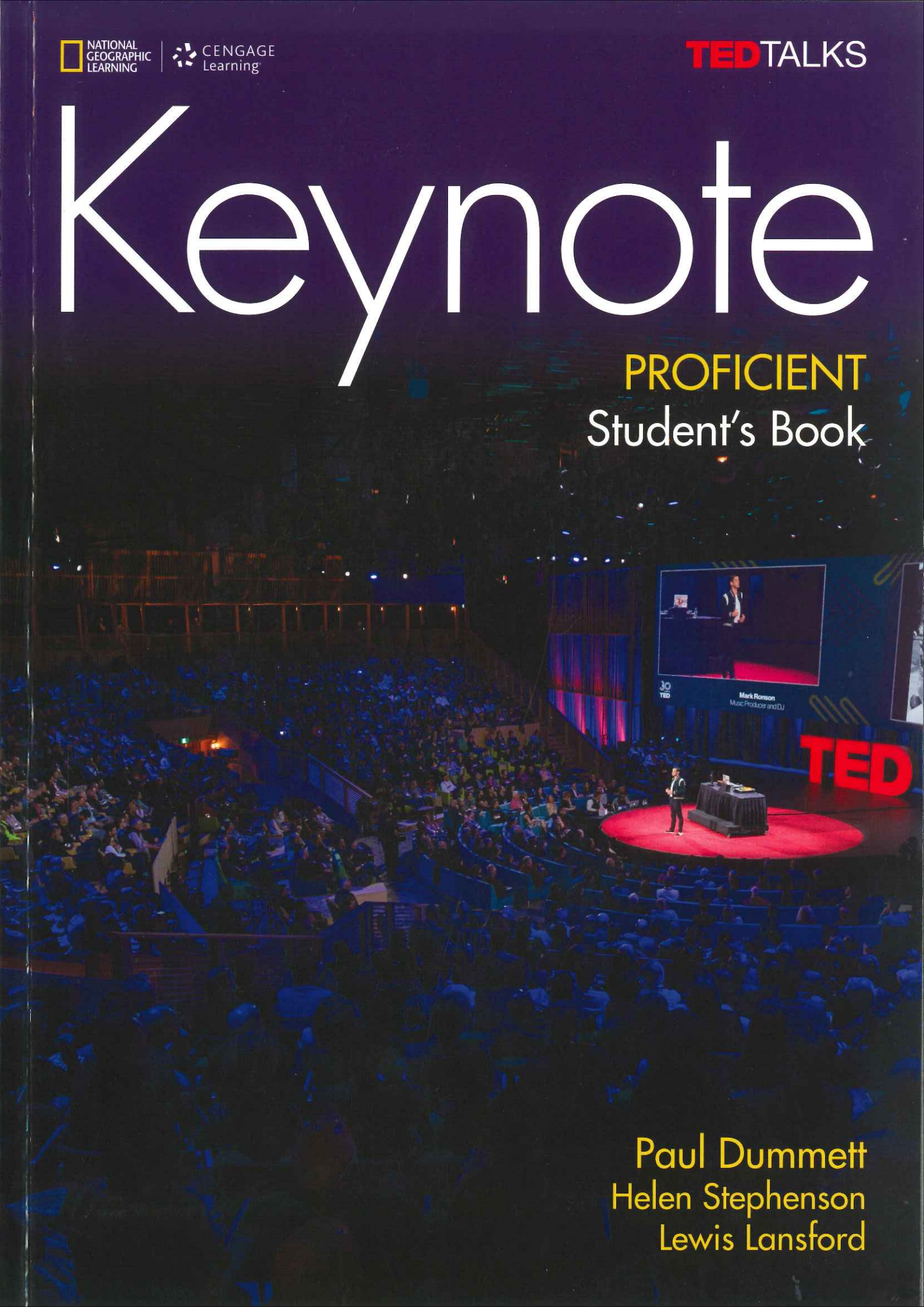
NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning

TEDTALKS

Keynote

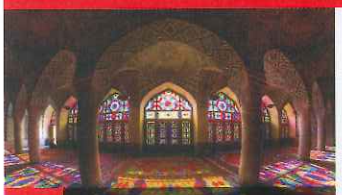
PROFICIENT

Student's Book

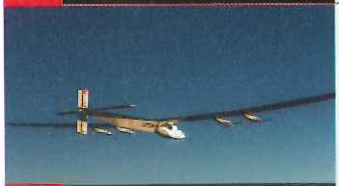


Paul Dummett
Helen Stephenson
Lewis Lansford

Contents

UNIT	TED TALK	GRAMMAR	VOCABULARY
1 Creativity 8–17	**Do schools kill creativity?** Ken Robinson AUTHENTIC LISTENING SKILL Rhythm and stress CRITICAL THINKING The speaker's aims PRESENTATION SKILL Using humour	Definite and indefinite time Language focus: Expressions with statistics	Creativity collocations
2 Hopes and fears 18–27	**Why I live in mortal dread of public speaking** Megan Washington AUTHENTIC LISTENING SKILL Listening to songs CRITICAL THINKING Winning your audience over PRESENTATION SKILL Being authentic	Future forms Language focus: Expressions of certainty	Hopes and fears
REVIEW 1 (UNITS 1 AND 2) | **Pixar 28**			
 **3 Perception** 30–39	**The 4 ways sound affects us** Julian Treasure AUTHENTIC LISTENING SKILL Understanding fast speech CRITICAL THINKING Achieving aims PRESENTATION SKILL Giving shape to your talk	Stative and dynamic verbs Language focus: Emphatic structures	Feelings and emotions
4 Human interaction 40–49	**Your body language shapes who you are** Amy Cuddy AUTHENTIC LISTENING SKILL Linking: assimilation and reduction CRITICAL THINKING Avoiding misinterpretation PRESENTATION SKILL Structuring a talk	Past forms Language focus: Inversion with adverbial phrases	Body language
REVIEW 2 (UNITS 3 AND 4) | **Blindekuh 50**			
5 Economic resources 52–61	**The magic washing machine** Hans Rosling AUTHENTIC LISTENING SKILL Prediction CRITICAL THINKING Reading between the lines PRESENTATION SKILL Presenting statistics	Passive forms Language focus: Nominalization in passive sentences	Economics
6 Practical design 62–71	**Magical houses, made of bamboo** Elora Hardy AUTHENTIC LISTENING SKILL Word boundaries CRITICAL THINKING Testing arguments PRESENTATION SKILL Persuasive techniques	Causatives Language focus: Expressions with *go* and *get*	Describing objects: collocations
REVIEW 3 (UNITS 5 AND 6) | **Broad Sustainable Building 72**			

PRONUNCIATION	READING	LISTENING	SPEAKING	WRITING
Emphasis and de-emphasis	What I talk about when I talk about running Sing while you work	A company choir	Creativity survey Learning from experience Describing likes and talents	A progress report Writing skill: Nominalization
Consonant clusters	Outside the comfort zone Being prepared	Travel advice	Attitudes towards the future Comfort zone Giving advice (Giving and justifying advice)	An account of an incident Writing skill: Future in the past
Stress in contrasts	Multi-sensory marketing Not what they seem	The reality of the situation	Impressions and judgements Creating attractive spaces Describing beliefs and facts	A response to a proposal Writing skill: Describing different perspectives
Appropriate intonation	Business and life lessons Getting things wrong	Saying the right thing	Being hyperconnected Can I have my money back? Everyday conversations (Everyday expressions)	A formal letter or email Writing skill: Checking for errors
Silent letters	Land – a fairer system Fact or hearsay?	Discussing facts and beliefs	Headline news Economic prospects Expressing belief and disbelief	A newspaper report Writing skill: Passive reporting verbs
Word stress	Object of desire Tricky questions	An interview	Hired help Classic objects Interview questions	Posting advice Writing skill: Reported speech

UNIT	TED TALK	GRAMMAR	VOCABULARY
7 Same but different 74–83	**The danger of a single story** Chimamanda Ngozi Adichie AUTHENTIC LISTENING SKILL Weak forms CRITICAL THINKING Objectivity and subjectivity PRESENTATION SKILL Using stories and anecdotes	Comparative forms Language focus: Expressing preferences	Idioms related to choice
8 Food and sustainability 84–93	**How I fell in love with a fish** Dan Barber AUTHENTIC LISTENING SKILL Word recognition CRITICAL THINKING Supporting evidence PRESENTATION SKILL Varying the pace	Modal verbs Language focus: Expressions with modal verbs	Synonyms: *-able* and *-ible*
REVIEW 4 (UNITS 7 AND 8) | **WD-40 Company 94**			
9 Internet sensation 96–105	**Why videos go viral** Kevin Allocca AUTHENTIC LISTENING SKILL Dealing with accents: British and American CRITICAL THINKING Making assumptions PRESENTATION SKILL Being clear and to the point	Gradability Language focus: Collocations with intensifying adverbs	New Internet words
10 The meaning of success 106–115	**A kinder, gentler philosophy of success** Alain de Botton AUTHENTIC LISTENING SKILL Hedging CRITICAL THINKING The message you take away PRESENTATION SKILL Remembering what you want to say	Verb and adjective patterns Language focus: Patterns using adjective + *that*	Success and failure
REVIEW 5 (UNITS 9 AND 10) | **Kickstarter 116**			
11 Learning and memory 118–127	**Build a school in the cloud** Sugata Mitra AUTHENTIC LISTENING SKILL Understanding mid-sentence changes CRITICAL THINKING Bold statements PRESENTATION SKILL Body movement and gesture	Conditionals Language focus: Conditional conjunctions	Learning and memory
 **12** Invention or innovation 128–137	**Creative problem-solving in the face of extreme limits** Navi Radjou AUTHENTIC LISTENING SKILL Discourse markers CRITICAL THINKING Summarizing an argument PRESENTATION SKILL Giving examples	Adverbs and word order Language focus: Adverbial phrases	Phrasal verbs: innovation
REVIEW 6 (UNITS 11 AND 12) | **OneLeap 138**			

Grammar summaries 140 | Audioscripts 168

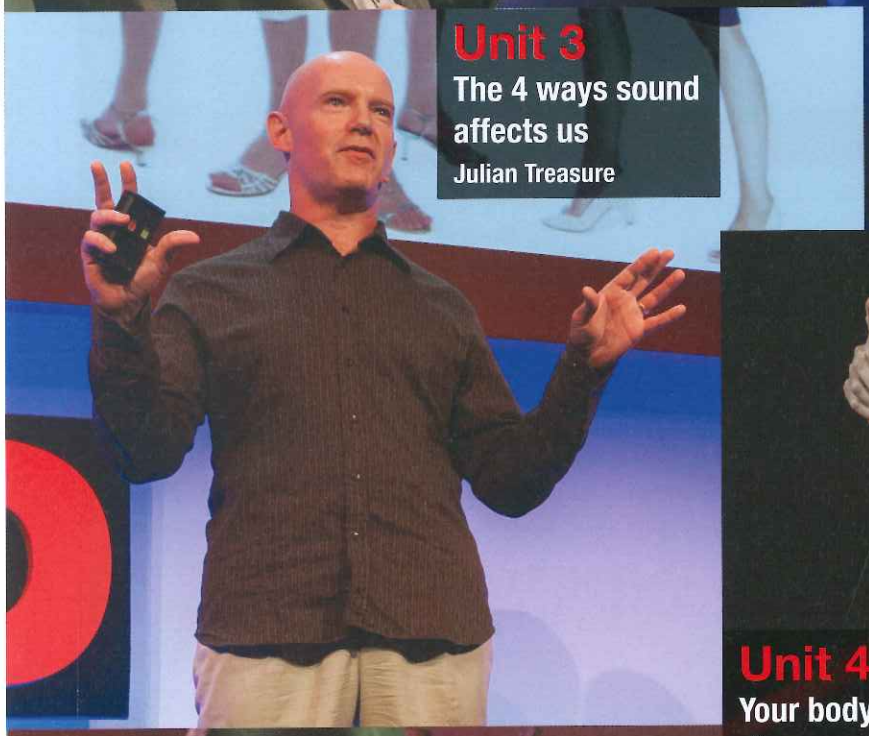
PRONUNCIATION	READING	LISTENING	SPEAKING	WRITING
Linking in discourse markers	The paradox of choice Reading habits	Different viewpoints	Different approaches Criteria for choosing Constructing arguments (Using discourse markers)	Describing and interpreting data Writing skill: Describing graphs
Assimilation and elision	Can business be sustainable? Today's foodies	Talking about food	Discussing the news Encouraging good practice Attitude to food (Describing customs and convention)	An online guide Writing skill: Participles
Stress in opinion giving	The medium is the message Your online identity	Is it ethical?	Life without the Internet Creating a sharing website Giving and explaining opinions	An online professional profile Writing skill: Compound nouns: adjective + noun and noun + noun collocations
Prepositions as weak forms Elision	Success across generations Age no barrier	Looking for a job	Self-help advice Generation Z Talking about success	A formal report Writing skill: Phrases in report writing
Linking vowel sounds	The memory palace Thrown in at the deep end	Starting a new job	The great education debate Memory tips In at the deep end (Describing capabilities)	A formal letter Writing skill: Preposition + participle
Word endings	The innovation that never was Life hacks	Getting good results	Granting patents Pitching a new invention Handy tips (Giving advice)	A review of a product Writing skill: Reporting verbs

Communication activities 175 | TED Talk transcripts 178

Featured TED Talks

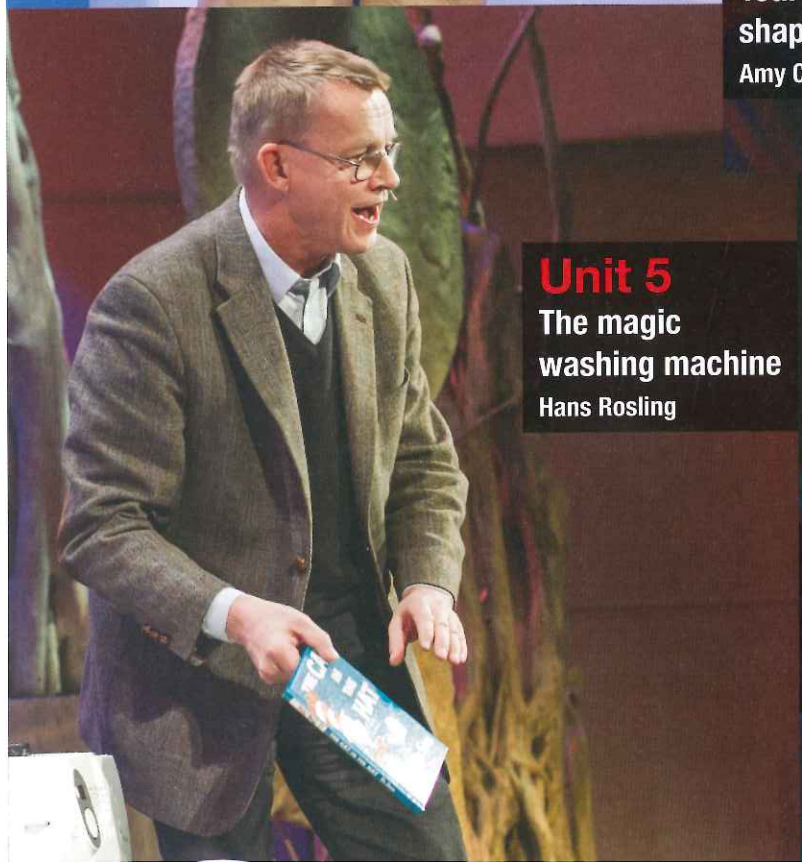
Unit 1
Do schools kill creativity?
Ken Robinson

Unit 2
Why I live in mortal dread of public speaking
Megan Washington



Unit 3
The 4 ways sound affects us
Julian Treasure

Unit 4
Your body language shapes who you are
Amy Cuddy



Unit 5
The magic washing machine
Hans Rosling

Unit 6
Magical houses, made of bamboo
Elora Hardy

Unit 7
The danger of a single story
Chimamanda Ngozi Adichie

Unit 8
How I fell in love with a fish
Dan Barber

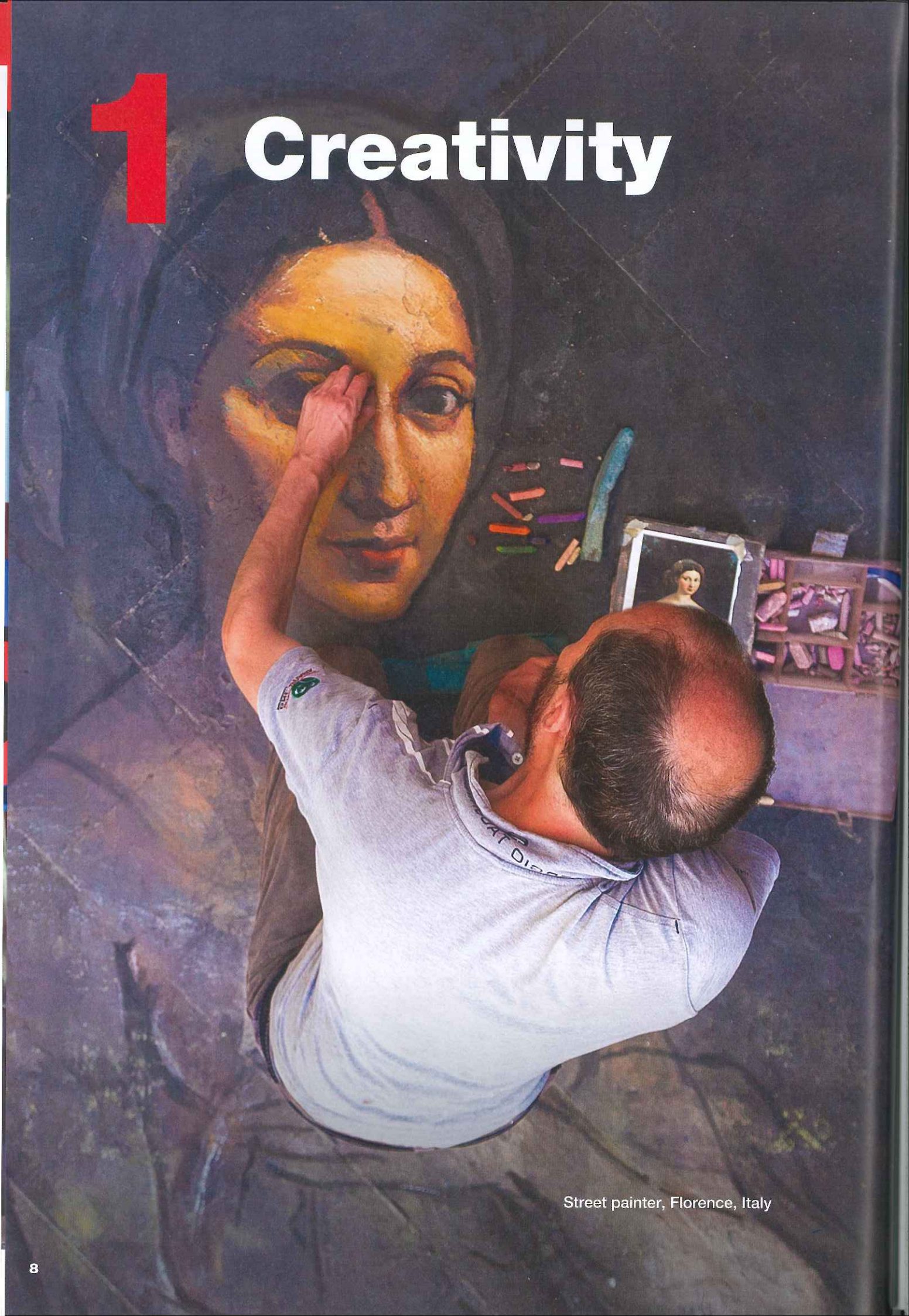
Unit 9
Why videos go viral
Kevin Allocca

Unit 10
A kinder, gentler philosophy of success
Alain de Botton

Unit 11
Build a school in the cloud
Sugata Mitra

Unit 12
Creative problem-solving in the face of extreme limits
Navi Radjou

1 Creativity



Street painter, Florence, Italy

TEDTALKS

SIR KEN ROBINSON is an English educationalist, writer and former Professor of Arts Education at Warwick University (UK). In 1998 he led an inquiry for a British government advisory committee into the significance of creativity in the educational system and the economy. He was knighted for his achievements in this area in 2003. He believes passionately in the innate talents of each individual and that the current western education system is not structured in a way that makes the most of these talents.

Ken Robinson's idea worth spreading is that we radically need to rethink the way education works so that we can foster rather than stifle creativity.

BACKGROUND

1 You are going to watch an edited version of a TED Talk by Sir Ken Robinson called *Do schools kill creativity?* Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

1 What has been Ken Robinson's focus in education?
2 What do you think the phrase 'stifle creativity' means?
3 What do you think is meant by 'creativity' in education? What subjects or activities at your school were not creative, in your opinion?

KEY WORDS

2 Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).

1 In the past, **ADHD** in children was not really a recognized condition. Now children are given help with it.
2 The Minister of Education's **contention** is that history lessons should focus on the country's own history.
3 Fewer university students study **humanities** than sciences.
4 Society tends to **stigmatize** those who fail in education and business.
5 His advice was **benign**, but it made me feel more stressed.
6 In the Nativity story, three kings come with gifts of gold, **frankincense** and myrrh for the new baby.

a a claim or argument
b academic subjects concerned with human culture, e.g. philosophy, history, languages
c kind, intending to do good or be helpful
d an aromatic resin from a tree used in perfumes
e an abbreviation for Attention Deficit Hyperactivity Disorder
f to label or mark something out as bad or disgraceful

AUTHENTIC LISTENING SKILLS Rhythm and stress

English is a stress-timed language. Rather than giving each word and syllable equal stress and length, the rhythm of English varies and speakers tend to stress the most important (content) words. (For multi-syllable words, only certain syllables are stressed, not the whole word.) The less important words are not stressed and are crowded into a shorter space.

When listening to fast native speech you won't hear every word. But you will hear the content words (or the stressed syllables in them) and from these you will be able to construct the meaning of the sentence. For example:

You won't hear every word. But you will hear the content words or the stressed syllables in them.

3a 1 Look at the Authentic listening skills box. Look at the extract from Ken Robinson's talk. Listen and underline the words and syllables that are stressed.

'What these things have in common, you see, is that kids will take a chance. If they don't know, they'll have a go. Am I right? They're not frightened of being wrong.'

3b Work in pairs. Practise saying the extract in Exercise 3a with the same stress.

3c 2 Listen to the next part of the talk. Complete the extract with the content words.

I [1] _____ mean to [2] _____ that being [3] _____ is the [4] _____ thing as being [5] _____ . What we [6] _____ know is, if you're [7] _____ [8] _____ to be [9] _____ , you'll [10] _____ come up with anything [11] _____ .

1.1 Do schools kill creativity?

TEDTALKS Watch at home

1 ▶ 1.1 Watch the first part (0.00–5.25) of the edited version of the TED Talk. Complete the sentences using one word per space.

1 Ken Robinson believes creativity in education is as important as _____ .
2 The little girl never paid attention, but in this _____ she did.
3 The little boy in the play didn't say 'I bring you Frankincense.' He said 'Frank _____ this.'
4 Children are not _____ of being wrong.
5 Both companies and education systems _____ mistakes.
6 We grow out of _____ as we are educated and get older.
7 We don't think of Shakespeare being a _____ , but he was in someone's _____ class.
8 His son didn't want to move to Los Angeles away from his _____ . Ken Robinson and his wife were quite _____ about it.

2 Work in pairs. Ken Robinson mixes serious points with jokes and anecdotes. Which points (1–8) in Exercise 1 are serious points (S) and which are jokes / anecdotes (J / A)?

