ANNETTE FLAVEL

SPEAK YOUR MIND

TEACHER'S EDITION 5

+ access to Teacher's App

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App

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5

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Written by Annette Flavel
Additional material by Johanna Stirling

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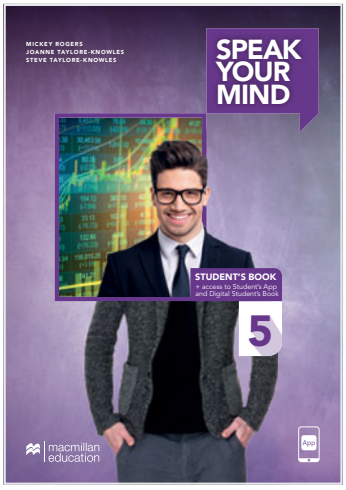
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UNIT 6
Time to Play
WHAT DO YOU ALREADY KNOW?
1 IN GROUPS Think about the games that you play that reflect real-life situations. Do you enjoy these kinds of games? Which ones and why?
THINK AND PREPARE
2 Decide whether you agree or disagree with this 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 a Thinking Skill: 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.
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Unit Opener

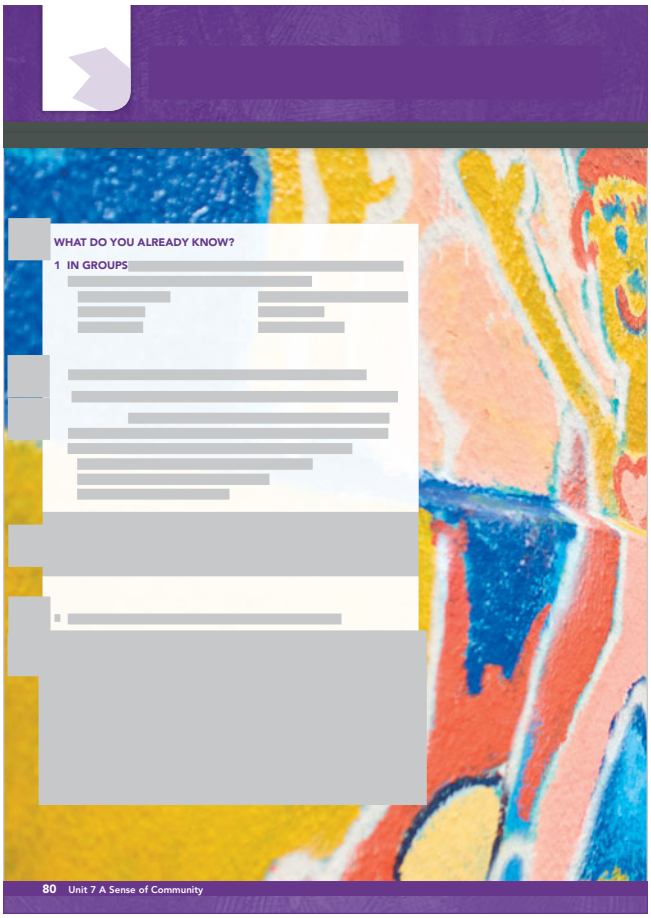
Each Unit Opener introduces the general topic of the unit in a way that will stimulate the interest and curiosity of young adults. The Unit Openers give students the opportunity to discuss questions related to the unit theme and decide whether they agree or disagree with a statement, based on their own opinions and knowledge of the subject. They then discuss or debate the issue with their classmates. Each Unit Opener features a video that supports oral communication for presentations, discussions, and debates.

Considering related questions before a final discussion and having time to think and plan are important learning strategies. Having an opportunity to prepare what they are going to say helps students approach a speaking activity with greater confidence.

Another important concept in today's classrooms is cooperative learning. Once students have talked about some initial questions and have thought about and made notes on their opinions, they work in groups to prepare for the final debate, discussion, speech, or role-play.

PROCEDURE: Teaching the **Unit Opener** in *Speak Your Mind*

1. **Opening questions.** Students begin by talking about an issue in their own lives. Have students work in groups to discuss the questions. This helps build their confidence by orienting them to the unit topic and discovering whether they already know something about the topic. It also allows them to learn more about the topic from their classmates. The personalization questions in this step help students prepare for the *SPEAK YOUR MIND* statement in the next step.
2. **Preparation.** In groups, students prepare a debate, discussion, or role-play. They can work with their group from Step 1 or in different groups. Go over the suggested points for consideration, and ask if they want to add others. Have them share notes they made in Step 2 and add others as necessary. Point out that to argue effectively, they should consider both sides of each issue. If the preparation is for a role-play, explain that they can make notes to indicate the order and main points of the conversation, but they shouldn't write it out word for word.
3. **Debate, discussion, speech, or role-play.** Have students work in new groups. Make sure that there are people on both sides of the argument in each group. For discussions, explain that there is no specific speaking order, but students shouldn't interrupt each other. For debates, they should organize themselves with the pros together and the cons together. Students that would like to respond to a particular point should raise their hands. For speeches, it's a good idea to have each person in the group give part of the speech so that they all get practice in this skill. In role-plays, students should work in their groups from Step 3, as they will have prepared their role-play in a specific way.
4. **Video.** A short, optional video accompanies each THINK AND PREPARE section. These videos provide input that can support students in the communication of their argument. Note that the videos are intended to provide tips and instructions for the discussion, debate, or speech, but the

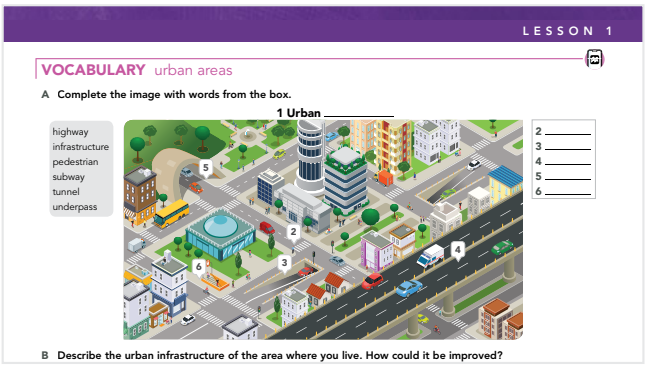


Vocabulary

Vocabulary plays a very prominent role in ***Speak Your Mind***. Each lesson has a VOCABULARY section to present and practice new vocabulary related to the specific lesson topic. There are opportunities for students to use vocabulary from the unit in the context of the tasks. At the end of each unit, there is a review page with a vocabulary section that tests students' understanding and recall of the words.

In ***Speak Your Mind***, vocabulary is presented within the context of the reading or listening text in the lesson. Sometimes the vocabulary is pre-taught in order to help students understand it when they encounter it as they read or listen. Other times, the VOCABULARY section follows the READING or LISTENING section, and students are encouraged to use the context of the text to help them figure out the meaning of the words.

PROCEDURE: Teaching **Vocabulary** in *Speak Your Mind*



LESSON 1

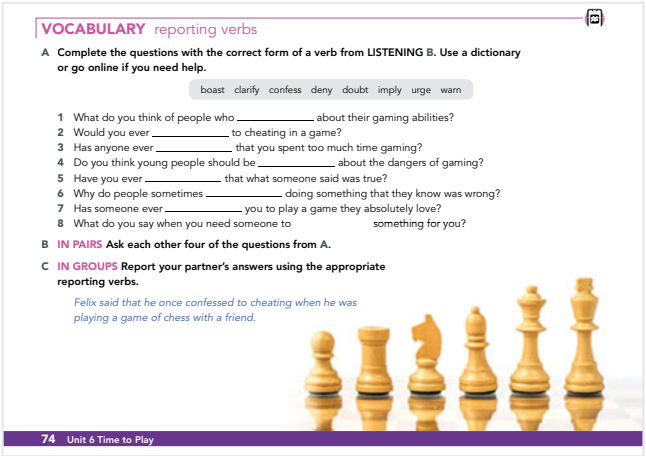
VOCABULARY urban areas

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?



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.

74 Unit 6 Time to Play

Lexical sets. These are particularly relevant at lower levels, but there are still important lexical sets to be learned at upper levels. Some lexical sets are entirely new, such as those related to higher-level topics in science or technology, and others build on previously learned lexical sets, such as movies or travel expressions.

When a lexical set is presented, ask students if they know or want to know any other words related to the set. This is a good way to utilize peer teaching, to make students feel that they are participating in the learning process, and to expand the target vocabulary to include words that students are interested in knowing.

Remember to have students practice saying vocabulary words that are intended for active use. It is also important for them to learn how to spell the words.

Topic-related vocabulary. Words and phrases that are related to the topic but are not necessarily lexical sets are frequently presented by asking students to look at sentences from the text and match the target words to their definitions or use them to complete sentences or a short text.

When the VOCABULARY section comes after a reading text, encourage students to go back to the text and look at the words in context to help them confirm their answers to the vocabulary activity.

When the vocabulary is presented before a LISTENING section, encourage students to listen for the words during the listening activity. Either before or after students listen, you may want to write the sentences with the vocabulary words on the board and check that they understand how each word is used.

Lexical systems. These are vocabulary-building sections that are particularly important at upper levels. They include systems like prefixes and suffixes, word formation for different parts of speech, synonyms and antonyms, compounds, and collocations.

Have students make a word-formation chart in their notebooks that they can add to with different prefixes, suffixes, and parts of speech. Organize the chart into columns by parts of speech: noun, verb, adjective, and adverb. If there are equivalents to the affixes in their own language, include those in the chart to help students relate the English forms to elements in their own language.

You can teach synonyms and antonyms appropriate to the level as an extension to any vocabulary lesson. For example, if students learn *delicious*, also teach *tasty* or the slang word *yummy*. If they see *shiny* in a text, you can teach them that the opposite is *dull*.

Syntactical sets. These are vocabulary sets related to grammar, such as adverbs of manner, phrasal verbs (separable vs non-separable), and phrases with dependent prepositions.

Grammar

Grammar in ***Speak Your Mind*** is taught through an inductive approach in which students are encouraged to observe grammatical structures in context and to go through an analytical process that allows them to figure out rules of structure and function. At the beginning of the course, explain to students that they will be asked to actively participate in their own learning by using observation and thinking skills to figure out grammar rules about form and function. Point out that we tend to learn more effectively when we figure something out for ourselves rather than just being told. Each unit has two GRAMMAR sections: one in Lesson 1 and one in Lesson 2. In Lesson 3 and in the Unit Review page at the end of each unit, students have opportunities to use the grammar they have just learned.

PROCEDURE: Teaching **Grammar** in *Speak Your Mind*

1. **Notice the grammar in context.** Students are exposed to the new grammar structure in the context of a reading or listening text before they are asked to study and work with the grammar itself. You may want to point out one or two examples of the new structure in a reading text or explain that students will hear examples of new grammar in a listening text. It is not necessary to pre-teach the grammar in order for them to understand the text. Part of learning a new language is learning to use context to understand the meaning of new grammar and vocabulary.

2. **Complete the rule.** Ask students to look at examples of the grammar from the reading or listening text. The examples are usually included in the GRAMMAR section, but sometimes students are asked to look for examples in the text. Explain that they should notice the form of the grammar and also think about the meaning, or the function, of the grammatical structure. Then ask them to do the activity that follows the examples. The activity asks them to complete grammar rules or answer questions about the grammar in order to show that they have understood it. When going over the rules, have students point out the grammar structures in the example sentences that confirm the rules.

3. **Practice.** The analysis of the grammar rules is followed by one or more written activities to practice the new structure. Let students compare their answers in pairs before checking answers as a class. This will provide an opportunity for cooperative learning.

   If students have had trouble with an activity, refer back to the grammar rules as you go over each answer to make sure that students understand why the answer is what it is.

4. **Oral practice.** The GRAMMAR sections often include a short pair or group communicative activity to practice the new grammar. Make sure that everyone has an opportunity to use several examples of all forms of the new grammar. For example, if they are learning questions and answers with a verb tense, make sure that students are practicing both the question forms and the answer forms.



LESSON 1

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.

Speak Your Mind provides a number of opportunities for further practice of the grammar:

- The *Grammar Quiz* before Unit 1 is a quick test of what students should have learned before beginning the course.
- The *Grammar Review* after Unit 10 is a review of what students should have learned in the prior level.
- The **Student's App** contains further grammar practice. An indicates where there is practice in the app.
- A *Grammar Reference* section at the end of the **Student's Book** gives further explanations and practice activities for the grammar points in each unit.
- Grammar practice activities in the **Workbook** reinforce the GRAMMAR sections in the lessons.

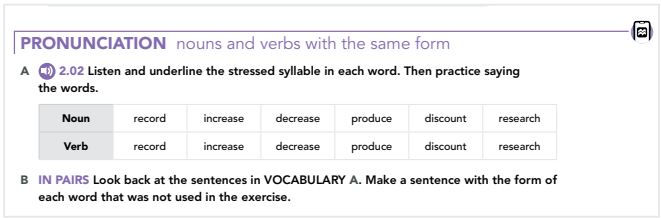
Pronunciation

In ***Speak Your Mind***, pronunciation is taught through a combination of observation and practice. There is a PRONUNCIATION section in each unit, and three main areas are emphasized: word stress, sentence stress and intonation, and juncture and reduction.

Students are first asked to listen to examples and to notice a pattern or confirm a rule. It is important to allow them to listen and understand the pronunciation point before asking them to try to produce it.

The noticing activity is followed by practice of the pronunciation point, sometimes as a whole class and other times in pairs.

PROCEDURE: Teaching **Pronunciation** in *Speak Your Mind*



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.

1. **Word stress.** Students are asked to listen and identify stressed syllables in specific words, and they are often also asked to identify stress patterns in types of words. Have them listen and underline the stressed syllable in each word. It's a good idea to have them practice the words in isolation before going on to practice them in the context of sentences.
2. **Sentence stress and intonation.** Read the sentences aloud before students practice them. In this way, you can exaggerate the stressed words or the intonation pattern to make sure students can recognize the pattern.
3. **Features of native speaker speech.** Many students can find it difficult to understand native speakers. This might be because it is not easy for students around the world to practice talking to native speakers and also, depending on where the native speakers are from, there can be important differences in pronunciation. For this reason, students should listen to a range of native speaker accents and understand the common features of their speech.

Reading

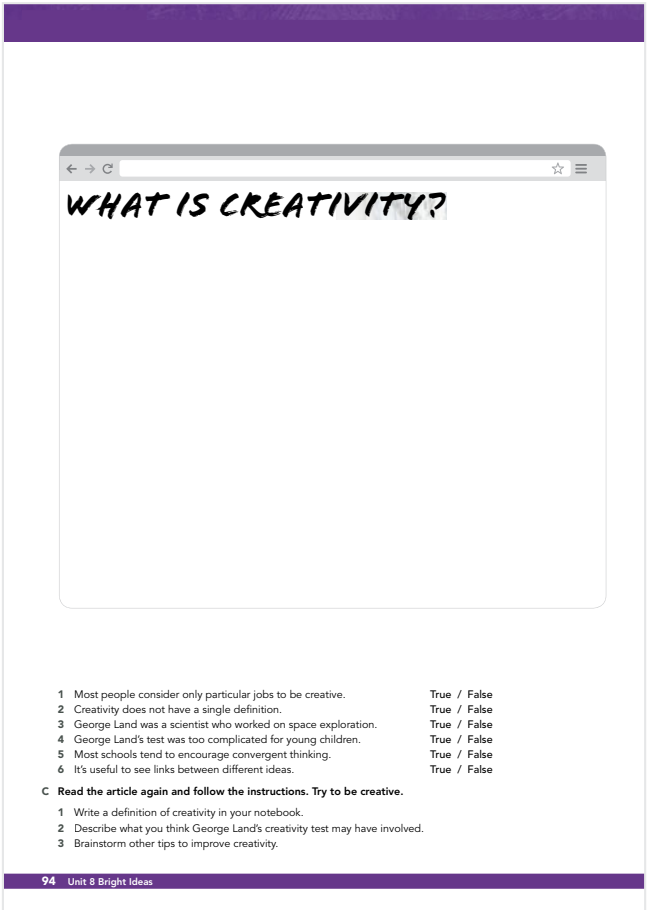
Good readers unconsciously use a number of different skills when they read in their own language. When learning a second language, people often need to become aware of those skills and learn how to use them when reading in the second language. Reading is considered a receptive skill, but that does not mean that it is a passive activity. Reading involves interacting with a text by reading it with questions in mind, comparing one's own knowledge or opinions to the information in the text, and applying skills to help one understand and interpret the text.

In the classroom, reading is usually done to develop reading skills or as a vehicle for language study. However, a text will be more effective for academic purposes if students find it interesting. In ***Speak Your Mind***, reading texts on a wide variety of topics in a number of different genres are designed to engage students' interest while providing work on key reading skills and general reading comprehension.

PROCEDURE: Teaching **Reading** in *Speak Your Mind*

1. **Pre-reading.** Every READING section begins with a prereading activity to remind students of the knowledge they already have or to raise their interest in the topic. Before students read the text, have them discuss what they know or would like to know about the topic. Have them predict what information they think will be in the text, or have them give their opinions about the topic.
2. **Reading skill.** For reading skill activities, check that students understand what the skill is and why it is useful before asking them to do the activity. Each unit of the **Workbook** has an explanation of the skill presented in the **Student's Book**, as well as further practice. You may want to direct students to the explanation in the **Workbook** before they do the activity in the **Student's Book**. Note that the reading skill can be presented before or after students read the text, depending on the skill being addressed.
3. **Reading.** The ***Speak Your Mind*** reading texts introduce vocabulary words in bold to help students focus on them. As students read, they should circle words they don't know and keep reading, then go back to unknown words and guess their meaning. Audio recordings are available for reading texts.
4. **Glossary.** Most of the reading texts include a glossary under the text to help students with words they may not know and may not be able to figure out from the context.
5. **Comprehension.** The READING section includes general comprehension activities. For these activities, have students read the questions before reading the text in order to help them quickly identify key information while reading. Good readers usually have an idea of what information they want to get from a text before they begin reading. Ask students to underline key words and information as they read or to make notes or write questions in the margin next to the text.

Further reading. For further practice of reading skills and general reading comprehension, there are *Reading Worksheets* available in the **Student's Resource Center**. These provide more extensive reading practice than the texts contained in the **Student's Book**. See page xxiv for more information about the *Reading Worksheets*.



WHAT IS CREATIVITY?

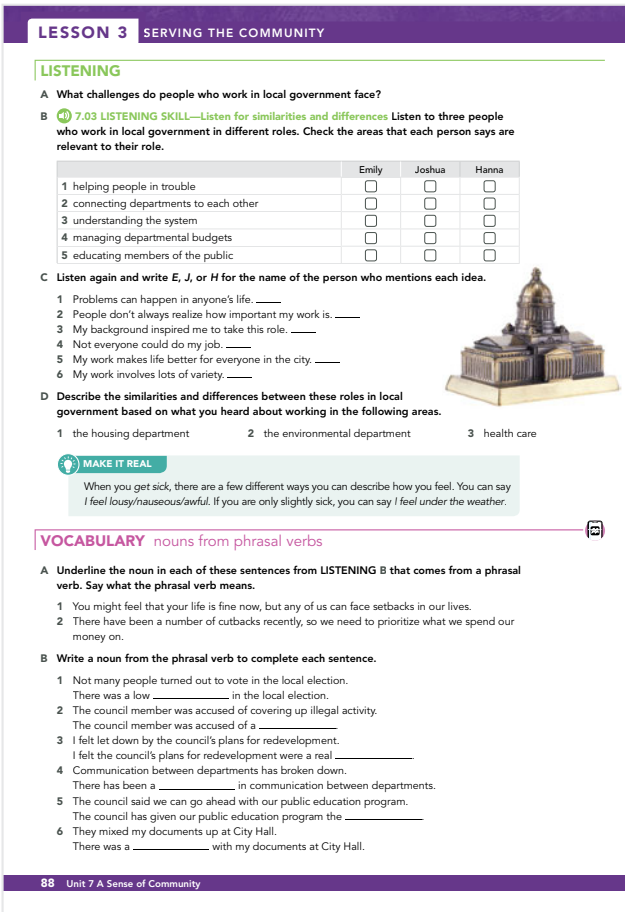
1 Most people consider only particular jobs to be creative. True / False
2 Creativity does not have a single definition. True / False
3 George Land was a scientist who worked on space exploration. True / False
4 George Land's test was too complicated for young children. True / False
5 Most schools tend 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.

94 Unit 8 Bright Ideas

PROCEDURE: Teaching **Listening** in *Speak Your Mind*



LESSON 3 SERVING THE COMMUNITY

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.

88 Unit 7 A Sense of Community

1. **Pre-listening.** Pre-listening activities help students prepare for listening by asking them to predict what speakers will say or to talk about what they already know about a topic.

2. **Listening skill.** As with reading, every LISTENING section includes the development of a listening skill. Check that students understand what the skill is and why it is useful. You may want to refer them to the explanation of the listening skill in the relevant unit of the **Workbook**.

3. **Listening comprehension.** Even at upper levels, students often need a lot of support for listening comprehension. It is a good idea to allow them to read through a comprehension activity before listening in order to give them an idea of what to listen for. Ask students to listen to the recording once before attempting to do the activity. After they listen, give them a few minutes to do the activity and then play the recording again for them to check their work.

Speaking

Foreign-language teachers often comment that students just don't want to speak. There are a number of reasons for this. Sometimes they are afraid of making mistakes. This is especially true of young-adult and adult students who are used to thinking of themselves as competent. Other times students are just not prepared when asked to speak. It can be very difficult for them to think of what to say and how to say it if they are not able to prepare beforehand, even at upper levels. It is important to create a classroom environment in which students feel confident and motivated to communicate in English.

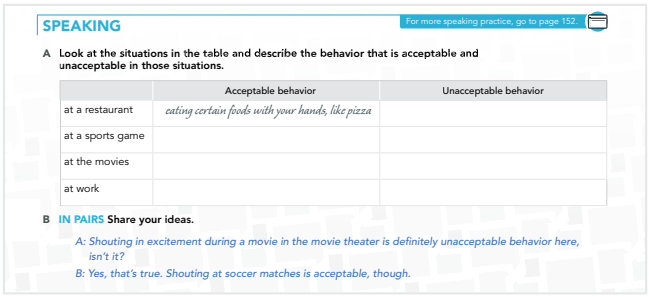
It is important to provide frequent opportunities for students to speak. In ***Speak Your Mind***, there is a strong emphasis on speaking, and students are given many opportunities throughout the lessons to voice their ideas and to practice the language that they are learning:

- Unit Openers have cooperative learning opportunities and group discussion questions. The Unit Opener Videos also provide contexts for discussion. For more information, see page vi.
- Pre-reading and pre-listening activities often involve class discussions.
- THINKING SKILL and LIFE SKILLS sections have questions for group or class discussions.
- GRAMMAR and VOCABULARY sections frequently include group or pair speaking activities.
- Lessons 1 and 2 end with a SPEAKING section, which allows students to use the grammar and vocabulary of the lesson to talk about a related topic.
- CONFIDENT COMMUNICATOR sections in Lesson 3 are designed to develop communication strategies as students work through interactive activities.
- There is further speaking practice on pages 148–152 of the **Student's Book**. Each unit has two sets of questions, one each for Lessons 1 and 2. Each set contains three questions—one related to the SPEAKING section of the lesson and two related to other sections or topics in the unit.
- Worksheets on the *OneStopEnglish* website provide even more opportunities for speaking practice. For more information, see page xxiv.

PROCEDURE: Teaching **Speaking** in *Speak Your Mind*

1. **Preparation.** SPEAKING sections are scaffolded in order to give students the support they need when they speak. They first think about the topic and make notes, fill in a form, or in some other way plan what they are going to say. Give students enough preparation time so they feel confident when they start speaking. Add a class preparation stage before asking students to work on their own, have a class brainstorming session to help them come up with ideas, or elicit vocabulary and grammar structures that they may need for the speaking activity.
2. **Communication.** Once students have had a chance to prepare, they work in pairs or groups to share their ideas. Make sure they understand what they are going to do and what their roles are. There may be one or two communication activities, depending on how the SPEAKING section is organized.

   Be sure to allow plenty of time for the speaking activities, as this is the communicative outcome of the lesson. The SPEAKING section frequently takes up less space on the page than other sections in the lesson, so it is easy to make the mistake of thinking that the activity is very short. In fact, it may require the most time. Allow enough time for preparation and for each student to have the chance to speak.



SPEAKING

For more speaking practice, go to page 152.

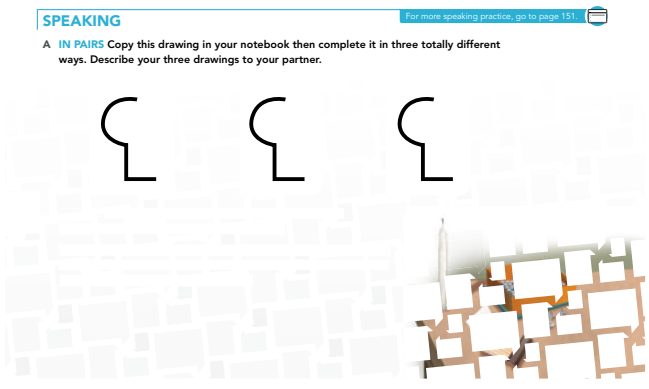
A Look at the situations in the table and describe the behavior that is acceptable and unacceptable in those situations.

	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.



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.

Writing

The ability to communicate effectively in writing is more important than ever for professional success. In the past, a great deal of business communication was conducted on the phone, but now most business communication is done via email. Email is no longer considered just an informal mode of written communication. Emails, like letters in the past, can have varying degrees of informality or formality, and young adults who are about to enter a very competitive professional world will have to be able to communicate competently in writing.

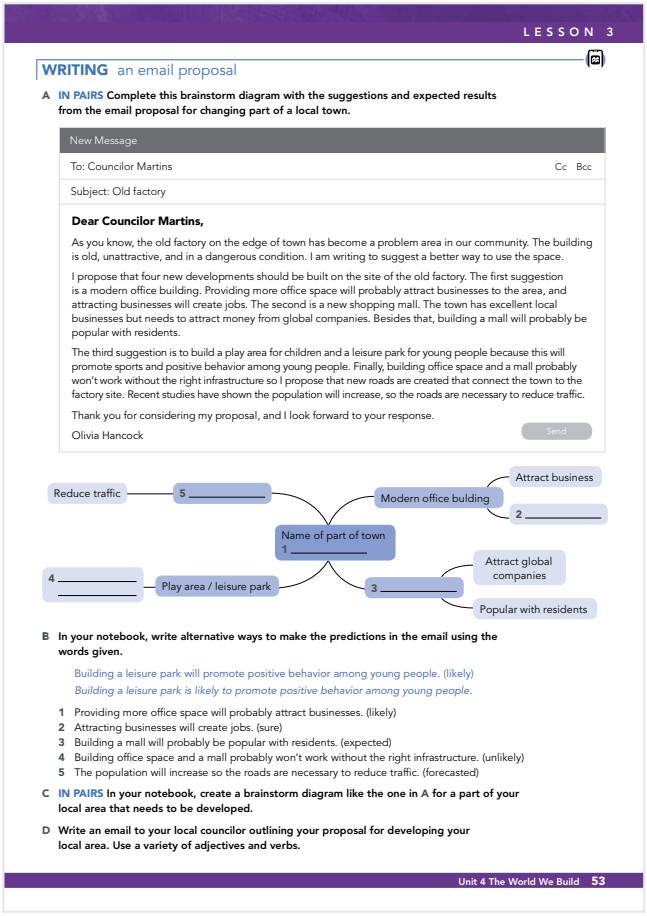
Teaching students to communicate in written English is complicated by the fact that many students do not have good writing skills, even in their own language. In ***Speak Your Mind***, students are taught basic writing skills like planning before starting to write, reviewing and editing their work after they write, and constructing different genres of written communication. Learning to write short texts in different genres gives students practice in skills such as reporting on a situation or event, presenting an argument, writing an online review, or presenting a proposal. While the topics they write about may not be directly related to a profession, the skills they learn can be applied later on in business communications, both in English and in their own language. There is a WRITING section in every unit in ***Speak Your Mind***.

Remember that the purpose of writing is to communicate ideas, so it is always a good idea to have students share their finished work. You could have them read their texts aloud in small groups and then have a discussion, or you could have them work with a partner and read each other's texts. They can then get together to discuss their ideas or report on each other's texts to different partners.

There is further practice in writing mechanics and editing skills in the **Workbook**. In ***Speak Your Mind***, students are given the support and the practice they need in order for them to become competent writers in English.

PROCEDURE: Teaching **Writing** in *Speak Your Mind*

1. **Read the model.** A model text is provided, either in the WRITING section or in another section in the lesson. Students read the text and do an activity that asks them to notice elements of content, organization, or language commonly used in a specific genre. You may want to have students read the text and then ask some general comprehension questions before having them do the activity if the activity does not already include comprehension questions.
2. **Organize (pre-writing).** After students have worked with the model text, they are given a task to help them organize their ideas for their own text. You may want to start with a class brainstorming session to help generate ideas. As they work, give individual help with ideas and vocabulary as needed.
3. **Write and share.** Once students have written their texts, give them time to review and correct their work. This may be done individually or in pairs. If it is done in pairs, it is a good opportunity for cooperative learning. You may want to go over some common grammar or spelling errors before they start editing their work in order to help them spot their own errors.



LESSON 3

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

Reduce traffic — 5 _____

Modern office bulding — Attract business; 2 _____

Name of part of town 1 _____

4 _____ — Play area / leisure park — 3 _____ — Attract global companies; Popular with residents

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.**

Unit 4 The World We Build 53

Confident Communicator

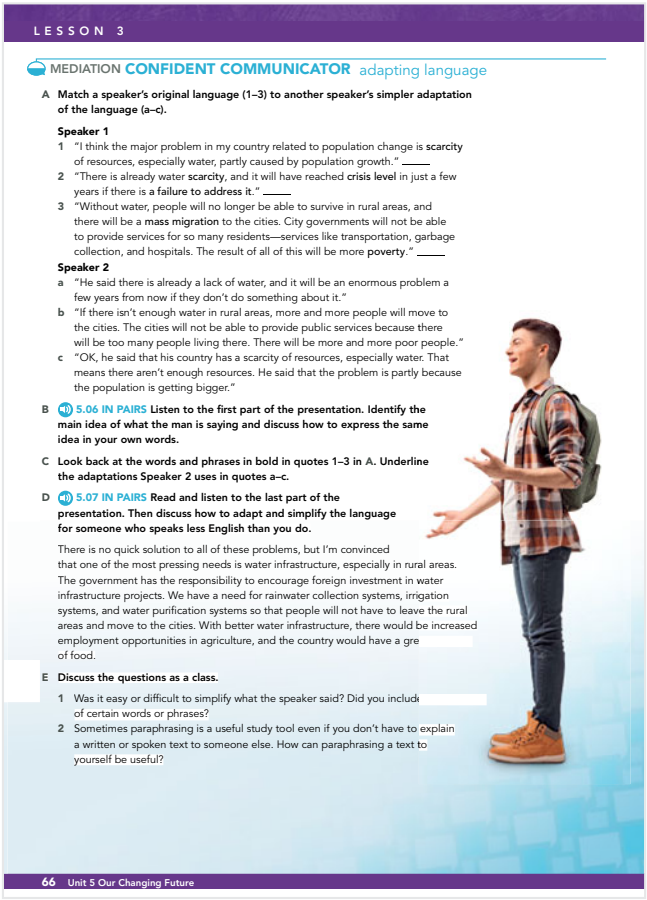
One of the core objectives of ***Speak Your Mind*** is that students should become confident users of English—that is, confident communicators. In ***Speak Your Mind*** **Student's Books 4** and **5**, Lesson 3 of every unit ends with a CONFIDENT COMMUNICATOR page that is an extended speaking activity. The purpose of these activities is to develop strategies referred to in the CEFR Correlations document as "mediating actions." For more information on the CEFR Correlations document, see page xxiv. Speakers of English as a foreign language will often find themselves in the position of mediating between people who do not speak English and those who speak the mediator's native language, so the mediator helps those people communicate with each other. Mediation also occurs in situations where everyone speaks the same language. For example, group leaders function as mediators in group discussions or decision-making situations.

In the CONFIDENT COMMUNICATOR pages, students read a text that explains or demonstrates what the mediation strategy is and how it works. They then work through a series of activities in pairs or groups to plan a task and do the task to practice the strategy. Finally, they have an opportunity to reflect on what they have learned, how well the mediation process worked, and what they could do to make it work better in the future.

When applied to language learning, the old saying "Practice makes perfect" should probably be changed to "Practice makes perfectly adequate." Wanting students to be confident communicators does not mean that everything they say should be perfectly constructed. In our own languages, we often communicate with incomplete sentences or even just facial expressions or gestures. The goal of the CONFIDENT COMMUNICATOR pages is not for students to use language perfectly, but to give them strategies that will help them be more confident in their ability to express their ideas in English, and also to make them more effective communicators in general, whether in English or in their own language.

PROCEDURE: Using the **Confident Communicator** page in *Speak Your Mind*

1. **Introduce the mediation strategy.** Have students read the text individually. If there is a task such as underlining examples of the strategy in the text, have them do it individually and then discuss the answers as a class. If there are questions about the text, have a class discussion of the answers. Check that students have identified and understood the mediation strategy that is explained or demonstrated in the text.
2. **Practice the strategy.** The next step or steps give students an opportunity to work in pairs or groups and plan the task they will have to do.
3. **Apply the strategy.** There are one or more activities in the task to allow students to practice the mediation strategy they have learned. They are often asked to repeat the task so that everyone has a chance to apply the strategy.
4. **Reflect on the process.** After students have completed the task, they are asked to reflect on the process of using the mediation strategy. They discuss what they thought went well and what they think they could do better in the future. It is a good idea to discuss the reflection questions as a whole class in order for students to compare their experience with that of their classmates.



LESSON 3

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 gre of food.

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

1 Was it easy or difficult to simplify what the speaker said? Did you includ 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?

66 Unit 5 Our Changing Future

Thinking Skill

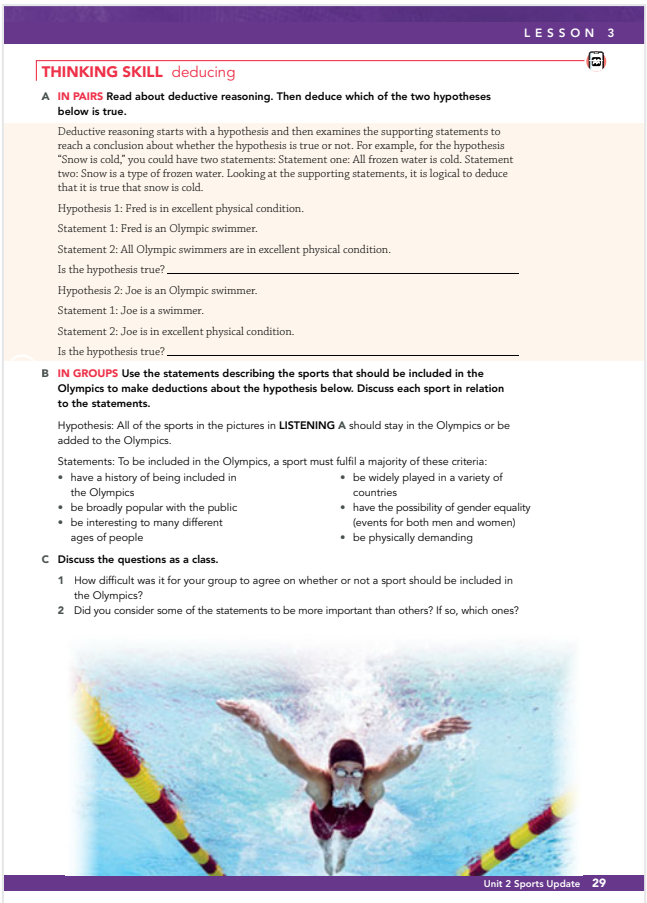
Reading or listening to information should cause us to think. In some cases, we may agree or disagree with information we are exposed to. In other cases, the information may raise further questions about a topic, or it may excite and motivate us to share the information with others or to take some kind of action. While young-adult students of a foreign language, even at upper levels, do not have a perfect command of the language, they nevertheless possess adult-level thinking skills. It is more motivating for them to communicate in the second language if they know that they will be able to interact with the topics in a way that takes into account their cognitive abilities.

In each unit of ***Speak Your Mind***, there is a section to help students develop a key thinking skill. Thinking skills fall into three general categories. The first category is understanding information, which contains skills such as recalling, summarizing, symbolizing, role-taking, and categorizing. The second category is manipulating information, with skills like analyzing information, applying information, inducing and deducing, and problem-solving. The third category, generating information, include skills like brainstorming, synthesizing, predicting, questioning, and evaluating information.

PROCEDURE: Teaching the **Thinking Skill** in *Speak Your Mind*

1. **Present the skill.** Every THINKING SKILL section begins with an explanation of the skill. To check that students understand why the skill is useful, you may want to ask them to give examples of when they might need to use the skill in their academic, professional, or personal lives.
2. **Prepare.** There is often an activity that gives a context or provides information about a situation before students are asked to use the skill itself. The preparation stage may be combined with the presentation activity, or it may be a separate activity, depending on which is more appropriate for the skill and the topic.
3. **Apply the skill.** Students are asked to use the skill to do an activity. This is most often done in pairs or groups. After doing the activity, it is a good idea to go back over what the skill is and how successfully students were able to use it in the activity. Discuss any difficulties or questions about the skill. Now that students have had a chance to use the skill, you may want to ask again how they think they can use it in their lives.

   Note that the number of steps in the THINKING SKILL section is not fixed. Some skills require more steps to work through than others.



LESSON 3

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?

Unit 2 Sports Update 29

PROCEDURE: Using the **Make It ...** features in *Speak Your Mind*

Speaking Practice

Every SPEAKING section in ***Speak Your Mind*** has additional speaking practice located in the back of the **Student's Book**. The speaking practice is composed of question-and-answer boxes relating to the topic of the corresponding lesson. These boxes can be used to give students more conversation practice in either a structured way or in a freer way. All questions are left open in order to encourage students to extend their conversations.

PROCEDURE: Using **Speaking Practice** in *Speak Your Mind*

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 …

For more speaking practice, go to page 148.

1. **Locate the speaking practice for the lesson.** Look at the top right of each SPEAKING section to find the corresponding page.
2. **Ask about it.** Pair students, or have them work in small groups. For structured conversation, have one student ask a question from the list. For freer conversations, encourage students to use the given questions to start a conversation, adding their own questions.
3. **Talk about it.** For structured conversation, have students use the suggested answer as a starter, and tell them to use their own ideas to complete the sentence. For freer conversations, encourage students to use the starter phrase as needed and expand on their own ideas.

Mediation Practice

The CONFIDENT COMMUNICATOR section in Lesson 3 of each unit focuses on mediation skills. More practice in mediation in speaking and writing can be found in the **Teacher's Resource Center**. The *Mediation Worksheets* can be used to practice paraphrasing or simplifying information, adapting language, relaying information, collaboration, and other mediating communication. Teacher's notes are supplied to help you guide students through a task and assess their competency with a mediation rubric. The Oral Intralinguistic Assessment Rubric can be used to assess speaking practice in CONFIDENT COMMUNICATOR section and SPEAKING PRACTICE. The rubric is on page 147 of this Teacher's Edition.

Unit Review

Every unit in ***Speak Your Mind*** includes an end-of-unit review of the target grammar and vocabulary from the unit. The activities are designed as a general review to help students and teachers identify areas of strength and weakness so that students know what to focus on when studying for their exams.

PROCEDURE: Teaching the **Unit Review** in *Speak Your Mind*

1. **Review.** The VOCABULARY and GRAMMAR review sections each have one or two activities for a total of 10 items per section. The activities are written in a variety of formats that reflect the different activity types that students may encounter on an exam.

   For *Unit Tests*, *Mid-course Tests*, and *End-of-Course Tests*, use the *Ready-to-Go* tests in the **Teacher's Resource Center**. You can also make customized tests with the ***Speak Your Mind*** **Test Generator**. For more information on the tests, go to page xxiv. If possible, it is a good idea to have students do the Unit Review section a couple of days before a unit exam so that they have plenty of time to study their weak areas before the exam. The Unit Review may be assigned as homework or done in class as a practice test.

2. **Score.** There are 10 points per section for a combined total of 20 points for the two sections. Students should write the number of correct answers in the blank in each section and the total number of correct answers in the *Total Score* box. Point out the score interpretations under the *Total Score* box. Remind students that they will be tested on the grammar and vocabulary of the unit, and if they have a low score on the Unit Review, they need to go back to the relevant sections in the unit and study the material.

   When you go over the answers to the Unit Review section, make sure that students understand their errors and that they know which section of their **Student's Book** to study for each incorrect item. Remind them that they need to study all of the vocabulary items in the three VOCABULARY sections in the unit—not just the items that were included in the Unit Review activities.

   Further grammar practice. At the end of the **Student's Book**, there is a *Grammar Reference* section that provides further explanations and practice of the grammar points in each unit. See page xxiii for a full description of this section.

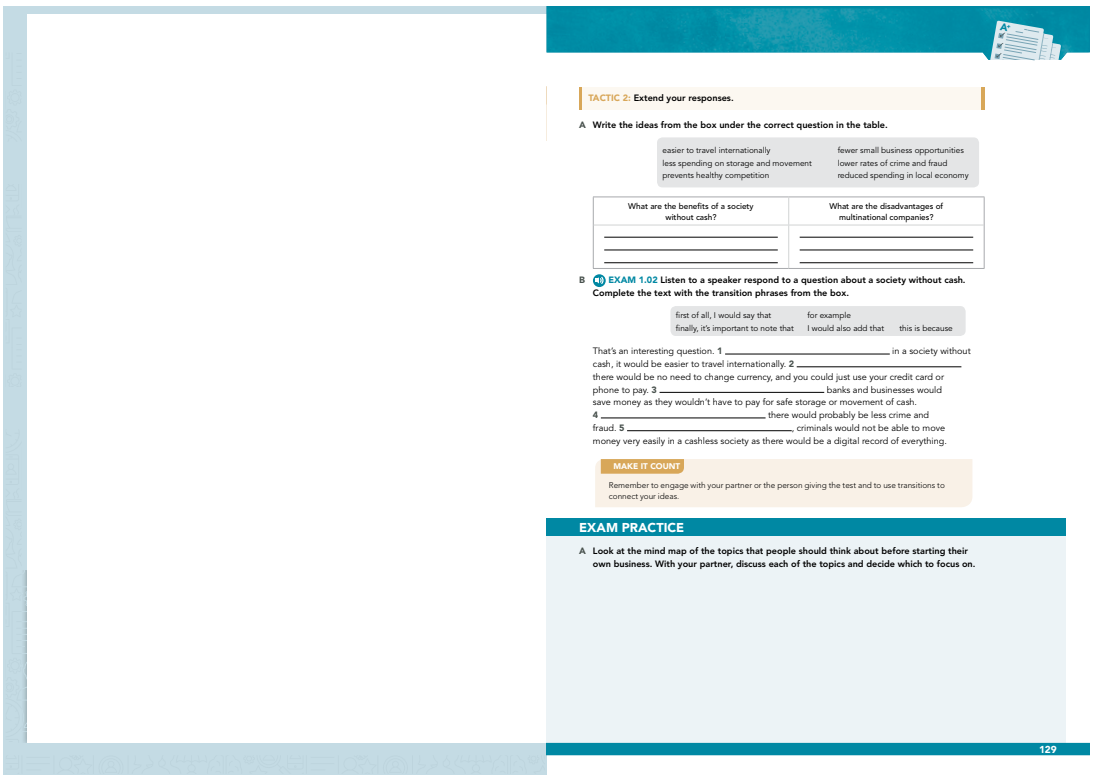
3. **Exam Skills / Skills For Pros.** Please see the following pages for explanations of the EXAM SKILLS and SKILLS FOR PROS sections on the Unit Review page.



PROCEDURE: Teaching **Exam Skills** in *Speak Your Mind*

2. **Present *TACTIC 1.*** Direct students' attention to the task type described at the top of the page, then highlight the first tactic. Discuss how this tactic can be applied before moving on to the practice activities.

3. **Practice *TACTIC 1.*** In this stage, students complete two activities that practice *TACTIC 1*.



TACTIC 2: **Extend your responses.**

A **Write the ideas from the box under the correct question in the table.**

easier to travel internationally
less spending on storage and movement
prevents healthy competition
fewer small business opportunities
lower rates of crime and fraud
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
finally, it's important to note that
for example
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.**

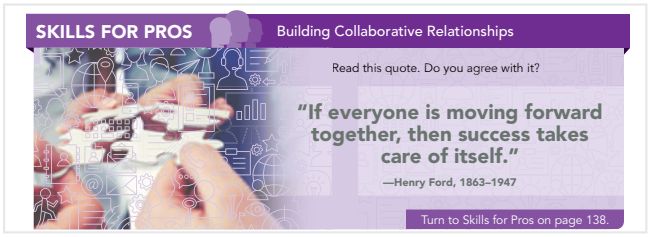
129

Skills For Pros

Speak Your Mind has a strong emphasis on professional readiness, and in every other unit, a professional skill is highlighted in a section called SKILLS FOR PROS. At the end of the Unit Review section in even-numbered units, there is a discussion activity to generate interest in a particular professional skill. The SKILLS FOR PROS reading in the back of the **Student's Book** expands information on the skill. Finally, a video shows the skill in action as a professional explains why it's important to acquire.

PROCEDURE: Teaching **Skills For Pros** in *Speak Your Mind*

1. **Discuss.** Ask students to read the question, quote, or proverb at the end of the Unit Review and discuss its meaning. You could have the discussion in groups or as a whole class. Then ask students to go to the corresponding section at the back of the **Student's Book**.

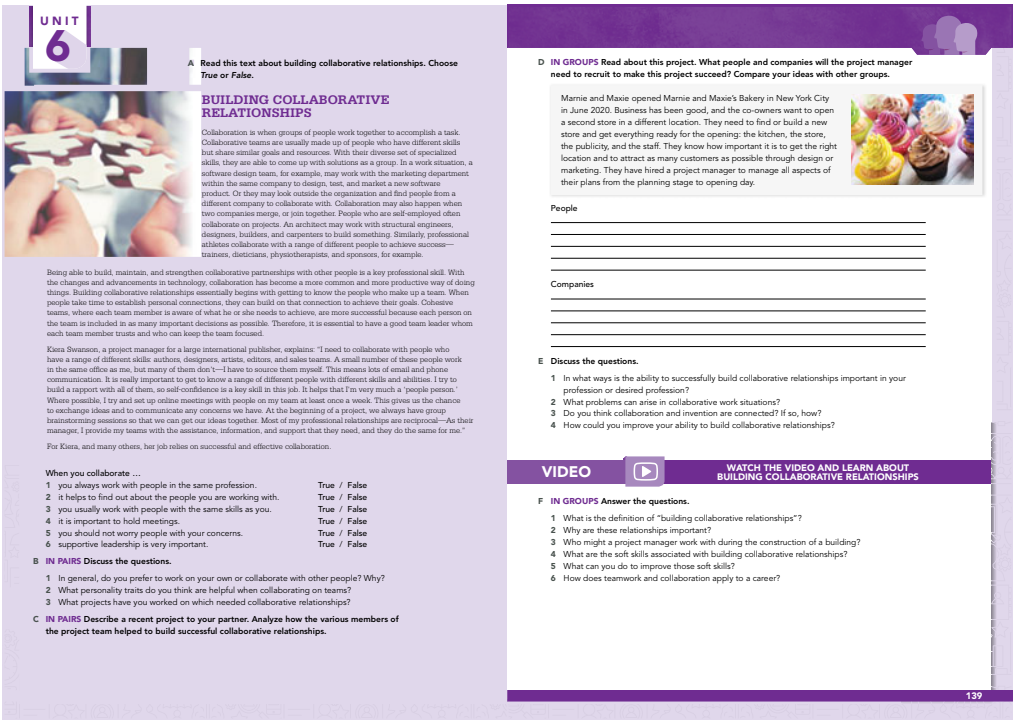


2. **Read about a professional skill.** Ask students to read the text that explains a professional skill and gives examples of how it can be used in different jobs and professions. When students have finished reading, have them answer the comprehension questions individually. Check the answers as a class. Also check that students understand what the skill is and why it is useful.

3. **Apply the skill.** In the following activities, students work in pairs or groups to discuss their personal understanding and experience with the skill. Have them practice the skill by using it to solve a problem or achieve a goal in a given professional situation. Walk around and monitor students' work to make sure they are able to apply the skill effectively to do the activity.

4. **Personalize the skill.** After students have practiced the skill in an activity, ask them to have a class discussion to talk about how the skill can be used in their own professional, academic, or personal lives.

5. **Watch the video.** A video demonstrates how the professional skill is used in a particular job or professional field. There is an option to view the video script, if desired. Have students watch the video and discuss the questions. For this activity, students work in small groups. It is a good idea to have students read the questions before they watch the video so that they can more easily pick out the information that they need to remember. You may want to play the video once without the video script and ask students to answer the questions as well as they can, and then play it again with the video script in view to reinforce their comprehension. They can then go back and complete or revise their answers to the questions. There is further information about the Skills For Pros videos on the next page.


UNIT 6

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?

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Unit Opener Videos

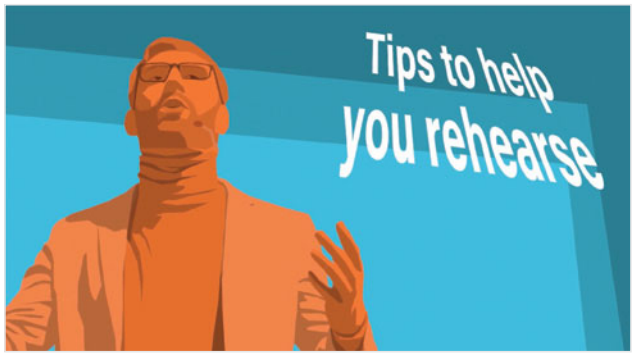
The THINK AND PREPARE section of the Unit Opener features an optional ***Speak Your Mind*** video. The video provides information and tips for oral communication. Each video focuses on one skill associated with oral communication and shows how to put the skill into practice. Students learn different aspects of making presentations, participating in discussions, giving speeches, or engaging in role-plays. These light-hearted videos can be used separately to teach communication skills for speaking activities that involve public speaking.

PROCEDURE: Using the **Unit Opener Videos** in *Speak Your Mind*

Before viewing. Introduce students to the topic of the video.

After viewing. Have students recall the steps, tips, or questions that will help them with their oral communication skills.

After watching. Have students use the oral communication skill as they prepare their presentation, discussion, debate, or role-play for the Unit Opener.



Skills For Pros Videos

The Skills For Pros videos demonstrate how professional skills are used in a particular job or professional field. Have students watch the video and discuss the questions. For this activity, students work in small groups.

PROCEDURE: Using the **Skills For Pros Videos** in *Speak Your Mind*

Before viewing. After reading the Skills For Pros text, students should have a good idea of the skill that is being addressed in the unit. Have students read the questions. They might predict the answers in what they will view before they watch.

Watch the video. You may want to play the video once without the video script and ask students to answer the questions as well as they can. Then play it again with the video script in view to reinforce their comprehension. They can then go back and complete or revise their answers to the questions.

Discuss. Discuss any information that was different from what students predicted or that they found particularly surprising or helpful.



