great. Where should we start?
Terri: Well, there are two main issues we have to decide on today. First, we need to decide what the market is going to be for the sneakers. Then, the kind of language that we're going to use to make the brand appealing to that market. Actually, can I ask if someone could take notes for us, please?
Val: Sure, Terri, I'm happy to do that.
Terri: Thanks, Val. We only have about 45 minutes for this, so we should probably make a start. Raul, let's start thinking about your idea of our target market for this product.
Raul: I think we're looking at a young woman who's probably studying, so she has a budget for her footwear, but wants to look good and be environmentally conscious at the same time. What we might have a problem with is our budget, though. It could be an expensive campaign.
Terri: Well, that's a good point, but let's stay on the market and the language for now, and we'll deal with the financial issues later.

Up to this point, Terri **1 is** / **isn't** successful at leading the group because she **2 gives** / **doesn't give** clear instructions, makes sure the group stays focused on the **3 budget problems** / **marketing campaign,** and is good at making sure everyone is **4 happy** / **involved**.

B **Match the correct sentence (1–4) from the dialogue to the correct function (a–d). Write the letter.**

1 Well, that's a good point, but let's stay on the market and the language for now, and we'll deal with the financial issues later. ____
2 Well, there are two main issues we have to decide on today. ____
3 Actually, can I ask if someone could take notes for us, please? ____
4 What about you, Sara? ____

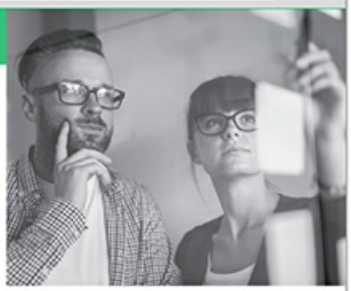
a Give simple, clear instructions about the task.
b Assign a group member to take notes throughout the meeting.
c Keep the group focused on the discussion.
d Encourage all group members to speak.



LIFE SKILLS

A **Read the article and match the description (1–6) to the correct innovation term (a–f). Write the letter.**

Six steps for successful innovation



Whether it's Nike vs. Adidas, or Asics vs. New Balance, there has always been serious competition among running shoe manufacturers. But in 2019, 10 out of the 12 winners of the world's major marathons all wore the same shoe: the Nike Vaporfly.

How did Nike do it? Traditionally, running shoes have been made softer by using a lot of foam. But this foam also makes the shoe heavier. So what did Nike do? They innovated. They used less foam and inserted a carbon fiber plate to push the runners' feet when they run. It was simple but very effective. And, as you can imagine, this has strengthened Nike's position as the market leader in sports footwear.

So what can your business do to innovate as successfully as Nike? Here are the six aspects of successful innovation that many top brands use:

- **a** ideation: thinking freely and sharing all available ideas
- **b** selection: deciding on the best ideas through meetings and discussions
- **c** experimenting: testing a new idea to gather information about whether or not it works
- **d** persuasion: proving how a new idea can help solve a particular issue
- **e** application: demonstrating how a new idea can be used in practice
- **f** sustainability: showing that a new idea can work in the future as well as the present

1 A fashion start-up had a focus group wear their new waterproof jackets and comment on their effectiveness. ____

2 A local government needed to figure out a new way to reduce litter in the park. They had a brainstorming meeting and involved all employees in the discussion. ____

3 An app developer explained the long-term benefits of his money-saving app to an investor, so they could see how it could help the end user over time. ____

4 A small sports drink company had a choice of three new marketing ideas and had a meeting on each of the three to decide which would be the most effective. ____

5 A fitness instructor showed a client statistics showing how her latest exercise plan could help her client be physically better prepared for a future martial arts competition. ____

6 Two technology students asked their university's administrative office to use their new email platform for a week, to understand how it could improve internal communications. ____

B **Read about these innovative businesses and complete the sentences with innovation terms from the box.**

application experimenting ideation persuasion selection sustainability

PerfectFood: a health food delivery start-up with great products. They have good income at the moment. But there are now more orders than they can deal with. Some employees have realized this, but the manager refuses to listen to the input of others.
Faithfood should focus on **1** _____ and **2** _____.

Handy Games: a video game company making puzzle-solving games for cell phones. They want to tell customers that their games help children's mental development, but they have no statistics to prove it, and they need a way to find out if it's true in practice.
Handy Games should focus on **3** _____ and **4** _____.

StudentsAway: a student travel company. They are working with a group of four students going on a trip to New Zealand. They have spoken to all the students individually, and they all want a different kind of trip. None of the students understand how to follow a planned tour.
MaxiDreams should focus on **5** _____ and **6** _____.

THINKING SKILL

A 9.3 **Listen to the conversation and choose the correct options.**

1 Alex and Kat decide to assess **what type of travelers will buy the clothes** / **what type of clothes travelers will buy**, and they use **climate** / **clothing style** as the criteria.
2 Kat suggests that they assess how much the clothes **will cost the travelers to buy** / **will cost to produce**, and they use the **quantity of items** / **type of items** as the criteria.
3 Alex suggests that they assess **what material the clothes will be made from** / **what clothes will be cheapest to produce**, and they use **different types of activities** / **different types of climates** as the main criteria.
4 Alex suggests that they assess **where to build their factory** / **how to build their factory**, and they use **location** / **cost** as the main criteria.

