2nd edition



masterMind

Student's Book Pack

Mickey Rogers
Steve Taylore-Knowles
Dorothy E. Zemach

MACMILLAN

Concept development:
Mariela Gil Vierma

Level 2

access to the Student's Resource Center

Big tree

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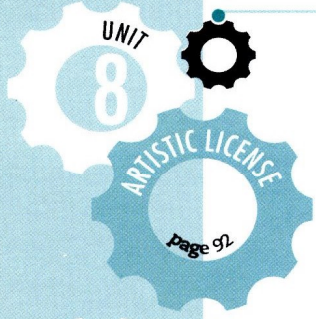
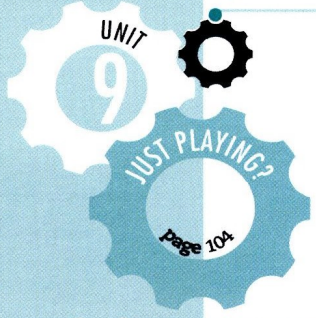
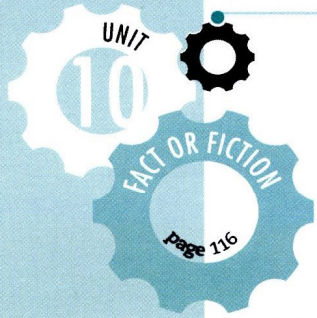
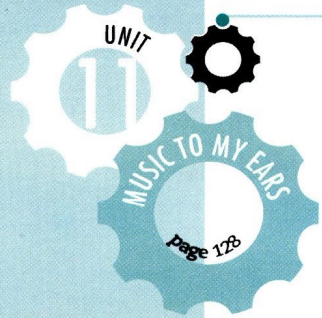
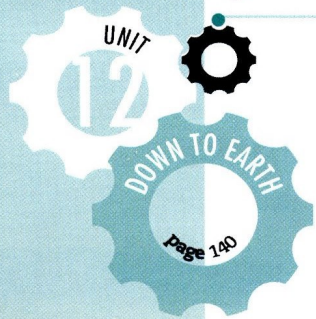
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PRONUNCIATION	GRAMMAR	VOCABULARY	LIFESKILLS
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	LANGUAGE WRAP-UP		

more about other cultures.

Grammar review

1 Circle the mistake in each sentence and correct it.

1 My friends would always telling me to go out more. _____
2 Ian is used to speak French. He's lived in Montreal for two years. _____
3 Emma is always get lost on campus. She needs a map. _____
4 I never used drink bottled water until recently. _____
5 My aunt's and uncle's favorite hotel was designed by a rock star. _____

2 Complete the sentences with the modal verbs from the box. You can use some words more than once, and there may be more than one correct answer.

must can't could might may

1 I'm not sure why they aren't here yet. Their car _____ have broken down, I suppose.
2 Did you hear all the people celebrating at the stadium? Their team _____ have won the game.
3 I haven't seen James at work for a few weeks. Do you think he _____ have quit?
4 Where's Patty? She was here a minute ago. She _____ have vanished!
5 Check your missed calls! She _____ have called while you were in a meeting. You never know.

3 Choose the correct verb tense.

1 In the future, people in low-lying countries *may be living / are living* in floating houses.
2 Luckily, we *had taken / had been taking* several photographs of the view before it clouded over.
3 We hope that by this time next year, a new government *is going to run / will be running* the country.
4 By the time Alex arrived, his colleagues *had been discussing / had discussed* the proposal for over an hour.
5 Many customers' online accounts *have been / are being* hacked recently.

4 Complete the story using the correct form of the verbs in parentheses.

I **(1)** _____ (*have*) an interesting time on my date at the restaurant. We had just finished our main course and Eva **(2)** _____ (*tell*) me about her driving test. Luckily she **(3)** _____ (*pass*), so the small mistake she made when she couldn't turn off the windshield wipers **(4)** _____ (*seem*) pretty funny. Then, in the middle of her story she **(5)** _____ (*stop*) and said she had to leave. I was left alone to pay the bill, and that's when I realized I **(6)** _____ (*leave*) my wallet at home.

5 Rewrite the direct speech as reported speech in two different ways (with and without backshifting) where possible. Use the verbs in parentheses.

1 "I hadn't sent the email when you asked me about it yesterday." (*admit*)
My colleague _____.
2 "Most of the original Native American languages no longer exist." (*declare*)
A researcher _____.
3 "The winner of the *X Factor* has gotten his first number-one hit." (*report*)
MusicReview.com _____.
4 "Usain Bolt will not take part in this year's Indoor Athletic Championships." (*announce*)
Usain Bolt's trainer _____.
5 "I'll send you a text in ten minutes." (*said*)
An hour ago, Nick _____, but he never did.

6 Choose the correct verb form.

1 We regret *informing / to inform* you that your application will not be taken further.
2 We tried *liking / to like* chili while we were in Mexico, but we just couldn't. It was too spicy!
3 He always complains about *washing / to wash* the dishes.
4 Everyone is looking forward to *meeting / meet* the new student in the class.
5 Did someone forget *mailing / to mail* this letter? Look! It's still on my desk.

7 Complete the sentences with the words from the box. Some can be used more than once.

for so as to so that to

1 Employees should check their emails at the same time every day _____ manage their time better.
2 We joined a social networking site _____ keep in touch with old friends.
3 We booked our tickets well in advance _____ avoid paying a higher price.
4 We are building wells in rural areas _____ local residents can drink safe, clean water.
5 For his birthday, I bought Larry a mug _____ drinking his coffee in the morning.

8 Complete the text using the correct form of *get/be used to* and the verbs in parentheses.

My name's Adriana, and I just left high school and started a job as an air stewardess. I (1) *'m not used to working* _____ (*not work*) these kinds of shifts and I find it really difficult to get up at 3 a.m. And I really have to (2) _____ (*speak*) English all the time—sometimes I forget and the passengers don't understand me! I (3) _____ (*listen*) to English—on TV, for example—but I (4) _____ (*not speak*) English outside of school. It's nice earning money, though. I (5) _____ (*not pick up*) a paycheck each week—I still get excited about it! The uniform isn't bad. I (6) _____ (*wear*) the same thing every day. At least I save money on new clothes.

9 Complete the conditional sentences with the correct form of the verb in parentheses.

1 If you had a sense of humor, you _____ (*see*) the funny side of the joke.
2 I wouldn't try the spicy dishes if I _____ (*be*) you.
3 Some traditions wouldn't have been lost if the languages they belonged to _____ (*survive*).
4 If you _____ (*use*) a firewall, you won't be bombarded with emails from unknown senders.
5 If you change your diet, you _____ (*reduce*) your calorie intake.
6 If you hadn't shopped at the large supermarkets, you _____ (*boost*) the local economy.

10 Rewrite the sentences using the prompts and the words in parentheses.

1 A volunteer succeeded in raising $500 for a charity that helps the homeless. (*manage to*)
A volunteer _____.
2 I'm afraid parents can't park outside the school if they don't have a permit. (*allow*)
Parents are _____.
3 My colleague said, "If I were you, I wouldn't drive to work in these floods." (*warn*)
We were _____.
4 Although Sophie enjoys designing clothes, she doesn't want to organize a fashion show. (*despite*)
Sophie _____.
5 Greater numbers of people are living together before getting married. (*more and more*)
A study reported that _____.

11 Complete the noun clauses with *why*, *what*, *where*, *when*, or *how*.

1 You can see _____ a lot of celebrities don't enjoy the spotlight.
2 I'm not sure _____ that movie is on. Check in the TV listings page.
3 They told me _____ I could attend a meeting about volunteering: at City Hall.
4 Do you know _____ the Hindu calendar celebrates in autumn?
5 Newspapers are learning _____ to adapt to the changing world of technology.

12 In each sentence, two connectors are correct. Cross out the *incorrect* connector.

1 People campaign for causes they believe in. *Besides that,* / *Despite the fact,* / *Moreover,* they want to inform and help others.
2 The internet has made communication easier. *Moreover,* / *Furthermore,* / *However,* people have learned more about other cultures.
3 Local farmers can stay in business *as a result of* / *in spite of* / *due to* people buying their products.
4 Many people do extreme sports *in spite of the fact that* / *despite* / *even though* they are aware of the risks involved.
5 This area of coastline was hit by a hurricane last month. *However,* / *Therefore,* / *Nevertheless,* few buildings were destroyed.

UNIT 1 MONEY-FREE

IN THIS UNIT YOU

- learn language to talk about consumerism and sustainable living
- read about someone's experiment in living without money
- talk about giving things away for free
- listen to a radio interview about bartering
- write ads for second-hand items
- learn about building different kinds of communities
- watch a video about growing sustainable food

READING
text organization
Is text organization important? What makes a reading text well organized?

SPEAKING
hedging
We often try not to present our opinions too forcefully or too directly. Do you know any phrases we use to do that?



LIFE SKILLS

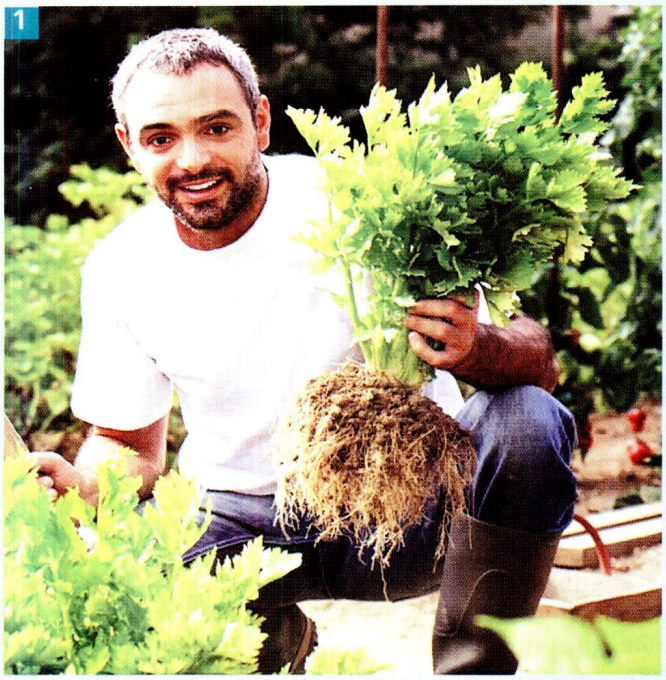
SELF & SOCIETY

building communities One community or social group you may belong to is your English class. What other communities do you belong to?

A Work in pairs. Decide what each of the pictures says about money or the lack of money.

A: *I think the first photo shows how we don't need money for everything. There are lots of things we can make or grow ourselves.*

B: *I agree. And it's more sustainable that way, too.*









B Work in pairs. Imagine each picture is from an advertising campaign. Decide what you think each picture might be used to advertise. Write a short advertising caption to accompany each picture.

1 READING: text organization

Understanding how a text is organized can help with comprehension. A key part of text organization is the way different parts of a text relate to each other. Within a paragraph, we can usually see a logical continuation of a topic from one sentence to another. Sometimes the connection between sentences is signaled by linking expressions such as *therefore* and *however*, but often we have to look for other clues. If you don't understand something in one sentence, it is helpful to look at the sentences immediately before and after it, as the ideas will usually be connected.

A Read the online feature article. Who is Mark? What reasons does he give for his experiment in living without money?

A free life is rich

Mark Boyle, a "freeconomist," gave up cash for more than two years while living in a trailer.

[1]I gave up money for two-and-a-half years and I've never been happier and healthier. To prepare, I wrote down everything I consumed, and the list was embarrassingly long. I did it because I wanted to reconnect directly with the things I use. In my view, the key reason for so many problems in the world today, such as ecological destruction, sweatshops, and factory farming, is the fact that we no longer have to see the direct repercussions of our actions. (1) ___

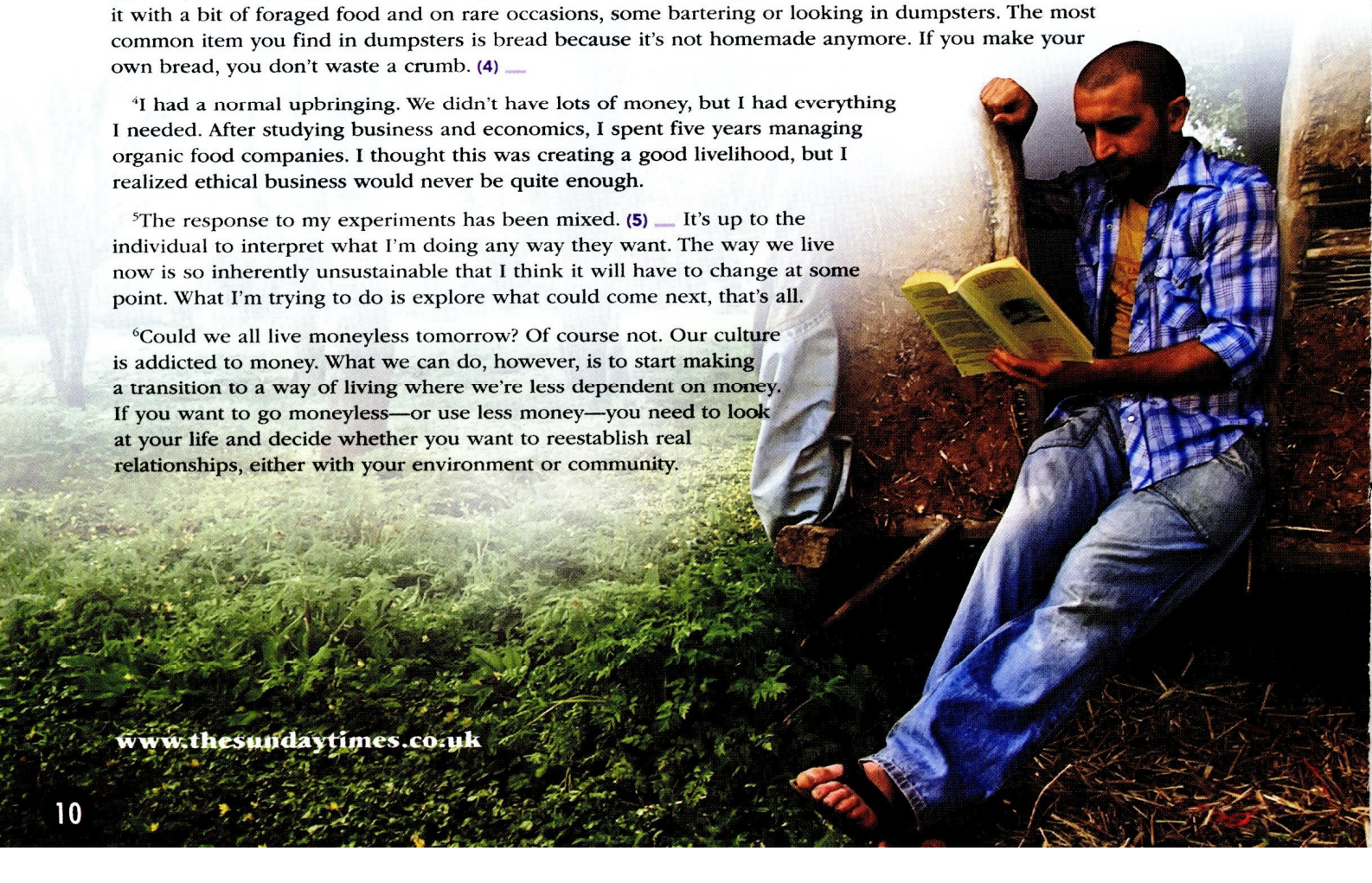
[2]To start my moneyless life, I got a trailer that somebody didn't want anymore. I also decided to volunteer at an organic farm, and in return they allowed me to park my new home in an orchard. (2) ___ When I went for a walk, I would go foraging for food. Cooking was on a camping stove outside. I bathed in a river, and my toothpaste was made from washed-up cuttlefish bones and fennel seeds. (3) ___ Washing clothes was probably the only drag. Between making the detergent from a plant called soapwort and hand-washing the clothes, it took much longer.

[3]To get around I had a bike and trailer, and the 36-mile round-trip to the city on my bike acted as my gym membership. I grew almost all my own food and, depending on the season, I would supplement it with a bit of foraged food and on rare occasions, some bartering or looking in dumpsters. The most common item you find in dumpsters is bread because it's not homemade anymore. If you make your own bread, you don't waste a crumb. (4) ___

[4]I had a normal upbringing. We didn't have lots of money, but I had everything I needed. After studying business and economics, I spent five years managing organic food companies. I thought this was creating a good livelihood, but I realized ethical business would never be quite enough.

[5]The response to my experiments has been mixed. (5) ___ It's up to the individual to interpret what I'm doing any way they want. The way we live now is so inherently unsustainable that I think it will have to change at some point. What I'm trying to do is explore what could come next, that's all.

[6]Could we all live moneyless tomorrow? Of course not. Our culture is addicted to money. What we can do, however, is to start making a transition to a way of living where we're less dependent on money. If you want to go moneyless—or use less money—you need to look at your life and decide whether you want to reestablish real relationships, either with your environment or community.



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B Read the text again. Write the letter of each sentence (a–e) in the correct blank (1–5).

a) I take my fair share of abuse, but that's fine.
b) I used beeswax candles for lighting.
c) The one thing I did buy was a solar panel because I needed a way to fuel my laptop to write my first book, *The Moneyless Man*, and to communicate my experiment to the world.
d) If you pick up a loaf cheaply at the supermarket, you don't care if it goes out of date because it doesn't have any real value to you.
e) The degree of separation between the consumer and the consumed has increasingly widened, to the point that we are now completely unaware of the problems caused in the production of the food and other "stuff" we buy.

C Work in pairs. Decide what exactly gave you the answers in Exercise B. Consider the topic, the vocabulary used, and any other aspect of the language.

D VOCABULARY: CONSUMERISM AND SUSTAINABILITY Match the words and phrases (1–8) with the definitions (a–h).

1	consume	a)	to search in a wide area for something, especially food
2	sweatshop	b)	to use a supply of something such as time, energy, or fuel
3	factory farming	c)	a large metal container used in the building industry for waste
4	forage	d)	an intensive form of agriculture where animals have little space
5	barter	e)	(not) capable of continuing for a long time without harming the environment
6	dumpster	f)	to exchange goods/services for other goods/services instead of using money
7	livelihood	g)	something such as your work that provides the money that you need to live
8	(un)sustainable	h)	a factory where the people very work hard in bad conditions and earn very little

E VOCABULARY: CONSUMERISM AND SUSTAINABILITY Work in groups. Discuss the questions.

1 Do you think people consume too much these days? Are most people's lifestyles sustainable? Why or why not?
2 Do you think a system of bartering could work in your community? Or, would it threaten some people's livelihoods?
3 If you were taking part in an experiment in living without money, would you prefer to forage for naturally-growing food, or look in dumpsters for food people have thrown away? Which method would be more successful?
4 In both sweatshops and factory farms, goods are produced using intensive methods, and people or animals suffer. Why does this happen, and do you think it is justified? What, if anything, should be done about it?

2 PRONUNCIATION: intonation and attitude

A 1.01 Listen to the sentence read in three different ways. Notice the different forms of intonation used.

You're really good at saving money.

B 1.02 Listen to and practice each sentence read in doubtful, surprised, and sarcastic ways. Then work in pairs. Choose one way to say each one. Your partner guesses which attitude you are showing.

1 Freecycling sounds like a great idea.
2 You can find interesting things in dumpsters.

3 GRAMMAR: adverb phrases

A LANGUAGE IN CONTEXT Read the excerpt from an article. What is the purpose of Freecycle?

Waste Not, Want Not

Looking for a coffee maker or a spare tire? Want to get rid of a dog collar or some used clothes? Last week, all of these items appeared on Freecycle. Freecycle.org is an online nonprofit group that is used by many people every day. The concept is wonderfully simple! People use the website to give away and get things in their local communities. By distributing items to people who want them, Freecycle keeps "junk" out of landfills. From time to time, people ask for items that they think someone else might not want. This keeps them from making unnecessary purchases. Both requested and offered items are always free.

The organization was founded in 2003 by Deron Beal in Tucson, Arizona. He created it to help both people and the environment. The group is a worldwide network that is growing by the day. Join Freecycle by signing up online—of course, it is free to join! Local networks are moderated by volunteers.

NOTICE!

In the third sentence, which phrase tells you when something happened? In the second from last sentence, which phrase tells you how to do something?

B ANALYZE Read the excerpt in Exercise A again.

Form Complete the table with examples from the text.

Type of adverb	Adverb phrases in sentences
Time	(1) _____, all of these items appeared on Freecycle.
Frequency	Freecycle.org is a group that is used by many people (2) _____.
Place	Freecycle keeps "junk" (3) _____.
Manner	(4) _____, Freecycle keeps "junk" out of landfills. Join Freecycle (5) _____.
Purpose	People use the website (6) _____.

Function Complete the explanation with the words from the box.

how how often when where why

Adverb phrases are groups of words in a sentence that perform the same function as adverbs. They can describe time (answering the question "(1) _____?"), frequency ("(2) _____?"), place ("(3) _____?"), manner ("(4) _____?"), and purpose ("(5) _____?").

C PRACTICE Next to each of the adverb phrases, write *how*, *how often*, *when*, *where*, or *why*. Then complete each sentence with the letter of the correct adverb phrase.

a) at their convenience _____
b) by giving your unwanted item away _____
c) every now and then _____
d) for free _____
e) for space reasons _____
f) in their closets _____

Why would someone give away a new item (1) ___? Well, it may be (2) ___. (3) ___, people want to clean out their houses. They probably have items (4) ___ they don't wear. Plus, it's so easy to post an offer online and have someone come pick up the item (5) ___. Also, (6) ___, you can feel good about helping another person.

D NOW YOU DO IT Work in groups. Discuss the questions.

1 Think of some items that you would like to get rid of. When and where did you get them? Why don't you want them anymore?
2 How do you usually get rid of things you don't want? Are there other ways to get rid of things?

4 WRITING: *offer* and *wanted* ads

A Work in pairs. Read the Freecycle posts. Then talk with your partner. Which of the items offered would you want?

WANTED Second-hand dresser for college student. Condition doesn't matter. I don't have a car, so I'd appreciate it if you could drop it off.

OFFER Several stuffed animals up for grabs. As an added incentive, I'll throw in a basket to keep them in. Email me if you'd like to see some pictures.

OFFER DVD player in good working order. I don't need it because I bought another one. You must be able to pick it up before the weekend.

B VOCABULARY: DESCRIBING USED ITEMS Write an underlined word or phrase from Exercise A next to each definition.

1 _____: used previously; not new
2 _____: deliver it
3 _____: the physical state of something
4 _____: available; being offered for free
5 _____: able to be used successfully; not broken
6 _____: add to something for no additional charge

C VOCABULARY: DESCRIBING USED ITEMS Look back at Exercise A. Write two *offer* posts to appear on a freecycling website. Describe the items you have that you'd like to give away. Write two *wanted* posts about items you'd like to get from someone else. Use words and phrases from Exercise B. Then share your posts with the class.

5 SPEAKING: hedging

When we make a statement, we often use phrases that make the statement less forceful or which make it clear that this is a personal opinion, and there is room for disagreement. This is known as hedging. We do this to be polite and to show that we respect any differences of opinion.

A 1.03 Listen to six people expressing their opinions on freecycling websites as part of a college campus survey. For each person, write a hedging word or short phrase he or she uses.

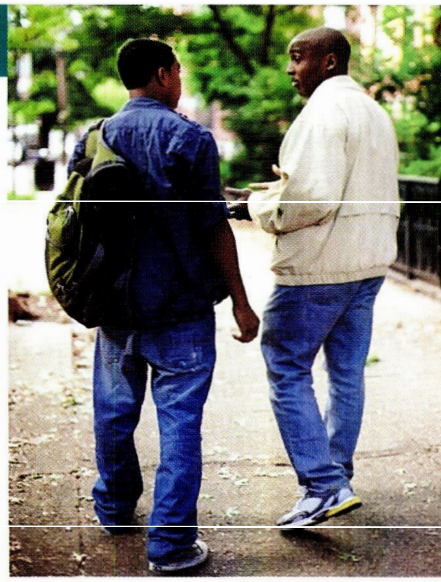
1 ... they're _____ a waste of time.
2 I'm _____ a site like that ...
3 ... it _____ not everyone is on there for the right reasons.
4 ... but _____ they're generally a good thing.
5 _____ they're one of the most useful things on the internet.
6 ... and I _____ they might do some good.

B Work in pairs. Discuss the questions. Use hedging phrases to make your opinion less forceful.

1 Would you use a freecycling website? If so, what for?
2 Do you think we consume too much? If so, how could we consume less?



6 GRAMMAR: negative questions



A 1.04 LANGUAGE IN CONTEXT Listen to the conversation. How did Eric get his new jacket?

Matt: Hey, Eric! Isn't that a new jacket? Where'd you get it?
Eric: Didn't I tell you? I joined a bartering website and got it there.
Matt: No, you didn't tell me. A bartering website? What's that?
Eric: It's where you trade goods and services you have for goods and services you want. Haven't you heard of them? I'm surprised. They're really popular.
Matt: Isn't it just a way for people to get rid of old stuff?
Eric: No, not at all! Mostly it's about new things and services. For example, didn't you say you want to learn to play the guitar?
Matt: Yes, but I can't afford lessons.
Eric: Right. So think of something you can do, like washing cars, or mowing someone's lawn. You put a listing on the website, and maybe someone who can play guitar will give you lessons in exchange for washing their car.
Matt: Sounds interesting! Give me the address, and I'll check it out.
Eric: Sure. I'll send you the link.

NOTICE!
What is the first question Matt asks?
What makes this a negative question?

B ANALYZE Read the conversation in Exercise A again.

Form Complete the table with examples from the text. Then find and underline further examples in the text.

auxiliary verb + *n't* + subject	(1) _____ tell you?
	(2) _____ heard of them?
	(3) _____ just a way ...?

Function Choose the correct options to complete the explanation.

A negative question can be used to confirm a belief.
Isn't that a new jacket? I haven't seen it before.
Here the speaker expects the answer to be (1) *Yes, it is. / No, it isn't.*

A negative question can also be used to show that we are surprised by something.
Haven't you heard of this band? They're really famous!
Here the speaker is surprised that his friend (2) *has / hasn't* heard of this band.

A negative question can also be used to express an opinion or make a suggestion in a (3) *more / less* forceful way, inviting the other person to (4) *agree / disagree* with us.
Isn't this a beautiful dress? *Yes, it is!*
Shouldn't you tell him? *Yes, I suppose I should.*

C PRACTICE Write negative questions to complete the conversations using the words and phrases in parentheses.

1 **A:** _____ ? (*be / new hat*)
B: Yes! Do you like it?
2 **A:** _____ ? (*find / anything interesting on the site*)
B: No, I didn't. Nobody had anything I wanted.
3 **A:** _____ ? (*offer / services as a mechanic*)
B: Well, I could, but that's too much like my day job!
4 **A:** _____ ?
(*bartering / become more common in the future?*)
B: Oh, it definitely will! It'll be used for a lot of things

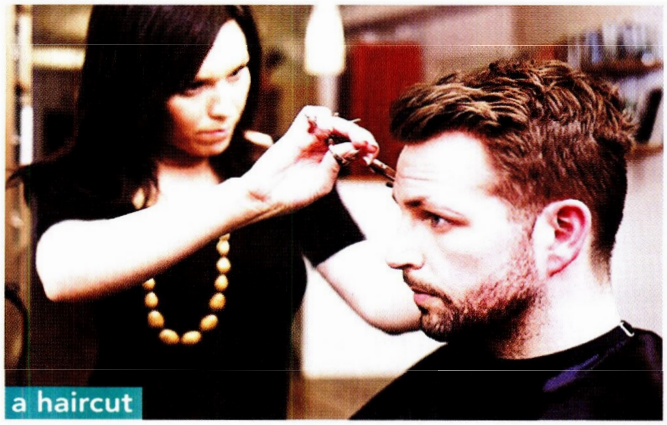
WATCH OUT!
✓ A: Isn't it a bit too expensive?
B: Yes, it is.
✘ A: Isn't it a bit too expensive?
B: Yes, it's.

D NOW YOU DO IT Work in pairs. Role-play a conversation where you discuss what you could possibly offer on a bartering website. Use negative questions where appropriate.

A: *Couldn't we wash people's cars?*
B: *Yes, I guess we could. Isn't there something more interesting we could do?*

7 LISTENING: to a radio interview

A Work in pairs. Look at the pictures. Discuss the questions.


a haircut


mowing the lawn


two tennis rackets


cook and serve dinner for four

1 What would you expect to pay for each item or service?
2 What do you own, or what can you do, that you think someone would trade each item or service for?

B 1.05 Listen to the radio interview. Number the topics in the order you hear them.

a) The cost to participants ☐
b) What the organization is and how it works ☐
c) How bartering creates a community ☐
d) How businesses benefit from bartering ☐
e) The types of items and services that people barter ☐

C Listen again and correct the mistake in each sentence.

1 Bartering as a system is probably as old as selling things.
2 *Barterrific* bartered real estate for television commercials.
3 About 14% of the bartering is for services.
4 Jim Rockgate says that hotels have a small mark-up for their room rates.
5 Monetary systems relieve pressure and emotional stress.

D Work in groups. Discuss the questions.

1 What are some advantages of bartering over buying and selling? What are some disadvantages?
2 Are there any types of goods or services that you think could not (or should not) be bartered? If so, what types, and why?
3 Do you think bartering will become more or less common in the future? Why?

lifeSkills

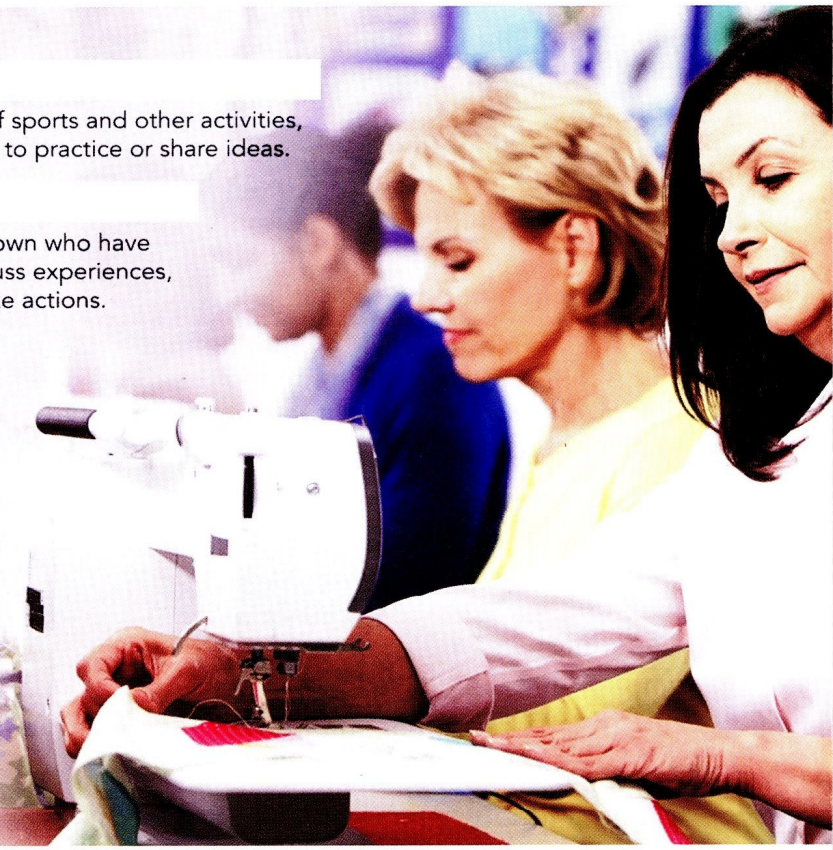
BUILDING COMMUNITIES

- Consider the type of community you wish to create.
- Decide on the community's goals and how they will be organized.
- Advertise your community so interested people can join.

A **Work in pairs. Read the descriptions of four different types of communities. Then answer the questions.**

community /kə'mjunəti/ ***(n.)***
the people who live in an area; a group of people in a larger society who are the same in some way

1 What specific examples of each type of community can you name?
2 Do you belong, or have you ever belonged, to any similar communities? Which ones?



A **Hobby clubs / School clubs**

People with a shared interest in a wide variety of sports and other activities, from singing to science to volunteer work, meet to practice or share ideas.

B **Social, political, or religious groups**

People in a larger community such as a city or town who have similar beliefs and values hold meetings to discuss experiences, make plans, give and receive information, or take actions.

C **Online social networking sites**

Sites such as Facebook and LinkedIn encourage friends and family members to share news, thoughts, pictures, videos, and web links with each other. People sometimes connect with new acquaintances by adding the friends of their friends to their networks.

D **Online forums**

People come together online to discuss something they are interested in, to swap questions and answers on their area of interest, and to chat socially with fellow enthusiasts.

B **Work in pairs. Match the statements with the descriptions in Exercise A. Each statement may apply to more than one description.**

1 Members see each other in person regularly.
2 Communication is probably daily or several times a week.
3 Members have a specific goal.
4 Members could become close friends.
5 It's possible that members would never see each other.
6 Members often belong to the same family.
7 Members help each other with problems and difficulties.
8 There is often a fee for joining the group.

C Look at the webpage and say what kind of community the organizers of Service Swap are trying to build. Then complete the webpage with the words and phrases from the blue box.

Community statement | Expenses and fundraising | How it works | Name of community | Potential members

LIFTOFF: the crowdfunding website

LIFTOFF *is a website that is designed to help you get your project off the ground, whether it's an online social network for your neighborhood, a club of people with a common interest, or a product you want to bring to market! Tell us about your project and start attracting support today!*



(1) _____: Service Swap

(2) _____: Service Swap is a community of like-minded people who wish to use their skills and knowledge to escape the unnecessary pressure that money puts on all of us. We believe that we all have something to trade, from washing cars and mowing lawns to teaching piano and styling hair. By exchanging our services in a fair way, we believe that we can come together as a community, while also saving money in the process!

(3) _____: Due to the nature of swapping services, members must live within 30 miles of downtown Tampa. For most services, members need to be able to meet up in order to provide or receive their chosen service. We may make an exception for members who wish to offer and receive online services only (e.g., translation).

(4) _____: Service Swap members will advertise their services on the community webpage. Members will assign a monetary value for their entire service or an hour of their service to help members decide on fair trades. However, all swaps must be completely non-monetary! Membership in the group is also free of charge. Each member must offer at least one service in order to be eligible to trade for other services. Members may offer as many services as they like.

(5) _____: Membership is totally free and always will be. We are looking for funding to help us set the project up and to cover incidental expenses, such as webhosting. We are planning to host occasional fundraising events in our local area, which will fund the project once initial funding runs out, and will also provide excellent opportunities for members to get to know each other. These events could include yard sales and coffee mornings.

D Work in small groups. Decide on a type of community to create. Then design a webpage to advertise your community on LIFTOFF. Use the example in Exercise C as a model. Try to make your community sound as attractive to potential members as possible.

E Present your ideas to the class. Try to interest your classmates in joining your community.

F Discuss the questions.

1 What have you learned about building communities?
2 What kinds of community would you like to be involved in building in the future?

REFLECT ... How can the skill of building communities be useful to you in **Work & Career** and **Study & Learning**?

Find out about an unusual community (a community of artists, an unusual club, etc.). Find out how it was created and how it developed. Make brief notes and report back on what you found.

Language wrap-up

1 VOCABULARY

A Complete the paragraph with the correct form of the words from the box. One word is not used. (5 points)

barter consume forage livelihood sweatshop unsustainable

Many people believe that the way we are living today is (1) _____, with people (2) _____ resources at a rate the planet cannot bear for long. They point to (3) _____, where people work long hours for little pay. These, they say, are the inevitable consequences of a drive to make a profit at all costs. On the other hand, many people's (4) _____ depend on the economy as it stands, and alternative economic models, such as ones where people (5) _____ products and services, seem to be small-scale experiments that make no real difference.

B Complete the text with the words and phrases from the box. (5 points)

condition drop them off in good working order second-hand up for grabs

(1) _____ ITEMS OFFERED: Small refrigerator, a few years old, but still
(2) _____. Also (3) _____ is a TV in excellent
(4) _____. I need to get rid of these items as soon as possible, so as an added incentive I will (5) _____ for you.

8–10 correct: I can talk about consumerism and sustainability and describe used items.
0–7 correct: Look again at Sections 1 and 4 on pages 10, 11, and 13.

SCORE: /10

2 GRAMMAR

A Put the words in the correct order to form sentences with adverb phrases. Add commas and any other words that are necessary. (5 points)

1 to shoppers / more stores / recent times / have started / offer "free" items / .
_____

2 to come / real purpose / is to get shoppers / the store / .
_____

3 other things / the shoppers / once they are inside / spend their money / .
_____

4 the free item / in this way / an incentive / becomes / .
_____

5 this tactic / who visit stores / those of us / a daily basis / know / .
_____

B Complete the negative questions using the verbs in parentheses. Add any other words that are necessary. (5 points)

A: (1) _____ (*be*) a beautiful day? I'm looking forward to our trip this weekend.
B: Yes, the weather's great, but (2) _____ (*tell*) you the trip was canceled?
A: Oh, no, you didn't. (3) _____ (*be*) the booking confirmed?
B: Well, it was, but then Tom dropped out. (4) _____ (*know*) he was ill?
A: Yes, I did know that, but (5) _____ (*say*) he was better?
B: I did, and he was, but he's in the hospital again so we had to cancel the trip.

8–10 correct: I can place adverb phrases in a sentence and use negative questions.
0–7 correct: Look again at Sections 3 and 6 on pages 12 and 14.

SCORE: /10

WRITING WORKSHOP

Writing a proposal

A Read the proposal. How does the writer plan to make the improvements without spending a large amount of money?



PROPOSAL REGARDING THE STUDENT UNION BUILDING IMPROVEMENTS

FAO: George Anderson, Building Manager

Introduction
The student union building was last improved five years ago. Recently, it has become apparent that further improvements are required, with a small budget being available. After speaking to users of the building, I would like to offer the following suggestions.

Seating
It seems that the plastic furniture in social areas of the building is unpopular. Users report that it is uncomfortable, as well as unattractive. New furniture would be too costly. A much more affordable option I would like to put forward is acquiring second-hand furniture through freecycling websites. On these websites, people offer unwanted goods, including furniture, for free. I believe second-hand furniture would look original and distinctive, and would be more beneficial for the environment, aspects that students would no doubt welcome. The only expense involved would be delivery.

Decor
Many users commented that the decor of the building appeared dated. Materials to improve the decor are relatively affordable, but the cost of labor would put the project over budget. My suggestion is to use student volunteer labor, for both design and physical work. Students from the Design Faculty could be invited to submit designs for different areas of the building, while other students might be asked to volunteer their time to remove the old decor and put up the new.

Conclusion
It should be possible to make improvements to the student union building without going over budget. By thinking creatively and by accessing resources such as freecycling websites, we can make the building more attractive to the majority of users.

B Look back at the proposal and check the points covered. The writer ...

1 states a reason for the proposal. ☐
2 uses clear headings to guide the reader. ☐
3 uses quite a formal tone and persuasive language. ☐
4 outlines the consequence of not following the proposal. ☐

C Read the instructions in the box. Then answer the questions and make notes for a proposal.

> Your college is planning to improve the student library. A small amount of money is available for the improvements, and you have agreed to write a proposal for the building manager suggesting how the improvements could be made on a small budget.

1 What two aspects of the building could be improved for little expense? Consider these aspects, or use your own ideas.
Outside areas ☐ Decor ☐ Seating ☐ Lighting ☐ Refreshment facilities ☐

_____

_____

2 For each aspect you have chosen, how specifically could improvements be made for little expense? Make notes of your ideas.

D Use your notes to from Exercise C to write a proposal. Follow the style of the proposal in Exercise A. Write about 250 words.

HOW ARE YOU DOING?

- ◯ I have shown clearly what my proposal is about and who it is for.
- ◯ I have used polite, persuasive language.
- ◯ I have used a clear structure, with appropriate headings.

UNIT 2 WATCH THIS SPACE . . .

IN THIS UNIT YOU

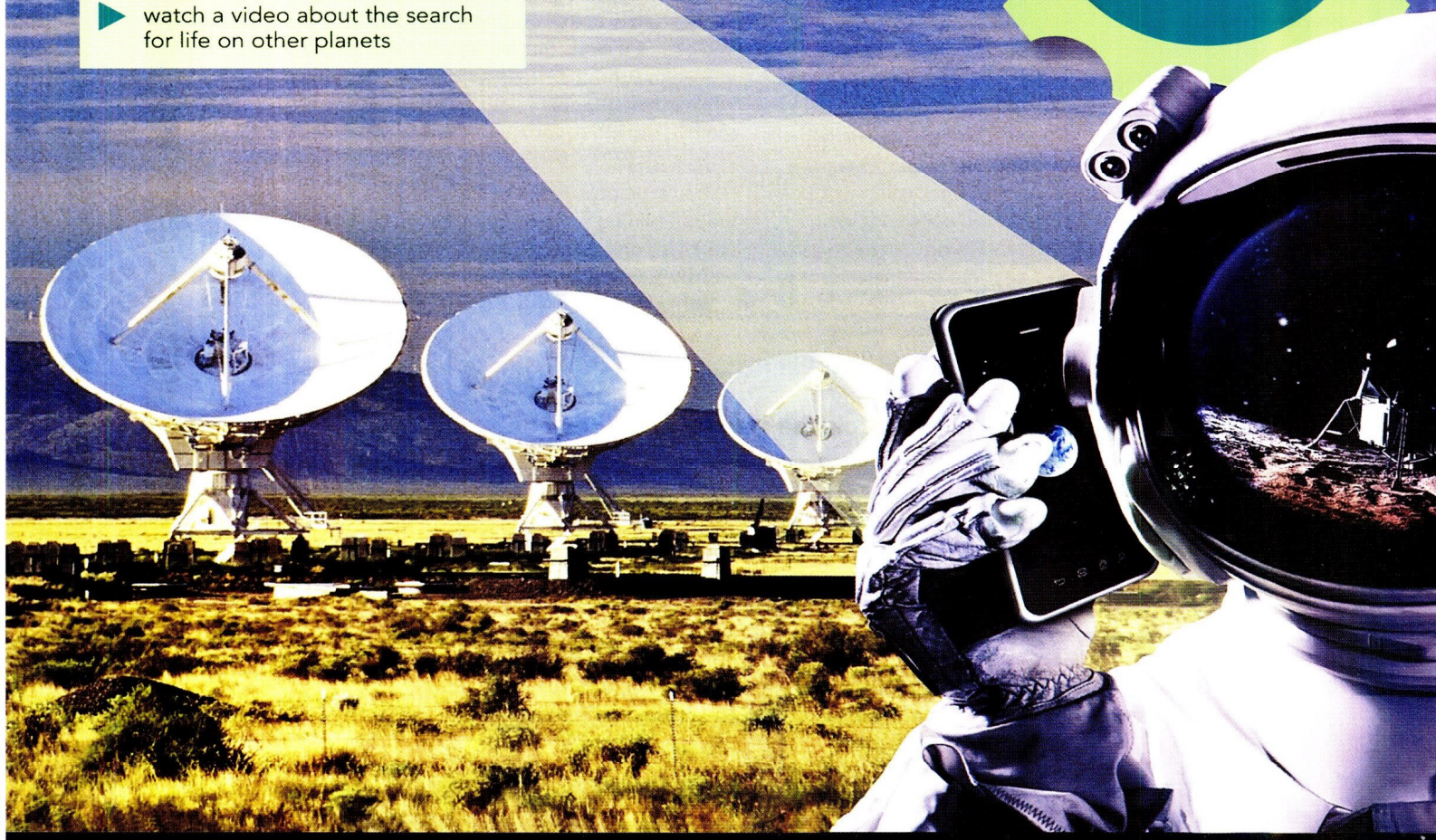
- learn language to talk about innovation inspired by space exploration
- listen to people from different countries debating the value of space exploration
- write an outline for an essay about life on other planets
- read about how a sci-fi series influenced a modern invention
- talk about the possibility of life on other planets
- learn about evaluating explanations
- watch a video about the search for life on other planets

WRITING
outlining

When you have to write a paragraph or an essay, do you organize what you are going to say? Do you organize your ideas mentally or do you make a written plan?

LISTENING
understanding native English speakers

Do you find it difficult to understand native English speakers from certain countries or regions? If so, which ones?

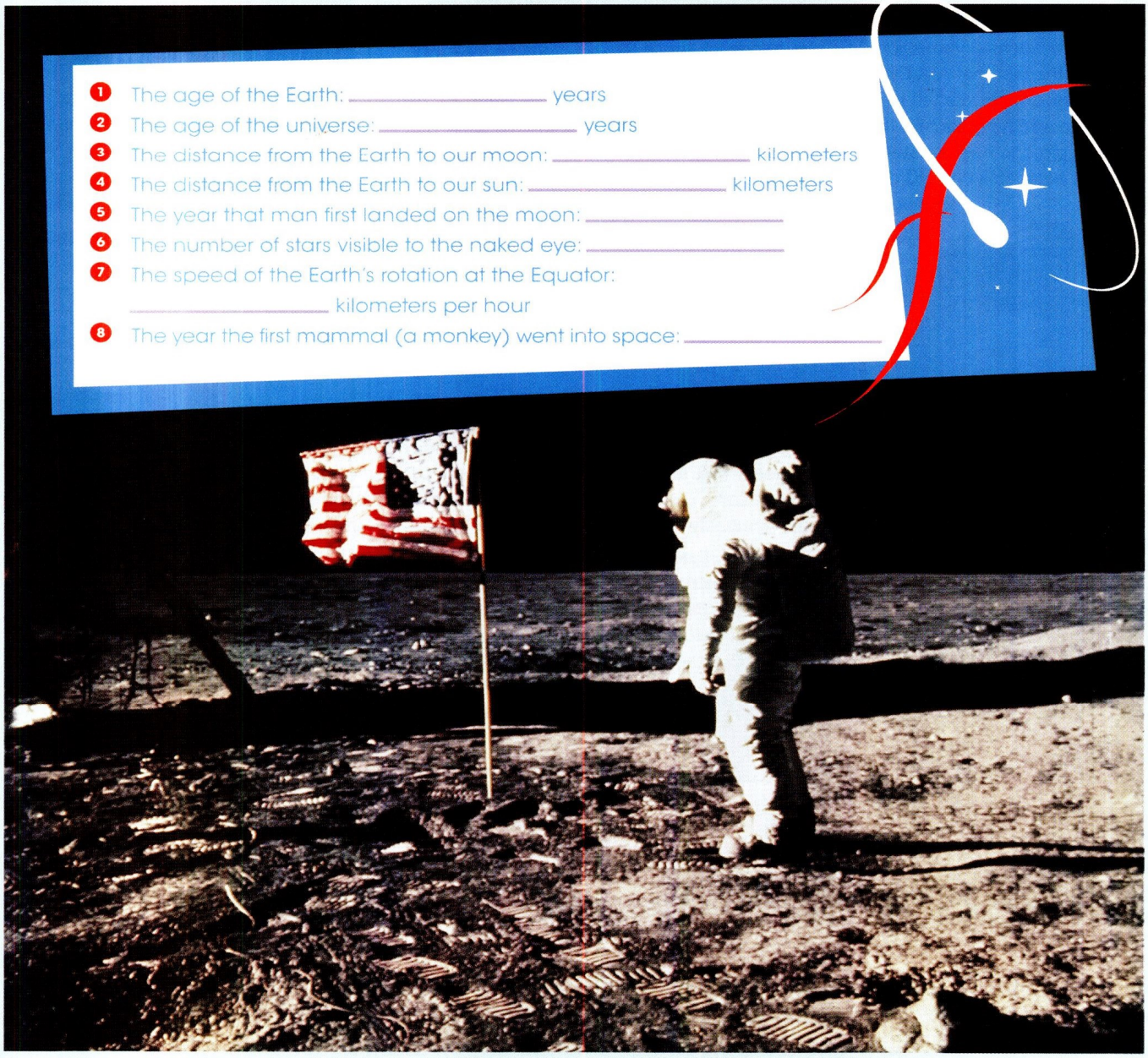


LIFE SKILLS
STUDY & LEARNING

evaluating explanations Do you usually accept or question explanations that you read or hear …

- in a book?
- from a friend?
- from a parent or older relative?
- on a website such as Wikipedia?
- in a magazine or newspaper?
- from a teacher or professor?

A How well do you know the universe? Guess the answers to the questions. Then check the answers at the bottom of page 30. Compare your answers with a partner. Whose answers were the closest?



B Decide which of the statements you agree with and explain why.

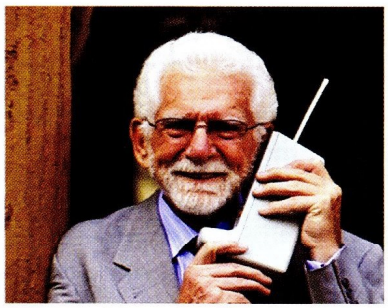
Facts like the ones in Exercise A are irrelevant to everyday life. It doesn't matter if people don't have any idea of the answers.

Knowing facts like the ones in Exercise A is important. It gives you a sense of perspective and helps you understand your place in the universe.

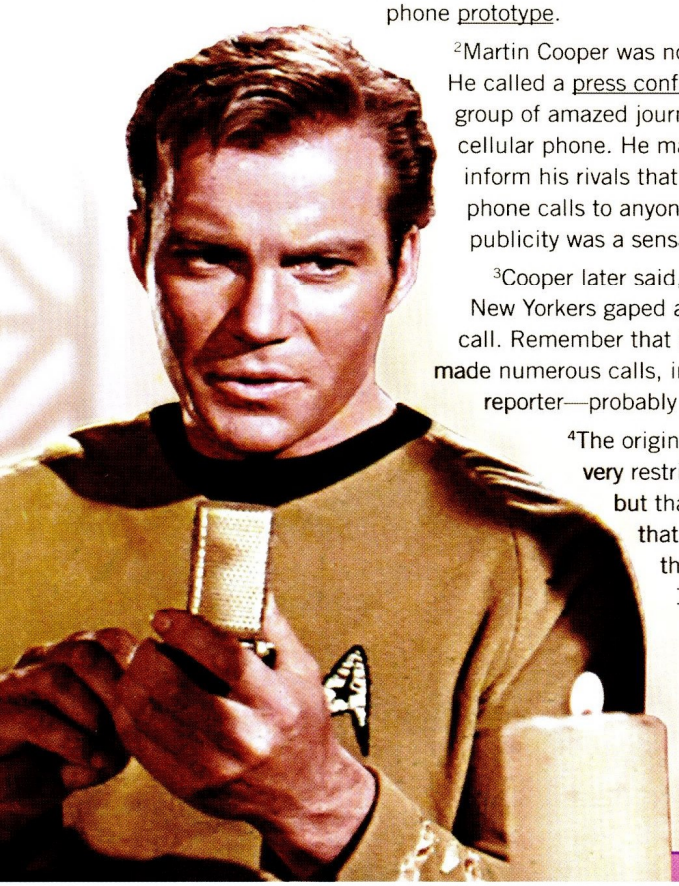
1 READING: an online article

A Read the article. What is the connection between space, science fiction, and cell phones?

How *STAR TREK* Inspired an Innovation Your Cell Phone



[1]Martin Cooper led the team at Motorola that developed the world's first handheld mobile phone. In the early 1970s, Cooper was worried that Motorola's great rival, AT&T, was gaining a lead in car phone technology and was lobbying the Federal Communications Commission (FCC) for frequency space for its car phone network. Despite the fact that AT&T was larger than Motorola and had much greater research resources, Cooper wanted to challenge and, if possible, to leapfrog the giant. He has said that watching Captain Kirk using his communicator on the television show Star Trek inspired him with a stunning idea—to develop a handheld mobile phone. He and his team took only 90 days in 1973 to create the first portable cellular 800 MHz phone prototype.



[2]Martin Cooper was not just a clever engineer. He also understood the power of public relations. He called a press conference. On April 3, 1973, on Sixth Avenue in New York City, in front of a group of amazed journalists, Cooper made the first public phone call from a prototype handheld cellular phone. He made that first call to Joel Engel, head of research at AT&T Bell Labs, to inform his rivals that they were well behind. He then allowed some of the reporters to make phone calls to anyone of their choosing to prove how the cell phone worked. The resulting publicity was a sensation.

[3]Cooper later said, "As I walked down the street while talking on the phone, sophisticated New Yorkers gaped at the sight of someone actually moving around while making a phone call. Remember that in 1973, there weren't cordless telephones, let alone cellular phones. I made numerous calls, including one where I crossed the street while talking to a New York radio reporter—probably one of the more dangerous things I have ever done in my life."

[4]The original Motorola DynaTAC handset weighed a hefty 1 kilogram (2.2 lb) and had very restricted talk time. Cooper later joked, "The battery lifetime was 20 minutes, but that wasn't really a big problem because you couldn't hold the phone up for that long." Because of the infrastructure needed, it took a full 10 years before the first commercial cell phone, the DynaTAC 8000x, was launched in 1983. This phone weighed 1.1 pounds (half a kilogram), had 30 minutes of battery life, and was priced at $3,995—about $9,300 in today's prices.

[5]The *Star Trek* series foreshadowed many other innovative ideas and inspired other inventors. Ed Roberts, who invented the first home computer, the Altair 8800, named it after the Altair Solar System in a *Star Trek* episode.

www.destination-innovation.com

B VOCABULARY: BUSINESS AND INNOVATION Match the underlined words from the text with their definitions. Change verbs to their base form where necessary.

1 _____ (*v.*) to give someone an idea or enthusiasm for doing something
2 _____ (*n.*) the activity of creating a good opinion of a person, company, or product
3 _____ (*v.*) to try to influence politicians or people in authority on a particular topic
4 _____ (*n.*) the first form or example of something new
5 _____ (*n.*) a very large and successful company
6 _____ (*v.*) to become more successful or popular than competitors
7 _____ (*n.*) a set of systems
8 _____ (*n.*) an official meeting with reporters
9 _____ (*n.*) a person, team, or business that competes with another
10 _____ (*v.*) to start selling a new product or service to the public; to send a spacecraft, satellite or other object into space

C VOCABULARY: BUSINESS AND INNOVATION Work in small groups. Discuss the questions.

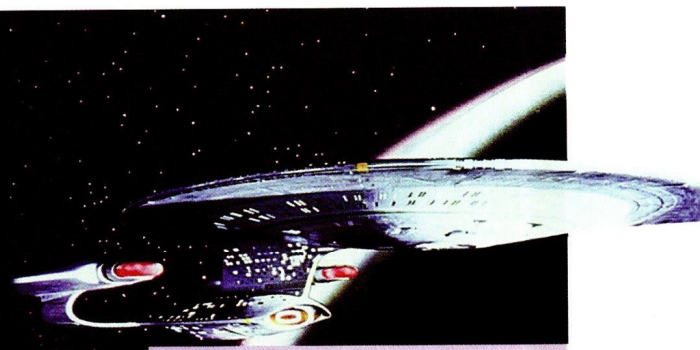
1 Have you heard of AT&T or Motorola? Are these companies giants in the cell phone industry nowadays? Which rival companies are gaining a lead in today's cell phone market?
2 When a company is launching a new product, what kinds of public relations activities do you think are most effective for inspiring young adults to buy it?
3 Can you think of any other inventions that were inspired by science fiction? What kind of new prototypes do you think we might see in the next decade?

2 GRAMMAR: future passive

A LANGUAGE IN CONTEXT Read the text. What is the main idea?

a) Science fiction inventions are interesting but not applicable in the real world.
b) Science fiction takes some of its ideas from things in the real world.
c) Some science fiction inventions can be used as ideas for real inventions.

Some really cool things have been created for science fiction movies. Could some of those things actually be invented at some point in the future? Well, did you see the force field, the invisible defense, that protected the starship Enterprise from enemy attacks in *Star Trek*? British military scientists are now working to create force fields to protect their armored vehicles! Short bursts of electrical energy will be activated around the vehicles to make it impossible for bullets to reach them. And what about those robot soldiers in *Avatar*? Apparently, millions of dollars will be spent by the U.S. Department of Defense to develop combat robots. These are just two examples of science fiction items that may be developed for use in the real world in the very near future!



NOTICE!

1 Underline all the examples of the passive in the text.
2 Draw two lines under all the modal verbs.
3 Which of the passive phrases refer to future possibilities? Which are more definite predictions?

B ANALYZE Read the text in Exercise A again.

Form Choose the correct option to complete the rules.

The future passive is formed with ...

a) ... *will/may/might/could* + *be* + past participle.
b) ... *will/may/might/could* + base form.

C PRACTICE Rewrite the active sentences using the future passive. Then look at the pairs of sentences again. Is the active or passive form more suitable? Are both equally suitable? Why? Discuss with a partner.

1 They will invent personal spaceships in the next century.

2 We could learn a lot from future science fiction movies.

3 Robots will study other planets in my lifetime.

4 NASA might train astronauts at a lunar base.

5 Do you think people will ever colonize other planets?

WATCH OUT!

✘ Force fields will use by the British military.
✓ Force fields will be used by the British military.

D NOW YOU DO IT Work in groups. Make a list of things related to space that you think will be done in the next 50 years. Then share your ideas with the class.

We think the moon will be colonized because there are valuable minerals there.

3 LISTENING: understanding native English speakers

English speakers from different countries or regions might speak with different accents. Pay attention to an unfamiliar accent when you hear one and find out where it comes from. The more familiar you are with a range of accents, the better prepared you are to communicate with many different people.

A 1.06 Listen to the people about to attend a book launch. Match the accents that sound the same.

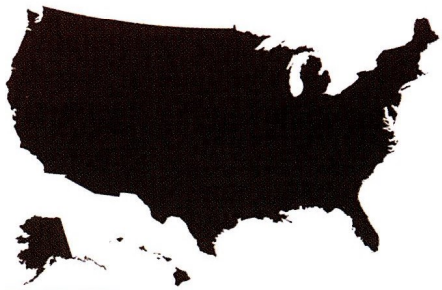
Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5
Speaker 6

B Listen again and match the speakers with the countries they are from.



India

1 Speakers ___ and ___



U.S.A.

2 Speakers ___ and ___



Australia

3 Speakers ___ and ___

C 1.07 Now listen to the Q & A session after the book launch. Check whether each speaker is *for* or *against* space exploration. Write the main reason for each person's opinion.

Speaker	For	Against	Main reason
1	☐	☐	
2	☐	☐	
3	☐	☐	
4	☐	☐	
5	☐	☐	
6	☐	☐	

D **VOCABULARY: NEGATIVE PREFIXES: *UN-, IN-, IM-*** Complete the table with the correct forms of the words from the box. Then work in pairs and add any other examples you know.

acceptable accurate available aware believable capable certain
measurable patient perfect practical probable significant sufficient

Negative adjectives with *im-*	Negative adjectives with *in-*	Negative adjectives with *un-*
impossible	*insufficient*	*unknown*

E **VOCABULARY: NEGATIVE PREFIXES: *UN-, IN-, IM-*** Work in groups. Discuss whether you think we should continue to explore space. Use reasons from the audio or your own ideas. Include as many words from Exercise D as you can.

4 GRAMMAR: conditional conjunctions

A LANGUAGE IN CONTEXT Read the blog entry. What is the person's general opinion of the possibility of finding life on other planets?

Science Web

Adrian99, Denver, Colorado, U.S.A. → *reply*

I think we have to be very careful in our search for intelligent life on other planets (1) **in case** it's not what we expect. It'll all be fine (2) **as long as** any aliens we contact are peace-loving. (3) **Since** we are uncertain of who or what is out there, I don't think we should be too welcoming. We might be putting the human race in danger (4) **unless** we protect ourselves. However, I do recognize that it could be an amazing cultural experience (5) **provided that** we're careful. Invasion from space might be improbable, but we should make sure we're prepared, (6) **just in case** it actually happens!



B ANALYZE Read the blog entry in Exercise A again.

Function **Match the numbers of the words and phrases in bold (1–6) with the correct meanings (a–d). Two of the meanings are used twice.**

a) except if ☐
b) only if ☐☐
c) because it is true that ☐
d) because it is possible that ☐☐

Form **Choose the correct option to complete the rule.**

Conditional conjunctions are followed by …

a) a clause (subject + verb). b) a noun.

C PRACTICE Complete each sentence with one word or phrase from Exercise B. In some cases, more than one answer is possible.

1 We'll never find life on other planets _____ we look for it.
2 We need to be careful about alien encounters _____ they're aggressive.
3 We could learn a lot from an alien culture, _____ we could understand each other.
4 We need to be ready _____ an asteroid or comet is heading toward the Earth.
5 Any message from the stars would take years to reach us _____ they're so far away.
6 The space program will continue _____ there is enough money for it.

D NOW YOU DO IT Work in groups. What do you think will/should happen with space programs in the future? Discuss your ideas with your group.