Grammar Quiz

Before students begin their course, have them take the *Grammar Quiz* on pages 6 and 7 in the **Student's Book**. This quiz is a quick review of language from the previous level of ***Speak Your Mind***. For a longer review, go to the *Grammar Review* section on pages 154–155.

Grammar Review

At the back of the ***Speak Your Mind*** **Student's Book**, there is a *Grammar Review* section. The section starts with a page containing a list of common irregular verbs on page 153 of the **Student's Book**.

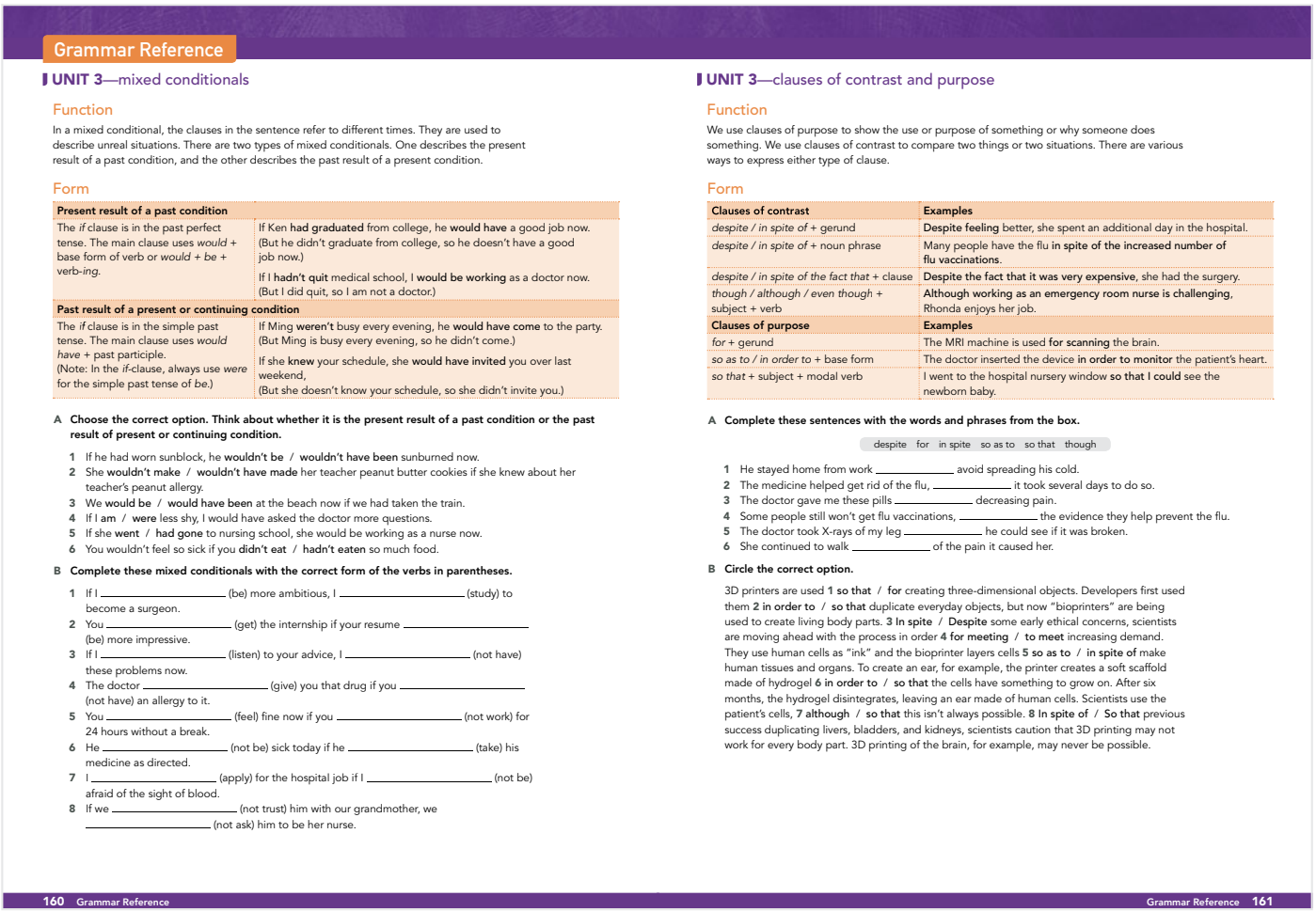
The *Grammar Review* pages review language that was taught in the previous level of ***Speak Your Mind***. You can use the *Grammar Review* when students begin their level to test what they have retained from previous levels.

Grammar Reference

Following the *Grammar Review* are the *Grammar Reference* pages. They provide an expanded explanation of the function of the grammar points. The form of the grammar is shown in a table. Practice activities follow the explanation. Note that the *Grammar Reference* section is in the **Student's Book** only, but the *Answer Key* for the practice activities in this section is at the back of this **Teacher's Edition**. Grammar points are labeled clearly with a heading.

The *Grammar Reference* pages can be used in several ways:

- **Further practice.** When a new grammar point is introduced in a unit, you may want to refer students to the relevant section in the *Grammar Reference* and go over the explanations of form and function with them, pointing out the examples in the table(s). You could do this before or after doing the grammar presentation in the unit.
- **Homework.** You may want to do the grammar practice activity in the unit in class and assign the activities in the *Grammar Reference* section for homework, along with or instead of the activities in the **Workbook**.
- **Review.** The *Grammar Reference* activities can be used for review before an exam.



Grammar Reference

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.

160 Grammar Reference

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.

Grammar Reference 161

Resource Centers

The following features are accessible via the ***Speak Your Mind*** **Resource Centers**.

Student's Resource Center

- **Reading Worksheets**
- **Student's Book** and **Workbook** audio files
- **Student's Book** videos
- **Word Lists**

Teacher's Resource Center

- **Reading Worksheets**
- **OneStopEnglish Worksheets**
- **Mediation Worksheets**
- **Student's Book** and **Workbook** audio files
- **Student's Book** videos
- **Printable Ready-to-Go Tests**
- **CEFR Correlations**
- **Word Lists**

Reading Worksheets



Each unit of ***Speak Your Mind*** has three extensive *Reading Worksheets*, for a total of 30. The topics of the worksheets extend the themes and vocabulary sets of the units in the areas of general English, business, science, and services. They are designed to appeal to students who are studying academic subjects and young adults who are already working in their careers.

The *Reading Worksheets* have a text with a vocabulary activity and comprehension questions. A thinking question at the end of the worksheet can be used for classroom discussion or a writing assignment for homework.

Onestopenglish Worksheets

The *onestopenglish* Worksheets give students further speaking practice in a fun and engaging way. ***Speak Your Mind*** has chosen select worksheets from the *onestopenglish* website, the world's number one teacher resource site for English language teachers. The *onestopenglish* Worksheets have been adapted for the course, with one worksheet for each unit. The worksheets consist of one page of teacher's notes, which includes the goal, procedure, and estimated activity time, and one page with the student's activity.

Mediation Worksheets

The *Mediation Worksheets* give students further speaking practice in real-life situations. The worksheets consist of one page of teacher's notes, a task that requires spoken or written mediation, and a mediation rubric that assesses students' competency.

Printable Ready-to-Go Tests

All the tests for ***Speak Your Mind*** can be found in the **Teacher's Resource Center**. This includes a *Placement Test*, *Unit Tests*, a *Mid-course Test*, and an *End-of-Course Test*. All tests are available as ready-to-print PDFs. Tests can be customized using the **Test Generator** (see the "How to Use the Digital Components" section, page xxvii).

- The *Placement Test* places students in a ***Speak Your Mind*** level.
- The *Unit Tests* include vocabulary, grammar, listening, reading, writing, and speaking items for each unit.
- The *Mid-course Test* includes vocabulary, grammar, listening, reading, writing, and speaking items for Units 1–5.
- The *End-of-Course Test* includes vocabulary, grammar, listening, reading, writing, and speaking items for Units 6–10.

CEFR Correlations

The Common European Framework of Reference for Languages (CEFR) is an international standard that aims to provide a transparent, coherent, and comprehensive means of describing language ability. It describes what language learners can do in different skills across six broad levels, from A1 to C2, and consists of a set of scales containing descriptors indicating what a learner can do in that context. The *CEFR Correlations* document is a map that is organized unit by unit, which allows you to browse the course's learning outcomes chronologically. These are mapped to the relevant CEFR descriptors, levels, and scales.

Word Lists

The *Word Lists* are a list of the main vocabulary that appears in ***Speak Your Mind***. These include words that appear in the **Student's Book** and **Student's App** VOCABULARY sections, as well as the glossaries of the **Student's Book** READING sections. The *Word Lists* include the word, part of speech, IPA pronunciation, definition, and frequency, as well as an example sentence using the word.

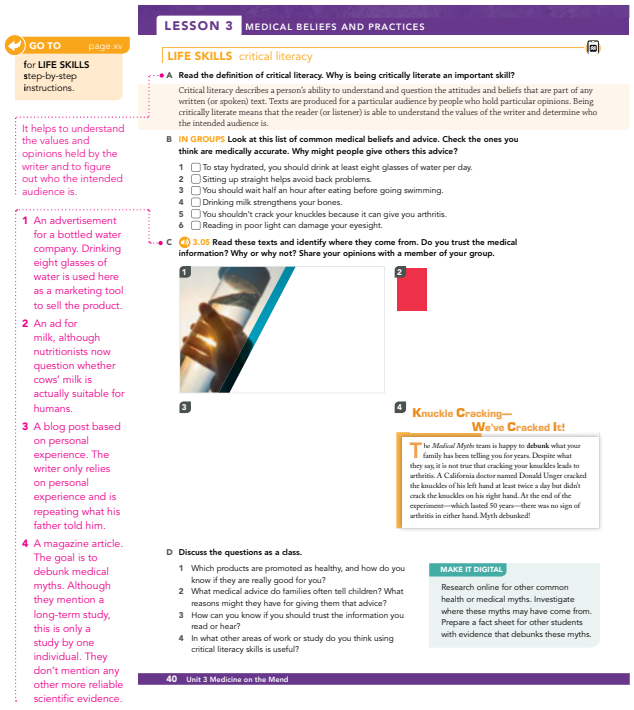
How to Use the Teacher's Edition

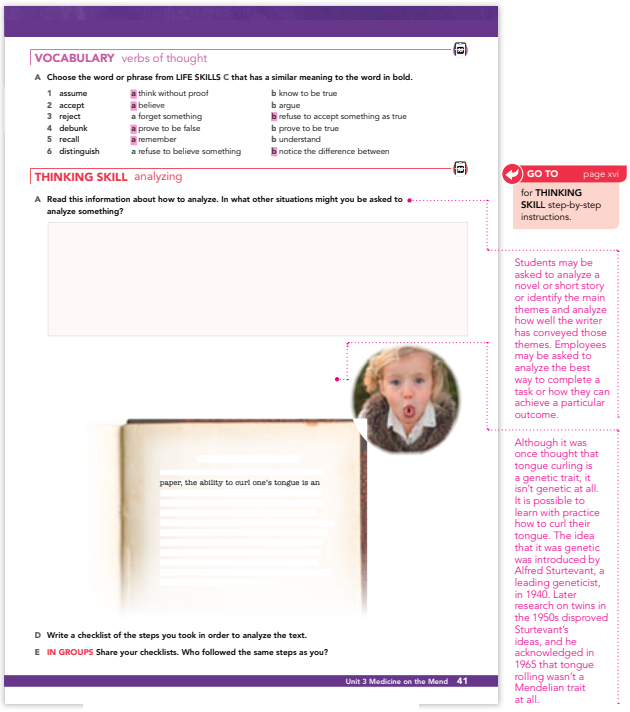
The up-to-date, innovative approach to the ***Speak Your Mind*** **Teacher's Edition** takes into account that teachers have very busy lives and want the class-planning process to be as streamlined as possible. The introductory pages of the **Teacher's Edition** are designed to provide general explanations and instructions that are needed to teach each section of the unit and use the special features.

The introductory pages also include information on how to use the special features, the **Workbook**, the videos, and the digital material included in the ***Speak Your Mind*** series. The *Answer Keys* for the **Workbook** activities and the **Student's Book** *Grammar Reference* activities are at the back of this book, as are the *Audio Scripts* for the listening activities in the **Student's Book** and **Workbook**.

The core pages of the **Teacher's Edition** include:

1. **GO TO.** Teachers can read the introductory information once for guidelines on how to teach these sections throughout the book. *GO TO* pointers help teachers find the procedure pages they need quickly.
2. **Answer Key.** The core pages have the detailed information a teacher needs to teach specific activities. The **Teacher's Edition** has reduced **Student's Book** pages with answers in place or in the margin next to the **Student's Book** pages.
3. **Specific notes.** Notes below the reduced **Student's Book** page include relevant background information for texts, tips for dealing with specific language issues, common errors to watch out for, cultural information, classroom management ideas, and suggestions for extra or alternative activities.





CULTURE NOTE

In LIFE SKILLS **B**, sentence 1, in 1945, the Nutrition Council in the US recommended that people drink eight glasses of fluid per day. What was ignored was that all the fluid contained in fruit and vegetables should contribute toward that amount. The recommendation to drink eight glasses of water a day has since been abandoned.

LIFE SKILLS Extra Practice

For **C**, students should identify the source of this information before they work out whether to trust the information or not. All of these are, for the moment, generally accepted as incorrect or inaccurate medical beliefs despite being commonly accepted as true.

MAKE IT DIGITAL

In groups, have students devise a short television or internet announcement to share the information they discover about debunking medical myths. Tell students to write a script, decide who will say the lines, then practice and perform it. Then have them make a video and watch it. Have the class vote on the best announcement.

VOCABULARY Extra Practice

For further practice of vocabulary, dictate these questions and have students write the words: *rejection, assumption, acceptance.*

- *Which word has two different noun forms? ("rejection" and "reject"—stress shift)*
- *Which word forms nouns form by adding another consonant and the suffix –tion? (assumption)*
- *Which word makes a noun form by simply adding –ance? (acceptance)*

THINKING SKILL Extra Practice

Have the class stand in a circle. Nominate a record keeper to count the number of students for each of the following: Roll their tongues as shown in the **Student's Book**. Clasp their hands together and see which thumb is on top—right thumb or left thumb. Wiggle their ears. Touch their nose with the tip of their tongue. Have dimples.

Write the results of each on the board, and have the class discuss the results. Have students research to find out if these are really genetic traits, including asking their family members if they have those traits, too.

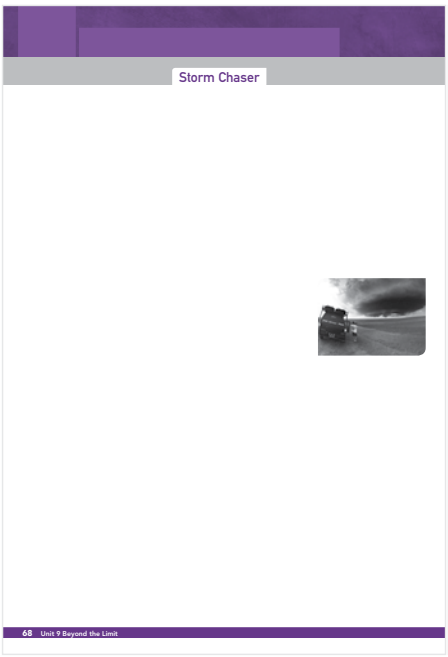
How to Use the Workbook

1. **Reading and listening skills expansion.** Skills boxes give explanations of the reading and listening skills taught in the **Student's Book**. You may want to refer students to the explanation in the **Workbook** before asking them to do the skill activity in the **Student's Book**. Following each skill box, there is an activity to practice the skill.
2. **Vocabulary practice.** There is additional practice of the target vocabulary of the lesson.
3. **Grammar practice.** The grammar of the lesson is practiced in a variety of ways.
4. **Writing skills.** In the WRITING section, there is practice in the mechanics of writing.
5. **Confident Communicator.** There is additional practice in the mediation strategy of the lesson.
6. **Skills For Life.** There is additional practice in the skills learned in the LIFE SKILLS section in the lesson. A THINKING SKILL activity is also included in the SKILLS FOR LIFE section to further practice critical thinking in context.
7. **Progress check.** Students check the areas they feel competent in. If they feel that they need to review a particular point, they are directed to the relevant section in the **Student's Book**.

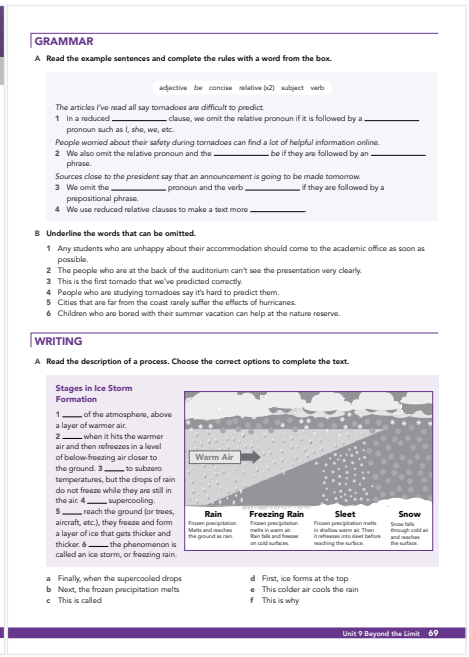
The ***Speak Your Mind*** **Workbook** is designed to give students further practice in grammar and vocabulary, as well as the listening, reading, and writing skills taught in the **Student's Book**. The **Workbook** is available in both print and digital forms. The **Digital Workbook** can be accessed through the **Student's App**. At the end of the **Workbook**, there is an exam-style practice test.

The **Workbook** activities can be used in several ways:

- As homework or further classroom practice after teaching a section in the **Student's Book**.
- As a review of a whole lesson after finishing the lesson.
- As a review session before a unit exam.


Storm Chaser

68 Unit 9 Beyond the Limit


GRAMMAR

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

adjective be concise relative (x2) subject verb

The articles I've read all say tornadoes are difficult to predict.
1 In a reduced _____ clause, we omit the relative pronoun if it is followed by a _____ pronoun such as *I, she, we,* etc.
People worried about their safety during tornadoes can find a lot of helpful information online.
2 We also omit the relative pronoun and the _____ *be* if they are followed by an _____ phrase.
Sources close to the president say that an announcement is going to be made tomorrow.
3 We omit the _____ pronoun and the verb _____ if they are followed by a prepositional phrase.
4 We use reduced relative clauses to make a text more _____

B Underline the words that can be omitted.

1 Any students who are unhappy about their accommodation should come to the academic office as soon as possible.
2 The people who are at the back of the auditorium can't see the presentation very clearly.
3 This is the first tornado that we've predicted correctly.
4 People who are studying tornadoes say it's hard to predict them.
5 Cities that are far from the coast rarely suffer the effects of hurricanes.
6 Children who are bored with their summer vacation can help at the nature reserve.

WRITING

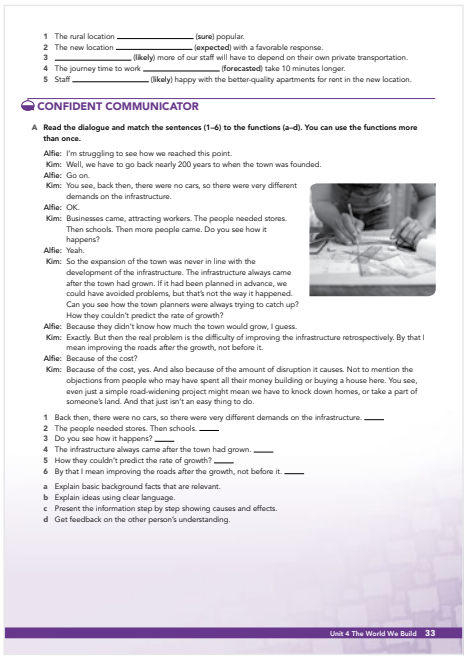
A Read the description of a process. Choose the correct options to complete the text.

Stages in Ice Storm Formation

1 ___ of the atmosphere, above a layer of warmer air.
2 ___ when it hits the warmer air and then refreezes in a level of below-freezing air closer to the ground. 3 ___ to subzero temperatures, but the drops of rain do not freeze while they are still in the air. 4 ___ supercooling.
5 ___ reach the ground (or trees, aircraft, etc.), they freeze and form a layer of ice that gets thicker and thicker. 6 ___ the phenomenon is called an ice storm, or freezing rain.

a Finally, when the supercooled drops
b Next, the frozen precipitation melts
c This is called
d First, ice forms at the top
e This colder air cools the rain
f This is why

Unit 9 Beyond the Limit 69


1 The rural location _____ (sure) popular.
2 The new location _____ (expected) with a favorable response.
3 _____ (likely) more of our staff will have to depend on their own private transportation.
4 The journey time to work _____ (forecasted) take 10 minutes longer.
5 Staff _____ (likely) happy with the better-quality apartments for rent in the new location.

CONFIDENT COMMUNICATOR

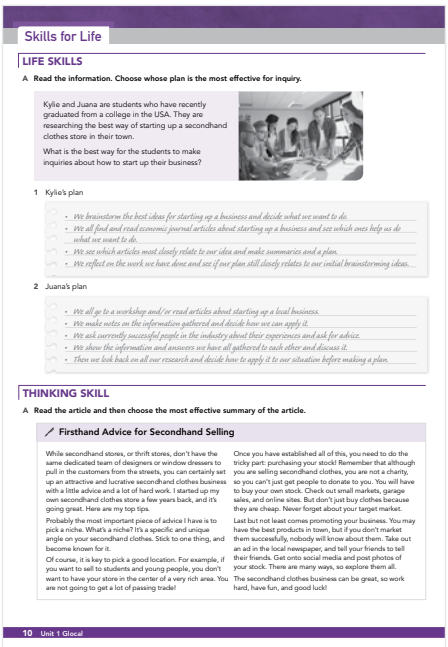
A Read the dialogue and match the sentences (1–6) to the functions (a–d). You can use the functions more than once.

Alfie: I'm struggling to see how we reached this point.
Kim: Well, we have to go back nearly 200 years to when the town was founded.
Alfie: Go on.
Kim: You see, back then, there were no cars, so there were very different demands on the infrastructure.
Alfie: OK.
Kim: Businesses came, attracting workers. The people needed stores. Then schools. Then more people came. Do you see how it happens?
Alfie: Yeah.
Kim: So the expansion of the town was never in line with the development of the infrastructure. The infrastructure always came after the town had grown. If it had been planned in advance, we could have avoided problems, but that's not the way it happened. Can you see how the town planners were always trying to catch up? How they couldn't predict the rate of growth?
Alfie: Because they didn't know how much the town would grow, I guess.
Kim: Exactly. But then the real problem is the difficulty of improving the infrastructure retrospectively. By that I mean improving the roads after the growth, not before it.
Alfie: Because of the cost?
Kim: Because of the cost, yes. And also because of the amount of disruption it causes. Not to mention the objections from people who may have spent all their money building or buying a house here. You see, even just a simple road-widening project might mean we have to knock down homes, or take a part of someone's land. And that just isn't an easy thing to do.

1 Back then, there were no cars, so there were very different demands on the infrastructure. ___
2 The people needed stores. Then schools. ___
3 Do you see how it happens? ___
4 The infrastructure always came after the town had grown. ___
5 How they couldn't predict the rate of growth? ___
6 By that I mean improving the roads after the growth, not before it. ___

a Explain basic background facts that are relevant.
b Explain ideas using clear language.
c Present the information step by step showing causes and effects.
d Get feedback on the other person's understanding.

Unit 4 The World We Build 33


Skills for Life

LIFE SKILLS

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

Kylie and Juana are students who have recently graduated from a college in the USA. They are researching the best way of starting up a secondhand clothes store in their town.

What is the best way for the students to make inquiries about how to start up their business?

1 Kylie's plan

- *We brainstorm the best ideas for starting up a business and decide what we want to do.*
- *We all find and read economic journal articles about starting up a business and see which ones help us do what we want to do.*
- *We see which articles most closely relate to our idea and make summaries and a plan.*
- *We reflect on the work we have done and see if our plan still closely relates to our initial brainstorming ideas.*

2 Juana's plan

- *We all go to a workshop and/or read articles about starting up a local business.*
- *We make notes on the information gathered and decide how we can apply it.*
- *We ask currently successful people in the industry about their experiences and ask for advice.*
- *We share the information and answers we have all gathered to each other and discuss it.*
- *Then we look back on all our research and decide how to apply it to our situation before making a plan.*

THINKING SKILL

A Read the article and then choose the most effective summary of the article.

Firsthand Advice for Secondhand Selling

While secondhand stores, or thrift stores, don't have the same dedicated team of designers or window dressers to pull in the customers from the streets, you can certainly set up an attractive and lucrative secondhand clothes business with a little advice and a lot of hard work. I started up my own secondhand clothes store a few years back, and it's going great. Here are my top tips.

Probably the most important piece of advice I have is to pick a niche. What's a niche? It's a specific and unique angle on your secondhand clothes. Stick to one thing, and become known for it.

Of course, it is key to pick a good location. For example, if you want to sell to students and young people, you don't want to have your store in the center of a very rich area. You are not going to get a lot of passing trade!

Once you have established all of this, you need to do the tricky part: purchasing your stock! Remember that although you are selling secondhand clothes, you are not a charity, so you can't just get people to donate to you. You will have to buy your own stock. Check out small markets, garage sales, and online sites. But don't just buy clothes because they are cheap. Never forget about your target market.

Last but not least comes promoting your business. You may have the best products in town, but if you don't market them successfully, nobody will know about them. Take out an ad in the local newspaper, and tell your friends to tell their friends. Get onto social media and post photos of your stock. There are many ways, so explore them all.

The secondhand clothes business can be great, so work hard, have fun, and good luck!

10 Unit 1 Glocal

Teacher's App

The ***Speak Your Mind*** **Teacher's Edition** comes with an innovative **Teacher's App**, which gives access to the **Classroom Presentation Kit**, **Homework Manager**, **Progress Tracker**, **Test Generator**, and **Teacher's Resource Center**.

Classroom Presentation Kit

The **Classroom Presentation Kit** is a page-faithful view of the **Student's Book and Workbook**. It is designed to be displayed on an interactive whiteboard or using a projector. It is user-friendly for teachers and students, with activities clearly visible for the whole class.

The **Classroom Presentation Kit** allows teachers to play the audio tracks, show the course videos, and present the interactive versions of the book activities from the page. Teachers can zoom in on each activity with one click, then move smoothly through the activities or zoom out to see the whole page. The answer-reveal feature enables teachers to elicit students' responses and check answers one by one or all together.

Embedded tools make it possible to highlight and annotate texts to prompt noticing or self-correction. Teachers also have the option to show scripts when listening to the audio or watching the video for easy clarification. There is also the option to create a whiteboard area for additional notes.

Homework Manager

Using the practice activities available in the **Student's App**, teachers can assign homework by selecting and publishing content directly to their students' devices. Students will then be alerted by a push notification telling them they have activities to complete. This enables teachers to personalize the amount and kind of practice students have each week and to track their progress using the **Progress Tracker**.

Progress Tracker

The **Progress Tracker** gives teachers an overview of students' progress, allowing teachers to monitor scores and see at a glance that students are performing well or that they may need additional support. Student data is presented in a way that is clear and easy to understand.

Test Generator

Ready-to-Go print tests are available in the **Teacher's Resource Center** for teachers who want to give a test on every skill. If you prefer to customize tests for your students, you can do so through the **Test Generator** in the **Teacher's App**. The **Test Generator** allows you to create tests by selecting only the activities you want from a menu. You can save and print out the tests from the **Test Generator**. You may also use a randomized function to create different tests for the same unit.



Student's App

Each **Student's Book** includes a code for the **Student's App**, which gives access to new **On-the-Go Practice** activities, **Progress Tracker**, **eBook**, **Digital Workbook**, and the **Student's Resource Center**.

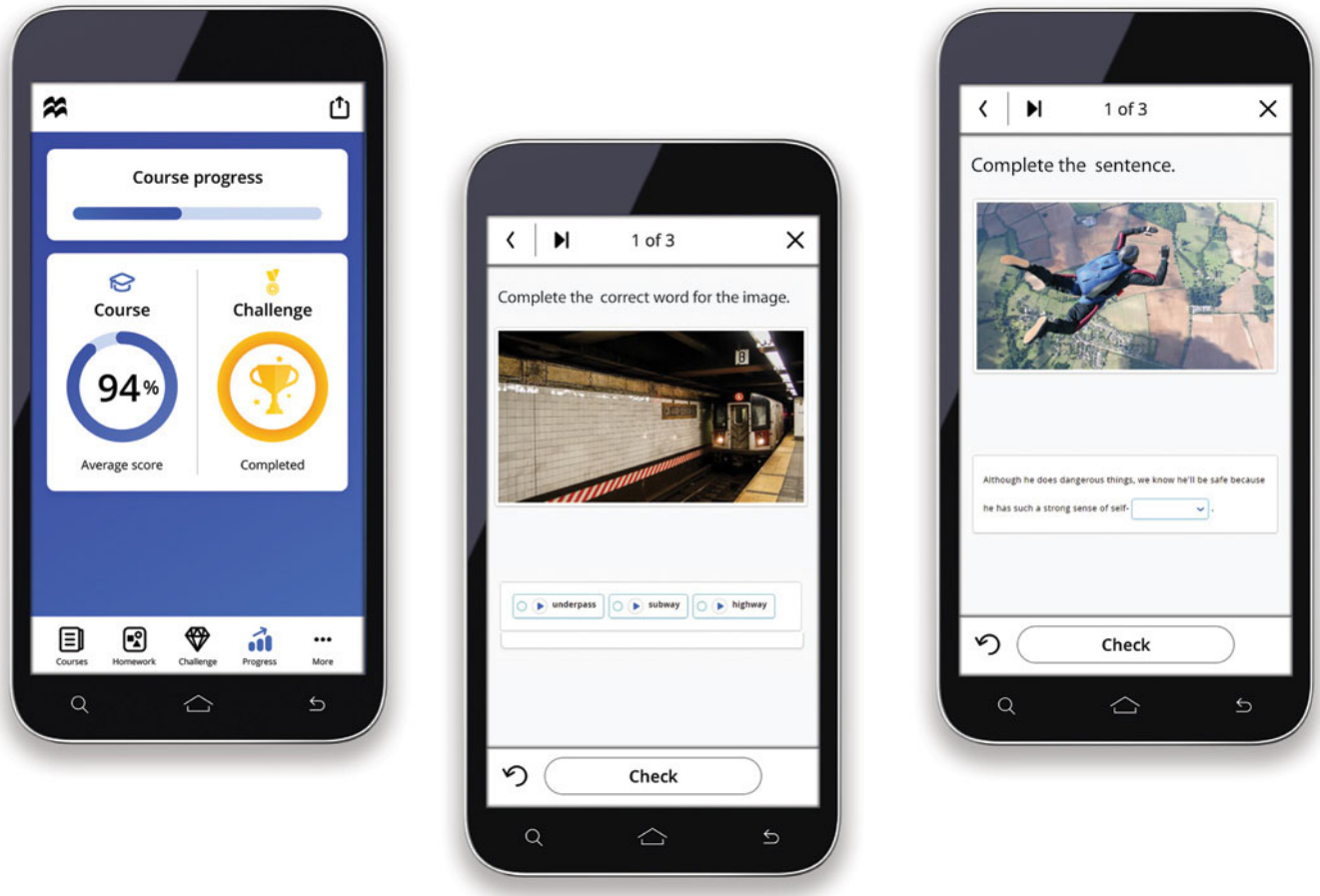
On-the-Go Practice

Through the **Student's App**, students will have access to new grammar, vocabulary, and pronunciation activities that have been mapped to the course scope and sequence. These bite-sized activities have been specifically designed for use on smartphones. They include game-like elements to encourage repetition and deeper retention of key language. Questions are shown in random order to increase interest and ensure a thorough understanding of each language point. Students are able to complete activities in a standard practice mode or in a more difficult challenge mode, where they can earn medals based on their performance.

Each **Student's App** unit also contains a new speaking activity that recycles the Unit Opener video, providing an opportunity to review the Unit Opener topic and the language encountered throughout the unit. These activities have been designed to increase students' confidence as they see how their language competence has developed over the course of each unit, while reinforcing what they have learned.

Progress Tracker

The **Student's App** gives a clear overview of students' progress, clearly highlighting areas of strength and areas for improvement. Students have the opportunity to review their weakest activities and repeat them to improve their scores.

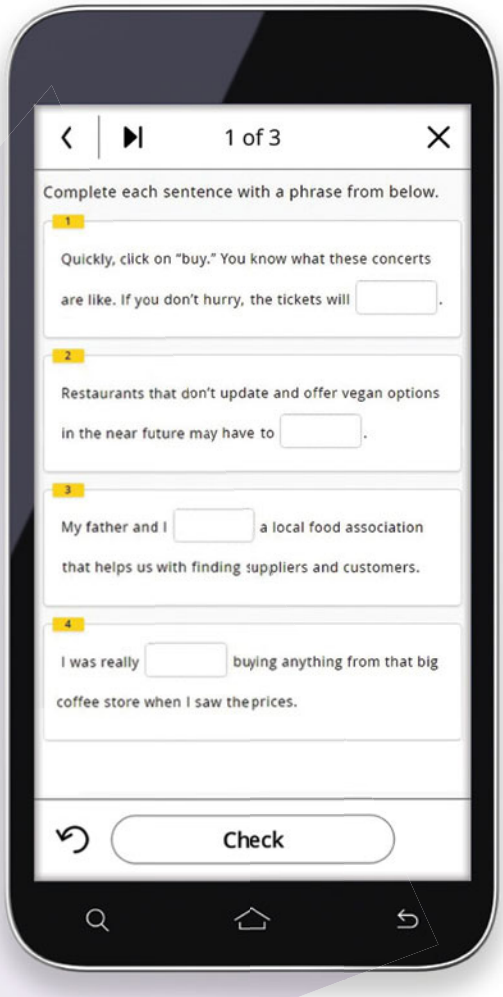


Digital Student's Book

The **Digital Student's Book** is a digital version of the **Student's Book** containing activities, including audio and video, that can either be accessed from the digital book page using a desktop computer or directly on a student's smartphone. Teachers are able to follow a student's progress through the **Digital Student's Book** using the **Progress Tracker**.

Digital Workbook

The **Digital Workbook** is a new, digital version of the students' **Workbook** designed to be accessible on students' devices. The **Digital Workbook** contains digital versions of the **Workbook** activities designed to work across mobile, tablet, and desktop to provide a rich interactive experience. The **Workbook** audio and video files can be accessed from the page so students have everything they need in one place. Built-in answer keys give instant feedback, while students' scores feed to the **Progress Tracker** for easy monitoring.



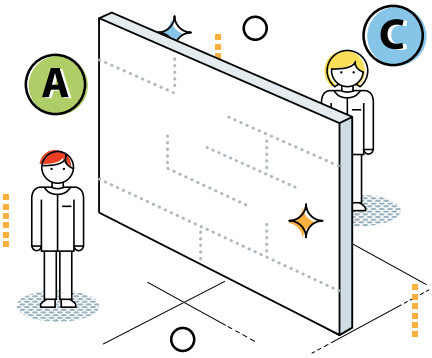
Mediation

Johanna Stirling
Online Academic Manager – NILE: Norwich Institute for Language Education

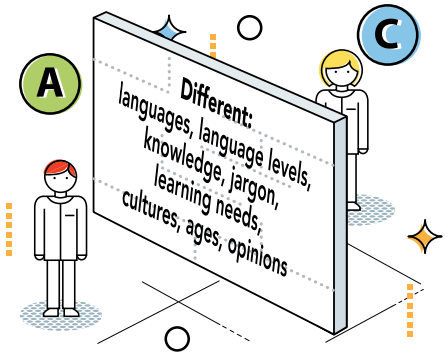
Mediation has become a popular term in language teaching in the past few years, but it is a term that many teachers are unsure of. Even if you understand what it means, you may still wonder why it's so important and, most crucially, how you can *teach* mediation.

What Exactly Is Mediation in Language Teaching?

Imagine two people; let's call them Amelie and Caleb. They want to communicate, but there is some kind of barrier to their communication.

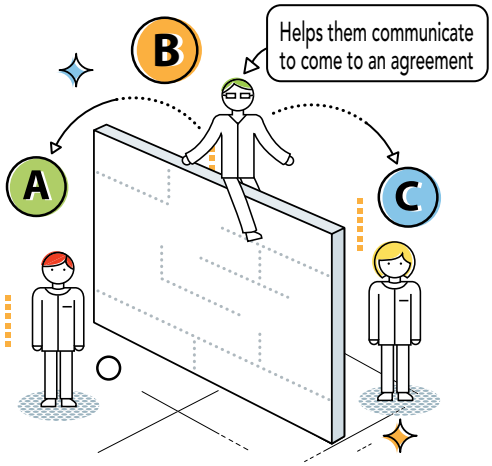


This could be one of several obstacles. The most obvious obstacle is that not only do they speak different languages, but they also speak English at different levels: Amelie's A2 level isn't enough to understand the C1 level of Caleb. But it's important to realize that having a different language or language level is not the only barrier. Let's consider their jobs. Amelie is an architect, and Caleb is a chemist. He may not understand the jargon or technical language about buildings that Amelie uses, so subject knowledge can also be a factor. Equally, the content, rather than the vocabulary, might be causing a barrier; if Caleb talks to Amelie about chemistry, she may understand the words because they are similar in her language, but it's highly likely she will not understand the context in which Caleb is using them.



Caleb has dyslexia; as a result, he struggles to remember all the details of a situation Amelie is describing. Meanwhile, Amelie has a very literal mind and so has difficulty understanding what Caleb's metaphors mean.

Cultural differences can also play a part. Where Amelie comes from, people can be direct when they talk to someone. However, Caleb comes from a culture in which people can sometimes get offended at this form of directness. Even age differences can affect communication; if Amelie explained about acoustics in building designs to a 14-year-old, her explanation might be very different from what she would say to a 4-year-old or a 54-year-old. Finally, even strongly held opinions can obstruct communication. If Amelie and Caleb have fundamentally different views from each other, they may find they can't agree on anything—and maybe not even want to talk to each other.



To enable their communication, Amelie and Caleb need some kind of bridge to help them with their differences, and this is where the mediator comes in. Let's call our mediator Bobbie. So, depending on what the obstacle is, Bobbie might need to translate, paraphrase for a different level, adjust the amount of information or the register that is used, or just communicate in a way that is more acceptable to both speakers, perhaps by being objective.

Why Teach Mediation Now?

You may be wondering why you should be teaching these skills to your learners now when you have never been asked to before. With increased global mobility and further-reaching online connections, we communicate with a wider range of people, both face to face and digitally. At school, this mobility, coupled with moves toward inclusion, creates more diverse classrooms in terms of culture, language, ability, and needs. Mediation is increasingly being seen as part of learning across the curriculum, not just in language teaching. This is why mediation is now a major element of the revised and expanded set of descriptor scales in the 2018 *CEFR Companion Volume*.

Where traditionally we have seen communicative-skills work divided into listening, speaking, reading, and writing, the new CEFR descriptors recognize that in reality, these skills rarely happen in isolation—in everyday life, you don't often speak without also listening, for example. So, instead of the four skills, communicative language activities and strategies are divided into reception, production, interaction, and mediation. Reception and production cover those traditional four skills; interaction is about using the skills to communicate with each other; and mediation uses reception, production, and interaction to help *others* understand and communicate with each other. The Common European Framework of Reference for Language Learning's (CEFR) *Companion Volume* suggests, "In mediation, one is less concerned with one's own needs, ideas or expression, than with those of the party or parties for whom one is mediating." This means that the descriptors are based on real-life language use, rather than a more "academic" focus on, for example, language fluency and accuracy.

Real-World Mediation

Here are some real-life situations your students could find themselves in and how they may need to mediate. Below each situation, you can see a presentation of a similar situation from the ***Speak Your Mind*** series.

- Students may need to translate for informal communication.

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

- Students may find they need to adapt language for others.

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.



- Students may need to work together as a group to develop ideas as a group.

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?

Mediating Communication

While the CEFR divides mediation into three areas (communication, concepts, and text), the focus of the **Speak Your Mind** series is on communication. In **Speak Your Mind** Levels 4 and 5, each unit gives mediation practice in the CONFIDENT COMMUNICATOR sections at the end of Lesson 3, as in the examples above. These cover the following types of activities and strategies:

- working in groups (e.g., developing ideas, encouraging discussion, leading the group)
- linking to previous knowledge
- simplifying information
- adapting language
- communicating interculturally
- translating for both informal and formal communication

Looking at this list, most teachers recognize these activities in their own teaching. It is important to point out that teaching mediation strategies does not require a new methodology or completely new materials. Often all that is needed is a subtle shift of focus onto real-life outcomes and in the criteria you and your students use to measure progress.

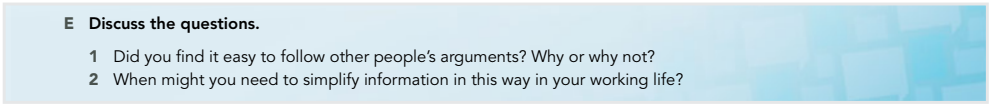
For example, instead of listening to a conversation and answering comprehension questions, learners can be asked to do a more real-world task, such as thinking about how they could simplify the conversation for someone with a lower level of English. This is clear in the CONFIDENT COMMUNICATOR section from Unit 4. The learners have read a dialogue that takes place in a council meeting in which a resident asks for clarification.

Instead of asking factual questions that test the learners' comprehension (e.g., *What reasons does the councillor give for …?*), here learners learn new skills by exploring the language and strategies that the characters use.

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.

Having learned both strategies and useful language, learners put them into practice by selecting a statement on the same topic and creating a clear argument. Finally, the learners reflect on what made some explanations clearer than others and how to apply these strategies to their own working lives. Again, this grounds the activity in reality.


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?

In **Speak Your Mind** Level 5, there are 12 CONFIDENT COMMUNICATOR sections, and they all follow the pattern of introducing the mediation strategy, providing practice, and then encouraging reflection on the strategy. In addition to this, there are *Mediation Worksheets* in the **Teacher's Resource Center** and more information on these on page xxiv of this **Teacher's Edition**.

How to Integrate Mediation Skills into Every Lesson

There are several techniques that you can use in your everyday teaching to practice mediation strategies. These include:

- **Doing regular pair work.** When getting learners to compare answers after individual work, make it clear that they should discuss any answers that are different or that they were unsure of, rather than just accepting that their answers are different.
- **Doing group work.** Consider giving each learner in a group a role. In each group of four, for example, get them to decide who is A, B, C, and D. Then tell them the responsibility that each member has: For example, *A's, you need to take notes, as you will have to report back. B's, you need to make sure everyone speaks and gives their opinions. C's, make sure everyone stays on task and keep an eye on the time. And D's, it's your responsibility to ensure everyone speaks in English!*
- **Asking learners to paraphrase.** Ask students questions such as *Can you say that in a different way? How would you say that to a stranger / a child / your grandparents / someone who doesn't speak much English?*
- **Asking learners to summarize.** Students can, for example, summarize what they have learned when one of them returns to class after being absent.
- **Using translation in class.** You could ask fast finishers to translate a short English text from the book into their own language. Then, the next day, they translate it back to English and then compare it with the original. It doesn't have to be identical but should give the same information in a similar register.
- **Asking students to teach each other.** When you have studied something that students have struggled with, pair them up to practice explaining what they have learned to someone else. If possible, get them to meet up with another class, face to face or online, to share what they have learned. The other class may want to explain something else to your learners too.
- **Sharing cultural similarities and differences.** In a multicultural class, if appropriate, encourage students to share cultural similarities and differences freely. Promote curiosity, tolerance, and sensitivity.

Mediation is both a life skill and a language skill. Strategies need to be taught overtly. Then students need plenty of practice at applying this new skill, followed by self-reflection in order to improve. Teachers don't need to make large changes to their classes; they just need to shift the focus from language as a subject to language for achieving real-life outcomes. Over time, learners and teachers may recognize that these real-world tasks should play a bigger part in the language education curriculum and methodology.

Student's Book Scope and 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 /ɜ˞:/ 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 ▶					

GO TO page xxiii
for **GRAMMAR REVIEW** step-by-step instructions.

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** buying (buy) film for your camera and going to a store **2** to get (get) the film developed into prints. Fewer people use cameras with film now, as most people enjoy **3** taking (take) photos with their phones. Now that **4** developing (develop) film into prints is not popular, there are very few film developers. Another example is the postal worker. Instead of **5** sending (send) letters, today people send email or texts. Technology is also reducing the number of taxi drivers. Ride share apps allow you **6** to avoid (avoid) taking a taxi. Another example is video store owner. If you would like **7** to see (see) a movie, you definitely don't need **8** to go (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
We all know what's expected of us.
2 with her / a good boss / she's / as long as / you / agree
She's a good boss as long as you agree with her.
3 mistakes / your essay / there are / check / in case
Check your essay in case there are mistakes.
4 you / important / to work / what / wear / isn't
What you wear to work isn't important.
5 had known / would have been / if / he / he / here
He would have been here if he had known / If he had known, he would have been here.
6 you / if / study / a good grade / hard / you / will get
You will get a good grade if you study hard / If you study hard, you will get a good grade.

GRAMMAR QUIZ

This quiz tests students' knowledge of language presented in **Student's Book** level 4. For further review of level 4, have students do the Grammar Review on pages 154–155.

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 ___do___ have a laptop computer.
2 I like how ___each___ person in the photo is wearing a different color.
3 The bigger the budget, the ___higher___ the risk to the movie studio.
4 Please hurry and get ready as we have ___little___ time.
5 I found a ___large___, pink necklace in my mother's jewelry box.
6 It seems like _____ people are streaming movies these days.

6 more and more

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

Go to the Grammar Review on pages 154–155.



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.

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

LESSON 2

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

VOCABULARY

Write these phrases on the board: *to be left to do something on one's own, to be left on one's own, due to, turn something (ideas, thoughts, concepts) into reality*. Have students work in pairs to look up the phrases and write original sentences that show an understanding of the meaning.

GRAMMAR

Similar to *the Philippines* and *the Netherlands*, the definite article is used with the formal name of some other countries, such as *the United States of America, the People's Republic of China*, and *the United Kingdom*. Even if referred to by its abbreviation, *the* is still used: *the USA, the UK, the PRC*.

Alternative Activity

Encourage students to go to a local business, interview the owner, and ask them about their business practices, successes, and challenges. Have students report back to the class and describe the business, what it does, and its history. Ask them to discuss the challenges the business faces and to suggest some solutions.

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

1 My neighborhood has the best Thai restaurants.
4 In New York, the Hudson River provides water for many local businesses.
5 Jenny is an accountant for a large insurance company.

GO TO page xiii for **WRITING** step-by-step instructions.

The report looks at how global and local businesses serve the needs of consumers and ways for the government to support local businesses.

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.

WRITING

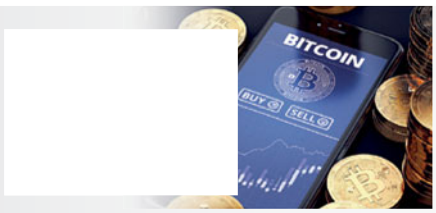
Read the sentences about punctuation marks and have students say if each is true or false. (*They are all true.*)

Exclamation marks are only used at the end of a sentence. Commas can be used to connect two sentences on the same subject. Quotation marks are used around direct speech. Question marks are only used at the end of a direct question. Colons and semicolons are used in formal writing. Examples of direct speech use "…" to show the speaker's original words. Names, titles, days of the week, months, languages, and nationalities are capitalized.

SPEAKING

To help students talk about ways governments support local businesses, discuss the following: *tax incentives, tax deductions, tariffs and grants, startup business funding, financial assistance (loans and guarantees), advice hotlines.*

For further speaking practice, go to page 142.


BITCOIN
BUY
SELL

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.**

GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

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!

Logan defines the goal and suggests possible ways of working.

Lia asks questions to help organize the discussion and to suggest possible ways of working.

Destiny asks questions to help organize the discussion and summarizes the discussion.

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?

CONFIDENT COMMUNICATOR
Extra Practice

After reading the dialogue in **A**, ask students to find expressions for agreeing, suggesting, or hesitating. Have them suggest other phrases, such as:

- *I agree. Sounds good. OK great.*
- *I think we need to do … Should we …?*
- *I'm not sure … What do you think …?*

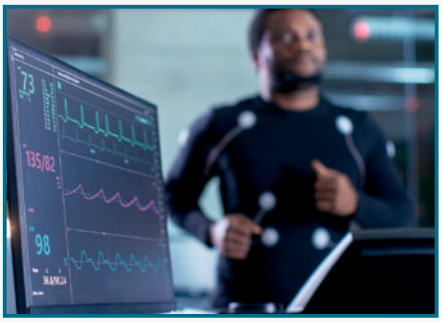
Alternative Activity

Have students keep a journal about the group work they do over the course of the year. They should reflect on who they work well with and who they find it challenging to work with, different skills people bring to the groups, and tasks they enjoy and learn from the most.

CLASSROOM MANAGEMENT

When students are working in groups, walk around and monitor their progress. If a group's discussion slows down, prompt them by asking *What question might someone listening to your presentation have?*




73
135/82
98

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?

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 Whatever sport is on TV at the moment, I watch it.
2 Wherever the Olympics are held, even in a different time zone, I watch them live.
3 Whenever 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 No matter 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, however it turns out.
6 Whoever says soccer is boring doesn't understand the game.

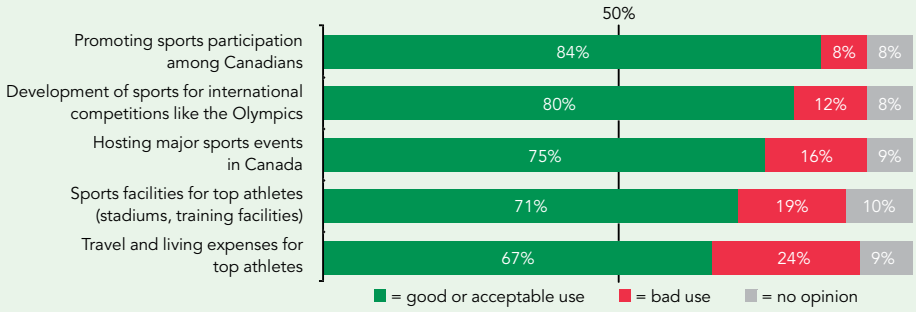
C IN PAIRS Discuss whether you agree or disagree with the statements in B. Explain why.

GO TO page xiii for **WRITING** step-by-step instructions.

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



Most popular uses: Promoting sports participation among Canadians, Development of sports for international competitions like the Olympics, Hosting major sports events in Canada

GRAMMAR

Remind students of the difference between *what/whatever* and *which/whichever*. *What* and *whatever* are used when there is a very large number of choices in a category: *Whatever you want to do is fine with me. Which* and *whichever* are used when there is a limited number of choices: *There are three good movies on, and whichever one you want to see is fine with me.*

Whatever is used when there is not a specific noun: *Whatever you think is OK with me*, or *Whatever you say to her about the problem, please be polite.*

WRITING

To lead into the WRITING section, discuss surveys with the class. What kinds of survey results have the students seen? Where do they see them? Have groups discuss surveys they have participated in. Who was asking them questions? What did they ask about? Did the students give honest answers? Did they ever find out the results?