B **Look at the situations below and check (✓) all the aspects that are important to assess and the criteria for assessing them. There may be more than one correct answer.**

Identifying what is important to assess

1 *Applying for a job*
- ☐ **a** *what you enjoy doing*
- ☐ **b** *what kind of place you would like to work in*
- ☐ **c** *what kind of food they offer at lunchtime*

2 *Interviewing a new employee*
- ☐ **a** *the candidate's high school location*
- ☐ **b** *the candidate's personality*
- ☐ **c** *the candidate's qualifications*

Identifying criteria to assess something

3 *Assessing which course to study in college*
- ☐ **a** *what you are good at*
- ☐ **b** *how many of your friends do the same course*
- ☐ **c** *whether or not the classes start early in the morning*

4 *Assessing what to wear to a job interview*
- ☐ **a** *what kind of company it is*
- ☐ **b** *what clean clothes you have*
- ☐ **c** *what the other employees wear*

Progress Check

Lesson 1

I can develop active reading. ☐
To review, go to READING **C**, p. 106.

I can use fashion collocations. ☐
To review, go to VOCABULARY **A** & **B**, p. 107.

I can use the gerund as an object of a preposition. ☐
To review, go to GRAMMAR **A** & **B**, pp. 107–108.

I can assess a situation. ☐
To review, go to THINKING SKILL **A**, p. 108.

I can talk about clothes and fashion. ☐
To review, go to SPEAKING **A**, p. 108.

Lesson 2

I can understand what product innovation is. ☐
To review, go to LIFE SKILLS **A**, p. 109.

I can use noun modifiers. ☐
To review, go to VOCABULARY **A** & **B**, p. 110.

I can use the future passive. ☐
To review, go to GRAMMAR **B** & **C**, p. 110.

I can write a product review. ☐
To review, go to WRITING **B**, p. 111.

I can talk about an innovative product. ☐
To review, go to SPEAKING **A** & **B**, p. 111.

Lesson 3

I can use vocabulary for trends in language. ☐
To review, go to VOCABULARY **A** & **B**, p. 112.

I can use form to guess meaning. ☐
To review, go to LISTENING **A**, **B**, & **C**, pp. 112–113.

I can use contrastive stress correctly. ☐
To review, go to PRONUNCIATION **A** & **B**, p. 113.

I can lead a group. ☐
To review, go to CONFIDENT COMMUNICATOR **A**, **B**, & **C**, p. 114.

UNIT 10

Mind Over Matter

LESSON 1 **Sooner or Later**

LISTENING



LISTEN FOR SPECIFIC WORDS

When you listen for specific words, pay attention to the words that relate to the topic you are focusing on. Also pay attention to the context and to the words that come before and after the words you are listening for to help you find the words you need. Listen for synonyms that help you understand what words relate to a topic.

A 10.1 **Listen to the podcast and choose the correct options.**

1. The podcast is about the **negative effects of procrastination** / **ways of dealing with procrastination** .
2. People who procrastinate feel **more anxiety** / **less pressure** .
3. The podcast mentions ways to eliminate **unnecessary tasks** / **your social media accounts** .
4. "Hotspots" are the most **productive times of day** / **comfortable places in your home** to work.
5. Taking breaks when you are trying to finish a piece of work is a **good** / **bad** idea.
6. The podcast says that you should make a time management plan and **stick to it** / **occasionally change it** .

B 10.1 **Listen again and complete the sentences with one word.**

1. People who procrastinate do not _____ procrastinating.
2. Procrastinators also find it difficult to _____ on their work.
3. It's a good idea to make a _____ of all the most important things you have to do.
4. Try to log out of your social media accounts to reduce _____.
5. It is advisable to take _____ breaks when you are working to be more productive.
6. Periodically look at your plan so that you can _____ things as necessary.

VOCABULARY

A **Choose the correct options.**

1. I don't want to **put you off** / **stress you out** , but you need to hand in your essay first thing tomorrow morning.
2. My teacher really doesn't like the work I've done so far on the project, and he says I need to **do it over** / **get it over with**.
3. John can't go to the party tonight, because he needs to **stick with** / **catch up on** his history notes for an exam next week.
4. OK, I'm going to hang up now, because I really have to **get down to my homework** / **put my homework off** .
5. Jeannie says that she is not enjoying her physics course. Apparently, she procrastinates a lot, and she really wants to just **get it over with** / **get down to it** .
6. I am sure that if you **catch up on** / **stick with** your French classes, it will get easier soon.
7. You know, you'll never **stick with** / **get around to** doing your homework if you play computer games all evening.
8. I'm too tired to finish my assignment tonight, so I'm going to **do it over** / **put it off** until tomorrow.

B **Complete the sentences with the correct form of a phrasal verb from the box.**

catch up on | do it over | get around to | get down to | get it over with | put it off | stick with | stress me out

1. I've spent too long working on my term paper, and I really want to _____.
2. Ollie must start working on his project, because he has been _____ for weeks.