3 ▶ 1.1 Watch the second part (5.25–7.31) of the talk. Answer the questions.

1 According to Ken Robinson, what is the same about education systems around the world?
2 Which subjects are a) at the top and b) at the bottom?
3 What does Ken Robinson think about this hierarchy or order of subjects?
4 According to Ken Robinson, what does the aim of university education seem to be?
5 Where do university professors live, according to Ken Robinson? What do you think he means by this?

4 ▶ 1.1 Watch the third part (7.31–9.18) of the talk. Choose the correct option to complete the sentences.

1 19th-century public education systems were designed to meet the needs of *industrialism / the government*.
2 People were steered away from subjects like *history / music* that wouldn't directly result in a job.
3 Ken Robinson says that the result of this is that many talented people feel they are not *talented / employable*.
4 In the past, if you had a degree, you had *status / a job*. Now, Ken Robinson says degrees aren't worth anything.
5 There is a process of academic *evolution / inflation*. Each job requires a higher degree.

▶ tea towel **BR ENG**
▶ dish towel **N AM ENG**

▶ maths **BR ENG**
▶ math **N AM ENG**

▶ theatre **BR ENG**
▶ theater **N AM ENG**

5 ▶ 1.1 Watch the fourth part (9.18–10.00) of the talk. Complete the three adjectives Ken Robinson uses to describe intelligence. Then match the adjectives with the definitions (a–c).

1 d_____
2 d_____
3 d_____

a The brain is not divided into compartments. Intelligence comes about through the interaction of different parts of the brain.
b Each person is intelligent in an individual way.
c We think about the world in the different ways we experience it – visually, in sound, in movement.

6 ▶ 1.1 Watch the fifth part (10.00 to the end) of the talk. Complete the notes about Gillian Lynne. The first letter of each word is given for you.

Name: Gillian Lynne
Profession now: Choreographer (work includes [1] C_____ and *Phantom of the Opera*)
School life: Couldn't [2] c_____; had [3] A_____; went to see a [4] s_____
At the doctor's: [5] S_____ on her hands; doctor left her in the room with a [6] r_____ on; Gillian started [7] d_____
After the doctor's: Went to a dance school with others who 'had to move to [8] t_____'
Career: Went to [9] R_____ Ballet School; [10] f_____ her own company; met Andrew Lloyd Webber; became a [11] m_____
Conclusion: Another person might have put Gillian on medication and told her to [12] c_____ [13] d_____

VOCABULARY IN CONTEXT

7 ▶ 1.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

8 ▶ 1.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.

9 Work in pairs. Complete the sentences in your own words.

1 I had never … before, but I had a go.
2 What strikes most visitors to my country is …
3 Anyone who thinks that … is profoundly mistaken.
4 … is quite a protracted process.

CRITICAL THINKING The speaker's aims

10 Work in pairs. In his talk, do you think Ken Robinson's main purpose was to entertain, persuade, inform or something else?

11 Read these comments* about the TED Talk. Do you agree with the viewers' comments? Were their opinions the same as yours?

Viewers' comments

K **Kris** – Ken Robinson is right when he says that most education systems don't value individual talent. They just seem intent on producing people in the same mould. That's actually quite depressing, but the way he presented it kept me engaged. His humour shows the absurdity of the current education system.

Y **Yuki** – Sir Ken Robinson made us laugh but at the same time made us reflect: we must all ignore the rat race of the school/college system and follow our real dreams.

*The comments were created for this activity.

PRESENTATION SKILLS Using humour

12 Work in pairs. What are the benefits of using humour in a talk? What could be the dangers?

13 Look at the Presentation tips box. Compare your ideas from Exercise 12 with the points in the box.

TIPS

People use humour in presentations for the same reason they use stories or strong images – as a way to connect and to help their audience relate to their argument. You don't have to use humour, but if you do use it, remember these points:

- Its purpose is to relax people. If you feel unnatural or nervous using it, then it probably won't be relaxing.
- It should illustrate your point and not distract from it.
- It should not offend any group or individual.
- It helps if the humour is based on a personal anecdote which others can easily relate to.
- It's a good idea to test any jokes on friends or colleagues before your presentation.

14 ▶ 1.4 Watch the clip from the TED Talk. Which of the points in the Presentation tips box do you think are true of the joke Ken Robinson tells?

15 You are going to talk about an aspect of your school life. Choose one of the topics below or think of your own idea. Make some brief notes about the point you want to make. Then think of a (funny) story that illustrates the point.

- the way you were taught
- the way children behaved
- school rules
- sports activities

16 Work in small groups. Take turns to present your point. Did your audience relate to the story you told? Did telling the story help you to connect with your audience?

▶ carry on / continue **BR ENG**
▶ continue **N AM ENG**

▶ status /ˈsteɪtəs/ **BR ENG**
▶ status /ˈstætəs/ **N AM ENG**

1.2 What've you been up to?

CREATIVITY SURVEY

SURVEY OF 7,000 ADULTS IN THE UNITED STATES, UNITED KINGDOM, GERMANY, FRANCE AND JAPAN

WHAT THEY SAY

80% of people surveyed feel creativity is key to economic growth

66% say creativity is valuable to society

75% say they are under pressure at work to be productive rather than creative

59% say the education system stifles creativity

39% say they are creative

25% say they have realized their creative potential

52% of Americans say they are creative

WHAT THEY DO

50% of those surveyed have received some element of creative or arts education in their lives

People spend **25%** of their work time being creative

32% took an arts class at school

OF THE AMERICANS SURVEYED, AT LEAST ONCE IN THE LAST 12 MONTHS:

- **50%** have created, performed or shared art or music of various kinds
- **32%** have danced at a social event
- **15%** have shared their own photographs
- **13%** have knitted, sewn or woven something
- **12%** have played a musical instrument
- **9%** have sung solo or in a group
- **8%** have fashioned (made) something from leather, metal or wood
- **7%** have tried their hand at creative writing

GRAMMAR Definite and indefinite time

1 Work in pairs. Write down:

1. three creative activities that people do at work or in their studies.
2. three creative activities that people do outside work or studies.

2 Work with another pair. Compare your answers from Exercise 1. Did you have similar ideas? Do you think it's important to have creative activities in your life? Why?

3 Look at the infographic and answer the questions.

1. How important do people feel creativity is? How is this recognized at work and in school?
2. Are you surprised by any of the statistics about participation in creative activities? Which ones and why?

4 Read the sentences (1–6) in the Grammar box. Answer the questions (a–e).

DEFINITE AND INDEFINITE TIME

1. *A quarter of people say they **have realized** their creative potential.*
2. *One in two respondents **have received** some element of creative or arts education in their lives.*
3. *32% **took** an arts class at school.*
4. *She **has been singing** in a choir since she was ten.*
5. *One 18-year-old said, '**I've** just **written** my first novel.'*
6. *6% of people changed jobs last year, because they **weren't realizing** their creative potential.*

a Which two sentences refer to finished events at a definite time in the past?
b Which two sentences refer to an indefinite time in the past?
c Which sentence refers to a recent past action?
d Which sentence refers to something that started in the past, and is still continuing?
e In which sentence is the action finished, but the time referred to unfinished?

Check your answers on page 140 and do Exercises 1–4.

5 Read the sentences. How does the meaning of each sentence differ with each option?

1 *She's written / She wrote* over twenty books.
2 Thanks, *I've had / I had* a great time.
3 *I've been practising / I've practised* the piano this morning.
4 *I've had / I had* the camera for five years.
5 What *have you been doing / have you done* today?
6 *I was talking / I've been talking* to him recently about it.

6 Complete the conversation with the most natural form of the verbs: present perfect simple, present perfect continuous, past simple and past continuous.

A: [1] _____ (you / ever / make) anything from wood or metal?
B: Not really. I [2] _____ (make) a metal box once at school and I [3] _____ (build) a few things for our house over the years.
A: I [4] _____ (not / do) anything like that for years, but I've been thinking of joining a craftwork evening class.
B: What kind of crafts [5] _____ (you / have) in mind?
A: Well, my neighbour [6] _____ (go) to a knitting class lately. She [7] _____ (tell) me about it the other day. It sounds really good fun.
B: [8] _____ (you / ever / knit) anything before?
A: No, but my neighbour [9] _____ (knit) all sorts of things. In fact, she [10] _____ (experiment) with all sorts of new designs.

7 Choose the correct option to complete the sentences.

1 Have you *ever / before* wondered about applying for a more creative job?
2 I've been writing poetry *for six years / since six years*.
3 He's only had one woodwork lesson *yet / so far*, but he's keen to carry on.
4 The number of creative subjects has fallen significantly *for the last ten years / over the last ten years*.
5 She's *lately / just* finished a degree in design technology.
6 I haven't written the talk *yet / already*, but I've got a lot of good ideas for it.
7 We've been learning how to make clay pots at evening class *this week / last week*.
8 I've never done anything like it *before / already*.
9 I've lived in London *since all my life / all my life*.
10 She's been taking dancing lessons *lately / so far*.

8 Put the time expressions you used in Exercise 7 in the correct category (1–3). Sometimes the expressions can go in more than one category.

1 Indefinite time (an unspecified time in the past): e.g. *already, never*
2 Unfinished time (a time started in the past and continuing now): e.g. *since Tuesday, so far*
3 Recent time (in the recent past): e.g. *recently*

LANGUAGE FOCUS Expressions with statistics

9 Choose the correct option to complete the expressions about statistics.

1 The vast *majority / minority / extent* of people at the open day were newcomers.
2 A significant *handful / deal / proportion* of the respondents in the survey were retired people.
3 Only a small *share / handful / amount* of people took creative studies beyond secondary school level.
4 The percentage of people who can read music is a tiny *fraction / branch / element* of the total population.
5 The number of people who follow a creative career is almost *unimportant / tiny / negligible.*
6 A *little / small / trivial* minority of people said creativity had no place in education.
7 There were *relatively / significantly / barely* few takers for the knitting course.
8 *Virtually / Almost / Hardly* anyone considers themselves to be completely lacking in creative talent.
9 Three out of *every / all / each* five wished they had had a more supportive teacher.
10 About one *from / in / of* four people responded negatively.

See page 141 for more information about expressions with statistics, and do Exercise 5.

10 Make three sentences based on the statistics in the infographic using the expressions in Exercise 9. Then compare sentences with your partner.

SPEAKING Creativity survey

11 21st CENTURY OUTCOMES

Work in pairs. Ask and answer the questions in the survey.

1 Did your school(s) emphasize the creative arts (music, drama, dance, creative writing, photography, etc.)?
2 What proportion of your own daily work or study would you say is 'creative'?
3 Do you feel that more or less of your time is devoted to creative activities now than when you were a child?
4 How much of your time outside work or study is taken up with creative pursuits?
5 What have you produced or created in your life that you are most proud of?
6 What creative skill or ability would you most like to possess?

12 Listen to the answers to the survey of other students in the class. Then write two or three conclusions. Use language for expressing statistics.

1.3 How talent thrives

READING What I talk about when I talk about running

1 Many talented people never realize the potential of their talents. Why do you think talent translates into success for some people and not for others? Discuss possible reasons.

2 Read the extract from the book *What I talk about when I talk about running* by Haruki Murakami. What three keys to successfully exploiting your talents does Haruki Murakami identify? Define each key in your own words.

3 Read the article again. Choose the best answer (a–c).

1 Which adjective best describes the nature of talent, according to Murakami?
   a rare
   b unpredictable
   c unfairly distributed
2 According to Murakami, having focus is:
   a more important than having talent.
   b indispensable to success.
   c the key to thinking critically.
3 According to Murakami, when you apply your talents with focus and endurance, you will begin to notice that:
   a your body changes.
   b your mind becomes sharper.
   c your capacity for good work increases.
4 What does the example of the writer Raymond Chandler tell us?
   a Discipline is very important.
   b Even talented people make mistakes.
   c We need to be in the right place at the right time.

4 What overall lesson do you think we should take from Murakami about jobs which use our talents? Do you agree with this? Why? / Why not?

5 Find the words and expressions in bold in the article. What do you think they mean? Then answer the questions.

1 What are the **pre-requisites** for a happy marriage?
2 Tears, anger and joy are all examples of things that can **well up**. What usually happens next when an emotion wells up inside us?
3 Would it be fun to play tennis with someone whose game was **erratic**? Why? / Why not?
4 If someone won a game or match **hands down**, how easily did they win?
5 If you return to a country ten years after first visiting it and the changes are **imperceptible**, how much has changed?
6 For what tasks or jobs is patience **a must**? Why do you say this?

VOCABULARY Creativity collocations

6 Match the verbs (1–9) with the nouns or pronouns (a–i) to make expressions about creativity and originality.

Verbs	Nouns
1 have	a yourself freely
2 come up with	b yourself to your work
3 express	c your own path
4 come at	d a new idea
5 take up	e a flash of inspiration
6 devote	f the experience of others
7 break with	g something from a different angle
8 follow	h a new hobby
9 build on	i convention

7 Complete the collocations. Use the verbs from Exercise 6.

1 In 1825, James Clark, who worked in his brother's tannery making sheepskin rugs, _____ a brainwave. Why not use all the sheepskin offcuts to … ?
2 In the 1970s, Cadbury's, the chocolate bar manufacturer, _____ tradition and produced a bar that had …
3 Bob Simon _____ motorcycling at the age of 70, saying that taking risks is a good way to …
4 Sarah Tansley, the headteacher at Kendal Primary School, is new to education having _____ it from an unusual direction. For forty years she …
5 Terezinha da Silva has _____ an invention to bring clean water to people living in the slums of São Paulo, using dirty rainwater from people's roofs. Da Silva ...

8 Work in pairs. Discuss possible ways of completing the sentences in Exercise 7. Compare your answers with another pair and then check with the information on page 176.

SPEAKING Learning from experience

9 21st CENTURY OUTCOMES

What lessons have you learned from your work, studies or creative / leisure activities? Think about these areas and make notes.

- How to be efficient / good at a particular activity
- How to improve / make progress
- How others can help you in this activity / How to collaborate successfully with others
- How to balance this activity with other things in your life

10 Work in small groups. Discuss the lessons you have learned and the experiences that helped you discover these things. Which lesson did you find most useful?

What I Talk About When I Talk About Running

In every interview I'm asked what's the most important quality a novelist has to have. It's pretty obvious: talent. No matter how much enthusiasm and effort you put into writing, if you totally lack literary talent you can forget about being a novelist. This is more of a pre-requisite than a necessary quality. If you don't have any fuel, even the best car won't run.

The problem with talent, though, is that in most cases the person involved can't control its amount or quality. ... Talent has a mind of its own and wells up when it wants to, and once it dries up, that's it. Of course certain poets and rock singers whose genius went out in a blaze of glory – people like Schubert and Mozart, whose dramatic early deaths turned them into legends – have a certain appeal, but for the vast majority of us this isn't the model we follow.

If I'm asked what the next most important quality is for a novelist, that's easy too: focus – the ability to concentrate all your limited talents on whatever's critical at the moment. Without that you can't accomplish anything of value, while, if you can focus effectively, you'll be able to compensate for an erratic talent or even a shortage of it. I generally concentrate on work for three or four hours every morning. I sit at my desk and focus totally on what I'm writing. I don't see anything else, I don't think about anything else. ...

After focus, the next most important thing for a novelist is, hands down, endurance. If you concentrate on writing three or four hours a day and feel tired after a week of this, you're not going to be able to write a long work. What's needed for a writer of fiction – at least one who hopes to write a novel – is the energy to focus every day for half a year, or a year, two years. ...

Fortunately, these two disciplines – focus and endurance – are different from talent, since they can be acquired and sharpened through training. You'll naturally learn both concentration and endurance when you sit down every day at your desk and train yourself to focus on one point. This is a lot like the training of muscles ... gradually you'll expand the limits of what you're able to do. Almost imperceptibly you'll make the bar rise. This involves the same process as jogging every day to strengthen your muscles and develop a runner's physique. ... Patience is a must in this process, but I guarantee the results will come. ... The great mystery writer Raymond Chandler once confessed that even if he didn't write anything, he made sure he sat down at his desk every single day and concentrated. ...

Most of what I know about writing I've learned through running every day. These are practical, physical lessons. ... I know that if I hadn't become a long-distance runner when I became a novelist, my work would have been vastly different.

1.4 It's not really my thing

READING Sing while you work

1 Work in pairs. Discuss the questions. Then read the extract from the article and compare your answers.

1 When people feel bored or disengaged at work, how does this affect the company they work for?
2 What kind of things can companies offer employees to keep them engaged?

2 What do you think the 'benefits' mentioned in the last sentence of the article are? Make a list. Then compare your answers with the statements on page 175.

Sing while you work

Statistics tell us that around seventy per cent of employees are disengaged in their jobs and that 36 per cent dream of having more creative roles and are considering moving to another company. For companies those are worrying, and potentially expensive, statistics. Because disengagement from work is high, companies are constantly on the lookout for new ways to keep employees motivated and to switch their focus from the frustrations of more humdrum work tasks.

One such idea is forming a company choir. This was the subject of a TV series in the UK, *The Choir: Sing while you work*, where a professional choirmaster, Gareth Malone, attempted to turn a group of employees with little or no singing experience into a respectable choir. The choir is composed of employees from all parts of the company and once they have been trained to a certain standard they then represent the company in singing competitions against other company choirs. The benefits to both employees and the company are numerous. For example, participants said that …

LISTENING A company choir

3 3 Listen to a conversation between two employees at a company where a choir has been set up. Complete the table.

Who	Speaker A (Woman)	Speaker B (Man)
likes the idea?		
can sing?		
wants to participate?		

4 3 Listen to the conversation again. Look at the Useful language box. Which expressions do the speakers use? Discuss with your partner what the speakers used the phrases to talk about.

DESCRIBING LIKES AND TALENTS

Describing likes and dislikes

I'm (really) in favour of / against …
I'm a (big) fan of …
I'm (quite) keen on / fond of …
I'm (not) really into …
I (do / really) like / love …

It's / That's not (really) my (kind of) thing …
I can take it or leave it.
I can't (really) get excited about …
It appeals / It doesn't really appeal to me.
I'm not so keen on …

Describing talents and abilities

I'm (quite) good at …
He's a born (linguist).
You're a natural.

I'm no good at … / I'm not great at …
I can't … to save my life.
I have a / no talent for …
I'm hopeless at …

Pronunciation Emphasis and de-emphasis

5a 4 Read the sentences. Listen and underline the stressed words.

1 I do love a good musical.
2 The idea quite appeals to me, actually.
3 I really have no talent for playing music.
4 Classical music's not really my thing.
5 I'm quite good at singing, but I'm not keen on dancing.

5b What is the difference in meaning when *quite* is stressed and when it isn't?

SPEAKING Describing likes and talents

6 Work in pairs. Think of an activity that could benefit people working for an organization similar to the activity you read about on page 16. Discuss how the activity would be organized.

7 Work with a new partner. Take turns to present your activities. Then discuss if your talents are suited to the activities and if you would like to sign up. Act out conversations like the conversation in Exercise 3. Use the expressions in the Useful language box on page 16 to help you.

WRITING A progress report

8 Read the progress report about a new company initiative to make the workplace more fun. Did the initiative have the desired results? Do you like these ideas?

1

This is a short report on the progress we have made since the decision (EGM, 12th Nov) to hold monthly theme days within the company.

2

We have held two theme days so far, in January and April. The first was a healthy eating day, where employees were asked to bring in a healthy lunch for a colleague in another department. Our aim was to raise health awareness and also to encourage inter-departmental collaboration.

3

The second was a 'Brighten a Space' day where employees worked together to make photo displays in areas of the building that seemed dull. The purpose of this was to make the office a more pleasant place and to create images that reflected the company's values.

4

There was an extremely positive response to both initiatives – participation rates were around 90% and 75%. In the follow-up questionnaires, 94% of participants expressed appreciation of the theme days and 88% said they would be keen to do more. Even more significantly, two employees have since started their own healthy eating campaign, posting recipe ideas on the company's intranet. A 'Happy Work Environment' group has also been formed to come up with improvements for the office space. No specific research has been conducted yet on improvements in collaboration or on whether people feel more inspired in their environment, but anecdotal evidence points to both these results.

5

The next planned theme day will be in June on the theme of 'Team Exercise'. Details have to be finalized, but our intention is to organize a contest involving physical activities.

9 Work in pairs. Read the report again. Look at each paragraph in the report. What is the function of each one?

Writing skill Nominalization

10a Look at the sentence from the report and notice how the meaning of the underlined noun can be expressed using a verb. Then rewrite the sentences (1–4). Change the underlined nouns to phrases with verbs.

Our aim was to raise health awareness.
We *aimed to raise health awareness*.

1 There was an extremely positive response to both initiatives.
Employees _____ .
2 94% of participants expressed appreciation of the theme days.
94% of participants said they _____ .
3 A group has also been formed to come up with improvements for the office space.
A group has also been formed to come up with ways we _____ .
4 Our intention is to organize a contest involving physical activities.
We _____ .

See page 141 for more information about nominalization, and do Exercise 6.

10b Rewrite the sentences. Nominalize the underlined verb phrases. You may need to make other changes.

1 We were attempting to encourage more collaboration.
It was _____ .
2 Participation rates have increased significantly.
There has _____ .
3 Some people resisted the idea at first.
There was _____ .
4 We don't intend to repeat this exercise.
We have _____ .
5 It was decided to test the idea on a small section of employees.
A _____ .
6 It was interesting to see how employees reacted to the initiative.
It was interesting to see _____ .

11 21st CENTURY OUTCOMES

Write a progress report on one of the initiatives that you discussed in Exercises 6 and 7. Include details of the activity, the results (its success) and the next steps. Write 200–300 words.

12 Work in pairs. Exchange your reports. Use these questions to check your partner's report.

- Have they introduced the subject of the report?
- Have they explained the results?
- Have they outlined the next step or steps?
- Are there one or two examples of nominalization?

