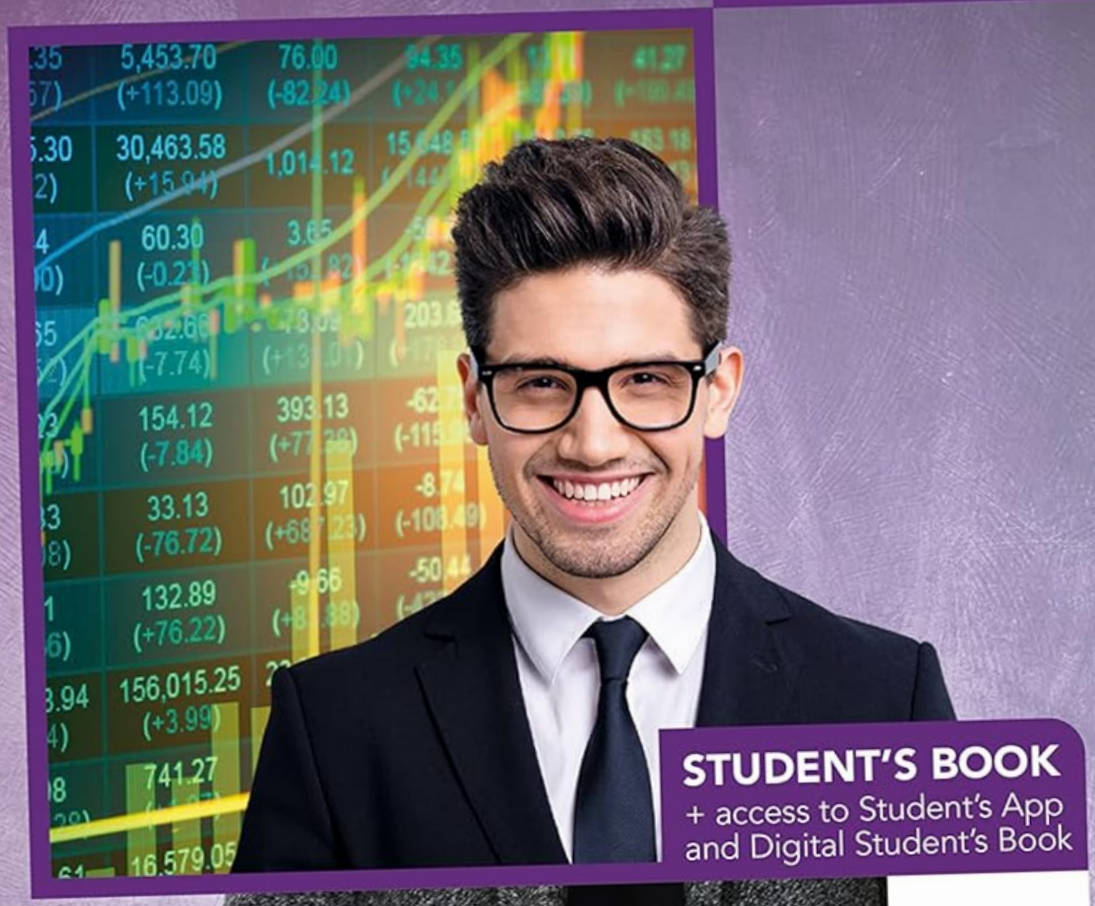
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SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 Glocal pp. 8–19	• Share your ideas on local and global businesses • Talk about finance and cryptocurrencies • Make arguments for and against global trade	• Trade • Phrasal verbs • Finance vocabulary	• Review of perfect forms • Articles	• Discuss the origins of products • Share your ideas about governments and local businesses
			Grammar Reference pp. 156–157	Speaking Practice p. 148
	Life Skills—Inquiry			
Unit 2 Sports Update pp. 20–31	• Discuss ways to change sports • Talk about technology and sports • Talk about sports management	• Nouns and verbs with the same form • Business and economics • Adjectives and adverb collocations	• Verb + gerund • Relative pronouns with *–ever* and *no matter*	• Compare your ideas on biomechanics • Discuss the different statements about sports
			Grammar Reference pp. 158–159	Speaking Practice p. 148
	Life Skills—Equality			
Unit 3 Medicine on the Mend pp. 32–43	• Discuss medical services • Talk about technology in medicine • Compare different medical beliefs	• Dependent prepositions • Medical terms • Verbs of thought	• Mixed conditionals • Clauses of contrast and purpose	• Compare your ideas about a newspaper story • Discuss ideas for the competition
			Grammar Reference pp. 160–161	Speaking Practice p. 149
	Life Skills—Critical literacy			
Unit 4 The World We Build pp. 44–55	• Ask and answer questions about planned communities • Share ideas on sustainable architecture • Talk about the importance of sustainable design	• Urban areas • Sustainable architecture • Verb prefixes *dis–*, *out–*, and *un–*	• Inverted conditionals • Review of adverbs	• Discuss the pros and cons of a planned community • Talk about your plans for sustainable buildings
			Grammar Reference pp. 162–163	Speaking Practice p. 149
	Life Skills—Decision-making			
Unit 5 Our Changing Future pp. 56–67	• Make predictions about the future • Brainstorm solutions to future global issues • Talk about changes in population trends	• Progress • Adverbs of attitude • Verb + noun + infinitive	• Future perfect • Future perfect progressive	• Share your future predictions • Discuss predictions of daily life in the year 3000
			Grammar Reference pp. 164–165	Speaking Practice p. 150
	Life Skills—Global competence			

Pronunciation	Reading	Listening	Writing	Thinking Skill	Confident Communicator
• Stress in compound nouns	Read a blog post about finance • Skill—Recognize the purpose and audience	Listen to a conversation about global and local businesses • Skill—Listen for reasons and explanations	Write a report	Summarizing	Working effectively in a group
Unit Review p. 19	**Exam Skills** pp. 128–129				
• Nouns and verbs with the same form	Read an article about ways to improve sports • Skill—Identify opinions	Listen to a conversation about the Olympics • Skill—Understand attitude	Write a summary using a survey	Deducing	Translating for informal communication
Unit Review p. 31	**Skills for Pros** pp. 130–131				
• Silent letters	Read an article about medical services • Skill—Predict content using visuals	Listen to a radio show about technological innovations in medicine • Skill—Use context clues to infer meaning	Write a blog post about medical tech	Analyzing	Communicating between cultures
Unit Review p.43	**Exam Skills** pp. 132–133				
• /ʌ/, /ʊ/, and /uː/	Read a poster for a competition • Skill—Identify reasons	Listen to an interview • Skill—Listen for agreement and disagreement	Write an email proposal	Symbolizing	Simplifying information
Unit Review p. 55	**Skills for Pros** pp. 134–135				
• Adverbs of attitude	Read an opinion about inventions • Skill—Identify main ideas	Listen to a science podcast about future resources • Skill—Understand reference	Write an opinion post about future world problems	Brainstorming	Adapting language
Unit Review p. 67	**Exam Skills** pp. 136–137				

	Outcomes	Vocabulary	Grammar	Speaking
Unit 6 Time to Play pp. 68–79	• Compare attitudes toward gaming • Discuss the importance of playing games • Talk about animals that play games	• Interpersonal phrases • Reporting verbs • Suffixes with *–ic*	• Passive reporting structures • Reduced adverb time clauses	• Talk about games that you play • Compare your quiz results
			Grammar Reference pp. 166–167	Speaking Practice p. 150
	Life Skills—Interpersonal communication			
Unit 7 A Sense of Community pp. 80–91	• Ask and answer questions about the place you live • Make a proposal for a charity • Talk about belonging to a community	• Describing places • Phrases with *make* and *do* • Nouns from phrasal verbs	• Negative inversions • The subjunctive	• Discuss what is important to you in a city or town • Talk about supporting charities
			Grammar Reference pp. 168–169	Speaking Practice p. 151
	Life Skills—Well-being			
Unit 8 Bright Ideas pp. 92–103	• Share ideas about life hacks • Discuss possible solutions to a problem together • Compare attitudes toward creativity	• Word formation • Adverb + adjective collocations • Career success	• Paired conjunctions • Reduced adverb cause-effect clauses	• Discuss creative solutions to a problem • Talk about life hacks in your life
			Grammar Reference pp. 170–171	Speaking Practice p. 151
	Life Skills—Self-direction			
Unit 9 Beyond the Limit pp. 104–115	• Discuss extreme jobs and resilience • Ask and answer questions about an innovative product • Compare your ideas about risk-taking	• Scientific collocations • Expressions with *self–* • Feelings	• Reduced relative clauses • Cleft sentences	• Talk about jobs related to natural disasters • Talk about resilience and doing extreme activities
			Grammar Reference pp. 172–173	Speaking Practice p. 152
	Life Skills—Resilience			
Unit 10 Why We Do What We Do pp. 116–127	• Share ideas about acceptable and unacceptable behaviors • Compare different beliefs on human perception • Discuss pros and cons of generalizations	• Word families • Describing feelings • Verbs of influence	• Participle clauses • The passive voice with infinitives and gerunds	• Talk about acceptable and unacceptable behavior • Discuss human perception
			Grammar Reference pp. 174–175	Speaking Practice p. 152
	Life Skills—Social awareness			

Pronunciation	Reading	Listening	Writing	Thinking Skill	Confident Communicator
• Stress patterns in *–ic* words	Read an article about animals that play • Skill—Read to understand explanations and examples	Listen to four different native speakers • Skill—Listen to understand different native speakers	Write a review	Predicting	Encouraging group discussion
Unit Review p. 79	**Skills for Pros** pp. 138–139				
• Stress in nouns from phrasal verbs	Read a social media post • Skill—Recognize cause and effect	Listen to three people who work in different roles • Skill—Listen for similarities and differences	Write a formal email proposal	Evaluating	Developing ideas in a group
Unit Review p. 91	**Exam Skills** pp. 140–141				
• Intonation in reduced adverb clauses	Read an article about creativity • Skill—Make inferences	Listen to a conversation between two friends • Skill—Listen for main ideas	Write a self-appraisal	Categorizing	Linking to previous knowledge
Unit Review p. 103	**Skills for Pros** pp. 142–143				
• Stress in multisyllable adjectives	Read Daryl Jane's story • Skill—Predict content	Listen to a podcast • Skill—Identify opinions and attitudes	Write a process description	Questioning	Leading a group
Unit Review p. 115	**Exam Skills** pp. 144–145				
• the /ɜː/ sound	Read a text about group psychology • Skill—Read for specific information	Listen to a podcast • Skill—Listen for generalizations	Write a final draft	Inducing	Managing a difficult conversation
Unit Review p. 127	**Skills for Pros** pp. 146–147				

Grammar Quiz: What Do You Already Know?

A Choose the correct option.

1 My new school has strict rules. We **are encouraged to wear / are required to wear** uniforms. If we don't, they send us home. And they **don't let us use / don't make us use** our phones in class.

2 I got a new phone number. My phone rang, and I didn't recognize the caller ID. It **might have been / couldn't have been** a friend because my friends don't have my new number. It **must have been / may not have been** a wrong number.

3 Todd and I were surprised Delia came to the party because we didn't invite her. Todd **might have told / couldn't have told** her about it. She **mustn't have heard / may have heard** about it from Ellen.

4 My new job is great. I **have to ask / am encouraged to ask** questions in meetings if I don't understand something. And my boss says I **can work / shouldn't work** from home if I want.

B Complete the paragraph with the infinitive or gerund form of the verb in parentheses.

Dying jobs are jobs that were popular but are not common anymore. One example is film developer. If you are over a certain age, you might remember **1** _____ (buy) film for your camera and going to a store **2** _____ (get) the film developed into prints. Fewer people use cameras with film now, as most people enjoy **3** _____ (take) photos with their phones. Now that **4** _____ (develop) film into prints is not popular, there are very few film developers. Another example is the postal worker. Instead of **5** _____ (send) letters, today people send email or texts. Technology is also reducing the number of taxi drivers. Ride share apps allow you **6** _____ (avoid) taking a taxi. Another example is video store owner. If you would like **7** _____ (see) a movie, you definitely don't need **8** _____ (go) to the local video store. You just download or stream the movie.



C Unscramble the words to make sentences.

1 what's / of us / know / we / expected / all

_____.

2 with her / a good boss / she's / as long as / you / agree

_____.

3 mistakes / your essay / there are / check / in case

_____.

4 you / important / to work / what / wear / isn't

_____.

5 had known / would have been / if / he / he / here

_____.

6 you / if / study / a good grade / hard / you / will get

_____.

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

do each higher large little more and more

1 I don't have a tablet computer, but I _____ have a laptop computer.
2 I like how _____ person in the photo is wearing a different color.
3 The bigger the budget, the _____ the risk to the movie studio.
4 Please hurry and get ready as we have _____ time.
5 I found a _____, pink necklace in my mother's jewelry box.
6 It seems like _____ people are streaming movies these days.

E **Read the email. Choose the correct option.**

New Message

To: Megan Cc Bcc

Subject: A crazy week

Megan-

This **1** **has been / has been being** a crazy week. Yesterday, I **2** **was giving / was supposed to give** a presentation at work, but I ended up calling in sick. People from our Mexico City office **3** **were coming / will be coming** in the afternoon, and I think I just got nervous. I ended up giving the presentation today, and it was fine. But yesterday I felt bad because I told my team I **4** **will be / would be** there.

Anyway, I **5** **was going to write / will be written** to you last week, but I didn't have time. I want to go over my arrival plans for next week. I **6** **was going to come / will be coming** in on Flight 504 next Saturday at 12:30 p.m. Can you pick me up? I **7** **wouldn't check / won't be checking** any baggage, so I should be in the arrival area soon after the plane lands. All my projects at work **8** **will be doing / will be done** by Friday, so I can really relax and we can enjoy ourselves. I can't wait to catch up!

Caitlyn

Send

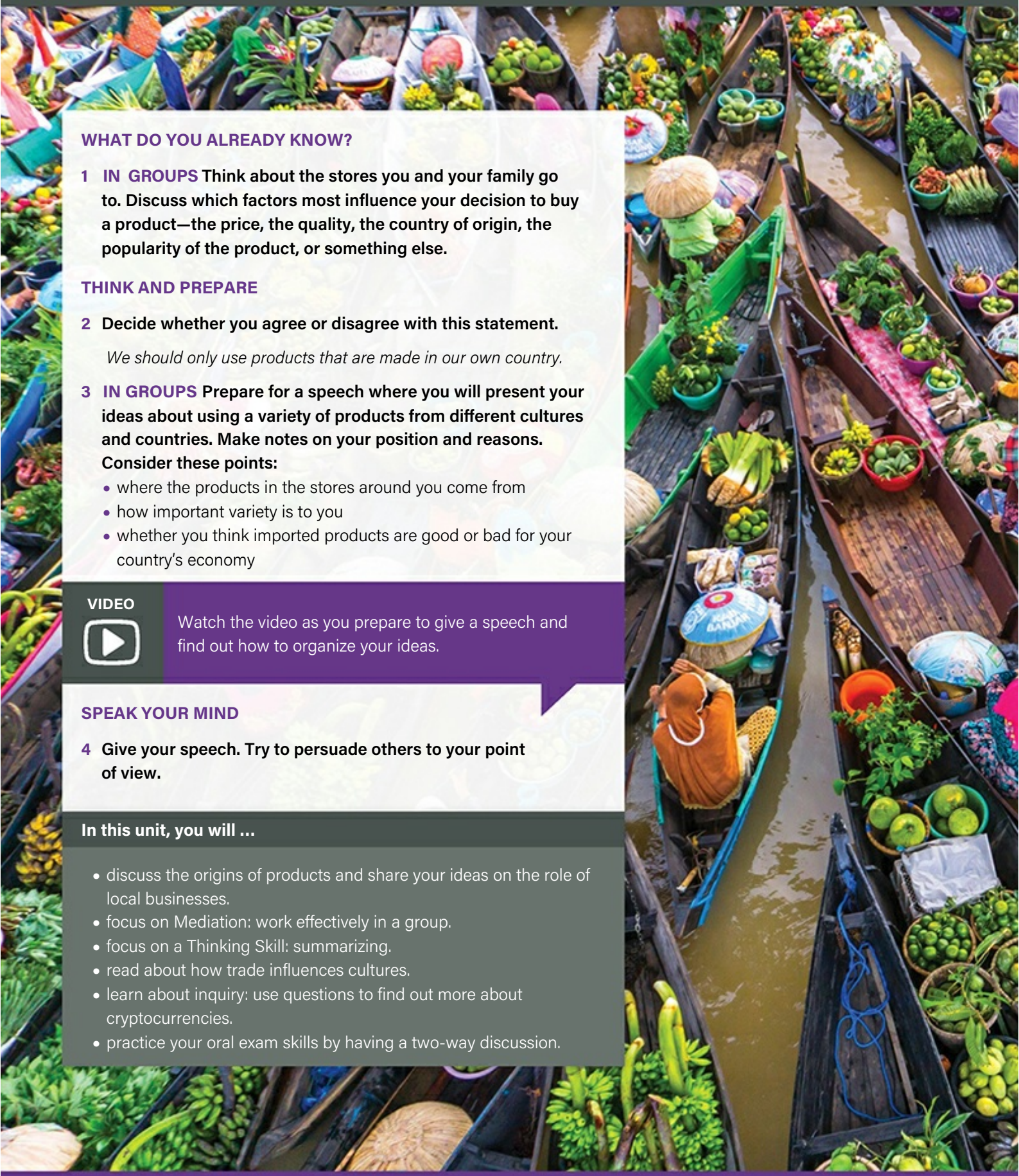
F **Find one error in each sentence. Write the correct sentence.**

1 The Farm Market Café, that uses only organic ingredients, has a great menu.
_____.
2 He booked the tour with my cousin Jerry who's a travel agent.
_____.
3 I don't prefer to sit next to the window.
_____.
4 He asked me Haley would be at the meeting.
_____.
5 Would you rather leaving now or a little later?
_____?
6 The server had already been starting to take my order when I realized I had forgotten my wallet.
_____.

Go to the Grammar Review on pages 154–155.

UNIT 1

Glocal



WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about the stores you and your family go to. Discuss which factors most influence your decision to buy a product—the price, the quality, the country of origin, the popularity of the product, or something else.

THINK AND PREPARE

2 Decide whether you agree or disagree with this statement.

We should only use products that are made in our own country.

3 IN GROUPS Prepare for a speech where you will present your ideas about using a variety of products from different cultures and countries. Make notes on your position and reasons. Consider these points:

- where the products in the stores around you come from
- how important variety is to you
- whether you think imported products are good or bad for your country's economy

VIDEO

Watch the video as you prepare to give a speech and find out how to organize your ideas.

SPEAK YOUR MIND

4 Give your speech. Try to persuade others to your point of view.

In this unit, you will ...

- discuss the origins of products and share your ideas on the role of local businesses.
- focus on Mediation: work effectively in a group.
- focus on a Thinking Skill: summarizing.
- read about how trade influences cultures.
- learn about inquiry: use questions to find out more about cryptocurrencies.
- practice your oral exam skills by having a two-way discussion.



READING

A **IN PAIRS** **Write the name of the country where you think each food comes from under the image. Then check the answers with your teacher. Do the origins of the foods surprise you?**


1


2


3

B **IN PAIRS READING SKILL—Recognize purpose and audience** **Read the text and discuss the questions.**

1 What type of text is this? Why did the author write it?
2 Who is it aimed at?

C 1.01 **Read the text again. Then answer the questions.**

Finance Watch

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What I Learned From My Lunch

September 28



Today, my fellow watchers, my worldview changed over lunch, and I wanted to share it with you. I was in a local Italian restaurant, enjoying a delicious pasta dish, when my friend explained that pasta is not actually Italian, but Chinese! Later, I did a little investigation about pasta, and while my friend wasn't exactly right, it made me think a lot about the history of trade and the recent debates about the importance of international **trade policies**.

The popular story is that when the explorer Marco Polo, from Venice, returned from his exploration of China in 1292, he **imported** pasta to Italy. However, there is a historical document in the Spaghetti Museum in Pontedassio, Italy, from 1279 describing a soldier leaving pasta for his family. Clearly, pasta had existed in Italy long before Marco Polo returned to Venice.

Pasta may have arrived in Italy from a number of different sources. One possible source was Chinese **tradespeople** selling pasta to the Italians. There is a long history of pasta in China, including historical evidence from 300 BCE of Chinese writings about noodles. Another possible explanation is that pasta was **exported** from the Middle East to Italy. The Italians could have **purchased** pasta from the Persians (now the Iranians) in the Middle East. *Reshteh* is the word for "string" in the Iranian language of Farsi, and Persians have cooked *reshteh* since the medieval period. But is the origin of pasta really that important? Arguably, Italians are now the pasta experts because they have been creating classic pasta recipes for close to a thousand years. And it made me think about how international trade can really benefit a country.

In the week before my eye-opening pasta lunch, there were several debates in the news about restrictions on international trade. For several months, representatives of different groups had been arguing the advantages and disadvantages of **free trade**. After learning about how trade benefited and changed pasta, I now understand the argument for not limiting the number of countries we trade with. I believe we should remove all **trade barriers** and allow other countries to both freely sell us products and buy our products. Every **business enterprise** today knows the importance of different perspectives. Pasta is an excellent example of this. Because of trade, influences from multiple countries helped pasta become the world-famous food it is today. Why not allow this to happen for all types of products?

GLOSSARY

BCE (phrase): Before Common Era, to indicate a date that was before year 1 of the modern calendar
eye-opening (adj): making you feel surprised about something you learn

1 What did the writer's lunch help her learn?
2 Who do people commonly believe was responsible for bringing pasta to Italy?
3 Which other cultures does the writer say may have introduced pasta to Italy?
4 What argument is the author making about trade?
5 How does the history of the pasta trade help support her argument?

VOCABULARY trade

A Match the words in bold in READING C to the definitions (1–8).

1 _____: people who sell products or services
2 _____: restrictions on free international exchange of products or services
3 _____: laws controlling the international exchange of products or services
4 _____: a system with low or no taxes on international products
5 _____: to buy something
6 _____: an organization that buys or sells products or services for money
7 _____: to buy and bring in a product from another country
8 _____: to sell and send products to another country

MAKE IT YOURS

What products does your country import from other countries? What does your country export? What other types of trading do you know of? Look up other types of trading and the words related to trading.

PRONUNCIATION stress in compound nouns

A 1.02 **Listen to the compound nouns from VOCABULARY A. Underline the word that is stressed.**

business enterprise free trade trade barrier tradespeople trade policy

B IN PAIRS Practice saying the compound nouns with the correct stress. Work with your partner to think of other compound nouns with *business*.

GRAMMAR review of perfect forms

A Match the underlined parts of the excerpts from READING C to the perfect tenses.

1 present perfect: a situation that began in the past and is still true
2 past perfect: a situation or event that happened before another event in the past
3 present perfect progressive: emphasizes that an action started in the past and continued until another event happened
4 past perfect progressive: an action that continued until another event happened

a Clearly, pasta had existed in Italy long before Marco Polo returned to Venice. ____
b Persians have cooked *reshteh* since the medieval period. ____
c For several months, representatives of different groups had been arguing the advantages and disadvantages of free trade. ____
d They have been creating classic pasta recipes for close to a thousand years. ____

For more practice, go to page 156.

B IN PAIRS Discuss the questions about the examples in A.

1 In example **a**, which of the two actions happened first in history? What tense is used to describe that action?
2 In example **b**, why does the writer use the present perfect?
3 In example **c**, what tense is used to describe an action that began before another event in the past and continued?
4 In example **d**, why is the present perfect progressive used?

C Complete the sentences with the appropriate perfect tenses. Use negatives when necessary.

1 The evidence shows that Italians _____ (eat) pasta for 20 years before Marco Polo returned to Venice.
2 In recent years, many countries _____ (discuss) changes to international trade.
3 Mexico _____ (export) cacao for making chocolate for hundreds of years.
4 Even though the government _____ (make) a decision yet, the foreign representatives asked for an answer on the trade agreement.
5 I _____ always _____ (like) learning about new perspectives on popular history.

D IN PAIRS Discuss the questions. Then share your ideas with the class.

1 What foods have people been cooking for hundreds of years in your country?
2 Are there any new foods you or your family hadn't eaten before they were sold in your area?

SPEAKING

For more speaking practice, go to page 148.

A Take the quiz to see how much you know about the origins of common products. Then check the answers with your teacher.

Where in the World Did These Foods Come From?



1. coffee
- ☐ **a** Ethiopia
- ☐ **b** Italy
- ☐ **c** Colombia

2. pineapples
- ☐ **a** Hawaii
- ☐ **b** Brazil and Paraguay
- ☐ **c** Indonesia

3. turkeys
- ☐ **a** the Americas
- ☐ **b** Europe
- ☐ **c** Asia

4. oranges
- ☐ **a** the USA
- ☐ **b** China and India
- ☐ **c** Spain

5. apples
- ☐ **a** Central Europe
- ☐ **b** Africa
- ☐ **c** Central Asia

6. tomatoes
- ☐ **a** Asia
- ☐ **b** Europe
- ☐ **c** the Americas

B IN GROUPS Discuss the questions.

1 Which facts about the origins of the products in the quiz surprised you? Where had you thought those products originated?
2 Which of the products in the quiz does your country produce? Historically, have these products been mainly used in your country, or have they been exported to other countries?

LISTENING

A IN PAIRS **Look at the products below and list as many companies as you can that produce these products.**








B **Look at your lists and answer the questions.**

1. How many of the companies on your lists are global?
2. How many of them are local?
3. What do the lists tell you about where your products normally come from?

A: I think most of the companies on my list are global.
B: One of mine is a local company. I usually buy pizzas from the pizza place near my house.

C 1.03 **Listen to two people talking about the effects that global businesses had on their local businesses. Underline the phrases they use to introduce a reason or an explanation.**

however **owing to** given that **therefore** due to
on the other hand **for example**
because of **according to**

D 1.03 LISTENING SKILL—Listen for reasons and explanations **Listen again to each speaker. Write the reasons for each speaker's actions in your notebook.**

1. Why did the man move back to Mexico City?
2. Why did the man have to run the business by himself?
3. Why did other companies affect the man's business?
4. How did the woman's business become successful?
5. Why did the bank move its head office out of the city?
6. What main reason does the woman give for why her profits have increased?

MAKE IT REAL

That's why is often used to introduce a reason in spoken English, e.g., *That's why I was left to do everything on my own.*

GLOSSARY

booming (adj): experiencing a period of economic success
to corner the market (idiom): to be more successful than any other company at selling a particular product

E IN PAIRS **Discuss the questions.**

1. Would you prefer to work for a global or a local business? Why?
2. What challenges, if any, do you think local businesses in your area face?

VOCABULARY phrasal verbs

A Look at these sentences from LISTENING C. Choose the meaning of the underlined phrasal verb.

1 The Hostel Roma closed down in 2017.
a stopped operating as a business **b** shut for a short period of time

2 Then I got a call from the National Food Truck Association, which is an organization I belong to.
a am a member of **b** am owned by

3 It was putting me off running the business, to be honest ...
a making me want to continue **b** making me want to stop

4 Then the person I thought was my friend backed out and went to Europe with his girlfriend.
a decided not to do something he'd agreed to **b** had an accident

5 Because I've cornered the market in Thai food, I'm guaranteed to sell out by the end of the day ...
a have nothing left to sell **b** have lots left to sell

6 I think it's true to say that my small business took off due to help ... from a multinational bank.
a became international **b** became successful

7 In the first couple of years, we did really well, and things started to look up.
a get worse **b** get better

8 It was always my intention to start up my own business ...
a control **b** establish

B IN PAIRS Discuss what local business you would choose to start up and why. How would you compete with global businesses?

GRAMMAR articles

A Read these grammar rules about articles. Match the rules (a–j) to the examples from LISTENING C (1–10).

We use *a/an* (the indefinite article) ...
a to talk about one of many things.
b when we talk about something for the first time.

We use *the* (the definite article) ...
c when it's clear which thing(s) we're talking about, often because we've mentioned the thing(s) before.
d with superlative forms.
e with the names of rivers, seas, oceans, mountain ranges, deserts, plural country names, and island groups.
f with the names of hotels, most movie theaters, and most museums and art galleries.

We use no article (the zero article) ...
g with a plural noun.
h with uncountable nouns.
i with the names of most countries, continents, states, mountains, and lakes.
j with towns, cities, neighborhoods, and streets.

For more practice, go to page 157.

1 ... I convinced my family to give me **money** ... ____
2 I decided to move back to **Mexico City** ... ____
3 I was able to buy **an old building** ... ____
4 It was **the most amazing** opportunity ... ____
5 I was living in the **US** ... ____
6 **The Hostel Roma** closed down in 2017. ____
7 I had **a friend** I'd known since we were young, and he and I agreed to go into business together. ____
8 ... and went to **Europe** with his girlfriend. ____
9 We thought it would appeal to **experienced travelers**. ____
10 Somehow, I managed to get **the hostel** opened in 2012. ____

B **Check (✓) the correct sentences. Rewrite the incorrect sentences in your notebook.**

1. ☐ My neighborhood has best Thai restaurants.
2. ☐ It seems that all towns have similar businesses no matter where they are.
3. ☐ I'm going to the local museum of modern art later. Do you want to come?
4. ☐ In New York, Hudson River provides water for many local businesses.
5. ☐ Jenny is accountant for a large insurance company.
6. ☐ After reviewing her proposal, the bank manager gave Sara a small business loan.

C **IN PAIRS Discuss the questions.**

1. What is an example of a great local business in your city or town?
2. What are the positive and negative effects of global trade on local businesses?

WRITING a report

A **Read this report about different cafés in a local area. What does the report specifically look at?**

Cafés in the Downtown Area

Introduction
This report on the cafés operating in the downtown area looks at how they serve the needs of consumers and ways for the government to support local businesses.

Global Businesses
There are three branches of Coffeebean Café and two branches of Colombia Coffeehouse. These are popular with businesspeople working in the nearby offices. Both cafés are open until 10 p.m. The customers believed that they offer good value for money and the prices were reasonable, but the quality varied between branches.

local businesses
there are two other cafés in the downtown area the historic café de paris and the italian café in victoria square both of these are popular with tourists and local people both cafés close at six and that is earlier than other businesses customers reported that the service was excellent but the prices were high they felt that the overall quality was good

Conclusion
These cafés are popular with different groups of people, so there is little direct competition between them. However, local businesses would benefit from longer opening hours. Perhaps the government could support the local cafés by offering discounted rents. This would help the businesses afford to pay for more employees so that they could stay open later.

B **Match the punctuation (1–9) to the correct symbol (a–i).**

1	exclamation mark ____	**6**	question mark ____	**a**	,	**f**	" "
2	comma ____	**7**	semicolon ____	**b**	.	**g**	'
3	colon ____	**8**	hyphen ____	**c**	:	**h**	-
4	period ____	**9**	apostrophe ____	**d**	;	**i**	?
5	quotation marks ____			**e**	!		

C **IN PAIRS Correct the punctuation and capitalization mistakes in the paragraph about local businesses in A. There are 20 in total. Compare your answers with a partner.**

SPEAKING

For more speaking practice, go to page 148.

A **IN PAIRS Read this statement and decide if you agree or disagree with it.**

The government should offer incentives to local businesses to support the local economy.

B **IN GROUPS Discuss how governments should support local businesses and how they can do it.**

LIFE SKILLS inquiry

A Read the definition of inquiry. In what ways can you investigate a topic?

Inquiry is the process of discovering more about a topic by asking questions or investigating it. Skillful inquiries include researching and interpreting information, asking questions, and then sharing and reflecting on the answers.

B You are going to read an article about cryptocurrencies. Label the questions (1–6) with the letters of the definitions (a–c) for the type of questions they are.

1 What is Bitcoin? ____
2 When and by whom was Bitcoin started? ____
3 How important is Bitcoin? ____
4 How does blockchain technology work? ____
5 What is the limit on the number of bitcoins? ____
6 What are the future applications of blockchain technology? ____

a Gist questions—read the article quickly to understand the main ideas.
b Scan questions—look for specific information in the article.
c Detailed questions—read the article carefully for a deep understanding.

C 1.04 Read the article and answer the questions from B in your notebook.



Bitcoin and Blockchain Technology

In recent years, Bitcoin and other cryptocurrencies have become much more common. You can **convert** regular money into bitcoins online. You can then buy, sell, and **invest** bitcoins, and you can spend bitcoins at companies such as Microsoft. You can even use bitcoins to pay for a trip into space with Virgin Galactic! But what exactly is Bitcoin and how might the technology it is based on change our world in the future?

Most regular **currencies**, such as the US dollar, are controlled by a central bank. In the case of the dollar, the Federal Reserve controls the **supply** of money and generally makes sure there is enough money to meet **demand** but still maintain the value of the currency. The dollar is only worth something because the Federal Reserve supports the currency. However, Bitcoin is a digital currency without any central control. Its value is created by the blockchain technology behind it.

Bitcoin started in 2008 when an article describing a new digital currency was published under the name of Satoshi Nakamoto. Nakamoto is a mysterious person, and no one knows who he or she is. The following year, 2009, the first bitcoins appeared. Bitcoins are "mined" by computers solving very complicated mathematical problems in the Bitcoin system. For doing this, they are rewarded with bitcoins. Over time, these problems get harder to solve, and so it becomes harder to create bitcoins. This whole process will stop when there are 21 million bitcoins, and no more will be created. But don't think you can get rich easily by mining bitcoins. You need a warehouse full of specialized computers to do the kind of work the system requires.

So how do you spend bitcoins? It's all built around the blockchain. The blockchain is a record of every single transaction involving bitcoins since the currency started. Bitcoins are stored as encrypted strings of characters in digital wallets. When you send a bitcoin from your **account** to another account, computers on the network start to confirm that transaction. This is the mining work that earns bitcoins. When enough computers have confirmed it, it becomes part of the blockchain, and that bitcoin now belongs to the other person and is stored in their wallet.

Blockchain technology has applications in many other areas where we need to securely track things. For example, it could be used to locate and process all the parts involved in a business's supply chain, making manufacturing more efficient. This would lead to cheaper products. It could be used to create a secure digital voting system. And in a world of "the internet of things"—where devices, such as driverless cars, are connected and share data—blockchain technology can make communication between those devices safe and secure.

Bitcoin could be just the beginning of a data revolution.

GLOSSARY

cryptocurrency (n): a digital currency that is independent of a central bank
encrypted (adj): in code
mine (v): earn bitcoins by doing calculations in the Bitcoin system

D IN GROUPS Share and compare your answers to the questions in B. Then discuss these questions.

1. How do the different types of questions help you find different types of information?
2. How does the process of asking questions help you understand a topic better?
3. What is the benefit of sharing and comparing your answers?
4. How do you think the process of inquiry will be important in your future career?

MAKE IT DIGITAL

Consider all you have learned about cryptocurrencies, and create a list of questions you still want to know the answers to. Research cryptocurrencies online, and produce a fact sheet.

VOCABULARY finance vocabulary

A Match each word from LIFE SKILLS C to the correct definition.

1. Let me just see how much money I have in my savings **account**. ____
2. Before we go on vacation, let's **convert** some dollars into euros. ____
3. The **currency** of Canada is the Canadian dollar. ____
4. The **demand** for automobiles that run on diesel is falling. ____
5. Why don't you **invest** your money in shares in a large corporation? ____
6. Home prices have increased because of a drop in the **supply** of new homes. ____

a the amount of something that people want
b a system of money, often the one used in a particular country
c use your money to try to make a profit
d an arrangement where a bank, etc., looks after your money
e the amount of something that is available
f change something, such as money, into another form

THINKING SKILL summarizing

A Read about summarizing. In what situations is summarizing an important skill?

We often need to summarize information. This is important when we need to communicate to another person what a long text, report, or book says. Good summarizing skills help save time and avoid misunderstanding. To summarize, we need to:

- identify the main ideas in a text.
- express the main ideas clearly. We do this using our own words rather than copying large parts of text from the original.
- check that our summary includes all the necessary information and does not include any unnecessary or irrelevant information.

B IN PAIRS Read this summary of the article in LIFE SKILLS C. Is it a good summary or a bad summary? Discuss how you might change it.

Bitcoin has become more popular. You can buy and sell bitcoins online, and you can spend bitcoins with companies such as Microsoft. You can even use bitcoins to pay for a trip into space with Virgin Galactic! Unlike the US dollar, Bitcoin isn't controlled by a central bank. It started around 2009. Computers mine bitcoins. You send bitcoins from your digital wallet to other people.

C Write your own summary of the article in LIFE SKILLS C in your notebook.

D IN GROUPS Discuss how summarizing can be helpful in your chosen career.



MEDIATION CONFIDENT COMMUNICATOR working effectively in a group

A Read the dialogue. How does each person help the group to work effectively?



Logan: So, we're going to give a presentation on future applications of blockchain technology. It's very complicated, so I think we need to plan how we're going to do it.

Lia: I agree. Should we brainstorm ideas together, or should we each spend a few minutes making notes of our ideas?

Destiny: I'm not sure. What do you think, Logan?

Logan: We could each choose an area and be responsible for that. So, I could research applications in business. And you, Lia, could look at applications in voting and ID. And maybe you could look at the internet of things, Destiny.

Lia: Sounds good. Before we start researching, should we just check that we all have the same understanding of what blockchain technology is?

Destiny: That's a good idea. Let's do that in a second. I think we also need to think about how we're going to present the information. Are we going to create an electronic presentation, and should we include images and video?

Logan: I'd say an electronic presentation with images to explain what we're talking about. We probably won't have enough time for video.

Destiny: OK, great. We're going to check our understanding together, then we're each going to research a separate area before we come together again to create an electronic presentation with images.

Lia: OK. We have a plan. So, let me explain what I think blockchain technology is, and you see if you agree!

B Read the instructions and answer the questions.

In a group, you are going to give a presentation to the rest of the class. In your presentation, you should explain what you know about blockchain technology. You should also describe present and possible future applications of the technology.

1 What type of presentation (electronic, spoken, other) would you like to put together?

_____

2 What applications of blockchain technology would you like to focus on? _____

_____

3 What do you think is the best way of organizing the work? _____

_____

C IN GROUPS Discuss the task. Plan how you are going to work together to create your presentation. Make notes on what you decide in your notebook.

D Give your presentation to the rest of the class.

E Discuss the questions.

1 In your discussion, did you ask questions to organize the work or suggest different ways of working? Do you feel your group worked together well?

2 Did anyone summarize the discussion at the end? Why do you think this is important?

VOCABULARY review

SCORE: / 10

A Choose the correct words.

These days, it's relatively easy in most countries to start **1 out** / **up** a company. You have an idea and identify the **2 demand** / **supply** for a service or product. You register your company with the authorities, and you start trading. People do it without thinking about what an amazing thing the corporation or limited company is. This form of **3 business** / **trade** enterprise is recognized as a separate legal entity, like a person. That means that it can conduct business, such as **4 exporting** / **importing** goods to other countries, and the risk to each person who has **5 included** / **invested** in the company is limited. Before this kind of company was developed in the 19th century, the possibility that you could personally lose everything when a company failed **6 put** / **set** many people off getting involved in business. With the corporation or limited company, it became possible to **7 access** / **purchase** shares in a company and know that you would not lose more money than the value of the shares that belong **8 to** / **with** you, even if the company **9 closed** / **ended** down. The idea took **10 off** / **up**, and now it's possible to put your money into companies around the world.

GRAMMAR review

SCORE: / 10

A Complete the sentences with the correct perfect form using the verb in parentheses.

1 I was tired because I _____ (work) all morning.
2 How long _____ (you/run) your own company?
3 The manager _____ (leave) the office by the time I arrived, so I missed her.
4 My parents' company _____ (export) products to Europe for the last 20 years.
5 I _____ (set up) two very successful companies by the time I was 25.

B Write *Correct* if the article in bold is correct and *Incorrect* if it is incorrect.

1 **The** Danube is a river that has brought trade to many European cities. _____
2 Do you think that **the** free trade is important for economic development? _____
3 I applied for a job at **a** Museum of Modern Art in New York. _____
4 Our company does a lot of business with **the** French. _____
5 The currency in **the** Brazil is the real. _____

16–20 correct: You can use phrasal verbs and the language of trade and finance. You can use articles and perfect forms of verbs.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS

SPEAKING have a two-way discussion

Look at the phrases below. In one minute, decide which are used for agreeing (*A*) or for disagreeing (*D*).

1 I can see what you mean, but ... _____
2 Yes, you have a good point. _____
3 I think ... might be a better idea. _____
4 Totally. _____
5 I'm not so sure about that. _____
6 That's very true. _____

Go to Exams Skills on page 128–129 to learn how to have a two-way discussion.

UNIT 2

Sports Update



WHAT DO YOU ALREADY KNOW?

1 **IN GROUPS Think about the most popular sports in your country. Why are they popular? Are any of them dangerous?**

THINK AND PREPARE

2 **Decide whether you agree or disagree with this statement.**

Sports that are dangerous for people or animals should be banned.

3 **IN GROUPS Prepare to have a discussion about the statement. Make some notes about the points you want to make. Consider these points:**

- cultural traditions and popular preferences
- economic opportunities or problems for athletes or communities
- possible solutions to specific dangers

VIDEO

Watch the video as you prepare to hold a discussion and find out how to persuade others.

SPEAK YOUR MIND

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

In this unit, you will ...

- discuss ways to change sports and compare your group's opinions on sports.
- focus on Mediation: translate for informal communication.
- focus on a Thinking Skill: deducing.
- read about the use of biomechanics in sports.
- learn about equality: consider how different people receive different treatment.
- read about gathering diagnostic information and the professions that use this skill.



READING

A **IN GROUPS** **Discuss the questions.**

1 What are your favorite sports?
2 What are the most exciting aspects of the sports you like?
3 Have your favorite sports or the athletes improved over time? If so, how have they improved?

B **Scan the journal article. See how many of the ways to improve sports you mentioned are in the text.**

Applications and Issues in Biomechanics

by Bruce Martin

1 The field of biomechanics is increasingly important in the modern world. Biomechanics is the science of movement of humans and animals. It combines ideas from physics, engineering, and biology in order to understand how internal and external forces interact during different types of movement. Biomechanics is important in fields as varied as office furniture design, physical therapy, medical equipment design, and perhaps most extensively, sports and exercise science.

2 In sports, biomechanics has many different applications. First, it is used to study athletes' movement in order to help them improve their performance. For example, an American football coach **records** the players as they pass the ball in order to analyze the position and movement of the passers' heads, arms, or feet. This allows coaches to observe players passing the ball from many different angles and to recognize problems that can be corrected to make their passing more effective.

3 Sports equipment manufacturers spend years trying to come up with new types of shoes, clothing, and equipment that will improve athletic performance, and biomechanics helps designers know what types of improvements will be most useful. In today's high-tech world, athletes have an easier time getting to the top in their sports if they have the latest, best equipment. We see athletes of all types breaking more and more **records** in part because of technical innovations in their clothing and equipment.

4 Finally, one of the most important applications of biomechanics is in the area of sports injuries, both in prevention and treatment. Research in the field of biomechanics helps coaches and sports doctors understand the types of movements and impacts that cause injuries. By studying how muscles, tendons, and ligaments move and exert force, medical professionals can decrease the frequency of injuries. Furthermore, biomechanics



plays a big role when injuries do occur. Using modern physical therapy techniques and equipment often means that athletes have less difficulty recovering from injuries than in the past.

Biomechanics has helped sports and athletes in many ways.
5 Nevertheless, there is a disadvantage to the advances in biomechanics. While movement studies **produce** better equipment and some safer practices in sports, they also increase athletic ability in ways that make certain sports more dangerous. One example is American football. Players are bigger and stronger than they used to be, and they understand how to use their bodies for maximum efficiency. Some say this has led to an **increase** in injuries in this sport.

Constant advances in biomechanics and other sciences make
6 sports more exciting for fans. If sports are exciting, then more fans watch. Advertisers pay to advertise during televised sports events, and fans pay to attend or watch those events, so everyone is happy. We can't **discount** the importance of fans' enthusiasm, but should there be limits to improving performance? Should a better understanding of the physics of injuries lead to a ban on tackling in American football or heading in soccer? It is difficult for many fans to imagine sitting around watching football or soccer without those things, but is it ethical to allow players to continue to do things that may permanently damage their health?

GLOSSARY

ethical (adj): in a way that is right
exert (v): to use influence or force to make something happen
innovation (n): a new idea, product, or way of doing something

C 2.01 **Read the article again and complete the notes.**

1 A definition of biomechanics: _____
2 Sciences included in biomechanics: _____
3 General uses of biomechanics: _____
4 Applications of biomechanics in sports: _____
5 A negative effect of increasing athletic ability: _____
6 The result of scientific advances for sports fans: _____

D IN PAIRS READING SKILL—Identify opinions **Look back at the journal article and discuss the questions.**

1 In paragraph 5, how does the writer indicate that he is not the only one who thinks that greater efficiency in athletes causes more injuries?
2 Does the writer think biomechanics has had only positive effects on sports? What example does he use to support his opinion?
3 What is the purpose of the questions in the last paragraph?

VOCABULARY nouns and verbs with the same form

A Complete the sentences using the words in bold in READING B. Write *N* (noun) or *V* (verb) after each sentence.

1 Scientists in biomechanics can't _____ the feedback from athletes if they want the best results. _____
2 I'm doing _____ on biomechanics for my biology class. _____
3 Biomechanics helps workers who use repetitive movements, e.g., workers picking lettuce, tomatoes, and other types of _____. _____
4 With his new fitness app, my friend _____ his daily workouts to check his progress. _____
5 Some of the new fitness monitors are so expensive that there has been a _____ in sales. _____
6 As fitness monitors _____ the amount of data we have on physical movement, biomechanics will become more specialized. _____

MAKE IT YOURS

Think about people you know who monitor their fitness. What do they record? What other health and fitness words would you like to know in English?