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** majority of participants in the survey say that using money to encourage Canadians to participate in sports is good or acceptable, while **2** 80% support government funding of sports for international competitions.
- The use of tax money to host major international sports events is supported by **3** three-fourths of Canadians.
- There is also **4** strong support for funding sports facilities for top athletes (71%).
- While it is true that **5** slightly fewer 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.**

WRITING

Encourage students to identify and underline set phrases in the summary in WRITING **B** that they can use in their own writing. For example, *The majority of the participants in the survey say … while a few say …; 80% support …; There is strong support for …; While it is true that slightly fewer support X, there is still …; In conclusion, the majority of (the people I surveyed) support …*

SPEAKING

Encourage longer answers in SPEAKING **B** by telling students to say why they agree or disagree with a statement using *and* and *because*. Have students give examples to further explain their ideas.

Extra Practice

Have students choose a statement they strongly agree or disagree with. Then have them use their smartphones to prepare a short video segment. Give them time to practice and record.

For further speaking practice, go to page 142.

MAKE IT REAL

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

THINKING SKILL deducing

GO TO page xvi
for **THINKING SKILL** step-by-step instructions.

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 1 is true and based on effective deductive reasoning.

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? Hypothesis 2 is not true based on the two statements.

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?



THINKING SKILL

If Fred is an Olympic swimmer and all Olympic swimmers are in excellent physical condition, it is logical to conclude that Fred is in excellent physical condition. Hypothesis 2 may or may not be true. That Joe is a swimmer and in excellent physical condition does not necessarily mean that he is an Olympic swimmer. It is faulty logic to assume that because he's a swimmer in excellent condition, he's an Olympic swimmer.

CLASSROOM MANAGEMENT

If there are disagreements about which sports belong in the Olympics, remind students of phrases they can use when disagreeing, which they heard in the LISTENING section: *I don't think …*; *That's not true …*; *Maybe, but I think …*; *I still think …*; *I'm not sure about that …*

Have students rank the criteria from most to least important for staying or being in the Olympics.

GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

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 _____one at a time_____ 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 _____enough information_____ to provide an accurate translation.
3 If the conversation includes opinions, _____do not give your own 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, _____ask for clarification_____ before trying to translate the idea to another person.
5 If someone is translating for you, _____do not interrupt_____ 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?

CONFIDENT COMMUNICATOR

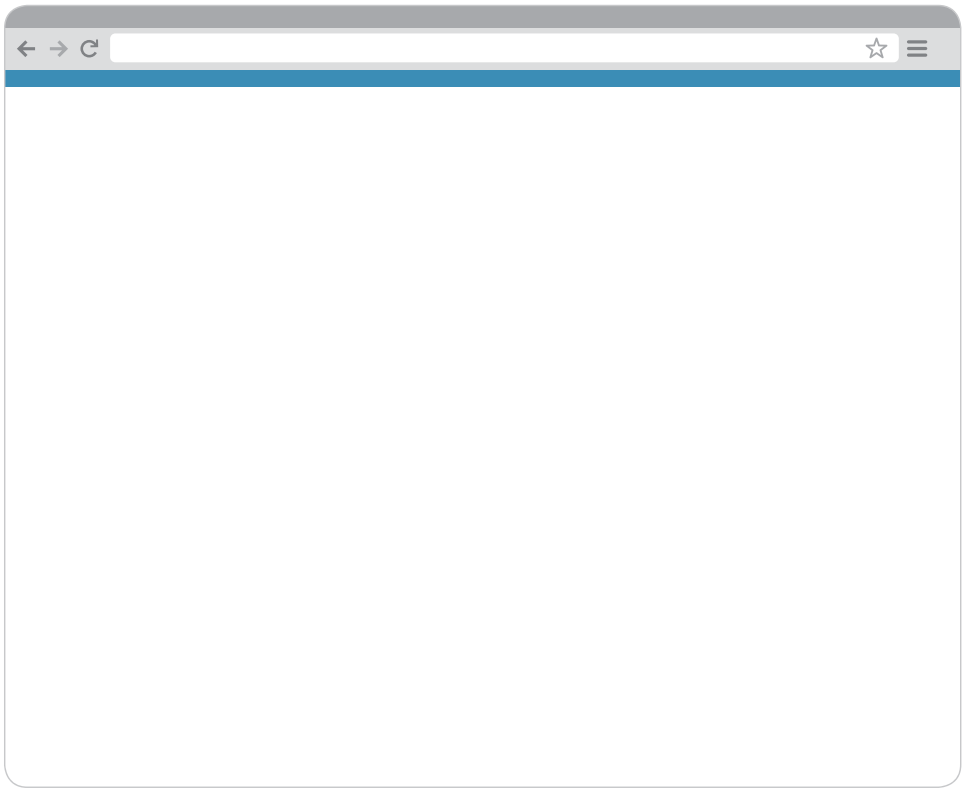
For **C**, each group chooses one person to be the English speaker and one to be the non-English speaker. Members of the group should take turns translating whatever the person says into their first language from English and then back into English. The aim is to see the dynamics of the translation scenario.

In **D**, students reflect on the challenges of taking turns to translate during a discussion. Was it better to take turns translating or to have one person do it? Have them reflect on the challenges that translating during a discussion pose. Did disruptions and miscommunications occur? Was it a frustrating activity?

Extra Practice

Have students choose a sport from the list in **C**, item 1. Tell them to research the sport and the history of the sport in the Olympics. When did it become an Olympic sport? How was it received? Has it been popular? Has there been any controversy in the sport?





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.

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 wha 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 usefu**

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

GO TO page ix
for **PRONUNCIATION** step-by-step instructions.

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* + gerund
2 I used a bandage in order to **stop** the bleeding. *so as (not) to / in order (not) to* + base form
3 He's studying medicine so that **he can** become a doctor. *so (that)* + subject + modal verb + 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* + gerund
5 In spite of **her cold**, Gaby went to the party. *Despite / In spite of* + noun phrase
6 Despite the fact that **he failed his exams**, Kieran went on to become a pharmacist. *Despite / In spite of the fact that* + clause
7 Even though **she** was busy, the nurse managed to treat all her patients. *Even though / Although* + subject + 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, even though 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 so that it can be worn on the skin …
3 For example, some medicines can now be adapted to the individual patient so as to treat whatever condition they have.
4 Despite 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 for 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*? 3
2 In which sentence could you also use *in spite of*? 4
3 In which sentence could you also use *although*? 1

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 …

PRONUNCIATION

The following words are more examples with silent letters:

- **body:** *womb, thumb, tongue, wrist, knee, knuckle, muscle, phlegm, asthma, psychology, numb*
- **medical instruments:** *knife, scissors*

Ask students if they can think of any other words with silent letters.

GRAMMAR

Some ideas for the sentences in GRAMMAR **D** are:

- *Even though antibiotics are useful in some cases, they are ineffective against viruses like the flu.*
- *Although transplant surgery is risky, it is often the only way to save someone's life.*
- *In order to stay fit and healthy, people should exercise regularly and eat a balanced diet.*

Encourage student to make sentences with *despite* + noun, *so that* + subject + verb, and *in spite of* + verb + *–ing*.

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.**

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.



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?

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?



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?

GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

GO TO page 155
for **AUDIO SCRIPT**.

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?

CONFIDENT COMMUNICATOR

Make a copy of the audio script of the listening text for students to refer to and extract useful phrases for their role-play in **E**. Encourage students to review the unit for useful language they may need to prepare for their role-play.

Extra Practice

For **B**, make one list of words related to alternative/traditional medicine and another list of things pertaining to conventional, modern medicine.

CLASSROOM MANAGEMENT

For **E**, choose two or three assessors for the role-play. The assessor listens and observes the pairs planning and practicing their role-plays and assesses how well the pairs interact and work together. At the end, ask the assessors to give feedback on the performance. If time allows, have groups do their role-plays for the class. The class can then comment on how well they think the pairs worked together using the checklist in **D**.

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!

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GO TO page xv
for **LIFE SKILLS** step-by-step instructions.

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: easy to navigate, very walkable, creates neighborhoods, better public transit system

Cons: few open public spaces, boring, ignores the shape of the land



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

Pros: feels more natural, more interesting, construction costs are often lower

Cons: places are less connected, people are less likely to walk or cycle, public transit difficult, traffic problems

GO TO page 156
for **AUDIO SCRIPT**.

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? 3 It may limit your thinking to just the options in front of you. It may give you the illusion of being more scientific and in control than you actually are. It may ignore intuition or how you feel about the options.

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.

LIFE SKILLS Alternative Activity

Write these questions on the board for students to answer in pairs:

1. *Are you generally happy with the infrastructure in your city, or do you think there should be more tunnels/highways/underpasses?*
2. *Does your city have a subway?*
3. *What is it like for pedestrians in your city?*

MAKE IT DIGITAL

Read this information aloud: *The capital of Australia—Canberra—is a planned city. A competition for its design was held and construction of the first building began in 1913.*

Have students go online to find Canberra on a map. Ask them to discuss why they think that particular location was chosen. (*At the time, Sydney and Melbourne [the biggest cities] couldn't agree which should be the capital, so a federal territory was formed for the capital.*)

Ask students to look at a map of Canberra. In groups, have them compare and contrast Canberra to Brasilia and Washington, DC. What advantages and disadvantages do they think the Canberra plan has?

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VOCABULARY urban areas

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

highway
infrastructure
pedestrian
subway
tunnel
underpass

1 Urban infrastructure



2 pedestrian
3 underpass
4 highway
5 tunnel
6 subway

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

GO TO page vii
for **VOCABULARY** step-by-step instructions.

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. first
2 Had they used a different street layout, it would have been more difficult to design such a good system. third
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. second

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

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 formal speech and writing.
2 Inverted first conditionals begin with Should instead of *If … should.*
3 Inverted second conditionals begin with Were instead of *If … were.*
4 Inverted third conditionals begin with Had 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)

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

GO TO page viii
for **GRAMMAR** step-by-step instructions.

VOCABULARY

There are a number of different words and expressions used to refer to large main roads, including *freeway*, *expressway*, *superhighway*, and *interstate*. Other words for *subway* are *underground* and *metro*. An underpass is part of a road or path that goes under another road or under a railway.

GRAMMAR

For GRAMMAR **A**, have students rewrite the sentences using *if* clauses. (*1 If they decide to go for a grid pattern, it will produce the following benefits. 2 If they had used a different street layout, it would have been more difficult to design such a good system. 3 If you used a grid system in an area with a lot of hills, you would end up with some very steep streets.*)

In **D**, have students think about their own lives and write sentences with inverted conditionals, telling how things could be or would have been different if a situation were or had been different.

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GO TO page ix
for **PRONUNCIATION** step-by-step instructions.

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,* construct, luxury, subway, tunnel, underpass
2 /ʊ/ *look, put,* should, wood, would
3 /uː/ *cool, school,* consume, food, super

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

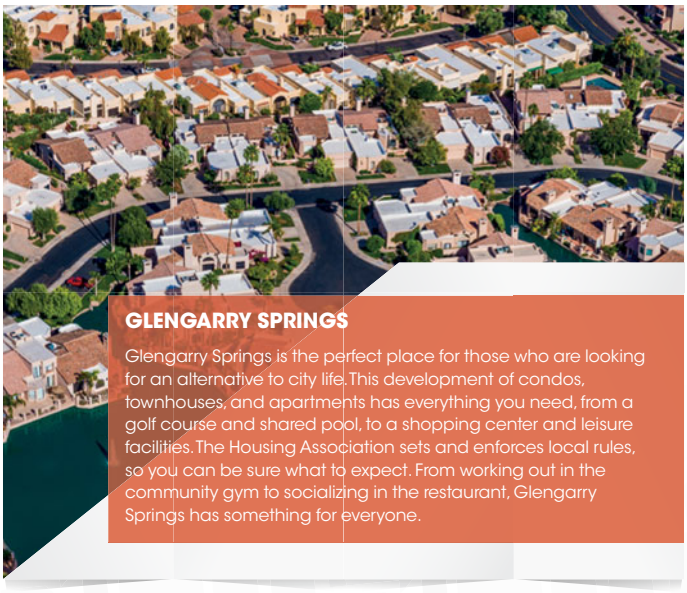
A new tunnel would be a good idea.
Wood is sometimes a luxury construction material.
It's not cool to consume too much food.
We should use buses more and use cars less.

GO TO page xii
for **SPEAKING** step-by-step instructions.

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 …

Suggested answers:
Pros: sense of community, security, not much traffic, green areas
Cons: expensive, following rules and regulations, not as exciting as city living, less privacy

PRONUNCIATION

Sometimes the **u:** sound is pronounced with a *j* before it (like the word *you*). Some examples are *beauty*, *cute*, *few*, *huge*, *use*, and *view*.

Some **u:** sound words are pronounced /uː/ in American English but /juː/ in British English. Have students pronounce these words in the US way and in the UK way: *due*, *knew*, *student*, *suit*, *tube*, *tulip*.

SPEAKING

In groups, have students discuss the pros and cons of their towns/neighborhoods. Do they think where they live was planned or not? Is it an older or newer area? If there are any new parts of their towns/neighborhoods, have they been planned to fit in well with the existing roads, buildings, and public places, or were they constructed without regard to the previous features and needs of the people who live there?

For further speaking practice, go to page 143.

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LESSON 2 SUSTAINABLE ARCHITECTURE

READING

GO TO page x
for **READING** step-by-step instructions.

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.**

Traditional sources of power, heating, and lighting are fossil fuel based gas and electricity.



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. 5

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. 3

Lighting
1 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**, 2 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. 4



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?**

1 The design will be used for 120 new homes in a residential area of Anchorage.
2 To not rely on national resources for power.
3 Anchorage has a long winter season and very different short and long days of the year.

READING OPTIONAL 4.03

Have students look at the house depicted in the reading. Have them work in pairs to compare and contrast the home in the picture to their own homes. Have students consider these questions: *How is the plan and construction of it similar to or different from yours? Does your home use any of the ideas in the text for its energy? Would any of the suggested energy ideas be able to be used in your home? Does your home have the same needs as a typical home in Anchorage probably has? Why or why not?*

READING SKILL—Identify reasons

Point out language for giving reasons in the text: *In order **not to** rely on any national power sources …; green roofs **for** carbon capture …; rainwater harvesting **to** use as many of the natural resources as possible …; **so** this needs to be included in the proposal …; **Consequently**, it will be important to …*

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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 rainwater harvesting: the storage of water that falls onto a house in tanks
2 daylighting: the use of as much light as possible from natural sources
3 micro wind turbine: a small wheel that produces electricity when turned by a flow of air
4 smart lighting: a lighting system that adapts to the movement of people or the amount of daylight available
5 solar panel: a feature on the roof of a building that uses the light from the sun to produce electricity
6 geothermal heating: a heating system that pulls heat up from the ground into the house
7 green roof: a term used when plants are grown on the top of a house to help with carbon capture
8 solar thermal collector: 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 time and definite frequency
eventually, already, weekly
2 adverbs of manner
quickly, slowly, gently
3 adverbs of purpose
since, therefore, because
4 adverbs of indefinite frequency
often, rarely, usually
5 adverbs of place
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 always 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 automatically. 3 Therefore, the use of energy is very efficient. Energy comes from ground-source heat pumps, which heat water deep in the earth. The building 4 never receives an energy bill 5 since natural sources provide all of its energy needs. It 6 often 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.



Suggested answers:
rainwater harvesting: saves on water costs / not possible in all areas
daylighting: reduces lighting costs / won't work in winter
micro wind turbine: reduces carbon footprint / can't be used all year long
smart lighting: saves money in the long term / can be an expensive investment
solar panel: commonly available / depends on the weather
geothermal heating: provides a constant heat / not possible in all areas
green roof: captures carbon / needs to be looked after
solar thermal collector: reduces heating costs / can't be used all year long

VOCABULARY

Introduce this activity as an interactive matching game. Copy the words and sentences, cut them up, and distribute them around the room. Have students stand up, mingle, and find their match. Then have them practice the word stress of the compound words: ***day***lighting, geo***ther***mal ***heat***ing, ***green roof***, ***mic***ro ***wind tur***bine, ***rain***water ***har***vesting, ***smart ligh***ting, ***so***lar ***pa***nel, ***so***lar ***ther***mal ***col***lector.

MAKE IT YOURS

Some other words related to sustainable architecture include *balance*, *natural resources*, *renewable energy*, *solar energy*, *wind energy*, *natural fibers*, *save energy*, *lower consumption*, *plastic-free*, *energy-saving appliances*, and *locally sourced*.

GRAMMAR

Ask *What suffix almost always indicates that a word is an adverb?* (*–ly*)

Have pairs make a list of as many adverbs as they can think of in 3 minutes.

Write the classifications of adverbs on the board (*indefinite frequency*, *manner*, *place*, *purpose*, *time and definite frequency*). Then have one person per pair write a word in each category.

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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



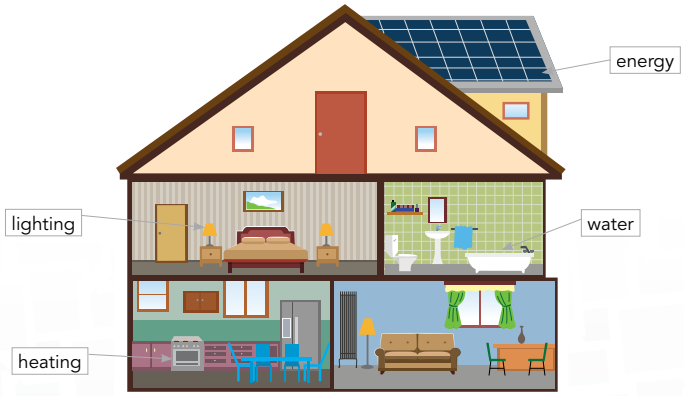


C **IN PAIRS** **You have been asked to design a logo for a sustainable architecture company, Green Architects. Design your logo and explain how different aspects symbolize the company.**

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.

GO TO page xvi
for **THINKING SKILL** step-by-step instructions.

You could use symbolizing to summarize information, perhaps as part of a presentation, an infographic, etc.

Suggested answers:
The first logo symbolizes high quality and luxury.

The second logo symbolizes a modern company that is environmentally friendly.

THINKING SKILL

Have students bring in photos of any symbols (corporate, government, or public) they can find. In small groups, have them share the symbols and discuss: *Which symbols effectively communicate ideas? Are they aesthetically pleasing? Is there any feature that some of the symbols share? Are any colors or shapes used in more than one symbol?*

SPEAKING Alternative Activity

Have students work in pairs or groups. Ask them to use the internet to search for an article about a cheap, cooling system made from recycled material in Bangladesh.

Discuss the cooling system. Ask *Can you think of another practical and inexpensive way to provide sustainable energy for a specific use to a home (or a small group of homes) in a developing country or a community? Do you know of any other ingenious strategies like this one?*

For further speaking practice, go to page 143.

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GO TO page xi
for **LISTENING** step-by-step instructions.

GO TO page 156
for **AUDIO SCRIPT**.

LESSON 3 LOCAL DEVELOPMENT

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 ___change and adapt___ to do better than other cities in the area.
2 Thomas's suggestion would take time and be ___expensive___.
3 Residents want to see investment and the creation of ___employment opportunities___.

Thomas
4 Some investors are attracted by the ___historic center___ of the city.
5 Jade's plan would affect the ___quality of life___ of local residents.
6 Jade's plan would attract ___large corporations___ 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. ___c___
2 We should not **un**do the work that people in our city did in the past. ___b___
3 Most of them **dis**like the appearance of modern skyscrapers. ___a___

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.**

___dis___appoint	___out___bid	___un___cover	___un___lock	___dis___please
___dis___associate	___dis___connect	___out___live	___out___number	___un___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*.

LISTENING SKILL—Listen for agreement and disagreement

In groups, have students discuss what an architect needs to think about when planning a business building in a town or city. What kinds of questions do architects need to ask in order to plan an effective building?

Language used in the interview to disagree include the following: *But we feel this is the wrong way to go about it; We should not …; However, we think it can be done in a way that …; I'm aware of these arguments, but …; We don't think …; That hasn't been what we've found; But there's no reason why that should mean …; I'm afraid that …*

VOCABULARY

In pairs, have students choose six of the words in the box and write a sentence for each that shows they understand the meaning of that word. Have them think of verbs and phrasal verbs that are synonyms for as many of the words in the box as they can.

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WRITING an email proposal

GO TO page xiii
for **WRITING** step-by-step instructions.

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,

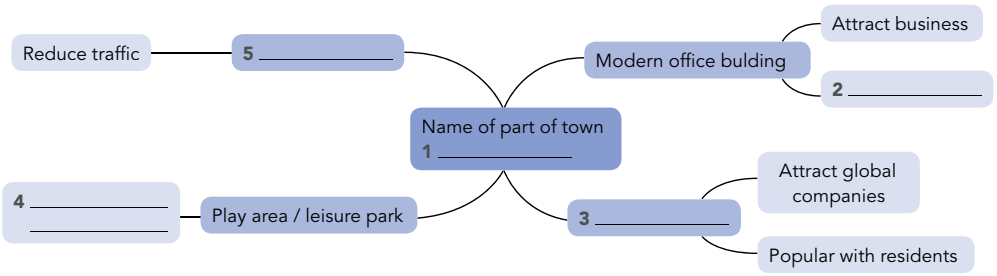
As you know, the old factory on the edge of town has become a problem area in our community. The building is old, unattractive, and in a dangerous condition. I am writing to suggest a better way to use the space.

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



1 old factory (on the edge of town)
2 create jobs
3 shopping mall
4 promote sports and positive behavior
5 new roads

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)

1 It is likely that providing more office space will attract businesses.
2 Attracting businesses is sure to create jobs.
3 Building a mall is expected to be popular with residents.
4 Building office space and a mall is unlikely to work without the right infrastructure.
5 The population is forecasted to increase, so the roads are necessary to reduce traffic.

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.**

WRITING

Have students write a formal outline for their email. Remind students of the traditional way to make an outline: a traditional outline should start with enumerating all the main points of their email and then should list of all the subtopics of those ideas and evidence that back up the idea or subtopic. Tell students that they can use the brainstorm diagram from WRITING **A**.

Alternative Activity

Have students imagine that, 30 years from now, their school moves to a brand new campus/building. They are developers who wants to buy and repurpose this building. Put students in pairs, and have them think of what this building could be used for. They need to convince the local government to allow them to renovate this now-older building for a new use. Following the formal outline format, have students write an outline for a clear and concise letter explaining what they hope to do with the building.

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GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

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

1 First of all, it's important to know that other cities in the area are outperforming us.
2 Put simply, they attract large businesses, and we don't.
3 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. … The reason for this is that we don't have the infrastructure that businesses need.
4 Does that make sense? Is that any clearer?

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?

CONFIDENT COMMUNICATOR

Have students work in groups of four and discuss whether their city or town ought to redevelop its business district.

Have students write a dialogue between four residents and/or businesspeople, two of whom support redevelopment and two who do not. Tell them to make their dialogue as specific as possible to their city or town, with each side giving specific reasons as to why they either want or don't want a redevelopment project. Tell them to use adverbs of frequency, cause and effect, and inverted conditionals in their dialogue.

CLASSROOM MANAGEMENT

Monitor the room as your students participate in group discussions. Ensure that everyone is participating, not just a few. Encourage students to role-play disagreeing. Some students may feel uncomfortable in such a confrontational role. Let them know they can disagree without being offensive.

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Unit Review

VOCABULARY review

SCORE: / 10

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

1 We need better infrastructure (structure) in this city to attract businesses.
2 I can't unlock (lock) the door to get in. Are you sure this is the right key?
3 Supporters of the new development outnumber (number) opponents by two to one.
4 I don't want to disappoint (appoint) you, but the council voted against your suggestion.
5 They've disconnected (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.

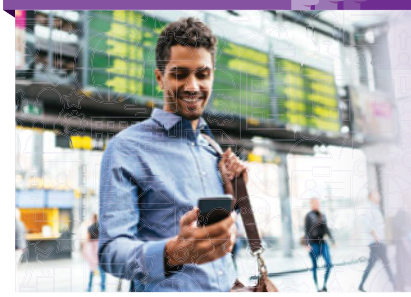
already easily eventually had particularly should since therefore usually were

1 Were you to measure the temperature in a city and compare it with the area around the city, you would find that cities are 2 usually hotter. This "urban heat island" effect is caused by the built environment. Roads and buildings are darker than natural areas, and 3 therefore they absorb more heat from the sun. After some time, they 4 eventually radiate that heat back, causing the temperature to rise, 5 particularly at night. The heat tends to stay in the area 6 since tall buildings prevent air from circulating 7 easily. 8 Should 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 already doing this. They can also paint roofs white, which means the roofs reflect heat and light. 10 Had 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.

GO TO page xix
for **UNIT REVIEW** step-by-step instructions.

GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

CLASSROOM MANAGEMENT

Have students approach the UNIT REVIEW section as a test. Tell them to do the exercises without looking at the relevant sections in the unit. Once you check the answers, have them highlight the questions they got wrong and then review those sections. After that, they should give it some time, and a couple of days later, have them do the review again. This is a way to train students to test themselves. Testing oneself is a useful study skill.

GRAMMAR

In pairs, have students decide which of these sentences are inverted conditional sentences. Then have them rewrite the sentences using *if*. Ask students which of the words in the box are adverbs of time and which are adverbs of cause and effect—and which of the latter indicate a cause and which an effect.

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GO TO page vi
for **UNIT OPENER** step-by-step instructions.

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

GO TO page xxii
for **VIDEOS IN SYM** step-by-step instructions.

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 a Thinking Skill: 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.

WHAT DO YOU ALREADY KNOW?

Ask students to share which face-to-face services they have used recently and which services they have accessed with technology. Ask *How do you buy a plane ticket or bus ticket—online or in person? Do you use banking apps to transfer money? Do you take any of your classes online?*

THINK AND PREPARE

Write the statement on the board. Have students brainstorm jobs that could be replaced by robots. Tell them to think about all job sectors, such as sales, transportation, production, medicine, education, engineering, hospitality, and so on. Ask them how they would feel seeing a robot doctor or pilot.

VIDEO

Before watching, ask students to list ways to hold a discussion. They should think of the skills needed to keep a discussion on track.

While watching, have students check the ideas on their lists with the tips mentioned in the video.

After watching, students should add any tips from the video to their lists. They should use their lists as they hold their discussion.

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SPEAK YOUR MIND

Have students work in groups of students with similar career interests and consider their field in light of the points listed: the balance of physical versus mental tasks, the creation of new jobs that do not currently exist, and the efficiency and cost of robots in comparison to people.

FURTHER DISCUSSION

- Ask students to write a caption for the photo (serious or funny) and vote on the class's favorite.
- Ask students to consider what robots really are—from remote-control vacuum cleaners to automatization of the production line and virtual assistants.

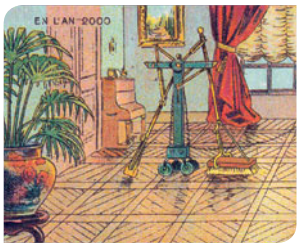
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GO TO page x
for **READING** step-by-step instructions.

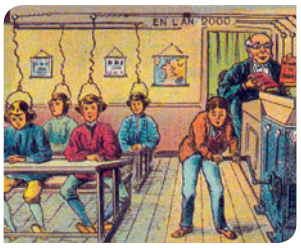
READING

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.**

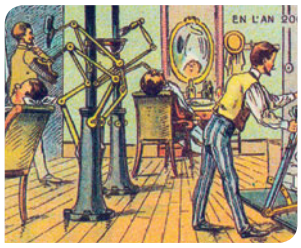
Postcards showing predictions about the 21st century made at the beginning of the 20th century



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.

Suggested answers: The electric scrubber was similar to modern vacuum cleaners. We don't have electric education as shown in the postcard, but students now use computers and other electronic devices to learn.

Mentioned: electric education, robot barbers

READING OPTIONAL 5.01

Have students scan the article for inventions and write a list on the board. Have students guess the order in which they were invented and make a list of oldest to most recent inventions: color photography (1891), car (1885), movies (1896), airplane (1903), vacuum cleaner (1905), frozen food (1929), antibiotics (1928), radar (1930), ballpoint pen (1938), human organ transplant (1967), microwave oven (1967), digital watch (1972), cell phone (1983), the internet (1991), translation program (*Google Translate; 2006*). Were there any dates the students were surprised about?

Alternative Activity

Have students talk to an older person they know and ask if he or she remembers what predictions about the future they had heard of when they were younger. Have them ask about whether those predictions have or haven't come true and what changes have surprised them. Have students discuss and compare in groups.

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

1 Paragraph 1: c
2 Paragraph 2: d
3 Paragraph 3: a
4 Paragraph 4: b

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

GO TO page viii
for **GRAMMAR** step-by-step instructions.

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 will have created (create) a base on the moon.
2 They will find (find) a cure for cancer very soon.
3 There will not / won't be (not be) any hunger in the world in the future.
4 By the beginning of the next century, cars will have disappeared (disappear).
5 We will not / won't have solved (not solve) the problem of climate change by 2030.

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

READING SKILL—Identify main ideas

Tell students it is important to be able to identify the main idea in a paragraph, both for reading comprehension and also for application in one's own writing. When writing essays, students will be required to have a central idea in each paragraph. Each paragraph they write should have a clearly communicated main idea. Thus, being able to identify the main idea when reading a paragraph has real application.

GRAMMAR Alternative Activity

Have students write three sentences about things that they think will have happened in their personal lives by the time they turn 30 (if needed, change the age to an older age). Have them exchange their sentences with a partner. Tell them to correct any grammar mistakes they read. Then give them time for discussion. Did they have any similar projections? Are there any interesting, strange, or unexpected projections?

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GO TO page vii
for **VOCABULARY** step-by-step instructions.

VOCABULARY progress

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

1 land on: to come down to the Earth or another planet after being in the air
2 run out of: to use all of something and not have any left
3 do away with: to get rid of something
4 give up on: to stop trying to make something happen
5 become obsolete: to be no longer used because there is something newer and better
6 find a cure for: to invent or discover a treatment for a disease
7 make progress: to advance in the process of doing something
8 be upgraded: 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.

GO TO page xii
for **SPEAKING** step-by-step instructions.

SPEAKING

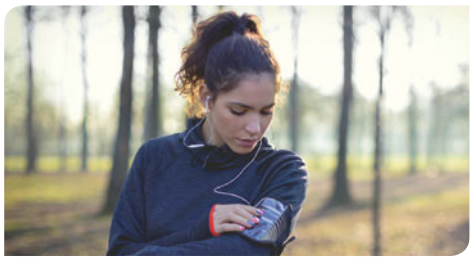
For more speaking practice, go to page 150.

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.

VOCABULARY

Ask students to write a paragraph using as many of the vocabulary words as possible. Remind them that their paragraph should have a central idea and begin with a topic sentence. Then, they should use supporting details and a concluding sentence to finish.

MAKE IT YOURS

Words that describe progress include *advance*, *breakthrough*, *development*, *evolution*, *growth*, *headway*, *improvement*, *increase*, *move forward*, and *promotion*.

SPEAKING Extra Practice

Ask the class as a whole for "negative" predictions—that is, things that they think won't be achieved in the future. Encourage them to think not just about products and inventions but social and economic developments. Write their ideas on the board. Take a quick survey. How many students think those achievements will or won't happen and why?

For further speaking practice, go to page 144.

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LESSON 2 UNEXPLORED SOLUTIONS

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 solar panels

Sulfides contain: copper, zinc, lead,
2 gold and silver

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

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

GO TO page xi
for **LISTENING** step-by-step instructions.

GO TO page 157
for **AUDIO SCRIPT**.

GO TO page xvi
for **THINKING SKILL** step-by-step instructions.

LISTENING

Write the following sentences on the board: *That's great! I'm sorry to hear that. That's difficult to believe.* Then say *I won $500 in the lottery yesterday* and *My car wouldn't start this morning.* Elicit the appropriate responses to each. Have students work in groups and make their own statements.

LISTENING SKILL—Understand reference

Student sometimes find the use of *that* challenging because it requires them to reference information that has come before. Play the audio a couple of times, and stop after each section to allow students to decide on what the phrase *that* refers to.

THINKING SKILL

Ask students to choose one of the areas of everyday life that they had previously noted in their brainstorming in THINKING SKILL **B**. Then have them use a different method of brainstorming to come up with more specific ideas about future possible changes in that area of life.

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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 7 there are a lot of problems and, yes, you could argue that 4 there are some that will be difficult to solve. But we have found so many solutions already! To tell you the truth 3, I believe we need to focus on acting positively. At the risk of being rude 1, people who appear to 2 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 8 about all the things we are doing wrong instead of going out there and helping. The real situation is that 6, there will always be problems that humans have to face, but I believe that if we think and act in a positive way 5, 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.**

GO TO page ix for **PRONUNCIATION** step-by-step instructions.

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.

VOCABULARY

Have students work in pairs to think of noun forms for the adverbs listed. Write the forms they came up with on the board: *frankly–frankness, apparently–appearance, honestly–honesty, arguably–argument, optimistically–optimism, realistically–reality (or realism), admittedly–admission, negatively–negativity.*

PRONUNCIATION

Write the adverbs of attitude on the board. Have students come to the board and represent the word stress of the words with the shapes o and O: *frankly* (*Oo*), *honestly* (*Ooo*), *optimistically* (*ooOooo*), *admittedly* (*oOoo*), *apparently* (*oOoo*), *arguably* (*Oooo*), *realistically* (*ooOoo*), *negatively* (*Oooo*).

GRAMMAR

In groups, have students write five sentences using the future perfect progressive. For example, *By the end of this year, that president will have been leading his country for a decade. At 3 p.m., we will have been learning about the future perfect progressive for an hour.*

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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: example
Sentence 2: opinion
Sentence 3: evidence
Sentence 4: reason

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.

GO TO page xiii
for **WRITING** step-by-step instructions.

opinion: This will probably not be true.

example: Another popular prediction is that robots will take our jobs and there will not be enough work for humans.

reason: Similar predictions were made during the Industrial Revolution in the 19th century, but if you look at the poverty figures, you can see that it did not come true.

evidence: 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%.

WRITING

Share with the class these predictions about the future: *I think online translators will get better. I believe smart assistants will be able to do a lot more in the future, and they will be able to do it better. I think this because in the short time we have been using virtual assistants, they have improved both in user experience and in the things they have been able to do.*

Divide the class in half. Have half the class focus on positive predictions about the future and the other half focus on negative predictions about the future. Pair one student with positive predictions with one student with negative predictions and have them discuss their ideas.

SPEAKING Extra Practice

Have students search online for *predictions for the future*. Have them find three predictions to share with a partner, tell each other if they agree with each of those three predictions, and say why they think each will or will not come true.

For further speaking practice, go to page 144.

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GO TO page xv
for **LIFE SKILLS** step-by-step instructions.

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

LIFE SKILLS

In groups, have students discuss the following:

- *Why has the world's population increased so dramatically in the recent past? Think about disease eradication, improved basic sanitation, and so on.*
- *What problems do we face now that come from a large population? Think about extreme pollution, huge megacities, and so on.*
- *What positive events have had some negative effects? Think about how the growing abundance and lower cost of food have led to health issues.*

Extra Practice

Have students listen or reread the four trends predicted by demographers in the article "Trends in Population in the 21st Century" in LIFE SKILLS **B**. Ask them to work in groups of four and have each member choose one of the paragraphs and say what it's about in their own words.

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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. 2
b Change business practices and systems to include older workers. 1
c Encourage companies to move to smaller, more rural areas and find ways to improve food technology. 4
d Involve architects and urban planners in creating innovations in housing and communities. 3

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 a
2 Some people **have the ability to** tolerate e
3 I think the government **has the obligation to** take c
4 I hope someday I **have a chance to** live b
5 We have to **make an attempt to** plan f
6 I believe that rich countries **have a responsibility to** help d

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** had the chance to move to another city, I wouldn't. I don't think there **2** is a need to make constant changes in my life.

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

To what extent does the world **5** have the obligation to take care of its citizens? I believe that countries with resources should sign an agreement that means they **6** have the responsibility to 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 _____

MAKE IT DIGITAL

Have students go online and search for facts about global demographics. Some topics students can search for are: maximum population levels, migration, differences between Latin America and North America, etc. Remind students to use reliable sources, these are sources ending with *.org* and *.gov*.

VOCABULARY

List more verb + noun + infinitive phrases on the board. In pairs, have students think of appropriate verbs to place after the *to* and write a sentence for each: *to have the intelligence to …, to have a need to …, to have the desire to …, to make a plan to …, to create an opportunity to …, to make the time to …*

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GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

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." c
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**." a
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**." b

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." 3
1 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." 5
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."

Suggested answer: He said that there is a big problem with water in his country, and it will get worse if the government doesn't do something to fix it. He said a lot of the problem is because the population is growing and too many people are moving into the cities.

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.

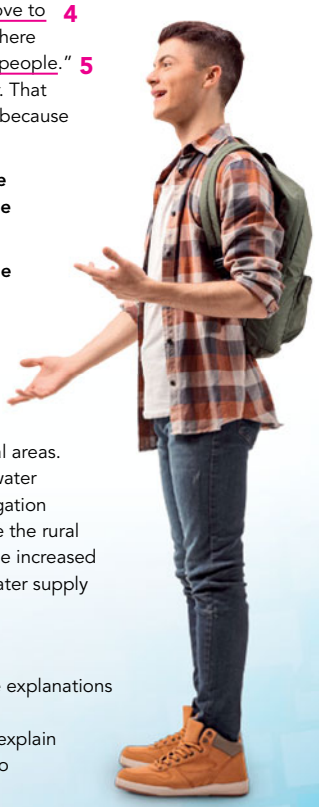
There is no quick solution to all of these problems, but I'm convinced that one of the most pressing needs is water infrastructure, especially in rural areas. The government has the responsibility to encourage foreign investment in water infrastructure projects. We have a need for rainwater collection 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.

Suggested answer: He thinks the government should get foreign companies or governments to pay for projects to collect and clean the water. If they do that, more people will stay in rural areas and work in agriculture. There will be more food for the country, and the cities won't be so crowded.

GO TO page 158
for **AUDIO SCRIPT**.

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?



CONFIDENT COMMUNICATOR Alternative Activity

Ask students to work in groups of three. Have one student talk for 3 minutes about a problem in their town, region, or country and a possible solution or way to lessen the problem. One of the other students takes notes, while the third listens closely. Then, the two students who did not speak try to restate in their own words the thoughts and ideas of the first student. Have students share what they wrote and change roles.

CLASSROOM MANAGEMENT

Encourage students to ask questions when they are unsure of something. Teach students "Three Before Me" by having them check three other sources for the answer before asking the teacher. Those sources could be a friend, a dictionary, a textbook, or the internet.

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GO TO page xix
for **UNIT REVIEW** step-by-step instructions.

Unit Review

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 given up on the idea of making the world a better place.
They don't even **2** make an attempt to do anything to help.
3 Frankly, I think they would rather sit around and criticize
everything because that's easier than **4** finding a cure for cancer or
5 landing on Mars, isn't it? **6** Admittedly,
there are a lot of problems in the world, but our generation **7** has an obligation to
do our best to solve the problems. One of the biggest problems is that our
technology infrastructure needs to **8** be upgraded, but we
9 have the ability to do that and so many other things. We
10 have a chance to 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. By, been
2 My best friend will ~~has~~ arrived by ~~the~~ time tomorrow. have, this
3 By the end of the year, how long ~~you will~~ have ~~live~~ here? will you, lived
4 I will have ~~been knowing~~ my best friend ~~in~~ 10 years by the end of next month. known, for
5 I'm worried that I won't have ~~been finishing~~ my speech ~~on~~ tomorrow morning. finished, by

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

GO TO page xx
for **EXAM SKILLS** step-by-step instructions.

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.

Students' own answers

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

CLASSROOM MANAGEMENT

Allow students to refer back to the relevant VOCABULARY and GRAMMAR sections in the unit as they do the REVIEW section. Alternatively, do not allow students to refer to the unit, and set a time limit to finish the review.

VOCABULARY

Have students give definitions of the vocabulary words and phrases listed in the activity without checking the unit or a dictionary. Then allow them to check the unit or a dictionary for those they don't know. You could have students do this as a written activity or as a speaking activity.

GRAMMAR

Have students write five sentences using the phrases of time and the future perfect and future perfect progressive tenses. Then have them copy those sentences onto another sheet of paper, putting in one error in each sentence. Tell them to exchange their papers with another pair and find the mistakes.

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GO TO page vi
for **UNIT OPENER** step-by-step instructions.

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?

GO TO page xxii
for **VIDEOS IN SYM** step-by-step instructions.

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 a Thinking Skill: 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.

WHAT DO YOU ALREADY KNOW?

If students are having trouble, ask some questions: *Do you play board games, card games, or computer games? What games do you enjoy? What games did you play as a child? Did you play tag, hide-and-seek, or truth or dare? Do you play computer games in apps, online, or virtually?*

THINK AND PREPARE

Write the following sentence on the board: *Game playing prepares you for real life.* Prompt students to think about the social skills of taking turns, learning to lose, understanding others' motives, empathy, and sportsmanship and how they are just some of the skills we learn from playing games.

VIDEO

Before watching, ask students to list the transitions they use to make a presentation interesting. Write the list on the board.

While watching, have students check their list of transitions with the types mentioned in the video.

After watching, students should add any types from the video to their lists. They should use their lists as they give presentations.

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SPEAK YOUR MIND

Give students the opportunity to be as creative as they can when designing their "Game of Life" that reflects a real-life situation in their chosen career. Point out that they should think about situations in work life that are like a game; for example, it could be a situation where a number of people are competing for a promotion and the reward is being offered the position. Players could move around a board answering interview-style questions and collecting stars. The person with the most stars, when they finish the game, is the winner.

FURTHER DISCUSSION

- Ask students to write a caption for the photo (serious or funny) and vote on the class's favorite.
- Have students who play computer games or use virtual reality tell the rest of the class about it.

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GO TO page xv
for **LIFE SKILLS** step-by-step instructions.

GO TO pages 158–159
for **AUDIO SCRIPT**.

LESSON 1 RULES OF THE GAME

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: b
Situation 2: a
Situation 3: c

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 a.
2 The mirroring game is c.
3 The "mysterious self" game is b.

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.

GO TO page vii
for **VOCABULARY** step-by-step instructions.

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**. c
2 Sometimes it can be difficult to **convey** the rules of a game to someone who's never played it before. f
3 It is thought that **self-awareness** begins to develop in humans around 18 months old, when toddlers begin to experience themselves as individuals. e
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. b
5 Playing games online is fun, but many people still prefer playing **face-to-face** games with friends and family. d
6 In virtual reality games, I can **interact** with different characters within the game. I love that about them! g
7 Are there any useful books on how to **interpret** different body language? h
8 The **language barrier** can sometimes make it difficult to play online games. a

LIFE SKILLS

Write the vocabulary words on the board (*eye contact*, *convey*, *self-awareness*, *facial expression*, *face-to-face*, *interact*, *interpret*, *barrier*), and have students listen for them in the audio. Tell them to write the phrase in which the word is used—that is, they listen for how the word collocates (*keep eye contact with her*, *attitudes can convey how someone is feeling*, *to increase self-awareness*, *use any movements or facial expressions*, *sit face-to-face*, *we interact with*, *your partner needs to interpret your gesture*, *a barrier to communication*). Make copies of the audio script for students so they can find the words and phrases in context, if needed.

MAKE IT DIGITAL

Give students a definite number of jobs to rank in the activity (perhaps five). Jobs that require better interpersonal communication skills are in sales, hospitality, education, and medicine. Remind students to explain their rakings with examples. Have students go online and search for other/more jobs that require interpersonal skills.

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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

GO TO page viii
for **GRAMMAR** step-by-step instructions.

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 thought 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 said 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: recommend
"You should develop your communication skills in order to get the job you want."
Experts recommend (that) you should develop your communication skills to get the job you want

2 Verb: estimate
"Experts predict that 65% of communication is nonverbal."
It's estimated (that) 65% of communication is nonverbal

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

4 Verb: understand
"Feeling comfortable in a situation helps with communication."
It's understood (that) feeling comfortable in a situation helps with communication

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.

Suggested answers:
2 It's estimated (that) 35% of communication is nonverbal.
3 Only 3 in 10 graduates are reported to be able to communicate effectively.

VOCABULARY

Once students have read the example sentences and matched them to the correct definitions, have them write their own example sentences and share them with a partner.

GRAMMAR

Have students use the passive reporting structures to talk about nonverbal communication in their own culture. Then have them find out facts about nonverbal communication in other cultures. You could do this as a written or a spoken activity. For example, *It is recommended to say hello to a group of friends with a kiss on the cheek in Mexico or they will think you are in a bad mood. In Japan, it is understood that a slight sideways tilt of the head means disagreement.*

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GO TO page xvi
for **THINKING SKILL** step-by-step instructions.

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.

Knowing patterns helps you to predict and if you can predict what your partner will do, you can make a move that will win.

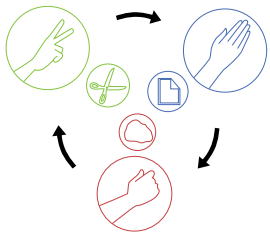
B Read the information and analyze how the skill of prediction is used to win a game of "rock, paper, scissors."

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.

GO TO page xii
for **SPEAKING** step-by-step instructions.

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.

THINKING SKILL

Some synonyms for *predictable* are *anticipated*, *foreseen*, *prepared for*, *expected*, and *likely*. Some idioms related to knowing what's going to happen are *bet your bottom dollar*, *a sure thing*, *a safe bet*, *you can bank on it*, *like clockwork*, and *as sure as night follows day*.

CULTURE NOTE

Chess is a famous game of planning and predicting the moves your opponent is going to make. Investing in the stock market is a way people use their powers of prediction, based on experience and research, to make a profit.

SPEAKING

As well as the statement *Not playing games and having fun makes you get older*, write some proverbs on the board related to playing games and staying young:

- *"Play is the highest form of research." —Albert Einstein*
- *"Almost all creativity involves purposeful play." —Abraham Maslow*

For further speaking practice, go to page 144.

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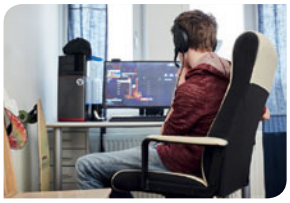
LESSON 2 GAMING

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

GO TO page xi
for **LISTENING** step-by-step instructions.

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

GO TO pages 159–160
for **AUDIO SCRIPT**.

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

1 Speaker 1: c
2 Speaker 2: b
3 Speaker 3: d
4 Speaker 4: a

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?

Strategies: Ask the speaker to repeat what was said. Focus on understanding "chunks" of language rather than everything the speaker says. Listen with your ears rather than your eyes. Listen to short bursts of native-speaker English rather than long pieces. Listen to material that you are interested in.

Tips: Download and use an English language-learning app. Listen and then relisten at a different speed. Listen actively and take notes.

LISTENING

Share strategies to use when students don't understand a native speaker: advise them to watch the speaker's body language, they should ask the speaker to repeat themselves, and they can tell the speaker they're language learners and need help. Once the speaker understands the listeners are language learners, the speaker will adjust their speech. Another tip for improving understanding of native speakers: suggest that students watch how-to videos related to their own interests. Watching videos gives students the opportunity to practice listening to different speakers' accents and listen to content that interests them at the same time.

MAKE IT REAL

Ask students to share their experiences watching TV shows and movies in English without subtitles. Ask what kind of shows they watched—sitcoms, police dramas, historical dramas, TV series—and which ones they recommend.

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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** time expression that is used. With *Before/Since/After*, keep the time expression, remove the **2** subject, and change the verb to the **3** gerund 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.

1 Before buying the computer game, I researched it.
2 After playing video games for two hours, Max fell asleep.
3 Since starting to work, I don't have much time for gaming.
4 Before learning to design computer games, she loved playing them.
5 After discovering 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 boast about their gaming abilities?
2 Would you ever confess to cheating in a game?
3 Has anyone ever implied that you spent too much time gaming?
4 Do you think young people should be warned about the dangers of gaming?
5 Have you ever doubted that what someone said was true?
6 Why do people sometimes deny doing something that they know was wrong?
7 Has someone ever urged you to play a game they absolutely love?
8 What do you say when you need someone to clarify 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.



GRAMMAR Extra Practice

For further practice with reduced adverb time clauses, have students complete these sentence starters for themselves: *After studying all day …, Since learning to …, Before I bought …, Since starting work …, Before learning to …, After discovering …*

VOCABULARY

If needed, dictate the definitions of the words (from LISTENING **B**) to students.

- **boast (v):** to proudly tell others about what you have done
- **deny (v):** to say that you did not do something someone has accused you of
- **imply (v):** to suggest something without saying it directly
- **urge (v):** to advise someone very strongly
- **warn (v):** to make someone conscious of a possible problem or danger

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WRITING a review

GO TO page xiii for **WRITING** step-by-step instructions.

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 2
basic information about the game 1
what Pia disliked about the game 3
Pia's recommendations 4

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?**

WRITING

Explain that review paragraphs 3 and 4 can be combined if there was nothing they liked or disliked. It is better to write what they liked about something before they write about what they disliked.

Have students put the following information in the correct order (1–4) for WRITING **A**.

- 2 what the reviewer liked about the game and why
- 1 basic information about the game
- 3 what the reviewer disliked about the game and why
- 4 whether the reviewer would recommend the game, to who, and why

SPEAKING Extra Practice

Have groups brainstorm a list of computer games and rank them in order of (a) oldest to youngest, (b) cheapest to most expensive, (c) most popular to least popular, and (d) most challenging to least challenging, then discuss as a class.

For further speaking practice, go to page 144.

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GO TO page x
for **READING** step-by-step instructions.

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?**

1 crocodiles giving each other rides on their backs, ravens passing an object between them with their feet, young caiman chasing one another in circles
2 chimpanzees, orangutans, gorillas
3 crocodiles play with balls, cichlid fish played with a thermometer in their tank, ravens play with sticks and rocks
4 It is passed from a mother to her child (by living with and learning from her for many years).

READING OPTIONAL 6.03

Before **A**, have a class discussion about pets at play. Ask students if they have observed their pets at play. What kinds of play activities do they engage in?

If needed, ask some comprehension questions for the article: *What animals does the writer say it is hard to imagine playing?* (*a crocodile or a fish*) *How is play defined in ethology?* (*Specific unplanned activities that are enjoyable.*) *What kind of animals did Gordon Burghardt study?* (*aquatic animals*) *What item were the fish repeatedly striking in their tank?* (*a thermometer*) *Do primate species live with their mothers for a long time?* (*Yes, juveniles spend many years living with their mothers.*)

READING SKILL—Read to understand explanations and examples

Adding explanations and examples is essential to developing an argument in an essay. Encourage students to always write outlines for their essays and to include the explanations and examples they are going to use in the essay in the outline.

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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. b
2 A leading **academic** has been studying play behavior in young African elephants. f
3 The enjoyment of play isn't **specific** to human beings. c
4 **Energetic** young animals often learn much of their behavior from older brothers and sisters. d
5 **Aquatic** animals such as whales and dolphins interact playfully with one another. e
6 Older lions have **periodic** episodes of playfulness, especially when juveniles are involved. a

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** aquatic invertebrates (or animals that don't have a backbone), and they are considered by many **2** academics who study them to be the most intelligent. They possess both long- and short-term memory and can pass on **3** specific 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** periodic electricity blackouts at night at the aquarium. On the third night, they discovered a **5** dramatic 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** energetic 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.