Provided that …, we will probably …
Unless we …, we might …
As long as …, we should be able to …
We should … in case …
Since …, I think we should …

NOTICE!

Read the three sentences. Which one has a different meaning?

a) We might be putting the human race in danger unless we protect ourselves.
b) We might be putting the human race in danger if we protect ourselves.
c) We might be putting the human race in danger if we don't protect ourselves.

WATCH OUT!

✘ Aliens won't attack us unless we don't attack them.
✓ Aliens won't attack us if we don't attack them.
✓ Aliens won't attack us unless we attack them.

5 PRONUNCIATION: contrastive stress

A 1.08 Listen to the inference that the stressed words (underlined) add to each sentence.

1 I <u>think</u> there may be life on other planets in our galaxy. = *But I'm uncertain.*
2 I think there may be life on other planets in <u>our</u> galaxy. = *But probably not in other galaxies.*
3 I think there <u>may</u> be life on other planets in our galaxy. = *It's not certain, but it's a real possibility.*
4 I think there may be life on other planets in our galaxy. = *But you may not think so.*
5 I think there may be life on other <u>planets</u> in our galaxy. = *But not on stars or other bodies in the galaxy.*

B Work in pairs. Take turns reading sentences from Exercise A. Listen for the stressed word when your partner reads a sentence. Say which sentence it is (Number 4, etc.).

6 SPEAKING: talking about the possibility of life on other planets

A Read the blog entry. Make notes of the three main reasons why the writer thinks there is no life on other planets.

My Blog: **thought for the day**

IS ANYONE OUT THERE? Print Like it! {10} Comment {3}

[1]A lot of people say that since the universe is such a huge, immeasurable space, it's impossible that we are the only intelligent life forms. Personally, I don't agree. With our sophisticated 21st century communications and radar systems, if there were other intelligent life out there, we would have found it by now. Think of all the technology both here on Earth and on the International Space Station. If that technology hasn't detected other life forms, it's because they're not there.

[2]Some people argue that there is definitely life out there because many people have seen UFOs (Unidentified Flying Objects). However, there has never been any proof of this. Why are there no convincing photos? Obviously, it's because the stories are not true! People like to think that we are not alone in the universe, and they use their imaginations to create all kinds of unbelievable stories. I just don't buy it.

[3]Of course, somewhere in the universe there may be a planet similar to Earth, but so far, all the planets we have found are incapable of supporting any kind of life form. They are either huge balls of gas, like Jupiter and Saturn, or they are too hot or too cold for life to exist on them. Or there is too much or too little gravity. There are many, many factors that had to be exactly right in order for life to evolve on Earth. Maybe another planet like Earth will be formed at some point far in the future, but there are no indications that a planet like this one exists in the present.



B 1.09 Listen to an extract from an interview. Make notes of the three main reasons why the speaker thinks there is probably life on other planets.

C Decide which of the two people in Exercises A and B you agree with more. Add any other arguments you can think of to support that person's view.

D Independent Speaking Work in pairs. Take turns explaining whether you think life on other planets exists or does not exist. Make notes of the main points your partner makes. Report back to the whole class on what your partner said.

7 WRITING: outlining

An outline is a plan of what you are going to write. Making notes of your ideas ensures that the piece of writing is organized properly and you don't forget anything important. Outlines often describe what you plan to put in each paragraph and include topics and supporting details.

A **Work in pairs. Read the essay question and the outlines written by two students. Discuss which outline you think is better and say why.**

Do you think countries should have space programs? Why or why not?

Paragraph 1: Introduction
- countries that have space programs
- general statement that there are arguments for and against space programs

Paragraph 2: Arguments against space programs
- how money should be spent on Earth
- space program inventions that would have been invented anyway
- need for infrastructure in developing countries, not space programs

Paragraph 3: Arguments for space programs
- inventions that might still be unavailable without space programs
- science and technology advances in developing countries with space programs
- resources on other planets
- job creation due to space programs

Paragraph 4: Conclusion
- arguments for space programs stronger than arguments against them
- summary of main advantages of space programs

Paragraph 1: Introduction
- history of the space program
- my opinion of the space program in my country

Paragraph 2: Arguments against space programs
- amount of money spent on U.S. space program every year
- not all space program inventions useful on Earth
- space programs bad for developing countries

Paragraph 3: Arguments for space programs
- only a few people employed by space programs
- valuable resources on other planets
- more space programs are needed

Paragraph 4: Conclusion
- my opinion—in favor of space programs

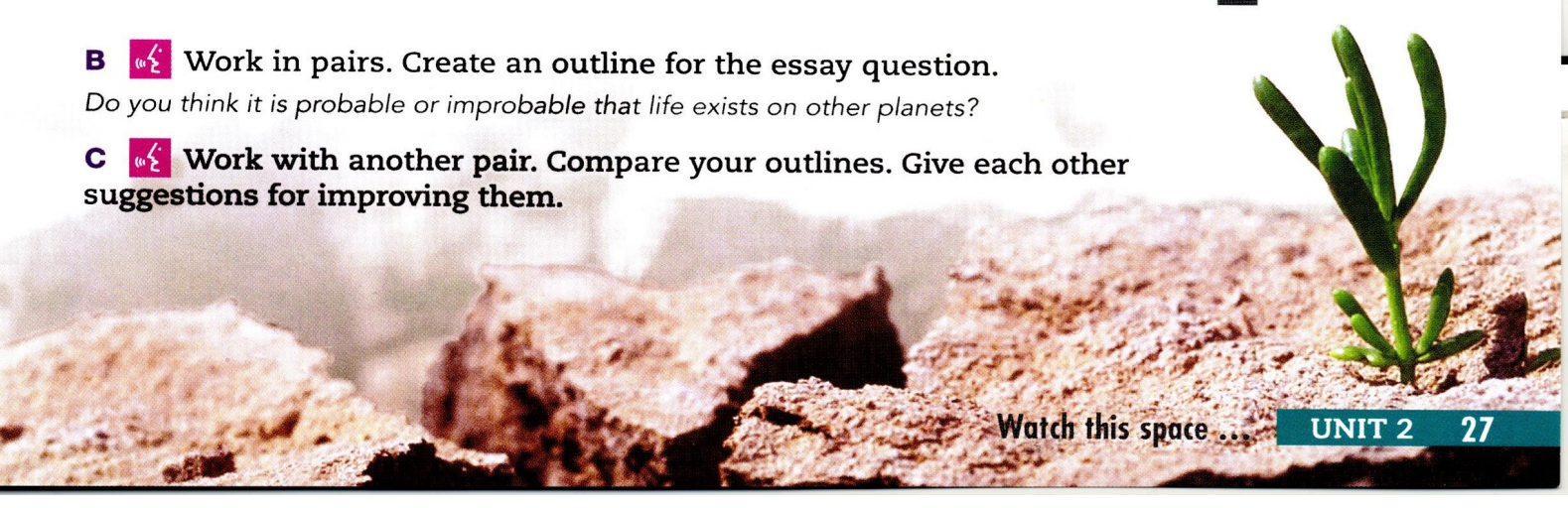
Ask yourself ...

- ☐ Do the points in the introduction relate to the general topic?
- ☐ Do all of the points in each section support the topic of the section?
- ☐ Are all of the points specific enough?
- ☐ Does the conclusion summarize the main ideas of the essay?

B **Work in pairs. Create an outline for the essay question.**

Do you think it is probable or improbable that life exists on other planets?

C **Work with another pair. Compare your outlines. Give each other suggestions for improving them.**



lifeSkills

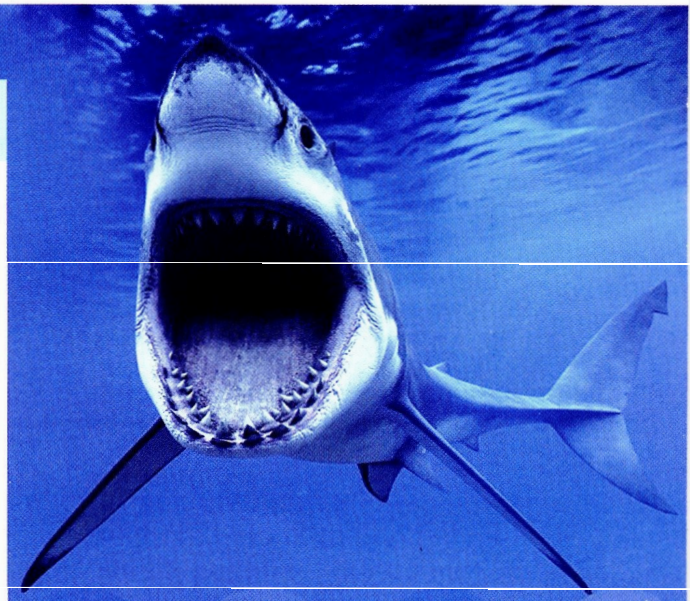
EVALUATING EXPLANATIONS

- Understand the difference between correlation and causation.
- Read facts presented by the media and advertisers carefully to see if they are implying that one thing causes another.
- Evaluate explanations of the facts to decide whether claims of causation are accurate or inaccurate.

A Read the extract from an article. In your own words, explain the difference between correlation and causation.

ICE CREAM CAUSES SHARK ATTACKS!

by Nathan Kane



We are surrounded by claims. Almost every day in the news you hear stories and statistics that seem to show that A causes B. There are countless examples of headlines claiming that this food causes cancer, or that food prevents it. Understanding and analyzing these claims is an important part of modern life, but we rarely teach it in schools.

We need to teach people to distinguish between correlation and causation. Things "correlate" when they happen together, but it doesn't mean that one causes the other. Let me give you an example. As ice cream sales go up, shark attacks on swimmers go up. This is a fact. So, does this fact mean that ice cream causes people to be eaten by sharks? Of course not! The real explanation is that ice cream sales go up during the summer when the weather is hotter. And people go to the beach more during warm weather, so there are more people in the water for sharks to attack. There's a correlation between the two facts, but that doesn't imply causation. They both happen at the same time, but you have to think a bit more deeply to discover the real cause behind both facts.

B Read each fact and the explanation given. With your class, discuss whether you find the explanation convincing and suggest other possible explanations.

People who play basketball are often taller than average.
Explanation: This is because you need to stretch a lot when playing the game and so you become taller.
Children with bigger hands usually write better.
Explanation: This is because having bigger feet and hands means you can move a pen more easily.
Violent criminals often watch violent movies.
Explanation: This is because watching these movies produces violent feelings and leads people toward crime.

HOW TO SAY IT

I think this explanation is improbable because ...
This may be true, provided that ...
That can't be right, since ...
I think a more likely explanation is that ...

C Read the extract from a webpage. Think about whether you tend to agree or disagree with the writer, and say why.

AMERICAN TIMES

Where is everybody?

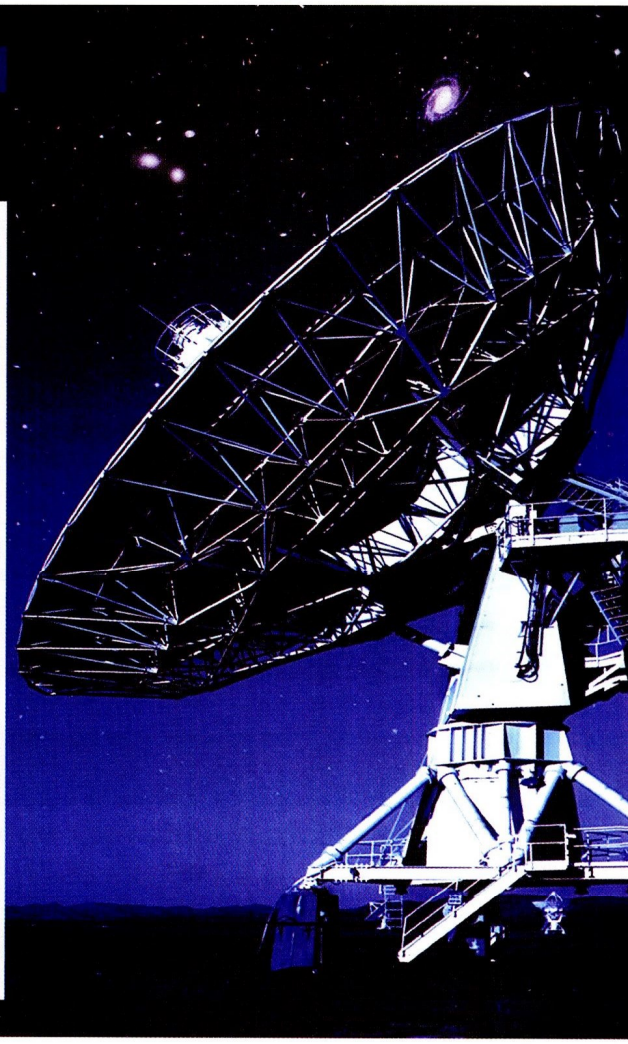
[1]With the news this week that yet more planets have been discovered beyond our solar system, is it just a matter of time before we find someone to say "hello" to? No, says Kelvin Stewart.

[2]Although humans have always looked up at the night sky and wondered about what or who might inhabit the tiny, bright worlds they see, it was only in 1960 that modern SETI (the Search for Extraterrestrial Intelligence) began. In that year, the astronomer Frank Drake pointed a radio telescope at two stars, looking for signs of intelligent life, and found ... nothing. Still, that didn't stop him from coming up with his famous "Drake equation." I won't bore you with the math, but the Drake equation basically says, "There are so many billions of stars out there that even if only a tiny fraction of them develop intelligent life, then there must be lots of other intelligent species in our galaxy." But if that's the case, then we should see evidence, or, as physicist Enrico Fermi asked, "Where is everybody?"

[3]This is the first key fact about SETI: we haven't heard anything. This is because there's nothing to hear. There are no signals being beamed down to us saying, "Hello, can we be your friends?" because there's no one out there. It's the obvious explanation.

[4]The second key fact is that among all the planets we've identified so far, we haven't yet found one capable of sustaining life, like the Earth, outside our solar system. This is because they don't exist. The Earth seems to be unique. It's just the right size and just the right distance from our sun, creating the ideal conditions for life to develop.

[5]So, what is it about the search for intelligent life that stops people from seeing this basic logic?



D Work in pairs. The article states two key facts, together with explanations. For each one, discuss how convincing you find the explanation. Make a note of possible alternative explanations.

E Share your ideas with the class. Who has the most convincing explanations for the facts in the text?

F Discuss the questions.

1 What have you learned about evaluating explanations?
2 When you read or hear an explanation for something, what makes you tend to believe it or disbelieve it?

REFLECT ... How can being able to evaluate explanations be useful to you in **Work & Career** and **Self & Society**?

RESEARCH ...

Look for an article about a claim that one thing is caused by another. You could look in these areas:

- health (e.g., "X causes heart disease")
- crime (e.g., "Rise in theft caused by X")
- education (e.g., "X leads to better exam results")
- lifestyle (e.g., "Watching a lot of TV causes X")

When you have found an article, research the topic further and decide if you think there is really causation or simply correlation. Be prepared to tell your class what you found out.

Language wrap-up

1 VOCABULARY

Complete the text with the words and phrases from the box. Make the adjectives negative by using the prefix *un-*, *in-*, or *im-*. (10 points)

available certain gained a lead inspired known
launched possible practical probable sufficient



Humans have always wanted to explore **(1)** _____ places, so it is not surprising that we are fascinated by space travel. Writers like Jules Verne were **(2)** _____ to write science fiction stories about space even though space exploration was still **(3)** _____ when they were alive because the technology for it was **(4)** _____ at that time. The "space race" between the U.S.A. and the U.S.S.R. began in the 1950s, and the Soviets **(5)** _____ when they **(6)** _____ a satellite called Sputnik in 1959. The two countries were great rivals for many years. Unfortunately, there is **(7)** _____ money to continue all of the programs related to space exploration, so some of the programs that were considered too **(8)** _____ have been canceled. The future of space travel is **(9)** _____, but there is still hope that one day humans will visit other star systems, even if that seems **(10)** _____ now.

8–10 correct: I can use words for business and innovation and negative prefixes.
0–7 correct: Look again at Sections 1 and 3 on pages 22, 23, and 24. **SCORE:** /10

2 GRAMMAR

Choose the correct option to complete each sentence. (12 points)

1 Astronauts receive training *in case* / *provided that* they have to deal with emergencies.
2 I don't believe life *will be* / *has been* discovered on other planets in the near future.
3 Spacecraft in the future will *design* / *be designed* to travel very long distances.
4 Space tourists might *charge* / *be charged* a lot of money to stay in a hotel on the moon!
5 We won't discover what's out there *unless* / *if* we don't continue to explore.
6 Sending a crew to Mars is possible *as long as* / *in case* we can keep them safe.
7 Do you think a war will ever *fight* / *be fought* in space?
8 NASA may *send* / *be sent* a spacecraft to explore Pluto.
9 I wonder if a colony will *establish* / *be established* on Mars in the future.
10 I'm optimistic about finding extraterrestrial life, *provided that* / *unless* we continue to invest in exploration.
11 I don't think humans could *survive* / *be survived* on any other planet.
12 New forms of space travel may *invent* / *be invented* in the next few years.

10–12 correct: I can use the future passive and conditional conjunctions.
0–9 correct: Look again at Sections 2 and 4 on pages 23 and 25. **SCORE:** /12

Answers to quiz, page 21:

1	4.5 billion years	2	14 billion years	3	384,000 kilometers	4	150 million kilometers
5	1969	6	6,000	7	1,670 kilometers per hour	8	1948

Children with bigger hands usually write better

SPEAKING WORKSHOP

Describing a picture

A 1.10 **Listen to someone describing a picture of a space colony. Number the main points in the order that they are mentioned from 1–5.**

___ Details about the types of buildings
___ The shape of the colony (round, oval, etc.)
___ The speaker's opinions of life in a space colony
___ Information printed on the picture
___ Details about transportation

B **Listen again. Then complete the sentences with the phrases from the box.**

appears to be as long as look like says that shape of similar to type of

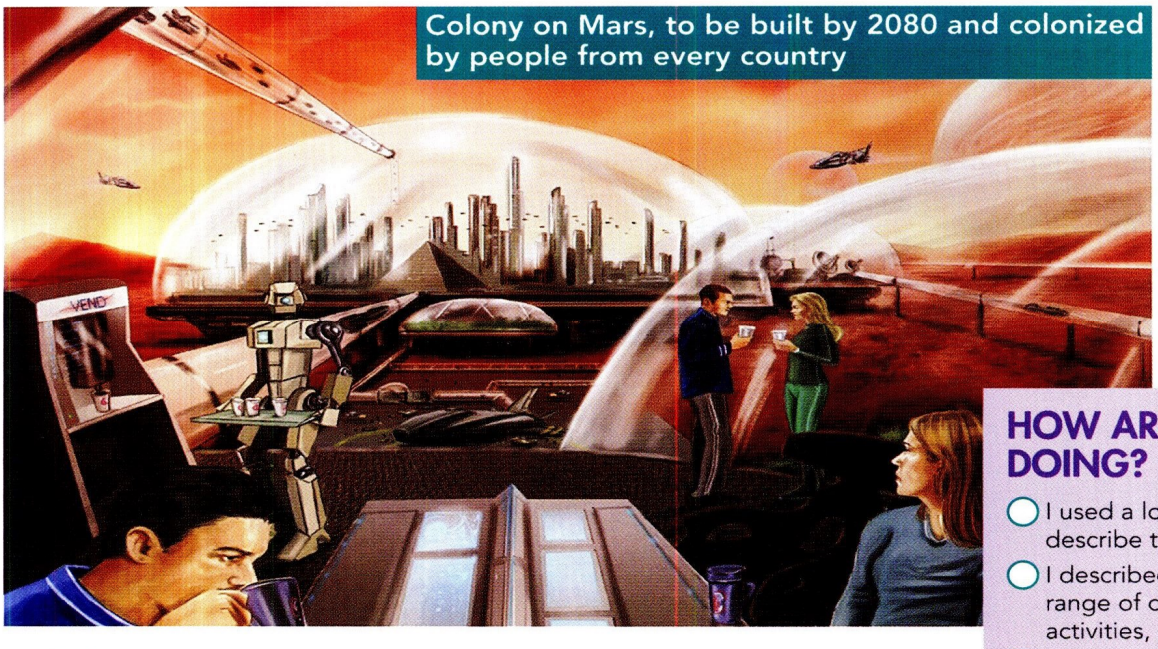
1 The information at the top of the picture _____ the colony will float in space.
2 The _____ the colony is oval, like a giant egg.
3 There are several structures that _____ airports.
4 These things in the air are _____ cars, but they fly.
5 Many people are … riding a _____ flying bicycle!
6 This strange oval structure _____ some kind of stadium.
7 Living in a space colony will be OK _____ it can be designed to …

C **Look at the picture of a different concept for a space colony. Make an outline to prepare a short talk describing the colony. Follow the format in the box.**

Intro: Printed info about the picture
- when colony will be built
- where it will be built

General description of the colony
- The dome: shape of dome, how land under dome looks different from land outside of dome
- Description of life in colony: buildings, transportation, what people are doing

Closing: your opinion of what life in a space colony will be like



Colony on Mars, to be built by 2080 and colonized by people from every country

D **Work in pairs. Use your outline to talk about the picture.**

HOW ARE YOU DOING?

- ◯ I used a logical order to describe the picture.
- ◯ I described a wide range of detail—shapes, activities, positions, etc.
- ◯ I used a variety of vocabulary.

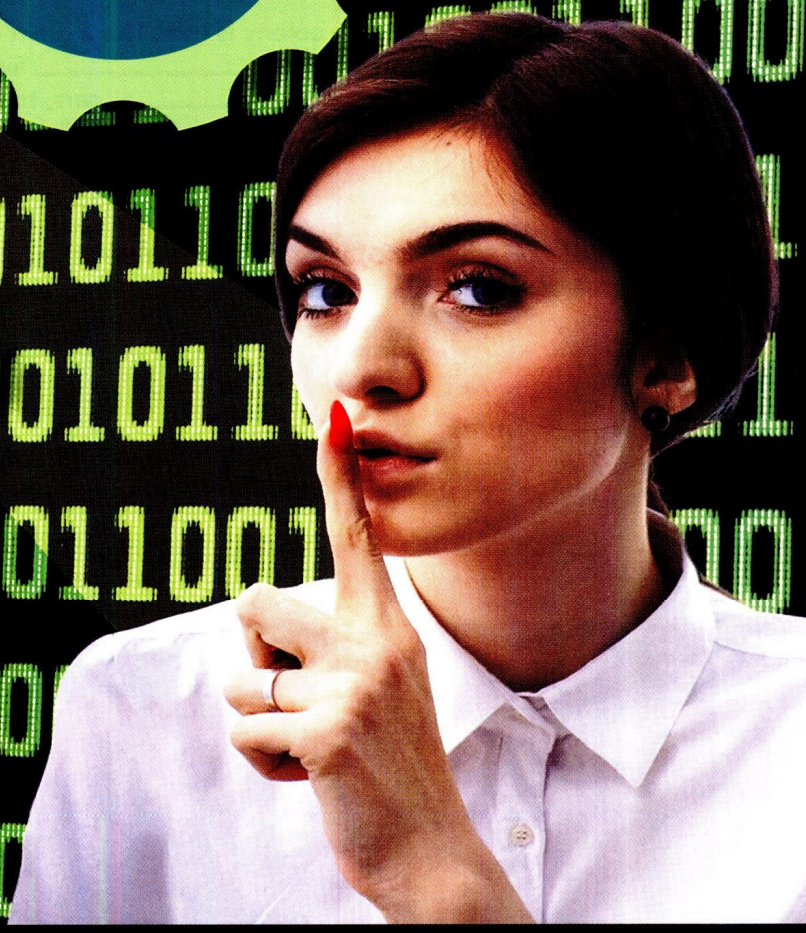
UNIT 3 PASSWORD PROTECTED

IN THIS UNIT YOU

- learn language to talk about issues related to digital security
- read about electronic data collection
- talk about different attitudes toward privacy
- listen to a radio interview about identity theft
- write an email expressing views on a new proposal
- learn about protecting digital privacy
- watch a video about keeping your personal information secure online

READING
text organization
What is the purpose of a persuasive text? Where might you see such a text?

SPEAKING
participating in a group discussion
Why might it be important to keep a group discussion going? What techniques or expressions can you use to keep a discussion going?

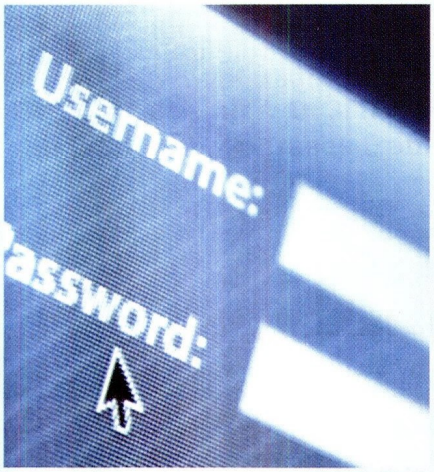


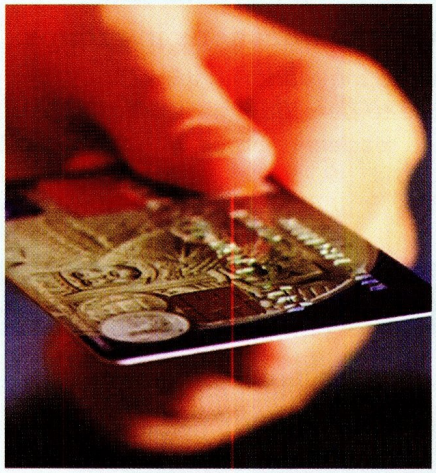
LIFE SKILLS

SELF & SOCIETY

protecting digital privacy How many forms of communication (e.g., email) do you use regularly? Are you concerned about digital privacy, and do you take any steps to protect your data? Why or why not?

A Work in pairs. Take the survey. Rate each statement from 1 (doesn't describe you at all) to 5 (describes you very accurately). Share your answers with your partner and give more detail on your responses.







PRIVACY SURVEY

1 I worry that too many people and organizations have private information about me.

1 2 3 4 5

2 I don't talk about what I'm doing on social media.

1 2 3 4 5

3 I never let anyone else use my electronic devices.

1 2 3 4 5

4 I use a different password for every website account.

1 2 3 4 5

5 I almost never use a debit or credit card.

1 2 3 4 5

6 I'm very careful about the information I provide to websites.

1 2 3 4 5

7 I prefer not to buy things online because I don't like giving out my information.

1 2 3 4 5

B Work with another pair. Discuss the questions.

1 Why do you think the issue of privacy receives a lot of attention in the media?
2 If someone looked at all the information about you that exists in cyberspace, what kind of things would they know about you?
3 Do you think this information would give them an accurate impression of your life?

1 READING: text organization page 10

Recognizing the structure of a text you are reading helps you understand the text more quickly. Persuasive texts (texts that try to convince the reader of an opinion) often follow a cause-effect structure. The writer presents causes and explains the effects in order to convince the reader of his or her opinion.

A Discuss the questions as a class.

1 What do you think "cyber threat" means?
2 How many different types of cyber threat can you think of?

B Read the article and discuss the questions in groups.

1 What does the writer want to persuade the reader to think?
2 What information does the writer use to persuade the reader?
3 Do you think the article will convince readers to agree with the writer? Why or why not?

OUR DATA IS NOT OUR OWN!

by Stephen Shaw

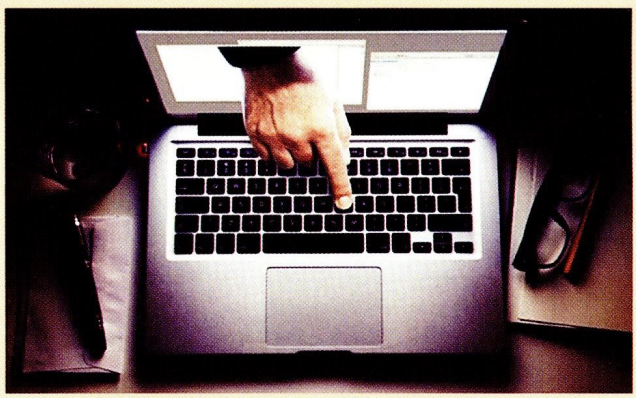
[1]Every time you make a call on your cell phone, data is collected about where you are, who you're calling, and even what direction you're traveling in. Credit card payments leave detailed records of your purchases. We're told that monitoring online activity prevents crime, helps in the fight against terrorism, and makes life easier for all of us. However, high-profile news stories about the amount of data that is collected on all of us, as well as numerous incidents of hacking into retailers' databases, have highlighted the risk we're taking by allowing others to invade our privacy like this.

[2]We should all be concerned about online security to prevent criminals from getting our personal information because data theft can create horrifying problems. There have been a number of high-profile cases where employees have lost mobile devices containing the data of thousands of customers, or where criminals have hacked into databases. The most common consequence of this sort of thing is identity theft, when criminals get credit card or bank account numbers and spend a lot of money in another person's name. Another problem is internet scams where criminals send you an email saying that you've won a lot of money, and you just need to send them your bank details so that they can put the money in your account. Finally, some people are left open to blackmail when information about their private lives falls into the wrong hands.

[3]Even if the information doesn't fall into the hands of criminals, there is still the possibility that it will be shared among different companies or different authorities. What are the possible effects of that? It means that information collected for one purpose could be used for a completely different purpose. We might be happy with an airline collecting information about us in the belief that this helps to prevent terrorism. However, what if that information is then shared with other companies, who use it to direct their ads at us more efficiently? Are you happy with your personal data being used in that way?

[4]Then there's the question of what happens if we do nothing about the situation. There are valid reasons why companies and governments need to compile certain information about people's lives, but the result of this is that they keep demanding more and more information. Unless we all exert more control over our personal data, we will soon find that there is no aspect of our private lives that is not in some way recorded, stored, used, and potentially abused.

[5]From store loyalty cards to electronic travel cards, and from emails to text messages, our everyday lives create an enormous amount of information, and it's difficult to see how we can change that. We live, after all, in the information age. However, we can affect what happens to the information we produce. By demanding to know why our data is being collected and how it's being used, we can all take back some of the control over our private lives.



C The table represents the functions of the five paragraphs in the article. Read the article again and complete the table.

	Function	
1	Introduction: The size and scope of the problem is explained, with specific examples.	
2	Cause: data theft	Effects: identity theft, _____, _____
3	Cause: information sharing	Effect: _____
4	Cause: _____ _____	Effect: _____, _____
5	Conclusion: Summary of the situation and call to action	

D VOCABULARY: DIGITAL PRIVACY Complete the sentences with the words and phrases from the box.

blackmail compile database hack identity theft information age
invade your privacy leave (someone) open to monitor scam

1 I believe nobody should have the right to _____ without your permission.
2 I don't worry about the fact that corporations _____ information on each of us all the time.
3 If you don't protect your digital privacy, you may _____ yourself _____ theft by cyber criminals.
4 In the _____ that we now live in, data is worth money.
5 Internet search engines _____ what customers are looking at online to get information they can sell to advertisers.
6 _____ is the most common cyber crime these days, so we should be careful about putting our documents online.
7 Cyber criminals know how to _____ into databases and steal secret information.
8 Criminals are sometimes able to _____ people for a lot of money by threatening to do something to them or their families.
9 My brother lost a lot of money in an internet _____!
10 Companies often keep a _____ with all their customers' details in it.

E VOCABULARY: DIGITAL PRIVACY Work in pairs. Decide whether you agree or disagree with the statements. Explain why.

1 A certain amount of surveillance and invasion of our privacy makes us safer.
2 You should never shop online because you leave yourself open to crimes like identity theft.
3 Companies should be allowed to monitor online activity and sell their databases.

2 WRITING: a persuasive email

A 1.11 Read the notice on a college website. Then listen to the conversation. What points do the students make in favor of and against the proposal?

NOTICE TO STUDENTS WITH CREDIT CARDS



There is a proposal for a new state law that would allow parents to monitor their kids' online credit card purchases as long as their children are in college and under 21. We want to know your opinion, so please write to us at: theuopinions@theu.edu.

B Write an email to the website explaining what you think the effects of the proposed law will be. Try to persuade readers to agree with you.

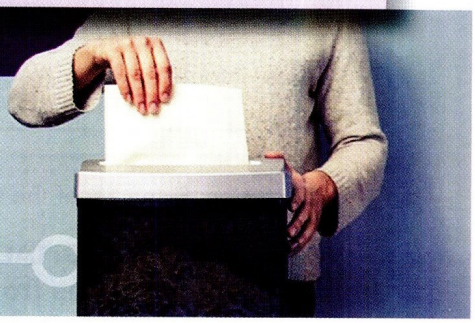
3 GRAMMAR: object complements

A LANGUAGE IN CONTEXT Read the text. What advice does the writer give? Do you usually follow this advice?

NOTICE!

Circle the direct objects in the text. Does a direct object come after a noun or a verb?

Protect Your Identity



Identity thieves are out there, and they're after your data! Too many of us consider our personal information secure, and we don't see identity theft as a problem. However, if you don't keep your data secret, a criminal can find it very easy to steal money from you. This can make your life very hard, and it can be extremely difficult to prove yourself an innocent victim. Never throw personal documents in the garbage. Always shred anything that contains private information.

B ANALYZE Read the text in Exercise A again.

Form Read the explanation and examples. Then find and underline six object complements in the text in Exercise A.

After some verbs, we can provide information about the object of a sentence using an object complement. The object complement may be an adjective or a noun. Some verbs take only an adjective, some take only a noun, and some can take either one. After verbs that say how we see or describe something or someone, we often use *as*.

Form	Examples
subject + verb + object + adjective	*We don't consider him* ***dangerous****.* *I found the situation* ***unacceptable****.* *You should keep it* ***private****.*
subject + verb + object + noun	*They should make this* ***a priority****.* *The writer called him* ***a criminal****.* *They finally proved him* ***a thief****.*
subject + verb + object + *as* + noun / adjective	*She described him* ***as trustworthy****.* *We know him* ***as an honest man****.* *I don't see it* ***as a problem****.*

WATCH OUT!

✘ You can't call you an expert on this topic.

✓ You can't call yourself an expert on this topic.

C PRACTICE Rewrite each sentence using the word in parentheses and a structure from Exercise B.

1 Do you think identity theft is very common? (*consider*)

2 You can't just say you are a police officer! (*call*)

3 Do you think invasion of privacy is a major problem? (*see*)

4 It's not always easy to show that an ID is fake. (*prove*)

5 The press says she is a great leader. (*describes*)

6 Did you think the article was interesting? (*find*)

D NOW YOU DO IT Work in pairs. Think about how you would complete the sentences. Then compare your ideas with your partner.

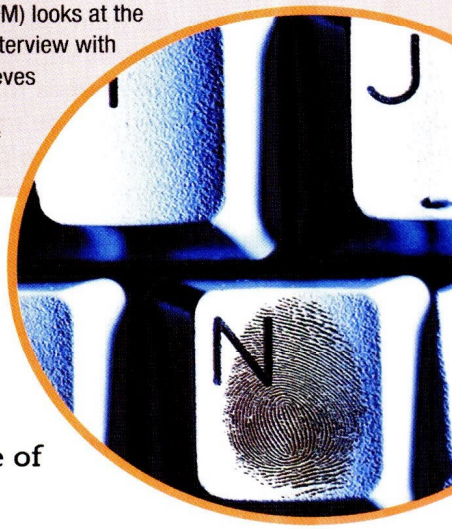
1 It makes me … when …
2 I find the whole question of electronic data collection …
3 I consider identity theft a/an … issue because …
4 Governments should make … a priority.

4 LISTENING: to an interview

A Read the extract from an entertainment guide. What do you think happened to Justine when her identity was stolen?

Radio Guide **Thursday 6:00 p.m.** ***The Whole Story***

This week's *The Whole Story* (Public Radio, 88.6 FM) looks at the growing problem of identity theft. It features an interview with Justine Black, whose identity was stolen after thieves hacked into an online database of customers of a well-known store. Her story raises the question of whether any of us are actually safe online.



B 1.12 Listen to the interview. As you listen, choose *T* (true) or *F* (false).

1 Justine has gotten herself into a lot of debt. *T / F*
2 She found out about the identity theft immediately. *T / F*
3 She found it difficult to convince the bank of her innocence. *T / F*
4 Her own carelessness probably caused the problem. *T / F*
5 Justine may still face further identity problems in the future. *T / F*

C VOCABULARY: PHRASAL VERBS Listen to the interview again. Complete the phrasal verbs with the prepositions from the box. Some of the prepositions can be used more than once.

of on out through up

1 call _____ 3 run _____ 5 get hold _____ 7 clear _____
2 take _____ 4 end _____ 6 get out _____ 8 go _____

D VOCABULARY: PHRASAL VERBS Complete the sentences with the correct form of the phrasal verbs from Exercise C. In pairs, discuss what each phrasal verb means and give one more example of how to use each one.

1 I want to _____ some good anti-piracy software, but I don't know how.
2 The thief used my cell phone abroad and _____ a huge bill.
3 After losing thousands of dollars in an internet scam, Edward had to _____ a loan to pay his rent before the matter was _____ and he got his money back.
4 A group of identity theft victims is _____ the government to do more to prevent cyber crime.
5 Some people will do anything to _____ paying their bills.
6 I'm very cautious about putting information online now; I've been a victim of identity theft once and I don't want to _____ that again.
7 If you start worrying too much about internet security, you'll _____ being too scared to do anything online.

5 PRONUNCIATION: connected speech — final consonant sound to first vowel sound

A 1.13 Listen to the phrasal verbs. Notice how the final consonant sound of the first word sounds like it is connected to the first vowel sound of the second word. Listen again and practice saying the phrasal verbs.

Phrase:	end up	get out	take out	run up	call on	clear up	look at
Sounds like:	/en-'dʌp/	/ge-'daʊt/	/teɪ-'kaʊt/	/rʌ-'nʌp/	/'kɔ-lɑn/	/klɪ-'rʌp/	/'lʊ-kæt/

B 1.14 Listen to the sentences. Practice saying them using connected speech. Then practice the sentences with a partner.

1 If you take out lots of credit cards, you might run up a lot of debt.
2 If you end up in debt, it's hard to get out of it.
3 Sometimes you have to call on an expert to clear up questions.

Password protected UNIT 3 41

6 GRAMMAR: negative structures with *think, suppose,* etc.



A 1.15 LANGUAGE IN CONTEXT Listen to the conversation. How does Maca's attitude to privacy differ from Susan's?

Susan: Are you going to post these photos on Facebook?
Maca: I don't think so. I don't use Facebook anymore. I don't feel that everyone needs to know what I'm doing all the time.
Susan: Seriously? I didn't think there was anyone who wasn't on Facebook! You're probably the only one.
Maca: I'm not so sure. I don't expect I'm the only person who doesn't want to have a huge digital footprint.
Susan: Well, I guess not, but I don't suppose many people actually think about their digital footprint.
Maca: Yeah, I don't imagine so, but people really shouldn't give out so much personal information. It leaves them open to problems.
Susan: True. I guess I shouldn't post about everything I do.

B ANALYZE Read the conversation in Exercise A again.

Form & Function Choose the correct options to complete the rules. Then complete the table with examples from the conversation.

When we express negative opinions with words like *think* or *believe*, we usually make the *first / second* verb negative. With verbs like *hope, guess, suspect,* and *assume*, we usually make the *first / second* verb negative. With verbs like *suppose* or *expect*, we can make the *first / second / either* verb negative.

NOTICE!
Circle six different opinion verbs in the conversation. Which of the verbs have other meanings apart from feelings or opinions?

Verbs	Affirmative	Negative
think, believe, imagine, feel	*I feel that everyone needs to know ...* *I thought everyone was on Facebook!*	(1) _____ (2) _____
hope, guess, suspect, assume	*I guess I should post about everything ...*	(3) _____
suppose, expect	*I suppose many people think about ...* *I expect I'm the only person ...*	(4) _____ (5) _____

Negative short answers

Verbs	Affirmative	Negative
think, believe, imagine	*I imagine so.*	(6) _____
hope, guess, suspect, assume	*I guess so.*	(7) _____
suppose, expect	*I suppose so.*	*I suppose not. / I don't suppose so.*

C PRACTICE Complete each response with negative forms using the words and phrases in parentheses.

1 "Are people careful enough on social networking sites such as Facebook?"
"No, I _____ (*suspect*). I _____ (*hope / identity theft / increase*)."
2 "Are attitudes toward privacy the same now as in the past?"
"No, I _____ (*think*). I _____ (*believe / opinions / stay*) the same forever."
3 "Do you think people will give up all privacy in the future?"
"Well, I _____ (*hope*). I _____ (*imagine / people / will give up*) their privacy easily."
4 "Does Twitter play a big part in your life?"
"No, I _____ (*guess*). I _____ (*feel / it / help*) me communicate with people."

D NOW YOU DO IT Work in pairs. Ask and answer the questions from Exercise C.

7 SPEAKING: participating in a group discussion

In a group discussion, it's important to keep the conversation moving. At the same time, everyone in the group should get to express their opinion. We use various phrases for keeping the discussion moving, for politely interrupting a speaker, to focus on relevant points, and to invite contributions.

A 1.17 **Listen to a group discussing how ideas of privacy differ. As you listen, check the points that are mentioned.**

1 I don't want anyone to invade my privacy. ☐
2 I share more information online than my parents. ☐
3 People have less respect for privacy nowadays. ☐
4 Different cultures view privacy differently. ☐
5 Opinions about privacy depend on people's experiences. ☐

B Listen again. Then complete the phrases.

Starting, finishing, and keeping the discussion moving:

Why don't we (1) _____ by talking/thinking about ...
Maybe we should (2) _____ to talking/thinking about ...
(3) _____ let's make a note of ...
The next point for discussion is ...

Interrupting politely:

(4) _____ to stop you, but maybe we should focus on ...
I don't mean to interrupt you, but the issue is ...

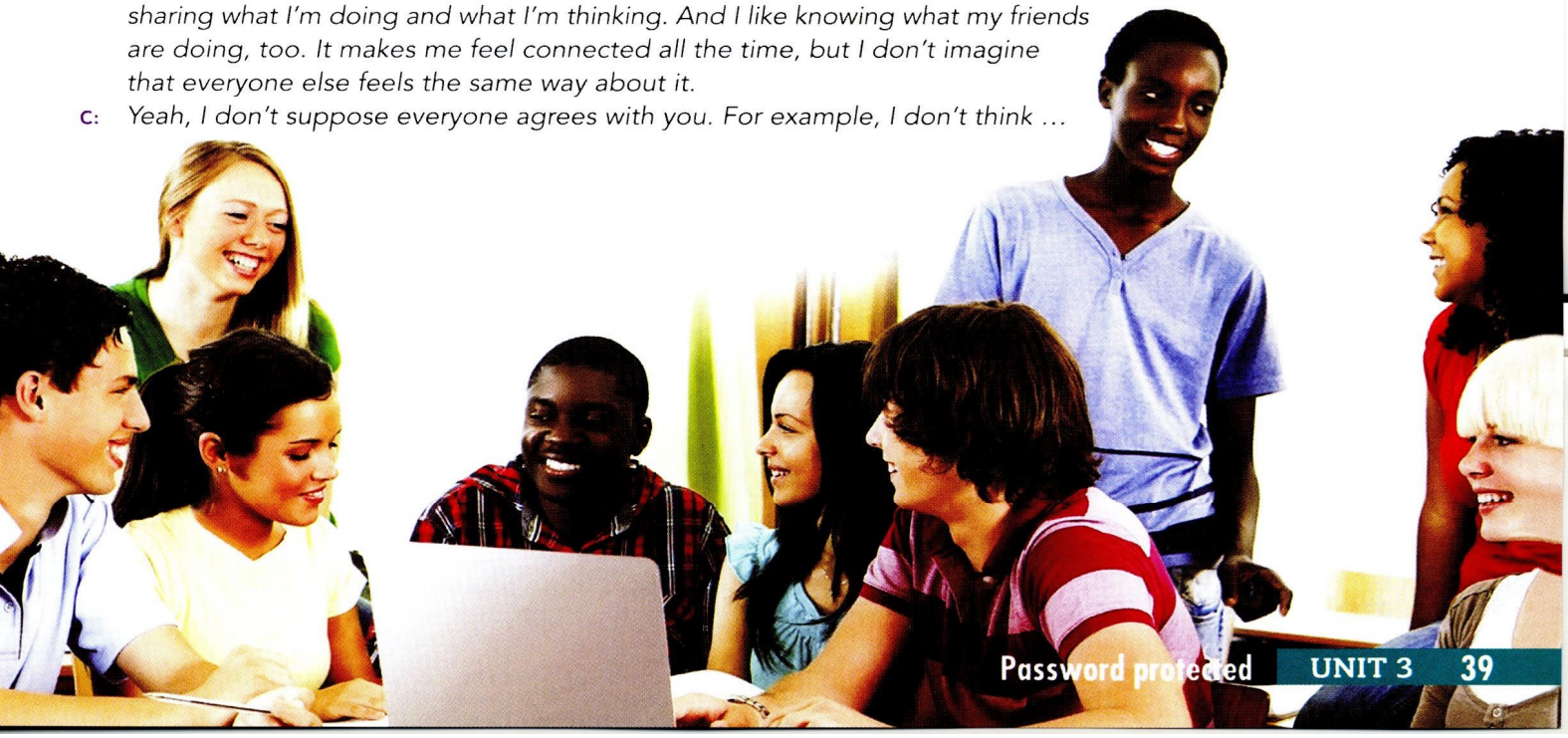
Inviting contributions:

Does anyone want to (5) _____ anything on the topic of ...
I'd be interested to know what you think about ...
I don't think we've heard from ...

C **Work in groups. Discuss points 1–3. Use the phrases from Exercise B to manage the discussion. Report back to the class on your discussion.**

1 Your attitude toward privacy in general
2 How you feel about online privacy
3 How you expect privacy to be affected by technology in the future

A: *Why don't we start by talking about our own attitudes toward privacy?*
B: *OK, that sounds good. I can begin. I'm not too concerned about privacy. I love sharing what I'm doing and what I'm thinking. And I like knowing what my friends are doing, too. It makes me feel connected all the time, but I don't imagine that everyone else feels the same way about it.*
C: *Yeah, I don't suppose everyone agrees with you. For example, I don't think ...*



lifeSkills

PROTECTING DIGITAL PRIVACY

- Understand the potential threats to digital privacy.
- Think about practical steps to take to increase digital security.
- Take measures to keep your online data secure.

A Think about the online services and accounts you use (email, Twitter, Facebook, Amazon, etc.). Check which of these pieces of information about you it might be possible to find online.

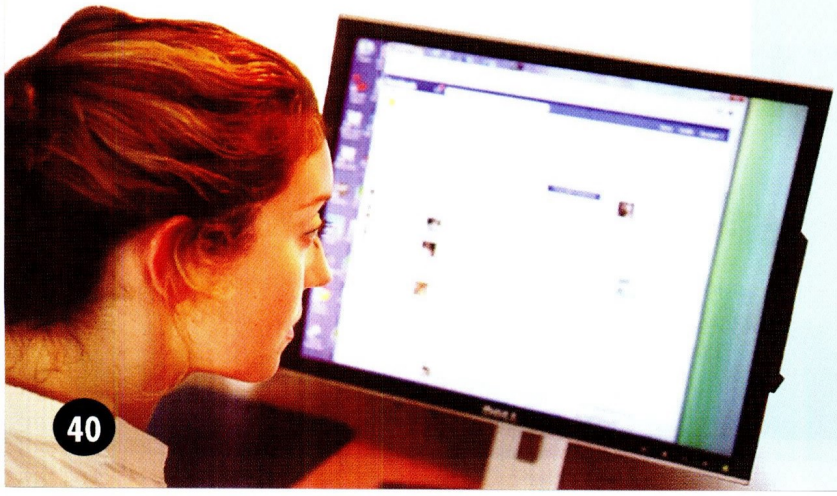
your full name ☐	your email address ☐	your birth date ☐
your ID number ☐	your address ☐	the place where you work/study ☐
your phone number ☐	your credit card number ☐	family member names ☐
bank account number ☐		

Protect Yourself *Online*

B Work in pairs. Look at your answers to Exercise A. Discuss the possible consequences of this online information getting into the wrong hands. Make a list.

People could send spam to my email address.

C Work in pairs. Read the article. Student A, explain in your own words what advice is given regarding software and browsers. Student B, explain in your own words what advice is given about email, secure payments, and privacy policies.



Your personal information is valuable—and you should make it a priority to protect your privacy. Here are some online safety tips to help you protect your personal information and secure your computer.

YOUR SOFTWARE Use anti-virus, anti-spyware, and firewall software—and make sure it's up-to-date. Anti-virus software protects your computer from viruses that can allow people to hack into your computer. Spyware is a software program installed on your computer without your consent to monitor your behavior online or record your keystrokes. Anti-spyware software can remove or disable spyware. Firewalls help keep hackers from getting access to your computer to send out your personal information without your permission.

YOUR BROWSER Configure your browser or operating system to manage pop-ups, cookies, or block specific websites.

YOUR EMAIL Use a separate email address for online transactions. Keep the inbox you use to communicate with friends and family free of spam by using a separate email address when you fill in forms as you shop or conduct other transactions online.

SECURE PAYMENTS When paying for anything online, make sure the transaction is secure. Look for the padlock symbol in the status bar at the bottom of your browser. This will keep criminals from getting hold of your card details and running up debts in your name.

PRIVACY POLICIES When visiting a website for the first time, always make sure the site has a posted privacy policy—and read it. It should explain how your personal data will be collected and used or shared with other parties. If a website doesn't have a privacy policy, consider doing business elsewhere.

Self and Society
Work and Career
Study and Learning

D Work in groups. Read the question posted on an online forum. Discuss what advice you would give the writer and make a list of key points. Share your ideas with the whole class.

greenhorn92



registered: October 12

posts: 51

Hi, guys,

I've been reading about protecting my privacy online, and I was hoping you could give me some ideas about how to increase my personal security. The thing I'm most interested in is passwords. Any tips out there on making up secure passwords and things like that? I don't want to end up having the problems some of my friends have had!

Thanks!

Monday, March 27 5:40 p.m.

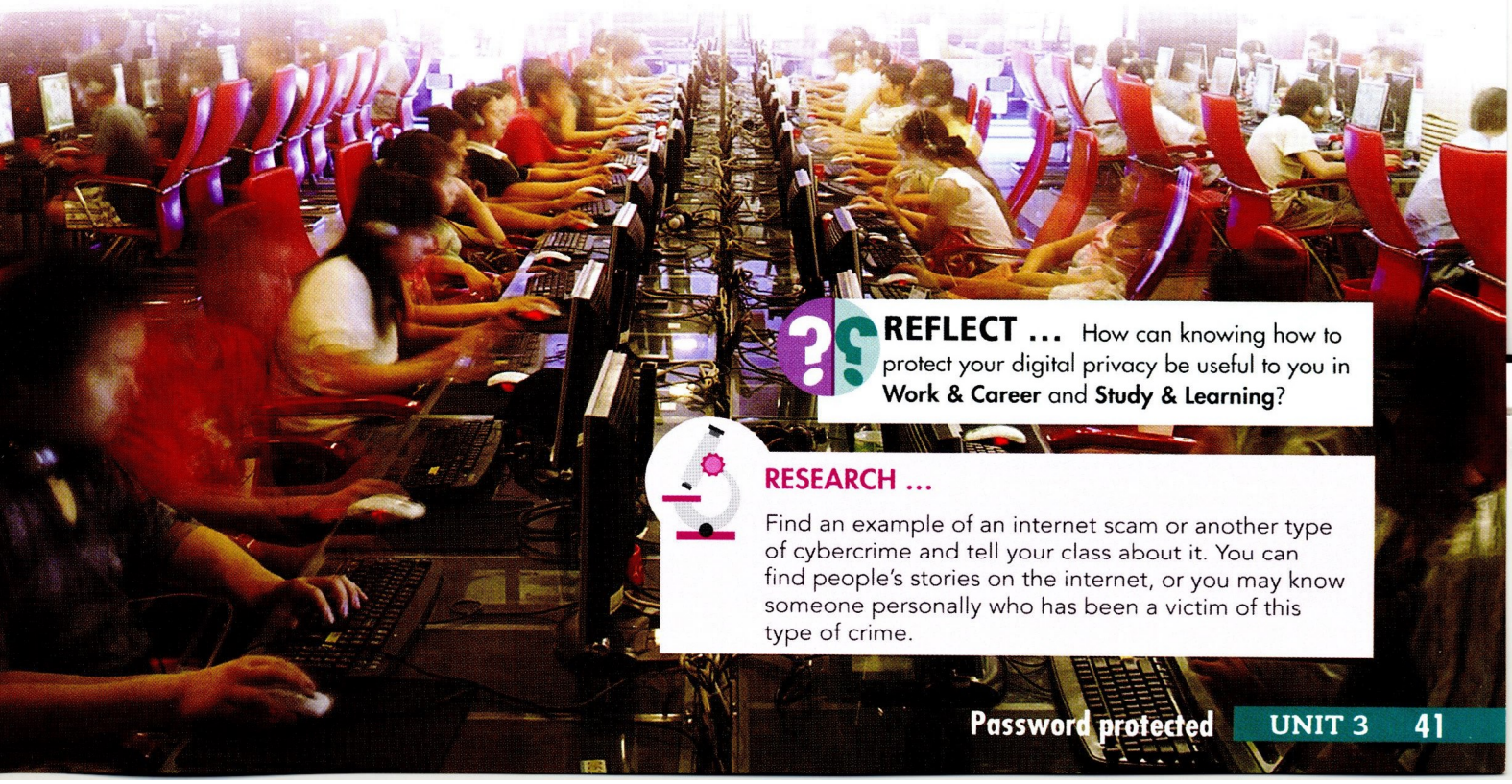
E Work in groups. Make a list of the top three pieces of advice you would give to someone concerned about online privacy. Then create a combined class list of advice.

F Discuss the questions.

1 What have you learned about protecting digital privacy?
2 Considering what you've discussed, are you planning to make any changes to your online habits? If so, what?

HOW TO SAY IT

To keep your password secure, you should ...
I don't think you need to ...
We consider a good password one that ...
You should make it a priority to ...
I've found it helpful to ...



REFLECT ... How can knowing how to protect your digital privacy be useful to you in **Work & Career** and **Study & Learning**?

RESEARCH ...

Find an example of an internet scam or another type of cybercrime and tell your class about it. You can find people's stories on the internet, or you may know someone personally who has been a victim of this type of crime.

Language wrap-up

1 VOCABULARY

Complete the paragraph with the words from the box. (12 points)

clear up compiled databases end up get hold of hack identity theft
information age leaves us open privacy run up take out

We live in the (1) _____, and as we conduct more and more of our lives online, the increased danger of other people invading our (2) _____ has become a hot issue. Many people argue that companies have (3) _____ too much data about their customers and that this (4) _____ to cyber crime. They point to the fact that the information is often kept on (5) _____ that are far from secure, and which criminals can easily (6) _____ into to (7) _____ information like our bank account numbers. This may allow them to use our information to (8) _____ credit cards and (9) _____ huge debts in our names. (10) _____ is now one of the most common crimes, and it can take years to (11) _____ the problems that this causes. People can even (12) _____ having to pay debts that they didn't create!

10–12 correct: I can use words and phrasal verbs connected to privacy.
0–9 correct: Look again at Sections 1 and 4 on pages 34, 35, and 37. **SCORE:** /12

2 GRAMMAR

A Choose the correct option to complete each sentence. (5 points)

1 "Did anyone see your password?" "No, I *think not / don't think so*."
2 "I *assume he doesn't know / don't assume he knows* my password."
3 "Do you change your password often enough?" "No, I *guess not / don't guess so*."
4 "I *think not you / don't think you are* careful enough about keeping your password secret."
5 "Has anyone hacked into your account?" "I *hope not / don't hope so*."

B Put the words in the correct order to form sentences. (5 points)

1 all / we / priority / to make / privacy / need / a / .
_____
2 careful / to keep / I'm / private / some things / .
_____
3 paranoid / me / can call / you / but / never / use / I / public computers / .
_____
4 privacy / as / describe / you / would / important / to you / ?
_____
5 finally / guilty / him / they / found / identity theft / of / .
_____

8–10 correct: I can use object complements and negative structures, including negative short answers.
0–7 correct: Look again at Sections 3 and 6 on pages 36 and 38. **SCORE:** /10

WRITING WORKSHOP

Writing a for-and-against essay

A Read the essay question about using social media and the answer. Is the writer generally in favor of social media or against it? How do you know?

Do you believe that social media has primarily positive or negative effects on society? Give reasons for your opinion.

[1]We live in the information age, and these days there are very few people, especially young people, who do not consider social media an important part of their lives. However, the fact that many people use social media does not mean that it is a positive development for society.

[2]Of course, there are good arguments in favor of social media. People can find old friends that they had lost contact with. It's easy to stay in touch with friends and family who live far away, and you can easily share photos or videos with them, which makes people feel closer to each other.

[3]However, there are a number of problems with social media. Because people want to be connected 24/7, many people now spend more time communicating with their electronic devices than in person. The effect of this is that communication is becoming very impersonal. Also, when you use social media, you put an enormous amount of information about yourself into cyberspace for anyone to see. That can result in data theft or even blackmail. Finally, people are spending more and more time using electronic devices, and less and less time doing physical activities. This is contributing to a worldwide obesity problem.

[4]To summarize, although using social media allows us to communicate easily, it has many disadvantages. Therefore, I believe that people should reduce the amount of time they spend using social media. Furthermore, they should be very careful about how much information they share with the world.

B Look at the essay again and find these things.

Paragraph 1:
- The main idea of the whole essay.

Paragraph 2:
- The topic sentence of the paragraph. Is this in favor of or against the main idea?
- Points that support the topic sentence. How many points are there?

Paragraph 3:
- The topic sentence of the paragraph. Is this in favor of or against the main idea?
- Points that support the topic sentence. How many points are there?

Paragraph 4:
- A general statement of the writer's opinion.

C Make notes for a four-paragraph essay to answer the question below, using the bullet points to help you.

Do you think governments and businesses should be allowed to collect data such as what phone numbers we call, what we buy and where we shop, and what types of searches we do on the internet? Why or why not?

- the main idea of the whole essay
- the topic sentence of paragraph 2
- points that support the topic sentence
- the topic sentence of paragraph 3
- points that support the topic sentence
- a general statement of your opinion

D Use your notes to write your essay. Write about 250 words.

HOW ARE YOU DOING?

- ◯ I have stated my general opinion in the introduction and re-stated it in the conclusion.
- ◯ I have written one paragraph for the topic and one paragraph against the topic.
- ◯ I have used words of addition (*furthermore, also*) and cause-effect (*because, as a result*).