PRONUNCIATION nouns and verbs with the same form

A 2.02 **Listen and underline the stressed syllable in each word. Then practice saying the words.**

Noun	record	increase	decrease	produce	discount	research
Verb	record	increase	decrease	produce	discount	research

B IN PAIRS **Look back at the sentences in VOCABULARY A. Make a sentence with the form of each word that was not used in the exercise.**

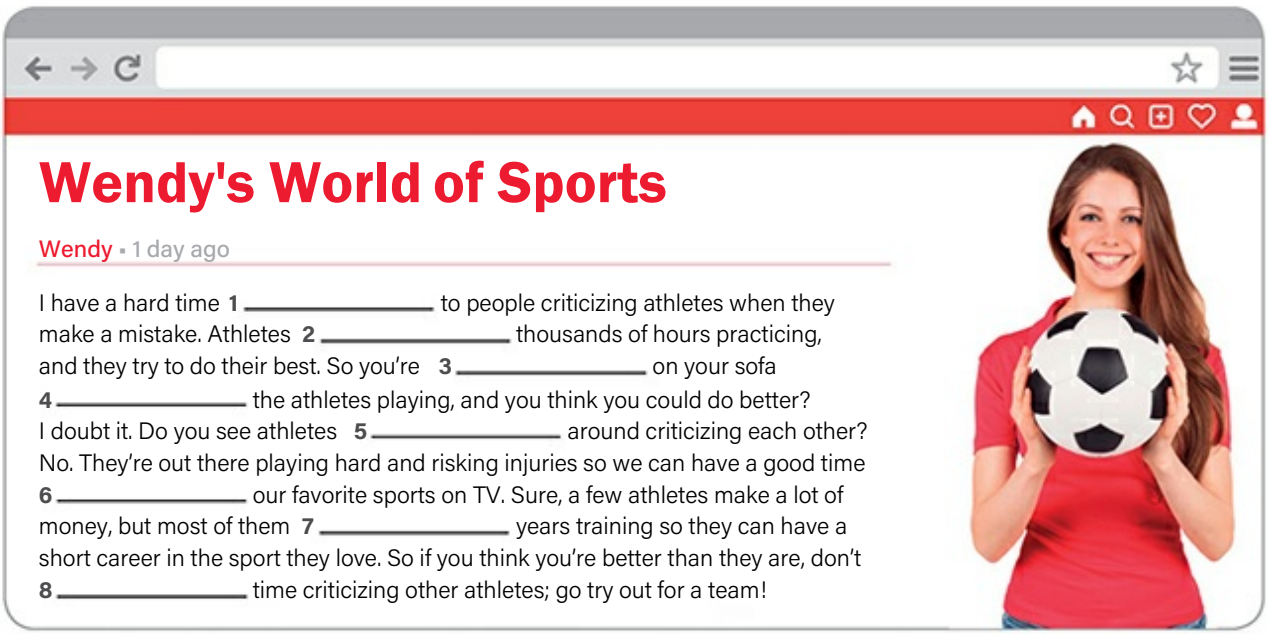
GRAMMAR verb + gerund

A Look back at the underlined sentences and phrases in READING B and add words to the table.

1 *have* + object + gerund *We had fun playing tennis.*	objects: *fun, trouble, a good/easy/hard time* , _____
2 verb of perception + object + gerund *We heard her giving a presentation.*	verbs: *notice, hear, listen, watch,* _____, _____
3 *spend/waste* + time expression + gerund *I waste time surfing the internet.*	time: *time, a long time, your life* , _____
4 *sit/stand/lie* + expression of place + gerund *Don't just sit there doing nothing.*	place: *there, on the sofa/bed, at your desk* , _____

For more practice, go to page 158.

B Complete the paragraph with appropriate verbs from A in the correct form.



Wendy's World of Sports

Wendy • 1 day ago

I have a hard time 1 _____ to people criticizing athletes when they make a mistake. Athletes 2 _____ thousands of hours practicing, and they try to do their best. So you're 3 _____ on your sofa 4 _____ the athletes playing, and you think you could do better? I doubt it. Do you see athletes 5 _____ around criticizing each other? No. They're out there playing hard and risking injuries so we can have a good time 6 _____ our favorite sports on TV. Sure, a few athletes make a lot of money, but most of them 7 _____ years training so they can have a short career in the sport they love. So if you think you're better than they are, don't 8 _____ time criticizing other athletes; go try out for a team!

C IN PAIRS Discuss the questions.

1. What do you spend most of your time each day doing? Is there anything you frequently waste time doing?
2. Are you very active on weekends, or do you often lie around watching TV or doing nothing?
3. Do you have fun watching sports, or do you prefer to play a sport? If you play a sport, what do you have the most difficulty doing?
4. When you see people or animals getting injured in a sport, does it change your opinion of the sport?

SPEAKING

For more speaking practice, go to page 148.

A Read the statements and decide which ones you agree or disagree with.

1. There should be no limits to technology that improves athletes' performance.
2. Children should not be allowed to play games that are physically dangerous like soccer and football.
3. Heading in soccer and tackling in football should be banned.

B IN GROUPS Share your opinions and see who agrees or disagrees with you.

VOCABULARY business and economics

A Match the words to the definitions.

allocate | corporate sponsor | individual donor | investment | fund | funding | socioeconomic | sponsorship

1 _____: to officially give something, often money, for a specific purpose
2 _____: related to social and economic level in a society
3 _____: to provide money for something that costs a lot
4 _____: a company that gives money to support an activity or program
5 _____: money that a person receives in support from a company
6 _____: money from an organization for a specific purpose
7 _____: a private citizen who gives money to support a cause
8 _____: an amount of money put into a project to make profit or get an advantage

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

My city has a program that teaches young children to play sports. The government **1** _____ part of the program, and the rest of the **2** _____ comes from **3** _____ and **4** _____. Part of the money is **5** _____ to salaries for coaches, and the rest is spent on equipment and facilities. It's a great program because it gives kids from lower **6** _____ levels an opportunity to learn and practice a sport. The best kids even get **7** _____ from famous companies. The government sees this as an **8** _____ because it gives the kids a positive future.

LIFE SKILLS equality

A Read the definition of equality. Which other areas in life can reflect inequality?

Equality is the right of all the various groups in society to be treated the same way. People working to make society equal often look for areas in life where there are differences and try to reduce those differences. This can include work, leisure activities, entertainment, etc.

B IN PAIRS Discuss the questions in reference to sports in your country.

1 How do you think training for major sports events like the Olympics or the World Cup is funded? Do all sports teams receive an equal amount of funding? If not, who receives more?
2 What other inequalities in sports do you think exist in your country?
3 In your opinion, which inequalities are the most important ones to solve?



C 2.03 Listen to a discussion on inequality in sports among students majoring in sports management. Complete the notes. Listen again to check your answers.

How sports programs and athletes are funded:
1 In the USA: _____ or _____
2 In other countries: usually _____

Issues of inequality in sports:
3 _____
4 _____
5 _____

D IN GROUPS Discuss these questions on equality.

1 How can discussing issues of equality in sports help you understand general issues of equality?
2 What issues of equality are there in your profession?

MAKE IT DIGITAL

Research different sports online, and find out which ones have the fewest areas of inequality and which have the most. Create a list of recommendations for young people hoping to play those sports.

GRAMMAR relative pronouns with –*ever* and *no matter*

A Study the examples in the table, then choose the correct option.

1 Pronouns with –*ever* are used to talk about ...

a a specific time, place, thing, or person.
b a general time, place, thing, or person.

2 *No matter* + a pronoun means ...

a something is true in all cases.
b there is a problem with the situation.

pronoun + verb	**Whoever says** that anyone can have a sports career doesn't understand how the system in this country works.
pronoun + subject + verb	I think **wherever you go**, you'll find inequality in sports opportunities.
pronoun + object + subject + verb	**Whatever sports the media covers the most** are the ones people are going to be most interested in. **Whichever issue we choose**, we need to present all sides of it so the class can discuss it.
no matter + pronoun + clause	So I guess **no matter what country you're from**, inequality in sports is a problem.

For more practice, go to page 159.

B Complete the sentences with the words from the box.

however no matter whatever whenever wherever whoever

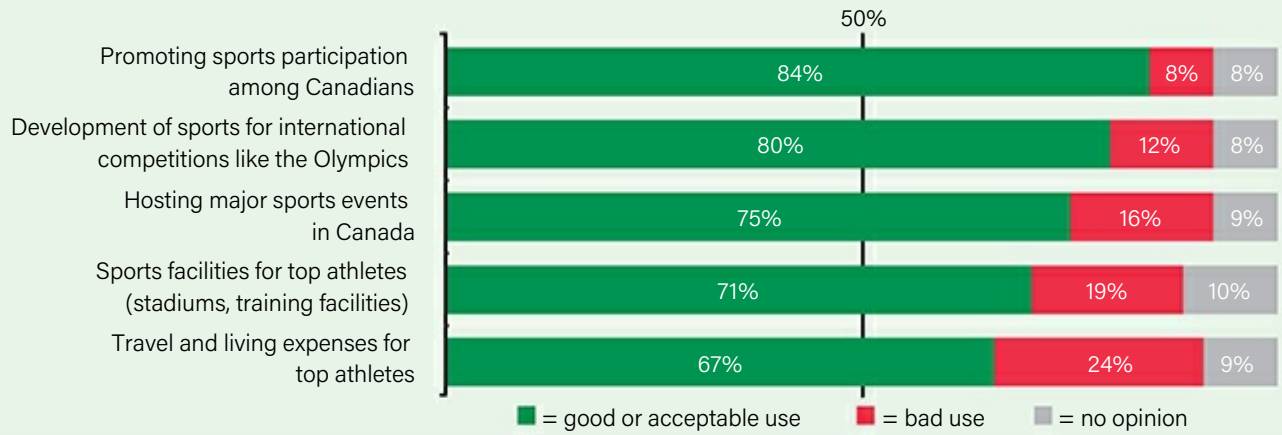
1 _____ sport is on TV at the moment, I watch it.
2 _____ the Olympics are held, even in a different time zone, I watch them live.
3 _____ my country is playing a game in the World Cup, I watch the game, even if I have to take off from work or school.
4 _____ what soccer teams are playing, I watch the games. I love soccer!
5 I don't mind who wins or loses. I enjoy the game, _____ it turns out.
6 _____ says soccer is boring doesn't understand the game.

C IN PAIRS Discuss whether you agree or disagree with the statements in B. Explain why.

WRITING a survey

A IN PAIRS Look at a survey on using tax money for sports in Canada and identify the most popular uses.

PUBLIC OPINION TOWARDS THE USE OF TAX MONEY FOR SPORTS IN CANADA, 2016



B Complete the summary of the survey using the phrases from the box.

80% support | majority | slightly fewer | strong support | three-fourths of

Survey Summary

In 2016, a Canadian organization surveyed Canadians on the use of tax money to fund sports. The survey showed the following:

- The **1** _____ of participants in the survey say that using money to encourage Canadians to participate in sports is good or acceptable, while **2** _____ government funding of sports for international competitions.
- The use of tax money to host major international sports events is supported by **3** _____ Canadians.
- There is also **4** _____ for funding sports facilities for top athletes (71%).
- While it is true that **5** _____ Canadians support paying living and travel expenses for high-performance athletes (67%), there is still a majority of support for it.

In conclusion, the majority of Canadians support the use of tax money for sports, both among Canadians and for high-level international sports competitions and athletes.

C Talk to five classmates. Find out whether they support each type of funding in the table.

Type of Funding	1	2	3	4	5
Promoting public sports participation					
Development of sports for international competitions					
Hosting international events					
Sports facilities for top athletes					
Travel and living expenses for top athletes					

Key: Good use of government funds: ✓, Bad use of government funds: X, No opinion: ?

D Use your survey to write a summary of how people in your class feel about government funding for sports. Try to use phrases from the summary.

SPEAKING

For more speaking practice, go to page 148.

A Read the statements. Then, write the numbers (1–4) on the line below to show how much you agree with each one.

1 On TV, we see only the most popular and commercial sports. The networks should be forced to cover less well-known sports, too, to give them an opportunity to become more popular.

2 Whoever wants to learn a sport should have the opportunity, no matter what their socioeconomic level is. Public tax money should be used to promote and support sports training for children and teens.

3 All schools should have to include sports training in their budgets so that kids can start learning sports at an early age.

4 The government should allocate equal funding to all the Olympic sports that our country participates in, no matter how popular the sport is.

Strongly Agree — Agree — Neutral — Disagree — Strongly Disagree

B IN GROUPS Compare your answers. Find out whether the majority of the group agrees or disagrees with each statement.

LISTENING

A **IN PAIRS** **Look at the photos of sports and decide which are currently included in the Olympics. Which of these sports do people in your country participate in?**


curling


shooting


rhythmic gymnastics


bowling


synchronized swimming


sport climbing


squash


rollerblading

B 2.04 **Listen to a conversation about the Olympics and check which sports are included in the Olympics.**

C 2.04 **LISTENING SKILL—Understand attitude** **Listen again. Choose the speakers' attitudes toward different Olympic sports. Then choose how you were able to decide the answer.**

1 Carly **thinks** / **doesn't think** it's unfair to include basketball in the Olympics.
a tone of voice **b** words used **c** both

2 Carly **is** / **isn't** convinced by Andrew's argument about basketball.
a tone of voice **b** words used **c** both

3 Carly **thinks** / **doesn't think** zorbing would be a good Olympic sport.
a tone of voice **b** words used **c** both

4 Andrew **thinks** / **doesn't think** adding dancing to the Olympics is a bad idea.
a tone of voice **b** words used **c** both

5 Carly **agrees** / **doesn't agree** that break dancing is similar to gymnastics.
a tone of voice **b** words used **c** both

MAKE IT REAL

Common ways to express disagreement are *You gotta be kidding! Seriously? That's so not true. That's lame.*

VOCABULARY adjective and adverb collocations

A **IN PAIRS** **Discuss the questions.**

1 Which sports do you think are the most **physically demanding**?
2 Which do you think are more **mentally challenging**: individual sports or team sports?
3 Which Olympic sports do you think are the most **internationally popular**?
4 Which Olympic sports are not **widely played** in your country?
5 **Broadly speaking**, do you think the Summer or Winter Olympics are more exciting? Why?
6 Is it **generally accepted** that your national government should fund Olympic athletes?

B **IN PAIRS** **Use the words in A in different combinations to make sentences about sports.**

I think it is broadly accepted that soccer is the most internationally popular sport.

THINKING SKILL deducing

A **IN PAIRS** **Read about deductive reasoning. Then deduce which of the two hypotheses below is true.**

Deductive reasoning starts with a hypothesis and then examines the supporting statements to reach a conclusion about whether the hypothesis is true or not. For example, for the hypothesis "Snow is cold," you could have two statements: Statement one: All frozen water is cold. Statement two: Snow is a type of frozen water. Looking at the supporting statements, it is logical to deduce that it is true that snow is cold.

Hypothesis 1: Fred is in excellent physical condition.

Statement 1: Fred is an Olympic swimmer.

Statement 2: All Olympic swimmers are in excellent physical condition.

Is the hypothesis true? _____

Hypothesis 2: Joe is an Olympic swimmer.

Statement 1: Joe is a swimmer.

Statement 2: Joe is in excellent physical condition.

Is the hypothesis true? _____

B **IN GROUPS** **Use the statements describing the sports that should be included in the Olympics to make deductions about the hypothesis below. Discuss each sport in relation to the statements.**

Hypothesis: All of the sports in the pictures in **LISTENING A** should stay in the Olympics or be added to the Olympics.

Statements: To be included in the Olympics, a sport must fulfil a majority of these criteria:

- have a history of being included in the Olympics
- be broadly popular with the public
- be interesting to many different ages of people
- be widely played in a variety of countries
- have the possibility of gender equality (events for both men and women)
- be physically demanding

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

1. How difficult was it for your group to agree on whether or not a sport should be included in the Olympics?
2. Did you consider some of the statements to be more important than others? If so, which ones?



MEDIATION CONFIDENT COMMUNICATOR translating for informal communication

A Discuss the questions as a class.

1 Have you ever seen someone acting as an informal translator to help people communicate in English and your language? What was the situation?
2 What do you imagine someone needs to consider when they are translating informally?

B Complete the tips for translating in an informal situation using the phrases from the box.

ask for clarification | do not give your own opinions | do not interrupt | enough information | one at a time

1 When you are translating during a group conversation, ask people to speak _____ to give you a chance to translate what each person says.
2 You don't have to translate every word, but make sure you give _____ to provide an accurate translation.
3 If the conversation includes opinions, _____ while translating what someone else has said. Try to translate the opinions as accurately as possible.
4 If you are not sure about what someone has said, _____ before trying to translate the idea to another person.
5 If someone is translating for you, _____ while the person is listening to others speak. You can ask questions when they have finished speaking.

C IN GROUPS Read the instructions. Then discuss the questions below.



You are having a discussion with a group of friends. There is an English-speaking visitor, so you are speaking English because the visitor doesn't speak your language. The problem is that one of your friends speaks very little English, so you will need to say everything in both English and your own language so everyone can participate in the conversation. Decide who will be the English-speaking visitor and who will be the non-English speaker. The other people in the group should take turns translating for those two people during the discussion.

1 Look at the list of Olympic sports. Should any of these sports not be included in the Olympics? If not, why not?

- curling
- golf
- rhythmic gymnastics
- rugby
- shooting
- skateboarding
- sport climbing
- synchronized swimming
- surfing
- table tennis

2 What sports or games that are not currently in the Olympics do you think should be included?

A: I think curling is a weird sport, and anyway, only a few countries do it.
B: I'm sorry, I don't understand.
C: I'll translate. He said ...

D Discuss the questions as a class.

1 Did it work well for more than one person to translate, or would it have worked better to have just one translator?
2 Broadly speaking, was everyone able to communicate their ideas and participate equally in the conversation? If not, how could you make the translation process work better in future situations?

VOCABULARY review

SCORE: / 10

A Complete the text entry with the words and phrases from the box.

allocate	broadly speaking	corporate sponsors	decrease	funding
generally accepted	increase	physically demanding	research	widely played

I believe that the government should **1** _____ more money for **2** _____ on **3** _____ sports like football. It is especially important for scientists to have **4** _____ for studies on how these sports affect child athletes. Football and soccer are very popular in schools and are **5** _____ by even very young children. Modern technology has caused an **6** _____ in injuries in these sports, and this is very dangerous to all players, but especially children. It is **7** _____ that there is a certain level of risk in any sport, but shouldn't we do everything we can to make sports safe? Some research programs have **8** _____, but we need independent studies that are not done by companies who want to sell their products. **9** _____, I am in favor of children playing sports, but I just think the government should provide for studies to help **10** _____ sports injuries.

GRAMMAR review

SCORE: / 10

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

a hard time	a lot of fun	heard	sitting around	spend a lot of time

1 Sometimes I have _____ understanding the rules of certain sports.
2 I love being active. I hate _____ doing nothing.
3 My friends and I _____ watching sports on weekends.
4 I _____ some people talking about how dangerous sports are, but I don't agree.
5 You can have _____ doing exercise if you do it by playing a sport.

B Complete the paragraph with *no matter* and pronouns with *-ever*.

1 _____ you go in the world, you see people watching and playing soccer. I guess it's the most widely played sport in the world, and **2** _____ says it's boring hasn't seen a dramatic World Cup final! **3** _____ someone complains that the players don't score enough, I remind them that there are lots of games with low scores, such as American football. Of course, if you don't understand the game, you won't like it. That's true for **4** _____ sport you watch, but some people I know don't think soccer is exciting, **5** _____ what I say.

16–20 correct: You can use adjectives, adverbs, verbs, nouns, and the language of business and economics.
You can use verbs with gerunds, and relative pronouns.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS

Diagnostic Information Gathering



Read this quote. What do you think it means?

"The man who asks a question is a fool for a minute, the man who does not ask is a fool for life."

—Confucius

Turn to Skills for Pros on page 130.

UNIT 3

Medicine on the Mend

WHAT DO YOU ALREADY KNOW?

1 **IN GROUPS Think about the common medical issues that exist in your country and any medical advances that have been developed to deal with those issues. Discuss these questions.**

- What medical issues were a problem in the past but are not a problem now?
- Are there still medical issues that modern medicine is unable to deal with?
- How do people in your community get access to information to help with any medical issues they have?

THINK AND PREPARE

2 **Decide whether you agree or disagree with this statement.**

Doctors will never know how to cure all medical issues.

3 **IN PAIRS Prepare a role-play between two members of your community: an older person and a younger person. The older person has more traditional beliefs about how to stay healthy. The younger person is aware of modern medicine and how it has developed. Make notes about your position and reasons. Consider these points:**

- trust in technology versus trust in traditions
- the extent to which modern medicine can deal with medical issues
- how people today get access to information about traditional and modern medicine

VIDEO

Watch the video as you prepare to do a role-play and find out how to use body language effectively.

SPEAK YOUR MIND

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

In this unit, you will ...

- discuss medical services and present a health-related tech product.
- focus on Mediation: develop intercultural communication.
- focus on Thinking Skills: analyzing.
- read about medical services across the globe.
- learn about critical literacy: look at different types of medical information.
- practice your general exam skills by scanning questions to decide which ones to answer first.


F
NH
NH
OH
N

READING

A **IN PAIRS READING SKILL—Predict content using visuals** **Look at the photos. Brainstorm as many words as you can for each one. Compare your list with a partner. Based on your lists, what do you think the text will be about?**



a paramedic



a medical doctor



a medical advice website



a pharmacist

B 3.01 **Read the article. Then choose *True* or *False* for the statements that follow.**

Medical Services: Changing Lives Across the Globe

With tens of millions of the world's people experiencing difficulties with accessing health services, businesses are interested in bringing health care solutions to the global market. Journalist Luiz Sousa went to investigate.

Busara Chande sits on the steps outside her hut in rural Tanzania, **recovering from** the birth of twins. "I'm so happy they're here," she says, holding back tears. "Niku almost didn't make it. If the taxi ambulance service didn't exist, I'm sure he wouldn't have survived. As it is, he is just perfect." Busara's story is unusual because both her babies survived, due largely to a service based entirely on cell phones. When Busara realized her babies were on the way, she used her cell phone to call a health worker who connected her to one of the 130 taxi drivers operating in the charity network. The nearest driver to Busara, Noel Abasi, **responded to** the call. Without such a service, Busara would probably have had to walk to the hospital or if she were very lucky, she would have gone by ambulance. Unfortunately, her region has only two ambulances for a population of 500,000. Noel's taxi, which cost a mere $40 for the charity (a large amount for Busara), potentially saved the lives of three people.

A thousand miles from Tanzania, in Rwanda, another medical service is being tested, with amazing results. It is the world's first national delivery service for medication and blood for blood transfusions, which only uses drones. The battery-operated drones provide a lifesaving service delivering blood to 13 million people. Sometimes the deliveries are made to hospitals or clinics and sometimes to individuals in hard-to-reach areas. One person who benefited from these deliveries is a farmer, Sebahive, who **suffers from** a respiratory disease. If he had lived in the capital city, medication would be available for him at his local clinic. But 28 minutes after calling the emergency drone service, the medication had been delivered. "I have five children. If the drone hadn't arrived, they would be orphans now," says Sebahive.

On the other side of the world is a medical camp where refugees are **provided with** access to essential medical services they have been **deprived of**. Tariq is from Iran and was **affected by** severe stomach pain, but with no English, he was unable to explain his symptoms. Fortunately, he was able to use a new app for translators. This new app recommends one of over 8,000 volunteer translators based on the language they speak and the area of medicine they **specialize in**. The translator can then offer advice about what to do. "Luckily," says Tariq's wife, "the volunteer **translated into** Farsi for us, and they were able to diagnose appendicitis and transfer him to a hospital."

What is clear is that these innovative business ideas have made a real difference to groups of people across the globe—simple but practical solutions that really can, and do, save lives.

GLOSSARY

blood transfusions (n): taking blood from one person and giving it to another in a medical emergency

1 Busara used a GPS to find the nearest taxi ambulance to her. True / False
2 Busara paid $40 for the taxi ambulance service. True / False
3 The drones are able access remote areas. True / False
4 Tariq communicated with the volunteer in his native language. True / False

C IN GROUPS Discuss the questions.

1 Is health care free in your country?
2 Do you think universal free health care for everyone will ever become a reality?

VOCABULARY dependent prepositions

A Match the words in bold from READING B to make sentences.

1	Could you translate these medical records _____	a	of an education, no matter what their circumstances are.
2	Every spring, Jack suffers _____	b	in pediatric medicine.
3	My medical school specializes _____	c	with a choice of foods for meals?
4	Layton's health has been badly affected _____	d	into Spanish for me, please?
5	Children should not be deprived _____	e	to the man's cry for help.
6	Are hospital patients provided _____	f	from the injuries he got in the accident.
7	The nurse immediately responded _____	g	by his poor diet and lack of exercise.
8	It took Jim a long time to recover _____	h	from allergies because of all the flowers.

B Write a verb and dependent preposition from A next to its definition.

1 _____: to get better; improve (for health)
2 _____: to have an illness, disease, or medical condition
3 _____: to change one language into another
4 _____: to react to a situation by doing what is needed
5 _____: to be changed or influenced by something, usually negatively
6 _____: to not have enough of something that is essential
7 _____: to study a particular subject
8 _____: to give someone something they want or need

MAKE IT YOURS

Did you or someone you know have any illnesses as a child?
Go online to find the words in English to describe the illnesses.

GRAMMAR mixed conditionals

A Read the sentences from READING B and write the correct tense to complete the grammar rules.

Verbs in green are unreal actions in the present.
Verbs in red are unreal actions in the past.

"If the taxi ambulance service didn't exist, I'm sure he wouldn't have survived."	(But the taxi ambulance service does exist, so he did survive.)
"If the drone hadn't arrived, they would be orphans now," says Sebahive.	(But the drone did arrive, so they aren't orphans now.)

Mixed conditional describing the unreal present result of an unreal past condition

If he had lived in the capital city, medication would be available ...

If + 1 _____ (If this thing had happened)	2 _____ conditional (that thing would happen)

Mixed conditional describing the unreal past result of an unreal present or continuing condition

If she were very lucky, she would have gone by ambulance.

If + 3 _____ (If this thing happened)	4 _____ conditional (that thing would have happened)

For more practice, go to page 160.

B Complete the mixed conditional sentences with the correct form of the verbs in parentheses.

1 If Anna _____ (pass) her medical exams, she _____ (be) a doctor now.
2 I _____ (buy) the polka-dot T-shirt if I _____ (be) you.
3 I _____ (go) to the party last night if I _____ (not have) so much work to do.
4 If Vic _____ (not busy), he _____ (take) you to your doctor's appointment.
5 Greg _____ (invite) you for lunch yesterday if he _____ (know) about your trip!

C IN PAIRS Complete these sentences for you and then share your ideas with a partner.

1 If I had studied another language in high school, I would probably be _____ .
2 I wouldn't be _____ if I had been born in a different country.
3 If I didn't have to study, I would have _____.
4 I would have _____ if I were rich.

SPEAKING

For more speaking practice, go to page 149.

A IN PAIRS Look at the front page of the newspaper and discuss what you think the story is about.

THE DAILY NEWS

www.thedailynews.com THE WORLD'S FAVORITE NEWSPAPER – since 1975

INJURY INSPIRES INNOVATION



Many of us will remember star soccer player Jim Jackson: the youngest ever player to be picked for the Eagles in 2015. A severe injury after a horrible tackle in his first season meant the end of his soccer career at the age of 19. But while his career was affected by the injury, it was also the reason he was inspired to offer his services in creating the DMX—a leg cast that creates the perfect conditions to help athletes recover from injuries before they even reach the hospital. This invention has made Jim Jackson a millionaire, and more importantly, it has helped thousands of athletes in dozens of different sports.

B Think of all the different present results of Jim Jackson's injury.

A: If he hadn't been injured, he would be a soccer player now.
B: True. But also if he hadn't been injured, the DMX wouldn't exist.

C IN GROUPS Compare your ideas and see who thought of the largest number of results.

D IN GROUPS Discuss the questions.

1 What examples can you think of where a positive result came out of a negative situation?
2 What can you learn from the Jim Jackson story?

LISTENING

A **IN PAIRS** **You are going to listen to a radio show about technological innovations in medicine such as the one in the photograph. Before you listen, discuss what technological innovations you are aware of and what impact they might have.**



B 3.02 **Now listen to check which of the innovations you thought of are mentioned. Make notes on the innovations that are mentioned and discuss with your partner which inventions you think are the most useful.**

GLOSSARY

dementia (n): a serious illness, usually of old age, that affects the brain and the memory

C 3.03 **LISTENING SKILL—Use context clues to infer meaning** **One way to understand unknown vocabulary is to try and understand the meaning of the word by hearing it in context. Listen to these sentences. Can you understand the meaning of the words that you don't know? Write your ideas.**

1 advancements (noun plural) possible meaning: _____
2 biotechnology (noun) possible meaning: _____
3 pharmaceuticals (noun plural) possible meaning: _____
4 life expectancy (noun) possible meaning: _____
5 clone (verb) possible meaning: _____
6 practitioners (noun plural) possible meaning: _____

D **IN PAIRS** **Compare your ideas. Listen again and check.**

E **IN PAIRS** **Talk about which innovation from the radio show you think is the most interesting and give reasons.**

VOCABULARY medical terms

A **Write a word from the box next to its definition.**

antibiotics eliminate infection limbs organs transplant vaccinate wounds

1 _____: arms or legs
2 _____: to be treated with a medicine to protect you from a disease
3 _____: to get rid of something, especially something bad
4 _____: parts of your body that do a specific job
5 _____: medications that cure an illness that is caused by bacteria
6 _____: medical operation where a person's organ is put into the body of someone else
7 _____: injuries where the skin is damaged, usually seriously
8 _____: a disease that is caused by bacteria or a virus

MAKE IT REAL

Instead of saying *getting vaccinated*, people normally say *getting shots*, e.g., *I was told I needed to get shots to travel to South America.*

PRONUNCIATION silent letters

A Look at the words. Underline the silent consonant in each word.

1 pneumonia 2 limb 3 science 4 honor 5 designed

B 3.04 IN PAIRS **Listen and check. Practice saying the words in pairs.**

GRAMMAR clauses of contrast and purpose

A Complete the grammar rules with a word or phrase from the box.

base form clause gerund (x2) modal verb noun phrase subject

Clauses of purpose are used to express the use or purpose of a thing or to express why someone does or uses something:

1 These pills are for **getting** rid of headaches. *for* + _____
2 I used a bandage in order to **stop** the bleeding. *so as (not) to / in order (not) to* + _____
3 He's studying medicine so that **he can** become a doctor. *so (that)* + subject + _____ + clause

Clauses of contrast are used when you want to compare two things or two situations:

4 Despite **feeling** sick, Lucie went to work. *Despite / In spite of* + _____
5 In spite of **her cold**, Gaby went to the party. *Despite / In spite of* + _____
6 Despite the fact that **he failed his exams**, Kieran went on to become a pharmacist. *Despite / In spite of the fact that* + _____
7 Even though **she** was busy, the nurse managed to treat all her patients. *Even though / Although* + _____ + verb

For more practice, go to page 161.

B Complete the sentences from LISTENING B with a clause of contrast and purpose from the box.

despite even though for so as to so that

1 One such device measures about 2 mm. by 2 mm. and, _____ it's tiny, it promises to help physicians check a patient's eating habits ...
2 The developers claim that the responsive sensors on the device can be adapted _____ it can be worn on the skin ...
3 For example, some medicines can now be adapted to the individual patient _____ treat whatever condition they have.
4 _____ it being in the early stages of development, Israeli scientists at Tel Aviv University have already created a small heart from human tissue.
5 Medical teams will be able to reproduce fully functioning organs _____ operating on transplant patients.

C Read the sentences in B again and answer the questions.

1 In which sentence could you also use *in order to*? ____
2 In which sentence could you also use *in spite of*? ____
3 In which sentence could you also use *although*? ____

D IN PAIRS **Complete these sentences with your own ideas. Share your ideas with a partner.**

1 Even though antibiotics are useful in some cases ...
2 Although transplant surgery is risky ...
3 In order to stay fit and healthy, people should ...

WRITING a blog post

A **Look at the photo in the blog post. What do you think this device is used for?**

B **Read the blog post. Were you correct?**

Medical Tech—Looking to the Future

posted by AdrianTechGuru 02/27/20 at 13:32



I wanted to take this opportunity to share with you a medical tech innovation that I think is truly amazing. The eSight 3 looks like a headset that fits over your eyes—much like a virtual reality headset, although smaller and lighter. Instead of trying to make a digital world look more realistic, it uses a high-speed HD camera to create a video image and allows users with sight problems the ability to see things around them in a much clearer way.

The device is fully portable, which means wearers can use it in most situations, and the battery lasts up to six hours. The challenges of designing such a device were that wearers needed to be able to see their surroundings in real time and have maximum vision so as not to feel dizzy or lose their balance. It is designed to focus automatically, allows users to zoom between near and far objects, and can also capture screen shots or record images in the same way as a smartphone camera.

The device costs about $5,950, but the founders offer assistance and advice for people on the best way to raise funds. In spite of high production costs, they hope the price will fall over time and that similar, cheaper devices will become available to everyone who needs one.

Feel free to tell me about any other innovative medical tech products that you've come across.

C **You are going to write a response to Adrian. Before you start, read this step-by-step guide to writing a blog post.**

Step 1: Plan your blog post by choosing a topic, creating an outline, and checking facts. Make sure you choose a topic that interests you, as this will help with the writing.

Step 2: Decide on a headline that is informative and will capture your reader's attention.

Step 3: Write your blog post. Try not to write more than about 200 words.

Step 4: Edit your post. Read your post aloud to check that it flows. Don't be afraid to cut text or adapt your writing at the last minute.

D **Write your blog post. Try to include clauses of contrast and purpose from GRAMMAR A.**

E **IN GROUPS Share your ideas. Which innovative product do you think is best and why?**

SPEAKING

For more speaking practice, go to page 149.

A **Imagine that you have seen this competition online. Read the instructions and think about an innovative product that you would like to enter into the competition.**



We're a growing tech company based in the US that is looking for new ideas for tech products to help with the health of twentysomethings like you! Is there a product that you or your friends could really benefit from? Whatever your ideas, we're looking for the most interesting ones!

The winning product will be developed by our team, and you will get hands-on experience of watching your ideas develop. Please submit all entries by April 1.

Good luck!

B **IN PAIRS Work together to come up with your ideas for the competition entry.**

C **Present your ideas to each other as a class. Choose a winner.**

LIFE SKILLS critical literacy

A Read the definition of critical literacy. Why is being critically literate an important skill?

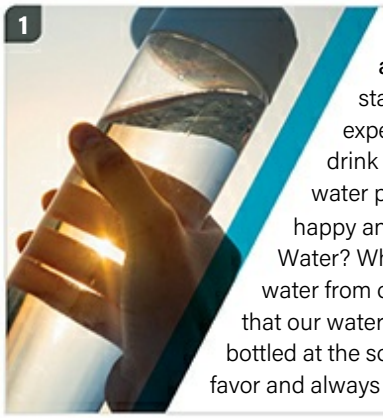
Critical literacy describes a person's ability to understand and question the attitudes and beliefs that are part of any written (or spoken) text. Texts are produced for a particular audience by people who hold particular opinions. Being critically literate means that the reader (or listener) is able to understand the values of the writer and determine who the intended audience is.

B IN GROUPS Look at this list of common medical beliefs and advice. Check the ones you think are medically accurate. Why might people give others this advice?

1. ☐ To stay hydrated, you should drink at least eight glasses of water per day.
2. ☐ Sitting up straight helps avoid back problems.
3. ☐ You should wait half an hour after eating before going swimming.
4. ☐ Drinking milk strengthens your bones.
5. ☐ You shouldn't crack your knuckles because it can give you arthritis.
6. ☐ Reading in poor light can damage your eyesight.

C 3.05 Read these texts and identify where they come from. Do you trust the medical information? Why or why not? Share your opinions with a member of your group.

1



We all recognize and **accept** the importance of staying hydrated. Medical experts recommend that we drink at least eight glasses of water per day in order to stay happy and healthy. So why H20 Water? What **distinguishes** our water from other bottled water is that our water is naturally filtered and bottled at the source. Do your body a favor and always insist on H20 Water.

2



All superheroes have to be healthy and strong. Milk is an excellent source of many important vitamins and minerals, including calcium, which your bones need to stay strong. So when your mom says to drink your milk, you can safely **assume** that mom knows what's best for her little hero. Milk—your secret superpower!

3

I'm Becoming My Dad!!

DECEMBER 15 - 11:24

26K SHARES

I knew this day would come—I'm becoming my dad! The other day, I was at the beach with my kids, and we'd just finished our lunch. They wanted to run straight back to the ocean, but I heard myself saying, "You have to wait half an hour after eating before you can swim again." I **recall** my dad telling me that when I was a kid, and who am I to **reject** his advice?

4

Knuckle Cracking— We've Cracked It!

The *Medical Myths* team is happy to **debunk** what your family has been telling you for years. Despite what they say, it is not true that cracking your knuckles leads to arthritis. A California doctor named Donald Unger cracked the knuckles of his left hand at least twice a day but didn't crack the knuckles on his right hand. At the end of the experiment—which lasted 50 years—there was no sign of arthritis in either hand. Myth debunked!

D Discuss the questions as a class.

1. Which products are promoted as healthy, and how do you know if they are really good for you?
2. What medical advice do families often tell children? What reasons might they have for giving them that advice?
3. How can you know if you should trust the information you read or hear?
4. In what other areas of work or study do you think using critical literacy skills is useful?

MAKE IT DIGITAL

Research online for other common health or medical myths. Investigate where these myths may have come from. Prepare a fact sheet for other students with evidence that debunks these myths.

VOCABULARY verbs of thought

A Choose the word or phrase from LIFE SKILLS C that has a similar meaning to the word in bold.

1	assume	**a** think without proof	**b** know to be true
2	accept	**a** believe	**b** argue
3	reject	**a** forget something	**b** refuse to accept something as true
4	debunk	**a** prove to be false	**b** prove to be true
5	recall	**a** remember	**b** understand
6	distinguish	**a** refuse to believe something	**b** notice the difference between

THINKING SKILL analyzing

A Read this information about how to analyze. In what other situations might you be asked to analyze something?

Question:

I've been asked to "analyze" a text, but what does that mean?

Dr. Simon Keyes responds:

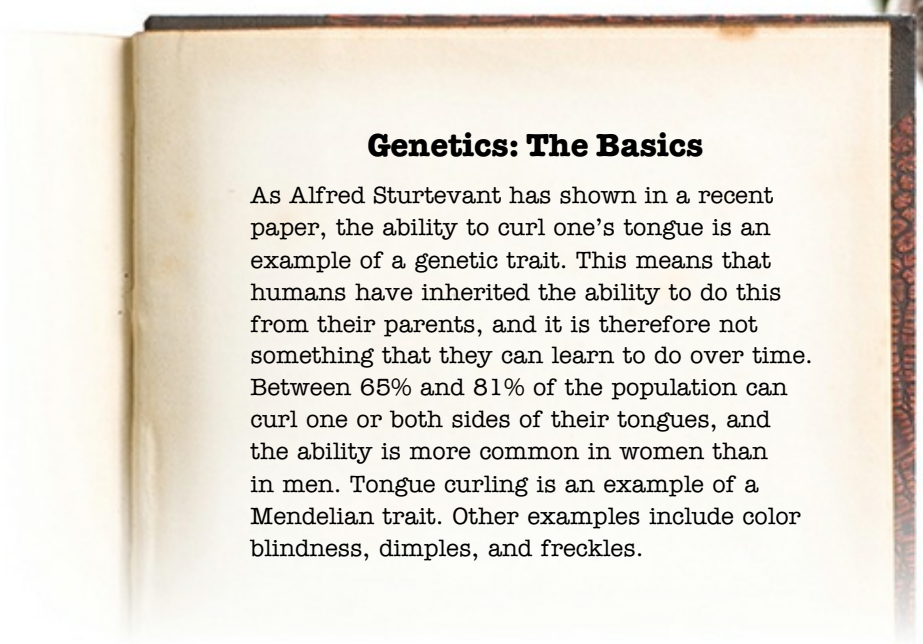
It means that you need to study the text in detail in order to be able to identify what the main ideas, important themes, or arguments are. You may also be required to say whether you agree with a particular point or not and to give examples from the text to support your opinions.

like | dislike

B IN PAIRS Look at the photo. Can you do this? Discuss why you think some people are able to do this and some are not.



C Read this extract from an old biology textbook on genetics. Do you think it's accurate? Use a medical dictionary or go online to find out more up-to-date information on the topic. Then analyze the text.



Genetics: The Basics

As Alfred Sturtevant has shown in a recent paper, the ability to curl one's tongue is an example of a genetic trait. This means that humans have inherited the ability to do this from their parents, and it is therefore not something that they can learn to do over time. Between 65% and 81% of the population can curl one or both sides of their tongues, and the ability is more common in women than in men. Tongue curling is an example of a Mendelian trait. Other examples include color blindness, dimples, and freckles.

D Write a checklist of the steps you took in order to analyze the text.

E IN GROUPS Share your checklists. Who followed the same steps as you?

MEDIATION CONFIDENT COMMUNICATOR communicating between cultures

A Look at the photos. Which of these medical practices are used in your country? How effective do you think they are?



Tai Chi: a traditional Chinese exercise program



herbal medicines: natural herbs for treating medical conditions



conventional medicine: manufactured medication and surgery

B 3.06 Listen to these doctors talking about the types of medical practices they employ. Decide whether you agree or disagree with the opinions they express.

Speaker 1: **strongly agree / agree / disagree / strongly disagree**
Speaker 2: **strongly agree / agree / disagree / strongly disagree**
Speaker 3: **strongly agree / agree / disagree / strongly disagree**
Speaker 4: **strongly agree / agree / disagree / strongly disagree**

C IN PAIRS Compare your opinions from B and give reasons and examples where possible.

D Imagine that speakers from B were attending the same medical conference. Check which of the following strategies you think they would need to employ in order to communicate effectively.

1. ☐ Show an appreciation and understanding of different perspectives and ideas, e.g., I don't agree with [person's name] completely, but I think that's a really good argument.
2. ☐ Encourage all participants to contribute to the discussion, e.g., Do you want to add anything to that, [person's name]?
3. ☐ Clarify any misunderstandings or miscommunications, e.g., So, let me just outline what I think [person's name] meant by that ...
4. ☐ Discuss cultural similarities and differences, e.g., That doesn't happen in [my country], but I'd definitely like to learn more about it.
5. ☐ Adapt ideas or beliefs based on shared knowledge, e.g., I can understand why you might think that, but have you considered ...

E IN PAIRS You are going to role-play an informal discussion between people at an international conference on different global medical practices. The title of the conference is "Different Medical Practices Around the World: What We Can Learn From One Another." Follow the instructions and do the role-play. Use strategies to communicate effectively and the phrases from C to help you.

Student A: You practice alternative medicine. You use alternative therapies to treat your patients, including acupuncture, massage, and herbal medicine. You think these methods are much more effective in treating people than conventional methods are. You want to encourage more people to learn about the benefits of alternative therapies.
Student B: You are a conventional medical practitioner. You are attending the conference because you strongly believe that conventional medicine is the best and most scientifically advanced way to treat a range of medical problems. You are very skeptical of the benefits of alternative medicine, but you want to find out more about it.

F IN GROUPS Discuss the questions.

1. How easy was it to communicate ideas to someone with a very different perspective from your own?
2. Do you think the culture that you come from determines the perspectives you have on a topic?

VOCABULARY review

SCORE: / 10

A Complete the text with a word from the box in the correct form.

affect antibiotics deprive eliminate infection limbs organs recover respond wounds

Penicillin, or the active ingredient in most **1** _____, was first discovered in 1928, although the ancient Egyptians applied moldy bread and plant extracts to **2** _____ as a treatment against **3** _____. When the first commercially available medication went on sale, it came to be seen as a "wonder drug" for its ability to help people who were **4** _____ from injury. In the beginning, it was frequently used to heal injured soldiers who had lost **5** _____ on the battlefields of World War II or who were **6** _____ by gangrene, a terrible condition where the skin and tissue of the body is **7** _____ of blood and dies. While antibiotics have many advantages, they can have serious side effects including damage to **8** _____ caused by too much exposure to the bacteria. Our overuse of them has meant that some bacteria are now antibiotic resistant and can no longer be **9** _____. Ironically, our bodies inability to **10** _____ to these bacteria poses one of the most serious global risks to health.

GRAMMAR review

SCORE: / 10

A Choose the correct option to complete the text.

1 Although / **In spite of** influenza (or "the flu" as it is usually known) is a serious illness, people in the past thought that it was caused by exposure to cold or wet weather. Nowadays, however, it is known that influenza is caused by the spread of viruses. **2 Despite the fact** / **Even though** the symptoms are often the same, influenza is far more dangerous than the common cold, largely because the viruses that cause it can change, or mutate. **3 In order to** / **So that** understand how these viruses are spread, the World Health Organization recognizes four types of influenza. Types A and B are known as "seasonal epidemics," **4 in order to** / **despite** the fact that they can occur at any time of year. Type C is a mild form and is not considered dangerous, and Type D occurs mostly in cattle. Data from the Centers for Disease Control and Prevention show that in the US alone, every year around 36,000 people die of influenza and over 200,000 are admitted to the hospital. **5 Even though** / **So as to** prevent the spread of influenza, people are encouraged to get the flu vaccination once a year.

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

1. You _____ (have) the flu now if you _____ (not have) the vaccination.
2. If I _____ (study) for all my exams, I _____ (be) in medical school now.
3. Daryl _____ (not receive) any money after the accident if he _____ (not get) his car insured every year.
4. If the doctor _____ (not be) such a busy person, she _____ (be) happy to see you.
5. We _____ (be) on vacation now if you _____ (remember) the tickets!

16–20 correct: You can use dependent prepositions, medical terms, and verbs of thought. You can use mixed conditionals and clauses of contrast and purpose.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS

READING Scan a test for easier questions

Choose *True* or *False*.