GO TO page ix for **PRONUNCIATION** step-by-step instructions.

VOCABULARY

Have pairs list words that end in *–ic* that relate to their careers. Have them share with other pairs. For example, *I use "seismic" and "gigantic" a lot because I'm studying volcanoes. I use "mechanic" and "automatic" because I'm an engineer.*

Other words include *athletic, clinic, domestic, electric, linguistic, mathematic, traffic,* and *scholastic.*

MAKE IT YOURS

Encourage students to record word forms related to their area of study starting with the *–ic* words that they saw in the VOCABULARY section:

- **medical field:** *clinic–clinical–clinician, anemic–anemia*
- **music industry:** *acoustic–acoustical–acoustically, lyric–lyrical–lyrically*

PRONUNCIATION

Have students use the *Macmillan Dictionary* online to check the pronunciation of *–ic* words. There is a small audio button that allows people to listen to the pronunciation of listed words. The *Macmillan Dictionary* online offers both British English and American English versions and so learners have access to both kinds of accents.

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GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

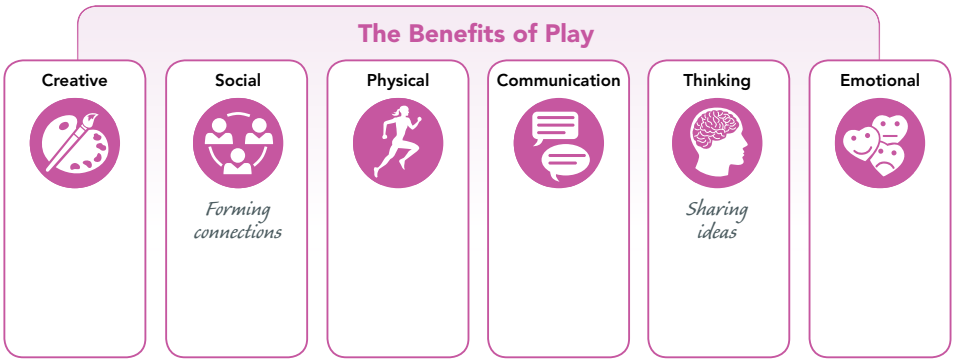
MEDIATION CONFIDENT COMMUNICATOR encouraging group discussion

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

They might be learning to find food.

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: Summarize people's ideas to make sure you have understood. Make sure all members contribute equally.

Examples: Why do you think that? Are there any other ideas?

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?**

CONFIDENT COMMUNICATOR

Encourage students to look back over the unit to find ideas for the infographic.

Tell them to narrow the topic to their own area of interest. They may be interested in the benefits of play for pets, or the benefits of play for children, adults, or older people.

CLASSROOM MANAGEMENT

After **D**, have the class share their tips for encouraging group discussion and language for group discussion. Compile a class list for each, and check that everyone understands by asking students to translate some of the phrases into their first language. Discuss how tone of voice is important in group discussion, and practice saying some of the useful language. Remind students to be mindful of gender equality in group discussions, and tell them to be sure that the listeners don't interrupt and speak over the speakers and vice versa.

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GO TO page xix
for **UNIT REVIEW** step-by-step instructions.

Unit Review

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** face-to-face and stare at one another until one person blinks and can no longer keep **2** eye contact with their opponent. But did you know that it's possible to improve your chances of winning a staring contest by developing **3** specific techniques?

- Remember to keep a neutral **4** facial expression, so no grimacing, smiling, or squinting!
- Yawn to produce tears. Tears act as a protective **5** barrier over your eyes when you can't blink.
- Don't try to **6** interact with or communicate anything to your opponent. Instead, think about an **7** academic subject or a topic that you're very interested in.
- Don't practice on your pets. **8** Domestic animals can **9** interpret your stare as aggression.
- Practice regularly in front of a mirror with yourself. It can have **10** dramatic 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 rumored (rumor) that Nintendo are developing a new handheld game console.
2 The World Scrabble Championship is reported to have been (be) won by a French player.
3 It is not known (not know) who will take over as CEO of the software company.
4 Lee Young Ho from South Korea is thought to be (be) one of the highest paid video gamers in the world.
5 The newest version of the game is expected (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.

GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

VOCABULARY

Have students test each other on the unit vocabulary in pairs. One student should turn back to the VOCABULARY sections and ask a question: *What is …?* or *What does … mean?* For example, *What is an aquatic animal? What does "clarify" mean?* Their partner answers, and then the roles change. Give them 15 minutes. Then, give them 10 minutes to complete the VOCABULARY section of the Unit Review.

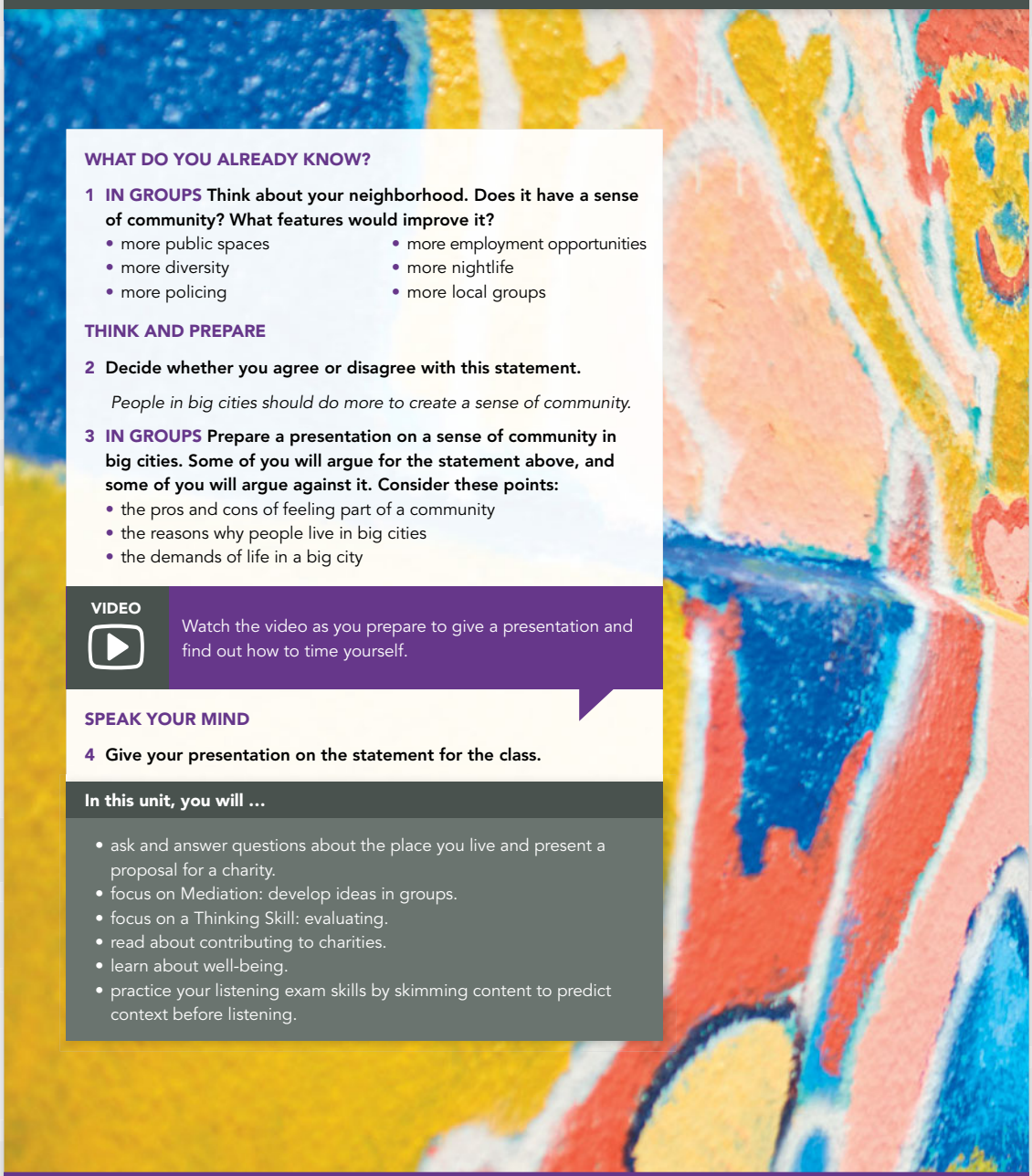
GRAMMAR

Give students 10 minutes to review the GRAMMAR sections in the unit. Allow them time to look at the **Student's Book**, **Workbook**, and any notes they may have taken over the course of the unit. Also, allow students time to ask each other questions about passive reporting structures and reduced adverb time clauses. Then, give them the chance to ask questions in an open-class forum to clarify any doubts they may still have about the target structures. Finally, give them 7–10 minutes to complete the GRAMMAR section of the Unit Review.

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GO TO page vi
for **UNIT OPENER** step-by-step instructions.

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

GO TO page xxii
for **VIDEOS IN SYM** step-by-step instructions.

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 a Thinking Skill: evaluating.
- read about contributing to charities.
- learn about well-being.
- practice your listening exam skills by skimming content to predict context before listening.

WHAT DO YOU ALREADY KNOW?

To help students get started, ask *What does "public spaces" mean?* (*Public spaces could be parks, art walks, or bike paths.*) Clarify that *more diversity* might mean diversity of people, ages, or socioeconomic backgrounds. *More nightlife* could mean cafeterias, restaurants, or live-music venues. *Local groups* might be groups that promote hobbies, sports, or nature.

THINK AND PREPARE

Have students discuss the statement. Give them time to prepare for a short presentation. Have students think about the reasons why people live in big cities, the demands of big-city life, and what the idea of community might be for city inhabitants. Encourage students to use personal anecdotes.

VIDEO

Before watching, ask students how they feel when speaking in front of an audience and how they feel about having a limited time to talk.

While watching, have students write a list of tips from the video.

After watching, students should add any tips to their lists. They should use their lists as they give presentations about their neighborhood.

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SPEAK YOUR MIND

Give students the opportunity to practice their presentations in their groups. If you don't have time for everyone to give a presentation, randomly select a couple of groups to do theirs. Don't tell them in advance which groups will present so that students all practice seriously. Alternatively, have students record their presentations on their phones and send them to you, and you can select the best ones to show.

FURTHER DISCUSSION

- Have students share examples of neighborhoods they believe have a sense of community and what features contribute to the neighborhoods' success.
- Have students look at the picture and speculate about the relationship between the two people pictured. Are they parent and child, grandparent and grandchild, art teacher and student, neighbors, or community group members? Tell them to give reasons for their answers.

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GO TO page xv
for **LIFE SKILLS** step-by-step instructions.

LESSON 1 SMALL TOWN VERSUS BIG CITY

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.





GO TO page 160
for **AUDIO SCRIPT**.

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
- [x] crime rate
- [ ] her coworkers
- [ ] her friends
- [ ] her health
- [x] level of noise
- [x] pace of life
- [x] 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.

Suggested answers:
1 Poor well-being can lead to physical and mental health problems.
2 People can pay attention to well-being and decide which aspects of their life are particularly important to them. They should then focus on those aspects of their lives.

LIFE SKILLS

Before students complete LIFE SKILLS **C**, ask some comprehension questions: *Where did the author come from and where did she move to? (She came from a small town called Rockford Falls, and she moved to a city.) In what month of the year did she move? (July) What sounds kept waking her in the beginning? (cab horns and people shouting) Were her coworkers friendly? (Yes, they were supportive and made suggestions for places to visit.) What did she do to adjust to life in the city? (She adjusted her attitude and started to get to know the city.)*

MAKE IT DIGITAL

Have students look for websites that show places in their city that they would recommend to a newcomer. Ask some questions to discuss: *What suggestions would you make to someone new to your city or town? What do you think they might find hard to adjust to? Are you living in a new place? What are you finding hard to adjust to?*

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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

Communities

Positive	Negative
lively, peaceful, picturesque, remote	congested, crowded, dull, hectic, remote

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

GO TO page vii
for **VOCABULARY** step-by-step instructions.

GRAMMAR negative inversions

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

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

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** negative adverbial word or phrase, we invert the **2** subject and the auxiliary verb. We may need to add the auxiliary **3** *do* in the **4** correct tense 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** formal 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 had I arrived in the city when I got lost.
2 When I left my small town, I didn't realize how much I would miss it.
Little did I realize how much I would miss my small town when I left it.
3 I had never been so depressed.
Never had I been so depressed.
4 The city was expensive and it was hectic.
Not only was the city expensive, but it was also hectic.
5 There are no circumstances in which I would live in a small town.
Under no circumstances would I live in a small town.
6 I rarely leave my neighborhood.
Rarely do I leave my neighborhood.

GO TO page viii
for **GRAMMAR** step-by-step instructions.

VOCABULARY

When students describe the town or city they live in and give reasons in VOCABULARY **B**, allow them to be as positive or as negative as they want to be; it's their opinion. More words to describe places include the following:

- **dull (adj):** tedious, unexciting, monotonous
- **hectic (adj):** frenetic, busy, lively
- **peaceful (adj):** tranquil, restful, calm, relaxing
- **remote (adj):** isolated, secluded, lonely

GRAMMAR

If possible, do GRAMMAR **B** as a dictation. Read it aloud three or four times at normal speed as students listen and complete the paragraph. So they can understand the language of negative inversions better, have students work in groups and translate the sentences in **A** and **C** into their first language. Giving them the opportunity to do it in groups will allow the more confident language learners to support those who are less confident. Encourage an environment of mutual respect and care in your classroom.

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GO TO page xvi
for **THINKING SKILL** step-by-step instructions.

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?

GO TO page xii
for **SPEAKING** step-by-step instructions.

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?

THINKING SKILL

Evaluating our tasks and prioritizing activities in order to achieve our goals requires a certain amount of self-reflection. Once students identify their life goals, they reflect on how these priorities affect their lives. Have students write down the daily activities they do that contribute to the achievement of their goals. Tell them that the achievement of our future goals is linked to our present behavior.

Extra Practice

You may want to show students some clips of well-known people talking about how they achieved their goals. You can find many examples online. Use your favorite search engine to search for key words and find one you like.

SPEAKING

Encourage students write to their city council about the things they are not satisfied with where they live. Municipal offices usually have online formats for this.

For further speaking practice, go to page 145.

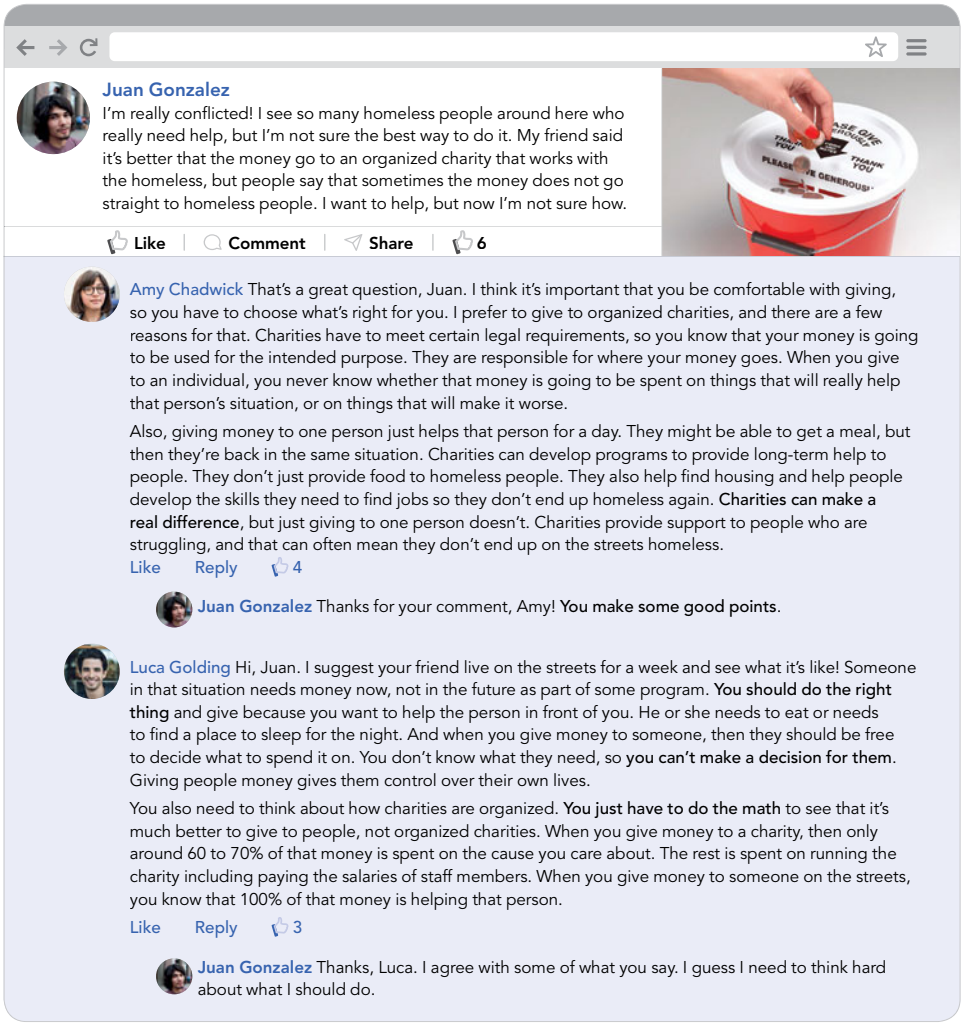
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READING

GO TO page x
for **READING** step-by-step instructions.

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.

Suggested answers:
1 You know your money is going to be used for the intended purpose.
2 You don't know how the money is spent, and it may make the situation worse.
3 No difference is made to their long-term situation.
4 They can do more than help people with day-to-day problems and can prevent the problem from continuing.
5 The person can buy a meal or find somewhere to sleep. 6 They feel in control of their own lives and are able to change their situation. 7 Not all of your donation is spent on the people you want to help.

READING OPTIONAL 7.02

Some international charities are the Red Cross, Oxfam, UNICEF, and the International Rescue Committee. Some US-based charities helping the homeless are the United Way, YMCA, Feeding America, and Goodwill, which has employment programs.

Two tricky phrases from the reading that you may want to pre-teach are *sleeping rough* (to sleep outdoors because you don't have anywhere to live) and *people who are struggling* (people who are facing adversity or having a hard time getting ahead).

READING SKILL—Recognize cause and effect

Have students identify the effects listed in the text on the forum in READING **B** and look closely at the language used to express the effect or result of something, such as *so*, *because*, *if … whether*, and *that can mean …*

Other ways to express a relationship between cause and effect are *such as*, *consequently*, *therefore*, *thus*, and *since*.

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VOCABULARY phrases with *make* and *do*

A Find the phrases in bold in READING B and complete with *make* or *do*.

1 ___make___ some good points
2 ___do___ the right thing
3 ___make___ a decision
4 ___make___ a real difference
5 ___do___ the math



B IN PAIRS Decide if the phrases are completed with *make* or *do*.

1 ___make___ a promise
2 ___make___ an excuse
3 ___make___ a habit of
4 ___do___ your duty
5 ___do___ the minimum
6 ___make___ a suggestion
7 ___do___ somebody good
8 ___make___ 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 ___go___ to an organized charity …
2 … it's important that you ___be___ comfortable with giving …
3 I suggest your friend ___live___ 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** ___recommendations___. We use the subjunctive in *that* clauses following verbs such as *ask*, *demand*, *insist*, *recommend*, *request*, and **2** ___suggest___. We also use it in *that* clauses following adjectives such as *essential*, *good*, *necessary*, *vital*, and **3** ___important___. 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.

VOCABULARY

Have students look for these expressions in their English dictionaries:

- **make a good point:** to get your argument across clearly
- **do the right thing:** to choose the morally correct option
- **make a decision:** to think carefully and make a choice
- **make a real difference:** to have an important effect on something
- **do the math:** used for telling someone that a plan or idea cannot work

GRAMMAR

For more practice with the subjunctive, have students write sentences with these sentence starters:

- *To have a literate society, it is essential that we …*
- *There isn't much litter. It is good that people …*
- *To look after those in need, it is necessary that we …*
- *For a healthy population, it is vital that everyone …*
- *In order to regulate charities, it is important that the government …*

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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 …

SPEAKING

Define *stray* and *soup kitchen*. *Stray*, when used as a noun (*a stray*), usually refers to a dog or a cat that is unconfined and free ranging. A soup kitchen is a place where food is prepared for the hungry. This is where people in need can find a meal at low or no cost.

For further speaking practice, go to page 145.

CULTURE NOTE

Philanthropy is the belief that you should help people, especially by giving money to those who need it. Two famous philanthropists are Warren Buffett and Bill Gates, who have given away large sums of their fortunes to charity. Warren Buffett made a pledge to give away 99% of his wealth and has given tens of billions of dollars to organizations including the Bill & Melinda Gates Foundation. Encourage students to research the charities to which people like Oprah Winfrey, Michael Jordan, Mark Zuckerberg, J. K. Rowling, and Ellen DeGeneres have given.

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GO TO page xi
for **LISTENING** step-by-step instructions.

GO TO pages 160–161
for **AUDIO SCRIPT**.

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. E
2 People don't always realize how important my work is. H
3 My background inspired me to take this role. E
4 Not everyone could do my job. H
5 My work makes life better for everyone in the city. J
6 My work involves lots of variety. J



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.

1 **setback**: delay progress
2 **cutback**: reduce the amount of money you spend

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 turnout in the local election.
2 The council member was accused of covering up illegal activity.
The council member was accused of a cover-up.
3 I felt let down by the council's plans for redevelopment.
I felt the council's plans for redevelopment were a real letdown.
4 Communication between departments has broken down.
There has been a breakdown 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 go-ahead.
6 They mixed my documents up at City Hall.
There was a mix-up with my documents at City Hall.

LISTENING

Before listening, have a class discussion about local government. Ask students if they know what local government they belong to. Ask *Have you ever visited your local government's website? Who are your representatives? Would you like to work for your local government?*

LISTENING SKILL—Listen for similarities and differences

Have students write two or three sentences about one aspect of the speakers' jobs, mentioning the similarities and differences. For example, *Emily, Joshua, and Hanna all help people, but in different ways. Emily, Joshua, and Hanna all work for the city, but in different departments.* Have students give details to complete a paragraph.

VOCABULARY

After VOCABULARY **B**, write the nouns on the board (*turnout, cover-up, letdown, breakdown, go-ahead, mix-up*), and point out that some take hyphens and some don't. Sometimes this is because it makes the word easier to read (e.g., *goahead* would be hard to read). Generally, however, there aren't any clear rules.

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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 I am writing in connection with
2 I believe that I would argue that
3 I want to I would like to
4 I think In my view
5 Also In addition
6 another choice alternative

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.



GO TO page ix
for **PRONUNCIATION** step-by-step instructions.

GO TO page 161
for **AUDIO SCRIPT**.

GO TO page xiii
for **WRITING** step-by-step instructions.

Nouns formed from phrasal verbs are usually stressed on the first syllable.

PRONUNCIATION

As students are practicing saying the sentences in VOCABULARY **B**, have them clap or tap on the table gently and rhythmically as they find the stressed syllable in the sentences. A physical representation of the sounds is often helpful when pronouncing a rhythmic language such as English.

WRITING

Play a game with the phrases. Have students choose one of the phrases, either neutral or more formal, and have them walk around saying the phrases aloud. The goal of the game is to find one's group. The group is made up of similar phrases, both neutral and formal together.

For WRITING **C**, go to your local government's website in advance, follow the links to find the "Contact Us" tab, and find out how to send them an email. Then give students a demonstration of how you did it.

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GO TO page xiv for **CONFIDENT COMMUNICATOR** step-by-step instructions.

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 3 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 1 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 4 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 2 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?

CONFIDENT COMMUNICATOR

As students prepare what they might say, encourage them to use previous knowledge and make use of the language they have learned in other CONFIDENT COMMUNICATOR sections. For example, if they are in favor of the plan, they will need to use phrases to make promises and statements about the positive expectation of the plan: *It will …, We are planning …, We think this is a good idea because …* If they are against it, they'll need to use language for disagreeing and proposing alternatives: *I don't think …, It would be better to …*

CLASSROOM MANAGEMENT

Remind students that some people need thinking time when speaking in a second language, so they should all prepare and practice the main points they want to make in the meeting. Then, as they conduct the meeting and develop ideas as a group, ask them to be patient as their peers express themselves.

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GO TO page xix
for **UNIT REVIEW** step-by-step instructions.

Unit Review

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 picturesque (picture) village than in a big city.
2 There is less money for local services because of government cutbacks (back).
3 Some people find this neighborhood noisy, but I think it's really lively (live).
4 This area used to be so peaceful (peace) before they built the new highway.
5 My mom has faced a number of setbacks (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 make a habit of talking to my neighbors and getting to know them.
2 Working for a charity will do you good and help you feel better.
3 You only have to do the math 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 made an excuse and said she was busy.
5 It's important to make time 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** did I know how hard it would be! No sooner **2** had I arrived for work on my first day **3** than I was asked to come up with ideas for raising funds. Not **4** only did I have to come up with ideas, **5** but 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** be clear about your objectives. Under **7** no circumstances can most charities afford to pay a fee to the bands. It's essential that the people you work with **8** not misunderstand that. I explained that clearly, and everyone I spoke to was happy to help. The problem was finding a venue. Rarely **9** do 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** then 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.

GO TO page xx
for **EXAM SKILLS** step-by-step instructions.

A woman is giving her opinion of a proposed beach development.

VOCABULARY

Have pairs test each other on the unit vocabulary. One student should turn to the VOCABULARY section on phrases with *make* and *do*, say the phrase, and then have their partner supply the correct verb. If time allows, do this as a class relay race. You say the phrase, and teams write the verbs on the board. The first to write the correct verb wins the point. The first team to get five points wins.

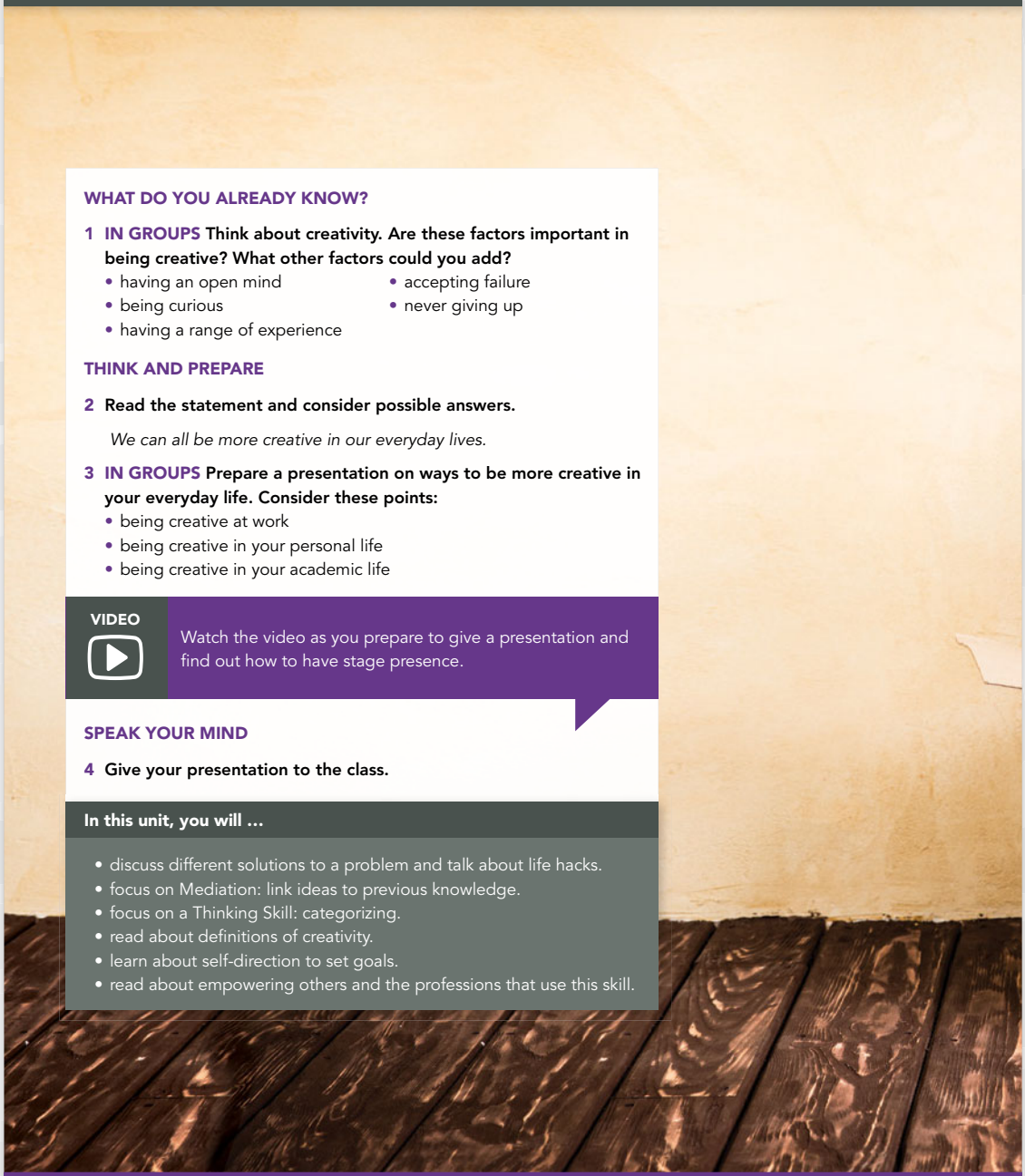
GRAMMAR

Give students 15 minutes to review the unit's GRAMMAR sections. Allow them time to look at the **Student's Book**, **Workbook**, and notes they may have taken. Also, allow students time to ask you questions about the subjunctive and negative inversions. Give them the chance to ask questions in an open-class forum to clarify doubts they may still have about the target structures. Give students 10 minutes to complete the GRAMMAR section of the Unit Review.

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GO TO page vi
for **UNIT OPENER** step-by-step instructions.

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 a Thinking Skill: categorizing.
- read about definitions of creativity.
- learn about self-direction to set goals.
- read about empowering others and the professions that use this skill.

92 Unit 8 Bright Ideas

GO TO page xxii
for **VIDEOS IN SYM** step-by-step instructions.

WHAT DO YOU ALREADY KNOW?

If students are having trouble getting started, ask them some questions about creativity: *What does being creative mean to you? When do you get your best ideas? Do you often come up with good ideas? Does age or gender have anything to do with creativity?*

THINK AND PREPARE

Write the statement on the board, and prompt students to look at the task in 3. Allow them to plan a presentation based on the points. While students are preparing the short presentation, set up the video about a presentation skill that they can put into practice immediately.

VIDEO

Before watching, ask students to list ways to create a presentation with stage presence.

While watching, have students check the ways they thought of with the tips in the video.

After watching, students should add any tips from the video to their lists. They should use their lists as they give presentations with a correct stage presence.

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SPEAK YOUR MIND

Give students the opportunity to practice their presentations about creativity in their groups. If you don't have time for everyone to give a presentation, randomly select a couple of groups to do theirs. Don't tell them in advance which groups will present so that students all practice seriously. Alternatively, have students record their presentations on their phones and send them to you, and you can select the best ones to show.

FURTHER DISCUSSION

- Ask students find an idiom or proverb to go with the picture. Have students share them, and write them on the board.
- Have students who do creative activities outside of class share what they do.

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GO TO page x
for **READING** step-by-step instructions.

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.

Suggested answers:

1 Creativity is the ability to produce new ideas or innovative solutions to problems.
2 The test might have involved thinking of as many uses as possible for a common object or finding connections between two different objects.
3 Other tips might include learning a new skill, meeting new people, traveling, reading, hanging out with creative people, and getting regular exercise.

READING OPTIONAL 8.01

After READING **B**, do a jigsaw reading activity. Have students form groups of four. Have each member of the group read a different paragraph and make up some comprehension questions about it for the other group members. To do this, they will have to read carefully and look up any tricky words. Tell them to think about the main idea and supporting details in each paragraph. Then have them each read their paragraphs aloud to the group and ask their comprehension questions.

READING SKILL—Make inferences

To infer meaning means to figure it out from the information given without being told directly. Much of what we understand in our daily lives, we have to infer. Sometimes people drop hints about what they mean or make excuses for something without saying the words. Often, you can tell by their body language or tone of voice that they mean something other than what they're saying.

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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), artist (n, person), artistic (adj)
2 expert (n, person), expertise (n), expert (adj)
3 imagine (v), imagination (n), imaginative (adj)
4 invent (v), inventor (n, person), invention (n), inventive (adj)
5 origin (n), original (adj), originality (n)
6 produce (v) product/production (n), producer (n, person), productive (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.

GO TO page vii
for **VOCABULARY** step-by-step instructions.

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 both having innovative ideas and putting those ideas into practice.
2 As with many other abilities, creativity not only varies between individuals but also varies over the course of your life.
3 You should either turn your phone off completely or leave it in another room.
4 It is neither a passive nor 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 d
2 We use *either … or* to a
3 We use *neither … nor* to c
4 We use *not only … but also* to b

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.
His work is neither imaginative nor original.
3 Creativity is useful in your working life. Surprisingly, it's useful in your personal life.
Creativity is useful not only in your working life but also in your personal life.
4 I could play the piano. I could play the guitar. What would you prefer?
I could play either the piano or 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.
I like neither traditional art nor modern art.

GO TO page viii
for **GRAMMAR** step-by-step instructions.

5 Leonardo da Vinci was both an artist and an inventor. / Leonardo da Vinci was not only an artist but also an inventor.

VOCABULARY

Explain that learning word families is a form of creativity. It allows our brains to make connections between words, see how they change, and understand patterns. Tell students that at higher levels learning word families is an excellent way to approach learning vocabulary and it broadens their repertoire of words very quickly and easily.

MAKE IT YOURS

Show students how to access the *Macmillan Dictionary* online and show them the thesaurus feature. This is an excellent tool to look for adjectives and expressions.

GRAMMAR

Discuss the use and application of paired conjunctions. Paired conjunctions are useful for writing academic essays and allow students to build longer, more complex sentences. Students who strive to do postgraduate study in English or those required to write in English will find these structures advantageous.

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GO TO page xvi
for **THINKING SKILL** step-by-step instructions.

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

The first list is alphabetical. The second list is organized by supermarket section (dairy products, vegetables, bathroom products). The second list is probably going to make it easier to find what you need in the supermarket.

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?

GO TO page xii
for **SPEAKING** step-by-step instructions.

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 …

The solution is to empty the box of thumbtacks. Use one or two of the thumbtacks to fix the now-empty box to the wall. Place the candle upright in the box. Light the candle using the matches.



THINKING SKILL

We can use categorization in many ways in our everyday lives. Have students think of ways to categorize at home: organizing the food in the fridge into different categories so they are easy to find when you look for them, classifying dishes in the cupboard, arranging clothes in the closet, and separating tools in the toolbox. Ask them to look at their backpacks or handbags and think about ways to categorize the things they carry around with them.

SPEAKING

Encourage students to search for creative thinking exercises online, choose one they like, and share it with the class. Tell them to use their favorite search engines and type in the key words *creative thinking exercises*.

For further speaking practice, go to page 145.

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LESSON 2 LIFE HACKS

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?**





The first picture shows a strawberry with a straw through it. It solves the problem of removing the stem from a strawberry when you don't have a knife.

The second picture shows someone holding a nail against a wall with a clothespin. It solves the problem of hitting your fingers or thumb when you are hammering a nail into a wall.

GO TO page xi
for **LISTENING** step-by-step instructions.

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 Take a photo of the inside of your refrigerator.

2 You can't get the lid off a jar.
Solution Stand the jar upside-down in hot water.

3 You can't find the end of a roll of sticky tape.
Solution Stick a paperclip to the end.

4 Your laptop charger keeps falling out of your laptop.
Solution Use Velcro to stick your charger to your laptop.

5 You don't have pockets to hold your things at the beach.
Solution Use a clean suntan lotion bottle for your money and keys.

6 You forget whether you've locked the door when you leave home.
Solution Do something unusual (e.g., pulling your ear) when you lock the door.

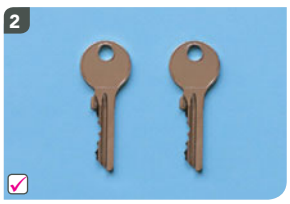
7 You forget people's names when you meet them.
Solution Make sure you use people's names the first time you meet them.

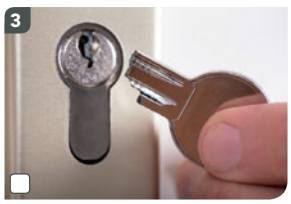
MAKE IT REAL

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.**

GO TO pages 161–162
for **AUDIO SCRIPT**.

LISTENING Alternative Activity

Write these questions on the board. Have pairs discuss them and share their answers with the class. *Which of these problems do you have? Which of these life hacks had you already heard of? Which life hacks do you like the best? Which one will you tell a friend about who has one of these problems?*

LISTENING SKILL—Listen for main ideas

When you play the audio for the class, you may what to play it through once and then a second time. On the second listening, stop after each section so students can think about the main idea of the section they have just heard.

MAKE IT REAL

Other similar expressions like *What's with the bags?* might be *What's up with you?* (when you see someone upset or angry) or *What's the deal?* (when you want an explanation).

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VOCABULARY adverb + adjective collocations

A Complete these phrases from LISTENING B with words from the box.

especially extremely incredibly relatively slightly somewhat totally

1 slightly different (smaller, larger, better, more interesting, …)
2 relatively easy (hard, new, young, old, …)
3 totally stupid (different, safe, dark, right, wrong, …)
4 extremely useful (interesting, difficult, rare, valuable, dangerous, …)
5 incredibly annoying (difficult, fast, lucky, strong, …)
6 especially interesting (important, true, useful, relevant, …)
7 somewhat embarrassing (similar, higher, unusual, surprising, …)

B Most of the adverbs in A strengthen the adjective. Which two make the adjective weaker?

slightly, somewhat

C IN PAIRS Choose an adverb + adjective collocation from A to complete these sentences. Explain why you chose that collocation.

Students' own answers

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 b
2 Being c
3 Standing a

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 c.
2 Reduced clauses in the present perfect or past perfect can be formed with a.
3 Reduced clauses with most verbs in any tense can be formed with b.

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.
Not having heard of life hacks, I didn't know what they were.
3 I didn't make a note of what I needed from the store, so I forgot something.
Not making a note of what I needed from the store, I forgot something.
4 Jordan wanted to find out more about life hacks, so he did some research online.
Wanting to find out more about life hacks, Jordan did some research online.
5 I find life hacks useful because I'm very forgetful.
Being very forgetful, I find life hacks useful.
6 She realized the life hack wasn't working, so she decided to try something else.
Realizing the life hack wasn't working, she decided to try something else.

VOCABULARY

Play the audio from LISTENING **B** again, but this time have students listen for the target expressions. Alternatively, give students copies of the audio script to read and have them underline the expressions.

Tell students that in **C** they can use their own ideas to complete the sentences. Explain that adding an explanation in speech is like adding detail in an essay. For one student it may be relatively easy to remember people's names, and for another it may be extremely difficult. Then, they can add how they remember names or what happens when they don't.

GRAMMAR

Reduced adverb clauses can be tricky. Students find it difficult to know the order in which to place the parts. Point out that if they remember that they are called *reduced adverb cause and effect clauses*, then they may remember that the cause comes first in the sentence and the effect second.

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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.

GO TO page ix for **PRONUNCIATION** step-by-step instructions.

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.



PRONUNCIATION Extra Practice

For PRONUNCIATION **B**, have students work in groups of three. Explain that Student 1 should speak directly to Student 2, while Student 3 should listen for the falling and rising intonation. Student 3 should make notes of the sentences said well, and note any problems. If each group shares this information in class, this can become a focus for the class on intonation.

SPEAKING

For SPEAKING **B**, offer more life hacks for students to use in their discussion:

- *When you park your car in a parking lot, take a photo with your phone so you don't forget where it is.*
- *Add a plant to your work space. Plants reduce stress.*
- *Set yourself a goal and choose a reward. When you reach your goal, you can have the reward.*
- *Take handwritten notes instead of taking notes on a laptop. Using your body helps you remember better.*

For further speaking practice, go to page 145.

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1 a good decision about your working life
2 a series of jobs at different levels
3 a feeling of enjoyment from doing your job
4 the probability that you will keep your job
5 learning to do your job better
6 how you divide your time between your working life and your personal life

GO TO page xv
for **LIFE SKILLS** step-by-step instructions.

GO TO page 162
for **AUDIO SCRIPT**.

Any freelance job and most creative jobs like writer, artist, musician, etc.

LESSON 3 CREATIVE CAREERS

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. Suggested answers:

1 a good work-life balance: software engineer, researcher, data analyst
2 a clear career structure: nurse, police officer, engineer
3 job security: dentist, doctor, lawyer
4 job satisfaction: nurse, actor, writer

LIFE SKILLS self-direction

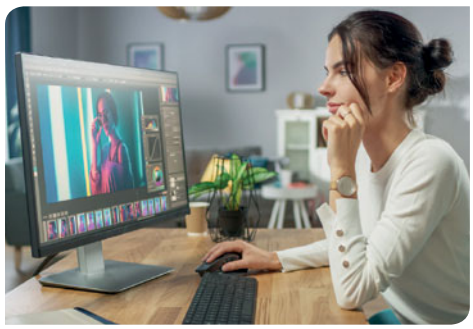
A Read the definition. Which jobs require you to show self-direction?

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?
He offered to take any part. He went to lots of auditions.
2 In what ways does Daniel say actors need to show self-direction?
Always do what you say you are going to do. Develop contacts / Network.
3 How did Kayla show self-direction at the start of her career?
She created her own advertising campaign for a brand of sneakers.
4 In what ways does Kayla show self-direction now?
She manages her time well.
5 What advice does Kayla give to people starting out in their careers?
Look for opportunities for professional development.

C IN PAIRS Think of a time when you showed self-direction and tell your partner what happened.

VOCABULARY Extra Practice

Have students write a paragraph using as many of the target words as they can. The paragraph must make sense and be illustrative of the meaning of the words. Ask students to share their writing with a partner who should give them feedback: *Oh, I see. Yes. I understand. Good use of that word.*

LIFE SKILLS

Have students listen again or read the audio script and look for useful collocations. Some examples of these are *creative fields, becoming an actor, a fair amount of time, go to lots of auditions, to be rejected, never give up, to get a job, direct your own career, impossible to get a job, advertising campaign, to run into problems, extra training,* and *show self-direction.*

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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.

Students' own answers

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. 4
2 difficulties she has faced. 3
3 her previous and current positions at the company. 1
4 her successes. 2

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?
_____

GO TO page xiii for **WRITING** step-by-step instructions.

The self-appraisal helps employees and managers evaluate progress and performance. They also help set goals.

MAKE IT DIGITAL

Have students use their preferred search engine to search online for advice on self-direction at work. Ask *What are the most useful pieces of advice you find?* Have students share them with the class.

WRITING

Draw students' attention to the fact that they should follow the same organizational structure in their writing as Isabella did in hers. Tell them that WRITING **B** and **C** are planning activities for writing their own self-appraisals. If they follow the structure laid out in **B** and use the writing they do in **C**, they will be well on their way to completing their self-appraisals.

Have students write a personal list of useful words from Isabella's writing. Tell them to look back at the vocabulary activities in this lesson and the use words and phrases in their writing.

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GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

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? **1**

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. **2**

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? **3**

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. **4**

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?

1 Students' own answers
2 It helps a discussion because it makes sure that everyone in the group benefits from one another's knowledge and expertise. It also helps in explaining new concepts and ideas in terms of things that people are already familiar with.

CONFIDENT COMMUNICATOR

If time allows, ask some more comprehension questions for **A**: *What's "an act" in a music festival?* (*a band, DJ, or other performing artist*) *What does "to have a Plan B" mean?* (*To have a backup plan.*) *What's a talent contest?* (*auditions in the form of a competition*) *What is a spreadsheet?* (*It is an electronic document used to organize and manipulate data; it also shows and calculates information.*) *What's another word for "venue"?* (*"place" or "location"*)

FURTHER DISCUSSION

Write these questions on the board for students to discuss:

- *Have you been to a music festival? What act did you like best?*
- *If you were to organize a music festival, what kinds of acts would you like to include?*
- *Have you ever had to use a Plan B?*
- *What talent show on TV do you watch?*
- *Do you use spreadsheets? What for?*
- *What good music venues are there in your area?*

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Unit Review

VOCABULARY review

SCORE: / 10

A Complete the paragraphs with words formed from the words in parentheses.

While some people find developing creativity **1** relatively (relative) easy, many of us find it hard. We look at **2** inventors (invent) and **3** artists (art) and wonder where they get their ideas from. How can an ordinary person show more **4** imagination (imagine) and **5** originality (origin)? This is an important question because being more creative makes you more **6** productive (produce) in both your personal and professional life. One tip that many people find **7** incredibly (credible) useful is to connect with as many creative people as you can, both in person and online. Learn from their **8** expertise (expert), and copy their habits. Ask them about their own careers, and get their advice on professional **9** development (develop). Your situation won't be exactly the same as theirs, but it may not be **10** totally (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, but he's also very reliable.
2 I'm afraid I have neither the time nor the money to invest in professional development.
3 It's a good idea to keep notes of your creative ideas, either on paper or on your computer.
4 I think some life hacks are both easy to do and make a big difference.
5 Many people find painting not 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.

GO TO page xix
for **UNIT REVIEW** step-by-step instructions.

GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

VOCABULARY

Have pairs review the vocabulary in the unit. Have them check their own notes, as well as any pages in the **Workbook** they may have completed. Give them a time limit of 10 minutes to complete the VOCABULARY section of the Unit Review. Afterward, have students exchange books with a partner to check answers. Have volunteers read the answers aloud.

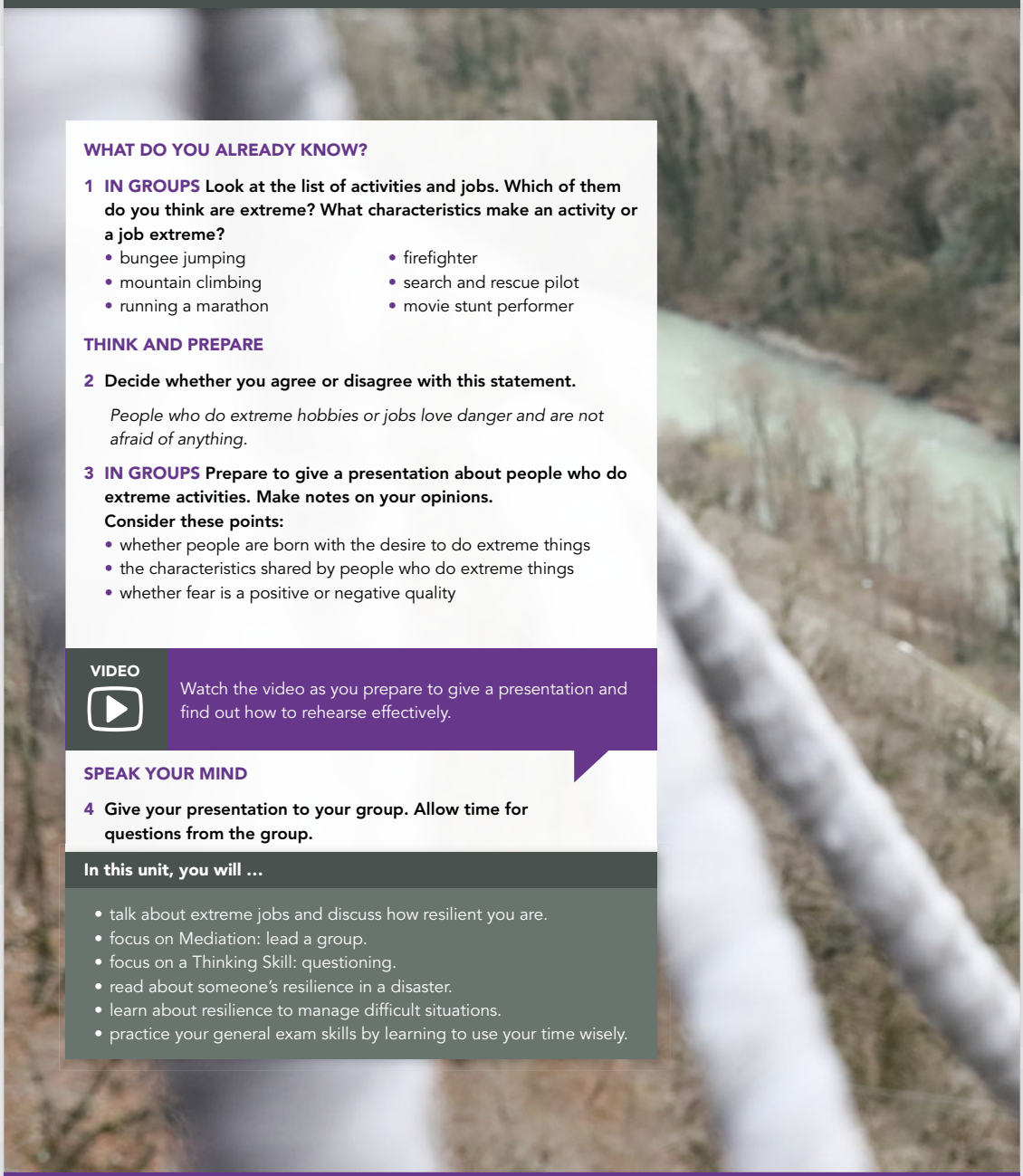
GRAMMAR

Give students 15 minutes to review the GRAMMAR sections in the unit. Allow them time to look at the **Student's Book**, **Workbook**, and any notes they may have taken over the course of the unit. Also, allow students time to ask each other questions about paired conjunctions and reduced adverb cause and effect structures. Give students the chance to ask questions in an open-class forum to clarify any doubts they may still have about the target structures. Then, give them a time limit of 10 minutes to complete the GRAMMAR section of the Unit Review.

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GO TO page vi
for **UNIT OPENER** step-by-step instructions.

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

GO TO page xxii
for **VIDEOS IN SYM** step-by-step instructions.

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 a Thinking Skill: 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.

WHAT DO YOU ALREADY KNOW?

If students are having trouble getting started, ask them some questions: *What sports and activities do you consider extreme? Do you play extreme sports? Do you do extreme activities? What activities do you consider safe?*

THINK AND PREPARE

Write the statement on the board and prompt students to think about whether they agree or disagree and what it means to them. Have students prepare a short presentation about people who do extreme activities. Have them consider the points listed. Tell them to use examples of real people.

VIDEO

Before watching, ask students if they practice their presentations. Have them brainstorm a list of ways to prepare for a presentation.

While watching, have students check the ways they thought of with the tips in the video.

After watching, students should add any tips from the video to their lists. They should use their lists as they prepare and practice their presentations about people who do extreme activities.

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SPEAK YOUR MIND

After watching the video, allow students time to rehearse, and have them put the tips they learned into practice. Choose groups at random to give their presentations, or have students record their presentations on their phones and send them to you. Show the best ones to the class.

FURTHER DISCUSSION

- Ask students to write a caption for the photo (serious or funny) and vote on the class's favorite.
- Have students who participate in any extreme sports or activities tell the rest of the class about it.

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GO TO page xi
for **LISTENING** step-by-step instructions.

GO TO pages 162–163
for **AUDIO SCRIPT**.

GO TO page 163
for **AUDIO SCRIPT**.

GO TO page vii
for **VOCABULARY** step-by-step instructions.

