ALASTAIR GRANT
ROB NICHOLAS

SPEAK YOUR MIND



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UNIT 1

Glocal

LESSON 1 **Trade History**

READING

RECOGNIZE PURPOSE AND AUDIENCE

When you recognize the purpose and the audience of a text, think about the text as a whole, as well as the language used in it. Look at the title of the text and think about where it is from. Think about how this connects to the topic and the content of the text. Also think about who the text is written for. The origin of the text can help you understand this. All of this can help you understand texts better and remember what they are about.



A Read the text and choose the correct options.

1 The text is probably ...
   a a promotional web page. **b** an online magazine article. **c** a social media post.
2 The author probably wrote it to explain how ...
   a to start businesses abroad. **b** to become successful internationally.
   c international trade influences local culture.
3 The text is probably aimed at people who want to know more about ...
   a economics. **b** working for the brands in the article. **c** international trade.

International Markets

Coffee Shops and Culture Change

Next time you sit down in your local Starbucks for a coffee, take a look around. The branch that you are sitting in has been designed to fit in with your local culture. And, in some countries, it might also have changed the local culture as well. Here are some examples of imported brands that have found clever ways to fit in with the locals—and make the locals fit in with them.

Starbucks

Since 1971, the Starbucks business enterprise has expanded quickly, but they learned that they had to work very hard to fit in with some cultures. It's not just trade barriers that can be a problem. Why, for example, would someone from China want to purchase a coffee, when China is famous for tea? Starbucks knew this, and they began by serving tea in Beijing in 1999. People in China also like things that are considered to be Western status symbols. Starbucks coffee is a perfect example of this. So Chinese people have been drinking much more coffee, and since the first store opened, Starbucks has added nearly 3,500 more.

McDonald's

To fully take advantage of free trade, McDonald's has to adapt to the customers. For example, India is a very family-oriented society, and people mostly eat at home. But they love local street food. So in 2003, McDonald's started to serve meals similar to Indian street food, but in a comfortable restaurant. This meant that McDonald's popularity and success in India grew and grew. In fact, McDonald's is so successful that now, economists use the famous Big Mac burger as a measure of the cost of living in countries worldwide. Everyone knows what a Big Mac is. So by seeing how much a Big Mac costs in another country, you can get an idea of everyday prices in that country.

Google

This name needs no introduction, but why is it in this list of culture-changing brands? In 1998, founders Sergey Brin and Larry Page decided to do something different from what other search engines had been doing. So Google was the first company to apply the user's personal information to make results more relevant to them. And by using artificial intelligence, these results become more and more accurate. Google now has 90% of the market share of search engines. And, of course, when we want to look something up on the internet, we don't "search" for it, we "Google" it.

So although international trade is no longer about tradespeople exporting products across the seas, it still requires tactful trade policies and cultural adaptation. And, if it is successful, international brands may even make the local culture adapt to them.

VOCABULARY

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

business enterprise export free trade import purchase trade barriers trade policy tradespeople

1 The government is removing the _____ that we have with some other countries so that we will be able to get products from abroad in our supermarkets.
2 One of the advantages of _____ is that we get the latest technology from other countries.
3 Elena is trying to get some investment to start a new _____ delivering clothes online.
4 The government developed its _____ with other countries to reduce the taxes on national products.
5 Refrigeration technology in the 1870s allowed countries to _____ their food to other countries.
6 The _____ who transported goods along the Silk Road used camels to transport all the silk.
7 Google decided to _____ YouTube in 2006 to expand its business.
8 We don't have enough wood for construction, so we will need to _____ some from Canada.

GRAMMAR

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

past (x3) past perfect past perfect progressive present perfect present perfect progressive

McDonald's has opened many new restaurants since they arrived in India.
We use the **1** _____ to talk about a situation that began in the **2** _____ and is still true.

Chinese people have been drinking much more coffee recently.
We use the **3** _____ to emphasize that an action started in the **4** _____ and continued until another event happened.

Instagram had gained millions of users by the time Facebook purchased it in 2012.
We use the **5** _____ to talk about something that happened before another event in the **6** _____.

The directors had been negotiating a new trade deal for weeks before it was finally agreed.
We use the **7** _____ to talk about an action that continued until another event happened.

B Choose the correct options.

1 We should take a break. We **have worked** / **have been working** on this project for hours.
2 **Had she seen** / **Had she been seeing** the trade agreement before she went to the meeting?
3 I **have never eaten** / **have never been eating** at that restaurant before, so let's try it.
4 **Had you been posting** / **Have you posted** any pictures on Instagram today?
5 Before last week, Kelly **had only held** / **had only been holding** two meetings at her office.
6 I'm sure you were tired yesterday, because you **had been working** / **had worked** on the sales report for hours.

C Complete each sentence with the correct form of a verb from the box.

do import operate plan see start

1 Our German office _____ coffee from Brazil for years before they changed to a supplier in Cuba.
2 Facebook _____ since 2004, and it now has around 2.4 billion active users.
3 By the time Joan got to the conference, the first talk _____.
4 We need to get some advice on trade policy in Japan, as we _____ business with Japan before.
5 I _____ some sci-fi films before we saw *Ant Invasion* last week, but they weren't as good as that one.
6 Before we started on the proposal for the client, we _____ it for months.

Local Versus Global Business

LISTENING

LISTEN FOR REASONS AND EXPLANATIONS

When we listen for reasons and explanations, we listen for descriptions of why something happens and how one thing causes another. We listen for words and phrases that often introduce reasons and explanations, such as *given*, *due to*, *because of*, *since*, *that's why*, etc.

A 1.1 **Listen to the interview and choose the correct options.**



1 Local stores might feel nervous because ...
- **a** there is unexpected competition.
- **b** the store often has no stock.

2 Competition can be good for business as ...
- **a** businesses must have new ideas.
- **b** people spend more money in new stores.

3 Local stores might not think they can compete with big brands given that ...
- **a** the big brands are more popular.
- **b** the big brands can be cheaper and offer more choice.

4 People like to have a choice when shopping. That's why ...
- **a** customers will be attracted to the big brands.
- **b** customers often come back to the local stores.

5 Ethnocentrism happens with smaller stores since ...
- **a** local people prefer local products.
- **b** local people don't buy foreign products.

6 Because local stores can benefit from being close to a big brand store, ...
- **a** they should get a lot more customers.
- **b** they should not be worried about competition.

VOCABULARY

A **Complete each sentence with a phrase from the box.**

back out | belong to | close down | look up | put off | sell out | start up | take off

1 Quickly, click on "buy." You know what these concerts are like. If you don't hurry, the tickets will _____.

2 Restaurants that don't update and offer vegan options in the near future may have to _____.

3 My father and I _____ a local food association that helps us with finding suppliers and customers.

4 I was really _____ buying anything from that big coffee store when I saw the prices.

5 We were going to buy that local store, but then I heard that the owner was going to _____.

6 Juliana's store wasn't selling any clothes, but things started to _____ during the winter holidays, and she sold a lot of coats and jackets.

7 As soon as we started selling T-shirts designed by our staff, our business began to _____. We were making over $1,000 a day.

8 When they decided to _____ their own online food delivery business, they had to get investment from a local backer.

GRAMMAR

A Underline and correct one error in each sentence with articles.

1 We need some more milk. Let's go to supermarket we went to yesterday. _____
2 Oliver is setting up his new home business in a Cayman Islands. _____
3 I set up cell phone business a few years ago. It's doing really well now. _____
4 Instagram is one of fastest growing social media platforms. _____
5 When I finally sold a business, it had grown by at least 200%. _____
6 There's envelope on the table and a few more in the cupboard. _____
7 My favorite gallery in London is a National Gallery. _____
8 San Francisco is definitely my favorite city in the California. _____
9 The company has received a criticism for polluting the local river. _____
10 In general, I don't like the laptops. They always break too easily. _____
11 Our main store is on an Lexington Avenue. _____
12 Argentina and Chile are separated by Andes. _____

WRITING

A Correct 12 errors in the report. Add punctuation symbols or capitalization.

Clothing Stores in Newtown

Introduction

This report on the different clothing stores in Newtown examines the extent to which the needs of consumers are met. it also makes suggestions for improving both the range and quality of products and the overall service.

Multinational brands

There are currently two multinational stores CoolClothes and Fashion Planet, which are both from the usa. These are very popular with young people and teenagers. both businesses have a wide range of clothes for people of all ages. The customers report that both brands offer good value for money although the quality can be variable, and many have complained about the poor service. The exact complaint was, The staff pays no attention to anyone.

Local stores

There are two independent stores in Newtown, both on marley lane, which are popular with tourists and local people. The stores all have excellent service, and all the customers have been very happy with their shopping experience. The customers report that the clothes are attractive and very well made, but that the prices are relatively high, and the range of clothes is too narrow.

Conclusion

Although these clothing stores are popular with different groups of people there is strong competition between them. The multinational brands would benefit from reviewing the quality of their clothes and having compulsory training for their staff. The local stores would benefit from investing in a greater variety of clothes. The question that needs to be asked is, would the government support the local stores by reducing their taxes This would help the local businesses afford to pay for a wider range of clothes to meet the customers needs.

VOCABULARY

A Match each word in bold to the correct definition.

1 The official **currency** of Vietnam is the dong. ____
2 Mariana never wants to **invest** any of her money in companies that damage the environment. ____
3 My brother really needed my help, so I had to use some of the money I had in my savings **account**. ____
4 There is an increasing **demand** for household appliances, like refrigerators and toasters, that are connected to the internet. ____
5 Before you leave the airport, make sure you remember to **convert** some money into pesos. ____
6 In times of crisis, it can be difficult for supermarkets to always have a **supply** of essential items. ____

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

B Choose the correct options to complete the sentences.

1 We would love to start up a new cell phone app business, but we're going to need some more funds in our ... before we can start investing in equipment.
a currency **b** account
2 The clothing ... from the head office has increased in the last few weeks, so we should be able to provide the products that our customers are asking for.
a supply **b** demand
3 I've been saving money for months, so we can ... some pesos to dollars and buy the tickets with that.
a convert **b** invest
4 The ... for the new video game is so high that some stores have already run out of stock.
a supply **b** demand
5 Some people think that Bitcoin ™ is not a real ... because they think that, unlike cash, it has no real value.
a account **b** currency
6 I inherited some money last year, and I am going to ... it in a new business venture to try to make some more money.
a invest **b** convert

C Complete the sentences with the words from the box.

account convert currency demand invest supply

1 Before Jonathan left California for the conference in Portugal, he decided to _____ some of his money into euros.
2 There is a steady _____ of oil from the south of the country that we export all over the world.
3 The start-up decided to _____ in some new computers to make their processes much faster and much more efficient.
4 The local _____ is called the peso, and it's not as strong as the US dollar, so it's a good idea to buy some pesos before you get here.
5 I opened a/an _____ with an online bank last week. Now, I can download all the documents I need—I'm completely paper-free!
6 We are concerned that there is much less _____ for our product since the negative reports in the newspapers. People are now buying from our competition.

CONFIDENT COMMUNICATOR

A Read the dialogue and choose the correct options.

Silvia: We need to work on our presentation on cryptocurrencies because it's due next week. I have to say that the topic is very hard. Anything to do with technology puts me off a bit. So can we decide how we're going to do this first?

Carina: Well, shall we start by writing some ideas and see what we come up with? Or shall we all do some research on cryptocurrencies and make some notes? Then we can share them.

David: Well, why don't we start by planning how we're going to do it? I think it would be best if we each choose the part we are going to research. So, I could be responsible for researching how peer-to-peer transactions work. Carina, you could research what Bitcoin miners are and what they do. Silvia, you could look at the role of the blockchain in the whole process. What do you both think?

Silvia: That sounds like a great idea. Before we start, we need to check that we all understand what a cryptocurrency is. Honestly, I'm not sure about it! What do you think, Carina?

Carina: Yes, we should. I think I basically understand what it is.

David: OK, let's do that before we begin with our research. But we should also decide on how to do our presentation in class. Should we use paper posters or a laptop with some videos?

Silvia: As we're talking about a computer-based technology, I think we should use a laptop. We shouldn't use any videos though. It's our job to make the presentation, not use a video.

Carina: Yes, I totally agree. OK, so we'll check we all understand what a cryptocurrency is, then we'll research our areas. Then we'll work together to make the presentation on the laptop.

David: Perfect! OK, so, Carina, can you tell us what you understand by the term *cryptocurrency*? Then we can see if we all get it!

1 What does Silvia want to do at the beginning of the conversation?
- **a** remind everyone about the presentation deadline
- **b** explain how she feels about the topic
- **c** make a plan for dealing with the presentation

2 What does Carina say?
- **a** She makes some suggestions and asks for the group's opinion.
- **b** She says they should all write down their ideas and share them.
- **c** She suggests they all research cryptocurrencies and share their notes.

3 What does David say?
- **a** He suggests they all individually research key areas of the topic and asks for their opinions.
- **b** He says they should make a plan for the overall shape of the presentation.
- **c** He tells Carina that she should research one area and Silvia another.

4 How does Silvia suggest they proceed?
- **a** by asking Carina to define the basic concepts of the topic
- **b** by ensuring they all have the same understanding of the topic
- **c** by researching the basic concepts of the topic

5 How does David respond to this?
- **a** He disagrees with Silvia and suggests an alternative.
- **b** He agrees with Silvia but suggests dealing with a more urgent issue first.
- **c** He agrees with Silvia and asks how they think the presentation should be delivered.

6 How does the conversation conclude?
- **a** They summarize how they are going to proceed.
- **b** They listen to Carina's definition of the main topic.
- **c** They start making the presentation.

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 show 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!

1 Kylie's summary

The top five tips for setting up a secondhand clothes business are as follows:
Choose a specific type of clothes. Become a specialist in your specific area, e.g., casual wear, smart clothes, baby clothes, etc.
Location is key. This will also be defined by the first two points. Set up a store in a place where there will be plenty of people from the target market who want your specific type of clothes.
Buy the stock. It can be bought online, from markets, garage sales, etc. You are not a charity, so don't expect people to just donate clothes for free.
Promote the business. This is essential and should be done in many ways: social media, face to face, and taking out an ad in the local newspaper. Try to cover a wide range of media.

2 Juana's summary

Pick a niche. This is the types of clothes you want to sell. You shouldn't sell everything because then you are not going to be able to get a good reputation for having a certain type of clothing. A lot of stores I know do this, and it's a mistake because they stop being special.
Choose the correct location. If you want to sell to a specific market, which of course you do, it is necessary to have the store in the right place.
Purchase 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.
Promote your business. This is very important, too.
I first read this article two years ago but the advice is still useful today!

Progress Check

Lesson 1

- ☐ I can recognize purpose and audience. To review, go to READING **B**, p. 10.
- ☐ I can use words and phrases connected to trade. To review, go to VOCABULARY **A**, p. 11.
- ☐ I can use stress in compound nouns. To review, go to PRONUNCIATION **B**, p. 11.
- ☐ I can use perfect forms. To review, go to GRAMMAR **A**, p. 11.
- ☐ I can talk about the origins of products. To review, go to SPEAKING **A** & **B**, p. 12.

Lesson 2

- ☐ I can listen for reasons and explanations. To review, go to LISTENING **D**, p. 13.
- ☐ I can use phrasal verbs. To review, go to VOCABULARY **A**, p. 14.
- ☐ I can use articles. To review, go to GRAMMAR **A**, p. 14.
- ☐ I can use punctuation and capitalization. To review, go to WRITING **B**, p. 15.
- ☐ I can talk about support for local businesses. To review, go to SPEAKING **B**, p. 15.

Lesson 3

- ☐ I can inquire about a subject. To review, go to LIFE SKILLS **A** & **B**, p. 16.
- ☐ I can use finance vocabulary. To review, go to VOCABULARY **A**, p. 17.
- ☐ I can summarize. To review, go to THINKING SKILL **B** & **C**, p. 17.
- ☐ I can work effectively in a group. To review, go to CONFIDENT COMMUNICATOR **B** & **C**, p. 18.

UNIT 2

Sports Update

LESSON 1 **The Science of Movement**

READING

IDENTIFY OPINIONS

As you read, look for clues. For example, sometimes people introduce their opinions with phrases such as *I believe ...*, *If you ask me, ...* , etc. You might also need to separate opinions from facts; for example, *The world population is close to eight billion and is growing fast.* (fact) *There are just too many people in the world.* (opinion) Often, we understand an opinion from the choice of words, particularly adjectives. For instance, someone could refer to *the disgusting business of sports sponsorship* , and the use of the word *disgusting* tells us how that person feels. If, however, the sentence reads *the fascinating business of sports sponsorship*, we see from the use of *fascinating* that the person has a different opinion.

A Read the text and choose the correct options.

Running Blades

The Paralympic Games take place every four years, shortly after the Olympic Games. The Paralympic movement—competitive sports for people with disabilities—has gained an increasingly higher profile over the years, and today there are over 20 sports in the Paralympics. Since 1976, sprint events have been held for lower-limb amputees—competitors who have lost part of one or both legs. Naturally, progress in prosthetics has played a big part in the development of these events.

One of the pioneers in the area of prosthetics was Van Phillips, who had lost part of his leg in a waterskiing accident and wore a prosthesis himself. However, the types of prosthetic legs that were available at the time, although better than crutches, did not allow him to run, which was very high on his list of priorities. After his studies, Phillips began working at the Center for Biomedical Design, with the main focus of his work being on improvements to prosthetics. He was primarily looking into different designs and different materials that would help improve performance if worn by an athlete.

What Phillips wanted, and what had never been achieved, was to replicate the spring in the step of an able-bodied runner. The prostheses of the time were not able to do that, so the search centered on more flexible materials. Once Phillips had found a design, he cofounded Flex-Foot, a company dedicated to his goal. Inspired by the back legs of a kangaroo and a cheetah, Phillips ultimately settled on prosthetics shaped like the letter "J" or the letter "C." Carbon fiber was the material that gave him the qualities he was looking for.

In 1992, a US student named Brian Frasure lost one foot and most of the toes of the other under the wheels of a



train. Four years later, he began a medal-winning streak that culminated in a series of wins, gold medals, and world records. As well as being a top Paralympic athlete, Frasure studied prosthetics and found work in that field, being employed firstly for the Hanger Orthopedic Group and then for Ossur—the company that took over Van Phillips's Flex-Foot.

Frasure's Flex-Foot Cheetah running blades were used in both the Paralympic and Olympic Games and broke records, which was highly controversial. Objectors complained that the blades gave the runners an unfair advantage. Most of the debate is about the ability of the blades to release kinetic energy.

According to *Scientific American* , there are both advantages and disadvantages at play here. The prosthetic legs are lighter and springier. In addition, they do not tire—an advantage in the latter stages of a race. However, the athlete needs to exert more downward pressure in order to move forward as quickly as an able-bodied counterpart. Interestingly, the work in prosthetics has led to a better understanding of the processes that enable running. However, scientists are still unsure whether it is easier or harder to run with a prosthetic.

GLOSSARY

prosthetics (n): the use of replacement body parts, such as when someone has lost a limb and is fitted with an artificial one
amputate (v): remove a limb
crutch (n): support placed under the arms to aid walking

1 In paragraph 1, the writer feels it is natural that the evolution of running events for amputees is related to **their popularity** / **progress in prosthetics** .
2 We understand from paragraph 2 that after his accident, Van Phillips **preferred to use crutches** / **was keen to be able to run** .
3 Carbon fiber helped Phillips in that it was **more flexible** / **heavier** than other materials.
4 The writer believes that there is **clear evidence** / **no clear evidence** that running blades give runners an advantage over able-bodied athletes.

B Read the text again and choose the correct options.

1 What change happened in the Paralympics in 1976?
   a More sports were added to the list of events.
   b Races were introduced for people who have prosthetic legs.
   c Fewer amputees took part in the athletics events.
2 Which aspect of prosthetics did Van Phillips focus on?
   a allowing amputee runners to be more competitive
   b enabling amputees to walk again
   c using crutches to help people start walking normally
3 Based on what we read in paragraph 3, it is safe to assume that Phillips was most concerned with ...
   a creating prosthetic legs that looked like biological ones.
   b encouraging more amputees to run.
   c improving the function of a prosthetic leg.

VOCABULARY

A Complete the sentences with a word from the box.

decrease discount increase produce record research

1 There was a sharp _____ in the number of players this year, but we still managed to form a good team.
2 Miles thinks the key to staying fit and healthy is to always have plenty of fresh _____ in the house.
3 Being able to _____ a player's movements on the field allows us to produce a "heat map" showing where he or she was most active during the game.
4 In the hope that they could win the tournament, the coach decided to _____ the number of training sessions to five a week.
5 It pays to do your _____. If you've studied your opponent carefully, you have a better chance of winning.
6 Because the team sent in such a large order, they were given a 10% _____ off the price.

GRAMMAR

A Match the beginnings (1–4) to the endings (a–d) to make sentences.

1 Angela never wastes time _____
2 Don't just sit there _____
3 I had a hard time _____
4 I watched the rain _____

a getting used to life in New York.
b falling, glad I didn't have to go out.
c writing a rough copy of her essays. She prefers to plan carefully instead.
d criticizing. If you think you can do better, you're welcome to try.

VOCABULARY

A Choose the correct options.

1 The team was saved by a/an **individual** / **corporate** donor who wanted to remain anonymous, so we can't even thank him or her.
2 Provided we can receive government **donors** / **funding**, our research program could be operational by the end of the year.
3 Fifteen million dollars was **allocated** / **sponsored** to help the victims of the fires pay for temporary accommodation.
4 Do you think there is a link between the sports people watch and their **corporate** / **socioeconomic** background? Do more wealthy people watch golf, for example?
5 A/An **investment** / **corporate sponsor** can end an agreement with a team or individual if they are involved in any kind of scandal that could damage the company's reputation.
6 I have no objection to the program, but it will cost a lot of money, and I want to know who is going to **allocate** / **fund** it in the present financial situation.
7 Having made such a major **funding** / **investment**, the group hopes that they will soon start seeing results.
8 Companies compete for **sponsorship** / **allocating** of large sporting events, especially those that are televised, because they can advertise their brand to many millions of potential customers.

B Complete the text with the correct forms of some of the words from A.

New Message

To: Amanda Pearson **Cc** **Bcc**

From: Jochen Hart

Dear Amanda,

Here are some of the things I'd like to talk about at our next meeting, so please ask your team if they have any ideas or questions on the following:

First, we need **1** _____ to pay for maintenance to the training ground. I estimate we are going to need about $15,000. I don't think we can rely on individual **2** _____ to cover that, and given the present **3** _____ conditions, I'm very reluctant to ask members to pay more.

Second, we will need to cover our running costs this year. I'm hoping to attract **4** _____ sponsorship to cover at least half of the cost, so I'd like to know how you all feel about that, as it would be a new venture for us.

Finally, we will need to **5** _____ a certain amount of money for advertising. I know there are some objections to this, but I think we should consider it a/an **6** _____, because it will bring more people on board.

Anyway, let me know your thoughts.

Thanks,

Jochen

Send

GRAMMAR

A **Read the sentences and choose *True* or *False*. Rewrite the false sentences correctly.**

1 *Wherever I go, I always find people who support my team.*

The pattern here is pronoun + verb. **True** / **False**

2 *Anytime you want to go, it's OK by me.*

We could rewrite this sentence with *However ...* **True** / **False**

3 *Whichever match you go to, you're sure to enjoy it.*

The pattern here is pronoun + object + subject + verb. **True** / **False**

4 *No matter what position you play in, you can still help the team.*

The pattern here is *no matter* + pronoun + clause. **True** / **False**

5 *Whoever you talk to, they've probably kicked a ball once in their lives.*

This sentence could begin with *No matter who you talk to ...* **True** / **False**

6 *Whenever Jules and I meet, we find time for a game of tennis.*

This sentence could begin with *Whoever ...* **True** / **False**

B **Choose the correct options.**

1 **Whenever** / **Whatever** time the coach tells you to be there, I recommend being there five minutes earlier!
2 It's important to score goals, **however** / **whatever** you do it.
3 If the game's being played on the other side of the world, I'll watch it **whichever** / **no matter** what time it is here.
4 **Whatever** / **Whenever** you do, don't miss the start of the match!
5 I'll follow my team all around the country. **Wherever** / **No matter** they play, I'll be there!
6 **Wherever** / **Whoever** it was that wrote that article in the paper, saying our team was useless, owes us an apology after that stunning victory!

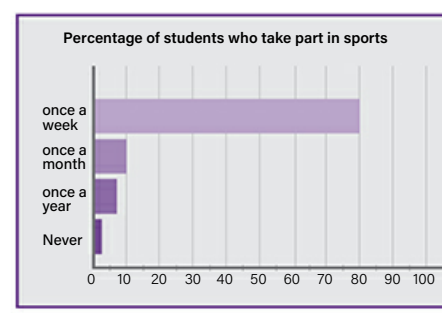
WRITING

A **Look at the chart and the summary and choose the correct options.**

Survey Summary

The recent survey about sports participation in our school produced the following findings:

- Eighty percent of students who answered the survey said that they took part in sports at least once a **1** **week** / **month**.
- This is followed by **2** **7%** / **10%** of students who reported that they participated once a month.
- Slightly **3** **fewer** / **less** respondents said they played sports at least once per year.
- A small minority of students (3%) said that they **4** **rarely** / **never** take part.