1. It is helpful to scan questions for key words. True / False
2. It is important to understand every single word in questions. True / False
3. It is a good use of time to answer the easiest questions first. True / False

Go to Exams Skills on page 132–133 to learn how to scan questions to decide which to answer first.

UNIT 4

The World We Build



WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about these different features of a modern city or town. Which features do you think are the most important? Are there any features you might add?

- hospital
- office buildings
- parks
- schools
- roads
- waterways

THINK AND PREPARE

2 Decide whether you agree or disagree with this statement.

The design of a city is ultimately what shapes the lives of its residents.

3 IN GROUPS Prepare a panel discussion on the importance of urban design. Some members of your group will be experts on the panel and explain the role that urban planning plays. Other members of your group will be members of the community. Consider these points:

- the most important features of a city or town
- how design affects a resident's life
- how design does not affect a resident's life

VIDEO

Watch the video as you prepare to hold a panel discussion and find out how to handle questions from the audience.

SPEAK YOUR MIND

4 Hold your panel discussion for the class.

In this unit, you will ...

- discuss the pros and cons of planned communities and compare plans for sustainable buildings.
- focus on Mediation: simplify information.
- focus on Thinking Skills: symbolizing.
- read about sustainable architecture.
- learn about decision-making to evaluate plans.
- read about having a global perspective and the professions that use this skill.



LIFE SKILLS decision-making

A Read the definition of decision-making. What decisions do you need to make, and who do those decisions affect?

Decision-making is the ability to identify the pros and cons of the different options available. Every area of professional life requires making decisions, and there are always positive and negative results of choosing one option over another. The best decision-makers are able to calmly consider how their decision will affect everyone concerned and be confident in the decision they make.

B IN PAIRS Look at these two different designs for a planned community and identify the possible pros and cons of each design.



1 Plan of a city based on a grid design (Washington, DC, US)

Pros: _____

Cons: _____



2 Plan of a city based on a curvilinear design (Brasilia, Brazil)

Pros: _____

Cons: _____

C 4.01 Listen to a lecture describing two different designs for a planned community. In your notebook, list the pros and cons of each design mentioned by the speaker.

GLOSSARY

navigate (v): to find and follow a path through a difficult place

D IN GROUPS Discuss the questions.

1. Which design would you decide to use if you could redesign your town or city?
2. How many people would be affected by this decision? What difference could this decision make to their lives?
3. What possible problems are there with using pros and cons to make a decision?

MAKE IT DIGITAL

Research the designs of different cities online. Identify which design planners used, and decide if that was the best design to use. Present your findings and decision to the class.

VOCABULARY urban areas

A Complete the image with words from the box.

highway
infrastructure
pedestrian
subway
tunnel
underpass

1 Urban _____



2 _____
3 _____
4 _____
5 _____
6 _____

B Describe the urban infrastructure of the area where you live. How could it be improved?

GRAMMAR inverted conditionals

A Read these examples from LIFE SKILLS C and answer the questions.

1 Should they decide to go for a grid pattern, it will produce the following benefits. _____
2 Had they used a different street layout, it would have been more difficult to design such a good system. _____
3 Were you to use a grid system in an area with a lot of hills, you would end up with some very steep streets. _____

- Is the word order of the first part of the sentence like a question or a statement? _____
- Do these examples sound formal or informal? _____

B Label the examples (1–3) from GRAMMAR A with the name of the inverted conditional.

first second third

C Write a word or short phrase to complete each sentence in GRAMMAR B.

1 Inverted conditionals are used in _____ speech and writing.
2 Inverted first conditionals begin with _____ instead of *If ... should.*
3 Inverted second conditionals begin with _____ instead of *If ... were*.
4 Inverted third conditionals begin with _____ instead of *If ... had*.

For more practice, go to page 162.

D Complete the inverted conditionals for each situation in your notebook, as in the example.

Urban planners will hold public meetings when local residents object to their plans. (Should)
Should local residents object to their plans, urban planners will hold public meetings.

1 A grid system will work better if public transit is a priority. (Should)
2 It would be easier to navigate our city if we had a grid system. (Were)
3 Many cities would build a subway system if it were affordable. (Were)
4 If the original planners had known how big Washington, DC, would become, they might have made different decisions. (Had)
5 If the council decides that pedestrian access is important, we will conduct a feasibility study. (Should)

PRONUNCIATION /ʌ/, /ʊ/, and /uː/

A 4.02 **Listen to these words and write each one in the correct category.**

construct consume food luxury should subway
super tunnel underpass wood would

1 /ʌ/ *cut, come,* _____
2 /ʊ/ *look, put,* _____
3 /uː/ *cool, school,* _____

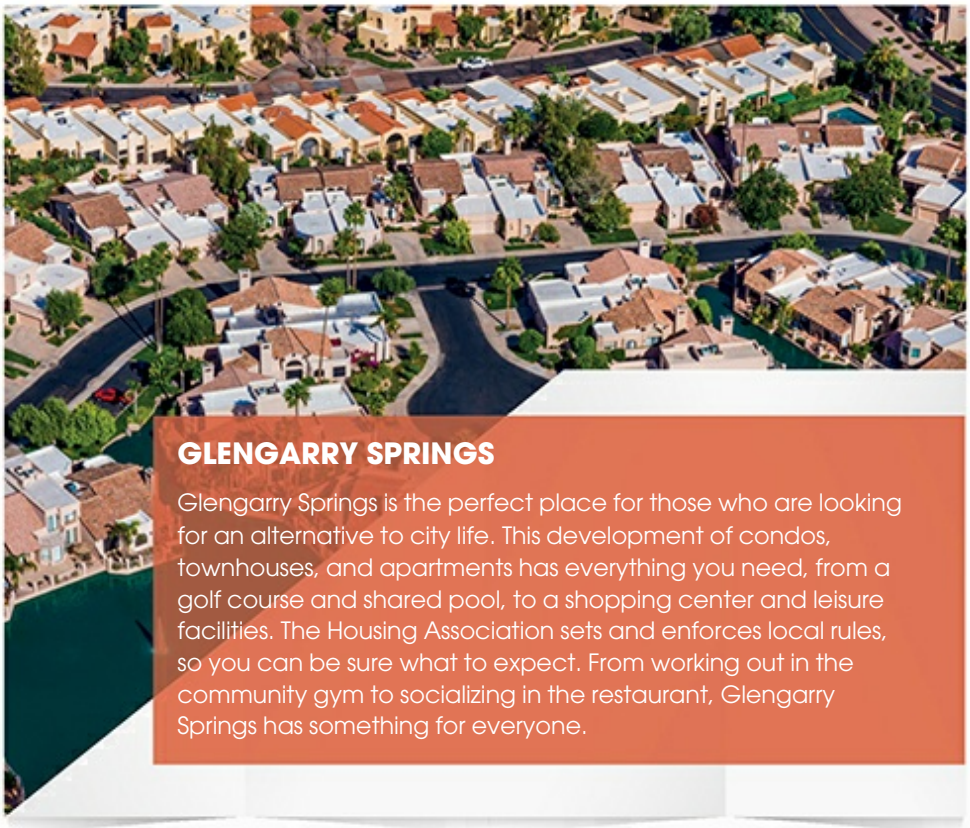
B **Practice saying the sentences. Pay attention to the vowel sounds.**

A new tunnel would be a good idea.
Wood is sometimes a luxury construction material.
It's not cool to consume too much food.
We should use buses more and use cars less.

SPEAKING

For more speaking practice, go to page 149.

A IN PAIRS **Read about this planned community. Discuss what you would like or dislike about living there.**



GLENGARRY SPRINGS

Glengarry Springs is the perfect place for those who are looking for an alternative to city life. This development of condos, townhouses, and apartments has everything you need, from a golf course and shared pool, to a shopping center and leisure facilities. The Housing Association sets and enforces local rules, so you can be sure what to expect. From working out in the community gym to socializing in the restaurant, Glengarry Springs has something for everyone.

B IN PAIRS **Discuss the pros and cons of living in a place such as Glengarry Springs. Make notes of your ideas and then share them with the class.**

A: I think there would be a number of pros. For example, you have all the infrastructure you need, such as a shopping center and leisure facilities.

B: Yeah, I guess so. If I were living there, though, I might find it too quiet. I love the noise and activity of the city.

A: Maybe you could take the subway into the city when you wanted that. Another pro is ...

READING

A **IN GROUPS** **Discuss what traditional and alternative sources there are for power, heating, and lighting for people to use in their houses.**

B 4.03 **See which of your examples of alternative sources from A are mentioned in this poster for an architectural competition.**



Sustainable Architecture Competition

The State of Alaska is looking for proposals for an ambitious new project in Anchorage. The competition is open to all undergraduate architecture students across the United States, not only in the State of Alaska.

The architecture student (or team of students) will design a sustainable house for the modern family. The construction and the use of the house must aim to have the smallest carbon footprint possible (a calculation of the carbon use for the building and use of the house must be included in the proposal). Finally, the design must be scalable—it will be used to create 120 new homes in a residential area of Anchorage!

Proposals must consider:

Power

In order not to rely on any national power sources, the house will need to produce its own energy locally. Possible sources for energy could include **solar panels** on the roof or outside of the house, or the use of **micro wind turbines**. National sources such as rivers cannot be considered for power use in the design.

Heating

The house must use natural sources of heat for the majority of its heating. **Solar thermal collectors** can be used to heat water for the house. However, it is important to consider that Anchorage has a long winter season. Consequently, it will be important to include alternative heat sources such as **geothermal heating** under the house.

Lighting

Annually, there are different amounts of daylight in Anchorage, ranging from the shortest day of around 5.5 hours to the longest day of 22 hours. For this reason, it is important to include different options for lighting. **Smart lighting**, which instantly reacts to the light outside, could be used, but designs that focus on **daylighting** instead of the use of artificial light will be preferred.



Carbon Footprint

The design should include a number of different ways to reduce the carbon footprint of the house. These could include **green roofs** for carbon capture or **rainwater harvesting** to use as many of the natural resources as possible. In the winter in Anchorage, there can sometimes be issues with frozen pipes, so this needs to be included in the proposal.

Competition Deadline

The deadline for proposals is midday, October 2, and all proposals and the calculations for carbon use must be submitted via email.

GLOSSARY

carbon footprint (n): the amount of carbon dioxide produced by a building, person, etc.
scalable (adj): describes a system or design that continues to work well when used on a large scale or by many people
sustainable (adj): using methods that do not damage the environment

C **IN PAIRS READING SKILL—Identify reasons** **Read the poster again and discuss the questions.**

1. Why is it important that the design for the house is scalable?
2. Why does the house need to produce its own energy locally?
3. Why should the house include alternative heat and light sources?

D **IN GROUPS** **Discuss if any of these features of sustainable architecture are used in buildings in your local area. Why or why not?**

VOCABULARY sustainable architecture

A Complete the definitions with the phrases in the box.

daylighting	geothermal heating	green roof	micro wind turbine
rainwater harvesting	smart lighting	solar panel	solar thermal collector

1 _____: the storage of water that falls onto a house in tanks
2 _____: the use of as much light as possible from natural sources
3 _____: a small wheel that produces electricity when turned by a flow of air
4 _____: a lighting system that adapts to the movement of people or the amount of daylight available
5 _____: a feature on the roof of a building that uses the light from the sun to produce electricity
6 _____: a heating system that pulls heat up from the ground into the house
7 _____: a term used when plants are grown on the top of a house to help with carbon capture
8 _____: a machine that heats water or air with the natural heat of the sun

MAKE IT YOURS

How could buildings in your area become sustainable? What other features can make buildings sustainable? Look up other words related to sustainable architecture.

B IN PAIRS Discuss the advantages and disadvantages of each of these features.

GRAMMAR review of adverbs

A Match each group of adverbs to the correct description.

indefinite frequency | manner | place | purpose | time and definite frequency

1 adverbs of _____
eventually, already, weekly
2 adverbs of _____
quickly, slowly, gently
3 adverbs of _____
since, therefore, because
4 adverbs of _____
often, rarely, usually
5 adverbs of _____
here, there, inside

For more practice, go to page 163.

B Find and underline one example of each type of adverb in READING B.

C Complete the text with words from the box.

always | automatically | never | often | since | therefore

The Crystal, a building in London, England, has a system that is 1 _____ on around the clock and that constantly checks the amount of daylight available and the presence of people around the building. Heating and cooling are controlled 2 _____. 3 _____, the use of energy is very efficient. Energy comes from ground-source heat pumps, which heat water deep in the earth. The building 4 _____ receives an energy bill 5 _____ natural sources provide all of its energy needs. It 6 _____ rains in England, so the Crystal collects rainwater to filter and use throughout the building. The Crystal is one of the world's most sustainable buildings.



THINKING SKILL symbolizing

A **IN PAIRS** **Read about symbolizing and discuss when it may be important in your career.**

Symbolizing is the ability to express ideas using images. It involves understanding the most important aspects of ideas and translating those aspects visually. Some symbols may be personal, for example when taking notes. Other symbols are more universal (e.g., a heart may symbolize love) and can help to communicate ideas to other people.

B **Look at these logos with your partner. Choose words and phrases from the box that express what each logo symbolizes. You will not use all the words.**

environmentally friendly fun high quality high-tech inexpensive luxury modern reliable



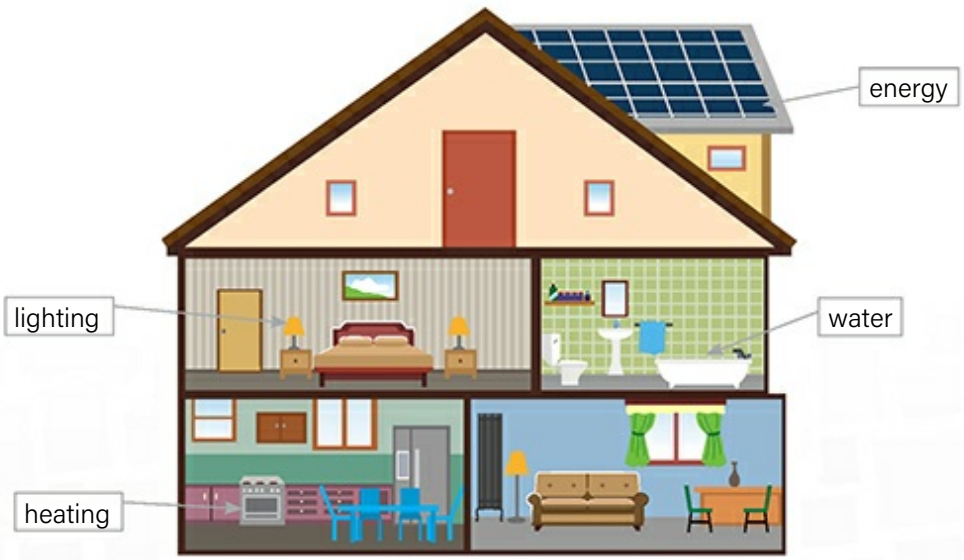


C **IN PAIRS** **You have been asked to design a logo for a sustainable architecture company, Green Architects. Design your logo and explain how different aspects symbolize the company.**

SPEAKING

For more speaking practice, go to page 149.

A **Design a sustainable home. Make notes in your notebook on what you could do to make each of these aspects of the building sustainable.**



B **IN PAIRS** **Compare your plans. Explain to each other how your building works and what makes it sustainable.**

A: First of all, the house is built of stone. It's a sustainable material, and it's available locally.

B: Good idea. What about energy use?

A: It's controlled automatically. There's a computer system that monitors energy use and turns off parts of the house that aren't being used at that moment.

LISTENING

A **IN PAIRS** **Discuss which of these buildings you would prefer to see more of in your city's downtown area. Explain why.**





B **4.04 LISTENING SKILL—Listen for agreement and disagreement** **Listen to this interview and check (✓) the points the speakers agree on.**

1. ☐ It's important to attract new businesses to the city.
2. ☐ It will be necessary to build more roads in the downtown area.
3. ☐ Cost is the most important factor in the plans.
4. ☐ The appearance of the city skyline is important to residents.
5. ☐ Employment is important to local people.

C **Listen again and write a word or short phrase to complete the points each speaker makes.**

Jade

1. The city needs to _____ to do better than other cities in the area.
2. Thomas's suggestion would take time and be _____.
3. Residents want to see investment and the creation of _____.

Thomas

4. Some investors are attracted by the _____ of the city.
5. Jade's plan would affect the _____ of local residents.
6. Jade's plan would attract _____ to the city.

VOCABULARY verb prefixes *dis–*, *out–*, and *un–*

A **Look at these sentences from LISTENING B and match each prefix to the correct meaning.**

1. If we are going to **out**perform other cities in the local area, we need to change and adapt. ____
2. We should not **un**do the work that people in our city did in the past. ____
3. Most of them **dis**like the appearance of modern skyscrapers. ____

a negative, not, opposite
b reverse an action
c more than, better than

B **IN PAIRS** **Match the verb prefixes *dis–*, *out–*, and *un–* to the verbs below. Use a dictionary if necessary. One of the verbs has two possible prefixes.**

_____appoint	_____bid	_____cover	_____lock	_____please
_____associate	_____connect	_____live	_____number	_____tie

MAKE IT REAL

Verbs with these prefixes are excellent for formal writing and speaking. In more informal contexts, people often use phrasal verbs like *let down* for *disappoint*, or *dig up* for *uncover.*

WRITING an email proposal

A **IN PAIRS** **Complete this brainstorm diagram with the suggestions and expected results from the email proposal for changing part of a local town.**

New Message

To: Councilor Martins Cc Bcc

Subject: Old factory

Dear Councilor Martins,

As you know, the old factory on the edge of town has become a problem area in our community. The building is old, unattractive, and in a dangerous condition. I am writing to suggest a better way to use the space.

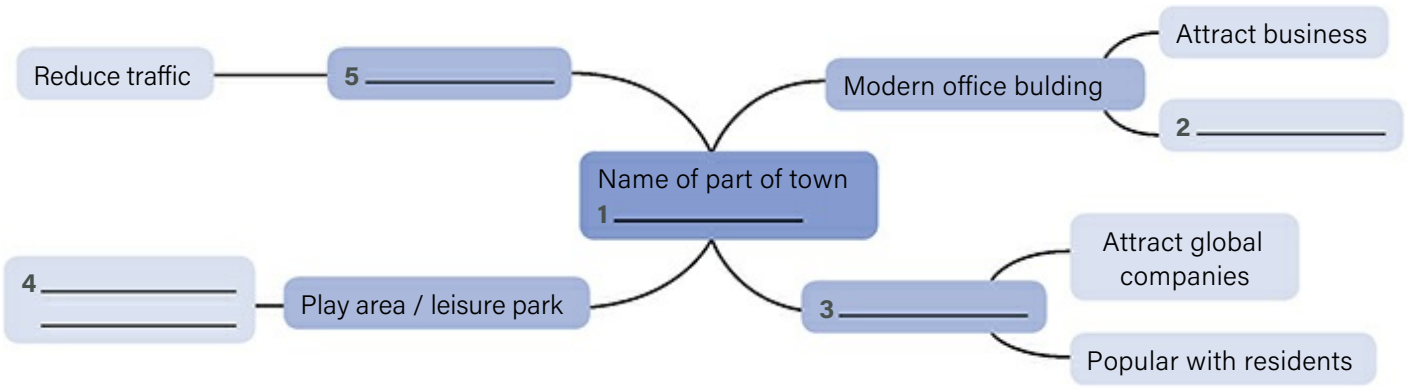
I propose that four new developments should be built on the site of the old factory. The first suggestion is a modern office building. Providing more office space will probably attract businesses to the area, and attracting businesses will create jobs. The second is a new shopping mall. The town has excellent local businesses but needs to attract money from global companies. Besides that, building a mall will probably be popular with residents.

The third suggestion is to build a play area for children and a leisure park for young people because this will promote sports and positive behavior among young people. Finally, building office space and a mall probably won't work without the right infrastructure so I propose that new roads are created that connect the town to the factory site. Recent studies have shown the population will increase, so the roads are necessary to reduce traffic.

Thank you for considering my proposal, and I look forward to your response.

Olivia Hancock

Send



B **In your notebook, write alternative ways to make the predictions in the email using the words given.**

Building a leisure park will promote positive behavior among young people. (likely)
Building a leisure park is likely to promote positive behavior among young people.

1 Providing more office space will probably attract businesses. (likely)
2 Attracting businesses will create jobs. (sure)
3 Building a mall will probably be popular with residents. (expected)
4 Building office space and a mall probably won't work without the right infrastructure. (unlikely)
5 The population will increase so the roads are necessary to reduce traffic. (forecasted)

C **IN PAIRS** **In your notebook, create a brainstorm diagram like the one in A for a part of your local area that needs to be developed.**

D **Write an email to your local councilor outlining your proposal for developing your local area. Use a variety of adjectives and verbs.**

MEDIATION CONFIDENT COMMUNICATOR simplifying information

A Read the dialogue from a public meeting. Choose *True* or *False*.



Councilor: It's become clear to all of us on the city council that we need to redevelop the downtown area. I'd like to present some of our plans for that redevelopment now. Yes, I think we have a question at the back.

Resident: I'm sorry, but I really don't understand why the redevelopment is necessary. Could you explain that?

Councilor: Sure. First of all, it's important to know that other cities in the area are outperforming us. Put simply, they attract large businesses, and we don't. Were we to do nothing, we would fall further behind. So, as a result of that, we need to make our city more attractive to businesses. Does that make sense?

Resident: Yes, it does.

Councilor: To address that problem, we've tried offering financial incentives such as tax reductions, but it hasn't really worked. The reason for this is that we don't have the infrastructure that businesses need. They want modern office space and good transportation connections. We could build highways and improve the transportation links, but that would still leave the problem of not having enough suitable buildings. Therefore, we need to redevelop the whole downtown area. Is that any clearer?

Resident: Yes, thank you for the explanation.

1 The resident asks the councilor to explain the reasons for their plans. True / False
2 The councilor explains by breaking the argument down into small steps. True / False
3 The councilor uses linking phrases to connect the steps in the argument. True / False
4 The councilor checks the resident's understanding. True / False
5 The resident finds the councilor's explanation difficult to follow. True / False

B IN PAIRS Read these tips on simplifying information. Say where in the dialogue the councilor follows each tip.

In order to simplify information, it's a good idea to ...

1 explain basic background facts that are relevant.
2 explain ideas using clear language.
3 present the information step by step, showing causes and effects.
4 get feedback on the other person's understanding.

C Choose which of the statements you agree with. In your notebook, list the reasons for your opinion.

Our city's main focus should be on attracting more businesses.
Our city's main focus should be on attracting more tourists.
Our city's main focus should be on improving the quality of life for residents.

D IN GROUPS Say which statement you have chosen and explain the reasons for your opinion. Use the tips in B to make your argument as clear as possible.

E Discuss the questions.

1 Did you find it easy to follow other people's arguments? Why or why not?
2 When might you need to simplify information in this way in your working life?

VOCABULARY review

SCORE: / 10

A Complete each sentence with a word formed from the word in parentheses.

1 We need better _____ (structure) in this city to attract businesses.
2 I can't _____ (lock) the door to get in. Are you sure this is the right key?
3 Supporters of the new development _____ (number) opponents by two to one.
4 I don't want to _____ (appoint) you, but the council voted against your suggestion.
5 They've _____ (connect) the electricity because they're doing some work on the street.

B Choose the correct word.

1 Effective **daylighting** / **nightlighting** can significantly reduce the need for artificial lights.
2 We need to build more areas for **drivers** / **pedestrians** to walk around the city center.
3 Let's take the **highway** / **subway**. The train will be faster than driving across town.
4 We have a **solar panel** / **solar thermal collector** on the roof, which provides us with hot water all day long.
5 Many residents were **disliked** / **displeased** at the development plans.

GRAMMAR review

SCORE: / 10

A Complete the paragraph with words from the box.

already easily eventually had particularly should since therefore usually were

1 _____ you to measure the temperature in a city and compare it with the area around the city, you would find that cities are 2 _____ hotter. This "urban heat island" effect is caused by the built environment. Roads and buildings are darker than natural areas, and 3 _____ they absorb more heat from the sun. After some time, they 4 _____ radiate that heat back, causing the temperature to rise, 5 _____ at night. The heat tends to stay in the area 6 _____ tall buildings prevent air from circulating 7 _____. 8 _____ city engineers want to solve this problem, there are a few things they can do. They can create buildings with green roofs using plants, and some cities are 9 _____ doing this. They can also paint roofs white, which means the roofs reflect heat and light. 10 _____ city engineers known about the problem decades ago, they might have designed buildings differently from the beginning.

16–20 correct: You can use the language of sustainable architecture and urban areas, and the verb prefixes *dis–*, *out–*, and *un–*. You can use inverted conditionals and adverbs.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS Global Perspective



Read this statement. Do you agree?

The only way to get to know another culture is to travel to that part of the world.

Turn to Skills for Pros on page 134.

UNIT 5

Our Changing Future

WHAT DO YOU ALREADY KNOW?

1 **IN GROUPS Look at the picture. Discuss how you think the employment market will change in the future as more and more technology is introduced into the workplace. In your opinion, will the changes be positive or negative?**

THINK AND PREPARE

2 **Decide whether you agree or disagree with this statement.**

By the end of the 21st century, robots will do most of the jobs currently done by humans.

3 **IN GROUPS Prepare for a discussion on whether you think your career will be affected by the introduction of robots in the workplace. Make notes on your predictions about the changes and any recommendations you might have for people who work in your career. Consider these points:**

- the balance of physical vs. mental tasks
- the creation of new jobs that do not currently exist
- the efficiency and cost of robots in comparison to people

VIDEO

Watch the video as you prepare to hold a discussion and find out how to keep the discussion on track.

SPEAK YOUR MIND

4 **Have your discussion. Give reasons to support your predictions and your recommendations.**

In this unit, you will ...

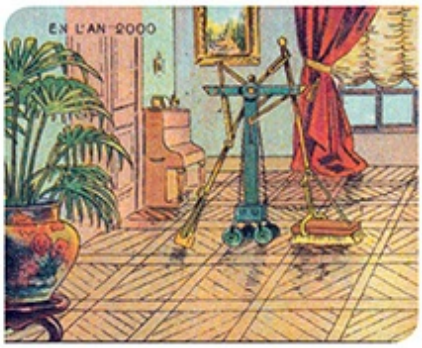
- predict the future of humanity and discuss daily life in the 22nd century.
- focus on Mediation: adapt language.
- focus on Thinking Skills: brainstorming.
- read about the practice of predicting the future.
- learn about global competence: think of solutions for global issues.
- practice your written exam skills by using reasons to support your opinions.


JOB
wanted

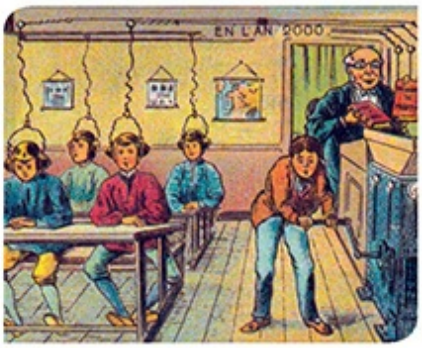
READING

A **As a class, discuss whether any of the inventions shown in these old postcards are similar to things that exist now. Then read the blog to find out which of the predictions are mentioned.**

Postcards showing predictions about the 21st century made at the beginning of the 20th century



electric scrubber



electric education



robot barbers

The Past and Far, Far Into the Future

Followers

When you're thinking about the future, do you ever wonder about things like, for example, hair salons? Will hair stylists have disappeared by the 22nd century? Will people have started getting their hair cut by robots? This was actually one of the predictions that people made at the turn of the last century, from the 19th to the 20th century. Another prediction was that there would be electric education. This did not predict computer-based instruction or anything similar to what we have today; it predicted that books would be fed into a machine and the "knowledge" would be transferred electronically directly to students' brains! In 1900, there were a lot of predictions about what people thought would have happened by the year 2000, and some of the predictions seem very odd today!

Nevertheless, think of all the life-changing inventions that *did* occur in the 20th century. In 1900, none of these things existed: radio, TV, vacuum cleaners, airplanes, color photography, movies, frozen food, antibiotics, radar, and ballpoint pens. Cars had been invented, but almost no one had one until the mass production of the Model T in 1908. Of course, much later in the 20th century, we saw the development of microwave ovens, cell phones, digital watches, the internet, and many, many other things that we now use every day without thinking about what life would be like without them.

So what about the predictions being made now for life in the early 22nd century? Which of those might turn out to be accurate? For example, many people think that by the beginning of the next century, we will have **found a cure for** cancer, as well as for many other fatal diseases. Many people also say that we will have **landed on** another planet. Here are some further predictions for the early 22nd century:

- Language classes will have **become obsolete**. Instant translation programs will be so good that no one will need to speak any language but their own, and everyone will be able to talk to anyone in the world.
- Contact lenses will have **been upgraded** to give us superhuman eyesight. We'll be able to see great distances or see very tiny objects. We will have **done away with** glasses entirely.
- Nanorobots will have been implanted in everyone's bodies. They will fix damaged cells and protect us from many diseases.
- Virtual worlds will have become real. Because of computer-brain connections, people will be able to live in whatever type of world they choose.

Some of the predictions for the end of this century seem likely to happen, while others seem completely unrealistic. Anyway, it is probably safe to predict that by the end of the 21st century, people will not have stopped wanting new things to make their lives easier, better, or more interesting. Inventors will not have **run out of** ideas. Companies will not have **given up on** producing new products. What amazing new things will people have achieved 100 years from now? Will human organ transplants be done with organs created on 3D printers? Will scientists have figured out how to enable people to live forever? And if so, will laboratories produce enough food and fresh water for everyone? If we look at how the 20th century started and ended, as well as how we **made** so much **progress** in medicine and technology in just the first two decades of the 21st century, we can imagine that the possibilities for the end of the 22nd century are practically endless.

B 5.01 READING SKILL—Identify main ideas **Read the blog again. Match the main ideas to the paragraphs.**

1 Paragraph 1: ____
2 Paragraph 2: ____
3 Paragraph 3: ____
4 Paragraph 4: ____

a There are a number of predictions about achievements by the beginning of the 22nd century.
b Based on the number of achievements in the 20th century and the first two decades of the 21st century, it is logical to assume that there will be many major achievements by the beginning of the 22nd century.
c Some strange and inaccurate predictions were made about the 21st century.
d There were many major achievements in the 20th century.

C IN GROUPS **Discuss whether you think the predictions for the 22nd century mentioned in the text will come true.**

GRAMMAR future perfect

A **Look at the examples from READING A and choose the correct options to complete the rules.**

Simple future
Because of computer-brain connections, people **will be able to** live in whatever type of world they choose.
Will laboratories **produce** enough food and fresh water for everyone?

Future perfect
Will hair stylists **have disappeared** by the 22nd century?
By the beginning of the next century, we **will have found a cure for** cancer, as well as for many other fatal diseases.
Companies **will not have given up on** producing new products.

1 The simple future expresses an action or situation that ...
   a will happen or be true at or before a specific time in the future.
   b will happen or be true at some point in the future.
2 The future perfect expresses an action or situation that ...
   a will happen or be true at or before a specific time in the future.
   b will happen or be true at some point in the future.
3 The future perfect is formed with ...
   a *will/won't* + *have/has* + simple past verb.
   b *will/won't* + *have* + past participle verb.

For more practice, go to page 164.

B **Complete the predictions with the correct forms of the verbs in parentheses.**

1 By the year 2050, we _____ (create) a base on the moon.
2 They _____ (find) a cure for cancer very soon.
3 There _____ (not be) any hunger in the world in the future.
4 By the beginning of the next century, cars _____ (disappear).
5 We _____ (not solve) the problem of climate change by 2030.

C IN PAIRS **Check your answers and say whether you agree with the predictions.**

VOCABULARY progress

A Write the base form of the verb phrases in bold in READING A next to the definitions.

1 _____: to come down to the Earth or another planet after being in the air
2 _____: to use all of something and not have any left
3 _____: to get rid of something
4 _____: to stop trying to make something happen
5 _____: to be no longer used because there is something newer and better
6 _____: to invent or discover a treatment for a disease
7 _____: to advance in the process of doing something
8 _____: to improve the quality of a product or service

MAKE IT YOURS

What areas of your life will be upgraded in the future? What aspects of your life will become obsolete? How else will your life change? Look up words that describe progress.

SPEAKING

For more speaking practice, go to page 150.

A For each area below, write two predictions for things that you think people will have achieved by beginning of the next century.

Health and medicine



Sports and athletes



Transportation



Environment



B IN GROUPS Share your predictions and say whether you think they will have come true by the beginning of the 22nd century.

LISTENING

A **IN PAIRS** **Make a list of resources the world will need in the future. Why do you think the world will need them? How will we be able to get all the resources we need?**

B **5.02** **Listen to a science podcast on ways to find the resources the world will need in the future. Complete the notecards.**

Resource = minerals, e.g., gold and silver

Problem: Minerals may run out soon

Used to produce environmentally friendly technology, e.g.,
1 _____

Sulfides contain: copper, zinc, lead,
2 _____

Resource = chemicals, e.g., halichondrin B
Problem: Need new sources of 3 _____
Found in animals and plants in the ocean, e.g.,
4 _____

Resource = sustainable food
Problem: Producing food relies on 5 _____
Food grown in a combination of pure water and nutrients from 6 _____ *shells*

C **5.03 LISTENING SKILL—Understand reference** **Listen to the excerpts from the podcast. Decide what the phrases with "that" refer to.**

1 "That's difficult to believe, right?" refers to how long ...
   a Steve and Tom have been making the podcast. **b** Steve and Tom have been friends.
2 "But why is that a problem?" refers to ...
   a the theme of the show. **b** our need for minerals and precious metals.
3 "But that isn't all we find in the ocean, is it?" refers to the source of ...
   a minerals. **b** medicine.
4 "That means we need new sources of medicine." refers to our need for new sources of medicine ...
   a after centuries looking all over the Earth. **b** in the ocean.
5 "I'd say that was impossible!" refers to producing food ...
   a in a desert. **b** without fresh water.

THINKING SKILL brainstorming

A **IN PAIRS** **Look at different ways to brainstorm a topic. Do you ever use any of these methods? Do you know any other methods?**

make a chart make a word map free writing

B **IN PAIRS** **Think about the future. How do you think everyday life will be different (e.g., food, work, education)? Choose one of the methods in A and work with a partner to brainstorm your ideas.**

C **IN GROUPS** **Share your ideas with another pair and discuss the questions.**

1 Did you use the same methods to think of ideas?
2 Which method of brainstorming worked best for this topic and why?

VOCABULARY adverbs of attitude

A Write the number of the adverb next to the corresponding underlined phrase.

1 frankly	**3** honestly	**5** optimistically	**7** admittedly
2 apparently	**4** arguably	**6** realistically	**8** negatively

It drives me crazy when people think they are being positive about the planet and all they do is talk about the problems that we are facing. OK, I have to agree that _____ there are a lot of problems and, yes, you could argue that _____ there are some that will be difficult to solve. But we have found so many solutions already! To tell you the truth _____, I believe we need to focus on acting positively. At the risk of being rude _____, people who appear to _____ have a deep understanding of problems like our lack of food or fresh water are often exactly the same people who have not researched the solutions that exist. These people just spend their time talking in a critical way _____ about all the things we are doing wrong instead of going out there and helping. The real situation is that _____, there will always be problems that humans have to face, but I believe that if we think and act in a positive way _____, we have much more of a chance of finding the solutions we need.

MAKE IT REAL

In instant messages, people often use letters representing short phrases to introduce their opinion or attitude on a topic. Examples include *TBH* (*to be honest*) and *IMO* (*in my opinion*).

B IN PAIRS Check your answers and say whether you agree with the writer.

PRONUNCIATION adverbs of attitude

A 5.04 IN PAIRS Listen and underline the stressed syllable in each adverb. Then take turns reading the sentences in VOCABULARY A aloud.

frankly	honestly	optimistically	admittedly
apparently	arguably	realistically	negatively

GRAMMAR future perfect progressive

A Look at the examples and choose the correct options to complete the rules.

Future perfect
We will have run out of our supply of gold by as early as 2050.

Future perfect progressive
By the end of this year, these drugs will have been helping cancer patients for over 10 years.

1 The future perfect expresses an action that ...
   a will be completed at or before a specific time in the future.
   b will start happening at some point in the future.
2 The future perfect progressive expresses an action or situation that ...
   a will be in progress at some point in the future.
   b will have been in progress for a period of time before a specific time in the future.
3 The future perfect progressive is formed with ...
   a *will/won't + have + been + –ing* verb.
   b *will/won't + have + been* + past participle verb.

For more practice, go to page 165.

B In your notebook, answer the questions with your own information.

1 At the end of this course, how long will you have been studying English?
2 By the end of this year, how long will you have been living in your house?
3 By the time you retire, how long will you have been working? If you are not working yet, estimate from the age you think you will start working.

C IN PAIRS Compare your answers.

WRITING an opinion post

A IN PAIRS Read this opinion post. Write *example, opinion, reason* , or *evidence*, depending on the function of each sentence in the paragraph about antibiotics.

Sentence 1: _____ Sentence 3: _____
Sentence 2: _____ Sentence 4: _____

A Common Mistake When Predicting the Future

When people make predictions about the future, they often only focus on one aspect of future life without considering the evidence. Here are a couple of examples of what I mean.

1 Many people say we won't be able to control new kinds of bacteria because of our overuse of antibiotics. **2** However, I don't think this will happen. **3** After penicillin was used in World War II, it was used for all kinds of infections in both humans and farm animals. Now around 70% of antibiotics in the US are used for animals, and antibiotics are controlled by the Food and Drug Administration. **4** If we are taking steps to control our use of antibiotics now, why will this be a problem in the future?

Another popular prediction is that robots will take our jobs and there will not be enough work for humans. This will probably not be true. Similar predictions were made during the Industrial Revolution in the 19th century, but if you look at the poverty figures, you can see that they did not come true. According to the World Bank, in 1820 almost 90% of the world's population was living in poverty, but in 2015, world poverty was at 10%. Currently, the creation of new technologies leads to the creation of new jobs, and I predict that this will continue in the future.

As you can see, if you look at current evidence, the predictions for the future do not seem as dramatic.

B IN PAIRS With your partner, read the paragraph about robots in the opinion post and look for opinions, examples, reasons, and evidence.

C Write an opinion post with your opinions on predictions about problems in the future. Include examples, reasons, and evidence.

D IN PAIRS Read each other's opinion posts. Say whether you agree with your partner's ideas.

SPEAKING

For more speaking practice, go to page 150.

A Read the predictions about everyday life in the year 3000. Check (✓) the ones you think will be true or partly true.

- ☐ There will be no more domestic animals. People will have been buying robot pets for at least 400 years, so we won't need domestic animals.
- ☐ For many years, computers and machines will have been doing all the jobs that people don't like, so everyone will only do creative and fun jobs.
- ☐ Since about 2300, people will have been living in flying mobile homes and traveling to several different planets.



B IN GROUPS Discuss the predictions in A. Make your own predictions about daily life in the year 3000.

By the year 3000, I think it will have become normal for everybody to have robot pets.

LIFE SKILLS global competence

A **IN PAIRS Read the definition of global competence. Identify which global issues you both consider to be the most important.**

Global competence is the ability to investigate the world by understanding and getting interested in issues of global importance. It involves sharing knowledge, listening to different perspectives, and forming opinions and conclusions based on factual evidence.

B **5.05 Check (✓) the things that you think are aspects of population change. Read the article and check your answers.**

- ☐ overpopulation of some countries and underpopulation of others
- ☐ people moving from small towns to large cities
- ☐ more old people and fewer young people
- ☐ more people living alone
- ☐ more working women

Trends in Population in the 21st Century

There are a number of trends that show that by the late 21st century, some very important demographic changes will have taken place. The overall trend in world population is growth. According to the World Bank, world population is growing at about 1.1% annually, which means that the population increases by about 83 million people every year. The percentage of growth is less than it was in the 1960s, but because world population is now over seven billion, the population increase in actual numbers is greater than ever before. The vast majority of population growth is happening in developing countries. This means that countries that may already experience a lack of food, fresh water, educational opportunities, and job opportunities will have even more problems in the future. They may not **have the ability to** survive if they do not get help. To what extent other countries **have the obligation to** help developing countries will become an even more urgent question as populations increase.

Demographers predict the opposite problem for some countries. They say that the populations of Germany, Italy, Japan, Russia, and South Korea will have decreased greatly by the end of this century. Other countries that are currently growing, like the US, Canada, Australia, and France, will stop growing by the end of the century if there are not many new immigrants to those countries.

Other trends predicted by demographers also raise important questions:

1. There will be an increasingly older population in developed countries. This will mean that there are fewer people in the workforce and more people using social services for the elderly. Will there be a **need to** raise taxes to help pay for those social services?

2. There will be more working women. This means that women and families will **have a chance to** be more economically secure, but it also means that more people will be competing for fewer jobs as technology replaces humans in the workplace. How will enough jobs be created for everyone?



3. More people will be living alone. Because of the very large older population, many elderly people will live alone after a spouse dies. Also, young people are increasingly mobile and often live alone when they move to a new city. What kinds of problems might this cause in housing and mental health?

4. There will be much larger urban populations and smaller rural populations because of a change from agriculture-based to technology-based economies. What kinds of problems will this cause for cities, and how will we produce enough food if there is less agriculture?

Many of these issues already exist, and they will become more important as populations grow and change. We **have a responsibility to** think about the questions and possible solutions now. If we don't **make an attempt to** prepare for the future, we will have bigger problems than we have now.

GLOSSARY

demographer (n): a person who studies populations
spouse (n): a husband or a wife

C **IN PAIRS** **Look at the four problems mentioned by demographers in the article. Match each one to a suggestion for managing the problem. In your notebook, write at least one more suggestion for each problem.**

a Adapt education systems and learning according to changes in the workplace. ____
b Change business practices and systems to include older workers. ____
c Encourage companies to move to smaller, more rural areas and find ways to improve food technology. ____
d Involve architects and urban planners in creating innovations in housing and communities. ____

D **IN GROUPS** **Discuss the questions and share your ideas.**

1 Compare your suggestions. Are these realistic, workable solutions?
2 Why is it important to have an awareness of global issues such as population growth?
3 Do you see any evidence of these problems where you live, work, or study?

MAKE IT DIGITAL

Find several interesting predictions for global demographics. Discuss which predictions might affect your country. Have a discussion on the best way to deal with those issues.

VOCABULARY verb + noun + infinitive

A **Match the parts to make sentences. Use the phrases in bold in LIFE SKILLS B.**

1 Some people say there is a **need to** make ____
2 Some people **have the ability to** tolerate ____
3 I think the government **has the obligation to** take ____
4 I hope someday I **have a chance to** live ____
5 We have to **make an attempt to** plan ____
6 I believe that rich countries **have a responsibility to** help ____

a big changes in society every few years.
b in another country.
c care of all senior citizens.
d developing countries.
e high levels of stress in their jobs.
f for demographic changes to avoid problems in the future.

B **Complete the paragraphs with the phrases in bold in A. Make changes to the tense where necessary.**

I like where I live, and even if I won the lottery and I suddenly **1** _____ move to another city, I wouldn't. I don't think there **2** _____ make constant changes in my life.

Everyone should **3** _____ develop positive habits that can benefit society. We should think about others and not just about ourselves. I am confident that this society **4** _____ take care of everyone if we decide to do it.

To what extent does the world **5** _____ take care of its citizens? I believe that countries with resources should sign an agreement that means they **6** _____ provide food for people in countries without resources.

C **IN PAIRS** **Write at least one sentence expressing your ideas using each phrase in bold in A.**

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

MEDIATION CONFIDENT COMMUNICATOR adapting language

A Match a speaker's original language (1–3) to another speaker's simpler adaptation of the language (a–c).

Speaker 1

1 "I think the major problem in my country related to population change is **scarcity** of resources, especially water, partly caused by population growth." ____

2 "There is already water **scarcity**, and it will have reached **crisis level** in just a few years if there is **a failure to address it**." ____

3 "Without water, people will no longer be able to survive in rural areas, and there will be a **mass migration** to the cities. City governments will not be able to provide services for so many residents—services like transportation, garbage collection, and hospitals. The result of all of this will be more **poverty**." ____

Speaker 2

a "He said there is already a lack of water, and it will be an enormous problem a few years from now if they don't do something about it."

b "If there isn't enough water in rural areas, more and more people will move to the cities. The cities will not be able to provide public services because there will be too many people living there. There will be more and more poor people."

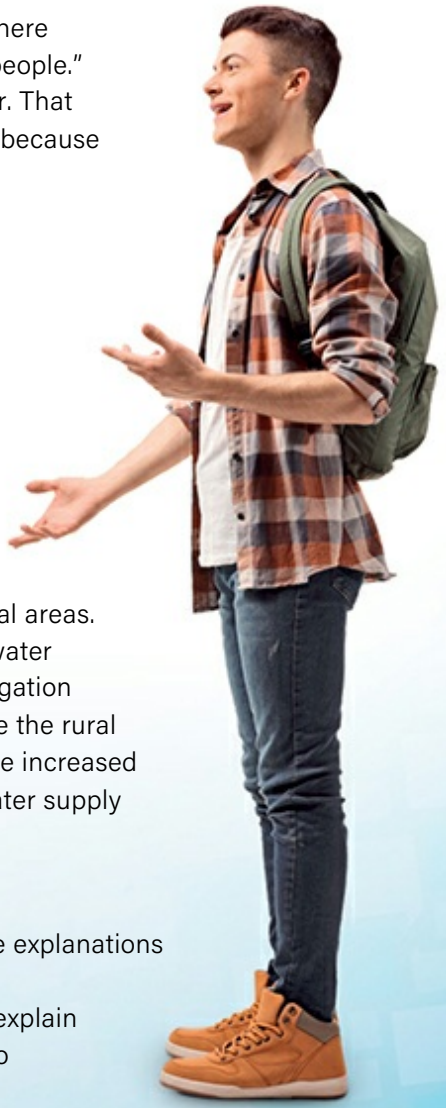
c "OK, he said that his country has a scarcity of resources, especially water. That means there aren't enough resources. He said that the problem is partly because the population is getting bigger."