LESSON 1 STORM CHASER

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. She says storm chasers do dangerous things.
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. She says storm chasing might be important.
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. She admits storm chasing might be important.

GLOSSARY
meteorologist (n): a person who studies the weather

C **IN PAIRS** **Listen again. Discuss the questions.**

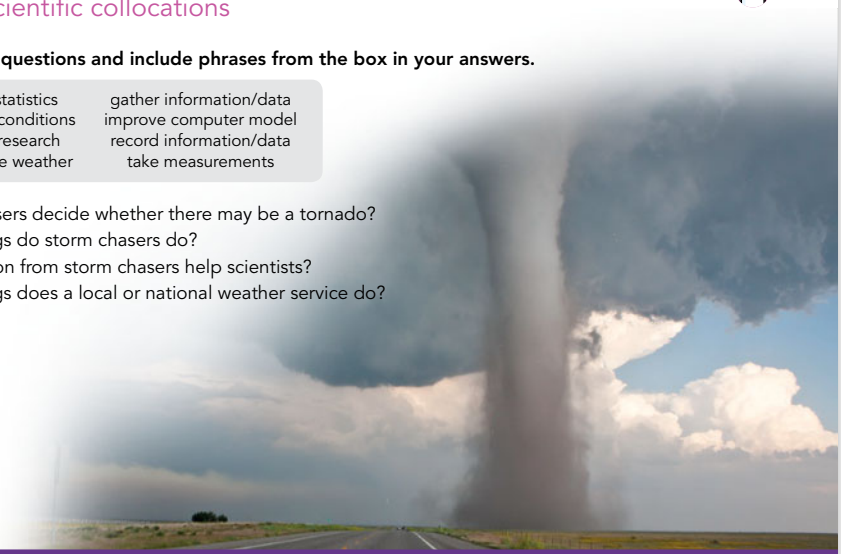
1 Why does Paul say that storm chasers' activities are important?
2 Based on the information in the interview, do you think storm chasing is a real profession?
3 In your opinion, should amateurs be allowed to chase tornadoes?

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?



Suggested answers:
1 They can report what's happening in real time, and they record data that helps scientists understand more about tornadoes.
1 They assess the (weather) conditions.
2 They conduct research by gathering information and recording data. They take measurements of things like wind speed and air pressure.
3 Scientists can use it to improve computer models of tornadoes.
4 It forecasts the weather, conducts research, and analyzes statistics.

LISTENING

Have students write a list of extreme natural weather events that nowadays we know about in advance but in the past probably wouldn't have been accurately forecast.

Have them consider difficulties, damages, and after-effects major weather events could have. For example, a major flood causes homes to be damaged, people are stranded, power lines are swept away, and people getting stuck in cars on the road.

VOCABULARY

To continue to expand their vocabulary, have students turn the vocabulary phrases into noun phrases: *statistical analysis–analysis of statistics, assessment of the conditions–condition assessment, information/data gathering–gathering of information/data, computer model improvement–improvement of a computer model, taking of measurements–measurement taking.* (Again, notice that the noun must be in the singular form when used as a noun before the verb.)

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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.

GO TO page viii
for **GRAMMAR** step-by-step instructions.

1 relative pronoun
3 prepositional phrase

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? who / that are (into)
2 What are some of the weather events common in your country? that are (common)
3 What was the scariest weather event you've seen? that (you've)

GO TO page xiii
for **WRITING** step-by-step instructions.

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.

2 **a** The rising moisture causes clouds to form and become a thunderstorm.
5 **b** The vertical rotation forms a supercell.
1 **c** A front lifts warm, moist air from the ground and forms an updraft.
6 **d** The supercell vacuums up air making the rotating column wider.
3 **e** Winds form horizontal, rotating tubes of air under the thunderstorms.
7 **f** The column becomes a tornado and moves across the land.
4 **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.

1 First, warm, moist air … / Next, the rising moisture … / When that happens, … / Finally, the column
2 moist air … the rising moisture / causes a thunderstorm … Under the thunderstorm, / winds form tubes of air that rotate horizontally … When that happens, / spin in a vertical rotation … This rotation / forms a supercell … The supercell / the rotating column … the column starts
3 There are two verbs in the passive voice (is lifted / are pulled). All other main verbs are in the simple present.

GRAMMAR

Have pairs write two sentences each with an adjective clause about a person and a thing in the classroom, then have them reduce the clauses. For example, *The book* ***which is on the floor*** *belongs to Maria. The book* ***on the floor*** *belongs to Maria. Ricardo,* ***who is sitting behind me****, is also in my biology class. Ricardo,* ***sitting behind me****, is also in my biology class.*

Remind students that a nonrestrictive clause (a clause that is not necessary to limit the identification of the noun it modifies) is written with commas and the commas stay when the clause is reduced.

CULTURE NOTE

Most tornadoes in the world occur in an area known as "tornado alley"—a vaguely defined section in the middle of the US, from central Texas to the eastern half of South Dakota and into Iowa. Students could learn more about tornadoes by investigating why tornadoes occur in the middle of the US and whether other areas of the US experience them.

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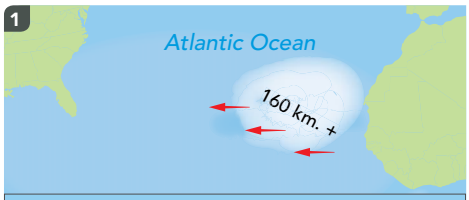
Suggested answer:
First, large tropical storms are formed off the west coast of Africa. The storms move west over the Atlantic. Next, when the temperature of the ocean increases, warm air rises from the ocean and meets cooler air. It starts to spin around a low-pressure center, and clouds form. This stage is called a tropical depression. The third stage is a tropical storm. The pressure in the center is lower, and an eye starts to form. Air comes in to fill the low-pressure vacuum and causes high winds above the clouds. The storm is a hurricane when it becomes rounder and forms a clear low-pressure eye in the center. This happens when it reaches warmer water in the Gulf of Mexico or the Caribbean. Finally, when the storm reaches land, it weakens and loses its hurricane formation. In this last stage, it is a tropical storm again.

Stages in Tornado Formation

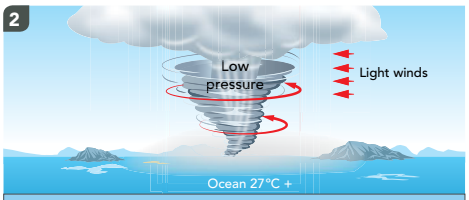
First, warm, moist air near the ground is lifted up by a warm or cool front to form an updraft. Next, the rising moisture condenses into clouds and causes a thunderstorm. Under the thunderstorm, winds form tubes of air that rotate horizontally. When that happens, the tubes of air are pulled into the 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 an explanation of the process in your notebook using the tips from B.**

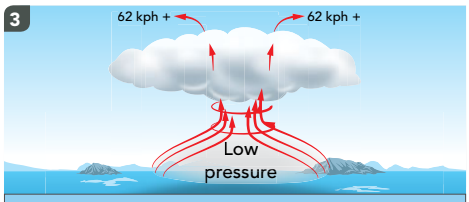
Stages of a Hurricane



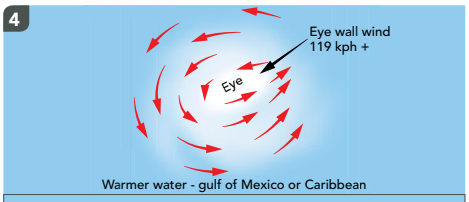
Tropical disturbance: large tropical storms off the coast of Africa, moving over the Atlantic



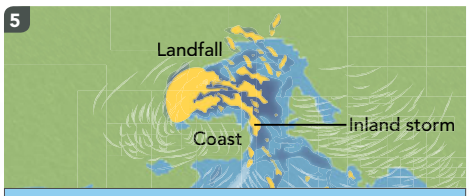
Tropical depression: when rising, warm air meets cooler air and starts to spin around a low-pressure center; clouds form



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.

GO TO page xii for **SPEAKING** step-by-step instructions.

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 …

WRITING Extra Practice

Have students go online to look up the 2004 Boxing Day Tsunami. Where and how did the wave hit? Have them write a short paragraph describing the cause and the movement of the tsunami and some of what happened when it hit land. Remind them to use words indicating order of action.

SPEAKING

Some scientists related to extreme weather or natural disasters include *meteorologists*, *seismologists*, and *volcanologists*. Volcanologists want to learn what causes volcanos to form and erupt. They study statistics and interpret data from volcanos, but they also often travel to many countries to observe volcanos in person. They may need to climb volcanos and actually descend into one in the course of studying it. They develop instruments to monitor a particular volcano, and they teach local people how to maintain the instruments, gather data, and know when to warn of a possible eruption.

For further speaking practice, go to page 146.

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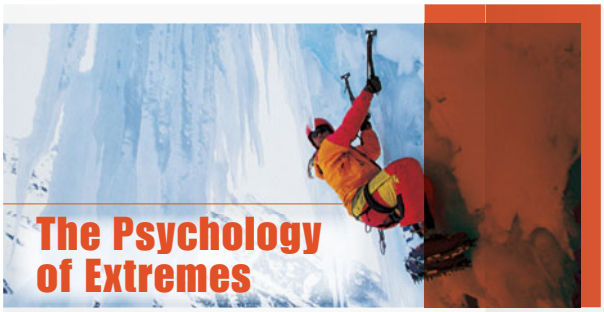
LIFE SKILLS resilience

GO TO page xv
for **LIFE SKILLS** step-by-step instructions.

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?

1 People in ancient times learned how to stay calm in order to survive. People doing extreme activities also need to stay calm to survive.
2 Because they fear what could happen, they prepare carefully to avoid mistakes.
3 They don't do things that could cause them to make mistakes. They spend many hours practicing their activity. They manage emotions so that they can stay calm and think clearly. They don't try to do things that are too difficult for them.
4 They learn as much as they can about their activity and its risks. They train for hours, anticipate what could go wrong, and plan all the details.
5 They understand and accept the difficulties in what they do, manage their emotions, train a lot, and plan for things that could go wrong.

LIFE SKILLS Alternative Activity

Have students ask someone they know with life experience if that person has ever experienced an event when they were afraid and had to control their fear in order to deal with the situation. Students should ask how the person managed to control their fear and keep calm. Have students write a short retelling of the story and share the stories in groups. Students can ask questions of the writer to clarify or expand on what was written. Remind students that it is OK to respond with *I don't know*, *I didn't ask him that*, or *She/He didn't say*.

CULTURE NOTE

One of the deadliest extreme sports is BASE jumping. BASE stands for "building, antenna, span, and Earth." A BASE jumper is a person who will jump off of anything that is high enough to use a parachute to land (except out of airplanes). BASE jumping can be a very dangerous sport and there have been numerous fatal accidents over the years.

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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 ___self-awareness___.
2 Are you very ___self-disciplined___? 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 ___self-satisfying___ to you—that is, what makes you feel good about yourself?
4 If a person does not have a strong sense of ___self-preservation___, which is the desire to stay alive and safe, what kinds of things might that person do that might cause the person to ___self-destruct___?
5 What kinds of activities give you a lot of ___self-confidence___—the feeling that you can do something well? Are there any activities that cause you to have ___self-doubt___—to feel that you might not be able to do them?
6 Do you usually manage your emotions well and have good ___self-control___?

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 It is actually a love of life that motivates them.
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 What they want is to stay safe. 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.

2 The thing that is responsible for feelings of pleasure is a neurotransmitter called dopamine.
4 All they are thinking about is what they need to do next.
5 What keeps them safe is careful planning and attention to detail.

MAKE IT DIGITAL

If students are stuck for ideas, suggest they go online and research the difference between normal BASE jumping and wingsuit jumping. They could find out the similarities and differences between them.

VOCABULARY

Expressions with *self–* usually describe people. Some more expressions with *self–* are: *self-appointed, self-congratulatory, self-defense, self-employed, self-evident, self-important, self-indulgent, self-fulfilling, self-supporting,* and *self-medicate.*

GRAMMAR Extra Practice

Write these questions on the board, and have students write answers to them using cleft sentences: *Who usually cooks in your family? What day of the week is your favorite? What is really important to you? What is the worst thing about school? What do you plan to do this evening?* Volunteers can write their answers on the board. Correct their answers as a class.

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B Rewrite the sentences as cleft sentences using the cues.

1 I wanted to try something different.
What I wanted was to try something different.
2 John was the one who got hurt in the accident.
It was John who/that got hurt in the accident.
3 Safety is the most important thing in extreme sports.
The thing that is the most important in extreme sports is safety.
4 We only wanted to have a good time.
All we wanted was to have a good time.

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.

SPEAKING

Have groups discuss these questions: *How can risk takers be beneficial to society? How can they be detrimental? Would society be worse off or better off if we had no risk takers?* Have an open-class discussion, and allow everyone to contribute. Do some show-of-hands polling as the discussion progresses.

For further speaking practice, go to page 146.

CULTURE NOTE

BASE jumping started at *El Capitan* in Yosemite National Park in the US. It is now banned there because of dangerous, expensive rescues, and deaths. Often people also have to be rescued when they have an accident while skiing alone on a high mountain or get caught in bad weather while trying to row across an ocean.

Have small groups discuss these questions: *Should there be laws against extreme sports, or do people have the right to risk their own lives? Should taxpayers foot the bill (to pay for something), or should the person pay the high cost of the rescue?*

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GO TO page xvi
for **THINKING SKILL** step-by-step instructions.

GO TO page 164
for **AUDIO SCRIPT**.

Suggested answers:
1 She couldn't hear him because of the headphones. **2** It would be too dangerous. He could be hurt or killed if he fell 30 feet. **3** This is very possible. He is a retired military officer, so he probably knows how to climb a rope, and he is probably still in good physical condition. Hypothesis: The man was able to climb up the rope to the limb and then climb down from the tree.

GO TO page ix
for **PRONUNCIATION** step-by-step instructions.

GO TO page x
for **READING** step-by-step instructions.

LESSON 3 SURVIVE!

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 ecstatic: feeling an extreme amount of happiness
2 delighted: very happy because something good has happened
3 grateful: wanting to thank someone for something they did
4 exhausted: extremely tired
5 relieved: happy that a bad situation has ended
6 courageous: 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. c
2 Jane's family contacted a group of snowmobilers to continue the search. d
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. a
4 He worried he would never see his family again, but he never completely lost hope. e
5 Unfortunately, no one knew exactly where Jane was. b

THINKING SKILL

Note that answers are not given here, as students will read the whole story later in the lesson. At this point, they should just hypothesize about how they think he survived. First, they will practice vocabulary and pronunciation to help prepare them for reading and discussing the text.

VOCABULARY

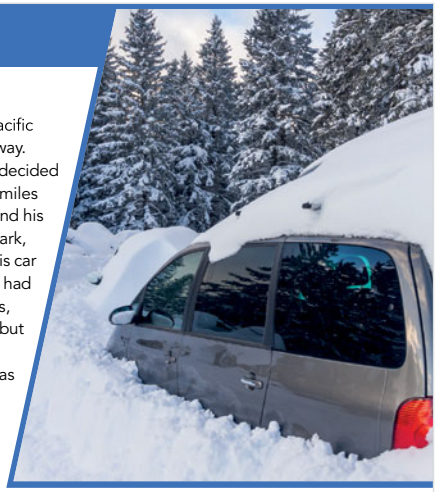
Ask students to think of synonyms for the vocabulary words. Write them on the board as they come up with words. Ask them to write sentences for the words, or have them choose three or four and use them in a paragraph.

PRONUNCIATION

Write the adjectives on the board. Elicit the noun forms of the words. Write them under or next to their respective adjectives. Go over the pronunciation of each adjective and its related noun. For each pair of words, ask students if the stressed syllable is the same and if the vowels are pronounced the same.

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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

READING

Have students go online and use their favorite search engine to search for survival stories. Have them choose a story, read it, and then write a short summary of what they read. Then have students share their summaries in pairs. Have them choose which story was more exciting.

Alternative Activity

Most countries have an emergency phone number and widespread rescue and help services. But despite the prevalence of cell phones these days, there are still many places where cell phone service is nonexistent. People who get stuck in remote areas have to rely on themselves to survive or find a way back to an inhabited area.

Have students work in pairs to discuss these questions: *What things do you think one should keep with them in case of an emergency situation in an isolated place? Which of these things do you usually have with you?*

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GO TO page xiv for **CONFIDENT COMMUNICATOR** step-by-step instructions.

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).

1 **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.

2 **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.

3 **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 flood
- an earthquake
- a traffic accident
- getting lost on a hike in the mountains

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?

CONFIDENT COMMUNICATOR

Have students work in groups of four. Remind them that they have just read about characteristics of a good leader. But what about the opposite? Have them list attributes of a bad leader. Then ask them to think about this question: *Can one really learn to be a good leader, or is it just one's natural personality that makes a person able to lead?*

CULTURE NOTE

Pose the idea that it is generally accepted that being a leader is a good thing. Parents and teachers try to encourage children to be leaders and help them develop the traits and habits of a leader. There is a saying that poses another problem about leadership: *Too many coaches, not enough players.* Ask students if there are any sayings in their country with a similar meaning.

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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** forecast the weather several weeks ahead to check for any big storms. They **2** assessed the conditions and decided that it would be safe to go. I was **3** ecstatic about the trip because I had always wanted to go to Antarctica. Our job was to **4** conduct research / gather data and **5** gather data / conduct research 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** self-doubt—maybe I didn't prepare well enough, or whatever. We had to stay outside overnight, and we were **7** exhausted and horribly cold. In a situation like that, you have to have enough **8** self-control 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** relieved when two of our colleagues in a large vehicle arrived to look for us. I still feel very **10** grateful 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 …*

1 The type of extreme weather that I'm interested in is a hurricane.
2 What causes the biggest problem for people in hurricanes is lack of planning.
3 It's flooding that causes the most damage in coastal areas.
4 What I'm interested in is how to prevent extreme storms.

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

GO TO page xix
for **UNIT REVIEW** step-by-step instructions.

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.

GO TO page xx
for **EXAM SKILLS** step-by-step instructions.

VOCABULARY

Have the students choose five of the vocabulary words/phrases. Have them write a sentence or two about themselves or someone in their family for each word. The sentences should demonstrate that they understand the meaning. Stress the importance of giving context in the sentences to show that they understand how to use the vocabulary.

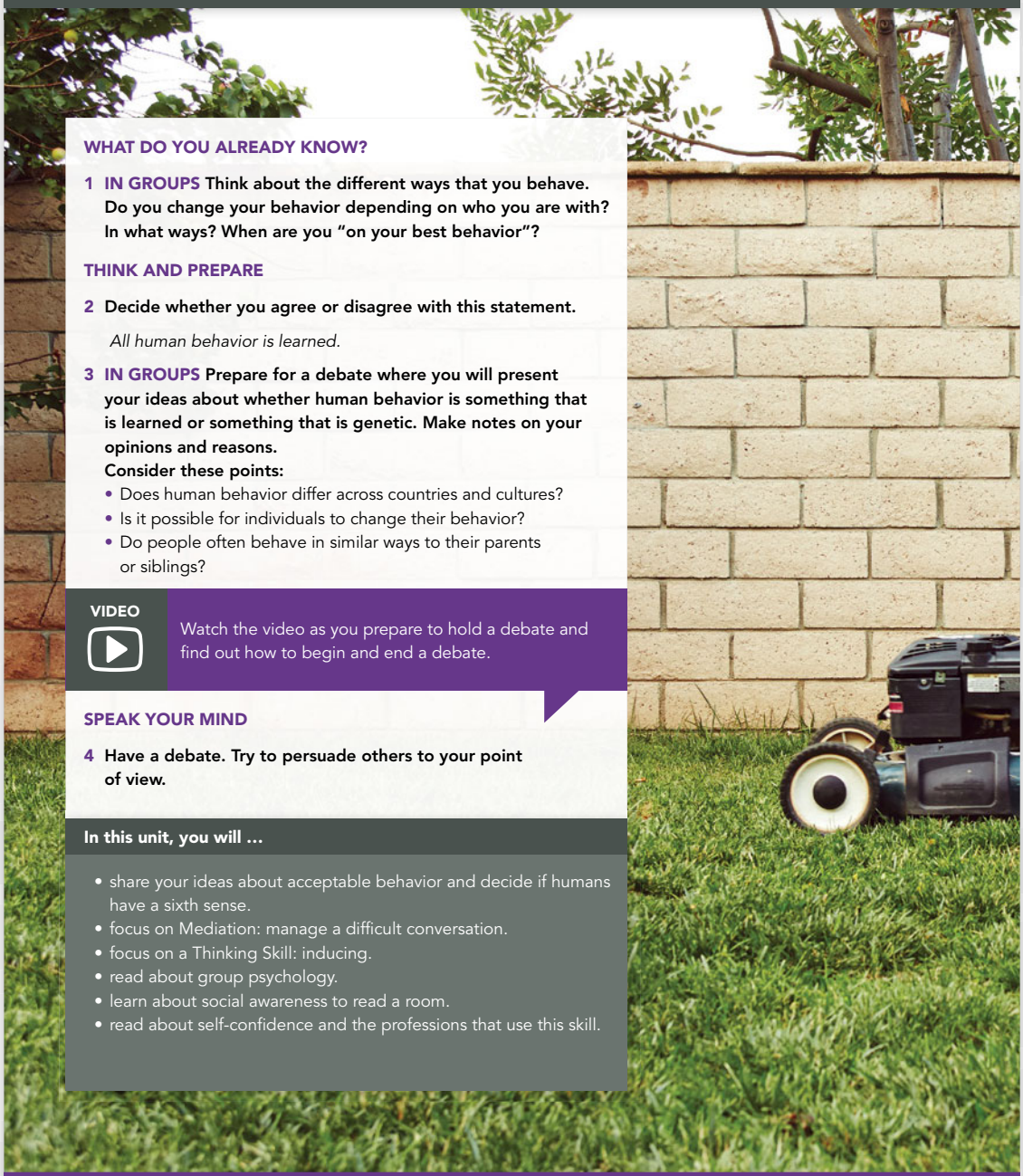
GRAMMAR

Give students 15 minutes to review the GRAMMAR sections in the unit. Allow them time to look at the **Student's Book**, **Workbook**, and any notes they may have taken over the course of the unit. Also, allow students time to ask you questions about reduced relative clauses and cleft sentences. Then give them the chance to ask questions in an open-class forum to clarify any doubts they may still have about the target structures. Finally, give students a time limit of 10 minutes to complete the GRAMMAR section of the Unit Review.

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GO TO page vi
for **UNIT OPENER** step-by-step instructions.

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?

GO TO page xxii
for **VIDEOS IN SYM** step-by-step instructions.

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 a Thinking Skill: inducing.
- read about group psychology.
- learn about social awareness to read a room.
- read about self-confidence and the professions that use this skill.

WHAT DO YOU ALREADY KNOW?

If students are having trouble getting started, ask them some questions: *Have you heard the expression "Children should be seen and not heard"? Do you agree with that sentiment? What is good behavior for teenagers? How does behavior change when the situation changes?*

THINK AND PREPARE

Write the statement on the board. Prompt students to think about the difference between nature and nurture. Is our behavior in our DNA, or is it something we learn? Have students choose a position, either for or against. Tell them to look at the points as they make notes for a debate.

VIDEO

Before watching, ask students if they have participated in a debate before. Have them list ways to begin and end a debate.

While watching, have students check the ideas they thought of with the tips in the video.

After watching, students should add any tips from the video to their lists. They should use their lists as they debate the topic of human behavior.

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SPEAK YOUR MIND

Give students the opportunity to practice their debates in their groups. Then have groups on each side of the question debate each other. Tell students to follow the structure for the debate they learned about on the video.

FURTHER DISCUSSION

- Have students share examples of good and bad behavior they have seen recently.
- Have students look at the picture and say what they think is happening.

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GO TO page xv
for **LIFE SKILLS** step-by-step instructions.

To understand the feelings of the people in a room and the possible reasons for their behavior and to react accordingly.

LESSON 1 READ THE ROOM

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.

LIFE SKILLS

Tell students that the concept of "reading a room" applies to groups of any size. Have groups role-play someone coming into a room after two friends have just finished arguing and are standing there angry at each other. Have the groups write a dialogue and perform it, showing how the student "reads the room" when entering the room and how that "reading" affects his or her behavior and speech.

CULTURE NOTE

It is often hard to read a situation in a foreign country. For example, in some countries, people smile when delivering bad news, so a foreigner may think that the matter isn't actually serious or sad. To find out more about this, encourage the students to use the key words *body language/nonverbal communication in different countries* to find some information on the internet and share it with the class.

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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
2 feeling uncomfortable or embarrassed
3 the science of the mind and behavior
4 the actions of a person in public
5 affected by feelings and likely to express them
6 a critical feeling toward something

observe / observation / observer
ease / uneasy / easy
psychologist / psychology / psychological
behave / behavior / behavioral
emotional / emotionally / emotion
negative / negatively / negativity

GO TO page vii
for **VOCABULARY** step-by-step instructions.

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.,
Knowing how to read a room is a vital workplace skill ...

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.,
Known as "microexpressions," these can be the most accurate sign of how someone feels.

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.,
Having done this a few times, you'll find it natural.
Make sure that the subject of the participle clause is the same subject in the main clause.

For more practice, go to page 174.

GO TO page viii
for **GRAMMAR** step-by-step instructions.

B Match to make sentences.

1 Called the "amygdala," this part of the brain __e__
2 Not having been to a Greek wedding before, __c__
3 Knowing how to interpret people's behavior __b__
4 Living in Spain, __d__
5 I was overjoyed at __f__
6 Known as "triskaidekaphobia," __a__

a it is the fear of the number 13.
b is a skill you can learn.
c I didn't know how to behave.
d I was used to hugging people when we first met.
e plays an important role in behavior.
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 ...

VOCABULARY

Have students choose another word from each word family and write sentences to demonstrate the meaning of the words. Have students read each other's sentences to see if they give enough context to understand the definitions. Ask volunteers to write examples on the board.

GRAMMAR

If you notice students need to brush up on their past participle forms, write the following commonly used verbs from the reading on the board: *come, feel, give, go, keep, know, make, misunderstand, pay, read.* Call on students to say the past participle forms of the words on the board. Then play a game: write *The camel was annoyed at having been ...* on the board, and have students work in pairs to think of as many sentence endings as they can. The sentences can be as silly as they like.

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GO TO page xvi
for **THINKING SKILL** step-by-step instructions.

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.





The two men probably have a close friendship and they work on a building site. The hand on the back implies sympathy.
The two women are probably mother and daughter. The mother is probably telling off the daughter because she looks sad and the older one looks angry.
The people in the room are probably work colleagues. They are sharing a joke and laughing.

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.

GO TO page xii
for **SPEAKING** step-by-step instructions.

SPEAKING

For more speaking practice, go to page 152.

A Look at the situations in the table and describe the behavior that is acceptable and unacceptable in those situations.

	Acceptable behavior	Unacceptable behavior
at a restaurant	*eating certain foods with your hands, like pizza*	eating spaghetti with your hands
at a sports game	shouting and screaming	cheering one team in the other team's section
at the movies	eating popcorn	answering your cell phone
at work	going for a break	sleeping at your desk

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.

THINKING SKILL Alternative Activity

Show a few short clips from your favorite movie or TV show to the class. Mute the sound and have students observe what the people are doing, their facial expressions, and body language. Ask students to figure out or induce the relationships between the people on screen and what the situation is. Then play the clips with sound to see if they were right.

SPEAKING

In small groups, have students tell about a situation/place where they witnessed behavior that was inappropriate. Have students who did not describe the situation suggest what the person in the story should have done.

For further speaking practice, go to page 146.

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LESSON 2 HOW STRANGE IS THAT?

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



GO TO page xi
for **LISTENING** step-by-step instructions.

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?**

When generalizing, we may make statements that we apply to people that are not true. These are stereotypes.

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 We always hate the sound of our own voices.
2 I know our audience will find this very strange.
3 Everyone has experienced déjà vu.

GO TO pages 164–165
for **AUDIO SCRIPT**.

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?
38%
2 who is more likely to be affected by synesthesia—a left-handed woman or a right-handed man?
a left-handed woman
3 what age group is more likely to have experienced déjà vu?
15- to 25-year-olds

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?

LISTENING Alternative Activity

Search on the BBC for an animated video on déjà vu. Watch the video first without subtitles. These words are in the video and transcript: *unsettling* (adj.), *inherent*, *paranormal*, *parapsychology*, *uncanny*, *glimpse*, *jolt*, *speculate*, *neurologist*, *lobe*, *immerse*, *phenomenon*, *tantamount*, *entanglement*, *affinity*, *subatomic*, *blip*. Have students look up the definitions. Then have the class watch again, seeing and hearing the words in context.

LISTENING SKILL—Listen for generalizations

We can make generalizations based on facts and observations of scientific trends. It is important not to make generalizations that are not based on trending statistics or research. Those may be stereotypes. Stereotypes are fixed and oversimplified views of a people or groups. Stereotypes can be dangerous and hurtful.

MAKE IT YOURS

We can describe the world around us through sight, sound, touch, and taste: *It looks like …*, *It sounds like …*, *It feels like …*, *It tastes like …*

We can also describe the way the world around us feels emotionally or by observing the reactions of others to it.

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LESSON 2

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:
awareness, consciousness

2 the feelings rather than the facts that help you understand a situation:
gut feeling, intuition

3 to understand or know about something without being told:
perceive, sense

4 a way of understanding or feeling something using our senses:
perception, sensation

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 would like to be given the chance to discover more about how and why synesthesia happens.
2 You were invited to send in questions for Dr. Davis …
3 … he doesn't like being introduced to new people.
4 I remember being told about a man who has synesthesia.

B Complete these sentences with the correct passive form of the verb(s) in parentheses.

1 I remember being taught (teach) about synesthesia by Professor Brown.
2 All psychology research papers must be completed (must / complete) by November 3rd.
3 Most children hate feeling (feel) embarrassed by their parents.
4 Teenagers want to be given (want to / give) more freedom than they had as young children.
5 Some aspects of human behavior can't/cannot be explained (not be / explain) by science.

VOCABULARY Extra Practice

Have students write a paragraph using as many of the target words as they can. The paragraph must make sense and be illustrative of the meaning of the words. Ask students to share their writing with a partner, who should give them feedback.

GRAMMAR

Put students in pairs. Each pair needs to write two sentences, one in the passive using an infinitive form and the other using a gerund in the passive. The sentences need to be about information from LISTENING **B**, the students' reactions to it or something in it, or a similar experience or observation of their own. For example, *Having listened to the interview, I now want to learn more about synesthesia.*

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WRITING a final draft

GO TO page xiii for **WRITING** step-by-step instructions.

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.

Examples: synesthesia, déjà vu, the perception we have of our own voices, intuition / gut feelings, and tasting garlic through your feet

WRITING

If students are having trouble locating experiments in human perception, the following search terms might help them: "tasting with your nose experiment", "two eyes better than one experiment", "brain box experiment", or "visual cliff experiment".

SPEAKING

Other examples of human perception that students could mention include *ESP (extrasensory perception), predicting the future, telepathy (the ability to communicate thoughts to another person), telekinesis (the ability to move objects without touching them), precognition (the ability to perceive information about events before they happen), color blindness,* and *light sensitivity.*

Extra Practice

In small groups, have students share about some time they did or didn't listen to that "little voice" inside telling them to do or not do something. Was their intuition correct or not in that situation?

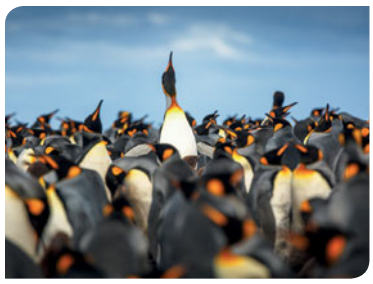
For further speaking practice, go to page 146.

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GO TO page x
for **READING** step-by-step instructions.

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.**

1 between 70 and 80% of waking hours
2 32%
3 two minutes
4 9 out of 10

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 ___b___ 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 ___e___ 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 ___d___ 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 ___a___ 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

READING OPTIONAL 10.03 Alternative Activity

Discuss the following topic: During the coronavirus pandemic of 2019–2020, people in many countries were separated from most of their usual social and work groups in order to try to stop the spread of the virus. They couldn't go to work, be with their friends, attend club meetings, go to or participate in sporting or cultural events, or attend their places of worship. They mostly just stayed home with only their immediate family. Ask students the following questions: *Do you think that the physical separation from groups might have changed people's behavior? Why or why not? If it did, in what ways?*

READING SKILL—Read for specific information

Have students work in pairs and read the article aloud, alternating paragraphs. When finished, students look at each paragraph and decide with their partner what the main idea of each paragraph is. For each main idea, what is the supporting information? In which paragraph is the topic of the article stated and what is it?

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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 persuade convince sway
Category 2 deter discourage put off dissuade sway

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.**

GO TO page ix for **PRONUNCIATION** step-by-step instructions.

VOCABULARY

In small groups, have the students discuss this: *People often argue about political and social issues on social media. Has your view on something ever changed because of postings, comments, or discussions (or arguments!) on social media?* Tell them to try to use the words in VOCABULARY **B** in their discussions.

PRONUNCIATION

Have students work in small groups to think of as many words with the /ɜː/ sound as they can in 5 minutes. Have a student from each group then write their list on the board. You can then eliminate any repeated words. How many unique words did the class think of? How many different ways to spell the /ɜː/ sound did the students come up with?

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GO TO page xiv
for **CONFIDENT COMMUNICATOR** step-by-step instructions.

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?

1 without blaming anyone, maybe you can tell me what the problem is.
2 From the outside, it looks as if …
3 How do you think we can resolve the situation?

CONFIDENT COMMUNICATOR

Explain that a mediator is a person who attempts to help people who are involved in a conflict come to an agreement. The person in the dialogue was an informal mediator. Some people are mediators by profession: they work to resolve legal, marital, labor, or even international diplomatic disputes. Have small groups think of specific situations where a professional mediator can help. Have them discuss what qualities a good mediator should have.

CLASSROOM MANAGEMENT

Have small groups reflect on the course. Ask them to discuss what they liked about the course—was there a particular unit of the book they liked or a particular kind of activity that they enjoyed? From what kinds of activities and work did they think they learned the most? Do they feel more confident in expressing themselves in English now? After a short time in small groups, hold a class discussion.

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Unit Review

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 in your notebook 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*

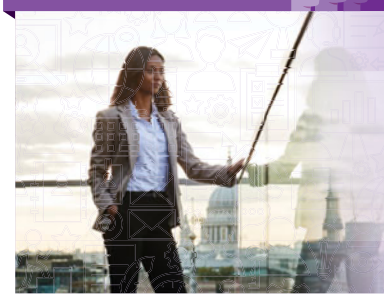
B Complete the sentences with the correct passive form of the word in parentheses.

1 Lucien doesn't respond very well to ___being asked___ (ask) to do things.
2 While I'm studying, I ___don't like being___ (not like) disturbed.
3 You might ___not be given___ (not give) the job if you don't do well in the training program.
4 I'm looking forward to ___being taken out___ (take out) for a meal on my birthday.
5 People under the age of 18 won't ___be admitted___ (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.

GO TO page xix
for **UNIT REVIEW** step-by-step instructions.

1 Having been given another assignment to do (by my professor), I can't come with you.
2 On getting to the restaurant, I asked the children to be on their best behavior.
3 Not having worked there for long, I didn't feel comfortable at the office party.
4 Sitting at the back of the lecture hall, I couldn't hear what the speaker was saying.
5 Believed by many to be the father of psychology, Sigmund Freud was born in Austria.

GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

VOCABULARY

Write the vocabulary words of perception/sensation from the activity on the board. Can the students think of other words/phrases about perception and senses? Have students discuss the different eating experiences one has when eating at a street food cart/truck, in a small café, at a fast food place, or at a very expensive restaurant. Remind them to use the vocabulary from the unit in their explanations.

GRAMMAR

Give students 15 minutes to review the unit grammar. Allow them time to look at the **Student's Book**, **Workbook**, and any notes they may have taken over the course of the unit. Allow students to ask you questions, in an open-class forum, about participle clauses and the passive voice with infinitives and gerunds to clarify any doubts they may still have. Give students 10 minutes to complete the GRAMMAR section of the Unit Review.

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GO TO page xx
for **EXAM SKILLS** step-by-step instructions.

UNIT 1

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.

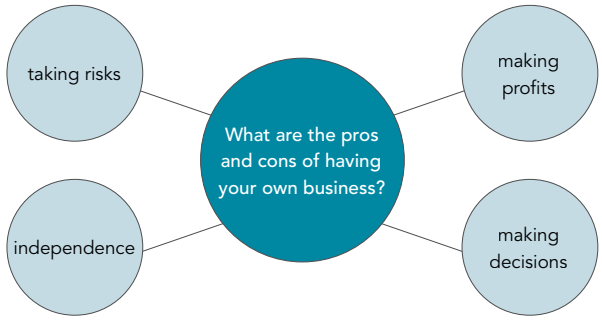
A Put the words in order to form phrases and sentences. Then label the phrases and sentences for initiating a discussion (*I*) and for eliciting responses (*E*).

1 we / this / start / one / should / with / ? I
Should we start with this one?
2 about / you / what / think / do / … / ? E
What do you think about …?
3 next / let's / point / about / talk / the / . I
Let's talk about the next point.
4 else / you / anything / can / think / of / ? E
Can you think of anything else?
5 other / do / ideas / have / any / you / ? E
Do you have any other ideas?
6 on / to / we / move / should / the next point? I
Should we move on to the next point?
7 talking / we / by / could / about / start / … I
We could start by talking about …
8 say / anything / have / do / to / you / else / ? E
Do you have anything else to say?

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?

3, 5, 6, 7, 8

GO TO page 165
for **AUDIO SCRIPT**.



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 definitely a pro.
2 I see your point, but I also think it would be challenging.
3 Would you agree with that?
4 Yes, you're right.
5 I completely agree with you.
6 It really depends.
7 I agree that it depends.

EXAM SKILLS TASK

Holding a discussion or describing a photo are the most common speaking exam tasks. They test students' ability to hold a conversation about a topic, their ability to describe photographs they have never seen before, and their vocabulary and speaking skills. Students will learn useful expressions for discussing a question and describing photographs.

TACTIC 1

Students are asked to write expressions for pushing a discussion forward. First, they form words and phrases that are important to use in an exam situation, which will help them initiate discussion and elicit responses during a discussion. Thus, students will have the tools to steer the conversation during the exam.

SUPPORTING LEARNERS

Have students go through the expressions in **A** and **B** and see which ones they are familiar with. Play the audio to allow students to hear the expressions used in context. Have them repeat the phrases and sentences in **C** to become more confident asking for opinion, agreeing, and disagreeing.

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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?
easier to travel internationally lower rates of crime and fraud less spending on storage and movement	reduced spending in local economy prevents healthy competition fewer small business opportunities

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

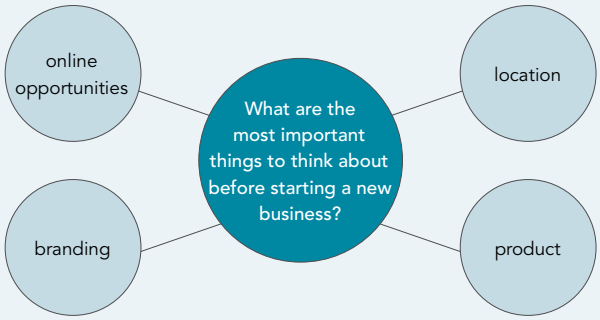
That's an interesting question. **1** First of all, I would say that in a society without cash, it would be easier to travel internationally. **2** This is because there would be no need to change currency, and you could just use your credit card or phone to pay. **3** I would also add that banks and businesses would save money as they wouldn't have to pay for safe storage or movement of cash. **4** Finally, it's important to note that there would probably be less crime and fraud. **5** For example, 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.



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TACTIC 2

In **A**, students are asked to categorize ideas into benefits and disadvantages. This tactic demonstrates extending answers by giving more detail and developing ideas further. Transitions are practiced in **B**. Knowing how to use transitions in speech will help students connect their ideas and allow speech to flow smoothly.

MAKE IT COUNT

Have students look back over the activities and review phrases and sentences for initiating a discussion and eliciting responses, agreeing and disagreeing, and using transitions. This will help them prepare to use the expressions in the exam practice.

EXAM PRACTICE

Practice in an environment that is fairly similar to an exam context. Have pairs read the discussion question, look at the mind map and categories, and discuss for three to four minutes in total. Remind them to use all of the tools they have acquired to continue the discussion, add detail, and use transitions.

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GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

UNIT 2

SKILLS FOR PROS Diagnostic Information Gathering



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.

The second manager's approach is better because she asks for ideas from the people in her department, and she asks them to do research and talk to experts and then to reformulate their understanding of the problem. This is to ensure that they have enough information to make a good decision.

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 Step 2: Check different sources to make sure your information is as complete and correct as possible. Step 3: Ask follow-up questions to get all the information you need or to clarify information.

1 According to the article, what are the steps in effective diagnostic information gathering?
Step 1: Understand what kinds of information you need to solve a specific problem.
Step 2: _____
Step 3: _____

2 Which of these three steps would you find the most difficult? Answers may vary.

3 Is diagnostic information gathering important in your current or future profession? If so, why? Answers may vary.

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SKILL DEFINITION—DIAGNOSTIC INFORMATION GATHERING

Diagnostic information gathering is the ability to identify what information is needed to solve a problem. It means identifying the information needed, seeking the right resources to get the information, and approaching the right people in the right way. It means collecting, analyzing, and translating data and information.

ALTERNATIVE ACTIVITY

A group of students wants to change the school uniform to update its style. They design and create a new uniform. The school director gives them permission to bring a proposal to the next board meeting. What kinds of information do they need? Where can they find this information?

FURTHER PAIR WORK

Ask the following questions for students to discuss:

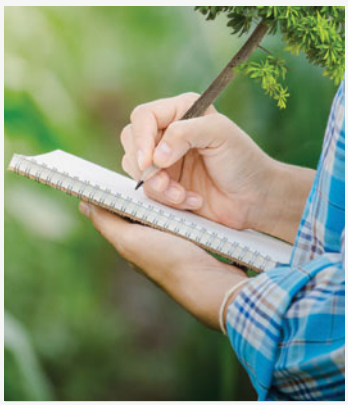
- How is information gathered in your field?
- What are the advantages to making decisions in this way?
- What are the disadvantages?

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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.



Suggested answers:

1 What questions do you think the group leader might have asked? what kinds of plants grow best in the soil and climate where their school is; the best places to put the flower beds and plant the trees; how to prepare the soil and plant the plants; how much water each plant needs

2 How can the group do the research they need? Go online to find out how to prepare the soil, plant the plants, and take care of them. Talk to people who are good at gardening to get advice about which plants to buy and how to take care of them.

3 How should the group leader collect the information from the group? Ask the group to submit and collate all of the answers. The group members could take turns to present their information.

4 What else should the group leader do during the project to make sure that it is successful? Have enough information before they start the project, think of further questions, make sure all group members find the information they need, call a meeting to make a final plan, check the progress of the project to make sure everyone knows what to do.

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?

5 Gathering information for a class project or doing research for the school newspaper
6 have an open mind, ask a lot of questions, check multiple sources

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1 Suggested answers: journalism, psychology, all of the sciences, marketing, financial planning
2 In emergency situations, it is better for the person in charge to make decisions and tell people what to do.
3 Managers will only be aware of what they already know. They have no opportunity to receive new information. Also, they don't give their teams the opportunity to be responsible.

1 Ability to identify what information is needed to solve a problem.
2 talk to a person, look through books and journals, do research, look up information online.
3 It allows them to know they are using multiple sources of information to make the best possible decision.
4 Lawyers – for background information. Journalists – to make sure the article is accurate.

SITUATION ANALYSIS

In **C**, students work together to complete the task. Encourage them all to contribute to the discussion equally. Tell them to bring their natural strengths to the task. Those who are outgoing might suggest interviewing people to gather information about the kinds of plants they would like to see in the garden. Those who prefer to work alone could research the kinds of plants that grow well in the local area.

FURTHER CLASSWORK

Ask the following questions for students to discuss:

- How can the team ensure the information gathered is reliable?
- What kinds of personal skills are needed to be good information gatherers?
- What pitfalls should information gatherers look out for?

VIDEO

Before watching, write on the board: *research*, *sources of information*, *journalist*, *accurate*, *skillset*. Elicit definitions.

While watching, ask students to listen for skills to gather information.

After watching, write a list of examples of information gathering: *talk to a person face-to-face, look through books, journals, articles, and newspapers, look for information online.*

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It is usually easier to answer questions on specific details. In 1 and 3, you should look for information about the number of doctors over 20 years and get the main idea of a paragraph. In 2, you have to understand the writer's feelings or opinions. This kind of question is usually the hardest.

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? M
   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? O
   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 … S
   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 1 A 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 1 A you want to answer first. Then read the text and underline the answers to the questions from TACTIC 1 A 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. 1 b

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 2 a

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EXAM SKILLS TASK

In taking tests, students may be asked questions that require understanding the main topic, specific information, and the writer's opinion. They will be confronted with questions that are easy and questions that are more complex and require more time. Knowing how to deal with the questions is a helpful tool.

TACTIC 1

Have students scan the questions so they know the kind of language used in each. Have them read the instructions carefully and underline what the instructions ask of them before doing the tasks. Explain that most points are lost on exams because people don't read the instructions properly.

SUPPORTING LEARNERS

Before doing the tasks in TACTIC 1, make sure students know the difference between the main idea (usually introduced in the first paragraph), specific information (they will have to read more closely to find this), and the writer's opinion (look for phrases like *in my opinion*, *in my experience*, etc.).

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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. 3 b

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? M
   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? S
   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? O
   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.

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TACTIC 2

Students learn to identify key words in a question to understand what they need to look for in the reading. Once they understand the purpose of the question, they will be able to prioritize their reading and target the parts of the reading they will need to reread and understand more fully.

MAKE IT COUNT

Students learn to identify which paragraphs in a text will help answer the questions. Explain that words in the paragraph will be similar but not the same as words in the question. If they don't understand some words, they should try to figure out the meaning from the context.

EXAM PRACTICE

Students put into practice identifying the purpose of the questions and figuring out the order in which they would answer them. This activity prepares them to manage their time during the reading test and gives them the strategies they will need to feel in control in a time of stress.

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UNIT 4

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.

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SKILL DEFINITION—GLOBAL PERSPECTIVE

Having a global perspective means being open-minded and bringing a wide, worldly view to issues. It means understanding that not everyone sees things in the same way. Having a global perspective in business means being able to understand how your business relates to the rest of the world. It also means understanding the connectedness of the world's economy.

ALTERNATIVE ACTIVITY

Have students use a dictionary to look up and record words from the article that are new for them or that they think may be useful to know. You may want to write some words and phrases on the board: *biases*, *empathetic*, *plan ahead*, *initiatives*.

FURTHER PAIR WORK

Ask the following questions for students to discuss:

- Are you interested in international business news?
- Do you follow international politics?

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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 The company does not have a good global perspective.

1 testing in the countries their customers are from
2 research the differences between local cultures and the impact on their app
3 include designers from the countries their customers are from

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?

1 Working with different people in your organization, different countries, or different regions
2 Because of how we are doing business across countries
3 Mention the places you have traveled, researched, and read about; the people you have met from different cultures; and how all of this has affected you.
4 Creating trust with people and showing you want to know them.
5 have an open mind, be objective, ask questions, get to know people, travel, research
6 You develop a framework for teamwork, and you are able to be much more productive.

CONVERSATION ANALYSIS

In **C**, students need to consider all the aspects to understand if the company has a good global perspective. They need to understand the main situation or problem and how it is related to the rest of the world.

FURTHER CLASSWORK

Ask the following questions for students to discuss:

- Do you have friends from another country?
- Are any of the products you use manufactured in another country?
- Can you name any multinational companies that have offices in your country?

VIDEO

Watch the video with the sound off. Elicit definitions for: *building, street, a meeting, crane.*

While viewing, ask students: *How is global perspective important socially? (People trust you and feel you know or want to know them.)*

After viewing, ask: *How do you develop a global perspective? (Have an open mind, be objective, ask questions, get to know people, travel, and research.)*

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UNIT 5

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) b
Paragraph 2 (Body Paragraph) a
Paragraph 3 (Body Paragraph) e
Paragraph 4 (Body Paragraph) c
Paragraph 5 (Conclusion) d

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

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EXAM SKILLS TASK

Students need to know and use the standard five-paragraph essay. Students should write a strong introduction, and their body paragraphs should be well developed with relevant details. Everything in the essay should support their thesis. The writing should flow to clearly develop the points that are connected to the main idea.

TACTIC 1

Students are asked to identify the structure of a five-paragraph essay. They will analyze the structure: introduction, body paragraphs, and conclusion. They will see that only ideas relevant to the topic are needed. Most importantly, students see a model for an essay in this tactic.

SUPPORTING LEARNERS

Before doing the task, tell learners that they are going to learn the formula for writing an essay in English and that it may be very different from the way they write essays in their first language. In English, they have to do it this way. Trying to transfer over the structure of an essay in their language won't work.

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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 possibility to study online
   b technology makes classroom more interesting and fun
   c less paper being used

2 Paragraph 3
   a robotic devices make life easier
   b threat to many jobs

3 Paragraph 4
   a people increasingly absorbed in social media
   b normal interactions and pastimes are reduced

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	In this essay, I will argue … (*introducing their point of view*)
Paragraph 2	On one hand, … (*talking about one side of the argument*) Take … for example (*giving a supporting reason/example*)
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?

Paragraph 3
This benefits us in many ways. For instance, (*giving a supporting reason/example*)
Having said that, … (*introducing the other side of the argument*)

Paragraph 4
If we look at … (*giving a supporting reason/example*)
It is important to remember that … (*giving a supporting reason/example*)

Paragraph 5
To conclude, it is clear that … (*concluding and restating their point of view*)

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TACTIC 2

Students analyze supporting details in a body paragraph. They reread the model essay and find the examples the writer uses. Point out that the examples should support what is stated in the topic sentence of the paragraph. The topic sentence is always related to the main idea of the essay.

MAKE IT COUNT

Have students write notes about their opinion on whether technology is changing our lives for the better. Tell them to jot down their main ideas and examples. Have pairs share their notes and ideas. Tell them that planning and organizing an essay before writing will help them enormously.

EXAM PRACTICE

Have students brainstorm the topic. Have them write their main thesis statement in which they state whether they agree or disagree. If you have time, have students write an outline for the essay and an introductory paragraph. Then have them finish it for homework.

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UNIT 6

SKILLS FOR PROS Building Collaborative Relationships



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.

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SKILL DEFINITION—BUILDING COLLABORATIVE RELATIONSHIPS

Building collaborative relationships requires people with different backgrounds and skill sets to work together to achieve a common goal. Most jobs require collaboration of some kind. People's ability to work well with others or not can determine the success or failure of a project or the smooth running of a business.

ALTERNATIVE ACTIVITY

Have students underline collocations as they appear in the article: *accomplish a task, collaborative teams, similar goals, companies merge, collaborate on projects, professional athletes, strengthen collaborative partnerships, build collaborative relationships, important decisions, keep the team focused, a range of different skills, exchange ideas, group brainstorming sessions.*

FURTHER PAIR WORK

Ask the following questions for students to discuss:

- What are the pros and cons of collaboration?
- Who do you know who is good at working with others?
- How could you develop your collaborative skills?

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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.