21st CENTURY OUTCOMES **EFFECTIVE COMMUNICATION** Communicate effectively using an appropriate writing style

2 Hopes and fears

BACKGROUND

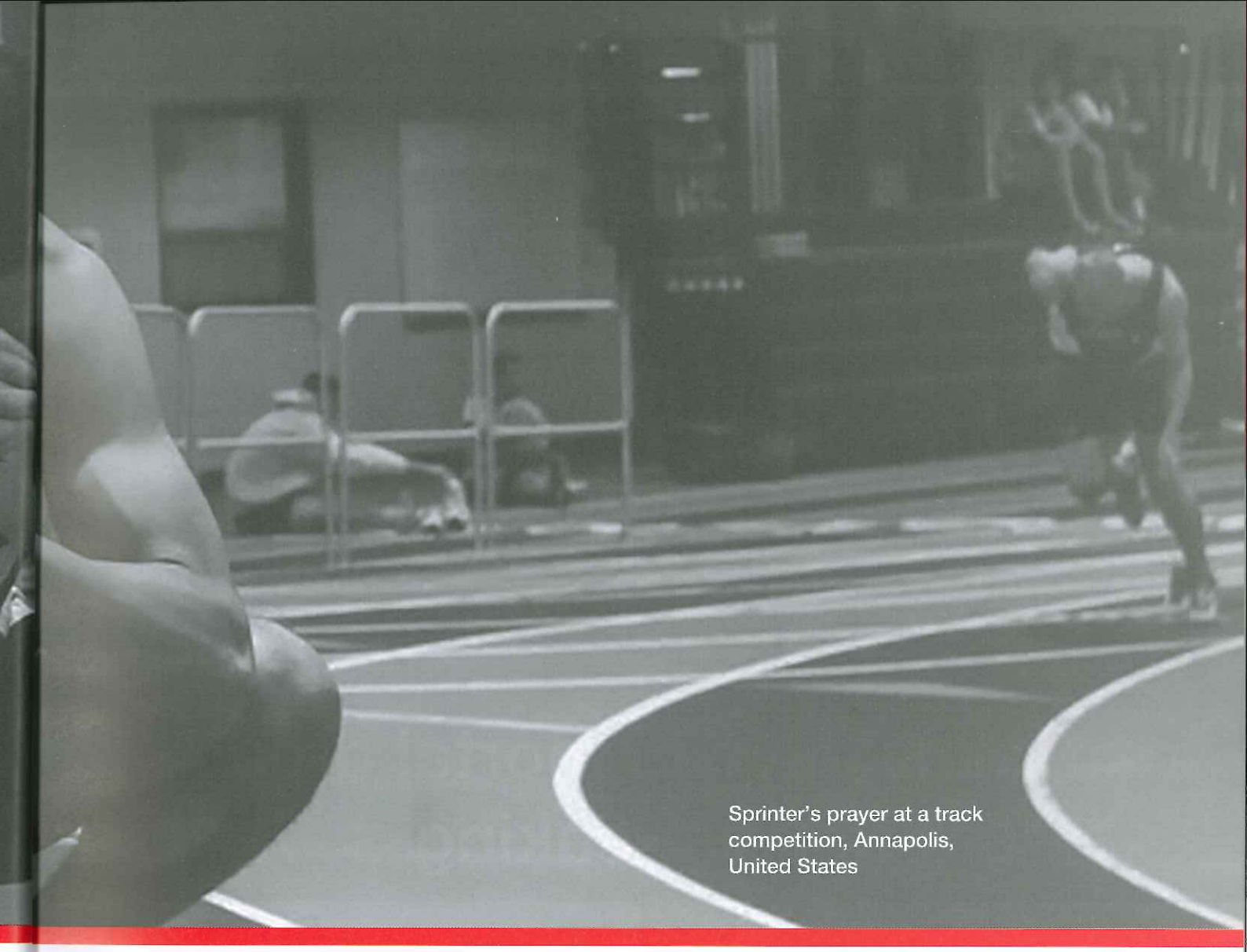
1 You are going to watch a TED Talk by Megan Washington called *Why I live in mortal dread of public speaking*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

1. What facts in the text indicate Megan Washington's success as a singer?
2. What is a stutter? How do you think a stutter would affect a person who has one?
3. How do you feel about public speaking? Is it something you dread? Why? / Why not? How comfortable do you feel with other means of communication (for example, speaking on the phone, writing letters and reports, speaking in meetings)?

TEDTALKS

MEGAN WASHINGTON is a popular Australian singer and songwriter. She has won two ARIA Awards, the Australian equivalent of the Grammys, and was a judge on the TV singing talent show *The Voice,* in Australia. Her 2010 album *I Believe You Liar* went platinum. In this talk she reveals a secret about herself that she has not shared publicly before – that she has a stutter – and explains how singing helps her with this.

Megan Washington's idea worth spreading is that for all of us there is a way to overcome our fears and find a medium to express ourselves.



Sprinter's prayer at a track competition, Annapolis, United States

KEY WORDS

2 Read the questions (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f) and discuss the questions with your partner.

1 What other kinds of **speech impediment** are there apart from a stutter?
2 Why do you think people talk to babies or children in a **singsong** voice?
3 *Megan* and *Sydney* are **proper nouns**. Can you think of other examples of proper nouns?
4 Is it **cheating** to use notes when you're giving a talk?
5 Have you ever been advised **explicitly** about how to speak in public?
6 What do you think is the most **miraculous** thing about the human brain?

a in a clear and detailed way, leaving no room for confusion
b not following (or abiding by) the rules
c remarkable and bringing amazing results
d words that are the names of places or people
e a defect that makes it difficult to speak or produce the correct sound
f where the voice rises and falls in a musical way

AUTHENTIC LISTENING SKILLS Listening to songs

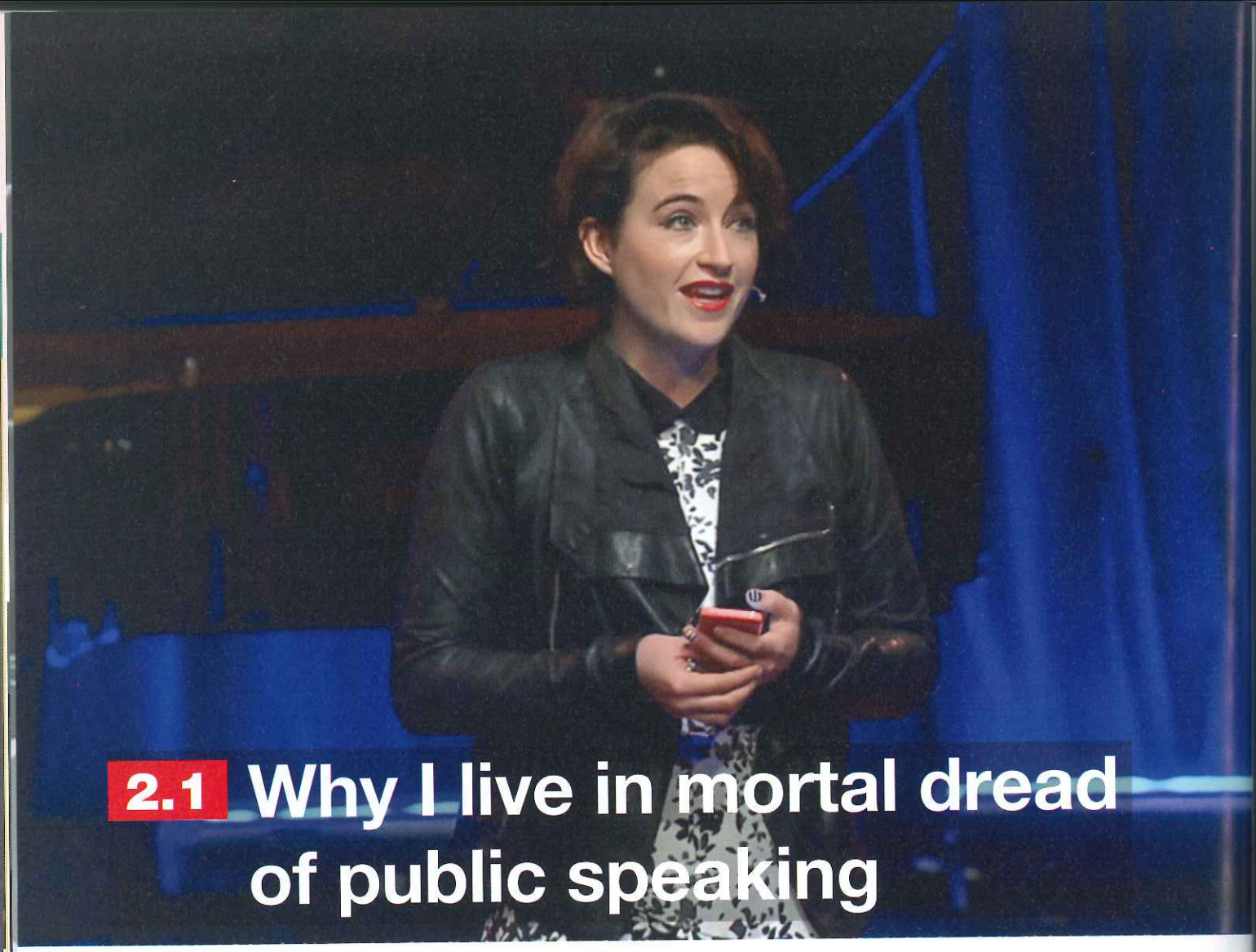
Listening to songs is something that most non-native speakers like to practise. It is beneficial because songs are memorable and are also good for your pronunciation; it is often easier to imitate something when it is sung than when it is said. But understanding the lyrics can be difficult, because the words are vocalized in a way that suits the music rather than in the most comprehensible way for the listener. Fortunately, you can often find song lyrics on the Internet to read while you listen.

3a 5 Look at the Authentic listening skills box. Cover the lyrics below and listen to the first two lines of Megan Washington's song. What did you understand?

3b 5 Listen to the first two lines from the song again and read the lyrics at the same time. Complete the lyrics.

I would be a beauty but my [1] _____ is slightly too big for my face

And I would be a dreamer but my [2] _____ is slightly too big for this [3] _____



2.1 Why I live in mortal dread of public speaking

TEDTALKS Watch at home

1 ▶ 2.1 Watch the TED Talk. What message did you take away from the TED Talk? Discuss with your partner.

2 ▶ 2.1 Watch the first part (0.00–2.47) of the talk again. Then work in pairs and answer the questions.

1 How does Megan Washington rate the seriousness of her problem?
2 What is she fearful of? What is she not fearful of?
3 What things did she hope would happen when she grew up?
4 What has she decided to do, now that she's 28?

3 ▶ 2.1 Watch the second part (2.47–5.22) of the talk again. Complete the sentences.

1 The other stutterer Megan Washington met, Joe, thought she was *in love with him / making fun of him*.
2 Many people think she's *stupid / drunk*.
3 For Megan Washington, the most difficult thing as a stutterer is saying *proper nouns / people's names*.
4 If Megan Washington thinks she's going to stutter, she *starts the sentence again / thinks of a synonym or paraphrase*.
5 She solved the problem of saying her band member Steve's name by dropping *the 's' / the 't'*.

4 ▶ 2.1 Watch the third part (5.22–8.36) of the talk again. Complete the summary with these words.

cheating	fluent	medication	nice
singsong	smooth	TV	understood

One technique that therapists use with stutterers is called [1] _____ speech where they get the person to speak in a [2] _____ way. The problem is that it makes the person sound as if they are on [3] _____. Megan Washington uses this technique when she's on [4] _____, but it feels like [5] _____.

Singing is not just about making [6] _____ sounds or feeling [7] _____; it's the only time she can really express herself. When she sings, it is the only time she feels [8] _____, because for some reason the brain won't allow you to stutter when you sing.

▶ often /ˈɒf(ə)n/ **BR ENG**
▶ often /ˈɔf(ə)n/ **N AM ENG**

▶ awkward /ˈɔːkwə(r)d/ **BR ENG**
▶ awkward /ˈɔkwərd/ **N AM ENG**

5 ▶ 2.1 Work in pairs. Look at the lyrics of Megan Washington's song and try to complete the missing words. The words at the end of a line rhyme with the last word in the line before. Then watch the fourth part (8.36 to the end) of the talk again and check your answers.

I would be a beauty but my nose is slightly too big for my face
And I would be a dreamer but my dream is slightly too big for this [1] *space*
And I would be an angel but my halo it pales in the [2] _____ of your [3] _____
And I would be a joker but that card looks silly when you play your [4] _____

I'd like to know: Are there stars in hell?
And I'd like to know, know if you can [5] _____
That you make me lose everything I know
That I cannot choose to or not let [6] _____

And I'd stay forever but my home is slightly too far from this place
And I swear I try to slow it down when I am walking at your [7] _____
But all I could think idling through the cities
Do I look [8] _____ in the rain?
And I don't know how someone quite so lovely makes me feel [9] _____
So much [10] _____

VOCABULARY IN CONTEXT

6 ▶ 2.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

7 ▶ 2.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.

8 Complete the sentences in your own words. Then compare your sentences with a partner.

1 My best friend / mother / boss manages to stay serene and calm, even when …
2 For me, speaking good English and … are inextricably linked.
3 When you're giving a public talk, you can't get away with …
4 After talking to people all day at work, … is sweet relief.

CRITICAL THINKING Winning your audience over

9 Judging by the applause at the end, Megan Washington clearly won her audience over. Work in pairs. Discuss how you think she was able to do this. What techniques did she use?

10 Read this comment* about the TED Talk. Do you agree with the viewer's comment? Were her reasons the same as yours?

Viewers' comments

J **Joss** – I almost cried watching this. Her vulnerability, grace and humility completely charmed me. It's a very courageous thing to stand up on stage in front of a group of strangers and expose your flaws and insecurities.

*The comment was created for this activity.

PRESENTATION SKILLS Being authentic

11 Work in pairs. How can you ensure when you give a talk that you speak from the heart and allow the audience to see your true personality?

12 Look at the Presentation tips box. Compare your ideas from Exercise 11 with the points in the box.

TIPS

When you give a talk, there's a temptation to see the stage as an acting stage and play a different character from the person you really are. Try to resist this temptation: the audience want to see you, not an actor. Follow these tips:

- Be yourself. Write your talk yourself. Use words and expressions that you would normally use. Make sure your words convey your personality and your curiosity about the topic.
- Be personal and relatable. Pepper your talk with stories, examples and applications of your idea – make sure your talk isn't overly conceptual.
- Be passionate. Whenever possible, choose a topic that you feel passionate about. Your excitement translates from the stage and becomes contagious.
- Be comfortable. Wear something you would normally wear and feel comfortable in.

13 ▶ 2.4 Watch the clip from the TED Talk. Which of the techniques in the Presentation tips box can you see in Megan Washington's talk?

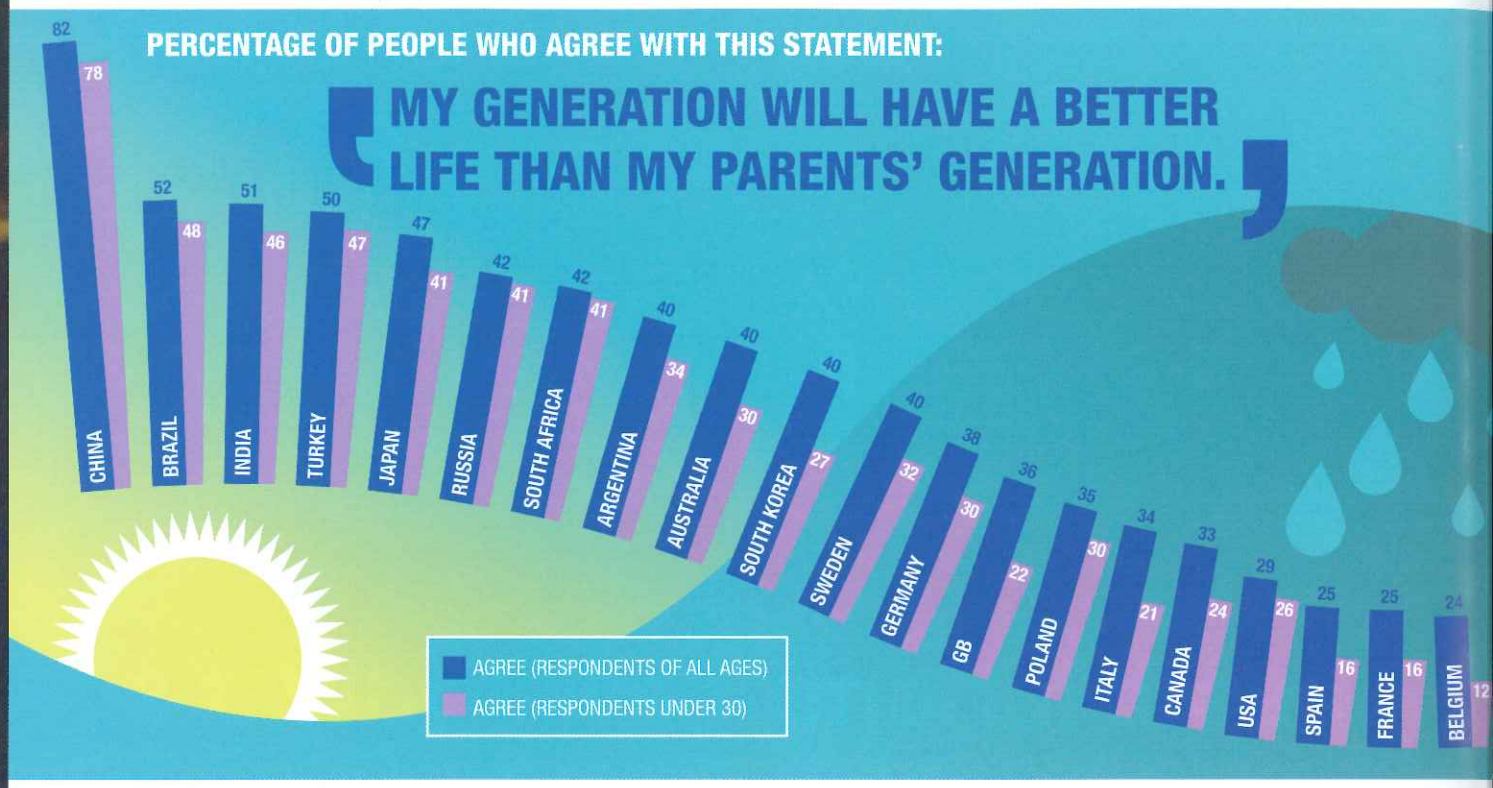
14 You are going to give an introduction to a talk on 'How I overcame a fear'. Use the ideas below or your own idea. Make brief notes for an introductory paragraph and practise presenting your introduction.

- fear of flying
- fear of heights
- fear of driving at night
- fear of making mistakes (e.g. when speaking English)

15 Work in small groups. Take turns to present your introductions. Which techniques from the Presentation tips box did you use? Were these techniques successful in helping you to 'be authentic'?

▶ wanted /wɒntɪd/ **BR ENG**
▶ wanted /wɑnɪd/ **N AM ENG**

2.2 Optimist or pessimist?



GRAMMAR Future forms

1 Work in pairs. When you compare life today to life fifty years ago, do you think people have:

a a better life? **b** a worse life?
c a life that is better in some respects but worse in others?

2 Look at the infographic. Answer the questions.

1 Overall are people optimistic or pessimistic about having a better standard of living than their parents?
2 Which countries are more optimistic? Which are more pessimistic? Do these countries have anything in common?
3 Are the younger generation more or less optimistic than the overall population?
4 Why do you think China is exceptionally optimistic?

3 6 Listen to an economist's commentary on the statistics in the infographic. Complete the sentences.

1 The economist describes the statistics as just a _____ of how people feel at the moment.
2 He describes China, Brazil and India as _____ industrialized countries and the US, Spain and France as _____ industrial economies.
3 He says in future, Western economies will not rely on _____ sector industries.
4 Instead the economies will be based on _____ thinking and technology. This change will result in a better quality of _____ for everyone.

4 Read the sentences (1–8) in the Grammar box. Answer the questions (1–2).

FUTURE FORMS

1 *In China and India people feel things* ***are going to get*** *better.*
2 *In the US, Spain and France people think that in thirty years, things* ***will have got*** *worse.*
3 *In thirty years or so, Western economies certainly* ***won't be doing*** *the same things they are doing now.*
4 *I'm not saying that things* ***are about to change.***
5 *If we* ***are to progress****, the post-industrial economy will have to evolve.*
6 *I think we* ***will use*** *creative thinking and technology to overcome the problems.*
7 *A better standard of living in the post-industrialized nations* ***may*** *or* ***may not come*** *out of that.*
8 ***I'm speaking*** *at the conference on Tuesday.*

1 Which sentence:
a describes a continuous event in the future?
b describes a completed event in the future?
c describes a future arrangement?
d expresses uncertainty about a future event?
e describes a change in the very near future?
f describes a pre-condition for a prediction?

2 Which two sentences simply predict a future event?

Check your answers on page 143 and do Exercises 1–3.

5 Complete the sentences. Use an appropriate future form. Sometimes more than one form is possible.

1 It's impossible to predict what _____ (happen) in the next thirty years. We _____ (be) better off, we _____ (be) worse off.
2 At the rate I'm going, I _____ (still / live) with my parents when I'm forty!
3 My partner and I have decided that we _____ (move) to an area where the cost of living is lower.
4 The idea that we _____ (save) enough to retire by the time we're sixty like my parents did is a joke.
5 We _____ (never / be) able to buy our own house, I don't think.
6 You have to look on the bright side. We _____ (earn) as much money as our parents did, but I think we _____ (be) better off in other ways.
7 This time next year, I _____ (pay) off all my student debts.
8 I _____ (do) a course in money management next week. My friend did it and said it was really good.

6 The last example in the Grammar box uses a present tense to talk about future time. Work in pairs. Look at these other uses of present and future tenses. Which sentences refer to future time? Which sentences refer to present or general time?

1 Sorry, I have to go. My train **leaves** in half an hour.
2 Can you slow down? We'**re going** too fast.
3 There's no point calling San Francisco now. No one **will be** at work yet.
4 Oh no! I forgot to put a parking ticket on my car. I'**ll be** back in a moment.
5 Is it five o'clock already? Sorry, I have to go. My wife **will be waiting** outside in the car.
6 We'**re getting** married on 4th July, American Independence Day.
7 He **will keep** interrupting when others are speaking.
8 Exercise **works** best for me when I do it early in the day.
9 If we **are** to get a good price, we'd better book the flight soon.

7 Work in pairs. Talk about these ideas.

- a future plan or ambition you have, e.g. *'One day I ...'*
- an arrangement you've made, e.g. *'Next weekend / month / year ...'*
- a prediction about your future, e.g. *'I expect ...'*
- a thing you know someone else is doing at this very moment in another place, e.g. *'Right now ...'*
- a thing you know you will be doing in the future, e.g. *'In two months ...'*

LANGUAGE FOCUS Expressions of certainty

8 Look at the two sentences from the economist's commentary in Exercise 3. How certain is the speaker that these things will happen?

1 *These statistics are just a snapshot of how people feel at the moment. But the situation* ***is very likely to change****.*
2 *We will use creative thinking and technology to overcome the problems that we* ***are*** *all* ***bound to face*** *in the future.*

See page 144 for more information about expressions of certainty, and do Exercise 4.

9 Look at these phrases and grade them by order of certainty (A, B, C or D)

	A	B	C	D	
won't happen	|	|	|	|	will happen

1 It's highly unlikely to happen.
2 In all likelihood, it will happen.
3 It may well happen.
4 It's very likely to happen.
5 It's bound to happen.
6 It's anyone's guess whether it will happen.
7 It's a foregone conclusion.
8 It's by no means certain.

10 Work in pairs. What do you think the probability of these things coming true is? Give reasons.

- people will live to be 150 years old
- driverless cars will become common
- the global population will reach 10 billion (currently it's 7 billion)
- global warming will be reversed

SPEAKING Attitudes towards the future

11 21st CENTURY OUTCOMES

Work in pairs. Ask and answer the questions to complete this questionnaire.

1 Do you think you will be better or worse off than your parents in your lifetime?
2 Do you think the world in general will have become a better or a worse place in fifty years' time?
3 Are you (or your children) likely to be living in your own home by the time you (or they) are thirty?
4 Do you think that having a lower income necessarily means a worse quality of life (and vice versa)?
5 Do you think a richer generation should help their children financially when they are adults?

12 Work with another pair Discuss your answers to the questions in Exercise 11. Are you optimistic for the future?

2.3 Expanding your horizons

READING Outside the comfort zone

1 Work in pairs. Discuss the questions.

1 What does *comfort zone* mean? In what situations do you feel outside your comfort zone?
2 What feelings – physical and emotional – do you experience when you are outside your comfort zone?
3 Do you think it's good to sometimes be in these situations? Why? / Why not?

2 You are going to read an article about being outside the comfort zone. Read the first paragraph. Tick (✓) the two sentences that you think reflect the points of view that are expressed.

1 There are few things of value within our comfort zone.
2 The general belief is that stepping out of your comfort zone is a useful thing to do.
3 Stepping out of the comfort zone is not for everyone.
4 Too many of the tips you find on the Internet are about self-improvement.