B 5.06 IN PAIRS Listen to the first part of the presentation. Identify the main idea of what the man is saying and discuss how to express the same idea in your own words.

C Look back at the words and phrases in bold in quotes 1–3 in A. Underline the adaptations Speaker 2 uses in quotes a–c.

D 5.07 IN PAIRS Read and listen to the last part of the presentation. Then discuss how to adapt and simplify the language for someone who speaks less English than you do.

There is no quick solution to all of these problems, but I'm convinced that one of the most pressing needs is water infrastructure, especially in rural areas. The government has the responsibility to encourage foreign investment in water infrastructure projects. We have a need for rainwater collection systems, irrigation systems, and water purification systems so that people will not have to leave the rural areas and move to the cities. With better water infrastructure, there would be increased employment opportunities in agriculture, and the country would have a greater supply of food.



E Discuss the questions as a class.

1 Was it easy or difficult to simplify what the speaker said? Did you include explanations of certain words or phrases?

2 Sometimes paraphrasing is a useful study tool even if you don't have to explain a written or spoken text to someone else. How can paraphrasing a text to yourself be useful?

VOCABULARY review

SCORE: / 10

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

admittedly	be upgraded	finding a cure for	frankly	given up on
has an obligation to	have a chance to	have the ability to	landing on	make an attempt to

Here are my thoughts on the future of humanity. A lot of people have **1** _____ the idea of making the world a better place. They don't even **2** _____ do anything to help. **3** _____, I think they would rather sit around and criticize everything because that's easier than **4** _____ cancer or **5** _____ Mars, isn't it? **6** _____, there are a lot of problems in the world, but our generation **7** _____ do our best to solve the problems. One of the biggest problems is that our technology infrastructure needs to **8** _____, but we **9** _____ do that and so many other things. We **10** _____ change the world, so come on, people; let's get to work!

GRAMMAR review

SCORE: / 10

A There are two errors in each sentence. Cross out the errors and write the correct forms.

1 For the end of this semester, I will have be studying English for five years. _____, _____

2 My best friend will has arrived by the time tomorrow. _____, _____

3 By the end of the year, how long you will have live here? _____, _____

4 I will have been knowing my best friend in 10 years by the end of next month. _____, _____

5 I'm worried that I won't have been finishing my speech on tomorrow morning. _____, _____

16–20 correct: You can use adverbs of attitude, verb + noun + infinitive, and the language of progress. You can use future perfect and future perfect progressive.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS

WRITING write an opinion essay

In one minute, think of three reasons why you agree or disagree with this statement and write them below.



There is no point in worrying about the future as we will not be here to experience it.

_____

_____

_____

Go to Exams Skills on page 136–137 to learn how to prepare to write an opinion essay.

UNIT 6

Time to Play



WHAT DO YOU ALREADY KNOW?

1 **IN GROUPS Think about the games that you play that reflect real-life situations. Do you enjoy these kinds of games? Which ones and why?**

THINK AND PREPARE

2 **Decide whether you agree or disagree with this statement.**

Game playing prepares people for real life.

3 **IN GROUPS Design the outline of a "Game of Life" that could reflect a real-life situation in your chosen career. Consider these points:**

- What rewards would there be?
- What punishments would there be?
- How would you win the game?

VIDEO

Watch the video as you prepare to give a presentation and find out how to move from point to point.

SPEAK YOUR MIND

4 **Present your game to the class. Decide whose game sounds like it would be the most interesting to play.**

In this unit, you will ...

- discuss the importance of playing games and compare attitudes toward gaming.
- focus on Mediation: encourage group discussion.
- focus on Thinking Skills: predicting.
- read about how animals play.
- learn about interpersonal communication to interact with others.
- read about building collaborative relationships and the professional use of this skill.



LIFE SKILLS interpersonal communication

A Read the definition of interpersonal communication. Why do you think good interpersonal communication means having to manage your emotions?

Interpersonal communication is the ability to interact with and express our ideas to the people around us, individually as well as in groups. It involves listening to others, managing our emotions, and communicating effectively—both verbally and nonverbally. Every career involves working with other people, and all professionals need to develop their interpersonal communication skills if they are to succeed.

B 6.01 Listen to college students playing games designed to help them develop their interpersonal communication. Listen to each situation (1–3) and match it to the game they play (a–c).



Situation 1: _____
Situation 2: _____
Situation 3: _____

a a mirroring game
b a body language game
c the "mysterious self" game

C 6.01 Match a game from B to its purpose. Listen again and check your answers.

1 The body language game is _____.
2 The mirroring game is _____.
3 The "mysterious self" game is _____.

a designed to help with understanding nonverbal communication.
b thought to reflect on your life experiences.
c meant to improve the connection between people.

D IN PAIRS Play two of the games from B and discuss the questions.

1 Do you think the games helped you develop your interpersonal communication skills? How?
2 In what other situations could these games be used?
3 What have you learned from the games about ways to improve your communication skills?

MAKE IT DIGITAL

Research different jobs online that require interpersonal communication skills. Rank the jobs in order of how important interpersonal communication is to being successful in those careers. Present your ranking to the class, and explain the reasons for the order you chose.

VOCABULARY interpersonal phrases

A Read the sentences and match the bold words from LIFE SKILLS B to the correct definition.

1 I can usually tell when an opponent isn't playing by the rules because they avoid **eye contact**. _____
2 Sometimes it can be difficult to **convey** the rules of a game to someone who's never played it before. _____
3 It is thought that **self-awareness** begins to develop in humans around 18 months old, when toddlers begin to experience themselves as individuals. _____
4 Keep a neutral **facial expression** when you're playing card games, so the other players don't know what cards you have in your hand. _____
5 Playing games online is fun, but many people still prefer playing **face-to-face** games with friends and family. _____
6 In virtual reality games, I can **interact** with different characters within the game. I love that about them! _____
7 Are there any useful books on how to **interpret** different body language? _____
8 The **language barrier** can sometimes make it difficult to play online games. _____

a a circumstance that prevents people from communicating with one another
b movements of the muscles in the face that can reveal how a person feels
c looking into a person's eyes when you communicate with them
d communicate with someone in person and not over the phone or by email
e the state of knowing yourself and being able to judge your own feelings
f communicate your ideas well so people understand them
g communicate with; socialize with
h decide the meaning behind something

GRAMMAR passive reporting structures

A Read the grammar rule and use an appropriate verb to complete the examples from LIFE SKILLS B.

Passive reporting structures are used to report information or facts in a more formal way. Common verbs used with passive reporting structures are *assume*, *believe*, *claim*, *consider*, *estimate*, *know*, *recommend*, *report*, *say*, *suppose*, *think*, and *understand*.
There are two possible ways to passively report information:

1 Start the sentence with *it*, e.g., It's _____ that this behavior is a human being's way of saying, "Look at me! I'm the same as you."
2 Start the sentence with the subject, e.g., These games are _____ to increase self-awareness and help us think about our own experiences.

For more practice, go to page 166.

B Label each statement below with an appropriate reporting verb from the box. Then write a passive reporting sentence using the statement and the verb you chose.

estimate recommend report understand

1
Verb: _____
"You should develop your communication skills in order to get the job you want."
Experts _____
_____.

2
Verb: _____
"Experts predict that 65% of communication is nonverbal."
It's _____
_____.

3
Verb: _____
"Reports show that a low percentage of graduates are able to communicate effectively."
Only a low percentage of graduates
_____
_____.

4
Verb: _____
"Feeling comfortable in a situation helps with communication."
It's _____
_____.

C Decide if statements 2 and 3 in B are true. Rewrite the statements in your notebooks with your own ideas.

D IN PAIRS Share your statements.

A: I don't think statement 2 is true. I wrote, "It's estimated that 35% of communication is nonverbal."
B: Oh. I didn't think it was true either, but I wrote, "It's estimated that 80% of communication is nonverbal."
I think we use our body language and facial expressions sometimes much more than we think.

THINKING SKILL predicting

A Read this text about predicting. Can you think of a situation where you had to try and predict what was going to happen?

What Does Predicting Mean?

Predicting is an essential skill. When we predict, we use past experience and our understanding of patterns to tell us what we think is going to happen in the future. When you make a prediction:

- use your senses to observe and collect information.
- notice any patterns.
- make connections to your knowledge.

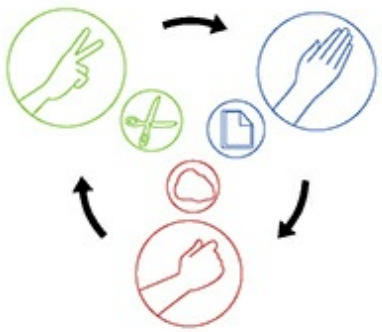
B Read the information and analyze how the skill of prediction is used to win a game of "rock, paper, scissors."

How to Always Win at Rock, Paper, Scissors!

"Rock" is usually played first by male players. On your first throw against an inexperienced male opponent, the best choice is "paper" because that will beat "rock." It's said that women are most likely to throw "scissors." On your first throw against an inexperienced female opponent, the best choice is "rock" because that will beat "scissors."

Most players don't like to repeat the same throw more than twice in a row. This means that a player who throws "rock" followed by "rock" will do something else on the next throw. The best strategy is to choose whatever throw would beat that; in this case, "scissors." If they choose "paper," "scissors" wins. If they choose "scissors," it's a tie.

One other strategy is to note on the count of three whether the tip of the thumb is tucked underneath the index finger. The tucked thumb often predicts "rock."



C Play the game with a mix of male and female classmates. Were you able to predict what their moves would be to win the game?

D IN GROUPS Discuss the questions.

1. Did predicting help you to win more games? Why or why not?
2. In which other games do you use the skill of predicting?
3. In what other areas of your life do you predict?

SPEAKING

For more speaking practice, go to page 150.

A Think about the games that you play or have played. Make notes about these points:

- your childhood games
- board games
- computer games

B IN PAIRS Describe the game to a partner, but don't say the name of the game. Can they guess what game you are describing?

A: In this game, one person thinks of a movie, book, or play. They have to try to convey that to their team but using only gestures and facial expressions.

B: I know! Charades!



C IN GROUPS Discuss your opinions on the statement.

Playing games and having fun keeps people young at heart.

LISTENING

A **IN PAIRS** **Look at the photos and discuss the questions.**

1 Do you play computer games? Which ones?
2 What types of computer games are popular in your country?



handheld games console



personal computer (PC) game



home video games console

B **6.02 LISTENING SKILL—Listen to understand different native speakers** **You are going to hear four different native speakers talking about computer games. How easy do you think the native speakers are to understand?**

Speaker 1: very easy / easy / not so easy / difficult / almost impossible
Speaker 2: very easy / easy / not so easy / difficult / almost impossible
Speaker 3: very easy / easy / not so easy / difficult / almost impossible
Speaker 4: very easy / easy / not so easy / difficult / almost impossible

C **Listen again and match the speaker with the reason why they are difficult to understand.**

1 Speaker 1: ____
2 Speaker 2: ____
3 Speaker 3: ____
4 Speaker 4: ____

a This person speaks very quickly.
b This person mumbles.
c This person has a strong accent.
d This person uses lots of idioms and expressions.

D **IN PAIRS** **Read the strategies you can use if you don't understand what a person is saying. Then read the tips to help you improve your understanding of different types of native speakers. Add one more idea of your own to each list.**

Strategies:
1 Ask for clarification.
2 Listen for key words.
3 Ask the speaker to speak more slowly.
4 _____

Tips:
1 Sing along to a song in English.
2 Watch movies and TV shows in English.
3 Act out a scene from your favorite movie.
4 _____

E **IN GROUPS** **Compare your ideas. Which strategies and tips are most useful?**

MAKE IT REAL

Watch different types of TV shows and films in English. Turn off the subtitles and just listen to the voice of the characters. What is it about the voices of the characters that makes them more or less easy to understand?

GRAMMAR reduced adverb time clauses

A Compare the full clauses with the examples of reduced clauses from LISTENING B. Then complete the rules with *gerund*, *time expression*, or *subject*.

1 Full clause: *After I have been studying all day, I like to relax, and that's one way of doing it.*
Reduced clause: *After studying all day, I like to relax, and that's one way of doing it.*

2 Full clause: *Before I played it, I never really thought I'd enjoy a game like that ...*
Reduced clause: *Before playing it, I never really thought I'd enjoy a game like that ...*

3 Full clause: *Since I learned to ride, I don't think I've played a single computer game.*
Reduced clause: *Since learning to ride, I don't think I've played a single computer game.*

Rules

Adverb clauses of time are reduced in different ways depending on the **1** _____ that is used. With *Before/Since/After*, keep the time expression, remove the **2** _____, and change the verb to the **3** _____ or use a noun. With *As soon as*, delete it and replace with *on*, remove the subject, and change the verb to the gerund.

For more practice, go to page 167.

B Rewrite the sentences in your notebook using reduced adverb time clauses.

1 Before I bought the computer game, I researched it.
2 After he'd been playing video games for two hours, Max fell asleep.
3 Since I started work, I don't have much time for gaming.
4 Before she learned to design computer games, she loved playing them.
5 After he discovered he could play online with his friends, he stopped playing alone.

VOCABULARY reporting verbs

A Complete the questions with the correct form of a verb from LISTENING B. Use a dictionary or go online if you need help.

boast clarify confess deny doubt imply urge warn

1 What do you think of people who _____ about their gaming abilities?
2 Would you ever _____ to cheating in a game?
3 Has anyone ever _____ that you spent too much time gaming?
4 Do you think young people should be _____ about the dangers of gaming?
5 Have you ever _____ that what someone said was true?
6 Why do people sometimes _____ doing something that they know was wrong?
7 Has someone ever _____ you to play a game they absolutely love?
8 What do you say when you need someone to _____ something for you?

B IN PAIRS Ask each other four of the questions from A.

C IN GROUPS Report your partner's answers using the appropriate reporting verbs.

Felix said that he once confessed to cheating when he was playing a game of chess with a friend.



WRITING a review

A **Read this game review and choose what Pia says is wrong with the game.**

1 Too simple, with no surprises **2** Not attractive **3** No story

Everland: Journey to the Edge of Time

Review by Pia Martinez | ★★★☆☆ | 2 Days Ago | 27

This new smartphone game is now available to download after it was released in Japan earlier in the year. It's an adventure game that follows a family of elves—the Minis—who are forced to leave their home and travel to Everland in search of the Grand Elf, who has been kidnapped by an evil band of rats called Ratus.

The game starts well, and the graphics are great, as are the characters. The world of the Minis is beautifully designed, and it is a very fun game to play. Players must solve puzzles before helping the Minis to rescue the Grand Elf.

Where the game really disappoints is with the challenges. They are very predictable. After completing the first two levels, I knew what to do, and I completed all 35 levels in just two hours.

I'd recommend the game for teens or novice game players who are looking for a game that they can complete without much help.

B **Identify in which paragraph (1–4) the writer mentions the following information.**

what Pia liked about the game ____ what Pia disliked about the game ____
basic information about the game ____ Pia's recommendations ____

C **Write a review for a board game or computer game. Follow the example in B. Include reduced adverb time clauses and your recommendations.**

D **IN GROUPS Read your reviews. Have other members of your group played the same game as you? Do they share your opinions?**

SPEAKING

For more speaking practice, go to page 150.

A **Take the quiz about gaming.**

Are You a Gamer? Take the Quiz to Find Out!

1 How much time do you spend gaming a day?
a Gaming? What's gaming? **b** About an hour. **c** As much as possible!

2 Which is the best computer game of all time?
a Tetris **b** Minecraft **c** All of them.

3 Your gaming console has broken. How do you feel?
a Surprised. I have a gaming console?
b Disappointed.
c Devastated! What do I do now?

4 A friend invites you over for an evening of pizza and gaming. Do you ...
a politely decline and make up an excuse as to why you can't make it?
b accept, but only because you love pizza?
c accept and really look forward to the evening?

Mostly a's: Gaming's definitely not for you!
Mostly b's: You enjoy gaming, but it doesn't rule your life.
Mostly c's: How did you stop gaming to take this quiz?

B **IN PAIRS Compare your survey results with a partner.**

A: I got mostly As. I'm really not into gaming at all. What do you like about it?
B: Well, before playing a good game for the first time, there's a real feeling of anticipation.

C **IN PAIRS Discuss why you think that gaming is so popular?**

READING

A 6.03 **Read the article about animals that play and identify what *caiman*, *juveniles*, *rooks*, and *primates* are. Underline where in the text you found the answer.**

Animals That Play: Some Surprises

It probably comes as no surprise to learn that play behavior can be found in many different mammal species. Human beings love to play, as do apes, monkeys, and dogs and cats. But it seems unlikely in animals other than mammals. It's hard to imagine a crocodile or a fish playing an **energetic** game.

In ethology (the science of animal behavior), play is defined as **specific** unplanned activities that are enjoyable and that don't increase the survival of the animal. In other words, play is behavior that generally serves only one purpose and that is pleasure. Although some scientists argue that it's very hard to tell what behaviors count as **authentic** examples of play, there is evidence of **periodic** play behavior in a broad range of animals, from reptiles to fish to birds.



Crocodiles

Crocodiles, and related species of alligators and caiman, have been observed engaging in play. Vladimir Dinets, an **academic** from the University of Tennessee, studied wild and captive animals and cataloged various types of playful behavior. He saw them playing with balls, giving each other rides on their backs, and even carrying flowers in their mouths. Young caiman in Brazil were also seen chasing other juveniles in circles.



Cichlids

A colleague of Dinets's named Gordon Burghardt also found evidence of play among **aquatic** animals. Three male cichlid fish were spotted attacking a thermometer in their tank. Each time a fish struck the thermometer, it moved and then fell back into place. Burghardt thought that the fish kept returning to the activity even though there was no other reward for them in doing so.



Ravens

Some bird species are known to play, particularly members of the corvid family, which includes crows, rooks, and jackdaws. The largest corvid, the common raven, is a highly intelligent animal that has been observed playing with sticks and rocks, and dropping and catching things in **dramatic** midair dives, apparently for the fun of it. They also engage in co-play where two birds will lie on their backs and pass an object between them with their feet.

The question of whether these types of play are genetic or learned behavior is a complex one. During the early months of an animal's life, the establishment of emotional relationships between parents (especially mothers) and their offspring is essential to both cognitive and emotional development. In primate species such as chimpanzees, orangutans, and gorillas, where juveniles spend many years living with their mothers and learning important skills from them, it is likely that playful behavior is learned and passed on.

GLOSSARY

cognitive (adj): a process in psychology that is connected to the recognizing or understanding of something
engage in (phr. v): take part in a particular activity

B IN PAIRS **Compare your answers to A and how you identified the meanings of the words.**

C READING SKILL—Read to understand explanations and examples **Read the text again and write the following information in your notebook.**

1 three examples of playful behaviors in nonmammals that can increase social relationships
2 three examples of a species that passes play behavior from one generation to another
3 three examples of animals that play with objects
4 an explanation of why play in primate species is a learned behavior

D IN PAIRS **Make a list of other animal species that you think play. What similarities and differences are there in the way that they play?**

VOCABULARY suffixes with *–ic*

A **IN PAIRS Look at the words in bold with the suffix *–ic* in READING A and choose what you think the suffix means.**

1 make or become **2** relating to **3** without

B **Match the words in bold (1–6) in READING A to their meanings (a–f).**

1 **Dramatic** TV footage showed the polar bear cubs playing in the snow. ____
2 A leading **academic** has been studying play behavior in young African elephants. ____
3 The enjoyment of play isn't **specific** to human beings. ____
4 **Energetic** young animals often learn much of their behavior from older brothers and sisters. ____
5 **Aquatic** animals such as whales and dolphins interact playfully with one another. ____
6 Older lions have **periodic** episodes of playfulness, especially when juveniles are involved. ____

a happening regularly though not often (adj)
b exciting and impressive (adj)
c relating to one particular thing or type of thing (adj)
d enthusiastic; having lots of energy (adj)
e connected to living in water (adj)
f someone who teaches or does research at a college or university (n)



C **Complete the text with the correct form of the words in bold from B.**

Octopuses are among the most evolved **1** _____ invertebrates (or animals that don't have a backbone), and they are considered by many **2** _____ who study them to be the most intelligent. They possess both long- and short-term memory and can pass on **3** _____ personality traits to their offspring. One octopus who is known for his playful behavior is Otto, from the Sea Star Aquarium in Germany. Staff there were confused when there were **4** _____ electricity blackouts at night at the aquarium. On the third night, they discovered a **5** _____ scene—Otto was squirting jets of water at the 2,000-watt lightbulb above his head because he was irritated by the bright light. Keepers at the aquarium have noticed that Otto will perform **6** _____ tasks to keep himself busy, such as rearranging all of the items in his tank.

MAKE IT YOURS

Use a dictionary or encyclopedia to find words connected to your area of work or study that you think will be useful to know in English. How similar are they to the same word in your language?

PRONUNCIATION stress patterns in *–ic* words

A 6.04 **Listen to these pairs of words. Underline where the stress is in each pair.**

1	aqua	aquatic
2	drama	dramatic
3	energy	energetic
4	period	periodic

B **IN PAIRS Practice saying the sentences. Check that your partner is stressing the underlined words correctly.**

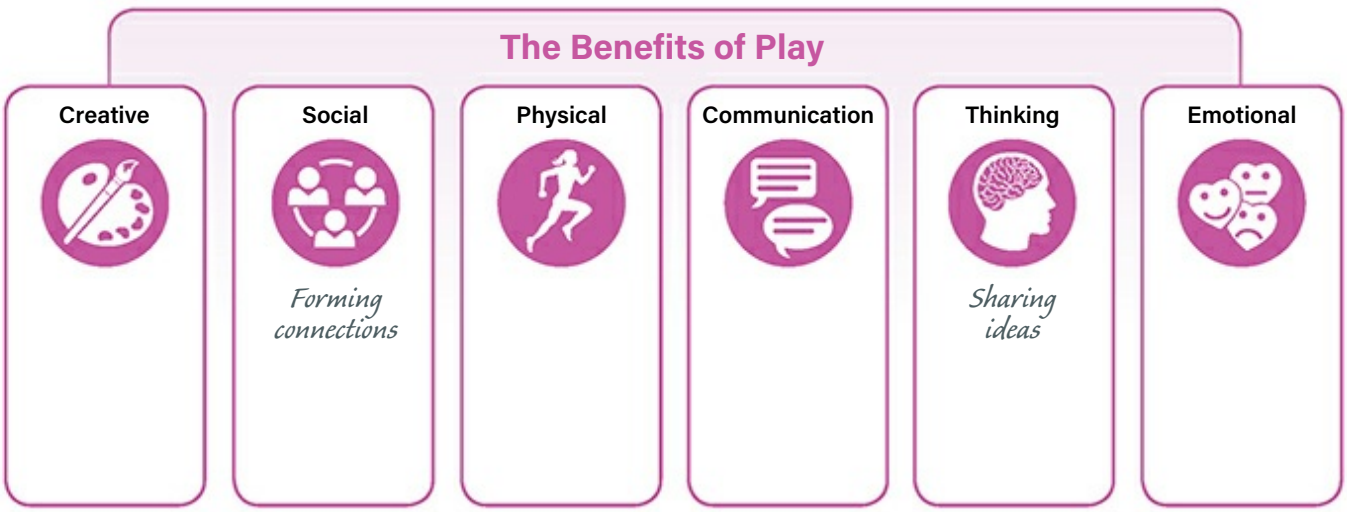
1 That was a very dramatic movie.
2 He went to drama school.
3 I don't have any energy after that workout!
4 The dancers gave an energetic performance.

MEDIATION CONFIDENT COMMUNICATOR encouraging group discussion

A **IN PAIRS** **Think about what you have learned about animals that play. Discuss the reasons why animals might play.**

B **IN PAIRS** **You are going to have a group discussion about the benefits of play to humans and animals. Before you start:**

- work in pairs to research some of the things you would like to talk about.
- use the internet or reference books or your own knowledge on the topic.
- make a note on the diagram of any good ideas and examples you have.



C **IN GROUPS** **Share your ideas with another pair and add any other ideas to the diagram.**

D **Read these guidelines from a skills website on how to encourage a group discussion and add two tips and two examples of useful language.**

Tips for encouraging group discussion

- Treat all members of the group with respect.
- Let people finish what they are saying without interruption.
- Consider all comments seriously and fairly.
- Remain calm if people don't agree with you; there are no right or wrong answers.

_____

_____

Useful language for group discussions

- Could you give me an example of what you mean?
- I wonder if we can all add some good examples to support that argument.
- I'd like to hear your reasons for thinking that. Can you elaborate?

_____

_____

E **IN GROUPS** **Discuss the benefits to humans and animals of play. Remember to use the ideas you discussed in B and C and the helpful phrases in D.**

F **Evaluate how well the group discussion progressed. What could you have done to improve the discussion?**

VOCABULARY review

SCORE: / 10

A Complete the text with a word or phrase from the box.

academic barrier domestic dramatic eye contact face-to-face facial expression interact interpret specific

How to ... Win in a Staring Contest!

A staring contest is when two people sit **1** _____ and stare at one another until one person blinks and can no longer keep **2** _____ with their opponent. But did you know that it's possible to improve your chances of winning a staring contest by developing **3** _____ techniques?

- Remember to keep a neutral **4** _____, so no grimacing, smiling, or squinting!
- Yawn to produce tears. Tears act as a protective **5** _____ over your eyes when you can't blink.
- Don't try to **6** _____ with or communicate anything to your opponent. Instead, think about an **7** _____ subject or a topic that you're very interested in.
- Don't practice on your pets. **8** _____ animals can **9** _____ your stare as aggression.
- Practice regularly in front of a mirror with yourself. It can have **10** _____ results!

GRAMMAR review

SCORE: / 10

A Choose the correct option to complete the text.

1 Since have created / **Since creating** the first computer games, game designers have used avatars. But **2 before playing the game** / **before you play the game**, did you stop to consider what the avatar meant to you? Most importantly, **3 when you make** / **since making** this character, how do you feel about it?

The choice of your avatar can affect the impression you want to convey. Before **4 use** / **using** it, you will have thought about its appearance, behavior, and voice. And after **5 play with** / **playing with** it once, do you begin to identify with the character?

B Choose the correct form of the verb to complete the sentences.

1. It is _____ (rumor) that Nintendo are developing a new handheld game console.
2. The World Scrabble Championship is reported _____ (be) won by a French player.
3. It is _____ (not know) who will take over as CEO of the software company.
4. Lee Young Ho from South Korea is thought _____ (be) one of the highest paid video gamers in the world.
5. The newest version of the game is _____ (expect) to be released next September.

16–20 correct: You can use interpersonal phrases, reporting verbs, and suffixes with *–ic*. You can use passive reporting structures and reduced adverb time clauses.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS

Building Collaborative Relationships



Read this quote. Do you agree with it?

"If everyone is moving forward together, then success takes care of itself."

—Henry Ford, 1863–1947

Turn to Skills for Pros on page 138.

UNIT 7

A Sense of Community

WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about your neighborhood. Does it have a sense of community? What features would improve it?

- more public spaces
- more diversity
- more policing
- more employment opportunities
- more nightlife
- more local groups

THINK AND PREPARE

2 Decide whether you agree or disagree with this statement.

People in big cities should do more to create a sense of community.

3 IN GROUPS Prepare a presentation on a sense of community in big cities. Some of you will argue for the statement above, and some of you will argue against it. Consider these points:

- the pros and cons of feeling part of a community
- the reasons why people live in big cities
- the demands of life in a big city

VIDEO

Watch the video as you prepare to give a presentation and find out how to time yourself.

SPEAK YOUR MIND

4 Give your presentation on the statement for the class.

In this unit, you will ...

- ask and answer questions about the place you live and present a proposal for a charity.
- focus on Mediation: develop ideas in groups.
- focus on Thinking Skills: evaluating.
- read about contributing to charities.
- learn about well-being.
- practice your listening exam skills by skimming content to predict context before listening.



LIFE SKILLS well-being

A Read the definition of well-being. Can you think of any other aspects of life that affect well-being?

Personal well-being is how happy you are with your life in general. It includes your day-to-day feelings of happiness or unhappiness, but it also includes your sense of purpose, how satisfied you are with your social life and your working life, how in control you feel, and how healthy you are. Many aspects of your life can affect your well-being, including where you live, the people you spend time with, and your personal and work routines. It's important to be aware of these different things as it will help you identify any areas in your life that can be improved in some way.

B IN PAIRS Talk about what life is like for most people who live in these places.





C 7.01 Listen to a person describing her experiences after moving to a big city. Check (✓) the aspects of her life that the speaker says affected her well-being negatively.

- ☐ cost of living
- ☐ crime rate
- ☐ her coworkers
- ☐ her friends
- ☐ her health
- ☐ level of noise
- ☐ pace of life
- ☐ travel

D IN PAIRS Take the well-being quiz. Compare your answers with a partner. Think about the reasons for any particularly high or low scores.

	5	4	3	2	1	0
I generally feel happy with my life at the moment.	☐	☐	☐	☐	☐	☐
I find it easy to relax and enjoy myself.	☐	☐	☐	☐	☐	☐
I have lots of energy, and I'm physically active.	☐	☐	☐	☐	☐	☐
I get enough sleep each night.	☐	☐	☐	☐	☐	☐
I do at least one interesting thing each day.	☐	☐	☐	☐	☐	☐

KEY:
5 = all of the time, 4 = most of the time, 3 = more than half of the time, 2 = less than half of the time, 1 = some of the time, 0 = at no time

E IN GROUPS Discuss the questions.

1. Why is it important for people to pay attention to their well-being?
2. How can people improve their well-being?

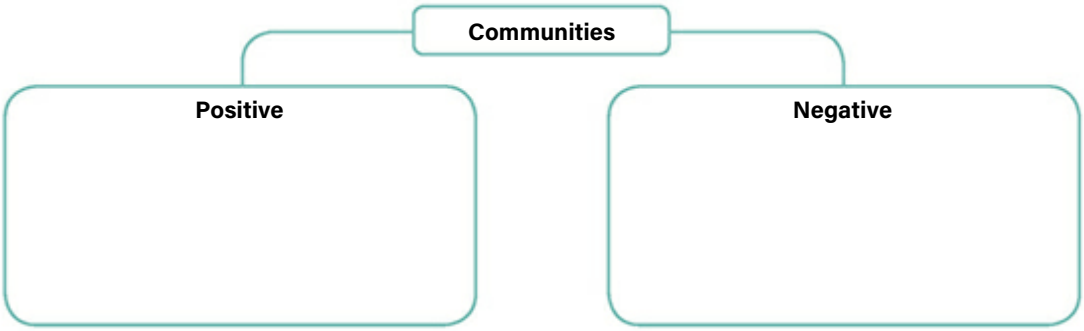
MAKE IT DIGITAL

Search online for apps related to well-being. Try one or two out, and report back to the class. Say what worked for you and what didn't.

VOCABULARY describing places

A **Write the words from LIFE SKILLS C in the correct categories. Could any of the words go in both categories?**

congested crowded dull hectic lively peaceful picturesque remote



B **IN PAIRS Discuss. Which three adjectives would you choose to describe the town or city where you live? Explain why.**

GRAMMAR negative inversions

A **Match the sentence halves from LIFE SKILLS C.**

1 Little did I know ____
2 No sooner would I get back to sleep ____
3 Rarely did I make it to the office ____
4 Only then did I know ____

a than something else would wake me up.
b that I had truly arrived.
c how big the change would be.
d without some kind of delay or incident along the way.

B **Complete the paragraph with words from the box.**

correct tense *do* formal negative subject

When we start a sentence with a **1** _____ adverbial word or phrase, we invert the **2** _____ and the auxiliary verb. We may need to add the auxiliary **3** _____ in the **4** _____ to form the inversion. This applies to the following words and phrases: *Hardly ... when*, *Scarcely ... when*, *No sooner ... than*, *Only*, *Little*, *Never*, *Not only ... but also*, *Rarely*, *Seldom*, *Under no circumstances*, etc. This structure is very **5** _____ and helps to give emphasis.

For more practice, go to page 168.

C **Rewrite the sentences starting with the words and phrases given.**

1 I had scarcely arrived in the city when I got lost.
Scarcely _____
2 When I left my small town, I didn't realize how much I would miss it.
Little _____
3 I had never been so depressed.
Never _____
4 The city was expensive and it was hectic.
Not only _____
5 There are no circumstances in which I would live in a small town.
Under no circumstances _____
6 I rarely leave my neighborhood.
Rarely _____

THINKING SKILL evaluating

A Read about the process of evaluating. Do you think you understand your own priorities well?

We need to evaluate all the tasks we have to do each day because some of those tasks are more important than others and help us achieve our goals directly. In the same way, we need to prioritize certain aspects of our lives in order to achieve our life goals. You will be more successful in achieving your goals in life if you understand what your personal priorities are. For example, if one of your goals in life is to travel, then you may want to choose a career that allows you to do that. However, if one of your goals in life is to make lots of money, that may involve a different career choice.

B Choose three of these life goals and put them in order of importance to you (1–3).

be happy ____
become famous ____
have adventures ____
have children ____
make lots of money ____
run a successful business ____
serve my community ____
travel ____
Other: _____ ____



C IN PAIRS Discuss the questions.

1 What is important to you in life?
2 What are the main factors you use to evaluate your life goals?
3 How do those priorities affect your life?

SPEAKING

For more speaking practice, go to page 151.

A Think about what is important to you in a town or city. Check (✓) the ideas and add ideas of your own.

- ☐ a large social circle
- ☐ a low cost of living
- ☐ a relaxing way of life
- ☐ a safe place to live
- ☐ an attractive place to live
- ☐ exciting and interesting things going on
- ☐ job opportunities
- ☐ lots of new places to discover

_____
_____
_____



B IN PAIRS Discuss the questions with your partner.

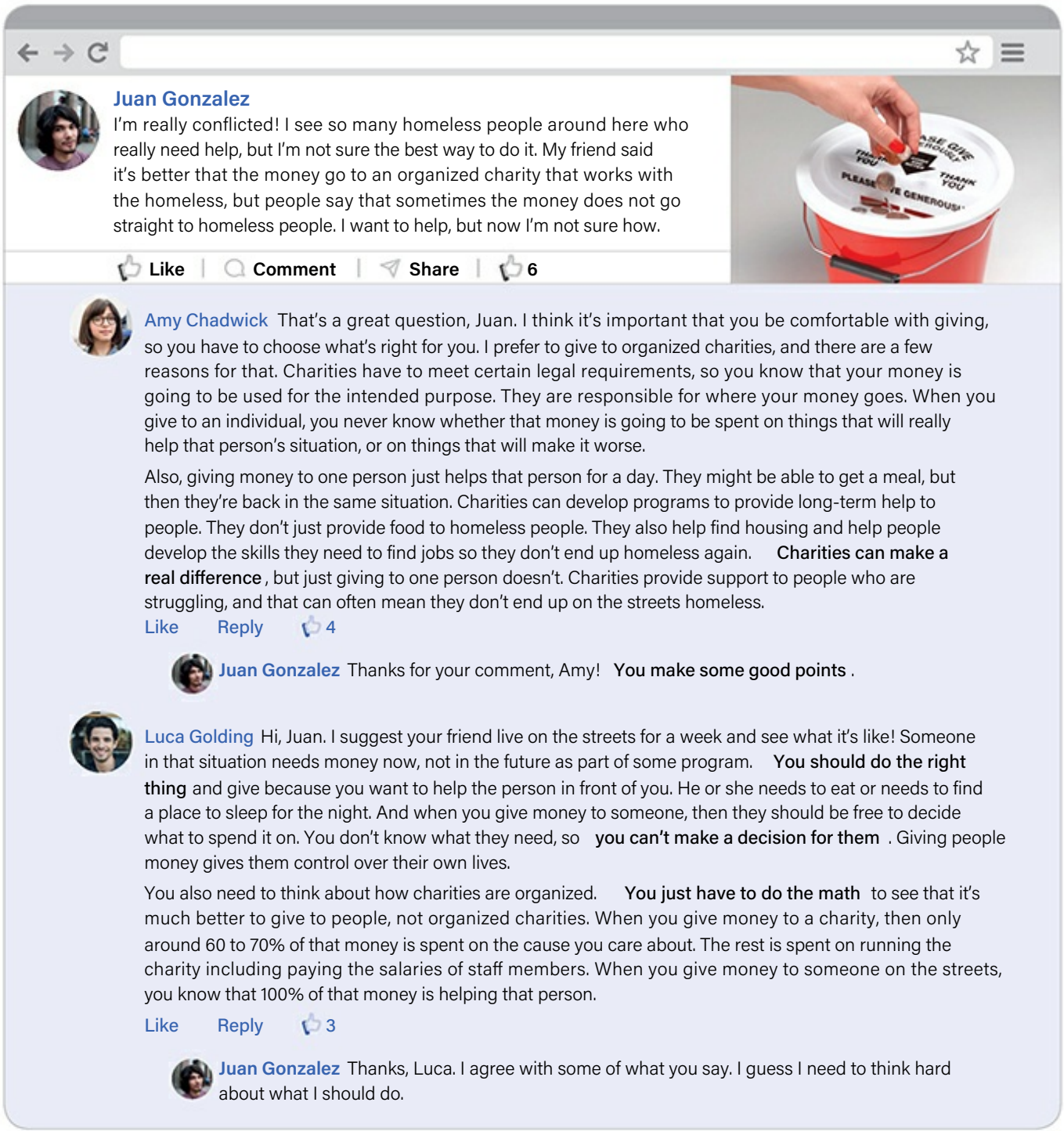
1 What aspects of a place are most important to you?
2 Do you get those things from the place where you live now?
3 In general, would you rather live in a small town or in a big city? Explain why.

C As a class, compare your opinions of what is important in a town or city and evaluate the place where you live now. In general, are you all satisfied with where you live? Why? Why not?

READING

A **What are the largest charities in your country? What do they do?**

B 7.02 **Read this social media post and the comments. Which person do you agree with most? Explain why.**



Juan Gonzalez
I'm really conflicted! I see so many homeless people around here who really need help, but I'm not sure the best way to do it. My friend said it's better that the money go to an organized charity that works with the homeless, but people say that sometimes the money does not go straight to homeless people. I want to help, but now I'm not sure how.

Like | Comment | Share | 6

Amy Chadwick That's a great question, Juan. I think it's important that you be comfortable with giving, so you have to choose what's right for you. I prefer to give to organized charities, and there are a few reasons for that. Charities have to meet certain legal requirements, so you know that your money is going to be used for the intended purpose. They are responsible for where your money goes. When you give to an individual, you never know whether that money is going to be spent on things that will really help that person's situation, or on things that will make it worse.

Also, giving money to one person just helps that person for a day. They might be able to get a meal, but then they're back in the same situation. Charities can develop programs to provide long-term help to people. They don't just provide food to homeless people. They also help find housing and help people develop the skills they need to find jobs so they don't end up homeless again. **Charities can make a real difference**, but just giving to one person doesn't. Charities provide support to people who are struggling, and that can often mean they don't end up on the streets homeless.

Like Reply 4

Juan Gonzalez Thanks for your comment, Amy! **You make some good points**.

Luca Golding Hi, Juan. I suggest your friend live on the streets for a week and see what it's like! Someone in that situation needs money now, not in the future as part of some program. **You should do the right thing** and give because you want to help the person in front of you. He or she needs to eat or needs to find a place to sleep for the night. And when you give money to someone, then they should be free to decide what to spend it on. You don't know what they need, so **you can't make a decision for them**. Giving people money gives them control over their own lives.

You also need to think about how charities are organized. **You just have to do the math** to see that it's much better to give to people, not organized charities. When you give money to a charity, then only around 60 to 70% of that money is spent on the cause you care about. The rest is spent on running the charity including paying the salaries of staff members. When you give money to someone on the streets, you know that 100% of that money is helping that person.

Like Reply 3

Juan Gonzalez Thanks, Luca. I agree with some of what you say. I guess I need to think hard about what I should do.

C **READING SKILL—Recognize cause and effect** **For each of these causes, write an effect mentioned by the writers in your notebook.**

Amy

1 Charities are legally controlled.
2 You give to an individual.
3 Individuals are given money to buy a meal.
4 Charities can think and plan long term.

Luca

5 You give money to an individual to spend now.
6 You give people control over their own money.
7 Charities have expenses to pay.

VOCABULARY phrases with *make* and *do*

A Find the phrases in bold in READING B and complete with *make* or *do*.

1 _____ some good points
2 _____ the right thing
3 _____ a decision
4 _____ a real difference
5 _____ the math



B IN PAIRS Decide if the phrases are completed with *make* or *do*.

1 _____ a promise
2 _____ an excuse
3 _____ a habit of
4 _____ your duty
5 _____ the minimum
6 _____ a suggestion
7 _____ somebody good
8 _____ a donation

C IN PAIRS Discuss whether you agree or disagree with each statement and explain why.

1 Everyone should do their duty and make time to help a charity.
2 When someone asks me for money, I often make an excuse and don't give them any.
3 It does you good to help other people, and you should make a habit of it.
4 People make bad choices that affect their lives, and I don't feel I have to help them by giving them money.

MAKE IT YOURS

Did you *make* or *do* any of the phrases in **VOCABULARY A** today? Work with a partner and explain what happened. What else have you made or done today? Look up phrases that can be used with *make* or *do*.

GRAMMAR the subjunctive

A Find these examples in READING B and complete them.

1 ... it's better that the money _____ to an organized charity ...
2 ... it's important that you _____ comfortable with giving ...
3 I suggest your friend _____ on the streets for a week and see what it's like!

B Refer to the examples and complete the explanation with the words from the box.

important recommendations suggest

The subjunctive is used in formal English to emphasize requests, orders, and **1** _____. We use the subjunctive in *that* clauses following verbs such as *ask*, *demand*, *insist*, *recommend*, *request*, and **2** _____. We also use it in *that* clauses following adjectives such as *essential*, *good*, *necessary*, *vital*, and **3** _____. We use the infinitive without *to* to form the subjunctive. In negative statements, we put *not* before the infinitive.

For more practice, go to page 169.

C Choose the correct answers.

1 It is important that we all ... about giving to charity.
a think **b** do think **c** thinking

2 She asked that I ... available to help out on weekends.
a have been **b** be **c** will be

3 The charity director asked that he ... an increase in salary.
a don't receive **b** not receive **c** receive not

4 The charity requested that I ... my monthly donation.
a will increase **b** increase **c** increasing

5 I demanded that my money ... returned to me when I learned about mismanagement at the charity.
a were **b** are **c** be

6 It's essential that the charity ... local people first before helping in other areas.
a help **b** has helped **c** does help

7 I recommended that she ... the job with the charity until she had done more research.
a don't take **b** won't take **c** not take

SPEAKING

For more speaking practice, go to page 151.

A IN PAIRS Choose one of the charities. Make a list of three reasons why you think your chosen charity deserves to be supported.

THE LEARNING NETWORK

This charity works with children in underprivileged urban areas. It helps them stay in school by providing classroom materials, transportation to school, and after-school activities.

ABILITY

This charity campaigns on behalf of disabled people. It works to achieve more disabled access and helps disabled people find jobs.

City Animal Rescue

This charity protects animals by taking strays off the streets, caring for them, and finding them new homes.

Off the Street

This charity helps homeless people. It organizes soup kitchens, gives out blankets in cold weather, and provides housing advice.

Name of charity chosen: _____

- _____
- _____
- _____

B Present your chosen charity to the class. Explain why you support this charity and how people might support the charity.

A: We would like to make a donation to City Animal Rescue.

B: We have a problem with stray animals in our city, and this charity helps to solve the problem. We recommend that the charity be given more support. It's important because ...

LISTENING

A **What challenges do people who work in local government face?**

B **7.03 LISTENING SKILL—Listen for similarities and differences** **Listen to three people who work in local government in different roles. Check the areas that each person says are relevant to their role.**

	Emily	Joshua	Hanna
1 helping people in trouble	☐	☐	☐
2 connecting departments to each other	☐	☐	☐
3 understanding the system	☐	☐	☐
4 managing departmental budgets	☐	☐	☐
5 educating members of the public	☐	☐	☐

C **Listen again and write *E*, *J*, or *H* for the name of the person who mentions each idea.**

1 Problems can happen in anyone's life. ____
2 People don't always realize how important my work is. ____
3 My background inspired me to take this role. ____
4 Not everyone could do my job. ____
5 My work makes life better for everyone in the city. ____
6 My work involves lots of variety. ____



D **Describe the similarities and differences between these roles in local government based on what you heard about working in the following areas.**

1 the housing department 2 the environmental department 3 health care

MAKE IT REAL

When you *get sick*, there are a few different ways you can describe how you feel. You can say *I feel lousy/nauseous/awful.* If you are only slightly sick, you can say *I feel under the weather.*

VOCABULARY nouns from phrasal verbs

A **Underline the noun in each of these sentences from LISTENING B that comes from a phrasal verb. Say what the phrasal verb means.**

1 You might feel that your life is fine now, but any of us can face setbacks in our lives.
2 There have been a number of cutbacks recently, so we need to prioritize what we spend our money on.

B **Write a noun from the phrasal verb to complete each sentence.**

1 Not many people turned out to vote in the local election.
There was a low _____ in the local election.
2 The council member was accused of covering up illegal activity.
The council member was accused of a _____.
3 I felt let down by the council's plans for redevelopment.
I felt the council's plans for redevelopment were a real _____.
4 Communication between departments has broken down.
There has been a _____ in communication between departments.
5 The council said we can go ahead with our public education program.
The council has given our public education program the _____.
6 They mixed my documents up at City Hall.
There was a _____ with my documents at City Hall.