In conclusion, **5** **the majority** / **most** of students take part in some form of sports on a regular basis.

Right for the Olympics?

LISTENING

UNDERSTAND ATTITUDE

To understand attitude, you need to listen carefully to a speaker's tone of voice. In terms of language, you can often understand their attitude from their choice of words and phrases. A speaker's choice of positive or negative adjectives can help you sense their attitude. Adverbs can help, too. For example, the speaker's attitude can be understood if they say *fortunately*, *luckily,* or *thankfully*. You would understand a very different attitude if they used the words *unfortunately*, *surprisingly,* or *finally*.

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

1 Which word does Margaret use to show that she didn't like sports at school?
a granted **b** forced

2 When Margaret says, "You can say that again!" what do we understand?
a She had a bad experience. **b** She didn't understand what Carlos said.

3 Which word/phrase does Carlos use to show his attitude toward basketball in school?
a look forward to **b** unfortunate

4 Which word does Carlos use to let Margaret know he thought stopping sports was a bad idea?
a shame **b** compulsory

5 Which word does Carlos use that best conveys that his teachers were different from Margaret's?
a lifelong **b** luckily

6 Why does Margaret say "Wait, though"?
a to understand Carlos better **b** to slow Carlos down

7 How does Margaret feel about girls being given equal opportunities in sports?
a It took a long time to happen. **b** They are irresponsible.

8 How does Margaret feel about Carlos becoming an Olympic athlete?
a He needs a day to prepare. **b** It's a funny idea.

B 2.1 **Listen again and complete the sentences.**

1 Margaret suggests that we take for granted things like learning how to get along with people and learning how to _____.

2 Carlos guesses that Margaret didn't have a very _____ experience with playing sports at school.

3 Margaret says that the problem she faced was that her teachers didn't show any _____ about her lack of ability in basketball.

4 Margaret is concerned about the _____ of providing staff, equipment, and facilities for a range of Olympic events in schools.

5 Carlos thinks it is unreasonable to ask a professional basketball player to _____ the season in order to go and represent their country at the Olympics.

6 Carlos does not believe that there is a _____ contest when some countries send their best soccer players to the Olympics while others keep them away.

7 Margaret thinks it is important to use sports to teach the _____ of the Olympics.

8 Carlos thinks that _____ in sports has improved dramatically.

VOCABULARY

A Choose the correct options.

1 The most ... popular sport is soccer, which appeals to over half of the world's population according to some estimates.
a internationally **b** mentally

2 Chess is known to be ... challenging, but team sports can demand a lot of you, too.
a widely **b** mentally

3 It is generally ... that sportspeople who disrespect referees and umpires deserve to be severely punished.
a challenging **b** accepted

4 ... speaking, I think team sports teach young people more useful things than individual sports.
a Widely **b** Broadly

5 Brian found the training sessions too physically ..., so he dropped out.
a demanding **b** played

6 Rugby is a sport that is ... played around the world, although it is in some ways behind soccer in terms of popularity.
a internationally **b** widely

CONFIDENT COMMUNICATOR

A Read the dialogue and match the numbered sections (1–6) to the letters (a–f).

Anna: Bill, I found this letter in an old book, but it's written in Spanish. Can you translate it for me?
Bill: I'll do my best, but I'm a bit rusty. Let me see.
Kirsty: How exciting!
Bill: OK. It's from someone named Pablo, and it's to his aunt, whose name is Isabella. He ...
Kirsty: **a** So it's not a love letter then. That's disappointing!
Anna: Kirsty, let him speak!
Kirsty: Sorry!
Bill: **b** He's telling her that he took part in some competition or other.
Kirsty: Is that the best you can do? Don't you know what it is?
Anna: Kirsty!
Bill: **c** No, there are some words I don't recognize. He talks about coming second and, wait a minute ... he was awarded a medal. So, I think we're talking about a sport.
Anna: Can you understand anything else?
Bill: He writes about a bus leaving at seven.
Kirsty: **d** What does that mean?
Bill: I think he's going to visit her. Wait ... no. *She's* going to visit *him*. **e** Perhaps she's going to stay with him over the holidays.
Anna: Wait a minute. Does it actually say that?
Bill: No ... no, it doesn't. Let's see ...
Anna: What else does he say?
Kirsty: **f** Yeah. Tell us more about Pablo!
Bill: Give me a minute! No, sorry. That's about it. He sends lots of love.
Anna: OK. Well, thanks for that, Bill.

1 asking for clarification ____
2 interrupting ____
3 not giving enough information ____
4 too many people talking at the same time ____
5 not understanding something ____
6 giving your own opinion ____

LIFE SKILLS

A 2.2 **Listen to a college lecturer talking about equality and choose *True* or *False*.**

The speaker says that ...

1 the majority of people think that inequality is bad. True / False
2 workers are not particularly concerned that others earn more. True / False
3 over consuming and borrowing are linked to high and low incomes, respectively. True / False
4 increasing a highly paid worker's income greatly increases their productivity. True / False

B 2.2 **Listen again and complete the student's notes.**

Equality lecture
Inequality: a subject that can **1** _____ *up strong emotions*
Negative financial effects: company-wide or country-wide depending on many **2** _____
Income inequality → dissatisfaction (people displeased to learn that someone is earning much more money, especially if they feel the money is not **3** _____*)*
If you reduce a low-paid worker's income, productivity **4** _____ *(but the same amount of money given to increase the pay of a high-paid worker doesn't increase productivity by the same amount)*
*Inequality has a cost in human lives and health, physical and mental (e.g., stress/*__5__ _____*)*
Inequality in sports—we don't **6** _____ *accept women in nearly all areas of sports*

C **Read the blog comments. Then match each one (1–3) to where they say the blame for the inequality lies (a–c).**

November 3, 2022
So, you all know how I feel about equal opportunities in sports. Now I want to know how you feel. Please send your comments.

Vernon, Connecticut 1 _____
It's a vicious cycle—the TV channels don't want to cover women's sports, so people don't get to see it. That needs to happen before we can talk about equality.

Maria, Sao Paolo 2 _____
I don't think it's a gender issue, so much as a matter of cost. It's all very well to say women can do any sport they want, but where are they going to find the money to get all the equipment? Some sports only seem to want to attract the wealthy, and if you have talent but you can't pay, that's tough!

JohnnyBoy, Guadalajara 3 _____
We had a situation where we live. My dad explained it because he's on the committee. The boys' teams needed new uniforms, and there was a local company that offered to give us free clothing if they could put their name on our shirts—the usual arrangement. But when the girls asked, they said there weren't enough players to make it worthwhile.

a corporate sponsorship **b** economic inequality **c** the media

THINKING SKILL

A Read the situations and choose the most logical deductions for each one.

1 Penny loved the pole vault as a teenager. She trained hard for years, and at the age of 22, she represented her country at the Olympics.
- **a** Penny has plenty of experience in pole vaulting.
- **b** Penny has won medals in pole vaulting.

2 Michael showed promise as a young soccer player playing for his home team. He was scouted by a bigger team, who were sponsored by a large company. The team wanted Michael to join them, but his parents couldn't afford his travel expenses to train with the new team.
- **a** Corporate sponsorship let Michael down.
- **b** Michael is a victim of economic inequality.

3 Martina grew up with three brothers, who all loved rugby. She used to play with them, and with her parents' encouragement, she eventually found a girls' team to play in. Her coach said she was one of the best in the country and she could make it as a professional but for the fact that there was no professional women's rugby team in the country.
- **a** Government funding would have helped Martina.
- **b** Family expectations and gender stereotypes held Martina back.

Progress Check

Lesson 1

I can identify opinions. ☐
To review, go to READING **D**, p. 23.

I can use nouns and verbs with the same form. ☐
To review, go to VOCABULARY **A**, p. 23.

I can stress nouns and verbs with the same form. ☐
To review, go to PRONUNCIATION **A**, p. 23.

I can use phrases with verb + gerund. ☐
To review, go to GRAMMAR **A** & **B**, p. 24.

I can talk about issues in sports. ☐
To review, go to SPEAKING **B**, p. 24.

Lesson 2

I can use terms related to business and economics. ☐
To review, go to VOCABULARY **A**, p. 25.

I can understand equality. ☐
To review, go to LIFE SKILLS **A**, p. 25.

I can use relative pronouns with *–ever* and *no matter*. ☐
To review, go to GRAMMAR **B**, p. 26.

I can understand data. ☐
To review, go to WRITING **A**, p. 26.

I can talk about access to sports. ☐
To review, go to SPEAKING **B**, p. 27.

Lesson 3

I can understand attitude. ☐
To review, go to LISTENING **C**, p. 28.

I can use adjective and adverb collocations. ☐
To review, go to VOCABULARY **A**, p. 28.

I can use deductive reasoning. ☐
To review, go to THINKING SKILL **A** & **B**, p. 29.

I can translate for informal communication. ☐
To review, go to CONFIDENT COMMUNICATOR **A** & **B**, p. 30.

UNIT 3

Medicine on the Mend

LESSON 1 **Medical Service Solutions**

READING

PREDICT CONTENT USING VISUALS

When we predict content using visuals, we look at the image or images that accompany the text. We think of the situation in the images and what is happening in the images. We think of words that we can associate with the images. This helps us predict the content of the text and ensures that we are better prepared to understand the text.

A Look at the images and choose the correct options. Then read the text and check your answers.

1 Text A is probably about ...
   a buying a drone. **b** drones in the medical services. **c** drone photography.
2 Text B is probably about ...
   a tablets in medicine. **b** remote health monitoring. **c** fitness apps for tablets.

Remote-Controlled Medicine

What would you do if you had been affected by a medical condition but you were in a place where, for some reason, you were deprived of treatment? This is the reality for many people around the world every day, whether they are in developed first-world cities or underdeveloped rural areas. Fortunately, since the creation of telehealth services, there is always someone to respond to the situation. Here are two everyday examples.

A



Flying doctors

Not everyone in Ghana, in Western Africa, has access to emergency health care. In fact, there are only 55 ambulances serving 29 million people. So last year, the government voted to have a service called Zipline from California provide the country with medical drones. They operate from four centers around the country and deliver vaccines and other emergency medical care to even the most remote areas. At first, some people didn't like the idea of the drones. They said that the government should have invested more money in general health care services. But if Zipline had not been allowed to operate in Ghana, more than 12 million people living in remote areas would not have access to essential medicines.

B



Nancy's story

Nancy Miller is a very busy 74-year-old who suffers from a serious lung disease. Apart from being a grandmother of three, she is also a community volunteer, so she probably doesn't want to spend all her time seeing doctors. Thanks to remote patient monitoring, she doesn't have to. Her community paramedic program has provided her with digital tools to measure her health throughout the day. These tools are connected to the paramedics. Recently, Nancy had a problem with her blood pressure, and because of her monitoring program, a paramedic was able to come around immediately and help her recover from the situation. If Nancy hadn't enrolled in the monitoring program, she might not have the quality of life that she has today.

VOCABULARY

A Complete the sentences with the correct form of a verb from the first box and a preposition from the second box.

affect deprive provide recover respond suffer specialize translate

by from (x2) in into of to with

1 This report on medical technology is all in German, so I'm going to get it _____ English.
2 Millions of people around the world are _____ the effects of climate change.
3 Patients who have access to the internet are now _____ personal attention from doctors online.
4 The government is working to ensure that no one is _____ emergency medical attention.
5 The region had been _____ malaria for many years.
6 Doctors can now _____ medical emergencies in Rwanda using drones.
7 Fortunately, she was able to _____ her illness in only a few days.
8 The medical team _____ mental health care for people who are stressed.

GRAMMAR

A Read the example sentences and complete the rules using words from the box. There is one extra word you do not need.

did (x2) didn't does doesn't past (x2) present (x2)

If Nancy hadn't enrolled in the monitoring program, she might not have the quality of life that she has today.

We use a mixed conditional here to talk about the unreal **1** _____ result of an unreal **2** _____ condition.

In this situation, the reality is that Nancy **3** _____ enroll in the monitoring program, so she **4** _____ have a good quality of life today.

If she knew how to treat herself, she wouldn't have had to call an ambulance.

We use a mixed conditional here to talk about the unreal **5** _____ result of an unreal **6** _____ condition.

In this situation, the reality is that she **7** _____ know how to treat heself, so she **8** _____ have to call an amublance.

B Choose the correct options.

1 If the drone **did not arrive** / **had not arrived** with the vaccine, they wouldn't be healthy now.
2 **Would she be** / **Would she have been** living in Cuba now if she had accepted that promotion?
3 I told you the importance of studying languages! You wouldn't have needed to use a translator in the hospital if you **spoke** / **had spoken** French.
4 If her current doctor **doesn't have** / **didn't have** a teleconferencing service, she would have had to drive for miles to visit the doctor last week.
5 If the government **had given** / **hadn't given** people more information about the disease, would there be less panic now?

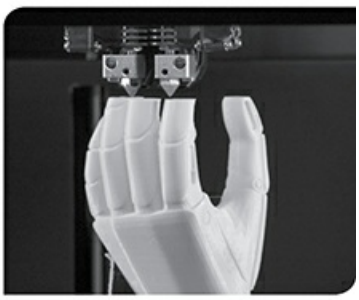
C 3.1 Listen and complete the statements.

1 Tim _____ her the number of a doctor, so she _____ still looking for one.
2 He _____ a medical app, so he _____ waiting for ages to be seen by a doctor.
3 John _____ with his finances, so they _____ a good vacation.
4 The country _____ fewer doctors, because the government _____ their salaries.

LISTENING

USE CONTEXT CLUES TO INFER MEANING

When we use context clues to infer meaning, we try to understand new vocabulary by hearing it in context. Even if we do not know the word, we can try to figure out the meaning by understanding the context in which it is used. We can also pay attention to the words immediately around the word that we do not know to try to understand the meaning.



A 3.2 **Listen to the podcast and choose the correct options.**

1 The word "clamp" means ...
   a a tool to hold something. **b** a surgical knife. **c** a surgical magnifying glass.
2 The word "tangible" means ...
   a real and able to be shown. **b** never seen before. **c** complicated.
3 The word "prosthetic" means ...
   a created specifically for someone. **b** extremely expensive. **c** not real but made to be like something real.
4 The expression "custom-made" means ...
   a more tax must be paid on it. **b** it is made traditionally. **c** it is created for a particular need.
5 The word "amputee" means someone who ...
   a has a heart condition. **b** has had all or part of an arm or leg removed. **c** has to wait for an operation.
6 The word "tissue" means ...
   a a piece of a printer. **b** a soft part of the body. **c** a piece of medical equipment.

VOCABULARY

A **Choose the correct words from the box to complete the sentences.**

antibiotics	eliminate	infection	limbs
organs	transplant	vaccinate	wound

1 Smoking is very dangerous and affects all of the body's _____, like the heart and the lungs.
2 In the winter, your _____ are usually the first parts of your body to get cold.
3 Zipline is using drones to try to _____ the problem of people not having access to emergency medical supplies.
4 Although penicillin was discovered in 1928, it was not used to treat a/an _____ until 1942, during the Second World War.
5 The surgeon used a clamp to keep the _____ open while she operated on it.
6 There are many ways of treating the common cold, but _____ do not help, as they do not help with infections caused by viruses.
7 If a patient has a diseased kidney, they may be lucky enough to get a kidney _____ from another person.
8 The parents of many children in Africa are not able to _____ their children against many diseases because of a lack of service in remote areas.

GRAMMAR

A All the sentences below have mistakes. In your notebook, rewrite the clause of contrast or purpose correctly. There may be more than one correct answer.

1 I had a headache, so I went to bed earlier for get a good night's sleep.
2 Despite Jennifer was a junior doctor, she was invited into the operating room.
3 I have been taking a course in first aid so as to I can help the kids at school.
4 Even though his argument with Guillermo, Dennis still bought him a present for his birthday.
5 The government voted to get the drones, although that some people thought it was a bad idea.
6 In spite of she didn't get promoted, she stayed at the company for another year.
7 He studied for a second degree in order to he could retrain as a psychologist.

WRITING

A Read the notes for writing a blog post. Then read the blog post and check (✓) which features of the notes the writer has followed.

Blogs posts must have:

1 ☐ *a good headline that is focused and interesting.*
2 ☐ *a good topic choice that is clear.*
3 ☐ *a good main body with facts as well as opinions.*
4 ☐ *a good range of points that show a variety of features of the topic.*
5 ☐ *an engaging ending that will encourage responses.*
6 ☐ *a length of only around 200 words and nothing extra.*

Something that has quite an important role in the development of a lot of medical things

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

I wanted to tell you all about a technological innovation that is changing the world of medicine on a daily basis. We now have AI helping doctors and patients in a variety of ways. All around the world, millions of dollars are spent every year in order to develop new medicines. AI is making that job much faster and cheaper. Why? Because one of the problems is identifying the biological origin of a disease. AI can analyze all the available data much faster to speed up this lengthy process.

One of the problems that people have, before doctors can develop a drug, is diagnosing a disease. With the development of a special kind of AI called "machine learning," computers are now able to identify diseases far faster than people can.

Apart from the physical side of things, AI also helps with psychological issues through AI therapy. For instance, there is an online AI course on overcoming social anxiety that learns about you based on your medical history and the responses you give. Over time, it learns to adapt its program to your individual needs.

This all sounds really very impressive, doesn't it? I am sure that it's all going to make a huge difference for everyone both now and in the future, which will obviously be excellent for the world in general.

Please share with me any other innovative medical technologies that you've heard of.

READING

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

1 Advances in medicine now mean that we don't get pimples from eating chocolate. **True / False**
2 You won't get a cold if you dress warmly. **True / False**
3 Catching a cold could be something to do with human behavior. **True / False**
4 It's always a good idea to take lots of vitamins. **True / False**
5 You should never do any exercise after eating, because it is bad for you. **True / False**

An apple a day keeps the doctor away. Or does it?

Admit it. There are certain health myths that you live by, myths that you recall hearing from family or friends and that you have always accepted and never really questioned. Why is this? We live in an era dominated by medical advances such as laser surgery, genome mapping, and 3D printing. And yet when someone tells us that chocolate gives us pimples, we assume it's true (it's not true by the way—or at least, there is no evidence for this, which amounts to the same thing). Here are some more medical myths that we've debunked for you.

"Cold weather makes you sick."
Dressing warmly is always the more comfortable option when it's chilly outside, but it won't help you defend yourself against getting a cold. And one of the reasons for this is that cold weather doesn't give you a cold or make you more susceptible to viruses. Some scientists actually think that we get colds more frequently in colder weather because we stay indoors and around people more, which gives germs more opportunities to spread.

"Vitamin supplements always make you healthier."
While we should never reject a doctor's advice to take vitamin supplements, they are not what we should ever be relying on to stay healthy. Not only can they be very expensive, but in high doses they can even be harmful. Scientific opinion on vitamins is divided, and there have been studies suggesting that it is possible that vitamin supplements may also increase the risk of getting cancer. It's probably best just to stick to a balanced diet.

"Wait half an hour after you eat before going swimming."
Why do our parents tell us this? Apparently there is no specific or scientific reason to wait any particular length of time before cooling off in the water after your lunch. This is a question of distinguishing health facts from health assumptions. Sure, it would feel uncomfortable to go swimming after a three-course meal, but it would also feel uncomfortable to do any kind of exercise after that. It's uncomfortable, but it's not dangerous.

So does an apple a day keep the doctor away? The vitamin C will certainly be good for you, but as with all the medical myths we've been talking about, they are just that. We all have to go to the doctor at some point, no matter how frequently we eat apples. Perhaps as with most things these days, it's a good idea to check up on the facts before repeating them.

VOCABULARY

A Choose the correct options to complete the sentences.

1 We can't simply ... that AI will solve all problems related to medicine. We need to have actual proof.
a assume **b** recall
2 This article for the science journal will ... the theory that global warming is a myth.
a debunk **b** reject
3 If people are not given any proof that plastic is dangerous for marine life, then they may not ... that it's true.
a distinguish **b** accept
4 As head of this company, I ... the accusation that we are polluting the river.
a recall **b** reject
5 It is essential to ... facts from opinion when you are reading an article on the internet.
a debunk **b** distinguish

B Complete the sentences with a word from the box.

accept assume debunk distinguish recall reject

1 There have been many posts on social media with false claims about how to protect yourself from the virus, so we are working to _____ them.
2 The government has to _____ the fact that having free health care for everyone is a good idea.
3 In this era of fake news, it can be hard to _____ what is true from what is false.
4 To be a good lawyer, it's important to be able to accurately _____ previous cases, so that you can win arguments.
5 Because it's in a tabloid newspaper, I _____ that it isn't true.
6 The president cannot simply _____ the realities of climate change. It is something that affects us all every day.

CONFIDENT COMMUNICATOR

A Read the conversation. Choose *Darna*, *Sol*, or *Alex* to complete the statements.

Darna: I have been working in traditional Filipino medicine throughout my whole career in my country, and it has some differences from conventional Western medicine. For example, we believe in "hot and cold syndrome," where people must not be exposed to a hot temperature and then a cold temperature soon after, as it creates sickness. Do you follow any concepts of traditional medical practices in your countries?

Sol: I've been a doctor here for 20 years, and we don't do much of that in my country. But it sounds very interesting, and I'd love to know more about it.

Alex: No, neither do we. I understand what you are saying, Darna, but I really don't see how being hot and cold can cause a disease.

Sol: I see why you might think that, Alex, but I'm sure we'd all agree that every culture has its own practices. Darna, can you tell us a bit more about it?

Darna: Well, "hot and cold syndrome" is based on the premise that the whole body has to be in balance. So avoiding exposure to extremes of temperature is important, as we believe that an illness is caused by a dominance of either hot or cold. What do you think, Alex?

Alex: You're right in saying that the body shouldn't get too hot or cold, but it also needs help from clinically tested drugs, too, to reduce temperature. For example, acetaminophen is clinically proven to reduce temperature.

Darna: We wouldn't reject that kind of treatment, but we do think that we need to be careful about imbalances in body temperature. For example, illnesses make people hot, so those people should avoid eating hot foods and drinks.

Alex: That is one way of looking at things, sure. But I wouldn't like being prevented from enjoying a nice hot cup of tea just because I have a cold!

Darna: Well, it's more focused on the belief that when we are hot, our body is more open to elements that can cause illnesses. So we believe that temperature balance makes the body better able to deal with an illness. What do you think about that, Sol?

Sol: So, what you're saying is that the body can be susceptible to problems because of temperature changes and that we should make sure people are neither too hot nor too cold, is that right?

Darna: Yes, exactly. It's a principle of equilibrium that we call "timbang."

Sol: That sounds like quite an effective way of helping people. It's very different from what we do, and I'd love to try it out.

Alex: Well, I still don't agree with what you're saying, Darna, but I do have sympathy for the idea of helping the body to heal itself. It might not be what we do in my culture, but I understand that it would be a good way to fight diseases.

1 **Alex** / **Darna** / **Sol** shows an appreciation for and understanding of different perspectives and ideas.
2 **Alex** / **Darna** / **Sol** encourages all participants to contribute to the discussion.
3 **Alex** / **Darna** / **Sol** clarifies any misunderstandings or miscommunications.
4 **Alex** / **Darna** / **Sol** discusses cultural similarities and differences.

LIFE SKILLS

A 3.3 **Read the information, then listen to the students analyzing the ad below and choose** ***True*** **or** ***False*****.**

Paul and David have been given an article to read by their teacher, Lucy. Lucy is training them in how to develop their critical literacy when reading. They have made notes on the stages of developing critical literacy, and using this, they have been told to read the advertisement together and then comment on it.



Say goodbye to excess weight forever with Raspberry Revolution

Are you desperate to lose weight, but, just like everyone else, you've never been able to do it? Are you looking for a natural solution that doesn't expose you to dangerous chemicals? Raspberry Revolution is your answer. What is Raspberry Revolution?

Some people may be skeptical. However, Raspberry Revolution is seen as a scientific breakthrough. Using a natural chemical called raspberry ketone, our weight-loss pills will organically allow your body to burn excess fat without causing any damage or making you feel sick.

How does it work?

Raspberry Revolution works immediately on fat simply by increasing the rate at which your body is able to process food. So you might not even need to stop eating all those things you love the most!

How do I know Raspberry Revolution will work?

A top-level scientific study was used to prove the effectiveness of Raspberry Revolution. An eight-week trial was conducted on 70 adults who took Raspberry Revolution, which contains raspberry ketone, caffeine, bitter orange, ginger root extract, and garlic root extract, as well as other herbs, vitamins, and minerals. All of the participants were also placed on a restricted diet and exercise program. Forty-five of the adults finished the trial, and it is claimed that they had lost weight after the trial ended.