3 Read the rest of the article. Choose the best option to complete the sentences.

1 Being stuck in an overcrowded lift is given as an example of *an everyday / an unpleasant* situation.
2 According to the article, getting out of the lift gives us a feeling of *accomplishment / liberation*.
3 We get a feeling of achievement when we manage *frightening situations / everyday difficulties*.
4 Overcoming your fear in a particular situation makes you *keener to do it again / less afraid in other situations*.
5 The example of the prison visit is used to show how being taken out of your comfort zone can *build understanding within communities / help business leaders to manage teams*.
6 Julia Middleton believes putting people in unfamiliar situations teaches them to *be less suspicious of others / break out of their own small worlds*.

4 Find the words in bold in the article. Then answer the questions.

1 If there's an **overwhelming consensus**, roughly what percentage of people are in agreement? (para 1)
2 If someone said to you 'Do you get my **drift**?', what would they be asking you? (para 1)
3 What does '**which**' refer to in line 21? (para 2)
4 What things can you **overcome**, other than fears? (para 2)
5 What kinds of things do '**adrenaline junkies**' do to get their excitement? (para 2)
6 What adjective with the word 'day' in it means the same as **mundane**? (para 2)
7 What's another word for **inmates?** (para 3)
8 If a building is **insulated** against the cold, what kind of measures have been taken? (para 4)

5 Which of the examples in the article of ways that people could be taken out their comfort zones appealed to you personally? Why? Discuss your ideas with your partner.

VOCABULARY Hopes and fears

6 Complete the idioms about hopes and fears with these words.

butterflies	dark	dashed	feet	get
give	nerves	pinned	plucked	sky

1 I'll help you look for your ring, but don't _____ **your hopes up** – I may not find it.
2 His **hopes** of becoming a firefighter **were** _____ when he learned that – at fifty – he was too old.
3 She had _____ **her hopes** on getting the job, so she was disappointed when they told her that they had hired someone else.
4 The thing that sets great sports people apart from ordinary ones is that they never _____ **up hope**.
5 She's so talented – she can go anywhere she wants. **The** _____**'s the limit**.
6 He wanted to ask her for her autograph, but he **got cold** _____.
7 Poor Jake. He was **a bundle of** _____ before his talk.
8 After some hesitation, she _____ **up her courage** and jumped across the gap.
9 I **get** _____ **in my stomach** every time I think of my interview next Monday – I'm so nervous!
10 We really had no idea what our new life in Australia would be like. It was **a leap in the** _____.

7 Work in pairs. Discuss what each idiom in Exercise 6 means. Then choose four idioms to describe situations that you have been in.

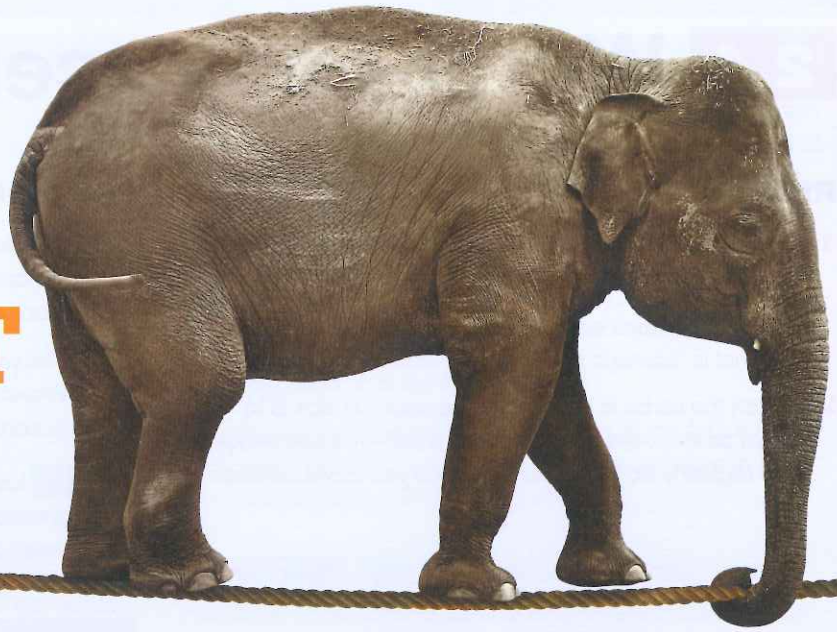
SPEAKING Comfort zone

8 21st CENTURY OUTCOMES

Work in pairs. Look at the suggestions (1–5) for taking people out of their comfort zones. Then discuss the questions (a–c) on page 25.

1 Volunteer to work at a soup kitchen, handing out food to the homeless.
2 Try to eat a kind of food that you normally avoid eating.
3 Go out of your way to thank or show appreciation to someone in your life whom you respect and admire.
4 Visit a part of your city that you never normally visit (without any map or GPS help). Get acquainted with the area by asking strangers for directions.
5 Give a short performance – a song, a story, a poem – at a local 'open mic' event.

Outside THE COMFORT ZONE



Google 'out of your comfort zone' and, along with a host of tips on how to get there, you will find an overwhelming consensus that this is something we really all ought to be doing. The general drift is that if you stay in your own comfortable little box, never seeking new experiences or taking risks, your life will be pretty dull and unfulfilling. If, on the other hand, you step out of this familiar world, something magical will happen: not only will you grow as a person, but whole new vistas of opportunity will open out before you. However, where a lot of the advice, whether from bloggers or personal coaches, falls short is how being taken out of your comfort zone can profit not just you, the individual, but others too.

At its simplest level, being out of your comfort zone means doing things that make you feel uncomfortable or anxious, such as driving at night in the pouring rain or being stuck in an overcrowded lift. No one, of course, actually advocates seeking out these kinds of situation as a route to self-improvement. Rather, they advise that we place ourselves intentionally in challenging situations, mastery of which will give us not just a sense of relief (as in the case of escaping the crowded lift), but a sense of real achievement. We have managed a difficult situation, overcome a fear, and are now better placed to deal with it the next time. Canoeing on white water for the first time and managing to negotiate some treacherous rapids would offer such a feeling of accomplishment. But it doesn't have to mean seeking adventure or becoming an adrenaline junkie. It could equally be something more mundane, like a person who has no experience of cooking preparing a meal for ten guests. The principle is the same: the more you attempt to do things that scare you, the more confident you will become and the more your fear, in general, will begin to fade. You'll go for that job you thought you had no hope of getting; you'll go travelling on your own; you'll learn a new language.

There is no doubt that these kinds of achievement bring a greater sense of self-empowerment, but there still seems to be something lacking here. The key perhaps is in the word 'self'. Where is the benefit to others? I was struck the other day reading an article about a leadership training company called 'Common Purpose' which offers a more socially-minded approach to taking people out of their comfort zones. One of their programmes involved participants visiting a local prison and speaking to inmates about how they had got there and what the challenges of being 'inside' were. A managing director of a local company who took part said, 'What I gained from this experience in a business sense might be indirect, but in a social sense it was priceless – and like any business, [my company] exists in a social setting.' This experience wasn't so much about confronting one's demons as opening one's eyes to the situation of others. That can be uncomfortable, but ultimately, it is something that benefits more than just the individual concerned.

We all operate within the confines of certain worlds and our own thoughts and actions are limited by them. The kind of programme offered by Common Purpose removes this insulation and extends our knowledge not just of our own limitations, but of the restrictions and difficulties that others face. As Julia Middleton, the founder of Common Purpose, puts it, 'Most people tend to stay within their limits ... they often don't recognize that a different approach is needed ... As professionals we cannot afford to be isolated from fellow decision-makers, and as people, we cannot continue to be insulated from our fellow citizens.'

Questions

a Would you feel uncomfortable doing this or being in this situation?

b What personal benefit could come from doing this?

c What benefit could it bring to the community or others?

9 Think of another activity and answer the questions (a–c) from Exercise 8 for this activity. Then compare your idea and its benefits with another pair.

2.4 Worst-case scenario

READING Being prepared

1 Work in pairs. Discuss the questions. Then read the extract from an article and check your answers.

1 What is a worst-case scenario?
2 What is 'scenario planning' and who uses it?

2 Match the verbs in box A with the nouns in box B to make collocations. Then discuss which of these things you regularly do (or would do) when you travel abroad.

A

allow	carry	confirm	get	hang on to
pack	read up on	take out	wear	

B

your booking	a first aid kit	insurance	jabs
local laws / customs	a map	a money belt	
plenty of time	receipts		

Worst
case scenario

Any forward-looking business or government will put plans in place for all possible scenarios: best-case, worst-case, probable case. Scenario planning doesn't mean predicting the future – it just means being prepared. Unfortunately, many of us as individuals think we're immune to bad things happening. Bad things can happen to anyone, but they happen a lot less if you take proper precautions.

This applies in particular to travellers, because there are an awful lot of things that can go wrong when you are outside your familiar environment. Worst-case scenarios include things like having an accident in your hire car, leaving all your valuables in a taxi, being stranded by a natural disaster, or realizing you aren't covered by your insurance following an accident. The following tips are from people – travel agents, guidebook writers and embassy officials – who routinely deal with these situations and help people to avoid them.

LISTENING Travel advice

3 7 Listen to two people giving advice for two of the worst-case scenarios described in the article. Make notes for each scenario using these headings.

1 The worst-case scenario mentioned
2 Preventative measures
3 Actions in the event of this happening

4 7 Listen to the advice again and look at the expressions in the Useful language box. Tick (✓) the expressions the speakers use. How do they complete these expressions?

GIVING AND JUSTIFYING ADVICE

Giving advice

Be aware that … / Be aware of …
For your own peace of mind, …
Take time to …
…-ing … is also advisable / a good idea.
Opt for … / Choose … over …
Avoid …-ing
I'd (strongly) advise against …-ing
The best thing is to …
In the event that / In the event of …
Consider …-ing …

Justifying advice

The chances are that …
It may be helpful if / when …-ing
It can be invaluable when …-ing
That way, you'll / you won't …
That will ensure that …

Pronunciation Consonant clusters

5 8 How do you think the underlined consonant clusters are pronounced? Discuss with a partner. Then listen and check.

although	asked	changed	clothes	crisps
explain	fifth	helpful	lengthy	months
sixth	splash			

SPEAKING Giving advice

6 Work in pairs. Choose two of the scenarios (1–4) on page 27. Decide on your roles and act out the conversations.

Conversation 1: Advise the other person about how to minimize of the risk of this situation happening

Conversation 2: Help someone to deal with the situation when this has happened

Scenarios

1 Someone overcharging you for something you have bought (e.g. a shop owner and a customer)
2 Your hotel cancelling your reservation (e.g. a hotel receptionist and a guest)
3 Having an accident in your hire car
4 Getting bitten by a disease-carrying insect

7 Work with a new partner. Act out two more conversations. Then discuss what the most useful advice was that you received.

WRITING An account of an incident

8 Read this account from an online travel forum of escaping a tricky situation. How did the writer get out of the situation? Did he follow any of the advice you heard in Exercise 3 on page 26?

Three weeks ago I was returning from a business trip in Krakow in Poland. It was a Friday and I was supposed to be back in London for my sister's wedding the following day. Ironically, I was originally going to come back on the Thursday because my Friday meeting had been cancelled, but I thought it would be more relaxing to stick to my original schedule. What a mistake! Overnight, it snowed very heavily and I woke to a thick blanket of snow. I telephoned the airport immediately to see what the situation was. They told me that no flights would be taking off until the morning after at the earliest.

At that point I went into military mode. My only concern was how I was going to get back in time for the wedding. What were my options? Obviously, I couldn't hire a car. It was an eighteen-hour drive to the UK even in good conditions. I went online and researched the weather situation at other airports. Warsaw, Poznań and Berlin all had the same problems. Knowing that the cheaper airlines flew to more obscure places, I checked their websites. Luckily, Ryanair had a flight that evening from Ostrava to London. Ostrava was only 160 kilometres away and, amazingly, the flight was only £20. With my heart in my mouth, I picked up the phone and called Ostrava airport. Yes, flights were operating as normal and the road to the airport was clear.

I rang hotel reception and asked them to find a taxi that could take me to Ostrava. Imagine my joy when they said that two other people had made the same request and that a taxi would be coming in half an hour. Better still, we could share the cost. Not only was I going to get home in time, but I would have company on the journey too.

QUOTE

9 In the account, the writer gives his opinion about certain events by using comment adverbs and phrases. Look at the example in bold. Find four more comment adverbs and phrases in the account and discuss with your partner what each one means.

***Ironically**, I was originally going to come back on the Thursday because my Friday meeting had been cancelled.'*

Writing skill Future in the past

10a Work in pairs. Look at the example of the future in the past. Then find eight more examples of future in the past in the account in Exercise 8.

*Ironically, I **was** originally **going to come** back on the Thursday because my Friday meeting had been cancelled.* (= It was my intention to come back on Thursday.)

See page 144 for more information on future in the past, and do Exercise 5.

10b Complete the sentences using the verbs in brackets in a form of the future in the past. Then compare answers with your partner.

1 She _____ (come) with us but she changed her mind.
2 The plane _____ (take off) at 7.00, but it was delayed.
3 I thought the taxi _____ (be) expensive, but it turned out to be very reasonable.
4 I expected that he _____ (wait) at the station when I arrived.
5 The insect repellent _____ (be) effective against mosquitoes, but it wasn't.

10c How are these times reported in the future in the past in the account?

1 tomorrow
2 on Thursday
3 tomorrow morning
4 this evening

11 21st CENTURY OUTCOMES

Write a similar account about a bad travel experience and how you dealt with it. Use one of the situations you discussed in Exercises 6 and 7, one of the topics below or your own experience. Write 200–300 words.

1 arriving at a hotel to find that they haven't finished building it yet
2 getting on an overnight train to the wrong destination

12 Work in pairs. Exchange your accounts. Use these questions to check your partner's report.

- Are the sequence of events clearly described?
- Does the account use the future in the past correctly?
- Does it include some comment adverbs?

Review 1 | UNITS 1 AND 2

READING

1 Read the article about Pixar. Answer the questions.

1 What is Pixar's current status in relation to Disney?
2 What single idea is at the heart of Pixar's philosophy of successful creativity?
3 How does the company guard against the risk of failure?
4 In what way has the company physically encouraged interaction between staff?
5 What does 'the trap of becoming a world unto itself' mean?

VOCABULARY Idioms with *back*

2 Look at the expression ***on the back of*** (line 2) from the article. Choose the correct meaning (i–iii). Then match the expressions with ***back*** (1–10) with their meanings (a–j).

i following on from ii even in spite of iii as a reward for

1 turn your back on
2 go back on your word
3 go behind someone's back
4 put it on the back burner
5 turn back the clock
6 take a back seat
7 know something like the back of your hand
8 get your own back
9 go back to the drawing board
10 be laid back

a be very familiar with something
b return to an earlier time
c start a plan or project from the beginning again
d break a promise
e refuse to help
f take revenge
g act without consulting someone (often deceitfully)
h be relaxed
i have a less active role
j leave for later (while you concentrate on other things)

3 Complete the sentences with expressions from Exercise 2. Use the appropriate form.

1 I'm going to _____ in the meeting – it's your idea and you're best placed to make the case for it.
2 A lot of people find fame difficult to handle but he _____ about it.
3 One leading critic who was not invited to the official launch of the film _____ by writing a negative review later on.
4 You can't _____. The economy has changed and we need to adapt to the new environment.
5 The government made certain financial commitments to pensioners before the election, but now they have _____ and _____ them.
6 The advertisement we created wasn't approved by the management, so we need to _____.
7 My colleague _____ and told my boss that I had applied for a new job.

PIXAR

– AN EXERCISE IN NURTURING CREATIVITY

Pixar is the world's leading computer animation studio. On the back of its box offices successes, such as *Toy Story* (1995) and *Finding Nemo* (2003), it was bought by Walt Disney studios – already a film-making partner – in 2006 in a deal worth over US$7 billion. Yet Pixar remained an independent entity, true to its own principles of creative enterprise.

Pixar believes that creativity is not about single original ideas; it's a collaborative effort made by a community of people who trust and get on with each other. Movies contain thousands of ideas – about characters, sets, dialogue, lighting, pacing – and each participant must contribute suggestions that will collectively make it a success. So a community of 'good people' is key to Pixar's philosophy. As its founder, Ed Catmull, says, 'a mediocre team can make a mess of a good idea, whereas a great team can make a success of a mediocre idea.'

But, inevitably, creativity is also about taking risks and because of the enormous costs involved in making a movie, there is always a tension between original creative expression and copying ideas that have been known to deliver commercial success. Pixar's solution to this dilemma is to follow the principle that management is not there to prevent risk but only to ensure that the company's financial recovery is possible if a particular project should fail.

So Pixar creates an environment where it's safe to have ideas, breaking down barriers between employees and management. Its offices contain large communal spaces where people can bump into each other regularly and have free and open exchanges. To avoid the trap of becoming a world unto itself, it also urges employees to keep an eye on technological innovations in the academic community and on how people are using technology in the wider world. In the words of its Chief Creative Officer, John Lasseter, 'Technology inspires art, and art challenges the technology.'

GRAMMAR

4 Choose the correct options to complete the summary about animated films.

There [1] *was / has been* a steady rise in the popularity of animated films [2] *over / since* the last fifteen years. Among the top thirty most popular films in the world in 2011, one [3] *in / of* four were animated films. Although a significant [4] *element / proportion* of the top thirty films (23%) [5] *were / have been* produced outside the USA, all of the animated films were American. *Avatar* has been the highest grossing film (US$2.7 billion) [6] *already / to date.* Some say it is not a true animation film, because the makers [7] *have used / used* motion capture and CGI (Computer Generated Imagery) when it [8] *has been / was being* made. In fact, in the last [9] *little / few* years, the [10] *vast / enormous* majority of action and adventure films have been made using these techniques.

5 Complete the text about Pixar's future with these words.

about to	bound	is going to produce	is to
likelihood	may well	will	will be producing

We've already got *Toy Story 1, 2, 3* and *4* and in all [1]_____ we will see a *Toy Story 5*. Sequels of other Pixar successes like *Cars* and *Finding Nemo* are also [2]_____ to come out. But at what point does the public get tired of sequels? If Pixar [3]_____ realize its founder's ambition – that Pixar [4]_____ films long after he is gone – it will need fresh titles too. But this [5]_____ be its (and Disney's) thinking: that if it [6]_____ creative new films, these will have to be funded by material that is known to work. Is this a risky strategy? Time [7]_____ tell. For now it seems to be working, but it doesn't take into account that another innovative film studio could be [8]_____ make a breakthrough.

VOCABULARY

6 Choose the correct options to complete the two personal accounts about working in film.

A

'I took [1] *up / in* filmmaking at college. I had always wanted to come at it from a different [2] *side / angle*, to break [3] *out of / with* convention. So when I met Amir at college and saw what he was doing with computers, I thought, 'This is it. If we can use this technology in films, [4] *the sky's / the stars are* the limit.' So we set out to make our first animation film together. It was a leap in the [5] *dark / night*, but it was very exciting.'

B

'I never meant to get into film work. I had actually [1] *pinned / nailed* my hopes on becoming a stage actor and I had [2] *directed / devoted* myself to achieving that goal. But my hopes were [3] *dashed / devastated* when I failed to get into drama school. Luckily I was living with someone who came [4] *up / out* with the idea of making our own short film about life as students and putting it online. It was a [5] *flare / flash* of inspiration, because very quickly the first film went viral.'

SPEAKING

7 Work in pairs. For Pixar, the key to creativity lies in collaboration. In what areas of your work, studies or interests do you like collaborating with people? When would you rather be independent? Give reasons.

8 In Pixar's films, toys, fish and cars are given human characteristics and have feelings. Think about an idea for a new animated film which gives human characteristics to something non-human. Then take turns to present your ideas. Try to develop / improve on them with collaboration.

IMPROVE YOUR WRITING Sequencing words and connectors

9 Read the account. Look at the underlined sequencing words, connecting words and comment adverbs. Correct or improve them where necessary.

[1] The last summer we booked a two-week holiday in Greece through a travel agent. [2] In the first place we were going to book our flights and hotel directly, [3] like we usually do, [4] but my husband thought using a package holiday operator would be easier and [5] with the addition cheaper. How wrong he was! [6] Even the flight itself wasn't luxurious, [7] nevertheless it was reasonably comfortable and, [8] with good luck, it arrived on time. [9] However, from this moment, things went downhill. [10] Once the plane arrived at two in the morning, there was no bus waiting to transfer us. It had broken down and we had to wait two hours for a relief bus. [11] When it arrived [12] at the end, I refused to get on it, [13] because of it looked so ancient and unsafe. [14] Instead, we waited until the car hire firm opened at 8.00 a.m. and [15] after we booked our own transport.

RATING ★ POSTED **2 days ago** COMMENTS **9**

10 Work in pairs. Compare your edited versions of the account in Exercise 9. Did you make the same changes?

3 Perception

BACKGROUND

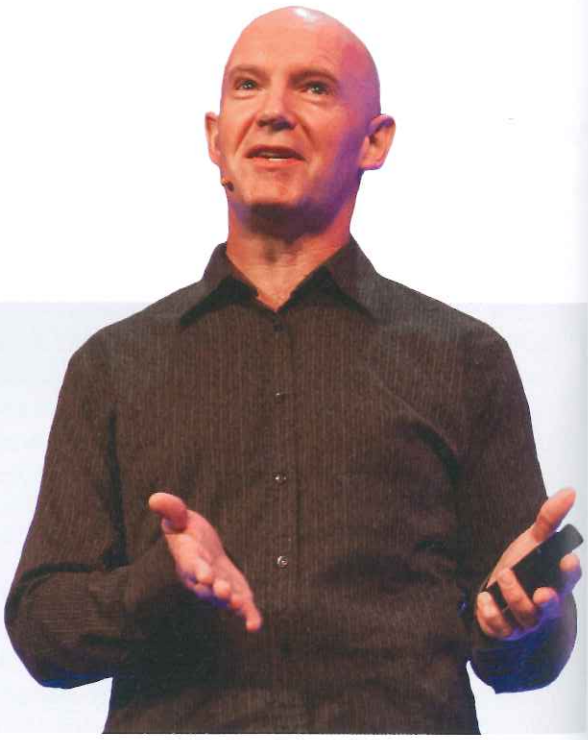
1 You are going to watch a TED Talk by Julian Treasure called *The 4 ways sound affects us*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

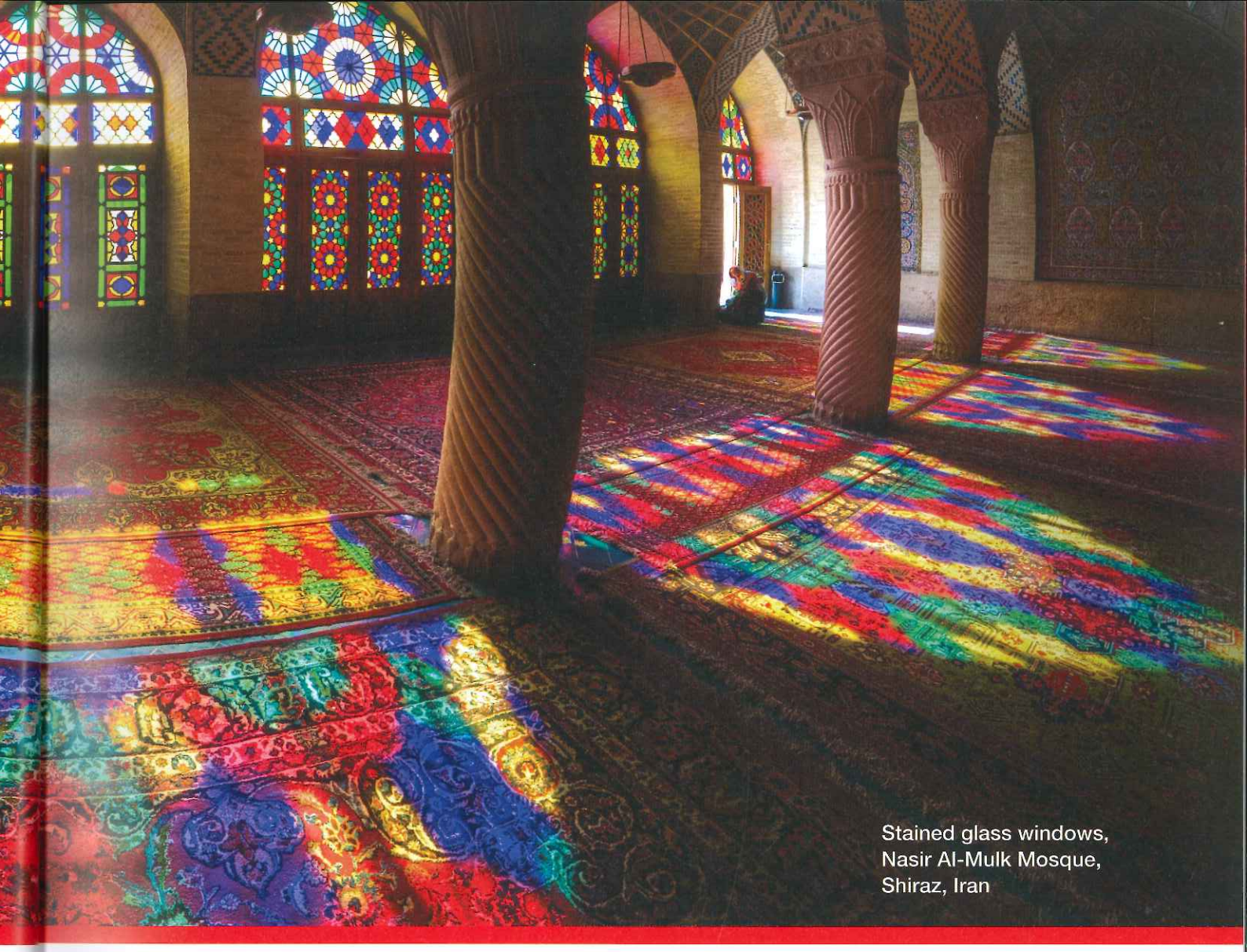
1. What does Julian Treasure do and what qualifies him to do this?
2. What is meant by the term 'aural matters'?
3. How do you think sounds affect people – both positively and negatively – in a) offices and b) shops?