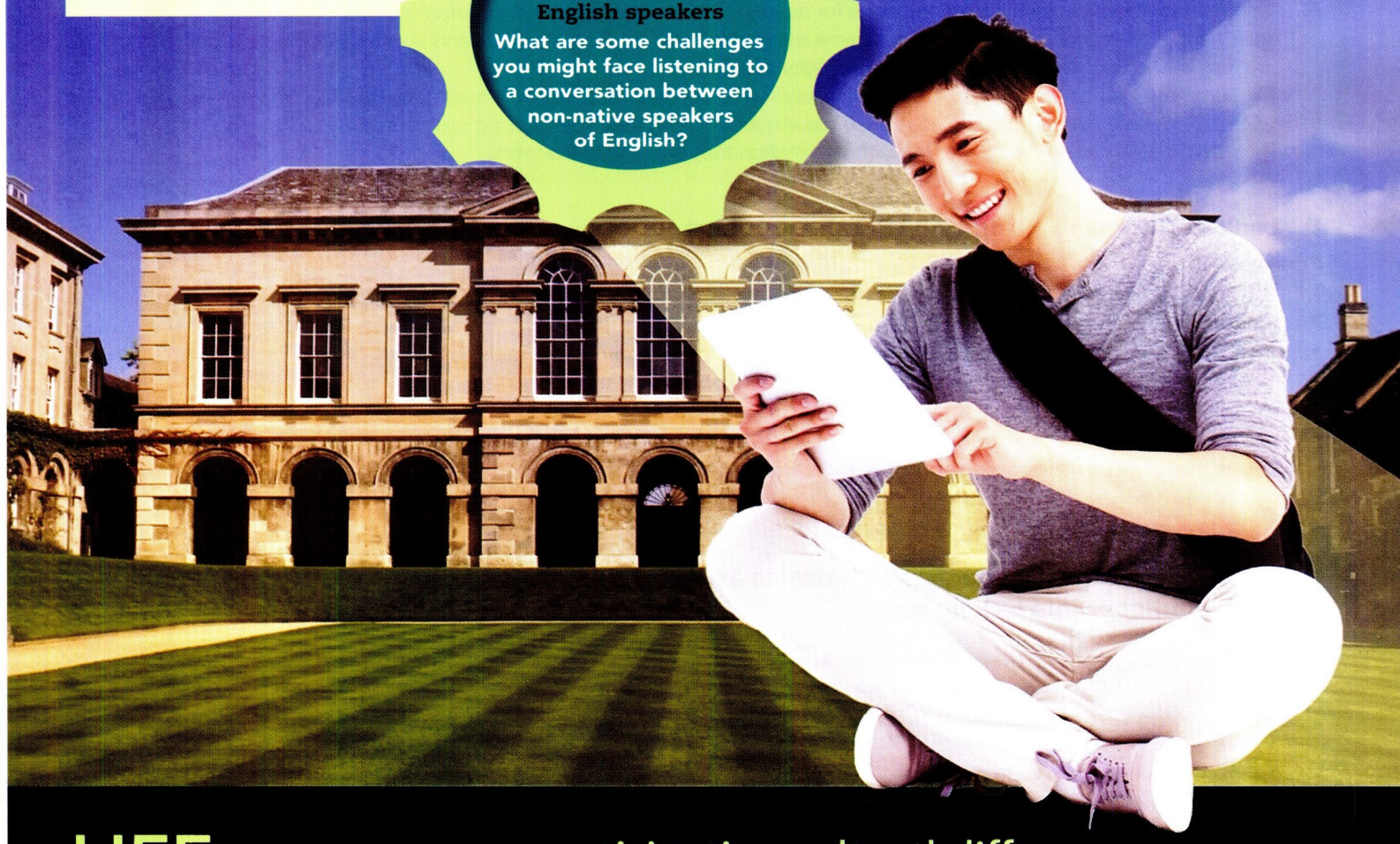
UNIT 4 A NEW LOOK AT LEARNING

IN THIS UNIT YOU

- learn language to talk about educational trends
- listen to people debate the merits of online learning
- write a variety of sentence types to describe a personal experience
- read about the value of a college degree
- talk about changes and new alternatives in education
- learn about anticipating cultural differences
- watch a video about the use of technology in the classroom

WRITING
sentence variety
Why might you want to include different types of sentences in your writing? What are some effects of using either short or long sentences?

LISTENING
understanding non-native English speakers
What are some challenges you might face listening to a conversation between non-native speakers of English?



LIFE SKILLS

SELF & SOCIETY

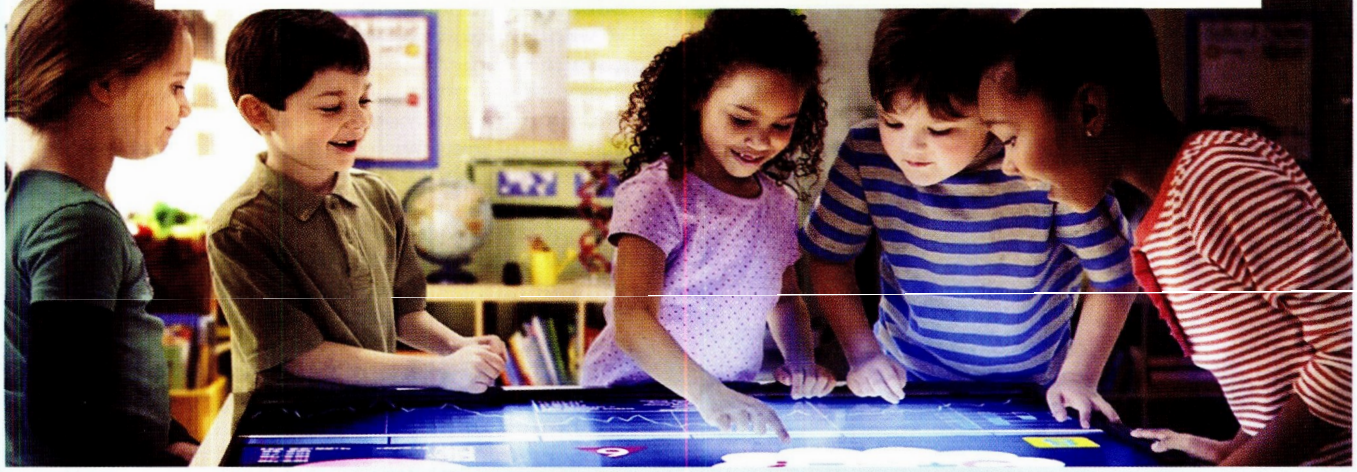
anticipating cultural differences
Do you ever meet people from different cultures? What kind of differences do you observe?

A Work in pairs. Look at the pictures and read the statements. Decide which of the areas listed in the box each statement relates to. You may decide that some or all of the statements relate to more than one area.

Education | Globalization | "Soft skills" like critical thinking | Technology

1

"We are currently preparing students for jobs that don't yet exist, using technologies not yet invented, in order to solve problems we don't even know are problems yet."
–Karl Fisch

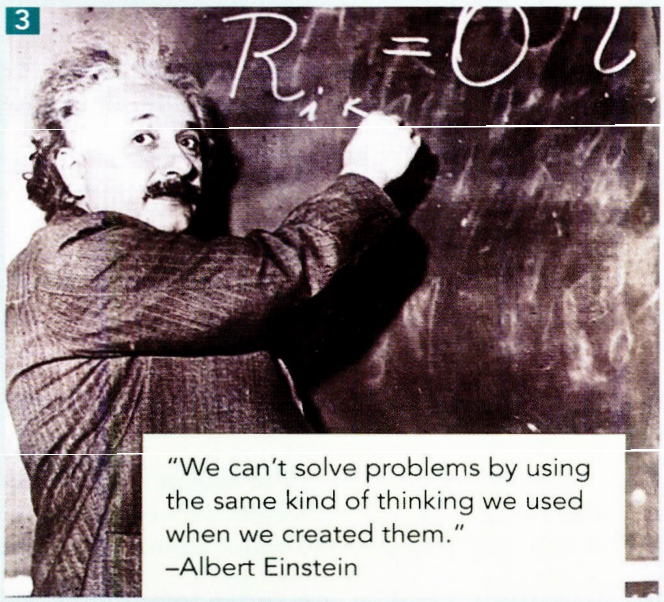


2



There are three times as many non-native speakers of English as there are native speakers.

3



"We can't solve problems by using the same kind of thinking we used when we created them."
–Albert Einstein

B Work in groups. Discuss the questions.

1 Choose one of the statements. What issues can you think of connected to this statement? How do they relate to your life now?
2 What are the general implications of the statements for your future?

1 SPEAKING: talking about educational alternatives

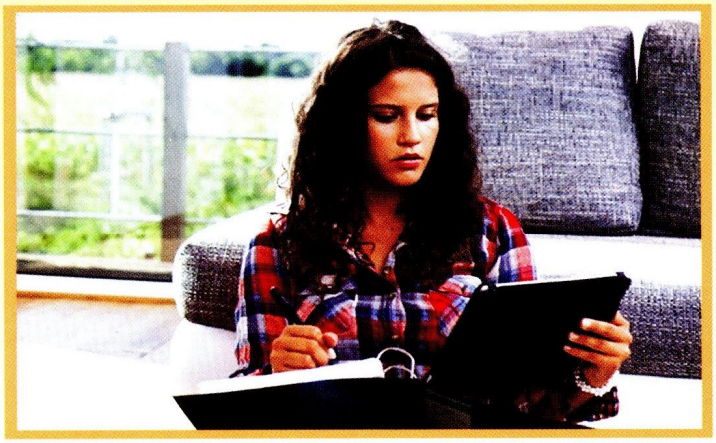
A Work in pairs. Read the article. Discuss whether the author is in favor of or against virtual degree programs.

ITHACAUNIVERSITY INVESTIGATES NEW LEARNING DEVELOPMENTS

THE ONLINE ALTERNATIVE

June 20th | 14 Comments

Not all students are alike. This may seem obvious, but it is something that our school systems, including universities, do not take into account enough. Students are all expected to learn and behave in a similar way, and though this may work for many students, it certainly doesn't work for everyone. The college dropout rate in the U.S.A. (students who do not finish a four-year degree program) is just a little less than 50%. Students drop out of college for a number of reasons, and most dropouts never get a chance to go back and finish their degrees.



In spite of this depressing statistic, there is now increasing hope that more students will get a college degree. Many universities in the U.S.A. are now offering online degree programs, a viable alternative to the traditional on-campus college. Virtual universities are offering a broad range of courses at very affordable prices. This makes virtual degree programs a good alternative for students who can't afford to pay the high tuition fees of traditional universities and don't want to get into debt by taking out huge student loans. They are also a practical solution for students who live too far away from the college where they want to study. Online programs foster skills such as self-discipline, decision-making, and time management. Students choose their own classes, set their own schedule, and report to a professor by phone or online. They can organize their studying however they want. Virtual students are not faced with the social distractions and peer pressure that on-campus students have to deal with, and they receive individualized tutoring from their faculty advisor. In addition, more universities are now offering free online courses that allow the student to get a taste of the topic before signing up for a full degree program. Online universities may be the answer for many people who want to get a college education, but can't or don't want to attend a traditional university.

B VOCABULARY: VERB COLLOCATIONS Find examples in the text in Exercise A to complete the lists of collocations.

1 take into: consideration, _____
2 get: a chance, a college degree, _____, _____, _____
3 drop out of: a class, a group, _____
4 offer a broad range of: choices, products, alternatives, classes, _____
5 set: goals, a date, a time, _____
6 be faced with: problems, _____, _____

C VOCABULARY: VERB COLLOCATIONS Work in groups. Discuss the questions.

1 Do many students drop out of college in your country? Why or why not?
2 What kinds of problems and decisions are college students often faced with?
3 What should you take into consideration when deciding where and what to study?

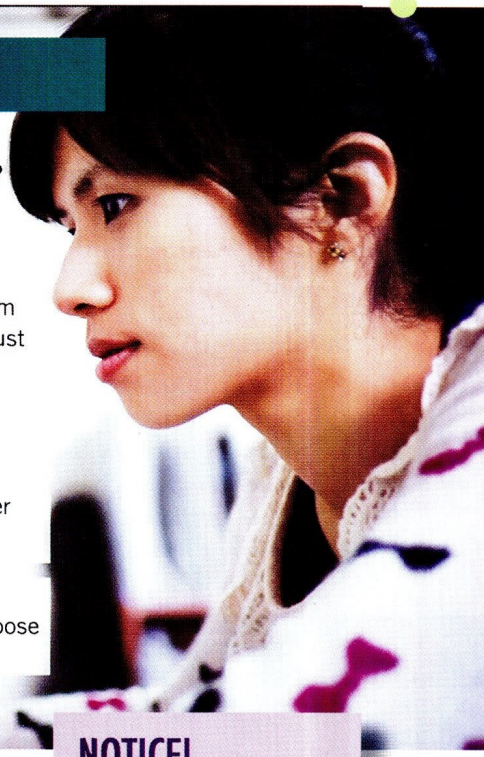
D 1.17 Listen to the radio broadcast. Take notes on the ways the guest speaker disagrees with the opinion in the article in Exercise A.

E Consider the opinions from Exercises A and D. What do you think of online colleges? Write notes to prepare a short talk.

F Independent Speaking Work in pairs. Take turns to explain your opinions. Were they similar or different?

2 GRAMMAR: relative pronouns with *–ever*

A LANGUAGE IN CONTEXT Read the discussion thread for a distance education class. Which students don't feel confident? Why?



Forums > General Discussion > Introductions

Luc Auchêne
Hello from Geneva, Switzerland. I hope I can keep up with this class. I'm very busy—I have a full-time job, and we have a new baby. I guess I'll just study whenever I can. Wish me luck!

Ji-Hyun
Congratulations on the birth of your child, Luc! I know what you mean about being busy, but whatever you do, don't panic! The thing I love about an online course is that I can study whenever I want—and however I want! In my pajamas, with music on, while eating … It's great.

Abdelrahim Alhamadi
Can someone please help me to register? Whatever password I try to choose is rejected!

NOTICE!
Underline the words in Exercise A that end with ***–ever***, such as ***wherever***? How are these words formed?

B ANALYZE Read the discussion thread in Exercise A again.

Function Choose the correct option to complete the rule.

Whatever, whenever, however, whoever, and *wherever* are used to talk about

a) a known, specific time, place, thing, or person
b) an unknown, general time, place, thing, or person

Form Complete the table with examples from the text.

	Pronoun	Followed by	Example
1	whatever	subject + verb	… (1) _____, don't panic!
		object + subject + verb	(2) _____ is rejected.
2	whoever	verb	Whoever designed this program did a good job.
3	whenever, however, wherever	subject + verb	You can put the books wherever you like on the shelves.
			I can study (3) _____ and (4) _____.

C PRACTICE Put the words in the correct order to form sentences.

1 take / I go / me wherever / I can / my tablet / with / .
_____

2 whatever / you / want / can study / language you / .
_____

3 have time / students / they / whenever / can study / .
_____

4 to study / you choose / however / it's / up to you / .
_____

5 log on, I / an error message / I try to / get / whenever / .
_____

WATCH OUT!
✘ Whatever I want to buy are too expensive.
✓ Whatever I want to buy is too expensive.

D NOW YOU DO IT Work in groups. Discuss the questions.

1 What would you like about an online class?
2 What would be challenging?

If you take an online course, you can … whenever/whatever/however you want.

3 PRONUNCIATION: vowel length before final consonant sounds

A 1.18 **Listen to the word pairs. Notice that vowel sounds are longer before voiced consonant sounds than before voiceless consonant sounds.**

Voiceless:	hurt	late	rope	cup	back	pick	safe	life	close	Miss
Voiced:	heard	laid	robe	cub	bag	pig	save	live	close	Ms.

B 1.19 **Listen and practice the sentences. Pay attention to vowel length. Then practice the sentences with a partner.**

1. I heard you got hurt in the chemistry lab.
2. The teaching assistant got laid off for being late.
3. The college library is close, but it's about to close.
4. The university orchestra played the best live music I've heard in my life.
5. When I got back to class, my bag was gone.
6. Ms. Taylor hates being called Miss Taylor.

4 LISTENING: understanding non-native English speakers page 24

Non-native speakers of English with different first languages sometimes use different stress, intonation patterns, and sounds, which you may not be familiar with. Identifying things that cause difficulties can help you understand other non-native speakers.

A 1.20 **Listen to three conversations and write the main idea of each one. Then work in pairs and discuss whether you found it easy to identify the topic.**

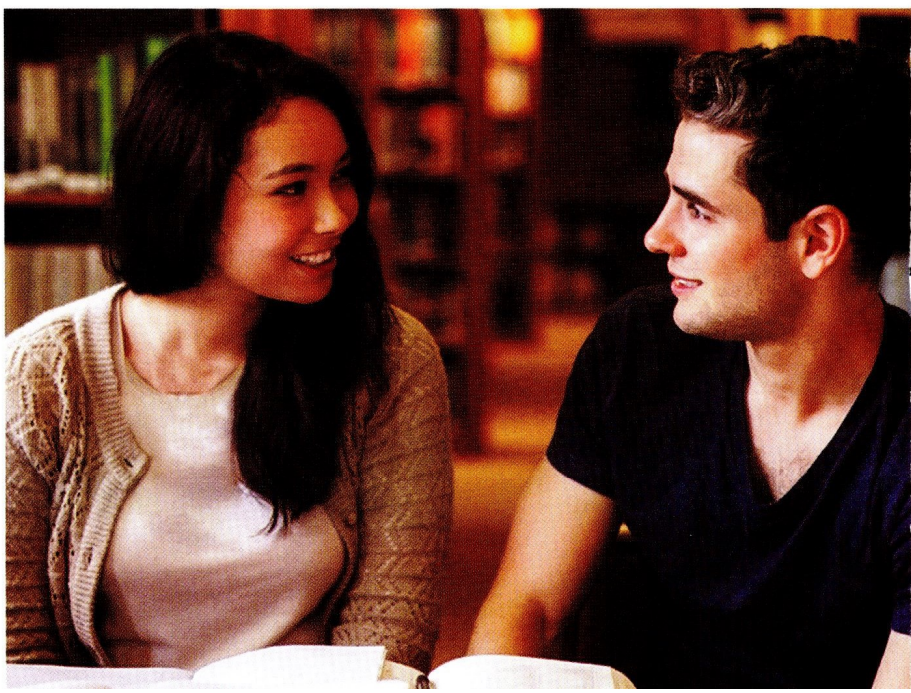
1. Main idea: _____
2. Main idea: _____
3. Main idea: _____

B Listen again. Which speaker did you find easier to understand in each conversation? Choose the reason(s) why you think it was easier.

- ☐ The accent sounds the same as or similar to mine.
- ☐ He/She uses sounds that I have in my language.
- ☐ The accent is one that I'm already familiar with.
- ☐ He/She spoke more slowly.
- ☐ Other: _____

C Work in groups. Discuss the questions.

1. What makes an accent (either native or non-native English) easier or more difficult for you to understand?
2. What are some strategies you can use when you are having trouble understanding someone's accent?
3. What are some actions you can take if you suspect someone is having trouble understanding your accent?



5 GRAMMAR: mixed conditionals

A 1.21 LANGUAGE IN CONTEXT Listen to the conversation. In what ways is technology changing education, according to the speakers?

Ruth: Wow. This article says that a large percentage of what you learn in college in any technical field will be obsolete by the time you graduate.

Patrick: Whoa, so if I had studied engineering, my degree might be obsolete by now.

Pete: Technology is changing everything. If my college weren't so high-tech, I wouldn't have been able to do international online projects. That experience helped me get this job.

Katrin: I agree. I studied at a more traditional college, and my computer skills aren't that great. If I had better IT skills, I probably would have gotten a better job. At least I know English. If I hadn't learned English, I don't think I would have *any* job!

NOTICE!

Find the sentences that contain the word ***if***. Underline the ***if*** clause and circle the result clause. Do the sentences follow the usual structure of 2nd or 3rd conditionals?

B ANALYZE Read the conversation in Exercise A again.

Form & Function Complete the table with examples from the conversation. Then choose the correct options to complete the table.

Function	Example	Mixed conditional form
For a current or general situation with a past result	If my college weren't so high-tech, I wouldn't have been able to do international online projects. If I (1) _____ better IT skills, I probably (2) _____ a better job.	*If* clause in (3) *2nd / 3rd* conditional, result clause in (4) *2nd / 3rd* conditional (*If* + simple past, … *would/could/may/might have* + past participle)
For a past event or situation with a present result	If I had studied engineering, my college degree might be obsolete by now! If I (5) _____ English, I don't think I (6) _____ any job!	*If* clause in (7) *2nd / 3rd* conditional, result clause in (8) *2nd / 3rd* conditional (*If* + past perfect, … *would/could/may/might* + infinitive)

C PRACTICE Combine the sentence pairs to make mixed conditional sentences.

1 Your cousin isn't good at taking exams. He didn't pass the college entrance exam.
If my cousin were _____

2 Your sister didn't study hard in college. She doesn't have a good job now.
If my sister had _____

3 The college doesn't offer a degree in management. You didn't apply to study there.
_____

4 Your uncle doesn't keep up with changes in technology. He lost his job.
_____

5 You didn't stay at your old job. You are not a department manager there now.
_____

6 The internet didn't exist 40 years ago. Your dad doesn't use it as well as you do.
_____

WATCH OUT!

✘ If I didn't know English, I hadn't gotten into this university.

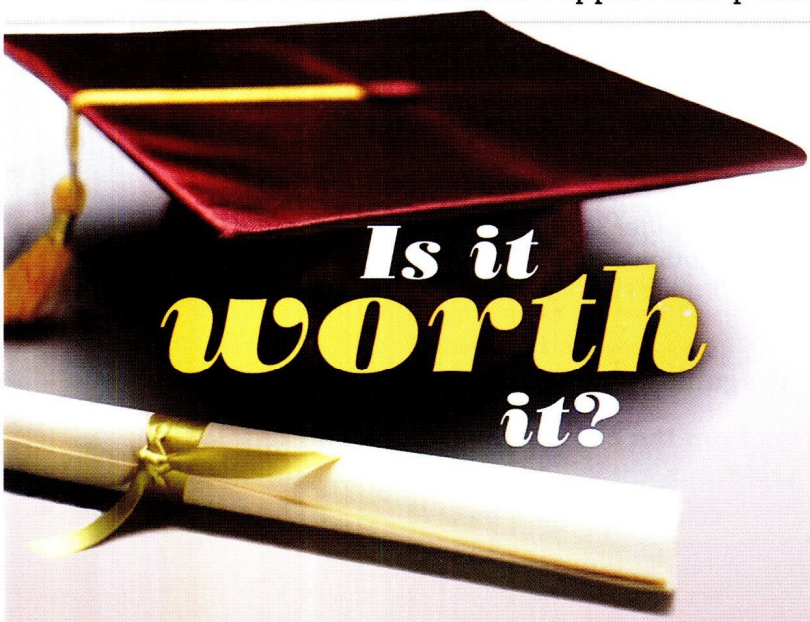
✓ If I didn't know English, I wouldn't have gotten into this university.

D NOW YOU DO IT Work in pairs. Talk about how technology has affected your education. Think about:

- something you did recently that you wouldn't have been able to do if the internet didn't exist
- something you would be better at now if you had had the technology for it when you were younger.

6 READING: a statistics-based argument

A Read the article. What is the author's main point? How are statistics used to support that point?



[1]In a world where an increasing number of people go through higher education, your college degree no longer makes you stand out in the way it used to. Almost 32% of young adults get a Bachelor's degree or higher in the U.S.A., and the national average cost of that four-year degree is estimated to be over $100,000 for public colleges, rising to many times that for some of the more outstanding private colleges. As a result, there is a legitimate question over whether a college standard of education is really worth it.

[2]In fact, the question really is: Worth it to whom? First, we have state and national governments, who invest heavily in education and look for social returns on that investment. From where they stand, it's important that increased levels of higher education produce tangible benefits, which indeed they often do. College graduates tend to be healthier, smoke less, and do more exercise than their less educated peers, and so they cost less in healthcare. They are more likely to vote, and only 4% of them live in poverty and require government support. In addition, college graduates tend to contribute more in taxes as a result of higher earnings.

[3]Indeed, the primary benefit to graduates themselves is that they stand to reap high financial rewards from a college education. Research shows that the average high school graduate will currently earn around $1.7 million over their working life, while the average college graduate with a Bachelor's degree earns roughly 94% more, at $3.3 million. As well as approximately doubling lifetime earnings, holding a Bachelor's degree halves the chance that you will be unemployed. In fact, it is predicted that by 2020 you will need a college education to even stand a chance of getting 63% of all jobs in the U.S. It stands to reason, then, that for those who can afford the initial costs, getting a college degree makes good financial sense.

[4]However, higher income is not guaranteed for all. Graduates in areas such as engineering, computers, and math can expect to earn up to 50% more than the average for all college graduates, while those in areas such as education may earn significantly less. Education majors who work in service jobs may actually earn around $1.3 million over their lifetimes—less than the average for high school graduates.

[5]Overall then, the question is still open. While the benefit to society seems clear, the value to the individual, at least in monetary terms, will depend on many factors, including where and what you choose to study. Ultimately, answering the question of whether a particular course is worth it is a very personal calculation, based on the importance you attach to income level, social standing, and personal fulfilment.

B VOCABULARY: WORDS RELATED TO *STAND* Match the words and phrases with the correct definitions. Use the contexts from the article in Exercise A to help you.

1	from where someone stands (*phr. para 2*)	a)	to be in a situation that makes something likely to happen for you
2	stand to do (*v. para 3*)	b)	according to the way a person views a situation
3	stand a chance (*v. para 3*)	c)	to be easily noticed or very obvious
4	standing (*n. para 5*)	d)	an acceptable level of quality or achievement
5	it stands to reason (*phr. para 3*)	e)	to have the possibility of doing something
6	standard (*n. para 1*)	f)	extremely good or impressive
7	stand out (*v. para 1*)	g)	someone's success or status
8	outstanding (*adj. para 1*)	h)	it is the logical conclusion

C VOCABULARY: WORDS RELATED TO *STAND* Work in groups. Discuss the questions.

1. What information in the text stood out to you as surprising or especially interesting?
2. In your country, do you stand a chance of getting a good job just on the basis of a degree from a college of good standing, or are hiring standards changing?
3. In your opinion, what qualities make someone an outstanding job candidate?

7 WRITING: sentence variety — punctuation with connectors

If you use only simple sentences, even if they are grammatically correct, your writing will not sound sophisticated. Combining ideas results in different sentence types. In order to do this successfully, you need to know the punctuation rules for different types of connectors.

A **Read the excerpt from a personal essay from a college application. Underline the connectors that join ideas, such as *but*, *so*, *although*, *when*, and *however*.**

PERSONAL ESSAYS

1. Describe your intellectual interests, their evolution, and what makes them exciting to you.

Last summer I traveled in Turkey, where I first experienced how cultural customs affect the way people do business. While browsing the bazaars, I quickly noticed that most purchases required bargaining. Sometimes I pretended not to be interested in a product, even though I actually wanted to buy it, and I often got a better price this way. However, I always had the feeling that I wasn't getting the best price. Turkish and American prices differ wildly, so I had no reliable standard of comparison. I eventually realized there is no "real price"; that is, the price is only what the seller will accept and what the buyer will give at any given moment. Since what is acceptable to both buyer and seller depends on the circumstances, the price is always different.

B **Look at the underlined words in Exercise A. Choose the correct options to complete the punctuation rules.**

1 Use a *comma* / *semicolon* before words like *and*, *but*, *or*, and *so*.
2 Use a *period* / *comma* before connectors like *because*, *where*, and *even though* when they appear in the middle of a sentence.
3 Use a *comma* / *semicolon* before words like *however*, *that is*, and *on the other hand* when they appear in the middle of a sentence. *Use* / *Don't use* a comma after these words.
4 *Use* / *Don't use* a comma after words like *however* and *therefore* at the beginning of a sentence.
5 When words like *since* and *because* appear at the beginning of a sentence, use a *comma* / *period* at the end of the clause, not after the word.

C **Combine the two ideas into one sentence using the connector in parentheses and the correct punctuation.**

1 Cross-country running is a compelling activity for me. It is one of the purest forms of effort. (*because*)

2 I train hard all year. I truly learned what "trying hard" meant when our team ran up Bear Lake Mountain. (*however*)

3 Our coach challenged the team to run up the mountain without walking. I decided to take the challenge. I wasn't a top runner on the team. (*although*)

4 Sometimes I felt like quitting. My teammates encouraged me. (*but*)

5 We were almost at the top. All my teammates quit and walked. (*when*)

6 My coach wouldn't know if I walked. I would know. (*but*)

7 I didn't quit. I didn't want to let myself down. (*because*)

lifeSkills

ANTICIPATING CULTURAL DIFFERENCES

- Decide what information you might need to know.
- Consider possible difficulties caused by cultural differences.
- Figure out how and where to get the information you need.

A Read the information from AIESEC, a global student-run organization. Then imagine you are planning to apply for an internship in Cameroon. Complete the chart with some questions about the culture that you would like answered before you go.

PERSONAL & PROFESSIONAL CHALLENGE IN A GLOBAL ENVIRONMENT

The Global Internship Program gives students and recent graduates the opportunity to take on a cross-cultural professional development experience with leading global brands and small to medium sized enterprises in 125+ countries and territories. The Programme specifically targets skill development both to meet the education plan of the intern participating as well as to support filling a talent need for the company.

Details:

- Duration: 6 weeks to 18 months
- Salary covers living costs except some development internships
- It takes between 2–7 months to find an internship and complete the selection process
- Application fee varies by country
- Airfare is usually not included

Clothing	Food	Time
• Do interns dress formally or informally?	• What time of day is the main meal eaten?	• Do meetings usually start on time?
• _____	• _____	• _____
Gifts	**Making friends**	**Other**
• What are some appropriate gifts to bring from my country?	• Do men and women socialize together?	• _____
• _____	• _____	• _____

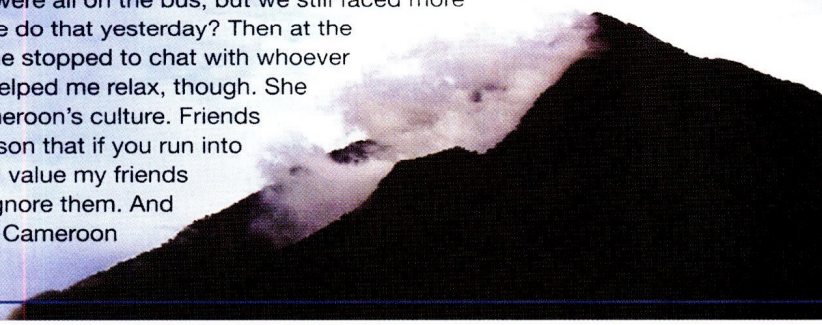


B Read this blog entry from a previous intern. Then discuss the questions with a partner.

PRINT | LIKE IT (16) | COMMENT (5) | EMAIL

July 28

The Center here offers a range of trips, so I decided to climb Mt. Cameroon with some of the other interns. We had a three-day weekend recently, and I wasn't sure I'd get another chance. But I almost thought we wouldn't make it! We set a time with the bus driver the day before—8:00 am. At 9:15, I went to the driver's house to get him. Finally we were all on the bus, but we still faced more delays. First the driver needed to buy gas. Why didn't he do that yesterday? Then at the gas station he started talking with friends. Come on! If he stopped to chat with whoever he met, we'd never get there. One of the other interns helped me relax, though. She reminded me that socializing is an essential part of Cameroon's culture. Friends and relationships are so important here. It stands to reason that if you run into someone you know, you'll spend time talking with him. I value my friends too, but sometimes when faced with work or school, I ignore them. And you know what? We got there in plenty of time, and Mt. Cameroon was outstanding. Click here for my hiking photos.



1 What difficulty did the intern have?
2 What caused this difficulty?
3 What values do you imagine are common in the intern's home country that are different in Cameroon?
4 What information could the intern have researched before his internship that would have prepared him for this situation?

C **Work in pairs. Look at the sources and think about what kind of information they provide. Then compare with your list of questions from Exercise A. Where would you go to find the information to answer your questions?**

- the website of the internship organization
- a citizen of Cameroon
- a former intern from your own country
- a guide book
- a travel agency
- an online blog by a foreign tourist visiting Cameroon
- a news article about current events in Cameroon
- the Embassy of Cameroon in your own country

D **Discuss the questions.**

1 Look back at the questions you wrote in Exercise A. Which ones are relevant for a visitor to your country? How would you answer them?
2 What other cultural information about your country do you think would be important for a visitor to know?

REFLECT ... How can the skill of anticipating cultural differences be useful to you in **Work & Career** and **Study & Learning**?

HOW TO SAY IT

It's not that common for ... to ...
It's normal to ...
They'd need to know that whenever we ...
If they don't want to stand out too much, they'd have to ...

RESEARCH ...

Choose an upcoming event or decision in your life such as a job, internship, vacation, or new course for which you will need information in advance. Prepare a list of questions for which you want answers. Decide where you will go to find the answers, and then conduct your research. Report back to the class about the process.

Language wrap-up

1 VOCABULARY

Complete the paragraph with appropriate forms of the words and phrases from the box. (10 points)

a broad range of be faced with drop out of get a college degree outstanding
set goals stand a chance stand to reason standing take into account

For many students, (1) _____ means not only studying hard, but also (2) _____ high tuition fees, which necessitate getting a job. Students often work long hours, which can obviously affect their grades and academic (3) _____ if they don't have enough time to study. Sadly, many students end up (4) _____ college, and those students often don't (5) _____ of getting a high-level job. However, many universities offer work-study programs with (6) _____ on-campus jobs that can help a student pay tuition fees. Unlike so many off-campus jobs, work–study programs (7) _____ the fact that students need plenty of time to study. It (8) _____ that students in these programs are often able to maintain an (9) _____ grade point average even though they have to work. Of course, combining work with going to school requires the ability to be organized and to (10) _____, but work-study programs can make that just a little bit easier for students.

8–10 correct: I can use specific verb collocations and words related to *stand*.
0–7 correct: Look again at Sections 1 and 6 on pages 46 and 50.

SCORE: /10

2 GRAMMAR

A Complete the paragraph with *however*, *whatever*, *wherever*, *whenever*, or *whoever*. (6 points)

I've decided to hire a personal tutor to help me with my chemistry class. (1) _____ I listen to my professor's lectures, I feel confused. Reading the textbook doesn't help, and (2) _____ wrote it doesn't explain things very well. I've reread my notes, looked up explanations online, and studied with my roommate, but (3) _____ I've tried hasn't worked for me, so it's time to try something new. I've also decided to do my homework alone instead of with friends because (4) _____ my friends are, they are listening to music! It's very distracting. I'm ready to try new methods of learning, too. I will study (5) _____ my tutor asks me to. (6) _____ said chemistry was the hardest class at this college wasn't kidding!

B Combine the sentence pairs to make mixed conditional sentences. (4 points)

1 Your friend had to start working after high school. He doesn't have a college degree.
_____

2 Your college has a high standing. You got a good job after you graduated.
_____

3 Your colleague didn't understand the instructions. He is writing his report again.
_____

4 Your boss doesn't have good communication skills. She made people angry yesterday.
_____

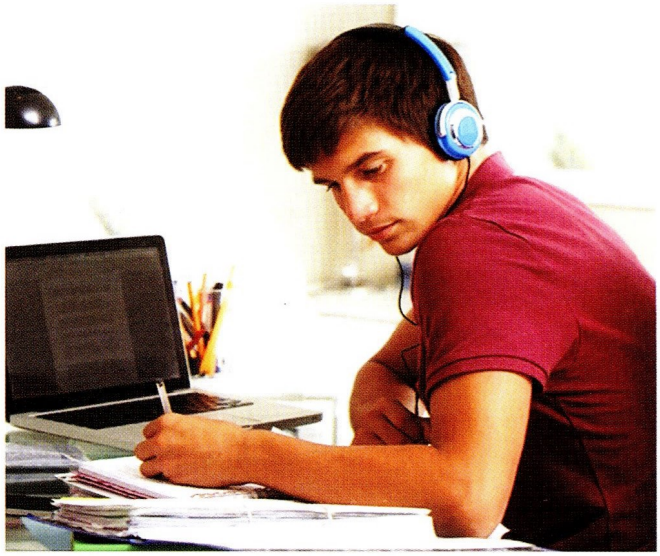
8–10 correct: I can use relative pronouns with *–ever* and mixed conditionals.
0–7 correct: Look again at Sections 2 and 5 on pages 47 and 49.

SCORE: /10

SPEAKING WORKSHOP

Expressing and supporting personal preferences





A 1.22 **Listen to someone answering the question in the box. Note the reasons she gives. Compare your notes with a partner.**

Would you rather take a class entirely online, or in a traditional classroom setting?

B **Listen again. Complete the sentences.**

1 I _____ take a class in a traditional classroom setting _____ an online class.
2 _____ main reasons.
3 The first _____ I'm just not very good with technology.
4 _____, I forget my password, lose my student ID, click on the wrong link …
5 _____ is that I work better in small groups.
6 _____, I don't do very well without supervision.
7 That's why an online class really _____.

C **Complete the outline to give your answer to the question.**

Preference: _____
Reason 1: _____
Example: _____
Reason 2: _____
Example: _____
Reason 3: _____
Example: _____

D **Talk to your group or to the whole class and answer the question in Exercise A.**

HOW ARE YOU DOING?

- ◯ I clearly stated my preference.
- ◯ I gave reasons to explain my preference.
- ◯ I used examples to support my reasons.

UNIT 5 ON THE WILD SIDE

IN THIS UNIT YOU

- learn language to talk about animals and conservation efforts
- read a magazine article about the interdependency of species
- talk about animal protection and rescue
- listen to a story about an orangutan
- write a letter to a newspaper editor about an animal welfare / conservation issue
- learn about decision-making styles
- watch a video about suburban beekeeping

READING
understanding definitions
Sometimes writers give definitions of words directly in a text. Why might they do this?

SPEAKING
summarizing
In what situations to you have to give an oral summary? What are some different types of information you might summarize?



LIFE SKILLS
SELF & SOCIETY

understanding decision-making styles
When you are a member of a group, do you prefer to take part in making decisions, or to have someone else make them?

A Draw at least three arrows between the parts of the ecosystem that you consider to be directly connected in some way. Then explain to a partner why you have drawn the arrows.

For example:
You could draw an arrow going from the fish to the heron because fish are a food source for birds.

A: *I think … and … are linked because …*
B: *I've drawn this arrow because …*



B Work in groups. Discuss how the things in the pictures can affect people.

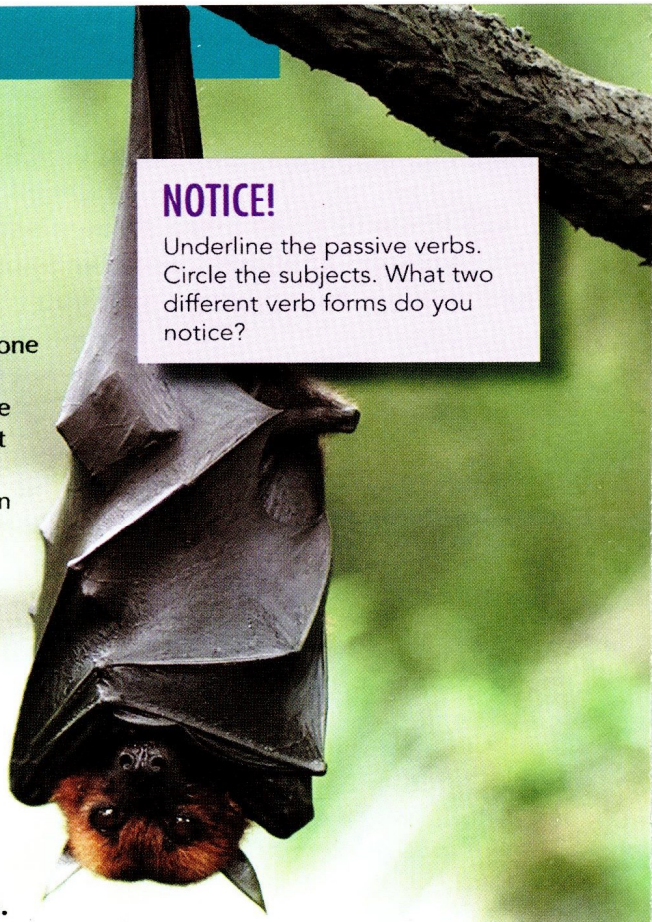
Trees reduce air pollution by taking in carbon dioxide and releasing oxygen.

1 GRAMMAR: impersonal passive

A LANGUAGE IN CONTEXT Read the article. Which opinion about bats is closest to your own?

Bats about Bats

It is said that beauty is in the eye of the beholder, meaning that what's beautiful to one person might look unappealing to another. Not only is beauty individual, it is also cultural. One fascinating example of this is the bat. In Western Europe and North America, bats are thought to be scary or even dangerous. People think of the legends of vampires, or of diseases that can be spread by bats. Even in areas where it is known that bats pollinate plants and eat harmful insects such as mosquitoes, most people would say they find bats ugly. In China, on the other hand, it is believed that bats bring luck. The word for "bat" in Chinese sounds the same as the word for happiness, and bats have therefore come to represent happiness and good fortune. Because bats have a long lifespan, they can also symbolize longevity. Bat images can frequently be found in Chinese art. So whether a particular animal is considered friend or foe might just depend on where you live!



NOTICE!

Underline the passive verbs. Circle the subjects. What two different verb forms do you notice?

B ANALYZE Read the article in Exercise A again.

Form Complete the table with examples from the article.

Active	Impersonal passive 1: *It* + passive + *that* clause	Impersonal passive 2: subject + passive + infinitive
People say that beauty is in the eye of the beholder.	It is said that beauty is in the eye of the beholder.	Beauty is said to be in the eye of the beholder.
People think that bats are scary.	It is thought that bats are scary.	(1) _____ scary.
People know that bats pollinate plants.	(2) _____ bats pollinate plants.	Bats are known to pollinate plants.
People believe that bats bring luck.	(3) _____ bats bring luck.	Bats are believed to bring luck.

Common verbs used with the impersonal passive include *assume, believe, claim, consider, estimate, know, recommend, report, say, think,* and *understand.*

Function Choose the correct option to complete each sentence.

1 The impersonal passive is more *formal / informal* than the active.
2 The impersonal passive is *more / less* common than the active.
3 We use the impersonal passive with *active verbs / reporting and opinion verbs*.

C PRACTICE Rewrite the sentences in two different ways using the impersonal passive.

1 In ancient Egypt, people believed that beetles were lucky.
2 People in Greece think that bulls represent strength.
3 Deer are often shown in Chinese art because people say they symbolize prosperity.
4 Many people think that elephants have a good memory.
5 Some cultures believe that goldfish bring good luck to marriages.
6 Where I grew up, many people thought that black cats were unlucky.

D NOW YOU DO IT Work in groups. Discuss the questions.

Talk about common beliefs in your culture. What animals have the most positive associations? What animals are generally considered unlucky or dangerous?

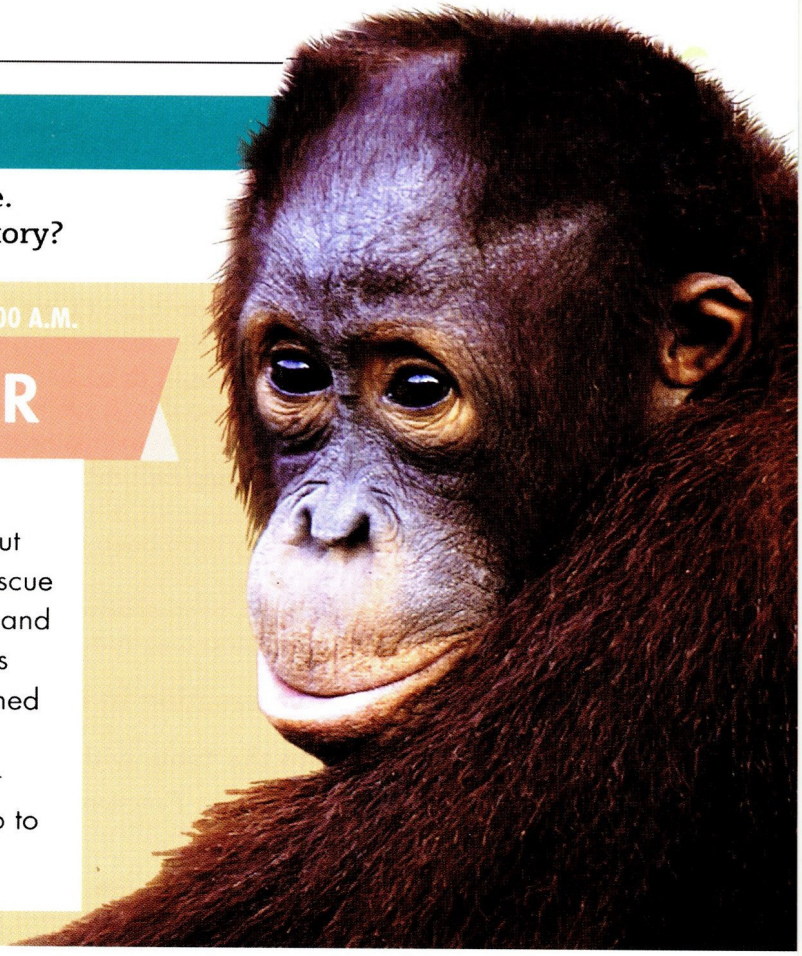
2 LISTENING: to a story

A Read the synopsis from a radio show guide. What do you think probably happens in the story?

DECEMBER 8, 9:00 A.M.

THE ANIMAL HOUR

Writer Margaret Nelson reads a short story called *Lena*, from her collection of stories about animals. Nelson is active in several animal rescue programs, and last year she traveled to the island of Borneo to visit an orangutan sanctuary. This story is based on the life of an orangutan named Lena. This is not just another feel-good animal story with a happy ending; Nelson hopes that people will listen not only to the story, but also to the messages within it.



B VOCABULARY: ANIMAL RESCUE Read sentences (a–f) from the story *Lena*. Write the words in bold next to their definitions (1–6).

a) Lena's **natural habitat**, the Indonesian rainforest, is being destroyed at a frightening speed, and over half of the rainforest has already been destroyed.
b) Humans helped the young apes learn essential orangutan skills that they would have learned from their mothers if they had not been raised **in captivity**.
c) In **the wild**, young orangutans stay with their mothers for eight years.
d) Today, orangutans are an **endangered species**.
e) On the day of their **release**, they were taken deep into the forest.
f) **Smugglers** sell the young apes to people who don't care that these animals are not meant to be pets.

1 _____: a situation in which wild animals are kept by people
2 _____: a place where humans do not live
3 _____: a type of animal or plant that may soon become extinct
4 _____: the act of letting an animal leave the place where you have been keeping it
5 _____: people who take things into or out of a country illegally to earn money
6 _____: a specific environment where a species typically originates from

C 1.23 VOCABULARY: ANIMAL RESCUE Listen to the story. Take notes to help you remember the important points. Then use the words in Exercise B to help you summarize the story with a partner.

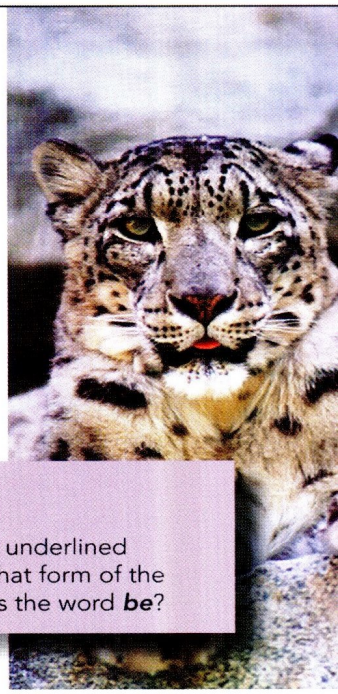
D Work in pairs. Discuss the questions. Use information from the story and your own ideas.

1 Why are orangutans becoming an endangered species?
2 Why do you think it often takes several years before orangutans can be released back to their natural habitat?
3 In your opinion, does it really matter if an animal becomes extinct? Why or why not?

3 GRAMMAR: passive modals

A 1.24 LANGUAGE IN CONTEXT Listen to the conversation. What do Lee and Larissa agree about? What do they disagree about?

Lee: We can take a walk by the lake. I think the zoo has been closed for repairs.
Larissa: No, wait—the gates are open, so it can't have been closed yet. Let's go in!
Lee: Actually, I'd rather not. I don't like zoos because wild animals shouldn't be kept in captivity. In fact, I think zoos ought to be banned.
Larissa: Really? I disagree. A lot of good things can be done at zoos. For example, some species may have been saved from extinction because of zoo breeding programs.
Lee: Well, endangered species could be bred anyway and then released into their natural habitats.
Larissa: But their natural habitat may have been destroyed. Where would they be released?
Lee: True. People shouldn't have been allowed to destroy those habitats. We need stronger laws to stop that from happening.



NOTICE!
Look at the underlined phrases. What form of the verb follows the word ***be***?

B ANALYZE Read the conversation in Exercise A again.

Form & Function Complete the table with examples from the conversation.

Modal	Form	Function	Examples
can, could, may, might, will, would	modal verb + *be* + past participle	We use these forms to talk about present and past ability or future possibility in the passive.	*Endangered species* (1) _____ *anyway.* *I disagree. A lot of good things* (2) _____ *at zoos.* *Where* (3) _____ *they* _____?
must, ought to, should	modal verb + *be* + past participle	We use these forms to talk about necessity and advisability in the passive.	*... wild animals* (4) _____ in captivity. *In fact, I think zoos* (5) _____.
could, can't may, might, must	modal verb + *be / have been* + past participle	We use these forms to talk about deduction and speculation in the present or past.	*The gates are open so it* (6) _____ *yet.* *Some species* (7) _____ *from extinction.*
should	modal verb + *have been* + past participle	We use this form to give criticism of something that happened in the past.	*People* (8) _____ *to destroy those habitats.*

C PRACTICE Complete the paragraph from a wildlife conservation blog. Use active or passive forms of the verbs in parentheses.

WATCH OUT!
✘ Their habitats shouldn't have destroyed.
✓ Their habitats shouldn't have been destroyed.

Supporters of zoos ought to (1) _____ (*visit*) zoos more often. If they spent more time observing zoo animals, they might (2) _____ (*realize*) that wild animals shouldn't (3) _____ (*keep*) in captivity. Zoo proponents argue that animals bred in zoos can (4) _____ (*use*) to increase wild populations and that these breeding programs can (5) _____ (*save*) species from extinction. However, the responsibility for the survival of wildlife cannot (6) _____ (*give*) to zoos. Governments must (7) _____ (*hold*) responsible for the well-being of the planet. Too often, politicians promise that the environment will (8) _____ (*protect*), but this does not happen. Many species that are now extinct could (9) _____ (*save*) if governments had acted responsibly at the time. The public must (10) _____ (*demand*) action from their elected officials. Act now!

D NOW YOU DO IT Work in groups. Discuss whether you agree or disagree with the ideas in Exercise C.

4 PRONUNCIATION: final consonant clusters

A 1.25 **Listen to the words and notice the sounds in the consonant clusters in bold. Then listen again and practice the words.**

Two final consonant sounds: hi**ves**, pa**ths**, pe**st**, expe**ct**, wi**dth**, le**ngth**, wa**tched**
Three final consonant sounds: absor**bed**, u**rged**, swa**rmed**, wa**rned**, involved, ta**stes**, ma**sks**, ri**sks**

B 1.26 **Listen to the text. Work in pairs and practice reading it, paying attention to the consonant clusters.**

We were absorbed as we watched the men in safety masks approach the bee hives. The bees swarmed the length of the paths to the hives as their instincts urged them to attack. We were warned of the risks involved in watching, but we wanted to find out what fresh honey tastes like!

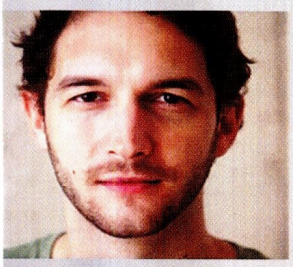
5 SPEAKING: summarizing

To give an oral summary of a text, identify the main ideas, select a few key words, decide on the clearest order for presenting them to your listener, and then explain the main ideas in your own words.

A **Work in pairs. Read the question. Student A, read Jake509's answer. Student B, read Diane_Flint's answer. Decide whether each writer is for or against the sale of wild species as pets.**

Animal Issues

Home · Account · Login



Do you think pet stores should be allowed to sell wild species as pets?

Jake509: If pet stores are not allowed to sell wild species, wild animals will be bought from smugglers or other illegal sources. However, if people buy animals in pet stores, and if pet stores buy from authorized breeders, the illegal capture and sale of wild animals can be stopped, or at least reduced. It is also a fact that some pet stores help educate people about animals, both domestic and wild. Anyone who buys an animal at a good store will be given detailed instructions for taking care of it. When people have some contact with wild animals, they are much more likely to support efforts to preserve habitats and save endangered species.



Answer

Diane_Flint: I know that most of the wild animals sold in pet stores are bred in captivity, and in most cases these animals could never be released into the wild, but that does not mean that they make good pets. Many people buy cute baby animals and then do not know what to do with them when they grow up and begin to exhibit behaviors like biting or scratching. Furthermore, many animals are still caught in the wild, which damages wild populations and causes trauma and suffering for the animals that are caught. These factors should be considered by anyone who is thinking of buying a wild animal as a pet.

B **Prepare to summarize the answer you read in Exercise A. Underline the main ideas in the answer you read in Exercise A. Then answer the questions.**

1 What is the writer's thesis, or most important point?
2 Can you state the main ideas you underlined in your own words?
3 Should any details or examples be included in your summary?
4 Choose 3–5 key words to use in your summary.

C **Work in pairs. Give your partner a summary of the answer you read. Then discuss which point of view you agree with.**

6 WRITING: a letter to a newspaper editor

A What are some reasons for protecting these creatures? What are some reasons for getting rid of them?

1 deer 2 mosquitoes 3 wolves

B Read the letter at the bottom of the page. Summarize the main argument in one sentence.

C VOCABULARY: ADVERB-ADJECTIVE COLLOCATIONS Match the adverbs with the words that they are commonly used with.

1 over/under	a) organized/effective/successful
2 highly	b) populated/estimated/utilized
3 well/badly/poorly	c) organized/done/thought-out

D VOCABULARY: ADVERB-ADJECTIVE COLLOCATIONS Write the correct collocations from Exercise C next to the concepts from the letter below.

1 bow hunting _____
2 effort needed from both people and the government _____
3 the area _____

E Work in pairs. Use the guidelines and example to write a letter to the editor stating your opinion. Include at least one phrase from each group in Exercise C.

1 Choose one of these topics:
   - Animals in captivity in zoos
   - The sale of wild animals as pets
   - The control of "suburban wildlife" such as deer or squirrels
2 State your opinion in a topic sentence.
3 Briefly explain the background to the problem.
4 State your arguments/opinions.
5 Write a concluding sentence which re-states your topic sentence in different words.

The Morning Gazette

Monday, April 16

Dear Environment Editor,

I am writing in the hope that I can motivate other people in our city to pressure the City Council to do something about our suburban deer. Although they are a native species, when humans settled in this area, they removed the wolves and other predators, without considering the effect that this would have on large mammals such as deer. With no animals to kill them off, the area is now overpopulated with deer, which poses a real threat to people. In some ways, they are just a nuisance—they eat the flowers out of our yards and trample our plants. But they also carry diseases that can be spread to humans through fleas and ticks. The most dangerous of these is Lyme disease, which can be fatal. Deer are also a significant problem on our roads. Did you know that last year, deer were blamed for 1.2 million car accidents in the U.S.A.? And they're not easy to get rid of. Some communities have turned to bow hunting to cope with their deer, but this method hasn't been highly successful, and it isn't safe for people. It will take a well-organized effort from both private citizens and the city government to combat the suburban deer.

Scott Stewart, Cool Springs



7 READING: understanding definitions

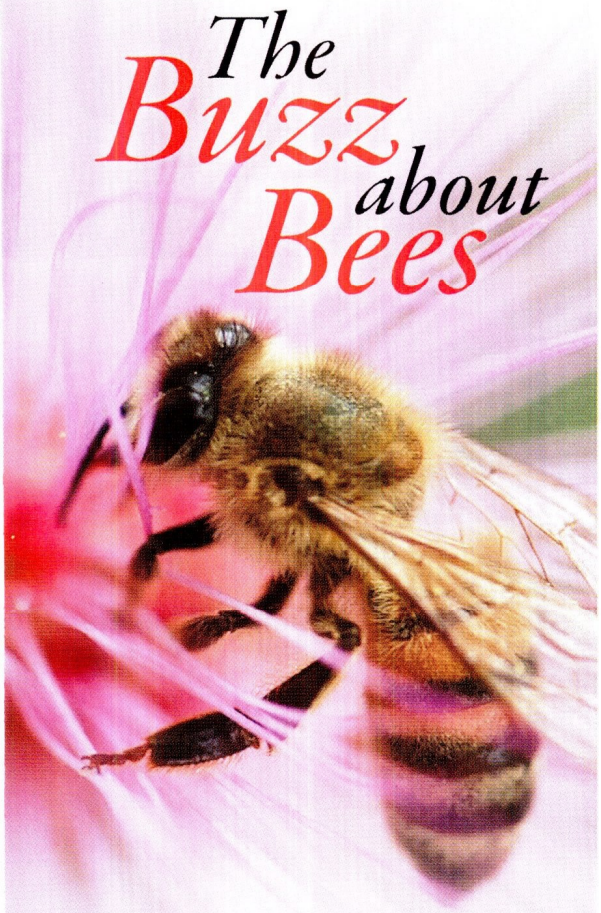
Being able to recognize definitions helps you to understand both concepts and specific words in a text. Definitions may be given directly, signaled by punctuation, or implied by a list of examples.

A **Work in pairs. Discuss the questions.**

1 When is the last time you saw a bee? Where did you see it, and what was it doing?
2 How do you think bees can have an effect on our lives?
3 Skim the article. Where do you think you might see an article like this?

B **Read the article and discuss the questions in groups.**

1 What problem does the article discuss? Why is it an important problem?
2 What causes of the problem are mentioned? Can you think of any others?
3 What solutions does the article propose? Can you think of any other solutions?



The Buzz about Bees

[1]If the price of food is higher next year, don't blame your supermarket—blame the death of millions of beehives, a phenomenon known as colony collapse disorder, or CCD. In fact, CCD has destroyed more than 10 million beehives since 2007 just in North America. Each colony, or community, of honeybees, contains around 30,000–50,000 insects, so the number of insect fatalities is enormous.

[2]There are known to be around 20,000 different species of bees, which live on all continents except Antarctica. Bees of all types are pollinators—that is, by spreading pollen when they fly from flower to flower, they fertilize plants, which causes fruits or vegetables to grow. Many North American crops, including apples, apricots, blackberries, carrots, almonds, broccoli, onions, watermelon, and more, cannot be fertilized except by bees. Fewer bees, therefore, means fewer (and more expensive) apples; no bees means no apples.

[3]It is now understood that CCD has more than one cause. Originally, it was thought that pesticides—chemicals sprayed on crops to kill insects—were responsible for killing the bees. However, CCD was observed among bees in the wild who fed from wildflowers as well as those which pollinated commercial crops. In the 1980s, varroa mites, which are parasites that suck blood from both adult and developing honeybees, were introduced into the southern United States. and they have spread from there. Loss of habitat is another problem for bees. Human development has resulted in a loss of plants that produce food for bees and a loss of space for them to build their hives in peace. It is even thought that climate change is stressing bee health.

[4]The real cause of the bees' decline is probably a combination of all these factors. It has been shown that pesticides and fungicides, used to kill funguses on food crops, don't necessarily kill bees, but they do weaken them—which leaves them more vulnerable to diseases and mites.

[5]While there are products such as Apistan, which can kill varroa mites, they are not highly effective. A better solution must be found, including protection of bees' natural habitat and a reduction or elimination of agricultural chemicals that weaken and kill bees. For both ecological and economic reasons, we simply can't afford to lose our honeybees.

C **Read the article again. Match the term being defined (1–6), the method of definition (a–f), and the definition (i–vi). The first one is done for you.**

1 colony collapse disorder	a) *that is*	i. chemicals that kill insects
2 colony	b) a list of examples	ii. community
3 pollinators	c) *which* + explanation	iii. the death of millions of beehives
4 crops	d) or	iv. plants grown for food
5 pesticides	e) definition between dashes [—]	v. something that fertilizes plants by spreading pollen
6 varroa mites	f) *known as*	vi. parasites

lifeSkills

UNDERSTANDING DECISION-MAKING STYLES

- Understand the advantages and disadvantages of different decision-making styles.
- Determine which decision-making style is most appropriate for a given situation.
- Carry out the decision-making process, and reflect on whether it went well.

A **Work in pairs and discuss the questions.**

1 Do you find it easier to make decisions on your own, or as part of a group?

2 What kind of problems can arise when making decisions as a group?



B **Write a word or phrase from the box next to each description of a decision-making style.**

authoritarian committee consensus majority rule

1 _____: The decision is made by holding a vote on two or more options. Each person gets one vote, and the option that receives the most votes wins.

2 _____: In a large organization or group, people choose a smaller group of people to make the decision. The large group agrees to accept the decision made by the smaller group.

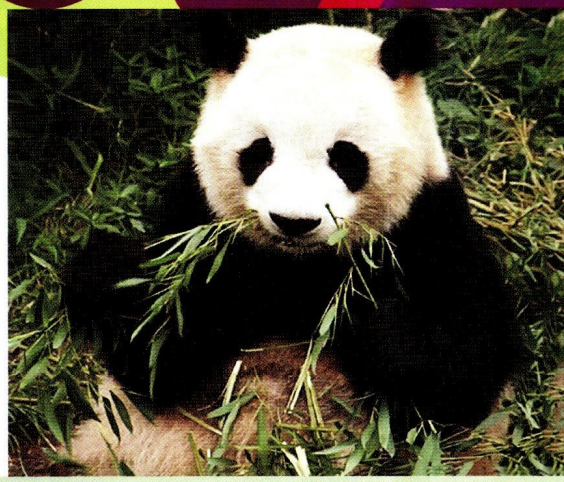
3 _____: One person makes the decision for the whole group.

4 _____: The aim is that everyone in the group should agree on the final decision. If there are different opinions, people talk and compromise until disagreements are resolved.



C **Check the statements that you think apply to each decision-making style. (In some cases, you can check more than one statement.) Discuss your answers with a partner.**

	Authoritarian	Committee	Consensus	Majority rule
a) It's a slower method.				
b) It's a faster method.				
c) Everyone's opinion is heard.				
d) It's fair to everyone.				
e) Power is not equal.				
f) It's a good way of making decisions about how a country is run.				
g) It's a good way of making decisions in a small organization.				