Suggested answers:

People

an architect: to modify an existing space so it's suitable for use as a bakery
an interior designer: to design the "look" of the bakery
a graphic designer: to print menus/produce signs for the bakery

Companies

an employment agency: to find new staff to work in the bakery
a marketing agency: to decide how best to promote and advertise the new business
a construction company: to install kitchen equipment

E **Discuss the questions.**

1 In what ways is the ability to successfully build collaborative relationships important in your profession or desired profession? Answers may vary.
2 What problems can arise in collaborative work situations?
3 Do you think collaboration and invention are connected? If so, how? Answers may vary.
4 How could you improve your ability to build collaborative relationships? Answers may vary.

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?

5 Follow the steps of your manager or mentor. Hire a coach or use your boss as a coach.
6 You are part of something bigger than you. It's your effort and the common effort of others that make a project move forward.

2 Suggested answer: People may not get along with team members. Some may not work as hard as others or may feel that they are doing more work than others. People's skills may overlap and they may disagree on exactly how to do something. Without strong leadership, the team may lose sight of its goal or feel disappointed if the team members are not supported or appreciated enough. A lot of time might be wasted on ideas and idea sharing because of the number of people involved.

1 The sum of efforts of many different teams with different skill sets to accomplish a common goal
2 Every department will communicate with other departments in order to establish their needs.
3 original / regional brainstormers (sic): the architect, the designers, contractors
4 Identify your soft skills related to management: decision making, problem solving, and leadership

PROJECT ANALYSIS

In **D**, students need to consider the roles the owner, co-owner, and project manager play in order to make the project succeed. They all need to work together to accomplish the common goal: to open and have a successful second store.

FURTHER CLASSWORK

Ask the following questions for students to discuss:

- Think of a job and name all of the people that a person in that job has to collaborate with.
- What would you do if you didn't get along with someone who you have to collaborate with?

VIDEO

Watch the video and ask: *What jobs appear mentioned in the video? (project management, architects, designer, contractors, musician.)*

While viewing, have students list the soft skills mentioned in the video (*decision making, problem solving, leadership*).

After viewing, ask: *How can you improve your soft skills? (learn from your boss, mentor, or coach.)*

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UNIT 7

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** Philip Doogan, a local art expert

Visitors to the exhibition will have a chance to **4** ask questions after the talk.

The **5** blue dolphin is expected to be the main attraction.

The exhibition is free but visitors are encouraged to **6** make donations 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**

1 a new sports center
2 the demand for a new sport center, its cost, and whether there are other more important projects
3 He will probably give an opinion.
4 the city council
5 money, resources (e.g. staff), and whether the council has plans or projects
6 She will probably talk about facts but she will also give her opinion.

EXAM SKILLS TASK

Skimming questions before listening is the best strategy students can employ in a listening exam. This allows them to prepare and predict content that may be coming. They can start making connections between what they already know and the content they hear from the very first second.

TACTIC 1

This tactic trains students to read questions and predict the content before hearing the listening. It saves them time and gets them poised to understand more than they would have otherwise. **B** teaches students to predict content that they don't hear well based on what they do hear.

SUPPORTING LEARNERS

Many students are anxious about listening exams because they fear they will not understand everything. However, if they can choose key words from a question to predict the content of a listening text and use key words to figure out the parts they miss, they will gain more confidence in their listening ability.

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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 TACTIC 1 A and B. Can you think of any synonyms? Write them next to these words.** Suggested answers:

1 investment money well spent; good use of money/funds
2 much needed in demand; very necessary
3 funding money; finances
4 resources staff; equipment
5 a talk a speech; a presentation
6 chance opportunity
7 main attraction popular feature; important display
8 encouraged persuaded; urged

B **EXAM 7.01** **Listen to the people talking and answer questions 1–6 from TACTIC 1 A and B.**

GO TO page 166 for **AUDIO SCRIPT**.

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.** Suggested answers:

Keywords	Synonyms
difference, motivated, media, trains, school, housing	change, enthusiastic, TV, transport, education, apartments

C **EXAM 7.02** **Listen and choose the best answer in A. Refer to the key words and the synonyms.**

GO TO page 166 for **AUDIO SCRIPT**.

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TACTIC 2

Remind students that synonyms for the words in the text are often used in the questions. Broadening their vocabulary with synonyms will make them better test takers. Once they have written synonyms in **A**, have pairs compare lists and add to their own. After **B**, ask students if they were able to apply the strategies.

MAKE IT COUNT

Students should not get stressed and flustered if they miss a question. With lots of practice, they will develop the ability to focus on the questions they do know, and skip questions they don't know to answer after finishing, if time allows.

EXAM PRACTICE

In this activity, students will practice the strategies they have learned in the lesson: predicting content based on key words in the question and looking out for synonyms. They can use these strategies in any listening situation.

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GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

UNIT 8

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?

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SKILL DEFINITION—EMPOWERING OTHERS

Empowering others involves giving others the authority to make their own decisions to complete their work well. It involves giving people trust and confidence while supporting them and giving them the tools to complete the tasks asked of them. When a company empowers its employees, the employees feel a sense of ownership and satisfaction and become the next generation of leaders.

ALTERNATIVE ACTIVITY

Have students work in groups of three. Assign each member of the group one of the following situations and discuss their proposals.

- *You are the principal of a school. How can you empower the teachers in your institution?*
- *You are the head chef at a restaurant. How can you empower those who work for you?*
- *You are a store manager. How can you empower those who work for you?*

FURTHER PAIR WORK

Ask the following questions for students to discuss:

- Have you empowered others?
- Can you think of a time someone has empowered you?
- How did it make you feel?

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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
create a marketing campaign, moving to a new office, changing the working hours

2 Which of the above ideas could Luca make the nurses responsible for?

suggesting possible nurses to work at the practice
changing the working hours, ask for recommendations among the medical community

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?

1 Surrounding yourself with individuals who know what they are doing and giving them the authority to do something and getting out of their way
2 Leaders and managers can get more done in the same amount of time. It also gives employees satisfaction and develops future leaders
3 Giving people the trust and confidence they need to get their job done, giving them the tools, providing them with the support, removing roadblocks
4 engineering, managers, project managers, business leaders
5 Monitor what you and the team are doing and make sure you are all aligned
6 Engaged employees—people who want to come to work and give their best.

SITUATION ANALYSIS

In **C**, have students read the situation and discuss how Luca manages to empower his staff. If time allows, ask students *What would happen if he didn't empower his staff? Would he be able to achieve his goals?*

FURTHER CLASSWORK

Ask the following questions for students to discuss:

- What are the possible risks of empowering employees?
- What are the possible benefits of empowering employees?
- Do the risks outweigh the benefits?

VIDEO

Before watching, elicit definitions for: *authority, owner ship, leadership, overall product, delegate.*

While viewing, ask: *What is a core part of empowering? (Trusting people to get the job done.)*

After viewing, ask: *Besides delegation, what other management skills are important? (Knowing what's going on, monitoring what you and the team are doing.)*

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GO TO page xx
for **EXAM SKILLS** step-by-step instructions.

UNIT 9

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** influential (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** capability (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** information (informative) so people can discuss bacteria comfortably.

In Gonzalez's mind, today's consumers are **4** flexible (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** altered (alter).

His current challenge? As he plans to retire early next year at the age of 45, he is selecting a suitable **6** replacement (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 in a–e? Which were most helpful?

By completing the easier sentences first, you have more time to figure out the answers to the more difficult questions.

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?

EXAM SKILLS TASK

Explain that in an English-language exam, students are usually presented with a series of different tasks to complete, and that there is always a time limit they have to respect. It is important that they organize their time well and try to answer all the tasks in the time given.

TACTIC 1

Students are advised to first answer the easy questions, leaving the hard ones for their second attempt. Explain that this will help them gain confidence and make sure they have enough time for the harder parts. Remind them to always check that the sentences they completed make sense.

SUPPORTING LEARNERS

Have pairs complete the tips in **A** and fill in the blanks in the text. Set a time limit, and remind them to fill in all the gaps. Reassure students that even if they do not understand all the words, they can guess the meanings from the context. Check answers as a class.

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analyze conserve curiously demand grow purely sequence

noun	verb	adjective	adverb
growth	*grow*	*grown*	*n/a*
analysis	analyze	analytical	analytically
conservation	conserve	conserved	conservedly
curiosity	n/a	curious	curiously
demand	demand	demanding	demandingly
(im)purity	(im)purify	(im)pure	(im)purely
sequence	sequence	sequential	sequentially

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.

1 conservation (n)
2 sequentially (adv)
3 impurities (n)
4 demanding (adj)
5 analysis (n)
6 curiosity (n)

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** eaten (eat).

The **2** production (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 Supporters (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** regularly (regular). Other suggestions include shopping for clothes in secondhand stores and making **5** donations (donate) of used clothing there, too.

You may be **6** surprised (surprise) to learn that several well-known millionaires have always followed these guidelines. Perhaps we would all be wealthier if we lived as **7** frugally (frugal).

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TACTIC 2

Have students work in pairs for **A** and then do open-class feedback. Tell them they will work individually for **B**, comparing with a partner once done, and then do open-class feedback.

MAKE IT COUNT

Tell students to never leave an answer blank. They should make their best guess. Some exams have very tight time limits. When this is the case, time management becomes crucial in order to not leave a lot of questions unanswered.

EXAM PRACTICE

Have students read the text once without filling in the blanks. Remind them to organize their time wisely and check that completed paragraphs make sense. Have them use the tips they learned in TACTIC 1 to complete the task. Set a time limit for 12 minutes. Check answers as a class.

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GO TO page xxi
for **SKILLS FOR PROS** step-by-step instructions.

UNIT 10

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** ___f___ 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** ___e___ 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** ___c___ 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** ___a___

Finally, when you need a reminder of the importance of self-confidence, look to your favorite career role models. **5** ___b___ 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?

1	2	3	4	5
1= not at all self-confident				5 = very self-confident

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?

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SKILL DEFINITION—SELF-CONFIDENCE

Self-confidence means believing in yourself and your abilities. It means presenting yourself to the world as a calm, reasonable person. When you have confidence in yourself, it inspires others to have confidence in you, too. Self-confidence can be learned. It is a set of behaviors that show others you can get the job done.

ALTERNATIVE ACTIVITY

Have students use a dictionary to look up and record words from the article that are new for them or that they think may be useful to know. You may want to write some words on the board: *successful, visualization, technique, proud, inspiration.*

FURTHER PAIR WORK

Ask the following questions for students to discuss:

- What does a "can do" attitude do?
- How should you visualize yourself?
- What is low self-confidence?
- What is positive body language?

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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 Suggested answers:

1 Imagine the audience is your family.
2 Use water to take breaks.
3 Dress professionally; don't focus on mistakes.

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"? Trusting you have the ability to accomplish your goals
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? Stand in front of the mirror and give yourself a speech, talk in front of friends and family, talk amongst peers and classmates, listen to feedback.

3 Suggested answers:

making a complaint in a restaurant—Think about how to phrase your complaint so that you get the result you want.

traveling to a new place for the first time—Make a plan before you leave so you know where you are going and how to get there.

giving a presentation to a group of colleagues—Use positive body language and look at your audience while you speak.

introducing yourself to someone in a social situation—Be open and friendly. Maintain eye contact.

standing up and asking a question in a public meeting—Think about what you want to say before you stand up.

2 You are calm, you are able to communicate effectively, you inspire confidence in others
3 Health care: Delivering appropriate care to patients. Teacher: Confidence in their subject. Sales: Need to be confident in what you are selling
4 presentation, straight posture, eye contact, and their ability to explain their work
5 Understand what you are good at and what you need to improve.

CONVERSATION ANALYSIS

In **C**, students read the conversation and choose advice for improving self-confidence. Remind students that they can build up their self-confidence by, for example, visualizing themselves as they want to be, helping others, taking care of themselves, and setting themselves positive and attainable goals.

FURTHER CLASSWORK

Ask the following questions for students to discuss:

- Which professions require more self-confidence?
- How do people learn self-confidence?
- How can you become more self-confident?
- In which circumstances do you feel more self-confident?
- What kinds of behaviors show you that someone isn't self-confident?

VIDEO

Watch the video with the sound off. Look for: *doctors, teachers, store, interview, meeting.*

While viewing, listen for: *calm, comunicate efectively, health care, presentation, eye-contact, gain confidence, improve.*

After viewing, ask: *How can self-confidence grow? (talking amongst your peers, classmates, listening to feedback)*

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GO TO page xviii
for **SPEAKING PRACTICE** step-by-step instructions.

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 …

CLASSROOM MANAGEMENT

Show students the *Speaking Cards* and point out the sentence starters to help them get started. Give students some thinking time. Have them look back at Unit 1 and use a dictionary to prepare. Then have them work in pairs to ask and answer the questions. Have students work in pairs to begin with so they do not feel intimidated speaking in front of too many people.

SPEAKING ASSESSMENT

To assess speaking, use the Oral Intralinguistic Mediation Rubric on page 147.

CULTURE NOTE

Food—Have students consider regional foods that their area offers to the world and their country. They may want to consider food-related stereotypes they may have faced from foreigners and people in their own country.

International chains—Be aware that students may not know that some businesses that they frequent are international chains. Some places they go will be well known to be international; others, however, may not. They may be surprised to learn this.

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GO TO page xviii
for **SPEAKING PRACTICE** step-by-step instructions.

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 …

CLASSROOM MANAGEMENT

Students may want to research and prepare before talking about health care and planned cities. Put the students in pairs with one speaking for a minute uninterrupted and the other listening. Then have the listener rephrase what they heard in their own words because this will encourage them to listen carefully and be active listeners.

SPEAKING ASSESSMENT

To assess speaking, use the Oral Intralinguistic Mediation Rubric on page 147.

TOPIC CONTENT

Have pairs discuss medical emergency responses: *What would you do right now if there was a medical emergency? Do you have first aid training? Would you like to do a first aid course?*

Discuss public transportation in the city: *Do you use public transportation? Is it your preferred way of getting around? Is public transportation in your city good? Have you taken public transportation in another city or town?*

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GO TO page xviii
for **SPEAKING PRACTICE** step-by-step instructions.

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 …

CLASSROOM MANAGEMENT

Have students work in groups of three. One student asks questions and prompts the speaker with phrases: *That's interesting, Go on,* etc. The second student speaks and the third student takes notes. After the speaker has finished, tell the notetaker to share their notes. The notes help the speaker to get a sense of how well they are expressing their points. The notetaker is able to listen without distractions.

SPEAKING ASSESSMENT

To assess speaking, use the Oral Intralinguistic Mediation Rubric on page 147.

TOPIC CONTENT

Computer games are not just for the young. There are many games that are played by the entire population. Have students research the most popular new games for different groups: young, old, men, women, and children. Have students discuss the games that are played by the older members of their families and how they play computer games.

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GO TO page xviii
for **SPEAKING PRACTICE** step-by-step instructions.



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 …

CLASSROOM MANAGEMENT

Have pairs ask and answer questions for 5 minutes. Have them take turns speaking or listening. Students should practice open body language, leaning in, smiling, and nodding. You could also instruct some students to be "poor listeners." Tell them to demonstrate poor body language as they are listening. Ask the speakers how they feel talking to good versus poor listeners.

SPEAKING ASSESSMENT

To assess speaking, use the Oral Intralinguistic Mediation Rubric on page 147.

CULTURE NOTE

Communities—Discuss communities that students know about that have completely different values from their own. These could be indigenous or religious communities. Discuss the importance of respecting others' cultures and trying to understand them rather than judging them.

Life hacks—Have students share websites that are good for demonstrating life hacks. Allow them to use their phones to share some sites and discuss different life hacks with their classmates.

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GO TO page xviii
for **SPEAKING PRACTICE** step-by-step instructions.

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 …

CLASSROOM MANAGEMENT

Prepare 1 question per student from the ASK ABOUT IT questions. Use questions from previous units, if needed. Each question should be on its own strip of paper. Give each student one of the question strips. Have them find a partner to ask and answer the question they have. Then tell them to swap questions and find a new partner. Continue for about 15 minutes.

SPEAKING ASSESSMENT

To assess speaking, use the Oral Intralinguistic Mediation Rubric on page 147.

CULTURE NOTE

Weather—Explain that weather is always a safe topic of conversation. If you have just met someone or want to make small talk with a stranger, talking about the weather is a great icebreaker.

Unspoken communication—Discuss why some people find understanding nuances of unspoken communication and gestures challenging. Some people are very literal and need things to be stated clearly. Humor and sarcasm are difficult for some to understand.

SPEAKING ASSESSMENT

Oral Intralinguistic Mediation Rubric

SCORING	Does not meet expectations 1 point	Meets expectations 2 points	Exceeds expectations 3 points	TOTAL
Range	• Insufficient use of vocabulary and grammar of the level.	• Sufficient use of vocabulary and grammar of the level.	• Wide range of vocabulary and grammar of the level used.	
Accuracy	• Lack of grammatical and lexical control. Errors impair communication.	• Appropriate grammatical and lexical control. Errors do not impair communication.	• Good grammatical and lexical control. Very few errors occur.	
Coherence and cohesion	• Unclear and incoherent speech with insufficient use of linking mechanisms.	• Clear and coherent speech with appropriate though limited use of linking mechanisms.	• Clear speech and overall progression with good use of linking mechanisms.	
Pronunciation, fluency, and intonation	• A lot of errors in pronunciation, intonation, and fluency cause difficulties in understanding.	• Pronunciation, fluency, and intonation are appropriate for the level, with some errors.	• No or very few minor errors in pronunciation, fluency, and intonation.	
Mediation of the text microstrategies: • Selection • Summary • Paraphrase • Streamlining • Extension • Interpretation • Other	• Does not take into account the context and the needs of the interlocutor in selecting information. Relevant points are omitted, and the task is not fulfilled.	• Selection of the key information taking into account the context and the needs of the interlocutor. Some relevant points might be omitted, although the fulfillment of the task is not hindered.	• Selection of the key information taking into account the context and the needs of the interlocutor. No relevant points are omitted.	
	• Unable to communicate the information using the microstrategies required.	• Communicates with some difficulty, the information using the microstrategies required.	• Clearly communicates the information using all the microstrategies required.	
Cultural mediation	• Relevant cultural connotations in the source text are not communicated, impeding understanding.	• Any relevant cultural connotations in the source text are communicated although incompletely or with some omissions.	• All relevant cultural connotations in the source text are clearly communicated.	
Register	• The register, length, and content are not appropriate for the interlocutor and/or the situation.	• The register, length, and content are appropriate for the interlocutor and/or the situation.	• A very good fulfillment of the task in relation to register, length, and content.	
Task fulfillment	• Unable to mediate or with significant difficulties doing so.	• Mediation is carried out with little difficulty.	• Mediation is carried out with no difficulty.	
			Total Score	

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Grammar Review

A **1** to choose **2** choosing **3** to answer **4** doing **5** to visit **6** to bring **7** going **8** doing

B **1** are required to wear **2** makes me stay **3** can't take **4** doesn't have to complete **5** should ask **6** let me help **7** shouldn't have **8** Can I leave

C **1** can't finish the design unless I get help. **2** has worked at her job since February. **3** will look for more funding if the project is too expensive. **4** bought tickets early in case they sell out soon. **5** will take the elevator provided that it's working. **6** will go up to the observation desk as long as it's free.

D **1** explained (that) Jennifer had been home sick all day. **2** mentioned (that) Frank criticized Jasmin's fashion choices. **3** told me (that) Ursula had been a model in her teens. **4** predicted (that) Lily would go to fashion school. **5** said (that) Patrice might take a semester off to travel. **6** stated (that) Emilio should consider a career in design.

E **1** h **2** c **3** b **4** f **5** g **6** a **7** e **8** d

F **1** would rather travel **2** will be used **3** was going to call **4** was giving **5** will be sitting **6** had been waiting **7** had learned **8** would prefer

G **1** There are only a few customers in the store. **2** I bought a beautiful wooden bowl in Ecuador. **3** I stopped eating meat 15 years ago. **4** That he has three jobs is remarkable. **5** Can you put a little sugar in my coffee, please? **6** It was hard at first, but I'm used to eating with chopsticks now.

H **1** may have been **2** might have eaten **3** couldn't have done **4** must have drunk **5** must not have boiled **6** could have bought

Grammar Reference

Unit 1

Review of perfect forms

A **1** had been working **2** had been telling **3** have been selling **4** hadn't been **5** has made **6** has known **7** has said **8** hasn't forgotten

Articles

A **1** the **2** the **3** X **4** the **5** X **6** the **7** X **8** X **9** the **10** X **11** the **12** X **13** the **14** the **15** the

B **1** The **2** a **3** a **4** an **5** a **6** X **7** a **8** a **9** the **10** a **11** a **12** a **13** an **14** the **15** a **16** an

Unit 2

Verb + gerund

A **1** had, finding **2** spent, studying **3** lying, watching **4** see, selling **5** noticed, recording **6** having, funding **7** sitting, playing **8** waste, reading

B **1** playing **2** encouraging **3** dealing **4** being **5** observing **6** working

Relative pronouns with *-ever; no matter*

A **1** d **2** g **3** c **4** e **5** b **6** f **7** a

B **1** however **2** Whatever **3** whichever **4** whenever **5** no matter **6** whenever **7** wherever **8** Whoever

Unit 3

Mixed conditionals

A **1** wouldn't be **2** wouldn't have made **3** would be **4** were **5** had gone **6** hadn't eaten

B **1** were, would have studied **2** would have gotten, were **3** had listened, wouldn't have **4** would have given, didn't have **5** would feel, hadn't worked **6** wouldn't be, had taken **7** would have applied, weren't / wasn't **8** didn't trust, wouldn't have asked

Clauses of contrast and purpose

A **1** so as to **2** though **3** for **4** despite **5** so that **6** in spite

B **1** for **2** in order to **3** Despite **4** to meet **5** so as to **6** so that **7** although **8** In spite of

Unit 4

Inverted conditionals

A **1** Were more taxes to go toward infrastructure, … **2** Should I get a chance to visit Washington, DC, … **3** Had the pedestrians known about the construction, … **4** Should you build a luxury hotel in the city, … **5** Were it not for the petition, … **6** Had you called the city planning office, …

B **1** Should ... need **2** would choose **3** Had … been **4** wouldn't know **5** will be **6** wouldn't have gotten **7** would be **8** Should … not reach

Review of adverbs

A **1** constantly **2** because **3** already **4** Thus **5** sometimes **6** hastily **7** eventually **8** firmly

B **1** carefully **2** globally **3** Consequently **4** already **5** currently **6** there **7** eventually **8** economically

Unit 5

Future perfect

A **1** 'll have colonized / will have colonized **2** 'll have made / will have made **3** 'll have established / will have established **4** 'll have dealt / will have dealt **5** 'll have reversed / will have reversed / **6** 'll have moved / will have moved / **7** 'll have shipped / will have shipped **8** 'll have gotten / will have gotten **9** 'll have finished / will have finished **10** 'll have sold / will have sold **11** 'll have started /will have started

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B **1** will have improved / won't have improved **2** will have disappeared / won't have disappeared **3** will have risen / won't have risen **4** will have cured / won't have cured **5** will have made / won't have made **6** will have increased / won't have increased **7** will have taken / won't have taken **8** will have learned / won't have learned

Future perfect progressive

A **1** 'll have been living / will have been living **2** 'll have been playing / will have been playing **3** 'll have been cleaning / will have been cleaning **4** 'll have been practicing / will have been practicing **5** will not have been living / won't have been living **6** will ... have been working **7** 'll have been studying / will have been studying **8** 'll have been waiting / will have been waiting

B **1** 'll have been preparing / will have been preparing
2 'll have been studying / will have been studying
3 'll have been working / will have been working
4 'll have been staying / will have been staying
5 'll have been backpacking / will have been backpacking
6 'll have been waiting / will have been waiting

B "Do" and "try" are not needed.

Unit 6

Passive reporting structures

A **1** is estimated **2** is assumed **3** are believed **4** is thought **5** is considered **6** is understood

B **1** It's believed that listening well is just as important as speaking well. **2** It's shown that telling a good story is an effective communication strategy. **3** It's assumed that self-confidence is an important component of effective communication. **4** The mirroring game is said to develop understanding between people. **5** People are estimated to form an impression of you within seven seconds. **6** Communication skills are known to be one of the key factors for success.

Reduced adverb time clauses

A **1**, **3**, **5**

B **1** Since starting work, I rarely play online games. **2** On seeing how much I played, I quit gaming. **3** After winning the tournament, he made a commercial. **4** Before getting into gaming, she was very shy. **5** After playing for just a year, she became a gaming pro. **6** Since having the baby, we haven't been online much. **7** On winning the title, he retired from gaming. **8** Before trying the game, I need to understand it more.

Unit 7

Negative inversions

A **1** Seldom does he pay attention in meetings. **2** Only later did we understand her intention. **3** No sooner had I had breakfast than I had to catch the bus. **4** Rarely has she been so happy with her job. **5** Under no circumstances would I ever drive in this city. **6** Not only does she speak Spanish, but she also speaks Japanese. **7** Little did he know that many people supported his promotion or Little did he know how many people supported his promotion.

B **1** do I take vacations these days. **2** has she had a roommate. **3** do we explore other neighborhoods. **4** did I know how good the museums are. **5** did we find out about the meeting. **6** is Franco's mother unsupportive, but she's also critical. **7** would I ever move to a big city. **8** had I gotten home than the phone rang.

The subjunctive

A **1** start **2** speak **3** support **4** have **5** raise **6** break into

B **1** demand that you tell us the truth. **2** important that you not talk to reporters. **3** prefer that she use the microphone. **4** imperative that she tell the truth. **5** was essential that he come to the meeting. **6** made a suggestion that we start at 1:00.

Unit 8

Paired conjunctions

A **1** either ... or **2** not only ... but also **3** both ... and **4** neither ... nor **5** both ... and **6** not only ... but also **7** neither ... nor **8** either ... or

B **1** Both Einstein and Mozart were great thinkers. **2** You can either study the sciences or the arts. / You can either study the sciences or you can study the arts. **3** Both convergent and divergent thinking are important. / Both convergent thinking and divergent thinking are important. **4** Samuel likes neither classical nor rock music. / Samuel likes neither classical music nor rock music. **5** Kendra wants to be either a graphic designer or an animation artist. **6** You could express creativity not only through music but also through dance.

Reduced adverb cause-effect clauses

A **1** Being bored, I searched the web for life hacks. **2** Having just organized my closet, I want to share a few tips. **3** Hoping to avoid crying, I wore ski goggles while chopping onions. **4** Wanting to find my luggage more easily, I tied a colorful cloth on the handle. **5** Not having removed a stain with baking soda, I was reluctant to try it. **6** Not being used to fixing things, I tend to ask others for help. **7** Being terrible at remembering where I park, I often take a photo of the area. **8** Having always been interested in new ideas, I am reading more about life hacks.

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Unit 9

Reduced relative clauses

A **1** that **2** who are **3** that are **4** that were **5** who was **6** who is **7** who are **8** who

B **1** The woman competing against Lucy in the tennis match is really good. **2** She is the friend helping me study for my chemistry test. **3** The necklace I gave you yesterday belonged to my grandmother. Please, don't lose it! **4** These are the scientists working on a new eco-friendly apartment building for our neighborhood. **5** The students in charge of the school's end-of-year show have done an excellent job. **6** There were two girls applying for the same scholarship, but we could only accept one.

Cleft sentences

A **1** I want is to try hang gliding. **2** 's my fear of heights that stops me from going up in a hot air balloon. **3** who loves to take risks is my grandfather. **4** 's the high costs that keep me from trying scuba diving. **5** skydivers get a huge thrill from is the initial free fall. / skydivers get from the initial free fall is a huge thrill. **6** sport that I'm least interested in trying is bungee jumping. **7** is adventure that thrill seekers pursue. **8** they were worried about was the high winds during their zipline.

B **1** is **2** It's **3** The thing **4** is **5** are **6** What **7** is **8** what

Unit 10

Participle clauses

A **1** Having been chosen **2** Known **3** Having been given **4** Living **5** Having studied **6** Seen **7** Not having been **8** Not knowing

B **1** Meaning the fear of crowds, Enochlophobia happens in public spaces. **2** Mumbling to herself, she looked up in tears. **3** Having had a good childhood, he told his parents how appreciative he was. **4** Called a hero, she helped him solve the company's problems. **5** Having been given the microphone, he introduced himself. **6** Not having learned the correct procedures, I made some errors.

Passive voice with infinitives and gerunds

A **1** being bothered **2** be annoyed **3** be turned off **4** be avoided **5** be forwarded **6** are being seen **7** be turned off

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Irregular Verbs

Infinitive	Simple past	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sit	sat	sat
speak	spoke	spoken
stand	stood	stood
stick	stuck	stuck
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Pronunciation Symbols

Vowels

ɪ	d**i**d
ɛ	b**e**d
æ	b**a**d
ʌ	c**u**p
ʊ	b**oo**k
ə	b**a**nan**a**
i	f**ee**d
ɑ	f**a**ther, b**o**x
ɔ	t**a**ll
u	st**u**dent, f**oo**d
ɝ	sh**i**rt, b**i**rthday
eɪ	d**a**te, t**a**ble
aɪ	cr**y**, **ey**e
ɔɪ	b**oy**
oʊ	c**o**mb, p**o**st
aʊ	ab**ou**t, h**ow**

Consonants

p	**p**ark, ha**pp**y
b	**b**ack, ho**bb**y
t	**t**ea
d	**d**ie
k	**c**ame, **k**itchen, **q**uarter
g	**g**ame, **g**o
f	**f**ace, **ph**otographer
V	**v**egetable
θ	**th**ing, ma**th**
ð	**th**en, **th**at
s	**c**ity, **s**ummer
z	plea**s**e, goe**s**
ʃ	**sh**e, **sh**op
ʒ	lei**s**ure
h	**h**ot, **wh**o
tʃ	**ch**icken, wa**tch**
dʒ	**j**acket, oran**g**e
m	**m**en
n	su**n**, **kn**ow
ŋ	su**ng**, si**ng**er
w	**w**eek, **wh**ite
r	**r**ain, **wr**ite**r**
l	**l**ight, **l**ong
j	**y**es, **u**se, m**u**sic

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Unit 1

Track 02

business enterprise
free trade
trade barrier
tradespeople
trade policy

Track 03

Speaker 1: It was always my intention to start up my own business, although I don't think I realized how much of a challenge it would turn out to be. I was living in the US and working in the hospitality industry, but, in 2009, I lost my job. After that, I decided to move back to Mexico City and try and set up my own business. I had a friend I'd known since we were young, and he and I agreed to go into business together. At the time, there were plenty of hostels for backpackers and travelers, as you'd expect I guess, but they were very basic. We imagined something else—a hostel that was really stylish and sophisticated. We thought it would appeal to experienced travelers. We imagined a kind of "traveler hub" with good-quality rooms that also provided other services that experienced travelers want; you know … somewhere to eat, a social area to connect with other people, a rooftop pool, private rather than shared bathrooms, a laundry area … that kind of thing. I convinced my family to give me money and after doing a lot of paperwork, I even managed to get a loan from the bank. Finally, I was able to buy an old building and start turning my ideas into reality. Things went well initially. Then the person I thought was my friend backed out and went to Europe with his girlfriend. That's why I was left to do everything on my own. Somehow, I managed to get the hostel opened in 2012. In the first couple of years, we did really well, and things started to look up. But then people in the neighborhood started renting out their homes through companies like Airbnb and HomeAway, and because of that, our bookings fell dramatically. I don't blame them—what a great way to make money, after all! Interestingly, the neighborhood of Roma Sur where the hostel was located saw a 285% increase in bookings through Airbnb between 2014 and 15. Owing to so much competition, we just couldn't make enough money. The Hostel Roma closed down in 2017.

Speaker 2: I think it's true to say that my small business took off due to help—well, due to indirect help—from a multinational bank. I have a mobile food truck and sell Thai street food. For many years, I'd been selling at local markets or music festivals or sometimes on South Beach. You need to have a license to park your truck and sell, and there are limits to how long you can stay in one place. It was putting me off running the business, to be honest, because I didn't have a regular spot, so some days I'd hardly sell anything. Then I got a call from the National Food Truck Association, which is an organization I belong to.

Speaker 3: They told me that a big bank had transferred its head office to the outskirts of the city because of rising rental costs and that they wanted to offer their staff a variety of gourmet food from trucks set up in a communal, outdoor space—in addition to a staff cafeteria. And they wanted to know if I'd like to be part of the project. Well, of course I said yes! So, basically, every Monday and Thursday, I'm there with my chicken satay and my pad thai and stir-fried rice. Business is booming! It's a really cool space, and workers at the bank say they love having such interesting and varied options for lunch. There's a bagel truck and a guy who has different kinds of burgers and a salad truck. Other businesses in the area are interested in getting involved, too, so I might be able to move around during the week to different venues. Because I've cornered the market in Thai food, I'm guaranteed to sell out by the end of the day, and therefore my profits are up by around 50%. It was the most amazing opportunity and one I'm so glad to have been offered.

Track 04

Bitcoin and Blockhain 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

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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.

Unit 2

Track 02

record … record
increase … increase
decrease … decrease
produce … produce
discount … discount
research … research

Track 03

Alicia: OK, so we have to prepare a presentation on inequality in sports for the next class. Let's talk about what the issues are.

Matt: I was listening to a podcast about sports funding last night, and they were saying that one of the biggest problems in sports is with inequality in funding, you know, the way in which some sports and athletes get more money than others.

Alicia: You mean how much money male players get in comparison to female players? They get so much money in sponsorships from sports companies.

Matt: Well, the differences in funding between men's and women's sports is definitely one of the biggest issues. In this country, about 40% of athletes are women, but only about 6 to 8% of sports media shows women's sports.

Lydia: But is that because there just isn't demand for women's sports? Would most people rather watch men's sports?

Matt: It's kind of a vicious circle. If media organizations are afraid that people won't be interested in women's sports, they don't cover them, but if they don't report on women's sports, people won't get interested in them. Whatever sports the media covers the most are the ones people are going to be most interested in.

Alicia: And what about inequality in funding for different types of sports?

Matt: Well, in the US, there is no government funding for programs that train athletes for big sports competitions like the Olympics or the World Cup. Most of the funding comes from corporate sponsors and individual donors, so they can spend their money however they want. Most of them give money to the most popular sports.

Lydia: And because the US government doesn't allocate money for sports programs, there's also socioeconomic inequality.

Alicia: What do you mean?

Lydia: A lot of sports, like golf, tennis, and rowing, are expensive. You have to buy expensive equipment and pay to be a member of a club. That means that only people with a lot of money can do those sports.

Alicia: So people who have money can do the sport, but others don't have as much opportunity.

Lydia: Right. People think that in sports, everyone has an equal opportunity, but socioeconomic level has a lot to do with who can be successful in a lot of sports. Whoever says that anyone can have a sports career doesn't understand how the system in this country works.

Alicia: It's not just this country. I think wherever you go, you'll find inequality in sports opportunities. In my country, there usually aren't sports programs in schools, so people have even less opportunity to learn a sport.

Matt: But doesn't your government fund and promote athletic programs? Almost all countries have government funding for sports except the US.

Alicia: Yes, the government pays for the funding of Olympic and World Cup athletes, but it really only makes investments in sports that we tend to be good at, like soccer and track. Also, there's no government funding for sports programs for kids, so lower-income kids can play soccer, or maybe baseball, but it's only kids with money who can get into other types of sports.

Lydia: So I guess no matter what country you're from, inequality in sports is a problem.

Matt: OK, so there seem to be three main issues in sports funding and promotion—gender inequality, inequality in funding for different sports, and socioeconomic inequality. Do we want to talk about all of them or focus on one?

Lydia: I think we should focus on one. Our presentation is only ten minutes, so I don't think we'll have time to talk about all of the issues.

Alicia: I agree. Whichever issue we choose, we need to present all sides of it so the class can discuss it.

Matt: OK, so let's figure out what we want to focus on …

Track 04

Carly: Have you ever thought about why some sports are considered to be Olympic sports and others aren't?

Andrew: What do you mean?

Carly: Well, squash is a really popular sport, but it's not an Olympic sport. Neither is bowling, and we've all been bowling at some time in our lives, haven't we?

Andrew: True. That is a bit strange.

Carly: So I was looking at how the Olympic Committee decides whether or not a sport will be included in the Olympics, and it's kind of interesting. I always thought the decision was based just on how difficult the sport is and how widely it's played, but that's not true. They also look at things like popularity with the public and gender equality.

Andrew: So, do they consider how many countries participate in the sport?

Carly: Yes, they do, although sometimes I think they don't give enough importance to that. I mean, look at basketball! That's an Olympic sport that all countries can compete in? Basketball is a sport that other countries have a chance to win?

Andrew: I know the US dominates in basketball, but think about it. Maybe having basketball in the Olympics helps promote the sport in other countries. Also,

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there are other sports in the Olympics that are dominated by other countries. For example, in table tennis, the best players are almost always Chinese. So I think there's a balance. Some countries have an advantage in some sports and some in other sports.

Carly: Hmm. I guess so. Do you think there are any Olympic sports that are outdated or shouldn't be considered as sports?

Andrew: Actually, yeah. I think they need to get rid of rhythmic gymnastics and synchronized swimming. Those are more like artistic shows than sports. If they discontinued those, they could add some new events.

Carly: Like what?

Andrew: I don't know. Maybe some fun stuff like zorbing. You know, the competitors are inside a giant inflatable ball, and they make it move by running inside it.

Carly: Zorbing? People running inside plastic balls? Seriously?

Andrew: Sure, why not?

Carly: Huh. Well, how about dancing? There's dancing in every country, it's physically demanding, and it's really popular with the public. People love watching dance shows on TV. I think, broadly speaking, dancing is a sport.

Andrew: You gotta be kidding. We get rid of rhythmic gymnastics and synchronized swimming and add dancing? No way.

Carly: I thought you were in favor of break dancing as an Olympic sport.

Andrew: I am, but break dancing is completely different from other kinds of dancing. Break dancing is like a kind of gymnastics.

Carly: That's so not true, Andrew. Break dancing is nothing like gymnastics. And I don't think it's internationally popular, is it?

Andrew: Sure it is. It started in the US, but people all over the world do it. And it would be an event that young people would love watching.

Carly: Maybe, but I still think there could be several different types of dances in the category of dance.

Andrew: What about things that are more mentally challenging than physically difficult, like chess, for example?

Carly: I don't think activities like chess would be generally accepted by the public as Olympic events.

Andrew: Hmm … I'm not so sure about that ...

Unit 3

Track 02

Host: Good morning and welcome to this week's edition of Medical Monthly. With me in the studio today is Bethany Fernandez, our health and medical expert. Were there any particular medical advancements or developments that stood out for you this year, Beth?

Beth: Well, I guess in the area of technology, Sue. For example, one aspect of this is biotechnology—where living organisms are used to produce a medical product. So antibiotics, which are drugs you take when you have an illness such as pneumonia, are an example of biotechnology. There've been some interesting developments there. Also, some major advances in pharmaceuticals (or medicines), and also in the development of medical devices and equipment. This ranges from small innovations like bandages for wounds, to larger, more complex technologies like MRI scanning machines, artificial organs, and robotic limbs that replace ones lost through accident or injury. Technology is having an incredible impact on medicine.

Host: But will these technological advances help us live longer? That's the ultimate goal of medical innovation, isn't it? To increase life expectancy above the global average of around 72 years.

Beth: Well, yes and no. Some medical innovations can help us live longer, but much of the innovation is around reshaping public health care as a whole. For example, you might have heard of the internet of things.

Host: Yes, I think so. Is that where smart devices are connected to one another?

Beth: Yes, that's right. Well, there's a move toward creating a similar system for health care. This is where wearable devices, sensors, or apps can allow doctors to monitor a patient's health without them having to go to a clinic or hospital. One such device measures about 2 mm. by 2 mm. and, even though it's tiny, it promises to help physicians check a patient's eating habits and predict conditions such as heart disease or high or low blood pressure.

Host: How? How can it do that?

Beth: Well, it's fitted neatly on your tooth, and sensors on it sense how much salt, sugar, and even alcohol are being consumed. This data is transmitted wirelessly for analysis by the person's doctor. The developers claim that the responsive sensors on the device can be adapted so that it can be worn on the skin, allowing it to have hundreds of other uses.

Host: That really does sound like the stuff of science fiction fantasy!

Beth: Yes, doesn't it? And this is really where medicine starts to get exciting. Now that we can sequence, and even clone, a person's DNA, there are so many more medical possibilities. For example, some medicines can now be adapted to the individual patient so as to treat whatever condition they have. This can be especially useful in cases where patients develop infections easily. It would allow doctors to vaccinate their patients precisely when required. In the case of some types of disease such as cancer or leukemia, scientists are able to manufacture specific white blood cells that are designed to hunt out, attack, and destroy the cancer cells. The hope is, of course, that we can eliminate such diseases completely.

Host: That would be incredible.

Beth: There are still huge numbers of ways that practitioners, the people working in all areas of medicine, hope to continue to improve the health—and the health care—of people across the world. Another advance is the ability to reproduce human skin cells. Scientists can take these cells and create areas of skin tissue using a 3D printer.

Host: Really? That's amazing.

Beth: Yes. Despite it being in the early stages of development, Israeli scientists at Tel Aviv University have already created a small heart from human tissue. The hope is that in the future, medical teams will

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be able to reproduce fully functioning organs for operating on transplant patients. This will mean that people no longer have to wait for donated organs such as hearts and lungs from someone else.

Host: I've seen something about this in Japan, I think, where they use robots to assist patients with dementia. And what about the use of robotics? You mentioned that at the beginning of the show—I'm really interested in this area.

Beth: That's right. One Japanese nursing home is trialing a robot called Pepper who leads exercise classes and a furry seal who interacts with patients when they touch him. The global market for these things is small, but it's expected to grow to about $4 billion by 2035 when a third of Japan's population will be 65 and over.

Host: And just a quick note on that for our listeners. You can actually hear more about the impact of robots when we'll be looking at how robots are being used to perform surgery in the next series of the show.

Track 03

1 Were there any particular medical advancements or developments that stood out for you this year, Beth?
2 For example, one aspect of this is biotechnology—where living organisms are used to produce a medical product.
3 Also, some major advances in pharmaceuticals (or medicines), and also in the development of medical devices and equipment.
4 To increase life expectancy above the global average of around 72 years.
5 Now that we can sequence, and even clone, a person's DNA, there are so many more medical possibilities.
6 There are still huge numbers of ways that practitioners, the people working in all areas of medicine, hope to continue to improve the health—and the health care—of people across the world.

Track 04

1 pneumonia
2 limb
3 science
4 honor
5 designed

Track 05

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 H_2o 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 H_2o 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!! 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!

Track 06

Speaker 1: Where I come from—I'm from Colombia—we use a combination of conventional medicines and traditional medicines. Obviously, conventional medicines are most often prescribed by doctors, but many people use herbs and plants in treating common health issues. For example, we use dandelion leaves to make a tea to help stomach pain and an herb called calendula to help with skin problems. I see both types of medicine as equally important. Traditional medicines go back a long way, so I see no reason to not use them.

Speaker 2: Traditional Chinese medicine goes back 2,500 years and includes different forms of treatment from massage to acupuncture to Tai Chi. The concepts of disease and illness in China generally differ from those in the West in that they are seen as an imbalance of the elements of the body we call yin and yang. A Chinese doctor will usually look at the tongue and feel the pulse to diagnose what is wrong with a patient. Although it takes a very different approach to that used in Western medicine, I think that the number of people who practice it around the world makes it medically very significant.

Speaker 3: I'm a doctor who practices alternative and complementary medicine. This means that I look for alternative solutions such as yoga, meditation, and homeopathy, or natural medicine and methods to treat medical conditions. Sometimes, I only use alternative medicine, but I also use them with more mainstream or conventional medical approaches, too. I see them as going hand in hand. Many scientists and researchers only seem to analyze medical effectiveness from the point of view of treating, or curing, an illness. I like to look at it as healing the "whole person."

Speaker 4: I guess you could say I'm very much a believer in the conventional approach to medicine. I use manufactured drugs and scientific inquiry to find ways of improving or maintaining my patients' health. We save millions of lives a year with medications that have taken decades of research to develop, and that is proof enough to me of how effective modern medicine can be.

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Unit 4

Track 01

Good morning, and thank you all for coming. Today, we're going to be thinking about planned communities. Some cities and communities have existed for a long time and have grown organically over the years. Others are planned, perhaps because of population growth or because of the need to develop the economy in a particular area. And early in the process, the planners need to decide how they're going to lay out the community. Two popular options are the grid pattern and the curvilinear pattern. In making their decision, the planners need to take into account the pros and cons of both patterns.

Should they decide to go for a grid pattern, it will produce the following benefits. A grid pattern is easy to navigate for both local residents and visitors. When this is combined with a street or avenue numbering system, as it is in Manhattan, it's very easy to know where you are at any point. A result of this is that the area is very walkable. Pedestrians are more likely to walk between two points when it's very clear what route to take. That is much better for the environment. A grid system also creates neighborhoods because there is often a mixture of property types. So it's not unusual to find stores, apartments, and restaurants in the same area. Finally, a grid system produces a better public transit system because each location is well connected to everywhere else. Take Washington, DC, for example. It's based on a grid and has a very good public transit system. Had they used a different street layout, it would have been more difficult to design such a good system.

On the other hand, a grid system means there are few open public spaces. Open public spaces help to create a sense of community, but it's hard and expensive to include them in a grid system, which isn't usually very flexible. Second, a grid system can be monotonous or boring. The architecture is very predictable and lacks variety. A final disadvantage of a grid system is that it ignores the shape of the land. Were you to use a grid system in an area with a lot of hills, you would end up with some very steep streets.

A curvilinear design, on the other hand, can be adapted to the local landscape, so it feels more natural. Highways can go around features such as hills, and the designer can easily include parks or small lakes. A result of this is that a curvilinear design tends to be more interesting than a grid design. The straight, often predictable lines of a grid are replaced by unexpected changes in direction and level. Another major advantage of the curvilinear design is that construction costs are often lower. There is less road and sidewalk area, which makes the whole development cheaper to build.

There are a number of negatives, however, with a curvilinear design. First, places are less connected to each other. The route from one place to another can be difficult, or at least not obvious. People are much less likely to walk or cycle in areas with a curvilinear layout. At the same time, this kind of layout makes public transit difficult, so people living in these areas usually rely on automobiles. This often leads to traffic problems.

When they are planning a new community, urban planners need to weigh these pros and cons against each other in order to decide what is important for a particular community. The decisions they make affect the infrastructure of a city and the need to build features such as a subway, underpasses, or tunnels. We'll now go on to consider how this was done in a particular case study.

Track 02

construct
consume
food
luxury
should
subway
super
tunnel
underpass
wood
would

Track 04

Host: Welcome to the show. Today, I'm joined by Jade Simpson, from the local city planning department, and Thomas Redman, a local resident. We're going to be talking about the development of the downtown area. Now, Jade, I know the local council is planning a modern office development downtown. Is that right?

Jade: Yes, that's right. We're planning to demolish the existing buildings, clear the entire area, and create a modern city center for the 21st century. We will create an area of skyscrapers that will attract businesses to the city. It will also mean building more infrastructure in the shape of highways, etc. If we are going to outperform other cities in the local area, we need to change and adapt. Had we thought about this sooner, we wouldn't have faced the economic difficulties we have recently.

Host: However, local residents have objected to the plans. Thomas, you're a member of the residents' group that is fighting these plans.

Thomas: Yes. We believe that it's important to bring businesses to the city, but we feel this is the wrong way to go about it. The historic center of the city is one of the things that attracts investors. They welcome the opportunity to associate their company with tradition and with history. We shouldn't undo the work that people in our city did in the past. Instead of replacing the historic buildings with, frankly, ugly glass and steel skyscrapers, we should be creating new office buildings that fit in with the existing buildings.

Host: What about the infrastructure necessary for businesses to function in that area? Do you support investment in highways and other development?

Thomas: We accept that a certain amount of new infrastructure is necessary. The highway through our city center was built over 50 years ago, and it would not be able to handle an increase in traffic. However, we think construction can be done in a way that doesn't spoil the city skyline.

Jade: Of course, I'm aware of these arguments, but funding is the key issue here. The kind of development that you are suggesting would be expensive and take considerable time, since we would have to work around the existing buildings.

Host: How do you respond to that point, Thomas? Is cost an important consideration?

Thomas: We need to take cost into consideration, but we don't think it should be the most important

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factor. The quality of life for local residents would be seriously affected by this development. The majority of residents say that the appearance of the downtown area is very important to them. Most of them dislike the appearance of modern skyscrapers. They don't want to lose the traditional buildings.

Jade: That hasn't been what we've found in our research. We found that residents actually would welcome increased investment from businesses, with the employment opportunities that brings. The appearance of the area doesn't seem to be very high on people's list of priorities.

Thomas: There's no doubt that job opportunities are vital for this area, but there's no reason to make the city a less attractive place to live in. I think it's a question of the kind of investment we wish to attract. The kind of development you're describing tends to attract large corporations, which could harm local business. What this city needs are more opportunities for leisure activities, such as restaurants.

Jade: I'm afraid that creating opportunities for a few more restaurants to open in the city center will not provide the kind of large-scale investment that this city needs.

Host: Jade, Thomas, thanks very much for joining us today. I'm sure this is an argument that will continue …

Unit 5

Track 02

Steve: Welcome to The Hidden Planet, the weekly podcast on which we explore the unknown territories of the Earth and discover its hidden secrets. I'm Steve Nova, and with me as always is Tom Ridek.

Tom: Congratulations, Steve! Ten years, huh?

Steve: I know. That's difficult to believe, right? For any new listeners, next week is our anniversary. Next Thursday, Tom and I will have been making this podcast for 10 years! Incredible! So, Tom, what are we discussing today?

Tom: Today, we're looking at some of the key resources needed in the world and where exactly we're going to find those resources. Arguably, the resources that we'll need most in the future are minerals and precious metals for the world's technology.

Steve: But why is that a problem?

Tom: The problem is that the Earth is running out of minerals and precious metals, and some, like gold and silver, are in very short supply. Apparently, we'll have run out of our supply of gold by as early as 2050, according to some experts. The production of the environmentally friendly technology we need for a cleaner future, such as solar panels, depends on gold and silver. But there is good news—the solution is lying at the bottom of the ocean.

Steve: Good, because we like to look at solutions on this show. So, tell me more.

Tom: As we all know, so much of the ocean has not been explored. In fact, almost 80% of the ocean is a complete mystery to us. And the idea of mining minerals from the deep ocean floor is a very new one. However, what we do know is that there are large deposits of metals and minerals known as sulfides, which contain what we need for our solar panels. In sulfides, we find the source of copper, zinc, lead, and most importantly, gold and silver …

Steve: … which we can use to make solar panels! Amazing! But that isn't all we find in the ocean, is it?

Tom: Absolutely not. We can get medicine, too!

Steve: For thousands of years, humans have looked for medicine all over the Earth, and we still have diseases. That means we need new sources of medicine. Luckily, in the ocean, there are animals and plants that can give us the chemicals we need to produce medicine. An excellent example of this is halichondrin B, which is found in marine sponges. Scientists discovered that halichondrin B could be used to create drugs to help fight cancer! It's incredible! By the end of this year, these drugs will have been helping cancer patients for over 10 years. Another 10-year anniversary!

Tom: Of course, minerals and medicine are not the only resources we need. Honestly, we humans need a lot of resources for our survival. Probably, the most obvious one is sustainable food.