TEDTALKS

JULIAN TREASURE is the chair of the Sound Agency, a firm that advises worldwide businesses – offices, retailers, hotels – on how to use sound. He is also the author of the book *Sound Business* and keeps a blog by the same name that discusses aural matters. Before he started his current company, Julian Treasure founded the magazine publishing group, TPD, a business he grew and later sold in 2003. Even earlier in his career, he worked as a drummer for the band *Transmitters*.

Julian Treasure's idea worth spreading is that sound can have a subtle but profound effect on our feelings and behaviour.





Stained glass windows, Nasir Al-Mulk Mosque, Shiraz, Iran

KEY WORDS

2 Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).

1 It's natural to try to **suppress** our negative feelings and focus on the positives.
2 Your body releases cortisol (the stress hormone) as a **fight-flight** response.
3 My Internet has limited **bandwidth**, so the connection keeps getting interrupted.
4 What are the **drivers** of consumer behaviour?
5 When you say one thing and do another, you are not being **congruent** with your values.
6 Every day we are **bombarded** with hundreds of advertising messages.

a in agreement or harmony
b keep down or stop the growth of something
c things that motivate you to act
d the reaction the body has to fear: to attack or to run away
e the amount of data that can be transmitted through a communications channel
f attacked constantly

AUTHENTIC LISTENING SKILLS
Understanding fast speech

The number one reason non-native speakers give for finding authentic listening difficult is speed. Ideas come so fast that it's difficult to keep up. How do you deal with this?

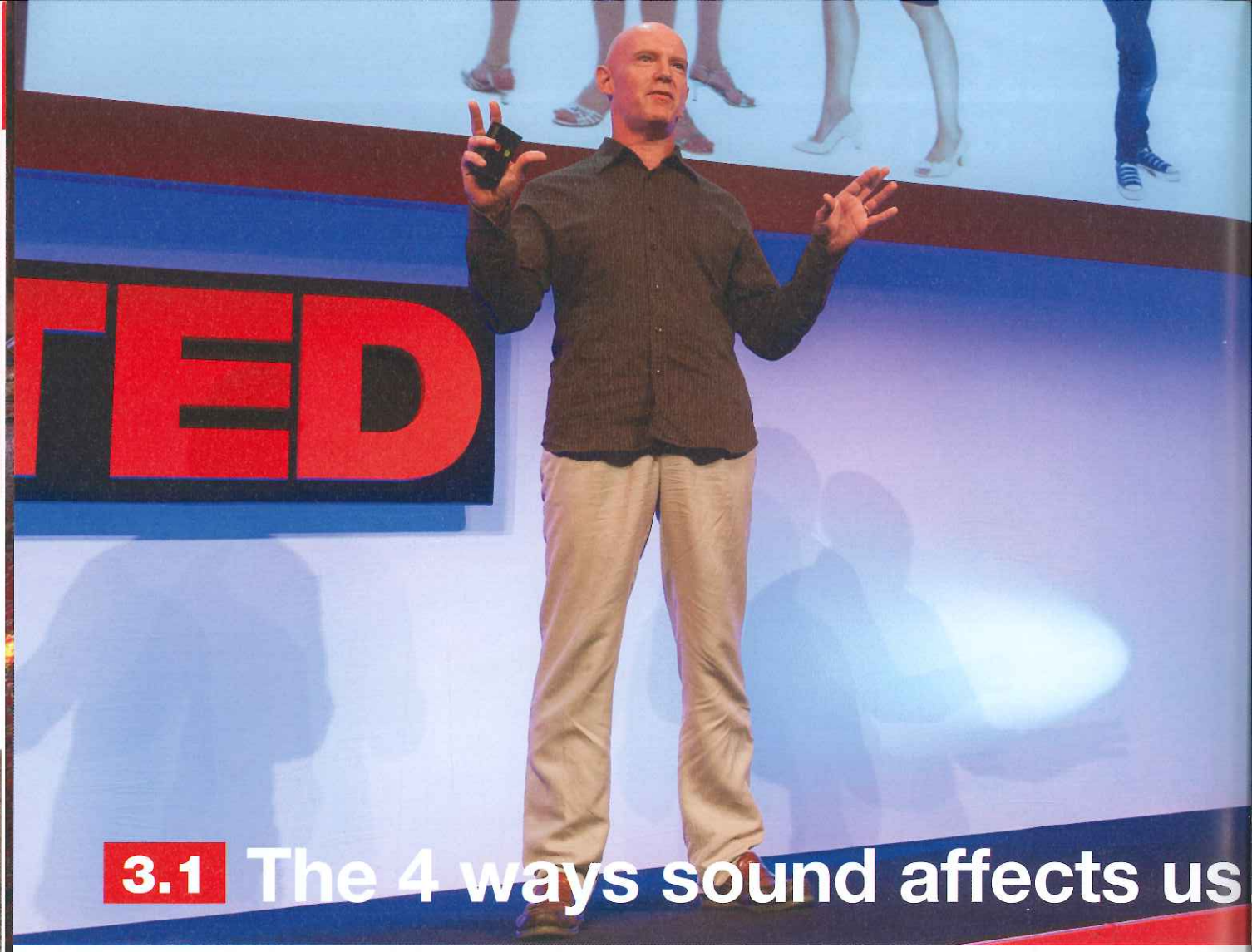
- Make predictions about what you are going to hear based on your own knowledge of the subject.
- Look for visual clues that will aid understanding.
- Enjoy listening: be relaxed and get what information you can without worrying about what you miss.
- Ask questions about what you have heard. If you can't ask the speaker themselves, ask another listener.

3a 9 Look at the Authentic listening skills box. Read Julian Treasure's idea worth spreading again. Then listen to the introduction to his talk and note down the key ideas you hear.

3b Work in pairs and compare your notes from Exercise 3a. Did Julian Treasure say what you were expecting to hear? Ask questions to get more information.

3c 9 Answer the questions. Listen again and check.

1 What is Julian Treasure going to do in the next five minutes?
2 What does he say about most of the sounds we hear?



3.1 The 4 ways sound affects us

TEDTALKS Watch at home

1 ▶ 3.1 Watch the TED Talk. Write down the examples of sounds that Julian Treasure includes in his talk. Then categorize the sounds into these areas (a–c).

a pleasant sounds
b unpleasant sounds
c powerful sounds

2 ▶ 3.1 Look at the table below. Then watch the first part (0.00–2.55) of the talk again. Complete the table.

3 ▶ 3.1 Complete the sentences with these adjectives. Then watch the second part (2.55–4.10) of the talk again and check your answers.

dramatic	dreadful	fast
hostile	inappropriate	powerful

1 Most retail sound is _____ and accidental, and even _____.
2 Sound has a _____ effect on sales.
3 Retailers are losing up to thirty per cent of their business with people leaving because the sound is so _____.
4 Music is the most _____ sound there is, because our recognition of it is _____.

4 ways sound affects you	Explanation	Positive / Neutral example	Negative example
Physiologically	Sound affects our hormones, breathing, heart rate, etc.	1 _____	Alarm clock
2 _____	3 _____	4 _____	Sad music
Cognitively	5 _____	Two versions of his voice	6 _____
Behaviourally	We move away from unpleasant sounds towards pleasant ones.	**********	7 _____ 8 _____

▶ behaviour **BR ENG**
▶ behavior **N AM ENG**

▶ centre **BR ENG**
▶ center **N AM ENG**

4 ▶ 3.1 Read the questions. Then watch the third part (4.10 to the end) of the talk again and answer the questions.

1 All brands use sound, but what do they need to use sound effectively?
2 What does Julian Treasure suggest the Nokia ringtone is a good example of?
3 What does Julian Treasure say that the sound a company uses should be congruent with?
4 What are golden rules two and three for the use of commercial sound?
Make it _____ to the situation and make it _____.
5 Why does Julian Treasure say companies have to test their sounds again and again?
6 How does taking control of sound help us, according to Julian Treasure?

VOCABULARY IN CONTEXT

5 ▶ 3.2 Watch the clips from the TED Talk. Choose the correct meaning of the words.

6 ▶ 3.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.

7 Complete the sentences in your own words. Then compare your sentences with a partner.

1 One song I associate with my childhood is …
2 The audience left in droves when …
3 It's difficult to predict the outcome of …
4 The advertisement had the opposite of the desired effect, which was to …

CRITICAL THINKING Achieving aims

8 The key question for any talk or presentation is: Did the speaker achieve their aim(s)? Work in pairs and discuss the questions.

1 Did Julian Treasure achieve his aim of making you more aware of how sound affects you?
2 Which of the techniques that he used to do this were the most helpful for you?
   a examples of individual sounds
   b use of visuals
   c use of persuasive argument
   d use of facts / statistics
   e use of humour
3 Which fact or example did you find most memorable? Why was this?

9 Read these comments about the TED Talk. Then answer the questions.

1 Did Julian Treasure achieve his aims with these viewers? Why? / Why not?
2 What could you do practically in your own daily life to 'take control of the sound around you'?

Viewers' comments

J **Julia** – This talk resonated with me. I work in a hospital where the noise pollution is extreme: constant alarms, paging on loudspeakers, the background noise of machines, etc. After a ten-hour shift I am exhausted, so I hate to think of the negative effects it has on patients who are there for days and sometimes weeks. I wish the hospital management would look at this.

S **Stefan** – I really liked this talk and I'm sure it'll make me more aware of the sounds around me. But practically speaking, I don't think I'm much the wiser about what to do about it. He gave some advice for companies on how to manage sound in a commercial environment, but I'd really have liked more tips for what individuals can do in their daily lives.

*The comments were created for this activity.

PRESENTATION SKILLS Giving shape to your talk

10 Work in pairs. Discuss different ways you can begin and end a talk. What do you think it's important to do at the beginning and end?

11 Look at the Presentation tips box. Compare your ideas from Exercise 10 with the points in the box.

TIPS

There are different ways to structure a talk. Whatever framework you use, think about how you will hold your audience's attention and keep them focussed on the message you want them to take away.

- Begin strong. Think about how you will really grab people's attention from the start.
- Create a need to listen. At or near the beginning of your talk, explain why you're talking about this topic and why it's important to the audience.
- Take your audience on a journey. Give your talk a clear route from beginning to middle to end.
- End powerfully. Summarize your main message and emphasize your emotional attachment to it.

12 ▶ 3.4 Watch the clips from the TED Talk. Which techniques in the Presentation tips box does Julian Treasure follow?

13 Work in pairs. Prepare the introduction to a talk on the topic below, following the points in the Presentation tips box. Write three to four sentences.

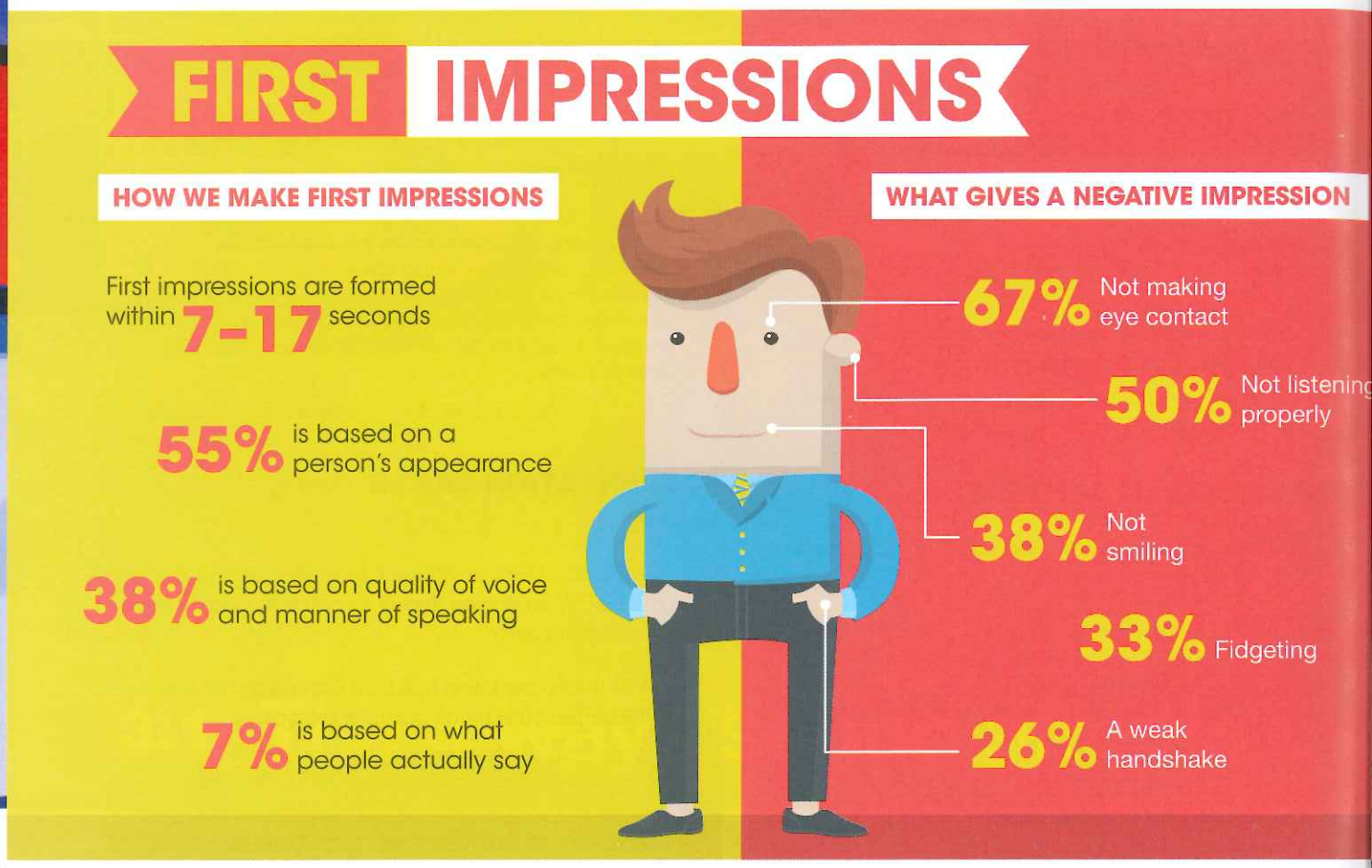
'Why we need designated quiet places in our lives: both at work and outside work.'

14 Work with a new partner. Take turns to give the beginning of your talk. Did you like the way your partner began? Why? / Why not? Which techniques were most successful?

▶ on holiday **BR ENG**
▶ on vacation **N AM ENG**

▶ hostile /ˈhɒstaɪl/ **BR ENG**
▶ hostile /ˈhɑst(ə)l/ **N AM ENG**

3.2 Judging by appearances



GRAMMAR Stative and dynamic verbs

1 Work in pairs. Discuss the following questions.

1 What do you pay attention to when you meet someone for the first time: their appearance, their manner of speaking, their body language? Something else?
2 Do you believe first impressions of people are a good indication of their character? Why? / Why not?

2 Look at the infographic. Summarize to your partner what matters most when we meet someone for the first time. How does this compare with your ideas from Exercise 1?

3 Read the sentences (1–6) in the Grammar box. Answer the questions (a–d).

STATIVE AND DYNAMIC VERBS

1 *Do you **think** it's wrong to make quick judgements about people? **I'm thinking** about when you meet someone for the first time.*
2 *The effectiveness of your speech **depends** less on what you **say** and more on how you say it.*
3 *I've **been meaning** to do something about my appearance for a long time. I **don't own** any smart clothes and wearing a suit, for example, **means** you want people to take you more seriously.*
4 *If you don't listen properly, you **are being** disrespectful to the other person.*
5 *Some people **are** always **fidgeting**. It **seems** they're not interested or want to get away.*
6 *His handshake was really strong. It **felt** as if he **needed** to show how powerful he was.*

a Which of the verbs in bold are almost always used in the simple form?
b Look at sentences 1 and 3. What are the different meanings for the simple and continuous forms of a) *think* and b) *mean*?
c In sentence 4, how would the meaning change if the speaker used *are* instead of *are being*?
d In sentence 5, what is the speaker expressing by using the continuous form with *always*?

Check your answers on page 146 and do Exercises 1–3.

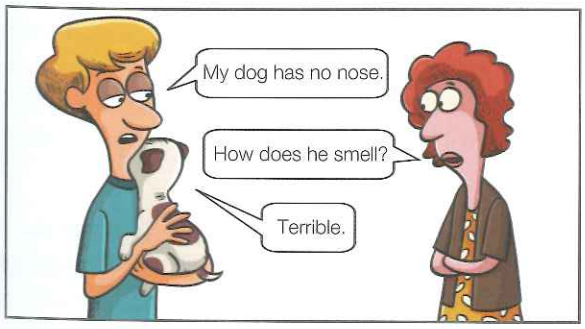
4 Work in pairs. Choose the correct form of the verb in these sentences. Where both are possible, say what the difference in meaning is.

1 [a] *Are you / Are you being* judgemental if you form a firm impression of someone in the first few minutes of meeting them? [b] *I don't think / I'm not thinking* so. It's just something we [c] *all do / are all doing* naturally, whether you [d] *like / are liking* it or not.
2 Have you [a] *wondered / been wondering* what impression your online profile photos give? If not, you should, because it [b] *appears / is appearing* that we're very consistent in our reactions to certain characteristics. A smiling face [c] *means / is meaning* someone is approachable; a strong jawline that you [d] *are / are being* a dominant type.
3 It's funny to think that when you got dressed this morning, you [a] *already made / were already making* a personal statement about how you [b] *wanted / were wanting* people to perceive you. [c] *I don't own / I'm not owning* any particularly smart or fashionable clothes and [d] *I suppose / I'm supposing* that says something about me!
4 'First impressions really count' is such nonsense! People [a] *always come / are always coming* up with stuff like this, claiming they [b] *have / are having* scientific proof to show that it's valuable life advice. But it's not. It just reflects the age we [c] *live / are living* in where style [d] *becomes / is becoming* more and more important and the things that really matter less and less important.

5 Complete the conversations. Use these verbs of perception in the correct tense.

feel look seem sound taste

1 **A:** How about meeting at 7.00?
B: Yes, that _____ perfect.
2 **A:** Are you going to Morocco for your holiday?
B: No, the flights were too expensive. It _____ like we'll be driving to Italy instead.
3 **A:** Why did you follow his advice?
B: Well, it _____ like a good idea at the time.
4 **A:** Are you hungry?
B: Yes, I _____ a little peckish now.
5 **A:** Have you started eating already?
B: No, I _____ (just) the soup.



LANGUAGE FOCUS Emphatic structures

6 Look at the example sentences (a–b). Which sentence is more emphatic? Match the two halves of each sentence to make emphatic forms.

a Her incredible energy strikes you.
b What strikes you is her incredible energy.

See page 146 for more information about emphatic structures, and do Exercise 4.

1 What strikes you	**a** strikes you.
2 It is her incredible energy	**b** particularly striking.
3 Her incredible energy is	**c** that strikes you.
4 Her incredible energy	**d** strikes you is her incredible energy.
5 Her incredible energy is what	**e** is her incredible energy.
6 The thing that	**f** really does strike you.

7 Rewrite the sentences using emphatic structures. Use the words given.

1 I like the way he always tries to include everyone. (thing)
2 She made a big impression on everyone at the meeting. (did)
3 The fact that he can switch so easily from one language to another is amazing. (what)
4 The blueness of his eyes is very striking. (it)
5 Her manner is abrupt, but actually she's very nice. (particularly)
6 People like that annoy me. (it)

SPEAKING Impressions and judgements

8 21st CENTURY OUTCOMES

Work in pairs. Look at the list of things below that you might have judged on a first impression. Choose two of them and describe what your first impression was and whether it turned out to be right or wrong.

- a person that you met
- a company or organization that you dealt with
- a building or environment that you worked in
- a country or place that you visited
- a food or a dish that you ate

9 Work with a new partner. Compare your experiences. Were your first impressions accurate or did you make a judgement too quickly? What lesson do you learn from this?

3.3 Lights, music, action

READING Multi-sensory marketing

1 Work in pairs. Look at the title of the article and answer the questions.

1 What methods do retailers use to make products more appealing to customers in shops or online (e.g. special displays)?
2 What do you think multi-sensory marketing means?

2 Read the article. What is the author saying about companies' attitudes to the following?

1 the role of multi-sensory experiences in the retail environment
2 their high street shops
3 online retail

3 Read the article and answer the questions. According to the author:

1 Why is it surprising that multi-sensory marketing is not used more commonly?
2 In a shop, what three things does sensory experience affect?
3 What is the phrase used to describe physical shops in a retail business?
4 Why do retailers seem to prefer the online sales channel?
5 What is the next logical step for the multi-sensory experience?

4 Find words and phrases in the article with the following meanings.

1 failing to take advantage of something (para 1)
2 a published piece of research (para 2)
3 raised (para 3)
4 very importantly (para 4)
5 were successfully aimed (para 4)
6 a thing which is much sought after (para 5)

5 Work in groups. Discuss the possible reasons for the following causes and effects. Would they have the same effect on you?

- slow music → higher restaurant bills
- comfortable chairs → poor negotiating
- eating in the dark → increased restaurant bookings
- pleasant fragrances → increased intention to buy
- dim lighting → increased traffic through the shop of young people

VOCABULARY Feelings and emotions

6 Read the sentence from the article. Find a synonym for *soothing* from box B. Then match the other adjectives in box A with adjectives with a similar meaning in box B.