D Work in pairs. Discuss which decision-making style you would recommend in each situation. Explain why.

1. A family—parents and two children—are discussing whether to get a pet.
2. The family has decided to get a pet and they are deciding what kind of pet to get.
3. A zoo needs to hire a new veterinarian.
4. There is a proposal to turn a large city park into an open-air arts and crafts market.

E Work in groups of five (or another odd number). Read the biology assignment. Then follow the steps below.

BIO 101 • DUE: TUESDAY, APRIL 7

As we have discussed, we would like to motivate the school to get involved in animal welfare or environmental conservation. You have brainstormed ideas, and now a proposal has to be made to the school. Your group will evaluate the suggestions that have been made and will decide on one idea to present to the school. Each group will then explain to the class which idea they have chosen and why. The final decision on which idea to work up as a proposal will be decided on by class vote.

a) Get the school to join an international organization that works for the protection of endangered species and habitats in many different countries. Decide how money could be raised in your school and/or town to donate to the organization.
b) Start a campaign to educate students about ecology issues in your country. Encourage students to join reputable ecology groups in your country, either branches of international organizations or country-specific ones.
c) Start a responsible pet owner movement. Local vets can usually be persuaded to go to a school to talk about how to care for pets. Ask for volunteers to help in animal shelters and in finding homes for abandoned animals.

1. Individually, decide which idea you like best.
2. Then, tell your group which idea you like best.
3. As a group, choose a decision-making style that will best help you all agree on the same idea.

F Tell the class about your decision-making process.

- Which idea did your group choose?
- Which decision-making style did your group choose? Why?
- What was easy about that decision-making style? What was challenging?
- If you had to do it again, would you choose the same decision-making process? Why or why not?

HOW TO SAY IT

Some of us wanted to use the ... method, but most wanted to use the ... method, so we did.

The most/least popular/effective idea was ...

We thought this method was highly / wasn't very effective because ...

We probably overestimated/underestimated the difficulty of / time needed for this method.

The decision could have been made more easily using ...

REFLECT ... How can the skill of understanding decision-making styles be useful to you in **Work & Career** and **Study & Learning**?

G Discuss the questions.

1. What have you learned about decision-making styles?
2. Which decision-making styles are you most likely to use for group decisions in the near future?

RESEARCH ...

Research the way laws are passed in your community, city, or country. (You may choose a specific example of a law, to narrow your focus.) Take notes on the process, and decide whether the process is mostly authoritarian, by committee, by consensus, majority rule, or a combination of styles. Report back to the class on the law-making process.

Language wrap-up

1 VOCABULARY

Complete the letter with the words and phrases from the box. (10 points)

effective endangered species in captivity highly natural habitat
under released the wild thought-out underestimated

Dear Editor,

I believe that the Coldwater Wilderness Area, which is located not far from our city, is (1) _____ -utilized and could be used in a number of different positive ways if the city had a well (2) _____ plan for it. We have a highly (3) _____ wildlife rescue program, and many of those rescued animals could be (4) _____ into (5) _____ in Coldwater instead of being given to zoos and kept (6) _____ all their lives. Coldwater is a (7) _____ for a number of (8) _____, and the area could be used to help educate the public about environmental issues as well as provide recreation. I know that there is a (9) _____ successful program at the zoo on local plants and animals, and maybe a trip to Coldwater could be included in their program. I feel strongly that the importance of educating people about our local resources cannot be (10) _____. Why can't people have fun and learn at the same time?

Frederick Missen

8–10 correct: I can use words related to animal rescue, and adverb-adjective collocations.
0–7 correct: Look again at Sections 2 and 6 on pages 59 and 62. **SCORE:** /10

2 GRAMMAR

Complete the letter. Use the impersonal passive form of the verbs in parentheses and choose the correct modal structures. (10 points)

Dear Editor,

The Coldwater Wilderness Area (1) _____ (said / be) our most beautiful natural park. For this reason, I am against the proposal to open up the lake to motorboats and the trails to snowmobiles in the winter. People (2) *should / shouldn't be* allowed to upset the natural environment for sports.
Currently, more than 15 species of fish (3) _____ (think / live) in the lake. Those fish (4) *might be / might have been* killed if motorboats hadn't been banned. Let's not forget that this lake (5) _____ (say / have) the best fishing in the state! That's another reason that motorboats (6) *ought to / might* be forbidden. The same goes for snowmobiles.
Did you know that the noise from snowmobiles (7) _____ (believe / disturb) hibernating animals? For this reason alone, snowmobiles (8) *must / mustn't* be permitted. It (9) _____ (say) that deer and other animals can be so frightened by the noise of snowmobiles that they injure themselves.
For these reasons, the Coldwater Wilderness Area (10) *must / might* be preserved as an area safe for both animals and people.

August Philips

8–10 correct: I can use the impersonal passive and passive modals.
0–7 correct: Look again at Sections 1 and 3 on pages 58 and 60. **SCORE:** /10

WRITING WORKSHOP

Writing a formal email request

A Read the email asking the public for financial donations. What is the money needed for?

Dear Community Supporter,

The Glenwood Raptor Center was created in 1987 to serve the needs of our area's wild birds of prey—eagles, owls, falcons, and more. Each year, we help rescue dozens of sick and injured birds. Our trained volunteer staff works to rehabilitate these birds so that they can be released back into the wild. We also conduct educational outreach programs to inform the public about the place these beautiful birds have in our environment, and how we can all work together to protect their habitat.

I'm writing to ask for a donation to our annual fund. Your gift helps pay for food and shelter for the birds, their medical expenses, our educational outreach programs in schools and community centers, and our nature center. A donation of just $50 includes an annual membership for the Glenwood Raptor Center, good for discounts on our gift shop items and free admission to any of our programs. For $100, you can sponsor an individual bird, for which you'll receive a photo of the bird, an adoption certificate, and regular updates about your sponsored bird's progress.

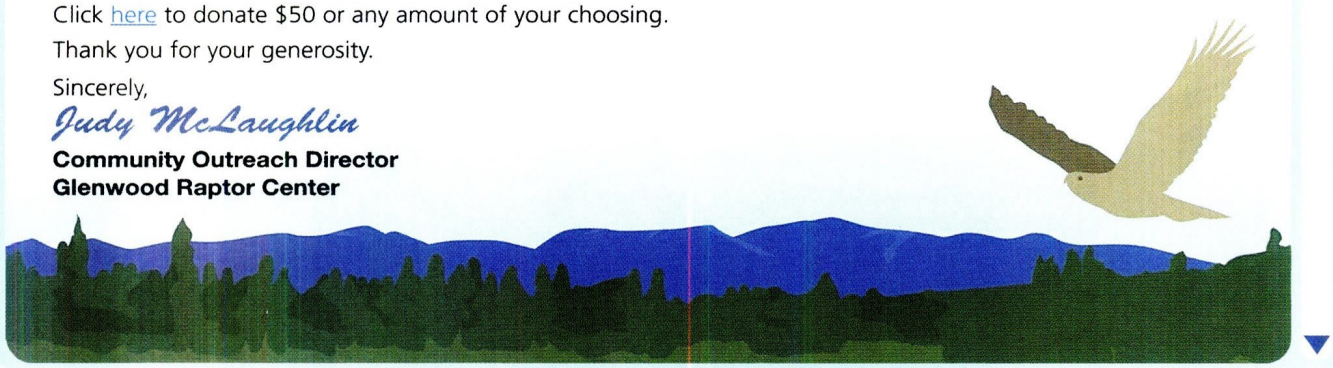
Click here to donate $50 or any amount of your choosing.

Thank you for your generosity.

Sincerely,

Judy McLaughlin

Community Outreach Director
Glenwood Raptor Center



B Check the features that the email mentions.

- ☐ the receiver's name
- ☐ the sender's name
- ☐ the pronoun *you*
- ☐ the pronouns *I* or *we*
- ☐ what the organization does
- ☐ how much money the organization currently has
- ☐ how much money the organization needs
- ☐ what the organization will spend money on
- ☐ a recommended amount to give

C Look at the email again. Underline any phrases that could be used in any fundraising letter or email.

D Now write a formal campaign email asking for money for Greenvale Animal Shelter. Write at least two paragraphs, using the structure of the model in Exercise A. Write about 250 words.

Greenvale Animal Shelter: cares for stray cats, dogs, rabbits, and other small animals. Finds homes for strays in the community. Reunites pet owners with lost pets. Educates public on how to care for pets. Needs money for food, blankets and bedding, veterinary care, pet supplies such as bowls and leashes, general office supplies, and educational programs. All workers are volunteers.

HOW ARE YOU DOING?

- ◯ I explained what the organization does.
- ◯ I directly asked for what my organization wants.
- ◯ I used a formal email format.

UNIT 6 MORE THAN MACHINES?

IN THIS UNIT YOU

- learn language to predict future developments
- listen to people giving their opinions on artificial intelligence
- write a summary of an article about robot capabilities
- read about the future of robots in the workplace
- talk about automation and robots
- learn about organizing an argument
- watch a video about how robotics can help disabled people



LISTENING
inferring opinions

People don't always give their opinion directly. In what situations might you not want to state your opinion openly and directly?

WRITING
summarizing

When might you be required to write a summary of something you've read? Would different situations require a different style? How?

LIFE SKILLS

STUDY & LEARNING

organizing an argument

To what extent do you agree with this statement? Explain your choice.

When you are putting forward an argument, your passion for what you believe is more important than how you organize your argument.

Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree ○

A Work in pairs. Discuss the questions.

Do the pictures show machines or robots? What is the difference?
Which of the items in the pictures do you think is the most useful? Why?

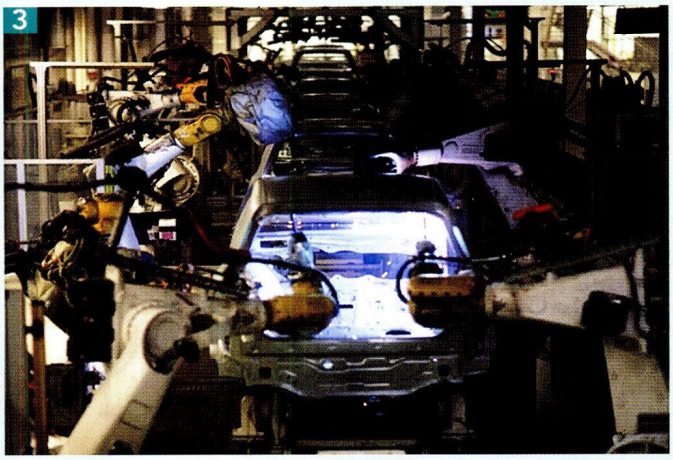
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2



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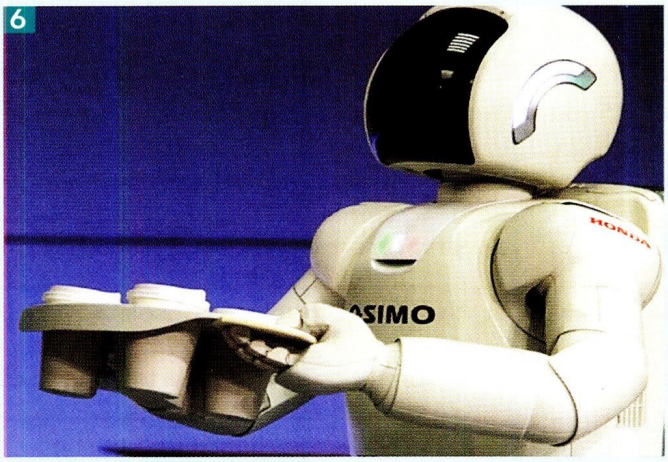
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5



6



B Work in small groups. Discuss what tasks you think machines and/or robots will never be able to do. Give reasons.

1 GRAMMAR: future perfect

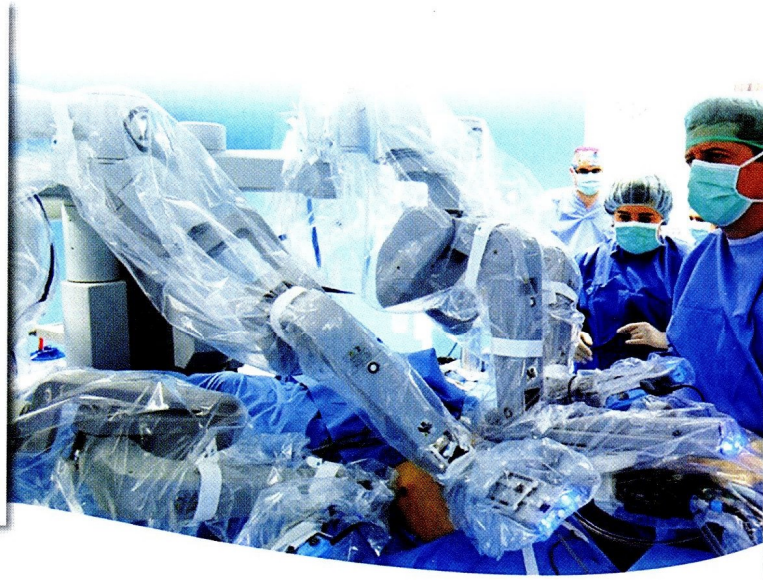
A LANGUAGE IN CONTEXT Read the discussion board post. How does the writer think robots threaten our future?

JULY 17

Who will have become obsolete in five years?

Hi, guys!

I saw something on TV about robots in the workplace last night, and it got me thinking. In five years' time, what will have changed? I know that some of you will have graduated by then and will have entered the world of work. Will some jobs have disappeared? Which ones? I know some won't have disappeared, but will have been fundamentally changed by robots and by automation. For example, doctors certainly won't have been replaced completely, but perhaps remote robots for surgery will have become the norm. I'd love to hear your comments on how you think the profession you're planning to follow will have changed in five years' time because of robots and automation!



NOTICE!

Find an example of ***will*** and an example of ***won't*** in the text. What other words form the complete tense being used?

B ANALYZE Read the post in Exercise A again.

Form Complete the table with examples from the text.

Active or Passive	Form	Example
Active	*will/won't + have* + past participle	In five years' time, what (1) _____? I know some (2) _____ ...
Passive	*will/won't + have been* + past participle	... doctors certainly (3) _____ completely ...

Function Choose the correct option to complete the rule.

The future perfect is used to describe an event that will be completed by ... a specific time in the future.

a) at *or* before b) after

WATCH OUT!

✘ By the year 2025, robots will become more common.

✓ By the year 2025, robots will have become more common.

C PRACTICE Use the future perfect to combine the two ideas.

1 15 years / robots become common around the home

2 the middle of this century / robots take over many manufacturing jobs in my country

3 four or five years / smartphones are replaced by smartwatches in some cases

4 another decade / the PC becomes obsolete

5 a few years / children don't ever see a telephone connected to the wall

6 the year 2050 / artificial intelligence isn't created

D NOW YOU DO IT Work in pairs. Discuss your answers to the questions raised in the text in Exercise A. Then share your ideas with the whole class.

2 SPEAKING: talking about automation

A 1.27 **Listen to a man and a woman talking about an airplane missing its landing. Who blames automation and who blames the pilots? Which speaker do you agree with?**

B VOCABULARY: PHRASES WITH ADJECTIVE + PREPOSITION
Listen again. Match the parts of the sentences. Check the meanings in a dictionary if necessary.

1	The pilots are **dependent**	a)	**by** emotions …
2	They weren't **aware**	b)	**on** them to control the plane.
3	They should have been **focused**	c)	**by** flying on a plane that wasn't automated.
4	It's too easy for them to be **distracted**	d)	**by** other things.
5	I'd be more **alarmed**	e)	**of** too much automation.
6	They're not going to be **overwhelmed**	f)	**of** what was going on around them.
7	I'm just **suspicious**	g)	**on** what was happening!

C VOCABULARY: PHRASES WITH ADJECTIVE + PREPOSITION Work in pairs. Read the text and choose the correct expressions. With your partner, create a definition of *automation* in your own words.

[1]Automation is the use of control systems, along with information technology, to control machinery and processes. Many people are not (1) *aware of* / *alarmed by* what automation is, even as they and their lives become more (2) *distracted by* / *dependent on* automatic processes. A common mistake is to confuse it with mechanization. Mechanization provides humans with machines to assist with the muscular requirements of work. Machines do mechanical and repetitive work well because they don't get (3) *suspicious of* / *distracted by* thoughts or their environment. They work quickly and efficiently. However, automation is more than mechanical work. In automation, machines fulfill some human sensory and mental requirements as well.

[2]While automation reduces the need for human intervention further than mechanization, there are still some things that are beyond its scope. Human-level pattern and language recognition are still outside the capabilities of automated systems. Also, people are very good at dealing with situations that require understanding other people's behavior, which machines still cannot do. Finally, a well-trained human will not be (4) *overwhelmed by* / *distracted by* tasks that require subjective assessment.

[3]Despite these limitations, automation has had a huge impact on many industries and is used in a variety of ways, from automated telephone systems to transportation systems. Many people are (5) *suspicious of* / *aware of* automation, though. Skeptics are (6) *alarmed by* / *focused on* advances in automation and claim that automation is problematic because a machine cannot make the necessary judgments that a human can and cannot react to unusual or unforeseen circumstances. However, others argue that there is a place for automation alongside humans, doing tasks that are better suited to machines, while humans are (7) *focused on* / *distracted by* what they do best—working in situations that require subjectivity and judgment.

D Read the statement. Choose the option you agree with and plan a short presentation. Give reasons. Include examples of the types of automation you would include or eliminate.

We should *increase* / *decrease* the use of automation in planes and cars.

E Independent Speaking **Work in pairs. Give a short presentation to your partner on your ideas about automation. Give examples.**



3 READING: an online news article

A **Read the article. According to the article, why do we not see "armies of robots" in the workplace?**

DON'T EXPECT ROBOTS TO DO IT ALL FOR YOU —OR STEAL YOUR JOBS

Fay Schopen

[1]If you had walked into the Work Foundation's offices last week, at first glance everything would have looked normal. At the back of the reception area, however, on a large table, something strange **was going on**. Two robotic arms were in operation, the larger of the two sweeping slowly back and forth over a silicon block—an unlikely stand-in for a human body. This was a "robot assistant" for surgeons, designed to be a way to help them to find tumors. This technology could be in common use less than a decade from now.

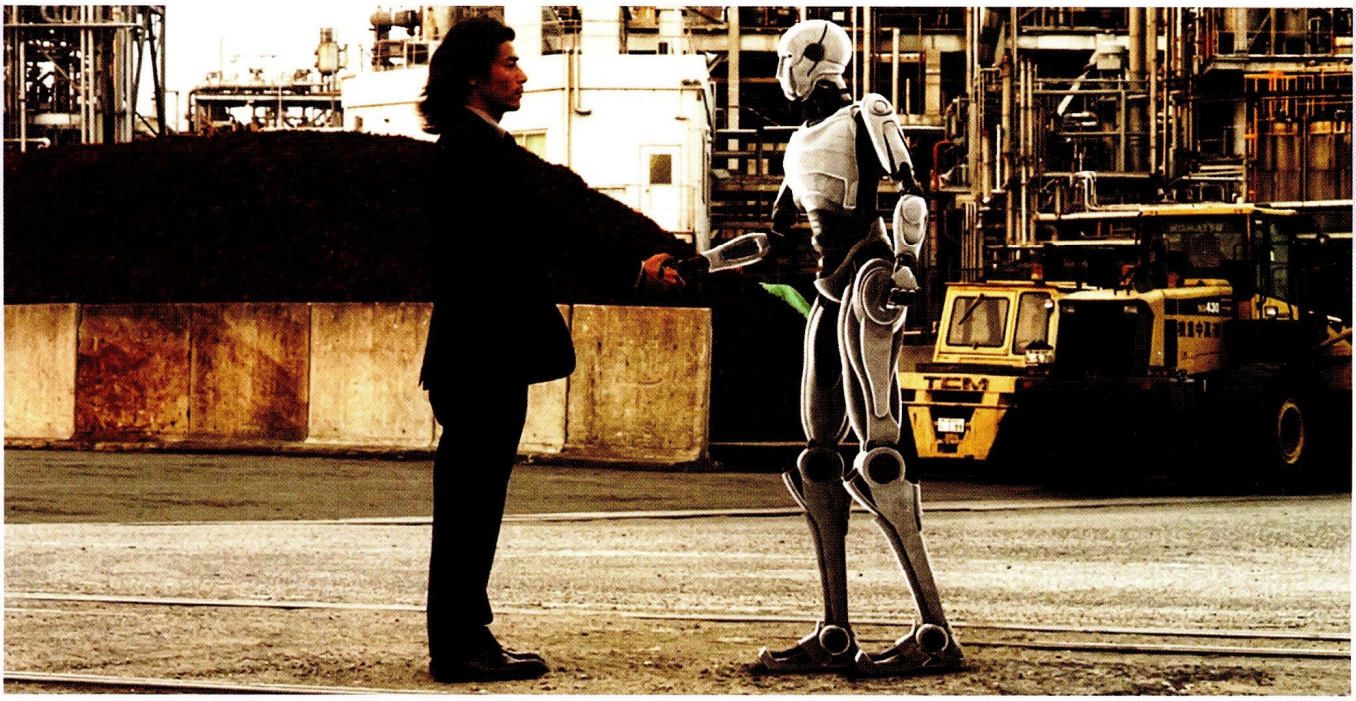
[2]The demonstration was part of a debate at the Work Foundation about robots and enhanced humans, asking the question: will they steal our jobs? The answer, it seems, is "not quite." Geoff Mulgan, the chief executive of Nesta, a charity set up to promote innovation, **points out** that the situation where we see armies of robots in the workplace has yet to **come about**. Rather, globalization has left companies **going after** cheap labor overseas instead of replacing human beings with automatons.

[3]But technology *will* play a key part in the labor market of the future. A recent report forecasts a number of growth areas, particularly in professional and technical occupations, such as the digital sector, science, technology, engineering, and mathematics—the so-called STEM sector—construction, and automotive. Nevertheless, Neil Carberry, the director of employment and skills at a national business organization, notes that low-skilled work, such as cleaning or delivering goods, will also become higher-skilled: "Workers will be using tools and IT to help them do a better job. They already use tablets or PDAs to help to manage their time." He argues, too, that traditional skills will continue be in demand. "More and more highly skilled work will **rely on** the capacity for judgment. Computers don't do that yet."

[4]So, if the workers of the future need to be good at using their judgment, at being in tune with their emotions and able to use technology with ease, how ready are we? The answer, perhaps, is to be both a STEM specialist and a generalist. "You will need to have a generic ability to **pick** things **up** quickly and refresh your education and learning throughout your whole life," Mark Beatson, the chief economist of the Chartered Institute of Personnel and Development, says. "The danger with specific skills is that they become redundant."

[5]And whatever you do, you'll be in it for the long haul. "Realistically, a lot of young people today will need to develop skills over 40 or 50 years of employment," according to Carberry. "They will need to be resilient."

Adapted from The Times online, http://www.thetimes.co.uk/tto/business/industries/technology/article3793519.ece



B **Write one or two sentences in your own words to answer each of the questions.**

1 What is the "robot assistant" used for?

2 What point is made in the article about low-skilled work?

3 Why will young people today need to be "resilient"?

C VOCABULARY: PHRASAL VERBS Look at the words in bold in the article on page 72. Study the context and suggest a definition for each phrasal verb. Check in a dictionary if necessary.

1 go on: _____
2 point out: _____
3 come about: _____
4 go after: _____
5 rely on: _____
6 pick (something) up: _____

D VOCABULARY: PHRASAL VERBS Complete this comment on the article. Use the phrasal verbs from Exercise C in the correct form.

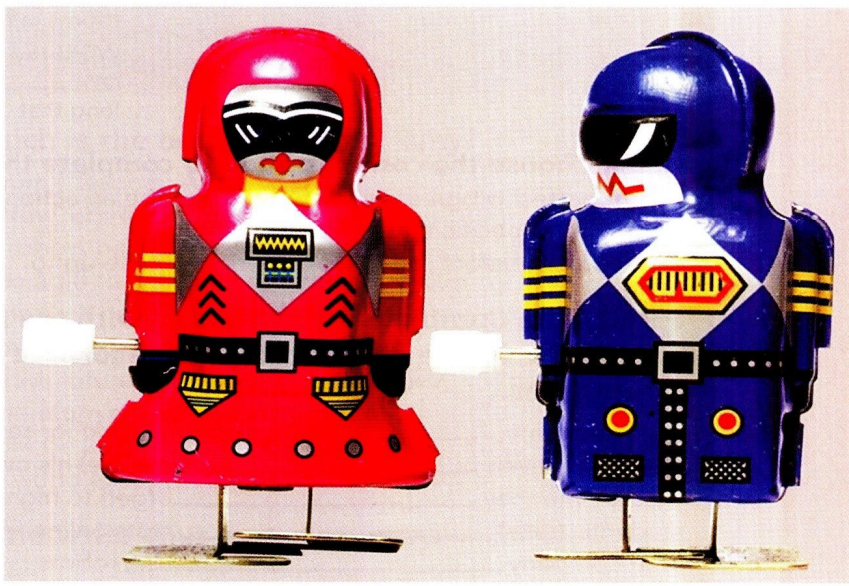
Posted at 5:32 p.m. by Mechgirl85
I would like to **(1)** _____ that it's all about what humans and robots each do best. Humans have a general ability to **(2)** _____ skills, whereas robots have to be much more specialized. What's **(3)** _____ in the world of work at the moment is this: manufacturers **(4)** _____ robots to do the hard, physical work, while **(5)** _____ people with the skills to manage other aspects of the business. This situation has **(6)** _____ because of the different things that robots and people have to offer.

4 LISTENING: inferring opinions

Speakers don't always say what they mean in a direct way, especially if they are disagreeing with someone else. To understand a speaker's opinion, pay attention to tone of voice as well as word choice. The use of emphasis, for example, can indicate that the speaker means the opposite of what the words literally mean.

A 1.28 Listen to a conversation about artificial intelligence (A.I.). Underline the best paraphrase of each sentence.

1 Woman: Yeah, that'll happen.
   a) I think robots will be able to think one day. ___
   b) I don't think robots will be able to think one day. ___
2 Woman: Come on.
   a) I think your bread machine can think. ___
   b) I don't think your bread machine can think. ___
3 Woman: Would it?
   a) I think it would be wonderful. ___
   b) I don't think it would be wonderful. ___
4 Man: That's science fiction.
   a) I think it's possible. ___
   b) I don't think it's possible. ___
5 Man: OK, I see what you mean.
   a) I might be changing my mind. ___
   b) I totally agree with you. ___
6 Man: You're so serious tonight!
   a) You're very responsible. ___
   b) You should relax. ___



B Listen again. Note which of these options helped you understand the meaning of each statement. Write the correct letter(s) next to each part of the conversation in Exercise A.

A use of emphasis B word choice C tone of voice

C Work in groups. Discuss the questions.

1 Do you think it's possible to create a robot that is intelligent? Why or why not?
2 Do you think it's possible to create a robot that can feel emotions? Why or why not?
3 Would it be desirable to create an intelligent, feeling robot? Why or why not?

5 GRAMMAR: future perfect progressive

A LANGUAGE IN CONTEXT Read the blog post about robots of the future. Is the author's view positive, neutral, or negative? How do you know?

FUTURE THOUGHTS

JANUARY 27, BY HARRY WILLSON

Robots have already come to town, even if we're not always aware of it. Robots drill for our oil, drive and park our cars, and even have a part to play in medical operations. By the end of this year, in fact, I will have been using robots in my business for almost 20 years. And technology keeps on improving. Based on the advances I saw at the recent World Technology Fair, I can make these predictions about the use of robots in the long term:

- By the time I retire, people will have been living comfortably with robot pets, doctors, and other helpers for years.
- When my grandchildren are grown, engineers will have been making realistic-looking robots for so long that people won't be able to tell that they're actually robots filling the shoes of regular people.
- Before the end of this century, doctors will have been using robotic replacements for damaged organs in living beings for over 50 years.

NOTICE!

Find a form of the verb *live* and underline the complete tense, including all auxiliary words.

B ANALYZE Read the blog post in Exercise A again.

Form Complete the table with examples from the text.

Tense	Form	Example
Future perfect progressive	*will/won't + have + been + –ing* form	By the end of this year, in fact, I (1) _____ robots in my business for almost 20 years. When my grandchildren are grown, engineers (2) _____ realistic-looking robots for so long that …

Function Choose the correct option to complete the rule.

The future perfect progressive is used to describe an action or situation happening … a specific time in the future.

a) at a moment before b) for a period of time up to

WATCH OUT!

✘ By the time I get there, my friend will be waiting for two hours.

✓ By the time I get there, my friend will have been waiting for two hours.

C PRACTICE Complete the sentences with the simple present or the future perfect progressive form of the verb in parentheses.

1 By dinner time, I _____ (*work*) for seven hours with no break.
2 By June, Steven _____ (*make*) his own robots for four years.
3 By the time they _____ (*get*) to high school, students (*take*) _____ tests online for several years.
4 That company _____ (*use*) robots in all of their factories for over two years by 2018.
5 When he _____ (*retire*), my uncle _____ (*collect*) toy robots for more than half his life.
6 Mark _____ (*play*) that video game for a month by the time he _____ (*finish*) every level.

D NOW YOU DO IT Work in groups. Use the future perfect progressive to complete the sentences.

- By the time I am 30, …
- By the time I finish studying, …
- When I retire, …

6 PRONUNCIATION: linking words with a /w/ or a /j/ sound

A 1.29 **Listen to the phrases. Notice how the two words are joined with a /w/ or a /j/ sound.**

/w/	go on	no idea	two apples	true answer
/j/	I often	high altitude	we allow	he isn't

B 1.30 **Listen to the sentences. Then practice with a partner.**

1 If robots go on developing as they have been, I have no idea what it will lead to.
2 I often think that there'll be problems if we allow robots to become intelligent.

7 WRITING: summarizing

When writing a summary of a text, first identify the main ideas and the most important details. Then decide on the best order for the information and rewrite the ideas in your own words.

A Read the excerpt from an online article. Underline the main ideas. Circle the information to include in a summary (title, author, source, date).

SCIENCE FORUM

YOUR ONLINE SOURCE FOR BREAKING DEVELOPMENTS

Posted by Dr. Jake Helder, Robotics Department, NowTech Institute, on Jan. 8th, at 9:41 a.m. CST ▶

ROBOTS: A NECESSARY EXPENDITURE

No one can deny that the past few years have seen some impressive developments in robotics, and the future looks even brighter for robot technology. My research is focused on using robots for search and rescue missions and environmental cleanups. For example, in the next few years, robots will have been developed that can instantly stop oil spills or radiation leaks, helping to prevent disasters like the 2010 oil spill in the Gulf of Mexico, or the 2011 leak at the Fukushima nuclear power plant in Japan. If government agencies continue to fund our research at current levels, robots will have started working on every continent except Antarctica by the end of this century, even if most people aren't even aware of their presence.

B Read the summaries of the excerpt. Which is the best summary? Why?

a) In an article for the online magazine *Science Forum* ("Robots: A necessary expenditure") on January 8, Dr. Jake Helder of NowTech Institute comments that continued funding of research will lead to more robots being developed and used. He predicts that in the future, more robots will be able to help with search and rescue missions and environmental cleanups in situations such as oil spills and radiation leaks.

b) An article, entitled "Robots: a necessary expenditure" appears in *Science Forum* (January 8) and talks about the uses of robots in the future. It is suggested that they will help stop oil spills and radiation leaks and therefore prevent environmental disasters. In the future, even though people might be unaware of their presence, robots will be working on every continent in the world except Antarctica.

C Read the excerpt from another article and write your own summary.

Posted by Laura Hayes, Ph.D., sociologist, on Jan. 9th, at 7:16 p.m. CST ▶

ROBOTS OR PEOPLE: WHERE SHOULD OUR MONEY BE GOING?

Though robots definitely have their uses, I am concerned about investing much money into programs aimed at machines instead of people. Robots are enormously expensive. There will be a significant shortage of healthcare workers by the end of this decade — largely because of a lack of money. Robots can never replace trained personnel. Certainly they can play a key part in rescue efforts, for example, but robots can't make the kinds of independent decisions that people can; nor do they have the capacity to offer important emotional aid and support to victims. I'm concerned that those needs would be sacrificed if we continue to develop increasing numbers of machines for those situations.

D Work in groups. Compare your summaries. How are they similar? How are they different? Did you all include the same information?

lifeSkills

ORGANIZING AN ARGUMENT

- Choose an appropriate organizational pattern for your argument.
- Select points to include in your argument.
- Organize the points you want to make according to the pattern you have chosen.

A Complete the information about organizing an argument with the words and phrases from the box.

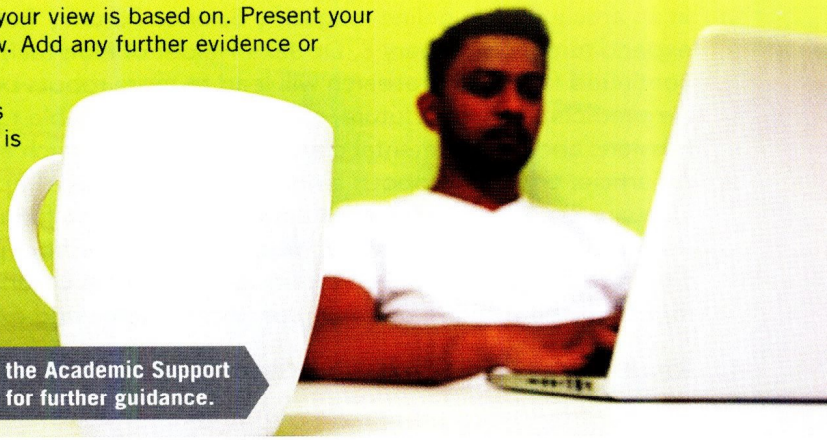
Context Counter-arguments Responses Statement of your view Supporting reasons

INTERNATIONAL COLLEGE: ACADEMIC SUPPORT SERVICE

During your time at International College, you will no doubt be asked to present arguments to your professor and to other students, both orally in seminars and in writing academic papers. It is important that you organize your arguments correctly to present the most convincing case for your point of view. The organizational pattern you choose may depend on the topic, but here is one option:

Provide context for your view, together with supporting reasons, and then look at counter-arguments (arguments against your view) and respond to them.

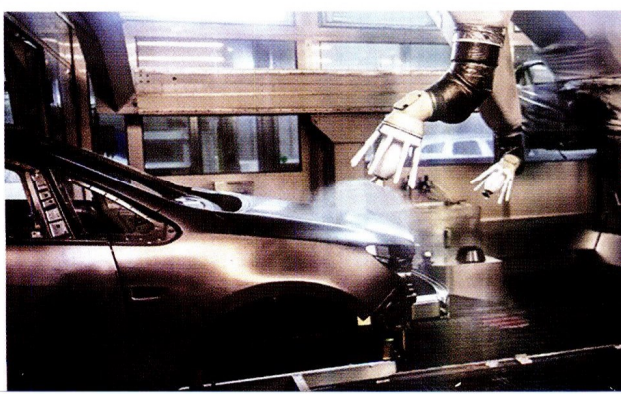
- **(1)** _____ → This is a general introduction to the topic, giving some background information to introduce your point of view.
- **(2)** _____ → This should be clear and specific, not just a general opinion. It should also be a view that someone could possibly argue against, not something that is obvious and that everyone accepts is true.
- **(3)** _____ → These are what your view is based on. Present your reasons clearly and explain how they relate to your view. Add any further evidence or examples to support your view.
- **(4)** _____ → These are points other people might make which suggest that your view is wrong. Use your imagination to think of the strongest arguments against your view.
- **(5)** _____ → These are the reasons why the counter-arguments are incorrect. Show clearly why each counter-argument is wrong. If you can't think of a good response to a counter-argument, you may have to revise your view!



Contact the Academic Support Service for further guidance.

B As part of a course on technology, you are studying robots in the workplace. Your assignment is to present your views on one of these topics. Check the sentence that matches your view.

- ☐ In ten years' time, many people will have been made redundant as robots come to dominate in the workplace.
- ☐ In ten years' time, robots will have become common in the workplace, but humans will still have important roles in areas where robots lack skills.
- ☐ Putting robots in the workplace is expensive, and in ten years' time, little will have changed due to cheap human labor.



C Write three supporting reasons for the statement you have chosen. For each reason, add any further evidence or examples you can think of.

First reason:

Supporting evidence or examples:

Second reason:

Supporting evidence or examples:

Third reason:

Supporting evidence or examples:

D Write two counter-arguments that people might make against your view. Write your response to each counter-argument, explaining why it is wrong.

Example:

View: *In ten years' time, many people will have been made unemployed as robots come to dominate in the workplace.*

Counter-argument 1: Robots are too expensive to be widely used in the workplace.

My response: As robots become more common, they, and the computing power behind them, will become cheaper and cheaper.

Counter-argument 1:

My response:

Counter-argument 2:

My response:

E Make notes on what you plan to say in the introduction and the conclusion of your argument. Remember to follow the organizational pattern. Then present your argument to the class. Whose argument is the most convincing?

F Discuss the questions.

1 What have you learned about organizing an argument?
2 Did you feel that using the organizational pattern made your argument clearer and stronger?

REFLECT ... How can the skill of organizing an argument be useful to you in **Work & Career** and **Self & Society**?

HOW TO SAY IT

What I believe is ...
One clear reason for this is ...
Another fact that supports my view is ...
Some may argue that ...
However, in response to that, I would say that ...

RESEARCH ...

Research robots in the workplace. Find information on some interesting developments. Make brief notes and report back to the class.

Language wrap-up

1 VOCABULARY

A Replace the words in parentheses with the words in the box and an appropriate preposition. You do not need to use all of the words. (6 points)

alarmed aware dependent distracted focused overwhelmed suspicious

A: Hey, are you (1) (*informed about*) _____ the deadline for our robotics project?
B: Oh, yes, I know it's soon! I haven't been (2) (*paying attention to*) _____ that project enough. I've been (3) (*much too busy with*) _____ other work.
A: Well, our overall grade is (4) (*affected by*) _____ it, so we really need to work on it this weekend. I'm (5) (*very worried about*) _____ how much work there is left to do. Did you know that Andrew's team is already finished?
B: Oh, I'd be a little (6) (*doubtful*) _____ anything Andrew says! Anyway, I'll be there on Saturday and we'll finish it off.

B Complete the sentences with an appropriate preposition. (6 points)

1 Young people these days can't rely _____ following one career for the whole of their working lives.
2 I am thinking of going _____ that part-time job available in the science lab.
3 Unemployment has come _____ because of increased automation in the workplace.
4 It's important to point _____ that technological progress creates both winners and losers.
5 A lot of interesting things are going _____ in the world of robotics at the moment.
6 I find it quite easy to pick new things _____, especially languages.

10–12 correct: I can use specific phrases with adjective + preposition and phrasal verbs.
0–9 correct: Look again at Sections 2 and 3 on pages 71, 72 and 73. **SCORE:** /12

2 GRAMMAR

Complete the sentences with the future perfect, the future perfect passive, or the future perfect progressive form of the verbs in parentheses. (12 points)

1 One week from now, I _____ (*buy*) my plane tickets.
2 By the time Kim starts her homework, I _____ (*finish*) mine.
3 By the time you finally get here, I _____ (*work*) for over three hours.
4 In another 10 years, scientists _____ (*invent*) robots that look just like real animals.
5 By tomorrow, it _____ (*rain*) for one whole week.
6 I _____ (*not finish*) this report by Friday.
7 Dan _____ (*date*) his girlfriend for exactly half a year in May.
8 By the time they finish high school, the students _____ (*write*) all of their in-class essays on laptops for over five years.
9 Before I graduate from college, I'm sure there _____ (*be*) another Mars landing.
10 Drive a different way. I don't think that accident on the highway _____ (*clear up*) yet.
11 Next April, Jenna and I _____ (*be*) married for ten years.
12 I can't pick you up on Saturday because my car _____ (*not repair*) by then.

10–12 correct: I can use the future perfect and the future perfect progressive.
0–9 correct: Look again at Sections 1 and 5 on pages 70 and 74. **SCORE:** /12

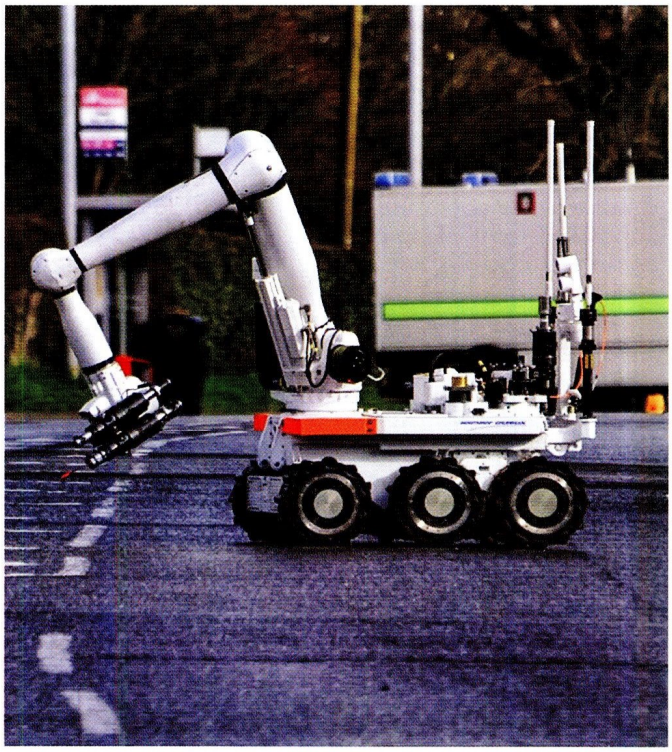
SPEAKING WORKSHOP

Comparing and contrasting photographs

A 1.31 **Read the question about the two photographs and listen to someone answering the question. Make notes of the speaker's main points. Then compare your notes with a partner.**

What might working with robots be like in these situations?





B Listen again for phrases the speaker uses that mean the same as the phrases on the left. Write a word or short phrase in each blank.

1	It seems that the robots ...	It _____ the robots ...
2	My opinion is that ...	I _____ that ...
3	However, ...	On the _____ ...
4	I think it's possible that ...	My _____ is that ...
5	No doubt it's still ...	_____ it's still ...
6	In contrast to the first situation ...	_____ the first situation ...

C Prepare to present your answer to the question to the class. Make notes with your own ideas. Compare your ideas with a partner.

Photo A:	Photo B:
possibly boring and repetitive	*difficult, requires a lot of training*
_____	_____
_____	_____
_____	_____

D **Present your ideas to the class.**

HOW ARE YOU DOING?

- ◯ I briefly described what each photo shows.
- ◯ I gave my opinion clearly on working with robots in each situation.
- ◯ I compared and contrasted the two situations.

UNIT 7 THE CRITICAL CONSUMER

IN THIS UNIT YOU

- learn language to talk about the impact of purchasing decisions
- read a magazine article about food labels and what they really show
- talk about money management
- listen to a discussion on sustainable shopping
- write advice for reducing consumption
- learn about evaluating claims
- watch a video about the importance of thinking critically about the food we buy.



READING
understanding explanations and examples
How do examples help you understand a writer's point?

SPEAKING
modifying a statement
Can you think of any times in the last month when you've made a plan and then changed it later, or given an opinion and then changed your mind?

LIFE SKILLS

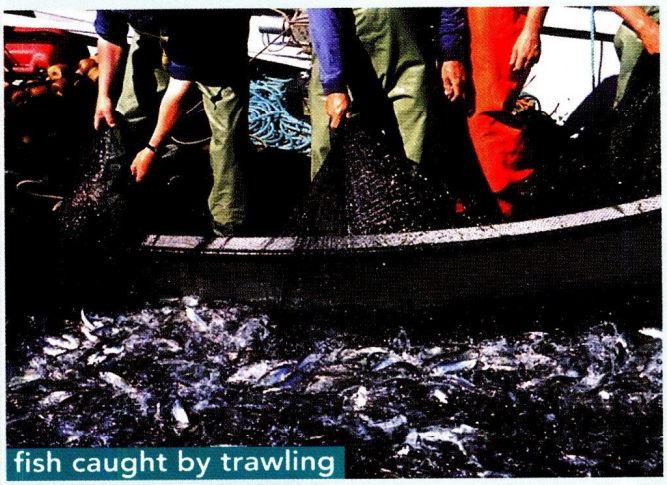
WORK & CAREER

evaluating claims Do you believe that the statements you see in ads are completely true? Why or why not? Can you give any examples?

A Work in pairs. Look at the pictures and discuss which of the problems in the box, if any, might be associated with each type of food or drink.

health packaging pollution sustainability transportation


bottled water


fish caught by trawling


organic lettuce


beef from cattle ranching


tropical fruit

B Work in pairs. What kinds of compromises do people sometimes make when they buy food? Discuss some positive and negative aspects of the foods in the pictures.

Bottled water tastes better than tap water, but it's more expensive.
Using bottled water creates more garbage, but it's very convenient.

1 READING: understanding explanations and examples page 63

Explanations and examples are an important type of support for academic texts. They help the reader understand key ideas, and show why a writer's assertion is true or believable. Recognizing these types of support can help with your overall comprehension of a text, and also help you evaluate the strength of its claims.

A **Work in groups. Discuss the questions.**

1 Do you usually read the labels on packages of food that you buy? Why?
2 Do you think the labels are clear? Are they easily understood? Are they accurate?
3 What kind of information is the most important to have on food packaging?

B **Read the text. Decide whether each underlined item introduces an example or an explanation. Which main ideas do the explanations support? What do the examples describe? How do the examples or explanations help you evaluate the strength of the claims?**

Interpreting FOOD Labels



[1]Packaged foods are required by law to have labels that tell consumers what is in the food. Some consumers, however, may be misled by the language used by food packagers.

[2]People tend to think that terms like "light," "low," "reduced," "un-," and "non-" all mean about the same thing, but they don't. (a) Take "sugarless" or "sugar-free"; these terms mean that a product does not contain sugar, although it may contain an artificial sweetener. This is not the same thing as "unsweetened," (b) which means that no sugar or sweeteners have been added.

[3]"Fat-free" or "non-fat" means the food contains less than 0.5 g of fat, (c) or fewer than five calories from fat per serving, whereas "light" just means that it has 50% less fat, or 1/3 fewer calories from fat than in the regular version.

[4]There are three main things to consider on the label on the back of the package. First, look at the serving size and the number of servings per package. Many people tend to look only at the number of calories, and possibly the amount of fat. (d) The implication of this is that if you don't notice how many servings there are per container and you eat the whole container, you may be eating two or three times the number of calories or amount of fat listed! Quantities listed are based on one serving of the food.

[5]The second thing to look at is the list of percentages. These are based on recommended daily intake figures, which are a guideline for how much we should consume every day. They can be maximums for unhealthy things (e) like fats, sugar, and salt, or minimums for healthy things like vitamins, minerals, and fiber. If the maximum recommended amount of sugar is 90 g per day, and a candy bar contains 9 g of sugar, that is 10% of your daily sugar allowance. Check the ratio between healthy and unhealthy things. The label will tell you if a particular food is much higher in fat and sodium than in vitamins, minerals, or fiber. (f) What this means is that this food gives us a lot of "empty calories"; that is, calories with little or no nutritional value.

[6]Finally, pay attention to lists of ingredients. Ingredients are listed in order of the amount contained in the food. Watch out for foods with sugar, oil, or sodium at or near the beginning of the list. Some ingredients should be avoided completely, as they have been linked to certain diseases when eaten in large quantities. (g) Examples are aspartame, an artificial sweetener; BHA/BHT, (h) which are preservatives used in oily foods like potato chips; sodium nitrate/nitrite, used as a preservative in processed meats; hydrogenated vegetable oil, which is often used to fry foods; and additives such as artificial food coloring.

C **Work in groups. Discuss the questions.**

1 What did you learn about food labeling that you didn't already know?
2 Will you read food labels more carefully in the future? Why or why not?

2 GRAMMAR: reduced adverb time clauses



A LANGUAGE IN CONTEXT Read the survey. What is the general implication of the results?

Are you a smart food consumer?
Totals for 100 surveyed

	Yes	No
Do you make a list before going shopping for food?	40	60
Do you take time to read labels while shopping?	30	70
When reading a food label, do you understand what all of the ingredients are?	25	75
Do you choose a brand only after comparing the ingredients with other brands?	20	80
Do you consider serving sizes when eating snack foods?	35	65

B ANALYZE Read the survey in Exercise A again.

Form **Choose the correct option to complete the rule. Then complete the table with examples from the survey.**

Clauses that contain adverbs of time such as *before*, *when*, *while*, *since*, and *after* can be reduced (made shorter) when the subject is *the same in both clauses* / *different in the two clauses*.

NOTICE!

Look at the underlined clauses. In the clauses that don't have stated subjects, circle the verb. Who or what is doing the action?

Rule for reducing the time clause	Full time clause	Reduced time clause
If the clause is in the present progressive, delete the subject and the verb *be*.	Do you take time to read labels while you are shopping?	Do you take time to read labels while (1) _____?
If the clause is not in the present progressive, delete the subject and change the verb to the *–ing* form.	Do you make a list before you go shopping for food? When you read a food label, do you understand what all of the ingredients are?	Do you make a list before (2) _____ shopping for food? When (3) _____ a food label, do you understand what all of the ingredients are?

C PRACTICE Rewrite the sentences using reduced adverb time clauses.

1 Leo says he always reads labels when he shops for food.

2 I didn't realize how unhealthy diet soft drinks are before I read that article.

3 People who eat while they work don't think about serving sizes.

4 After she checked the label, Samira decided not to purchase the soup.

5 Before it approves a new food, the government agency tests it on animals.

6 When they process foods, manufacturers add fat, sugar, and salt to them.

WATCH OUT!

✘ While studying, my dog was playing in the yard.

✓ While studying, I watched my dog playing in the yard.

D NOW YOU DO IT Work in groups. Answer the survey questions in Exercise A individually. Then discuss whether the majority in your group are smart food consumers.

A: *Well, I think I'm a pretty smart food consumer. I answered "yes" to four of the questions.*
B: *Which one did you answer "no" to?*
A: *Number four. When choosing brands, I never take the time to compare ingredients.*

3 GRAMMAR: reduced adverb cause-effect clauses

A LANGUAGE IN CONTEXT Read the article. How did Annie Leonard come up with the idea for her video?

NOTICE!

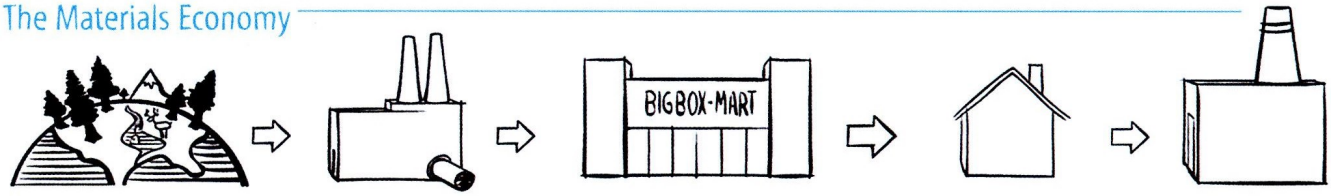
Look at the underlined reduced clauses in the article. Who or what is the understood subject of each one?

The Story of *The Story of Stuff*

While working for Greenpeace, Annie Leonard became interested in the relationship between consumerism and climate change. Having done research on the "life cycle" of consumer products, Leonard decided to make a simple, graphic video that illustrated what happens from the extraction of raw materials to the disposal of a used product. Being convinced that this process is not compatible with the Earth's ecology (most products not being biodegradable), as well as wanting to create something that would be comprehensible to all age groups, Leonard created *The Story of Stuff*. This 20-minute video has had a huge impact, having been viewed millions of times in a number of different languages.

You can watch the video at www.storyofstuff.org.

The Materials Economy



extraction production distribution consumption disposal

B ANALYZE Read the article in Exercise A again.

Form Complete the reduced clauses in the table with examples from the article. Then complete the rules with *cause*, *main verb*, or *subject*.

	Full clause	Reduced clause
1	After/Because she had done research on the "life cycle" of consumer products, ...	(1) _____ research on the "life cycle" of consumer products, ...
2	(because most products are not biodegradable)	(most products (2) _____ biodegradable)
3	since she wanted to create something that would have an impact ...	(3) _____ to create something that would have an impact ...
4	since the video has been viewed millions of times, it has had ...	has had a huge impact, (4) _____ millions of times ...

Rules for reducing the cause-effect clause

- Delete the (1) _____ and the word that signals (2) _____ (e.g., *since*, *because*, *so*).
- Change the verb to the *–ing* form.
- Note that for perfect tense verbs, you change the auxiliary verb (e.g., *have*, *had*), not the (3) _____.

WATCH OUT!

✘ Wanting not to see the movie again, we went out for dinner instead.

✓ Not wanting to see the movie again, we went out for dinner instead.

✓ Not having read the label, I didn't realize there were so many chemicals in it.

✓ Having not read the label, I didn't realize there were so many chemicals in it.

C PRACTICE Rewrite the sentences using reduced cause-effect clauses.

1 Since we hadn't seen the video before, we watched it together in class.

2 I had read about the video, so I knew what it was about.

3 Since most people don't understand the problems with consumption, they don't worry about it.

4 Because paper products are recyclable, they are a good option for ecology-minded consumers.

5 As some governments are concerned about global warming, they are taking strong action.

6 Because they want their students to know about climate change, many teachers use Leonard's video.

D NOW YOU DO IT Discuss the questions in groups.

1 Looking at the diagram of the materials economy in the article above, why do you think consumerism affects climate?
2 According to the article and the diagram, is consumption a linear process (going in a straight line, in one direction) or a circular process? Why do you think this might be a problem?
3 In what ways could we reduce the impact of consumerism on the environment?
Having thought about it, I think / want to / am going to … (Not) being a big consumer, I think …

4 LISTENING: to a discussion

A VOCABULARY: ADJECTIVES ENDING IN *–ABLE / –IBLE*

Some adjectives can be made from verbs by adding suffixes. These often have particular meanings. For example *–able* and *–ible* mean "able to be" or "able to."

What are the verb forms of these adjectives? In pairs, try to figure out the meanings. Use a dictionary if necessary.

- accountable
- affordable
- biodegradable
- disposable
- edible
- perishable
- recyclable
- returnable
- reusable

B VOCABULARY: ADJECTIVES ENDING IN *–ABLE / –IBLE* Complete the sentences with words from Exercise A.

1 Most glass products are _____. After being used, the glass can be melted and made into something else.
2 _____ food will last longer if you keep it in the refrigerator.
3 It's better for the environment to use metal forks and spoons rather than _____ plastic ones.
4 Companies that do not recycle their waste must be held _____ for the environmental damage they are causing.
5 Food waste, leaves, and paper are _____—they are broken down naturally by bacteria.
6 Traveling by bus is more _____ than going by car because gas is so expensive.
7 Not all wild mushrooms are _____. In fact, some are quite poisonous!
8 Don't forget to bring _____ bottles back to the store to get your money back.

C 2.01 Listen to the conversation. What problems are associated with the products Hans and Caitlin have chosen?

D Work in groups. Are the statements on notecard A true for you? Do you agree with the statements on notecard B? Discuss your ideas with your group.

Notecard B

1 In my country, there are a lot of eco-friendly products at affordable prices.
2 When buying perishable items like fruits and vegetables, people often buy too much and then throw out a lot of what they buy.
3 Companies are held accountable for damage to the environment.
4 Stores should only sell drinks in returnable containers.

Notecard A

1 In my family, before buying things like cleaning products, garbage bags, or detergents, we check that the products are biodegradable.
2 We usually bring reusable bags when we go shopping.
3 When shopping for drinks, we look for ones that come in returnable or recyclable containers.
4 We try to avoid using disposable items like plastic plates and cups.

5 PRONUNCIATION: /ʌ/, /ʊ/, and /u/

A 2.02 **Listen to the lists of words and notice how the vowel sounds are pronounced. Then practice the words.**

/ʌ/ c**u**t, m**o**ney, b**u**dget, impulse, inc**o**me
/ʊ/ p**u**t, l**oo**k, s**u**gar, sh**ou**ld, w**oo**d, w**oo**l
/u/ f**oo**d, tr**ue**, s**oo**n, f**oo**lish, s**u**per, cons**u**me

B 2.03 **Work in pairs. Listen to the sentences, paying special attention to the vowel sounds practiced in Exercise A. Then practice the sentences with your partner.**

1 I buy food on impulse in the supermarket.
2 It's foolish to spend money on goods that you don't need.
3 You should start budgeting your money soon.
4 Food is biodegradable, as are natural materials like wood and wool.
5 Putting less sugar in your coffee is an easy way to cut down the number of calories you consume.



6 SPEAKING: modifying a statement

In the course of a discussion, we often decide to modify or completely change something we have said. We use signaling phrases to let our listeners know that we are going to do this.



A 2.04 **Listen to the conversation. What is Alex's problem? What do his friends advise him to do?**

B Listen again. Then check the phrases that mean that the speakers are going to modify something they said.

- ☐ I know.
- ☐ That said, ...
- ☐ Well, ...
- ☐ But then again, ...
- ☐ Although actually, ...
- ☐ ... having thought about it, I ...
- ☐ On second thought, ...
- ☐ ... having said that, I ...

C VOCABULARY: MONEY AND FINANCES The verbs on the left are all from the conversation in Exercise A. Match them with the words on the right to form collocations.

1	to be	a)	a budget, a plan, a list
2	to stretch	b)	your income, money
3	to buy something	c)	impulse buying, expenses
4	to be able to	d)	on impulse, on sale, on credit
5	to stick to	e)	broke
6	to cut down on	f)	afford something, pay your bills

D VOCABULARY: MONEY AND FINANCES Check the best answer for you for each statement in the survey. Then compare with a partner.

		Always true	Sometimes true	Seldom true
1	I look for ways to stretch my money.	☐	☐	☐
2	I'm broke at the end of each month.	☐	☐	☐
3	I don't buy things on impulse.	☐	☐	☐
4	I make shopping lists and stick to them.	☐	☐	☐
5	I am able to follow a budget.	☐	☐	☐
6	I try to cut down on my expenses when I can.	☐	☐	☐
7	I try to buy things on sale when I can.	☐	☐	☐
8	I can never afford to do or buy anything extra.	☐	☐	☐

E Work in groups. Discuss your answers to the survey in Exercise D. Do you think you are a good money manager? Why or why not? Remember to use phrases to modify your statements when necessary.

HOW TO SAY IT

I think I'm a fairly good money manager because I ..., although actually, / but then again, ...

I always think I'm a disaster/not that great with money. But having said that, / thought about it, I ...

7 WRITING: offering advice

A Work with a partner. Brainstorm a list of everything that you think you absolutely have to buy over the course of one year. Compare your list with another pair.

B Read the blog post. Which piece of advice would be easiest for you to follow? Which would be hardest?

The Year of
Nothing New



It's been a crazy year! But we made it—well, mostly. As you know, if you've been following this blog, we couldn't always live up to our goal of "Buy nothing new this year." But I think we came pretty close. I'll write another more in-depth post on what we learned about ourselves through this experience, but I wanted to share here some of our tips for avoiding buying things. You're probably not as crazy as we are, and you're going to buy some stuff. But everyone should probably cut down on buying. Remember—our planet belongs to everyone, and we have to take care of it. We're all accountable.

- *Reduce your media consumption.* Seriously—the more you see, the more you want to buy. Having turned off our TV service for a year, we weren't watching all those ads. After installing ad blockers on our internet browsers, we didn't see new products pushed at us all the time. And if we didn't know it was available, we didn't buy it.
- *Don't go into stores without a plan.* How many times have you walked out of a store with items that were on sale, or a new color, or just because they caught your eye, having gone into the store just to buy one or two things? Resist impulse buying by making a list before you go of what you're going to buy. And then stick to it!
- *Wear things out.* Use your stuff till it breaks, falls apart, or is too old to be practical. Printers, phones, computers, refrigerators, cars—you don't need a new one every two years. Wear your clothes until they have holes, not just until the next fashion magazine comes out. Stretch the life of your stuff, and you'll stretch your budget too.
- *Buy things that last.* Don't be tempted by non-rechargeable batteries, plastic forks, paper cups, single-use cleaning wipes. It doesn't matter if they're recyclable because it still leaves a carbon footprint to manufacture them and transport them.
- *Find happiness from non-material things.* The most important part of "reduce, reuse, recycle" is reduce. Reduce the amount of things you buy. Instead, give your spirits a lift by taking a walk in the park, hanging out with friends and talking, playing a musical instrument, or singing a song—you're limited only by your imagination!

C Work in pairs. Write two or three more pieces of advice for reducing consumption. Write them as bullet points, as in the article above. Include details to explain how to do each thing and why it is effective.