3 We spent the first 10 minutes of our meeting talking about our vacations before we eventually _____ business.
4 I'm sorry, but I can't look at that email right now, because I have a lot to do. It's going to be a few hours before I'll be able to _____ it.
5 I know you don't find the course easy, but you should _____ it, because it'll be so useful for you in the future.
6 Thank you for fixing my cell phone. It was really _____, because I couldn't make any calls.
7 I'm sorry, but there are too many mistakes on this assignment, so the best thing would be for you to _____.
8 Kelly has to _____ some emails before she comes to the restaurant, but she should be here soon.

GRAMMAR

A Read the sentences and complete the rules with words from the box.

activity didn't (x2) future (x2) intention obligation report

I know I told you I wouldn't leave the assignment until the last minute, but I just didn't have the time to get it done.
We use *would (not) do something* to **1** _____ something that we have said or thought about the **2** _____.
Last Monday, Felipe was supposed to get down to work on his project, but he still hasn't finished his research yet.
We use *was supposed to do something* to talk about an **3** _____ to do something but the person **4** _____ do it.
Last night you were going to start on your revision, but you're still looking at your social media.
We use *was/were going to do something* to talk about a plan or **5** _____ that the person **6** _____ do.
The last time we spoke about your essay, you were starting it the following day.
We use *were doing something* to talk about a definite, scheduled **7** _____ for a specific time in the **8** _____.

B Choose the correct options.

1 Haven't you finished writing your report? You **were supposed to** / **were going to** finish it by 5 p.m.
2 Last week I promised myself that I **was writing** / **would write** a to-do list, but I still haven't done it.
3 Helena **was going to clean** / **was cleaning** her bedroom this morning, but she's still asleep.
4 I was too busy to go out, because I **started** / **was supposed to start** my term paper last night.
5 Maria told me that she **was supposed to** / **would** call me yesterday, but she never did.

C 10.2 Listen and choose the correct options.

1 The speaker says that Ian ...
a promised to finish his term paper today. **b** planned to finish his term paper today.
2 The speaker says that he ...
a intended to start reading the novel. **b** had to start reading the novel.
3 The speaker says that Daria ...
a had agreed to meet her. **b** hadn't agreed to meet her.
4 The speaker says that Rocio ...
a promised to do an activity yesterday. **b** had a definite activity yesterday.
5 The speaker says that she and Lucas ...
a had the obligation to go to the movies. **b** planned to go to the movies.
6 The speaker says that he ...
a had to be at home at 6 p.m. **b** had promised to be at home at 6 p.m.

READING

A **Read the article and choose the correct options.**

Making Your Dream a Reality

When people turn their dreams into reality, it's inspiring for everyone. Naturally, we want to know what sort of dream they made come true, but we also want to know how they overcame obstacles. While the specifics generally change from one person's story to the next, a shared idea among nearly all people who set out to fulfill their dreams is a strong desire to defeat any challenge that they come across.

For many, making the transition from an office job to a job of their dreams is both scary and uncomfortable. We're obviously afraid that we're going to fail, and then we'll be left without a job and probably without any money. Even more than that, if we have a job that we're used to, switching to a new routine is really very difficult. Furthermore, in many dream jobs, we're our own boss, which means we have to manage ourselves. This can take a little while to get used to.

Another obstacle is learning the right direction. Dream jobs tend to be ideas of our own, and there's no rule book for following a path that we create for ourselves. This can be best described with an example. A woman by the name of Paulina had a dream of becoming a cheese maker. She started making cheese on her own, but she had so much trouble actually finding interested buyers. Her website, however stylish or affordable as a business front, wasn't pulling people in. She was ready to give up, but then she got in touch with some local grocery stores that sold organic products. Through these business contacts, she was able to sell her cheese.



Paulina's heart was in the right place; she just didn't know where to go with it. What's important, though, is that she stuck to her goal, and eventually things fell into place.

The last obstacle of great importance is time. Going back to the office job, if you're currently working in one and trying to follow your dream, you'll find that there aren't enough hours in the day. So how does anyone overcome this obstacle? There's really only one way to do it—believe in yourself and carry on with your life. What's helpful, though, is the true idea that as time goes on, things get better. You adjust to waking up extra early in the morning so that you can work on your own things before you go into the office. You eventually don't mind staying up late at night to work on your special project and losing a little sleep now and again. Why? Because after a few short weeks, you start to see your ideas take form, and you get excited to see the life of your dreams within your reach.

1 The writer says that stories about people who turn their dreams into reality ...
   - **a** are completely different from one person to the next.
   - **b** are usually too focused on how difficult the obstacles were.
   - **c** are similar in how they focus on making them happen.
2 The writer states that in making dreams come true, we ...
   - **a** run the risk of losing a job that we love.
   - **b** dislike having to adjust to a new schedule.
   - **c** rarely have enough work to make it happen.
3 The cheese maker's story relates to the obstacle of ...
   - **a** finding your way in your dream job.
   - **b** learning a new routine.
   - **c** making enough time to follow your dream.
4 The writer suggests that, to deal with the extra time you have to put into making dreams a reality, ...
   - **a** it's a good idea to spend less time at your office job.
   - **b** you have to remind yourself how you dislike your current situation.
   - **c** it's best to focus on the end result.