So Raspberry Revolution may well be the scientifically proven wonder pill the world is looking for! Try it today and start losing weight now. The revolution is coming ... and it tastes like raspberry!

1 At first, Paul thinks he is certain about the message of the text. **True / False**
2 Lucy thinks that the article is true because it is from a news website. **True / False**
3 The students decide that the numbers presented in the article are not misleading. **True / False**
4 The students discuss the effect of the words used on the reader. **True / False**
5 Lucy and David conclude that texts can hide a specific point of view and present it as fact. **True / False**

B **Check (✓) the aspects of critical literacy that the group is demonstrating.**

The Process of Critical Literacy

1 ☐ *Understand the messages and purposes of a text, looking at who wrote it and where the text comes from.*
2 ☐ *Identify any specific points of view within a text, and then relate the text to other texts to analyze these points of view.*
3 ☐ *Recognize the way language is used to create a specific point of view.*
4 ☐ *Accept, reject, or reconsider any specific points of view presented in the text.*

THINKING SKILL

A Read the text in LIFE SKILLS A again and choose the correct options.

1 The main idea of the text is that ...
- **a** they have the solution to weight loss.
- **b** it is impossible to lose weight.
- **c** weight loss will always be something that people worry about.

2 One important theme of the text is ...
- **a** it is possible to lose weight by taking a pill.
- **b** it is possible to lose weight if people restrict their diets.
- **c** it is possible to lose weight using a variety of different treatments.

3 Another important theme of the text is ...
- **a** 45 people can lose weight.
- **b** a study claiming to prove the effectiveness of a specific product.
- **c** that people who exercise lose weight after eight weeks.

4 The sentence "Some people may be skeptical. However, Raspberry Revolution is seen as ..." is used to ...
- **a** persuade the readers.
- **b** discourage the readers.
- **c** contradict the readers.

5 The information about the eight-week trial in this section "An eight-week trial was conducted on 70 adults who took Raspberry Revolution, which contains raspberry ketone, caffeine, bitter orange, ginger root extract, and garlic root extract, as well as other herbs, vitamins, and minerals. All of the participants were also placed on a restricted diet and exercise program" is not very good evidence about the effectiveness of the product because it ...
- **a** does not tell us the age of the adults.
- **b** contradicts earlier information in the article.
- **c** does not prove that only raspberry ketone helps people lose weight.

6 The phrase "may well be ..." shows ...
- **a** an argument.
- **b** an opinion.
- **c** a fact.

Progress Check

Lesson 1

I can predict content using visuals. ☐
To review, go to READING **A**, p. 34.

I can use dependent prepositions. ☐
To review, go to VOCABULARY **A** & **B**, p. 35.

I can use mixed conditionals. ☐
To review, go to GRAMMAR **B**, p. 36.

I can talk about positive results of negative situations. ☐
To review, go to SPEAKING **C** & **D**, p. 36.

Lesson 2

I can use context clues to infer meaning. ☐
To review, go to LISTENING **C**, p. 37.

I can use medical terms. ☐
To review, go to VOCABULARY **A**, p. 37.

I can recognize silent letters. ☐
To review, go to PRONUNCIATION **A**, p. 38.

I can use clauses of contrast and purpose. ☐
To review, go to GRAMMAR **B**, p. 38.

I can plan and write a blog post. ☐
To review, go to WRITING **C** & **D**, p. 39.

I can talk about ideas for new tech products. ☐
To review, go to SPEAKING **B** & **C**, p. 39.

Lesson 3

I can understand critical literacy. ☐
To review, go to LIFE SKILLS **A**, p. 40.

I can use verbs of thought. ☐
To review, go to VOCABULARY **A**, p. 41.

I can analyze a text. ☐
To review, go to THINKING SKILL **A** & **C**, p. 41.

I can communicate between cultures. ☐
To review, go to CONFIDENT COMMUNICATOR **E**, p. 42.

UNIT 4

The World We Build

LESSON 1 **Planned Communities**

LISTENING

A 4.1 **Listen to part of a radio program and choose the correct options.**

1 How does Helen reply to the question about whether there is a city with no problems?
- **a** We can have cities without problems regarding homes, offices, and stores.
- **b** We spend too much money on plans that are not suitable.
- **c** There are always problems, mainly due to inefficient planning.

2 How are the needs of a small town different from those of a big city?
- **a** Small towns never have offices.
- **b** Small towns will need more homes than offices.
- **c** Playgrounds for children don't need to be part of the plan.

3 What does Helen say about the city they live in?
- **a** There are a lot of people living on the outskirts of the city.
- **b** There is a need for more homes downtown.
- **c** Development in the downtown area is out of control.

4 Why does Helen think Freiburg in Germany was a success?
- **a** They planned early and considered more things.
- **b** They kept population numbers down.
- **c** People are forced to walk or cycle more.

5 Which of these were key factors in the expansion of Freiburg?
- **a** The creation of new forests.
- **b** The increased demand for cars and roads.
- **c** The use of renewable energy and environmentally-friendly buildings.



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

1	A good initial plan would mean we could avoid most problems.	True / False
2	City planning should always include playgrounds for children.	True / False
3	Planners don't care who they upset.	True / False
4	All new plans must include picnic areas.	True / False
5	Freiburg has continued to be an example of a successful city.	True / False

VOCABULARY

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

highway infrastructure pedestrians subway tunnel underpass

1 The _____ system is a fast way to get around the city without worrying about traffic delays.
2 Instead of using the bridge, many people choose to cross the road using the _____.
3 It is hard to persuade people to leave their cars at home, so the new _____ is definitely needed.
4 In a national emergency, the _____ must be protected at all costs, especially roads, rail links, and power supplies.
5 The planners decided that the cost of building a/an _____ through the mountain was too high, so they built a road around the mountain instead.
6 An effective way of attracting shoppers to the downtown area is to ban cars and make it safe for _____.

GRAMMAR

A Complete the examples of inverted conditionals with words from the box.

had should were will would

First conditional: **1** _____ the number of cars increase, we **2** _____ need more roads.

Second conditional: **3** _____ the government to agree, we could ban all cars from the downtown area.

Third conditional: **4** _____ they planned things better, none of these problems **5** _____ have arisen.

B Choose the correct options.

1 **Were** / **If** we to follow the example of Freiburg, we might have better results.
2 We would have developed a more habitable city **had** / **were** we spent more time planning.
3 **Should you** / **Were you to** encounter any problems, call me and I'll try to help you.
4 **Were** / **Had** we been able to spend more money, we could have built a subway system.
5 Don't forget to refer to your notes, should you **wish** / **wished** to remember key facts and figures.
6 We wouldn't have been late had we **used** / **to use** the subway.
7 You could qualify as an urban planner **had** / **were** you to pass this examination.
8 We have everything under control. Should things **change** / **changed**, I'll call and let you know.

C Complete the text with words from the box.

had have mean should to were

New Message

To: Council members **Cc** **Bcc**

Subject: Planning meeting June 6

Dear council members,

Let me take this opportunity to thank you for the highly productive council meeting that was held on June 6.

For those who were unable to attend the meeting, the main points are listed below.

It was agreed that the expense of the proposed new rail line cannot be justified. **1** _____ we included provisions for this line in the previous development plans, it would **2** _____ been possible. However, **3** _____ we to go ahead with it now, it would **4** _____ borrowing further funds, which we could not guarantee we would be able to repay.

We are approaching agreement regarding financing the construction of the new mall in Greenacres. It was agreed that were we **5** _____ limit the area to 40,000 square m., the new highway would not be necessary, and we could limit expenditure on roads to the costs of widening the existing highway. Given our extremely limited budget, it is important that we look to save money wherever possible.

6 _____ you wish to comment on any of the above, I remain at your disposal.

Mayor George Billington

Send

READING

IDENTIFY REASONS

When we identify reasons in a text, we look for the answers to why someone believes what they believe. Conjunctions such as *because*, *since*, and *as* can give us clues to these answers, because they connect beliefs and opinions to their reasons. Sometimes a writer does not use a conjunction—he or she simply states a reason after making a point; for example, *I like this car. It is much quieter than my last one.*

A Read the article, then match the statements (1–4) to the person (a–d).

Your Views on the Architecture of the Future

Matt Tomlinson recently presented his view of the future of architecture (see article here). This is a summary of Matt's points:

- Architecture must be sustainable.
- Buildings should have a small carbon footprint.
- Building materials must be environmentally friendly.
- We must consider what will happen when a building is eventually demolished.

And here is a selection of readers' views:

Sergio
I liked Matt's article a lot. It made me think, and what I hope more than anything else is that it will make designers and planners think. But my fear is that, when it comes to it, local government members will be guided by one thing and one thing alone—can they make a profit? So, any scalable design is likely to lead to endless rows of identical housing. That's what we need to avoid.

Annette
I agree with a lot of what Matt said, but I think we need to strike a balance between using modern, environmentally friendly materials and the high environmental cost of transportation. I agree that construction materials should be energy-efficient and should have a low impact on the environment after the lifetime of the building, but it makes no sense to transport them halfway around the world. Locally sourced stone may not be the most modern of materials, but it may have less of an impact on the environment. In addition, materials made from recycled products are preferable to plastics, but we need to remember how much energy and water goes into recycling.



Will
Something that Matt seems to have forgotten, but something we have been practicing for thousands of years, is the correct siting and orientation of dwellings. It goes without saying that we should not be using up all of our greenbelts, but more consideration of location needs to form part of our housing plan. Close to water is good, but we need to avoid areas that are susceptible to flooding, tsunamis, earthquakes, or landslides. Passive solar design makes use of the heat from the sun, and reducing the number of windows which face the wind can dramatically cut down energy loss.

Jorge
Matt's points are meaningless if we cannot persuade developers to adopt green policies. House construction, like any other business, is a competitive industry. If a builder can find a way to do something more cheaply, he will, and it is the environment that will suffer. Strictly enforced building regulations will help, but what would be better is a culture in which builders can take pride in their contribution to our future.

1 This person is concerned with the effects of natural disasters. ____
2 This person believes successful architecture in the future depends on motivating certain key people. ____
3 This person thinks that economizing will result in a lack of variety. ____
4 This person is against using high-tech building materials that are not available locally. ____

a Sergio
b Annette
c Will
d Jorge

VOCABULARY

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

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

1 A _____ converts sunlight into electricity.
2 _____ makes use of the fact that the temperature under the ground is always several degrees higher than on the surface.
3 Recent droughts have prompted more and more homeowners to invest in _____ to help spread the supply of water throughout the year.
4 We decided to incorporate a _____, with low-maintenance plants, in the design of our new home.
5 If you have _____ in your home, it means you can forget about turning lights on or off.
6 _____ is the practice of placing windows and reflective surfaces in a building so that the use of electric light is minimized.
7 A _____ uses the heat of the sun to heat up water or air.
8 There is no reason that a _____ cannot be fitted to the roof of every new building, but they will generate more energy when the home is in a windy location such as on a hill.

GRAMMAR

A Complete the examples with words from the box.

because gently inside usually weekly

1 Adverbs of time and definite frequency
Examples: *eventually*, *already*, _____
2 Adverbs of manner
Examples: *quickly*, *slowly*, _____
3 Adverbs of purpose
Examples: *since*, *therefore*, _____
4 Adverbs of indefinite frequency
Examples: *often*, *rarely*, _____
5 Adverbs of place
Examples: *here*, *there*, _____

B Choose the correct options.

1 When you want to regulate heating, observe the temperature in each room **daily** / **rarely**, and make a note of how comfortable or uncomfortable it is.
2 We decided we could manage without air conditioning **since** / **so that** the new house was in a valley and did not get very hot in the summer.
3 My job means I **already** / **regularly** have to move to different parts of the country and stay for a few weeks or months.
4 You don't need to adjust the lighting, as it's smart lighting, and it will adjust itself **automatically** / **eventually** depending on the light coming in from outside.
5 The realtor smiled **rarely** / **cheerfully** and said he just knew we were going to love this condominium.
6 We searched for a home that we all agreed on, but we couldn't find one **nowhere** / **anywhere**.
7 The views down the valley are spectacular, **extremely** / **particularly** in the fall when the trees are changing color.
8 The town had been allowed to grow in an uncontrolled way. **Therefore** / **Absolutely**, it was no longer a charming and popular place to live.

Local Development

LISTENING

LISTEN FOR AGREEMENT AND DISAGREEMENT

When you listen for agreement and disagreement, listen for the words or phrases that speakers use to respond to each other. They could be obvious, like "You're right," or they could be less direct, like "I'm not so sure about that." Listen also for hesitation and tone of voice.

A 4.2 **Listen to two people discussing possible places to live and choose the correct options.**

1 Diego **wants** / **doesn't want** to start in Riverdale.
2 Frida **agrees** / **disagrees** about starting their apartment hunting in Clinton.
3 Diego thinks it's best to **leave earlier** / **book more appointments**.
4 Springfield is a place they both agreed they **liked** / **didn't like**.
5 They both agree that visiting Oxford **is** / **is not** a priority.
6 Both Diego and Frida feel that **they made a mistake in choosing** / **there's no rush to leave** their present apartment.

VOCABULARY

A Complete the sentences with the correct form of a word from the box and the prefix *dis–*, *out–*, or *un–*.

appoint associate bid connect cover live lock perform

1 In an attempt to solve the problem, we _____ the computer from the Wi-Fi temporarily.
2 Following the scandal, the local planning department was quick to _____ itself from the construction company.
3 I wish I knew a way to _____ this door. I'm dying to find out what's in there.
4 If you want to be the market leader, you have to _____ the competition.
5 I hate to _____ you, but I'm afraid I'm not going to make it tonight.
6 Our company nearly bought the property, but we were _____ by a much bigger firm.
7 Journalists _____ a scandal connected to the financing of the government project.
8 The artist's wife _____ him by 20 years and made all his works available for public viewing.

WRITING

A Read the email and rewrite the underlined phrases using the words in parentheses.

Dear Mr. Finn,

I would like to propose the site in Craven Road for the new company headquarters for the following reasons.

The rural location **1** will certainly be popular with staff, and **2** I expect it will meet with a favorable response.

3 More of our staff will probably have to depend on their own private transportation. However, when the rail line is completed next year, this will no longer be an issue. Until then, **4** our company software has predicted that the journey time to work is going to take 10 minutes longer.

Finally, **5** staff will probably be happy with the better-quality apartments for rent in the new location.

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

Hannah

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.

LIFE SKILLS

A Read the case study and the blog post. Then complete the list of pros and cons.

Carlos was born and brought up in the city but is now considering moving to the country. To help him make his decision, he has been collecting the views of readers of his blog. Below is his latest blog post.



Moving to the Country

It's decision time. Thank you to everyone who wrote in to explain the possible pros and cons of my big move.

From a social point of view, people told me that I would be lonely or even experience isolation after having lived in the city all my life. I need to consider it, but I'd offset that a little by saying that you can live in the city and still not meet anyone! My main reason is to be in nature, and you can't get any closer than living in it! I would hope that the least it would offer me is a way of living that is sure to be healthier both in physical and mental terms.

Rural folk complain about the terrible infrastructure. They say the bus and train services are nonexistent. This is very true, but if all those are missing, so is pollution—particularly that of noise. That's another reason to get away from the city. But with all that nature, there are not so many amenities, and I'm very aware of that. I'll miss going to restaurants and cafés.

Of course, I would be a fool not to consider employment. However, the truth is I work from home and always will (I hope). To make that pay long term, and to have my best ideas, I need to have plenty of space, and if there's one thing the country has, it's lots of space!

Pros

1 close to _____
2 a _____ lifestyle compared to the city
3 lack of _____ pollution
4 more _____ (for creativity)

Cons

5 possible loneliness or social _____
6 poor _____ and lack of public transportation
7 fewer _____, like restaurants
8 Much worse _____ situation

THINKING SKILL

A Read the text about symbolizing and choose the correct options.

Using Symbolizing to Its Best Advantage

To create a strong corporate identity and to project the kind of image you want the public to associate with your company, product, or project, you need to think about symbolizing. Nowhere is symbolizing more important than in your logo. This is your calling card—the first contact that people have with you, and just like in a face-to-face business meeting, you need to make a good impression in seconds. You won't even get your business off the ground if you don't turn heads from the start.

Before you begin to think of images, think of a handful of adjectives and nouns—words that sum up what you represent.

Now, you need help from lots of people to turn those words into images. Everyone has a different idea of this process so get everyone with an interest in the company involved! Ask interested parties to think of images that will best represent the words you came up with in the previous stage. This has the dual advantage of making people feel they're part of the decision-making process. From all the suggestions, you'll soon see things that are repeated. You'll also see things that are slightly outside the normal perception of things, and you'll probably want to dismiss those.

Now do your homework. Look at the people doing what you do. How do they represent themselves with images? Your goal is not to copy their designs, but you do want to emulate their impact and their success. What is it about their logos that you like? How can you have the same effect?

It's around this point that you want to be thinking about handing the job over to a professional designer. You can supply him or her with your findings from above, and you may well have more input of your own, but a designer has done exactly this job before. You probably haven't. At this stage, you should be able to answer the designer's questions.

As well as words to describe your business, you might also isolate words that best describe what you would like your logo to look like. Classic, modern, retro, and fun are good places to start, again, depending on the image you're projecting.

Next, comes a decision about how much of your logo is going to be image and how much lettering. Of course, many logos are made up of a combination of these, and you may find that a strong design of your company name will do all you need in terms of making an impression. Others will opt for a picture that conveys the image you want, although it takes a rare and strong image to survive without some indication of the name.

Thought will need to go into color choice, too. Look at the logos of successful businesses and you'll soon realize that there are many red and blue logos but you might prefer something classic. If so, it's worth thinking about black and white too—sometimes the simplicity of those two colors, either separately or together, is just what you're looking for.

1 According to paragraph 1, what kind of impression do you need to make with your logo?
a immediate **b** gradual **c** neither immediate nor gradual

2 Which word would be best to describe what a company represents, according to the text?
a constantly **b** succeed **c** professional

3 Which of the following images are you least likely to use, according to the text?
a a popular image **b** an abnormal image **c** an image chosen by one person

4 The goal of looking at other logos is to ...
a make yours as different as possible. **b** identify what is successful. **c** produce something similar.

5 When you employ a designer for your logo, ...
a you will know exactly what you want. **b** you have run out of ideas. **c** you are ready to work with a professional.

6 Your logo is less likely to be successful if it is ...
a just a picture. **b** just a name. **c** a picture and a name.

Progress Check

Lesson 1

I can understand decision-making. ☐
To review, go to LIFE SKILLS **A**, p. 46.

I can use terms to describe urban areas. ☐
To review, go to VOCABULARY **A**, p. 47.

I can use inverted conditionals. ☐
To review, go to GRAMMAR **C** & **D**, p. 47.

I can pronounce /ʌ/, /ʊ/, and /uː/. ☐
To review, go to PRONUNCIATION **A**, p. 48.

I can talk about planned communities. ☐
To review, go to SPEAKING **A** & **B**, p. 48.

Lesson 2

I can identify reasons. ☐
To review, go to READING **C**, p. 49.

I can use terms to describe sustainable architecture. ☐
To review, go to VOCABULARY **A**, p. 50.

I can use adverbs. ☐
To review, go to GRAMMAR **C**, p. 50.

I can understand symbolizing. ☐
To review, go to THINKING SKILL **A**, p. 51.

I can talk about sustainable homes. ☐
To review, go to SPEAKING **B**, p. 51.

Lesson 3

I can listen for agreement and disagreement. ☐
To review, go to LISTENING **B**, p. 52.

I can use the verb prefixes *dis–*, *out–*, and *un–*. ☐
To review, go to VOCABULARY **A** & **B**, p. 52.

I can make predictions. ☐
To review, go to WRITING **B**, p. 53.

I can simplify information. ☐
To review, go to CONFIDENT COMMUNICATOR **D**, p. 54.

UNIT 5

Our Changing Future

LESSON 1 **Think Ahead**

READING



IDENTIFY MAIN IDEAS

When we identify main ideas, we think about the most important information in each paragraph and decide what information is less important. We look at the overall concept of each paragraph and divide the information between main ideas and supporting ideas or examples. This helps us follow the concepts and development of the text. In this way, we can understand and process the text better.

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

Future Predictions: Pointless or Prescient?

By TechGuru_2000

When I was about 14 years old, I used to watch a TV show called Beyond 2000. It was all about the technological innovations that were supposed to improve our lives as of the year 2000. I remember that the opening titles featured a robot playing with kids, and I thought, "Well, that's going to be great." But we're way beyond 2000 now, and I don't see any robots playing with kids, or in fact anywhere. I've completely run out of patience with waiting for things like this to happen. So should we simply do away with such predictions? Actually, no. You see, despite not having babysitting robots yet, humanity has in fact made massive technological progress. Not only that, but we also predicted that it would happen a long time ago.

Ring, ring . . .

Take a look at your cell phone, for example. What can you do with it? You can contact anyone you know, wherever they are in the world, from wherever you are in the world. That's amazing. And it was predicted back in 1909. The inventor Nikola Tesla said, "It will soon be possible to transmit wireless messages all over the world so simply that any individual can carry and operate his own apparatus." And that apparatus is the cell phone you are holding—it's just been upgraded a lot.

The first man on the moon?

Will we have colonized the moon by the next century? Well, it might sound crazy, but don't forget that the French author Jules Verne wrote about people landing on the moon in 1865, over 100 years before it happened. How on earth did he do that? Not only that, but he also wrote about there being three men on the first moon mission (in 1969, Neil Armstrong, Buzz Aldrin, and Michael Collins traveled to the moon) and about the low gravity on the moon. There is no way anyone could have known about these things back in 1865. So that's another scarily accurate prediction.

Music to my ears

In 1953, Ray Bradbury's novel *Fahrenheit 451* described a future world that seemed impossible back then. He talked about tiny devices for your ears that could play any kind of music. He also wrote about homes where people communicated with their friends through a digital wall. It sounded crazy in 1953. But was he right? Well, put it like this: AirPods and Facebook were invented about 50 years later.

So although I've given up on seeing robots playing with kids, I still predict that by the 22nd century, we won't have stopped feeling like we haven't made enough technological progress. You can read this post again in 2120 and see if I was right!

Read more

1 The writer enjoys waiting to see what technological advances will happen in the future. **True / False**
2 The changes predicted in the TV show *Beyond 2000* have all proved to be correct. **True / False**
3 Cell phones are not completely different from what Nikola Tesla predicted. **True / False**
4 Jules Verne's predictions about the moon were not based on any scientific discoveries. **True / False**
5 Ray Bradbury described a way for friends to communicate with a device that goes in the ear. **True / False**
6 The writer says that he is still waiting to see robots playing with children. **True / False**

GRAMMAR

A Choose the correct options.

1 The company never does any research into the chemicals they use, so they **will not stop / will not have stopped** polluting the river.
2 By the year 2050, scientists **will not have discovered / will not discover** how to travel at the speed of light.
3 We need to hurry up, or the stores **will close / will have closed** by the time we get there.
4 **Will there have been / Will there be** fewer diseases 100 years from now?
5 By this time next year, we **will have moved / will move** to Canada. I can't wait!
6 I think that I **will study / will have studied** environmental sciences when I go to college.
7 Lou is so successful — I'm sure she **will have opened / will open** two new stores by the end of next year.
8 I believe he **will make / will have made** the right choice and tell his girlfriend the truth when he sees her.
9 **Will they have found / Will they find** a solution to world poverty by the year 2050?
10 Tom is an excellent pianist. I'm sure he **will win / will have won** the music scholarship when we go to college.

B Complete the sentences with the correct form of a verb from the box.

eat find have invent leave write

1 Karina normally goes home at 6 p.m., so I'm afraid she _____ before you get here.
2 By next year, I hope I _____ my book.
3 _____ lunch by the time I pick him up from the airport, or should I buy some food?
4 You should start studying now, or you _____ time to study everything before the test.
5 By 2050, they _____ a translation machine that fits in your ear.
6 World governments _____ a way to stop countries from fighting by 2100.

VOCABULARY

A Complete the sentences with the correct form of a phrase from the box.

be upgraded	become obsolete	do away with	find a cure
give up on	land on	make progress	run out of

1 The infection is very serious, but the doctor _____ in discovering a way of treating it.
2 I honestly don't know why I am buying a new cell phone. By this time next year, the software _____ and I will need to buy a new one.
3 I think that we _____ a planet from another solar system by the 22nd century.
4 We need to get to a gas station soon or I think we _____ gas in a few miles.
5 You must never _____ achieving your dreams.
6 Since I started using the new streaming service, I decided to _____ all my DVDs. I don't need them anymore.
7 Do you think that scientists _____ for the common cold by 2050?
8 My laptop works much better since it _____ last week. It's much faster.

Unexplored Solutions

LISTENING

UNDERSTAND REFERENCE

When we understand reference, we try to understand connections between the concepts the speaker is talking about. We listen for and pay attention to pronouns like *this*, *that*, *him*, *hers,* and *it.* We try to connect what these words are referring to. These words may refer to something that came before or after the specific point of reference.