D Post your advice on the classroom wall. Read all of the advice. Decide which ones could work best for you. Then discuss your ideas with your partner.

lifeSkills

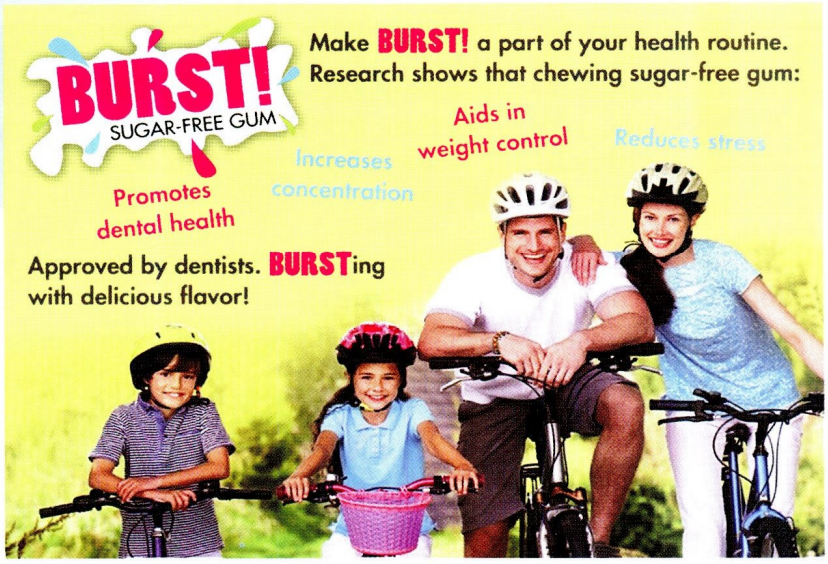
EVALUATING CLAIMS

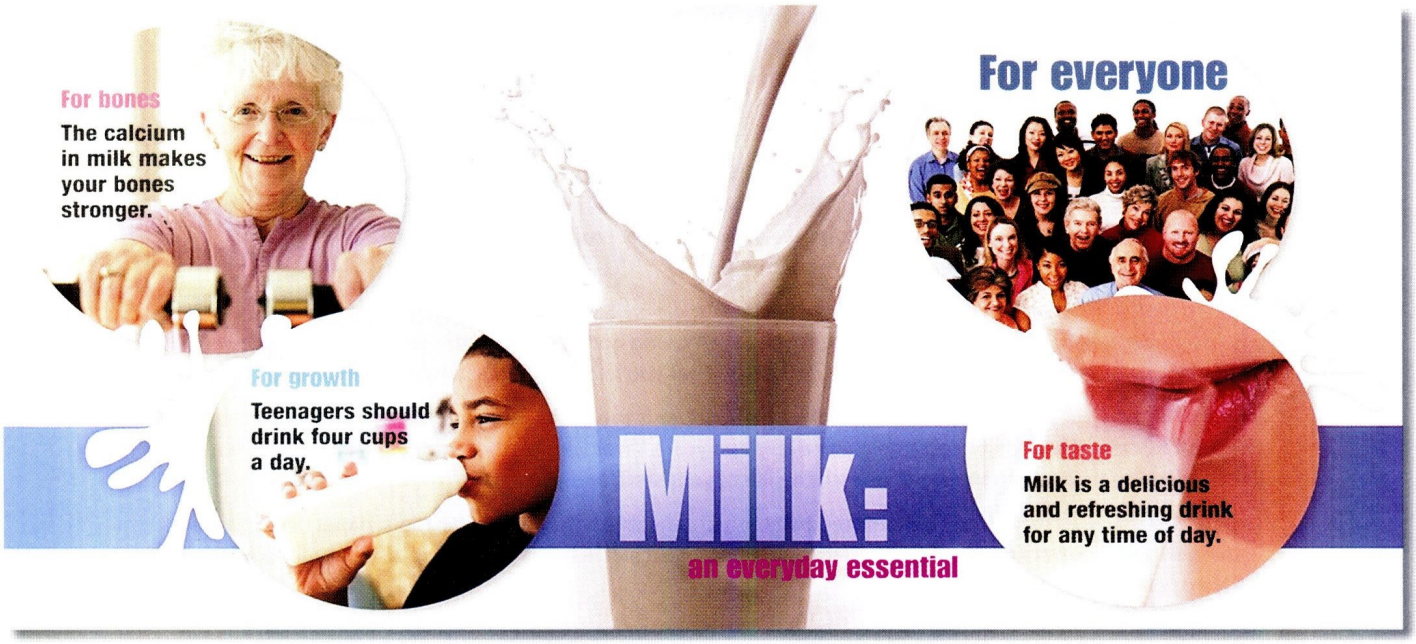
- Identify the claims made.
- Think of questions to test the validity of the claims.
- Do research to check the validity of the factual claims.

A Work in groups. Read the two ads and discuss the questions.

1 Would you buy either of these two products? Why or why not?

2 What is the purpose of
- the pictures in the ads?
- the colors?
- the design?
- the type of language used?





B Work in groups. Study the ads more carefully and complete the table. Then discuss how the factual claims could be proved or disproved.

	Sugar-free gum	Milk
Claims		
Questions about the claims		

C Read the information about the two products. Then discuss the questions in groups.

1. Which of the claims in the ads were supported by the information in the article?
2. Was there any information that contradicted claims made in the ads?
3. Having read the information in this text, have you changed your opinion about whether to buy either product? Why or why not?

ADVERTISING CLAIMS—TRUTH OR FICTION?

[1]The FDA (Food and Drug Administration) is cracking down on unsupported claims by food manufacturers. A number of food companies have been told to change or eliminate claims of health benefits on their packaging and in their ads. Some of the biggest violators of FDA regulations are cereal and snack-food companies.

[2]A number of products are also being targeted by consumer groups and medical organizations. One controversial product is sugar-free gum. Manufacturers claim that sugarless gum promotes dental health, helps with weight management, aids in concentration, and helps reduce stress. Research shows that chewing sugarless gum does, in fact, help promote dental health through stimulation of saliva production. Saliva helps wash away harmful acids, and it contains calcium, which helps strengthen tooth enamel. However, claims that chewing gum helps with weight management, concentration, and stress reduction are not so well-documented, and there is no indication of how much gum you have to chew to obtain these effects. Finally, all gum contains chemical dyes, flavorings, and preservatives, which some scientists believe are not good for your health.



[3]Another product getting attention from medical researchers is milk. Milk producers make several claims that are disputed by a number of doctors. First, they claim that the calcium in milk promotes bone growth and helps prevent osteoporosis, a bone disease. In fact, one study published in the *American Journal of Epidemiology* showed that people who had consumed dairy products in their 20s were more likely to suffer hip fractures when they were older. The second claim is that teenagers should drink four cups of milk every day. The doctors say that four cups of whole milk contain 33 grams of fat, of which 20 are saturated fat, and that drinking that much milk can contribute to the problem of teenage obesity, so teenagers should be sure to drink low-fat milk. Finally, milk companies say that everyone, not just kids, should drink more milk. This ignores the fact that many adults are lactose intolerant: it's thought that about 15% of Caucasian-Americans, 70% of African-Americans, 50% of Mexican-Americans, and 90% of Asian-Americans fall into this category.

HOW TO SAY IT

Having analyzed these ads, we've realized/decided/learned ...

We think that when reading ads, people should ...

After reading the article, we've concluded that ...

REFLECT ... How can the skill of evaluating claims be useful to you in **Self & Society** and **Study & Learning**?

RESEARCH ...

Find an ad that makes claims about what a product does or what benefits it has. You can check websites, magazines, newspapers, television, or radio ads. Make a list of the claims. Identify whether they are factual claims or opinion. Describe how the factual claims could be checked. If possible, check the factual claims yourself. Do they seem to be true? Why or why not?

Language wrap-up

1 VOCABULARY

Complete the text with ten of the words and phrases from the box. (10 points)

accountable afford affordable biodegradable broke cut down on
disposable on impulse perishable recyclable returnable stick to stretch

Be a Smart Consumer

Having spent most of my young adult years being **(1)** _____, I learned to be a pretty careful consumer. Maybe some of the things I learned to do can help other people both **(2)** _____ their money and reduce their carbon footprint. First, make yourself **(3)** _____ for everything you buy—if you buy it, write it down! Second, make a shopping list and **(4)** _____ it. Don't buy lots of things **(5)** _____, and don't buy things you're not really able to **(6)** _____. If you **(7)** _____ unnecessary purchases, you'll not only save money but you'll reduce clutter in your home. When grocery shopping, buy only small amounts of **(8)** _____ items, so you don't waste food. Finally, buy things like beverages in **(9)** _____ rather than **(10)** _____ containers. You'll get a deposit back when you bring the containers back, and it's also better for the environment.

8–10 correct: I can use adjectives ending in *–able* and *–ible* and words related to money and finances.
0–7 correct: Look again at Sections 4 and 6 on pages 85 and 86. **SCORE:** /10

2 GRAMMAR

Check the correct sentences. Then rewrite the incorrect sentences, using a correct reduced clause where possible. (10 points)

1 After doing a lot of reading on advertising, I feel that I know much more about it. ☐

2 After made a list of everything I bought last week, I looked at what I could cut down on. ☐

3 Didn't kept a record of my purchases, I really didn't know how much I was spending. ☐

4 While shopping for food, my brother ran into an old high school friend. ☐

5 While driving to the store, a truck ran into my car. ☐

6 Not want to be too critical, I didn't question the doctor's recommendations. ☐

7 We were sure that the meat wasn't good, we didn't buy it. ☐

8 Having a lot of problems with money in the past, I now keep a list of my expenses. ☐

9 Not wanting to spend much money, we bought only a few things that we really needed. ☐

10 Before buy food in a package, be sure to read the label. ☐

8–10 correct: I can use reduced adverb clauses of time and cause-effect.
0–7 correct: Look again at Sections 2 and 3 on pages 83 and 84. **SCORE:** /10

WRITING WORKSHOP

Interpreting charts

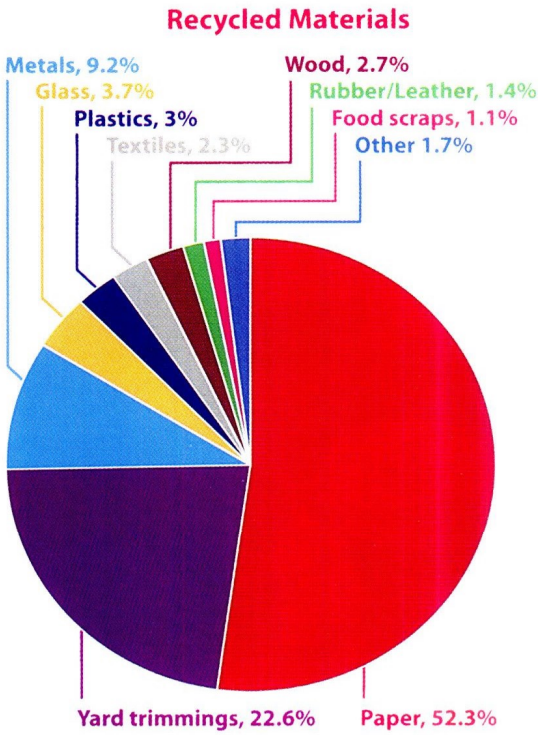
A Read the assignment and a student's response. What change to the city's recycling program would the writer recommend?

The chart gives information about the volume of recycled materials in a particular year. Summarize the information by selecting and reporting the main features. Interpret the information and draw conclusions and/or make recommendations.

[1]The chart shows what types of material were recycled. The amount of each material is indicated as a percentage of the total materials recycled. Slightly more than half of all recycled material is paper. This could be because paper is very widely used and one of the easiest materials to recycle. Most offices and schools have collection containers for paper recycling, and curbside residential recycling collects newspapers, mail, and other household paper goods.

[2]The fact that residential recycling is popular can be seen from the next largest category, yard trimmings, which accounts for slightly less than a quarter of all recycled material. Yard trimmings include grass, leaves, and bits of plants and trees that are biodegradable. The city collects these materials directly from residences for a small fee. Larger pieces of wood, however, must be taken by the resident to a special recycling area, which is probably the primary reason the recycling rate for wood, although it is also biodegradable, is so low—less than 3%.

[3]Metal, glass, and plastic make up about 10% of recycled materials. This figure could increase if recycling these materials were easier. People must separate plastic, glass, and metal into different containers. Additionally, only some types of plastic can be recycled. Cities where residents can mix plastic, metal, and glass into one container show significantly higher recycling rates for these materials.

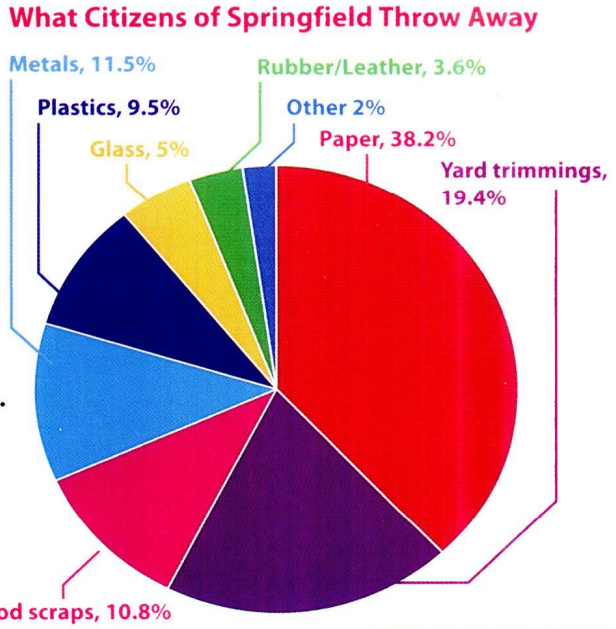


B Read the response again. In pairs, answer the questions.

1. Underline the sentences that *describe* figures given in the chart. How is the information expressed differently from the chart?
2. Double underline the sentences that *interpret* the figures in the chart or provide additional information that is not in the chart. Do you think the conclusions or recommendations are based on information in the chart or the student's own knowledge?

C Prepare to write a summary of what people in Springfield throw away. Study the chart and make notes to help plan your summary.

1. What are the two largest categories?
2. What could be the reasons for this?
3. How might people be able to reduce what they throw away in the most significant categories?
4. How might this chart change in the future?



D Summarize the information in the chart by selecting and reporting the main features. Write about 250 words.

HOW ARE YOU DOING?

- ◯ I summarized the most important information.
- ◯ I interpreted the information.
- ◯ I offered my opinions about what the information means.

UNIT 8 ARTISTIC LICENSE

IN THIS UNIT YOU

- learn language to talk about art
- listen to a lecture about the Surrealist school of art
- write a review of an event
- read about some influential graffiti artists
- talk about meaning in art
- learn about the importance of curiosity
- watch a video about a piece of public art

LISTENING
inferring factual information
Why do you think some speakers don't state every idea directly?

WRITING
a review
Do you usually read reviews before you buy a product, go to a restaurant, visit a place, or go to an event? How do reviews help people?



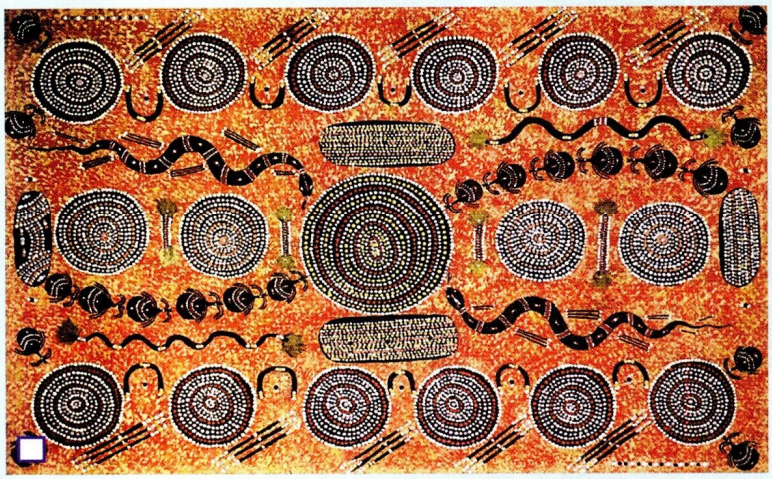
Jean Luc Cornec TribuT (1995–2014) © DACS 2014

LIFE SKILLS

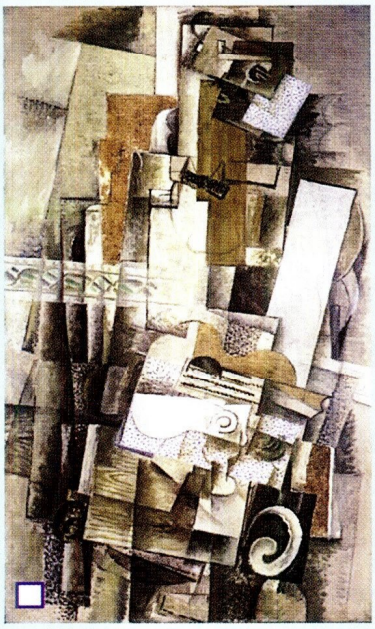
SELF & SOCIETY

developing curiosity Do you like to ask questions when you encounter new situations, circumstances, or people? Why might it be useful to do so?

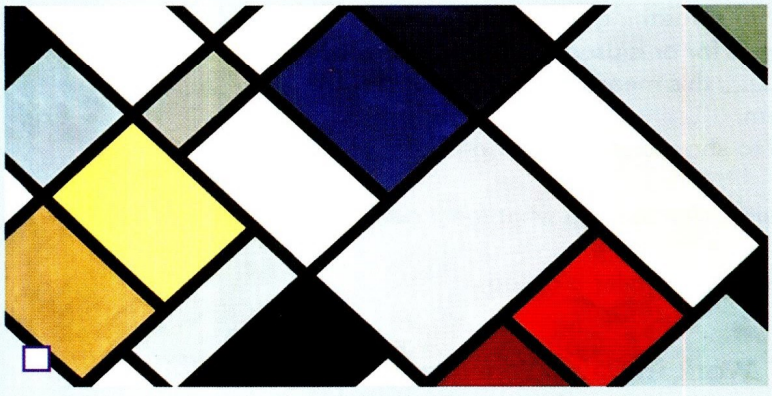
A Rank the art from 1 (= your favorite) to 6 (= your least favorite).

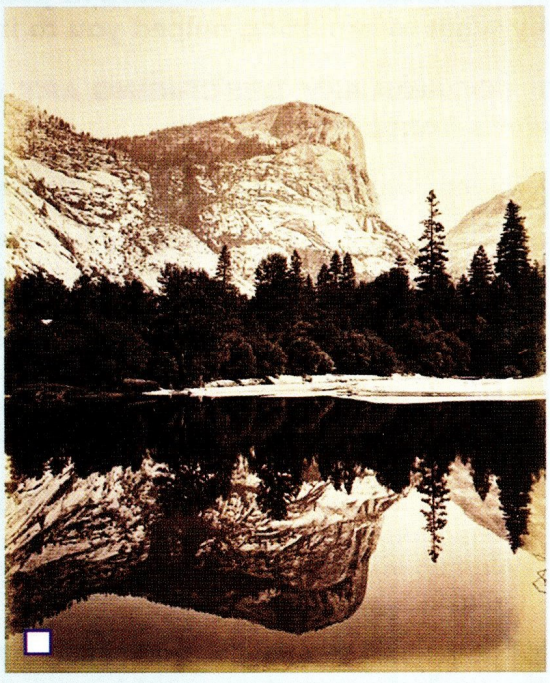










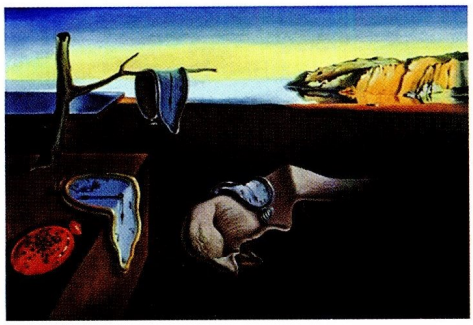


B Work with a partner. Share and explain your rankings. Then take turns describing what each piece of art looks like.

1 LISTENING: inferring factual information page 73

When we infer information, we make guesses or form opinions based on the information we already have. Speakers often expect the listener to infer certain information or to draw conclusions. Pay attention not only to the words you hear, but also to what those words suggest or imply.

A As a class, look at the paintings on this page. Talk about what you know or think about Surrealism and Surrealist artists.



The Persistence of Memory, Salvador Dalí, 1934



Syssigy, Leonora Carrington, 1957

B 2.05 Read the quiz before you listen to the lecture. As you listen, take notes if you want to. Then choose the best answer for each item.

1 The Surrealists ... influenced by the effects of World Wars I and II.
   a) were b) were not
2 Surrealism places a lot of importance on ...
   a) everyday objects.
   b) dreams.
   c) both.
3 The professor thinks that Salvador Dalí's work ... serious art.
   a) was b) was not
4 The professor considers Leonora Carrington to be an important representative of Surrealism in ...
   a) Britain.
   b) the U.S.A.
   c) Latin America.
5 There ... many female painters at the time the Surrealist movement started.
   a) were b) were not

C Listen again. Then work in pairs. Compare your answers and say what information helped you to infer each answer.

D VOCABULARY: DESCRIBING ART Complete the definitions with the words from the box.

concept controversial illustration proportion represent school symbol unconventional

1 _____ topics or people cause strong opinions for and against them.
2 A/An _____ is an idea of something that exists.
3 To _____ something is to stand for something or to mean something.
4 A/An _____ is one thing that stands for or is used to mean another thing.
5 If objects in a painting are in _____, this means they are the right size or shape compared to other objects around them.
6 A/An _____ is an example used to show that something is true, to show what something is like.
7 _____ people, ideas, or things are different from what most people consider to be usual or normal.
8 A group of writers or artists whose work or ideas are similar is called a/an _____.

E VOCABULARY: DESCRIBING ART Work in pairs. Discuss what you think the paintings on this page mean. How are they typical of the Surrealist genre? Use as many words from Exercise D as you can.

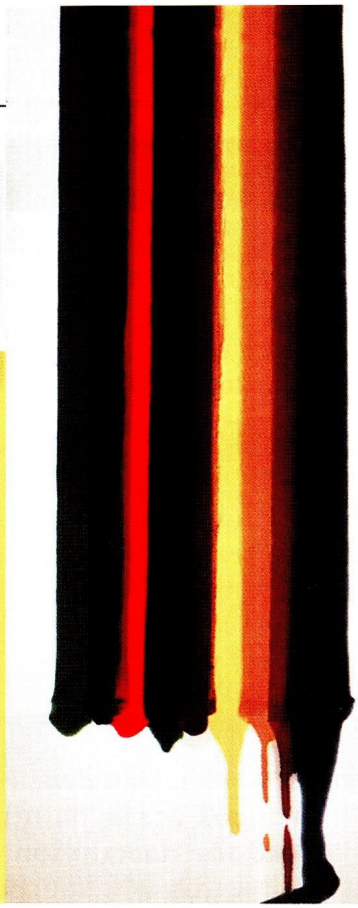
2 GRAMMAR: inverted conditionals

A LANGUAGE IN CONTEXT Read the biography of a famous American artist. What influenced Louis to change his style?

NOTICE!
Read the underlined phrases. What is unusual about the word order? Are the sentences questions?

Morris Louis (1912–1962) was an American painter of the Washington Color school. When he moved to Washington, D.C., to teach art, he became a friend of the painter Kenneth Nolan. Had he not met Nolan then, he might never have developed the abstract style for which he is known today. Unfortunately, his painting style was also what caused his death. Paints at that time contained many toxic materials, and breathing paint fumes could cause cancer. Had Louis worked in a larger room, or with different materials, he probably wouldn't have contracted the lung cancer that killed him.

Now that these health risks are known, modern painters can learn something from the sad case of Louis. Should you choose to work with toxic materials, work in a large, well-ventilated space and take frequent breaks. Better yet, select paints and other art supplies that don't create toxic fumes.



B ANALYZE Read the biography in Exercise A again.

Form Complete the sentences in the table with examples from the biography.

	Standard conditional	Inverted conditional
Present	If you choose to work with toxic materials, work in a large, well-ventilated space.	(1) _____ you _____ to work with toxic materials, work in a large, well-ventilated space.
Past	If he hadn't met Nolan at this period, he might never have developed the abstract style for which he is known today.	(2) _____ he _____ Nolan then, he might never have developed the abstract style for which he is known today.
	If Louis had worked in a larger room, he probably wouldn't have contracted the lung cancer that killed him in 1962.	(3) _____ Louis _____ in a larger room, he probably wouldn't have contracted the lung cancer that killed him in 1962.

Function Choose the correct option to complete each rule.

1 Inverted conditionals are more *formal* / *informal* than standard conditionals.
2 Inverted conditionals are more common in *writing* / *conversations*.

WATCH OUT!
✘ Hadn't he met Nolan then ...
✓ Had he not met Nolan then ...

C PRACTICE Rewrite the sentences as inverted conditionals.

1 If Claude Monet hadn't been nearsighted, he might not have painted objects as soft and blurry.

2 If you paint with colors such as cadmium red or cobalt blue, wear gloves to protect your skin.

3 If she had known how dangerous the paint fumes were, she would have used a fan.

4 If you melt metal or glass with a blowtorch, always wear protective goggles.

D NOW YOU DO IT Work in pairs. Make sentences about these ideas. Use inverted conditionals. Then share your sentences with another pair.

- something you would like to warn people not to do now
- something you would like to advise people to do now

3 PRONUNCIATION: words ending in *–ical*

A 2.06 Listen to the pairs of words. Which ones undergo a stress shift? How many syllables do those words have?

logic logical	biography biographical
critic critical	history historical
practice practical	politics political

B 2.07 Listen to the sentences, paying attention to the words from Exercise A. Then practice the sentences with a partner.

1. The 1920s was a critical period in American art history.
2. I read a fascinating historical biography of an art critic.
3. That's not a very practical policy, even if it seems logical.
4. Political movements are often represented in art, as you can see from this biographical article on the Surrealists.

4 SPEAKING: talking about meaning in art

A Look at the painting and read the description. Do you think this is what the artist wanted to express in the painting? Can you think of any other ways to explain its meaning?

***Maturity*, Trinh Tuan, 2008**

Trinh Tuan works with unconventional, non-standard materials, and contrasts form and color in an unusual way. In this work, the viewer gets an immediate sense of the loneliness and alienation of a couple who are unloving and mismatched. Though they are touching, the strong black line between them symbolizes an invisible, immovable wall that they are unable or unwilling to cross.



B 2.08 Listen to a conversation about the description in Exercise A. What are the man's objections?

C VOCABULARY: NEGATIVE PREFIXES: *UN-*, *NON-*, *MIS-*, *IM-*, *IN-* Write the negative forms of the adjectives in the box in the correct columns of the table.

able comprehensible controversial interesting interpreted
loving movable original standard understood visible willing

un-	non-	mis-	im-	in-
unconventional unusual	non-traditional	mismatched	impossible	insufficient

D VOCABULARY: NEGATIVE PREFIXES: *UN-*, *NON-*, *MIS-*, *IM-*, *IN-* Look back at the painting in Exercise A. Use the questions to help you form an opinion of it.

1. Is this painting original and interesting? Why or why not?
2. Is the theme of the painting easily interpreted by the average viewer? Why or why not?
3. Do you agree more with the interpretation in Exercise A, or with the man in Exercise B? Why?
4. Do you like the painting? Why or why not?

E **Independent Speaking** Work in pairs. Give your opinion of the painting. Use as many words from Exercise C as you can.

5 GRAMMAR: adjective phrase + indirect question

A 2.09 LANGUAGE IN CONTEXT Listen to the conversation. What do the speakers think about the meaning of non-permanent art?

Emily: These ice sculptures are amazing! I'd love to know how they do it.
Josh: Yeah, I'd love to try it myself! It would be good to find out whether they use special tools. I bet it takes a long time, though!
Jane: I know! It's hard to understand why people go to all that trouble to create non-permanent art!
Emily: Well, it's interesting to think about what the non-permanent aspect really means. I mean, maybe it doesn't mean anything, or maybe it's a kind of commentary on our modern world.
Jane: I don't know. I think it's natural for people to wonder what the deeper meaning of everything is, but it's impossible for me to see where the deep meaning is in something that will be a pool of water in a few days!

NOTICE!
Find and underline the question words (e.g., *what, how*) in the text. Are they being used in direct questions?

B ANALYZE Read the conversation in Exercise A again.

Form Complete the table with examples from the conversation.

It + *be*	adjective	(*for* + indirect object)	infinitive	indirect question (e.g., *what/when*)
(1) _____	(2) _____	–	to find out	whether they use special tools.
It's	hard	–	to understand	(3) _____
It's	interesting	–	to think about	(4) _____
(5) _____	(6) _____	(7) _____	to wonder	(8) _____
It's	impossible	for me	(9) _____	(10) _____

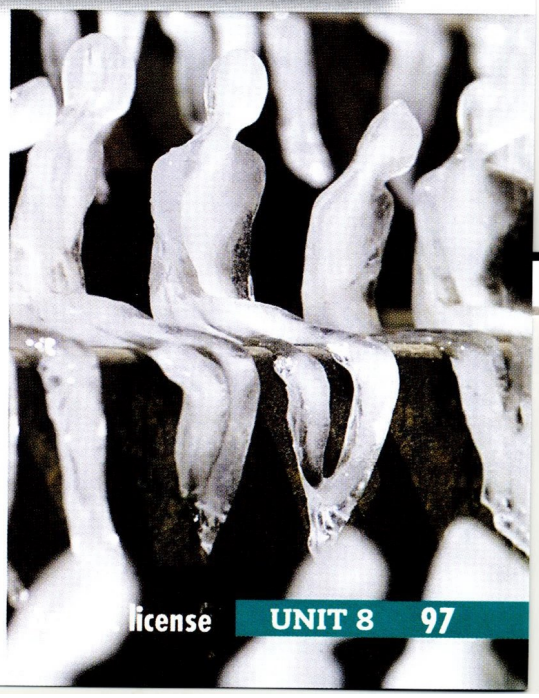
Function Choose the correct options to complete the rules.
We use **adjective phrase + indirect question** to talk about a question being considered, usually when a definite answer is (1) *known* / *not known*. We (2) *expect* / *don't expect* an answer to this question. We use (3) *it is* / *it would be* with verbs like *find out* or *know when* we talk about an action we might take in the future.

WATCH OUT!
✘ It would be good to find out could I take a course in ice sculpting.
✓ It would be good to find out if/whether I could take a course in ice sculpting.

C PRACTICE Rewrite the direct questions as indirect questions using the words and phrases in parentheses.

1 Where do they have sand sculpture exhibits? (*interesting / find out*)
_____
2 Is there any non-permanent art in our community? (*nice / know*)
_____
3 Why is non-permanent art so popular? (*easy / see*)
_____
4 Have there always been forms of non-permanent art? (*difficult / know*)
_____
5 What does abstract art symbolize? (*hard / me / understand*)
_____
6 What was the world like when abstract art began? (*important / us / consider*)
_____

D NOW YOU DO IT Work in groups. What do you know about other types of non-permanent art? What would you like to know?



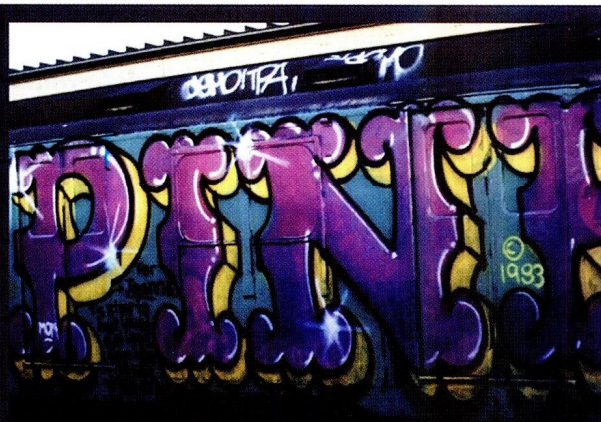
6 READING: an article about art

A Work in pairs. Discuss the questions.

1 Is there much graffiti in your community? Where do you usually see it? Who do you think creates it?
2 What do you think inspires graffiti artists? Where do they get their ideas?
3 Do you think graffiti artists should be paid for their art?

B Read the article. What are some similarities between Haring and LADY PINK? What are some differences?

The Art of GRAFFITI



[1]Graffiti commonly refers to writings or drawings that have been placed in public spaces such as the sides of buildings without permission and in secret. Topics commonly include comments on social or political topics, stylistic portrayals of the artist's name (known as "tagging"), or simple drawings.

[2]When we think of graffiti, we invariably think of unwanted scrawls on the walls of businesses or names spray-painted onto the sides of buses or trains. In most areas, painting someone else's property without permission is considered vandalism, which is a crime. However, had these laws been strictly enforced, the world would have missed some great art—and some great artists such as these:

KEITH HARING

[3]Born in 1958, Haring's first art influences were the cartoon images of Dr. Seuss and Walt Disney. Haring attended a commercial art school in Pittsburgh, but soon dropped out, realizing he actually had little interest in commercial art. Instead, he moved to New York to attend the School of Visual Art. It was an important move in many ways: had he not relocated, he might not have met the musicians and artists, including graffiti artist Jean-Michel Basquiat, who inspired both his spirit and his work. Haring found graffiti to be creative, spontaneous, and provocative—all qualities he admired.

[4]In 1980, Haring found a unique outlet for his creative impulses: unused spaces for ads in the New York City subway system, covered with black paper. Haring used white chalk to cover these large surfaces with the simple line drawings that became his signature style. He created hundreds of these drawings in the early 1980s, sometimes completing 30 or more drawings in a single day.

[5]Of course, it was impossible to remain invisible while drawing in such public spaces, and Haring drew much attention. In fact, he noted, his subway drawings were performances as much as art. And people were intrigued by his images. "I was always totally amazed that the people I would meet while I was doing them were really, really concerned with what they meant. The first thing anyone asked me, no matter how old, no matter who they were, was what does it mean?"

[6]His style was clear and recognizable, and many residents of New York knew Haring's art before they knew his name.

LADY PINK

[7]LADY PINK was born in 1964 in Ambato, Ecuador, as Sandra Fabara. At the age of seven, she moved to New York City.

[8]When she was 15 and still a student at the High School of Art and Design, Fabara's boyfriend was arrested and sent home to Puerto Rico. As a reaction to this, Fabara began tagging neighborhood walls with his name. Soon she began tagging walls with her own name—or rather with her new name LADY PINK.

[9]She joined a few different graffiti crews of other artists, mainly painting subway trains. The impermanence of street art didn't bother her. "Graffiti artists learn not to get attached to their work," she said in an interview with the Huffington Post. "When you put up a public work, whether it's on a subway car or the wall of a building, you kiss it goodbye." She became well-known as one of the only working female graffiti artists and started exhibiting her work in galleries. In 1982, at age 18, she starred in the film Wild Style, and she had her first solo show when she was just 21. For a while in the late 1980s, she stopped painting outdoors, but returned after marrying graffiti artist Smith. The two now work together to produce commercial artwork. LADY PINK's art has been exhibited in museums such as the Metropolitan Museum of Art in New York and the Groninger in Holland.

C Work with another pair. Discuss the questions.

1 Why do you think the artists chose to create art in public spaces where it might be removed? Do you think their art would have the same effect if viewed in a gallery?
2 Should graffiti artists get permission before painting in public spaces? What about private property?

7 WRITING: a review

Good reviews, whether of a product, service, or event, usually have a similar structure. When you write a review, include an introduction to give basic information on what you are reviewing. Then clearly state what you liked and/or did not like, and why. Finally, say whether or not you would recommend the item or event.

A Read the review and answer the questions.

1 What kind of information does the writer give in the first paragraph?
2 What is the purpose of the next two paragraphs?
3 What two things does the last paragraph do?
4 How might the structure of the review be different if the writer recommended the event?

B Read the review again. As a class, discuss how the writer follows the outline format, and what details are given about each point.



Artifacto

EVERYONE'S TALKING ABOUT ...

JULY 1–31ST GOLDEN GATE PARK

THE AMATEUR ARTISTS' FAIR

[1]The Amateur Artists' Fair is a large art fair sponsored by the City of San Francisco at Golden Gate Park, and admission is free. The fair is open every weekend this month.

[2]There were several things that I liked about the fair. First, the exhibitors are in specific sections according to their type of art. There's a sculpture section, a painting section, a jewelry section, and so on, which makes it easy to see and compare all the exhibits in each genre. The entertainment was also enjoyable. There were workshops where children could make art of their own, and for adults, there were several good local live bands.

[3]There were, however, a number of problems with the fair. First, there was insufficient parking, so we had to park really far away. Second, the fair was so crowded that it was hard to see some of the exhibits. Furthermore, people were allowed to bring their dogs, which is incomprehensible to me. I'm not talking about guide dogs, but people's pets—which their owners seemed unwilling or unable to control. Finally, in my opinion, the exhibits were uneven in terms of quality. There were a few very good artists there, but a lot of the art was really not very good. I would also have liked to see more controversial themes that challenged viewers to think, as well as unconventional styles, instead of picture after picture of trees and roses. It would be interesting to know how they chose the exhibitors.

[4]Although an amateur art fair is a very good idea, it's essential for the organizers to consider how many people will attend an event like this and plan for that number. It's also important for them to decide what level of quality they want in the exhibits and accept only exhibitors who show that quality in their work. Finally, I would like to see them seek out art that has something to say, that offers a fresh look at something, or that makes a statement worth considering. In conclusion, I would be unwilling to recommend the Amateur Artists' Fair to anyone who is hoping to discover innovative, challenging, or high-quality works from new artists.

C Think of an event you have attended and make notes for a review in your notebook. Remember to think about the structure you will use.

D Write your review. Assume that the event is still going on, and say whether you recommend it.

E Work in pairs. Exchange reviews. Read your partner's work and say whether the review is logically structured.

lifeSkills

DEVELOPING CURIOSITY

- Understand the value of curiosity.
- Develop curiosity-building techniques such as careful observation and asking questions.
- Apply these techniques to new situations.

A **Work in groups. Discuss the questions.**

1. Curiosity is a common trait shared by most people in the arts. How do you think this attribute influences their art? In what other professions do you think curiosity is a common trait?
2. In English, there are two meanings of the word *curious*. How could this sentence be interpreted? *He is a very curious man.*
3. The phrase *curiosity killed the cat* is commonly used in English. What do you think it means?
4. One of the most frequent words used by young children is *why*? How do adults often react to this, in your experience?



B **Work with your group from Exercise A. Read the first section of the article and discuss the two statements. Then read the second section and discuss why curiosity can be referred to as a life skill.**

Psychology Monthly—August Edition

Did Curiosity Really Kill the Cat?

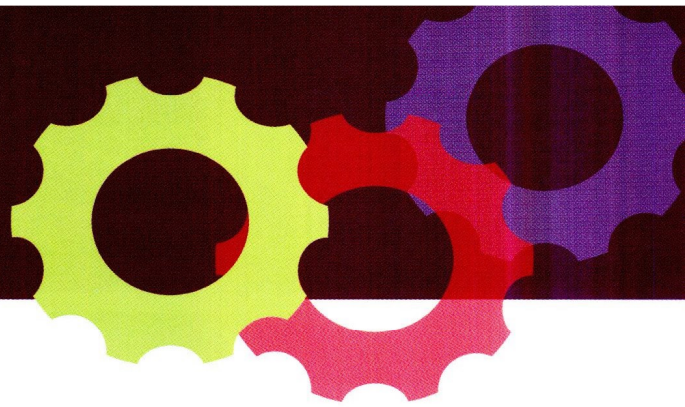
Stop and think for a moment about the relationship between these two factual statements. What challenge do they present?

FACT Studies have shown that children's curiosity and creativity drop when they enter kindergarten; they drop further around the fourth grade, and still further in the seventh grade.

FACT 21st century employers are putting increasing emphasis on hiring people with creative thinking and innovation skills.

Parents (and teachers, and employers), take note: curiosity should be rewarded, not stifled.

Have you ever noticed that successful people tend to be very good at a number of different things? It's not necessarily true that these people are more gifted than other people. What is true is that they are probably intensely curious. They want to learn new things, and learning something new develops our abilities to think, to adapt, and to solve problems. Curiosity is a natural human trait, though different people possess the trait to different degrees. It is probably safe to say that curiosity played a role in the survival and development of the human species by helping to make the human brain the agile, problem-solving organ it is today. Curiosity makes the mind active rather than passive, and an active mind is a strong mind. Curiosity also makes us observe and anticipate new ideas, and it leads us to discover new possibilities and ways of doing things. This, of course, leads to advancements in our societies. Finally, curiosity brings excitement to our lives. It gives our lives variety and stimulus, and these things make us happy. A society, a workplace, or a family that encourages curiosity is dynamic, innovative, and healthy.



C Take the quiz to find out how curious you are—your "curiosity quotient" (CQ).

A Curious Quiz

Before you start the quiz, think about how you would answer this question: Do you consider yourself to be a curious person?

		Yes	Somewhat	No
1	I'm constantly asking questions.			
2	I notice details about people and places.			
3	I think learning is fun.			
4	I like doing new or non-routine things.			
5	I like reading or talking about almost anything.			
6	I like talking to people who have different opinions from mine.			
7	I often find that something I once thought was boring is interesting.			

Add up your score and find out your CQ. Does this change your previous opinion about how curious you are?

Scoring: Yes = 2, Somewhat = 1, No = 0
10–14: Very curious, **4–9:** Moderately curious, **0–3:** Not very curious

D Work in groups. Try these curiosity-building activities.

Activity 1: Observe. Pay attention to details in your surroundings.

- Walk around and observe the room you are in. Don't talk, but do use as many of your senses as possible.
- Come back to your group and say what you noticed that you had never noticed before, or what you noticed about the other people in the room.

Activity 2: Ask questions with the words *why* and *how*.

- Take a few minutes to brainstorm things you would like to know, to answer questions with How or Why. For example, "Why do we yawn when we are tired?" or "How do fish sleep?"
- Write two or three questions beginning with "It would be interesting/fun to know how/why …"
- Discuss your questions with your group.
- Remember that the first part of being curious is questioning, but the second part is being curious enough to find out the answer. Decide who in your group is going to find out the answer to each unanswered question. Then go and find out.

E As a class, brainstorm as many reasons as you can why curiosity is an important trait.

REFLECT … How can the skill of developing curiosity be useful to you in **Work & Career** and **Study & Learning**?

RESEARCH …

Search for sayings and quotations about curiosity. Look for both original English sayings and for those translated from other languages. Prepare a short presentation for your class on what the sayings or quotations literally mean and what attitude toward curiosity they show.

Language wrap-up

1 VOCABULARY

Read the paragraph and choose the correct options to complete the text. (10 points)

Many people find abstract art to be (1) *incomprehensible* / *uncontroversial* because it doesn't look realistic. They say an art form that does not show people or objects is easily (2) *unmovable* / *misinterpreted*. The (3) *concept* / *school* of abstract painters included Jackson Pollock, Mark Rothko, Willem de Kooning, and many others, who claimed that "paint is paint, and canvas is canvas, and they should not pretend to be otherwise." Abstract art uses line, color, shape, and (4) *proportion* / *concepts* to convey a mood or feeling. One (5) *illustration* / *school* of this is the paintings of Piet Mondrian. All signs of the natural world seem (6) *unoriginal* / *invisible* at first, but if you understand that, for example, Mondrian used vertical lines as (7) *symbols* / *schools* of manmade buildings and towers, and that horizontal lines (8) *interpret* / *represent* landscapes, the works begin to make sense.
Even if you are (9) *unable* / *unloving* to understand abstract paintings completely, you can still enjoy them. They might be difficult to understand, but they are unusual and creative—and certainly not (10) *unwilling* / *unoriginal*!

8–10 correct: I can describe art and use negative prefixes to form opposite adjectives.
0–7 correct: Look again at Sections 1 and 4 on pages 94 and 96. **SCORE:** /10

2 GRAMMAR

A Put the words in the correct order to form sentences. (5 points)

1 people to / it's / describe what / modern art / hard for many / means / .

2 to know / was carved / this statue / when / it's impossible / .

3 for / how much / it's difficult / a painting / me to guess / costs / .

4 why I want / an artist / to understand / my parents / it's hard / to be / for / .

5 this sculpture / it / what / be nice / represents / to figure out / would / .

B Complete the sentences with the correct form of the inverted conditional. (5 points)

1 _____ (*you / read*) *The Moon and Sixpence* by Somerset Maugham, you will discover that it is based on the life of French painter Paul Gauguin.

2 _____ (*he / be famous*) while he was alive, Gauguin might not have been so poor.

3 _____ (*he / not / study*) Gauguin's work, Pablo Picasso might have painted differently himself.

4 Had Gauguin not found Paris too conventional, he _____ (*might / not / move*) to Tahiti.

5 _____ (*you / visit*) Tahiti, you can see a fine collection of Gauguin's works, including sketches, paintings, and sculptures.

8–10 correct: I can use inverted conditionals and adjective phrases with indirect questions.
0–7 correct: Look again at Sections 2 and 5 on pages 95 and 97. **SCORE:** /10

SPEAKING WORKSHOP

Proposing a solution

A 2.10 **Listen to a student's proposed solutions for problems caused by pigeons in cities. List the solutions. Which one does the speaker prefer?**

1 _____

2 _____

3 _____

B Listen again. Check the phrases for talking about problems and solutions that you hear.

- ☐ … it's important to …
- ☐ … in several ways …
- ☐ There are two main ways in which this is a problem.
- ☐ Three solutions … have been proposed.
- ☐ The first is that …
- ☐ Another way to address the problem is to …
- ☐ … is a better idea …
- ☐ … would not be effective because
- ☐ The best of these solutions is …
- ☐ … would be the smartest solution.

C In pairs, brainstorm possible solutions to the problem in the box. Then individually, choose the three best solutions.

Local business owners are complaining about graffiti on the sides of their buildings. They say the graffiti is unattractive, and it costs a lot of money to remove.

D Prepare and practice a presentation about proposed solutions to the problem of unwanted urban graffiti. Include at least two solutions. Explain which one you think is the best and why.



HOW ARE YOU DOING?

- ◯ I explained the problem clearly.
- ◯ I explained which solution I thought was best.
- ◯ I ordered the solutions by putting the best one last.

UNIT 9 JUST PLAYING?

IN THIS UNIT YOU

- learn language to talk about the role of play in people's lives
- read a magazine article about the effects of play on child development
- make and respond to invitations to play games or sports
- listen to a talk about how children's play has changed
- write a short opinion article about team sports
- learn to recognize contradictions in statements and texts
- watch a video about play and drama therapy



READING
understanding intent
Sometimes a writer's intent, or purpose in writing, is simply to inform people of facts or events. What other types of intent might a writer have?

SPEAKING
making and responding to invitations
When someone invites you to do something that you don't want to do, do you refuse the invitation? If so, how do you usually do that?

LIFE SKILLS

WORK & CAREER

recognizing contradiction Why is it important to be able to recognize points or statements in an argument that contradict each other?

A **As a class, discuss which of the following statements express your attitude toward play.**

"Adults have lots of different forms of entertainment, of course, but only children really play."

"Everyone should play an organized sport. Playing sports is good for us—physically and mentally."

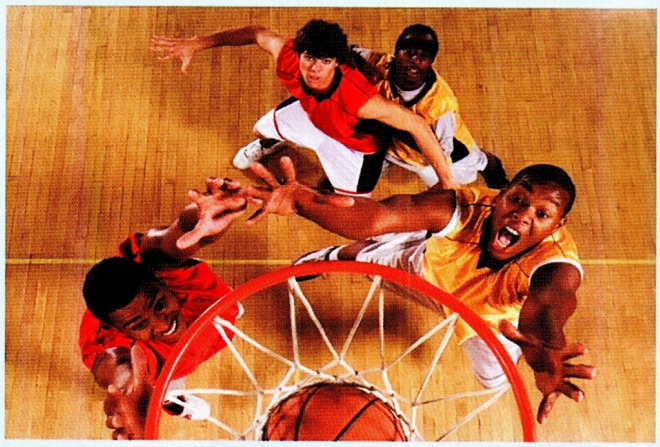
"Toys and games should be educational so that children learn while they're playing."

"Childhood is a time when you should play as much as possible—there's plenty of time for work when you're older."











B **Work in groups. Discuss the questions.**

How do children play? How do adults play? What do you think children and adults gain from playing? Consider these areas and use the pictures to help you think of ideas:

- physical skills
- social skills
- experience
- knowledge

1 READING: understanding intent

Every text is written for a particular purpose. It might be to entertain, to inform, to persuade, or it might have a combination of different aims. By establishing the writer's intent—the aim or purpose—you may understand the text better, and you'll be able to evaluate whether the writer has achieved his/her purpose.

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

1 Do you think the amount of time today's children spend playing is the same as when you were a child? If not, do you think children play more or less now?
2 Do children play differently now than when you were a child? If so, what are some of the differences?

B **Read the article. Does the writer seem generally optimistic or pessimistic about current developments in children's play? Why is that?**

The Vital Role of PLAY in Early Childhood Education

By Joan Almon

[1]In over 30 years of working with young children, I have observed one consistent feature of childhood: creative play is a central activity in the lives of healthy children. Play helps children weave together all the elements of life as they experience it. It is an **outlet** for their creativity, and it is an absolutely critical part of their childhood. The unique qualities of each child become apparent in the way they play. Some cultural differences **emerge**, for children **imitate** what they see around them. But there are strong universal qualities in play. For example, three-year-olds around the world play in similar ways; their play is different from that of five- or six-year-olds.

[2]Studies show strong relationships between a child's capacity to play and his or her overall development—physical, social, emotional, and intellectual. Despite its central importance in children's healthy development, play is now seriously endangered. Children have become dependent on electronic entertainment: television, DVDs, tablets, smartphones, and video games. When media-filled children do play, their games are naturally full of media characters and stories. It becomes increasingly hard for children to make up their own creative stories in play.

[3]Kindergarten programs focus so strongly on teaching **literacy** and **numeracy** that many children no longer have time to play. In a typical six-hour day at a public kindergarten, children spend 90 minutes on early literacy drills, 60 minutes on mathematics, and 30 minutes on science. They have about 30 minutes for outdoor play. Three- and four-year-olds are now expected to **engage in** far more early writing and reading activities than ever before.



[4]Given the importance of play for children's physical, social, emotional, and mental development, the demise of play will certainly have serious consequences. Indeed, there is growing concern about what kind of society we are creating if a generation of children grows up without play and the creative thinking that emerges from it.

[5]If imaginative free play continues to disappear from childhood, I anticipate several serious **outcomes**, including difficulties in the way children socialize and communicate with each other, more aggression in social relationships, and a loss of creative thinking. If one does not develop curiosity and **open-ended** thinking, how does one approach today's social, political, economic, and ecological problems? I am very concerned that without opportunities for open-ended, imaginative play, our children will not be capable of this type of creative thinking as they grow older.

[6]Nation after nation is rushing toward removing play from young children's lives in the misguided belief that three- to six-year-olds are ready for direct instruction in early literacy and other academic topics. For the sake of the children, and for the sake of the society they are part of, this direction needs to be reversed now and play needs to be restored as an essential part of childhood.

Joan Almon–iaswece.org

A
B
C

C **Match each paragraph of the article (1–6) with its purpose (a–f).**

Paragraph 1	a)	makes an appeal for action
Paragraph 2	b)	refers to research
Paragraph 3	c)	states a concern
Paragraph 4	d)	refers to personal experience
Paragraph 5	e)	quotes statistics
Paragraph 6	f)	explains the concern

D Work in pairs. Choose the statement that best summarizes the writer's overall intent. Then explain how each of the paragraphs helps the writer express that intent.

The writer's intent is to ...

a) compare how children play now with how they played in the past.
b) inform the reader about the role of play in different age groups.
c) persuade the reader that we need to encourage creative play for children.

Paragraph 1 helps the writer achieve her purpose by telling the reader that she knows what she's talking about because she's been working with children for over 30 years.

E VOCABULARY: CHILDHOOD DEVELOPMENT Write the words and phrases in bold from the article in Exercise A next to the correct definitions.

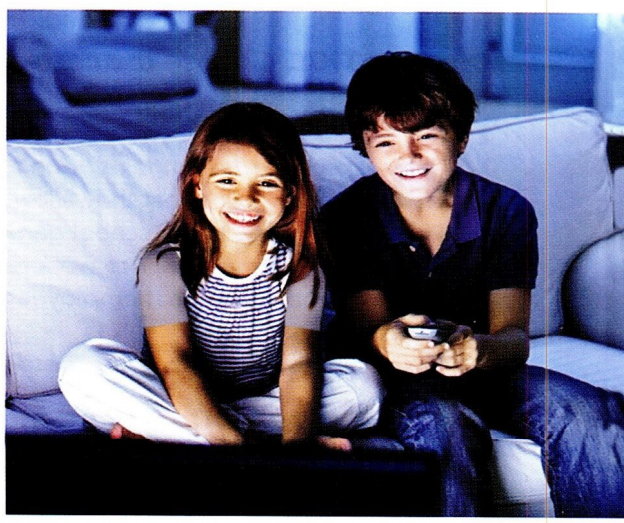
1 _____ (*n.*): results
2 _____ (*v.*): appear; become known
3 _____ (*n.*): a way to express ideas
4 _____ (*n.*): basic skills in math
5 _____ (*v.*): do, take part in
6 _____ (*v.*): copy someone's behavior
7 _____ (*adj.*): not restricted
8 _____ (*n.*): the ability to read

F VOCABULARY: CHILDHOOD DEVELOPMENT Work in groups. Do you agree or disagree with the statements? Give reasons.

1 You're never too young to improve your literacy and numeracy.
2 When children fight, it's a natural outlet for their feelings. It doesn't mean that there are larger problems.
3 Imitating adults is an excellent way for children to learn appropriate behavior.
4 Because kids don't engage in much open-ended play anymore, people are becoming less creative.
5 Games can often produce better learning outcomes than more structured types of teaching.

2 LISTENING: to a radio talk show





A Look at the pictures. Which one most resembles your own childhood?

B 2.11 Listen to the beginning of a radio show. Check the two main points the speaker makes.

Barbara, 64:

- ☐ I understand why the way children play has changed.
- ☐ Play has become more interesting than it used to be.
- ☐ Children used to engage in more imaginative play.
- ☐ Children today get bored less easily than in the past.

C 2.12 Now listen to the rest of the radio show. For each person, note down examples of how they think play has changed.

Becky, 38:

_____

_____

_____

Pedro, 25:

_____

_____

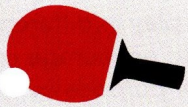
_____

D Work in pairs. Compare your notes. Say which of the points you think are true and why.

3 GRAMMAR: the subjunctive

A LANGUAGE IN CONTEXT Read the paragraph. Why does Jeff's company encourage employees to play at work?

ALL WORK AND NO PLAY? NOT IN OUR OFFICE!



Jeff is a software designer at a small software company. He is playing table tennis at work, but that's not a problem because his company insists that he spend part of his work day playing! His boss asks that he take a break every couple of hours to do something fun. Many psychologists now recommend that people spend more time playing and less time working. They say it is essential that people relax and have fun in order to be more productive. They also say it is important that a person not work too many hours without taking a break. Also, it is recommended that everyone play a sport or game during at least some of those breaks. Of course, most companies don't *demand* that their employees take time off to play. Some simply suggest that workers not spend the whole day at their desk. Some final advice from Jeff, though: "Just don't spend too long playing and forget to work. It definitely isn't recommended that you play *all* the time!"



NOTICE!

Circle the verbs that come after ***that***. What form are they in? What verbs or adjectives come immediately before ***that***?

B ANALYZE Read the paragraph in Exercise A again.

Form Write the underlined sentences in the paragraph in the correct places in the table.

Use	Form	Examples
With verbs: *ask, demand, insist, propose, recommend, suggest, require*	**Affirmative:** subject + verb + *that* + subject + base form	(1) _____
	Negative: a) subject + negative verb + *that* + subject + base form b) subject + verb + *that* + subject + *not* + base form	(2) _____ (3) _____
With adjectives: *recommended, necessary, essential, better/best, important*	**Affirmative:** *It* + *be* + adjective + *that* + subject + base form	(4) _____
	Negative: a) *It* + *be* + *not* + adjective + *that* + subject + base form b) *It* + *be* + adjective + *that* + subject + *not* + base form	(5) _____ (6) _____

Function Choose *T* (true) or *F* (false) for the rules.

1 The subjunctive is used in formal English to emphasize requests, orders, and recommendations. *T / F*
2 With both verbs and adjectives, the two negative forms have exactly the same meaning. *T / F*

C PRACTICE Choose the correct verb form to complete each sentence.

1 It was necessary that he *check / checked* the figures several times.
2 It *is / be* essential that you arrive on time.
3 They asked that we *not take / don't take* a break.
4 It was recommended that they *allow / allows* us to play at work!
5 Parents demand that all school games *be / are* educational.
6 My boss asked me *work / to work* ten hours yesterday!
7 They recommended that employees *not work / didn't work* on Saturdays.
8 It is essential that we *be / are* there tomorrow.

WATCH OUT!

✘ Her manager recommended that she takes a break.
✓ Her manager recommended that she take a break.

D NOW YOU DO IT Work in pairs. Discuss how a company can increase employee motivation, and how employees can improve their work environment.

It is essential that a company pay workers a fair salary.
Employees should demand that the company provide recreation areas.

4 SPEAKING: making and responding to invitations

There are certain phrases we use to make and respond to formal and informal invitations. We often use short phrases and informal language to make or decline informal invitations, but we use complete sentences and very polite language for formal invitations.

A 2.13 Listen to three conversations and check the correct boxes.

	Formal	Informal	Accepted	Declined
Invitation 1				
Invitation 2			Paul:	Paul:
			Olivia:	Olivia:
Invitation 3				



B VOCABULARY: MAKING AND RESPONDING TO INVITATIONS

Listen again. Then complete the phrases in the table.

Making an invitation	Accepting an invitation	Declining an invitation
Informal (1) You _____ it? (2) _____ go?	Informal (5) _____!	Informal (7) _____ do tonight. I have to … (8) _____ a rain check? (9) _____ later …?
Formal (3) _____ you to … (4) _____ to …?	Formal (6) Yes, I _____ to …	Formal (10) I'd really like to go, but unfortunately, I _____.

C VOCABULARY: MAKING AND RESPONDING TO INVITATIONS

Work in pairs. Role-play the situations. When you have finished, switch roles. Use phrases from the table in Exercise B.

Student A:

Student B is in one of your classes, and you know him/her well. Start a conversation with Student B and invite him/her to join you in an activity that you are planning for this evening. If your invitation is declined, try to persuade the person.

Student B:

Student A is in one of your classes, and you know him/her well. Student A will invite you to do something this evening. Politely decline the invitation, using appropriate phrases.

Student A:

You are Student B's boss or professor. Invite him/her to go to a talk on an interesting topic. If he/she accepts, explain the arrangements to go there.

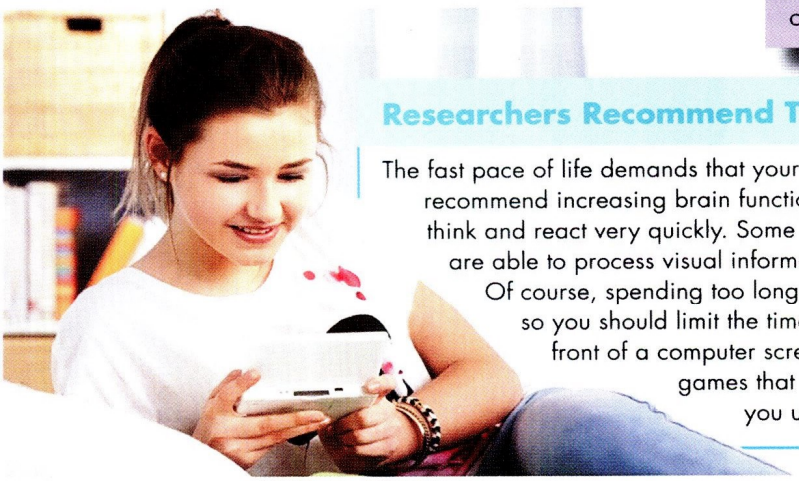
Student B:

Your boss or professor is inviting you to go and hear a talk. Politely accept the invitation and make arrangements to go there.

5 GRAMMAR: alternatives to the subjunctive

A LANGUAGE IN CONTEXT Read the paragraph. Do you find the results of the studies surprising? Why or why not?

NOTICE!
Find and underline the verbs and adjectives that are normally followed by a verb in the subjunctive form. Are all of those verbs followed by subjunctives in this text?



Researchers Recommend Training Your Brain Through Play!