PRONUNCIATION stress in nouns from phrasal verbs

A 7.04 **Listen and underline the syllable that is stressed. What can you say generally about nouns from phrasal verbs?**

break-ins takeoff cutbacks

B **Practice saying the sentences in VOCABULARY B using the correct stress on the nouns from phrasal verbs.**

WRITING a formal email proposal

A **Read the email. Find words and phrases that mean the same as these words and phrases.**

1 I'm writing about _____
2 I believe that _____
3 I want to _____
4 I think _____
5 Also _____
6 another choice _____

New Message

Dear Sir/Madam,

I am writing in connection with the council's recent announcement of their plans to construct a major highway in the north of the city. I would argue that this plan will create problems, and I would like to suggest an alternative.

The construction of the highway in this location will increase traffic in a residential area. In my view, this will negatively affect the quality of life of local people. It will lead to an increase in noise pollution and air pollution. In addition, the proposed route passes through an area of natural beauty. Construction work in this area will harm the local environment.

There is an alternative that does not cause all these problems. I would like to suggest that the council build a highway around the city. The effect of this will be to allow traffic to flow freely and avoid residential areas. It will enable people to travel to all parts of the city and mean that some traffic is able to completely avoid entering the city. I am convinced that this is a better solution for all city residents.

I look forward to hearing from you.

Yours truly,
Nancy Martinez

Send

B **Make notes to answer the questions.**

1 What is the most important issue facing your town or city? _____
2 What are the negative effects caused by this issue? _____
3 What do you think your local government should do about this issue?

_____

_____

C **Write an email to someone in local government explaining your proposal for dealing with the issue you have identified.**



MEDIATION CONFIDENT COMMUNICATOR developing ideas in a group

A Read the dialogue and underline where Tyler does each of the following things to help the group develop ideas.

1 summarizes and reports what others have said
2 further develops another person's ideas
3 invites other people to contribute
4 gives arguments for and against an idea



Tyler: So, let's move on to the next item for discussion. This is the construction of the new business park in the city. There are a number of issues here, including environmental concerns and the effect on the local community. Olivia, as the Business Development Officer, what do you see as the main effect on the local community?

Olivia: The main effect will be to provide employment opportunities. We have businesses waiting to move into the business park, and they've already started hiring.

Tyler: That's good to know. Raul, I know that in the last meeting you said that some local people were concerned about an increase in traffic.

Raul: That's right. We're planning to hold a public meeting to explain to people that there will only be a small increase.

Tyler: That's a good idea because it'll reassure people. On the other hand, you'll only reach the people who actually turn up to the meeting, and the turnout at this kind of thing can be low. What else can we do?

Alice: We could run a campaign on social media explaining the benefits targeted at local people.

Tyler: Yes, and perhaps through the same social media campaign, we could ask for opinions and possibly conduct a survey. I think all those measures taken together should give us a good idea of how the community feels.

B IN GROUPS Read the instructions and decide what each person's role in the meeting will be. Make a note of the main points you might make in the meeting.

You work for the local government. You are planning to construct a new highway in a residential area. You are having a meeting to come up with ideas to deal with any negative effects on the local community and make sure people are aware of what is planned. Choose your roles from the following and decide who is going to chair the meeting.

- Business Development Officer: The new highway will increase the number of possible customers. You are totally in favor of the plan.
- Environmental Health Officer: The increase in traffic could have a negative impact on air pollution. You are concerned about these plans.
- City Planning Officer: The only plan that you will accept is one that reduces traffic. Traffic in this area is always a significant problem.
- Finance Director: These projects often cost more money than planned. You want to make sure the estimates for construction are realistic.

C Role-play the meeting and develop ideas as a group. Then tell the class what ideas you discussed.

A: OK, so this meeting is to discuss the effects on the local community of the construction of a new highway. Would anyone like to suggest some negative effects?

B: As Environmental Health Officer, I'd like to focus on the noise pollution from the new highway.

A: Do you have any ideas for dealing with that problem?

D Discuss the questions.

1 Were you successful at developing ideas as a group? What worked well and what didn't?
2 Is it better to develop ideas on your own or as part of a group? Why or why not?

VOCABULARY review

SCORE: / 10

A Complete each sentence with a word formed from the word in parentheses.

1 I'd much rather live in a _____ (picture) village than in a big city.
2 There is less money for local services because of government _____ (back).
3 Some people find this neighborhood noisy, but I think it's really _____ (live).
4 This area used to be so _____ (peace) before they built the new highway.
5 My mom has faced a number of _____ (set) in her career, but she's never given up.

B Complete each sentence with a word or phrase from the box and the correct form of *make* or *do*.

an excuse a habit the math time you good

1 I _____ of talking to my neighbors and getting to know them.
2 Working for a charity will _____ and help you feel better.
3 You only have to _____ to realize the local council doesn't have enough funds for programs for teens.
4 I asked Lisa to help out at the fund-raising event, but she _____ and said she was busy.
5 It's important to _____ to help seniors in your neighborhood.

GRAMMAR review

SCORE: / 10

A Complete the paragraph with words from the box.

be but did do had no not only than then

I recently started to work for a charity. Little **1** _____ I know how hard it would be! No sooner **2** _____ I arrived for work on my first day **3** _____ I was asked to come up with ideas for raising funds. Not **4** _____ did I have to come up with ideas, **5** _____ I also had to put them into practice. I started to plan a fund-raising concert because I had a number of friends who played in bands. In that situation, it's important that you **6** _____ clear about your objectives. Under **7** _____ circumstances can most charities afford to pay a fee to the bands. It's essential that the people you work with **8** _____ misunderstand that. I explained that clearly, and everyone I spoke to was happy to help. The problem was finding a venue. Rarely **9** _____ you find places that are happy to host a concert for free. Eventually, I persuaded the local council to let us use a square in the city center. Only **10** _____ could the concert go ahead. It was a great success.

16–20 correct: You can use nouns formed from phrasal verbs, phrases with *make* and *do*, and the language of describing places. You can use the subjunctive and negative inversions.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS

LISTENING Skim questions before listening (to predict context)

Look at the question and options below. Underline the key words. What do you think the listening will be about?

1 What does the woman think about the beach development?
  a It will attract more tourists to the area.
  b It will damage the local environment.
  c It will spoil the view of the ocean.

Go to Exams Skills on page 140–141 to learn how to read through questions to predict what you will listen to.

UNIT 8

Bright Ideas

WHAT DO YOU ALREADY KNOW?

1 **IN GROUPS Think about creativity. Are these factors important in being creative? What other factors could you add?**

- having an open mind
- being curious
- having a range of experience
- accepting failure
- never giving up

THINK AND PREPARE

2 **Read the statement and consider possible answers.**

We can all be more creative in our everyday lives.

3 **IN GROUPS Prepare a presentation on ways to be more creative in your everyday life. Consider these points:**

- being creative at work
- being creative in your personal life
- being creative in your academic life

VIDEO

Watch the video as you prepare to give a presentation and find out how to have stage presence.

SPEAK YOUR MIND

4 **Give your presentation to the class.**

In this unit, you will ...

- discuss different solutions to a problem and talk about life hacks.
- focus on Mediation: link ideas to previous knowledge.
- focus on Thinking Skills: categorizing.
- read about definitions of creativity.
- learn about self-direction to set goals.
- read about empowering others and the professions that use this skill.



READING

A **Who do you know that is creative? In what way is that person creative?**

B 8.01 READING SKILL—Make inferences **Read the article. Then choose *True* or *False*. The answers can all be indirectly understood, or inferred.**

WHAT IS CREATIVITY?



We think we know creative people when we see them. **Artists** who create works of art that are praised by large numbers of people are creative. Certain professions such as writers and **inventors** are seen as creative. However, is creativity something that is limited to the creative arts or creative professions? What is creativity, and what role can it play in our lives?

There are many definitions of creativity but most definitions agree that creativity involves two processes: thinking and producing. It is neither a passive nor a formulaic process. Being creative means both having **original** ideas and putting those ideas into practice. As with many other abilities, creativity not only varies between individuals but also varies over the course of your life. Interestingly, children are more creative than adults.

When the American space agency, NASA, needed to test the creative abilities of engineers and scientists, they turned to George Land. Land was an **expert** in creativity, and he created a simple test for NASA to use. Land decided that the test was so simple that even children could do it, so he got 1,600 five-year-olds to take the test. Ninety-eight percent of them got a "genius" score on the test! Five years later, when the same children were 10, 30% got the same score. After another five years, only 12% were classified as creative geniuses. It seems that the older we get, the less creative we are. This may be because we become better at "convergent thinking" as we age. This is the kind of thinking where we learn to give the expected solution to a problem. This is an important skill when it comes to taking standardized tests. This is different from "divergent thinking," which is the kind of thinking we use when we use our **imagination** to explore many possible solutions to a problem. We seem to find divergent thinking more difficult as we get older.

Thankfully, there are many ways to improve creativity. One tip is to set aside time each day to practice creative thinking without any distractions from, for example, your phone. You should either turn your phone off completely or leave it in another room. This gives your mind a little time to think creatively about any problems you may have. Another way of giving yourself time to be creative is to take a long walk. And when you come up with some good ideas, make sure to write them down. Keeping a creativity journal is a **productive** way to help connect your ideas to other ideas. Another tip is to change something in your environment, such as painting your room blue! The color blue has been shown to boost creativity.

GLOSSARY

distraction (n): something that gets your attention and prevents you from concentrating on something else
genius (n): someone who is much more intelligent or skillful than other people

1 Most people consider only particular jobs to be creative. True / False
2 Creativity does not have a single definition. True / False
3 George Land was a scientist who worked on space exploration. True / False
4 George Land's test was too complicated for young children. True / False
5 Most schools tend to encourage convergent thinking. True / False
6 It's useful to see links between different ideas. True / False

C **Read the article again and follow the instructions. Try to be creative.**

1 Write a definition of creativity in your notebook.
2 Describe what you think George Land's creativity test may have involved.
3 Brainstorm other tips to improve creativity.

VOCABULARY word formation

A **IN PAIRS** **Write the different forms of each word using the words in bold in Reading B to help you. Check your ideas with your partner.**

1 art (n), _____ (n, person), _____ (adj)
2 expert (n, person), _____ (n), _____ (adj)
3 imagine (v), _____ (n), _____ (adj)
4 invent (v), _____ (n, person), _____ (n), _____ (adj)
5 origin (n), _____ (adj), _____ (n)
6 produce (v), _____ (n), _____ (n, person), _____ (adj)

B **IN PAIRS** **Choose three adjectives from A. For each adjective, choose someone you know personally who that adjective applies to. Give reasons why.**

MAKE IT YOURS

What other adjectives and expressions do you know to describe someone who is creative? Use an online or print dictionary to help you. Make a list in your notebook.

GRAMMAR paired conjunctions

A **Complete these examples from READING B with words and phrases from the box.**

and both but also either neither nor not only or

1 Being creative means _____ having innovative ideas _____ putting those ideas into practice.
2 As with many other abilities, creativity _____ varies between individuals _____ varies over the course of your life.
3 You should _____ turn your phone off completely _____ leave it in another room.
4 It is _____ a passive _____ a formulaic process.

B **Match the paired conjunctions (1–4) to their purposes (a–d) to complete the explanations.**

1 We use *both ... and* to ____
2 We use *either ... or* to ____
3 We use *neither ... nor* to ____
4 We use *not only ... but also* to ____

a refer to a choice between two possibilities.
b join two things, where the second may be slightly surprising.
c join negative options.
d emphasize that the two things we are referring to are equally important.

For more practice, go to page 170.

C **Rewrite the two sentences as one sentence using paired conjunctions from B.**

1 I enjoy painting. I also enjoy drawing.
I enjoy both painting and drawing.
2 His work is not imaginative. His work is not original.
3 Creativity is useful in your working life. Surprisingly, it's useful in your personal life.
4 I could play the piano. I could play the guitar. What would you prefer?
5 Leonardo da Vinci was an artist and he was an inventor.
6 I don't like traditional art and I don't like modern art.

THINKING SKILL categorizing

A Read about categorizing. How else could you divide a group of people into categories?

When we categorize things, we put them into different groups according to characteristics that we identify, and there are often different ways to categorize. For example, we might divide a group of people into different age categories or different occupational categories. The characteristics we choose may depend on the reason for categorizing things. For example, age may be more important than occupation in different situations. Categorizing allows us to examine both similarities and differences between things.

B Look at these two shopping lists. How is each one organized? Which list is probably going to be more useful?

eggs
liquid soap
milk
shower gel
tomatoes
yogurt
zucchini

eggs
milk
yogurt
tomatoes
zucchini
liquid soap
shower gel

C IN PAIRS Think of 10 different people who are important to you and tell your partner why they are important. Then put those people into different categories.

D Discuss the questions with your partner.

1 What were the advantages and disadvantages of categorizing people?
2 How could you use the skill of categorizing in your life?
3 When would it be best to use this skill?

SPEAKING

For more speaking practice, go to page 151.

A IN PAIRS Copy this drawing in your notebook then complete it in three totally different ways. Describe your three drawings to your partner.



B IN PAIRS Read about this situation. Try to find a solution together. Describe your solution to the class.

You are given a candle, a box of thumbtacks, and a book of matches. Your task is to fix the candle to the wall so that when the candle is lit, it doesn't drip wax onto the table below.

A: Do you think we need to use both the thumbtacks and the matches?

B: Yes, I think we do, but neither the thumbtacks nor the matches can fix the candle to the wall.

A: I've got an idea. Maybe we could ...



LISTENING

A **Look at the pictures and consider the problem that is being solved. Can you think of other solutions (also known as life hacks) to these problems?**





B 8.02 LISTENING SKILL—Listen for main ideas **Listen to this conversation between two friends. For each problem, write the solution that is suggested. You may need to listen more than once.**

1 You often forget what you need from the grocery store.
Solution _____

2 You can't get the lid off a jar.
Solution _____

3 You can't find the end of a roll of sticky tape.
Solution _____

4 Your laptop charger keeps falling out of your laptop.
Solution _____

5 You don't have pockets to hold your things at the beach.
Solution _____

6 You forget whether you've locked the door when you leave home.
Solution _____

7 You forget people's names when you meet them.
Solution _____

MAKE IT REAL

Chelsea says, "What's with all the bags?" In an informal situation with family and friends, you can use *What's with ...?* to ask about the reason for something that you are surprised by, particularly something you can see now, e.g., *What's with the new suit? What's with the sad face?*

C IN PAIRS **Listen again. Check (✓) the other problems that Chelsea suggests solutions to. Discuss if they are useful life hacks.**







D IN PAIRS **With your partner, think of other ways to solve these problems.**

VOCABULARY adverb + adjective collocations

A Complete these phrases from LISTENING B with words from the box.

especially extremely incredibly relatively slightly somewhat totally

1 _____ different (smaller, larger, better, more interesting, ...)
2 _____ easy (hard, new, young, old, ...)
3 _____ stupid (different, safe, dark, right, wrong, ...)
4 _____ useful (interesting, difficult, rare, valuable, dangerous, ...)
5 _____ annoying (difficult, fast, lucky, strong, ...)
6 _____ interesting (important, true, useful, relevant, ...)
7 _____ embarrassing (similar, higher, unusual, surprising, ...)

B Most of the adverbs in A strengthen the adjective. Which two make the adjective weaker?

C IN PAIRS Choose an adverb + adjective collocation from A to complete these sentences. Explain why you chose that collocation.

1 I find it _____ to remember people's names when I meet them.
2 I would find some of the life hacks from the listening _____.
3 I think that introducing a few life hacks into my life would be _____.

GRAMMAR reduced adverb cause-effect clauses

A Match to complete these sentences from LISTENING B.

1 Having used ____
2 Being ____
3 Standing ____

a in the supermarket, I can check the photo.
b her name a couple of times, you're less likely to forget it.
c metal, the lid expands more when it gets hot.

B Match to complete the rules.

1 An adverb clause with *be* can be reduced using ____.
2 Reduced clauses in the present perfect or past perfect can be formed with ____.
3 Reduced clauses with most verbs in any tense can be formed with ____.

a *having* + past participle.
b the *–ing* form of the verb.
c *being* + an adjective.

For more practice, go to page 171.

C Rewrite the sentences using reduced cause-effect clauses.

1 Because life hacks are simple, they are relatively easy to introduce into your life.
Being simple, life hacks are relatively easy to introduce into your life.
2 I didn't know what life hacks were because I hadn't heard of them.
_____
3 I didn't make a note of what I needed from the store, so I forgot something.
_____
4 Jordan wanted to find out more about life hacks, so he did some research online.
_____
5 I find life hacks useful because I'm very forgetful.
_____
6 She realized the life hack wasn't working, so she decided to try something else.
_____

PRONUNCIATION intonation in reduced adverb clauses

A 8.03 **Listen to these sentences and choose the correct intonation on the first clause.**

1 Being a creative person, I'm always looking for interesting life hacks. falling / rising
2 Having tried different life hacks, I know how useful they can be. falling / rising

B Practice reading each sentence you have written in GRAMMAR C aloud. Use the correct intonation.

SPEAKING

For more speaking practice, go to page 151.

A Read these life hacks. Choose the ones you already use or that you would find useful in your own life.

1 Set yourself a goal. If you don't reach that goal, make a donation to charity. It helps to motivate you.

2 Add the attachment to an email first. Having done that, you can't forget it later.

3 Eat before you go food shopping. Not being hungry, you won't be tempted to fill your basket with sweet treats.

4 Have a desk or a chair where no electronic devices are allowed. When you really need to concentrate, sit there to work.

5 If you have problems waking up in the morning, set your alarm for an unusual time, such as 7:22 a.m. It makes your brain pay more attention.

6 Take social media apps off your phone. You can still check in using a browser, but the extra step means you'll use it less and focus more on other things.

B IN PAIRS Talk about life hacks in your life. You can talk about any of the life hacks mentioned in this lesson or any other life hacks you know about. Explain how they help you or would help you if you used them.

A: I always set my alarm to a different time every day.
B: Why would you do that?
A: If I wake up and see an unusual time, like 7:34 or 7:31, then it helps my brain wake up. Plus, that way I always make sure my alarm is switched on!
B: Great idea! I'll do that.



VOCABULARY career success

A Read the sentences and say what you think the words and phrases in bold mean.

1 Moving to a bigger company was a **smart career move**. You'll have more opportunities there.
2 In acting, there isn't a clear **career structure**, whereas there is in teaching.
3 I get a lot of **job satisfaction** from helping members of the public.
4 I would like to have more **job security**. I don't know if my position will be here in a year.
5 Our company encourages **professional development** by providing training courses.
6 I spend a huge amount of time in the office. I'd like a better **work-life balance**.

B IN PAIRS Think of jobs that offer the following.

1 a good work-life balance: _____
_____
2 a clear career structure: _____
_____
3 job security: _____
_____
4 job satisfaction: _____
_____

LIFE SKILLS self-direction

A Read the definition. Which jobs require you to show self-direction?

Self-direction is the ability to make decisions and organize your own time, study, or work rather than being told what to do by someone else. Feeling motivated is an important part of self-direction. If you are motivated, this will prompt you to be more proactive.

B 8.04 Listen to two people talking about their jobs and answer the questions.



Daniel, 28, actor



Kayla, 29, graphic designer

1 How did Daniel show self-direction early in his career?
_____
2 In what ways does Daniel say actors need to show self-direction?
_____
3 How did Kayla show self-direction at the start of her career?
_____
4 In what ways does Kayla show self-direction now?
_____
5 What advice does Kayla give to people starting out in their careers?
_____

C IN PAIRS Think of a time when you showed self-direction and tell your partner what happened.

D **IN PAIRS** **Read the tips for showing self-direction. Add two more.**

1 If you need to improve in a particular area, identify exactly how you can do that, e.g., take an online training course.
2 Set yourself achievable goals—it's good to have something to aim for!
3 _____
4 _____

E **Discuss the questions.**

1 Are you good at showing self-direction? Why or why not?
2 Is self-direction an important skill for you at work or school? Why or why not?

MAKE IT DIGITAL

Go online and find a guide to self-direction at work. Tell the class about the guide, and share any good tips you learned.

WRITING a self-appraisal

A **Some companies ask employees to write a self-appraisal, usually once every six months or once a year. Why do you think they do that?**

B **Read this self-appraisal. Write the correct paragraph number (1–4) for each statement.**



Creative Advertising Consultancy

EMPLOYEE SELF-APPRAISAL

Employee Name: Isabella Escalera Date: October 15

I have worked at the Creative Advertising Consultancy for five years. Initially, I was employed as a copywriter, and last year I was promoted to the position of advertising director. I have now been in this position for six months.

Over that period, I have managed a small team of copywriters and graphic designers. Together, we produced three successful advertising campaigns using a combination of online and TV advertising. These campaigns led to an increase in sales for all three clients, in one case by over 20%. Each client has confirmed in writing that they are very happy with the service we provided.

I have also faced some challenges in my new position. Not being used to managing other people, I found it difficult in the beginning to create teams that worked together well. I asked some more experienced colleagues for advice, which I found very useful. In addition, on one project we missed a deadline. We were able to make up the time by working on the weekend.

I realize now that I need to choose people who work together well. In the future, I plan to get to know my coworkers better so that I can manage them more effectively. As well as that, I now realize how important good scheduling is. I will make this a key part of every project.

Manager's Comments:

Rating: (highlight selection)

5	4	3	2	1

Isabella describes ...

1 what she has learned and what she plans to do in the future. ____
2 difficulties she has faced. ____
3 her previous and current positions at the company. ____
4 her successes. ____

C **You have been asked to write a self-appraisal. Make notes to answer the questions and then write your self-appraisal.**

1 What position do you currently hold, and how long have you held it?

2 How have you been successful over the last six months?

3 What challenges have you faced over the last six months?

4 What have you learned over the last six months, and what do you plan to do in the future?

MEDIATION CONFIDENT COMMUNICATOR linking to previous knowledge



A Read the dialogue. Find and underline the places in the dialogue that answer the questions.

Alexis: Let's get started. We're meeting to make plans for the college music festival, which is happening at the start of the summer. James, you were involved in the festival last summer. What advice can you give us based on your experience?

James: My advice is that you have to be prepared for anything. Last year, one of the acts was sick, so we had to find a replacement at the last minute. Always have a Plan B.

Alexis: That's good to know. Thanks. So, we need to think about which acts we want to invite to play. I thought we could start by making a list of bands and singers on campus and try to encourage local talent. And then I thought we could hold a talent contest. It would be like the ones you see on TV, where they get people to perform and the best ones win a place in the final or a prize. And our prize is that you get to play at the music festival.

Rachel: I think that's an extremely good idea. It would mean seeing and hearing people in action before we invite them to perform. How are we going to make a list? Alison, you play in a band, don't you? I guess you know other bands on campus, right?

Alison: Oh, sure! I know lots. I can make a list, and I can ask around for other names as well. I'll bring a list to our next meeting.

Alexis: In the meantime, we need to work out a schedule and a budget. You're the editor of the student website, Rachel, so you must have plenty of experience with that kind of thing.

Rachel: That's right! I do. I'll create a spreadsheet with everything on it, and I'll send it to everyone by email.

Alexis: And I'll speak to the college about the venue. It's going to be great!

Where in the text does one person ...

1 ask someone about their past experience?
2 explain an idea by comparing it to something they all know about?
3 make a connection to someone's personal interests?
4 make a connection to someone's present position?

B IN GROUPS Read the instructions.

Your group has been asked to organize a graduation event. You are meeting to discuss some of the arrangements. You need to decide what type of event to hold, as well as what arrangements you need to make to have a successful event. Think about what you know about each person in the group, and where appropriate, try to link to their knowledge or experience. When you suggest a new idea, try to compare it to something that everyone is already familiar with.

C Role-play your conversation.

D Discuss the questions.

1 Did you successfully come up with a plan as a group? What worked well, and what didn't?
2 In what ways does linking to people's previous knowledge help a discussion?

VOCABULARY review

SCORE: / 10

A Complete the paragraphs with words formed from the words in parentheses.

While some people find developing creativity **1** _____ (relative) easy, many of us find it hard. We look at **2** _____ (invent) and **3** _____ (art) and wonder where they get their ideas from. How can an ordinary person show more **4** _____ (imagine) and **5** _____ (origin)? This is an important question because being more creative makes you more **6** _____ (produce) in both your personal and professional life. One tip that many people find **7** _____ (credible) useful is to connect with as many creative people as you can, both in person and online. Learn from their **8** _____ (expert), and copy their habits. Ask them about their own careers, and get their advice on professional **9** _____ (develop). Your situation won't be exactly the same as theirs, but it may not be **10** _____ (total) different. Take what is useful and adapt it to your life.

GRAMMAR review

SCORE: / 10

A Complete the sentences.

1. Not only is Jamie very creative, _____ he's also very reliable.
2. I'm afraid I have neither the time _____ the money to invest in professional development.
3. It's a good idea to keep notes of your creative ideas, either on paper _____ on your computer.
4. I think some life hacks are both easy to do _____ make a big difference.
5. Many people find painting _____ only relaxing but also very satisfying.

B Choose the correct words and phrases.

1. **Realized** / **Realizing** I had to show more self-direction, I applied for a training course.
2. **Being** / **Was** a creative person, Kelly found it easy to come up with new ideas.
3. **Having completed** / **Completing** a training course, I was able to apply for a wider range of jobs.
4. **Having used** / **Using** a straw, you can remove the stem from a strawberry very easily.
5. **Being** / **Having been** Mexican, Juan had a deep appreciation of the art of Diego Rivera.

16–20 correct: You can use collocations of adverbs and adjectives, and a variety of word formations.
You can use paired conjunctions and reduced adverb cause-effect clauses.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS — Empowering Others



Read this quotation. Why do you think Theodore Roosevelt said that?

"The best executive is the one who has sense enough to pick good men to do what he wants done, and self-restraint to keep from meddling while they do it."

—Theodore Roosevelt

Turn to Skills for Pros on page 142.

UNIT 9

Beyond the Limit

WHAT DO YOU ALREADY KNOW?

1 **IN GROUPS Look at the list of activities and jobs. Which of them do you think are extreme? What characteristics make an activity or a job extreme?**

- bungee jumping
- mountain climbing
- running a marathon
- firefighter
- search and rescue pilot
- movie stunt performer

THINK AND PREPARE

2 **Decide whether you agree or disagree with this statement.**

People who do extreme hobbies or jobs love danger and are not afraid of anything.

3 **IN GROUPS Prepare to give a presentation about people who do extreme activities. Make notes on your opinions.**
Consider these points:

- whether people are born with the desire to do extreme things
- the characteristics shared by people who do extreme things
- whether fear is a positive or negative quality

VIDEO

Watch the video as you prepare to give a presentation and find out how to rehearse effectively.

SPEAK YOUR MIND

4 **Give your presentation to your group. Allow time for questions from the group.**

In this unit, you will ...

- talk about extreme jobs and discuss how resilient you are.
- focus on Mediation: lead a group.
- focus on Thinking Skills: questioning.
- read about someone's resilience in a disaster.
- learn about resilience to manage difficult situations.
- practice your general exam skills by learning to use your time wisely.



LISTENING

A 9.01 IN PAIRS **Discuss what you think you should do if there is a tornado and choose *True* or *False*. Then listen to the first part of a podcast and check your answers.**

1 If you are in a house, go outside because the roof could collapse. True / False
2 If you are in a building with a basement, go to the basement. True / False
3 Do not stay in rooms with windows. True / False
4 If possible, go to a large building like a gym or an auditorium. True / False
5 If you are outside, find a low area and lie down. True / False
6 If you are in a car, stop driving and stay in your car. True / False

B 9.02 LISTENING SKILL—Identify opinions and attitudes **Listen to the rest of the podcast. Choose the correct options.**

1 At the beginning of the interview, the interviewer sounds like she ...
   a thinks storm chasers are professionals.
   b thinks storm chasers are irresponsible.
2 When the interviewer says, "Well, I guess if you're there when a tornado happens, you can accurately report on the situation," she sounds like she ...
   a is changing her mind about storm chasers.
   b still thinks storm chasing is a crazy activity.
3 At the end of the interview, the interviewer ...
   a has the same opinion as at the beginning.
   b has a different opinion than at the beginning.

GLOSSARY
meteorologist (n): a person who studies the weather

C IN PAIRS **Listen again. Discuss the questions.**

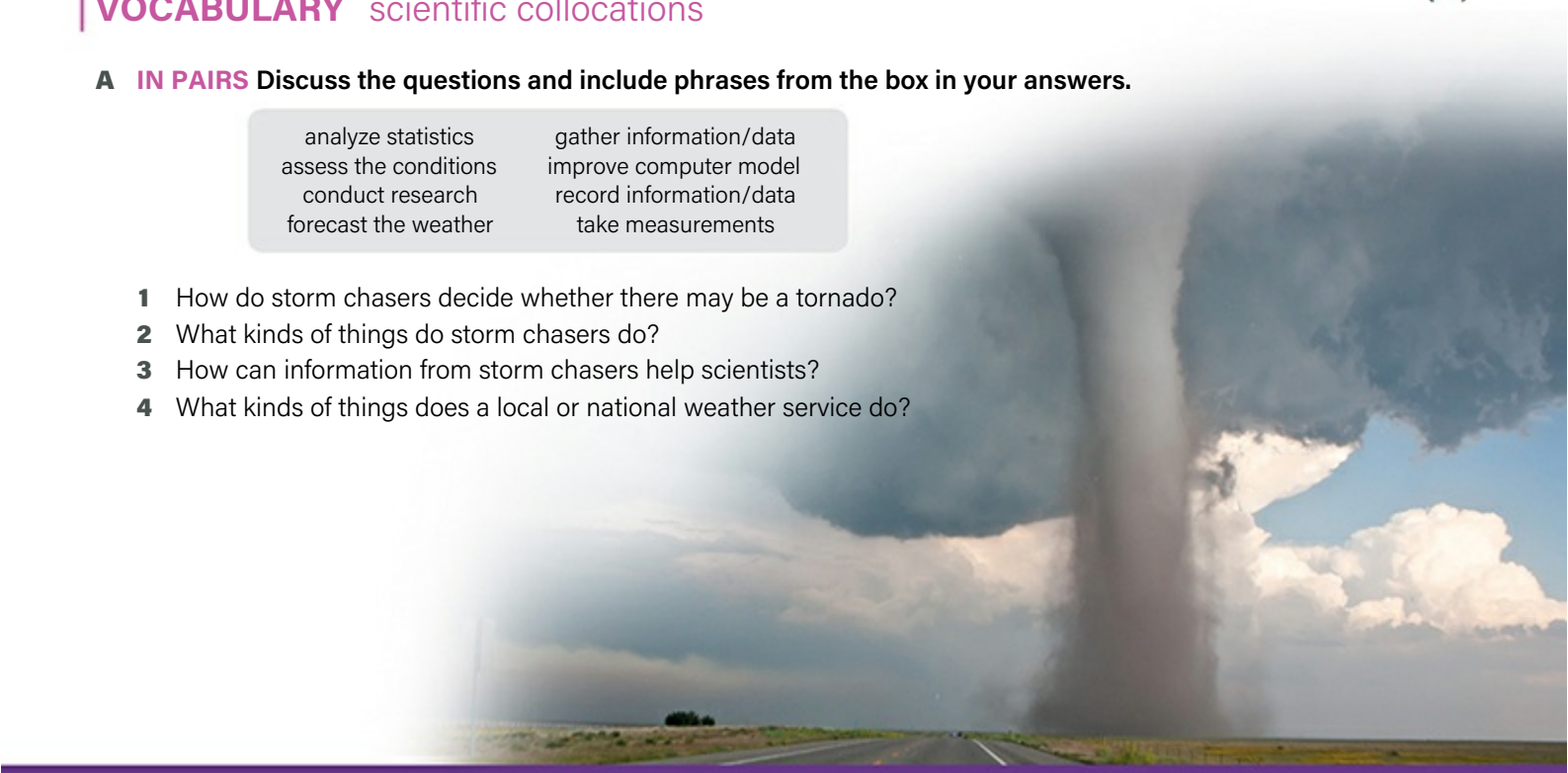
1 Why does Paul say that storm chasers' activities are important?
2 Based on the information in the interview, do you think storm chasing is a real profession?
3 In your opinion, should amateurs be allowed to chase tornadoes?

VOCABULARY scientific collocations

A IN PAIRS **Discuss the questions and include phrases from the box in your answers.**

analyze statistics	gather information/data
assess the conditions	improve computer model
conduct research	record information/data
forecast the weather	take measurements

1 How do storm chasers decide whether there may be a tornado?
2 What kinds of things do storm chasers do?
3 How can information from storm chasers help scientists?
4 What kinds of things does a local or national weather service do?



GRAMMAR reduced relative clauses

A Look at the examples from the interview in LISTENING B. Then complete the rules (1–3) in the table using the information under the examples in the correct places in the table.

1	Relative clause	We're not going to talk about tornadoes [that] we have seen or heard about. *relative pronoun* *subject*
	Reduced relative clause	We're not going to talk about tornadoes we've seen or heard about.
	Omit the _____	if it is followed by a subject pronoun such as *I*, *she*, *we*, etc.
2	Relative clause	People [who are] interested in hearing more about storm chasing can stream this interview. *relative pronoun + be* *adjective phrase*
	Reduced relative clause	People interested in hearing more about storm chasing can stream this interview.
	Omit the relative pronoun and the verb _____	if they are followed by an adjective phrase.
3	Relative clause	Storm chasers [who are] near the tornado can report what's happening in real time. *relative pronoun + be* *prepositional phrase*
	Reduced relative clause	Storm chasers near the tornado can report what's happening in real time.
	Omit the relative pronoun and the verb *be*	if they are followed by a _____.

For more practice, go to page 172.

B Cross out words to form reduced relative clauses.

1 Meteorologists who are good at public speaking can work for TV stations.
2 The video that I watched was about extreme jobs.
3 The big storm that was in my area last year destroyed a lot of houses.
4 The man who she interviewed had been chasing storms for years.
5 Storms that are big enough to cause a lot of damage are getting more frequent.
6 People who are from mountainous areas have never seen a tornado.

C IN PAIRS Say what words you think have been left out of each question to form a reduced relative clause. Then discuss the questions.

1 What do you think of people into doing dangerous things like storm chasing?
2 What are some of the weather events common in your country?
3 What was the scariest weather event you've seen?

WRITING a process description

A IN PAIRS Discuss the correct order for the stages in tornado formation and number the stages (a–g). Then read the meteorologist's explanation on page 108 and check your answers.

_____ **a** The rising moisture causes clouds to form and become a thunderstorm.
_____ **b** The vertical rotation forms a supercell.
1 **c** A front lifts warm, moist air from the ground and forms an updraft.
_____ **d** The supercell vacuums up air making the rotating column wider.
_____ **e** Winds form horizontal, rotating tubes of air under the thunderstorms.
_____ **f** The column becomes a tornado and moves across the land.
_____ **g** The horizontal tubes of air enter the updraft and start spinning vertically.

B Read the tips for describing a process. Underline examples in the text on page 108.

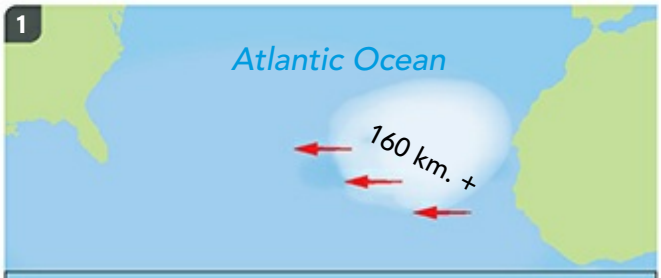
1 Use sequencing words like *first* and *when* to indicate the order of the steps in a process.
2 Use words to refer back to a previous step, e.g., ... *a thunderstorm. Under the thunderstorm ...*
3 Use simple present tense and present passive voice to explain the process.

Stages in Tornado Formation

First, warm, moist air near the ground is lifted up by a warm or cool front to form an updraft. Next, the rising moisture condenses into clouds and causes a thunderstorm. Under the thunderstorm, winds form tubes of air that rotate horizontally. When that happens, the tubes of air are pulled into the updraft, and they spin in a vertical rotation. This rotation forms a supercell. The supercell functions as a vacuum and pulls up air which makes the rotating column wider. Finally, the column starts to move across the land as a tornado.

C **Look at how a hurricane is formed. Write in your notebook an explanation of the process using the tips from B.**

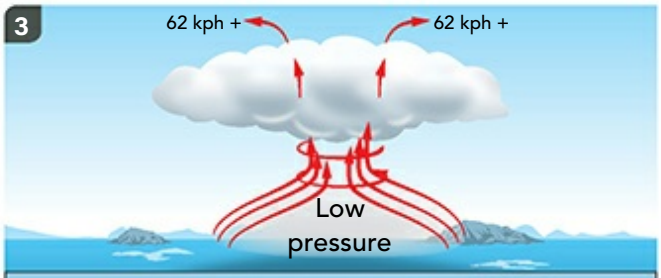
Stages of a Hurricane



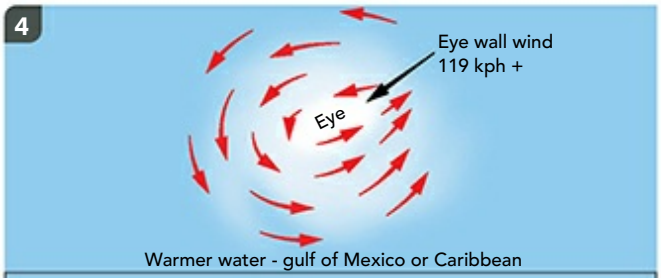
Tropical disturbance: large tropical storms off the coast of Africa, moving over the Atlantic



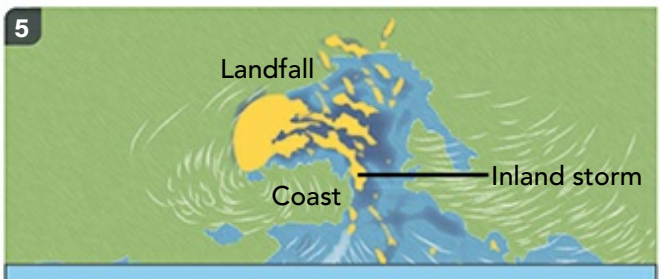
Tropical depression: when rising, warm air meets cooler air and starts to spin around a low-pressure center; clouds form



Tropical storm: center pressure is lower; air comes in to fill vacuum = strong winds above clouds



Hurricane: storm becomes rounder and forms clear low-pressure "eye" in center over warmer water; very high winds at eye wall



Tropical storm: weakens over land and loses hurricane formation

MAKE IT YOURS

What kind of extreme weather is common in your country? What causes this extreme weather? Look up other types of extreme weather and the related words.

SPEAKING

For more speaking practice, go to page 152.

A **IN PAIRS** **Think of jobs in your country related to extreme weather or other natural disasters. Choose one and make notes about it.**

- common tasks
- necessary characteristics
- pros and cons

B **IN GROUPS** **Explain the job you chose to a pair who chose a different job from you.**

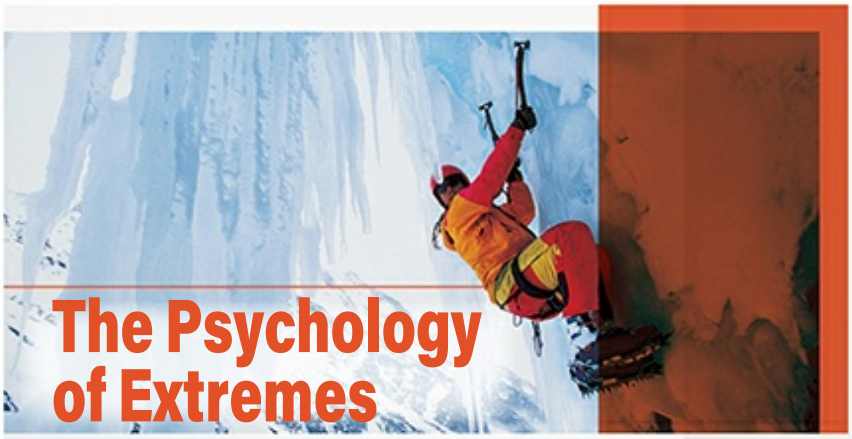
The job I chose is volcanologist. This is a job appropriate for people interested in geology and other earth sciences. A volcanologist is a person who studies volcanoes. To be a volcanologist, you have to be a person knowledgeable in ... and familiar with ...

LIFE SKILLS resilience

A Read the definition of resilience. What are some examples of difficult or stressful situations?

When you are faced with a difficult situation or the need to adapt to a change, it's important to be resilient. This involves accepting and understanding that there is a problem or a challenge, managing your emotions and staying calm, and being prepared for potentially difficult or stressful situations.

B 9.03 IN PAIRS Read the article. Then discuss the questions with your partner.



The Psychology of Extremes

Many people love watching extreme sports, but at the same time, what many of those same people think is that anyone who participates in extreme sports has some kind of wish to **self-destruct**. This is understandable, given the high risk of severe injury or death in extreme sports. However, it seems that body chemistry can help explain why some people feel the need to take risks. The thing that is responsible for feelings of pleasure is a neurotransmitter called dopamine. One theory is that people who have more dopamine receptors in their brains need more dopamine, so they look for experiences that will increase their dopamine levels. However, many people who do extreme sports say that it is actually a love of life that motivates them. This would suggest the love of the extreme is driven by more than just body chemistry and a **self-satisfying** dose of dopamine.

One reason why extreme sports have become increasingly popular may have to do with human history and modern life. In the distant past, life was difficult and dangerous. Leaving the safety of your house or your town might mean being eaten by a bear or killed by enemy invaders. In the modern world, people are not often faced with physical danger. This means that we don't have many opportunities to learn how to manage our emotions at times of high stress. When we feel stressed by traffic jams, problems at work, or school deadlines, we don't always stay calm because getting upset or angry will not negatively affect our chances of survival. However, people who participate in extreme activities have to learn to stay calm because their physical survival depends on it. Therefore, all they are thinking about is what they need to do next.

Another misunderstanding about extreme sports athletes is that they have no fear. The opposite is true. What these athletes say is that fear is important. It is the fear of what could happen if they make a mistake that keeps them alive. First, they accept that there are high levels of risk with their sport, and they know exactly what the risks are and how to avoid them. Second, they are extremely **self-disciplined**. No top athlete goes out to a wild party the night before a dangerous athletic activity. They also have great **self-control** and do not let their emotions affect their judgement. Fear helps athletes to make decisions, but they do not let it dominate them. Athletes have a great amount of **self-confidence**, and never will they let **self-doubt** keep them from trying something difficult. However, they also have a strong sense of **self-preservation** and **self-awareness**. What they want is to stay safe, and they know their own limitations. Finally, they are excellent planners. They spend hours and hours going over all of the details of whatever specific activity they are planning. They try to anticipate all the things that could go wrong and figure out what to do in each case. What keeps them safe is careful planning and attention to detail.

These same characteristics are the qualities that people need to become top athletes, to explore space, or to become police officers. The world needs risk-takers!

GLOSSARY

dopamine (n): a chemical produced in the brain that sends signals to nerve or muscle cells
neurotransmitter (n): a chemical that is released by nerves to transmit signals to cells

1 How are people who do extreme activities similar to people who lived in ancient times?
2 Why is it important for people who do extreme sports to feel fear?
3 In what ways do successful extreme athletes demonstrate that they have self-discipline?
4 How do extreme athletes prepare for the possibility of very difficult or stressful situations?
5 In what ways do you think extreme athletes and other people who do extreme activities demonstrate resilience?

C IN PAIRS Read the situation below. Discuss what you can do to ...

- understand the problem better.
- manage your emotions.
- plan for what *might* happen.

You started a new job about six months ago. You have done very well in the job, and you believe that you have a chance for a promotion. However, since you started the job, several other people in the company have been very unfriendly. You have heard that they think one of their friends should have gotten the job. They also think one of them should get the promotion and will be very angry if you get it.

D IN GROUPS Compare your ideas from C and discuss the questions.

1. Do you have similar or different answers?
2. Can you think of a situation where you had to be resilient?
3. Can you think of any more ways to improve resilience?

MAKE IT DIGITAL

Go online and find out about an extreme sport that is popular right now. Tell your classmates about the sport, and explain how the athletes have to prepare in order to do the sport safely. Say whether you would like to try the sport.

VOCABULARY expressions with *self–*

A Match the bold words in LIFE SKILLS B to the definitions.

1. Do you have a good understanding of what your own abilities and feelings are? If so, you have _____.
2. Are you very _____? Do you have the ability to manage your time and behavior in order to do what is necessary?
3. What are some of the things that are the most _____ to you—that is, what makes you feel good about yourself?
4. If a person does not have a strong sense of _____, which is the desire to stay alive and safe, what kinds of things might that person do that might cause the person to _____?
5. What kinds of activities give you a lot of _____—the feeling that you can do something well? Are there any activities that cause you to have _____—to feel that you might not be able to do them?
6. Do you usually manage your emotions well and have good _____?

B IN PAIRS Discuss the questions in A.

GRAMMAR cleft sentences

A Complete the table with cleft sentences. Look back at the text in LIFE SKILLS B to check your answers.

Noncleft form	Cleft form
Actually, a love of life motivates them.	*It* + *be* + noun phrase + relative clause **1** _____
A neurotransmitter called dopamine is the thing that is responsible for feelings of pleasure.	subject + relative clause + *be* + complement **2** _____
They want to stay safe. They are just thinking about what they need to do next.	*What/All* + subject + verb + *be* + complement **3** _____ **4** _____
Careful planning and attention to detail are what keep them safe.	*What* + verb phrase + *be* + complement **5** _____

For more practice, go to page 173.

B Rewrite the sentences as cleft sentences using the cues.

1 I wanted to try something different.
What _____
2 John was the one who got hurt in the accident.
It _____
3 Safety is the most important thing in extreme sports.
The thing _____
4 We only wanted to have a good time.
All _____

C IN PAIRS Complete the sentences for you. Then share your ideas with a partner.

1 What I did on my last vacation _____.
2 It was last year that I finally _____.
3 All I want _____.
4 The thing that is most important in life _____.