'The average restaurant bill was 29 per cent higher when slow, **soothing** music was played to diners.'

A

disconcerting	distracting	energizing	infuriating
irresistible	reassuring	rousing	soothing
tempting			

B

comforting	compelling	enticing	maddening
off-putting	relaxing	stimulating	stirring
unsettling			

7 Work in pairs. Discuss the questions, using words from Exercise 6. There may be more than one possible answer.

What adjectives describe the feelings that are evoked by:
1 a country's national anthem at a sporting occasion?
2 the smell of freshly baked bread as you pass a shop?
3 the sound of someone tapping their fingers on the table?
4 the warmth of your own bed?
5 being in a country where you can't read the language?
6 overhearing other people's phone conversations on the bus?
7 a cold shower?
8 the sound of a running stream?

8 Choose three of the adjectives from Exercise 6 and think of other things (sounds, sights, smells, etc.) that evoke these feelings for you. Describe them to your partner.

SPEAKING Creating attractive spaces

9 *21st* CENTURY OUTCOMES

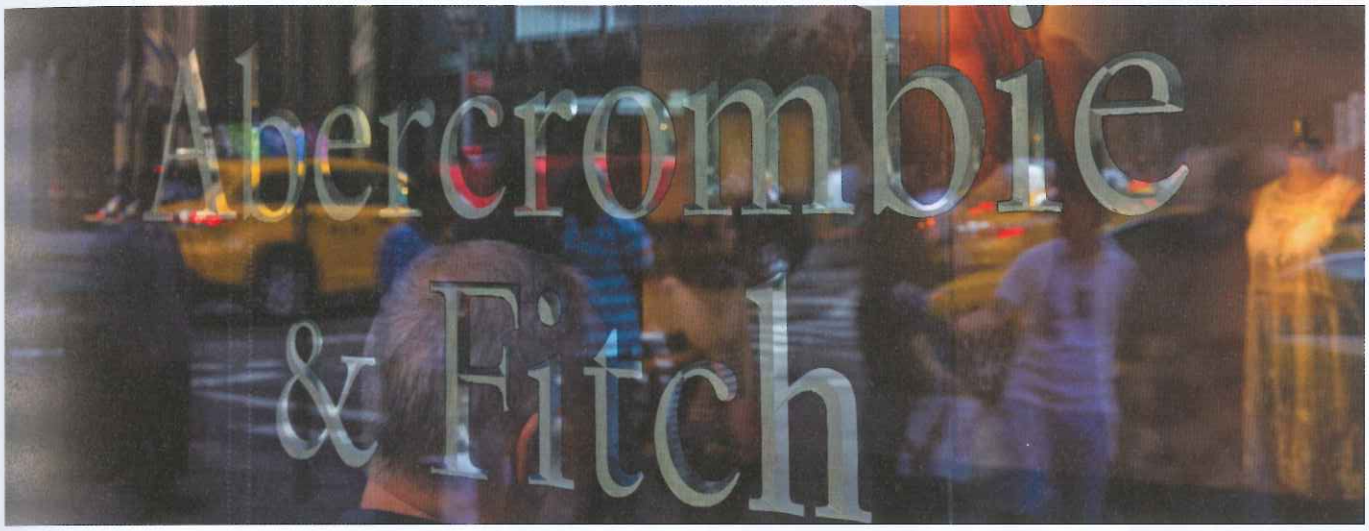
Work in small groups. Look at the following profiles of two different shops and design a multi-sensory environment for them. Think about sights, sounds, smells, etc. and what kind of customers the shop is targeting.

Shop 1: called Fiji. It sells practical objects for the home and home office, e.g. cooking utensils, furniture, stationery. The emphasis is on simple design and natural materials like wood and paper.

Shop 2: called Gametime. It sells video games of different types: sports games, adventure games, puzzle-solving games, etc.

10 Present your ideas to another group. Compare the different elements and discuss which ideas you think work best.

Multi-sensory MARKETING



Much of the conversation that a company has with its customers is conducted through words and images. This is nothing new and it has only been reinforced by the rising share that online sales now play in retail, online being essentially a visual experience. But there is a growing realization among marketers that by ignoring the part that the other senses can play in promoting sales – touch, smell, taste and hearing – companies are missing an important trick.

The use of multi-sensory marketing is much less widespread than one would imagine given that persuasive research into its influence on customer behaviour has existed for some time. As long ago as 1982, Ronald E Milman found a striking link between the music played in retail environments and sales. In his paper 'The Influence of Background Music on the Behaviour of Restaurant Patrons' Milman showed that the average restaurant bill was 29 per cent higher when slow, soothing music was played to diners compared to when the background music was fast. A similar trial in a supermarket yielded even better results.

There is more recent compelling evidence. The *Harvard Business Review* produced a report in 2010 showing that people negotiating the price of a car offered 28 per cent more if they were sitting in a soft, comfortable chair rather than a hard, uncomfortable one. A London restaurant Le Noir saw an increase in bookings when they launched their 'eat in the dark' experience. The idea was that the diners' appreciation of the food's taste and smell would be heightened if visual stimuli were removed.

When it comes to visiting a store, a customer's sensory experience will determine how long they stay, what their feelings are while they are there, and crucially, how much they spend. Nike found that the introduction of pleasant fragrances in the stores increased a customer's intention to buy by as much as 80 per cent. Las Vegas slot machine players spent 45 per cent more in a scented environment than when placed in an unscented one. Clothing company Abercrombie & Fitch also exploit sensory stimuli, using loud music, dim lighting and strong scents in their shops. These features may sound unappealing if, like me, you are in your forties, but with their target market of younger adolescents, they clearly hit the mark.

But there is a wider issue here than simply the use of novel marketing tools. What all this shows us is that too many retailers are underestimating the value that the 'bricks and mortar' side of their business can bring. The sorry state of some of our town centres bears witness to this. Too many businesses view stores as a sales channel just like any other – but one with high attendant costs. Some are even so convinced that the online sales channel is the optimal route, that they model their stores on the customer's online experience. But instead of rushing towards the low-cost holy grail of e-commerce, big brands could be focussing on enticing customers back to the high street with an exciting multi-sensory experience. That could be an attractive proposition, for retailers and consumers alike.

In future this multi-sensory experience will extend beyond the retail environment, believes Charles Spence, a psychology professor from Oxford University, who has helped British Airways develop a music playlist to accompany its in-flight meals. He says that a lot of brands are looking for ways to bring the experience right into consumers' homes. 'Everyone now is selling experience,' he says. 'In five years' time,' he says, 'when you go into a wine store … you'll be able to scan the label on the bottle and get the matching music for your wine.'

21st CENTURY OUTCOMES **BUSINESS LITERACY** Understand how environmental factors influence consumer behaviour

3.4 Contrary to popular belief

READING Not what they seem

1 Work in pairs. What do you think are the benefits and drawbacks (to the company and employees) of open-plan offices?

2 Read the extract from an article. Compare your answers from Exercise 1 with the ideas in the article.

LISTENING The reality of the situation

3 10 Listen to a conversation between two friends about noise and concentration. Does the first speaker agree with the view about noise levels in the article? What examples does she give to support this?

Not
what they seem

Much loved by bean-counters for their efficient use of space, the idea of open-plan offices was originally conceived in Germany in the 1950s as a way to facilitate communication and the flow of ideas. They are still very common today, but contrary to popular belief, it seems their benefit to worker interaction and productivity is largely symbolic. Recent studies have found that open-plan spaces on the whole have detrimental effects on workers' well-being and productivity, causing problems of low attention span, low creativity and low motivation, not to mention high levels of stress.

But topping these psychological factors is a far more serious physical problem. No, not just the increased risk of the spread of germs from the shared air people breathe, but the issue of noise. As we all know from experience, high noise levels do not help clear thinking.

bean counters company accountants

4 10 Listen to the conversation again. Answer the questions.

1 According to the first speaker, what do people generally assume is the best thing for concentration?
2 Why don't young people need peace and quiet to concentrate?
3 Why does the woman's friend have trouble working at her computer?
4 According to the second speaker, what do people believe about the surrounding noise in open-plan offices
5 What do the woman's neighbours say about their method of getting their baby to sleep?

5 10 Listen to the conversation again. Tick (✓) the expressions in the Useful language box that the speakers use to talk about beliefs and facts.

DESCRIBING BELIEFS AND FACTS

Describing beliefs

You would think / imagine that ...
Conventional wisdom is that ...
The popular belief (now) is that ...
On the face of it ...
Ostensibly, ...
It seems that ...
... gives the impression of ...
... gives the outward appearance of ...
Supposedly, ... / Apparently, ... / Allegedly, ...

Describing facts

But actually / in fact / in reality / in point of fact ...
But that's (simply) not the case ...
Whereas actually, ...
The (sad / painful) truth is that ...
If truth be told ...
Behind the surface lies ...

Pronunciation Stress in contrasts

6a 11 Look at the sentences. The two clauses in each sentence present contrasting ideas. Underline the two stressed words in each clause. Then listen and check

1 It seems cheap, but in fact it isn't.
2 You'd think it would be easy, but in reality it's quite difficult.
3 They say sugar is bad for you, but actually you need sugar.
4 On the face of it he seemed calm, but I don't think he was.

6b Work in pairs. Practise saying the sentences with the same stress.

SPEAKING Describing beliefs and facts

7 Work in pairs. Look at the two ideas (a–b) that are commonly believed to be true. Then follow the steps (1–2).

a Stress is bad for your health and productivity.
b Listening to sad music makes you sad.

Student A: Turn to page 175 and read the information.
Student B: Turn to page 176 and read the information.

1 Read the information carefully and prepare to talk about the beliefs and facts. Think of examples to support the information.
2 Act out a conversation about the commonly believed ideas. Use the expressions in the Useful language box on page 38 to help you.

WRITING A response to a proposal

8 A company has asked its employees for their views on a proposal to convert the office space into open-plan areas. Read one employee's response and answer the questions.

1 What is the writer's point of view?
2 Underline four sentences where the writer presents their view subjectively and circle one sentence where the writer presents an objective fact. Give reasons for your answers.

> From a financial perspective, I completely understand why the company is considering this change to an open-plan office environment. Personally, however, I am far from convinced that its benefits outweigh these savings. Studies show that, as far as social relations are concerned, open environments are a positive thing inasmuch as they foster greater interaction between people. What is far from clear is a) whether those interactions boost productivity and b) whether or not an open-plan office is the only way to achieve this goal. I suspect that the same results could be attained just as easily by providing a few extra communal spaces – for example, comfortably furnished coffee areas. For this reason, I would prefer it if the company first experimented with some smaller-scale measures in creating open-plan spaces, before committing wholesale to the idea.
>
> Lastly, whatever decision is reached ultimately, it is very important, from the point of view of good labour relations, that the measures apply equally to regular staff and to the management of the company. I imagine it would be very damaging for morale if employees thought they were being asked somehow to accept inferior conditions of work.

Writing skill Describing different perspectives

9a Look at this sentence from the response in Exercise 8. Then find three more phrases in the response that describe the perspective from which a situation is viewed.

> **'From a financial perspective**, I completely understand why the company is considering this change to an open-plan office environment.'
>
> *See page 146 for more information about describing different perspectives, and do Exercise 5.*

9b Rewrite the sentences so they include a phrase to describe perspective. Use the words in brackets. You will sometimes need to change the form.

1 Putting a lot of people in close proximity with each other is risky. (health)
2 People who work in offices only do 4–5 hours of efficient work per day, anyway. (individual productivity)
3 You can't beat an open-plan office for space efficiency. (practical)
4 Seeing everyone around you working hard can boost your motivation. (psychology)
5 There are distinct advantages to working in a quiet concentrated manner. (statistic)

10 21st CENTURY OUTCOMES

A company is concerned about the effects of chemicals in cleaning and cosmetic products. It has asked staff for their views on the proposal below. Write your response to the proposal, giving both subjective and objective arguments for or against it. Write 150–200 words.

> Artificial fragrances in cosmetics and cleaning products are known to affect one in five people adversely, causing health problems such as nausea and migraines. They are particularly harmful for people with breathing conditions like asthma. Accordingly, the company is proposing a ban on the use of all scented cleaning products (soap, air fresheners, furniture polish, etc.) and on the wearing of perfume or aftershave in the office.

11 Work in pairs. Exchange your responses. Use these questions to check your partner's response.

- Does the response clearly state their point of view?
- Does it present subjective and objective arguments for or against the proposal?
- Does it describe the issue from different perspectives?

4 Human interaction

BACKGROUND

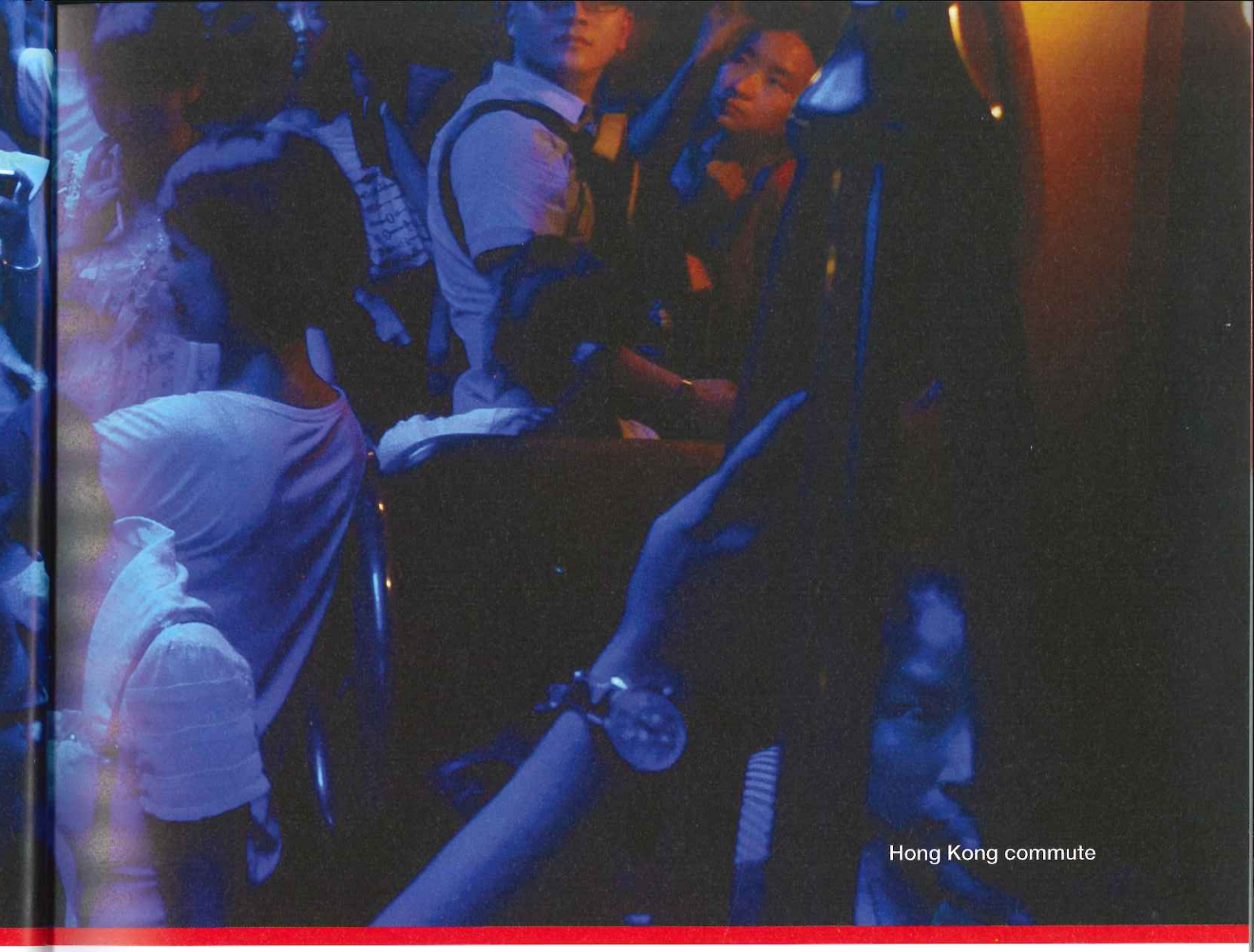
1 You are going to watch an edited version of a TED Talk by Amy Cuddy called *Your body language shapes who you are.* Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

1. What is Amy Cuddy's field of study? How do you think this field of study belongs in a business school?
2. What are the different elements of nonverbal behaviour? How much of our communication is nonverbal, do you think?
3. Are there any gestures or nonverbal signals that you often use in interactions with others?

TEDTALKS

AMY CUDDY suffered a severe head injury in a car accident early in her college career, and doctors said she would struggle to fully regain her mental capacity and finish her undergraduate degree. But she proved them wrong. Today, Amy Cuddy is a professor and researcher in social psychology at Harvard Business School, where she studies how nonverbal behaviour affects people in a variety of situations – from the classroom to the boardroom.

Amy Cuddy's idea worth spreading is that you can use body language not only to change others' perceptions of you, but also how you feel about yourself.



Hong Kong commute

KEY WORDS

2 Read the questions (1–6). The words in bold are used in the TED Talk. Match the words with their definitions (a–f). Then discuss the questions with your partner.

1 Which of these **hormones** – testosterone and cortisol – is related to stress and which is related to dominance?
2 Is it wrong to **fake** being interested in what someone else is saying?
3 What is an example of a dominant **posture** that people adopt when they want to show they are in control?
4 If you see someone sitting in a **hunched** position, what do you conclude about them?
5 How would you **pose** for a photograph if you wanted to appear as a confident type?
6 Do you ever feel like an **impostor** when you go for an interview?

a chemicals in the body that regulate certain organs and emotions
b the way you hold your body when sitting or standing
c to assume a certain body position, e.g. for a picture
d with the top of your body bent forward or over
e a person who pretends to be someone they are not
f to pretend or give a false impression

AUTHENTIC LISTENING SKILLS Linking: assimilation and reduction

One feature of fast native speech is the linking together of words so that they become merged. In some cases the sounds are assimilated. This means two sounds are merged together and another sound is produced. In other combinations, sounds are also reduced or dropped.

Assimilation: '*You can wait, can't you?*' sounds like '*You kn wait, kanchou?*'

Reduction: '*I'm going to wait and see.*' sounds like '*I'm gonna wait'n see.*'

3a 12 Look at the Authentic listening skills box. Listen to three sentences from Amy Cuddy's talk. How does she pronounce the underlined phrases?

1 So I want to start by offering you a free no-tech life hack.
2 But before I give it away, I want to ask you to right now do a little audit of your body.
3 So how many of you are sort of making yourselves smaller?

3b 13 Listen to the next two sentences and write the words you hear. Then compare answers with your partner.

4 So _____ now.
5 _____ minutes.

4.1 Your body language shapes who you are

TEDTALKS Watch at home

1 ▶ 4.1 Watch the first part (0.00–3.06) of the edited TED Talk. Answer the questions.

1 What does Amy Cuddy ask her audience to do at the beginning of the talk? Why does she do this?
2 What happened with the policeman? What unfortunate impression did it give?
3 When we think about nonverbal signals, what do we consider? What do we often forget to consider?
4 In what environment was Amy Cuddy teaching when she became interested in power dynamics?

2 ▶ 4.1 Work in pairs. Watch the second part (3.06–5.14) of the talk. Explain and demonstrate to each other the following examples of body language.

1 Animals' expressions of power and dominance.
2 The 'pride' gesture shown by all humans, even the blind.
3 How both animals and humans express powerlessness.
4 The meeting of the powerful and non-powerful.
5 Confident and unconfident students in the classroom.

3 ▶ 4.1 Watch the third part (5.14–7.36) of the talk. Complete Amy Cuddy's ideas using one word in each space. The first letter is given for you.

1 W_____ generally feel less powerful than men and this affects their p_____ in class.
2 Can people pretend to feel powerful? Can you f_____ it till you m_____ it?
3 Evidence suggests when we are forced to s_____ we feel h_____.
4 The second question is: Can our b_____ change our minds? Can we influence our h_____?

4 ▶ 4.1 Read the summary. Then watch the fourth part (7.36–9.54) of the talk. Complete the facts.

In the lab, subjects were asked to adopt high and low-power poses for [1] _____ minutes at a time. The researchers took a [2] _____ sample before they did this. Then they gave the subjects an opportunity to [3] _____ : to take a risk. Then the researchers took another sample. The results were that [4] _____ per cent were prepared to take a risk after a high-power pose and [5] _____ per cent after a low-power pose. The former's testosterone increased by [6] _____ per cent, the latter had a ten per cent decrease. In cortisol, the high-power pose subjects had a 25 per cent decrease and the low-power a fifteen per cent [7] _____ . In other words, high-power pose subjects were less likely to feel [8] _____ .

▶ smart **N AM ENG**
▶ clever **BR ENG**
▶ quitting **N AM ENG**
▶ giving up **BR ENG**
▶ college **N AM ENG**
▶ university **BR ENG**

5 ▶ 4.1 Watch the fifth part (9.54–12.21) of the talk. Choose the correct options to complete the sentences.

1 In the next experiment subjects adopted high-power and low-power poses *before / during / after* a job interview.
2 The judges at the interview adopted *high-power / low-power / neutral* poses.
3 The coders *knew / didn't know / guessed* who had adopted which type of pose.
4 The coders chose to hire the *high-power / low-power / both types of* posers.
5 Many people object to doing the power poses because they would feel like *fools / frauds / failures.*

6 ▶ 4.1 Watch the sixth part (12.21 to the end) of the talk. Answer the questions.

1 What happened to Amy Cuddy when she was nineteen? What was she told as a result? How did she feel?
2 How did she turn the situation around?
3 What did her advisor at Princeton say to her when Amy said she was going to quit? Did it work?
4 When Amy Cuddy's student at Harvard came to her feeling unconfident, what two things did Amy Cuddy realize?
5 What is Amy Cuddy's conclusion, which goes beyond 'fake it till you make it'?

VOCABULARY IN CONTEXT

7 ▶ 4.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

8 ▶ 4.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.

9 Complete the sentences in your own words. Then compare your sentences with a partner.

1 When giving a presentation, try to use slides that complement …
2 It's not important to me what my peers …
3 Listening to Amy Cuddy's theories has given me an opportunity to …
4 If you make a few tweaks to … , you can …

CRITICAL THINKING Avoiding misinterpretation

10 An audience may oversimplify a speaker's message or perhaps even take away the wrong message. Work in pairs. How are these statements, while true, oversimplifications of Cuddy's message?

1 Our body language is important because it shows others how we feel.
2 Power posing and faking confidence can help you, at least temporarily, through a stressful situation.

11 Read these comments* about the TED Talk. Did either of the viewers misinterpret Amy Cuddy's message, do you think? How?

Viewers' comments

E **Ella** – I found this very enlightening. It made me think about my boss, whose posture is always very relaxed and apparently confident. It makes me wonder if he does this on purpose to show his power and to get his way more often.

W **William** – Is there any link here to method acting, I wonder? It seems similar to the technique used by actors when they prepare for a role by 'living' the character they are going to play, putting themselves exactly in their mindset.

*The comments were created for this activity.

PRESENTATION SKILLS Structuring a talk

12 Work in pairs. Discuss how Amy Cuddy took us on 'a journey' in her talk. Did you like the way she structured her talk? Why? / Why not?

13 Look at the Presentation tips box. What are the three ways mentioned of structuring a talk? Can you think of other ways?