VOCABULARY

A Complete the collocations using the words and phrases from the box.

big down (x2) my mind the courage the way

1 dream _____
2 have _____
3 turn _____
4 break _____
5 put _____ to
6 get in _____

B Complete the sentences using the completed phrases from A.

1 When you are faced with difficulties in life, you must _____ to overcome them.
2 You should not _____ an amazing opportunity if you are ever presented with one.
3 I can overcome any problem if I _____ it.
4 Don't settle for an ordinary life— _____! You can achieve amazing things!
5 If you _____ a large project into smaller tasks, it might be easier to manage.
6 Although Emily feared public speaking, she didn't let that _____ of giving her speech.

GRAMMAR

A Complete the rule and form with words from the box.

action participle point progress progressive

Rule:
The future **1** _____ is used to describe a/an **2** _____ that you think will be in **3** _____ at some **4** _____ in the future.

Form:
Use *will* + *be* / *not be* + present **5** _____. For example, "In six months' time, I will be living in the city where my university is. I won't be living in my hometown anymore."

B Complete the sentences with the correct form of the verbs from the box.

attend give study travel wait work

1 This time next year, Danae _____ chemistry at a major university.
2 In two days' time, we _____ a job fair at the local conference center.
3 I _____ a speech on how to follow your ambitions tomorrow afternoon.
4 Don't call me between the hours of 10 a.m. and 1 p.m., because I _____ by plane then.
5 Once fall begins, I _____ as a teaching assistant in high school.
6 Come to the café when you finish your exam. We _____ for you there.

C Choose the correct options.

Daniel: Helena, what kind of job do you think you will **1 be having / have** in five years' time?
Helena: Hmm, I'm not really sure. I've been so busy with my studies lately that I don't even know what I will **2 do / be doing** tomorrow. But I hope whatever it is, I will **3 enjoy / be enjoying** it.
Daniel: I ask because another friend of mine talked about making a five-year plan. It's a good idea, so I **4 am writing / will write** one out at the moment.
Helena: I agree. I think something like this is important for the future. Once my studies are behind me, I **5 will give / am giving** it some thought. What have you come up with so far?
Daniel: Well, of course I hope to finish my undergraduate studies by then. I **6 will be / am** pursuing a degree in engineering right now, but that finishes next year. After that, I want to take a year off, so I **7 am working / will work** as a research assistant for a while. At the moment, I **8 am / will be** looking for a graduate school to attend for astrophysics. So, if all goes well, three years after I start that, I **9 am / will be** getting my master's degree.
Helena: That's an incredible plan. I predict that in 10 years' time, you will **10 build / be building** a spaceship that can take people to Mars!

READING

IDENTIFY TOPIC SENTENCES

To identify topic sentences, think about the context of the whole paragraph to decide on the theme. Then, consider how the other sentences relate to the topic and decide which sentence the topic sentence is. All sentences before or after the topic sentence give more information about it.



A Read the text and choose the most suitable topic sentence for each paragraph.

Advertising: tricks of the trade

1 When did you last see an advertisement? Today? Yesterday? Last week? If you've answered yes to any of these questions, it might be time for a rethink. Why? Well, according to a *Forbes* article from August 2017, titled "Finding Brand Success In The Digital World", North Americans could see between 4,000 and 10,000 advertisements every day. Because of the enormous amount of advertising that surrounds us, we unconsciously filter advertisements all day, every day. So successful advertisers make sure they can get through to us by never underestimating the power of psychology.

2 Although there are many tactics that advertisers use to attract our attention, some of them often go unnoticed. Emotions generally rule our lives more than our logic does, and advertisers will use tactics that appeal to our emotions in ads.

3 Take Coca Cola and their "Open Happiness" campaign as an example. The product ad featured a person with the slogan "Open Happiness" next to them. The world-famous red color inspired feelings of fun, energy, and excitement, and the slogan itself was simple but effective.

4 Other less well-known advertisers often include more text in their ads to give consumers more reason to trust them. This text is often accompanied by a CTA, or a call to action. CTAs are statements such as "call today for a free estimate" or "protect your family now with our insurance policy." And by the way, have you ever noticed how the models in the advertisements are usually looking at the CTA? This is because the advertisers want you to focus on the CTA, too. If someone else is doing it, we do it as well. Humans, as advertisers know, are very social creatures, and we are always looking at what others are doing.

1 **a** When did you last see an advertisement?
b So successful advertisers make sure they can get through to us by never underestimating the power of psychology.

2 **a** Emotions generally rule our lives more than our logic does, and advertisers will use tactics that appeal to our emotions in ads.
b Although there are many tactics that advertisers use to attract our attention, some of them often go unnoticed.

3 **a** Take Coca Cola and their "Open Happiness" campaign as an example.
b The world-famous red color inspired feelings of fun, energy, and excitement, and the slogan itself was simple but effective.

4 **a** This text is often accompanied by a CTA, or a call to action.
b CTAs are statements such as "call today for a free estimate" or "protect your family now with our insurance policy."

VOCABULARY

A Choose the correct options.