SPEAKING

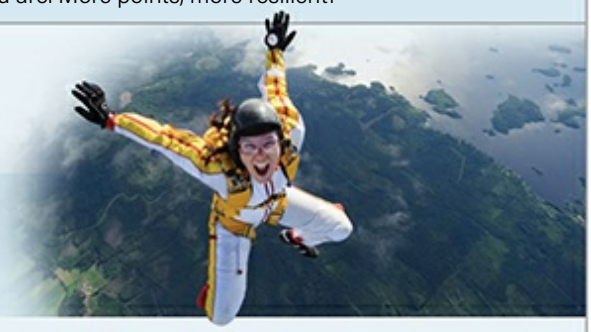
For more speaking practice, go to page 152.

A Take the quiz.

How Resilient and How Much of a Risk Taker Are You?

Try to imagine what you would do in the following situations, and answer as honestly as you can. Then add up your points to find out how resilient you are. More points, more resilient!

1 The most extreme activity that you would do is ...
a bungee jumping from a tall bridge.
b riding a motorcycle.
c riding a big roller-coaster.



2 You would definitely ...
a move to another city.
b not want to move to an unfamiliar place.
c move to another country.

3 You are in a building when a fire starts.
a You take a few seconds to remember where the nearest exits are and then walk out.
b You freeze with fear and do nothing until someone takes your arm and guides you out of the building.
c You organize the other people near you in a group and give instructions for getting out.

4 Someone is writing terrible and untrue things about you on social media.
a You cancel your social media account because you feel hurt and embarrassed.
b You explain why the things aren't true and ask why the person is saying them.
c You ignore the comments and simply block the person who has been posting them.

5 Someone gets a promotion that you know you were better qualified for.
a You quit the job because you are angry, and you no longer want to work there.
b You decide to work harder to impress the boss so you'll get the next promotion.
c You talk to your boss to find out how you can improve before the next opportunity.

6 The person who has been your best friend your whole life moves away.
a You decide to take the opportunity to make friends with some completely new people.
b You talk to your friend every day. You can't imagine having another close friend.
c You try to get together more with some people that you and your friend both know.

Key
1 a = 3, b = 1, c = 2
2 a = 2, b = 1, c = 3
3 a = 2, b = 1, c = 3
4 a = 1, b = 2, c = 3
5 a = 1, b = 2, c = 3
6 a = 3, b = 1, c = 2

B IN GROUPS How resilient does the quiz indicate that you are? Do you agree with the results? Have you done, or would you like to do, any extreme activities?

A: What the quiz indicated is that I'm pretty resilient. I think that's true, so I agree with the results.
B: Have you done any extreme activities?
A: Not really, but what I would like to do is bungee jumping.

THINKING SKILL questioning

A 9.04 IN PAIRS **One function of questions is to test your ideas. Listen to a talk and test your ideas by discussing the questions. Write a hypothesis for the situation in your notebook.**



1 What if the man yelled for his wife to ask her to call for help?
2 What would happen if he used the knife to cut the rope?
3 Could he use his feet and arms to climb up the rope to the limb?

B IN GROUPS **Read the basic facts from a true story of survival. Use the information to make a list of questions and probable answers. Form a hypothesis about how the man survived.**

A man named Daryl Jane managed to survive for 14 days alone in a blizzard in the state of Washington, US. He was driving on a remote road in a national park where there was no cell phone service when a blizzard forced him to stop his car. The car quickly became almost buried in snow. The man wasn't wearing winter clothes but he had a sleeping bag, a jug with almost a gallon of water, some rice cakes, and some banana chips. After a few days, he ran out of water. Local officials searched for several days and then called off the search. The man was finally located and rescued nearly two weeks later.

VOCABULARY feelings

A Match the adjectives in bold in Reading A to the definitions.

courageous delighted ecstatic exhausted grateful relieved

1 _____: feeling an extreme amount of happiness
2 _____: very happy because something good has happened
3 _____: wanting to thank someone for something they did
4 _____: extremely tired
5 _____: happy that a bad situation has ended
6 _____: very brave and not afraid to do something difficult

MAKE IT REAL

People often use informal expressions to say that they are very tired or exhausted, e.g., *I'm beat*. *I'm wiped out*.

PRONUNCIATION stress in multisyllable adjectives

A 9.05 IN PAIRS **Listen and underline the stressed syllable in each word and practice saying the words with your partner. Then choose the correct options to complete the rules.**

exhausted courageous delighted ecstatic grateful relieved

1 In adjectives with three syllables, the stress is usually on the **first / second / third** syllable.
2 In two-syllable adjectives, the stress is usually on the first syllable. In adjectives ending in *–ed*, the stress is on the **first / second** syllable.

READING

A READING SKILL—Predict content **Match the sentences from the story about Daryl Jane to the subheadings to help you predict what each section is about. Then read the story and check your answers.**

a A Great Start b Disappeared! c Adapting to the Situation d The Search Party e Never Give Up

1 Meanwhile, Jane was doing everything he could to stay alive. ____
2 Jane's family contacted a group of snowmobilers to continue the search. ____
3 On a beautiful, sunny fall day in the state of Washington, in the US Pacific Northwest, Daryl Jane left his home to drive to an event 190 miles away. ____
4 He worried he would never see his family again, but he never completely lost hope. ____
5 Unfortunately, no one knew exactly where Jane was. ____

Surviving in the Snow



A Great Start

On a beautiful, sunny fall day in the state of Washington, in the US Pacific Northwest, Daryl Jane left his home to drive to an event 190 miles away. Jane was **delighted** that the weather was so good, and he suddenly decided to take the scenic route that went through a national park. About 33 miles down the highway, Jane had to stop because a blizzard had begun and his tires were stuck in the snow. There was no cell phone service in the park, so he couldn't call anyone for help. The snowstorm continued until his car was nearly buried in deep snow. At first, Jane wasn't too worried. He had a jug with almost a gallon of water, some rice cakes and banana chips, and a sleeping bag. He was wearing a shirt, jeans, and tennis shoes, but he also had a jacket. He was sure he would be rescued the next day when his family realized that he hadn't reached his destination. He was wrong. He would have to survive alone in the snow for 14 days.

Disappeared!

Unfortunately, no one knew exactly where Jane was. At first, the authorities searched the area near where the event had taken place, but no one there had seen Daryl Jane. Then some credit card charges showed that he had stopped at a couple of convenience stores, so they were able to figure out which road he had taken. The sheriff's deputies searched as much of the highway as they could, given the weather conditions. After five days, the sheriff called off the search.

Adapting to the Situation

Meanwhile, Jane was doing everything he could to stay alive. He continuously brushed the snow off the top of his car so that helicopters would be able to see it. Unfortunately, no helicopters passed overhead. He rationed his food by eating one rice cake and four banana chips a day. (He actually had a few rice cakes left after 14 days.) He ran the car engine for seven minutes every day in order to warm it up a little bit. But it was the lack of water that was his biggest problem. He ran out of water after a few days, and by the eighth day, Jane was severely dehydrated. He left his car to look for water, and he was very **grateful** when he found a source of water under the snow to fill his jug from.

The Search Party

Local officials gave up the search after a few days, but Jane's family contacted a group of snowmobilers to continue the search. One of them rode his snowmobile through deep snow and over fallen trees until he was more than five miles past where the rescue teams had stopped. It was there that the **exhausted** snowmobiler saw the top of a car sticking out of the snow. He was **ecstatic** to find Jane alive and unhurt inside the car, and Jane was certainly happy to see another person.

Never Give Up

Daryl Jane's daily routine for 14 days consisted of sleeping for short periods, brushing the snow off his car, going out to get water, eating very small amounts of food, and waiting and hoping. He worried he would never see his family again, but he never completely lost hope. Thanks to Daryl Jane's resilience and the **courageous** actions of a snowmobiler, he returned safely to his very **relieved** family.

GLOSSARY

dehydrated (adj): not having enough water in your body

B **Read the story and choose *True* or *False*.**

1. Daryl Jane had probably not told his family his route. True / False
2. He had enough food to last all 14 days. True / False
3. He was able to stay hydrated by eating snow. True / False
4. He wasn't rescued by local officials. True / False
5. He was able to walk to another road where there was traffic. True / False
6. He was found because a helicopter pilot saw the top of his car. True / False

MEDIATION CONFIDENT COMMUNICATOR leading a group



A Read about how a good leader organizes and manages a group. Then choose the statement that best describes a group leader.

1 First, the leader involves the group in establishing the rules for the group. In this way, everyone in the group feels that the rules are a collective agreement.
2 The leader clearly explains the role of each member of the group. It is important for all members to understand exactly what they need to do.
3 The leader asks questions and makes suggestions as the members work. Sometimes they will have better ideas for how to do something, and a good leader accepts suggestions.

A good group leader is ...

a strong and self-confident. He/She gives clear instructions and makes sure everyone follows them.
b self-confident but flexible. He/She gives clear instructions and guidance but allows questions and different ideas.
c very open and flexible. He/She leads the discussions but allows everyone in the group to figure out how to do things on their own.

B Read the excerpts from conversations of a group preparing a presentation. Match the excerpts to the actions of a good group leader in A (1–3).

____ **Paula:** Let's decide on the format of the presentation. Do you guys think it should just be oral, or do we need visuals? Does one person in each pair write the script and the other presents it, or do both people do both things? How long does each pair have for their part of the presentation? These will be the guidelines that we have to follow.

____ **Paula:** Linda, you will present the statistics about tornadoes in our area. You should check official government sources for this information. You'll need to cover at least 20 years, and please make graphs or charts to show the number of tornadoes, the amount of damage, and how many people were injured or killed.

____ **Paula:** Jim, are you finding what you need about safety?
Jim: I think so. I'd like to divide the presentation into parts – safety for people, safety for pets, and how to prevent as much property damage as possible. Do you think that's OK?
Paula: I had just been thinking about safety for people, but I think it's a good idea to add more information. Are you going to focus more on people though? I think it's personal safety that is most important, so I'd emphasize that.

C IN GROUPS You are going to give a presentation about what to do in one of the situations below. Choose a group leader and follow his/her guidance to create your presentation.

- a hurricane
- a traffic accident
- a flood
- getting lost on a hike in the mountain s
- an earthquake

D Give your presentation to the class.

E With your group, discuss the process of preparing and giving your presentation.

1 If you were the group leader, how comfortable did you feel in that role? What could you have done better?
2 If you were a group member, how did you feel about having a group leader and working as a member of a group? What could you have done better to make the group project work better?

Unit Review

VOCABULARY review

SCORE: / 10

A Complete the text with the words and phrases in the box.

assessed conduct research ecstatic exhausted forecast
gather data grateful relieved self-control self-doubt

I'm a research scientist, and I've just returned from several weeks in Antarctica. Before we went, our meteorologists had to try to **1** _____ the weather several weeks ahead to check for any big storms. They **2** _____ the conditions and decided that it would be safe to go. I was **3** _____ about the trip because I had always wanted to go to Antarctica. Our job was to **4** _____ and **5** _____ on the condition of the ice in Antarctica. One day, another scientist and I were 10 miles away from our camp when a storm started and we couldn't get back to camp. When something like that happens, you start to have a lot of **6** _____—maybe I didn't prepare well enough, or whatever. We had to stay outside overnight, and we were **7** _____ and horribly cold. In a situation like that, you have to have enough **8** _____ to stay calm and not panic. It was dark, and the storm was getting worse, but suddenly, we saw lights coming toward us. We were so **9** _____ when two of our colleagues in a large vehicle arrived to look for us. I still feel very **10** _____ to those colleagues.

GRAMMAR review

SCORE: / 10

A Cross out words to form reduced relative clauses.

1 The job that I would love to have is marine biologist.
2 Campers who are worried about the storm should contact the park service for instructions.
3 Hikers that are still on the mountain after dark are in danger.
4 Conducting research in Antarctica is a job that I wouldn't want to do.
5 Extreme athletes are people who are very aware of their own limitations.
6 Storms that are in Antarctica can be very dangerous.

B Rewrite the sentences as cleft sentences in your notebooks.

1 A hurricane is the type of extreme weather that I'm interested in. *The type ...*
2 Lack of planning causes the biggest problem for people in hurricanes. *What ...*
3 Flooding causes the most damage in coastal areas. *It's ...*
4 I'm interested in how to prevent extreme storms. *What ...*

16–20 correct: You use the language of feelings, scientific collocations, and expressions with *self-*.
You use reduced relative clauses and cleft sentences.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS

GENERAL use your time wisely

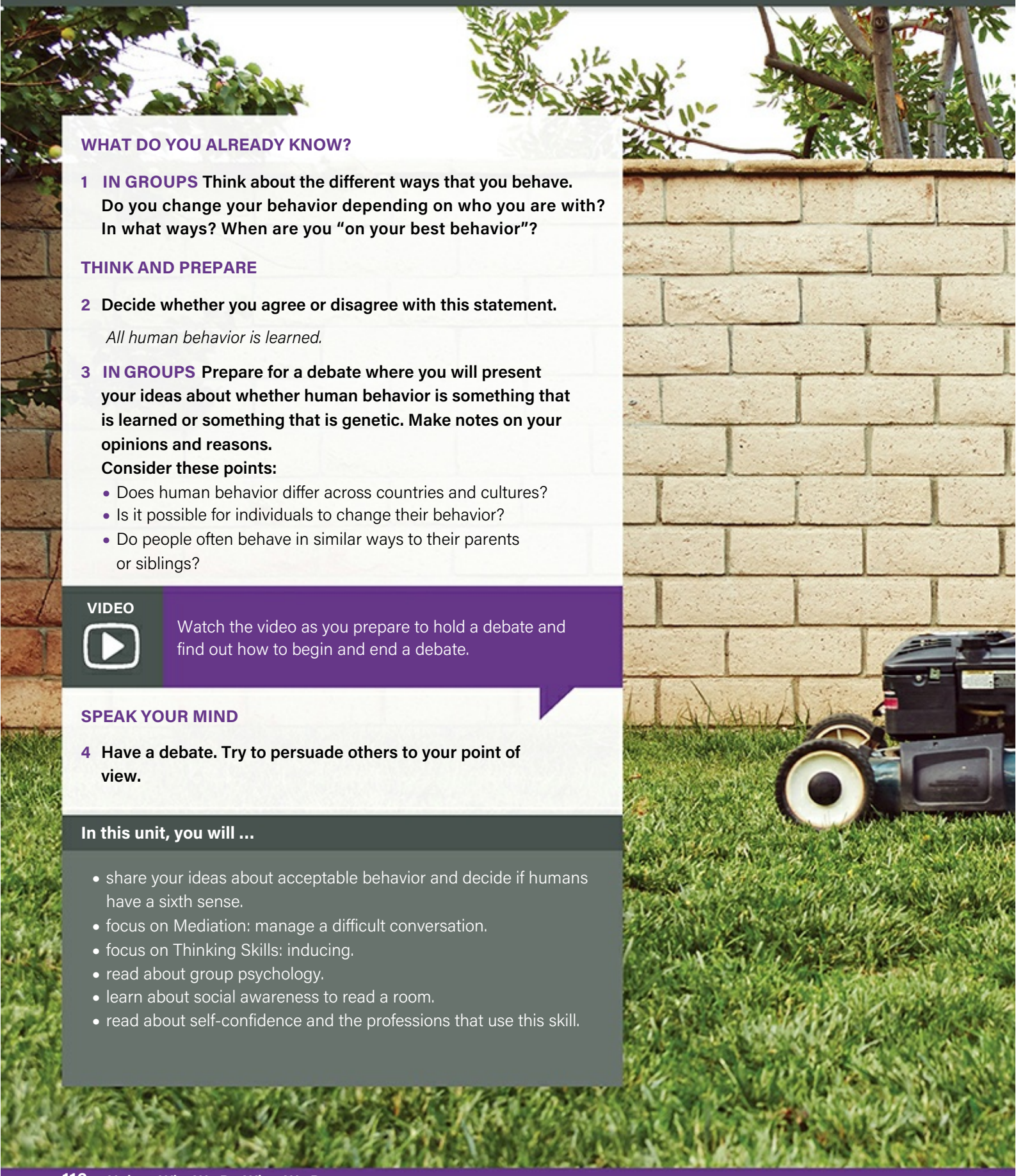
Look at the words below. In 30 seconds, decide if they are nouns *N*, verbs *V*, adjectives *ADJ*, or adverbs *ADV*. Circle the correct part of speech.

1	unimaginative	N	V	ADJ	ADV	5	creatively	N	V	ADJ	ADV
2	accidentally	N	V	ADJ	ADV	6	careful	N	V	ADJ	ADV
3	appearance	N	V	ADJ	ADV	7	understandably	N	V	ADJ	ADV
4	mystery	N	V	ADJ	ADV	8	recognize	N	V	ADJ	ADV

Go to Exams Skills on page 144–145 to learn how to use your time wisely.

UNIT 10

Why We Do What We Do



WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about the different ways that you behave. Do you change your behavior depending on who you are with? In what ways? When are you "on your best behavior"?

THINK AND PREPARE

2 Decide whether you agree or disagree with this statement.

All human behavior is learned.

3 IN GROUPS Prepare for a debate where you will present your ideas about whether human behavior is something that is learned or something that is genetic. Make notes on your opinions and reasons.

Consider these points:

- Does human behavior differ across countries and cultures?
- Is it possible for individuals to change their behavior?
- Do people often behave in similar ways to their parents or siblings?

VIDEO

Watch the video as you prepare to hold a debate and find out how to begin and end a debate.

SPEAK YOUR MIND

4 Have a debate. Try to persuade others to your point of view.

In this unit, you will ...

- share your ideas about acceptable behavior and decide if humans have a sixth sense.
- focus on Mediation: manage a difficult conversation.
- focus on Thinking Skills: inducing.
- read about group psychology.
- learn about social awareness to read a room.
- read about self-confidence and the professions that use this skill.



LIFE SKILLS social awareness

A **IN PAIRS Read the definition. Then explain to your partner what you think the phrase "reading a room" means.**

Social awareness is the ability to understand different social situations and react in an appropriate way in order to work effectively with other people. It's important to listen to what people are saying and what they are *not* saying, to be aware of how the group members are interacting (reading the room), and to try and imagine how other people might be feeling and why.

B 10.01 **Read the text. Underline the tips for reading a room in the text.**

How to Successfully Read a Room

Suppose you are going to conduct a meeting for a new project at work. You call your team members, and they gather in the conference room. Walking in, do you instantly pick up on the feelings of the people there? Who's anxious? Who's excited? Who would rather be anywhere else but in that room?

The expectation is that everyone will be happy when a new project arrives. But if you are not able to understand why some people are not happy, you won't be able to get the best out of your team. After all, when people are not happy about something, you can't expect them to give their best.

"Knowing how to read the room is a vital workplace skill," says Marcella Davis, the author of *21st-Century Leadership Skills*. "Team leaders must be able to understand people—their fears, hopes, and motivations," she says.

Called "reading a room" by psychologists, this is a skill that anyone can learn. Here are some tips.

The best way to read a room is to pay close attention to people's behavior. Quickly scan the room, and observe who is sitting next to whom, who seems happy, who is standing, who is silent, and how much space there is between people. Next, check out facial expressions, posture, and body language, but also look out for tiny movements—a slight frown, quick smiles, and raised eyebrows. Known as "microexpressions," these can be the most accurate sign of how someone feels. Having done this a few times, you'll find it natural.

Next, try to make sense of what you think you know. Consider the people in the room, and ask yourself



questions about them: "What's happening in their lives?" "What's going on in their jobs?" If you don't know very much, this isn't easy, but you can still come up with ideas. It might be that someone is annoyed at having been called to the meeting at the last minute or that someone is stressed because of issues at home. Try to keep your own emotional state as neutral as possible. If the room is full of negative energy, don't let yourself be affected by it. Remember that the negativity probably doesn't have anything to do with you.

After the meeting, when you have had time to think about possible explanations for what's going on in the room, check your understanding. You can do this by getting further information; either ask at the end of the meeting, or ask individuals in private. You could try saying something like, "In the meeting, I thought you looked a little anxious. Are you feeling OK about the project?" Having asked, you've placed the responsibility on them to explain their emotions. Actively listen to what they have to say, but also pay attention to what's not being said.

The ability to read a room may be a tough skill to develop, but once you have mastered it, you should be able to navigate any social or business scenario with ease.

C **IN GROUPS Read the instructions and do the role-play. Remember to use the tips you underlined in B.**

Student A: You are the team leader. You are discussing a new project. You need to read the room and decide how you think the people on your team are feeling and why, and react in the right way.

Rest of the group: You are attending the project meeting. Decide how you want to behave in the meeting. Use body language to convey your feelings. Your team leader will try to read the room and decide what the general atmosphere in the room is and why.

D IN GROUPS Discuss the questions.

1 How easy or difficult do you find it to read the room?
2 In what other situations might you have to read the room?

MAKE IT DIGITAL

Go online and find out about mind-reading software that can be used to understand and predict human behavior. What do you think might be some of the positive and negative aspects of this technology? How would you feel if this software was used on you?

VOCABULARY word families

A Choose the word that matches the definition. Use a dictionary or go online to check the meaning of the words in each word family.

1	a person who watches or notices something	observe / observation / observer
2	feeling uncomfortable or embarrassed	ease / uneasy / easy
3	the science of the mind and behavior	psychologist / psychology / psychological
4	the actions of a person in public	behave / behavior / behavioral
5	affected by feelings and likely to express them	emotional / emotionally / emotion
6	a critical feeling toward something	negative / negatively / negativity

GRAMMAR participle clauses

A Read the examples and the grammar rules and complete with another example from LIFE SKILLS B.

1 **Walking** in, do you instantly pick up on the feelings of the people there?
Present participle clauses have the *–ing* form of the verb. They have an active meaning, e.g.,
_____

2 **Called** "reading a room" by psychologists, this is a skill that anyone can learn.
Past participle clauses have the past participle form of the verb. They have a passive meaning, e.g.,
_____

3 ... someone is annoyed at **having been called** to the meeting at the last minute ...
Present perfect participle clauses are formed with *having* + past participle in the active or *having* + *been* + past participle in the passive. They are used to show causes and effects, e.g.,
_____
Make sure that the subject of the participle clause is the same subject in the main clause.

For more practice, go to page 174.

B Match to make sentences.

1	Called the "amygdala," this part of the brain ____	a	it is the fear of the number 13.
2	Not having been to a Greek wedding before, ____	b	is a skill you can learn.
3	Knowing how to interpret people's behavior ____	c	I didn't know how to behave.
4	Living in Spain, ____	d	I was used to hugging people when we first met.
5	I was overjoyed at ____	e	plays an important role in behavior.
6	Known as "triskaidekaphobia," ____	f	having been accepted into the psychology course.

C IN PAIRS Complete these sentences with a participle clause and your own ideas. Share your sentences with a partner.

1 Working as "(your idea)" is ...
2 (Not) having studied psychology I ...
3 Behaving badly is ...
4 Having been brought up in ...

THINKING SKILL inducing

A Read about summarizing. Then check which of the tips on ways to induce that you think are useful.

Inducing starts with individual facts or observations and then generates rules based on those facts or observations. For example, people can be observed to see how they behave in situations. Then a theory about how people behave in general can be created based on those observations.

1 ☐ Look at body language, posture, and facial expressions.
2 ☐ Consider the reasons for people's actions.
3 ☐ Ask the person how they feel.
4 ☐ See how many times the person behaves that way.

B Look at the pictures. Use the tips in A to induce the relationships between the people in the pictures and why you think they might be behaving like this.





C IN PAIRS Compare your ideas. Did you both induce what the relationships and the behavior were in the same way? What theories did you come up with about the reasons for the behavior of the people in the pictures?

A: I think the people in this picture are coworkers who are feeling happy about something. My theory is that they're talking about something fun that isn't connected to work, such as a night out that they enjoyed.

B: That's interesting. I think that they are probably having a conversation about work, and one of them has come up with a fantastic idea that they could use on a project.

SPEAKING

For more speaking practice, go to page 152.

A Look at the situations in the table and describe behavior that is acceptable and unacceptable in those situations.

	Acceptable behavior	Unacceptable behavior
at a restaurant	*eating certain foods with your hands, like pizza*	
at a sports game		
at the movies		
at work		

B IN PAIRS Share your ideas.

A: Shouting in excitement during a movie in the movie theater is definitely unacceptable behavior here, isn't it?

B: Yes, that's true. Shouting at soccer matches is acceptable, though.

LISTENING

A IN PAIRS **Read these definitions and discuss if you or anyone you know have any personal experience of these unusual forms of human perception. Can you think of any possible explanations for how or why they happen?**



déjà vu (n): from the French meaning "already seen"—the strong feeling that you have experienced something before even though it's unlikely, e.g., you visit a place for the first time, but it feels like you have been there before

synesthesia (n): a condition where someone experiences things through their senses in an unusual way, e.g., experiencing a color as a sound or a word as a taste

B **You are going to listen to a scientific podcast. Before you listen, read the explanation of generalization and check the sentences that you think are generalizations. Why do you think making generalizations might be problematic?**

In everyday language, a generalization is a statement or idea that is applied to an individual or a group of people. Often, they are not completely true because there are usually other individuals or groups for whom the generalization does not apply. Decide which of these are generalizations:

1 ☐ All psychology students are interested in human perception.
2 ☐ Learning to drive is very easy.
3 ☐ One in every 200 women is color blind.
4 ☐ Men don't enjoy shopping for clothes.
5 ☐ Everyone loves animals.
6 ☐ Canada is a much larger country than Panama.

C 10.02 LISTENING SKILL—Listen for generalizations **Listen to the podcast and make a note of the three generalizations you hear.**

1 _____
2 _____
3 _____

GLOSSARY

eardrum (n): the part of the middle ear that vibrates when sound reaches it
vocal cords (n pl): parts of the throat which vibrate to produce the voice

D IN PAIRS **Compare your sentences. Then listen again and check your answers.**

E **Listen again and answer the questions.**

According to Dr. Davis ...

1 what percentage of people in a 1967 study recognized their own voice from a recording?
_____
2 who is more likely to be affected by synesthesia—a left-handed woman or a right-handed man?
_____
3 what age group is more likely to have experienced déjà vu?
_____

F IN PAIRS **Discuss the questions.**

1 Have you ever experienced déjà vu? What happened?
2 How did it make you feel?
3 Why do you think it's mostly experienced by young people aged between 15 and 25?

MAKE IT YOURS

What other ways do you know to describe the way you notice the world around you?

VOCABULARY describing feelings

A Write two synonyms from the box for each definition.

awareness consciousness gut feeling intuition perceive perception sensation sense

1 a person's mind or thoughts:
_____, _____

2 the feelings rather than the facts that help you understand a situation:
_____, _____

3 to understand or know about something without being told:
_____, _____

4 a way of understanding or feeling something using our senses:
_____, _____

GRAMMAR the passive voice with infinitives and gerunds

A Read the examples from LISTENING C and the grammar rules. Then complete the sentences with a structure from the box.

They're not all going to be answered by Dr. Davis ... but she will do her best ...

The **infinitive** passive voice is formed with the verb *be* + past participle. The infinitive is used after modal verbs such as *must*, *may*, *might*, *can*, and *should* and after other structures such as *going to*, *(don't) have to*, *(don't) want to*, and *would like to*.

Being asked to listen to my own voice is awful.

The **gerund** passive voice is formed with *being* + past participle. The gerund is used after certain verbs such as *hate*, *like*, *love*, *afraid of*, *look forward* to, and *insist on*. It can sometimes come at the beginning of a sentence.

For more practice, go to page 175.

like being introduced remember being told were invited to send would like to be given

1 I _____ the chance to discover more about how and why synesthesia happens.
2 You _____ in questions for Dr. Davis ...
3 ... he doesn't _____ to new people.
4 I _____ about a man who has synesthesia.

B Complete these sentences with the correct passive form of the verb(s) in parentheses.

1 I remember _____ (teach) about synesthesia by Professor Brown.
2 All psychology research papers _____ (must / complete) by November 3rd.
3 Most children hate _____ (feel) embarrassed by their parents.
4 Teenagers _____ (want to / give) more freedom than they had as young children.
5 Some aspects of human behavior _____ (not be / explain) by science.

WRITING a final draft

A Read this blog post and Josh's response. Would you like to try this experiment? Why or why not?

Hi all, I'm a second-year psychology major at a college in Bogotá, Colombia. We've been told by our class tutor to find out what we can about human perception and to think about simple experiments we can easily try at home or in class that could help with our understanding. Does anyone have any idea about what we could do? I'd be really grateful for any suggestions! Thanks!
posted by ted@okaynet.com

Hi Ted,

One thing you could do is an experiment to taste garlic through your feet. It comes from the American Chemical Society. You can find a video of the experiment online. We tried it in class, and it was a lot of fun. But don't try it if you dislike the taste or smell of garlic!

First of all, get a friend to take a clove of garlic and crush it or cut it in two and put it into a plastic bag. Hold your nose while your friend puts your bare foot into the bag and ties up the bag to contain the smell. After about an hour, you should be able to taste and smell the garlic.

The scientific reason for this is because garlic contains a chemical called "allicin." This chemical can act like both water and oil. This means that it can enter your body through the skin and travel through your bloodstream to your nose and mouth. You can also try this with onions or leeks, which also contain the same chemical.

Happy experimenting!
posted by joshdaley@extranet.au

B You are going to reply to Ted's blog post with an idea for an experiment. Spend some time doing research. You can use reference books, the internet, or your own experience. Then write between 150–200 words describing your idea.

C When you have finished, prepare a final draft by checking the following:

- use of paragraphs
- grammar, spelling, and punctuation
- inclusion of all the necessary information
- the correct style, e.g., review, report, email, etc.
- appropriate level of formality, e.g., formal, semiformal, or informal

D IN GROUPS Share your writing. Prepare a final draft by proofreading and editing each other's work using the list in C. Check each point before you move on to the next point.

SPEAKING

For more speaking practice, go to page 152.

A In your notebook, list the different examples of human perception from this lesson. Can you add any other examples of your own?

B IN PAIRS Read this definition. Do you believe that humans have a sixth sense? Give reasons for your opinions.

sixth sense (n): a special ability to feel or see things without using the usual five senses of sight, hearing, touch, smell, or taste

A: I don't think we have a sixth sense. I think there are various ways we perceive the world, and some people have a better awareness than others.

B: I think we do. I remember being told by my grandmother to always trust my intuition. When something doesn't feel right, I know it's not right. My gut feeling is like a sixth sense.

READING



A **Look at the picture. Do you prefer to "stand out from the crowd" or "fit in" with it?**

B **You are going to read a text about "group psychology." Before you read, look at the statements and underline the key words.**

1. the average amount of time people spend per day interacting with others
2. the percentage of people who answered all of the questions in Asch's experiment incorrectly
3. the length of time it took single volunteers to report the smoke in Latanée and Darley's experiment
4. the number of people who failed to report the smoke in Latanée and Darley's experiment

C 10.03 READING SKILL—Read for specific information IN PAIRS **Read the text and find the correct answers for the statements in B.**

Why We Want to Fit In

Group Psychology

You are watching a soccer game, and you see the wave making its way around the stadium toward you. 1 _____ Chances are, you do the same as the rest of the crowd, because ... well, just because everyone else is doing it, right? Nobody needed to **persuade** you to do it, you just joined in. But what's actually going on in a situation like this?

It may seem obvious to say that we are in charge of our own thoughts and behavior. It is hard to **convince** people that they are controlled by external forces. However, social psychology suggests our behavior changes when we function as part of a group rather than on our own.

2 _____ We spend between 70 and 80% of our waking hours in social situations where communication is necessary. Research into the effects that others have on us shows we do not have as much control over our thoughts and behavior as we think. A social situation can often **discourage** us, usually unconsciously, from expressing our "true" feelings because we want to "fit in with the crowd" rather than stand out from it.

Early Experiments

In 1951, psychologist Solomon Asch carried out an experiment in which volunteers were asked to judge the correct length of a line by comparing it with three sample lines. The experiment was set up so that there was an obviously correct answer. But within the group, there were people who were acting as volunteers. 3 _____ Because of the pressure from these "fake participants," Asch found that 74% of the volunteers were **put off** choosing the correct answer at least once, and 32% did so all the time.

In another experiment from 1968 conducted by Bibb Latanée and John Darley, people (the "subjects") were left



alone in a room to complete a questionnaire, when smoke started coming under the door. When they were alone, 75% of people reported the smoke within two minutes of first noticing. However, when two actors were there, who were working with the experimenters and told to act as if nothing was wrong, only 10% of the subjects left the room or reported the smoke. Nine out of 10 subjects actually kept working on the questionnaire while rubbing their eyes and waving smoke out of their faces. Just by continuing with the questionnaire, the two actors could **dissuade** the subjects from doing anything in a possible fire.

Evolutionary Advantage

We only need to look at evolution to provide reasons for why the people around us **sway** our opinions so much. In our evolutionary past, our ancestors were in constant danger. 4 _____ Modern humans have inherited these behaviors so that we also form social groups to **deter** members of those groups, where possible, from conflict and disagreement. This would suggest that our sensitivity to social conflict contributes to our desire to fit in with the crowd. So, the next time you see the wave heading toward you in the stadium, you'll know why you jump up and join in!

Read more

D **Read the text in C again and write the missing sentences (a–e) in the gaps (1–4) in the text. There is one extra sentence you do not need.**

a They needed to rely on the support of the group to help them survive.
b How do you respond?
c However, they didn't have to be involved.
d They deliberately chose the wrong answer.
e Humans are social beings.

E **IN PAIRS** **Discuss the advantages and disadvantages of "standing out from the crowd."**

VOCABULARY verbs of influence

A **The verbs in bold in READING C describe ways to change someone's behavior. Check the definitions in a dictionary then write the verbs in the correct categories. One verb goes in both categories.**

convince deter discourage dissuade persuade put off sway

1 Words that mean "encourage someone to do or try something"
2 Words that mean "encourage someone not to do or try something"

Category 1 _____ _____ _____
Category 2 _____ _____ _____ _____ _____

B **Choose the correct word to complete the text.**



If achievement is measured by how much you can **1** ... the world around you, then Greta Thunberg must be one of today's most influential public figures. In August 2018, she started a strike during school hours outside the Swedish parliament building. Her parents had tried to **2** ... her, but Greta was determined to let her voice be heard. On the first day she sat alone, but by the second day, she had **3** ... large numbers of people to join her. Greta travels everywhere by sea or land to keep her carbon footprint to a minimum. The effort of traveling this way hasn't **4** ... spreading her message and in December 2018, Greta spoke at the United Nations Climate Change Summit. Her goal was to **5** ... people that action on climate change needs to happen fast. It seems that nothing will **6** ... her from achieving that goal.

1	**a** discourage	**b** deter	**c** influence
2	**a** sway	**b** dissuade	**c** persuade
3	**a** persuaded	**b** put off	**c** discouraged
4	**a** put off her	**b** put her off	**c** put off
5	**a** deter	**b** convince	**c** influence
6	**a** deter	**b** put off	**c** convince

MAKE IT REAL

Hang in there! and *Keep going!* are expressions people use when they are trying to encourage someone, e.g., *I know you're finding your new job tough, but hang in there!*

C **IN PAIRS** **Talk about some of the people or things that have influenced you and why.**

A: My uncle is my biggest influence. He convinced me to study chemistry and become a pharmacist.
B: I think my friends have influenced me a lot. They persuaded me to take up running, and I love it.

PRONUNCIATION the /ɜː/ sound

A 10.04 **In American English, /ɜː/ is a common vowel sound. It can come at the beginning, middle, or end of words. Listen to how it sounds. Then listen to the phrases and underline all the examples of the /ɜː/ sound.**

1 the world around you
2 public figure
3 Greta was determined
4 let her voice be heard

B **IN PAIRS** **Practice reading the text in VOCABULARY B. Use the correct pronunciation.**

MEDIATION CONFIDENT COMMUNICATOR managing a difficult conversation

A Read the dialogue. Add the underlined text to the correct column in the table below.



Haley: Oh, no! Look at this! The wrong information has been put up on our website. Justin, I told you to check it, and you've done it wrong—again! How many times do I have to ask you to check things properly?

Justin: What? No, it's not my fault! I did what you asked me to. It's always the same. You give people confusing instructions, and then you blame them when things go wrong. I've had enough of it!

Amber: Hey, you two! Let's take a deep breath and sort this out. Haley, without blaming anyone, maybe you can tell me what the problem is.

Haley: OK. We're having an event next month, and the information about it on our website is wrong. I asked Justin to check the information and update the website.

Amber: What's your understanding of the situation, Justin?

Justin: Haley asked me to do those things. I checked the information I had about the event and I updated the website. The information up there is what I had.

Haley: But the information you had was out of date. You should have checked it with the event manager.

Justin: But you didn't say that things had changed.

Amber: From the outside, it looks as if Justin did what he was asked to, but the instructions might not have been completely clear. How do you think we can resolve the situation?

Justin: I'll call the event manager now, and I'll update the website right away. And in future, I'll check exactly what I need to do.

Haley: I'll try to be clearer in my instructions from now on. And I'll check that everyone understands exactly what they need to do.

Amber:: OK. So you'll both try to be clearer in future. Good. Why don't you and I go get us some coffee, Haley, while Justin calls the event manager?

Asking for an explanation of the situation	Could you describe the disagreement from your point of view?	What's your understanding of the situation?	**1**
Summarizing the situation	It appears that ...	So, it seems that ...	**2**
Inviting suggestions for solutions	What do you think we should do about it?	Do you have any ideas for possible solutions to the problem?	**3**

B Read the instructions and role-play a conversation similar to the one in A.

You all work together in the same company.
Student A: You asked Student B to send an email with price information to one of your important clients. The client has replied, and you now realize they had the wrong information.
Student B: You sent an email as you were asked to. You checked the price information, but the information you had was out of date.
Student C: You see the disagreement, and you try to manage the difficult conversation. Use the phrases in A to help you.

C Discuss the questions.

1. Did you successfully manage the difficult conversation? What could you do better in future?
2. What tips would you give to someone about managing a difficult conversation, such as the one in A?

VOCABULARY review

SCORE: / 10

A Choose the correct option to complete the text.

Reviewed 2 days ago

Amazing experience – highly recommended

My friend and I visited a "dark" restaurant last summer. The idea is that your **1 perception** / **gut feeling** of the food changes because you can't see anything—you eat in total darkness. You order from a menu before you eat—either "meat," "poultry," or "vegetarian," but you have no idea what ingredients or flavors to expect. Then you are taken into the dining room by your waiter. It's a very strange **2 awareness** / **sensation** to be sitting in a room that is so dark. You can **3 sense** / **perception** other people around you, but you have no idea where they are. I have to admit to feeling a little bit **4 easy** / **uneasy** about things! Then the food arrived. I had a **5 gut feeling** / **consciousness** that I was eating duck, but it turned out to be chicken! I used my sense of touch to help with an **6 intuition** / **awareness** of where my food was—in fact, I think I ate most of the meal with my fingers. Definitely not my usual **7 behave** / **behavior!** But at least no one could see me. There is a serious point to the restaurant—all of the waitstaff are blind. The idea is that for a short time and in a small way, you can **8 perceive** / **perception** how hard that might be. I promise that it will affect you **9 emotion** / **emotionally** for some time afterward. The only **10 negative** / **negativity** point is that a meal here costs on average about $80 per person. Definitely worth saving up for though—it's an amazing experience.

GRAMMAR review

SCORE: / 10

A Rewrite the sentences using a participle clause. You have been given the first word.

1 I can't come with you because my professor gave me another assignment to do. *Having*
2 When we got to the restaurant, I asked the children to be on their best behavior. *On*
3 I didn't feel comfortable at the office party because I hadn't worked there for long. *Not*
4 I had to sit at the back of the lecture hall, so I couldn't hear what the speaker was saying. *Sitting*
5 Sigmund Freud, who many believe to be the father of psychology, was born in Austria. *Believed*

B Complete the sentences with the correct passive form of the word in parentheses.

1 Lucien doesn't respond very well to _____ (ask) to do things.
2 While I'm studying, I _____ (not like) disturbed.
3 You might _____ (not give) the job if you don't do well in the training program.
4 I'm looking forward to _____ (take out) for a meal on my birthday.
5 People under the age of 18 won't _____ (admit) to the club.

16–20 correct: You can use verbs of influence, word families, and the language of feelings. You can use participle clauses and the passive voice with infinitives and gerunds.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS

Building Collaborative Relationships



IN GROUPS Read the question and discuss your ideas.

Which jobs do you think require high levels of self-confidence? Why?

Turn to Skills for Pros on page 146.

EXAM SKILLS Speaking

Have a two-way discussion

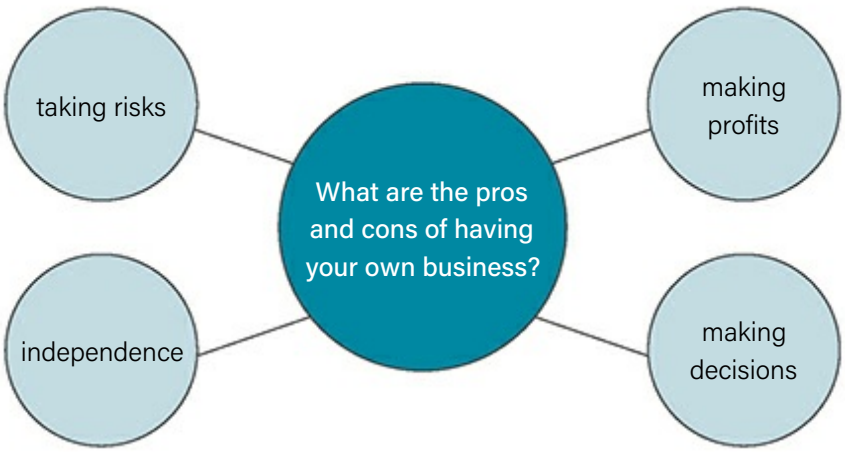
In some exams, you have to hold a discussion with a partner or the person giving the test. In the discussion, you may need to answer questions or describe a picture.

TACTIC 1: Initiate the discussion and elicit responses.

A Put the words in order to form phrases and sentences. Then label the phrases and sentences for initiating a discussion (*I*) and for eliciting responses (*E*).

1 we / this / start / one / should / with / ? _____
2 about / you / what / think / do / ... / ? _____
3 next / let's / point / about / talk / the / . _____
4 else / you / anything / can / think / of / ? _____
5 other / do / ideas / have / any / you / ? _____
6 on / to / we / move / should / the next point? _____
7 talking / we / by / could / about / start / ... _____
8 say / anything / have / do / to / you / else / ? _____

B EXAM 1.01 Look at the mind map below. Listen to two speakers discussing the questions and prompts. Which phrases and sentences from A do they use in their discussion?



C EXAM 1.01 Listen again. Complete the phrases and sentences the speakers use to ask for opinions and show agreement or disagreement.

1 Yes, that's _____ a pro.
2 I see _____, but I also _____ it would be challenging.
3 Would _____ with that?
4 Yes, _____.
5 I _____ agree with you.
6 It _____ depends.
7 _____ that it depends.

TACTIC 2: Extend your responses.

A Write the ideas from the box under the correct question in the table.

easier to travel internationally	fewer small business opportunities
less spending on storage and movement	lower rates of crime and fraud
prevents healthy competition	reduced spending in local economy

What are the benefits of a society without cash?	What are the disadvantages of multinational companies?
_____	_____
_____	_____
_____	_____

B EXAM 1.02 Listen to a speaker respond to a question about a society without cash. Complete the text with the transition phrases from the box.

first of all, I would say that	for example	
finally, it's important to note that	I would also add that	this is because

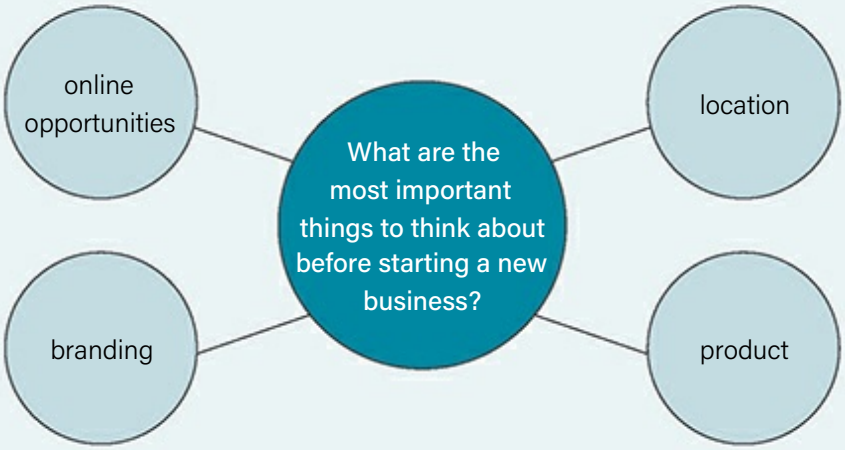
That's an interesting question. **1** _____ in a society without cash, it would be easier to travel internationally. **2** _____ there would be no need to change currency, and you could just use your credit card or phone to pay. **3** _____ banks and businesses would save money as they wouldn't have to pay for safe storage or movement of cash. **4** _____ there would probably be less crime and fraud. **5** _____, criminals would not be able to move money very easily in a cashless society as there would be a digital record of everything.

MAKE IT COUNT

Remember to engage with your partner or the person giving the test and to use transitions to connect your ideas.

EXAM PRACTICE

A Look at the mind map of the topics that people should think about before starting their own business. With your partner, discuss each of the topics and decide which to focus on.





A IN PAIRS Read the first paragraph. Write in your notebook which approach you think is better and why. Then read the rest of the article and check your answer.

DIAGNOSTIC INFORMATION GATHERING

Consider two different approaches to solving a problem or making a plan for a company. In the first situation, the manager has a lot of experience and knowledge about business and about the specific type of problem that needs to be solved. She forms a plan based on her own knowledge, calls a meeting of her department, and tells them what to do to solve the problem. In the second situation, the manager has the same amount of experience and knowledge as the manager in the first situation. She calls a meeting to brainstorm possible solutions to the problem, and at the end of the meeting, she says that she is not sure what the best solution is. She asks the people in the department to do research, talk to other experts about the issue, and find out more information. She then calls *another* meeting to discuss their understanding of the problem and brainstorm possible solutions to the problem. Finally, she can make a decision. Which approach do you think is more effective?