Steve: Yes, producing enough food for the world is a serious issue.

Tom: Possibly the biggest problem with producing food sustainably is that we need to use another important resource: water. All forms of producing food rely on fresh water. Unfortunately, some of the countries that need food the most are the same countries that do not have enough fresh water. So, what if I told you, Steve, that there was a farm producing thousands of tons of fruits and vegetables that don't need to use any fresh water?

Steve: I'd say that was impossible!

Tom: But you also know discovering the impossible is what we do on The Hidden Planet! So, let me tell you about Sundrop Farms, a high-tech farm which produces fruits and vegetables in a desert in South Australia. Almost all of the electricity it uses is generated through solar power. Because it's in the desert, there isn't any soil, so the farm uses coconut shells to grow its fruits and vegetables. Also, the farm doesn't use any pesticides—the chemicals that are used to kill insects. Every year since 2016, the farm has produced something like 15,000 tons of tomatoes a year, which is around 15% of the Australian tomato market. And all of this without using a drop of fresh water!

Steve: Amazing. So how does it work?

Tom: Again, we turn to the ocean for the solution. The farm uses solar power to heat up seawater and remove the salt. Then, that pure water, combined with the nutrients from the coconut shells, is used to feed the plants. Sundrop Farms also built pilot farms in Portugal and Tennessee, and in the future, it wants to build more farms in Europe and North America. And if it works in Australia, Europe, and North America, it can work anywhere! What if we create farms like this in all the countries that need food but don't have fresh water? We will have found the ultimate way to produce the food the world needs!

Steve: What a great way to end the show! Please join Tom and me next week when …

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Track 03

1 That's difficult to believe, right?
2 But why is that a problem?
3 But that isn't all we find in the ocean, is it?
4 That means we need new sources of medicine.
5 I'd say that was impossible!

Track 04

frankly	optimistically
apparently	realistically
honestly	admittedly
arguably	negatively

Track 05

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 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 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.

Track 06

Speaker 1: I think the major problem in my country related to population change is scarcity of resources, especially water, partly caused by population growth. Worldwide average annual population growth is 1.1%, but, in my country, it's 3.3%. With a current population of 43 million, the projection is that 30 years from now, the population will have more than doubled to 110 million. 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. Without water, people will no longer be able to survive in rural areas, and there will be a mass migration to the cities. By the middle of the century, people will have been moving from the country into the cities for 50 or 60 years, and the urban infrastructure will not be sufficient to support such large populations. 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: 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. In 30 years, the population will increase from 43 million to 110 million. 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. If there isn't enough water in rural areas, more and more people will move to the cities. By the middle of the century, 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.

Track 07

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.

Unit 6

Track 01

Situation 1

Teacher: OK, so the first game is supposed to be fun, but it will hopefully help you understand how gestures and attitudes can convey how someone is feeling and how open—or not!—they are to

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communicating. Can you all get into pairs, please, and I'll show you what I mean? Now, you'll see I've written some examples on the whiteboard … um … frowning, smiling, yawning, nodding, leaning back in your chair, looking at your watch, leaning forward, and so on. What I'd like you to do in your pairs is sit face-to-face and take turns modeling—in silence—one of the things from the list. Then your partner needs to interpret your gesture and decide whether you are "open" to communication or "closed" to it and write that in your notebook. Then, when you've done that, we'll talk about your ideas. OK, here we go …
Good, that was fantastic. Good job, all of you, for really getting into the spirit of the game. Some very scary expressions there from some of you! So, what I'd like you to understand from today's lesson is that positive, nonverbal communication with people—whether that's in a classroom environment, the workplace, or even a social setting—is important. It's understood to be essential to good communication. OK, I'll see you all at the same time next week …

Situation 2

Teacher: I've asked Ashanti and Rani to show you first how this game is meant to work. So, what's going to happen is that Ashanti is going to copy the movements that Rani makes, all the time trying to keep eye contact with her. Rani can use any movements or facial expressions that she wants to, but Ashanti must try and do the same thing in as similar a way as possible and at almost the same time. Before we start, what do you think the purpose of a game like this might be?

Dana: It is it believed to create a connection between people?

Teacher: That's right, Dana, yes. It's thought that this behavior is a human being's way of saying, "Look at me! I'm the same as you." Essentially, that's why we wear the same fashions as the people we interact with or share the same opinions or copy how they behave. These activities are supposed to be fun, but we also have to be careful that this copying isn't negative—so we don't "mimic" the other person. Does anyone know what the verb "mimic" means? No? Well, it means to copy a person's behavior, but it means that you make fun of them at the same time. So, I'd like you to be very careful that you are copying rather than "mimicking" your partner. I'll be here to offer feedback at the end and I'll …

Situation 3

Teacher: I'd like to ask you all now to get out your notebooks and pens, and I want you to write down a list of three or four things about yourself that you think are mysterious and that you don't think your classmates will know about you. It can be anything from the fact that you once played the guitar on stage with um… I don't know… with a famous rock band or that you have a dozen pet tarantula spiders at home. Just write it down, but don't show anyone what you've written. OK. Has everyone done that? Great. I'd like you to work in groups of three or four and share your lists. Then when you've read them out in groups and discussed them a little, you're going to read out the list of someone in your group for the rest of the class to figure out whose experiences you are describing. Does anyone have any questions before we begin? Yes, Ben?

Ben: Can I just ask what the point of the game is? I'm not sure I understand what we can learn from it.

Teacher: Well, that's a good question, Ben. The idea is that there may be people in your class who you know very little about. That can act as a barrier to communication between you. These games are said to increase self-awareness and help us think about our own experiences. We can share them with others, and it helps us value one another. Does that make sense?

Ben: Yes, it does now. Thanks.

Track 02

Radio Host: Computer games—love 'em or hate 'em, they're definitely here to stay. We went out and about on the streets and asked four members of the public to tell us how they felt about the rise and rise of computer games and what impact, if any, they think they have on their lives …

Speaker 1: Well, being a member of Gen Z, I'm really into gaming. No surprise there! I can't deny that I probably spend a lot of time on my computer, but I enjoy it and without wanting to boast about it, I'm really good at the games I play. After studying all day, I like to relax, and that's one way of doing it. I usually play MMO games—that stands for "massive multiplayer online" by the way—so I interact with other players in a virtual world. Games like Final Fantasy and World of Warcraft, which have been around for years, are the games I like most. I know that there's this idea of gamers missing out on social interactions with "real" people, but I have a wide circle of friends, and I know when it's time to stop and do something else.

Speaker 2: I'll happily admit I had a problem with gaming as a teenager. It started harmlessly enough. I got a handheld console one birthday when I was about 13. I played until I fell asleep and I then played as soon as I woke up. I don't think my parents realized how much time I spent on it. kept falling asleep in class! Eventually, I realized I had a problem. I had to confess to staying up most of the night playing games. Looking back now, I can't believe it happened. My parents were very good about it. They took the console away and helped me choose a hobby that I would want to spend my free time doing instead. I started horseback-riding lessons, and it was just what I needed—something new and wonderful to focus on. Since learning to ride, I don't think I've played a single computer game. I'd certainly urge other parents to monitor their kids' gaming. I'm really strict with my kids as a result of what happened to me. I think there's this idea that girls don't have a problem brought on by gaming, but that definitely wasn't true in my case.

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Speaker 3: We have this really great technology teacher in college. He's a happy-go-lucky kind of guy. He's introduced us to a bunch of computer games—not the usual platform stuff, but games with a purpose. It's kinda interesting to use games to teach us about stuff. There's an adventure game called Way of Life, which is meant to help you understand other people's feelings. So, to make a long story short, you see these … um … life events happening and experiences, but you see them from three different perspectives: an adult, an old man, and a kid. Before playing it, I never really thought I'd enjoy a game like that, but this game certainly made me think. I mean, I doubt that I'd play it all the time—it's not everyone's cup of tea, but it was something different. My dad's always warning me that I should spend less time gaming and more time studying. He's a bit of a dinosaur, though.

Speaker 4: I'm part of an online community of disabled gamers. We all have different capabilities, but the one thing we have in common is that we all enjoy gaming. Just to clarify—my disability means that I need to use eye movement and head movements instead of my hands. When you're disabled, it's often not easy to be involved in gaming—you might not be able to use controls in the same way or interact with the game easily. Game developers do a lot of research, and I act as a volunteer to try out the games and to see how they work. It's a lot of fun! My disability means I can't play guitar, but through video games I'm able to play a virtual guitar that I control with my eye movement. It's really clever. The goal is to try and make more people aware of the power of gaming to change people's lives. I've known people who imply that gaming is a negative thing. I want to share the positive elements of it instead.

Track 04

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

Unit 7

Track 01

Host: Our Book of the Week this week is Looking Back, the autobiography of the writer Ashley Turner. This week, Ashley moves to the big city.

Ashley: After finishing college, I knew that I would have to leave the small town I loved and move to the big city to find work. It wasn't something I was looking forward to. I had always felt so at home in Rockford Falls. Some people thought my hometown was remote and dull, and I had watched my friends gradually move away one by one. Now my turn had come. I knew moving to the big city was going to be an enormous change. Little did I know how big the change would be.

I arrived by train in early July. After the peace and quiet of Rockford Falls, everything in the city seemed to be trying to get my attention. It was something I found very hard to get used to. I slept badly and I was easily woken by everything from a cab horn to people shouting to each other across the street. No sooner would I get back to sleep than something else would wake me up. I don't think I slept for more than four hours straight for the first two months I was there.

Still, in the beginning, I was confident I could make it work. I was young and in good health, and I was sure I had the energy to deal with whatever the city threw at me. I got a job in an office downtown, and I would commute every day. The train was noisy and packed with people. This was something that very quickly started to affect my mood. Rarely did I make it to the office without some kind of delay or incident along the way. Everything was so hectic, and everyone seemed to be in a hurry to get somewhere. I often wondered what was so important or so urgent that there was no time to be polite to the people around you. But that's just how it was, and I would arrive at the office already stressed.

Once I was at the office, things would get better. The work was easy enough, and the people I worked with were supportive and tried their best to help me settle in. They made suggestions for places to visit to get to know the city, but at the end of the working day, the last thing I wanted to do was face the crowded streets again and go sightseeing. The streets seemed a dangerous place to be, and the local TV news would report more crime every day than happened in six months back in Rockford Falls. I would lock the door and work on my writing, trying my best to block out the city around me. I used my writing as an escape, and looking back now at my notebooks from the time, they are full of descriptions of the picturesque hills around Rockford Falls and the slow pace of life in that sleepy little town. I guess it was my way of escaping.

After a month of this, I realized that it was really beginning to affect me. I was depressed, and I knew that I would have to leave unless I invested more time and energy in adjusting to big city life. So, I took the advice of my coworkers and I started to explore parts of the city I didn't see on my daily commute. I would choose a stop on the subway that I didn't know, leave the station, and walk around for an hour or two. Gradually, I stopped seeing the city as one big place and I started to see the lively neighborhoods that together made up the city. It was here that I could see people standing on the street corner passing the time of day or find a peaceful small park to sit and watch what was going on. The traffic was still there, the noise was still there, but slowly, I began to hear it less and to see the people behind all the activity.

One day, I realized that I had written a story that was set entirely in the city, in one of the small neighborhoods I had discovered while exploring. Only then did I know that I had truly arrived.

Track 03

Host: On Career Profile this week, we talk to three people who work in local government to find out what inspired them to serve their community and what their roles involve. Here's Emily Watson.

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Emily: I've been working in the housing department of my local city council for around three years. My role involves helping people manage their housing situation. Often, that means working with people who, for one reason or another, are having difficulties, often financial difficulties. You might feel that your life is fine now, but any of us can face setbacks in our lives and it can be a very scary time. I help people budget, and I work with landlords to give people time to pay their bills and get their lives back on track. Of course, it's not always possible to prevent homelessness, and my work also involves finding housing for some people. That often means that I need to bring the housing department, the employment department, and the welfare department together to find a solution to someone's problems. I feel like I was born with lots of advantages, and it's important to me to serve my community. I guess that's something I get from my parents, both of whom work in local government. It's also based on my feelings about the city where I live. It's a great place to live and work, and I feel as though I wouldn't be doing my duty if I didn't do my best to keep it that way.

Host: Next is Joshua Black.

Joshua: I work in the environment department. It's not always the most glamorous work, but I believe it's absolutely essential that the city council protect the local environment for residents. I feel that my work contributes to the quality of life of everyone who lives within the city limits. The work can vary enormously. My department is responsible for everything from trash collection and recycling to monitoring air quality. In order to do that, I need to know about many areas of the city council's work. I need to be aware of traffic flow and highway repair. I need to be aware of local regulations controlling how businesses deal with waste. It's the environment department that really brings it all together. It's not always easy. There have been a number of cutbacks recently, so we need to prioritize what we spend our money on. I believe it's better to prevent a problem before it develops, so I focus some of my time on informing local people about the regulations and making sure they know what their recycling obligations are. As our city grows and becomes more congested, my work has an even bigger role to play in preserving the character of our community.

Host: Finally, here's Hannah Brent.

Hannah: I'm a social worker, and I specialize in health care. That means I work with people who are facing medical problems. People don't think the social side of getting sick is important. They often forget that getting sick is more than just a medical problem. A doctor can treat the medical symptoms, but getting sick can also affect a person's life. It can lead to unemployment or other problems. I help people adjust to big changes in their lives. I think we can judge a community based on how well it takes care of those people whose lives are in crisis. I'm proud that my work gets people back on their feet and helps them to lead full lives. I think you need to be a particular kind of person to do this job, one who can understand another person's situation. You also need to understand the structure of the organizations you have to work with. When you are trying to help someone with a number of different problems, you need to know who to contact and what they can do for you. When you're dealing with a local government department that has very limited resources, you may need all your skills of persuasion to get what the person needs for their well-being. It's a demanding role, but you can really make a positive difference in people's lives.

Track 04

There has been a large number of break-ins recently.

When I fly, I'm always nervous at takeoff.

The recent cutbacks have led to a reduction in some services.

Unit 8

Track 02

Chelsea: Hi, Jordan. What's with all the bags?

Jordan: Oh, hi, Chelsea. I just went to the store. I needed milk, orange juice, and vegetables. Oh! I forgot to get the orange juice! I always forget something.

Chelsea: You should do what I do. When I have to get things from the grocery store, I take a photo of the inside of the refrigerator. Then later, standing in the supermarket, I can check the photo and see what I need. It's a life hack.

Jordan: A life hack? What's that?

Chelsea: It's a simple, creative way of making your life better. Life hacks often involve finding a creative use for everyday objects or doing things in a slightly different way. Let me think of another example. Um … oh, I know. My keys all look the same, so I put a small circle of nail polish on them in different colors so I can tell them apart.

Jordan: That's interesting. I'm always looking for relatively easy ways to improve my life. Do you know any other life hacks?

Chelsea: There are lots of them. Some of them are totally stupid, but some are extremely useful. I know a few good ones for the kitchen. Have you ever had problems opening a jar?

Jordan: Oh, yeah, all the time.

Chelsea: Turn it upside down and put it in hot water. This hack works because the lid and the jar are made of two different materials. The glass jar expands very little. However, being metal, the lid expands more when it gets hot, which makes it easier to open. Here's another one. When you're boiling something in hot water, it's easy for it to boil over and go all over the stove. Just put a wooden spoon across the top of the saucepan and it won't happen.

Jordan: Huh. Great ideas. Do you have any others?

Chelsea: Let me see. Do you ever have problems finding the end of a roll of sticky tape? Put a paper clip on the end when you use it. That way, you know exactly where the end is next time. Oh, and here's a great use for sticky tape. Use it to clean your computer keyboard. It picks up all the bits of dirt from between the keys.

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Jordan: I'm definitely going to use that one! Do you have any others connected to technology?

Chelsea: Oh, yeah, sure. One problem I have is that the charger on my laptop keeps falling out. It's incredibly annoying. I stuck a small piece of Velcro to the cable and to the laptop, and now I don't have that problem. I've got another good one for the summer and going to the beach. Take an old suntan lotion bottle and clean it out. You can put your money, and your keys in there to keep everything safe when you don't have pockets.

Jordan: That sounds especially interesting because I'm always worried about losing my keys at the beach. I'm going to try that next time. All these life hacks seem to be about physical objects. You mentioned doing things differently. What kind of things do you mean?

Chelsea: Well, let's suppose you have a poor memory.

Jordan: Yeah, that's me! It can be somewhat embarrassing.

Chelsea: One thing you can try is to do something unusual to help you remember something. For example, if you're going on vacation and you're locking the door to your house, try pulling your ear. Then, when you wonder if you locked the door, you'll remember pulling your ear! What about forgetting people's names when you meet them? One trick is to make sure you use their name the first time you meet them. You could say "Great to meet you, Alice" or "What work do you do, Alice?" to make sure you remember Alice's name. Having used her name a couple of times, you're less likely to forget it.

Jordan: I'm definitely going to use those techniques! Thanks. Now I'd better go back to the store and get some orange juice!

Track 03

Being a creative person I'm always looking for interesting life hacks.

Having tried different life hacks, I know how useful they can be.

Track 04

Host: Welcome back to the show. Next up, we have two people who work in the creative fields, Daniel and Kayla. Let me start with you, Daniel. You're an actor. People might imagine that this means fame and lots of money, but that's not generally true, is it?

Daniel: No, it isn't, or at least it's not true for most people. To be honest, if you're motivated by making lots of money, then becoming an actor isn't a very smart career move. The average actor earns very little, and there's very little job security, so an actor spends a fair amount of time between jobs. The main reason I got into it was that it allows me to express myself creatively, so there's lots of job satisfaction. But it's hard at the beginning. I went to directors and offered to take any part, just to get started. I went to lots of auditions and was rejected a lot, but I never gave up. Finally, I got a small part in a production, and I was on my way.

Host: Being an actor is the kind of career where you need to be very motivated and you need to show self-direction, wouldn't you say?

Daniel: That's absolutely right. There isn't a clear career structure like there is in some jobs. So you need to be able to direct your own career. One of the ways you do that is by always doing what you say you're going to do. If you arrange a meeting or an audition and you don't show up, people soon start to think you are unprofessional. Another way is that you need to develop contacts in the acting world. Networking is very important because when a director is choosing an actor for a production, you want to be in the director's mind, and you want him or her to know that you're available and interested. Having good contacts is vital.

Host: It certainly sounds as if it's not a job for people who just want to do what they're told by a manager. Kayla, you're a graphic designer. How did you get started?

Kayla: It's really a competitive area. I studied graphic design in college, but it seemed impossible to get a job. I knew which company I wanted to work for, a large advertising company. I decided to try to impress them by creating my own advertising campaign for a product. I chose a brand of sneakers, and I designed ads to appear online. That way, I had something to show the company I wanted to work for. And it was successful! They interviewed me and they liked my work. They hired me, and I've been working there for a year now.

Host: That's a great story. And how does self-direction play a role in your working life now?

Kayla: I work with my manager to plan projects. Having done that, it's up to me to decide exactly how I do things. We work on a tight schedule, so I have to manage my time very well. It's surprising how quickly you can run into problems if you don't do that. I like to keep a good work-life balance, so I make sure that I keep my weekends free, even if it means one or two late nights when I'm very busy.

Host: What would you say to young people who are at the start of their careers?

Kayla: It can be hard to get noticed, because these days a lot of people are often competing for the same jobs. Employers want people who can show that they are able to direct themselves. One way of doing that is to look for opportunities for professional development. That might mean finding relevant courses and asking your employer to pay for the extra training, or even paying for it yourself. If you can show self-direction and prove that you are being proactive about your career, you become much more attractive to your current employer or any future employer.

Host: Thank you for that, Kayla and Daniel. That's all the time we have this week.

Unit 9

Track 01

Interviewer: Welcome to Out There!, our weekly podcast on unusual people and events. The recording I'm going to play is a type of announcement that is all too familiar to people who live in the central part of the United States known as Tornado Alley. Don't worry; it's just part of the podcast. There isn't actually a tornado. For people unfamiliar with this type of announcement, here is what it sounds like.

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Announcer: This is weather alert. There are tornadoes in the area. Take shelter now. If you are inside, do not go outside. If you are in a building with a basement, go to the basement. If there is no basement, take shelter in an interior room with no windows, or only small windows, such as a bathroom. Do not stay in a room with many windows. Do not go to buildings with large roofs, like gymnasiums or auditoriums. Large roofs can collapse easily. If you are outside, find a low area, lie down on the ground, and cover your head. If you are in a car, do not stay in your car. Stop driving, get out of the car, and lie down in a low area away from the car. Repeat. There are tornadoes in the area, and there is an immediate threat of danger. This has been a weather alert.

Track 02

Host: Now, we're not going to talk about tornadoes we've seen or heard about. Instead, we're talking to meteorologist Paul Lennox. I'm sure you're thinking that meteorology is not a very unusual job, right? Meteorologists look at charts and radar screens and forecast the weather, of course. But Paul is what we might call an extreme meteorologist. Paul, can you explain what you do?

Paul: Sure. I'm a storm chaser—a person that drives around looking for tornadoes. We get as close as possible to the tornado to video it, and we use special instruments to record what is happening with the tornado in real time.

Host: So, when we see those alerts on our phones, or hear them on the radio or TV, we follow the instructions and take shelter immediately. But you do the opposite, right?

Paul: Absolutely. In fact, by the time you get that alert, I'm usually already in the area where the tornado is forming. We constantly check weather reports to assess the conditions and predict whether there will be tornadoes. I live in Oklahoma, which has many, many tornadoes because of the flat landscape and the climate. That area of the United States is actually called Tornado Alley.

Host: Well, I've heard that storm chasers are usually just people who like doing crazy, dangerous things. Are there actually professional storm chasers?

Paul: It's true that many storm chasers are amateurs and not professionals—they just want to have a thrill and try to get a great video. They don't always follow safety procedures and, at times, even make the situation more dangerous by doing things like blocking escape roads with their cars. I was actually in the area one day when a couple of storm chasers were killed. They were amateurs who were in a car that wasn't designed to handle high winds. However, professional storm chasers like me try to do things as safely as possible. We're usually trained meteorologists, and we perform useful services.

Host: Well, I guess if you're there when a tornado happens, you can accurately report on the situation.

Paul: Yes, absolutely. The weather service depends on radar stations, and those are usually at least five minutes behind real time. Tornadoes move fast, and they can suddenly change direction. Storm chasers near the tornado can report what's happening in real time to the weather service and local news organizations. This can save lives because people receive earlier warnings.

Host: And do storm chasers help in any way to gather information and record data on tornadoes?

Paul: Yes, the experts do. For example, videos taken very near a tornado can be used later to create or improve computer models of how tornadoes form. We also conduct research by placing different devices in the path of a tornado that take measurements of wind speed, air pressure, and temperature. We can then analyze these statistics, which helps us understand different types of tornadoes better. All of that contributes to public safety.

Host: So now I have a better understanding of what a storm chaser's job actually is.

Paul: Well, I should say that you probably won't find "storm chaser" in many job listings. I mean, for most storm chasers, it's not really an official job. They usually get paid by news organizations for their close-up videos of tornadoes. I'm lucky because I do it as part of my job as an atmospheric scientist, but it's usually more of a hobby.

Host: Well, it's an interesting hobby, and it's great to hear that most storm chasers perform an important function. And thank you for trying to keep people who live in Tornado Alley safer! Thanks to our listeners, and remember that people interested in hearing more about storm chasing can stream the long version of this interview on our website.

Track 03

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

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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 judgment. 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!

Track 04

Today I'm going to talk about a common scientific method that we can all use in our daily lives. We all ask a lot of questions, but scientists use questions in a specific way—to form conclusions about how and why things happen. A scientist looks at a situation, asks questions about it, and based on the answers, comes to a conclusion. This conclusion is called a hypothesis. We can follow this same process to form conclusions about things that happen in everyday life. One of the most important questions to ask is "If X happens, what will be the result?" You predict the answer based on logic and your knowledge of the situation. This answer becomes your conclusion, or hypothesis. Finally, you have to try to verify, or prove, your hypothesis.

Here is an example: A man climbed a tall tree in his backyard to cut some branches. He was tied to a long rope, but he fell from the branch and was hanging from the end of the rope. The problem you need to solve is, how did he get down from the tree?

These are the facts that we know. The man was 50 years old and a retired military officer. His cell phone fell out of his pocket when he fell. His knife did not fall out of his pocket. His wife was in the house listening to a podcast on her headphones. He was hanging from a large limb several feet from the trunk of the tree and about 30 feet from the ground. The nearest neighbors live a mile away.

To form a hypothesis, we can ask questions like these. First, what if the man yelled for his wife to ask her to call for help? Second, what would happen if he used the knife to cut the rope? Third, could he use his feet and arms to climb up the rope to the limb? OK, I'll give you a few minutes to write a hypothesis, and then we'll discuss your conclusions and how to test them.

Track 05

exhausted
courageous
delighted
ecstatic
grateful
relieved

Unit 10

Track 01

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.

Track 02

Host: With me today in the studio is Dr. Lydia Davis from the University of New Mexico—a research professor in the field of human perception. You were invited to send in questions for Dr. Davis, and the response has been fantastic. They're not

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all going to be answered by Dr. Davis, in the short time we have, but she will do her best, I'm sure …

Dr. Davis: I certainly will!

Host: OK, our first question comes from Nancy Wang from China. She wonders why we always hate the sound of our own voices. A great question there, Nancy, and something I can definitely relate to. Being asked to listen to my own voice is awful. It never sounds like me at all. So, Dr. Davis, what's going on there? Why does my recorded voice never sound much like how my voice sounds to me?

Dr. Davis: That is a great question, Todd. The reason has not been fully explained, to be honest. But what we do know is that when you hear other people talking, the sound travels through the air and into your ears where it vibrates, or moves, your eardrums. Those vibrations are then turned into sound. But when you are the one doing the talking, the vocal cords in your throat vibrate. This means there are two sources of sound—the sound that travels into your ears from your own voice, as well as the sound from your vocal cord vibrations. The fact that this sound is traveling through the empty spaces in our heads and the middle part of our ears changes the way we hear our own voice.

Host: That's amazing.

Dr. Davis: Isn't it? In one early study from 1967, when people were played recordings of their own voice, only 38% of them were able to identify it immediately. People's perception, or awareness, may often be very different from reality.

Host: OK, let's move on to our next question. This one is from Greg Neville from Sacramento, California. He asks, "What is synesthesia? I have a friend who says she has it, but I find it very hard to understand. Can you help?"

Dr. Davis: I can. "Synesthesia" is an unusual medical condition where a person can sense things in very different ways. For example, their hearing may be closely connected to another sense—such as taste. So a person might connect certain words or sounds or names with a particular smell or taste or flavor. Or they might connect a certain color to certain numbers.

Host: Wow! I know our audience will find this very strange. I know I do! Sorry … go ahead …

Dr. Davis: Well, it is an incredibly interesting area of study, but one we don't know too much about. What we do know is that women can be affected by it more than men. Also, it is more likely to affect left-handed than right-handed people, and it appears to be inherited from one generation to another. Famous examples of people with synesthesia include Lady Gaga and Vincent van Gogh. I remember being told about a man who has synesthesia. Every sound he hears comes with its own taste. So, for example, the name "Martin" has the taste of a warm fruit pie. He says he doesn't like being introduced to new people. It's amazing! I would like to be given the chance to discover more about how and why synesthesia happens.

Host: Our final question on this particular topic is about something that everyone has experienced—déjà vu. Felipe from Brasilia says, "I get déjà vu sometimes, and I don't know why it happens." Yes, I know that feeling. Your consciousness tells you that you've been somewhere or experienced something before, but you haven't.

Dr. Davis: Yes. Good question. No one knows the answer, though. This is another aspect of human perception that we don't know everything about. What we know is that this sensation is very common. About 70% of people claim to have experienced it, and it occurs most often in young people between the ages of 15 and 25. Personally, I think it is because most people have a very good memory for objects. We might walk into a restaurant we have never visited before, but if the tables are laid out in the same way or the furniture is the same, our intuition or gut feeling tells us that we've been there. Simple, really.

Host: Well, unfortunately, that's all we have time for today. Thank you to Dr. Lydia Davis for answering our questions and thank you for listening.

Track 04

1 the world around you
2 public figure
3 Greta was determined
4 let her voice be heard

Exam Skills

Unit 1 Track 01

Mike: So, what are the pros and cons of having your own business? We could start by talking about independence. I think that's an advantage.

Anna: Yes, that's definitely a pro. Having your own business means you are your own boss. You don't have to do what other people tell you and you are free to manage your business as you like. Let's talk about the next point—decision making. I think it's quite similar to being independent. I think it's also a pro.

Mike: I see your point, but I also think it would be challenging. If you have your own business, you have all the responsibility and if you make a bad decision, it's your fault. There's nobody else to blame. Would you agree with that?

Anna: Yes, you're right. Should we move on to the next point? How about making profits? I think that's both an advantage and a disadvantage. If you have a successful business, then you can keep all the profits. But not all businesses are successful!

Mike: I completely agree with you. It's related to decision making, actually. If you make bad decisions, then your profits won't be good. It really depends. Do you have anything else to say about profits?

Anna: Well, you also need to remember costs. Having your own business means you are responsible for all costs, so that also has an impact on profits. I agree that it depends. And it's also related to the final point, risk taking. You need to be careful about what risks you take in order to stay profitable. Do you have any other ideas?

Mike: I think all of these points can be both pros and cons to be honest. These are all things that you need to pay attention to when you run your business.

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Anything can become a disadvantage if you do it badly!

Anna: Yes, I think you're right.

Unit 1 Track 02

That's an interesting question. First of all, I would say that in a society without cash, it would be easier to travel internationally. This is because there would be no need to change currency and you could just use your credit card or phone to pay. I would also add that banks and businesses would save money as they wouldn't have to pay for safe storage or movement of cash. Finally, it's important to note that there would probably be less crime and fraud. For example, criminals would not be able to move money very easily in a cashless society as there would be a digital record of everything.

Unit 7 Track 01

Question 1

Tom: I don't mind the construction of it, not really, and I think the location they chose is very accessible. But a sports center? There is already a huge one in the next town, which isn't far away, so I honestly can't see how there is demand for another one in this area. But there does seem to be plenty of money these days, so I suppose it might as well be spent on something. It's too bad it can't be spent more wisely though. I mean, we have several other problems that need fixing, like our roads, so why can't it be spent on that?

Question 2

Kendra: I just returned from a meeting at the city council where I was proposing that the parking lot near the river be converted to a park. The whole thing was a waste of time! Nobody seemed interested in my proposal, and afterwards, I learned that it's not about the financial situation, as I had thought. It turns out they've got lots of money, but there are just far too many projects coming up. They don't have the staff to manage another development over the next few months, so we'll just have to try again next year.

Questions 3 to 6.

John: We're very excited to announce that the annual art exhibition will be opening next Friday evening in the City Hall. As ever, our local art expert – Phillip Doogan – will kick things off with a presentation on the theme of this year's exhibition, which is Oceans. Attendees will then have the opportunity to ask questions before refreshments are served and the displays are open to the public. For those of you wondering what to look out for, there will be a number of paintings that show an underwater view, and the jewel of the show will be, of course, the blue dolphin. The city has borrowed the sculpture from the National Museum and it is expected to be extremely popular, so be ready to wait in line. As usual, there is no entrance fee for the exhibition, although you are encouraged to make donations on the City Hall's website. More details are coming up at the end of the program.

Unit 7 Track 02

Question 1

Jim: Our new mayor? I have to admit that I do like her. I mean, she's only been in office for a month, but it's already obvious from her many interviews on radio and in the news that she's eager to make some positive changes, and that makes a pleasant change from the old one. Now that I think of it, we never saw much of him, and I never really knew what he did while he had that job! Anyway, let's hope we start seeing some good changes soon. This town needs it!

Question 2

Lana: I suppose like many other parents, I'm always happy to see investment in our school. It's such an old building—historical, yes, but that requires maintenance, especially if we want to keep our children safe. So I find it hard to believe that so much money is going into improving the train system. The current ones work just fine, and there are more important issues such as building more houses to allow young people to buy their first homes. But we should really be thinking about making sure our children can study in the safest environment possible—that's the best investment for the future.

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Unit 1

Lesson 1

READING A **1** b **2** c **3** c

VOCABULARY A **1** trade barriers **2** free trade **3** business enterprise **4** trade policy **5** export **6** tradespeople **7** purchase **8** import

GRAMMAR A **1** present perfect **2** past **3** present perfect progressive **4** past **5** past perfect **6** past **7** past perfect progressive

GRAMMAR B **1** have been working **2** Had she seen **3** have never eaten **4** Have you posted **5** had only held **6** had been working

GRAMMAR C **1** had been importing **2** has been operating **3** had started **4** have never done **5** had seen **6** had been planning

Lesson 2

LISTENING A **1** a **2** a **3** b **4** b **5** a **6** b

VOCABULARY A **1** sell out **2** close down **3** belong to **4** put off **5** back out **6** look up **7** take off **8** start up

GRAMMAR A **1** ~~supermarket~~ the supermarket **2** ~~a~~ the **3** ~~cell~~ a cell **4** ~~fastest~~ the fastest **5** ~~a~~ the **6** ~~envelope~~ an envelope **7** ~~a~~ the **8** ~~the California~~ California **9** ~~a criticism~~ criticism **10** ~~the laptops~~ laptops **11** ~~an Lexington~~ Lexington **12** ~~Andes~~ the Andes

WRITING A **1** met. It **2** stores, CoolClothes **3** USA **4** teenagers. Both **5** money, although **6** & **7** "The staff pays no attention to anyone." **8** & **9** Marley Lane **10** people, there **11** taxes? **12** customers'

Lesson 3

VOCABULARY A **1** e **2** f **3** a **4** d **5** c **6** b

VOCABULARY B **1** b **2** a **3** a **4** b **5** b **6** a

VOCABULARY C **1** convert **2** supply **3** invest **4** currency **5** account **6** demand

CONFIDENT COMMUNICATOR A **1** c **2** a **3** a **4** b **5** c **6** b

Skills for Life

LIFE SKILLS A **2** Juana's plan is the best, as she considers more of the aspects of the inquiry skill.

THINKING SKILL A Kylie's summary is the best, as she considers more of the aspects of the summarizing skill than Juana's. Juana's includes irrelevant information and opinion and copies text.

Unit 2

Lesson 1

READING A **1** progress in prosthetics **2** was keen to be able to run **3** more flexible **4** no clear evidence

READING B **1** b **2** a **3** c

VOCABULARY A **1** decrease **2** produce **3** record **4** increase **5** research **6** discount

GRAMMAR A **1** c **2** d **3** a **4** b

Lesson 2

VOCABULARY A **1** individual **2** funding **3** allocated **4** socioeconomic **5** corporate sponsor **6** fund **7** investment **8** sponsorship

VOCABULARY B **1** funding **2** donors **3** socioeconomic **4** corporate **5** allocate **6** investment

GRAMMAR A **1** False. The pattern here is pronoun + subject + verb. **2** False. We could rewrite this sentence with *Whenever …* **3** True **4** True **5** True **6** False. This sentence could begin with *No matter when …*

GRAMMAR B **1** Whatever **2** however **3** no matter **4** Whatever **5** Wherever **6** Whoever

WRITING A **1** week **2** 10% **3** fewer **4** never **5** the majority

Lesson 3

LISTENING A **1** b **2** a **3** a **4** a **5** b **6** a **7** a **8** b

LISTENING B **1** study **2** positive **3** understanding **4** expense **5** interrupt **6** fair **7** ideals **8** equality

VOCABULARY A **1** a **2** b **3** b **4** b **5** a **6** b

CONFIDENT COMMUNICATOR A **1** d **2** a **3** b **4** f **5** c **6** e

Skills for Life

LIFE SKILLS A **1** True **2** False **3** True **4** False

LIFE SKILLS B **1** stir **2** factors **3** deserved **4** drops **5** anxiety **6** really

LIFE SKILLS C **1** c **2** b **3** a

THINKING SKILL A **1** a **2** b **3** a

Unit 3

Lesson 1

READING A **1** b **2** b

VOCABULARY A **1** translated into **2** suffering from **3** provided with **4** deprived of **5** affected by **6** respond to **7** recover from **8** specializes in

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GRAMMAR A **1** present **2** past **3** did **4** does **5** past **6** present **7** doesn't **8** did

GRAMMAR B **1** had not arrived **2** Would she be **3** spoke **4** didn't have **5** had given

GRAMMAR C **1** gave, isn't / is not **2** has, wasn't / was not **3** is disorganized, didn't have / did not have **4** has, lowered

Lesson 2

LISTENING A **1** a **2** a **3** c **4** c **5** b **6** b

VOCABULARY A **1** organs **2** limbs **3** eliminate **4** infection **5** wound **6** antibiotics **7** transplant **8** vaccinate

GRAMMAR A **1** ~~for~~ so as to / in order to / to **2** ~~Despite~~ Although / Even though / Despite the fact that **3** ~~so as to~~ so that **4** ~~Even though~~ Despite / In spite of **5** ~~although~~ despite the fact / in spite of the fact **6** ~~In spite of~~ Although / Even though **7** ~~in order to~~ so that

WRITING A **1** no – the headline is not specific or interesting and is too long **2** ✔ **3** ✔ **4** ✔ **5** ✔ **6** no – the penultimate paragraph should be cut

Lesson 3

READING A **1** False **2** False **3** True **4** False **5** False

VOCABULARY A **1** a **2** a **3** b **4** b **5** b

VOCABULARY B **1** debunk **2** accept **3** distinguish **4** recall **5** assume **6** reject

CONFIDENT COMMUNICATOR A **1** Alex **2** Darna **3** Sol **4** Sol

Skills for Life

LIFE SKILLS A **1** True **2** False **3** False **4** True **5** True

LIFE SKILLS B All four aspects are demonstrated here. Lucy demonstrates **1** and **2**. Paul demonstrates **1**, **2**, **3**, and **4**. David demonstrates **2**, **3**, and **4**.

THINKING SKILL A **1** a **2** a **3** b **4** a **5** c **6** b

Unit 4

Lesson 1

LISTENING A **1** c **2** b **3** a **4** a **5** c

LISTENING B **1** True **2** False **3** False **4** False **5** True

VOCABULARY A **1** subway **2** underpass **3** highway **4** infrastructure **5** tunnel **6** pedestrians

GRAMMAR A **1** Should **2** will **3** Were **4** Had **5** would

GRAMMAR B **1** Were **2** had **3** Should you **4** Had **5** wish **6** used **7** were **8** change

GRAMMAR C **1** Had **2** have **3** were **4** mean **5** to **6** Should

Lesson 2

READING A **1** c **2** d **3** a **4** b

VOCABULARY A **1** solar panel **2** Geothermal heating **3** rainwater harvesting **4** green roof **5** smart lighting **6** Daylighting **7** solar thermal collector **8** micro wind turbine

GRAMMAR A **1** weekly **2** gently **3** because **4** usually **5** inside

GRAMMAR B **1** daily **2** since **3** regularly **4** automatically **5** cheerfully **6** anywhere **7** particularly **8** Therefore

Lesson 3

LISTENING A **1** doesn't want **2** disagrees **3** leave earlier **4** liked **5** is not **6** they made a mistake in choosing

VOCABULARY A **1** disconnected **2** disassociate **3** unlock **4** outperform **5** disappoint **6** outbid **7** uncovered/discovered **8** outlived

WRITING A **1** is sure to be **2** is expected to meet **3** It is likely that **4** is forecasted to **5** is likely to be

CONFIDENT COMMUNICATOR A **1** a **2** c **3** d **4** b **5** d **6** b

Skills for Life

LIFE SKILLS A **1** nature **2** healthier **3** noise **4** space **5** isolation **6** infrastructure **7** amenities **8** employment

THINKING SKILL A **1** a **2** c **3** c **4** b **5** c **6** a

Unit 5

Lesson 1

READING A **1** False **2** False **3** True **4** True **5** False **6** False

GRAMMAR A **1** will not stop **2** will not have discovered **3** will have closed **4** Will there be **5** will have moved **6** will study **7** will have opened **8** will make **9** Will they have found **10** will win

GRAMMAR B **1** will have left **2** will have written **3** Will he have eaten **4** won't have had **5** will have invented **6** will have found

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VOCABULARY A **1** has made progress **2** will have become obsolete **3** will have landed on **4** will run out of **5** give up on **6** do away with **7** will have found a cure **8** was upgraded

Lesson 2

LISTENING A **1** False **2** True **3** True **4** False **5** True **6** False **7** False **8** True **9** True **10** True

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

GRAMMAR A **1** False **2** True **3** True

GRAMMAR B **1** ~~been finding~~ found **2** ~~waited~~ been waiting **3** ~~worked~~ been working **4** ~~been reading~~ read **5** ~~been~~ have been **6** ~~been having~~ had

WRITING A **1** d **2** f **3** h **4** b **5** g **6** c **7** a **8** e

Lesson 3

READING A **1** c **2** b **3** c **4** a **5** b **6** a

VOCABULARY A **1** b **2** b **3** a **4** b **5** b **6** a

CONFIDENT COMMUNICATOR A **1** the government doesn't seem to be reacting to the problem **2** there are not enough resources for everyone **3** it is becoming a very big problem **4** there may be a very large number of people moving **5** there may be a lot more poor people

Skills for Life

LIFE SKILLS A **1** True **2** False **3** True **4** False **5** True **6** False

LIFE SKILLS B **1** K **2** K **3** K, P **4** K, P **5** K, D

THINKING SKILL A **1** Paul's because it is clear, complete, and easy to follow. In comparison, Katya's is brief and well laid out, but she has missed some points.

Unit 6

Lesson 1

LISTENING A **1** b **2** c **3** a **4** a **5** b **6** c

VOCABULARY A **1** h **2** e **3** c **4** d **5** g **6** a **7** b **8** f

VOCABULARY B **1** convey **2** interpret **3** eye contact **4** facial expression **5** face-to-face **6** interact **7** self-awareness **8** language barrier

GRAMMAR A **1** clause **2** subject **3** infinitive

GRAMMAR B **1** that puzzles **2** to **3** that **4** to be researching **5** that **6** to be

GRAMMAR C **1** are known to be changing their policies **2** are estimated to play **3** that people reveal **4** are assumed to have **5** believed to be **6** think that

Lesson 2

LISTENING A **1** speaks fast **2** uses a lot of idioms **3** has a strong accent **4** mumbles a lot

LISTENING B **1** develop **2** could be used to help people with their **3** shouldn't be ignored **4** with continued use of

GRAMMAR A **1** time expression **2** subject **3** a noun **4** on **5** gerund

GRAMMAR B **1** getting **2** I read **3** On **4** I buy **5** playing

VOCABULARY A **1** c **2** b **3** e **4** d **5** g **6** h **7** f **8** a

VOCABULARY B **1** implied **2** clarified **3** denied **4** boasted **5** warned **6** confessed **7** doubted **8** urged

WRITING A **1** b **2** c **3** d **4** a

Lesson 3

READING A **1** terrifying **2** close **3** being bitten **4** vulnerable position **5** can trust **6** directly related **7** behavior **8** please

VOCABULARY A **1** periodic **2** aquatic **3** energetic **4** specific **5** Academics **6** dramatic

CONFIDENT COMMUNICATOR A **1** b **2** a **3** d **4** c **5** b **6** a **7** e **8** c

Skills for Life

LIFE SKILLS A **1** f **2** c **3** a **4** e **5** d **6** b

THINKING SKILL A **1** c **2** d **3** e **4** f **5** b **6** a

Unit 7

Lesson 1

LISTENING A **1** how to have a better sense of well-being **2** it doesn't matter where you live **3** different conclusions **4** the concept of well-being is not properly defined **5** by paying attention to what they are doing **6** where we are mentally

LISTENING B **1** True **2** False **3** True **4** False **5** True **6** False

VOCABULARY A **1** b **2** a **3** a **4** a **5** b **6** a **7** b **8** b

VOCABULARY B **1** peaceful **2** dull **3** remote **4** crowded **5** lively **6** hectic **7** picturesque **8** congested

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GRAMMAR A **1** False **2** True **3** True **4** False **5** False

GRAMMAR B **1** did she realize **2** had I seen **3** had they arrived **4** do I realize **5** would I **6** when

GRAMMAR C **1** b **2** b **3** a **4** a **5** b **6** a

Lesson 2

READING A **1** c **2** a

VOCABULARY A **1** made a promise **2** made a real difference **3** did the math **4** doing the minimum **5** make a habit of **6** do your duty **7** does me good **8** do the right thing **9** made some good points **10** made a suggestion **11** make a donation **12** making an excuse **13** make a decision

GRAMMAR A **1** formal **2** suggestions **3** after **4** after **5** without **6** not

GRAMMAR B **1** ~~to buy~~ buy **2** ~~him~~ that he **3** ~~been~~ be **4** ~~are not~~ not

GRAMMAR C **1** a **2** c **3** c **4** b **5** a **6** a

Lesson 3

VOCABULARY A **1** a **2** a **3** b **4** b **5** a **6** b

WRITING A **1** c **2** f **3** d **4** e **5** b **6** a

CONFIDENT COMMUNICATOR A **1** Carl **2** Janine **3** Carl **4** Ashley

Skills for Life

LIFE SKILLS A **1** Connect again / Give **2** Give / Connect again **3** Keep learning / Be curious **4** Be curious / Keep learning

THINKING SKILL A **1** b **2** b **3** a

Unit 8

Lesson 1

READING A **1** True **2** False **3** False **4** True

READING B **1** b **2** a **3** a **4** a **5** b

VOCABULARY A **1** original **2** productive **3** imagination **4** artist **5** invention **6** expertise

GRAMMAR A **1** nor **2** or **3** not only **4** but **5** both **6** nor

Lesson 2

LISTENING A **1** when **2** uses for a common household product **3** uses the same product **4** against **5** takes a photo **6** the sound

LISTENING B **1** boredom **2** thirsty **3** soon **4** stove **5** chemicals **6** clothing/clothes **7** signs **8** bucket **9** containers

VOCABULARY A **1** wrong **2** easy **3** slightly **4** rare **5** annoying **6** especially **7** unusual

VOCABULARY B **1** safe **2** extremely **3** annoying **4** totally **5** similar

GRAMMAR A **1** an adjective **2** perfect **3** past participle **4** *–ing*

GRAMMAR B **1** Not having **2** Being **3** Not knowing **4** Not being **5** Having finished

Lesson 3

VOCABULARY A **1** career **2** job **3** professional **4** work-life **5** job **6** career

VOCABULARY B **1** career move **2** career structure **3** professional development **4** job satisfaction **5** job security **6** work-life balance

WRITING A **1** d **2** b **3** a **4** c

CONFIDENT COMMUNICATOR A **1** next **2** has not **3** Julian **4** will **5** Kim

CONFIDENT COMMUNICATOR B **1** d **2** f **3** b **4** c

Skills for Life

LIFE SKILLS A **3** ✔ **4** ✔ **5** ✔ **6** ✔ **7** ✔ **8** ✔

THINKING SKILL A **Difficulties:** 5, 7 **Successes:** 3, 6 **Things learned and future plans:** 2, 8 **Previous and current positions:** 1, 4

Unit 9

Lesson 1

LISTENING A **1** b **2** c **3** a **4** a **5** c

LISTENING B **1** False **2** False **3** True **4** True **5** False

VOCABULARY A **1** gather information/data **2** record information/data **3** take measurements **4** improve the computer model **5** forecast the weather **6** assess the conditions **7** conduct research **8** analyze statistics

GRAMMAR A **1** relative, subject **2** verb, adjective **3** relative, *be* **4** concise

GRAMMAR B **1** who are **2** who are **3** that **4** who are **5** that are **6** who are

WRITING A **1** d **2** b **3** e **4** c **5** a **6** f

Lesson 2

READING A **1** False **2** True **3** False **4** True **5** False

VOCABULARY A **1** b **2** a **3** a **4** a **5** b **6** b **7** a **8** b

GRAMMAR A **1** noun phrase **2** relative clause **3** relative clause **4** complement **5** *What/All* **6** verb phrase

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7 complement **8** verb phrase **9** *be*

GRAMMAR B **1** ~~Was it~~ It was **2** ~~That~~ The thing that **3** ~~All what I~~ All I **4** ~~What did Felix Baumgartner dream of~~ What Felix Baumgartner dreamed of **5** ~~people should~~ people who should **6** ~~are they~~ they are

GRAMMAR C **1** What they decided was to travel around the USA for a month. **2** It was Joseph Swan who invented the light bulb, not Thomas Edison. **3** The thing that really changed my life was completing my law degree. **4** All she wants is to finish high school and start college. **5** It was Jerry who got the top grade for his project. **6** What you need to do is take more risks. / What you need to take is more risks.

Lesson 3

VOCABULARY A **1** exhausted **2** relieved **3** courageous **4** delighted **5** grateful **6** ecstatic

READING A **1** a **2** b **3** b **4** b **5** a **6** a

CONFIDENT COMMUNICATOR A **1** b **2** d **3** a **4** e **5** c

Skills for Life

LIFE SKILLS A **1** False **2** False **3** True **4** True **5** False **6** True

LIFE SKILLS B **1**, **2**, **3** and **5** are covered, but the talk does not mention Carrey reframing his skills.

LIFE SKILLS C **1** d **2** a **3** c **4** b **5** d **6** b

THINKING SKILL A **1** ✔ **4** ✔ **6** ✔

Unit 10

Lesson 1

READING A **1** False **2** True **3** False **4** True **5** False **6** True

VOCABULARY A **1** ~~behaving~~ behavior **2** ~~easy~~ uneasy **3** ~~observation~~ observe **4** ~~negativity~~ negatively **5** ~~psychology~~ psychologist **6** ~~emotion~~ emotional

GRAMMAR A **1** Present **2** *–ing* **3** active **4** Past **5** past participle **6** passive **7** Present perfect **8** past participle **9** *been* **10** causes

GRAMMAR B **1** Feeling **2** Having lived **3** Built **4** having been **5** Shocked **6** Running

GRAMMAR C **1** Having studied **2** Being **3** Having been told **4** Tired **5** Developing **6** Having left

GRAMMAR D **1** Made **2** Having been warned **3** Being **4** having observed **5** Known **6** Turning

Lesson 2

LISTENING A **1** is hard to define **2** Psychologists suggest **3** we have all made **4** women are much better **5** have more reliable instincts **6** What everyone knows

VOCABULARY A **1** gut feeling **2** sensation **3** intuition **4** perception **5** perceive **6** sense **7** consciousness **8** awareness

GRAMMAR A **1** *be* **2** modal **3** *going to* **4** *like to* **5** *being* **6** *love* **7** sentence

GRAMMAR B **1** ~~being~~ be **2** ~~drove~~ driven **3** ~~did~~ done **4** ~~be~~ to be **5** ~~be~~ being **6** ~~wrote~~ written

WRITING A **1** ✔ **2** ✔ **3** ✔ **4** ✔ **5** ✔

WRITING B **1** In class, this week, **2** First of all **3** Then, **4** You will probably miss **5** slightly

Lesson 3

READING A **1** True **2** False **3** False **4** True **5** True **6** True

VOCABULARY A **1** sway **2** deter **3** discouraged **4** puts me off **5** convinced **6** persuaded **7** dissuaded

CONFIDENT COMMUNICATOR A **1** c **2** c **3** b **4** a **5** a **6** b

Skills for Life

LIFE SKILLS A **1** False **2** False **3** True **4** True **5** True **6** False

LIFE SKILLS B **1** c **2** b **3** a

THINKING SKILL A **1** both Tom and Nicole **2** both Tom and Nicole **3** Tom **4** Tom

Exam Practice 1

READING PART 1

1 DIFFICULT
2 DIFFERENCES
3 DEVELOP
4 HEIGHT
5 FORMED
6 VARIATION
7 DIFFERENCES
8 REACT

READING PART 2

1 D **2** B **3** G **4** A **5** C **6** F

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LISTENING PART 1

1 T **2** T **3** F **4** T **5** F **6** funding **7** heavier **8** underground **9** monitor **10** tablets

LISTENING PART 2

1 C **2** C **3** A **4** B **5** A **6** during social events
7 our overall focus **8** our mood **9** our personality
10 our youth

Exam Practice 2

READING PART 1

1 BY **2** OFF **3** HAS **4** AS **5** TO **6** HAVE **7** THE **8** HOW

READING PART 2

1 B **2** A **3** A **4** B **5** C **6** C

LISTENING PART 1

1 relate to **2** live in harmony **3** attention
4 emotionally involved **5** learning process
6 F **7** T **8** F **9** F **10** T

LISTENING PART 2

1 life satisfaction **2** 43/forty-three **3** health and education **4** Ukraine **5** Asians and Africans
6 unit of measurement **7** money can't buy
8 lack of crime **9** political or social
10 (generally) much richer

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Unit 1

Track 01

Host: Hello, everyone, and welcome back to *Exact Economics*. Now, imagine that you own a small, local clothes business. Your store has been successful for a number of years, and you frequently sell out of your stock. Then, out of the blue, a store that belongs to a global clothes retail chain opens next door. So, you probably feel nervous, right? That's what our next guest, economist Troy Davenport, is going to be talking to us about. Hi there, Troy.