TIPS

In your talk, you are taking your audience on a journey. You want to lead them from a point of not knowing about an idea to the conclusion that it is an idea well worth thinking about. Think about how you can structure the journey – from beginning through middle to end – to do this. There is not a single right way. You may choose to:

- establish your idea right at the beginning and then unpack it step by step, summarizing the idea again at the end
- create the need for an answer to a question or problem and then lead the listener to the answer nearer the end of the talk
- present certain benefits of your idea and then, when the audience has clearly got these, reveal further or greater benefits that they are unaware of

Whichever structure you choose, the important thing is to think about how the structure of your talk can a) best get your message across and b) keep the audience's attention.

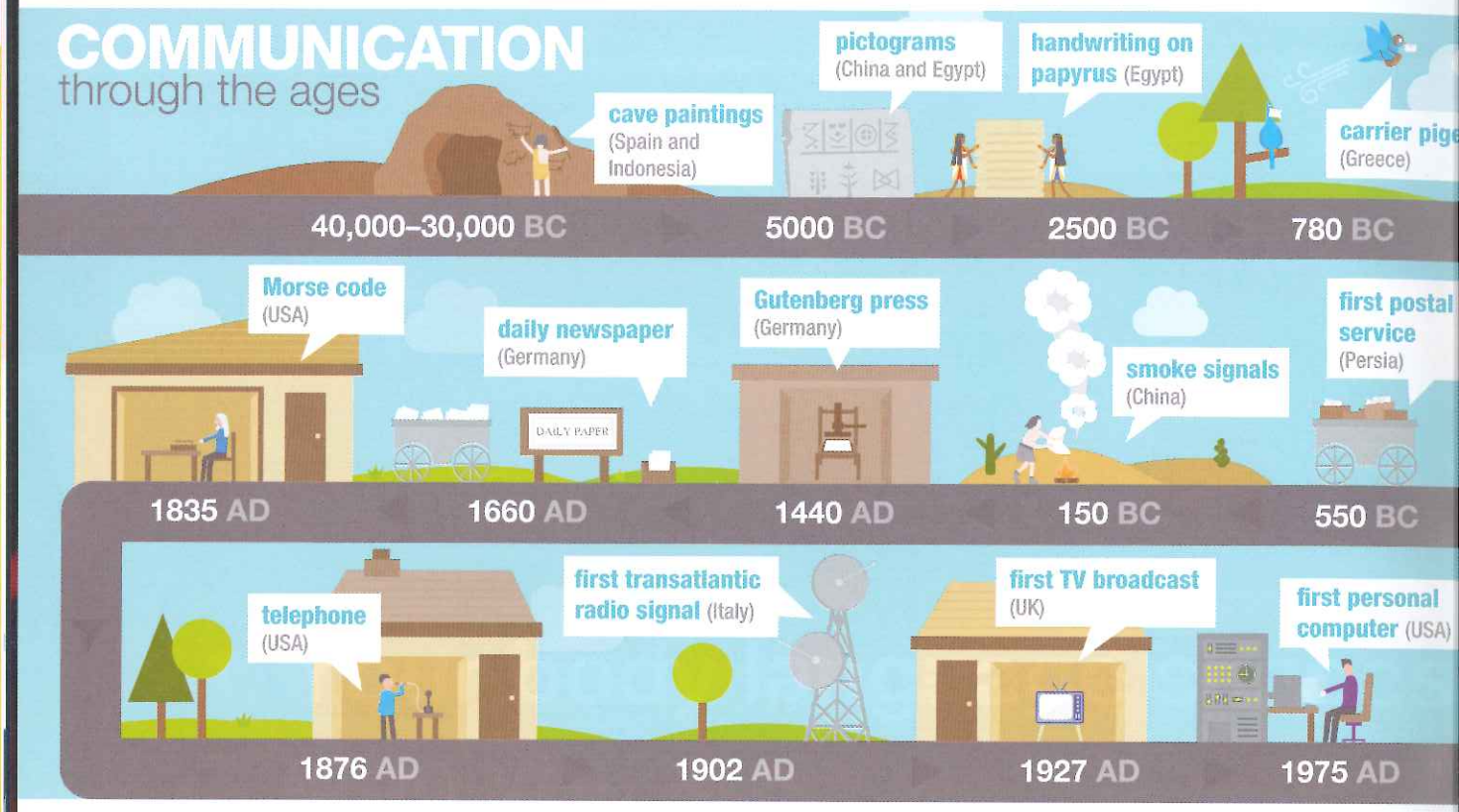
14 ▶ 4.4 Watch the clip from the TED Talk. How does Amy Cuddy bring us to the end of the journey?

15 Imagine you have to give a talk on 'How I managed to learn English'. Write a short outline plan of the 'journey' you can take your audience on.

16 Work with a partner. Present your plan. Did your talks follow a similar structure?

▶ grad school **N AM ENG**
▶ postgraduate education **BR ENG**
▶ elevator **N AM ENG**
▶ lift **BR ENG**
▶ (bathroom) stall **N AM ENG**
▶ (toilet) cubicle **BR ENG**

4.2 How we communicate



GRAMMAR Past forms

1 Work in pairs. Answer the questions.

1 How did people communicate over long distances 2,500 years ago? And 250 years ago?
2 Do you think that human interactions in the past were less satisfactory because means of communication were more limited?

2 Look at the infographic about the innovations in communication through the ages. What do you think was the particular significance of each innovation?

cave paintings = perhaps the first time people recorded their ideas for others to look at

3 14 Listen to a short description of the history of communication. Answer the questions.

1 Which mediums of communication from the infographic does the speaker mention?
2 In what way does the speaker say each invention was significant?

4 Read the sentences (1–7) in the Grammar box. Answer the questions (a–e).

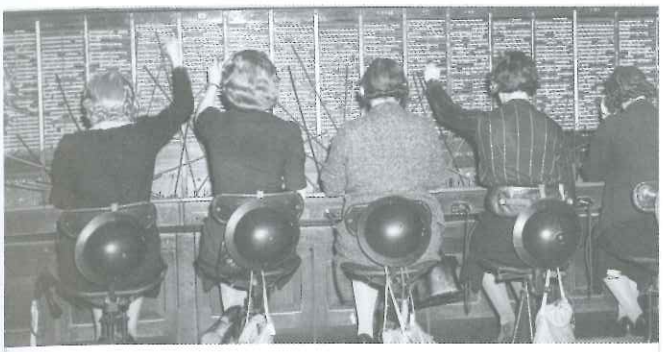
PAST FORMS

1 *The real revolution in written communication* ***came with*** *the invention of the printing press in 1440 AD.*
2 *40,000 years ago people in Spain and Indonesia* ***were making*** *paintings on the walls of caves.*
3 *They conveyed messages far more quickly than people* ***had been*** *able to do before.*
4 *Up until then, people* ***had been reading*** *handwritten documents.*
5 *Horse riders* ***used to carry*** *documents from one posting station to another.*
6 *They* ***would cover*** *distances of 2,000 kilometres or more.*
7 *That* ***must have been*** *an extraordinary time.*

a Which two sentences describe past actions that happened or were happening at a time even further in the past than the main action / event?
b Which sentence describes a single completed event in the past?
c Which sentence describes a continuing event at a particular time in the past?
d Which two sentences describe a habitual or repeated action in the past? Which of the two past forms used in these sentences cannot be used with stative verbs?
e Which sentence uses a modal verb to speculate about a past event?

Check your answers on page 148 and do Exercises 1–3.

5 Complete the history of the telephone exchange with the correct past tense form of the verb.



Not long after the invention of the telephone, a Hungarian engineer, Tivadar Puskas, [1] _____ (come) up with the idea for a telephone exchange while he [2] _____ (work) for the famous American inventor, Thomas Edison.

People [3] _____ (use) the telegraph system to send telegrams to each other since the 1850s, so the commercial potential of the telephone [4] _____ (be) apparent to all. But, in spite of that, people [5] _____ (not / seem) to appreciate the potential of a telephone switchboard. Instead, in the early days, companies [6] _____ (lease) pairs of phones to subscribers so that they could connect just to each other. But the use of multiplex exchanges [7] _____ (change) all that and by 1904 over three million telephone users [8] _____ (make and receive) calls to various points all over the United States. So strong was the telephone exchange's impact that by the end of the century almost every home had a phone.

6 Work in pairs. Talk about three ways in which you, your parents and / or your grandparents communicated with different people in the past.

When I was younger, I used to write letters to my grandmother because she liked receiving them.

LANGUAGE FOCUS Inversion with adverbial phrases

7 Read the sentence in the box. Answer the questions (1–2).

So strong was the telephone exchange's impact that by the end of the century almost every home had a phone.

1 Where would you normally expect to see the phrase 'so strong' in this sentence? Why has it been placed in this position?
2 What is unusual about the word order in this sentence?

See page 149 for more information about inversion with adverbial phrases, and do Exercises 4–5.

8 Match the two sentence halves which use inversion with adverbial phrases.

1 **Not only** did the radio bring news to people,
2 **Only by** using fresh riders at each station
3 **Not until** smoke signals were used along the Great Wall of China
4 **No sooner** had the printing press been invented
5 **Such** was the impact of television on children

a did people realize long-distance messages could be transmitted so quickly.
b **than** more popular literature started appearing.
c **that** many parents were afraid of having one in their homes.
d it **also** brought music into everyone's homes.
e was it possible for the mail to keep moving.

9 Work in pairs. Answer the questions.

1 In which sentences in Exercise 8 does the inversion occur in the second clause?
2 What kind of word would you have to add in Sentence 5 if you substituted *such* with *so*?

10 Complete the sentences. Then compare sentences with your partner.

1 Not only did the arrival of the Internet …
2 Not until the invention of TV …
3 Only when Skype had become widespread …
4 Such is the popularity of Facebook …

SPEAKING Being hyperconnected

11 21st CENTURY OUTCOMES

In today's world many people are hyperconnected around the clock. Does this describe you? What do you find helpful and what do you dislike about being hyperconnected? Work in pairs and make a list of advantages and disadvantages.

12 Work with another pair. Discuss your lists of advantages and disadvantages from Exercise 11. Draw conclusions about what you think was better and what was not better in the past.

A: There were many more chances for misunderstandings to occur in the past because of slow communication.

B: I don't agree. Not only do misunderstandings still arise with instant messaging, they're probably more frequent, because people often write without thinking.

4.3 Negotiate better

READING Business and life lessons

1 Work in pairs. Discuss when you last negotiated with the following people. What did you negotiate and was the outcome successful? Why? / Why not?

a your employer (e.g. salary, time off, etc.) or tutor (e.g. essay deadline extension)
b a service provider (e.g. bank charges, cost of insurance, mobile phone package)
c a shop or a private seller (e.g. a discount on a product, a second-hand car)
d a friend or a loved one (e.g. where to eat out, where to go on holiday)

2 Look at the six frequently asked questions in the blog about negotiating, but don't read the answers yet. Discuss your answers to each question.

3 Read the blog and compare the answers in the blog with your answers from Exercise 2. Did you mention any of the same things? Did you think your answers or the ones in the blog were more helpful?

4 Read the sentences (1–6). Write A, B or C according to the following criteria:

A the author would probably agree
B the author would probably disagree
C there's not enough information to say what the author would think

1 If you really want something badly, just accept that you are going to have to pay a lot for it.
2 A person who just keeps repeating their position has not thought enough about potential options.
3 Silence is a useful tool because it forces the other person to expand on the reasons for their decision.
4 Asking 'What if' is a way to find out how serious the other person is about making a deal.
5 Personal negotiations are more gentle and unselfish than business negotiations, which can be tough and unprincipled.
6 Staying fairly still and expressionless will prevent the other person from reading your thoughts and feelings.

5 Find words or phrases in the blog with the following meanings.

1 ultimately (question 1)
2 not moving at all (question 2)
3 very confidently (question 2)
4 angry at being treated unfairly (question 3)
5 cause someone to speak freely (question 3)
6 essential (question 4)
7 provoke a reaction (question 5)
8 fail or begin to collapse (question 5)
9 lacking in morals or principles (question 5)
10 revealing (question 6)

VOCABULARY Body language

6 Complete the phrases (1–3) with an appropriate part of the body. Then perform each action.

1 to cross your _____ (or arms)
2 to fold your _____
3 to raise your _____

7 Work in pairs. Look at six more phrases to do with body language. Perform each action. In what situation would you do these things?

clench your fists	drum your fingers	roll your eyes
shake your head	shrug your shoulders	tap your feet

8 Match the facial expression in bold (1–6) with these emotions (a–f). Then take turns to show your partner what you think each facial expression looks like.

a pleasure
b displeasure
c contempt
d pain
e amazement
f boredom

1 He **winced** when his friend trod on his injured foot.
2 She **scowled** at him from across the table. How could he be so rude?
3 As she **yawned** for the third time in twenty minutes, he realized it was going to be a long evening.
4 'No, thank you,' he said, **sneering** at the offer of advice from someone he clearly thought was stupid.
5 'I think we have a deal,' Jackson said. Sarah couldn't help **grinning**.
6 He stood there **gaping**. 'How did you get here so quickly?'

9 Think of two different gestures or postures and two facial expressions that are a response to the question below. Then work in pairs and act out the gestures and facial expressions. Tell each other what you think they mean.

'So what do you think about our proposal? Are you happy to go ahead?'

SPEAKING Can I have my money back?

10 21st CENTURY OUTCOMES

Work in groups of three. You are going to do a negotiation.
Students A and B: You are the negotiators
Student C: You are the observer

- Read the scenario on page 47 and decide on your roles.
- The negotiators have four minutes to try to find a solution.
- After four minutes, the observer can intervene. You then have another three minutes to find a solution.

11 Work with another group and compare results. Did you reach a solution? Did you invent extra or new options to find a solution?

BUSINESS AND LIFE LESSONS

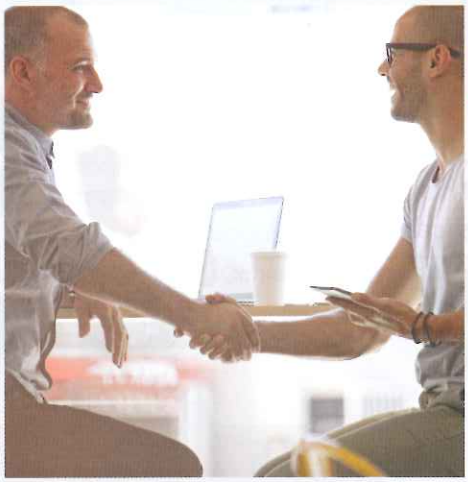
NEGOTIATION – FAQs

Search my blog...

Regardless of what some people might have you think, there's no single right way to negotiate, because each situation is unique. But there are a few basic principles you can follow, as you will see from my answers to the following FAQs.

#1 I see a second-hand car that I really want to buy. What's the best way to get a good deal on it and not risk letting it get away?
The trick, as one famous negotiator put it is to 'Care, really care, but not that much.' In other words, imagine you are playing a game. You want to win but at the end of the day, it's just a game. Never get too emotionally attached to something you want. If you do, you're sure to overpay for it.

#2 I'm trying to negotiate with someone, but they just keep repeating their position without budging an inch. What should I do?
At the beginning of a negotiation, you should always outline your general position – what your global interests are – and get your negotiating partner to do the same. Within this framework you can both then explore the options. So if your partner keeps bullishly asserting a specific position, gently remind them of the general goals of the negotiation, so that you can move forward on the specifics in a more principled way.



#3 I always feel uncomfortable when someone makes an offer I can't agree to. I feel like I'm either going to make them resentful of me by saying 'no' or compromise myself by half-agreeing to it. How can I respond in a way that avoids these things?
The writer, Jack Chapman, says that silence is often the best strategy in this situation. Even if the other party makes a pretty reasonable offer, say, in a salary negotiation, staying quiet can help to draw them out further, prompting them to offer more or at least to justify their position. It also gives you an appearance of being cool and calm.

#4 Is there one killer question you can use in any negotiation?
There are two, actually. One is 'What are you really hoping to get out of this?' In a formal business negotiation, you may not actually ask this one directly, but you can ask indirectly, through a series of other questions. The other indispensable question is 'What if?' as in 'What if we doubled our order?' 'What if I took the washing machine now, rather than getting you to deliver it?' 'What if we went there next summer instead?' 'What if' forces the other person to really consider and perhaps re-evaluate their position.

RECENT POSTS

> The key to writing a good presentation
> Dealing with difficult people in meetings
> Raising your online profile
> Brainfood: eating to boost your brainpower

#5 Is there any difference between negotiating with loved ones and business partners?
The big difference is that your nearest and dearest know how to push your buttons – what you really care about, what will make you angry and so on – and vice versa. The key thing is not to let either side use this knowledge to manipulate the other, because the relationship and the future of it are what are important here, not the immediate object of negotiation. A business relationship is unlikely to flounder over a single negotiation, as long as neither side resorts to unscrupulous tactics.

#6 I've read about people having certain body language signals that can give away their real feelings. Is this true?
It is true, but it works both ways. People send all sorts of signals with their bodies. If they fold their arms or cross their legs, for example, they could just be getting themselves more comfortable, but in a negotiation, more likely it's a sign that they are closing off – in other words that they didn't like something you suggested. Look out for inconsistencies in expression which betray someone's true feelings – a smiling mouth but unsmiling eyes – and certain micro-expressions – a momentary wince or a raised eyebrow. And try to avoid giving off any of these tell-tale signs yourself (easier said than done!).

SCENARIO

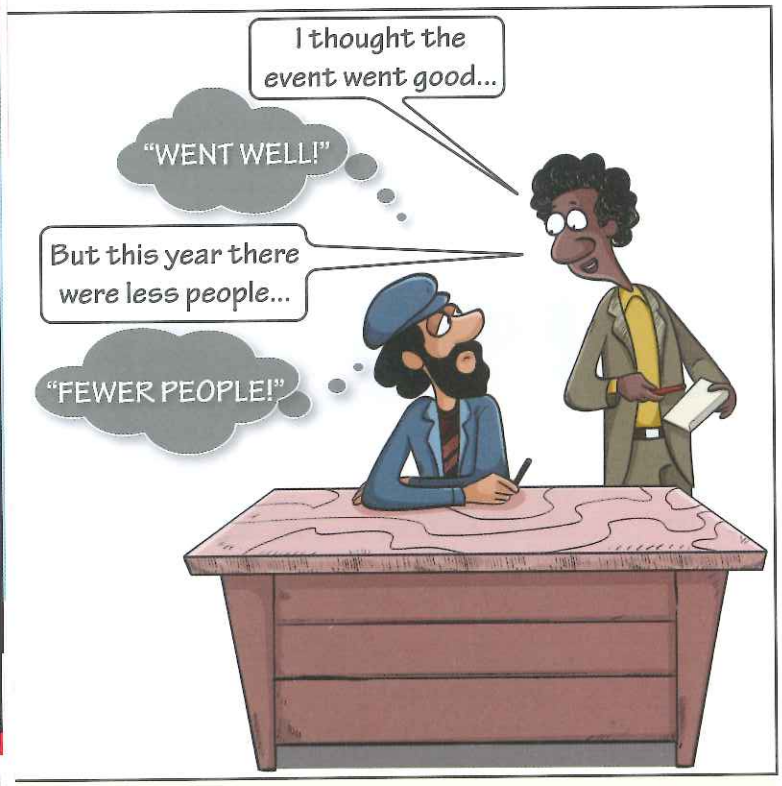
X bought a home cinema system (large screen, multiple speakers, controls, etc.) from a private seller, Y, for $2,000. It was six months old but new and unused and the retail price was $3,600. When X got the system home, he / she found the screen was too big for the room.

In the meantime, X has found a more suitable one on sale in a shop for $1,800. So X goes back to Y to return the system and get his / her money back. Y spent three weeks and $50 advertising the system and does not want to take it back. As it was a private sale, Y is under no legal obligation to take it back. Negotiate a solution.

4.4 Is that what you meant?

READING Getting things wrong

1 Work in pairs. What mistakes do you remember making (or others making) when you began to learn English? Were they mistakes that affected the meaning?



Getting things wrong

The TV news last night featured a report of a protest in London where a woman was holding up a placard saying 'Stop to arrest innocent people'. Inadvertently, the placard writer had ended up saying the exact opposite of what they had intended. Getting things slightly wrong in a language doesn't usually have such extreme consequences. Often the mistakes are just amusing: 'I put my name and address on the backside to make sure the letter didn't get lost.'; 'Kate and Jake love themselves very much.'

Fixed (and idiomatic) expressions in particular are a minefield for non-native speakers, because you have to get them exactly right. Consider these two mistakes: 'Give a ring to me sometime' and 'It's very good for you to help me.' Mistakes with English are not, of course, confined to those using it as a second language. Increasingly native speakers use language imprecisely or change grammatical forms, for example, 'If I'd have known that before ...'

2 Read an extract from an article about language. Look at the five examples of language mistakes mentioned and discuss the questions with your partner.

1 What do the sentences in the article mean as they stand?
2 How would you correct the mistakes to give the meaning the speaker intended?

LISTENING Saying the right thing

3 15 Choose the options that most appropriately complete the sentences. Then listen to ten short conversations and check your answers.

1 Thanks, that's very good *for / of* you, but I can manage.
2 OK. I'll give *her a ring / a ring to her* later.
3 Thank you, but I really need to speak to her *in person / personally*.
4 I don't *mind / care* really. Up to you.
5 Yes, I'd like to *pay / pay for* the room now.
6 Great. Eight o'clock *suits / fits* me perfectly.
7 Oh, thank you for doing that. You *mustn't / shouldn't* have.
8 That's kind of you, but I don't want to put you *off / out*.
9 Oh, *that's a pity / I'm really sorry to hear that*. I hope he can find another job.
10 If it's *on / in* your way, that'd be great, thanks.

4 Complete the questions or statements from the conversations you heard in Exercise 3. Use two words per space.

1 Here – let me give you _____ with that suitcase.
2 Could I possibly have a _____ with Sarah, if she's free?
3 I'm sorry. She's _____ at the moment. Perhaps I can help you?
4 Do you _____ round for a drink later?
5 Hello, Sir, can I help you _____ ?
6 When _____ meet?
7 Thanks for the use of the car. By _____ , I filled it up.
8 Can I _____ anything from the shops?
9 _____ . My brother lost his job yesterday.
10 Can I _____ off at the station?

Pronunciation Appropriate intonation

5 15 Listen to the conversations again and check your answers to Exercise 4. Notice how expressive the speakers' intonation is in their comments and responses. Practise the conversations with your partner using similar intonation.

SPEAKING Everyday conversations

6 Work in pairs. Act out the following four situations as four-line dialogues. Then make up one more of your own. Use appropriate everyday expressions and responses. Use the expressions in the Useful language box to help you.

1 You're on a bus and someone picks up your jacket and starts to put it on.
2 A friend arrives for dinner with a large box of chocolates.
3 A colleague says they will collect you from the airport when you arrive.
4 A colleague invites you out for dinner and asks where and when you'd like to eat.

EVERYDAY EXPRESSIONS

Question	Response
Can I / Let me give you a hand / a lift?	That's very kind of you, but I think I can manage.
Excuse me. That's my seat.	Oh sorry. I didn't realize.
This is just a little something to say thank you.	Oh, thank you. You shouldn't have.
I'll see Malcolm when I'm in Toronto.	Oh. Please say hello from me. / Please send him my best wishes.
Thanks so much for your help.	Not at all. / Don't mention it.
Sorry I missed your party.	Never mind. Another time.

7 Act out your dialogues in front of another pair. Discuss the differences in your dialogues.

WRITING A formal letter or email

8 Look at the guidelines for clear letter writing. Then read the letter. Match the guidelines with features of the letter. Then compare your answers with a partner.