The fast pace of life demands that your brain function at its top capacity. Some researchers recommend increasing brain function by playing video games of the type that require you to think and react very quickly. Some studies have found that people who do best at video games are able to process visual information more quickly than people who don't play regularly. Of course, spending too long in front of a screen can have negative effects on your health, so you should limit the time you spend playing, especially if your job requires sitting in front of a computer screen for hours. Furthermore, it's important for you to include games that are specifically designed to increase brain function. So, are you up for a game?

B ANALYZE Read the paragraph in Exercise A again.

Form Complete the table with examples from the paragraph.

Use	Alternative form	Example
With verbs *insist, demand (that)*	(No alternative: subjunctive only)	*His parents insisted that he play only educational games.* (1) _____
With verbs *ask, require*	verb + object + infinitive	*The rules require you to choose five words.* (2) _____
With verbs *require, recommend, suggest, propose*	verb + gerund	*I suggested measuring the effects of brain training games.* (3) _____ (4) _____
With adjectives *important, essential, vital, necessary, good/better/best*	*It* (+ *would*) + *be* + adjective (+ *for* + object) + infinitive	*It would be better for him to stop playing video games.* (5) _____

Function Choose the correct option to complete the rule.
The alternatives to the subjunctive in the table above have
the same meaning as / a different meaning from the subjunctive.

WATCH OUT!
✘ He suggested to learn a sport.
✓ He suggested that I learn a sport.
✓ He suggested learning a sport.

C PRACTICE Rewrite the sentences with alternatives to the subjunctive.

1 It is vital that we exercise our brains as well as our bodies.
_____
2 The company recommends that employees learn to play at least one video game.
_____
3 It is essential that you keep your brain active.
_____
4 I propose that our company give the employees free video games.
_____
5 Our boss is asking that we attend a brain training workshop.
_____

D NOW YOU DO IT Work in pairs. Discuss the question.

- What can employers do to help employees maximize their brain power?

6 PRONUNCIATION: assimilation

A 2.14 **Listen to the words and phrases. Notice the sounds of the final consonants in a word or a syllable before the /j/ sound.**

Final consonant sounds /s/, /z/, /t/, /d/, + /j/ = new consonant sound

/s/ + /j/ = /ʃ/	/z/ + /j/ = /ʒ/	/t/ + /j/ = /tʃ/	/d/ + /j/ = /dʒ/
issue	pleasure	nature	procedure
this year	does your	that your	would you

B 2.15 **Listen to the sentences. Then practice saying them with a partner. Pay attention to the underlined consonant combinations.**

1 The issue is that your membership in the games club expires this year.
2 Is your mental capacity a function of nature or nurture?
3 Would you prefer to play a game just for pleasure or one that lets you increase your mental functions?

7 WRITING: a short article

A **Read the announcement from a magazine. What kind of article are the editors of the magazine looking for?**

Here at *Young Perspectives*, we're always trying to find ways to question conventional attitudes and opinions. We don't want to hear the same old opinions—it's important for us to challenge and question them. That's why each month we ask our readers to send us short articles on controversial subjects. Here is this month's winning article: "Video Games: Why They're Good for You!" Look out for next month's topic and get thinking, get writing, and send us an article!

B **Read the winning article. Then choose *T* (true) or *F* (false) below.**

Video Games:
Why They're Good for You!

[1]I have to admit that I've wasted many long hours playing video games—and felt guilty about it afterwards! Surely I should have been using my time more effectively, doing something productive? Well, in fact, rather than beating myself up about it, it turns out I should be congratulating myself. I wish I'd known sooner that I had actually found one of the best ways to improve my brain power and to socialize better! What's more, I had fun doing it!

[2]We all know the horror stories. Teenagers get fat and lazy and ruin their brains playing meaningless video games. They do worse in school the longer they spend on games. It's essential for us to stop kids from playing so many video games, etc., etc. What they never tell you is how playing those games develops so many of your skills. First of all, many games involve real-world skills, like planning ahead, or consulting maps. Playing these games requires you to stretch your mental abilities in all kinds of ways.

[3]Apart from that, games these days are social affairs. Most of them can be played with other people over the internet. It's important for gamers to engage in lots of interaction with their teammates and plan their strategy together. They console each other for failures and compliment each other on successes. In other words, they use and develop their social skills. In fact, with many online games, the players who do the best are those who cooperate well with other players.

[4]It's vital that we all stop feeling guilty about the time we spend playing games and proudly announce the truth: Playing video games is good for you! Want to join me for a game?



1 The writer uses a formal style. *T* / *F*
2 The writer refers to his/her own experience to personalize the text. *T* / *F*
3 The writer uses humor to engage the reader. *T* / *F*

C **Write a 200–300 word article for *Young Perspectives* about next month's topic: Should everyone play a team sport at some point in his/her life? Decide which side of the argument you support, choose a title for the article, and write the article.**

lifeSkills

RECOGNIZING CONTRADICTION

- Learn to recognize points that contradict each other. If two points cannot both be true, then they are contradictory.
- When you hear or read an argument, try to identify the main idea and the main points. Then decide whether any of the points contradict each other.
- Decide whether an argument is strong or weak based on how many contradictory points there are.





A Read the statements about play. Match each statement (1–4) with another statement (a–d) that directly contradicts it.

1 Rather than wasting time playing, young children should focus on activities that develop numeracy and literacy. ___
2 Children learn about the adult world by imitating it in play. ___
3 Children socialize better when they are left without adult supervision. ___
4 Children should use play to explore the limits of their physical world. ___

a) Playing is often a distraction from the business of learning to live in the real world.
b) The most important thing is to keep children physically safe.
c) Play can help children develop a number of academic skills that they need to learn.
d) It's best for parents to organize their children's free time to avoid fights or other problems.

B Work in pairs. What is the contradiction in each quote? Underline the relevant sentences.

"My daughter spends about an hour each day playing video games and at least an hour playing outside with friends. I make sure she plays properly and doesn't just waste time. I think play is an important part of children's lives because it helps their mental and social development. They learn to make their own decisions, and they learn how to socialize with other children. Play is an essential part of childhood in my opinion."

"I didn't like traditional games when I was a kid, and I spent most of my time playing computer and video games. A lot of people say that those games have negative effects on kids, but they haven't affected me. The games taught me a lot of skills, like following maps or planning ahead. They also taught me about technology, and I work with computers now. The only problem I can see is that children can become pretty isolated playing those games. I know that as an adult, I'm a little uncomfortable in social gatherings, and I prefer to do things on my own, but I'm good at my job."

C Read the assignment and the extract from a student's essay. What are the three main points the writer makes?

Under the title *The Dangers of Gaming*, give your opinion on the possible negative consequences of spending too much time playing video games.

The Dangers of Gaming

[1]Since video games became a part of everyday life in the 1980s and 90s, there has been controversy over their possible negative effects. Parents, politicians, and the media have all expressed concern about the way they influence young people. While some of this may be dismissed as hysteria and panic, there is no doubt that some real dangers connected to gaming have emerged.

[2]One of the most serious consequences of gaming is addiction. The symptoms of game addiction can be similar to the symptoms of drug addiction. An increasing number of young people sit in one spot playing games for hours each day, often losing weight and withdrawing from the outside world. They may suffer from disrupted sleep, seem anxious when prevented from playing, and lie about the amount of time they spend on games. In some countries, young people are sent to special clinics to cure them of their addiction even though there is no real evidence that it is actually a physical or psychological condition.

[3]Even in those who don't become addicted, anti-social behavior is a common effect of gaming. Gamers these days often play games that take place online and that involve interacting with a wide range of people. They may spend less time with their real-world family and friends. This can lead to a variety of problems at home, at school, or at work as friends and colleagues start to feel rejected.

[4]Too much time spent on video games also leaves less time for other activities. People who play games extensively do not get the chance to develop other sides of their character which require interacting meaningfully with other people, such as the ability to empathize. Spending too much time in the narrow worlds that games create means you develop a narrow view of the world, without an understanding of the wider context in which we all live.

D Read the essay again. The writer makes two statements that contradict other points made in the essay. Find and underline them.

E Work in pairs. Compare your ideas from Exercise D. Decide how you would edit the text to correct the contradictions.

F Work in groups. Do you agree with the writer's argument? Why or why not?

G Discuss the questions.

1 When you read an argument, do you usually question what you read and look for contradictions? If you notice contradictions, does this make you question the validity of the whole article?
2 How can following the suggestions in this lesson help you think about arguments more critically?

REFLECT ... How can the skill of recognizing contradictions be useful to you in the areas of **Self & Society** and **Study & Learning**?

RESEARCH ...

Choose a controversial topic that you are interested in. Find blogs, editorials, or other types of written opinions on the topic and analyze the arguments. Tell the class about one or two of the arguments you found and whether you found any contradictions.

Language wrap-up

1 VOCABULARY

A Complete the paragraph with the words from the box. (5 points)

engage in imitate open-ended outcomes outlet

Often in the past, children were expected to be seen and not heard. Teachers might have seen play as a useful (1) _____ for excess energy, but they probably felt it was not as important as the development of academic skills. Over time, even the strictest adults began to see that play had a wider function and could lead to a number of positive (2) _____. Children learn many skills when they are allowed to (3) _____ free, (4) _____ types of play such as inventing stories or games. They also learn from older children and adults, as we can see when they (5) _____ actions and behaviors they see in real life.

B Complete the conversations with the words from the box. (5 points)

a rain check sorry sounds great up for want to

1 A: Are you (1) _____ going out tonight?
  B: Sorry. Can I take (2) _____? I have to study.
2 A: Hey, (3) _____ go out with me and a few friends for dinner?
  B: That (4) _____! What time?
3 A: Would you like to attend the regional conference next week?
  B: Oh, I'm (5) _____, but I can't. I'll be out of town.

8–10 correct: I can talk about childhood development and make and respond to invitations.
0–7 correct: Look again at Sections 1 and 4 on pages 106, 107, and 109. **SCORE:** /10

2 GRAMMAR

Choose the correct options to complete the letter to a school principal. (10 points)

Dear Ms. Claiborne,

We are writing because of some concern over recreation policies at the school. Everyone agrees that it (1) *be* / *is* important for children (2) *play* / *to play*, both at school and at home. However, it is also essential that educators and parents (3) *don't* / *not* allow young children to play completely unsupervised, and we have heard that this is your approach. You have said that it's better (4) *let* / *to let* kids play on their own so that they learn to resolve problems for themselves. We feel that children need adult guidance to learn to do this, and we propose (5) *to have* / *having* at least one teacher present at all times while the children are playing. We ask that the teacher (6) *help* / *helps* the kids resolve any differences before they become serious. We are not demanding (7) *for* / *that* the teacher (8) *interrupt* / *interrupts* small arguments, but we do want to insist that teachers (9) *give* / *will give* a bit more guidance to our children. We propose not (10) *let* / *letting* this matter wait until the next official meeting. Could we have a short meeting with you next week?

Very truly yours,

Forest Hill Parents' Association

8–10 correct: I can use the subjunctive and alternatives to it.
0–7 correct: Look again at Sections 3 and 5 on pages 108 and 110. **SCORE:** /10

WRITING WORKSHOP

Writing a short article

A **Read the assignment and the response. Then choose *T* (true) or *F* (false) for the statements below.**

Assignment: Choose a type of game or sport that you think helps people develop mental, physical, or social skills, or a combination of skills. Write an article of about 250 words explaining why you think this is true.

Dominoes: More Than a Game

[1]We hear a lot about the advantages and disadvantages of playing organized sports and of playing video games. However, we very rarely hear about the effects of playing other types of games such as cards, board games, or dominoes. In my opinion, dominoes is a game that has many advantages and no disadvantages.

[2]Here is why dominoes is much more than just a game, and why it is definitely not a waste of time. First, playing dominoes is a social activity. It is possible to play dominoes online, but I think it's important that people play this game face to face with friends or family. It's a lot more fun that way, and players develop skills like patience (sometimes people take forever to make a move!) and good sportsmanship (you can't always win!). Second, dominoes helps people develop numeracy skills. You learn to add numbers quickly in your head, and you learn to make educated guesses about what dominoes the other player probably has. Finally, playing dominoes requires you to develop analytical skills. You have to try figure out what your opponent will do, and you have to create strategies. In order to win, it's important not to simply react to the other player's moves; you should have a strategy that allows you to plan several moves in advance.

[3]In conclusion, playing dominoes requires thinking and planning, so it is a good way to train your brain. Best of all, it's fun and it doesn't cost money to play!



1 The writer lists three main benefits of playing dominoes. *T* / *F*
2 The writer says that people who are not good at math will not be able to play dominoes. *T* / *F*
3 According to the article, dominoes helps people develop a variety of skills. *T* / *F*
4 The writer thinks that playing dominoes can help improve mental functions. *T* / *F*

B **Read the article again and complete the outline.**

Paragraph 1: Introduction
Hear a lot about advantages of video games and sports
Other types of games never mentioned
Topic sentence: _____

Paragraph 2: Advantages of dominoes
Topic sentence: _____
Is a social activity
Develops numeracy skills
Also develops _____

Paragraph 3: Conclusion
Topic sentence: _____
Also fun and _____

C **Read the assignment in Exercise A again. Prepare an outline similar to the one in Exercise B about a different game or sport. The topic sentence of each paragraph should state the main idea.**

D **Use the outline to write your article. Write about 250 words.**

HOW ARE YOU DOING?

- ◯ The first paragraph introduces my opinion.
- ◯ There is a topic sentence in each paragraph which states the main idea of the paragraph.
- ◯ I have given several reasons to support my opinion.

UNIT 10 FACT OR FICTION

IN THIS UNIT YOU

- learn language to talk about popular beliefs and falsehood
- listen to a conversation about ideas on social networking sites
- write a wiki article about a popular belief
- read about a website that checks popular beliefs
- talk about popular beliefs
- learn about checking the reliability of internet sources
- watch a video about people telling personal truths and lies

WRITING
a wiki entry
Have you ever edited something someone else has written, or written something with someone else? What are some possible problems in these activities?

LISTENING
difficult situations
When someone speaks very quickly and you find it difficult to understand, what can you do about the situation?



LIFE SKILLS

STUDY & LEARNING

evaluating internet source reliability
Do you think information on the internet is generally reliable? Does it depend on the website? Explain your opinion.

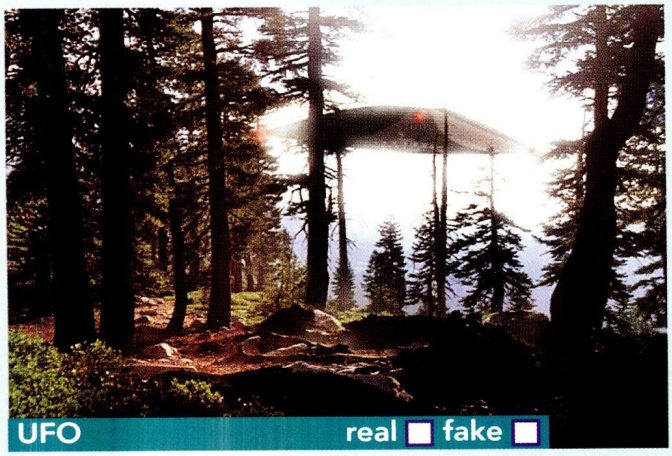
A Work in pairs. Look at each of the pictures and check whether you think they show something real or fake. Explain.



giant coconut crab real ☐ fake ☐



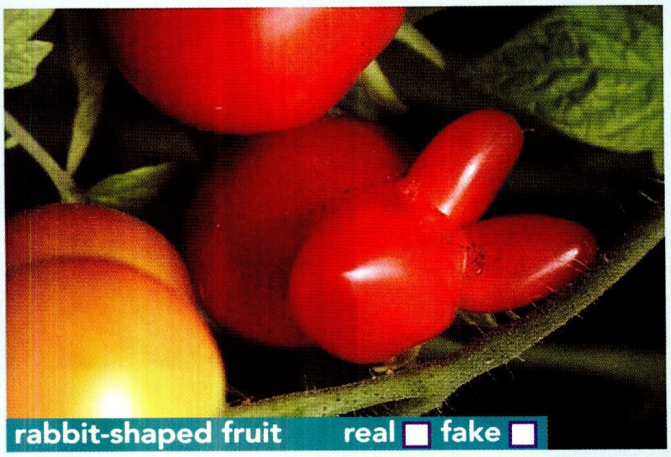
world's smallest cat real ☐ fake ☐



UFO real ☐ fake ☐



scorpions on sticks real ☐ fake ☐



rabbit-shaped fruit real ☐ fake ☐



hole in the sidewalk real ☐ fake ☐

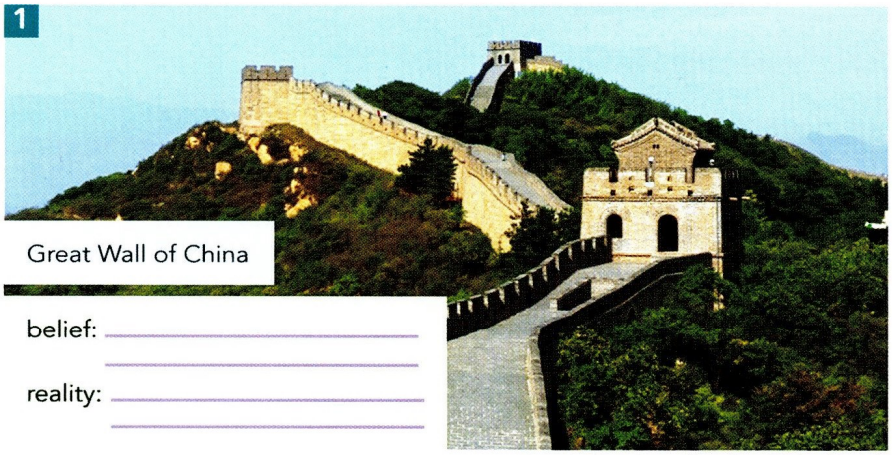
B Work in small groups. Discuss whether you agree or disagree with the statements.

"People will believe anything they see on the internet."
"Technological advances mean that it's easier to fool people today than ever before."

1 SPEAKING: talking about popular beliefs

A 2.16 Listen to three conversations about popular beliefs. Make notes. In your own words, explain how the popular beliefs mentioned are false.

1



Great Wall of China

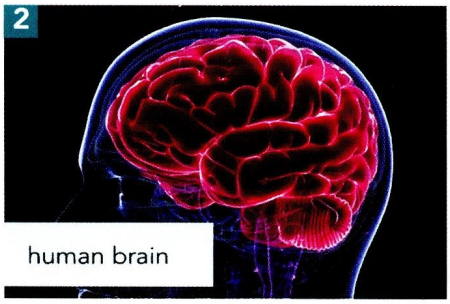
belief: _____

_____

reality: _____

_____

2



human brain

belief: _____

_____

reality: _____

_____

B VOCABULARY: FALSEHOOD The words on the left are from the conversations in Exercise A. Choose the word or phrase on the right that has a similar meaning.

1	misconception	false danger / incorrect belief / accepted fact
2	myth	general false belief / accepted fact / proof
3	hoax	trick / research / wrong attitude
4	phony	difficult / very strange / not genuine
5	fake	common / not real / funny
6	gullible	easy to trick / sincere / suspicious

3



shaving

belief: _____

_____

reality: _____

_____

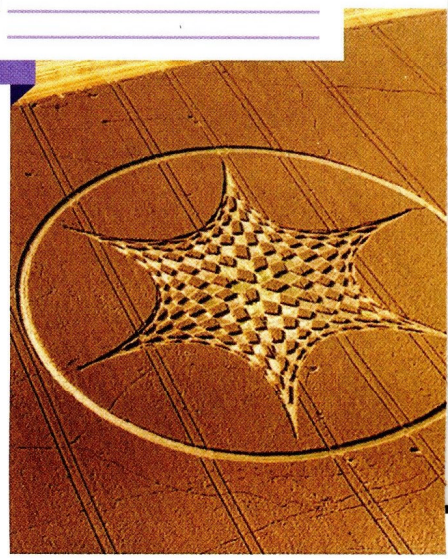
C VOCABULARY: FALSEHOOD Read the blog entry. Choose the correct options to complete the text.



Home | Blog | About me | Links | Archive

CROP CIRCLES

I can't believe how **(1)** *phony / gullible* some people are! They'll believe anything! Look at crop circles. Strange shapes appear in the crops in a field, and there are two possible explanations. Either they are created by aliens who are trying to communicate with us (although I don't know why they would have the **(2)** *misconception / myth* that we use circles in fields to communicate!), or they are a **(3)** *myth / hoax* created by people in the middle of the night using string and planks of wood. I know which explanation I prefer! Come on, people! Of course they're **(4)** *fake / gullible*! Do you honestly think that aliens would choose that method of communication, rather than, say, just coming down and saying hi? If you believe this **(5)** *misconception / myth*, then you probably also believe that you can save the world or cure disease by sharing a post through social media. Get real and stop listening to this nonsense!



D Choose one statement. Take notes about whether you agree with it or not.

- The 1969 moon landings were fake and never really happened.
- Watching too much TV will permanently damage your eyesight.

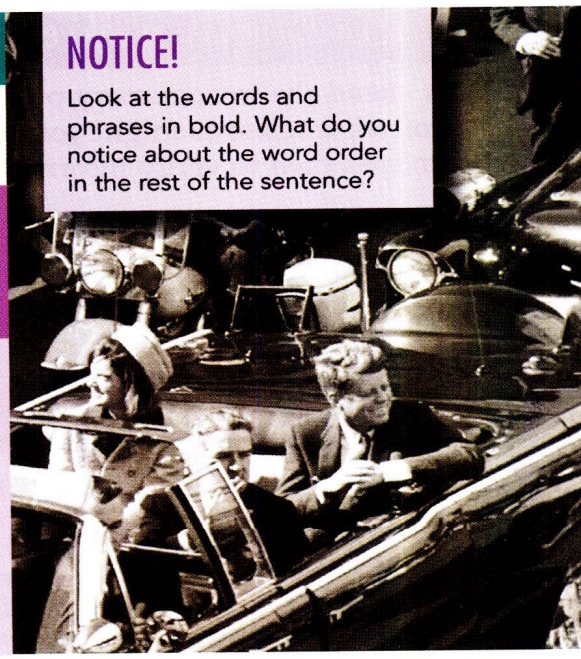
E Independent Speaking Work in pairs. Talk about whether you believe the statement you chose. Give reasons.

2 GRAMMAR: inversion with negative expressions

A LANGUAGE IN CONTEXT Read the article. Explain what a *conspiracy theory* is in your own words.

CONSPIRACY THEORIES

No sooner does something major happen than people come up with a conspiracy theory explaining who was *really* behind the event and what *really* happened. President Kennedy wasn't assassinated by one man. The moon landings never happened. The simple truth is never enough for the theorists. **Not only** are the rest of us wrong, but we are being fooled by "them," whether it's the government, the secret service, or some other shadowy group. We think we're safe; **little** do we know "they" are spying on all of us. According to the theorists, **only when** we all realize the truth will we be out of danger. It seems that some people have a strong need to disbelieve everything that they are told. **Rarely** do they realize how full of holes their alternative explanations really are.



NOTICE!

Look at the words and phrases in bold. What do you notice about the word order in the rest of the sentence?

B ANALYZE Read the article in Exercise A again.

Form Complete the table with the words in bold from the article.

negative expression + auxiliary verb + subject

phrases referring to time	*other negative expressions*
Hardly had the event happened **when** ...	Never have I heard such nonsense.
Barely had the event happened **when** ...	Seldom have I heard such nonsense.
Scarcely had the event happened **when** ...	(4) _____ have I heard such nonsense.
(1) _____ had the event happened **than** ...	(5) _____ did I realize how wrong I was.
***phrases with* only**	Under no circumstances will I accept that theory.
(2) _____ did we land on the moon, but we also ...	
(3) _____ I saw the photos did I realize ...	
Only if you have an open mind will you realize the truth.	

Function Choose the correct option to complete each rule.

1 We use inversions after negative adverbials _____.
   a) for emphasis b) as exclamations c) to be polite

2 They are generally quite _____ structures and usually occur in writing.
   a) formal b) informal c) unusual

C PRACTICE Rewrite each sentence as an inversion, starting with the words given.

1 I have rarely heard such a ridiculous theory.
   Seldom _____

2 They will never admit what really happened.
   Under no circumstances _____

3 Immediately after I began to talk, he interrupted me with his own theory.
   No _____

4 Your theory is illogical and it also ignores the evidence.
   Not _____

5 You'll only come to the right conclusion if you examine the evidence.
   Only _____

WATCH OUT!

✘ Under no circumstances you should believe this conspiracy theory!

✓ Under no circumstances should you believe this conspiracy theory!

D NOW YOU DO IT Write a short paragraph giving your opinion of conspiracy theories. Include three sentences with inversions and cover these points:

- whether you think most conspiracy theories are correct
- why conspiracy theories appeal to some people
- any dangers you can see in accepting conspiracy theories

3 READING: a wiki entry

A Read the introductory paragraph. For what reasons might you use snopes.com to verify information?



WikiWorld

Home | Discussion

[1]Snopes.com [edit paragraph]
Snopes.com, whose tag line is "Rumor Has It," is a website devoted to checking the validity of popular myths, rumors, and legends, including common misconceptions and stories that circulate on the internet or get passed around by email. Snopes was founded in 1995 by Barbara and David Mikkelson, who still run the site today.

B Read the rest of the wiki entry. Decide if the statements below the entry are *T* (true), *F* (false), or *NM* (not mentioned).

[2]History [edit paragraph]
"Snopes" was David's old internet name, and that in turn came from the name of a family that appears in several books by American writer William Faulkner. The Mikkelsons decided to use the name when they launched the site in 1997. The site, located at www.snopes.com, owned and operated entirely by the Mikkelsons, who pay most of their operating costs through online advertising.

[3]How it works [edit paragraph]
People who want to verify or disprove a rumor or story email their query to the Snopes site, and the Mikkelsons research it. They post the story on the site and label it true, false, or undetermined or unverifiable if they can't prove or disprove it. Not only the Mikkelsons debunk or confirm stories, but they also aim to thoroughly research the question and provide evidence and references for their claims. Snopes has become so well-known that people use it as verb: "Before I dismiss that story, I'll Snopes it." In fact, some email hoxes now add a line to their story saying something like "Checked out on Snopes" as fake support.

[4]Reputation [edit paragraph]
In recent years, Snopes has been accused having a politically liberal bias. The organization FactCheck.org in 2009 conducted their own investigation and could not find any confirmation of the charge. "You'd be hard-pressed to find two more apolitical people," says David. Both the Mikkelsons also encourage people to learn how to do their own fact-checking and not to be too gullible when they encounter information.

1 David Mikkelson changed his name in order to set up snopes.com anonymously. *T / F / NM*
2 The Mikkelsons email experts to ask their opinions on stories. *T / F / NM*
3 Some people think Snopes is biased against conservative politicians. *T / F / NM*
4 The Mikkelsons hold strong political views. *T / F / NM*

C Read the wiki entry again. Underline the fact that needs to be checked and corrected. Correct the three grammar mistakes and one spelling mistake in the entry.

D VOCABULARY: WORD FORMS (PROVING AND DISPROVING) Complete the table. Then find words from the wiki entry on page 120 to check your answers.

	noun	verb	adjective	participial adjective
proving a claim	validation/ (1) _____	validate	valid	validated, validating
	verification	(2) _____	verifiable	verified
	(3) _____	(4) _____	–	confirmed
	(5) _____	support	supportable	supported, supporting
	proof	(6) _____	provable	proved/proven
disproving a claim	dismissal	(7) _____	dismissive	dismissed
	–	(8) _____	–	debunked, debunking
	disproval	(9) _____	–	disproved/disproven

E VOCABULARY: WORD FORMS (PROVING AND DISPROVING) Choose the correct word form to complete each sentence.

1 It's important to find independent *valid* / *validation* of facts asserted in an article.
2 It isn't necessary for friends to *confirm* / *confirmed* every story they tell you.
3 When you make a claim, you should always *support* / *supported* it with examples.
4 Some information just isn't *verify* / *verifiable*. There's really no way to know if it's true or not.
5 If lots of people you know have *dismiss* / *dismissed* a claim, it probably isn't true.
6 If a claim is supported with scientific *proof* / *provable*, you can assume it's true.

F Work in pairs. Discuss whether you agree or disagree with the sentences in Exercise E.

4 WRITING: a wiki entry

A wiki is a website where users create and edit articles collaboratively. One person posts an article, and then other people add more information and correct mistakes if necessary. When collaborating on a wiki, do not use a biased point of view, or your contribution may be deleted. Also, cite your sources wherever possible, so that people can check what you've written.

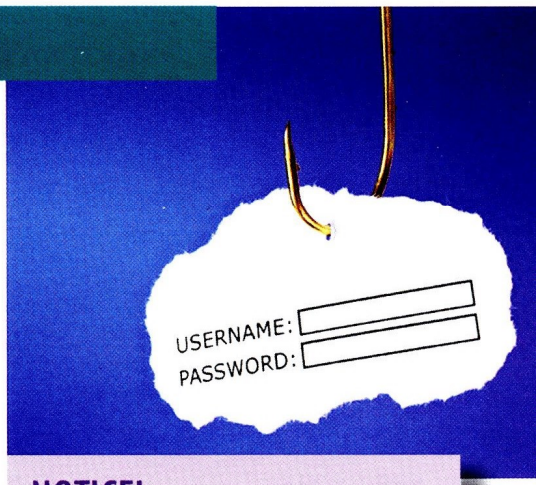
A Write a 1–2 paragraph entry for DebunkerWiki, a website which explores the truth behind popular beliefs. Write about one of these popular beliefs or another popular belief. Explain whether the belief is true or false.

- Drinking coffee helps you to study.
- Playing violent video games causes people to act violently.
- Goldfish have a short memory of only a few seconds.

B Work in groups. Pass your entries around. Each group member reads each entry and suggests changes, such as making the entry more objective, offering more support, or correcting language.

C Read your article after everyone in your group has read and changed it. Discuss whether you think the changes have improved the article or whether you prefer the original version.

5 GRAMMAR: ellipsis and substitution



A 2.17 LANGUAGE IN CONTEXT Listen to the conversation. Explain what *phishing* is in your own words.

Keaton: Hey, Joel. Haven't seen you around. How are things?
Joel: Oh, hi, Keaton. Not so good, actually.
Keaton: Why's that?
Joel: I was the victim of an internet scam. Cost me a lot of money. I got a phishing email and I clicked on it. Heard of those?
Keaton: Phishing? Yes, I believe so. It's like identity theft, isn't it?
Joel: Yeah, I guess so. Someone sends an email that looks as if it comes from a bank. The person receiving the email thinks it's genuine. It tells you to click on a link and when you do so, it takes you to a website that looks like a bank's website. It tells you to enter your password and, in doing so, you're giving it away to whoever runs the site.
Keaton: And then the password entered is used to access your account and take your money. You going to get any of it back?
Joel: I hope so!

NOTICE!

Find and underline at least two examples of statements that seem to be incomplete sentences because initial words are missing. Is the meaning of the sentence different without the initial words?

B ANALYZE Read the conversation in Exercise A again.

Form Complete the table with examples from the conversation.

Ellipsis: *missing initial unstressed words*	**Ellipsis:** *reduced relative structures*
Haven't seen you around. Not so good, actually. (1) _____ (2) _____	(3) _____ thinks it's genuine … (4) _____ is used to access your account …

Substitution: *expressions using* **so**

… when you (5) _____, it takes you …
It tells you to enter your password and (6) _____, …

Positive	**Negative**
Yeah, I (7) _____. I hope so!	I don't think so. I hope not!

WATCH OUT!

✘ Ever you fallen for any scams in the past?
✓ Ever fallen for any scams in the past?

Function Choose the correct options to complete the explanation.

In ellipsis, we (1) *leave out* / *add* some words where these are obvious from context.
In substitution, we use words such as (2) *because* / *so* in place of other words and phrases. We use it to avoid repeating ourselves.

C PRACTICE Find and correct six mistakes with ellipsis and substitution in the text.

Had you any suspicious emails recently? Perhaps the sender claims to be a relative of a famous person and they will pay you to help transfer money. And the amount of money that promised is in the millions. This email scam has been around for years. The person who sending the email probably claims they need to send money outside their country but can't do because of political problems there. The email asks you to help and says that doing so you will earn a reward. But first, you just have to pay a small administration fee and send your details. Of course, once you've done it so, you never see the fee again and are at risk of identity theft. The best way to deal with these emails is to delete them immediately and forget about them.

D NOW YOU DO IT You manage social media for a website that promotes online safety. Write a short post about each topic (max. 140 characters).

- identify theft
- online scams
- phishing

6 PRONUNCIATION: thought groups

A 2.18 **Listen to the sentences. Notice how the speaker pauses between the thought groups, and that commas are often used to mark thought groups.**

1 According to a survey by Gartner, / a leading information technology research and advisory company, / 4.3% of targets of email hoaxes / lost money.
2 Regular mass email marketing campaigns, / on the other hand, / have a success rate / of only 1.5%.

B 2.19 **Work in pairs. Listen and practice the sentences. Pay attention to the thought groups.**

1 To protect yourself from hoaxes, / don't ever click on links / in emails from an unknown sender.
2 In addition, / don't give out passwords / or other personal information / over the phone.
3 If you think a company is really trying to contact you / —your bank, / for example— / hang up / and call them back yourself.

7 LISTENING: difficult situations

When you are talking with two or more native speakers, they may speak quickly or use vocabulary, slang, or even grammar that you don't know. When you can't understand something important, stop the conversation and ask for help.

A **Work in groups. Discuss the questions.**

- Which social networking sites (e.g., Facebook, Twitter) do you use, if any?
- Did you join any of them because your friends were already using them and asked you to join?
- Have you ever bought something, or downloaded an app or music track, because someone recommended it via social media? If so, why did the recommendation make you want to get it?



B 2.20 **Listen to a discussion. What, if anything, caused listening problems for you? Check the appropriate column.**

	Speed	One word or phrase	One or more sentences
Part 1			
Part 2			
Part 3			
Part 4			
Part 5			

C **Listen again. Check the sentence you heard.**

Part 1:
☐ a) Sorry, a what?
☐ b) Sorry, what for?

Part 2:
☐ a) I don't know what "viral marketing" means.
☐ b) I don't know how you mean "viral marketing."

Part 3:
☐ a) Can you say that again more slowly?
☐ b) Sorry, can you say that again?

Part 4:
☐ a) I'm sorry, I'm lost.
☐ b) OK, you just lost me.

Part 5:
☐ a) What does that mean?
☐ b) What is the meaning?

D **Work in pairs. Discuss the questions with your partner.**

1 Do you find it easy to stop conversations and ask for help? Why or why not?
2 Are there times when it's better not to stop a conversation? If so, when?
3 What do you find most difficult about listening to native speakers?

lifeSkills

EVALUATING INTERNET SOURCE RELIABILITY

- Know what questions to ask in order to determine a website's reliability.
- Find the answers to the questions.
- Use the answers to determine whether the website is reliable.

A Check the questions you usually ask when you do research online.

1. ☐ What type of website is it (e.g., academic, a personal blog, a political organization)?
2. ☐ Who is the author of the specific information you want to use?
3. ☐ Is there a clear point of view or bias? If so, what is it?
4. ☐ If there is a claim, is there evidence to support it?
5. ☐ Are there references or links to other sources?
6. ☐ Can the information be verified? If so, how?
7. ☐ How current is the information?

B Work in groups. Discuss why each of the questions in Exercise A is important.

C Match the numbers of the questions from Exercise A with the ways to find the answers.

a) Look for emotionally charged language. Check if the website lists goals or a mission. ☐

b) Look for links (often underlined or in another color) to other sites. Check for sections at the end of an article called References, Bibliography, or For Further Reading. ☐

c) Check under the title of the article for a name. Does the name link to any further information about the author, or is there an author bio (biography) on the page? ☐

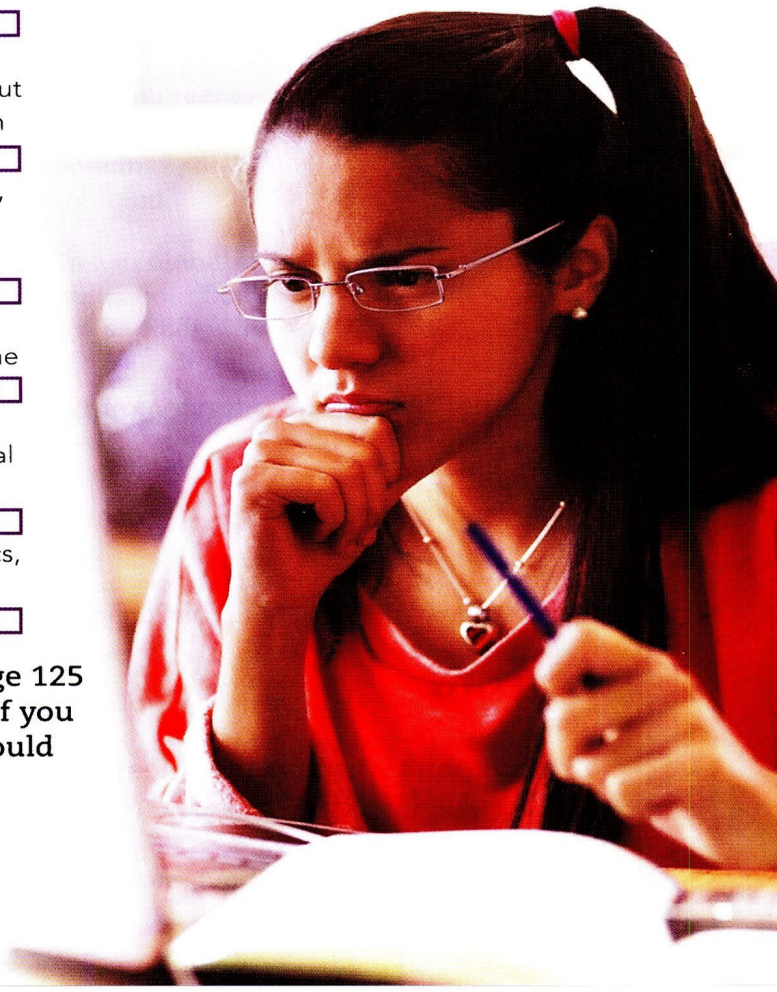
d) Check if enough specific information is given (e.g., places, names, dates) that you could put into a search engine to verify the information somewhere else. ☐

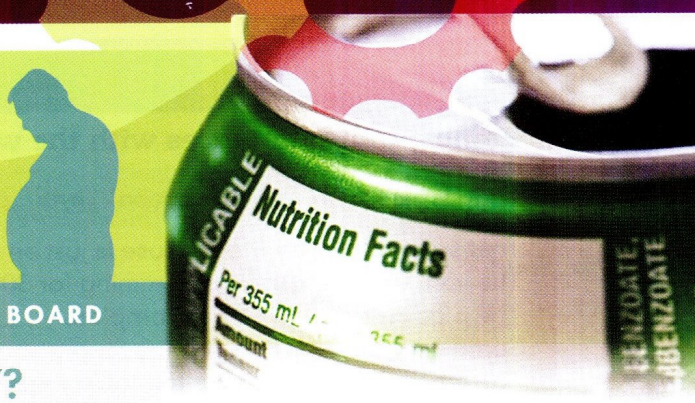
e) Look for a date at the top or bottom of the home page. Look for a date near the author's name or the title of an individual article. ☐

f) Look for the internet domain (.edu = an academic institution; .org = an organization; .gov = an official government site). Read the Home or About Us page. ☐

g) Check if the main points are supported by statistics, quotes from experts, examples, or logical reasoning. ☐

D Work in pairs. Read the article on page 125 and answer the questions from Exercise A. If you can't answer a question, discuss how you could find the answer.





OBESITY PANACEA

HOME | NEWS | LIFESTYLE & HEALTH | MESSAGE BOARD

DO DIET SOFT DRINKS LEAD TO OBESITY?

[1]Are diet soft drinks bad for you? I received this question from Perry Romanowski after it came up on his blog and I thought it would make an excellent topic for today. More specifically, I would like to discuss the relationship between diet soft drinks and obesity.

[2]At first, I did not expect there to be any relationship between diet soft drinks and obesity—if they contain no calories, they can't possibly contribute to a positive energy balance, right? Early studies of calorie-free sweeteners like aspartame seem to support that position. For example, a review article from 1991 suggests that "aspartame-sweetened foods or drinks is [sic] associated with either no change or a reduction in food intake." However, more recent studies suggest that the issue is not quite so simple.

[3]An article published in 2008 by Sharon Fowler in the journal *Obesity* suggests that individuals who consume diet soft drinks are at dramatically increased risk of being overweight or obese than those who do not consume diet soft drinks. For example, over an eight-year period, individuals who consumed just three diet soft drinks a week were 40% more likely to be overweight or obese than those who consumed none. The risk continued to increase dramatically with increased diet soft drink intake, and was independent of other factors like exercise, smoking, and socioeconomic status.

[4]The Fowler study doesn't prove that diet soft drinks cause obesity (people who drink more diet soft drinks may also have other behaviors that put them at increased risk for weight gain), but they are still pretty surprising. While diet soft drinks may themselves be free of calories, recent evidence suggests that they may increase calorie intake at future meals. For example, when rats are given access to unlimited amounts of food, those who are used to consuming calorie-free drinks eat dramatically more than those who are used to consuming drinks flavored with sugar. It may be that calorie-free drinks impair the body's ability to anticipate the calorie content of a given meal, eventually resulting in increased calorie intake and weight gain. Others have suggested that calorie-free sweeteners like aspartame may also increase appetite at future meals.

[5]So, while it is not yet completely clear if diet soft drinks *cause* obesity, there are some good reasons to limit their intake.

www.obesitypanacea.com

E Work with another pair. Discuss how reliable you think the information in the article is. Explain why.

F Discuss the questions.

1 What have you learned about online sources and their reliability?
2 Do you think you will be able to judge online sources better in the future?

REFLECT ... How can the skill of evaluating internet source reliability be useful to you in **Work & Career** & **Self & Society**?

HOW TO SAY IT

The main point made by the author is that ...
I think more evidence supporting the claim is needed and ...
I think this source should/shouldn't/can/can't be believed because ...
This article could/can't be considered very reliable/ biased because ...

RESEARCH ...

Choose a topic that interests you. Find at least three different websites on the topic. Evaluate their reliability using the criteria in Exercise A and decide which one you consider to be the most reliable source on that topic, and which is the most unreliable. In your next lesson, explain to the class the reasons for your evaluation of them.

Language wrap-up

1 VOCABULARY

A Complete the sentences with the words from the box. (6 points)

fake gullible hoax misconception myth phony

1 That story about the fried mouse is just an urban _____.
2 The idea that you can't go swimming for 30 minutes after you eat is a common _____.
3 The picture of the UFO was completely _____. It was just a model airplane.
4 Some people claim that only _____ people are fooled by internet phishing scams.
5 The email that said I'd won the lottery was a _____. I hadn't even entered a lottery.
6 It turned out that the email was _____. There isn't a company with that name.

B Complete the words. (4 points)

1 The researchers finally debunk_____ the rumor.
2 Have you verif_____ that claim?
3 I will believe you if you can offer me some kind of valid_____.
4 After receiving confirm_____, the newspaper decided to run the story on the front page.

8–10 correct: I can talk about falsehood, and use the correct word endings to talk about proving and disproving information.
0–7 correct: Look again at Sections 1 and 3 on pages 118, 120, and 121. **SCORE:** /10

2 GRAMMAR

A Rewrite the sentences. Start with the words and phrases given. (6 points)

1 As soon as I got home, I saw the email. (*no sooner*)
_____
2 I read about Kennedy's assassination and I saw a documentary about it. (*not only*)
_____
3 I have never heard such a ridiculous explanation before. (*never*)
_____
4 I didn't realize it was, in fact, a phishing email. (*little*)
_____
5 Immediately after I clicked on the link, my computer froze. (*scarcely*)
_____
6 They will only access your account if you give them your password. (*only*)
_____

B Rewrite the sentences using ellipsis and substitution where possible. (4 points)

1 Have you ever received a phishing email? Do you know someone who has gotten one?
_____
2 I should get all my money back, or at least I hope I get all my money back.
_____
3 The person who is making the claim has not presented a case that is supported by facts.
_____
4 Anyone who uses the lab must have a pass that is signed by the director.
_____

8–10 correct: I can use inversions with negative expressions and ellipsis and substitution.
0–7 correct: Look again at Sections 2 and 5 on pages 119 and 122. **SCORE:** /10

SPEAKING WORKSHOP

Responding with an opinion



A 2.21 **Listen to someone answering the question. Make a note of the speaker's main points. In pairs, compare your notes.**

Some people believe that all students should be taught about online scams and dangers at school. Others argue that schools should only be responsible for teaching academic topics. Which view do you agree with most? Include details and examples in your explanation.

B Listen again for phrases the speaker uses to express her opinion. Write a word or short phrase in each blank.

1 In general, I am _____ the opinion that ...
2 Not only _____ that, but I would also argue that ...
3 The _____ reason for my opinion is ...
4 My opinion is also _____ my own experience of ...
5 I have no _____ that ...
6 However, it _____ to me that ...

C Answer the questions.

1 Why might some people believe that websites like Wikipedia are unreliable?

2 Why might some people believe that websites like Wikipedia are reliable?

3 Which view do you most agree with?

4 What is the primary reason for your opinion?

5 What are the secondary reasons for your opinion?

6 Describe any relevant personal experience you have to support your opinion.

D In small groups, present your opinion about the question in the box.

Some people believe that collaboratively edited online information sources such as Wikipedia are as reliable as traditional encyclopedias. Others argue that the information found on such websites is unreliable. Which view do you agree with most? Include details and examples in your explanation.

HOW ARE YOU DOING?

- ◯ I have made clear which view I agree with.
- ◯ I have outlined the primary reason and any secondary reasons for my opinion.
- ◯ I have used any relevant personal experience I have to support my opinion.

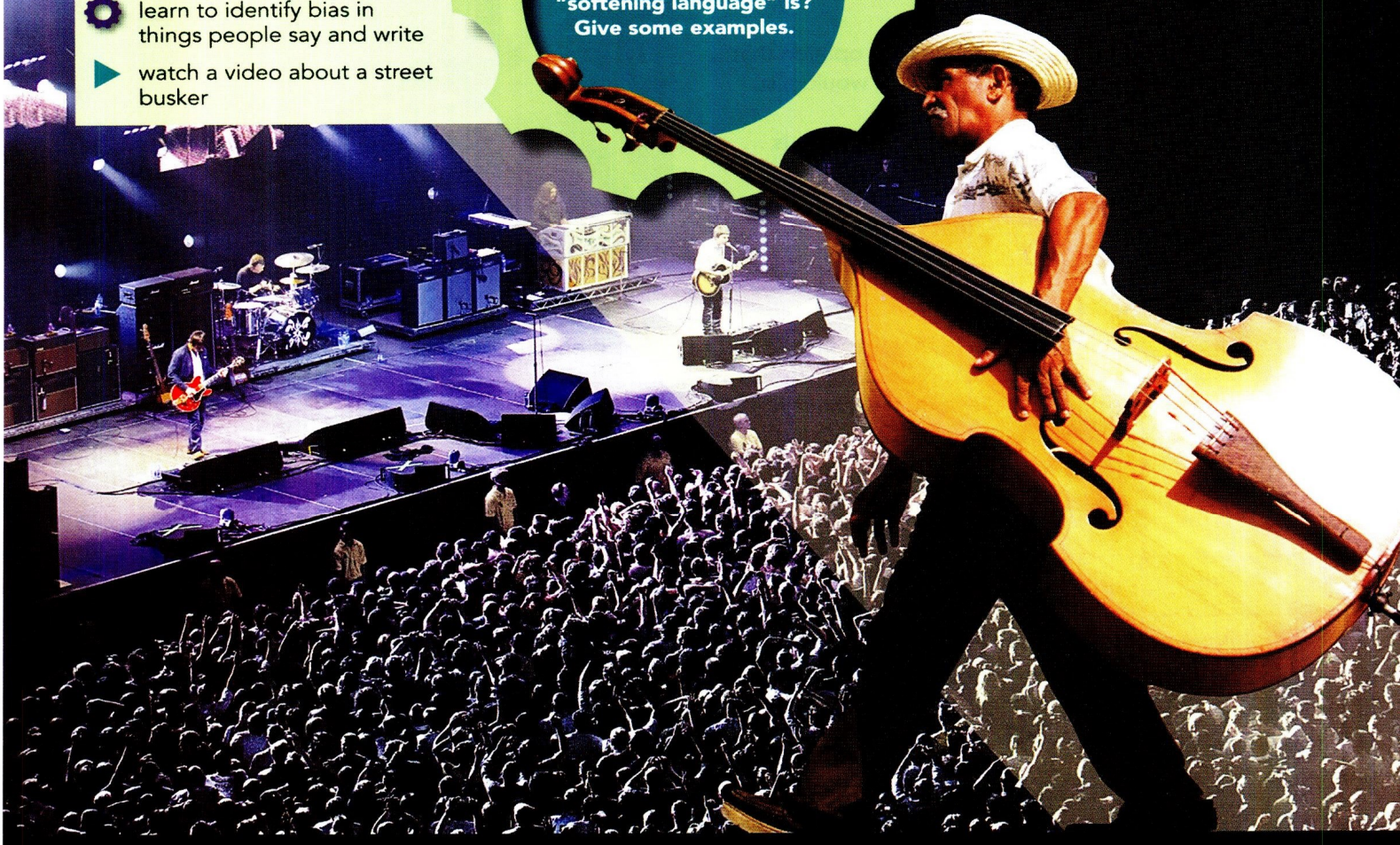
UNIT 11 MUSIC TO MY EARS

IN THIS UNIT YOU

- learn language to talk about music, musicians, and the music industry
- read an article about a famous musician who did something unusual
- make polite refusals
- listen to a discussion about musical intelligence
- write an opinion about music sharing
- learn to identify bias in things people say and write
- watch a video about a street busker

READING
understanding intent
Do writers in your language use italics, quotation marks, and bold type? If so, what do they use them for?

SPEAKING
softening language for refusals
What do you think "softening language" is? Give some examples.



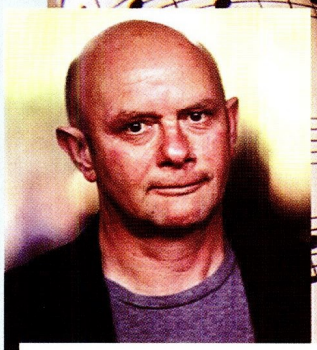
LIFE SKILLS

SELF & SOCIETY

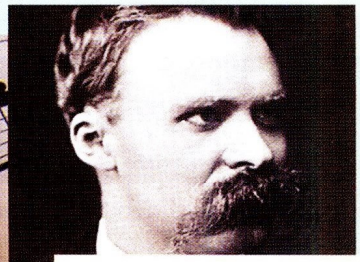
identifying bias Who might have the strongest opinions about free music downloads?

- music companies
- musicians
- the general public
- music-sharing website owners

A Work in groups. Read the quotes about music. Discuss what each one means and whether or not you agree with it.



"It's no good pretending that any relationship has a future if your record collections disagree violently or if your favorite films wouldn't even speak to each other if they met at a party."
Nick Hornby, *High Fidelity*

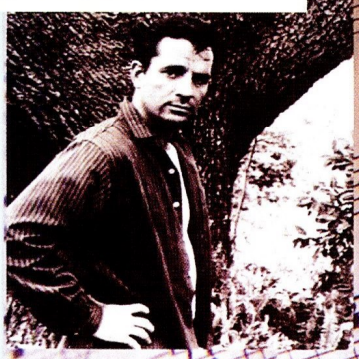


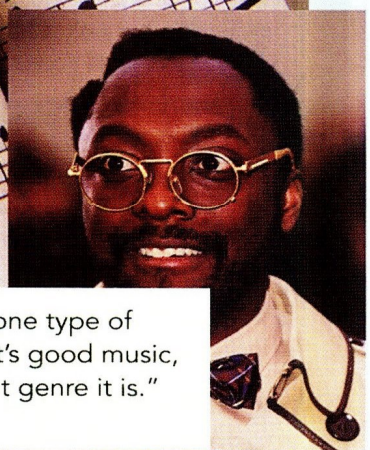
"We should consider every day lost on which we have not danced at least once."
Friedrich Nietzsche



"Where words leave off, music begins."
Heinrich Heine

"The only truth is music."
Jack Kerouac





"There's only one type of music and that's good music, no matter what genre it is."
will.i.am

B With your group, create a quote about music. Read it to your class. Take a class vote on the most memorable quotes from the class.

1 READING: understanding intent page 106

Writers have an overall intent when they write a text, but they also have specific aims (e.g., to argue or entertain). They express these aims through techniques. For example, they may use italics or quotation marks to emphasize certain words. They may also use direct speech to personalize the writing or to create a sense of drama.

A **Read the article. Then discuss the questions as a class.**

1 Would you have stopped to listen? Why or why not?
2 What do you think the writer's overall intent is?

DOES BEAUTY TRANSCEND?

[1]Street musicians, or (1) "buskers," play for free, hoping to earn a few dollars for a meal, or in a wildly improbable scenario, to be noticed and liked by someone in the music industry. Few people stop to listen.

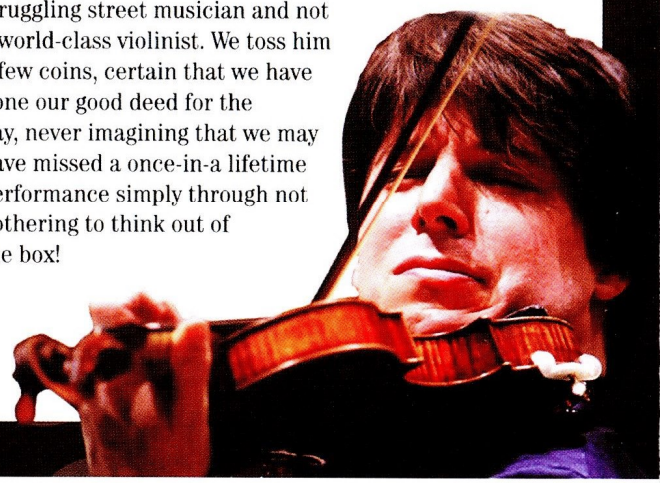
[2]One day in Washington, D.C., I was hurrying to catch the subway. I was with a colleague, and as we walked along the underground passage of the subway, we could hear a lively violin piece coming from somewhere beyond us. We rounded a corner and saw a young man in jeans with an open violin case at his feet. There was one dollar in the case. "Whooo-wee," said Joe eloquently. (2) "That boy (3) *really* has what it takes to play the fiddle."

[3]Joe is from Louisiana, which explains why he would refer to what I later learned was a $3.5 million violin as a (4) "fiddle." It turned out that the "fiddle player" in the subway had been none other than premier violinist Joshua Bell, who had, in fact, recently played in the Boston Symphony Hall, and people had paid over $100 a seat for the privilege of hearing him. Bell was posing as a busker that day in the subway for an experiment set up by a Washington newspaper to find out whether people recognize and appreciate talent and beauty taken out of context.

[4]So, as our title asks, does beauty transcend? If it is moved from an elegant context to a mundane one, will people still recognize it as something extraordinary? Apparently not. In the 45 minutes that Joshua Bell performed difficult and intricate classical pieces, 27 people gave him money, for a grand total of $32.17. Only seven actually took the performance seriously enough to stop to listen.

[5]After reading the newspaper article, I told a friend who works in marketing about the experiment. He said that you have to take into account the fact that people are often too busy to do a lot of analysis. They want things explained and categorized for them. He cited market surveys in which people classify one of two identical products as being better than the other when it is in a nicer, classier package.

[6]The fact is that we take it for granted that (5) "what you see is what you get," so if a musician looks like a busker and is playing where one would expect a busker to play, then logic dictates that he is a struggling street musician and not a world-class violinist. We toss him a few coins, certain that we have done our good deed for the day, never imagining that we may have missed a once-in-a lifetime performance simply through not bothering to think out of the box!



B **Why did the writer use quotation marks or italics for the numbered words and phrases? Match each word or phrase (1–5) with one of the purposes (a–e).**

a) To emphasize a word or phrase ☐
b) To introduce a new word or phrase ☐
c) To indicate irony or sarcasm ☐
d) To quote someone directly ☐
e) To quote a well-known phrase ☐

C **VOCABULARY: IDIOMATIC EXPRESSIONS WITH *TAKE*** **Complete the sentences with appropriate forms of the underlined expressions from the article in Exercise A.**

1 The quote was _____ by the press, which changed its meaning.
2 Most professional musicians _____ their music very _____.
3 Only a few musicians _____ to become stars.
4 Pop stars who have long careers never _____ their fame _____.
5 We think musicians have a great life, but we don't _____ the difficulty of constant travel.

D VOCABULARY: IDIOMATIC EXPRESSIONS WITH *TAKE* Work in groups. Discuss the questions.

1 Do you take street musicians seriously, or do you assume that they're not good enough to be professionals?
2 What factors should people who are thinking of becoming professional musicians take into account?



2 GRAMMAR: past tense for unreal situations

A LANGUAGE IN CONTEXT Read the extract from an article. Why do you think the musicians decided to perform on the street?

In this month's issue ...

Suppose you were walking down the street and you heard a street performer playing. Would you take him or her seriously and stop to listen? Unless you really liked the song, you probably wouldn't stop. Well, maybe it's time you stopped taking street performers for granted. A number of famous performers started their careers on street corners, including Bob Dylan, Joni Mitchell, and Tracy Chapman. Even after becoming famous, some musicians have performed on the streets, including Sting and Paul McCartney. Just think—next time you want to see a show and wish you had tickets, take time out to listen to the street performer outside the venue. Imagine how you would feel if you stopped to listen and saw that it was your favorite musician. What if that happened? Wouldn't that be amazing?

B ANALYZE Read the extract in Exercise A again.

Form & Function Complete the table with examples from the text.

verb or phrase + subject + past tense verb *Suppose ... It's time ... What if ...*	(1) Suppose _____ down the street. (2) ... maybe it's time _____ taking ... (3) What if that _____?
subject + *wish* + subject + past tense verb	You wish you had tickets.
***if/unless* + past tense verb + *would/wouldn't* + verb**	(4) Imagine how you would feel if _____ to listen... (5) Unless _____ the song, you probably _____.

NOTICE!

Which events in the text are hypothetical or not real? Underline the verbs that are used to talk about these events.

C PRACTICE Rewrite the sentences using the words and phrases in parentheses.

1 I would only give a street performer money if I really liked the song. (*unless*)
_____
2 Imagine that you wanted to become a musician. (*suppose*)
_____
3 I really think we should ban street performers. (*it's time*)
_____
4 I wouldn't give a street performer money unless they had talent. (*if*)
_____
5 Imagine that you met your favorite performer at a party. (*What if*)
_____

WATCH OUT!

✘ I wish people give more money to street performers.
✓ I wish people _____ more money to street performers.

D NOW YOU DO IT Work in pairs. Use the phrases to write statements about music/musicians. Then discuss with your partner.

Suppose / What if ... How would you feel if... ? I wish ... It's time ...

3 LISTENING: to an informal discussion



A 2.22 Read the statements and decide whether you think each one is *T* (true) or *F* (false). Then listen to the first part of a discussion and check your answers.

Musical intelligence ...

1 is one of a number of different intelligences. *T* / *F*
2 is the same thing as musical talent. *T* / *F*
3 can be useful outside the area of music. *T* / *F*
4 can be developed through training. *T* / *F*

B 2.23 Listen to the rest of the discussion. As you listen, take notes in your notebook on the main points each speaker makes about himself/herself. Then compare notes with a partner.

C Take the quiz. Rate yourself on each aspect of musical intelligence from 1 (=not true for you) to 10 (=true for you). Then add the numbers for your total score.

☐ I am very aware of sounds in the environment around me.	☐ I am a good singer or play a musical instrument well.
☐ I easily remember song melodies.	☐ I can identify when an instrument or a singer is off-key.
☐ I work well with music playing in the background.	☐ I like many different types of music.
☐ I often sing, whistle, or tap a song with my fingers/a pen/etc.	☐ I am a good listener in general.

TOTAL

low musical intelligence: < 32
average musical intelligence: 32–56
high musical intelligence: > 56

Back Reset Submit

D Work in pairs. Compare your answers and total scores. Discuss the role you think musical intelligence plays in your life.

4 GRAMMAR: cleft sentences

A LANGUAGE IN CONTEXT

Read about the group of musicians. What reasons for their success does the writer present?

NOTICE!

Look at the underlined sentence. Can you change the word order to form a new sentence with the same meaning?

SPOTLight

Joe Jackson's Vision by Amir Faizal

The Jackson Five were one of the biggest pop groups of the 1970s. It was this group that launched the career of Michael Jackson. One reason why they were so successful was that they appealed to people of different generations all over the world. This success was not purely the result of musical talent, however. The Jackson Five story shows that what is really needed to develop musical ability is long hours of rehearsal. The person who pushed them to succeed was their strict father, Joseph Jackson. It was he who made the boys practice every evening after school. Joe Jackson's relationship with his sons might have suffered, but what really made the group a success was his vision.