A 5.1 **Listen and choose *True* or *False*.**

1	"Which is strange ..." refers to the appearance of the Great Pacific Garbage Patch.	True / False
2	"This particular island" refers to the Great Pacific Garbage Patch.	True / False
3	"These are places where ocean currents meet" refers to gyres.	True / False
4	"Why do they do this?" refers to the reason people discard plastic.	True / False
5	"And this is not a new problem" refers to seabirds eating plastic and dying.	True / False
6	"So what can we do about all this?" refers specifically to sea birds eating plastic.	True / False
7	"They are a nightmare for farmers ..." refers to bees.	True / False
8	"And these are exactly what plastic is made of" refers to hydrocarbons.	True / False
9	"It does sound great so far" refers to the solution.	True / False
10	"These little creatures" refers to the waxworms.	True / False

VOCABULARY

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

admittedly apparently arguably frankly honestly negatively optimistically realistically

1 There is no point in talking so _____ about the future because there are a lot of people doing their best to make a difference.

2 Some people in this company think that it's a waste of money, but _____, there is a strong case to be made for investing in new computers.

3 I didn't know this, but _____ there is a big difference between climate change and global warming.

4 Governments need to help people think more _____ about plastic pollution so that they can see what a positive effect they can have by recycling.

5 My friends say that we might be living on Mars by the 22nd century, but _____, that sounds completely unrealistic to me.

6 I don't really like documentary movies, although _____, *An Inconvenient Truth* was very good and made me think a lot about the planet's future.

7 I believe what our manager said about what's going to happen with the company this year, and she spoke very _____ at the meeting.

8 I would love to believe that we will have been able to reduce world hunger by 2030, but I think it's going to take longer. _____, I don't think it's going to happen until 2050.

GRAMMAR

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

1 *Some people think that we will have run out of oil by the year 2030.*
The future perfect expresses an action that will start happening at some point in the future. **True / False**

2 *By this time next week, we will have been working on this robotics project for a year.*
The future perfect progressive expresses an action or situation that will have been in progress for a period of time before a specific time in the future. **True / False**

3 *In a week's time, the company will have been reducing the amount of plastic waste it produces for 10 years.*
The future perfect progressive is formed with *will/won't + have + been + –ing* verb. **True / False**

B Find and correct the mistake in each sentence in your notebooks.

1 We hope that, by this time next year, we will have been finding a solution to the water crisis.
2 Is the plane still not here? By 10 o'clock, we will have waited for seven hours. We'll be here all night!
3 By next July, I will have worked at this company for five years. And still no promotion!
4 I will have been reading all my books for college by the end of the summer.
5 When you finish your degree, will you been living in the USA for three years?
6 Let Ian finish his work when he gets to the office. He won't have been having time to do it on the train.

WRITING

A Put the paragraphs in the opinion post in the correct order.

Why worry? Facts and figures to calm our concerns.

We are frequently presented with negative predictions about the future, especially on social media. The problem with many of these is that they often employ a very limited range of evidence. The following are two examples of this.

a According to *Science Focus* , an asteroid the size of the one that killed the dinosaurs passes by about once every 100 million years. In fact, an everyday activity like crossing the road is much more likely to kill you than any asteroids.

b If these companies are working so hard to ensure a guaranteed supply of oil, why will we run out?

c Such a catastrophic event will almost certainly never happen.

d Some people say the world will run out of oil at some point in the future because of the amount we need to use every day for transportation, industry, and food production.

e In any case, new technologies are getting better and better at tracking asteroids so that measures could be taken long before one ever hit Earth.

f However, I find this very unlikely.

g There is also the pessimistic prediction that an asteroid like the one that killed the dinosaurs over 66 million years ago could hit Earth and destroy humanity.

h The suggestion that we will run out of oil is based on the known amount of existing oil reserves. But oil companies, who are aware of the lack of immediately accessible oil, have invested so much in technology and exploration into new sources of oil that they predict the global reserves of oil will have almost doubled by the middle of this century.

Given all that and considering the evidence, predictions about such future events need not be so negative.

1 ____ **4** ____ **7** ____
2 ____ **5** ____ **8** ____
3 ____ **6** ____

READING

A **Read the article and choose the correct options.**

Does a healthy world equal a healthy population?

If you had to guess, how large would you say that the world's population is today? At the time of writing, the world's population is around 7.7 billion. And in 1970? It was 3.6 billion. So it's taken only 50 years for the world population to double from 3.6 billion. And while it is still growing, the pace of that growth is slowing. Why? In a word: health.

To understand the start of the explosion, where (or when) should we begin? The year 1800, when we reached our first billion, is actually a good starting point, because that coincides with possibly the largest revolution in human history, the Industrial Revolution. With the increased migration from rural areas to cities and a general improvement in health during this time, the population of England, for example, doubled during the Industrial Revolution. One of the biggest factors in this was the development of the smallpox vaccine in 1796. As a disease, smallpox had been one of the biggest killers in history.

Another revolution happened around 130 years later. In 1928, Alexander Fleming returned to work from a two-week vacation to discover that an experiment he had left in his laboratory had become contaminated. But that contamination had the ability to kill bacteria. Fleming had accidentally discovered penicillin and therefore antibiotics. Thanks to Fleming, every year at least 150 million people in the USA alone have the chance to be treated with antibiotics.

Fast forward to our 1970 milestone, and people had better diets and better health, and major operations such as organ transplant surgery had become much more common. Plus, antiviral drugs had been invented, and people were much more aware of the dangers of smoking. So perhaps it's not surprising that the population took off after this date.

Today, you might think that the projected population in the next 50 years might double again to 15 billion, but in fact, the growth rate seems to be slowing down. There are various theories as to why this might be, and ironically, good health might be one of them. As more children survive infancy and suffer less from childhood diseases, there is less need to have a large family. This is a change that took place in developed nations during the 20th century, and that is taking place now in other parts of the world.

Of course, no one knows for sure what the next 50 years will bring in terms of the world population, but no doubt health will play a major part, just as it does in our lives every day.

1 The world's population ...
- **a** is half what it was in 1970.
- **b** is not much more than it was 50 years ago.
- **c** is seeing a comparative decline in its growth.

2 In 1800, ...
- **a** the world population doubled.
- **b** the greatest increase in population began.
- **c** England had a decrease in people working in cities.

3 In the last 100 years before its eradication, smallpox ...
- **a** killed hundreds of people.
- **b** killed around 500 million people.
- **c** killed more people than any other disease in history.

4 Penicillin ...
- **a** was an unintentional discovery by Fleming.
- **b** contaminated Fleming's laboratory.
- **c** was discovered by Fleming while he was on vacation.

5 In 1970, ...
- **a** organ transplants were done more regularly than they are today.
- **b** people had better health information than before.
- **c** there were many people who were surprised by the increase in population.

6 The growth in the world's population may be decreasing because ...
- **a** children are avoiding serious illnesses.
- **b** fewer people are getting ill.
- **c** people in developed nations are having smaller families.

VOCABULARY

A Choose the correct options.

1 We all ... look after elderly people in our communities. It is not only up to the government.
   a make an attempt to **b** have a responsibility to
2 I would love to ... get a job in San Francisco one day.
   a have the obligation to **b** have the chance to
3 There ... make sure that everyone has access to education.
   a is a need to **b** has the ability to
4 I know you're busy, but can you ... finish that project by the end of the week?
   a have the chance to **b** make an attempt to
5 As president, you ... tell people what is really going on with the economy.
   a have a need to **b** have the obligation to
6 As our company makes such big profits, we ... make sure the employees have good health care.
   a have the ability to **b** have a responsibility to

CONFIDENT COMMUNICATOR

A Read the conversation and underline the examples of a speaker adapting language.

Sandra: OK, Joe, so Lisa is here from our overseas office, and we're going to be talking about the humanitarian issues that our country is facing today because of climate change. Lisa is doing a special report on the situation for her national newspaper.

Joe: Oh, great. Hi, Lisa. Well, from my point of view, the government's failure to address the situation has caused the greatest problems. People don't have any idea what measures they can take to help protect the planet.

Lisa: OK, and what do you mean by "failure to address the situation"?

Sandra: He means that the government doesn't seem to be reacting to the problem. People are just waiting for advice about what they can do about it.

Lisa: Right, well, that makes sense. And what kind of effect is that having on people?

Sandra: Well, for one thing, people are confused, so they don't know what they should or shouldn't do. For example, they are continuing to use their cars on a daily basis, despite the scarcity of fossil fuels. So there may not be enough to sustain people's lifestyles very soon.

Lisa: Could you explain what you mean by "scarcity"? Does that mean that people are scared?

Sandra: Well, some people might be scared, but that's not what I meant. I mean that there are not enough resources for everyone, because people are using too much for themselves, especially here in the West. People are using things like gas and oil in quantities that they don't really need.

Joe: And we are about to reach crisis level with this lack of fossil fuels.

Lisa: What is that, exactly?

Sandra: It means that it is becoming a very big problem. The existing reserves of things like oil cannot fulfill the demand, so the world is in danger of running out of fuel.

Lisa: That sounds terrible. So what else are people worried about?

Joe: A lot of people are concerned about mass migration away from cities as climate change increases, because they are worried about the increasing levels of pollution.

Lisa: What is "mass migration"?

Sandra: Joe is saying that there may be a very large number of people moving out of cities and into the country to reduce the possibility of their health being affected by pollution. Apart from that, there's the possibility of businesses closing and an increase in the level of poverty.

Lisa: And what do you mean by "poverty"?

Sandra: It means that there may be a lot more poor people, because they will become unemployed if their businesses close.

Lisa: OK, guys, that's all I need for now. Thanks.

LIFE SKILLS



A 5.2 **Read the information and listen to the conversation. Then choose *True* or *False*.**

Katya, Paul, and Diego are from different backgrounds and are working together for the first time on an international development project for a local nongovernmental organization (NGO). They are having a brainstorming meeting about one of the aspects of the project.

1 Neither Diego nor Katya agrees with Paul's idea about transportation. True / False
2 Katya says that 300 million people will not have access to water by 2050. True / False
3 Katya's concern about Paul's solution centers on whether it is environmentally friendly. True / False
4 Paul says that sub-Saharan Africa has only 3% of water sources left to exploit. True / False
5 Katya suggests that Diego's statement about government corruption may be from an unreliable source. True / False
6 Diego believes that it is impossible for the local NGO to accept their proposal. True / False

B Read about the five main global competence skills. Then, write *K* (Katya), *D* (Diego), or *P* (Paul) next to the skills the students demonstrate. There may be more than one correct answer.

1 Reasoning with information : evaluate an author's or speaker's claims, sources, and motives. ____
2 Communicating effectively and respectfully : make sure that one's message is clear, confident, and without anger, even when strongly disagreeing. ____
3 Perspective taking: understand another's viewpoint and how they think and feel. ____
4 Conflict resolution skills: listen and look for common solutions as well as manage emotions—both your own and others' . ____
5 Adaptability: change one's thinking and behavior to the new cultural environment. ____

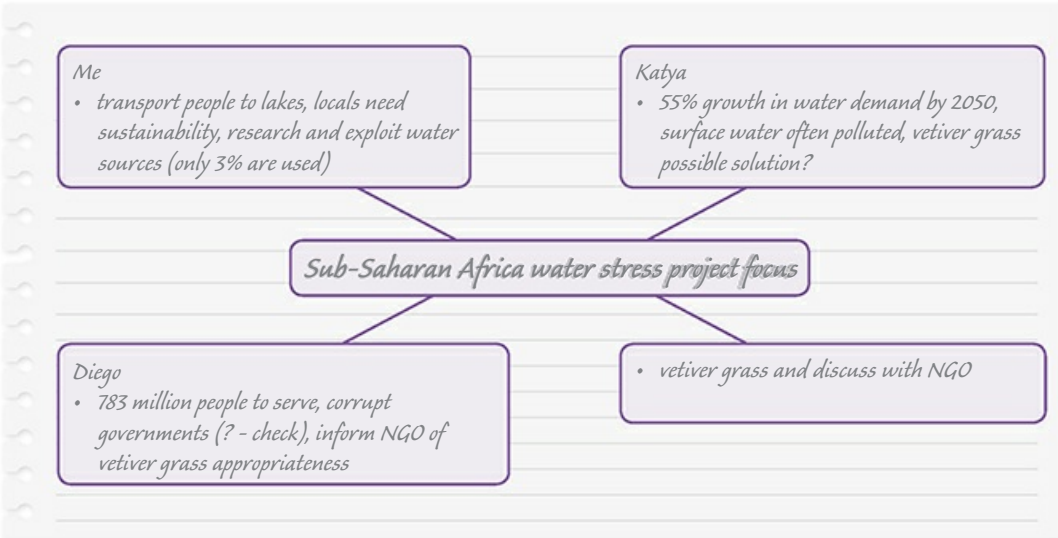
THINKING SKILL

A Katya and Paul have made different notes on the brainstorming session. Choose which notes are the most effective.

A Katya

Brainstorming on sub-Saharan Africa water stress project
Points raised
Paul: research and exploit untapped water sources—only 3% used so far
Me: prioritize water access; 55% growth in water demand by 2050; surface water is often polluted; use vetiver grass (pollution-absorbing plant)
Diego: 783 million people make water access hard; corrupt governments take money meant for water exploration and technology; tell local NGO that vetiver grass qualifies as a new technology
Decision: focus project on the use of vetiver grass

B Paul



Progress Check

Lesson 1

I can identify main ideas. ☐
To review, go to READING **B**, p. 59.

I can use the future perfect. ☐
To review, go to GRAMMAR **B**, p. 59.

I can use terms to describe progress. ☐
To review, go to VOCABULARY **A**, p. 60.

I can talk about predictions for the future. ☐
To review, go to SPEAKING **B**, p. 60.

Lesson 2

I can understand references. ☐
To review, go to LISTENING **C**, p. 61.

I can understand brainstorming. ☐
To review, go to THINKING SKILL **B** & **C**, p. 61.

I can use adverbs of attitude. ☐
To review, go to VOCABULARY **A**, p. 62.

I can correctly stress adverbs of attitude. ☐
To review, go to PRONUNCIATION **A**, p. 62.

I can use the future perfect progressive. ☐
To review, go to GRAMMAR **B**, p. 63.

I can give and justify an opinion. ☐
To review, go to WRITING **C**, p. 63.

I can talk about predictions for the distant future. ☐
To review, go to SPEAKING **B**, p. 63.

Lesson 3

I can understand global competence. ☐
To review, go to LIFE SKILLS **A** & **B**, p. 64.

I can use verb + noun + infinitive structures. ☐
To review, go to VOCABULARY **B** & **C**, p. 65.

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

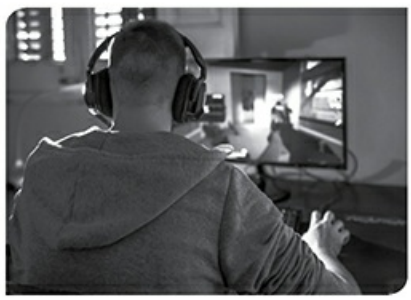
UNIT 6

Time to Play

LESSON 1 **Rules of the Game**

LISTENING

A 6.1 **Listen to part of a talk about games and the workplace and choose the correct options.**



1 The speaker begins her talk by saying that a lot of people ...
- **a** are certain that games can be very harmful for us.
- **b** think of people who play games in a negative way.
- **c** have the imagination to create new games

2 What does the speaker say is the biggest advantage of doing lateral thinking puzzles?
- **a** It can help you get a job with an innovative company.
- **b** New companies are able to develop more quickly.
- **c** We can invent new ways to solve existing problems.

3 According to the speaker, what would be a benefit of having played a lot of video games?
- **a** being able to deal with a sudden problem that was not predicted
- **b** developing a passion for doing your job
- **c** having the ability to solve increasingly sophisticated problems

4 What are employers currently investigating?
- **a** ways to make work as appealing as some video games
- **b** ways to stop people playing games during work time
- **c** ways to allow employees to communicate their love of games to employers

5 What is at the heart of all nonwork activities, according to the speaker?
- **a** encouraging leadership skills
- **b** learning to get along with colleagues
- **c** repaying the staff for their loyalty

6 In the example at the end of the talk, what mistake did the owner of the company make?
- **a** He failed to give clear instructions.
- **b** He chose unsuitable premises for the company.
- **c** He did not successfully implement a playful approach to work.

VOCABULARY

A **Match the words (1–8) to the correct definition (a–h).**

1	interpret	**a**	a circumstance that prevents people from communicating with one another
2	self-awareness	**b**	movements of the muscles in the face that can reveal how a person feels
3	eye contact	**c**	looking into a person's eyes when you are communicating with them
4	face-to-face	**d**	communicate with someone in person and not over the phone or by email
5	interact	**e**	the state of knowing yourself and being able to judge your own feelings
6	language barrier	**f**	communicate your ideas well so people understand them
7	facial expression	**g**	communicate or socialize with
8	convey	**h**	decide the meaning behind something

B Complete the sentences with a word or phrase from the box.

convey	eye contact	face-to-face	facial expression
interact	interpret	language barrier	self-awareness

1 I often find it hard to _____ to others exactly how I feel.
2 People often _____ John's shyness as hostility, but he really does struggle in groups and means no harm.
3 I always try to maintain _____ with people I'm talking to. I find it helps me understand if they're telling the truth.
4 I could see from the speaker's _____ that she was not impressed with what she was describing.
5 I sometimes have to do business online, but I always prefer _____ communication.
6 When children play games together, it soon becomes obvious how well or how badly they _____ with each other.
7 Before children reach a certain age, they don't really have the _____ to worry about what they look like or to feel embarrassed about anything.
8 The _____ does not really get in the way of communicating basic emotions, but problems occur when you want to explain more sophisticated ideas, like instructions.

GRAMMAR

A Complete the rules with *clause*, *infinitive*, or *subject* to match the examples.

It's understood that body language is an important part of intercultural communication.
It + *be* + past participle of reporting verb + *(that)* + **1** _____

Body language is understood to be an important part of intercultural communication.
2 _____ + *be* + past participle of reporting verb + **3** _____

B Choose the correct options.

1 It is believed **that puzzles** / **puzzles to** develop the mind.
2 Games are supposed **that they** / **to** promote team building.
3 It is thought **that** / **to be** people who don't maintain eye contact can't be trusted.
4 Companies are understood **that they research** / **to be researching** how games can help the work process.
5 It is claimed **that** / **to be** games increase productivity.
6 Profits are reported **that they are** / **to be** double since the new policies were adopted.

C Complete each sentence so that it means the same as the sentence given.

1 It's known that companies are changing their policies regarding hiring people who put "gaming" as one of their interests.
Companies _____ regarding hiring people who put "gaming" as one of their interests.
2 It is estimated that many millions of people play games online.
Many millions of people _____ games online.
3 People are said to reveal more about themselves if they feel comfortable.
It's said _____ more about themselves if they feel comfortable.
4 It is assumed that job applicants today have some experience with gaming.
Job applicants today _____ some experience with gaming.
5 People often believe that gamers are antisocial, but most online games involve connecting and playing with someone.
Gamers are often _____ antisocial, but most online games involve connecting and playing with someone.
6 Chess might just look like a game, but it's thought that the pieces represent different military figures.
Chess might just look like a game, but people _____ the pieces represent different military figures.

LISTENING

LISTEN TO UNDERSTAND DIFFERENT NATIVE SPEAKERS

Not all native speakers sound the same, and it is the job of the listener to overcome certain problems. The more you listen, the easier this becomes, but there are certain things you can prepare for. These include strong regional accents, very fast speech, unclear speech, and the use of lots of idioms and expressions. If you are ready for these things, you will understand more.

A 6.2 **Listen to four people speaking and match the speakers to the speaking style.**

has a strong accent mumbles a lot speaks fast uses a lot of idioms

Speaker **1** _____.
Speaker **2** _____.
Speaker **3** _____.
Speaker **4** _____.

B 6.2 **Listen again and choose the correct options.**

1 The first speaker says that gamers **lose** / **develop** their social skills.
2 The second speaker says that gaming **gets in the way of people's** / **could be used to help people with their** work and studies.
3 The third speaker says that the idea that games make people happy **shouldn't be ignored** / **is not worthy of consideration**.
4 The fourth speaker is concerned about what happens to our brains **with continued use of** / **at the actual time when we are** gaming.

GRAMMAR

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

With *Before* / *Since* / *After*, keep the **1 subject** / **time expression**, remove the **2 subject** / **time expression**, and change the verb to the gerund or use **3 a noun** / **an adverb**.

With *As soon as*, delete it and replace with **4 at** / **on**, remove the subject, and change the verb to the **5 gerund** / **infinitive**.

B **Complete the sentences in the table.**

Full Clause	Reduced Clause
1 Before I got a game console, I used to read much more.	Before _____ a game console, I used to read much more.
2 Since _____ that article, I have cut down my game playing.	Since reading that article, I have cut down my game playing.
3 As soon as I arrive home, I turn on my computer.	_____ arriving home, I turn on my computer.
4 Before _____ a game, I like to try it at a friend's house first.	Before buying a game, I like to try it at a friend's house first.
5 After I have been playing for a while, I forget where I am.	After _____ for a while, I forget where I am.

VOCABULARY

A Match the words (1–8) to the correct definitions (a–h).

1	boast	**a**	to make someone aware of a danger
2	clarify	**b**	to explain something more clearly
3	confess	**c**	to proudly tell other people about what you have done
4	deny	**d**	to say that you did not do something
5	doubt	**e**	to admit that you have done something wrong
6	imply	**f**	to advise someone strongly to do something
7	urge	**g**	to feel uncertain about something
8	warn	**h**	to suggest that you think something

B Complete the text with words from the box.

boasted clarified confessed denied doubted implied urged warned

In a conversation with my best friend, I simply **1** _____ that I thought he was spending a lot of time on his computer, and he got very defensive. Before I had even **2** _____ what I wanted to say, he **3** _____ that he was addicted to games. "I'm in control. I can stop whenever I want to," he **4** _____. He then got a little angry and **5** _____ me not to interfere in his affairs.

A week later, he **6** _____ that he had a problem. He said he was sorry that he had **7** _____ my good intentions and asked if I would help him stop. I **8** _____ him to just get rid of his games and try to stop that way. In the end, that's what he did.

WRITING

A Read the review and match the sections (a–d) to the descriptions (1–4).

Minecraft® ★★★★★

a Can there really be anyone left out there who has not played Minecraft? Well, if there is, and if you're one of them, it's a game about building a whole new world for yourself, while defending yourself against hostile attackers.

b Among the many things this game has going for it is the challenge it presents to the mind. There are seemingly endless ways to exercise your imagination, and there is enough variety to make sure that it caters to just about every kind of creative impulse. On completing a simple task, you soon discover that you have learned some of the fundamentals of a science like electronics. These are real-world skills that don't just teach you things that are only useful in a fantasy land.

c If there has to be a criticism, it is the same one that applies to all good computer games—there's a temptation to avoid the real world. But unlike many games, you are less likely to develop violent tendencies or encounter unhealthy stereotypes.

d Minecraft regularly features high on the lists of most played games. It is a game that manages to be fun while at the same time allowing players to develop their creative thought processes.

1 what the reviewer liked: ____
2 what the reviewer disliked: ____
3 the reviewer's recommendations: ____
4 basic information about the game: ____

READING

READ TO UNDERSTAND EXPLANATIONS AND EXAMPLES

When a writer makes a point (usually in a topic sentence in the first sentence of a paragraph), he or she then usually goes on to support the point with reasons and/or examples. Words and phrases like *so, in other words, this means that,* and *this is because* can introduce explanations. Examples can be introduced with *such as, for example,* or *for instance*.



A Read the text and complete the sentences with one or two words from the text.

Dog Behavior

If you watch young dogs interacting together, there seems to be a lot of use of teeth, but no animal gets hurt. Yet we all know how terrifying a real dog fight can be. Why are all the elements of fighting there in puppies but without the aggression?

Like other young animals, puppies play, and there is a specific reason for this. Among other actions, young dogs play at fighting and running away in preparation for when they need to do the real thing. This explains why they bite but do not break the skin—it is a much milder version of real fighting. As powerful as the dog's jaws are, it will not close its mouth fully in play, so the actions, but not the intended result, are mimicked.

You will also see dogs reverse roles in play-fighting, which is further evidence that it is a vital part of their training to become adults. Watch dogs at play for any length of time and you will see that the one being bitten soon becomes the biter. It is the same with chasing. In a real aggressive situation, you would not expect to see one dog chasing the other only for them to switch roles.

What they are learning is essential to their survival in a real fight. Further to this, some experts believe that they are training for the unexpected. If a dog has been knocked off balance in a play fight, it is more likely to be able to respond quickly to such a situation in a real fight. This would be vital time for it to react before suffering serious harm from an attacking animal. Dogs deliberately place themselves at a disadvantage during play.

In a process known as self-handicapping, a dog will place itself in a vulnerable position, such as on its back, in order to give itself a chance to practice getting out of it.