Troy: Hi, good morning.

Host: In this increasingly globalized world, there are a lot of people who own independent businesses who are scared of competition from multinational chains. Should they be?

Troy: Well, in economics, everyone welcomes a little competition, given that competition makes businesses more creative and pushes them to have innovative ideas. It means that businesses try to create better products, and that's good for both the businesses and the consumers. But when a local business, what we call a "mom-and-pop shop," has to compete with one of the big boys, they might feel nervous. Especially due to the fact that they may have lower prices or more up-to-date products.

Host: OK, so how can a small, independent clothes store compete with an international brand? Wouldn't they lose their customers and have to close down?

Troy: This is often all about fear, rather than facts. In fact, it could be the other way around. If you own a local business and a global brand moves in next door, it could be the best thing that's happened to you.

Host: But why would people go to a more expensive, smaller store with fewer options when they can go for a cheaper, well-known alternative with much more choice?

Troy: I think that's the key word: "choice." People like to feel like they have a choice when they are shopping. At first, many people may be attracted to a new branch of an international brand. But soon things will start to look up, as people start seeing the mom-and-pop shop as a new alternative, rather than a less interesting or outdated business.

Host: So that's why a lot of local businesses are still successful?

Troy: Yes, but it's not only about that. There's also the added factor of ethnocentrism. This is when people start to take pride in buying local products rather than international brands. This is often the case with many coffee stores. If a large branch of an international coffee chain opens in your town, there will be a lot of interest at first. But after that, local stores tend to adapt, as they have a better understanding of local people's needs. That kind of thing can make businesses really take off. And since the local people feel proud of where they live, they are also proud to get coffee from their local store, and they are often put off by a big, generic brand.

Host: So because of that, it's actually the multinational brands who might have a harder job to attract customers?

Troy: Exactly. So if you're a mom-and-pop store out there, don't back out of competition with the big boys. Because, in fact, it might be one of the best things that's happened to your business in years.

Unit 2

Track 01

Carlos: It seems like a long time since we were at school. Do you ever wonder how much of it was useful?

Margaret: I guess the stuff we learned … like how to get along with people … how to study … I guess we take all that for granted. So in a sense, it was useful. Except sports, were you forced to play regular sports at your school?

Carlos: Well, I wouldn't put it quite like that. We did it, yes. Like everyone else. I remember doing gymnastics and track and field events. I'm guessing that yours wasn't a very positive experience.

Margaret: You can say that again! I remember playing basketball. I think the worst thing was that they showed no understanding toward people like me—people who weren't very good.

Carlos: That's unfortunate. I wasn't very good either. But I used to look forward to playing sports, especially when it was basketball.

Margaret: And there was no variety. I would've loved to be able to try out different events—like we see at the Olympics.

Carlos: I was going to say something similar. If schools would only teach a whole range of things, students would be sure to find something that suited them. You know, if they taught the basic Olympic events … that would be a good place to start.

Margaret: Yeah, but wouldn't that mean a lot of expense? I mean, there's all the equipment … and you'd need dedicated instructors.

Carlos: True. But schools could share facilities—and expertise as well.

Margaret: It could work, I suppose. You know, I think my experiences at school are the reason why I never did any sports after I left. I know I should get more exercise, but as soon as I had a choice, I dropped it from my life.

Carlos: I understand, and it's a real shame. I mean, we make sports compulsory in school so

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that we can get healthier, but if it put you off so much, it had the opposite effect. I think things would have been different if you'd found something you loved.

Margaret: I guess. I think it's a good idea in principle. I think my problem came down to my teacher.

Carlos: Luckily, I had good teachers. And I developed a lifelong love of basketball. Even if I'm not very good at it!

Margaret: So you found your Olympic event!

Carlos: Actually, I don't believe basketball should be in the Olympics.

Margaret: Why not?

Carlos: Because it's so established. You know the problem, don't you?

Margaret: Because it's not fair on the other countries?

Carlos: Well, you might have a point, but that's not what I had in mind. I think the problem is that the Olympics only happen every four years, and, yes, it's great to represent your country, but think about the top athletes for a moment. They don't need the Olympics because, as I said, basketball is so established. Basketball has its own tournaments, leagues, and competitions—and they're huge! Can we really expect a top basketball player to interrupt training and go and play for the country?

Margaret: Hmm. Wait, though. You're saying that basketball at club level or team level is more important than representing your country in the Olympics?

Carlos: I'm saying we don't need every sport and activity to be represented. Look at soccer. Countries can send professionals who are under 23, plus three older players. However … if a club doesn't want the player to go to the Olympics, they don't go. And we're left wondering what the point is, because some countries will send the best they have, while others, obviously, are keeping their star players away. It's not a fair contest.

Margaret: Right. Going back to what we were saying about schools, I think the Olympic ideals are what we should be teaching through sports. Children should learn about friendship and fair play … not winning at all costs.

Carlos: And equality, don't forget. We've come a long way toward getting girls and women included in sports. Remember how it used to be … when certain activities were for boys only. They've changed all that.

Margaret: Finally! Yeah, I think schools have a great responsibility. That's where change is going to start.

Carlos: Even if I'll never be an Olympic athlete!

Margaret: You never know! One day …!

Track 02

So I'd like to begin by looking at some of the aspects of inequality that affect people's lives today. First of all, I think most people in the room today would instinctively feel that inequality is a bad thing. There are, however, people who consider it natural, and we should not forget this because it is, after all, a subject that can stir up very strong emotions.

If we look at the effect of inequality in economic terms, there is little doubt that it can have very negative effects. Now, whether this is company-wide or country-wide depends on many factors, but let me introduce one or two, so that you can begin to think about them before we get to discuss them in detail. First of all, income inequality. This leads to dissatisfaction. As you can imagine, people are displeased when they learn that someone is earning a far greater amount of money than them, particularly if the lower-paid worker does not feel the higher amount is deserved. Other things happen, too—overconsuming becomes a phenomenon among the higher-paid group, while borrowing becomes a feature of the lower-paid group. The widening gap contributes to a whole range of other phenomena in society. I will say this before we move on … productivity drops when you reduce a low-paid worker's income. But there have been recent studies that show that when you increase a highly paid worker's income by the same amount, it does not increase their productivity as much as it decreases in the first example. This all suggests that there is a direct link between income inequality and reduced productivity.

But that's just money and profit. What about the cost in human lives and health in societies that are unequal? The data we've gathered suggests that inequality shortens life expectancy. There is also a body of evidence to support the idea that mental health is threatened, in part by the increase in stress and anxiety. More on that later.

Let's just take a look at the level of inequality in sports—something we see every day but maybe don't question enough. You'll have noticed that women in sports are slowly gaining a higher profile. Well, I stress the word slowly here, but we have come a long way since the founder of the modern Olympics openly stated that there are certain things in sports that women are just not cut out to do. Nowadays, we accept women in nearly all areas of sports. But, as I will go on to argue, we don't really accept them. Maybe we tolerate them while, at the same time, we don't give them the grants, the opportunities, the sponsorships, or the pay to even begin to consider them equal. So, I'd like to present a case study for you to discuss in groups.

Unit 3

Track 01

1 Thanks, Tim! If you hadn't given me the number of that doctor, I would still be looking for one.
2 You know, if I didn't have that medical app, I would have been waiting for ages to be seen by a doctor.

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3 We wouldn't have had such a bad vacation if you weren't so disorganized with your finances, John.
4 The country wouldn't have so few doctors if the government had not lowered their salaries.

Track 02

Apps, drones, tablets, and telemedicine. The future of health care seems to be in our hands. And there is one type of medical technology that could soon be giving us *actual* hands, as well as artificial limbs or even models of organs inside the body to help doctors diagnose and operate. When we think of 3D printing, we probably think of creating a plastic toy. But medical technology has started to reach far deeper into its possibilities.

On one level, we have 3D printing for surgical instruments. Imagine a situation where a patient was being operated on, and surgeons needed to hold a very small part of the patient's body open to successfully operate in a tiny space. To do this, they would need a clamp. With a 3D printer, the surgeons could order a clamp to be made to the exact size that was needed.

Another example is the use of 3D printing to plan operations. A young doctor at the Yale Center for Engineering Innovation & Design created a model of a tumor in a patient's knee. This can help doctors explore, touch, and feel the affected area before operating. The doctor also used the 3D printer to print out the patient's tumor, so that the patient could also feel how it was shrinking every time he came in for a scan. The patient would not have had such tangible proof of the treatment working if 3D printing didn't exist.

There is also the use of 3D printing to create prosthetics for patients who need an artificial replacement for part or all of a limb; 3D printing allows for the prosthetics to be custom-made for the patient and created with their specifications in mind. Amputees sometimes have to wait months to receive a prosthetic arm or leg, as they take a long time to build; 3D printing significantly speeds up the process and means that they can be made far more cheaply.

Apart from printing prosthetic limbs, the very latest area of 3D printing is called bioprinting. 3D printing traditionally uses hard materials such as plastic or metal, but bioprinting uses human cells to create soft, living tissue. The finished product is called an organoid. At the moment, organoids are used for medical research, as they are the same as real human organs but smaller. In the future, it is hoped that surgeons will be able to print life-size human organs specifically designed for patients who need transplants. This procedure could avoid traditional problems associated with transplants, such as the patient's body rejecting the new organ.

The future for medical technology looks good, and 3D printers are playing a key part in building it.

Track 03

Lucy: OK, now that we've all had the chance to look at the advertisement, let's consider what it's trying to tell us.

Paul: Well, it's clearly informing us that there are many people who want to lose weight but that most weight-loss pills don't actually work, despite their claims. So it's providing a solution to the problem by informing people about a clinically tested remedy that means people can lose weight effectively without needing to change their habits.

Lucy: Let's think about a few issues related to this, rather than just accepting it. First of all, let's think about the source of this text.

David: It was on a news website, so it's probably true.

Lucy: But it wasn't an article from the website, was it? And look at the heading, "Say goodbye to excess weight forever with Raspberry Revolution." Does that tell you anything specific about it?

David: Well, I suppose it's already showing you a specific point of view in the title. It's an imperative, which suggests that everyone wants to lose weight, and it's going to provide you with the solution to your problem.

Paul: Yes, and it grabs your attention immediately. Ultimately, any advertisement wants you to buy something. It sounds like they are trying to solve a problem for you, but they are really trying to sell a product. The fact that it appears on a news website, where people go to get reliable information, helps with this agenda.

Lucy: Exactly. And if it were an article, why is there no name on it? No one is taking direct responsibility for the claims. And what about the language used?

Paul: It gives you a lot of facts and figures about weight loss. Oh, and it's neutral language, like it's trying to speak directly to you, almost as a friend.

David: Right, but that's the thing. The fact that it's so direct and that it appears on a news website makes it look like it must be true, but if we look a bit deeper, we can see that they might be hiding something.

Lucy: Go on, David.

David: A lot of it is in the passive voice. Like where it says, "it is claimed that they had lost weight." We don't know who actually made that claim, so we can't assume it's true.

Paul: Yeah, you're right. And also the figures are not very convincing. It says 45 of the adults finished the trial, but there were 70 at the start of it. So what happened to them? That's almost half the original amount.

Lucy: And in fact, if you look at this text here about that same weight-loss product from a scientific journal, you will see that the figures are very different. You see, Paul?

Paul: Right, yes. In fact it seems to debunk what this advertisement is saying. So maybe it's just someone's point of view, rather than facts.

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David: Yes. I think we have to consider all these things when we read something, instead of simply reacting to it. We have to be able to distinguish reality from opinion.

Lucy: Exactly.

Unit 4

Track 01

Host: Helen Bradley, who is a senior urban planning advisor here in the city, has agreed to talk to us about some of the problems we face. Helen, thank you for coming in.

Helen: You're welcome!

Host: Helen, I'd like to start, if I may, by asking you if there is such a thing as a city without problems, or do we just have to accept some?

Helen: Without problems entirely … no, definitely not. But with enough advance planning, we can eliminate the majority of problems. The thing is, we're always trying to correct and make adjustments to allow for the increasing size of our towns and cities. It's an incredibly costly way of doing things. To put it in simple terms, we're paying for our failure to plan things properly in the first place. As a town grows, there are different things happening at different times. For example, more stores or offices, or homes, are built, and then the roads or the electricity supply or the water supply … well, we plan for these but, as I said, they don't all happen at the same time.

Host: Is the problem different depending on whether we're talking about a large city or a small town?

Helen: Yes, because their needs are different. In a big city, the growth might be to include more office space, while a smaller town, especially if it's a commuter town, might need more homes than offices as the nearby city grows. And the homes will need different amenities from the offices—for example, playgrounds for children—which you don't need to plan for in commercial areas. But you notice I'm talking about planning again. It all comes back to that.

Host: Yes, of course.

Helen: But where we live, the main concern is developing new roads. If the downtown area of the city develops each year, we may not need to build more homes but we will need wider roads and better transportation networks to cope with the population of commuters coming in from the outskirts every morning and returning home every evening.

Host: Is there a reason why we fail to plan ahead?

Helen: Yes. I'd say that any kind of development is a balance between what you want to do and who you're going to upset. We can plan for a thousand new houses, and of course, those looking for new homes will like the idea, but some local people will say that we're destroying the countryside or spoiling their view. If we include everything else in the plan, such as roads, power facilities, maybe a new railroad line … each one of these things will have its objectors. So it's hard to get approval for all these things. People might recognize the need for homes, but they don't want them, or a new highway, destroying their favorite picnic place. But if everyone wants the homes built somewhere else … there's nowhere left to build them.

Host: I see. Is there a model we can look to—a city that has planned successfully?

Helen: Well, Freiburg in Germany is often used as an example of a well-planned city. Back in the 1950s, the planners thought about a lot of things that sometimes get left out. They took into account more factors than other planners did in other cities. With its main emphasis on good transportation, the city was able to grow in a controlled way. Second, they incorporated green spaces in the plan, so that the people living and working there would have access to the benefits of nature.

Host: And did it continue growing in a controlled way?

Helen: Yes, it did. According to the website World Habitat, other factors that became central to the expansion of the town were … keeping the number of cars down to a minimum, offering trams—in Freiburg, over two-thirds of the population lives within half a kilometer of a tram stop—cycle lanes, and a pedestrianized downtown area. Then, there's their use of renewable energy, and making sure that the construction of new buildings is as environmentally friendly as possible. Add to that the fact that the city is 42% forested, there are water-conservation methods in operation, and the people are generally more aware of environmental issues. I think Freiburg shows us what's possible, and more countries and cities are looking to this city to learn how to improve their own.

Track 02

Frida: So, here's a list of apartments I've lined up for tomorrow. You're free all day, aren't you?

Diego: Yes. Let me see your list.

Frida: Here … I thought we'd start in Riverdale. There are two places very close to one another.

Diego: Does it make sense, though? I mean to start in Riverdale … since I see we have apartments all over town? Why don't we start over by Clinton and work our way back home?

Frida: OK, but we shouldn't start in Clinton, because we have an appointment there at 12. It's the only appointment I booked for tomorrow—for the rest, we're just going so we can get an idea

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of the area. So there's a couple of places in Franklin. We could head out there first thing; have a look around, then get to Clinton for midday. Is that OK? We can set off at nine.

Diego: Sure. But eight's a better time to set off, I think. I'd like to have a good look. And you're right … it makes no sense to book more appointments until we've seen the neighborhood. What else is on the list? Wait … why do you have Springfield down here? We went … remember? We both hated the place. Terrible neighborhood.

Frida: Yes, but do you remember why we hated it? We were looking at that apartment that overlooked the schoolyard. Remember? It was really noisy. Well, this place is on the south side. We went there after and both said that the south of Springfield would be perfect. And I checked … it's not near a school!

Diego: Wait … I remember now. Yeah, it was just the noise. Let's take another look. I liked that place. We can have lunch while we're in Clinton and then head on over to Mayvale. I see you've put that on your list.

Frida: Yeah, I'm having doubts about that one. It's a nice enough area, but I think the apartment I found is too small. Do you think we should go there anyway?

Diego: Yeah, there'll be others. It's not a neighborhood that either of us knows very well, so it's worth a look. I think we could skip Oxford. You and I both know that we'd move there in a heartbeat.

Frida: I'm not so sure now. Angie at work lives there, and she tells me some horror stories about her neighbors. She told me to call her when we get there, and she can show us around. But it's up to you. She's not arranging her day around us or anything.

Diego: OK, well, we're free to go wherever we want, so if we still feel like it, we can go.

Frida: You know, I sometimes wish we could just decide and move on.

Diego: Yeah, but we don't want to end up making the same mistake we made before. I know you can't choose your neighbors, but if we can get the neighborhood right, I think we'll have a better chance of being happy.

Frida: We rushed into this place, for sure.

Diego: We did. And we've paid the price. But that's why it's important to do some research. Don't worry. It won't be for much longer.

Unit 5

Track 01

Think of an island in the Pacific Ocean. What do you imagine? Palm trees? White sand beaches? Deep turquoise seas? Well, there is a very large island in the Pacific Ocean, but frankly, you won't find any coconuts there, and it's not on any maps, which is strange, considering that it's about three times the size of France. It's over 617,000 square miles in size, and it's made of about 87,000 tons of discarded plastic. This particular island is called the Great Pacific Garbage Patch, between Hawaii and California, and it's apparently getting bigger.

The Great Pacific Garbage Patch is just one example of the floating islands of garbage that are accumulating in the ocean. There are areas of the ocean called gyres. These are places where ocean currents meet. And because of the amount of plastic that comes from rivers into the world's oceans, these gyres become giant garbage patches. The plastic causes many problems, apart from making beaches look unattractive. Seabirds eat the plastic, and then they die. Why do they do this? Well, when seabirds are hungry, they eat anything. But because they can't digest the plastic, it stays in their stomachs so that they can't digest any real food. So they starve to death. And this is not a new problem. Seabirds have been eating our plastic garbage for decades.

So what can we do about all this? Honestly, it's a very big problem. Even if we collected all the garbage, what would we do with it? But the biologist Christopher LeMoine at Brandon University in Manitoba might have found a workable solution, although the solution is admittedly from a very strange source. The solution may be wax worms. These are pests that get into beehives and eat the places where the bees make honey. They are a nightmare for farmers, but are arguably a dream for environmental scientists.

Why? Because wax worms eat plastic. They do this because the places where the bees make honey are made of molecules called hydrocarbons. And these are exactly what plastic is made of. Of course, discovering this potential solution is very exciting and it does sound great so far, but it would take a very long time to remove the Great Pacific Garbage Patch this way. In experiments, 60 wax worms ate a very small square of a plastic bag in about a week. So it would realistically take many hundreds of thousands of wax worms a very long time to digest the Great Pacific Garbage Patch. So by what point in the future will wax worms have chewed up thousands of tons of ocean plastic? We don't know, of course, but optimistically speaking, these little creatures may represent a solution to a big problem.

Track 02

Katya: We have to propose a possible solution for water stress in sub-Saharan Africa to our local NGO. As we agreed, we'll brainstorm all our ideas and make a note of them. I mean, it's a very big problem to solve. Forty percent of people there have no access to a good source of drinking water.

Paul: Could they use water from lakes? Maybe we can just make sure they can get there more easily by arranging transportation. I mean, many people have to walk about six kilometers each day to fetch water.

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Diego: No, Paul, how would that work? Sub-Saharan Africa has about 783 million people. So 40% of that is well over 300 million people to get to lakes. Frankly, that's hardly a viable solution.

Katya: Well, I see why Paul prioritizes the access to drinking water, and I think that's something we have a chance to build on. But I have to say, Paul, that another challenge related to your suggestions is that, by 2050, water demand there will have increased by 55% because of population growth.

Paul: Admittedly, when you see it from that point of view, it's not a great idea. It might work somewhere with a more developed infrastructure, but they are going to need something sustainable, so I agree with you, Diego.

Katya: Also, it's not a very "green" solution. One of the problems is that surface water in sub-Saharan Africa tends to be polluted, which makes for a vicious cycle. It's the easiest water to get to, but it's unsafe for drinking.

Paul: Another alternative could be technology. Only 3% of Africa's water resources are successfully exploited. The countries' governments really need to put into place the infrastructure for tapping it and supplying it.

Diego: What? No way. Forget it. I read that there are so many corrupt governments, that all the money for projects like that would be stolen.

Katya: What kind of newspaper did you read that in? Are you sure that's true?

Diego: Actually, I think I saw it on social media.

Katya: Well, statements like that really need checking, I think. Anyway, I was reading about the introduction of vetiver grass as a possible solution. Vetiver grass is a plant that has the ability to absorb pollutants from surface water.

Diego: But all the pollution is still in the plants, right? So what's the point?

Katya: I see why you say that, but in fact, the grass is cut regularly to remove the pollutants. Then the grass grows again and keeps removing the contaminants from the water.

Diego: It does sound like a good idea, but our project here was supposed to focus on technology. Mind you, if we go from the perspective that technology is applying scientific knowledge to find practical solutions, we might get the local NGO to agree to it.

Paul: Great, guys, let's do it.

Unit 6

Track 01

I think it's true to say that many of us have a certain image in our minds when we think about games and gamers. And many of those images are negative.

I'd like to talk about some of the positive aspects of games, and how playing really does have a place in the professional world. That will be a pleasant surprise to a few of you!

We've known for a long time now that things like lateral thinking puzzles help develop the mind, and it's easy to see how that can help businesses. Just to give you one or two examples … solving puzzles makes you a better problem solver generally. The skills you develop help companies innovate. But I think it's in forming new approaches to old situations where there is the most benefit. Sometimes we can't change the circumstances, but we can change the way we deal with them, and if we can be inventive about it, a whole new world of opportunity opens up to us.

There are a number of transferable skills we learn from video games, too. These include the ability to process information and to organize a fast and coordinated response to unforeseen situations. Until recently, openly declaring that you are passionate about video games would have counted against you in job applications. Now, employers are beginning to think again. Part of the reason for this is that so many adults play games, and those games are increasingly sophisticated. If you're able to put into words how gaming has helped develop your skills, you could talk your way into a job. The type of game plays a part, too—if you've played against others, you may just have developed a competitive streak that will give you the edge in business. Construction games show your organizational skills and resourcefulness. I'm afraid killing zombies doesn't count for much, but who knows in the future …

As well as giving potential employees certain skills, games can teach employers something. For those who play a game regularly, don't think about the negative things you've heard. Think for a moment about the excitement you feel when you are playing. How much do you look forward to a session? Well, employers would love to have you feeling just as excited about coming to work, so they've started looking into ways that can happen.

A great number of businesses consider that it is important to do something fun outside their routine work. This may have evolved from the yearly office party, which was a way to thank the staff for all their hard work. But it's more than just giving back to the staff. More and more companies are encouraging their workers to join in different fun activities. These could be in the workplace, such as the egg drop activity, where teams work together to find ways of dropping an egg from a great height without breaking it … or at the other extreme, a company could pay for all its workers to go on a week's vacation somewhere. Then, there is a whole host of activities in between, from bowling to karting or even paintballing, all of which provide a bonding or team-building experience for workers. Some of them provide much, much more.

As you can see, a playful approach can play a big part in the workplace. But we need to control the way it is used. If I may give you an example from my own career ...

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I once went for an interview … I forget what the job was, but it was in sales. I remember that I got horribly lost, but I eventually parked and entered the building … which was booming with the kind of ear-splitting music you'd expect at a club. This was at nine in the morning. I think at the time, I assumed there was a club next door, and they were testing the equipment … or maybe it was a gym for particularly energetic people. Just as I was about to ask the owner of the company if he had thought about complaining about the noise, he shouted, "Do you like the music? We love working to music here. Needless to say, it all went downhill from there. This was someone who'd read somewhere that music in your place of work attracted employees. Maybe they would attract people, I don't know! They certainly didn't attract a serious young professional like me.

Track 02

Speaker 1: Well, people say that playing video games—you know, day and night, the way most people think of the younger generation—they say that this means they never develop social skills because, well, because they never socialize. I'd like to argue that the opposite is true, and these people are socializing in a way that we don't always appreciate. I mean, they come into contact with complete strangers and build new civilizations! How many of us can say that? Gaming often means playing with or against others, which entails working together in teams to achieve a common goal. This needs sharp communications skills, awareness of how to develop working relationships with a wide variety of people, and then, a whole range of other life skills such as compromising and negotiating, which, if you ask me, makes them more socialized, not less.

Speaker 2: You have to hand it to games designers—they know what makes people tick, and that, I'd say, is a piece of knowledge we could all do with. Because, let's face it, if you can have teenagers and young adults eating out of the palm of your hand, you've cornered the market. I mean, it's not like in the good old days, where a flashy interface and catchy tunes would have you hooked. No, today, they really have you, but they also have you thinking … and imagining … and building. And, well, if we could make people feel the same way about other tasks, we'd have it made, wouldn't we? Imagine waking up in the morning … and you can't wait to get to work, or to get stuck into studying, and a new project comes your way and you grab it with both hands and attack it with an appetite you've never had before. Then we'll know we've cracked it!

Speaker 3: I'd say the one thing we're overlooking here is the fact that, if you ask the people themselves, gamers benefit in one distinct area, and that is in their emotional well-being. Because that's what they report, and if they say it makes them feel better to play games, who are we to argue with them? And why is this important? Well, you know, it's as many as one in five people who experience mental health issues. Of course, some of those are minor problems, and they turn out to be temporary, but for the sufferer, they are certainly not trivial. If we ignore the feel-good factor, we're not doing games justice. It's very easy to focus on the negative aspects of gaming, but we shouldn't deny that there are benefits. Now, naturally, there's going to be a downside to everything, and we'd be equally guilty of failing to do our job if we didn't consider them. But just remember that addiction, antisocial behavior, and a failure to function properly in society … they only present one side of the story.

Speaker 4: Games change us. There's no doubt about it. Did you ever forget where you were when you were playing a game? Some people told me that they looked up from the screen and saw the sun rising—they'd been playing all night. We're talking about a large percentage of the population, too. So, um, so isn't it logical to think of what kind of, um, long-term effect this might have? You know, we've looked at MRI scans of gamers and we can see the positive side … the engagement … the brain activity … while we're actually playing. But I think we need to look at what we're like after a session, and I'd like to see more scientific experiments done on that. In a time when we have kids falling asleep in class because they've been up all night playing games, we can't deny there's a problem. Now we need to quantify that, do experiments, get the facts and figures, and see if we can turn gaming into a more positive than negative experience.

Unit 7

Track 01

In a way, it seems obvious. No sooner do you make the decision to leave your hectic inner-city lifestyle for a peaceful life in a picturesque town than you feel the stress leaving your body and a sense of instant harmony. Many people fantasize about moving to a small town and getting away from it all. But is achieving such fantasies really the key to our well-being? As with so many things in life, the answer is: it depends.

Two separate studies on this issue have come up with conflicting results. According to a 2018 study by the Vancouver School of Economics and McGill University, people living in small towns are happier than those in urban areas. They have more of a sense of belonging to their communities, and the areas are far less congested. But according to the Gallup-Sharecare Well-Being Index

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in 2017, residents of highly populated communities have better overall well-being than people living in rural areas.

So, why the difference? Well, it's possible that the problem with both points of view on well-being is that they suggest a binary choice. At this point, it's a good idea to remember what exactly we mean by well-being. There are five major types: emotional, physical, social, workplace, and societal. Emotional well-being deals with practicing stress management and doing activities that make you feel happy. Taking the dog for a walk in the country or practicing yoga in the city park can help with that. Then we have physical well-being, which is all about healthy eating and exercise. This doesn't depend on where you are, either. Number three is social well-being, and this doesn't mean partying from dusk till dawn. It does mean developing meaningful relationships with other people. Having thousands of Instagram followers, for example, is not the same thing. The fourth type of well-being is workplace well-being. This focuses on making sure you are pursuing your professional interests, not doing things just for money. That makes your job very dull, because it feels like a daily chore. Finally, there is societal well-being. This isn't about being part of a crowded community, but actively participating in the community you live in. This gives people a sense of togetherness and allows them to feel that they are part of a supportive network. Humans are social beings after all.

So, scarcely do you look at this list than you realize that you can check off all five of these points from anywhere in the world, whether a remote small town or a lively big city. Which is good news, right? So the next time someone says to you, "Wouldn't it be great to live in a little house in the country?" just tell them about the real meaning of well-being. That should help them realize that it's not about the state where they live, but their state of mind.

Track 02

1 It was very frustrating. No sooner had we arrived at the movie theater than my mom called and said I had to go home.
2 Wow, I love this town! Never have I seen such a picturesque place!
3 I really didn't like it at all. Not only was the city congested, but also it was very hectic.
4 It was a bit scary, actually. Little did we know what would happen when we moved to that small town in the mountains.
5 No way! Under no circumstances can you go to the party unless you finish your homework.
6 John had a terrible time trying to get here last night. Hardly had he found the town on the GPS when his cell phone battery ran out.

Track 03

James: Hello, there. My name's James McDonald, and you're listening to *Looking After the Locals*. Now, there are many jobs that involve working with members of the public. But unlike being a businessperson or a software engineer, few of them can be as demanding as working for the local government. Today I'm talking to Nina Jimenez, a housing officer, and Robin Walker, who's a social worker. They're going to tell us a few of their experiences working in the local community. So, Nina, if we can start with you?

Nina: Well, James, I've had many kinds of jobs in the past, but never have I experienced such extreme highs and lows as I have being a housing officer. My job is to try to allocate housing to people who need it. By that I mean homeless people or people who are in a difficult situation with their families.

James: Yes, I can imagine that comes with a lot of highs and lows.

Nina: Right. When you tell someone they have the go-ahead and an apartment to move into, they are delighted. And you feel like a superhero. But when the opposite happens, and someone's been refused housing, it can be the biggest letdown, not just for the person, but for you as well.

James: What about you, Robin?

Robin: Yes, I can totally relate to Nina's experience. I had a job before this but this is the first time in my professional life that I've faced such extremes of emotions. My daily tasks involve visiting homes of disadvantaged families to make sure they are doing OK. Last month I went to a family where their eight-year-old son wasn't going to school. The parents hadn't been doing anything about it, but they'd promised me that they would. Then I didn't hear from them for a long time. I went around a few times, but they were never home. It's breakdowns in communication like that that tend to be the biggest problem.

Nina: In my job, it's more like communication overkill! I have lawyers calling me all the time demanding that their client get housing.

Robin: To sort out some of the communication problems in the neighborhood where I work, we tried organizing a monthly meeting. But the turnout was always so low that we could never get anything decided.

Nina: Fortunately, I don't have to organize anything like that. But one of the biggest problems we have is when paperwork isn't processed properly. A few weeks ago, there was a mix-up with some paperwork that had come from a lawyer. The wrong documents got delivered to the wrong person. I was the one who found out about it, but the lawyer thought I'd lost the documents and had done some kind of a cover-up!

Robin: Luckily, I never have to deal with that kind of thing personally. But I do have to visit people who have received letters from the local government or other authorities that they don't understand. I have to go hand them over to someone who can go through it with them step by step.

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Nina: And that person is normally someone like me! I must say that's one of the high points of my job—helping people negotiate complicated processes and seeing that it becomes clear to them. It really sets them up for dealing with things better in the future.

James: Thank you both for joining us today and for that revealing insight.

Unit 8

Track 01

First off … a big thank-you to everyone who took the trouble to write in with their life hacks. There are plenty of useful ones, I can tell you. So let's waste no time …

First up is from John in Norfolk. Now, John tells me he's a dietician, so he knows what he's talking about when it comes to food. John encourages his clients to be more attentive when it comes to eating, and he encourages them to keep a food diary, noting down all the times they eat and how they are feeling. John says that, most of the time, people eat … and I can back this one up personally … out of boredom. The second point that John makes is that many times when we think we're hungry, we're actually thirsty. So drink plenty of water is John's advice. Finally, a third hack from John … he says it's very important to recognize that when we're hungry, our bodies are telling us we need to eat *soon*. What they're not telling us is that we need to eat a lot. That's down to us. So if, like me, you struggle with snacking a lot throughout the day, those are three great hacks. Thank you, John.

Annette from Cranbury … thank you for your email. Annette has written in with hacks using dishwashing liquid. Annette says we should be making more use of this product—which we all have in our homes, after all. First, rather than using powerful chemicals or huge amounts of energy to clean burned pots or skillets, Annette tells us it's preferable to apply a little of this liquid and let it do all the hard work. All you have to do is leave it for up to an hour, and then you'll find you need very little effort to make it sparkle. Oh, and Annette says that you can do the same with spills on the top of your stove—don't risk damaging it, just use dishwashing liquid and a little patience.

Josh from Avondale also sent in a dishwashing liquid hack. Josh says it's the perfect thing for cleaning fruit before you eat it. This is because it breaks down any deposits on the surface of the fruit and, as long as you rinse thoroughly, you will get rid of any chemicals that remain from when it was growing.

And one more! This one from Karen in Maryville … when your reading glasses get dirty, run some warm water over them and add a little … you guessed it … dishwashing liquid. Rub it over the whole surface, and rinse with warm water. Then you can dry your glasses with a microfiber cloth. The worst thing you can do, Karen tells us, is to use a paper towel or part of your clothing.

Let's move out of the kitchen for a while. I have here a hack sent in by Robin from Clermont. He says he used to frequently forget where he parked his car, especially if he was in a strange town. Since he discovered this hack, Robin says, he hasn't forgotten where he left his car once. What is it? Simple … whenever he parks, he takes a photo of something nearby—a landmark—to help him find it. On a street corner, Robin will often photograph the street signs. Then he can always ask someone how to get to that intersection … and his car. The beauty of that is that nowadays just about everyone has a camera on their phone—why not use it!

Time for one more before the break. Still on the subject of cell phones, do you use yours as an alarm clock to wake up in the morning? Ever sleep through it? Tammy from Galston sent us this simple hack. As you go to bed, after you set the alarm, place your phone inside a bowl. You can use a bucket if you have one. "I can assure you," says Tammy, "you won't sleep through that!" Tammy also says that the same principle can be used to amplify music from your phone if you don't have an external speaker. This time, Tammy says metal or glass might not give you the sound you want, but experiment a little with different containers—you should soon find a sound that suits you.

Unit 9

Track 01

Bangladesh, 1989. Tri-State, 1925. Joplin, 2011. Even if those name-and-date combinations are unfamiliar to you, I think that for meteorologists, they are synonymous with both wonder and frustration. Why? Because they relate to three of the deadliest tornadoes in human history. We know about the speed of these tornadoes and the damage they caused. But what we don't know all that much about is forecasting them. In fact, having about 10 minutes' warning before one of them hits seems to be about as good as it's ever going to get. Why? If hurricanes and blizzards appear on weather satellites days before they strike, why not tornadoes?

Meteorologists forecasting the weather have been conducting research on this issue for years. One of the problems with tornadoes is that they are basically wind, which is invisible. It has been demonstrated that they only become visible when they have water drops or dust caught up in them. Another problem is that although no one really understands tornadogenesis—the formation of tornadoes—it is believed that they form incredibly unpredictably.

Tornadogenesis normally comes from storms called supercells. These are rotating storms that move upward because of the warm air. Now, meteorologists can take measurements of wind speed and assess the conditions to see if this is happening. But actually, the other problem is that most supercell storms never become a tornado. The issue with this is that there are often false alarms. So when a real tornado comes along, I'm not sure that people are in such a hurry to take cover.

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So those are the problems. What's the solution? Well, to be honest, the bad news is that there's no single solution. Meteorologists usually rely on computer programs that try to calculate what the weather will do, by gathering information and analyzing statistics from sources like weather balloons and satellites. But I believe that the problem with the programs is that they are trying to predict the unpredictable.

Now, you might think that if it seems so impossible, what's the point, right? Well, that's what I thought, but apparently it's not a question of having to improve the computer model or anything like that. Meteorologists are now using what is called "ensemble forecasting," where the computer runs several models at the same time. Then it all depends how you interpret the data. This is where the meteorologists have to use their experience and knowledge to adjust their predictions.

But given all these issues, the best that we could ever hope for might be about an hour's warning before a tornado strikes. Then it's a question of telling people and making sure they take it seriously. And the fewer false alarms there are, the more people are likely to do so. And with any luck, all of that should reduce the likelihood of having to add another name-and-date combination to that list anytime soon.

Track 02

A boy named Jim was sleeping in a VW camper van somewhere in Ontario, Canada. He wasn't there on his own. In the camper van were his mother, Kathleen; his father, Percy; his brother; and one of his two sisters. But Jim and his family were not there on vacation, nor were they there to enjoy some family time on a camping weekend. Jim and his family were sleeping in that van because they were homeless. Jim was only 16 years old at the time. But strangely, this was a much happier time than the period he and his family had just been through, and he gratefully got used to this new way of life.

When Jim's father Percy was younger, his dream was to be a comedian, and he had a great natural talent. But Percy just didn't believe that it would be possible. After all, this was the 1950s, and the dream was to have a stable job and make money. So he went for a safe job as an accountant, and he worked very hard for many years. Unfortunately, that safe job didn't turn out to be so safe, and when Jim was only 12, his father was fired. But Percy had a family to support, so he took a job at a tire factory, and Jim and his brothers also worked there as cleaners. Imagine how that must have felt, going to school all day at the age of 14 and then working for eight hours at a factory at night. In the end, it all became too stressful, and Jim dropped out of high school, and his father quit his job at the factory. So that's why they were in the camper van.

And just then, something happened that changed everything for both Jim and his family. And Jim realized that it was something that was a reflection of what he had been passionate about since he was 10 years old, when he had written a letter to a TV show host asking to appear on the show. The show had turned him down, but fast forward six years and back into the camper van, and his father was now driving him around comedy clubs in Toronto, and Jim noticed how positively people were responding to his act. This made him realize that he should definitely go for what his father had dreamed of—stand-up comedy. Soon, the attention grew and he was asked to perform in Las Vegas. Jim noticed and understood that audiences loved his comedy because he always improvised, so they never knew what they were going to get next. He practiced and practiced, and TV soon followed. Jim's talent for improvising was again evident when he started rehearsing for his first movie. The director allowed him to use his new improvisation skills, "go wild," and do whatever he wanted. Many people thought the movie would fail. He couldn't stop the criticism, but he learned that he could control the way it affected him, and he didn't give up. What was the movie? It was *Ace Ventura: Pet Detective*, which was followed by the movies *The Mask* and *Dumb and Dumber*. Three hit movies in the same year, 1994, made Jim a massive Hollywood star and world-famous actor. So you might have guessed which Jim we are talking about by now: Jim Carrey.

And what is Carrey's message to the world, our lesson to learn from his story of resilience? Take a chance. As he learned when his father lost his apparently safe job, you can fail at what you don't want to do, so you might as well take a chance on doing what you love.

Unit 10

Track 01

1 I didn't hear my alarm, because I had spent all night studying for my exam.
2 People are forever asking me questions about their health, just because I'm a doctor.
3 Actually, Rita told me about your birthday, so I got you this gift.
4 I fell asleep on the sofa last night. I must have been very tired when I got back home yesterday.
5 We have so much work to do, because we develop social media apps for teenagers.
6 When are you getting home? I can't get in because I left my keys at the office.

Track 02

Quiz time. Which famous detective has appeared in books, movies, and on TV? He is famous for his powers of deduction and his incredible intuition. Without doing any research or even too much thinking, you may have already guessed that this was Sherlock Holmes. But are intuitions and guesswork the same thing? Well, no, they're not. Holmes seems to have a gut feeling for things: a sense or perception that something is a certain way that even he cannot explain. As Holmes himself said in *A Study in Scarlet*, when he solved another seemingly impossible case, "It was easier to know it than to explain why I know it." So what we can agree on is that intuition is hard to define.

Another view of intuition can be seen in another fictional hero, Spider-Man. Remember the parts in the movies when he just knows that something is about to go wrong because of his "spidey-sense"? It's the same

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thing. A sensation about events that you can't explain, but that you can only have an awareness of. But even though you can't logically explain it, this gut feeling often protects us and guides us. For example, when we meet someone for the first time, we often just know whether we are going to get along well with them or not. And when we know that we won't, no amount of trying will make any difference.

The profound usefulness of intuition being understood, how can we develop this remarkable power of our consciousness? Psychologists suggest that we can do so with three simple routines. First, keep a journal. Writing your thoughts and feelings down helps the unconscious mind open up, even if you write words that don't make logical sense. That leads us to the next step: turn off your inner critic. Listen to those inner voices without judgment and you may learn more than you could by trying to reason things out. For some reason, women are much better at this than men.

Third, you need to find a space in your day to allow your emotions to flow freely. That's easier than it sounds. For example, we have all made emotional connections with objects, pieces of music, or literature, and you should give yourself time for this to happen. All three of these routines can help develop your sense of intuition.

And if your logical, inner critic still won't be convinced of the real-world worth of intuition, consider the fact that, in studies, weather forecasters and pilots have more reliable instincts than psychologists and judges.

What everyone knows about intuition is that it's different from knowing. When we know something, we have spent time learning about it, like the psychologists and the judges. But intuition is something deeper than that. Intuition has been described as "knowing without knowing." So think about that next time your "spidey-sense" is warning you about something. It may be the best advice you've ever heard.

Track 03

Tom: Have you seen Chloe recently? She's been acting really weird lately. I saw her in the office yesterday and asked her about her weekend, and she just kind of ignored me. She's so strange sometimes.

Nicole: No, I haven't seen her for a while. But do you guys always talk?

Tom: Well, not all the time, but I still think the way she behaved was rude. She just had her head down and looked at her laptop intently without looking up at all.

Nicole: How did she look? I mean, was she smiling, or was she upset about something, do you think?

Tom: I've no idea, but she did look a bit tired now that I think about it. Oh, and she was frowning, too. She had her back to me the whole time I was trying to talk to her as well.

Nicole: And is she normally like that?

Tom: Never, no. Being in the public relations department, she's nearly always happy and chatty. So I really don't know what's going on with her right now. I'm going to tell her how I feel about her behavior. I don't like being treated like that, you know?

Nicole: To be honest, I have a gut feeling that something must be wrong with her. I wouldn't see it so negatively or take it personally.

Tom: Yeah, maybe you're right. She might be going through a hard time at work or something like that. You know what I'll do? I'll see if she's the same over the next few days. Then I might try to persuade her to tell me if there's anything wrong or if I can help her.

Nicole: Yes, didn't she mention that project she's working on the other day? It sounded like a lot of work, and she has really long hours, doesn't she? Perhaps that's why she's behaving differently.

Tom: She does, yeah. OK, tomorrow I'll see how she's doing. Maybe if she's still like that, then I might try to convince her to talk to me about it. Thanks, Nicole. I'll let you know.

Exam Practice 1

Track 01

Smartphones, smart cars, smart homes. Everything these days seems to be getting smarter, and today, we're talking about smart cities.

Sweden's capital, Stockholm, is what's known as a "lighthouse" city, and thanks to some generous EU funding, a number of projects are being implemented in the hope that, if successful, they can be recreated in other cities to help promote a greener world. So, we're going to focus on some of the projects happening there.

First, let's look at transportation—specifically fuel types. In many parts of Stockholm, it's now possible to buy biofuel. In fact, it is already becoming popular with both car and taxi drivers, and the plan is to have trucks and heavier vehicles using it soon. Research is also being conducted into how to make the fuel more efficient.

Another area in which the city is aiming to be greener is in how buildings are heated. Over the past few years, Stockholm has been working with a major energy company to create a citywide heating system that can recycle the heat from data centers, large supermarkets, and sports stadiums. This "waste heat" is carried underground and can be transported around the city and pumped back—or recycled, if you like—into buildings for extra heat.

As for city planning on a larger scale, there are already a number of eco-districts in Stockholm. These are areas in which you will see plenty of solar panels collecting energy. Many of the older buildings in these areas, rather than being destroyed and replaced with newer ones, are being modernized to make them more energy efficient.

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Another important area is household waste. Stockholm's residents are now asked to put trash into different colored bags, which are thrown into large underground collection centers for recycling. It's also possible to monitor the waste that people produce, and there are awards given to the "greenest" people. Furthermore, this system means that there is no need for large waste collection trucks adding more pollution above ground.

Something that ties all of these initiatives together is education. How can you encourage the general public to be greener? Well, in one area, local residents are given tablets that they use to monitor their own energy and water use in real time. The idea is that if the public are better aware of how much gas, water, and electricity they use, they might waste less of these valuable resources.

Track 02

Thank you. Thank you. Next in our series of lectures on movement, we will focus on one question—why do we dance? Why do we choose to move our bodies to music, often—well, at least in my case—embarrassing ourselves during social events? What do we actually get out of it?

Well, for one thing, it's pretty good for us. Multiple studies have shown that dancing is a good way to stay fit, and many think it helps to improve our overall focus. But it's certainly not the most obvious way to get these kinds of benefits. We don't need to dance in order to have a healthy mind and body, so there must be another, more fundamental reason for doing it.

I actually think most people dance simply because they enjoy it. In fact, there's a good amount of evidence to suggest that dancing does, in fact, affect our mood. When we dance, our heart beats faster and our spirits rise, too. So there's a pretty good argument for wanting to dance purely for the enjoyment of it.

Another area to consider is our sense of identity. Some psychologists have suggested that dancing is an act in which we become a "creator"—that we use dance to prove to ourselves that we are special, unique, that we are not ordinary. To these experts, dancing provides us with the opportunity to show our personality to the world.

I think you could also make the argument that dancing taps into some kind of nostalgia. It helps us remember our lost youth. We get lost in the music and are transported back to the good times from our past, the freedom of being young—a time when we still had the full energy of life.

Many also see dance as a form of communication—we use it to express ourselves when words and speech are not enough. For example, many people experience the desire to dance for joy when they feel passionate about something or fall in love. Indeed, this form of communication may be closely linked to survival. It is ultimately a basic biological function.

Exam Practice 2

Track 01

Host: So today in the studio, we have Alex Brown, who has just written a book on conflict in the family called *Conflicting Opinions*. Welcome, Alex.

Alex: Thanks for inviting me.

Host: So, you seem to be the authority on family dynamics right now …

Alex: Well, I don't know about that. But I did do a bit of research and thought I should get it down on paper, as it might help others.

Host: And I for one am glad you did—it's a very interesting book. Now, something you talk about a lot is sibling rivalry, and I have to say that, when I was growing up, there were a few times I wished I were an only child. My three sisters were pretty tough to live with. So there's a great deal I can relate to in your book. The big surprise was that it's all positive.

Alex: Well, that was what I wanted to achieve. Some people argue that conflict with siblings is a bad thing. I wanted to really turn this idea on its head.

Host: I guess parents always want to try to find some kind of preventative measures. It can be very stressful.

Alex: Yes, definitely. Moms and dads are always looking for some kind of resolution to conflict so the family can live in harmony. The thing is, sibling rivalry is inevitable. You rely on your parents to help you survive when you are little, and if a little brother or sister comes along, it is a very real threat to the attention your parents give you. Therefore, if parents try to put a stop to the fighting, at some point, they're going to feel like they've failed. On top of this, you are actually depriving your kids of a great opportunity to develop social skills.

Host: Hmm, I'm not sure our listeners would agree with you …

Alex: Well, for me, if there are raised voices and slammed doors, this means the rivals are dealing with the situation in an emotional, rather than a logical, way.

Host: So how do you handle this?

Alex: I suppose the best approach is to speak in a calm voice and not add to the noise. Ask them to speak to each other rather than shout.

Host: But isn't this just theoretical? It's not always easy to put into practice.

Alex: I see your point, but the problem is parents often get too emotionally involved. All too often, they actually raise their voices, too, rather than leading by example.

Host: What if they don't want to talk?

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Alex: Then separate them, and let them calm down. By talking to each other rationally about why they were angry and how the other person might have felt, you are helping them to develop empathy and listening skills.

Host: That could come in handy when negotiating at work!

Alex: Exactly. I would also ask them to suggest ways that their conflict could be resolved.

Host: So the goal is to find an acceptable solution.

Alex: That's right. It does take time, of course, but if you see conflict as a learning process, you will see the benefits later on in life.

Track 02

Hello, everyone. Today I'm going to talk about something of great significance in our lives that not all of us manage to achieve—happiness.

I can see a few skeptical faces out there already, but let's get something straight. I am well aware that happiness is, by nature, something that is difficult to define, something that is hard to put your finger on. I mean, what criteria do you use to assess it? And isn't everyone's interpretation of happiness different? How do you put a unit of measurement on happiness?

Well, for the purpose of this talk, it's probably more accurate to use the word happiness to mean "life satisfaction." I'll give you time to share your thoughts on the subject when I'm done, so please save up any questions or comments you have until then.

So, we carried out a survey of 43 countries around the world, and it would appear that some of my previous assumptions about this subject were wrong. I had, for example, long believed that, contrary to popular belief, money can actually buy you happiness. Surely, the more money you have, the easier it is to be happy. Well, when asked what made them happy, the majority of people in our survey considered things like health and education to be far more important than material possessions. These were closely followed by low crime rates, owning a house, and having job satisfaction. It seems clear from this that money certainly wasn't a priority.

However, some results were less surprising. Those living in a country where the political or social situation has deteriorated had a noticeably bleaker outlook than people in more stable nations. Egyptians, for example, are less satisfied today than they were back in 2007. At the opposite end of the scale, Ukrainians said they were far happier today than in the past.

Now, while individuals might prioritize things like education and health over personal wealth, there does seem to be a correlation between a country's financial status and how highly its citizens rate their overall life satisfaction. For example, Malaysians rated much higher than Bangladeshis. However, Germans, who are generally much richer than Malaysians, only rated themselves slightly higher in terms of life satisfaction, so perhaps the difference becomes smaller, the wealthier you get.

An undeniable result was that overall, Asians and Africans were the most optimistic with regard to the future. Countries from both continents saw themselves as having a higher rank on the ladder than they do currently. The results weren't as bright for people in the Middle East, where a quarter believed the future would be worse for them.

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