1 We need to be careful not to ... our workers, or they might go somewhere else.
   a overpay **b** underpay
2 Maslow's hierarchy of needs has allowed companies to ... how customers react toward different types of marketing.
   a undercover **b** discover
3 People often ... their priorities once they have children. What used to be important to them is not so important anymore.
   a rethink **b** overthink
4 This product is not selling well at all; we must have made a ... in our marketing strategy.
   a mistake **b** retake

WRITING

A Read the report, then match the numbered sections (1–5) to the letters (a–e). Write the letters.

Eco Sneakers account

a Dear Ms. Kane,

b I am delighted to tell you that your advertising agency has been selected to create the new advertising campaign for our Eco Sneakers range of footwear. As discussed, we would like your agency to prepare print and poster ads, as well as online promotion of the brand.

c We would like to propose a meeting next Monday for our sales team and marketing manager to discuss how we should proceed from here. Please let me know if 10 a.m. would be convenient for you. Should another time be more convenient, we would be happy to reschedule.

d I would like to thank you for your presentation last week, and we look forward to meeting with you on Monday.

e Best wishes,

Hugo Eriksen

1 introduction _____ 3 formal greeting _____ 5 formal closing _____
2 closing remarks _____ 4 statement of purpose _____

CONFIDENT COMMUNICATOR

A Read the dialogue and choose *True* or *False*.

Celia: How was the director's speech yesterday, Marcela? I heard she gave it in Spanish.
Marcela: Well, it was very informative, but there were a few problems with the translation.
Celia: Oh, no. What happened?
Marcela: Well, the problem was that it became very confusing very quickly. The translator was trying to repeat everything that the director was saying, when we really just needed the most important points.
Celia: But what if he had missed something?
Marcela: The thing is that it was hard to focus on the important parts and there were times when the translator obviously didn't understand what the director was saying, so he just stopped speaking.
Celia: So there were whole sections of the speech that you didn't understand at all?
Marcela: Right. I have to say that I felt a little sorry for the translator. The director never stopped talking. I think I should speak to our manager about how to handle the situation better next time.

1 There were problems with both the speech and the translation. True / False
2 The translator listened to what the director was saying before translating. True / False
3 The translator understood everything that the director said but was slow in translating it. True / False
4 The director paused when she realized that the translator was having problems. True / False

LIFE SKILLS

A Read the dialogue between the group of friends, then decide what kind of mindset each of them has. Choose *fixed* or *growth*.

Georgia: Did you hear about Nathan? He's decided to become a full-time musician. He even quit his job so that he can practice full time.

David: I heard about that. That's a really brave decision for him. I can't believe he had the courage to do that.

Sam: Why? Don't you think he's a good musician?

David: Well, I do. But I think in order to become a successful musician, the kind that can make enough money to live, you have to be really good. I'm not sure there's any amount of practice that can help you achieve that.

Tomás: I disagree. I believe that if you practice often and put your mind to improving your craft, you can become good at something. Nathan might not become a huge star, but he can still make money as a musician.

Sam: Yes, I have to agree with Tomás. Just because you're not born a superstar doesn't mean you can't become great at something if you work hard for it.

Georgia: Well, I hate to say it, but I was a little concerned when I heard the news. Nathan's a great friend and all, but he's only been playing music for a few years now. I like some of his music, but I'm not sure he should give up his day job. To be honest, he's better than when he started, but he has a long way to go. I don't think more practice will make a big difference.

1 Georgia's mindset is **fixed** / **growth**.
2 David's mindset is **fixed** / **growth**.
3 Sam's mindset is **fixed** / **growth**.
4 Tomás's mindset is **fixed** / **growth**.

B Do these statements present a growth mindset? Choose *Yes* or *No*.

1	In general, I believe in my potential to achieve my goals.	Yes / No
2	Once you graduate from college, you've basically learned all you can learn.	Yes / No
3	I don't believe that learning stops when you graduate from school.	Yes / No
4	We can all become smarter if we work at it.	Yes / No
5	Hard work and determination will affect your results.	Yes / No
6	Finding the right opportunities is usually left up to chance.	Yes / No
7	It's OK to fail at something, because we can learn from our mistakes.	Yes / No
8	We can all create opportunities for ourselves.	Yes / No
9	Feedback is something we can use to better ourselves.	Yes / No
10	Failing once at a task is a good indicator that it's not right for you.	Yes / No
11	I avoid speaking negatively about myself.	Yes / No
12	Avoiding criticism is helpful because some things hurt too much to hear.	Yes / No

C Read the statements about doing well in business. Use the words and phrases from the box to correct the statements to present a growth mindset.

hard work and determination inspired try again and again welcome

1 If you want to succeed in business, it's going to take natural talent.

_____

2 If your business ideas keep failing, you should give up.

_____

3 When others succeed in business, you should feel threatened.

_____

4 If the public criticizes your business, it's best to hide from the criticism.

_____

THINKING SKILL

A **Read the excerpt. Draw conclusions from the stories and choose the correct options.**

Excerpt From "Break a Leg!"