Behavioral studies show that there are very clear signals between dogs that convey the message "Let's play." The ritual is not unlike martial arts experts who bow before they fight. The dog's bow is performed by extending the front legs while placing the head almost on the ground. The back legs remain in the usual position. Some more recent studies are suggesting that the bow is not the signal to start playing but to continue. Dogs are known to bark when they do not have eye contact in these games. The barking is believed to attract attention to the bowing movement. In other words, the barking is a further signal to continue to play. As well as preparing for a real fight, the dogs here are developing collaborative skills. If dogs are going to work well in a pack, they have to know which other dogs they can trust.

Since pet dogs are domesticated animals, we observe different traits from those animals that exist in the wild. One of these is that pet dogs continue their play into adulthood, and they are also often happy to interact with humans. Dogs frequently have favorite toys, too. In choosing a toy, dogs express a preference for something that can be torn apart, rather than for things that are hard or impossible to damage. Scientists believe this is directly related to dogs hunting—and killing—for food.

It may be disconcerting to see dogs "killing" their favorite toys, but remember that this behavior is just to please you, its master.

1 In the opening paragraph, we learn that play-fighting is nowhere near as _____ as the real thing.
2 Puppies usually bite during play, but they do not completely _____ their mouths.
3 Role reversal means that dogs will alternate between the one _____ and the one doing the biting.
4 In a real fight, a dog is in a _____ if it is on its back.
5 Playing also teaches dogs skills to find out if they _____ other dogs.
6 When a dog destroys a toy, this behavior is _____ to killing another animal.
7 Pets are domesticated, so they display different _____ from animals living in the wild.
8 Dogs are always trying to _____ their owner, even when playing with a toy.

VOCABULARY

A Complete the sentences with a word from the box.

academics aquatic dramatic energetic periodic specific

1 Advice to gamers and all computer users is to take _____ breaks from the screen.
2 Some _____ birds have longer legs so they can wade in water.
3 One theory says that young animals like playing because they are so _____ and need something to do.
4 By observing the _____ behavior of different animals, we can learn more about their actions.
5 _____ have written many research papers on behavioral psychology among animals.
6 When dogs play-fight, it looks _____ but they are unlikely to hurt each other.

CONFIDENT COMMUNICATOR

A Read the dialogue and match each phrase (1–8) to the correct function (a–e). You will use some functions more than once.

Fran: I'm all in favor of keeping dogs as pets, but I think we take things too far. I mean, people spend too much time with their pets. It's fine to have them as ...
Peter: But you're ignoring the fact that some people think of their dogs as family members.
Paulina: Actually, Peter, I'd like to hear what Fran was going to say. Fran ... you were saying ...
Fran: I was going to say that I think dogs make great guards. But they're not human, and we shouldn't humanize them by letting them sleep in our homes and playing with them.
Paulina: I recognize what you're saying, Fran, and, Peter, we'll get back to you in a moment. Fran, do you not think that maybe dogs have needs—you know, above and beyond the basics like food and water? Don't you feel that, as domesticated animals, they deserve a little time invested in them?
Fran: They are animals, and their job is to serve us. I don't see why we should ...
Peter: That's just ridiculous!
Paulina: Peter! Let us hear what Fran's saying, please!
Peter: Sorry.
Fran: We make a fuss about our pets for our own amusement. It doesn't benefit the animal at all.
Paulina: OK, that's one side of the argument. Jeremy—you have a lot of experience with the subject. What do you think?
Jeremy: I think you all have a point. But one thing I would say is that dogs are animals that can recognize changes in behavior. If all the dog has ever known is regular food and water, somewhere safe to sleep, and an understanding of its role, as Fran said, then the dog is being reasonably well treated ... assuming it has the other basic need—room to exercise—and is not chained up all day. The problem comes when a dog that has lived with regular human attention is suddenly deprived of it. That's cruelty, and the dog will pick up on that.
Peter: I'm with Jeremy here, but I think all dogs need human companionship. They need us to talk to them, take them for walks, and play with them. Look at all the websites saying the same thing. They can't all be wrong, can they?

1 But you're ignoring the fact that ... ____
2 Fran ... you were saying ... ____
3 I was going to say that I think dogs make great guards. ____
4 I recognize what you're saying, Fran, and, Peter, we'll get back to you in a moment. ____
5 That's just ridiculous! ____
6 Peter! Let us hear what Fran's saying, please! ____
7 Jeremy—you have a lot of experience with the subject. What do you think? ____
8 I think you all have a point. ____

a insisting on hearing what someone was going to say
b not letting people finish what they are saying
c considering all comments seriously and fairly
d continuing after being interrupted
e bringing someone new into the discussion

LIFE SKILLS

A Read the case study and the email. Then decide which comment from employees (1–6) could be addressed with which tip (a–f). Use each tip only once.

A company has recognized that they have a problem with the way their managers use interpersonal communication. A number of comments have been received, and the email below has been sent out.

New Message

To: All employees **Cc** **Bcc**

Subject: Interpersonal communication—six tips for all managers

Following discussions with staff, it has become clear that interpersonal communication is an area that the company needs to focus on. Starting next month, everyone who directly manages staff will receive training. In the meantime, please read these six tips provided by our interpersonal communication consultant.

a Consult. The best way to find out what's happening in your company is to talk to your staff. You might be surprised; too often they know their jobs but they don't offer suggestions or improvements because, well, nobody asks them.

b A dialogue is a two-way street. Asking questions is only part of the equation. You have to be prepared to listen to the answer and not just wait for a pause so you can add more of your own opinion. If you don't listen to the answer, the next time, they might not be so willing to talk.

c Mind your language. Have a strict company-wide policy on how to address people. There should never be the slightest possibility that any comment could be interpreted as racist, sexist, or in any other way derogatory. It's not just polite—it's the law.

d Timing is everything. It is very important to pick your moment when you want to speak to a colleague. Take a second. Look. Is he or she busy doing something? Looking stressed? Your message will not be best received right now. Wait—check the temperature before you dive in.

e Acknowledge what the other person says. If possible, empathize, too. Make the speaker feel important. Use a phrase such as "I can see how you feel about this." Let them know you've heard what they said. If you can show them you understand them, they will feel they've been treated fairly, even if you can't solve their problem for them.

f Make sure that anyone addressing other workers is trained in their use of positive body language, such as making eye contact and not crossing your arms. This counts as much in formal meetings as it does in informal, on-the-job conversations. Remind them that their words are just part of what they are communicating.

Send

1 Anthony (Accounts): I got the impression that my line manager was not paying attention when I reported a problem. He wouldn't look me in the eye, and he didn't speak to me. I was offended, to be honest. ____

2 Christine (Sales): I get the distinct impression that female employees are not taken seriously. And I strongly object to us being referred to as "girls." I don't know how long I can stick around in an unhealthy environment like that. ____

3 Frederic (IT): I was brought in to do a job, but since then, nobody has shown the slightest interest in how well it's going. In truth, there are many changes I would like to make, but management seems happy that things work—just about. ____



4 **Hannah (Administration):** I'm not shy about reporting problems, and very often changes are implemented soon after I suggest them. But you'd never know. There's rarely any recognition that I've even spoken. ____

5 **Jonathan (Research and Development):** I'm happy to carry out any instructions, but I feel a recent incident was very badly handled. I was in the middle of a complete system failure, and my superior walked in and started explaining a task he wanted me to do that, quite frankly, was not urgent. It was the worst possible day to do that. ____

6 **Lily (Marketing):** Communication with management is a dead end. I have made a number of suggestions—and I think they could be worth thousands to the company—but they always seem more concerned with giving me more instructions. I'm tempted to keep my ideas to myself. ____

THINKING SKILL

A Look again at the tips and the comments and match to make predictions.

1 If you don't adhere strictly to a policy of addressing everyone in a nonprejudicial way, ____
2 If you ask someone to do something when they have the time to listen, ____
3 If you make a point of acknowledging a person's problem and let them know you've heard what they said, ____
4 If you consult your staff and ask them directly what's happening in the company, ____
5 If you use negative body language that conveys a lack of interest, ____
6 If you don't listen to the other person's answer and just wait for your moment to talk, ____

a the person you are with might stop talking to you.
b you may have communication problems in both formal and informal meetings.
c you may lose staff and face legal repercussions.
d you will get a more favorable response.
e they will feel better about the encounter.
f you will probably be surprised by how well they understand the problems.

Progress Check

Lesson 1

I can understand interpersonal communication. ☐
To review, go to LIFE SKILLS **A**, p. 70.

I can use interpersonal phrases. ☐
To review, go to VOCABULARY **A**, p. 70.

I can use passive reporting structures. ☐
To review, go to GRAMMAR **B** & **C**, p. 71.

I can predict. ☐
To review, go to THINKING SKILL **C**, p. 72.

I can talk about games. ☐
To review, go to SPEAKING **B** & **C**, p. 72.

Lesson 2

I can understand as I listen to different native speakers. ☐
To review, go to LISTENING **B**, p. 73.

I can use reduced adverb time clauses. ☐
To review, go to GRAMMAR **B**, p. 74.

I can use reporting verbs. ☐
To review, go to VOCABULARY **B** & **C**, p. 74.

I can structure a review. ☐
To review, go to WRITING **C**, p. 75.

I can talk about gaming. ☐
To review, go to SPEAKING **C**, p. 75.

Lesson 3

I can read to understand explanations and examples. ☐
To review, go to READING **C**, p. 76.

I can use suffixes with *– ic*. ☐
To review, go to VOCABULARY **C**, p. 77.

I can use stress patterns in *– ic* words. ☐
To review, go to PRONUNCIATION **B**, p. 77.

I can encourage group discussion. ☐
To review, go to CONFIDENT COMMUNICATOR **E**, p. 78.

UNIT 7

A Sense of Community

LESSON 1 **Small Town Versus Big City**

LISTENING



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

1 The podcast is about **whether to live in a big city or a small town** / **how to have a better sense of well-being**.
2 The podcast suggests that **it doesn't matter where you live** / **it's better to live in a small town**.
3 The two studies on well-being have **the same conclusions** / **different conclusions**.
4 The podcast speculates that the problem is that **the concept of well-being is not properly defined** / **people always want the opposite of what they have**.
5 The five types of well-being are things that people can achieve **by working hard** / **by paying attention to what they are doing**.
6 The podcast suggests that what is important is **where we are physically** / **where we are mentally**.

B 7.1 **Listen again and choose *True* or *False*.**

1 Achieving the fantasies that the podcast mentions is not guaranteed to bring well-being. **True** / **False**
2 People living in urban areas have more of a sense of belonging to their community. **True** / **False**
3 The podcast suggests that well-being is not as simple as choosing between living in the city and living in a small town. **True** / **False**
4 Physical well-being is about taking your dog for a walk or practicing yoga. **True** / **False**
5 Workplace well-being is about making sure you pay attention to more than just your salary. **True** / **False**
6 The speaker in the podcast wishes that she could live in a little house in the country. **True** / **False**

VOCABULARY

A **Choose the correct options.**

1 I was late driving to work this morning because the roads were very ...
a crowded. **b** congested.
2 Life in my city is very ... because there is always a lot you can do.
a lively **b** hectic
3 Anne's house in the country was on land with roses and a willow tree. It was very ...
a picturesque. **b** peaceful.
4 Supai in Arizona is a very ... community in the USA. It's miles from anywhere.
a remote **b** dull
5 The city is usually very busy during the day, but at night it is much more ...
a remote. **b** peaceful.
6 The market was too ... this morning. There were so many people that I couldn't buy anything.
a crowded **b** lively
7 My hometown is really pretty, but it can be a little ... on Friday nights because there are no places to go dancing.
a hectic **b** dull
8 I'm sorry I haven't had the chance to call you today, but it's been really ... at the office. I had so much work to do.
a congested **b** hectic

B Complete the sentences with words from the box.

congested crowded dull hectic lively peaceful picturesque remote

1 I love living in this city because there is always so much to do, but sometimes I would like to live somewhere more _____.
2 Some people think that life in the country is _____, but I have an amazing social life.
3 My grandparents rarely see anyone, because they live in a _____ town in Utah.
4 The train was so _____ during my commute to the office that it was hard to get on it.
5 Our small town is normally very quiet, but during the summer, it can be very _____ because there are a lot of activities, and people visit from different cities.
6 It's _____ at home at the moment, because my parents are staying with us and we have builders working on the floors. There is just too much going on.
7 Our country home in Montana is close to the mountains, so you can see amazing sunsets. It looks so _____.
8 The roads downtown are really _____ on a Monday morning because everyone is going into work.

GRAMMAR

A Read the example sentences and choose *True* or *False*.

Scarcely had I left the house when I got a phone call.
1 With negative inversion, we invert the subject and the main verb. **True / False**

Rarely does she go to the capital city.
2 We sometimes need to add the auxiliary *do* in the correct tense to form the inversion. **True / False**

No sooner had they sat down to work than the manager walked in.
3 With the negative adverbial phrase *No sooner*, we use *than* after the main clause. **True / False**
4 With negative adverbial words like *Hardly* and *Scarcely*, we use *than* after the main clause. **True / False**
5 This structure is very informal. **True / False**

B Choose the correct options.

1 Little **did she realize** / **she realized** how congested the roads would be on the first day of the holidays.
2 Never **I had seen** / **had I seen** such a picturesque city as Guanajuato.
3 No sooner **they arrived** / **had they arrived** at the country home than the electricity was cut off.
4 Only now **do I realize** / **I realize** how much I loved living in New York.
5 Under no circumstances **would I** / **do I** live in a place like that again.
6 Hardly had the plane taken off **than** / **when** the pilot announced that we had to turn back.

C 7.2 Listen and choose the correct options.

1 The speaker says that that her mom called ...
   a before she arrived at the movie theater.
   b after she arrived at the movie theater.
2 The speaker says that he has never seen ...
   a a picturesque place.
   b a place as picturesque as that one before.
3 The speaker says that the city ...
   a was both hectic and congested.
   b was not congested but it was hectic.
4 The speaker says that ...
   a they did not realize what would happen.
   b they had a little idea of what would happen.
5 The speaker says that the person ...
   a cannot go to the party at all because they didn't do their homework.
   b can only go to the party after they have finished their homework.
6 The speaker says that John's cell phone's battery died ...
   a almost immediately after he found the town on the GPS.
   b before he found the town on the GPS.

READING

RECOGNIZE CAUSE AND EFFECT

When we recognize cause and effect, we look for parts of a text that tell us about an event and the consequence of that event. We pay attention to the reasons why certain things happen. By looking for an event and the results of an event, we can better understand the position of the writer, how a text fits together, and the text itself.

A Read the article and choose the correct options.

Giving Versus Getting Involved



Confession time. Last week I walked past a homeless man on the street and ignored him. He called out to me as I went by, asking if I had any spare change. I had to make a decision on the spot, and never have I felt so overwhelmed by such conflicting emotions. On the one hand, there was my sense of "doing the right thing," telling me to spare a dollar for this unfortunate individual. On the other hand, my justifications for ignoring him were thoughts like "There's no point, because he'll just be in the same situation tomorrow." Both positions can't be right, so how do we make the right decision?

Giving makes us feel good. Forget about charity for a second, and think about birthdays. When we give people gifts, our body gives us a gift in return. It releases a hormone called oxytocin, which makes us feel connected to people, and this makes us feel good. So why would I deprive myself of that emotion? Well, there are some good reasons for that, too.

There is conflicting advice in the media about whether one should give money to homeless people. The charitable organization The Salvation Army says that simply giving money away might ensure that homeless people stay trapped in a cycle of dependency on that money. By contrast, in street interviews, people often argue that they should give homeless people money and that whatever the receiver spends it on is their choice.

But this conflict (and mine) seems to have been resolved by people like 22-year-old Alex McCallion, who started a program called Greater Change. It's aimed at making sure homeless people are getting the right kind of help. His organization makes sure that the money that people give goes to getting homeless people a home and a job. Homeless people who are registered with their organization carry a QR code, so you can donate money to the organization via an app, then and there, on the street.

I've therefore discovered that if I want to do the right thing, I need to educate myself about how to do the right thing. The solution is not as simple as handing someone a dollar. Getting in touch with organizations like The Salvation Army or Greater Change is my first step to making a genuine difference in the lives of homeless people.

There's a reason why I started this post with the words "confession time." My heart told me that I should do something to help that man on the street. I suppose it's the heart that alerts you to social injustice, but it's the head that needs to figure out the best way to put those emotions to a practical use. So I guess both of my feelings were right. The problem was that I hadn't found a way for them to be right together.

1 The writer says he felt strongly about the situation because he didn't ...
   - **a** give the homeless person any money.
   - **b** want to give the homeless person money.
   - **c** know whether to give the homeless person money.

2 The writer suggests that he might have felt bad because he didn't ...
   - **a** allow himself to experience the good feeling created by giving.
   - **b** connect with the homeless person at all.
   - **c** have any oxytocin in his system.

VOCABULARY

A Complete the sentences with the correct form of a phrase from the box and either *make* or *do*.

a decision	a donation	a habit of	a promise	a real difference
a suggestion	an excuse	some good points	somebody good	the math
the minimum	the right thing	your duty		

1 I can't come to party tonight. Yesterday I _____ to Celia that I would help her with her project.
2 Thank you for helping us collect clothes for the homeless. It _____ to them.
3 We can't afford to go to Brazil this year on vacation—I just _____, and we don't have enough money.
4 You could get good grades, but right now I feel like you are just _____ to pass the exam.
5 It's great that we donated money to this charity, but it needs to be more regular, so we should really _____ it.
6 As the environmental officer of this company, you should _____ and tell people that they shouldn't be wasting energy in the office.
7 It really _____ to laugh. I feel so much better afterward.
8 Don't throw all that trash out. Please _____ and recycle it.
9 I listened to a speech by Greta Thunberg and she _____, and now I want to fight climate change too!
10 We didn't know how to develop our charity app until David _____, and we're trying to implement it now.
11 Would you like to _____ to CARE? We're a charity that is trying to help end injustice and poverty.
12 Because you don't know how to help homeless people doesn't mean you can't. You are just _____ now.
13 I really have to _____ about which country I want to study in during my senior year in college.

GRAMMAR

A Read the example sentences and choose the correct options.

1 *It is essential that the company investigate the sources of the pollution.*
We use the subjunctive in **formal** / **informal** English.

2 *I recommend that we support a local charity.*
We use the subjunctive to emphasize requests, orders, and **complaints** / **suggestions**.

3 *They have asked that he come in early to work tomorrow morning.*
We use the subjunctive in *that* clauses **before** / **after** verbs such as *ask*, *demand*, *insist*, *recommend*, *request*, and *suggest*.

4 *It is vital that she go to a doctor as soon as she starts feeling sick.*
We use the subjunctive in *that* clauses **before** / **after** adjectives such as *essential*, *good*, *necessary*, *vital*, and *important*.

5 *He asked that she consider all the available options.*
The subjunctive uses the infinitive **with** / **without** *to*.

6 *I insist that he not go back to work unless he is feeling better.*
In negative statements, we put ***not*** / ***do not*** before the infinitive.

B Find and correct the mistake in each sentence.

1 We recommend that people not to buy more than one item so that there is enough for others. _____
2 After the accounting scandal, the company insisted him resign his position immediately. _____
3 The faculty administration insists we been on time for seminars. _____
4 The lawyer suggested that we are not submit the proposal until next week. _____

LISTENING

LISTEN FOR SIMILARITIES AND DIFFERENCES

When we listen for similarities and differences, we listen for statements that people make that show a comparison or a contrast to what someone else has said. We pay attention to the experiences they talk about and see whether or not they concur with other people's experiences. By doing this, we can understand why people say what they say and better understand the development of a conversation.

A 7. 3 **Listen to the interview and choose the correct options.**

1 Who says they have had several jobs in their life?
a Nina **b** Robin **c** both Nina and Robin

2 Who mentions having to deal with a great variety of feelings?
a Nina **b** Robin **c** both Nina and Robin

3 Who mentions that communication can be a problem?
a Nina **b** Robin **c** both Nina and Robin

4 Who mentions having problems trying to organize meetings?
a Nina **b** Robin **c** both Nina and Robin

5 Who mentions having to deal with a lot of paperwork?
a Nina **b** Robin **c** both Nina and Robin

6 Who mentions having to educate people about legal processes?
a Nina **b** Robin **c** both Nina and Robin

VOCABULARY

A Choose the correct options.

1 We feel that the new playground is a bit of a ..., despite the large budget that was allocated for it.
a letdown **b** breakdown

2 Because the local government had lost some money, there was a ..., and some of the staff destroyed documents related to the situation.
a cover-up **b** mix-up

3 We were going to take a vote on the plan for the new community center, but there was such a low ... at the meeting that we had to postpone it until next week.
a go-ahead **b** turnout

4 We need to make sure that there is no ... in communication between the family and social services, so we can agree on when they will take in the new foster children.
a mix-up **b** breakdown

5 The mayor has given the NGO the ... for constructing a new wind farm near the river.
a go-ahead **b** letdown

6 There was a ... with the paperwork, and you have been given a different apartment. The good news is that it's larger than the other one.
a turnout **b** mix-up

WRITING

A Read the proposal and replace the informal expressions (1–6) with the formal expressions (a–f).

Dear Sir/Madam,

1 *I'm writing about* city hall's intention to design and build a large recreational center on the outskirts of town. I would suggest that it may produce some undesirable results. **2** *So I want to* propose an alternative idea. The building of a recreational center in the proposed location would greatly increase the amount of people circulating in a currently quiet area. **3** *I'm sure* that this will have an adverse effect on the local way of life. **4** *As well as that* , it will generate a sharp increase in traffic congestion, and the location that had been set aside for this project is also listed as a nature reserve. Therefore, any construction work would be harmful to the local ecosystem. **5** *Another idea that would not cause any of these problems* would be that city hall builds a smaller recreational center near the downtown area. This would help produce income for the area while leaving the nature reserve undisturbed. People may also gather downtown, which would generate income for local businesses. **6** *I think* that this would prove to be a better solution for everyone.

I look forward to hearing from you.

Yours sincerely,

Gareth Scholes

1 I'm writing about _____
2 So I want to _____
3 I'm sure _____
4 As well as that, _____
5 Another idea that would not cause any of these problems _____
6 I think _____

a It is my position
b An alternative proposal
c I am writing concerning
d I am certain
e Furthermore
f I would therefore like to

CONFIDENT COMMUNICATOR

A Read the dialogue and complete each statement with the correct name of the speaker.

Carl: Let's now look at the following point on our list, which is the proposal by a local environmental group to provide people with different trash cans for separating and recycling their trash into glass, paper, etc. Now, this plan has a number of clear benefits, but there are some concerns about its implementation. Janine, can I invite you to tell us about the benefits in your position as environmental officer?

Janine: Absolutely. So the main benefit of the separate trash cans will be a marked reduction in the amount of litter. The out-of-town landfill is already near full capacity!

Carl: Great. Now, Ashley, you had mentioned that the neighbors had some concerns.

Ashley: Yes, some of them are concerned that there might be fines for incorrectly separating trash. That has happened in a number of other towns.

Janine: OK, so what you are saying is that people might actually react against the idea if they think they might be penalized. That might be true. So we'd need to tell them that they won't be fined for any mix-ups.

Ashley: Yes, on the one hand, it's a great proposal for the local environment, but the last thing we need is any kind of breakdown in communication between city hall and the local people. That would lead to a lack of support for the idea.

Janine: Yes, and as well as that, we should start a publicity campaign in the local press and on social media so that people realize why we are doing it. What we really need is to make sure that people are on our side.

Carl: Perfect. So we'll tell the group that their idea is approved, but we'll need to work with them to get the publicity organized beforehand.

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.

LIFE SKILLS

A **Read the text about four different aspects of well-being. Then choose which aspects from the box the people described should focus on.**

The secret of happiness isn't a secret



Let's face it. We all love it when we check our social media and notice that one of our pictures has been liked. We get that little rush of dopamine, the "reward" hormone, telling us that it's time to be happy. But is this feeling true happiness? And if not, what is true happiness? It probably doesn't even need saying that true happiness isn't a brief injection of happiness hormones. Sure, the like felt great, didn't it? But then what?

So to start with, let's forget about the word "happiness" for a moment, because it means many things to different people (especially those of us who don't use Instagram), and focus instead on a much more quantifiable concept: well-being.

In general, well-being is feeling good about yourself and your life. You enjoy what you do, you have positive relationships, and you feel like your life is under control. Sound complicated? Not really. Not only is it a remarkably simple concept, but also the key to well-being can be broken down into five achievable parts.

Connect again. This isn't about making thousands of connections on your social media. It's about having a few people whom you are close to. Ideally, you should find these people supportive and encouraging. In fact, people who have a commitment to nurturing their social relationships tend to have high well-being.

Be curious. This doesn't mean asking everyone you meet lots of questions. It simply means paying attention to your surroundings. And it means paying attention to your thoughts and feelings. You can't necessarily control what happens to you in your life, but understanding the way you react to things can mean they have less of a negative impact.