You may think that the manager in the second situation is not a strong leader or that she doesn't know enough to solve the problem. However, if you believe that the saying "Two heads are better than one" is usually true, you may choose the second manager's approach. There are almost always different ways to think about and solve a problem, and it's generally better to have as much information as possible before making a final decision.

Diagnostic information gathering involves a number of things. First, you have to understand what kinds of information you need to solve a specific problem. Second, you should check with several different sources to make sure your information is as complete and correct as possible. Third, you should ask follow-up questions to make sure you get all the information you need or to clarify information.

Managers have to know how to get good information themselves, and they also have to make sure their employees have the information they need in order to make good decisions. This means that managers have to be able to interpret the information they receive, draw conclusions from it, and communicate the conclusions clearly to their employees.

Diagnostic information gathering skills are important in all types of professions, but one field where these skills are literally a matter of life or death is medicine. Doctors spend a lot of time attending conferences and reading journals in order to keep up with new information. To make correct diagnoses, they ask their patients many questions to make sure that the patients are giving complete and accurate information. Doctors frequently order medical tests to help them confirm or change a diagnosis, and they may consult other doctors to get their opinions. Some other professionals who use diagnostic information gathering every day are technicians who work on computers, phones, or other tech devices; meteorologists who create weather forecasts; and mechanics who repair cars and other vehicles. Think of how many mistakes could happen if people in very different types of work did not have good diagnostic information gathering skills and depended only on their own knowledge!

B IN PAIRS Discuss the questions.

1. According to the article, what are the steps in effective diagnostic information gathering?
   Step 1: _____
   Step 2: _____
   Step 3: _____
2. Which of these three steps would you find the most difficult?
3. Is diagnostic information gathering important in your current or future profession? If so, why?

C **IN GROUPS** **Read about the situation. Then answer and discuss the questions.**

A group of students want to make the area around their school more attractive. They decided to design and create flower gardens and plant some trees, and the school director has given them permission to do the project. A couple of the students have some experience with gardening at home, but most of them have never worked in a garden. The group chooses one student with gardening experience to be the group leader, and she calls a meeting.

In the meeting, the group brainstorms all of the things they will need to consider while working on this project, but the group leader feels that there may be other important things to think about that the group is not aware of. She asks the group to research everything that they might need to consider when creating flower gardens and planting trees. She prepares a list of questions for them to answer.



1 What questions do you think the group leader might have asked?

2 How can the group do the research they need?

3 How should the group leader collect the information from the group?

4 What else should the group leader do during the project to make sure that it is successful?

D **Discuss the questions.**

1 In what other fields is diagnostic information gathering important? How is it used?
2 Read the first paragraph of the article again. What are the advantages of the first manager's approach?
3 What are the disadvantages of that approach?

VIDEO

WATCH THE VIDEO AND LEARN ABOUT DIAGNOSTIC INFORMATION GATHERING

E **IN GROUPS** **Answer the questions.**

1 What is the definition of "diagnostic information gathering"?
2 Where can you gather information?
3 Why is this skill important in an organization?
4 Which professions use diagnostic information gathering and why do they use this skill?
5 What examples of diagnostic information gathering could someone demonstrate for an interview?
6 What can you do to be a better researcher?

UNIT 3

EXAM SKILLS Reading

Scan a test for easier questions

Before you start answering questions on a reading test, quickly look through them to decide which ones are easier to answer and do these ones first.

TACTIC 1: Decide which questions are easier to answer and address them first. This will give you more time to answer the difficult ones.

A What kind of information are these questions asking about? Label questions 1–3 *M* (main ideas), *S* (specific details), or *O* (the writer's opinions or feelings). Which type of question do you think is easiest to answer? Why?

1 What point does the writer make in the first paragraph? ____
   a Too much media attention is given to health.
   b Health will always be an important topic.

2 How did the writer feel when he was in hospital? ____
   a relieved at the expertise of the medical staff
   b worried about paying an expensive bill

3 According to paragraph 3, the number of doctors in the country in the last 20 years ... ____
   a has increased steadily.
   b has stayed the same.

B Look at the questions in A again. Choose *True* or *False*.

1	Question 1 tells you exactly where to look in the text.	True / False
2	The options in question 1 are about different topics.	True / False
3	The options in question 2 have adjectives describing feeling.	True / False
4	In question 2, the reason for the writer's feeling in each option is the same.	True / False
5	In question 3, there are two specific pieces of information to guide you.	True / False
6	The options in question 3 are about a change in numbers.	True / False

TACTIC 2: Choose key words in questions about a reading to understand what you need to look for.

A Look at questions 1–3 from TACTIC 1A and underline the key words or phrases.

MAKE IT COUNT

Remember that you will not always see the same words in the questions as in the reading text. Look for synonyms and paraphrases.

B Decide which questions from TACTIC 1A you want to answer first. Then read the text and underline the answers to the questions from TACTIC 1A that you chose.

We hear a great deal about the health sector on a daily basis, whether it's on TV, on the radio, or on the news. People tend to pay attention to this information, whether they are in good health or not, and they generally believe that politicians are not doing enough to make access to facilities easier for everybody. Whether you agree with this or not, it's impossible to ignore the fact that there have always been people in society who need proper medical care. Regardless of how much money is spent on new hospitals, the topic will continue to be relevant.

I recently had firsthand experience of the health sector myself. An unfortunate accident on my bicycle meant I had to have some minor surgery, which involved a very brief stay in my local hospital. Before this, I had never really thought about the key role doctors and nurses play in our society. While my injuries were minor, I was comforted by just how capable they were in dealing with not just me, but

with other more serious medical problems around me. It's good to know that at least some of the money I pay in taxes goes toward supporting these professionals. While costly taxes can be a source of anxiety for many, they're there for a reason.

After my hospital experience, I decided to do some research into some general statistics on the state of our health service. With a growing population and with people living longer, there is an ever-increasing demand for hospital beds and medical professionals, particularly doctors. It's therefore surprising that the number of physicians has not really changed over the last two decades, meaning that there are fewer of them to deal with a growing number of patients. We cannot afford to ignore the need to recruit medical staff who are needed to take care of our population.

MAKE IT COUNT

When you have identified which paragraph or paragraphs of the text will contain the answer, read that part in its entirety to make sure you understand it clearly.

EXAM PRACTICE

A Read the questions. Write *M* next to the question on main ideas, *S* next to the question on specific details, and *O* next to the question on the writer's opinion. Decide in which order you will answer the questions.

1 What are the benefits of medical students playing games like Wii? _____
   a They help trainee surgeons to relax.
   b They improve the skills needed to perform surgery.

2 What is the value of medical students using a 3D simulator? _____
   a It can teach skills that are not formally taught.
   b It enables trainees to perform on live patients.

3 What does the writer think about technology and learning? _____
   a Nowadays, most students prefer this format.
   b It makes learning fun and can be accessed anywhere.

B Read the text about video games and answer the questions from A.

Video games are increasingly being used as tools in medical education. In one study, a group of trainee surgeons were encouraged to play Wii games, like tennis and battle games, the idea being that if they play every day for an hour, within a month they should see an improvement in their hand-eye coordination. Significantly, the skills needed to control on-screen video game action are similar to those needed for keyhole surgery.

Another important skill for surgeons is clinical decision making; however, it often is not taught formally. Surgical simulators with 3D animations can help improve decision-making and problem-solving skills. In addition, studying anatomy in a three-dimensional space can really enhance the learning from textbooks and lectures. Such activities can also help users recognize risks—which nerves and arteries to avoid—without involving real human beings. At the same time, playing games makes learning come alive.

Although researchers say that more study is needed, there is growing evidence to show that games can be effective teaching tools in some circumstances. Students nowadays are used to accessing information through different devices and interacting with it. Today's technology can be accessed anytime and anywhere, and educational games make learning fun. If students can play while they learn the serious business of being a surgeon, that has to be a good thing.

SKILLS FOR PROS Global Perspective



A **Read about global perspective. Then choose the correct options.**

GLOBAL PERSPECTIVE

A global perspective is the ability to recognize and address issues that are outside the perspective of most people in your country. It involves viewing issues without any preset biases or limitations. Having good global perspective skills means being objective and using a broad framework (a set of questions and guidelines) to form opinions about domestic and international activities.

Having a global perspective involves being empathetic and sensitive to global issues, even if you don't necessarily have international experience. It isn't necessary to travel extensively to develop your ability to consider problems and opportunities from a global perspective. Rather, you need to become culturally aware and develop the ability to see the "big picture." In business, a key part of this global perspective is understanding the relationship between your local situation and the wider global context. A person with a good global perspective understands and considers how global and local factors impact day-to-day activities. Such a person is aware of global developments and considers carefully how they may affect business both in the local context and in other local contexts around the world. In a multinational corporation, global perspective skills mean understanding the global strategy of the business and at the same time knowing how it influences local activities. For those in management positions, having a good global perspective means managing local interests while thinking about global considerations. It's also necessary to be proactive and plan ahead by preparing locally to support global activities. A manager with these skills acts as a role model for staff on global initiatives.

Having a global perspective is important in many different contexts. A salesperson working in the shipping industry, for example, needs to be aware of how global events may affect key international factors, such as changes in oil prices. The salesperson also needs to know how local considerations, such as environmental regulations, relate to global factors and may possibly affect demand for products and services. In addition, a police officer may be involved in an investigation that crosses international borders. In that case, it is important to demonstrate awareness of the laws local to all the countries affected by the case as well as any potential cultural differences. In marketing, an employee who is responsible for promoting a company in a number of different regions of the world is expected to match the global strategy to local expectations and culture.

Having a global perspective is vital for all employees. This is especially true as the world becomes increasingly connected and the relationship between local activities and global conditions becomes more important.

1 A person with good global perspective skills ...
   - **a** spends time worrying about global problems.
   - **b** considers problems without set ideas or prejudices.
   - **c** knows that local problems are not particularly important.

2 To develop your global perspective, you should ...
   - **a** try to understand other people's cultures.
   - **b** make sure other people understand your culture.
   - **c** go to as many other countries as possible.

3 When you work for a large company, having a global perspective involves ...
   - **a** making your local area as productive as possible.
   - **b** communicating your local needs to your managers.
   - **c** knowing what the company wants to achieve globally and locally.

4 In any profession, an employee with a global perspective needs to ...
   - **a** understand how people think and work in different countries.
   - **b** know laws of their own country very well.
   - **c** know how international events affect oil prices.

B **IN PAIRS** **Discuss the questions.**

1. To what extent do you think you have a global perspective? Explain.
2. How can you develop a global perspective if you do not have the opportunity to travel internationally?

C **IN GROUPS** **Read the conversation. Discuss whether the company has a good global perspective and think of three suggestions of things they could do to improve.**

Graham: Does anyone have the report on the release for our new satellite navigation app?
Gabriella: Sure, but it isn't good news. Sales in Asia are much lower than expected.
Graham: Really? Does the report have any explanation as to why that is happening?
Marco: Apparently, it is the controls on the interface. Users reported finding them hard to use while they are driving.
Graham: But we tested those controls with five different test groups. We have been testing this for over a year!
Marco: OK, but all the test groups were here in the US.
Gabriella: Right. Of course.
Graham: What? I don't see what difference that makes. Why does it matter the tests were done here?
Gabriella: Well, the report says that the app sells well in some Asian countries, but it is really unpopular in Japan, Thailand, Singapore, and Indonesia.
Graham: Right. So?
Marco: So all of those countries drive on the left but the app was only tested in the US by drivers who were driving on the right.
Graham: Oh. Right. That is bad news. The boss is not going to be happy.

Suggestions

1. _____
2. _____
3. _____

D **Discuss the questions.**

1. In what ways is having a global perspective important in your career or desired career?
2. Do you expect that having a global perspective will become more important as your career progresses?
3. How can you improve your understanding of global perspective skills?

VIDEO



WATCH THE VIDEO AND LEARN ABOUT GLOBAL PERSPECTIVE

E **IN GROUPS** **Answer the questions.**

1. Why is it important to have "global perspective" as a job skill?
2. Why is this skill important in today's economy?
3. How can you demonstrate global perspective in an interview?
4. What impact does global perspective have on the social side of your career?
5. What can you do to develop a global perspective?
6. What is the benefit of having a global perspective and getting to know other cultures?

EXAM SKILLS Writing

Write an opinion essay

In an opinion essay task, you should use semiformal or formal language and give reasons to support your opinion.

TACTIC 1: Write your main idea and opinion in the introductory paragraph. Write about one reason in each body paragraph. Sum up your ideas in the concluding paragraph.

A Read the essay prompt. Circle the ideas in the box that are appropriate to include in the essay.

> Prompt: Many people think that technology will continue to change our lives for the better. Do you agree or disagree?

cost of buying a smartphone	development of artificial intelligence
effect of technology on learning	history of the first computer
impact of social media on relationships	use of email and text messages

B Read the essay in response to the prompt in A. Match the paragraphs with their topics.

1 Technology will certainly continue to impact our lives in several ways. In this essay, I will argue that while it can change our lives for the better, there can also be some drawbacks.

2 On one hand, there are huge benefits from developing technology. Take education and learning, for example. It is increasingly possible for people to study online and to participate in courses that they would otherwise not be able to. Technology in the classroom also makes learning more fun and interesting for students, and the fact that less paper is being used is obviously an advantage for the environment.

3 Artificial intelligence, too, will continue to get better. This benefits us in many ways. For instance, many people have robotic vacuum cleaners that can clean their floors or smart fridges that notify you when you do not have certain items. Having said that, however, increased artificial intelligence poses a threat to many jobs e.g., self-checkout machines in supermarkets. If technology is able to learn and do more and more tasks, then more and more people will be out of a job.

4 If we look at the impact of technology on our relationships, particularly in terms of social media, it is hard to see how this will continue to make our lives better. People are becoming increasingly absorbed by their social media accounts. This causes usual human interactions and pastimes like participating in sports or joining clubs to suffer. It is important to remember that we can also interact with real people on a daily basis.

5 To conclude, it is clear that technology will continue to develop and impact our lives in positive ways, but there are also drawbacks we should be aware of.

Paragraph 1 (Introduction) ____
Paragraph 2 (Body Paragraph) ____
Paragraph 3 (Body Paragraph) ____
Paragraph 4 (Body Paragraph) ____
Paragraph 5 (Conclusion) ____

a effect of technology on learning
b writer's opinion about technology's effects
c effects of social media on relationships
d writer's conclusion about technology's effects
e effects of technology on artificial intelligence

TACTIC 2: **Support your opinion with reasons and examples. Use one paragraph for each reason that supports your opinion. Include two or three examples to support each reason. Keep a list of useful phrases to introduce reasons and examples.**

A **Look at the essay again. Write the supporting examples the writer uses in each body paragraph.**

1 Paragraph 2
   - **a** _____
   - **b** _____
   - **c** _____

2 Paragraph 3
   - **a** _____
   - **b** _____

3 Paragraph 4
   - **a** _____
   - **b** _____

B **Read the essay again. Write the phrase the writer uses to introduce each idea. What phrases does the writer use in each paragraph to organize their thoughts and ideas? What are the phrases used for?**

Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

MAKE IT COUNT

For an opinion essay, there is no right or wrong answer. The most important thing is to be able to support your point of view with reasons and examples.

EXAM PRACTICE

A **In your English class, you have been talking about the consequences of a growing population on the planet. Your teacher has asked you to write an essay for homework. Write your essay in 250–300 words.**

If the global population continues to grow, there will be serious consequences for the planet. Do you agree or disagree?



A **Read this text about building collaborative relationships. Choose *True* or *False*.**

BUILDING COLLABORATIVE RELATIONSHIPS

Collaboration is when groups of people work together to accomplish a task. Collaborative teams are usually made up of people who have different skills but share similar goals and resources. With their diverse set of specialized skills, they are able to come up with solutions as a group. In a work situation, a software design team, for example, may work with the marketing department within the same company to design, test, and market a new software product. Or they may look outside the organization and find people from a different company to collaborate with. Collaboration may also happen when two companies merge, or join together. People who are self-employed often collaborate on projects. An architect may work with structural engineers, designers, builders, and carpenters to build something. Similarly, professional athletes collaborate with a range of different people to achieve success—trainers, dieticians, physiotherapists, and sponsors, for example.

Being able to build, maintain, and strengthen collaborative partnerships with other people is a key professional skill. With the changes and advancements in technology, collaboration has become a more common and more productive way of doing things. Building collaborative relationships essentially begins with getting to know the people who make up a team. When people take time to establish personal connections, they can build on that connection to achieve their goals. Cohesive teams, where each team member is aware of what he or she needs to achieve, are more successful because each person on the team is included in as many important decisions as possible. Therefore, it is essential to have a good team leader whom each team member trusts and who can keep the team focused.

Kiera Swanson, a project manager for a large international publisher, explains: "I need to collaborate with people who have a range of different skills: authors, designers, artists, editors, and sales teams. A small number of these people work in the same office as me, but many of them don't—I have to source them myself. This means lots of email and phone communication. It is really important to get to know a range of different people with different skills and abilities. I try to build a rapport with all of them, so self-confidence is a key skill in this job. It helps that I'm very much a 'people person.' Where possible, I try and set up online meetings with people on my team at least once a week. This gives us the chance to exchange ideas and to communicate any concerns we have. At the beginning of a project, we always have group brainstorming sessions so that we can get our ideas together. Most of my professional relationships are reciprocal—As their manager, I provide my teams with the assistance, information, and support that they need, and they do the same for me."

For Kiera, and many others, her job relies on successful and effective collaboration.

When you collaborate ...

1 you always work with people in the same profession. True / False
2 it helps to find out about the people you are working with. True / False
3 you usually work with people with the same skills as you. True / False
4 it is important to hold meetings. True / False
5 you should not worry people with your concerns. True / False
6 supportive leadership is very important. True / False

B **IN PAIRS** **Discuss the questions.**

1 In general, do you prefer to work on your own or collaborate with other people? Why?
2 What personality traits do you think are helpful when collaborating on teams?
3 What projects have you worked on which needed collaborative relationships?

C **IN PAIRS** **Describe a recent project to your partner. Analyze how the various members of the project team helped to build successful collaborative relationships.**

D **IN GROUPS** **Read about this project. What people and companies will the project manager need to recruit to make this project succeed? Compare your ideas with other groups.**

Marnie and Maxie opened Marnie and Maxie's Bakery in New York City in June 2020. Business has been good, and the co-owners want to open a second store in a different location. They need to find or build a new store and get everything ready for the opening: the kitchen, the store, the publicity, and the staff. They know how important it is to get the right location and to attract as many customers as possible through design or marketing. They have hired a project manager to manage all aspects of their plans from the planning stage to opening day.



People

Companies

E **Discuss the questions.**

1. In what ways is the ability to successfully build collaborative relationships important in your profession or desired profession?
2. What problems can arise in collaborative work situations?
3. Do you think collaboration and invention are connected? If so, how?
4. How could you improve your ability to build collaborative relationships?

VIDEO

WATCH THE VIDEO AND LEARN ABOUT BUILDING COLLABORATIVE RELATIONSHIPS

F **IN GROUPS** **Answer the questions.**

1. What is the definition of "building collaborative relationships"?
2. Why are these relationships important?
3. Who might a project manager work with during the construction of a building?
4. What are the soft skills associated with building collaborative relationships?
5. What can you do to improve those soft skills?
6. How does teamwork and collaboration apply to a career?

EXAM SKILLS Listening

Skim questions before listening (to predict context)

Reading through questions before you listen can help you predict what you will hear.

TACTIC 1: Choose key words from the questions and answer choices to predict context.

A Read listening questions 1–2 and options and underline the key words. Then discuss the prediction questions below with a partner.

Listening Questions

1 What is the man's attitude toward the new sports center?
   - **a** It's a good investment.
   - **b** It's a much needed facility.
   - **c** It's a distraction from other issues.

2 What does the woman think the problem is with the city council?
   - **a** They don't have enough funding.
   - **b** They don't have access to resources.
   - **c** They don't have any plans for the city.

1 What is the man in question 1 going to talk about?
2 What kind of things might the man in question 1 mention?
3 Will the man in question 1 probably give an opinion or facts?
4 What is the woman in question 2 going to talk about?
5 What kind of things might the woman in question 2 mention?
6 Will the woman in question 2 probably give an opinion or facts?

B Read the notes for listening items 3–6. Then answer the prediction questions 1–5 by choosing *True* or *False*.

Complete the notes with no more than three words for each item.

The exhibition will open with a talk by **3** _____.

Visitors to the exhibition will have a chance to **4** _____ after the talk.

The **5** _____ is expected to be the main attraction.

The exhibition is free but visitors are encouraged to **6** _____ online.

1	The speaker will be talking about an exhibition.	True / False
2	We know what the exhibition will be about.	True / False
3	The exhibition will open with a short film.	True / False
4	There is a popular display at the exhibition.	True / False
5	Visitors are obliged to pay to see the exhibition.	True / False

TACTIC 2: **Thinking of synonyms for key words from the questions and answer choices may help you know what to focus on when you listen to the audio.**

A **Look at these key words from the questions in TACTIC1 A and B. Can you think of any synonyms? Write them next to these words.**

1 investment _____
2 much needed _____
3 funding _____
4 resources _____
5 a talk _____
6 chance _____
7 main attraction _____
8 encouraged _____

B **EXAM 7.01** **Listen to the people talking and answer questions 1–6 from TACTIC1 A and B.**

MAKE IT COUNT

If you don't know the answer to a question, don't waste time worrying or trying to work it out. Make a guess and move on to the next one.

EXAM PRACTICE

A **Underline the key words in the questions and answer options below. Make predictions about what you will hear.**

1 What does the man say about the new mayor?
   a She's already making a difference.
   b She's more motivated than the previous mayor.
   c She's spending too much of her time in the media.
2 What does the woman feel is the most urgent issue?
   a more modern trains
   b repairs to the school
   c more affordable housing

B **Write the key words from the question and answer options you just underlined and add any possible synonyms.**

Keywords	Synonyms
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C **EXAM 7.02** **Listen and choose the best answer in A. Refer to the key words and the synonyms.**

SKILLS FOR PROS Empowering Others

A Read about empowering others. Check (✓) the examples of people who successfully empower others.



EMPOWERING OTHERS

A successful working environment is one in which everyone is able to perform his or her role effectively, and part of that involves employees being given the right amount of control over their working lives. By controlling their own work, they become empowered and can decide how they will accomplish their goals and resolve issues.

When you empower others, you let them make decisions and take charge in their own area of work. When you delegate significant responsibility and authority to people, you give them the opportunity to exercise control and make decisions independently. One important aspect of delegation is encouraging individuals and groups to set their own goals. Of course, the goals they set need to be consistent with the wider goals of the organization they work in, and it's important to communicate to everyone what those wider goals are. It is also important to communicate confidence in the employees' ability to be successful, especially when they accept challenging new tasks. When problems arise, as they are almost certain to do when people are pushing themselves to meet a challenge, empowering others means encouraging them to resolve the situation themselves instead of prescribing a solution.

Empowering others is a component of success in many professions. Take the example of a head chef in charge of a busy kitchen. He or she may decide to delegate various areas of responsibility to other people who work in the kitchen. This might include allowing one of the employees to plan a menu for a special occasion or encouraging someone else to develop new dishes or source new ingredients. A veterinarian might also benefit from empowering others. He or she could give reception staff the authority to order supplies and organize the office however they think works best, freeing the veterinarian to focus on medical matters. He or she may also consult staff on training they think they need and encourage them to attend relevant training courses. Empowering others is also very important for teachers. A teacher may empower his or her students by regularly expressing the idea that they are capable of achieving high standards. He or she might allow them to choose topics to research outside class and then present to their classmates.

As you go through your career and take on more responsible positions, empowering others will become increasingly important. The willingness to delegate and the ability to encourage people are important skills that are the basis of empowering others.

1. ☐ a hotel manager who allows her guest services staff to decide how to deal with guests' complaints
2. ☐ a high school principal who makes sure his teachers prepare lessons in a very clear way
3. ☐ a sales manager who lets her sales force choose which training course to attend
4. ☐ a head waiter who authorizes the servers to remove items from a customer's check if the customer is not completely happy with the order
5. ☐ a manager who encourages staff members to set their own goals and assess their own performance
6. ☐ a head chef who gets his kitchen staff to propose new menu items and try them as weekly specials
7. ☐ a police detective who checks that his team follow the correct procedures
8. ☐ a teacher who gives new students the class rules when they join the class

B IN PAIRS Discuss the questions.

1. Can you think of a time when someone empowered you?
2. What did they do to empower you?
3. How did it help you?
4. Can you think of any ways you have empowered others?
5. If yes, how did you do it? If no, how would you do it?

C **IN GROUPS** **Read about this situation. List the different ways that Luca might empower his staff while achieving his goals at the same time.**

Luca is a dentist. He runs a busy practice in a large city, where he employs two dental nurses and two receptionists. His dental practice is popular, but he would like to increase the number of clients he has. He is so busy that he knows he will not be able to do all of the work necessary to improve his practice by himself. He will need help from his receptionists and his nurses. So far, he has had the following ideas:



- employing another nurse
- moving to a new office (or updating the existing office)
- changing the working hours of the dental practice
- improving the appointment booking system
- creating a marketing campaign
- ask for recommendations among the medical community

1 Which of the above ideas could Luca make the receptionists responsible for?

brainstorm how to improve the appointment booking system

2 Which of the above ideas could Luca make the nurses responsible for?

suggesting possible nurses to work at the practice

D **Discuss the questions.**

1 In what ways is empowering others important in your current or desired career?
2 Do you think you are good at delegating responsibility to other people? Why or why not?
3 How can you improve your ability to empower others?

VIDEO

WATCH THE VIDEO AND LEARN ABOUT EMPOWERING OTHERS

E **IN GROUPS** **Answer the questions.**

1 What is "empowering others"?
2 What are the benefits of empowering your staff?
3 What is essential to empowering?
4 What types of careers would require this job skill?
5 What else do you need to do apart from delegate when you empower others?
6 What is the ultimate impact of having empowered employees?

EXAM SKILLS General

Use your time wisely

Be aware of how you use your time. Try to figure out how much time to spend on each question so you can finish all of them in the time allowed.

TACTIC 1: When practicing for a test, time how long it takes you to answer each type of question (e.g., multiple choice, short answers, essay questions). This will give you good guidelines as to how long it will take you during an actual test.

A Look at the task and instructions below. Then complete the tips in sentences a–e.

Read the text below. Fill in the blanks with the correct form of the words in parentheses. You have 10 minutes to complete the task.

Powering the Future

Israel Gonzalez is acclaimed as the owner of Futex, the producer of the most **0** *technologically* (technology) advanced devices available today. He has sold millions of devices that have been highly **1** _____ (influence). A decade ago, he questioned if the electricity that his products rely on could be created in a different way. He wondered if people could be given the **2** _____ (capable) to produce that energy in their own homes.

His surprise solution, microbacteria, can be collected and fully processed to fuel your smartphone or other electronic device. Based on people's initial reaction however, he had to provide enough **3** _____ (informative) so people can discuss bacteria comfortably.

In Gonzalez's mind, today's consumers are **4** _____ (flexibility) enough and can adapt to new advances in technology. Indeed, in the future he believes that most of today's common objects will be **5** _____ (alter).

His current challenge? As he plans to retire early next year at the age of 45, he is selecting a suitable **6** _____ (replace) who will be able to continue his work.

Tips

a You **should** / **shouldn't** read the text quickly at first, ignoring the blanks.
b You **should** / **shouldn't** start filling in the blanks immediately.
c When you start, you **should** / **shouldn't** allow equal time for each blank.
d You **should** / **shouldn't** do harder items first.
e You **should** / **shouldn't** leave time at the end to check your answers.

B Complete the task in A. Did you use any of the tips in sentences a–e? Which were most helpful?

TACTIC 2: Look for answers with the part of speech that will complete the sentence

A Look at the words in the box. Are they nouns, verbs, or adjectives? Put the words into the correct part of the table. Can you make other parts of speech from the same word?

analyze conserve curiously demand grow purely sequence

noun	verb	adjective	adverb
growth	grow	grown	n/a

B Read the text below. What part of speech goes in each blank? Fill in the blanks.

Preserving History

I stayed with Sarah recently, and her daughter Alicia was there. When I last saw her, she was a child, but she's **0** *grown* (**grow**) up now. It's taken her a while to decide, but she's finally settled on a career in paper **1** _____ (**conserve**). This includes restoring objects made of paper, such as maps, photographs, or drawings. I thought that sounded a bit dull, but she said it links all the things that interest her—science, art, and art history—and gives her opportunities in museums, galleries, and historic houses. She first got the idea while volunteering in a museum.

Apparently, the key to this work is cleaning the objects. Not cleaning the object affects it **2** _____ (**sequence**): dirt attracts more dirt, compounded dirt attracts insects and mold, and the chemical and biological **3** _____ (**pure**) in these lead to deterioration and damage. The work is more **4** _____ (**demand**) than that, of course, and involves the **5** _____ (**analyze**) of artifacts and understanding of the chemical changes that are occurring.

Sarah has always had a **6** _____ (**curious**) about unusual objects. Now she's doing her part to preserve our cultural history.

MAKE IT COUNT

Never leave a question unanswered. Exams do not have negative marking, so make sure you make a sensible guess even if you are not sure.

EXAM PRACTICE

A Fill in the blanks with the correct form of the word in parentheses.

Frugal Living

"Waste not, want not," our grandparents used to say. Nowadays, we throw away a **0** *shocking* (shock) amount of food every year. We waste millions and millions of tons of food a year, about half of which we could have **1** _____ (eat).

The **2** _____ (produce), transportation, and disposal of food all have an important impact on the environment. And it's not just food that is wasted. Add the clothing, furniture, and technological devices that we throw away because we no longer want or need them, and we have a serious problem.

3 _____ (support) of frugal living say that small changes can make a big difference. We should all walk more, buy less, and avoid buying takeout food and drinks **4** _____ (regular). Other suggestions include shopping for clothes in secondhand stores and making **5** _____ (donate) of used clothing there, too.

You may be **6** _____ (surprise) to learn that several well-known millionaires have always followed these guidelines. Perhaps we would all be wealthier if we lived as **7** _____ (frugal).

SKILLS FOR PROS Self-Confidence

A Read this text about self-confidence. Choose one sentence (a–f) for each blank (1–5). There is one extra sentence you don't need to use.



HOW SUCCESSFUL PEOPLE LOOK SELF-CONFIDENT

Think about the successful people you know. How self-confident do they seem to you? A business team leader may give an outstanding presentation in front of hundreds of people. **1** _____ A community leader may accept an award with a confident smile and a calm expression. Like many people, you might assume that they are simply confident people, but they will have learned how to be self-confident. Because we are rarely taught how to be self-confident, we may not realize that it's a skill that can be developed using simple techniques.

Being positive—having a "can-do" attitude—builds belief in one's ideas and abilities. One way to do this is to visualize yourself as you want to be. Visualization is the technique of seeing an image of yourself that you are proud of in your own mind. Imagine being promoted in your dream job or being praised for completing an important project. When people struggle with low self-confidence, they have a poor perception of themselves that is often inaccurate. **2** _____ Also, it helps to generously praise and reward yourself when you achieve something—no matter how small.

It's common to feel less confident about new or potentially difficult situations. That's why planning and preparing is important. In unknown situations, it is helpful to break down larger tasks into smaller ones and plan as much as possible. In some situations, it may be necessary to have a backup plan if your first plan fails. If you feel confident about a task, you will feel calm about completing it. **3** _____ Try learning at least one relaxation technique that works for you. This may be as simple as taking deep breaths and relaxing your shoulders.

Positive body language helps, too. Sit and stand with confidence—shoulders back and head held high—even if you don't feel very confident. Looking and acting confident, even when you feel the exact opposite, can have amazing effects on your body. **4** _____

Finally, when you need a reminder of the importance of self-confidence, look to your favorite career role models. **5** _____ These might be people such as Oprah Winfrey, Jeff Bezos, Steve Jobs, or Martha Lane Fox. Their successes can act as an inspiration to you and help you positively approach challenging tasks.

a It can actually increase the levels of certain chemicals in the brain to make you feel good.
b These are the people who have accomplished amazing things, sometimes when they seemed unlikely to succeed.
c But when you feel less confident, you are more likely to be stressed or nervous about it.
d Over-confidence can often lead to failure for this reason.
e However, visualizing yourself looking sure of yourself while achieving your goals can increase confidence.
f A TV reporter may appear to be full of confidence while interviewing people for a news report.

B IN PAIRS Discuss the questions.

1 Where would you rate yourself on the scale below?



2 Using the same scale as in question 1, how do you think others would rate you? Why?
3 Which suggestion in **A** on how to seem confident seems most helpful? Why?

C IN PAIRS Read the conversation. Identify which of the advice from the text in A improving self-confidence you would find useful.

Natalia: My teacher has just asked me to do a presentation! Tomorrow!
John: Great! That should be fun.
Natalia: Fun? It's in front of the whole class. I'm going to be terrified!
John: You should just do that classic trick—imagine that everyone in the audience is your family!
Natalia: Ah, no. I think that would make me more nervous!
John: Maybe. Well, something that always helps me is having a bottle of water with me. That way if I forget what to say or need to concentrate, I can stop and drink some water. And everyone does that!
Natalia: OK, water.
John: Also, what are you planning to wear?
Natalia: I don't know. Why?
John: Sometimes having the right clothes makes you feel more confident—like, clothes that make you look more professional.
Natalia: Wow, there's a lot to think about.
John: The last thing is to remember that you are the only one who knows what it could have been like.
Natalia: What do you mean?
John: Well, if you forget something or something goes wrong, don't worry about it. Most people won't notice. You're the only one who knows what should have happened instead.
Natalia: OK, thanks, John. Look, I better go. It looks like I have a lot to do.
John: OK, good luck tomorrow!

Useful advice

1 _____
2 _____
3 _____

D IN GROUPS Look at the situations. Discuss the questions.

- making a complaint in a restaurant
- traveling to a new place for the first time
- giving a presentation to a group of colleagues
- introducing yourself to someone in a social situation
- standing up and asking a question in a public meeting

1 Which situations would you feel more confident in? Why?
2 Which situations would you feel less confident in? Why?
3 How could you improve your self-confidence in the situations you chose in 2?

VIDEO



WATCH THE VIDEO AND LEARN ABOUT SELF-CONFIDENCE

E IN GROUPS Answer the questions.

1 What is the definition of "self-confidence"?
2 What are your characteristics when you are self-confident?
3 What types of careers require self-confidence and how?
4 How can you identify if a person has self-confidence?
5 What can you do to improve your self-confidence?
6 What techniques can you use to improve self-confidence?

SPEAKING PRACTICE

Unit 1, p. 12

ASK ABOUT IT

- What products is your country famous for around the world?
- How international are the foods in your house?
- What are the traditional foods in your area of the country?

TALK ABOUT IT

- Mexico is famous for tacos, but there are also many cultural products such as TV programs and ...
- In my house, we typically eat food from this country, but when we go out to a restaurant ...
- Where I'm from, we eat choripán, which is a kind of sandwich. We also eat ...

Unit 1, p. 15

ASK ABOUT IT

- Does your family buy more things from local businesses or global businesses?
- What are the benefits of having the same businesses around the world?
- How do local businesses help the local economy?

TALK ABOUT IT

- My family likes to buy from big shops that have everything, but sometimes when we need ...
- Global businesses help to maintain a high standard of product. Another benefit is that ...
- The money from local businesses normally goes to local places like markets. Also, customers need to go to the center of town, which means ...

Unit 2, p. 24

ASK ABOUT IT

- Why is it important for sports to keep changing?
- Which improvements to sports have made them more dangerous?
- If you could make any improvement to any sport, what would it be?

TALK ABOUT IT

- People prefer faster sports with high scores, so sports need to change in order to ...
- The safety equipment in some sports offers a lot of protection, but it also means that athletes believe that ...
- I would like to see sports in the air. We have sports in water, and many on the ground but ...

Unit 2, p. 27

ASK ABOUT IT

- Where does the money for sports come from in your country?
- Which sports do you think deserve more promotion and more funding?
- Are there any groups in your country who need more support to get involved in sports?

TALK ABOUT IT

- Most of the money for sports comes from private companies. The problem with that is ...
- Frescobol is a sport played on the beach here in Brazil, but internationally, it isn't really ...
- Often the female versions of sports are not shown on TV, or if they are, they do not ...

Unit 3, p. 36

ASK ABOUT IT

- Do your family and friends use private health care or public health care more? Why?
- How have medical services improved in your country?
- How would your life be different now if medical services hadn't improved in your country?

TALK ABOUT IT

- Public health care is good in my country, but you have to wait a long time so my family ...
- The technology that doctors use has improved a lot in recent years. However, not all doctors ...
- I'm sure my grandparents would not be as healthy as they are now if doctors hadn't started using ...

Unit 3, p. 39

ASK ABOUT IT

- What areas of medicine would benefit from using robots?
- How could technology improve people's health in the future?
- How should society limit the use of technology in medicine?

TALK ABOUT IT

- I think robots are good for physically difficult tasks like lifting patients, but they aren't good at tasks that need social interaction like ...
- I think that nanotechnology is one area that will really change the future of health care because ...
- Technology will definitely help to improve people's health, but there are some ethical considerations like ...

Unit 4, p. 48

ASK ABOUT IT

- Should cities be planned around natural features or designed for human use?
- What do you like about the design of your favorite city/cities?
- How would you change the design of your city?

TALK ABOUT IT

- I think that we should respect the natural features of the place you live, but to make a city suitable for people to live in, you need to ...
- My city has a lot of green spaces such as parks, which makes it very attractive. It also has ...
- The traffic in my city is terrible, so we need to do something that will improve ...

Unit 4, p. 51

ASK ABOUT IT

- Why is it important for countries to create sustainable buildings?
- How could governments help to encourage the creation of sustainable buildings?
- What are the most common features of sustainable architecture in your area?

TALK ABOUT IT

- Sustainable buildings cause fewer problems for the environment, so it is important ...
- To help families make their homes sustainable, governments could offer families money or ...
- It is common to see solar panels where I live, and also, in some places, you can see ...

SPEAKING PRACTICE

Unit 5, p. 60

ASK ABOUT IT

- Which areas of society will change the most in the next hundred years?
- Which areas of society will be the hardest to change?
- Which changes do you think you will see in your lifetime?

TALK ABOUT IT

- Transportation will change dramatically because of new environmentally friendly technology ...
- The hardest thing to change will be how houses are built because people do not change houses often ...
- In my lifetime, I think people will explore new planets and discover new ...

Unit 5, p. 63

ASK ABOUT IT

- How will society get the resources it needs?
- What is the best way to find imaginative solutions to the problems we face?
- Which problems will be the easiest to solve?

TALK ABOUT IT

- In my opinion, we need to start looking in places that we haven't looked already: the ocean, other planets ...
- I think we need to get the opinions of people with different perspectives instead of always ...
- The easiest problems to solve will be the ones that affect the most people because many people will ...

Unit 6, p. 72

ASK ABOUT IT

- Why is it important to keep playing games and having fun in life?
- What kind of games does your family like to play?
- How have the games you play changed over the years?

TALK ABOUT IT

- We all have many serious things to do in life, so it is important to have a laugh and ...
- My family likes playing board games. Every Sunday, we sit around the table ...
- I used to play more physical games, but now I play games you can play sitting down like ...

Unit 6, p. 75

ASK ABOUT IT

- How have computer games changed in your lifetime?
- What makes a computer game popular?
- How can computer games help people?

TALK ABOUT IT

- When I was young, you could only play with a few friends, but now you can play with ...
- The best kind of computer games are those that can be played in a number of different ways because ...
- Computer games are good at making you think and react quickly, and you can also meet people by ...

Unit 7, p. 84

ASK ABOUT IT

- Which communities exist in your town or city?
- Which communities are you a part of and why?
- How do communities help your well-being?

TALK ABOUT IT

- There are different communities in my town like sports clubs, theater groups ...
- I am part of a band. We meet up every week and practice, and we perform ...
- It's good to feel part of a group of people that understands you and ...

Unit 7, p. 87

ASK ABOUT IT

- Why is it important to help other people in society?
- Which groups in society often need more support?
- How do people support others apart from giving them money?

TALK ABOUT IT

- Everyone experiences problems in life, but not everyone has the resources ...
- There are many different groups that need support, but older and younger people often need ...
- Often people need help doing things they don't know how to do like fixing a computer or ...

Unit 8, p. 96

ASK ABOUT IT

- In what ways do people express their creativity?
- How do you express your creativity?
- What creative activities would you like to be able to do?

TALK ABOUT IT

- There are many ways to be creative such as writing, drawing, playing music ...
- I mainly like to paint, but I do a few different creative things ...
- I would really like to be able to play a musical instrument like the piano or ...

Unit 8, p. 99

ASK ABOUT IT

- What are some creative solutions to common problems?
- Why do some people say that "life hacks" are just ways to avoid doing hard work?
- When you are facing a problem, do you think of a solution yourself or ask someone to help you find a solution?

TALK ABOUT IT

- A common problem is crying when you are cutting onions, but if you keep onions in the fridge ...
- I think it is always better to solve problems easily, so I guess they are jealous that ...
- I normally try to find a solution by myself, but if I have no idea how to do something ...

SPEAKING PRACTICE

Unit 9, p. 108

ASK ABOUT IT

- What examples of extreme weather are there in your country?
- How prepared are you for extreme weather events?
- In your country, is extreme weather seen as exciting or terrifying or a mixture of both?

TALK ABOUT IT

- This is a tropical country, so we have hurricanes and very serious rainstorms ...
- In my college, we practice once a month for extreme weather by ...
- Most people see extreme weather as scary, but there are some people ...

Unit 9, p. 111

ASK ABOUT IT

- What extreme activities do people do in your country?
- Which of those activities have you done / would you like to do?
- How resilient are you in extreme situations?

TALK ABOUT IT

- Hang gliding is very popular in my area because we are near the ocean and have mountains nearby ...
- I have jumped with a parachute but never on my own. I would like to ...
- I think I am good in a crisis because I stay calm and ...

Unit 10, p. 120

ASK ABOUT IT

- How easy is it to understand how the people in a room are feeling?
- Who do you know who is really good at understanding other people's emotions?
- How do you know what is acceptable and unacceptable behavior in different situations?

TALK ABOUT IT

- It depends. Some people are much easier to read than others, and if there are many people ...
- My sister is great at knowing how people are feeling, and she can always ...
- Normally, in a new situation, I look at what the people are doing around me and ...

Unit 10, p. 123

ASK ABOUT IT

- Have you ever perceived something very differently than someone else?
- Which of the five senses is your best sense?
- If one of your senses could be a superpower, which would it be and why?

TALK ABOUT IT

- I remember tasting food that I thought was sweet and delicious, but my family thought was really bitter ...
- I am a very visual person, and I need to close my eyes and see the thing I am trying to remember because ...
- I would like to have super hearing because then you could use your power without people ...

Irregular Verbs

Infinitive	Simple past	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sit	sat	sat
speak	spoke	spoken
stand	stood	stood
stick	stuck	stuck
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Pronunciation Symbols

Vowels

ɪ	d**i**d
ɛ	b**e**d
æ	b**a**d
ʌ	c**u**p
ʊ	b**oo**k
ə	b**a**nan**a**
i	f**ee**d
ɑ	f**a**ther, b**o**x
ɔ	t**a**ll
u	st**u**dent, f**oo**d
ɜ˞	sh**i**rt, b**i**rthday
eɪ	d**a**te, t**a**ble
aɪ	cr**y**, **ey**e
ɔɪ	b**oy**
oʊ	c**o**mb, p**o**st
aʊ	ab**ou**t, h**ow**

Consonants

p	**p**ark, ha**pp**y
b	**b**ack, ho**bb**y
t	**t**ea
d	**d**ie
k	**c**ame, **k**itchen, **q**uarter
g	**g**ame, **g**o
f	**f**ace, **ph**otographer
V	**v**egetable
θ	**th**ing, ma**th**
ð	**th**en, **th**at
s	**c**ity, **s**ummer
z	plea**s**e, goe**s**
ʃ	**sh**e, **sh**op
ʒ	lei**s**ure
h	**h**ot, **wh**o
tʃ	**ch**icken, wa**tch**
dʒ	**j**acket, oran**g**e
m	**m**en
n	su**n**, **kn**ow
ŋ	su**ng**, si**ng**er
w	**w**eek, **wh**ite
r	**r**ain, **wr**ite**r**
l	**l**ight, **l**ong
j	**y**es, **u**se, m**u**sic

Grammar Review

A Complete the paragraphs with the infinitive or gerund form of the verb in parentheses.

It's been a big adjustment moving to the United States to study. The university system is very different from the system at home. For one thing, the school permits us **1** _____ (choose) our majors in our second or third year instead of **2** _____ (choose) one right away. Also, classes consist of lectures, discussions, and projects—not just lectures. A lecturer will even stop **3** _____ (answer) a question in the middle of a talk. We are expected to ask questions, and I'm not used to **4** _____ (do) that.

One good thing is the students are really friendly. I live in a dorm, and my roommate and I have become good friends. She recently invited me **5** _____ (visit) her parents. I have to remember **6** _____ (bring) a gift, but I'm not sure what to get. In addition to **7** _____ (go) to class, lots of students belong to clubs. On the weekends, everyone seems to go to parties and sporting events, such as football games. Not me. That's when I end up **8** _____ (do) most of my studying.

B Choose the correct option.

1. You **are allowed to wear / are required to wear** long sleeves at work. It's a new rule.
2. My boss often **makes me stay / lets me stay** late on Fridays. It's pretty annoying.
3. We **can't take / are encouraged to take** an hour for lunch. If we do, we'll get in trouble.
4. She **is required to complete / doesn't have to complete** her expense reports. Her assistant does them for her.
5. If you don't understand something, you **have to ask / should ask** questions. It's not a problem.
6. Please **let me help / must I help** you with those heavy bags. I can carry some for you.
7. It's fine to have food at your desk, but you **aren't required to have / shouldn't have** drinks.
8. **Should I leave / Can I leave** a few minutes early tomorrow, please?