Christina showed up early for her audition. She was trying out for a role in a Broadway musical—her first attempt at working in such a respected production. She knew the competition would be serious. In fact, dozens of other performers were waiting for their shot at the part, many more than Christina had expected. She felt terribly nervous; she didn't know a single person there personally, but she recognized actors from other shows, and she knew it was going to be difficult. She sat down and waited quietly; the minutes felt like hours. She kept telling herself that she wasn't ready for this. She thought it wouldn't matter if she got up and left, because she could always try again. She wondered if maybe she just wasn't ready. But after two years performing in smaller plays, she thought, "If I'm not ready now, when will I be?" She waited and waited, finally deciding that this wasn't for her, and as she gathered her things to leave, she got a text from a friend saying, "Good luck on your big audition! I know you're going to get it, so get out there and break a leg!" She stood there, staring at her phone, with a smile slowly appearing on her face, and just then, she heard someone call her name …

1 Christina ...
- **a** is very confident.
- **b** thinks she's a bad actress.
- **c** pushes and challenges herself.

2 The play Christina is trying out for ...
- **a** pays really well.
- **b** is the opportunity of a lifetime.
- **c** will be seen by very few people.

3 The person calling Christina's name ...
- **a** works at the theater.
- **b** is trying out for the part.
- **c** is the friend who texted her.

4 Christina decided to ...
- **a** leave the theater.
- **b** stay for her audition.
- **c** delete her friend's text.

Progress Check

Lesson 1

I can listen for specific words. ☐
To review, go to LISTENING **B**, p. 118.

I can understand phrasal verbs related to doing tasks. ☐
To review, go to VOCABULARY **A**, p. 118.

I can write sentences using future in the past. ☐
To review, go to GRAMMAR **A** & **B**, p. 119.

I can talk about quizzes and analyze my answers. ☐
To review, go to SPEAKING **A** & **B**, p. 120.

Lesson 2

I can understand the difference between growth and fixed mindsets. ☐
To review, go to LIFE SKILLS **A** & **B**, p. 121.

I can understand verb phrases related to overcoming fears. ☐
To review, go to VOCABULARY **A**, p. 122.

I can draw conclusions based on what I've read. ☐
To review, go to THINKING SKILL **A**, p. 122.

I can use the future progressive. ☐
To review, go to GRAMMAR **A**, p. 123.

I can talk about my plans for the future. ☐
To review, go to SPEAKING **A** & **B**, p. 123.

Lesson 3

I can identify topic sentences. ☐
To review, go to READING **C**, p. 125.

I can understand prefixes used in verb forms. ☐
To review, go to VOCABULARY **A**, p. 125.

I can stress words with prefixes correctly. ☐
To review, go to PRONUNCIATION **A**, p. 125.

I can write a formal email. ☐
To review, go to WRITING **A**, p. 125.

I can understand how to translate language for formal communication. ☐
To review, go to CONFIDENT COMMUNICATOR **B** & **C**, p. 126.

Part 1

Word formation

For questions 1–6, read the article below. Use the word given in capitals at the end of some of the lines to form a word that fits the blank in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS.
Example: (0) *INVENTING*

Alexander Graham Bell

Alexander Graham Bell is credited for **0** *INVENTING* the telephone.	INVENT
On March 10, 1876, Bell was **1** _____ in hearing his colleague	SUCCESS
Watson's voice through a wire, thereby receiving the first telephone call in history.	
Humans have always found a way to **2** _____, whether it	COMMUNICATE
be by runners, pigeons, or mail ponies. But during Bell's **3** _____,	CHILD
it would have been **4** _____ to imagine every city having a	POSSIBLE
way to send a message instantly.	
Nowadays, people use their smartphones **5** _____, and	CONSTANT
a note can **6** _____ be sent from a remote island in the	EASY
Pacific Ocean to Alaska in seconds. Little did Bell know how far his technology	
would come in the next century and a half.	

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Part 2

Multiple choice

You are going to read an article about Mars. For questions 1–6, choose the answer (A, B, or C) that you think fits best according to the text.

Life on Mars

For thousands of years, humans have looked to the night sky and imagined what might exist among the planets and twinkling stars. One planet in particular has captured the interest of the National Aeronautics and Space Administration (NASA) in recent decades, because of its close proximity to Earth and its once-suitable conditions for life.

NASA has set its sights on sending humans to Mars in the 2030s, an unimaginable feat for many people to even consider. Scientists and engineers are busy now developing the technology that will one day be used by astronauts who live and work on the red planet.

NASA has laid out three stages that will take place over the next two decades: Earth Reliant, the Proving Ground, and Earth Independent. Each of these stages is necessary in order to prepare for the final goal—sending humans to Mars.

Earth Reliant exploration research is conducted at the International Space Station, a large spacecraft that acts as a science lab. It is about two days away from Earth and orbits our planet. On board, astronauts are focused on what it takes to live in space for long periods of time. Their research is important because it helps them understand how human bodies can stay healthy while in space.

The next stage is the Proving Ground, which can be reached in a few days. This is a natural next step to a Mars mission, which will take months. From 2018 to 2030, there will be regular crewed missions from here into deep space to test what will be necessary to live on Mars.

The final stage is when we become Earth Independent. At this point, we'll use what we've learned on the space station and in deep space to send humans to Mars in the early 2030s. It may sound like science fiction to us now, but NASA believes this is an achievable goal. Amazingly, it looks like we are well on our way to landing on the red planet and living there.