Keep learning. Although we may not realize it, being at school gives us a high sense of well-being. It's something our minds miss after we leave. Why? Because education makes us more socially active and gives us a feeling of achievement when we are learning new things.

Give. Doing things for others has a remarkable effect on our well-being. It does us good to feel like we are part of a community, and we know that others have benefited from our actions. And this doesn't mean working for a charity in another country. Helping an elderly person cross the road works well enough.

So what's the secret to happiness? That there is no secret about it at all, especially because it's actually well-being that we're looking for. And the best part is, as you can see, it's very easy to find.

Be curious Connect again Give Keep learning

Jerry is in his final year of a course in marketing and hopes to live in New York one day. He has a very active social life and sees different groups of people nearly every evening. He goes to the gym three times a week and meditates every morning. Despite all of this, Jerry feels lonely sometimes, and he worries that the career that he is studying for may lead to a selfish lifestyle.

Jerry should focus on **1** _____ and **2** _____.

Susana works for a law firm, having graduated from college last year. She is earning a lot of money and volunteers at a homeless shelter on weekends. She has a group of close friends whom she shares all of her problems with. She runs every day after work to help her relax. However, Susana feels she has lost her social connections and no longer feels intellectually challenged. She also reacts very strongly when things go wrong at work, and it upsets her.

Susana should focus on **3** _____ and **4** _____.

THINKING SKILL

A Read the scenarios and choose what is important to prioritize. There may be more than one correct answer.

1 *Noah is in his last year of high school, and he wants to study Spanish in college. At some point in the future, he wants to live in Mexico and work in an art gallery. He is a keen painter, and he also loves playing the guitar. He speaks basic Spanish, and he knows a lot about art. He also has some relatives who live in Mexico who said they would help him.*

a *Improve his Spanish.*

b *Find out where and how he can study Spanish.*

2 *Charlotte has been working in a restaurant to earn money for her studies. Before she graduates in a year's time, she wants to make sure she can get a job where she makes a lot of money. She is good at dealing with people, and she likes working with the restaurant's accounts. She has a boyfriend and wants to have children once she feels financially stable.*

a *Start planning for a family.*

b *Start looking for jobs that suit her skills.*

3 *Mia eventually wants to be an entrepreneur developing cell phone apps for social media. She lives in a small town with her family. She has been offered a job with a tech company and would need to move to San Francisco. She wants to go but is worried that her family may be upset, and she does not enjoy dealing with people either.*

a *Talk to her family.*

b *Get some interview training.*

Progress Check

Lesson 1

I can understand well-being. ☐
To review, go to LIFE SKILLS **A**, p. 82.

I can describe places. ☐
To review, go to VOCABULARY **B**, p. 83.

I can use negative inversions. ☐
To review, go to GRAMMAR **C**, p. 83.

I can understand evaluating. ☐
To review, go to THINKING SKILL **A**, p. 84.

I can talk about what is important to me in a place. ☐
To review, go to SPEAKING **A** & **B**, p. 84.

Lesson 2

I can recognize cause and effect. ☐
To review, go to READING **C**, p. 85.

I can use phrases with *make* and *do*. ☐
To review, go to VOCABULARY **A** & **B**, p. 86.

I can use the subjunctive. ☐
To review, go to GRAMMAR **C**, p. 87.

I can talk about charities. ☐
To review, go to SPEAKING **B**, p. 87.

Lesson 3

I can listen for similarities and differences. ☐
To review, go to LISTENING **B**, p. 88.

I can use nouns from phrasal verbs. ☐
To review, go to VOCABULARY **B**, p. 88.

I can use stress in nouns from phrasal verbs. ☐
To review, go to PRONUNCIATION **B**, p. 89.

I can use a formal register. ☐
To review, go to WRITING **C**, p. 89.

I can develop ideas in a group. ☐
To review, go to CONFIDENT COMMUNICATOR **C**, p. 90.

UNIT 8

Bright Ideas

LESSON 1 What Is Creativity?

READING

MAKE INFERENCES

Inferences are the things we understand without the writer actually saying them. As we read, we gather clues about how the writer feels. If, for example, a critic has only negative things to say about a painter and his work, we can infer that the critic does not like the paintings. The writer does not need to say it. It is implied.

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

Employing Creative People

1 Unfortunately, creativity is just one of those things that can't be measured accurately. However, if you want to employ creative people, there are various puzzles you can give them to see how sharp they are. Their reactions to the puzzles will tell you a lot, starting with those people who look at you strangely when you ask the question. It may be an odd question, and it may seem out of context in a job interview situation, but the fact that someone is not even prepared to consider it is going to tell you enough to know that this candidate is probably not for you. The reason? Life does not follow a fixed path, and problems are not ordinary. If you're not prepared to think outside the box, you probably aren't going to solve too many real-life problems.

2 What do you learn about someone who welcomes puzzles? For a start, this is someone who is at least prepared to tackle a problem head-on. He or she is not likely to leave things unsolved or constantly pass the responsibility on to someone else. This person is likely to find different ways to approach the problem (an advantage in itself) and is therefore more likely to find a satisfactory solution. Perhaps most importantly, a willingness to attempt a theoretical problem in an interview shows you how well this person performs when the heat's turned up. If they keep their head while you present them with something that seems illogical or absurd, you might have found your new employee, because the kind of people who are a real asset to your company are the ones who don't buckle under pressure.

3 So what would be a good question to direct at a job candidate? After the usual, more practical questions directly related to the job, you could move on to something like "Can you describe a situation when you ...?" This is good because the candidate is forced to provide evidence of dealing with problems and similar experiences that could be useful to your company. But these questions are all experiential ... and factual. If you want to really test your candidate, ask, "If you were an animal, what would you be?"

4 Immediately, you will separate those people who are creative from those who are not. Some people will just stare at you, and they won't know how to answer. These people might be perfectly good in some jobs, but if you want someone creative, you'll have to move on. On the other hand, if a candidate is prepared to answer, you should start listening. You might be dealing with your next manager, or even your own replacement! There is, of course, no right or wrong answer, but the most convincing answers will provide evidence of imagination, logical thinking, and creativity.

5 Puzzles are an important test to use in interviews, because they show which people are most likely to come at a problem from different directions. When presented with a lateral thinking puzzle such as "How many ways can you think of to free a bus that got stuck under a bridge?" some people will adopt a very linear approach. Push it with a bulldozer, use a tractor, or get a team of strong men. Someone with imagination might employ an elephant to do the job. That's better, but they are still fundamentally suggesting only one solution—push the bus out. A truly creative response would put forward a variety of solutions based on different perceptions of the problem. For example, if you see the bridge as too low, you could take away part of the bridge. If you see the bus as too high, you could let the air out of the tires. These last two suggestions show that the person is thinking in a nonlinear way.

1 We can infer from paragraph 1 that the writer would like an accurate way to measure creativity. True / False
2 Paragraph 2 implies that companies need employees who work in an illogical way. True / False
3 At the end of paragraph 3, we infer that the question is about work experience. True / False
4 In paragraph 4, it is logical to infer that a full answer to a ridiculous question is a positive sign. True / False

B Read the text again and choose the correct options.

1 Why do some job candidates have difficulty solving puzzles in interviews?
   a They do not have the necessary employment experience to answer.
   b They don't believe that puzzles have a place in an interview situation.
   c They need to consider their answers for a longer period of time.
2 In paragraph 1, "think outside the box" means ...
   a to try to find different kinds of answers to problems.
   b to think carefully before answering a question.
   c to follow a single, fixed path toward a solution.
3 In paragraph 2, the writer implies that ...
   a candidates who are happy to solve problems in interviews probably work well alone.
   b problem solvers will help you to find new employees.
   c the ability to work under pressure is not as important in the modern-day workplace.
4 The writer believes that people who cannot answer illogical questions ...
   a are unlikely to go on to become managers.
   b are unsuitable for any kind of job.
   c will probably not stay long with the company.
5 In the final paragraph, why is the question presented as a good example?
   a It tests candidates' knowledge of real-life situations.
   b It helps to quickly identify people with nonlinear thinking.
   c Different ways to push the bus is what the interviewer is looking for.

VOCABULARY

A Complete the sentences with the correct form of a word from the box.

art expert imagine invent origin produce

1 It was a good idea, but it wasn't _____ at all. It had been published years ago.
2 As a painter, Frank found that some days were very _____ and he could finish a complete painting.
3 I don't have the _____ to write stories—I can never think of any ideas.
4 I love the way you've drawn that picture. You could be a/an _____.
5 I think most people would say the home computer was the most useful _____ of the late 20th century.
6 Andrea isn't qualified to deal with this. Do you think we should employ someone with more _____ in the subject?

GRAMMAR

A Choose the correct options.

1 I can neither paint **or** / **nor** draw—there's nothing artistic about me!
2 I think you should either study art **neither** / **or** psychology.
3 These puzzles are **not only** / **neither** educational, but they are also fun to do.
4 Not only does this company pay well **but** / **and** it is also a great place to work.
5 The kind of person we are looking for in this position will be **and** / **both** organized and imaginative.
6 Mario had neither the qualifications **neither** / **nor** the experience that the company was looking for.

LISTENING

LISTEN FOR MAIN IDEAS

To understand main ideas, it's a good idea to listen for when a speaker begins to talk about a different subject. This is easier in a dialogue when, for example, there are questions. However, even in a monologue, you can usually understand when the speaker pauses and starts a new subject.

A 8.1 **Listen to part of a radio show and choose the correct options.**



1 The first life hacks about food are mainly concerned with **what** / **when** we eat.
2 Annette's hack concerns **how to wash dishes** / **uses for a common household product**.
3 The hack Josh suggests is similar to Annette's because it **uses the same product** / **does the same job**.
4 Karen is **for** / **against** using paper towel to clean your glasses.
5 Since Robin discovered his hack, he always **writes down the address** / **takes a photo** when he parks.
6 Tammy's cell phone hack involves **the sound** / **the settings** of the phone.

B 8.2 **Listen again and complete the notes.**

Useful hacks (from the radio)!

Food

Pay more attention to when you eat (people often eat because of **1** _____*).*
You might be **2** _____ *and not hungry.*
Hunger signs tell us how **3** _____ *we need to eat, not how much.*

Dishwashing liquid

Good for pots, skillets, and spills on **4** _____*tops.*
Use it to get the **5** _____ *off fruit.*
Wash glasses—don't use paper towels or your **6** _____.

Cell phone

Use it to take a photo of street **7** _____ *or a landmark when you park.*
Place it in a bowl or a **8** _____ *to make the alarm clock louder.*
Try different **9** _____ *to boost the music (but avoid glass or metal).*

VOCABULARY

A Choose the correct options to complete the sentences.

1 The bad review that this exhibition got on TV was totally ... I think these pictures are great!
a wrong. **b** better. **c** important.

2 It's relatively ... to learn life hacks from the internet.
a easy **b** true **c** better

3 My second version of the painting was ... better than the first.
a incredibly **b** especially **c** slightly

4 It's extremely ... to find art that everyone likes.
a similar **b** rare **c** annoying

5 The response to the exhibition was incredibly ... because no one turned up.
a better **b** annoying **c** true

6 I don't find puzzles ... interesting.
a extremely **b** especially **c** somewhat

7 Brian's thought processes are somewhat ..., but he manages to come up with some very creative solutions.
a wrong **b** unusual **c** fast

B Complete the sentences with words from the box.

annoying extremely safe similar totally

1 It's totally _____ here at night. You'll be fine.
2 That was a/an _____ dangerous thing to do! What were you thinking?
3 I find it incredibly _____ when people keep interrupting me.
4 I think the whole situation is _____ wrong. Nothing about it is right.
5 What you just described is somewhat _____ to something that happened to me once.

GRAMMAR

A Choose the correct options to complete the rules.

An adverb clause with *be* can be reduced using *being* + **1** **a noun** / **an adjective**.

Reduced clauses in the present **2** **perfect** / **continuous** or past perfect can be formed with *having* + **3** **infinitive** / **past participle**.

Reduced clauses with most verbs in any tense can be formed with the **4** ***–ing*** / **infinitive** form of the verb.

B Complete the sentences with a word or phrase from the box.

Being Having finished Not being Not having Not knowing

1 _____ seen that life hack before, I had always done things the hard way.
2 _____ adventurous, I decided to try out at home what I'd seen on the video.
3 _____ what to do, Judy asked her mother for advice.
4 _____ very confident, I was terrified by the thought of acting.
5 _____ art school, Mary was excited about what direction her career would take.

VOCABULARY

A Complete the phrases with a word from the box.

career (x2) job (x2) professional work-life

1 _____ move
2 _____ satisfaction
3 _____ development
4 _____ balance
5 _____ security
6 _____ structure

B Complete the text with phrases from A.

Theo and Steve had been friends since childhood. Getting a job with a massive multinational company had been a great 1 _____ for Theo. There was a clearly marked 2 _____, and Theo had now risen to the position of regional manager, having dedicated himself to training courses in 3 _____.

Steve had followed a different path, and had become a doctor—Theo's doctor, in fact. It was in a professional capacity that Theo was visiting his old friend today, because Theo was unable to sleep. Having found nothing physically wrong, Steve began to ask Theo questions about work. Theo reported feeling huge 4 _____—he loved his job, so that wasn't the problem. Neither was 5 _____ an issue, since Theo knew that there was almost zero chance of him being fired.

Puzzled, Steve wanted to know about Theo's daily routine. "What time do you go to bed?" he asked.

"Oh, pretty soon after I get home from work," Theo replied.

"And what time is that?" Steve asked.

"Usually around 10:30 or 11," Theo answered.

Steve had his answer. They were going to have to do something about Theo's 6 _____.

WRITING

A Label the different sections of the self-appraisal (1–4) with the correct contents (a–d).

Forward Consumer Supplies

EMPLOYEE SELF-APPRAISAL

Employee's name: George Baptiste

Date: June 15

1 _____ I have been with this company for four years now. I started as an administrative assistant, and having been promoted twice, I rose first to administrative officer, and second to account manager. I have been in this position for the last year.

2 _____ During my time with the company, I feel I have made a great contribution to the smooth running of the office. I have researched and implemented systems for organization and budgeting. I feel I have also developed a thorough understanding of the industry. As account manager, I have overseen a 40% growth in the client base, as well as greatly increasing customer satisfaction.

3 _____ Among the challenges I have faced, inventory management and workplace scheduling presented the steepest learning curves. Fortunately, thanks to in-house professional development courses, I was quickly able to overcome my initial obstacles.

4 _____ Thanks to the benefit of having worked in different roles, I feel I have developed a more rounded approach to my work. I'm grateful to have experienced employment at different levels within the company, and I fully intend to bear those experiences in mind moving forward. I believe that, whatever position I hold, I have a duty to keep learning.

a difficulties
b successes
c things learned and future plans
d previous and current positions at the company

CONFIDENT COMMUNICATOR

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

Belinda: OK. Welcome, everyone. There were a few raised eyebrows when I mentioned having this meeting before this year's festival is over. But I think, in planning next year, we might want to keep an eye on how things pan out this year. I know next year's festival is going to be on a slightly different theme, but ...

Julian: Sorry to interrupt, Belinda ... Do we have a theme for next year?

Belinda: Yes, we do! I've spoken with the organizers, and they've said that next year's festival will be on the theme of creativity.

Julian: That's very open, isn't it?

Belinda: It is. So it gives us scope to include things that haven't been featured in previous years. We've arranged for poetry readings; short, one-act plays; painting and other visual arts ... and we're open to the idea of people using film, too. That would also be a first. The deadline for submitting suggestions for review is six months away, so we will likely have a good variety. Julian ... I understand you're reviewing all the events at this year's festival, is that right?

Julian: Yes, I want to see as much as possible. That's the plan.

Belinda: Great, so maybe you could write a short report about what works and anything that doesn't. Perhaps talk to people who are there ...

Julian: I'm happy to do that, yeah.

Kim: Belinda ... you didn't mention music ...

Belinda: Sorry—my fault entirely. Yes, of course we will have music ... of all kinds ... as in previous years. You're all familiar with the Edinburgh Festival that takes place in summer every year, aren't you?

All: Yes.

Belinda: So think of it like that—only on a much, much smaller scale.

Kim: Including comedy, right?

Belinda: Yes. Actually, it would be nice to think that performers don't have to fit neatly into one particular category—creativity covers a lot of things, as Julian said. Kim, you were involved in the planning for the festival a couple of years ago, weren't you? Is there anything we should know?

Kim: I'm preparing a short report on that, Belinda. I'll have it ready for the next meeting. It's mainly about the suitability of venues—you know, anticipating the size we'll need ... that kind of thing.

Belinda: Sounds great. I'm sure that will be very useful. Julian, I know you're into painting. How would you feel about helping to coordinate that side of things? I mean, it goes without saying that anyone you know is welcome to submit a proposal to show their work.

Julian: Sure. No problem.

Belinda: Great. So let's talk about the budget ...

1 Belinda and the team are organizing a festival for **this** / **next** year.
2 The festival **has** / **has not** featured film before.
3 **Kim** / **Julian** is already involved in the festival this year.
4 The festival **will** / **will not** have a wide variety of creative talent taking part.
5 **Belinda** / **Kim** was involved in a previous version of the festival.

B Match the functions (1–4) to the phrases from the dialogue (a–f). There are two extra phrases you do not need.

1 ask about past experience ____
2 explain by comparing to something everyone knows about ____
3 make a connection to someone's personal interests ____
4 make a connection to someone's present position ____

a Do we have a theme for next year?
b Julian, I know you're into painting. How would you feel about helping to coordinate that side of things?
c Julian ... I understand you're reviewing all the events at this year's festival, is that right?
d Kim, you were involved in the planning for the festival a couple of years ago, weren't you?
e Creativity covers a lot of things, as Julian said.
f You're all familiar with the Edinburgh Festival ..., aren't±you?

LIFE SKILLS

A Read the case study and the article. Then read the list and check (✓) the points that show self-direction.

Carl is 30 years old and thinking of a career change after reading this article. He has written a list of the key points in his career so far.

Is your career stalling?

Job satisfaction is something we may take for granted. However, it's very easy to let dissatisfaction creep up on us. We±can all find ourselves just going through the motions at work without fully engaging. If it happens once or twice, it±could be just tiredness. But if you regularly feel like something is not right with your job, it's time to act.

The first warning sign is that you are just not fulfilled. You don't get excited about going to work. On the contrary, you find yourself more and more interested in getting away from it.

You may also find that time is moving strangely! The days drag but the months fly by. You struggle to name something you did in the last year that you're proud of. This is the biggest wake-up call you can get. It's your life. Do something!

How to take back control

You need to steer things in a better direction. The key word here is "you." The rest of this article is about self-direction, with the emphasis on "self."

Firstly, are you in the right job? The situation has become old and stale, but is that because you let it happen, or because the company you work for has nothing more to offer you? That can happen, too. What are your chances of promotion with this company? What about a transfer to another department or another branch, or even another country? Can you get on-the-job training? Are there any other openings available? Could you take on a little more (or a little less) responsibility? Does the prospect of any of these things excite you? If so, speak to your superior at the first available opportunity.

It's possible, however, that your present employer is at fault. Maybe you've gone as far as you can with your present company, and it's time to part ways. Start looking for jobs with companies that might appreciate you more. Apply for jobs±... arrange interviews. You don't have to take a job just because you're offered it, but you might find that something feels exciting, fresh, and more tailored to your needs.

Finally, have you considered a complete change in career? It sometimes happens that we find ourselves on a certain career path and we're kept going by momentum, rather than fulfillment and drive. Consider a few alternatives. If they fill you with dread, fine! But if thinking about a particular future makes you feel excited, you owe it to yourself to make it happen. Be±bold, be brave! If you're not fully alive doing what you're doing, something better is usually within your grasp.

Career timeline

1. ☐ *Graduated 2014*
2. ☐ *Started work 2014*
3. ☐ *Took advanced training course (passed in 2016)*
4. ☐ *Promoted to account advisor 2016*
5. ☐ *Participated in safety training workshop 2017*
6. ☐ *Requested and got transfer to a more dynamic department 2019*
7. ☐ *Promoted to account manager 2019*
8. ☐ *Doubled client account base 2019*
9. ☐ *Disciplined for poor time-keeping 2020*
10. ☐ *Took three months' sick leave 2020*

THINKING SKILL

A Look at the list of key points in someone's career. Write the number (1–8) of the key career point in the relevant category for a self-appraisal.

1. Employed as a junior clerk
2. Mastered an understanding of the workings of the company
3. Made my first sale!
4. Started as an assistant manager
5. Worked a 12-hour day during a financial crisis
6. Launched a publicity campaign, which proved popular with management
7. Had three months off because of ill health
8. Will be finishing management training course next July, with the goal to qualify for managerial position

Difficulties	Successes
Things learned and future plans	**Previous and current positions**

Progress Check

Lesson 1

I can make inferences. ☐
To review, go to READING **B**, p. 94.

I can form words connected to creativity. ☐
To review, go to VOCABULARY **A**, p. 95.

I can use paired conjunctions. ☐
To review, go to GRAMMAR **C**, p. 95.

I can understand categorizing. ☐
To review, go to THINKING SKILL **A**, p. 96.

I can talk about creative ideas. ☐
To review, go to SPEAKING **B**, p. 96.

Lesson 2

I can listen for main ideas. ☐
To review, go to LISTENING **B**, p. 97.

I can use adverb + adjective collocations. ☐
To review, go to VOCABULARY **C**, p. 98.

I can use reduced adverb cause-effect clauses. ☐
To review, go to GRAMMAR **C**, p. 98.

I can use intonation in reduced adverb clauses. ☐
To review, go to PRONUNCIATION **B**, p. 99.

I can talk about life hacks. ☐
To review, go to SPEAKING **B**, p. 99.

Lesson 3

I can use terms to describe career success. ☐
To review, go to VOCABULARY **A**, p. 100.

I can understand self-direction. ☐
To review, go to LIFE SKILLS **A** & **B**, p. 100.

I can structure a self-appraisal. ☐
To review, go to WRITING **B**, p. 101.

I can link to previous knowledge. ☐
To review, go to CONFIDENT COMMUNICATOR **C**, p. 102.

UNIT 9

Beyond the Limit

LESSON 1 **Storm Chaser**

LISTENING

A 9.1 **Listen to the podcast and choose the correct options.**

1 What doesn't usually appear on weather satellites?
a hurricanes b tornadoes c blizzards

2 What are we not certain of about tornadoes?
a the damage they cause b their speed c how they are formed

3 What is a belief that meteorologists have about tornadoes?
a Their appearance is unpredictable. b They contain dust and water in them. c They are invisible.

4 What does the podcast say about supercell storms?
a They don't always turn into tornadoes. b Meteorologists know if they will become tornadoes. c People don't always take cover from them.

5 What does the podcast say about the solution for predicting tornadoes?
a Computer programs are useful to solve the problem. **b** They can be predicted by using satellites. **c** There isn't only one solution.

IDENTIFY OPINIONS AND ATTITUDES

When we listen for opinion and attitude, we consider how a speaker thinks or feels about a certain topic. We listen for expressions like *I feel*, *I believe*, *Actually*, or *It must be* to express an opinion. We also listen for positive and negative adjectives or adverbs to understand the speaker's attitude toward something.



B 9.1 **Listen again and choose *True* or *False*.**

1 The host thinks that people listening may be frustrated with the details given at the start. True / False
2 The host thinks that it is possible to improve the warning we currently get for tornadoes. True / False
3 People think that it is hard to forecast the formation of a tornado. True / False
4 The host doesn't express enthusiasm for delivering some negative information about tornadoes. True / False
5 The host thinks that there's no point in trying to forecast tornadoes. True / False

VOCABULARY

A **Complete the sentences with a phrase from the box.**

analyze statistics	assess the conditions	conduct research	forecast the weather
gather information/data	improve the computer model	record information/data	take measurements

1 To accurately forecast a tornado, meteorologists have to _____ from various different computer programs.
2 The staff at the weather station _____ from weather satellites on this spreadsheet.
3 Meteorologists often use weather balloons to _____ of various atmospheric conditions.
4 This current program can't accurately map weather, so we need to _____.
5 It's very hard for us to _____ just by looking.
6 My father has a light aircraft, and before he flies it, he must go outside and _____ thoroughly.
7 The mayor wants to _____ into what kind of facilities the residents would like.
8 Could you help me with these figures? I don't like to _____ because they never make sense to me.

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.