B ANALYZE Read the text in Exercise A again.

Function

To emphasize specific information, we can change the usual structure of a sentence and use two clauses instead of one. This is called a cleft (divided) sentence.

Form Complete the table with examples from the text.

Non-cleft form	Cleft form
This group launched the career of Michael Jackson.	*It* + *be* + noun + relative clause: (1) _____
They were so successful because they appealed to people ... Their strict father, Joseph Jackson, pushed them to succeed.	subject + relative clause + *be* + complement (2) _____ (3) _____
His vision was what made the group a success.	*What* + verb phrase + clause (4) _____

The first two forms of cleft sentences can be used interchangeably:

It was Mike who told me about this album.
The person who told me about this album was Mike.

You can delete the relative pronoun when it comes before a subject, but not when it comes before a verb.

C PRACTICE Rewrite each sentence as a cleft sentence, using the words in parentheses. If the relative pronoun can be omitted, put it in parentheses.

1 I admire Justin Timberlake because he is always reinventing himself as an artist. (*who*)
One person (who) I admire is Justin Timberlake because he is always reinventing himself as an artist.

2 Jay Z is so successful because he understands the music industry. (*why*)
The reason _____.

3 Elvis Presley lived in a place called Graceland. (*where*)
The place _____.

4 The concert took place on my birthday. (*when*)
The day _____.

5 I like music these days because of the wide variety of styles. (*is*)
_____

6 I like the lyrics on this album. (*What*)
_____

WATCH OUT!

✘ The person who started the band was Bob Martin.➜ The person started the band was Bob Martin.

✓ The day when I saw the concert was a Friday. ➜ The day I saw the concert was a Friday.

D NOW YOU DO IT Work in pairs. Talk about musicians you admire.

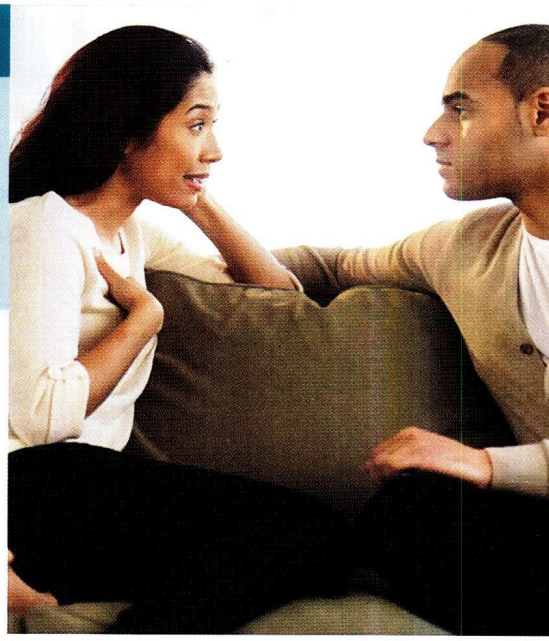
The person who I admire most in the music world is ...
The reason why he/she impresses me is ...
It was when I heard ...
The thing that I like about him/her is ...
What I like about him/her is ...



1 Which of the two writers do you agree with more?

5 SPEAKING: softening language for refusals

We sometimes want to refuse a request because we would rather not do it for ethical, professional, or personal reasons. We often do several different things to "soften" our refusal so that it doesn't sound impolite. First, we use phrases that do not include the word "no." Second, we give reasons for our refusal. Third, we try to suggest alternatives that might be acceptable to the other person.



A Look at the list of things friends might ask or suggest that you do. Check the ones you would be happy to do.

- ☐ copy music from your computer to theirs
- ☐ download pirated music
- ☐ make a copy of your concert ticket so they could go to the concert for free
- ☐ make a recording of a concert so that you and your friends can listen to it
- ☐ make a recording of a concert to sell online

B 2.24 Listen to the conversation. Underline the item in Exercise A that Nicole wants Bill to do. How does he respond to her request?

C Listen again. Then complete the phrases that Bill uses. Do you think most young people agree with Bill? Why or why not?

Phrases for saying "*no*" or "*probably not*"	Phrases for softening explanations or excuses
I don't know.	The problem/thing is that ...
I'm (1) _____.	I feel/think it's just/kind of ...
(2) _____, but	To (4) _____, ...
(3) _____.	It's (5) _____ ...
	It's just my opinion, but ...

D Work in pairs. Take turns making requests and refusing politely. Use phrases from Exercise C.

A: *I missed the exam on Friday, and I have to take it on Monday instead. Can you tell me what some of the questions are?*

B: *Uh ..., sorry, but I don't really remember any of the questions. It was pretty easy though.*

E VOCABULARY: SHARING MUSIC Match the words and phrases (1–6) with the definitions (a–f).

1	track (*n.*)	a)	the legal right of ownership of a song or movie.
2	copyright (*n.*)	b)	listen to or watch something directly on the internet
3	stream (*v.*)	c)	the crime of making and selling illegal copies of songs, etc.
4	subscribe (*v.*)	d)	a song recorded on a CD or available as a file
5	file sharing (*n.*)	e)	pay a regular fee to receive a service
6	piracy (*n.*)	f)	the process of transferring data from one computer to another via the internet

F VOCABULARY: SHARING MUSIC Work in pairs. Choose a situation from Exercise A. Student A, try to convince Student B to do it. Student B, refuse politely. When you finish, choose another situation and swap roles.

6 PRONUNCIATION: intonation in cleft sentences

A 2.25 Listen and notice the small pause between the two clauses in each sentence. Then practice saying the sentences.

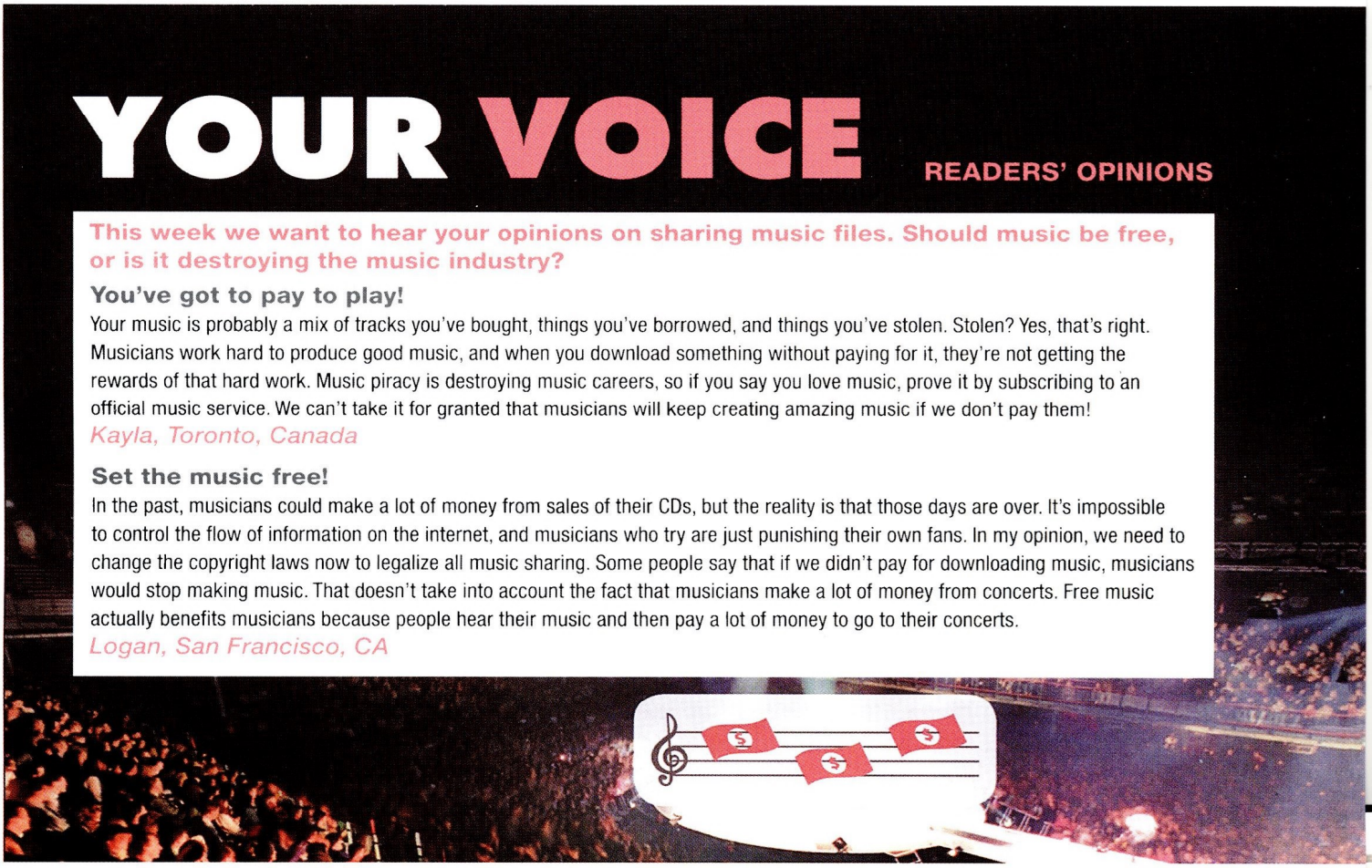
1 What I don't like about that group ○ is their violent lyrics.
2 The person who gave me that album ○ was a musician.
3 The reason why I called you ○ was to invite you to a concert.

B 2.26 Listen to the sentences. Check the sentences that start with rising intonation. Then practice saying the sentences with a partner.

1 ☐ The singer who I admire the most is Adele.
2 ☐ The place where I saw them in concert was a big stadium.
3 ☐ The year when he won a Grammy was 2014.
4 ☐ What I don't know is when they first sang that song.

7 WRITING: posting an opinion

A Read the post. What points do the writers make for and against file sharing?



B Write a response to the two posts above. First, make notes to answer the questions.

1 Which of the two writers do you agree with more?
2 What are the main reasons why you disagree with one of the writers?
3 What are the main reasons why you agree with the other writer?

C Write your response. Use your answers to the questions from Exercise B to guide you.

lifeSkills

IDENTIFYING BIAS

- Understand different types of bias.
- Consider who a writer is and who or what they represent.
- Look at the language a writer uses and what they emphasize or omit in order to decide whether their writing is biased or not.

A Work in pairs. Read the wiki entry about types of bias. Discuss what each type of bias involves. Have you ever heard or seen examples of each type of bias?

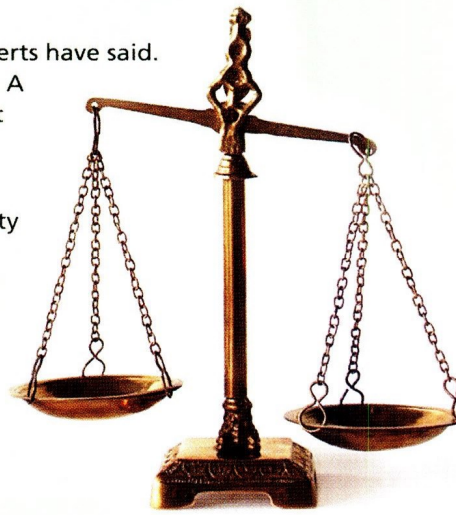
bias /'baɪəs/ **[SINGULAR/NONCOUNT NOUN]** a special interest or tendency to favor a particular person, thing, or opinion
*That judge holds a lot of **bias** toward female vocalists.*

Types of bias

Sometimes writers appear to describe a situation objectively—that is to say, factually—but careful reading can reveal bias. There are a number of different types of bias, some of which are easier to identify than others. When someone is biased against a particular person or social group, they might directly state opinions that make the biased position obvious. However, there are other types of bias that may not be so obvious:

• Bias by selection of facts

When writers argue a point of view, they often refer to statistics or to things experts have said. However, bias can often be seen in the statistics or quotations chosen by a writer. A writer may select statistics or information that only support his/her view and omit statistics that do not directly support that point of view.



• Bias by labeling

It's possible to detect bias in the terms a writer uses. For example, the same activity could be called "file sharing" or "music piracy," depending on whether you are biased in favor of it or against it.

• Bias by exaggeration, emphasis, or repetition

Writers might show their bias by using exaggeration. They might exaggerate the position they support to make it seem better than it is, or the position they are against to make it seem worse than it is. The use of strong language, emphasis, and repetition often demonstrates this kind of bias.

B Each person has an interest in the issue of digital music distribution. In pairs, make notes on how you might expect them to be biased.

Jake: a successful musician

He has made money from selling music, so he might be biased toward protecting his income. He would probably argue that people should continue to pay for downloads. He might ignore the opinions of ordinary music fans and emphasize how difficult it is for musicians to make a living.

Blue: a struggling musician who is trying to break into the music business

Megan: an executive who works for a large record label

Luise: a music fan

C Read the extracts. Match them with the people from Exercise B who probably wrote them. Discuss the answers and reasons as a class.

1

It's time the music industry learned that they're never going to be able to control the distribution of music. I've read that 67% of downloaders don't care about copyright, and it's going to be impossible to change the minds of that many people. Some people argue that music streaming services are very cheap. Still, they cost around $20 a month and not everyone in the world has an extra $20 lying around, especially young people! Music wants to be free. Musicians are just going to have to learn to make their living from performing.

2

It takes extremely long hours on the road and years of commitment to make it in music. People have no idea how hard musicians work! The reason why so much music exists is that musicians get paid for creating it. If artists are forced to give up their careers because they can't make enough money, we will all suffer. The bottom line is that music has to be paid for and not stolen. We can't just have anarchy in the digital world! We're in danger of letting piracy destroy the music industry in this country.

3

One of the more interesting developments of the last few years is the rise of streaming services such as Spotify. These services offer thousands of tracks—all the music anyone could possibly want. When you subscribe, you can stream tracks to your computer or smartphone, and subscriptions cost on average only about $15–$20 per month. It has the potential to get people off the habit of stealing music, while at the same time providing important income to artists, many of whom aren't particularly rich. We're always going to need ways of supporting young talent.

4

Many people ask me what I think about people sharing music online, and I've thought about it a lot. On the one hand, I can see that technology is powerful and useful, but at the same time I understand that artists and labels need income. I guess the days of making a fortune off your CDs are gone, but people are probably prepared to pay something for music. In fact, there are now so many sites that offer inexpensive legal downloads that I don't think there's a real reason for downloading illegally anymore.



HOW TO SAY IT

The thing that I notice about this text is that …
The reason why I say this one is very / pretty / not very biased is …

D Work in pairs. Read the extracts again. Discuss whether each one is very biased, slightly biased, or not particularly biased.

E Look back at the types of bias mentioned in Exercise A. As a class, discuss whether the extracts include any of these types of bias.

F Discuss the questions.

1 Is it easy to identify bias? How and in what situations will you try to identify it in the future?
2 Is bias always a bad thing? If not, in what situations might it be acceptable?

REFLECT … How can the skill of identifying bias be useful to you in **Study & Learning** and **Work & Career**?

RESEARCH …

Find an article on a topic that involves different points of view. The topic can be related to music or it can be a different topic. Read the article carefully and underline any examples of bias. Tell your class what the article is about and why you think it is biased or not.

Language wrap-up

1 VOCABULARY

Complete the paragraph with the words and phrases from the box. You will need to change the form of some of the words and phrases. (10 points)

copyright file sharing have what it takes piracy stream subscribe
take for granted take into account take seriously track

Will we always pay to play? That's the question the music industry is asking itself. And it's a question which is worth (1) _____ because billions of dollars are at stake. Will people always be willing to pay money to own song (2) _____, or is illegal (3) _____ going to become the norm? Are people starting to (4) _____ the idea that music should be free? When making decisions about its future, the music industry has to (5) _____ the fact that online services which (6) _____ music to a variety of devices in return for a monthly fee are the new reality. People who (7) _____ to such a service don't own the music, yet they can listen to it on demand, so they no longer need to buy it. Actually, the idea that we should be able to "own" music is only around 100 years old. Before then, all music was live and musicians made money from performing, as well as selling the (8) _____ to sheet music. Of course (9) _____ of music, books, or any other intellectual material is wrong, but these industries have to figure out how to exist within the new world of technology. Do they (10) _____ to make the necessary changes?

8–10 correct: I can use idiomatic expressions with *take* and talk about sharing music.
0–7 correct: Look again at Sections 1 and 6 on pages 130, 131, and 134. **SCORE:** /10

2 GRAMMAR

Cross out the incorrect word in each sentence and write the correct word above it. (10 points)

1 Unless I know who a street performer was, I wouldn't give him money.
2 It was Nietzsche he said that without music, life would be a mistake.
3 Who I don't understand is why buying tracks online is so expensive.
4 Suppose it is cheaper to buy music online—would you still download it illegally?
5 Don't you wish you have as much musical talent as your brother?
6 The reason for I don't like his music is that his lyrics are very violent.
7 I wouldn't be a musician these days if you pay me a million dollars!
8 It is her use of the media what I most admire about Victoria Beckham.
9 I think it's time musicians realize that they're going to have to tour more.
10 It was the rapper Keith Cowboy which coined the phrase "hip-hop."

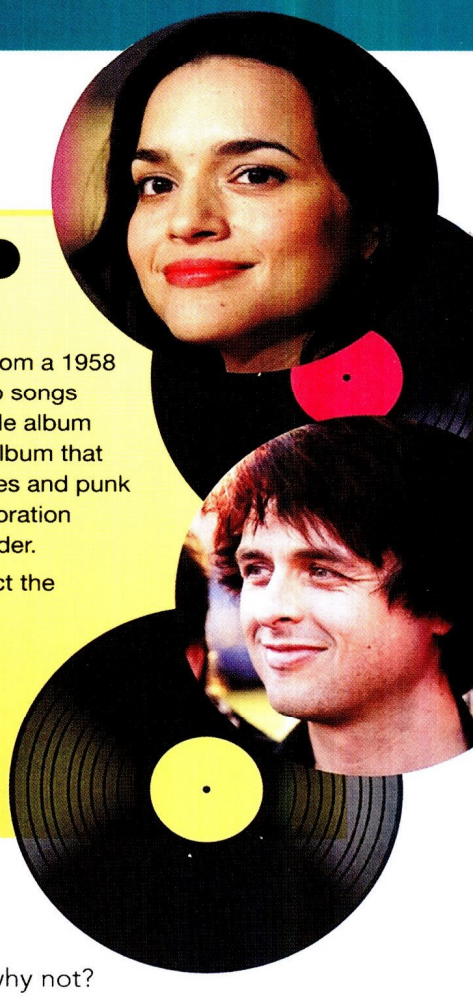
8–10 correct: I can use the past for unreal situations, and cleft sentences.
0–7 correct: Look again at Sections 2 and 4 on pages 131, 132 and 133. **SCORE:** /10

WRITING WORKSHOP

Writing a review

A Prepare to write a review of an album. Read the assignment and the review. Then write a short answer to each question below.

Assignment: Choose an album that you know well and write a review of about 250 words.



FOREVERLY:

★★★½

NORAH JONES AND BILLIE JOE ARMSTRONG

The most surprising album of the year may be *Foreverly*, which is a collection of songs from a 1958 Everly Brothers album. The Everly Brothers became famous in the early 1960s for hit pop songs like "Wake Up Little Susie," after starting out as country-folk singers in the 1950s. A whole album of covers of songs from 1958 is unexpected enough, but it is the artists who made this album that create the real surprise. The old country-folk-pop songs are sung by jazz star Norah Jones and punk pop star Billie Joe Armstrong (lead singer of Green Day). The idea for this unusual collaboration apparently began when the two singers met while they were performing with Stevie Wonder.

The album begins with a strong, fast song called "Roving Gambler," but if listeners expect the whole album to be like that track they may be a bit disappointed. Most of the songs are slow country-folk ballads about unhappy events. Unless you are a real fan of folk music, you may feel that the songs begin to sound repetitive about halfway through the album. However, it is the technical perfection of the vocals that make this album worth listening to, and it's probably worth buying at least a couple of the tracks even if you don't like the music enough to buy the whole album.

Review by Owen Manning

1 What is the reviewer's overall opinion of the album?
2 Why does the reviewer say that this album is "surprising"?
3 What does the reviewer like about the album? What does he dislike?
4 After reading the review, are you interested in listening to this album? Why or why not?

B Work in pairs. Read the review again. Then make notes about the review under these headings.

- Adjectives used to describe the album in general or the song tracks on the album
- Background information (the musicians, the origin of the ideas for the album, the origin of the tracks)
- The reviewer's opinion (good points and bad points, and whether he likes or doesn't like the album in general)

C Choose a different album to review and make notes under the headings.

- Adjectives for describing the album or elements of the album (vocals, backup musicians, etc.)
- Background information (the musicians, the origin of the ideas for the album or the tracks, etc.)
- Your recommendation (reasons why you like or don't like the album, and how many stars you would give it)

D Write your review. Post it on the classroom wall. Then read your classmates' reviews. Say whether you will listen to any of the albums based on the reviews.

HOW ARE YOU DOING?

- ◯ I have included interesting or important background information.
- ◯ I have used adjectives to make my review clearer and more interesting.
- ◯ I have mentioned several specific things that I like or don't like about the album.

UNIT 12 DOWN TO EARTH

IN THIS UNIT YOU

- learn language to talk about geology and natural phenomena
- listen to a conversation about the structure of the Earth
- write an editorial about climate change
- read about a town facing major environmental changes
- talk about mysterious phenomena
- learn about maximizing your potential
- watch a video about polar research



LISTENING
difficult situations

In real life, outside the classroom, what things can make it difficult to understand what someone is saying?

WRITING
an editorial

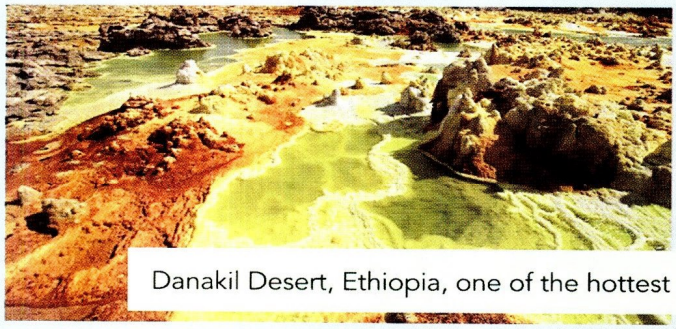
What newspapers and/or magazines do you read? Do they usually include a short article where the editor gives an opinion? Why do some newspapers/ magazines include this?

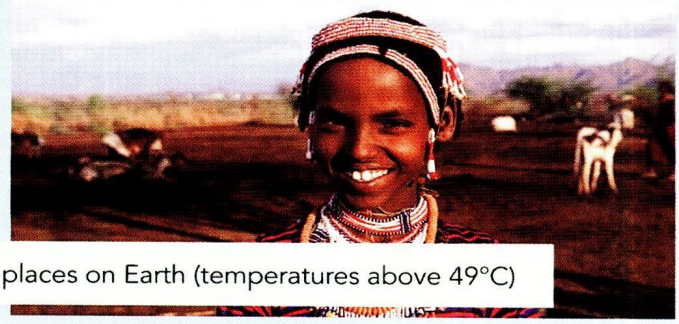
LIFE SKILLS

WORK & CAREER

maximizing your potential Many people never achieve their full potential. Suggest reasons why that might be the case.

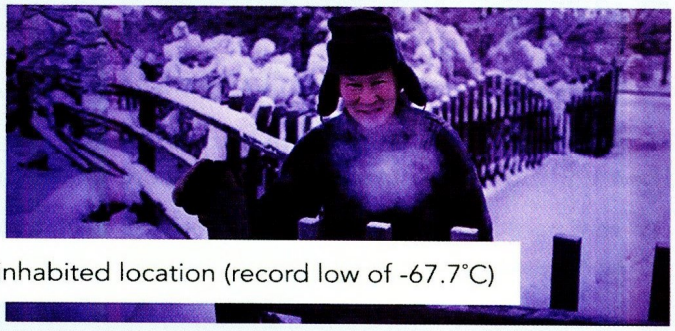
A **Work in pairs. Look at the extreme environments where people live. Discuss which place you think is the hardest to survive in.**



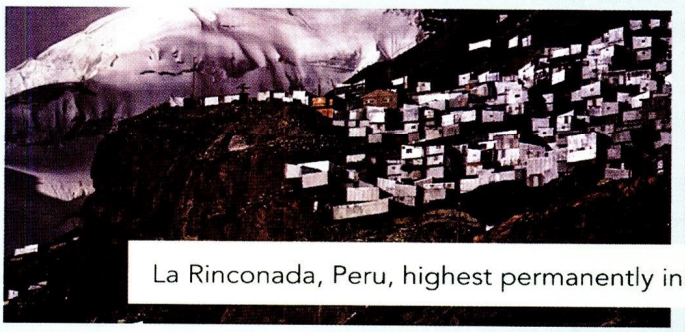


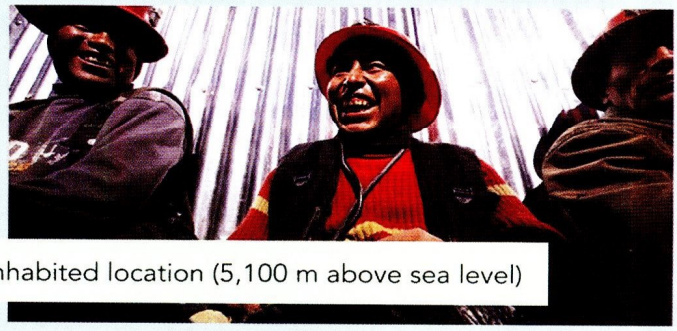
Danakil Desert, Ethiopia, one of the hottest places on Earth (temperatures above 49°C)



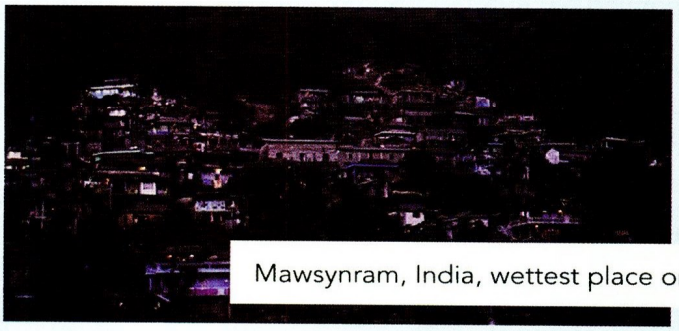


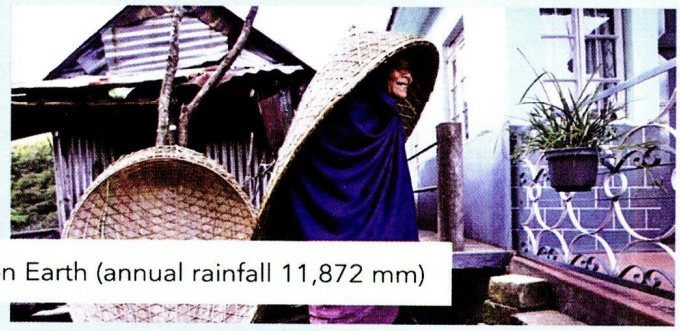
Oymyakon, Russia, coldest permanently inhabited location (record low of -67.7°C)





La Rinconada, Peru, highest permanently inhabited location (5,100 m above sea level)





Mawsynram, India, wettest place on Earth (annual rainfall 11,872 mm)

B **Work in pairs. Discuss the questions.**

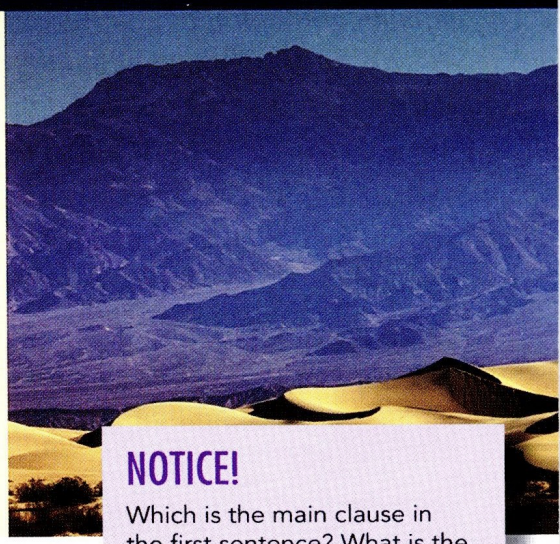
1 What is life like for people who live in the environments in the pictures? What difficulties do they face?
2 What might be some benefits of living in places like the ones in the pictures?
3 What extreme environments, if any, would you like to visit? Why?

1 GRAMMAR: participle clauses

A LANGUAGE IN CONTEXT Read the homepage for Death Valley Tours. Why might tourists visit this unusual destination?

Welcome | Tours | Rates | FAQs | Contact Us

DEATH VALLEY TOURS



Inhabited by the Timbisha Shoshone Tribe for the last 1,000 years, Death Valley is the hottest, driest location in North America. Roasting under temperatures that can reach 57°C, Death Valley may not be most people's first choice as a holiday destination! Named "Death Valley" by prospectors during the California Gold Rush, it actually has amazing scenery and some fascinating history, like the ghost town of Rhyolite. Housing up to 5,000 people around 1908, Rhyolite had been abandoned by 1920. Some of the buildings still stand, having been preserved by the desert climate.

Having ventured into the desert, photographers will want to capture the vistas, from Dante's View at 1,670 meters above sea level down to the desert floor at 86 meters below sea level. Amateur geologists can explore the history of the land, with our experienced nature guides to explain the rock formations. Having faced one of the harshest environments that nature can throw at you, you're bound to come back with stories to tell! Email or call our representative for more information.

NOTICE!

Which is the main clause in the first sentence? What is the purpose of the other clause?

B ANALYZE Read the homepage in Exercise A again.

Form & Function **Choose the correct options to complete the first rule. Then complete the table with examples from the homepage.**

Present participle clauses are used like relative clauses in the *active* / *passive* voice:

Roasting under temperatures that can reach 57° C, Death Valley is …

(1) _____, …

Past participle clauses are used like relative clauses in the *active* / *passive* voice:

Inhabited by the Timbisha Shoshone Tribe for the last 1,000 years, Death Valley is …

(2) _____, …

Present perfect participle clauses are used to describe *causes and effects* / *present examples*, in either the active or passive voice:

Some of the buildings still stand, having been preserved by the desert climate.

(3) _____, …

(4) _____, …

C PRACTICE Rewrite each sentence using a participle clause.

1 The prospectors, who were looking for gold, found nothing but rocks.

_____

2 Rhyolite, which was founded in 1905, was once a thriving town.

_____

3 Once you have visited Death Valley, you will never look at the desert in the same way again.

_____

4 Death Valley National Park, which is located on the border between California and Nevada, was created in 1994.

_____

5 Because I had heard how hot it was in Death Valley, I took plenty of water.

_____

WATCH OUT!

✘ Having booked the tour, the thought of Death Valley started to make me nervous.

✓ Having booked the tour, I started to get nervous at the thought of Death Valley.

D NOW YOU DO IT Work in groups. Write a travel ad to convince people to visit an area that you know about. Use participle clauses where appropriate.

Located conveniently close to the city, this mountain region is perfect for a short break.

2 LISTENING: difficult situations page 123

When background noise obscures what someone says, you have to decide how important the missing information is. It is often possible to ignore something that isn't particularly important. If it's important, you may be able to infer the information from context, or ask for repetition or clarification.

A Work in groups. List situations where background noises could make it difficult to understand people. Discuss how to cope with this.

B 2.27 Listen to parts of a conversation about plate tectonics. Guess what information might be missing from the statements.

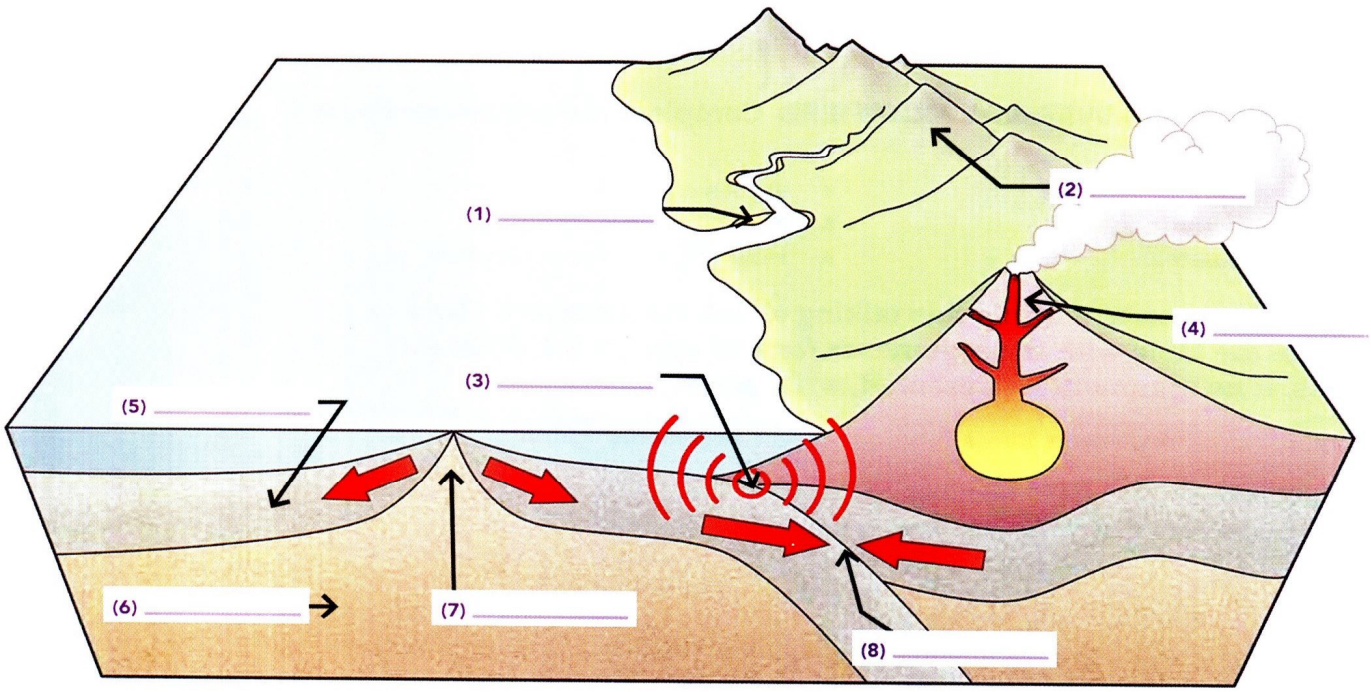
1 Yeah, it was pretty _____.
2 And there are, let's see, _____ major ways.
3 OK, you were there for _____ on plate tectonics, right?
4 Oh, like a _____, right?
5 And then there's erosion, like when mountains get worn down by _____ ...

C 2.28 Listen to the complete conversation and check your answers for Exercise B. Then check the sentences the listener uses to ask for repetition or clarification.

- ☐ Sorry, how many?
- ☐ Wait, what did you say?
- ☐ Didn't get that.
- ☐ Hang on, I didn't catch that.
- ☐ Sorry, could you repeat that?
- ☐ Just a second. Was that water?

D VOCABULARY: GEOLOGY Label the picture with the words and phrases from the box.

collide crust drift apart earthquake erosion mountain range plate volcano



E VOCABULARY: GEOLOGY Work in pairs. What can happen when the Earth's plates drift apart or collide? What examples of the phenomena do you know of?

3 SPEAKING: talking about a mysterious phenomenon

A Read the travel blog. What explanation for the moving stones does the writer think is most likely?

Kate and Dan's Desert Adventure

May 3

On our third day, we took a trip to photograph Racetrack Playa in Death Valley. What an incredibly beautiful place! To be there is like being on the surface of another planet or something. It's completely flat and so totally dry that the mud is cracked, like the skin of an enormous lizard. But what's most amazing about the Racetrack Playa is its mysterious moving stones. That's right—moving stones. These rocks range in size from slightly smaller than my fist to rocks so big I couldn't wrap my arms around them. And … they move. They slide. They leave long tracks across the land. What's especially interesting is that no one knows how they move! No one has ever seen it happen. I think the only explanation that is somewhat believable is that people are moving them, perhaps as a trick or a joke. They could come out at night to move the rocks, and disappear by morning. It's great publicity, in any case.

Leave a comment



B VOCABULARY: ADVERBIAL MODIFIERS Read the text again and underline the adverbial modifiers from the table. Then write each word from the box under the adverbial modifier it could appear with.

beautiful believable different difficult dry expensive flat
good important interesting new smaller surprising wrong

incredibly	completely	totally	slightly	especially	somewhat

C VOCABULARY: ADVERBIAL MODIFIERS Complete the sentences about a place you know.

1 … is an incredibly … place.
2 It is completely …
3 It is slightly … than …
4 What's especially … is that …
5 In addition, it is totally …
6 However, it is also somewhat …

D 2.29 Listen to a tour guide talking about the Racetrack Playa. Complete the table with the arguments for and against the different theories. If no argument is presented, write *None*.

Theory	Arguments for	Arguments against
1 supernatural		
2 wind		
3 ice		
4 animals		
5 people		

E Independent Speaking Choose two or three of the theories of how the rocks move. (You can also propose your own theory.) In pairs, talk about which theory you think is the most likely, and explain why.

4 GRAMMAR: impersonal passive in the past

A LANGUAGE IN CONTEXT Read the textbook excerpt about continental drift and plate tectonics. How have ideas about the formation of mountains changed?

Plate tectonic theory

In plate tectonic theory, the Earth's crust is considered to be composed of large, separate plates. These plates are known to have formed long ago, creating one large supercontinent called Pangaea (see figure 1). The movement of the plates is thought to have created today's continents. These plates are still moving at a rate of about two to ten centimeters per year—the rate at which your fingernails grow.



The theory has its roots in the work of Alfred Wegener, who described the movements of the continents (*continental drift*) in 1915. At the time, the Earth's crust was believed by many to be solid and contracting. Mountains were said to have been the last parts to contract, which was why they were so high. Continental drift was assumed to be impossible, until mounting evidence proved otherwise. Mountains, earthquakes, volcanoes and other geological phenomena are now known to have been the result of the movement of tectonic plates.

NOTICE!

In the first two sentences, find two examples of the passive. What form follows each one? Which one refers to an event that happened in the past?

B ANALYZE Read the excerpt in Exercise A again.

Form Complete the table with examples from the text.

Structure	Example
subject + impersonal passive + perfect infinitive	These plates are known to have formed long ago, … The movement of the plates (1) _____ today's continents. Mountains (2) _____ the last parts to contract. These geological phenomena (3) _____ the result of …
subject + impersonal passive + infinitive	The Earth's crust is considered to be composed of large plates.

WATCH OUT!

✘ Soccer is believed by some to originate in China.

✓ Soccer is believed by some to have originated in China

Function Choose the correct option to complete the rule.

We can use an impersonal passive with a perfect infinitive when we refer to events and situations that happened *before* /*after* the impersonal verb.

The movement of the plates is thought ***to have created*** *today's continents.*

Mountains were said ***to have been*** *the last parts to contract.*

Compare this to when events happen at the same time as the impersonal verb:

The Earth's crust is considered ***to be composed*** *of large plates.*

At the time, the Earth's crust was believed by many ***to be solid and contracting***.

C PRACTICE Rewrite each sentence using an impersonal passive.

1 People estimate the Earth formed 4.5 billion years ago.
The Earth _____.

2 People understand that Abraham Ortelius first suggested continental drift in 1596.
Abraham Ortelius _____.

3 It is thought that the continents once formed one land mass.
The continents _____.

D NOW YOU DO IT Work in pairs. You are a TV news announcer reporting on one of these events. Write a short report, using the impersonal passive where appropriate. Then present your report to the class.

- a recent volcanic eruption
- a recent earthquake
- another recent natural disaster

5 PRONUNCIATION: stress shifts in parts of speech

A 2.30 **Listen to the pairs of words. Notice that the underlined stressed syllable of each word in a pair is different.**

geology—geological
photograph—photographer
reality—realistic
possible—possibility
active—activity
appreciate—appreciation
expect—expectation
progress—progressive
resident—residential

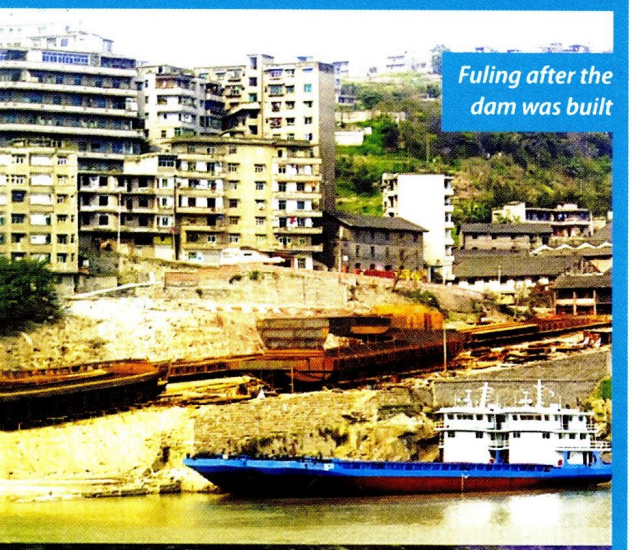
B 2.31 **Listen and practice the sentences. Pay attention to syllable stress. Then practice the sentences with a partner.**

1 That photographer takes photographs of interesting geological formations.
2 We appreciate the residents' progressive attitude.
3 Today I expect to make slightly better progress than yesterday.
4 Is it possible for us to show her our appreciation?

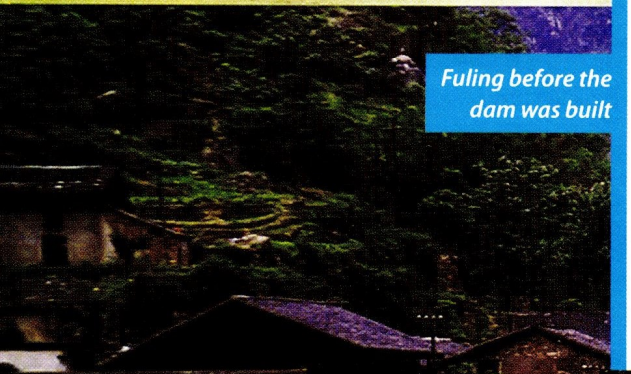
6 READING: a travel memoir

A **Read the excerpts from Peter Hessler's memoir *River Town*, about his time living in China in 1998–1999. Do you think he supported or opposed the construction of the Three Gorges Dam (completed in 2008)?**

RIVER TOWN



Fuling after the dam was built



Fuling before the dam was built

[1]In town I knew exactly where the waterline of the new Yangtze would be, because there were signs that marked its future rise. One was in the old part of Fuling, painted in red on the side of a snack shop. There was another in downtown's Mid-Mountain Road, which was the second big street above the docks.

[2]Both of these signs said the same thing in huge red numbers: "177 m." This figure represented the future water level of the reservoir, which at its maximum could be filled to an elevation of 177 meters (581 feet) above sea level. There were red signs like this in all of the Yangtze settlements, and heading downstream the numbers marched steadily up the hillsides, until at last you came to low-lying towns like Wushan, where the signs were so far above the city that nothing would be left once the dam reached full capacity in 2009.

...

[3]Sometimes when I was in town I'd stop and watch the 177-meter signs for a few minutes on an average morning. Outside the snack shop, children would be playing, and stick-stick soldiers would be carrying loads up the steps, and the woman who owned the shop would have a yellow pot of bean curd steaming in her doorway. On Mid-Mountain Road there would be unemployed laborers standing with bow saws and paintbrushes, looking for work, and shoeshine men and small-time entrepreneurs would have their stands set up next to the sign. Everywhere I looked, it was typical, everyday life; and yet in a decade all of it would be below the level of the new reservoir.

[4]And by walking downhill I could see just how much more of the city would be affected: the majority of the old town with its buildings of tile and wood, and the entire shop district of Mid-Mountain Road and Riverside Road. They were lively parts of the city, and the people always seemed too busy to look twice at those signs. The river wasn't scheduled to start rising until 2003, which for the residents of Fuling was a long time away. They had other things to worry about.

River Town: Two years on the Yangtze

B **Choose T (true) or F (false).**

1 The 177-meter signs showed how high the water level was in the past. T / F
2 The town of Fuling would one day be completely underwater. T / F
3 The residents of Fuling were angry about the changes. T / F

C **Work in pairs. Discuss the questions.**

1 Why did Hessler describe the life of the residents of Fuling in such detail?
2 Why didn't the residents of Fuling pay more attention to the 177-meter signs?
3 What would be the reaction in your hometown if a similar dam were built there?

7 WRITING: an editorial

An editorial is a newspaper article in which an editor gives an opinion on an issue in the news. There is usually a description of the general situation, followed by a rejection of opposing arguments before the presentation of the main argument. Each paragraph often begins with a strong topic sentence.

A **Read the editorial about the Three Gorges Dam. Then write the numbers of three topic sentences from the list in the appropriate places in the editorial.**

1 However, the dam's advantages outweigh the harm it has caused.
2 The dam project cost around 30 billion U.S. dollars, which was less than original estimates.
3 The Three Gorges Dam is one of the largest engineering projects ever undertaken.
4 There was plenty of controversy surrounding the construction of the dam.
5 Today, the dam is considered to be a more important landmark than the Great Wall of China.

The Three Gorges Dam as an Example for the Future

☐ [1]Spanning the Yangtze River in China, it is currently the largest electricity-generating plant in the world. Construction on the dam began in 1994, with the main body of the dam being finished in 2006. The final electric generator was completed in 2008.

☐ [2]First of all, the water level flooded much of the surrounding area, and well over one million people are thought to have been displaced. Secondly, important archaeological sites were permanently covered by the water. Some pieces were removed, but many more could not be. Animals also lost their homes. The endangered Siberian crane used to winter in that area, and the Yangtze River dolphin is now thought to have been made extinct. Further environmental problems are perhaps still being caused. However, if our species is to survive, these are consequences we must learn to accept as an inevitable part of our large-scale engineering of our environment.

☐ [3]As home to one-quarter of the world's population, China has enormous energy needs, and clearly, a dependence on fossil fuels to meet all of those needs would be short-sighted. To use hydroelectric power instead of coal, oil, or gas also greatly reduces air pollution that contributes to global warming. Furthermore, the dam is being used to control flooding, which used to threaten major cities built along the Yangtze. People can use technology and intelligence to overcome environmental problems. However, in order to do this, they have to be able to generate the energy they need. I hope other countries learn from China's example and are not afraid to make large, or even enormous, changes to the Earth in order for our condition to be improved.

B **Work in pairs. Discuss the questions.**

1 Is the writer for or against the Three Gorges Dam?
2 What is the purpose of each paragraph?

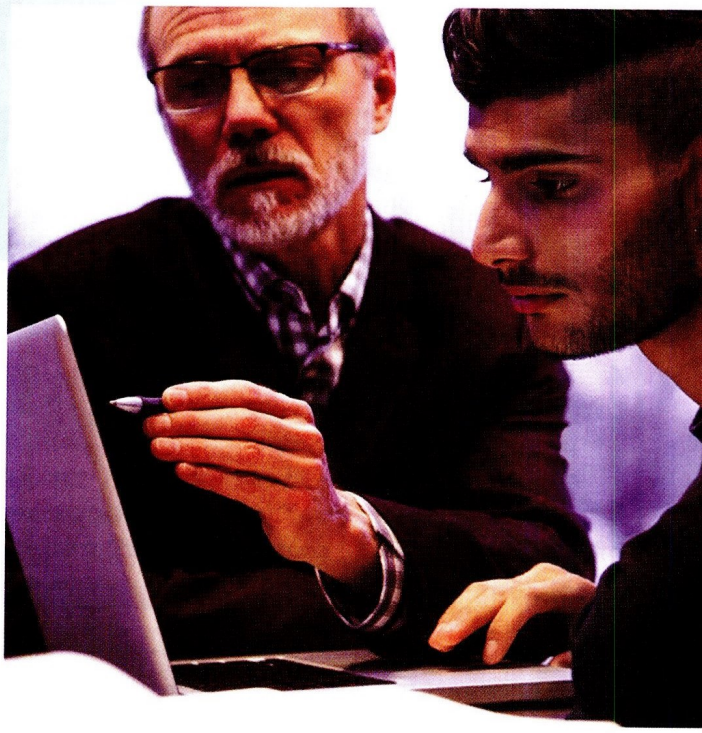
C **Choose one of the points of view. Write a three-paragraph editorial.**

1 Climate change will only be solved by the development of technology.
2 Technology will never provide solutions to the challenges of climate change.

lifeSkills

MAXIMIZING YOUR POTENTIAL

- Understand the difference between hard skills and soft skills and the importance of each.
- Assess your soft skills, and decide which areas you need to improve.
- Consider practical ways in which you can continue to develop your life skills.



A 2.32 **Listen to a conversation between a person looking for a job and a job counselor. What three areas help contribute to an outstanding résumé?**

B **Work in pairs. Listen again. Then discuss the questions with your partner.**

1 At the beginning of the conversation, does Noel think he stands a good chance of getting a job? Why or why not?
2 Why does the counselor think Noel's part-time jobs are relevant to his career?
3 What is the difference between hard and soft skills?

C **Make a list of your hard skills. Compare lists with a partner. Decide which ones you expect to be most important in your career in the future.**

D **First, complete the table with the labels. Add one more skill to each category. Then, reflect on your own soft skills and write *G* (good), *A* (average), or *NI* (need to improve) next to each skill in the Assessment column of the table.**

Critical thinking Information literacy Interpersonal

Soft skill area	Skill	Assessment
(1) _____ skills	Understanding decision-making styles	
	Building communities	
	Giving and receiving feedback	
(2) _____ skills	Evaluating claims and explanations	
	Identifying bias	
	Organizing an argument	
(3) _____ skills	Evaluating internet source reliability	
	Protecting digital privacy	
	Recognizing and avoiding plagiarism	

E Work in groups. Add another two skills to the table. Brainstorm ideas for practical steps you could take to develop each of the soft skills listed. Complete the table with your favorite idea for each skill.

Soft skill	Ideas for development
Understanding decision-making styles	Analyze how decisions are made in groups you are involved in (e.g., groups, clubs, teams). Suggest ways of improving the decision-making process.
Building communities	Start a social network group with people in the same job or major as yours.
Giving and receiving feedback	
Evaluating claims and explanations	Read and comment on blogs about controversial issues that interest you.
Identifying bias	
Organizing an argument	
Evaluating internet source reliability	
Protecting digital privacy	
Recognizing and avoiding plagiarism	Speak to your boss/tutor about how they want sources to be referenced.

F Work in groups. Discuss how each person's soft skills may be relevant in their future career. Your group may suggest skills you didn't know you had!

G Discuss the questions.

1 What have you learned about maximizing your potential?
2 How exactly are you going to maximize your potential in the future?

REFLECT ... How can the skill of maximizing your potential be useful to you in **Study & Learning** and **Self & Society**?

RESEARCH ...

Choose one life skill you have studied over the course which particularly interested you. Research advice on developing that life skill. See what at least three different people have to say about it. Do they all agree on the best ways to develop the skill? Think about what makes most sense to you and decide how you're going to further develop that life skill.

Language wrap-up

1 VOCABULARY

A Complete the sentences with the words and phrases from the box. One word or phrase is not used. (6 points)

collided erosion drifted apart earthquake mountain ranges plates volcano

1 The Himalayas are one of the world's most famous _____.
2 A terrible accident occurred when the two boats _____.
3 The Grand Canyon was formed by _____ from the Colorado River.
4 The Earth's _____ are responsible for continental drift.
5 The _____ erupted and formed a new island in the ocean.
6 The _____ was caused by a sudden release of pressure along the tectonic plates.

B Complete the sentences with the words from the box. There may be more than one correct answer. (6 points)

completely especially incredibly slightly totally somewhat

1 A tour to Antarctica is _____ expensive these days, but I still want to go.
2 The Himalayan mountains are _____ difficult to climb.
3 The night sky was _____ dark away from the city lights.
4 Lake Baikal is _____ deeper than Lake Tanganyika.
5 We were _____ affected by the beauty of the sunset.
6 I was _____ surprised by his desire to travel to China.

10–12 correct: I can talk about common geological features and use adverbial modifiers to strengthen or weaken adjectives.
0–9 correct: Look again at Sections 2 and 3 on pages 143 and 144. **SCORE:** /12

2 GRAMMAR

Find and underline 10 mistakes in the text. Write the correct forms. (12 points)

CLIMBING EVEREST

Locate in Nepal, Mount Everest has always fascinated me. Having been climbed smaller mountains, it was my next challenge. Mighty forces are thought to created the Himalayas, forces so powerful that they have pushed Everest up to become the roof of the world. The Yeti is said to have choose Everest as his home. Arrived in Nepal, it was easy to see why; the peak is so high, it is completely lost in the clouds. Anyone could hide out in such a remote place.

Or at least, they could until recently! Over four thousand people are thought have climbed Everest. Loading with gear, amateurs arrive, sometimes up to 200 at once, and try to reach the summit. They are thought to have cause considerable damage to the climbing routes and to have left a huge amount of garbage behind them. Live in the shadow of the mountain, the Nepalese are understandably unhappy about this situation. Know this in advance, I was determined to be a model climber. Bringing only the equipment I knew I would need, I decided to hire a local guide to take me on a route the tourists would never find.

8–10 correct: I can use participle clauses, and impersonal passives in the past.
0–7 correct: Look again at Sections 1 and 4 on pages 142 and 145. **SCORE:** /10

SPEAKING WORKSHOP

Giving a mini-presentation

A 2.33 Listen to the short presentation. First, decide which of the three topics the speaker is presenting on. Then take notes on her main points. In pairs, compare notes.



- **A: The English language:** why it's a key element of your future success
- **B: Education:** the need for more language education in schools
- **C: Learning English:** being responsible for your own learning in the future

B Listen again for phrases the speaker uses to link her ideas together. Write a word or short phrase in each blank. Suggest other phrases that can be used.

1 _____, I can see the need to ...
2 This _____ that I have to ...
3 _____ and foremost, it's important to ...
4 What's _____, I'm aware of ...
5 _____ that, reading ...
6 In a _____ way, listening ...
7 To briefly _____, there are ...

C Prepare for a short talk on one of the topics below. First, choose a topic you would like to talk about. Then make notes to complete the presentation planner.

- **A: Communication:** how to become a better communicator
- **B: Success:** what it takes to be successful
- **C: Life skills:** how they can help you in many aspects of your life

Presentation planner
Chosen topic:
Intro: general statement; relevant personal experience
First main point:
Supporting details or reasons:
Second main point:
Supporting details or reasons:
Third main point:
Supporting details or reasons:
Brief concluding statement

D Present your talk to the class. Then invite the class to ask questions and answer them.

HOW ARE YOU DOING?

- ◯ I presented a clear argument on the topic chosen.
- ◯ I spoke for the whole time, without unnecessary pauses or hesitation.
- ◯ I used good linking phrases to connect my ideas.

Communicative wrap-up Units 1–2

1 FUNDRAISER

A Your class needs to raise money for a class trip. You have decided to have a yard sale. Think of two or three items that you can donate to the sale. Decide how much you think they are worth. Complete the table.



Item	Description	Sale price
(1)		
(2)		
(3)		

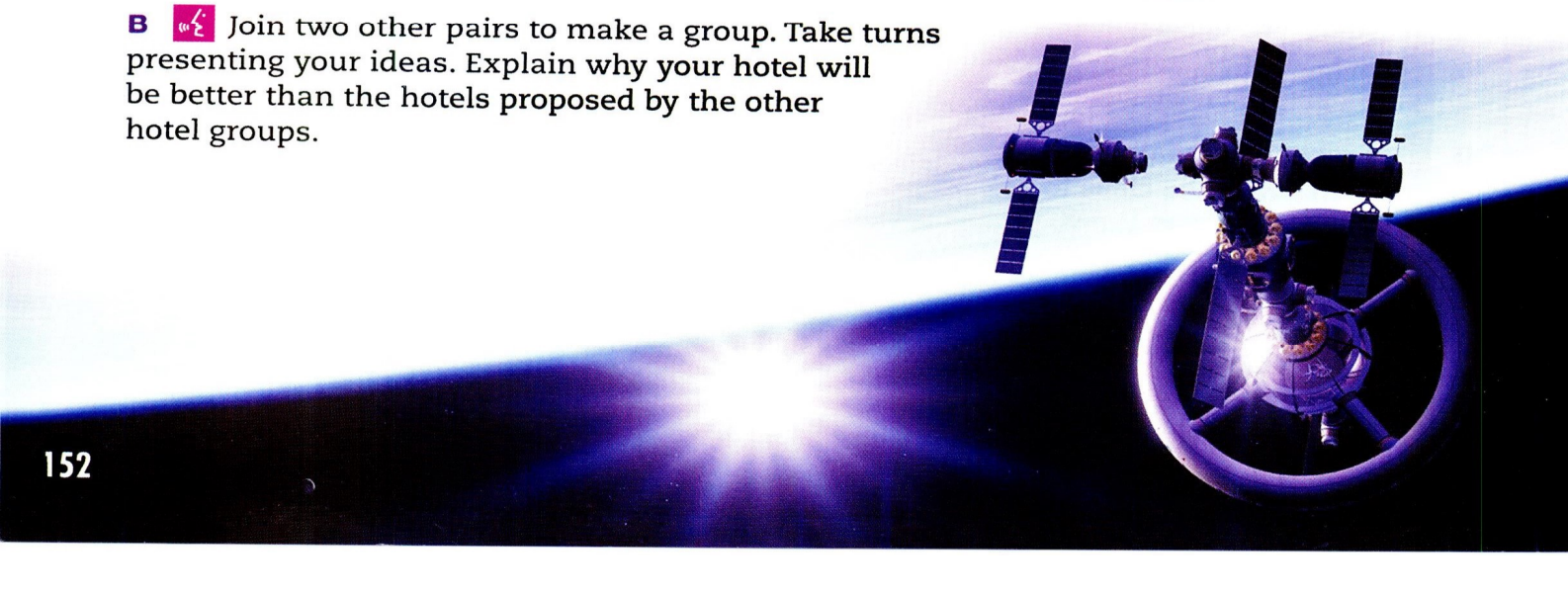
B Work in groups. Describe the items you will donate to the sale. Discuss whether or not you think each item will sell.

2 SPACE HOTEL

A Work in pairs. You are working for a hotel group that is planning to build a hotel in space. Discuss the questions and make notes. Add two questions of your own and then answer them.

1 Where in space will the hotel be located?
2 How will guests travel there?
3 What facilities will the hotel have?
4 What kind of activities will be offered?
5 When will the hotel be launched?
6 What kinds of public relations activities will inspire people to stay at the hotel?
7 _____
8 _____

B Join two other pairs to make a group. Take turns presenting your ideas. Explain why your hotel will be better than the hotels proposed by the other hotel groups.



3 CATEGORIES GAME

Work in groups. Follow the instructions to play the game.

- Choose one person to be the game host. The rest are players. The host will check the players' answers. If a player gives a correct answer, the host marks the question. If a player gives an incorrect answer, another player can answer.
- The players take turns answering questions. They can choose any question from any category that has not already been answered correctly. Each player reads the question aloud and answers. If the answer is correct, the player gets the number of points for that category.
- The host counts up the players' scores. The player with the most points wins.

DEFINITIONS
1 point

1 A person who can't do something is ...
a) incapable.
b) insufficient.

2 Something that is not correct is ...
a) immeasurable.
b) inaccurate.

3 To take something somewhere and leave it is to ...
a) throw it in.
b) drop it off.

4 To pay for something with a good or a service instead of money is to ...
a) barter.
b) consume.

5 When something is offered for free, it is ...
a) second-hand.
b) up for grabs.

6 To present a new service or product is to ... it.
a) launch
b) lobby

FACTS
2 points

1 What can you do on the website Freecycle?
a) buy cheap goods
b) swap one item for another
c) give away or get free items

2 What is the name of "freeconomist" Mark Boyle's first book?
a) *Freeconomics*
b) *The Moneyless Man*
c) *Barterrific*

3 Which TV show was the inspiration for the cell phone?
a) *Night Gallery*
b) *Star Trek*
c) *The Jetsons*
d) *Battlestar Galactica*
e) *The Twilight Zone*

4 Which figure represents the approximate age of the Earth?
a) 4.5 million years
b) 4.5 billion years

5 In what year was the first moon landing?
a) 1959
b) 1969
c) 1979
d) 1989

6 What technique from science fiction may be used by the British military in the future?
a) laser guns
b) invisible vehicles
c) electrical force fields

EXPLANATIONS
3 points

1 What is sustainable living?

2 What is a barter system?

3 How do websites like Freecycle and Barterrific help the environment?

4 Why do "freeconomists" believe it's better to live without money?

5 Why do some people believe it's likely that there is intelligent life on other planets?

6 Why are national space programs controversial?

SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy and 1 for things that are difficult.