1 NASA are researching Mars due to ...
- **a** how interesting it is as a planet.
- **b** how close it is to our planet.
- **c** how much life lived there previously.

2 The majority of people believe that inhabiting Mars in the next 20 years is ...
- **a** highly likely.
- **b** almost impossible.
- **c** quite probable.

3 The technology needed for astronauts to go to Mars ...
- **a** is being developed now.
- **b** will be available in 2030.
- **c** should be ready at some point in the future.

4 In NASA's three-stage plan to send people to Mars, ...
- **a** some of the stages are more important.
- **b** the final stage is the ultimate goal.
- **c** all stages are needed equally.

5 Research carried out on the International Space Station ...
- **a** teaches NASA about potential health problems.
- **b** allows astronauts to get information about Earth's orbit.
- **c** tests the best route to get to Mars.

6 The writer's opinion is that ...
- **a** people will one day inhabit Mars.
- **b** NASA's goals are unrealistic.
- **c** the focus should be on deep space.

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Part 1

True or false

Exam 1.1 **Listen to a talk about Easter Island. For questions 1–5, decide whether the sentences are true (T) or false (F).**

1 The island became so popular because the land was very good for farming. *T / F*

2 The conditions on the island meant that there was time for developing art and culture. *T / F*

3 The land became better for farming after the island's forests were destroyed. *T / F*

4 The animals that lived on Easter Island died out because of overhunting. *T / F*

5 A new theory claims that a disease carried by Europeans killed the people on Easter Island. *T / F*

Sentence completion

Exam 1.1 **Listen again to the talk. For questions 6–10, complete the sentences with one word and/or a number.**

6 Around the year _____, Easter Island was discovered by Polynesians who decided to settle there.

7 It is now believed that the island once had up to _____ inhabitants.

8 The island was rediscovered in the _____ by people from the Netherlands.

9 A new study suggests that farming continued even after the _____ were destroyed.

10 The Europeans arrived during a period of time called the Age of _____.

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Part 2

Short answer questions

Exam 1.2 **Listen to a news report about media. Write NO MORE THAN THREE WORDS and/or a number for each question.**

1 What type of box that allows movies to be streamed is mentioned?

_____

2 Approximately what percentage of US citizens owns one of these boxes?

_____

3 What is one of the reasons that so many people own these boxes?

_____

4 The USPTO is working with their partners and who else to stop illegal activity?

_____

Multiple choice

Exam 1.2 **Listen to the news report again. For questions 5 and 6, choose the answer (A, B, or C) that fits best according to what each speaker says.**

5 Ernesto van der Sar believes people stream content because ...

a it is easier than downloading.

b it is legal.

c it is really popular.

6 Kieron Sharp thinks the boxes ...

a are illegal.

b are not anything to worry about.

c are a big problem.

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EXAM PRACTICE 1

WRITING

Part 1

You must answer this question. Write your answer in 120–150 words in an appropriate style.

1 You see this advertisement on a job website.

> **Au pair wanted!**
>
> We are looking for an enthusiastic and hardworking person to take care of our three children (aged five, seven, and ten) during summer vacation. You must like children and enjoy doing both indoor and outdoor activities.
>
> Please write to Mr. and Mrs. Arain, saying why you think you're the right person for the job and give details of any relevant experience.

Write your **letter of application**.

Part 2

Write an answer to one of the questions in this part. Write your answer in 120–150 words in an appropriate style.

2 You see this advertisement in a movie magazine.

> **Reviews wanted**
>
> Write about a movie you have seen recently. In your review, describe the movie, say what you enjoyed or didn't enjoy about it, and whether you would recommend watching it.

Write your **review**.

3 You have been asked by your English teacher to write an essay. You must write to what extent you agree with the following statement.

Sports players are paid far too much money. There should be a limit on how much they can be paid, or they should have to donate part of their salary to charity.

Write your **essay**.

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Part 1

Personal questions

The examiner will ask you some or all of the following questions.

- What do you enjoy doing in your free time?
- Is there a difference between how younger and older people spend their free time?
- Are there any hobbies that you would like to try?

- Do you prefer eating at home or going out for dinner? Why?
- What's your least favorite type of cuisine?
- What is the best restaurant you have ever been to?

Part 2

Collaborative task

Imagine that you have been asked by your local government for ideas on how to boost tourism in your city. Talk to each other about how suitable each idea is. Then decide which idea would boost tourism the most.



Part 3

Discussion

The examiner will ask you some or all of the following questions related to the topic in Part 2. Answer as fully as possible.

- What are the main advantages of tourism?
- What are the disadvantages of tourism?
- Do you prefer going on package vacations or booking everything yourself? Why?
- What is the most exciting place you have been to?
- Do you ever buy souvenirs? Why / Why not?

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Part 1

Open cloze

For questions 1–8, read the article below and think of the word that best fits each blank. Use only one word in each blank. There is an answer at the beginning (0).

Write your answers IN CAPITAL LETTERS.
Example: (0) *AND*

Shackleton

British naval officer **0** *AND* explorer Ernest Henry Shackleton first joined an expedition **1** _____ the Antarctic in 1901. **2** _____, his first trip ended badly, as he was sent home due to illness. His second try was in 1907 and once **3** _____ he came home early, this time because of brutal weather conditions.