C Unscramble the words to make sentences.

1. get help / I / unless / can't finish / I / the design
   I _____.
2. her job / February / has / she / at / since / worked
   She _____.
3. expensive / for more / they / if the project / will look / funding / is too
   They _____.
4. in case / sell out / they / soon / bought tickets / I / early
   I _____.
5. provided that / working / will take / it's / they / the elevator
   They _____.
6. will go up / it's / to the observation deck / we / as long as / free
   We _____.

D Rewrite the sentences as reported speech. Use the verb in parentheses to report the information.

1. Jennifer has been home sick all day. (explained)
   She _____.
2. Frank criticizes Jasmin's fashion choices. (mentioned)
   He _____.
3. Ursula was a model in her teens. (told me)
   She _____.
4. Lily will go to fashion school. (predicted)
   He _____.
5. Patrice may take a semester off to travel. (said)
   She _____.
6. Emilio should consider a career in design. (stated)
   He _____.

E Complete the paragraph with the correct words from the box.

a do	**e** who funded the movie
b bigger	**f** which include both domestic and international sales
c more	**g** that does poorly at home
d more and more	**h** which is another name for a complete failure

Have you seen the movie *The 13th Warrior* ? No? Not many people did. The 1999 movie made $60 million around the world. While that sounds like a lot, it cost $160 million to make the movie. It lost $100 million. In other words, it was a flop, **1** _____. Movie flops can be big or small. The **2** _____ money lost, the **3** _____ the flop. To figure out if a movie is a flop, you need to look at overall ticket sales, **4** _____. If the movie brings in more money than it costs to make, it's considered a success. For example, an American movie **5** _____ may make a lot of money overseas. But sometimes movies that initially seem to be flops **6** _____ make money over time. The producers **7** _____ might later make money by selling movie rights so that it can be shown on TV or through streaming services. But generally, producers don't like to take risks, and they are becoming **8** _____ cautious when it comes to funding big-budget movies.

F Choose the correct option.

1. I **will rather travel / would rather travel** by plane than by boat.
2. I am sure that soon more environmentally friendly fabrics **will be used / will be using** for clothing.
3. I **was calling / was going to call** you last night, but I decided not to.
4. I felt anxious all morning. I **was giving / will be given** a presentation later that day.
5. I **will be sitting / will prefer to sit** on a beach at this time tomorrow.
6. When the plane finally landed, we **were waiting / had been waiting** for over 90 minutes.
7. Miguel **had learned / had been learning** four languages by the time he was in high school.
8. I **will prefer / would prefer** to go out for dinner tonight.

G Find and correct one error in each sentence. Rewrite the sentence correctly.

1. There are only a little customers in the store. _____
2. I bought a wooden beautiful bowl in Ecuador. _____
3. I stopped to eat meat 15 years ago. _____
4. What he has three jobs is remarkable. _____
5. Can you put little sugar in my coffee, please? _____
6. It was hard at first, but I'm used to eat with chopsticks now. _____

H Choose the correct option.

My friend Kal and I were traveling through Southeast Asia. Today, he started to hold his stomach. At first, I thought he **1 may have been / couldn't have been** hungry, but then I saw that he was in pain. I wondered if he **2 might have eaten / mustn't have eaten** something bad. But he **3 may have done / couldn't have done** that because we'd been eating the same thing every day. Then I realized what happened. He **4 must have drunk / may not have drunk** some bad water. Kal never buys water and just gets water from the tap. He sometimes boils it, but he **5 might have boiled / must not have boiled** it yesterday. He **6 could have bought / must have bought** water on several occasions, when I did, but he said he wanted to save his money for other things. I hope he feels better. And I hope he's learned his lesson!

UNIT 1—review of perfect forms

Function

The perfect tenses are used to indicate a completed action. Perfect tenses generally put the focus on the present even though the action occurred in the past. For progressive tenses, the focus is on the duration of the action.

We use the **present perfect** for a situation that began in the past and is still true.

We use the **present perfect progressive** for an action that started in the past and continued until another event happened.

We use the **past perfect** to express a situation or an event that happened before another past situation or event.

We use the **past perfect progressive** for an action that continued until another event happened.

Remember that we can use stative verbs with simple perfect tenses, but not progressive perfect tenses. Stative verbs include verbs of possession (*own, consist, have*), senses (*hear, smell, sound*), emotion (*like, prefer, adore*), and mental states (*know, believe, doubt*).

Form

Present perfect simple	*have* + *not* + past participle	I **have gotten** high grades in my economics and finance classes.
Present perfect progressive	*have* + *not* + *been* + verb *-ing*	My financial advisor **has been trading** in Bitcoin for years.
Past perfect simple	*had* + *not* + past participle	I **hadn't heard** about their products before I started trading with them.
Past perfect progressive	*had* + *not* + *been* + verb *-ing*	The economy **had been growing** for a year before it collapsed.

A Choose the correct option.

Leroy Bautista **1** **has worked** / **had been working** in kitchens for 25 years before losing his job as a chef. He saw this as an opportunity. He decided to do what his friends **2** **has told** / **had been telling** him to do – open a business selling his homemade sauces. The company Nic & Luc Jam was soon born. They **3** **had sold** / **have been selling** jarred jams ever since.

And they're growing. Nic & Luc Jam **4** **hadn't been** / **haven't been** selling many varieties of jam before they expanded. Nic & Luc Jam now sell 17 flavors. They use no artificial ingredients and only buy local produce. This **5** **has made** / **had been making** them different from the competition.

Bautista **6** **has known** / **has been knowing** for years that it is important to support other local businesses like his own. He **7** **has said** / **had been saying** that profitability is important for any small business, but he **8** **hasn't forgotten** / **hadn't been forgetting** about other small business owners in his community. He is known for giving back and helping others as needed.

UNIT 1—articles

Function

We use indefinite articles (*a, an*) before nouns to indicate the nouns are general. We use the definite article (*the*) before nouns to indicate they are specific. Sometimes we do not use any article at all.

Form

Use a/an ...	
to talk about one of many things.	Let's stop at **a** food truck for lunch.
to talk about something for the first time.	I read **an** interesting book. It was about ...
Use *the* ...	
when it's clear what we're talking about, often because we've mentioned it before.	Why was **the** book interesting?
with superlative forms.	This is **the** largest expansion in our history.
for the names of rivers, seas, oceans, mountain ranges, deserts, plural country names, and island groups.	The Nile River flows into **the** Mediterranean Sea.
for the names of theaters, hotels, museums, and art galleries.	The Plaza Hotel and **the** Metropolitan Museum of Art are in New York City.
Use no article ...	
with a plural noun.	We are investing in hotels and restaurants.
with uncountable nouns.	Education and training are important to us.
with the names of most countries, continents, states, mountains, and lakes.	Mount McKinley is in Alaska.
with the names of most towns, cities, neighborhoods, and streets.	Soho is a neighborhood in New York City.

A Write *the* or *X* (no article).

1 _____ Beverly Hills Hotel
2 _____ Mississippi River
3 _____ South Africa
4 _____ Andes Mountains
5 _____ Canada
6 _____ Caribbean Sea
7 _____ Lake Titicaca
8 _____ Mount Everest
9 _____ United States
10 _____ Miami
11 _____ British Museum
12 _____ Second Avenue
13 _____ Galapagos islands
14 _____ Philippines
15 _____ Museum of Modern Art

B Look at these steps for starting a business. Write *a, an, the*, or *X* (no article).

Step 1: Do your research. **1** _____ first thing you need to do is see if there's **2** _____ market for your product or service.
Step 2: Write **3** _____ business plan. It's **4** _____ essential document if you're looking for **5** _____ bank loan.
Step 3: Get **6** _____ legal advice. Attorneys help you manage the risks of being **7** _____ business owner.
Step 4: Choose **8** _____ great name for your business. Remember, **9** _____ best business names are unique, memorable, and easy to pronounce.
Step 5: Find out if you need to get **10** _____ tax ID number. Depending on where you live, most businesses are required to have one.
Step 6: Open **11** _____ business bank account. While you're doing that, get **12** _____ business credit card that offers reward points.
Step 7: Talk to **13** _____ accountant. Get advice on **14** _____ best tax filing status for your business.
Step 8: Get **15** _____ business license. Contact experts to find out what's required in your industry or use **16** _____ online resource.

UNIT 2—verb + gerund

Function

A gerund (verb + *-ing*) is used as a noun. It can go after a verb, such as *I like swimming*. It can also go after a verb + object, a verb + time expression, or a verb + expression of place.

Form

Use	Examples
Use a gerund after the verb *have* + object (*difficulty, fun, trouble, a good time, an easy time, a hard time*).	We **had fun doing** aerobics. She **had a difficult time understanding** us.
Use a gerund after a verb of perception (*hear, listen, notice, observe, see, watch*) + object.	I **watched her playing** volleyball. He **noticed me practicing** golf.
Use a gerund after the verb *spend* or *waste* + a time expression (*time, hours, a lot of time, two years, an eternity*).	He **spent two years playing** professional tennis. I **wasted a lot of time playing** video games.
Use a gerund after the verbs *sit, stand,* or *lie* + an expression of place (*here, there, on the sofa, on the bed, at your desk, in your room).*	He's **lying on the bed reading** a magazine. Why **are you sitting** at your desk eating lunch?

A Choose the correct verbs. Then complete the sentences with the gerund form of the verb in parentheses.

1 They **had** / **saw** trouble _____ (find) their seats at the stadium.
2 She **had** / **spent** a long time _____ (study) her opponent.
3 Why are you **having** / **lying** in bed _____ (watch) TV?
4 Did you **listen** / **see** those people _____ (sell) tickets to the sold-out game?
5 I **noticed** / **wasted** some people _____ (record) the game with their phones.
6 We are **having** / **spending** a hard time _____ (fund) our team.
7 He's **sitting** / **having** on the floor _____ (play) a game.
8 Please don't **waste** / **hold** your time _____ (read) comic books.

B Complete the information with the gerund form of the verbs from the box.

be deal encourage observe play work

Kids have fun **1** _____ sports and they learn key life skills through them. One is respect. Watching a coach **2** _____ team members to respect each other shows that the human relationship in sports is important. Sports also teach kids friendship. Kids form important bonds through sports, and this leads to lasting friendships.

Winning sports games is not easy, and everyone has a hard time **3** _____ with loss. But losing games helps kids learn to handle problems better. They become stronger when they learn that wasting time **4** _____ upset over a loss is not helpful. They learn to continue doing their best when they play sports.

Sports also help with leadership skills. Even if players spend most of their time just **5** _____ a game instead of playing a game, they see what good leadership involves.

And finally, kids learn about teamwork through sports. As they watch their teammates **6** _____ together to achieve a common goal, they realize there is truth to the saying "There is no 'I' in team."

UNIT 2—relative pronouns with *-ever; no matter*

Function

When we add *-ever* to the pronouns *what, which, when, where, who,* and *how,* the reference is not specific. It means any thing, place, time, person, or way.

whatever: anything at all; it doesn't matter what
whichever: any one at all; it doesn't matter which
whenever: any time at all; it doesn't matter when
wherever: any place at all; it doesn't matter where
whoever: any person at all; it doesn't matter who
however: any way at all; it doesn't matter how

The phrase *no matter* means something is true in all cases. For example:

No matter who you talk to, you'll find they support sports in schools. =

Every person you talk to supports sports in schools.

Form

pronoun + verb	**Whoever said** that the new player is not a good teammate hasn't seen him in many games.
pronoun + subject + verb	**Whatever you do**, don't insult our corporate sponsor. There are crazy sports fans **wherever you go**.
pronoun + object + subject + verb	**Whichever date for the game you choose** is fine with me. Do your best **whatever sport you** participate in.
no matter + pronoun + clause	I'll enjoy the game **no matter who wins** in the end.

A Match the parts to make sentences.

1 Coaches are free to train their teams _____
2 I always try to watch _____
3 There are lots of sports clubs to choose from _____
4 I have extra tickets to the match, so feel free to invite _____
5 I'll be happy to go to either game, so I'm fine with _____
6 I can't understand the rules of American football _____
7 Please don't forget to bring our tickets to the game, _____

a whatever you do.
b whichever one you choose.
c wherever you live.
d however they like.
e whoever you like.
f no matter how you explain them.
g whenever my team is playing.

B Choose the correct option.

1 I will never understand the research **however** / **no matter** you try to explain it.
2 **Whatever** / **Whichever** you do, don't mention last Friday's game to Coach Nelson.
3 You can cheer the Red Shirts or the Blue Shirts. Choose **however** / **whichever** you like.
4 Report for practice **whenever** / **wherever** you get here.
5 Maggie will do what she wants **no matter** / **however** what you say.
6 James gets angry **no matter** / **whenever** the coach gives him constructive criticism.
7 Because it's your birthday, we can go **wherever** / **whoever** you like tonight.
8 **Whoever** / **Whatever** ordered those uniforms paid too much.

UNIT 3—mixed conditionals

Function

In a mixed conditional, the clauses in the sentence refer to different times. They are used to describe unreal situations. There are two types of mixed conditionals. One describes the present result of a past condition, and the other describes the past result of a present condition.

Form

Present result of a past condition	
The *if* clause is in the past perfect tense. The main clause uses *would* + base form of verb or *would* + *be* + verb-*ing*.	If Ken **had graduated** from college, he **would have** a good job now. (But he didn't graduate from college, so he doesn't have a good job now.) If I **hadn't quit** medical school, I **would be working** as a doctor now. (But I did quit, so I am not a doctor.)
Past result of a present or continuing condition	
The *if* clause is in the simple past tense. The main clause uses *would have* + past participle. (Note: In the *if*-clause, always use *were* for the simple past tense of *be*.)	If Ming **weren't** busy every evening, he **would have come** to the party. (But Ming is busy every evening, so he didn't come.) If she **knew** your schedule, she **would have invited** you over last weekend, (But she doesn't know your schedule, so she didn't invite you.)

A Choose the correct option. Think about whether it is the present result of a past condition or the past result of present or continuing condition.

1. If he had worn sunblock, he **wouldn't be** / **wouldn't have been** sunburned now.
2. She **wouldn't make** / **wouldn't have made** her teacher peanut butter cookies if she knew about her teacher's peanut allergy.
3. We **would be** / **would have been** at the beach now if we had taken the train.
4. If I **am** / **were** less shy, I would have asked the doctor more questions.
5. If she **went** / **had gone** to nursing school, she would be working as a nurse now.
6. You wouldn't feel so sick if you **didn't eat** / **hadn't eaten** so much food.

B Complete these mixed conditionals with the correct form of the verbs in parentheses.

1. If I _____ (be) more ambitious, I _____ (study) to become a surgeon.
2. You _____ (get) the internship if your resume _____ (be) more impressive.
3. If I _____ (listen) to your advice, I _____ (not have) these problems now.
4. The doctor _____ (give) you that drug if you _____ (not have) an allergy to it.
5. You _____ (feel) fine now if you _____ (not work) for 24 hours without a break.
6. He _____ (not be) sick today if he _____ (take) his medicine as directed.
7. I _____ (apply) for the hospital job if I _____ (not be) afraid of the sight of blood.
8. If we _____ (not trust) him with our grandmother, we _____ (not ask) him to be her nurse.

UNIT 3—clauses of contrast and purpose

Function

We use clauses of purpose to show the use or purpose of something or why someone does something. We use clauses of contrast to compare two things or two situations. There are various ways to express either type of clause.

Form

Clauses of contrast	**Examples**
despite / in spite of + gerund	**Despite feeling** better, she spent an additional day in the hospital.
despite / in spite of + noun phrase	Many people have the flu **in spite of the increased number of flu vaccinations**.
despite / in spite of the fact that + clause	**Despite the fact that it was very expensive**, she had the surgery.
though / although / even though + subject + verb	**Although working as an emergency room nurse is challenging** , Rhonda enjoys her job.
Clauses of purpose	**Examples**
for + gerund	The MRI machine is used **for scanning** the brain.
so as to / in order to + base form	The doctor inserted the device **in order to monitor** the patient's heart.
so that + subject + modal verb	I went to the hospital nursery window **so that I could** see the newborn baby.

A Complete these sentences with the words and phrases from the box.

despite for in spite so as to so that though

1 He stayed home from work _____ avoid spreading his cold.
2 The medicine helped get rid of the flu, _____ it took several days to do so.
3 The doctor gave me these pills _____ decreasing pain.
4 Some people still won't get flu vaccinations, _____ the evidence they help prevent the flu.
5 The doctor took X-rays of my leg _____ he could see if it was broken.
6 She continued to walk _____ of the pain it caused her.

B Circle the correct option.

3D printers are used **1** **so that** / **for** creating three-dimensional objects. Developers first used them **2** **in order to** / **so that** duplicate everyday objects, but now "bioprinters" are being used to create living body parts. **3** **In spite** / **Despite** some early ethical concerns, scientists are moving ahead with the process in order **4** **for meeting** / **to meet** increasing demand. They use human cells as "ink" and the bioprinter layers cells **5** **so as to** / **in spite of** make human tissues and organs. To create an ear, for example, the printer creates a soft scaffold made of hydrogel **6** **in order to** / **so that** the cells have something to grow on. After six months, the hydrogel disintegrates, leaving an ear made of human cells. Scientists use the patient's cells, **7** **although** / **so that** this isn't always possible. **8** **In spite of** / **So that** previous success duplicating livers, bladders, and kidneys, scientists caution that 3D printing may not work for every body part. 3D printing of the brain, for example, may never be possible.

UNIT 4—inverted conditionals

Function

We can invert first, second, and third conditional sentences. In inverted conditionals, the word *if* is omitted and the word order is changed. We generally use inverted conditionals in more formal communication.

Form

If clause conditional	Inverted conditional
First:	
If you fly over Brasilia, you will see the grid pattern from the air.	**Should you fly** over Brasilia, you will see the grid pattern from the air.
If you care about city planning, you will want to come to the next city council meeting.	**Should you care** about city planning, you will want to come to the next city council meeting.
Second:	
If you studied urban planning, you would understand the challenges that planners face.	**Were you to study** urban planning, you would understand the challenges that planners face.
If it weren't for Mr. Diaz, there would still be deep holes in many of our roads.	**Were it not for** Mr. Diaz, there would still be deep holes in many of our roads.
Third:	
If you had been at the meeting, we would have had enough people to argue our case.	**Had you been** at the meeting, we would have had enough people to argue our case.
If the founders had planned for a larger city, we wouldn't have needed a new sewage system.	**Had the founders planned** for a larger city, we wouldn't have needed a new sewage system.

A Rewrite each sentence into an inverted conditional sentence.

1 If more taxes went toward infrastructure, there wouldn't be a budget deficit.

_____

2 If I get a chance to visit Washington, DC, I'll visit the Jefferson Memorial first.

_____

3 If the pedestrians had known about the construction, they would have taken a different route.

_____

4 If you build a luxury hotel in the city, it will bring in more visitors.

_____

5 If it weren't for the petition, the city would not have new bus stops.

_____

6 If you had called the city planning office, they would have told you what forms you need.

_____

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

1 _____ we _____ (need) more funding for the project, we will have to revise our proposal.
2 Were we to choose just one architect, we _____ (choose) Ms. Hansen.
3 _____ she _____ (be) present, she would have spoken in favor of the proposal.
4 Were it not for Yvette, we _____ (not know) about this plan.
5 Should you need me, I _____ (be) in the library.
6 Had the residents not been so persistent, we _____ (not get) approval for the new playground in the park.
7 Were they to widen the tunnel, large trucks _____ (be) able to go through.
8 _____ the city workers _____ (not reach) an agreement, they will go on a strike.

UNIT 4—review of adverbs

Function

Adverbs are words that modify or qualify other types of words, such as adjectives, verbs, clauses, or other adverbs. There are different types of adverbs for describing how, where, when, in what manner, and for what purpose something is done or happens.

Form

Use	Examples
Use adverbs of manner to say how something is done.	*quickly, gently, fast, perfectly, recklessly*
Use adverbs of definite frequency to say when or how often something happens.	*daily, weekly, annually, twice, finally*
Use adverbs of indefinite frequency to say how often something is done.	*often, usually, always, frequently, seldom*
Use adverbs of purpose to say the reason something is done and join two clauses.	*since, therefore, consequently, as a result, in order to*

A Look at the adverb types above and choose the correct adverb from the box.

already because constantly eventually firmly hastily sometimes thus

1 The streets in this town _____ need to be repaired. (adverb of indefinite frequency)
2 The heating filters need to be replaced _____ they are too old. (adverb of purpose)
3 We have _____ approved the design of the new school. (adverb of definite frequency)
4 Stone is a strong building material. _____, it lasts a long time. (adverb of purpose)
5 Homeowners _____ put wooden fences around their homes. (adverb of indefinite frequency)
6 Some buildings are constructed _____ and have problems later. (adverb of manner)
7 After several years, they _____ realized they needed to replace their roof. (adverb of definite frequency)
8 Push the stones down _____ to make sure they stay in place. (adverb of manner)

B Complete the information using the correct adverb from the box.

already carefully consequently currently economically eventually globally there

Babcock Ranch may become the first solar-powered community in the United States. Its developer, Syd Kitson, has been **1** _____ planning a sustainable community that will act as a model for other towns **2** _____. The community's residents will live in homes with solar heating and energy-saving appliances. **3** _____, it will be cheaper to heat the homes.

Some people have **4** _____ bought homes, but only a few people are **5** _____ living **6** _____. However, Babcock Ranch's developer feels that a town of 50,000 people by 2040 is not unrealistic. Will the community **7** _____ be a model for future cities? Kitson hopes so. "We want to prove that something like this can work **8** _____ so that others will do it," he says.

UNIT 5—future perfect

Function

We use the future perfect to talk about an action or situation that will be completed before a specific time or event in the future.

Form

will + *have* + past participle	Tomorrow I **will have been** at this company for ten years. I believe that researchers **will have found** a cure for cancer by 2030.
will + *not* + *have* + past participle	He **won't have finished** the exam before the bell rings. I predict that we **won't have established** colonies on Mars by 2050.

A Complete the conversations with future perfect form of the verbs in parentheses.

1 **A:** Do you think humans will colonize Mars someday?
B: Sure. I mean, someday. I'd guess we **1** _____ (colonize) Mars by around 2030. Of course, we **2** _____ (make) a lot of trips back and forth before then.
A: I don't think we **3** _____ (establish) colonies there that early, but maybe around 2050 or so.

2 **A:** Do you think humans will ever do anything about climate change?
B: Yes, I do. I think that climatologists **4** _____ (deal) with the problem successfully by 2025.
A: Really? That's not too far away.
B: I know. I really believe we **5** _____ (reverse) the trend by then.

3 **A:** I can't believe you're moving to the suburbs next week.
B: I know! By this time next week, I **6** _____ (move) out of my apartment. If all goes well, I **7** _____ (ship) all my belongings to my new place by then, too.
A: Oh, I'm not moving that far away. I'm sure we **8** _____ (get) together a couple of times before then.
B: Well, I hope to see you again before the end of the year.

4 **A:** Have you finished writing your book?
B: No, not yet. But hopefully in two months' time I **9** _____ (finish) it.
A: Really? That's impressive! Do you think it will be successful?
B: I hope so. My publisher says that by 2024 it **10** _____ (sell) a million copies and that we **11** _____ (start) to negotiate a deal with a streaming service.
A: Well, good luck!

B Complete the sentences with your own predictions. Use the future perfect with *will* or *won't* and the verb in parentheses.

1 By 2050, human health _____ (improve) a lot.
2 Many animal species _____ (disappear) within the next 100 years.
3 Sea levels _____ (rise) over many coastal cities by 2030.
4 During my lifetime, doctors _____ (cure) most diseases.
5 By next year, scientists _____ (make) an exciting new discovery.
6 By the 22nd century, the population _____ (increase) to dangerous levels.
7 By 2060, robots _____ (take) the place of human beings in many jobs.
8 By the end of this decade, I _____ (learn) two more foreign languages.

UNIT 5—future perfect progressive

Function

We use the future perfect progressive to talk about a continuous action or situation that will be completed before a specific time or event in the future. Unlike the future perfect simple, the future perfect progressive focuses on the duration of the action.

Form

will + *have been* + verb *-ing*	Next year, I **will have been living** here for exactly five years.
will + *not* + *have been* + verb *-ing*	Unless it gets fixed, this computer **won't have been working** for six months.

A Complete the sentences with the future perfect progressive form of the verbs in parentheses.

1 By next year, she _____ (live) here for 10 years.
2 At 4:00, he _____ (play) tennis for 90 minutes.
3 When Tom finishes the housework, he _____ (clean) for two hours.
4 By 6 p.m., they _____ (practice) the play for an hour.
5 By the time she comes back from New Zealand, Mila _____ (not live) in London for three years.
6 How long _____ you _____ (work) by the time you retire?
7 At the end of this term, we _____ (study) English for 12 weeks.
8 When the store finally opens, we _____ (wait) here for two hours.

B Complete the conversations with the future perfect progressive of the verbs from the box. There are two verbs you do not need.

backpack do prepare stay study try wait work

1 **A:** Are you worried about your job interview in Paris?
B: No, not really. When I leave for France, I _____ for it for more than a month.
2 **A:** How long has Patricia been learning English?
B: At the end of this course, she _____ English for six years.
3 **A:** Do you think Matt's team will finish the report in time?
B: Yes. They _____ on it for nearly three days tomorrow.
4 **A:** How long are you going to stay in Italy?
B: On Sunday, we _____ in Tuscany for two weeks and we'd like to stay one more week. There's so much to see!
5 **A:** How many countries has your sister visited during her journey?
B: I don't really know. But she _____ around the world for a year before she gets back home.
6 **A:** I can't believe we still don't have any news about our new contract!
B: I know! By this evening, we _____ for over eight hours.

UNIT 6—passive reporting structures

Function

We can use passive reporting structures to report information in a formal way. Reporting verbs that can be used in this way include *allege, assume, believe, claim, consider, estimate, expect, find, know, presume, report, say, see, show, think,* and *understand.*

Form

Use	Examples
It + *be* + past participle of reporting verb + *(that)* + clause	It's thought that self-awareness begins to develop in humans around eighteen months old. It's understood that body language is an important part of intercultural communication.
subject + *be* + past participle of reporting verb + infinitive	Self-awareness is thought to begin to develop in humans around eighteen months old. Body language is understood to be an important part of intercultural communication.

A Complete the sentences with the passive form of the verb in parentheses. Use the simple present tense.

1 It _____ (estimate) that people spend around 75% of their day communicating.
2 Informal slang _____ (assume) to be challenging for many non-native speakers.
3 Most people _____ (believe) to say between 125 and 175 words a minute.
4 It _____ (think) that information questions prompt people to say more than yes/no questions.
5 Turn-taking _____ (consider) to be important as it prevents one person from dominating the conversation.
6 It _____ (understand) that humor varies from culture to culture.

B Rewrite the sentences. For sentences 1–3, use *It* + passive reporting verb + (*that*) + clause. For sentences 4–6, use subject + passive reporting verb + infinitive.

1 Listening well is believed to be just as important as speaking well.

_____

2 Telling a good story is shown to be an effective communication strategy.

_____

3 Self-confidence is assumed to be an important component of effective communication.

_____

4 It's said that the mirroring game develops understanding between people.

_____

5 It's estimated that people form an impression of you within seven seconds.

_____

6 It's known that communication skills are one of the key factors for success.

_____

UNIT 6—reduced adverb time clauses

Function

An adverb time clause shows when something happens. Adverb time clauses beginning with *before, after,* and *since* can be reduced by omitting the subject and changing the verb to a gerund form. Adverb time clauses beginning with *as soon as* can be reduced by changing *as soon as* to *on*, omitting the subject, and changing the verb to a gerund.

You cannot reduce adverb time clauses if the subjects in the two clauses are different; they must be the same. For example, the sentence: *Before Ned won a gaming contest, his parents were not impressed with his abilities* cannot be reduced because Ned and his parents are different subjects.

Form

Original clause	Reduced clause
Before I learn how to play those video games, I want to get my own computer.	**Before learning** how to play those video games, I want to get my own computer.
Since Andrea got a job, she doesn't have much time for gaming.	**Since getting** a job, she doesn't have much time for gaming.
After we read about gaming addition, we decided to quit them entirely.	**After reading** about gaming addition, we decided to quit them entirely.
As soon as he gets home, he locks the door and starts gaming right away.	**On getting** home, he locks the door and starts gaming right away.

A Check (✓) the sentences that you can reduce according to the rules above.

1. ☐ Before we play online games, we have lunch.
2. ☐ After her friend invited her, Doris went to the movies.
3. ☐ As soon as they got to the library, they took out their laptops.
4. ☐ Since Jack left the club, the meetings are a lot less interesting.
5. ☐ Since I heard about this course, I have been really excited about starting.
6. ☐ As soon as my favorite TV show starts, I stop playing online games.

B Rewrite the sentences using reduced adverb time clauses.

1. Since I started work, I rarely play online games.

   _____

2. I quit gaming as soon as I saw how much I played.

   _____

3. He made a commercial after he won the tournament.

   _____

4. Before she got into gaming, she was very shy.

   _____

5. She became a gaming pro after she had played for just a year.

   _____

6. We haven't been online much since we had a baby.

   _____

7. As soon as he won the title, he retired from gaming.

   _____

8. I need to understand the game more before I try it.

   _____

UNIT 7—negative inversions

Function

We can start a sentence with a negative adverbial word or phrase in order to be more emphatic or to sound more formal. When we do this, the subject and verb word order is inverted. When inverting simple present or past tenses, we need to add the auxiliary verb *do*, *does*, or *did*.

Form

Use	Not inverted	Inverted
never/seldom/rarely + auxiliary verb + subject + base verb	**I have never missed** home so much. **I seldom voice** my opinions in meetings. **She rarely leaves** her apartment.	**Never have I missed** home so much. **Seldom do I voice** my opinions in meetings. **Rarely does she leave** her apartment.
under no circumstances + auxiliary verb + subject + base verb	**There are no circumstances** in which I would move downtown	**Under no circumstances** would I move downtown.
little + auxiliary verb + subject + base verb (+ clause)	**We didn't know how** expensive everything would be.	**Little did we know how** expensive everything would be.
only then/later + auxiliary verb + subject + base verb (+ clause)	**We only found out** about the apartment rules then/later.	**Only then/later did we find out** about the apartment rules.
scarcely/hardly + auxiliary verb + subject + base verb + *when* + subject + main verb	**I had scarcely gotten** off the bus when the doors slammed shut. **I would hardly get** to work when the phone would start ringing.	**Scarcely had I gotten** off the bus when the doors slammed shut. **Hardly would I get** to work when the phone would start ringing.
no sooner + auxiliary verb + subject + base verb *than* + subject + main verb	**As soon as I had gotten** home than I had to get ready for bed.	**No sooner had I gotten** home than I had to get ready for bed.
not only + auxiliary verb + subject + main verb, *but* + subject + *also* + base verb	**He not only came** late, but he also refused to apologize.	**Not only did he come** late, but he also refused to apologize.

A Find and correct one error in each sentence.

1 Seldom he pays attention in meetings. _____
2 Only later we did understand her intention. _____
3 No sooner had I had breakfast but I had to catch the bus. _____
4 Rarely she has been so happy with her job. _____
5 Under circumstances would I ever drive in this city. _____
6 Not only does she speak Spanish, and she also speaks Japanese. _____
7 Little did he know that how many people supported his promotion. _____

B Rewrite each sentence.

1 I rarely take vacations these days.
Rarely _____.
2 She's never had a roommate.
Never _____.
3 We seldom explore other neighborhoods.
Seldom _____.
4 I didn't know how good the museums are.
Little _____.
5 We found out about the meeting only then.
Only then _____.

6 Franco's mother is unsupportive and critical.
Not only _____.

7 I would never move to a big city.
Under no circumstances _____.

8 As soon as I got home, the phone rang.
No sooner _____.

UNIT 7—the subjunctive

Function

We use the subjunctive tense to make requests, give orders, and offer recommendations. It is generally used in formal situations. We always use the base verb in subjunctive structures; it does not change according to the person or tense.

Form

subject + verb + *that* + subject + (*not*) + base verb	**Comments**
I suggest that you stay here.	Other verbs include *ask*, *demand*, *desire*, *order*, *propose*, and *recommend*.
We prefer that she not give to that charity.	
She insisted that he help out more.	The verbs can be changed to nouns, such as make a suggestion, issue an order, etc.
He requested that the board not keep the cash.	
***It* + *be* + adjective *that* + subject + (*not*) + base verb**	**Comments**
It's important that you give a little.	Other adjectives include *best, crucial, desirable, imperative, necessary, and urgent.*
It was essential that everyone attend the meeting.	
It's vital that they understand our mission.	
It was advisable that she not read the details.	

A Complete the text with the verbs from the box.

break into raise have speak start support

Good evening and thank you all for coming to tonight's parents' meeting. It's already ten after seven, so I'd like to make a suggestion that the chair **1** _____ the meeting at this time. Thank you. The chair requested that I **2** _____ first and I'm happy to do so. As you know, we are hoping to raise money for our soccer team's trip to the national championship next month. It's vital that we **3** _____ the team and I propose that we **4** _____ a talent show to showcase all the talent among us parents. Also. we should charge admission. This might sound odd, but it is imperative that the show **5** _____ money to fund the trip to the championship. I now recommend that we **6** _____ groups. Please discuss my proposal and also brainstorm other possible ways to raise the needed funds.

B Unscramble the words to make subjunctive sentences.

1 us / you / tell / that / the truth / demand / we
We _____.

2 it's / reporters / talk to / you / that / not / important
It's _____.

3 she / I / prefer / the microphone / use / that
I _____.

4 that / the truth / it's / she / imperative / tell
It's _____.

5 he / that / the meeting / essential / was / come / to / it
It _____.

6 we / at 1:00 / a suggestion / that / he / made / start
He _____.

UNIT 8—paired conjunctions

Function

Paired conjunctions are used to join words or phrases that carry equal importance in a sentence. When using paired conjunctions, the two words or phrases that are joined have the same structure (e.g., two noun phrases, two verb phrases).

Form

Use	Examples
Use *both ... and ...* to show that something is true for two items or people.	**Both** creativity **and** critical thinking are 21st-century skills.
Use *either ... or ...* to refer to a choice between two possibilities.	You can **either** come with us **or** stay here for the art exhibition.
Use *neither ... nor ...* to join two negative options.	**Neither** Mr. Jefferson **nor** Ms. Johnson is imaginative.
Use *not only ... but also ...* to join two things, where the second one may be a little surprising.	**Not only** is Erin a painter, **but also** an excellent surfer!

A Complete the sentences with the correct words and phrases from the box. You will need to use them more than once.

and both but also either neither nor not only or

1 Mary can _____ sell her art in person _____ sell it online. Her art is very popular.
2 Olivia's painting made me feel _____ happy _____ a little bit hungry!
3 Ricardo's work was well received by _____ art experts _____ regular viewers.
4 Iris has no money at all. She can pay _____ her rent _____ her tuition this month.
5 Sam is an excellent musician. She can play _____ the piano _____ the violin!
6 Miguel has _____ a house in Guadalajara, _____ one in Miami. He is so lucky!
7 _____ Josh _____ Stella remembers who broke the window in Mrs. Smith' office.
8 They can _____ cook the food themselves _____ hire a caterer for the party.

B Combine the sentences using the paired conjunction in parentheses. (Be careful about subject-verb agreement.)

1 Einstein was a great thinker. Mozart was a great thinker. (both ... and)

_____

2 You can study the sciences. You can study the arts. (either ... or)

_____

3 Convergent thinking is important. Divergent thinking is important. (both ... and)

_____

4 Samuel doesn't like classical music. Samuel doesn't like rock music. (neither ... nor)

_____

5 Kendra wants to be a graphic designer. Kendra wants to be an animation artist. (either ... or)

_____

6 You could express creativity through music. You could express creativity through dance. (not only ... but also)

_____

UNIT 8—reduced adverb cause-effect clauses

Function

An adverb cause-effect clause shows a relationship of causality, which provides a reason for something. They can be reduced using different forms.

As with adverb time clauses, you cannot reduce adverb cause-effect clauses if the subjects in the two clauses are different; they must be the same.

Form

Original clause	Reduced clause	Comment
Because I'm forgetful, I appreciate life hacks.	**Being forgetful**, I appreciate life hacks.	An adverb clause with *be* can be reduced using (*not*) *being* + adjective.
He's not good at cooking, so he avoids the kitchen.	**Not being good** at cooking, he avoids the kitchen.	
Bob forgot what to buy at the store, so he called his wife.	**Forgetting what to buy** at the store, Bob called his wife.	An adverb clause with most verbs in any tense can be reduced using (not) verb *-ing*.
She didn't feel well, so she sat down on the floor.	**Not feeling well**, she sat down on the floor.	
He was a fan of life hacks because he'd tried several.	**Having tried** several, he was a fan of life hacks.	An adverb clause in the present or past perfect can be reduced using (*not*) *having* + past participle.
I hadn't opened a jar with a rubber band, so I wasn't sure it would work.	**Not having opened** a jar with a rubber band, I wasn't sure it would work.	

A Rewrite the sentences using reduced adverb cause-effect clauses.

1 Because I felt bored, I searched the web for life hacks.

_____

2 I have just organized my closet, so I want to share a few tips.

_____

3 I wore ski goggles while chopping onions because I hoped to avoid crying.

_____

4 I wanted to find my luggage more easily, so I tied a colorful cloth on the handle.

_____

5 Since I hadn't removed a stain with baking soda, I was reluctant to try it.

_____

6 I'm not used to fixing things, so I tend to ask others for help.

_____

7 Because I am terrible at remembering where I park, I often take a photo of the area.

_____

8 Because I've always been interested in new ideas, I am reading more about life hacks.

_____

UNIT 9—reduced relative clauses

Function

A reduced relative clause, or relative phrase, is a relative clause with a word or words omitted. We can reduce relative clauses that modify the subject of a sentence, but not the object.

Form

Relative clause	Reduced relative clause	Comment
The podcast **(that) I listened** to was about storm chasers.	**The podcast I listened** to was about storm chasers.	We can omit the relative pronoun if it is followed by a subject pronoun.
The man **(who is) speaking** is a storm chaser.	**The man speaking** is a storm chaser.	We can omit the relative pronoun + *be* if it is followed by a present participle.
The woman **(who was) chosen** to speak is very good.	**The woman chosen** to speak is very good.	We can omit the relative pronoun + *be* if it is followed by a past participle.
The tornadoes **(that are) in the Midwest** are especially dangerous.	**The tornadoes in the Midwest** are especially dangerous.	We can omit the relative pronoun + *be* if it is followed by a prepositional phrase.
The man **(who is) responsible** for their safety has a tough job.	**The man responsible** for their safety has a tough job.	We can omit the relative pronoun + *be* if it is followed by an adjective or adjective phrase.

A Cross out the word(s) to form reduced relative clauses.

1 The podcast that I listened to last night was about smokejumpers. **2** Smokejumpers are firefighters who are trained to jump into forest fires from helicopters. **3** The helicopters that are used are equipped to deal with high winds and heat. **4** The fires that were discussed in the podcast were especially dangerous. **5** One man who was asked to speak about his experiences got very emotional. **6** He is the smokejumper who is working with the fire service in another state. **7** There were another couple who are thinking about quitting because of the dangers of smokejumping. **8** They were the ones who I enjoyed listening to the most.

B Rewrite the following sentences by using reduced relative clauses.

1 The woman who is competing against Lucy in the tennis match is really good.

_____.

2 She is the friend who is helping me study for my chemistry test.

_____.

3 The necklace that I gave you yesterday, belonged to my grandmother. Please, don't lose it!

_____.

4 These are the scientists who are working on a new eco-friendly apartment building for our neighborhood.

_____.

5 The students who are in charge of the school's end-of-year show have done an excellent job.

_____.

6 There were two girls who were applying for the same scholarship, but we could only accept one.

_____.

UNIT 9—cleft sentences

Function

In a cleft sentence, a phrase is moved from its usual place to a different part of the sentence, such as the beginning. This gives the word or phrase special emphasis.

Form

Noncleft sentence	Cleft sentence	Structure
Serious and careful planning keeps risk-takers safe.	**It is serious and careful planning** that keeps risk-takers safe.	*It* + *be* + noun phrase + relative clause
Self-preservation is the trait that helps keep people alive.	**The trait that helps keep** people alive is self-preservation.	subject + relative clause + *be* + complement
Risk-takers feel the need to push themselves to extremes.	**What/All risk-takers feel is** the need to push themselves to extremes.	*What/All* + subject + verb + *be* + complement
Self-awareness gives people a good understanding of their own feelings.	**What gives people** a good understanding of their own feelings is self-awareness.	*What* + verb phrase + *be* + complement

A Rewrite the sentences as cleft sentences.

1 I only want to try hang gliding.
All _____.
2 My fear of heights stops me from going up in a hot air balloon.
It _____.
3 My grandfather is one person who loves to take risks.
One person _____.
4 The high costs are what keeps me from trying scuba diving.
It _____.
5 Skydivers get a huge thrill from the initial free fall.
What _____.
6 Bungee jumping is the extreme sport I'm least interested in trying.
The extreme _____.
7 Adventure is what thrill seekers pursue.
It _____.
8 They were only worried about the high winds during their zip line.
All _____.

B Choose the correct option.

1 All I hope to do on vacation **that** / **is** to relax on the beach.
2 **What's** / **It's** good service that sets this tour company apart.
3 **What** / **The thing** that really excites me is traveling to new places.
4 What thrill seekers need **is** / **that** the excitement of trying something dangerous.
5 The people who matter the most **be** / **are** my friends and family.
6 **It** / **What** keeps me going is the thrill of trying new things.
7 All I wish for this new year **that** / **is** to find a new apartment and move out of my parents' house.
8 Adapting to difficult situations is **what** / **it** you need the most in this job.

UNIT 10—participle clauses

Function

Participle clauses, a type of adverb clause, use a present participle (*seeing*), a past participle (*seen*), a perfect participle (*having seen*), or perfect passive participle (*having been seen*) to shorten a longer clause. They are especially common in written English because they allow us to include information in a concise way. The subject of the participle clause must also be the subject in the main clause.

Form

Use	Examples
Use the present participle to show that the two actions occurred at the same time, or that one action occurred just before another action.	**Feeling very confident**, I raised my hand to ask a question. **Entering the room**, I look at everyone on the team.
Use the past participle to show that the action is passive and was caused by something or someone else.	**Called reading a room** by psychologists, it's a skill that anyone can learn. **Seen from the back**, the group dynamics are very informative.
Use the perfect participle to express an idea of cause and effect.	**Having picked up on her** microexpressions, I had an idea of how she was feeling. **Not having prepared for discussion**, I didn't want to participate.
Use the perfect passive participle to stress that the action in the participle clause was caused by something or someone else and to express cause and effect.	**Having been asked a question**, I knew I had to say something. **Not having been shown the research report**, I asked for a copy.

A Choose the correct option.

1 **Having chosen / Having been chosen** as the team leader, I was thrilled to accept.
2 **Knowing / Known** as a fair boss, Ms. Kang treated everyone equally.
3 **Giving / Having been given** the opportunity to speak, I made my case to the committee.
4 **Living / Having been lived** in Mexico, I learned a lot of interesting local Spanish idioms.
5 **Having studied / Having been studied** her behavior, I concluded she was a creative thinker.
6 **Seen / Having seen** as a positive characteristic, her directness was appreciated by the staff.
7 **Not been / Not having been** to China before, I was afraid I'd make a cultural mistake.
8 **Not knowing / Not having been known** who to turn to, I asked a stranger for help.

B Join the sentences using a participle clause.

1 Enochlophobia means the fear of crowds. Enochlophobia happens in public spaces.

_____

2 She was mumbling to herself. She looked up in tears.

_____

3 He had a good childhood. He told his parents how appreciative he was.

_____

4 She was called a hero. She helped him solve the company's problems.

_____

5 He was given the microphone. He introduced himself.

_____

6 I hadn't learned the correct procedures. I made some errors.

_____

UNIT 10—the passive voice with infinitives and gerunds

Function

Both infinitive and gerunds can be used in the passive voice. The infinitive passive voice is often used after modal verbs such as *must, may, might, can,* and *should.* It is also used after structures such as *going to*, *(don't) have to*, *(don't) want to,* and *would like to*. The gerund passive voice is often used after verbs such as *hate, like*, *love, afraid of*, *look forward to,* and *insist on*. It can sometimes be at the beginning of a sentence.

Form

Use	Examples
Infinitive passive = *be* + past participle	She **should be given** an award. The assignment **must be completed** by Friday. I **don't like to be addressed** as "Sir." **I'm not going to be intimidated** by her.
Gerund passive = *being* + past participle	He **hates being expected to know** all the answers. She**'s afraid of being asked to speak** in class. Let**'s insist on being paid** for our work. **Being asked to stop talking** was embarrassing.

A Complete the information with the passive infinitive or gerund form of the verb in parentheses.

Your behavior when you are using your cell phone can tell others a lot about you. What is and isn't acceptable these days? First, no one enjoys **1** _____ (bother) by loud voices, so keep your voice down when talking. Otherwise, many people may **2** _____ (annoy). Also, be courteous to those you are with during social activities. Your phone should **3** _____ (turn off) if it will interrupt the activity. If our phone must be on, silence it and move away to talk.

Discussing personal or confidential topics should **4** _____ (avoid) in public places. Private information sent in messages can **5** _____ (forward) easily, so don't text anything you want to stay private. At the same time, watch your language, especially when others can overhear you. And cell phones **6** _____ (see) more and more in public places such as libraries, theaters, and restaurants. Avoid using them there. And it may seem obvious, but don't text during class or in meetings. Finally, don't drive with your phone on. It should **7** _____ (turn off) while driving.

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