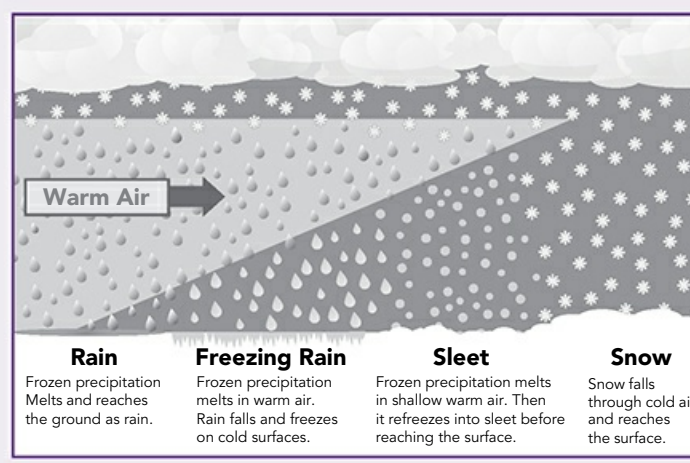
1 Any students who are unhappy about their accommodation should come to the academic office as soon as possible.
2 The people who are at the back of the auditorium can't see the presentation very clearly.
3 This is the first tornado that we've predicted correctly.
4 People who are studying tornadoes 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

READING

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

Snap Out of It



Imagine the situation. You're only 23 years old, and you've developed a cell phone app. Then Mark Zuckerberg, the legendary founder of Facebook, offers you $3 billion for it. What would you do? Take the cash, right? Well, this incredibly self-controlled young man turned Zuckerberg down. Was he on self-destruct? Actually, no. That app is now worth a staggering $25 billion. So who is this risky guy? His name is Evan Spiegel, and he is the creator of Snapchat.

Just lucky?

It certainly wasn't luck that got him there. It was a lot of other things, self-confidence and self-discipline being two of them, but he didn't rely on luck. Also, Spiegel is, as you can see, a risk taker. And the thing about risks is they help us in many ways. In fact, Mark Zuckerberg himself has taken many risks in his career. So why are these two hugely successful people so convinced about the power of taking risks? Here are a few reasons.

Risk makes you feel alive

We all love that self-satisfying feeling of "doing the right thing" and making everyone happy. But you can't please everyone, and at some point, you have to take a risk and do the right thing for yourself as well. Why is this so important? Because most of the time, we don't take risks simply because we are afraid, and risk is something that we associate with danger. In fact, it is the chance to develop ourselves and challenge our limits that taking a risk gives us.

Risk gets people to notice you

When Oren Peli spent a mere $15,000 on making a movie (most movies have a budget of millions) despite having no previous experience of movie making, it seemed like a massive risk. He even made the movie in his own house. The result was *Paranormal Activity*, which took in $193 million at the box office and became one of the most profitable movies in history. And, yes, that risk got Peli noticed by Hollywood. Now, *Paranormal Activity* is a series of six movies.

Risk teaches you about yourself

When we take a risk, we teach ourselves that not only can you do more, but that success becomes a cycle. Why? Because we realize that, even if we fail, we learn from the process and this starts to ease that sense of self-doubt. Too often people tend to see failure as just that, rather than seeing it as part of becoming a more resilient, self-aware person.

So next time you feel that you've spent too long in your comfort zone, follow Evan Spiegel's example. Snap out of it, and take a risk.

1 Evan Spiegel eventually sold Snapchat for $25 billion. True / False
2 Mark Zuckerberg thinks that it is a good idea to take risks. True / False
3 Trying to make everyone happy is the most realistic thing that we can do. True / False
4 *Paranormal Activity* made more profit than any other movie before. True / False
5 People should realize that failure is never a positive thing. True / False

VOCABULARY

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

1 Before I set up my own tech company, I had a lot of ... and I was convinced that I couldn't do anything right.
a self-destruct **b** self-doubt
2 I'm trying to train for a marathon in Chicago next year, but I need to be very ... to go running every day.
a self-disciplined **b** self-controlled
3 The only reason that Emilia hasn't complained about her low salary is ..., because she is really worried about losing her job.
a self-preservation **b** self-confidence

4 I'm normally afraid of heights, so doing that bungee jump was a very ... experience.
a self-satisfying **b** self-controlling

5 Juliana has a lot of ... about how she deals with pressure, which is why she knows that she won't enjoy working for a big multinational company.
a self-doubt **b** self-awareness

6 When I saw all those cell phones in the store, I had to have a lot of ... not to buy the most expensive model.
a self-preservation **b** self-control

7 There is just too much work right now. If it carries on like this, I think I'm going to ...
a self-destruct. **b** self-discipline.

8 To be a team leader requires ... because you have to be sure that you are doing the right thing.
a self-awareness **b** self-confidence

GRAMMAR

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

be complement (x2) noun phrase relative clause (x2) verb phrase (x2) *what/all*

In fact, it is the chance to develop ourselves and challenge our limits that taking a risk gives us.
All four types of cleft sentences are used for emphasis. In this structure, we use *it* + *be* + **1** _____ + **2** _____.

The people who most love the challenges of life are usually risk takers.
In this structure, we use subject + **3** _____ + *be* + **4** _____.

What they want to do is reach their next objective.
Here, we use **5** _____ + subject + **6** _____ + *be* + **7** _____.

What makes entrepreneurs happy is constantly developing their product.
With this construction, we use *What* + **8** _____ + **9** _____ + complement.

B Find and correct the mistakes in the sentences. In your notebook, rewrite the sentences correctly.

1 Was it Marie Curie and her husband who discovered radioactivity.
2 That is most important to think about in meteorology is how to correlate the data.
3 All what I ever wanted was to travel the world for a few months.
4 What did Felix Baumgartner dream of was doing a supersonic skydive.
5 The people should really be called heroes are the doctors.
6 What are they working on is a new computer model for weather mapping.

C Rewrite the sentences in your notebook using the words given in parentheses.

1 They decided to travel around the USA for a month. (**What**)

2 Joseph Swan invented the light bulb, not Thomas Edison. (**It**)

3 Completing my law degree really changed my life. (**The thing**)

4 She wants to finish high school and start college. (**All**)

5 Jerry is the one who got the top grade for his project. (**It**)

6 You need to take more risks. **(What)**

VOCABULARY

A Complete the sentences with words from the box.

courageous delighted ecstatic exhausted grateful relieved

1 After weeks lost at sea, the sailor had no energy left and he was completely _____.
2 She was stuck on the mountain for a long time, and when the rescue helicopter arrived, she was _____ because her terrible ordeal was finally over.
3 The doctor was very _____, as she had to work all night to help the infected patients, despite the risk of catching the virus herself.
4 When he passed all his exams, he was absolutely _____.
5 Tim did not have enough money to develop his app, but an investor lent him the funding for it, and he was very _____ to them.
6 I had the best vacation ever. I have always wanted to go to New York, so when we arrived, I was _____.

READING

PREDICT CONTENT

When we predict content, we look at the titles of a text and any subtitles it has and try to understand in advance what the text and paragraphs might be about. We think about the topic of the text and the subtitles, and then, when we read them, we see if our predictions are correct. By doing this, you can already engage and interact with the text before you actually read it. This also means that you can read the text more easily and understand it better.

A Read the subheadings of a survival story and predict the topic of each paragraph by choosing the correct options.

1 **An unusual hero:** this paragraph is going to be about ...
   a someone who people would not normally consider to be a hero.
   b someone who failed to be a hero.
2 **A simple mistake:** this paragraph is going to be about ...
   a how someone's ideas turned out to be too complicated.
   b how a mistake that someone made was easy to make.
3 **Day and night:** this paragraph is going to be about ...
   a the work schedule of rescue teams.
   b what the hero of the story did to survive at different times.
4 **No water and no rescue:** this paragraph is going to be about ...
   a preparations that were made to rescue someone.
   b how the hero did not have any water and how no one found him.
5 **Staying alive:** this paragraph is going to be about ...
   a what the hero did to survive.
   b how people felt when thinking about the writer.
6 **Safe at last ... and very lucky:** this paragraph is going to be about ...
   a how the hero was finally rescued.
   b advice for future trips.

B **Read the text and check if your predictions were correct.**

An unusual hero

What many survival stories usually begin with is a description of a courageous individual, who, having planned the trip for months, somehow runs into difficulties and ends up in a life-or-death situation. That, however, was not the case with Henry Morello. He was an 84-year-old diabetic who simply took a wrong turn on the way back home from a restaurant in Arizona.

A simple mistake

On the evening of February 7, 2011, Morello left his favorite restaurant and started driving home. But instead of being on the road home, he found himself on a dirt road going to the Grand Canyon. He then did a U-turn, only to crash his car into a hole in the middle of the desert. And this is when the most difficult part of his five-day ordeal began.

Day and night

That night, not only did Morello get scared, but he became very cold as the temperature dropped to 4 degrees Celsius. During the day, he would read the automobile manual and think about how to get rescued. He removed a piece of metal from the car and put in on the roof, hoping that someone would see the reflection in the bright desert sun, but by the fourth day, no one had come.

No water and no rescue

As Morello had no water with him, he broke open the hood of his car using a rock, and drank the window cleaner fluid, which he used a napkin to filter. In the meantime, Morello's friends and family were very worried about him. One hundred volunteers were organized to help find him. They searched for days and handed out flyers to people with his photo, but with no success.

Safe at last ... and very lucky

On the morning of the fifth day, there was suddenly a knock on the car window. It was a group of hikers who had been passing through the area, and Morello was ecstatic to see them. His family were equally relieved and delighted at his rescue. And although Morello wasn't a survival expert, he certainly learned some survival tips during his time in the desert, such as never traveling without an adequate supply of water.

CONFIDENT COMMUNICATOR

A **Match the phrases Ricardo uses (a–e) to the different aspects of being an efficient group leader (1–5).**

Ricardo: OK, everyone, let's look at how we are going to present our new app to our clients. **a** So we need to resolve the following issues. What is the best way for us to deliver our presentation? Which information should we present? And where should we have the meeting? OK. **b** Let's talk about who does what now. Mariah, can you be in charge of presentation options?
Mariah: OK, sure.
Ricardo: And, Harry, can you check out the content for the presentation itself?
Harry: Yes, absolutely.
Ricardo: **c** OK, so are we all clear on what it is we need to do?
Mariah: Actually, why don't we get the clients to watch the video on their cell phones?
Ricardo: **d** That's a great proposal, Mariah. That way, they can have a personal experience of our product.

Ricardo: What about you, Harry? Have you decided on the content?
Harry: I think we should focus on how easy the app is to use.
Ricardo: I totally agree, Harry. **e** What about also making sure they can see how little space the app takes up once it's downloaded, following on from Mariah's idea?
Harry: Great, yes, I'll add that to my list as well.

1 explains the role of each member of the group: _____
2 accepts suggestions: _____
3 establishes the rules for the group, involving everyone: _____
4 makes suggestions: _____
5 ensures everyone understands what they have to do : _____

LIFE SKILLS

A 9.2 **Listen to the talk about resilience and choose *True* or *False*.**

1 Jim and his whole family had to live in a camper van. True / False
2 Jim was unhappy about living in the camper van. True / False
3 Jim's father never became a comedian. True / False
4 Jim had to work and study as well. True / False
5 Jim went on a TV show when he was only 10 years old. True / False
6 All of Jim's first three movies were successful. True / False

B 9.2 **Read the fact sheet about resilience. Then listen again and check (✓) the aspects of resilience that are mentioned in the talk.**

Resilience

Resilience is the ability to recover from problems. It allows us to recuperate and grow stronger after setbacks, whether in the workplace or in life in general. It covers at least five specific areas:

1 ☐ **Accept change.** Change is inevitable. You can only be successful if you accept it rather than resist it.
2 ☐ **Learn continuously.** Learn new skills, gain new understandings, and apply them.
3 ☐ **Define your purpose.** Develop a "why" that gives what you do meaning and helps you put it into a larger context.
4 ☐ **Reframe your skills.** Look at what you do, and change it in order to develop.
5 ☐ **Persevere.** Know that bad things happen, but they can only affect you if you allow them to. Keep your eyes on the prize.

C **Read the quotes from the talk. Match the aspect of resilience (a–d) to each quote (1–6). Some aspects will be used more than once.**

a Accept change.
b Learn continuously.
c Define your purpose.
d Persevere.

1 "He couldn't stop the criticism, but he learned that he could control the way it affected him, and he didn't give up." ____
2 "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." ____
3 "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." ____
4 "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." ____
5 "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." ____
6 "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, and 'go wild,' and do whatever he wanted." ____

THINKING SKILL

A **Read the notes written by someone who attended a lecture about a resilient person who had an accident. There are very few details. Check (✓) the most useful questions to get more information about the accident.**

Bethany Hamilton

- *Bethany Hamilton was born in Hawaii in 1990. She has loved her sport ever since she was eight.*
- *Bethany was at Tunnels Beach on October 31, 2003. She was very young when this happened.*
- *Bethany lost her arm that morning. She was with Alana Blanchard, her best friend.*
- *When Bethany got to the hospital, she was in hypovolemic shock. She felt normal when the accident happened.*
- *Bethany had a special board made for her after the accident. Her old board is now in a museum.*
- *Bethany has written some books.*

1 ☐ What sport does Bethany do?
2 ☐ What time did Bethany arrive at the beach?
3 ☐ Why was Alana Bethany's best friend?
4 ☐ What is hypovolemic shock?
5 ☐ What museum is the board in?
6 ☐ What are Bethany's books about?

Progress Check

Lesson 1

I can identify opinions and attitudes. ☐
To review, go to LISTENING **B**, p. 106.

I can use scientific collocations. ☐
To review, go to VOCABULARY **A**, p. 106.

I can use reduced relative clauses. ☐
To review, go to GRAMMAR **B** & **C**, p. 107.

I can describe a process. ☐
To review, go to WRITING **C**, p. 108.

I can talk about jobs related to natural disasters. ☐
To review, go to SPEAKING **B**, p. 108.

Lesson 2

I can understand resilience. ☐
To review, go to LIFE SKILLS **A**, p. 109.

I can use expressions with *self–*. ☐
To review, go to VOCABULARY **A** & **B**, p. 110.

I can use cleft sentences. ☐
To review, go to GRAMMAR **B**, p. 111.

I can talk about how resilient I am. ☐
To review, go to SPEAKING **B**, p. 111.

Lesson 3

I can understand questioning. ☐
To review, go to THINKING SKILL **A** & **B**, p. 112.

I can use terms to describe feelings. ☐
To review, go to VOCABULARY **A**, p. 112.

I can use stress in multisyllable adjectives. ☐
To review, go to PRONUNCIATION **A**, p. 112.

I can predict content. ☐
To review, go to READING **A**, p. 112.

I can lead a group. ☐
To review, go to CONFIDENT COMMUNICATOR **C** & **D**, p. 114.

UNIT 10

Why We Do What We Do

LESSON 1 **Read the Room**

READING

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



The Story of My Life

I'm so glad you weren't there, because it was the most embarrassing day of my life! Having been asked to deliver a presentation for a prestigious company, I was on top of the world. I had a new laptop, and all my slides were full of impressive statistics. And things were going well until I observed a young woman in the audience rest her chin on her hand and yawn. She's bored, I realized. I am boring her. And at that moment, my laptop crashed.

Ironically, this was the best thing that could have happened. Freed from the necessity to talk through my slides, I decided to tell them the story of how I had gotten the statistics. The young woman sat up. She paid attention. She even laughed, as did the others, at a joke I made. I had my audience back. But how? Or, more to the point, why? I didn't know this at the time, but the answer is in the ancient art of storytelling.

Any kind of public speaking can be scary. When you speak in public, all eyes are on you, and perhaps it causes a reaction that goes back a long way in our history, to the times when having the attention of the whole community on you often had negative consequences. At the same time, those who could occupy that central position, entertain, and also pass on wisdom were highly valued. These storytellers were important members of the community.

Of course, this doesn't mean you have to ask your audience to gather around you and behave as if they were kindergarten children, but it does mean that, whatever message you need to deliver, you should turn it into a narrative. Why? Because your audience tends to forget the facts, but they won't forget how they felt. The reality is that stories are "stickier" than facts. We humans are emotional creatures, and we pay much more attention to our feelings than we do to our reason. Being aware of this, how can we use storytelling to our best advantage?

As the famous saying goes, "Be yourself. Everyone else is taken." You may be presenting data or concepts that have been presented many times, but what makes it unique is your story. And this is easier than it sounds. Just consider the fact that 65% of our daily conversations are personal stories, all of which have an event at the beginning, a development, and then a resolution. That's the basic structure. Think about any great movie you've seen and it's generally the same.

Why is this simple formula eternally successful? It's because starting with an event, we create drama and grab peoples' attention. The story's development creates a sense of empathy with our audience, so they are with us all the way. Finally, it's time for your call to action, or the story's "takeaway." What is it that you want your audience to take away from your story? Get involved in volunteering? Invest in an app? Buy your product? Whatever it is, you need to make sure that your call to action is clear. In this way, you give your audience (or colleagues, or classmates) not only a message but also a memorable experience.

And that's why I started this post with a story.

1 The text is about why public speaking is so important. True / False
2 The writer's presentation ended well. True / False
3 Storytelling is more important today than it used to be. True / False
4 People can find facts interesting if they are presented in the right way. True / False
5 Not everyone is capable of telling a good story. True / False
6 Your presentation should suggest a future course of action to your audience. True / False

VOCABULARY

A Underline and correct the mistake in each sentence.

1 His behaving in the meeting makes me think that he was not happy with the salary raise. _____
2 That film was very scary and made me feel very easy. _____
3 When you are giving a talk, try to observation the way your audience reacts. _____
4 She reacted very negativity to what we were saying, so I think you should see if she is OK. _____
5 The team has a new psychology who is hopefully going to improve their self-confidence. _____
6 Her talk was quite an emotion experience, because she talked about her difficult childhood. _____

GRAMMAR

A Read the example sentences and complete the rules using a word or phrase from the box.

active *been* causes *–ing* passive past past participle (x2) present present perfect

Paying attention to the audience, I can see that they are enjoying my presentation.
1 _____ participle clauses use the **2** _____ form of the verb. They have a/an **3** _____ meaning.

Bored by the presentation, she decided to leave.
4 _____ participle clauses use the **5** _____ form of the verb. They have a/an **6** _____ meaning.

Having rehearsed my talk many times, I was confident that it would be well received.
Having been trained in storytelling, I knew how to get the audience's attention.
7 _____ participle clauses are formed with *having* + **8** _____ in the active or *having* + **9** _____ + past participle in the passive. They are used to show **10** _____ and effects.

B Choose the correct options.

1 **Felt** / **Feeling** energized after a good night's sleep, she is always happy to go into work.
2 **Having lived** / **Lived** in Chicago for many years, he now speaks English very fluently.
3 **Being built** / **Built** by a top architect from Germany, the apartment is unique.
4 The suspect is now being questioned by the police, **having been** / **being** arrested last night.
5 **Shocked** / **Being shocked** by the news of my promotion, I called my family immediately.
6 **Having run** / **Running** two different businesses these days, she gets very tired.

C 10.1 **Listen and complete the statements.**

1 _____ all night for her exam, she slept through her alarm.
2 _____ a doctor, he always has people asking him medical questions.
3 _____ that it was his birthday, she decided to buy him a present.
4 _____ after a long day at work, he fell asleep on the sofa.
5 _____ social media apps for teenagers, they are very busy.
6 _____ his keys at the office, he is locked out of his apartment.

D Complete each sentence with the correct form of a verb from the box.

be know make observe turn warn

1 _____ in the USA, the Simon Personal Communicator by IBM was the first ever smartphone, according to Time.com.
2 _____ about the dangers of driving while tired, he decided to put off his trip until the next morning.
3 _____ a very intelligent child, she often finished her work before the others.
4 He decided to tell the audience a personal anecdote, _____ that they were getting bored.
5 _____ as the Paris of South America, Buenos Aires is the capital city of Argentina.
6 _____ up for my art class, I always feel excited, as I never know what is going to happen.

How Strange Is That?

LISTENING

LISTEN FOR GENERALIZATIONS

When we listen for generalizations, we try to identify broad statements that people apply to a person or whole group of people as distinct from statements that offer us specific information about individuals. In this way, we can discriminate between explicit facts and statements that may be too globally applied to give us reliable information. This can also help us understand the position of the speaker and infer their attitude toward a topic.

A 10.2 **Listen to the podcast and complete the generalizations.**

1 "So what we can agree on is that intuition _____."
2 "_____ that we can do so with three simple routines."
3 "For some reason, _____ at this than men."
4 "For example, _____ emotional connections with objects, pieces of music, or literature."
5 "In studies, weather forecasters and pilots _____ than psychologists and judges."
6 "_____ about intuition is that it's different from knowing."

VOCABULARY

A Complete the sentences with words from the box.

awareness consciousness gut feeling intuition perceive perception sensation sense

1 I don't know for sure why I don't want to go out tonight. I just have a _____ that it's a bad idea.
2 Your hands are freezing cold! You must have lost all _____ in your fingers.
3 I think we should ask Jenny. I can't explain it, but she has great _____ for these things.
4 My _____ of this situation is that we need to go with our instincts and not overthink it.
5 Poppy pays close attention to everything, so she can always _____ something unusual.
6 Our _____ of smell is the one most closely linked with memory.
7 After the accident, he lost _____, and when he woke up, he was in hospital.
8 His questions in the meeting this morning show that he has very little _____ of how this company operates.

GRAMMAR

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

be *being* *going to* *like to* *love* modal sentence

Your inner critic still won't be convinced of the real-world worth of intuition.
The infinitive passive voice is formed with the verb **1** _____ + past participle. The infinitive is used after **2** _____ verbs such as *must*, *may*, *might*, *can*, and *should*.
It is also used after other structures such as **3** _____, *(don't) have to* , *(don't) want to,* and **4** *would* _____.

The profound usefulness of intuition being understood, how can we develop this remarkable power of our consciousness?
The gerund passive voice is formed with **5** _____ + past participle. The gerund is used after certain verbs such as *hate*, *like*, **6** _____, *afraid of*, *look forward to* , and *insist on* . It can sometimes come at the beginning of a **7** _____.

B Find and correct the mistakes.

1 This crime won't being solved unless the detective has great intuition.

2 Being drove to the airport, he had time to catch up on some sleep.

3 Our work being did, we can sleep peacefully.

4 Ian would love be invited to your party, so you should call him.

5 Their proposal be accepted, the family were finally able to buy the apartment.

6 That report might not be wrote by the end of the day, I'm afraid.

WRITING

A Read this draft of a blog post and choose the aspects that have been done correctly (✓) and incorrectly (✗).



In class this week we did a great experiment to show why we have two eyes. There are many versions of the experiment and you can find videos of the experiment online. We tried it at home with some friends, and it worked really well and it's a lot of fun, too. You can use any thin or long objects, such as pens or pencils.

first of all, get two pencils and hold them in front of you, at arm's length and horizontally, one in each hand, a small distance away from each other. Then try to get the ends of the pencils to meet by moving them together. You will probably missed a few times before you finally get them to meet.

The scientific reason for this is that two eyes give you an appreciation of depth and perception. The reason we have two eyes, or binocular vision, is that this allows us to see in three dimensions. Each of our eyes sees an object at a slitely different angle. This gives our brains the ability to perceive width, length, and depth. Without this, it would be very hard to judge the distances between things, as you'll notice with the pencils!

Enjoy your experimenting!

posted by halyatwell@movieland.it

1 ☐ use of paragraphs
2 ☐ grammar, spelling, and punctuation
3 ☐ inclusion of all necessary information
4 ☐ the correct style, e.g., review, report, email, etc.
5 ☐ appropriate level of formality, e.g., formal, semiformal, or informal

B Find and correct the mistake in each sentence.

1 In class this week we did a great experiment to show why we have two eyes.

2 first of all, get two pencils and hold them in front of you, at arm's length and horizontally, one in each hand, a small distance away from each other.

3 Then try to get the ends of the pencils to meet by moving them together.

4 You will probably missed a few times before you finally get them to meet.

5 Each of our eyes sees an object at a slitely different angle.

READING

READ FOR SPECIFIC INFORMATION

When we read for specific information, we try to identify the precise words or phrases in a text that are likely to give us the information we need. We look at the immediate context and we look for synonyms or different ways of expressing concepts and ideas that help us find the information we are looking for. In this way, we can interactively engage with a text and also understand it better.



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

There's safety in numbers, isn't there?

I'm going to give you a scenario for a quick psychological test. Imagine you are on a bicycle on an empty country road. You are cycling fast and enjoying the warm summer day. Suddenly, you hear a noise behind you. It gets louder and louder until you realize that it's another cyclist. In fact, it's a whole group of cyclists riding together. They eventually catch up with you, and then, very gradually, they start to overtake you. What do you do?

My guess at your answer is that you would probably cycle faster. Was I right? A long time ago, in 1898, the psychologist Normal Triplett did some research using exactly this technique. He said that performing an activity in a group allows people to access "energy not ordinarily available." That crowd psychology is as potent today as it was back in 1898. But in fact, it goes back much further, to the dawn of humanity.

Our predecessors spent most of their time simply trying to survive, and the best way to do this was together. For a prehistoric society, one of the things that this meant was not arguing with the community, as being left out of the group in those days would probably have had fatal consequences. This ancient instinct has never left us. It's part of being human.

Ironically, although crowd psychology might sound like a positive thing, people have, for many years, abused this basic survival instinct. Some political leaders have used crowd psychology to persuade and convince people to feel that, unless they followed their instructions, they would be unable to overcome a "common enemy." This "common enemy" is sometimes a certain section of society that has, for some reason, been blamed for something that is happening in the country. The hidden message of this is "if you're not with us, you're against us," to discourage citizens from rebelling. Who would want to go against their own community?