In 1914, Shackleton set **4** _____ for the third time and by late autumn had reached **5** _____ island of South Georgia. Shackleton and his crew continued south **6** _____ the ship hit ice and became trapped.

Shackleton refused to give **7** _____ and led a team of five out on to the water again, back toward South Georgia.

Shackleton was able to organize a rescue effort. Unbelievably, not one of the 28 men died during the 497 days **8** _____ were on the expedition.

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Part 2

Gapped text

You are going to read an article from a lifestyle magazine. Six sentences have been removed from the article. Choose from sentences a–g the one that fits each blank (1–6). There is one extra sentence that you do not need to use.

Feng shui

Feng shui, an ancient Chinese philosophy, has been used as a design model for centuries. **1** _____ It is thought that this will affect the flow of energy in a space—for example, an office building or a home.

2 _____ This is because more and more Europeans and Americans aspire to align their home environments with positive energy to create harmony in their living spaces.

Whether or not you believe in feng shui, there are certainly principles that can be easily applied to any space to create a warm and welcoming environment. **3** _____

First of all, look around you. **4** _____ Or is there too much clutter—namely, papers and books? Replace any items that are too big for the room. Getting rid of the clutter will calm your mind.

Another method you can follow is this: rearrange furniture so that there is a natural flow from the door of a room to the seating area. **5** _____ Make sure the back of the couch is facing away from the door. You may not realize it, but you will feel much more comfortable and relaxed when you can see who is coming and going from the room.

6 _____

a And surely that's something everyone wants!

b What this means is that you will become more aware of your surroundings.

c Feng shui is now a very popular tool for interior decorating in the West.

d For example, move the couch so that it is easy to reach as you walk in.

e What can you do if you have no space to do this?

f Is there a clear path to the door, or do you have to sidestep around clunky furniture such as an oversized desk or table?

g This system of rules governs the orientation of furniture.

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EXAM PRACTICE 2

LISTENING

Part 1

Ordering information

Exam 2.1 Listen to a podcast about vinyl records. Put the topics (a–e) into the order (1–5) in which the presenter mentions them.

a Connecting with the past. **1** ____

b Something to desire. **2** ____

c What is a vinyl record? **3** ____

d The growing popularity of vinyl records. **4** ____

e The quality of sound. **5** ____

True or false

Exam 2.1 Listen again to the podcast. For questions 6–10, decide whether the sentences are true (T) or false (F).

6 The presenter expresses initial surprise concerning the increased popularity of vinyl records. *T / F*

7 The presenter thinks there is nothing unusual about the fact that young people are buying vinyl records. *T / F*

8 The presenter understands the attitude that vinyl records are considered pieces of art. *T / F*

9 The presenter thinks it is a good thing that vinyl records are large and heavy. *T / F*

10 The presenter says that people are buying vinyl records again because they sound good. *T / F*

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Part 2

Sentence completion

Exam 2.2 Listen to a podcast interview about transportation. For questions 1–5, complete the sentences with NO MORE THAN THREE WORDS.

1 The presenter compares flying cars to something you would see in a _____.

2 Martin thinks the vehicles will make traveling _____ much quicker.

3 Martin says at the flying car's highest, the passenger would be at _____ above ground.

4 Martin predicts the vehicles will _____ commuting.

5 Martin believes they will be _____ since the car was invented.

Matching

Exam 2.2 Listen to the interview again. For questions 6–10, decide who expresses the opinions, Andrew the presenter (A) or Martin the guest (M).

6 It is hard to believe people will soon be using flying taxis. ____

7 The makers of the vehicles are a revolutionary company. ____

8 The Burj Khalifa building in Dubai is an amazing structure. ____

9 Flying very high in the vehicles must be frightening. ____

10 The flying vehicles have been tested for safety. ____

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EXAM PRACTICE 2

WRITING

Part 1

You must answer this question. Write your answer in 120–150 words in an appropriate style.

1 You see this advertisement on an English-speaking website.

> **Storytelling competition**
>
> Do you love to use your imagination? Why not try entering our short story competition? The story must have the title "The Locked Door."
>
> The winner will have their story posted on the website next month and will win a cash prize.

Write your **story**.

Part 2

Write an answer to one of the questions in this part. Write your answer in 120–150 words in an appropriate style.

2 You see this advertisement in a local magazine.

> **Articles wanted**
>
> We'd like to hear about your most favorite and least favorite type of weather conditions. You must also explain why you feel the way you do.

Write your **article**.

3 Last night you went to a restaurant for a family member's birthday. Unfortunately, the experience was very disappointing. Write an email to the manager describing the problems you had and what you want them to do.

Write your **email**.

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Part 1

Long turn

Student A

Look at photographs 1 and 2 below. They show people feeling different emotions. Compare the photographs and say how the people might be feeling.

How might the people be feeling?





Student B

When was the last time you felt one of these emotions?

Student B

Look at photographs 3 and 4 below. They show people in extreme places. Compare the photographs and say what difficulties the people might face.

What difficulties might the people face in these places?





Student A

Which place would you prefer to go to?

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