I can describe objects and assess their monetary value.	5	4	3	2	1
I can talk about business and consumerism.	5	4	3	2	1
I can talk about space exploration.	5	4	3	2	1

If you gave yourself 1 or 2 for any of the statements, look at Units 1 and 2 again.

Communicative wrap-up Units 3–4

1 ORDERING A STORY

Work in groups of six. Each group member chooses a different paragraph and studies the information. Then close your book, paraphrase the information, and tell it to your group. Finally, work as a group to put the paragraphs in order.

The Morris Worm

A Morris was quickly discovered to be the creator of the worm, and became the first person to be charged under the 1986 Computer Fraud and Abuse Act, a law that declared it illegal to hack into federal computers.

B Morris was a graduate student at Cornell University when he created the worm in 1988. He intended it to be harmless. However, he made a mistake in writing it, and it got out of hand, spreading much faster than he had anticipated.

C He had to pay a fine of $10,500 and perform 400 hours of community service, a sentence that even at the time was thought to be severe. Fortunately, his punishment did not decrease his interest in computers, and he has since had a successful career in the field.

D In fact, in just a few days, Morris' worm shut down one in ten computers connected by Arpanet (the predecessor of today's internet), infecting about 6,000 computers owned by universities, laboratories, and military and government offices. The overall damage was estimated to be between $100,000 and $10 million.

E What is an internet worm? Simply put, it's a computer program that is designed to copy itself and spread to other computers. They can be relatively harmless, and only take up a computer's space and resources, or they can be used to delete files or send email spam. And the Morris Worm was the first.

F Today, Robert Tappan Morris has a Ph.D. from Harvard University and is a tenured computer science professor at MIT. Twenty-five years ago, however, he was found guilty of a computer-related crime: creating the first-ever internet worm.



2 CHOICES

Work in pairs. Plan and practice a role-play of this discussion. Then present it to the class or another pair.

Student A:
You are a parent with no college degree. You feel that life would be easier now if you had gone to college.

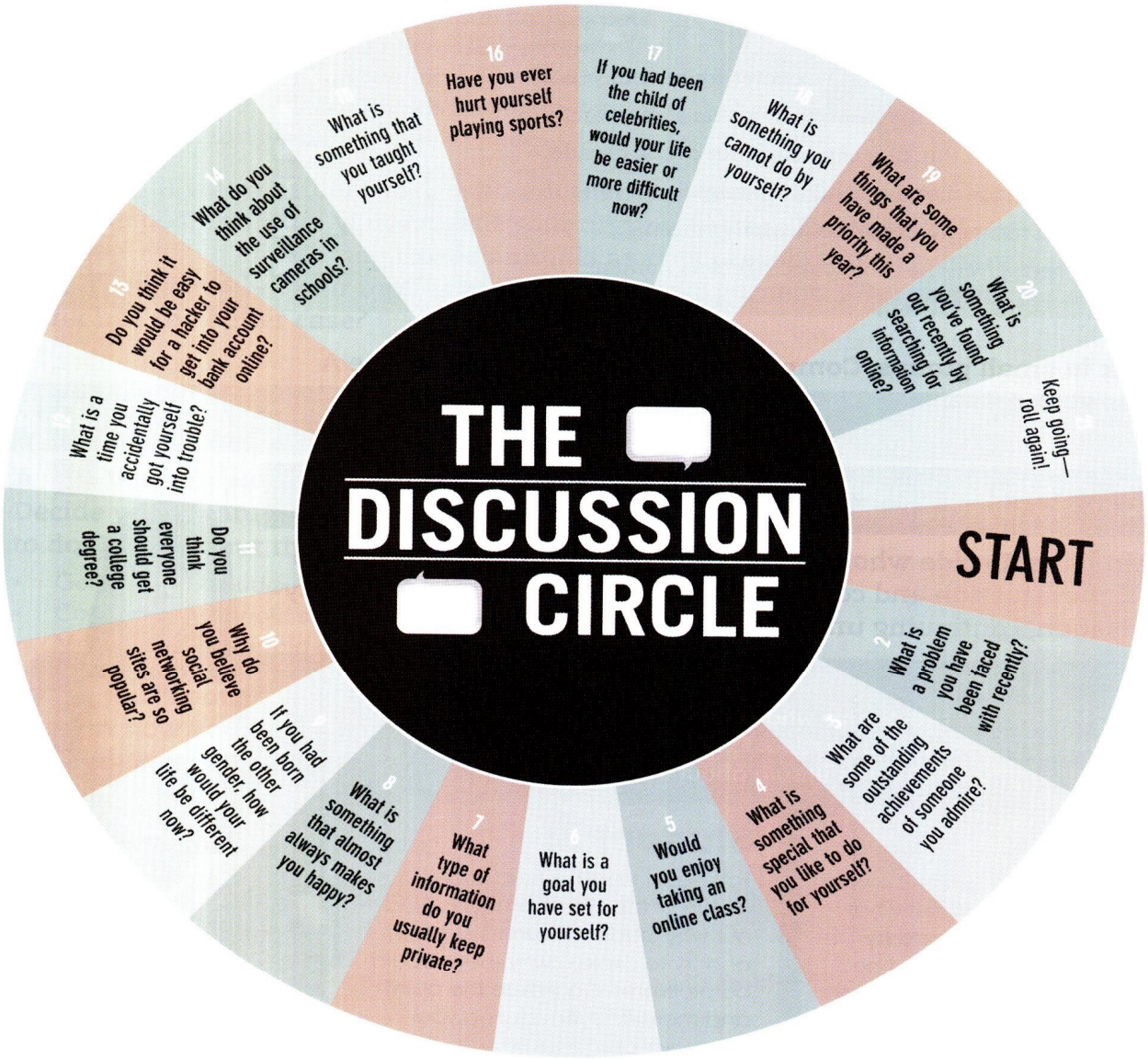
Student B:
You are the son/daughter of Student A and you don't want to go to college. You think it would be better to get practical work experience.

A: *If I had gone to college, I might be a manager now.*
B: *I imagine so. But if you had become a manager, you might suffer from more stress now.*
A: *I suspect not. I would have more responsibility, and I'd like that.*

3 THE DISCUSSION CIRCLE

Work in small groups. Follow the instructions.

- Place a marker on START, and decide who will begin. Take turns. When it's your turn, roll a die and move the number of spaces indicated.
- Answer the question in the space you land on as completely as you can. Other players will ask you follow-up questions. When you have finished talking, hand the die to the next player.
- When another player is speaking, ask questions only. Don't give your own answers to that question.
- If you finish the questions, go back to the beginning and continue. If you land on the same question twice, roll the die again.



SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy and 1 for things that are difficult.

I can discuss issues related to internet crime.	5	4	3	2	1
I can talk about educational options and alternatives.	5	4	3	2	1
I can speculate on how past events have affected present situations.	5	4	3	2	1
I can participate effectively in group discussions.	5	4	3	2	1

If you gave yourself 1 or 2 for any of the statements, look at Units 3 and 4 again.

Communicative wrap-up Units 5–6

1 21ST CENTURY LIVING

A Complete the survey about what you think life will be like in the middle of the 21st century.

BY 2050 . . .

robots will have been doing all domestic chores for several years.	Yes ☐	No ☐
animals will have been given the same basic rights as humans.	Yes ☐	No ☐
computers will have been thinking like people for over a decade.	Yes ☐	No ☐
zoos will have been made illegal and all wild animals set free.	Yes ☐	No ☐
we will have solved most of our environmental problems.	Yes ☐	No ☐
robots will have been given the same basic rights as humans.	Yes ☐	No ☐

B Work in small groups. Compare your answers from Exercise A and discuss your reasons.

2 ROBOT WORKERS

Work in pairs. Decide who is Student A and who is Student B. Then read about the situation and complete the notes for your role. Role-play the conversation, continuing until you reach an agreement.

The year is 2115. You are two people who own a small store. One of you (Student A) thinks you should buy a robot to replace one of your human workers. The other (Student B) feels unsure about the idea.

Student A:

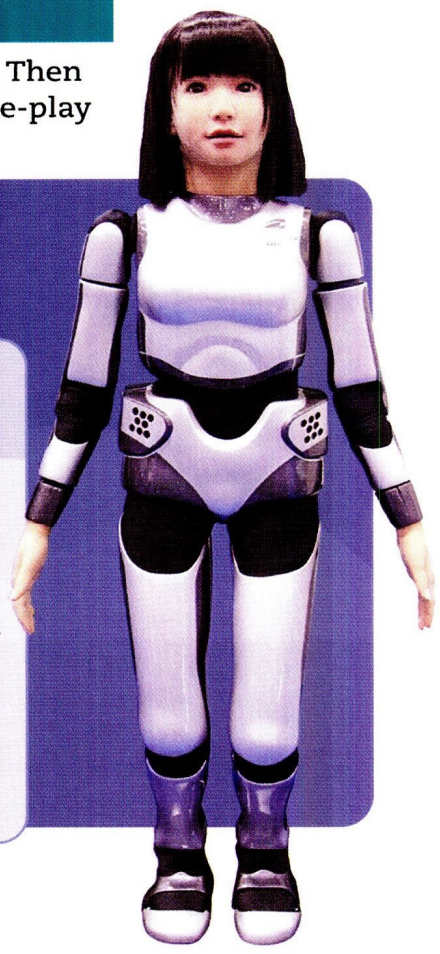
You need to make Student B aware of the advantages. Find out what Student B is alarmed by and try to explain why there wouldn't be any problems. Complete the points and mention them during your conversation.

There's no need to be alarmed by robots because _____.
Unlike human workers, robots are not distracted by _____.
We'll be able to rely on a robot because _____.

Student B:

You need to make Student A aware of the disadvantages. Find out why Student A wants a robot, and try to explain why there would be problems. Complete the points and mention them during your conversation.

Customers would be suspicious of a robot because _____.
There are a number of risks, including _____.
Another problem to be aware of is _____.



3 EXOTIC PETS

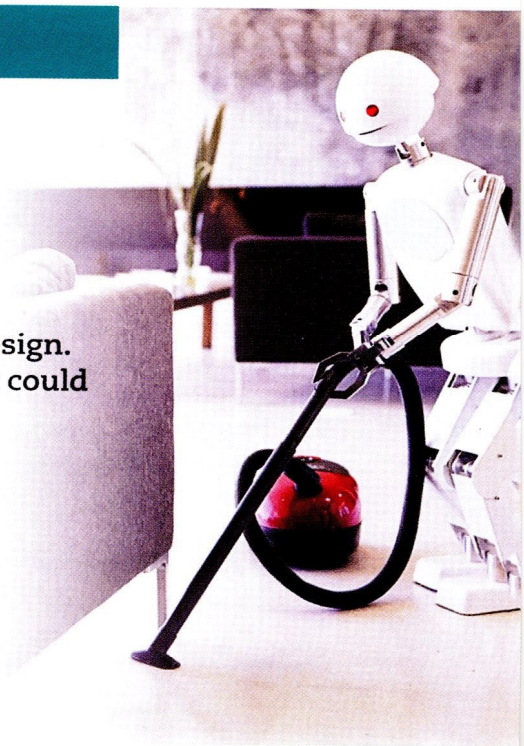


A Work in pairs. Prepare for a debate about keeping exotic animals as pets. Your teacher will tell you whether to argue for or against the idea. List the points you want to make. These questions may help you.

- Should all animals be free to live in their natural habitat? Do all animals have basic rights?
- Does it depend on the kind of animal? Is it OK to keep some exotic animals as pets but not others?
- Is it wrong for anyone to keep exotic animals as pets, or could we have some kind of licensing system?
- Are there any benefits to endangered species from being kept as pets? Could it actually help the species in the wild in some way?

B With your partner, work with another pair that is taking the opposite position from you. Present your argument from Exercise A. The pair that is for keeping exotic animals as pets presents its argument first. Then the other pair replies with its counter-argument. Who do you think has the better case?

4 THE IDEAL DOMESTIC ROBOT



A Work in pairs. Design the ideal robot for the home. Decide what features it should have and what it should be able to do. Think about the needs of this family:

- Gordon and Claudia, the parents
- Cory, the 15-year-old son
- Melissa, the 7-year-old daughter

B Join another pair. With your partner, present your robot design. Explain how your robot meets the needs of the family and how it could be used to make their lives better.

SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy and 1 for things that are difficult.

I can speculate about future achievements.	5	4	3	2	1
I can adopt and present arguments from different points of view.	5	4	3	2	1
I can debate the idea of keeping exotic animals as pets.	5	4	3	2	1
I can discuss pros and cons and describe features of robots.	5	4	3	2	1

If you gave yourself 1 or 2 for any of the statements, look at Units 5 and 6 again.

Communicative wrap-up Units 7–8

1 PACK IT UP



A **Work in pairs. Look at the products and discuss the questions.**

- Who buys or uses these products? What for, and in which situations?
- Does using these products cause any harm to the environment? If so, how?

B **With your partner, choose one of the products and decide how it could be produced, packaged, or used in a more environmentally friendly manner. Then compare ideas with another pair.**

2 ADVERB TIC-TAC-TOE

Work in pairs. Follow the instructions to play the game.

- Decide who is **X** and who is **O**. Flip a coin to decide who starts. Start with Game 1.
- When it's your turn, choose a square. Form a grammatically correct sentence with the phrase in the square. If your sentence is correct, write **X** or **O** on that square. If your sentence is wrong, don't write anything.
- Continue until someone gets three **X**'s or **O**'s across, down, or diagonally.
- Repeat with Game 2.

Examples:

before coming: "I always have a cup of coffee before coming to class."

Being concerned: "Being concerned about the environment, Sarah started recycling more."

GAME 1

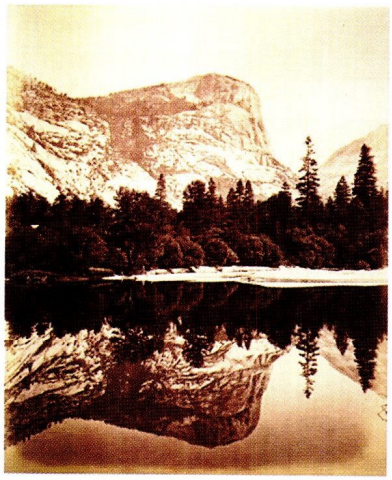
before cooking	since learning	wanting
not being	having read about	since realizing
having talked to	while eating	before choosing

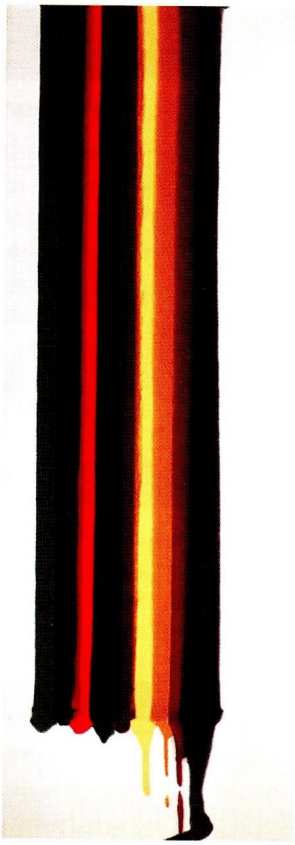
GAME 2

having done	after having	being worried about
when watching	not wanting	after finishing
having seen	while driving	hoping

3 POINTS OF VIEW

Work in groups. A donor is offering your school one work of art. Discuss which one you prefer and why.







4 A GALLERY TOUR

A Work in pairs. Prepare a short talk about one work of art on this page. Practice your talk together, giving half the talk each.

B With your partner, find another pair that chose a different work of art for their talk. Take turns giving your talks.

SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy and 1 for things that are difficult.

I can talk about consumer products and their environmental impact.	5	4	3	2	1
I can express time and cause-effect relationships.	5	4	3	2	1
I can describe different styles of art and give opinions on them.	5	4	3	2	1
I can prepare and present a talk about a work of art.	5	4	3	2	1

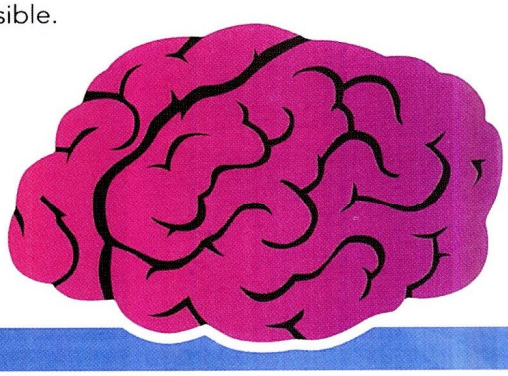
If you gave yourself 1 or 2 for any of the statements, look at Units 7 and 8 again.

Communicative wrap-up Units 9–10

1 BRAIN POWER

A **Work in pairs. Follow the instructions to take the quiz.**

- Work together to answer the quiz questions as quickly as possible. Make sure you agree on the answers.
- Write each answer in your notebook.
- Raise your hands when you have finished.
- The pair that answers all the questions correctly first wins.



BRAINPOWER

LITERACY

1. **Write what this says:**
You can raed tihs wouthit a porbelm bcuseae we do not raed ervey lteter by itslef, but the wrod as a wlohe.

2. **What is the meaning of this proverb?**
Silence is foolish if we are wise, but wise if we are foolish.
—Charles Caleb Colton

3. **What is the relationship between this sentence and the English alphabet?**
The quick brown fox jumps over the lazy dog.

NUMERACY

1. **Is 2 a prime number?**

2. **A car left one town at 6:18 a.m. and arrived at another town 180 miles away at 10:03 a.m. How fast was it traveling?**
a) 36 mph b) 48 mph
c) 56 mph d) 65 mph

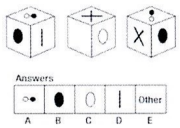
3. **56/7 = ? – 5**

SPATIAL/ VISUAL ABILITY

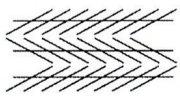
1. **What is this?**



2. **Here are three views of the same cube. Which symbol goes on the blank side of the cube?**



3. **Are the horizontal lines parallel?**
a) Yes b) No



LOGIC

1. Which is heavier, a pound of feathers or a pound of rocks?

2. How can you throw a ball as hard as you can and have it come back to you even if it doesn't bounce off anything? The ball is not attached to anything, and there is no one to throw it back to you.

3. A man who lives on the 10th floor takes the elevator down to the 1st floor every day and goes to work. When he comes home, if there are other people in the elevator, he goes directly to his floor. If not, he goes to the 7th floor and walks up three floors to his apartment. Why?

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

1 Which category was the easiest? Which was the most difficult?
2 How can games or quizzes like this be useful?

2 STATE YOUR CASE

Work in groups. Discuss whether you agree or disagree with these statements about media use.

1. People who invent myths or fake news stories on the internet are just engaging in a little fun. The stories are harmless.
2. *Phishing*, which is obtaining information dishonestly, is soon going to be a disappearing crime because people are becoming less gullible.
3. Spending lots of time on the internet has a negative effect on people's ability to socialize and to engage in open-ended, creative thinking.



3 FACE OFF

Work in pairs. Choose a situation and prepare a role-play. Practice your conversation. Then act it out for the class.

SITUATION 1

STUDENT A: Your friends talked you into going on a date with a person who you didn't know. The date wasn't perfect, but you think the person is attractive and that a second date would go better than the first one. You would like to spend some more time with the person, but you're having a hard time getting him/her to accept your invitation for another date.

STUDENT B: You agreed to go on a date with a friend of some of your friends. You didn't have much fun because your date spent most of the time talking about himself/herself. He/She seems to waste a lot of time playing games and debunking phony internet reports. Who cares? The situation is a little embarrassing because the person is trying to convince you to go out again, and you don't want to be too rude.

SITUATION 2

STUDENT A: You have just received a notice from your cell phone provider that they had a lottery with all the names of their customers and that you have won a car. You have called the number provided in the text message from the provider and confirmed that the recorded message is valid. This was verified by the fact that the phone was answered by your service provider. Now you have to send your address and let them know when you will be home. They will bring you the car and the papers to sign.

STUDENT B: Your friend was informed that he/she had won a car in a cell phone provider's lottery. You are certain that this is a hoax. You can't disprove it, but you feel that your friend is a gullible person who has a hard time recognizing dishonesty. You want your friend to think more carefully about what could happen if a person gives out information like their home address and when they are and are not home.

SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy and 1 for things that are difficult.

I can give explanations for stated problems.	5	4	3	2	1
I can give opinions on different uses of media.	5	4	3	2	1
I can prepare and sustain an argument.	5	4	3	2	1

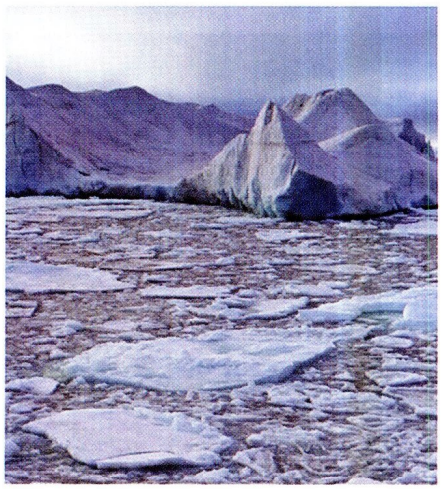
If you gave yourself 1 or 2 for any of the statements, look at Units 9 and 10 again.

Communicative wrap-up
Units 11–12

1 SURVIVING IN THE WILD

A You are going on a reality TV show that involves living in one of these remote areas for a year. Make notes on what living in these places would be like and which you would prefer.





B You can take these items with you. Write down which item you would take in each category.

one song: _____ one luxury item: _____
one book: _____ one person: _____

C Work in pairs. Take turns telling your partner your ideas. Ask each other questions to find out more.

The place I would most like to live in is …
I wouldn't want to live in … unless …
The song I'd take would be …
The person I'd take with me would be …

2 ORGANIZING A FUND-RAISING CONCERT

A Work in small groups. You are organizing a concert to help victims of a natural disaster. Decide which musician/band from each category below to invite.

A: *Suppose we invited Music Unchained? They're fairly unknown, but what's good about them is that they play a variety of different types of music.*
B: *Good idea. And what if we invited The Glamorones? Would they come? They're known to have helped with causes like this in the past.*

B As a group, present your ideas to the class. Each member of the group should participate. Explain who you have chosen and why.

C As a class, vote on which group's concert would appeal to the most people.

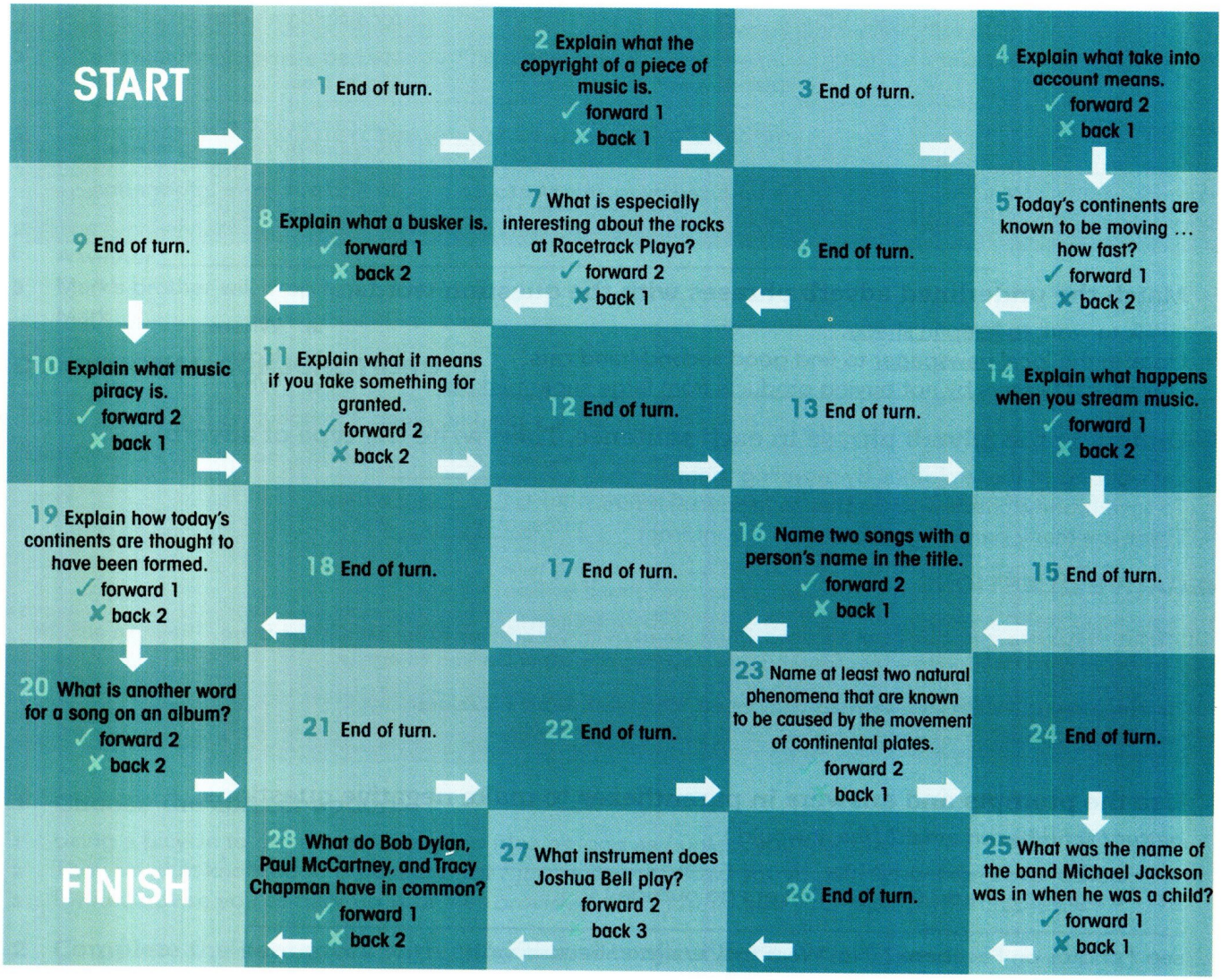
Invite a musician/band that …

- is known to have supported good causes
- is fairly unknown (not world-famous)
- is especially popular in your country
- can appeal to a broad range of people

3 WHAT DO YOU KNOW?

Work in small groups. Follow the instructions to play the game.

- Choose one person to be the "monitor" and check the answers and rules.
- Each player except the monitor needs a coin, a watch, and a marker.
- Place all the markers on START and choose someone to go first. The first player flips the coin. If it lands on "heads," the player moves forward two spaces. If it lands on "tails," the player moves forward one space.
- Players take turns flipping the coin, moving their markers, and following the instructions in each square.
- Each player has one minute to complete his or her turn. The monitor says if the answer is correct or incorrect. The first player to land on FINISH is the winner.



SCORE YOURSELF!

Score 1–5 for the items below. Score 5 for things that are easy and 1 for things that are difficult.

I can talk about facts related to music and the Earth.	5	4	3	2	1
I can talk about unreal or hypothetical situations.	5	4	3	2	1
I can discuss the pros and cons of different options.	5	4	3	2	1

If you gave yourself 1 or 2 for any of the statements, look at Units 11 and 12 again.

Grammar reference

UNIT 1

ADVERB PHRASES

Function **Adverb phrases can be used to describe time, frequency, place, manner, and purpose. They answer the questions *when, how often, where, how,* and *why*.**

Type of adverb	Question answered	Adverb phrases	Example
Time	When	*last week, the next day,* etc.	*We went to the farmer's market* ***a few days ago.***
Frequency	How often	*every day, sometimes,* etc.	***From time to time,*** *I volunteer for a children's charity.*
Place	Where	Introduced by a preposition of place: *out of, in, on,* etc.	*We had a picnic lunch* ***under a shady tree.***
Manner	How	Introduced by *by*	*You can reduce your carbon footprint* ***by recycling waste.***
Purpose	Why	Introduced by *to, in order to, so as to*	***To find out more information,*** *visit our website.*

1 Match the underlined adverb phrases with the question words.

1 I walk to work <u>to keep in shape</u>.
2 I look <u>in the local newspaper</u> to find good second-hand cars.
3 I help local farmers <u>by not buying products from large supermarkets</u>.

a) Where
b) How
c) Why

2 Underline the adverb phrase in each sentence. Then write the type of adverb.

1 Let's get rid of these clothes by recycling them. _____
2 To save money, check when stores have special offers. _____
3 There are many bartering websites on the internet. _____

NEGATIVE QUESTIONS

Function **Negative questions can be used when we expect the answer to be either *yes* or *no*. They can also be used to express an opinion in a less forceful way, inviting the other person to agree.**

Form **Negative questions are formed with an auxiliary verb + *n't* + subject.**
Isn't it cold today?

1 Use the prompts and answers in parentheses to make negative questions.

1 better / send her an email? (Yes, it would.)
_____
2 get / a signal / in here? (No, I can't. Let's go outside.)
_____
3 see / photos on Facebook? (No. Were they really embarrassing?)
_____

2 Read the situations in parentheses and write negative questions.

1 (You think Michael's cousins visited him last Saturday.)
"Hey, Michael, _____?"
2 (You think it's too late to go for a coffee this afternoon.)
"Thanks, Mark, but _____?"
3 (You're sure Ava has been to Mexico.)
"Ava, _____?"

UNIT 2

FUTURE PASSIVE

Form **The future passive is formed with *will/may/might/could* + *be* + past participle.**
The moon will be colonized. People could be sent there to work.

Function **We use the future passive when we don't know who will do something, when it's obvious or not important who will do something, and when we want to emphasize an action rather than who or what will do the action. We can use *by* to say who or what will do the action.**

1 Match the sentences with the reasons for using the future passive.

1 The accused may be found guilty today.
2 Two free tickets will be given away.
3 The minimum wage will be increased next year.

a) We don't know who will do the action.
b) It's obvious who will do the action.
c) We want to emphasize the action, not who or what will do it.

2 Complete the rewritten sentences in the future passive.

1 Somebody might announce the Oscar nominees later.
The Oscar nominees _____.
2 The tennis final could decide a winner today, provided it doesn't rain.
A winner _____.
3 Mark's brother will drop him off at 9 p.m.
Mark _____.

CONDITIONAL CONJUNCTIONS

Form **conditional conjunction + clause (subject + verb)**

Conditional conjunction	Meaning	Examples
since	Because it is true that	*It is important to preserve traditions since they bring people together.*
provided that *as long as*	Only if	*Solar is an excellent renewable energy provided that a region receives a lot of sunlight.* *You will get used to living abroad as long as you learn the language.*
unless	Except if	*Unless you work from home, you'll work normal office hours.*
(just) in case	Because it is possible that	*I'll send you a text message (just) in case you don't have access to email.*

1 Choose the correct option.

1 Using a bicycle to get around is a good idea *as long as* / *unless* you feel safe.
2 They say that knowledge is power, *since* / *just in case* it allows you to gain advantages over others.
3 I would advise you to back up your files *provided that* / *just in case* your laptop ever crashes.

2 Complete the sentences with conditional conjunctions.

1 Users might abandon social networking sites _____ companies do more to protect online privacy.
2 I often buy second-hand furniture _____ it is in good condition.
3 Many celebrities are treated like royalty in the U.S.A. _____ they don't have a royal family.

UNIT 3

OBJECT COMPLEMENTS

Form & Function **After some verbs, we can provide information about the object of a sentence using an object complement. The object complement may be an adjective or a noun. Some verbs take only an adjective, some take only a noun, and some can take either one. After verbs such as *see*, *know*, or *describe*, we often use *as*.**

Form	Examples
subject + verb + object + adjective	*Did you find the movie funny?* *The flowers made Mom really happy.*
subject + verb + object + noun	*Most websites consider a password a necessity.* *The newspapers are calling him a hero.*
subject + verb + object + *as* + noun / adjective	*Her boss would describe her as capable.* *They don't see it as a reason not to go.*

1 Put the words in the correct order to form sentences.

1 met / and I found / her / Jack's fiancée / I / very / pleasant / . _____
2 in the city / this hotel / the website / called / the best / . _____
3 as / creative / would describe / her teacher / her / . _____

2 Rewrite the sentences using the words in parentheses.

1 Rival politicians said the mayor was a criminal. (*call*) _____
2 Reports suggest that identity theft is a worrying trend. (*describe*) _____
3 You should regularly clean your bedroom. (*keep*) _____

NEGATIVE STRUCTURES WITH *THINK*, *SUPPOSE*, ETC.

Function **The negative form of verbs of opinion and supposition changes with different verbs.**

Verbs	Affirmative	Negative
think, believe, imagine, feel	*I think the plane arrives at 3:00.*	*I don't imagine anyone wants that.*
hope, guess, suspect, assume	*I guess we'll arrive there at 8:00.*	*I hope they don't lose my number.*
suppose, expect	*I expect he'll bring the dog.*	*I don't expect he'll bring the dog.* *I expect he won't bring the dog.*

Affirmative short answers

In affirmative short answers, we always use *so*: *Is Martina coming today? Yes, I think so.*

Negative short answers

Verbs	Form	Examples
think, believe, imagine	subject + negative verb + so	*I don't think so.*
hope, guess, suspect, assume	subject + verb + *not*	*I guess not.*
suppose, expect	subject + verb + *not* subject + negative verb + *so*	*I suppose not.* *I don't suppose so.*

1 I don't guess I would like the movie if it had a lot of special effects.
2 Do you think fewer people will use social networking sites in the future? No, I think not.
3 I feel it's not possible for me to continue working here.

2 Rewrite the sentences using the verbs in parentheses.

1 I don't want Ben to bring his new girlfriend to the wedding. (*hope*) _____
2 It's unlikely that they would hire a graduate without soft skills. (*think*) _____
3 I doubt people are happy all the time. (*imagine*) _____

UNIT 4

RELATIVE PRONOUNS WITH *-EVER*

Function ***Whatever, whenever, however, whoever,* and *wherever* are used to talk about an unknown/general thing, time, manner, person, or place.**

Pronouns	Examples
whatever	*You should study whatever you want, if it will improve your employment prospects.* *Whatever restaurant you choose, check that it has a vegetarian option.*
whoever	*Whoever arrives first can help with the drinks.*
whenever, however, wherever	*However you look at it, the internet has changed the way we interact forever.* *I don't doubt we'll have a great time wherever we go on vacation.*

1 Choose the correct option.

1 If you speak English, you'll be able to communicate *wherever / whenever* you go.
2 *Whoever / Whenever* spoke to you must have given you the wrong information.
3 *However / Whatever* way you look at it, our current way of living does not favor the environment.

2 Complete the text with *-ever* relative pronouns.

The great advantage of taking an online course is the freedom to study **(1)** _____ you want. This means you can study at 7 a.m. or 11 p.m., depending on your other commitments. I would encourage prospective virtual students to ensure **(2)** _____ course they choose offers discussion boards and professors who are regularly online to help and offer advice. **(3)** _____ you study, either in class or online, you need to put in the effort and be interested in your topic.

MIXED CONDITIONALS

Function	Examples	Form
A current or general situation with a past result	If I weren't on a diet, I would have had some of that chocolate dessert.	*If* clause in 2nd conditional, result clause in 3rd conditional: *If* + past simple, … *would/could/may/might have* + past participle
A past event or situation with a present result	If I had taken an introductory class, I would have a better idea of what the advanced class involved.	*If* clause in 3rd conditional, result clause in 2nd conditional: *If* + past perfect, … *would/could/may/might* + infinitive

1 Decide which mixed conditional each sentence refers to. Write *A* if it describes a current situation with a past result, or *B* if it describes a past event with a present result.

1 If I spoke better Spanish, I probably would have gone and lived somewhere in Latin America. ___
2 If the CEO hadn't quit when he did, it stands to reason the company would show better annual profits. ___
3 Rachael wouldn't have ended up a victim of identity theft if she did more to protect herself online. ___

2 Complete the sentences with the correct form of the verbs from the box.

crash have retire

1 If I _____ from my stressful job earlier, I guess I would be happier now.
2 My laptop _____ this morning if I had anti-virus software.
3 Suzie would have been more relaxed if she _____ an important interview later today.

UNIT 5

IMPERSONAL PASSIVE

Function **The impersonal passive is more formal and less common than the active. It is used with reporting and opinion verbs: *assume, say, believe, claim, consider, estimate, think, know, recommend, report,* and *understand.***

Form	Examples	Active version of examples
Impersonal passive 1: *It* + passive + *that* clause	*It is said that beauty ideals change depending on the culture.*	*People say that beauty ideals change depending on the culture.*
Impersonal passive 2: subject + passive + infinitive	*Beauty ideals are said to change depending on the culture.*	*Scientists believe that global warming is responsible for extreme weather.*

1 Complete the rewritten sentences with the impersonal passive 1 or 2.

1 Experts believe that sharing the same life goals is important in a long-term relationship.
It _____ sharing the same life goals is important in a relationship.

2 We estimate that over 1,000 homes are destroyed by flooding every year.
Over 1,000 homes _____ destroyed by flooding every year.

3 Visitors to the island report an increase in tourism.
Tourism on the island _____ increasing.

2 Write impersonal passive sentences using the words and phrases provided.

1 it / claim / water therapy / help people / relax
_____

2 it / say / the dragon / represent / control over water / in Chinese mythology
_____

3 tap water / think / have the same benefits / as bottled water
_____

PASSIVE MODALS

Modal	Form	Function	Examples
can, could, may, might, will, would	modal verb + *be* + past participle	We use these forms to talk about present and past ability or future possibility in the passive.	*Istanbul might (not) be accepted as host city for the Olympics in 2020.* *Flights and accommodations will be included in the price.*
must, ought to, should	modal verb + *be* + past participle	We use these forms to talk about necessity and advisability in the passive.	*More foreign languages ought to be taught at colleges.*
could, can't may, might, must	modal verb + *be / have been* + past participle	We use these forms to talk about deduction and speculation in the present or past.	*Some animal habitats must have been affected by the fire.*
should	modal verb + *have been* + past participle	We use this form to give criticism of something that happened in the past.	*Late applications should (not) have been accepted.*

1 Choose the correct option to complete the sentences.

1 There are so many journalists here. A press conference *must be / must have been* called.
2 Travelers *will / ought* be encouraged not to visit protected beaches.
3 Personal databases might *hack / be hacked* if users don't choose a strong password.

2 Complete the sentences with *might, must,* or *should* and any other words you need.

1 Steps to counter the effects of global warming _____ taken earlier.
2 Ethan just called me, and he's still at the airport. His flight _____ delayed.
3 I've heard that employees at the museum _____ given free entry to the new exhibition.

UNIT 6

FUTURE PERFECT

Function **The future perfect is used to describe an event that will be completed by a specific time in the future.**

Active or Passive	Form	Example
Active	*will/won't + have* + past participle	*The real value of many salaries will have fallen by 15% by the end of the decade.*
Passive	*will/won't + have been* + past participle	*Students will have been given feedback on their exam by the end of the week.*

1 Choose the correct option to complete the sentences..

1 Computers *won't have / won't have been* replaced people in the labor market in 2100 since many jobs will require thinking skills.
2 People are encouraged to keep learning throughout life because some skills they learn at school *will have / will have been* become obsolete by the time they're 30.
3 It is hoped that many listeners will have *inspired / been inspired* to volunteer for the organization, thanks to the presentation.

2 Complete the sentences with the correct forms of the verbs in parentheses.

1 Some academics argue that in a few years many white-collar jobs _____. (*automate*)
2 It is estimated that up to 50% of the world's biodiversity _____ extinct by 2100. (*become*)
3 By midnight, whoever wins tonight's final _____ a record contract with a major label. (*offer*)

FUTURE PERFECT PROGRESSIVE

Function **The future perfect progressive is used to describe an action or situation happening for a period of time until a specific time in the future.**

Form	Example
will/won't + have been + –ing form	*By the time I'm 40, I will have been teaching for almost 20 years.*

1 Find and correct the mistake in each sentence.

1 When they retire, most graduates today won't be working in the same career all their lives.
2 I've finally got an interview next week. That's over a year I will have been waited.
3 Next year, I'll have be living here for four years.

2 Complete these sentences with the future perfect progressive form of the verb in parentheses.

1 I _____ with Emma for five years next week. (*go out*)
2 Tomorrow, it _____ for a whole week. (*snow*)
3 How long _____ by the time you finish your postgraduate degree? (*study*)

UNIT 7

REDUCED ADVERB TIME CLAUSES

Function **Clauses can be reduced when the subject is the same in both clauses.**

Form Rule for reducing the time clause	Full adverb time clause example	Reduced adverb time clause example
If the clause is in the present progressive, delete the subject and the verb *be*.	*When you are trying to save money, do you change your shopping habits?*	*When trying to save money, do you change your shopping habits?*
If the clause is not in the present progressive, delete the subject and change the verb to the *–ing* form.	*I always wash food containers before I put them in the recycling bin.*	*I always wash food containers before putting them in the recycling bin.*

1 Check the sentences that can use a reduced adverb time clause.

1 I understood more about the health risks of sugar after I read the article. ☐
2 Before he takes the exam on Monday, Jack will spend Sunday reviewing his notes from last term. ☐
3 While Sophie was visiting San Francisco, her brother looked after her cat. ☐

2 Rewrite the sentences with reduced adverb time clauses where possible.

1 Since Victoria planted a vegetable garden, she has not bought many vegetables from the supermarket.

_____

2 After she moved to Colorado, Beth joined a number of new social groups.

_____

3 Most consumers research different smartphones when they decide what model to buy.

_____

REDUCED ADVERB CAUSE-EFFECT CLAUSES

Rule for reducing the cause-effect clause	Full adverb cause-effect clause example	Reduced adverb cause-effect clause example
Delete the subject and the word that signals cause (e.g., *since*, *because*). Change the verb to the *–ing* form.	*Because she doesn't believe the advertising claims about "healthy" snack bars, she never buys them.*	*Not believing the advertising claims about "healthy" snack bars, she never buys them.*
Note that for perfect tense verbs, you change the auxiliary verb (e.g., *have*, *had*) not the main verb.	*Because I've reduced the amount of meat in my diet, I'm spending less on food these days.*	*Having reduced the amount of meat in my diet, I'm spending less on food these days.*

1 Complete the sentences with reduced adverb cause-effect clauses.

1 We had eaten there before, so we knew what type of food to expect.
_____ eaten there before, we knew what type of food to expect.
2 Because she's half Turkish, Carolina's the perfect person to show us around Istanbul.
_____ half Turkish, Carolina's the perfect person to show us around Istanbul.
3 Since we didn't want to wait for a bus, we took a taxi.
Not _____ to wait for a bus, we took a taxi.

2 Complete the second sentence in each pair with a reduced adverb cause-effect clause so that they are similar in meaning.

1 Because the band is really popular, they always sell lots of tickets to their concerts.
_____, the band always sell lots of tickets to their concerts.
2 Since it is a coastal town, New Orleans is susceptible to flooding when there is heavy rain.
_____, New Orleans is susceptible to flooding when there is heavy rain.
3 I almost didn't recognize David at first because I hadn't seen him for so many years.
_____, I almost didn't recognize him at first.

UNIT 8

INVERTED CONDITIONALS

Function **Inverted conditionals are more formal than standard conditionals. They tend to occur more in writing than in speaking.**

Form

	Change required	Standard conditional examples	Inverted conditional examples
Present	Change *if* to *should*.	*If you want to see surrealist paintings, visit MoMA.* *If you don't wish to participate in the survey, please check this box.*	*Should you want to see surrealist paintings, visit MoMA.* *Should you not wish to participate in the survey, please check this box.*

Past	Remove *if* and change the order of the subject and the auxiliary verb.	*If you had worn gloves, you wouldn't have burned your hand.* *If you hadn't come so late, you wouldn't have missed the show.*	*Had you worn gloves, you wouldn't have burned your hand.* *Had you not come so late, you wouldn't have missed the show.*

1 Choose the correct option to complete the sentences.

1 Should you *decide* / *decided* to participate as a volunteer, please inform us via email.
2 *Had* / *Should* you stuck to your budget, you would have been able to afford a new car.
3 They would have understood that breakfast was not included *had* / *should* they read the brochure.

2 Rewrite the sentences as inverted conditionals.

1 If you had read the food labels, you would have noticed the high sugar content.

2 If you feel dissatisfied with the service, please write to our customer service department.

3 More people would have attended the play if they'd known about it.

ADJECTIVE PHRASE + INDIRECT QUESTION

Function **We use indirect questions with adjective phrases when we are considering something and don't have (or expect) a definite answer.**

Form	Examples
It + *be* + adjective (*for* + indirect object) + infinitive + indirect question (with *what, where, who, why, when, how, if/whether*)	*It will be interesting to see what happens.* *It's hard for him to think about where he will go after he graduates.*

1 There is one missing word in each sentence. Rewrite the sentences correctly.

1 It would fun to try an online dating site where you can't see people's photographs.

2 It's important think about whether you can afford something before you buy it.

3 It's difficult to know Mike will visit. He always comes without telling us.

2 Use the prompts to form sentences with adjective phrases and indirect questions.

1 would / useful / us / consider / how / the company / could reduce expenses

2 important / people / find out / why / government / cut / public services

3 hard / know / what / weather / be like / later / because / so unpredictable

UNIT 9

THE SUBJUNCTIVE

Function **The subjunctive is used in formal English to emphasize requests, orders, and recommendations.**

Use	Form	Examples
With verbs: *ask, demand, insist, propose, recommend, suggest, require*	**Affirmative:** subject + verb + *that* + subject + base form	*We suggest that you wake earlier tomorrow.*
	Negative: subject + negative verb + *that* + subject + base form subject + verb + *that* + subject + *not* + base form	*We didn't insist that he see a doctor.* *We asked that he not smoke inside.*

With adjectives: *recommended, necessary, essential, better/best, important*	**Affirmative:** *It* + *be* + adjective + *that* + subject + base form	*It is best that children spend time outdoors.*
	Negative: *It* + *be* + *not* + adjective + *that* + subject + base form *It* + *be* + adjective + *that* + subject + *not* + base form	*It isn't necessary that they attend.* *It is recommended that you not drink coffee late at night.*

1 Complete the sentences with three of the words or phrases from the box.

checks in check in not be didn't be bring bringing

1 The airline representative recommended that he _____ at least three hours before departure.
2 The organization's director proposed that cash donations _____ accepted.
3 It is not essential that you _____ food to the party on Friday.

2 Put the words in the correct order to form sentences.

1 that / your / we / ask / you / copies / identity documents / send / of / .

_____

2 while / recommended / the island / you / it's / here / explore / that / you're / .

_____

3 Sam / yesterday / suggested / guests / not / bring / sleeping bags / that / .

_____

ALTERNATIVES TO THE SUBJUNCTIVE

Use	Alternative form	Example
With verbs *insist, demand*	(No alternative: subjunctive only)	*The electric company is demanding that the customer pay immediately.*
With verbs *ask, require*	verb + object + infinitive	*The store requires customers to exchange unwanted items within 30 days.*
With verbs *recommend, suggest, propose*	verb + gerund	*What do you recommend doing in California?*
With adjectives *important, necessary, better/best*	*It* (+ *would*) + *be* + adjective (+ *for* + object) + infinitive	*It's important for you to listen carefully.* *It would be better to rest before your exam.*

1 Choose the correct option to complete the sentences.

1 The position requires candidates *to speak / speaking* two European languages.
2 I suggest *taking / to take* regular breaks to study more effectively.
3 It's important *discuss / to discuss* any problems you may be having with your supervisor.

2 Complete the sentences using the subjunctive form of the verb in parentheses and any other words you need. Then rewrite each sentence using an alternative.

1 Career advisors recommend _____ a career you enjoy. (*you / follow*)

_____

2 The site asks _____ with a password. (*people / log on*)

_____

3 It's necessary _____ the tickets early to avoid disappointment. (*people / book*)

_____

UNIT 10

INVERSION WITH NEGATIVE EXPRESSIONS

Function **We use inversions after negative adverbs and adverbial phrases for emphasis. They are formal structures that tend to appear more in writing than in speech.**

Form	Use	Examples
Negative adverb/ adverb phrase + auxiliary verb + subject	Phrases referring to time	*Barely had she left the house **when** it started to rain.* *Hardly had he finished eating breakfast **when** his wife called.* *No sooner do I buy a new phone **than** a newer model arrives.* *Scarcely had they opened the door **when** the alarm went off.*
	Phrases with *only*	*Only when you read the biography do you understand him.* *Not only did we take the bus tour, but we also visited three museums.*
	Other negative adverbs/ adverbial phrases	*Little do we realize how much influence our teachers have.* *Never have I seen such beautiful portraits.* *Rarely did I go to such an expensive restaurant.* *Seldom had I seen so many people in one room.* *Under no circumstances can students retake the exam.*

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

but did hardly not only only when

1 _____ had he stepped outside _____ it started to rain.
2 _____ when people complained _____ the owner of the bar turn down the music.
3 _____ is the castle the largest in Scotland, _____ it is also the oldest.

2 Complete the rewritten sentences using inversion.

1 When I arrived at the theater the movie began immediately.
Hardly _____ at the theater when the movie began.
2 Elisa is reliable, and she is a good team player.
Not only _____, but she's also a good team player.
3 This is the most stunning rooftop view I have ever seen.
Never _____ such a stunning rooftop view.

ELLIPSIS AND SUBSTITUTION

Function **In ellipsis, we omit some words. It is common in spoken English as well as in informal written communication. We use it in situations where the missing words are obvious from the context. In substitution, we use words such as *so* in place of other words and phrases. We use it to avoid repeating ourselves.**

Form	Examples	
Ellipsis: missing unstressed words	*~~(I've)~~ Been having a hard time recently.* *~~(Do you)~~ Know anything about the new job yet?*	
Ellipsis: reduced relative structures	*Someone ~~(who is)~~ working at the office will answer the phone.*	
Substitution: expressions using *so*	*I meditate every morning, and in doing so, I find I sleep better.* *We suggest you send an email, and when you do so, copy in the team.*	
	Positive	**Negative**
	I think/expect/believe/imagine so. *I guess/suppose/assume/hope so.*	*I don't think/expect/believe/imagine so.* *I guess/suppose/assume/hope not.*

1 Complete the sentences with one word.

1 A: Do you know if Jennifer has canceled dinner next week?
B: I hope _____. I was really looking forward to it.
2 Hanna is moving out soon. When she _____ so, tell her there are empty boxes in my room.
3 You should follow your passion in life. In doing _____, you'll be happier.

2 Rewrite the sentences and shorten them using ellipsis and/or substitution.

1 Do you think you could give me a hand with the cooking? Yes, I think I can do that.

2 Have you heard about the plans for a new mall?

3 The guy who was sitting next to us in the restaurant looked like an old school friend.

UNIT 11

PAST TENSE FOR UNREAL SITUATIONS

Form	Example
***Suppose / It's time / What if* + subject + past tense verb**	*Suppose you saw your favorite singer in the street, what would you ask her to sing?*
subject + *wish* + subject + past tense verb	*I wish they played concerts at smaller venues.*
***If/Unless* + past tense verb + *would/wouldn't* + verb**	*Unless you were prepared to practice for hours every day, you wouldn't have a chance of becoming a concert pianist.*

1 Complete the sentences with *It's time*, *I wish*, or *Suppose*.

1 _____ you played in a band, where would you like to perform?
2 _____ you didn't have to leave after dinner.
3 _____ everyone made serious changes to their lifestyles to stop climate change.

2 Rewrite the sentences using the words in parentheses.

1 If you held the relevant teaching qualification, you would be able to apply for the job. (*unless*)

2 If you wrote a blog each week about a particular topic, what would you choose? (*suppose*)

3 Governments should demand bonus cuts for employees at large banks. (*time*)

CLEFT SENTENCES

Function **We use cleft sentences to give emphasis to certain information.**

Form	Example
It + *be* + noun + relative clause	***It was*** *Guillaume Apollinaire* ***who*** *first named the Surrealist movement.*
subject + relative clause + *be* + complement	***The reason why*** *many surrealist artists were influenced by Freud* ***is*** *because he had new ideas about dreams and reality.*
What + verb phrase + clause	***What*** *we know* ***is*** *that this painting is extremely valuable.*

1 Complete the cleft sentences with relative pronouns.

1 It was Jack Kerouac _____ said the only truth is music.
2 It was in this park _____ my grandparents first met.
3 The reason _____ we can't go to the concert is because we don't have tickets.

2 Rewrite each sentence as a cleft sentence.

1 Nelson Mandela said, "It always seems impossible until it's done."
It was _____.
2 We went on vacation to Florida last year.
The place _____.
3 They didn't tell me that the 10-km run was on a mountain.
What they _____.

UNIT 12

PARTICIPLE CLAUSES

Function **Present participle clauses are used like relative clauses in the active voice. Past participle clauses are used like relative clauses in the passive voice. Present perfect participle clauses are used to describe causes and effects. They can use the active or passive voice.**

Participle clauses	Example
Present participle clause	*Featuring stunning views over the mountains, the hotel is ideally situated.*
Past participle clause	*Discovered in 1999, the ancient Mayan ruins are of great interest to local historians.*
Present perfect participle clause	*Having researched several cities in Canada, I chose to live in Vancouver.* *Having been buried for thousands of years, the remains were finally discovered.*

1 Complete the sentences using the verbs in parentheses.

1 _____ recently, the website has had a million hits in the last week. (*relaunch*)
2 _____ the topic for two years already, I felt confident about starting the new class. (*study*)
3 _____ a route used for hundreds of years, the road passes many old villages. (*follow*)

2 Rewrite each sentence using a participle clause.

1 The Swiss Alps train offers some of the world's most beautiful views and is good value.
_____
2 Rob had taken it for granted he would get the job, so he didn't prepare for the interview.
_____
3 Ronnie was impressed by the writer's knowledge of art and decided to buy his book.
_____

IMPERSONAL PASSIVE IN THE PAST

Function **We can use a perfect infinitive with the impersonal passive when we refer to events and situations that happened before the impersonal verb.**

Form	Example
Referring to a time before the impersonal verb: subject + impersonal passive + perfect infinitive	*Michael Jackson is considered to have been one of the best pop stars of his generation.*
Referring to the same time as the impersonal verb: subject + impersonal passive + infinitive	*Sumatran tigers are said to be on the verge of extinction.* *In the Middle Ages, the Earth was thought to be flat.*

1 Complete the sentences with one word.

1 They are believed to have _____ the best team ever in sporting history.
2 The eruption of Mount Tambora is claimed _____ have been the fiercest in history.
3 A man is reported to _____ been arrested for the armed robbery of a jewelry store yesterday.

2 Complete the rewritten sentences using a passive perfect infinitive.

1 They say that album was the most influential of the last 20 years.
That album is _____ the most influential of the last 20 years.
2 Scientists have proved that the burning of fossil fuels has led to dramatic changes in the global climate.
The burning of fossil fuels is _____ to dramatic changes in the global climate.
3 Some historians believed that Marco Polo introduced pasta to Italy after traveling to China.
Marco Polo was _____ pasta to Italy after traveling to China.

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Irregular verbs

Infinitive	Simple past	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sit	sat	sat
speak	spoke	spoken
stand	stood	stood
stick	stuck	stuck
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

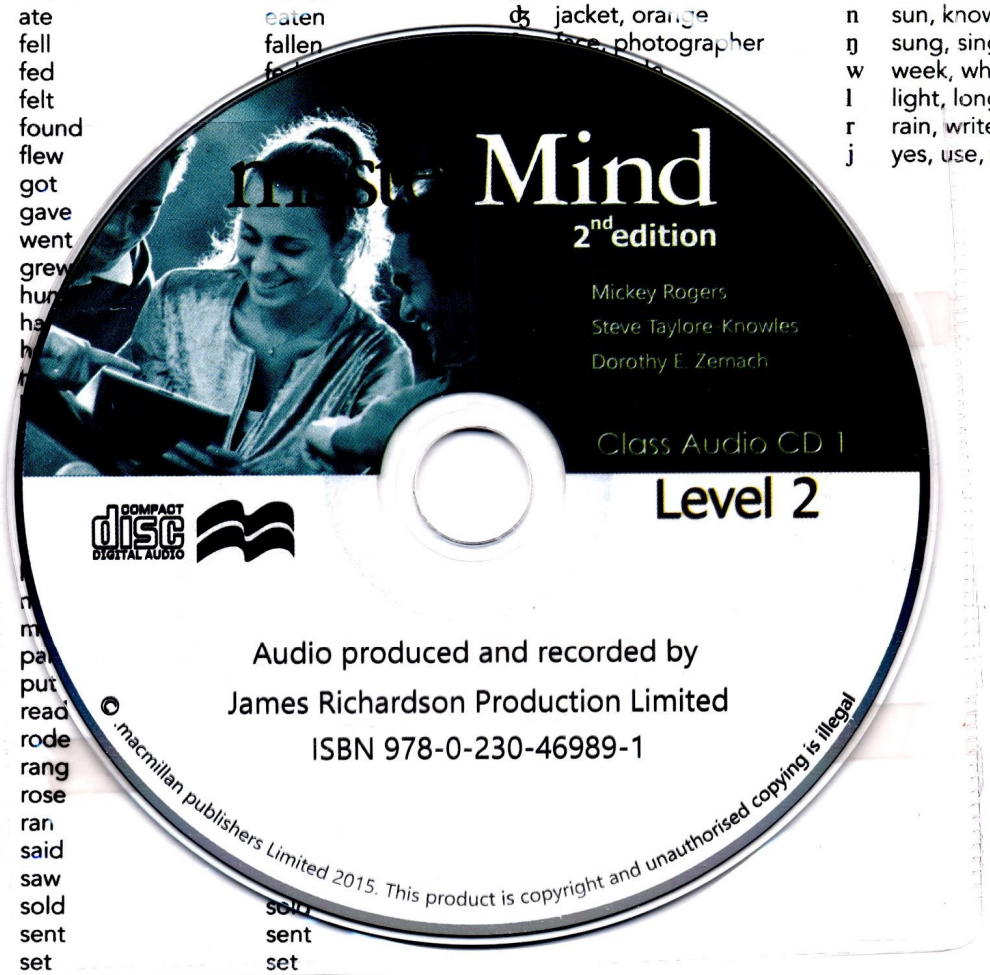
Pronunciation symbols

Vowels

i	feed	ʊ	book, good, tour
ɪ	did, near	u	boot, food, student
eɪ	date, table	ʌ	but, mother
e	bed, neck, there	ə	banana, computer
æ	bad, hand	ɜ	shirt, birthday
ɑ	father, box guitar	aɪ	cry, eye
ɔ	tall, door	aʊ	about, how
oʊ	comb, post	ɔɪ	boy

Consonants

p	park, happy	z	please, goes
b	back, hobby	t	tea
d	die	ʃ	she, shop
k	came, kitchen, quarter	ʒ	leisure
g	game, go	h	hot, who
tʃ	chicken, watch	m	men
dʒ	jacket, orange	n	sun, know
	[illegible] photographer	ŋ	sung, singer
		w	week, white
		l	light, long
		r	rain, writer
		j	yes, use, music



masterMind Level 2

is part of the ground-breaking *Mind* series, a general English course for adults that targets their language needs and provides them with the professional, academic, and personal skills they need for success in the 21st century. The key features of the series are:

- **Life Skills:** Higher-order skills such as critical thinking, organizational, and learning skills that students need in order to be successful in their professional, academic, and everyday lives.
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- **Student's Book Premium Pack:** Print Student's Book; webcode access to Student's Resource Center and Online Workbook
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Teacher's Components

- **Teacher's Book Premium Pack:** Print Teacher's Book; Class Audio CD; DVD with video; webcode access to Teacher's Resource Center, Online Workbook, and Presentation Kit

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- **Student's Resource Center:** Class Audio MP3s; Video; Downloadable self-study video worksheets; Downloadable wordlists; and more...!
- **Teacher's Resource Center:** includes everything from the Student's Resource Center, plus:
  Downloadable class video worksheets; Extra lifeSkills lesson plans; Unit, Mid-course, End-of course, and Placement tests

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COMMON EUROPEAN FRAMEWORK

A1	A2	B1	B1+	B2	C1

Level indicator is an exit level.

System requirements for online components

Windows

	Windows 7 & 8
CPU Speed (equivalent)	Any 2 Ghz dual core processor or above.
Browser	IE 9, 10, 11 / Firefox / Chrome

Apple Macintosh OS

	10.7	10.8	10.9
CPU Speed (equivalent)	Any 2 Ghz dual core processor or above.		
Browser	Safari 6		

Internet connection required
RAM: 1GB (32-bit), 2GB (64-bit), Display: 1024 x 768 pixels, 32-bit colour,
Audio sound card
DVD Player (for DVD-Videos or enhanced DVD ROMs)

While the online components may work for other browsers, we encourage using the browsers specified in the system requirements.
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