Although this might sound like an abstract situation, we in fact allow ourselves to be manipulated on a daily basis. For example, how do we feel when we get a like for one of our photos on social media? We love it, don't we? That's because whenever we post something on social media, we are just hoping for validation and acceptance from our community. What's worse, this primal desire to be accepted can deter our objectivity. If you've ever seen a social media post that everyone is criticizing, and you've been swayed to join in with the criticism, you'll know what I mean. And this is how problems start.

So what's the answer? Don't be put off or dissuaded from allowing yourself to take a step back and ask yourself why you are reacting in a certain way. Is it what you really believe, or are you, like the imaginary cyclist, just following the crowd?

1 The scenario described in the first paragraph has also been used as a real psychological test. True / False
2 The psychological phenomenon described in the second paragraph has been true since 1898. True / False
3 We have now lost our instinct to always follow what a group is doing. True / False
4 The post suggests that the "common enemy" might not be the ones who should be held responsible for something. True / False
5 People tend not to use their social media posts to stand out from the crowd. True / False
6 The blog post suggests that following the crowd can affect how you judge a situation. True / False

VOCABULARY

A Complete the sentences with the correct form of a verb from the box. Add any other words you need.

convince deter discourage dissuade persuade put off sway

1 The minister's policies had been unpopular until his appearance on a talk show managed to _____ public opinion in his favor.
2 I am getting a lot of criticism, but it will not _____ me from my focus on working overseas.
3 I had been working hard, but after his negative comments, I felt a little _____.
4 Please, can you turn that music down? It really _____ my work.
5 After seeing all the evidence, the jury was completely _____ that the defendant was innocent.
6 We'd been speaking to the client for a long time and finally _____ them that our app is the best.
7 The government was _____ from raising taxes by the argument that it would impact the poor.

CONFIDENT COMMUNICATOR

A Read the conversation and choose the correct functions (a–c) for the sentences (1–6). You will use the functions more than once.

Chris: I don't believe this! Joely, look. That email for the accounts department was private, but you've just sent it to the whole company. I've told you to be careful about that "reply all" function before. Now everyone has the password to the accounts site, and they are all going to be comparing salaries. This is a total disaster! Everyone always blames us in IT!

Joely: Hang on a minute. I didn't know that information was supposed to be some kind of secret. If it was so important, you should have told me. It's so unfair that you're blaming me for this. I send one email, just like you asked, and now it's apparently my fault, again!

Tini: Guys, please, can you keep your voices down? We have the clients from the US visiting us this morning. **1** Now, Chris, could you tell us your opinion about what's happened?

Chris: Yes, I asked Joely to email the accounts department with the updated password for their website, but she's sent it to the entire company. We're going to have all the employees fighting over why some people get paid more than others.

Tini: **2** Thanks, and what's your point of view on this, Joely?

Joely: Well, Chris said I should email the accounts department, and the email went to everyone. But I was only replying to the original email that Chris had sent, and he never mentioned that it was private.

Chris: But it's a password, Joely! Anyway, you should have checked that with me first. Everything that goes to the accounts department should be private. Especially when it's about salaries.

Tini: **3** Objectively speaking, it seems like Joely did what she was told to do, but she wasn't told how sensitive the information in the email was. That might have clarified things. **4** So, how should we sort this out?

Joely: I'll change the password again so no one can access it, then I'll email accounts to tell them we had to change it. And I'll double-check what to do in the future, Chris. But you can't be too busy to answer my questions!

Tini: **5** OK, so, Chris, do you have any suggestions about this?

Chris: I'll make sure you know exactly what to do next time, Joely, and you can ask me whatever you want.

Tini: **6** Great, so we'll all make sure that we are communicating effectively from now on.

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

a inviting suggestions for solutions
b summarizing the situation
c asking for an explanation of the situation

LIFE SKILLS

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

Don't Be Yourself

"I'm not using this test you've written for my students, Giles. It's terrible!" said Anna. The air in the classroom seemed to freeze, along with everyone in it. Giles went bright red in the face. Being spoken to like that obviously wasn't what he had been expecting, and it wasn't what anyone else had been expecting, either. Anna was equally red in the face, and we were all waiting with unease for what would happen next. To everyone's surprise, instead of losing his temper, too, Giles said, "I'm really sorry you feel that my work isn't up to standard. What do you think I can do to improve it in the future?" Magically, the air unfroze, and we continued with the staff meeting as before, but with visible relief on everyone's faces.

This is a true story, and I have thought of Giles's calm reaction ever since it happened. Soon after the event, I found an article on social awareness, which talked about a few of the characteristics that Giles displayed in that meeting. Here are a few tips for us all.

1 **Listen. But really listen.** Nearly all of us think we are good listeners, but we're really not. We are usually too busy thinking of what we are going to say next. Good listeners try to understand the emotion behind what they hear and repeat back to the other person what they understand, in their own words. This makes it clear that they are listening.

2 **Read body language.** As a manager, if you ask someone to help you at work, and they suddenly look uncomfortable, don't simply go on with what you were going to ask. Sure, what you want must be important, but do they really need to stop what they are doing right now?

3 **Identify your own feelings.** Imagine someone is angry with you. How do you feel about the other person's emotions? Instead of simply reacting, if you can identify your own feelings, you can understand why they are behaving that way. You can then realize that your reaction has the power to change the course of the whole incident.

4 **Put yourself in their shoes.** You are in a rush and are already late for work, but the cashier at the supermarket is taking a really long time to scan your groceries. Instead of losing patience and getting angry, remember that it's not all about you. Maybe the cashier is new to the role. In any case, he or she certainly isn't doing it to make you late!

Now, I don't know if Giles had read these tips before that meeting, but his decision to put himself in Anna's position for a few seconds instead of simply being himself certainly taught me a lesson in social awareness.

1 Giles was very angry with what Anna had said to him. True / False
2 Although the situation was uncomfortable, everyone looked as though nothing had happened. True / False
3 People are too involved in their own feelings to be able to listen effectively. True / False
4 Managers should look for nonverbal signs of an employee not being totally at ease. True / False
5 Understanding why we feel a certain way can help us understand other people's emotions. True / False
6 Feeling angry with someone means you understand that they are purposely trying to upset you. True / False

B **Read about these people and choose which aspects of social awareness they should focus on.**

1 **Tony** is upset because he feels that his best friend, Felipe, has hurt his feelings. Tony had been asking Felipe about his job, and Tony told him that he could get a better one. Felipe had crossed his arms as they were talking. Felipe eventually left Tony's house without saying goodbye.

Tony should focus on ...
a listening and reading body language.
b identifying your own feelings and putting yourself in others' shoes.
c reading body language and identifying your own feelings.

2 **Marla** is Sally's boss, and she doesn't understand why Sally didn't speak in a meeting this week. Sally has only been in the department for a few days. She asked Sally what the problem was, and Sally looked at the floor and spoke very quietly to her, saying, "I don't really know."

Marla should focus on ...
a listening and putting yourself in others' shoes.
b reading body language and putting yourself in others' shoes.
c listening and identifying your own feelings.

3 **Sonia** is talking to her colleague Jeremy, who seems to be very angry with her. Sonia cannot understand what the problem really is, and so she decides that Jeremy is being unfair. Sonia does not like this, and she shouts at him. Eventually, they both walk away from each other.

Sonia should focus on ...

a listening and identifying your own feelings.
b listening and putting yourself in others' shoes.
c identifying your own feelings and putting yourself in others' shoes.

THINKING SKILL

A 10.3 **Listen to the conversation and choose who mentions the following aspects of inducing.**

1 Look at body language, posture, and facial expressions.
a Tom **b** Nicole **c** both Tom and Nicole

2 Consider the reasons for people's actions.
a Tom **b** Nicole **c** both Tom and Nicole

3 Ask the person how they feel.
a Tom **b** Nicole **c** both Tom and Nicole

4 See how many times the person behaves that way.
a Tom **b** Nicole **c** both Tom and Nicole

Progress Check

Lesson 1

I can understand social awareness. ☐
To review, go to LIFE SKILLS **A** & **B**, p. 118.

I can use word families related to behavior. ☐
To review, go to VOCABULARY **A**, p. 119.

I can use participle clauses. ☐
To review, go to GRAMMAR **B** & **C**, p. 119.

I can understand inducing. ☐
To review, go to THINKING SKILL **A**, p. 120.

I can talk about acceptable and unacceptable behavior. ☐
To review, go to SPEAKING **A** & **B**, p. 120.

Lesson 2

I can listen for generalizations. ☐
To review, go to LISTENING **C**, p. 121.

I can describe feelings. ☐
To review, go to VOCABULARY **A**, p. 122.

I can use the passive voice with infinitives and gerunds. ☐
To review, go to GRAMMAR **A** & **B**, p. 122.

I can produce a final draft. ☐
To review, go to WRITING **C**, p. 123.

I can talk about human senses. ☐
To review, go to SPEAKING **B**, p. 123.

Lesson 3

I can read for specific information. ☐
To review, go to READING **C**, p. 124.

I can use verbs of influence. ☐
To review, go to VOCABULARY **B**, p. 125.

I can use the /ɜ:/ sound. ☐
To review, go to PRONUNCIATION **B**, p. 125.

I can manage a difficult conversation. ☐
To review, go to CONFIDENT COMMUNICATOR **B**, p. 126.



Part 1

Word formation

For questions 1–6, read the article below. Use the word given in capitals at the end of some of the lines to form a word that fits the blank in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS.
Example: (0) *APPEARANCE*

Are identical twins really identical?

In terms of (0) *APPEARANCE*, we know that it can be	APPEAR
(1) _____ to tell identical twins apart. But are there	DIFFICULTY
(2) _____ between their personalities?	DIFFERENT
Because identical twins (3) _____ from the same egg,	DEVELOPMENT
they share the same genetics. They have the same hair and eye color	
and are usually the same (4) _____ and build, too.	HIGH
So, how are identical twins different? Scientists have been studying	
twins for decades in an effort to understand more about how their personalities	
are (5) _____.	FORMATION
Although there might be a slight (6) _____ in eye color	VARIETY
or build between the twins, any major (7) _____ are due	DIFFERENT
to their environment.	
In other words, their personalities are shaped by their experiences and the	
way in which they (8) _____ to them.	REACTION

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Part 2

Gapped text

You are going to read an article about being bilingual. Six sentences have been removed from the article. Choose from sentences A–G the one that fits each blank. There is one extra sentence that you do not need to use.

The benefits of bilingualism

More than 66% of children today are raised as bilingual speakers. In the past few decades, researchers have become increasingly interested in understanding how the cognitive systems of bilingual speakers differ from those of monolingual speakers. One important question that has intrigued researchers over the years is this: **1** _____

Research has shown that bilingual speakers are better at performing multiple tasks at once and are quicker at performing tasks that are mentally demanding. **2** _____ Well, when bilingual speakers use one of their languages, they need to inhibit, or restrain, their other language. **3** _____ This ability requires developed cognitive control, which is more sophisticated than that of a monolingual speaker. As a result, bilingual speakers can have better attention and task-switching capabilities than speakers of one language only. Bilingual speakers exhibit better memory and visual-spatial skills as well.

4 _____ In short, yes. Consider a social situation where a monolingual speaker is unable to communicate. That person might sit in the corner, feeling uncomfortable and awkward. **5** _____ This speaker is able to express ideas and share information and culture without any obstacles. Following these experiences, the bilingual speaker is better able to adjust to environmental changes. **6** _____

A Are there other positive effects of bilingualism?

B But how is this possible?

C Contrast that with a bilingual speaker who is able to communicate freely.

D Does being able to speak two languages make you smarter?

E But the bilingual speaker *does* have the advantage of being able to speak to a wider range of people.

F This means that they will have better communication skills than the monolingual speaker.

G They are constantly aware of their environment and can switch easily between languages.

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EXAM PRACTICE 1

LISTENING



Part 1

True or false

Exam 1.1 Listen to part of a lecture about Stockholm. For questions 1–5, decide whether the sentences are true (T) or false (F).

1 In Stockholm, some vehicles are already using biofuel. *T* / *F*

2 Authorities in Stockholm have created a way to "recycle" heat. *T* / *F*

3 Older buildings are being replaced with modern, more environmentally friendly buildings. *T* / *F*

4 A new waste collection system has been designed to also help reduce air pollution. *T* / *F*

5 Everybody has special technology at home to measure their energy use. *T* / *F*

Sentence completion

Exam 1.1 Listen to the lecture again. For questions 6–10, complete the sentences with one word.

6 Stockholm received a lot of _____ from the European Union to run a number of projects.

7 One intention is that _____ vehicles will start using biofuel soon.

8 With the help of an energy company, Stockholm is developing a system that will carry the extra heat created by buildings _____ so it can be reused.

9 The new recycling system means that Stockholm can _____ what people are throwing away.

10 In one part of Stockholm, the people who live there are using _____ to keep track of their use of resources.

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Part 2

Multiple choice

Exam 1. 2 Listen to part of a lecture about movement. For questions 1–5, choose the answer (A, B, or C) that fits best according to what you hear.

1 According to the speaker, dancing is ...
- **A** the best way to stay healthy.
- **B** not a very effective form of exercise.
- **C** not just a way of improving our physical health.

2 The speaker says that ...
- **A** it is too simple to say that dancing is a way to feel better.
- **B** dancing to very fast music can be damaging to our hearts.
- **C** it is possible that we dance as a way to improve how we feel.

3 Some people believe that ...
- **A** dancing can provide us with a way to demonstrate that we are different from other people.
- **B** only professional dancers are truly original and normal people all just do the same dances.
- **C** there are no real differences in how people dance, no matter which country they come from.

4 Research has found that ...
- **A** as people get older, they can usually only do the same dances that they did when they were young.
- **B** dancing makes people feel the same as they did when they were younger.
- **C** dancing can improve people's memories as they get older.

5 It has also been suggested that ...
- **A** we dance in order to show people how we feel.
- **B** we are more likely to fall in love with someone when we dance with them.
- **C** in the past, dancing was a way of staying strong enough to survive.

Short answer questions

Exam 1. 2 Listen to the lecture again. For questions 6–10, write NO MORE THAN THREE WORDS for each question.

6 When does the speaker say people might look or feel silly when they dance?

_____

7 Apart from our physical health, what does dancing help to improve?

_____

8 What else does dancing have a positive effect on?

_____

9 Apart from our skill, what does dancing allow us to show other people?

_____

10 What does dancing help to remind us of?

_____

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EXAM PRACTICE 1

WRITING



Part 1

You must answer this question. Write your answer in 140–190 words in an appropriate style.

1 You have been discussing jobs and technology in your English class, and now your teacher has asked you to write an essay.

Write an essay explaining to what extent you agree with the following statement. Give reasons for your point of view.

Modern communications technology means that we have a better work-life balance than we did 40 years ago.

Part 2

Write an answer to one of the questions in this part. Write your answer in 140–190 words in an appropriate style.

2 You see this advertisement in an English magazine.

> **Volunteers wanted**
>
> We are looking for people to help young children from disadvantaged backgrounds learn English. The children are aged 5–7, and so the classes need to be fun and involve playing games. We need someone who has a good level of English, likes children, and is good at coming up with ideas for making classes fun. If you think you have what it takes and would like to really make a positive difference in these children's lives, write to Ms. Golightly explaining why you would be suitable.

Write your **letter of application**.

3 You see this advertisement in a magazine about books.

> **Reviews wanted**
>
> Write about a book that you have read recently. What did you like about it? What didn't you like about it? Would you recommend it?

Write your **review**.

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EXAM PRACTICE 1

SPEAKING

Part 1

Personal questions

The examiner will ask you some or all of the following questions.

- What do you like most about your home?
- Would you ever live abroad? Where would you like to go?
- What do you think are the advantages and disadvantages of living in a rural area?

- How were you different 10 years ago?
- If you could be a small child again, what would you do differently?
- Did you enjoy school when you were a child? Why / Why not?

Part 2

Collaborative task

Here are some things that people can do to stay healthy. Talk to each other about how important you think each thing is for staying healthy. Then decide which one is the most important.



Part 3

Discussion

The examiner will ask you some or all of the following questions related to the topic in Part 2. Answer as fully as possible.

- Do you think that you have a healthy lifestyle? Why / Why not?
- What sort of exercise do you do?
- Do you think that it is important to stay healthy? Why / Why not?
- Do you think that people are healthier today than they were 100 years ago? Why / Why not?
- What do you think the biggest risks to good health in the modern world are?
- Do you think it's the government's responsibility to ensure that people take care of their health? Why / Why not?

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Part 1

Open cloze

For questions 1–8, read the article below and think of the word that best fits each blank. Use only one word in each blank. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS.
Example: (0) *HER*

On the African savannah, a mother elephant protects **(0)** *HER* baby from a hungry lion **(1)** _____ frantically stamping her feet on the ground. It's an awesome sight and a good way to fend **(2)** _____ an attack. But is there more to her actions than meets the eye?

Caitlin O'Connell-Rodwell, a biologist at Stanford University in California, **(3)** _____ been studying elephant communication for several decades. She says this heavy foot stamping sends vibrations through the ground that other elephants can feel through their feet as far **(4)** _____ 20 miles away, alerting them to the danger.

O'Connell-Rodwell has observed an elephant herd begin **(5)** _____ change direction and thereby avoid a storm that at that point was still 100 miles away. She concluded that they may **(6)** _____ felt the vibrations caused by the distant rumblings of thunder in that direction through their feet.

According to O'Connell-Rodwell, this research clearly shows **(7)** _____ importance of the seismic environment to elephant communication. She believes this information should be used to help protect elephants in zoos from distressing city noises and can be used to further understand **(8)** _____ other animals communicate in nonverbal ways.

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Part 2

Multiple choice

You are going to read a magazine article about orangutans. For questions 1–6, choose the answer (A, B, or C) that you think fits best according to the text.

The plight of the orangutans

Orangutans, these beautiful, majestic members of the great ape family, are facing extinction. Just a century ago, there were around 230,000 of them living in the wild, but now, there are only 41,000 Bornean orangutans and only 7,500 in Sumatra. This alarming decrease in their numbers means people fear for their very survival, and it is very possible that there will be no wild orangutans left in just a decade's time.

If we are to have any chance of saving these animals from extinction, we need to better understand their natural habitat. Orangutans live among the trees of tropical rainforests in Borneo and Sumatra. In fact, while the orangutans of Borneo will descend to the ground, those in Sumatra spend almost their entire lives in the trees. They can swing gracefully and effortlessly through the trees, looking for fruits and water sources. Incredibly, orangutans build a new nest each day because they're always on the move. Trees are their lifeline.

But these rainforest habitats are disappearing at an alarming rate due to deforestation. Loggers are cutting down trees and setting fire to large areas to clear land for palm oil plantations and agricultural development. In addition, clearing land by burning creates smoke that can confuse orangutans, and some have even burned to death because they can't escape the flames. And on top of this, orangutans are killed for meat, or mothers are killed so that their babies can be taken as pets. Surely, we should treat these intelligent, sensitive animals, with whom we share 96.4% of our DNA, with greater humanity than this.

Fortunately, there is some hope in the form of the organizations that help to protect orangutans and their habitats. For example, there are charities that take care of young orangutan orphans that they find in the forest or that were taken from their mothers to be pets and teach them how to live in the wild before releasing them back into the rainforest.

However, these organizations alone will not be able to save the orangutans. Governments also need to take responsibility for helping these creatures. Governments should support efforts to create sustainable forests and encourage loggers to plant a tree for every tree they fell. They should also have stricter measures in place to punish loggers who fail to take steps to ensure the safety of orangutans.

But we don't just have to rely upon charitable organizations and governments to protect the orangutans. There are also things that we can all do in our everyday lives. Perhaps the most important step we can take is to boycott products that are made by companies that contribute to deforestation. This would include avoiding products that contain palm oil—and you may be surprised to learn exactly how many different products do contain it. Palm oil can be found in everything from foods such as some types of chocolate and bread, to things like some lipsticks, soaps, and shampoos. This might mean that you have to go without some of your favorite brands, and reading the labels to find out what is in the things you buy may make your trips to the supermarket take a bit longer, but this is a small price to pay to prevent the disappearance of the orangutans.

The loss of the orangutans would be a huge loss to us all, so we must increase our efforts to help them. If we educate our family and friends about what we can do to save the orangutan, we just might be able to make a difference.

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EXAM PRACTICE 2

READING



1 What do we learn about orangutans in the first paragraph?

A There are people who are frightened of orangutans.

B There may not be any left in 10 years' time.

C They live in large family groups.

2 Sumatran orangutans in particular ...

A are almost entirely dependent on trees.

B are happy to live in the trees or on the ground.

C find it difficult to get around the forest.

3 The rainforest is being destroyed to ...

A provide land for farming.

B provide firewood.

C make it easier to trap and kill orangutans.

4 The writer is pleased that there are groups who ...

A find mothers for orphaned orangutans.

B take care of orangutans who have lost their mothers.

C teach people how to take care of their pet orangutans.

5 The writer thinks governments should ...

A stop people from cutting down trees.

B punish people who cut down trees.

C make loggers replace the trees that they cut down.

6 The writer says that we should all ...

A stop using makeup.

B give money to charities that stop deforestation.

C stop buying certain things.

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EXAM PRACTICE 2

LISTENING



Part 1

Sentence completion

Exam 2.1 Listen to part of a radio program. For questions 1–5, complete the sentences using NO MORE THAN THREE WORDS.

1 The presenter feels that he can _____ a lot of what the author has written.

2 Parents try to prevent and resolve sibling conflict because they want everyone to _____.

3 The arrival of a brother or sister can reduce the amount of _____ you get.

4 The author thinks that parents should avoid getting _____.

5 The author says that resolving arguments between you and your siblings can be viewed as a _____.

True or false

Exam 2.1 Listen to the radio program again. For questions 6–10, decide whether the sentences are true (T) or false (F).

6 The presenter has had experience of how positive sibling rivalry can be. *T* / *F*

7 The author believes that there will always be conflict between siblings. *T* / *F*

8 The author thinks that children should be encouraged to deal with conflict in an emotional way. *T* / *F*

9 Siblings should not be allowed to walk away from each other until the conflict has been resolved. *T* / *F*

10 Conflict with your siblings when you are still children can help you be effective in the workplace as adults. *T* / *F*

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Part 2

Short answer questions

Exam 2.2 Listen to part of a talk about happiness. For questions 1–5, write NO MORE THAN THREE WORDS and/or a number for each question.

1 How does the speaker choose to define "happiness" for her talk?

_____

2 How many countries were included in the study?

_____

3 Which two things were most important to the people who were surveyed?

_____

4 Which country has become happier in recent years?

_____

5 Which two groups of people expect that their lives are going to improve?

_____

Sentence completion

Exam 2.2 Listen to the talk again. For questions 6–10, complete the sentences with NO MORE THAN THREE WORDS.

6 There is not an obvious _____ that we can use to determine exactly how happy someone is.

7 It is often believed that _____ happiness, though the survey suggests this is not entirely true.

8 As well as enjoying your job and having a house, _____ was very important to people's happiness.

9 People who live in places where the _____ circumstances have gotten worse are less happy than people elsewhere.

10 Although people living in Germany are _____ than people in Malaysia, they are only a little bit happier.

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EXAM PRACTICE 2

WRITING

Part 1

You must answer this question. Write your answer in 140–190 words in an appropriate style.

1 In your English class, you have been talking about space exploration. Now, your English teacher has asked you to write an essay.

Write an essay explaining to what extent you agree with the following statement. Give reasons for your point of view.

Space exploration is not worth the money it costs.

Write your **essay**.

Part 2

Write an answer to one of the questions in this part. Write your answer in 140–190 words in an appropriate style.

2 You see this announcement on an English-speaking website.

Articles wanted

My worst journey

What's the worst trip you've ever been on? Why was it so bad? How did you feel? Write an article answering these questions and we'll publish the best one.

Write your **article**.

3 You have received this email from your friend, Samantha.

New Message

From: Samantha **Cc** **Bcc**

Subject: Visit

Hello,

I'm really excited about you coming to visit next week. We're going to have a great time. It's great where I live because we have a little bit of everything—an exciting city with lots of cultural things to do, some beautiful areas to walk and bike in, and we're near the beach. Let me know what kinds of things you like doing so I can plan something. And we've got some great restaurants near us, so let me know what kind of food you like and I'll reserve a table.

See you soon!

Samantha

Send

Write your **email**.

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Part 1

Long turn

Student A
Look at photographs 1 and 2 below. They show people staying fit. Compare the photographs and say what the benefits of each type of exercise are.

Student B
Which activity would you prefer to do?

What are the benefits of each type of exercise?





Student B
Look at photographs 3 and 4. They show people who have achieved something. Compare the photographs and say how you think the people are feeling .

Student A
Which of the achievements do you think is more impressive?

How do you think the people are feeling?





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