Guidelines for clear letter writing

1 Greet the recipient warmly but correctly.
2 First establish the purpose of your communication.
3 Use bullet points for action points or points for consideration.
4 Explain further details of the situation concisely.
5 Display any instructions or directions clearly on the page.
6 Highlight the next steps.
7 End the letter by showing appreciation.

Dear Bill,

Thank you very much for your recent email expressing your concerns about the new supplier delivery scheduling system. Here is an update of where we are with it and some reassurances for the future.

- The system is in its testing phase from 11 April to 10 May. Thereafter, we aim to use feedback such as yours to iron out any glitches.
- The full working version will be up and running from 21 May.
- The system is already being used successfully by several of our competitors.

If you would like to be more closely involved in discussions around its development, you would be most welcome to join us at our supplier event at:

11 a.m. Wed February 22: Jackson Conference Centre

If you are not able to attend, please do not hesitate to contact me at any time by phone or email with your ideas or suggestions.

In the meantime, thank you once again for your comments.

Best regards

Michael

9 Work in pairs. What do you think the relationship is between Bill and Michael? What indicates this?

Writing skill Checking for errors

10 It is very important to check your writing for errors. Work in pairs. Look at the sentences (1–5) and identify a) the function of each sentence in a letter and b) the mistake it contains.

1 I look very much forward to hearing from you.
2 I will wait to hear what the outcome of these negotiations are.
3 Thank you for taking a time to write to me.
4 This is a brief reminder to the upcoming sales event.
5 Any suggestions for discussion topics must to be sent to …

11 21st CENTURY OUTCOMES

Write an email to a business colleague you know well. Include the following points. Write 150–180 words.

- Thank them for inviting you to speak to a group of their employees.
- Outline the topic(s) you will talk about and ask if this is OK.
- Say what day and time would suit you.
- Suggest a phone call to discuss it in more detail.

12 Work in pairs. Exchange emails with your partner. Check that they have included the points in Exercise 11. Then check their email for any errors.

Review 2 | UNITS 3 AND 4

blindekuh

A restaurant with a difference

Blindekuh (named after the game Blind Man's Buff) is a restaurant and cultural venue based in Zurich, where customers eat in complete darkness, served by waiters who are blind or partially sighted. As one of the largest private sector employers of people with visual impairments, Blindekuh helps to open minds and build understanding between those with full sight and impaired vision.

LISTENING

1 16 Read the introduction about the restaurant Blindekuh. Then listen to a radio interview and complete the sentences using one word in each space.

1 The idea originally came from people who were working as _____ at an exhibition called 'Dialogue in the Dark'.
2 The exhibition was for _____-sighted people.
3 Visitors to the exhibition experienced blindness in a number of _____ situations.
4 About seventy per cent of severely visually-impaired people of working age in Europe are _____.
5 At Blindekuh, the experience of eating and _____ are greatly intensified.
6 The interviewer asks if people are scared that they might _____ their food or drink.
7 To find your _____, you have to put your hand on the waiter's shoulder.
8 One effect of eating in the dark is that you eat more _____ than normal.

VOCABULARY Body idioms

2 Look at the phrase from the interview. Then complete the other idioms (1–10) with the correct part of the body.

'It's quite an **eye-opener**, actually, if you'll forgive the expression.'

back	chest	finger	hand	head
heart	nose	thumb	tongue	tooth

1 Could you give me a _____ with this table? It's really heavy.
2 He helped us with the gardening for an hour and then said he was too tired to carry on. I didn't say anything, but I really had to bite my _____.
3 Yes, I'd love some pudding. I've got rather a sweet _____, actually.
4 I think it's a good rule of _____ always to confirm an appointment before turning up for it.
5 You're looking worried. Is there something that you need to get off your _____?
6 I didn't understand what Marcus was saying – that kind of technical detail goes straight over my _____.
7 He's always making jokes about lawyers. It really gets my _____ up, because I'm training to become one.
8 You've put your _____ on it there. They never see the consequences of their actions.
9 No, I don't mind if you leave early today. It's no skin off my _____.
10 She's got her _____ set on becoming an actress, but it's a very competitive world.

GRAMMAR

3 Choose the correct options to complete a customer review of the Blindekuh restaurant.

Very interesting night out! [1] *I don't think / I'm not thinking* that [2] *I'm / I'm being* disrespectful if I say that the food was not the best [3] *I've had / I've been having*, but people [4] *don't go / aren't going* to Blindekuh for the food particularly – it's the experience they [5] *want / are wanting*. For those who [6] *wonder / are wondering* what Blindekuh is, it's a restaurant where you eat in total darkness – you [7] *don't see / aren't seeing* any light at all – and are served by blind or partially-sighted people.

That makes you focus much more on sound as well as taste. I noticed that our voices [8] *got / were getting* louder and louder as the evening went on. The staff [9] *were / were being* great and by the end of the evening I [10] *really felt / was feeling* that I understood better what it was like to be them. If you are someone who [11] *always looks / is always looking* for new and interesting experiences, I [12] *definitely recommend / am definitely recommending* it.

4 Rewrite the sentences to make them more emphatic.

1 You only realize how important your senses are when you lose one of them.
Only when _____.
2 Most people don't think about how dependent we are on our sight.
What _____.
3 We were shown to our table the moment that we arrived.
No sooner _____.
4 Blindekuh has been so popular that other European cities have copied the idea.
Such _____.
5 I find it shocking that so many visually-impaired people are without regular work.
The thing _____.
6 It was not only a great experience, but the food was tasty too.
Not only _____.
7 You would only find this kind of practical solution to a problem in Switzerland.
Only _____.
8 I will remember the friendliness of the waiters most.
It _____.

VOCABULARY

5 Choose the correct verbs to complete the sentences. There are three extra verbs.

clenched	gaped	grinned	raised
rolled	scowled	shrugged	sneered
tapped	winced	yawned	

1 The security man on the door of the restaurant looked very aggressive. He _____ his fists and _____ at us.
2 I don't think she was in the least bit interested in the lecture. She turned to me, _____ her eyes and then _____ as if she was about to doze off.
3 Our boss had the nerve to say that our department was lazy and good for nothing. Naomi stood there and _____ in disbelief, but Thierry just _____ his shoulders and walked away.
4 It was a good offer and it _____ a few eyebrows when he refused it – particularly as he _____ at our attempts to reach a compromise.

6 Choose the correct adjective to complete the comments about the situations in Exercise 5.

1 It was a very *unsettling / stirring* experience, because we actually thought he was going to become violent.
2 I found her attitude very *reassuring / off-putting*, because I thought what the speaker was saying was very *rousing / compelling*.
3 It was *enticing / infuriating* that nobody said anything to the boss, but it was *reassuring / disconcerting* that others were as shocked as I was.
4 It was a(n) *enticing / stimulating* offer and I can't imagine why he didn't accept it.

SPEAKING

7 Work in pairs. Answer the questions.

1 Do you like the idea of Blindekuh? Would you like to eat there? Why? / Why not?
2 Think of other experiences (e.g. concerts, food shopping) that could be made more interesting or intense for the customer by depriving them of one or more of their senses. Explain the benefits and how this could this work.

IMPROVE YOUR WRITING Checking your work

8 Look at the information about checking your work. Read the letter. Then identify and correct the mistake in each sentence.

Areas where students often make mistakes:

a spelling and typing errors
b mistakes with word order
c grammatical errors
d mistakes with vocabulary and idiom use

Dear Anna

Thank you for the proposal which you sent me last week and I apologize for not answering to you sooner. I needed to consult David Williams before sending you my thinking about it.

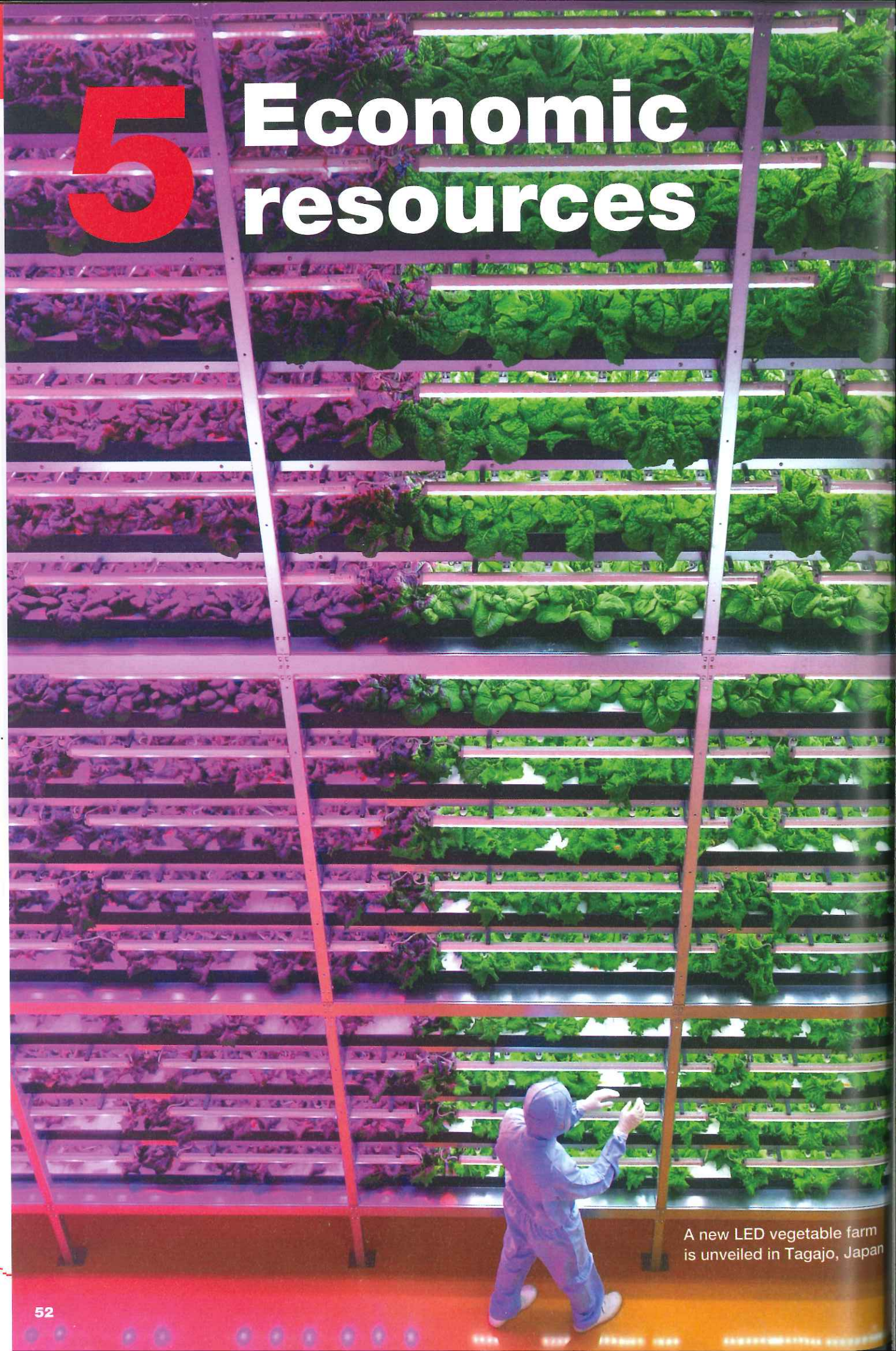
In principal, the company is open to the idea of job-sharing. This is particularly true when it allows female employees with children to make a better balance between their work life and home life. From a financially perspective, job-sharing could also in some cases be beneficial to the company. However, in this case we are not convinced that it should make practical sense. Louise, with whom you are proposing to combine roles, has already a very heavy workload already and could not be expected to take on more work. Having said all this, we recognize that the company needs to do something to take in account your family situation. Accordingly, David has suggested to meet on Thursday at 2 p.m. in his office to discuss possible solutions. Please inform me that this suits you.

Kind regards

Beatrice

9 Work in pairs. Compare your corrections to the letter in Exercise 8. Did you find the same mistakes and did you correct them in the same way?

5 Economic resources

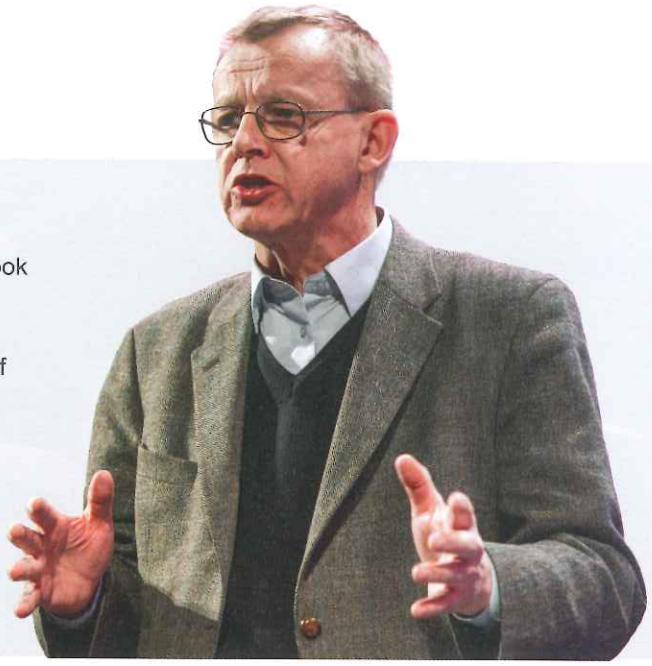


A new LED vegetable farm is unveiled in Tagajo, Japan

TEDTALKS

HANS ROSLING began his career as a physician, spending many years in rural Africa tracking a rare paralytic disease. He co-founded Médecins Sans Frontières, Sweden, wrote a textbook on global health, and as a professor of International Health at the Karolinska Institutet, Stockholm, initiated key international research collaborations. He is best known for his unique style of presenting economic data. He developed this style through his non-profit organization, Gapminder, with a piece of breakthrough software, which Google purchased in 2007.

Hans Rosling's idea worth spreading is that even technology that we take for granted, such as the washing machine, is important because it frees people's time for more educational and life-changing pursuits.



BACKGROUND

1 You are going to watch a TED Talk by Hans Rosling called *The magic washing machine.* Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

1 What are Hans Rosling's interests?
2 What enables him to give distinctive presentations?
3 Can you think of any other devices / machines apart from the washing machine that have freed people's time for more productive pursuits?

KEY WORDS

2 Read the sentences (1–6). The words in bold are used in the TED Talk. Match the words with their definitions (a–f). Then work in pairs and answer the questions.

1 What machines or technology are you **mesmerized** by?
2 One definition of being below the **poverty line** is not being able to afford the necessities to live a healthy life. Can you think of any other definition?
3 Why is it important to subject economic data to close **scrutiny**?
4 Which **fossil fuel** is the most polluting?
5 What do you think are the main causes of child **mortality** in the world?
6 Where in the world would you find a **favela**?

a the point at which people are considered to be poor
b to have your attention completely captured by something
c material formed from ancient plants and animals (coal, oil, gas) that are burned to produce energy
d the number of deaths
e (from the Portuguese) an area of very poor and crowded housing
f very close and critical examination

AUTHENTIC LISTENING SKILLS
Prediction

Thinking about what a speaker is going to say about a topic before they speak helps you as a listener in several ways:

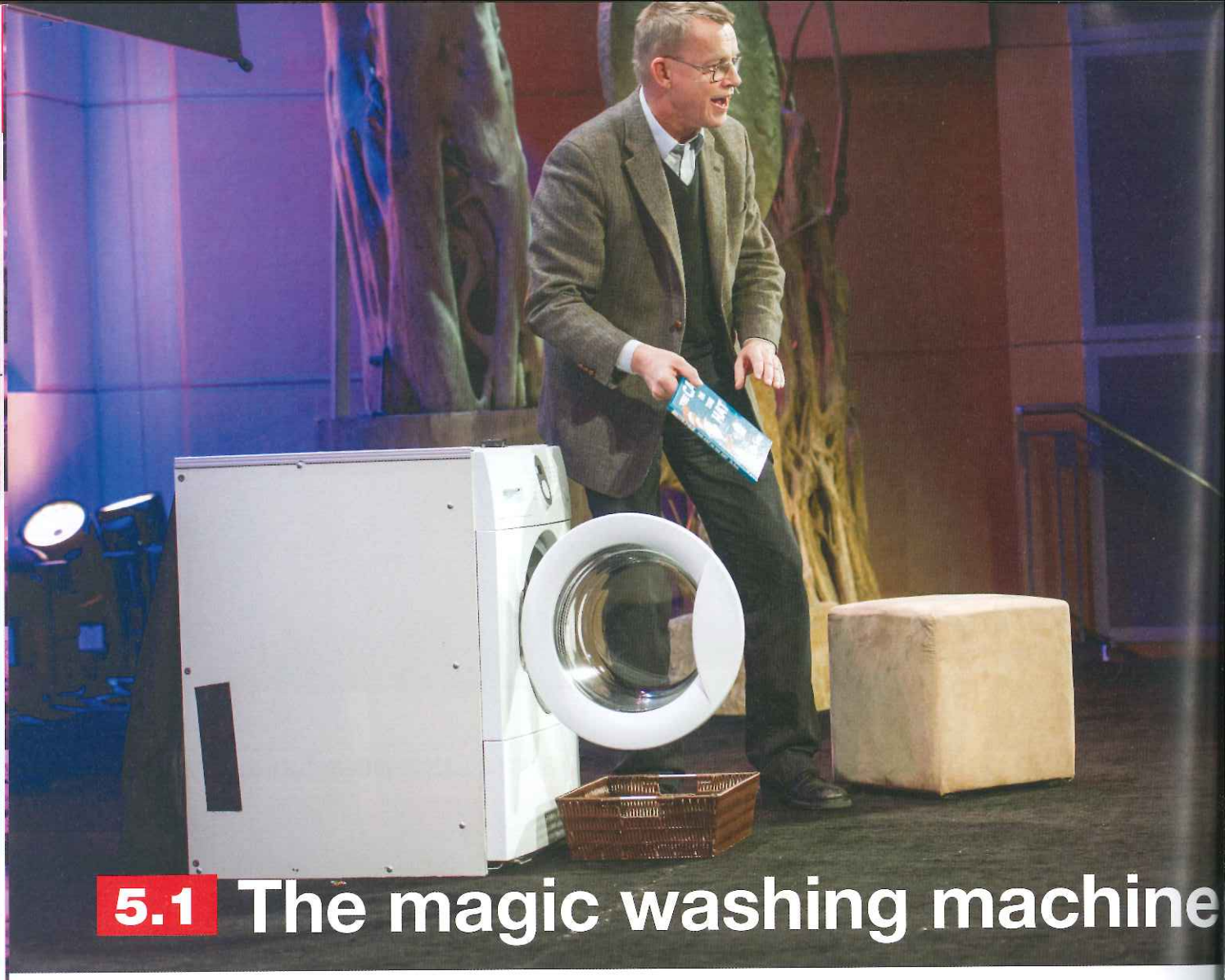
- It gives you a reason to listen.
- You begin to think about the topic-related vocabulary that you are going to hear.
- You form ideas that may or may not be confirmed by the speaker.

These things help before you listen, but once the speaker has begun speaking, listen carefully to what they are saying. If you continue to predict while listening, it may distract from what you are actually hearing.

3a Work in pairs. Look at the Authentic listening skills box. You are going to watch a TED Talk called *The magic washing machine*. Write four key words related to washing clothes. Then compare your words. Did you write the same words?

3b 17 Work in pairs. Why do you think the invention of the washing machine was so significant? Discuss with your partner. Then listen to the introduction to Hans Rosling's talk and answer the questions.

1 Does Hans Rosling give or suggest the reason why the invention of the washing machine was so significant?
2 Did he use any of the words you wrote in Exercise 3a?



5.1 The magic washing machine

TEDTALKS Watch at home

1 ▶ 5.1 Watch the TED Talk. Answer the questions.

1. What have been the benefits of the washing machine, according to Hans Rosling?
2. What conditions will be necessary for everyone in the world to have a washing machine?
3. What kind of energy would Hans Rosling like to see being developed?

2 ▶ 5.1 Watch the first part (0.00–4.38) of the talk again. Answer the questions.

1. How did Hans Rosling's grandmother wash clothes in the past?
2. How does Hans Rosling define the world's richest and poorest in terms of daily spending?
3. What are the four categories by which Hans Rosling differentiates the world's population? What are the 'lines' that separate them?
4. According to Rosling, at the time of this talk how many people were still without a washing machine?
5. How does he describe the work of washing clothes by hand?
6. How many of his students don't use a car? And a washing machine?

3 ▶ 5.1 Watch the second part (4.38–6.40) of the talk again. Complete the sentences with the statistics Hans Rosling shares.

- Total number of people in the world: [1] _____
- Total number of fossil-fuel energy units consumed: [2] _____
- The richest [3] _____ people use [4] _____ units ([5] _____ of the total energy).
- The people with washing machines use [6] _____ units (of energy).
- The 'bulb' people use [7] _____ unit per billion people.
- The [8] _____ billion poorest people use only one unit.
- By the year [9] _____ the population of the lowest category will grow; they have [10] _____ children because of high child mortality.
- At the same time because of economic growth, the two lowest categories will each [11] _____ their energy use.
- Overall, energy use will increase to [12] _____ units.

▶ behavior **AM ENG**
▶ behaviour **BR ENG**

▶ labor **AM ENG**
▶ labour **BR ENG**

4 ▶ 5.1 Watch the third part (6.40 to the end) of the talk again. Are the sentences true (T) or false (F), according to Hans Rosling?

1 People in more developed economies need to advise the less developed countries how to be more energy-efficient.
2 Dilma Rousseff widened access to electricity in Rio de Janeiro in Brazil.
3 Dilma Rouseff's policies on energy helped her to become president of Brazil.
4 With the new free time available to her, Hans Rosling's mother was able to educate herself.
5 According to Hans Rosling, we should feel grateful for heavy industry – energy, steel, chemical processing, etc.

VOCABULARY IN CONTEXT

5 ▶ 5.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

6 ▶ 5.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.

7 Complete the sentences in your own words. Then compare your sentences with a partner.

1 You have to be a hardcore environmentalist to …
2 A lot of my fellow students …
3 … is a very time-consuming activity.
4 There's a high probability that …

CRITICAL THINKING Reading between the lines

8 It is important when listening to an argument to think about what is implied as well as what is explicitly said. Work in pairs. Which of these views do you think were implied by Hans Rosling in his talk?

1 Technology is a wonderful thing.
2 Restricting energy consumption in developing countries will restrict their progress.
3 Overpopulation will be a serious problem in 30–40 years' time.

9 Read these comments* about the TED Talk. Do you agree with the inferences the viewers have drawn from Hans Rosling's talk? Why? / Why not?

Viewers' comments

H **Hannah** – I think Hans Rosling is saying that we must not judge people in developing countries if they use machines which pollute, because they just want a better life and what people in the developed world already have. He chose the example of the washing machine, because it is a necessary, not a wasteful, use of energy.

R **Rama** – Hans Rosling wants us to see that technological progress and education are strongly linked. It is true that machines give us more time. It is how we choose to use that time that is important. I think the point he is making is that we should use this time to educate ourselves as he and his mother did. He is kind of implying too that we often use the time we gain with machines to pursue less productive activities.

*The comments were created for this activity.

PRESENTATION SKILLS Presenting statistics

10 Work in pairs. How can statistics help you to present your ideas? What are the dangers in presenting a lot of statistics in a talk? How can these risks be minimized?

11 Look at the Presentation tips box. Compare your answers from Exercise 10 with the ideas in the box.

TIPS

Be strategic about visuals (e.g. charts, diagrams and pictures) that present statistics. Don't overuse them or you will overload your audience with information. Use visuals selectively and make sure each visual is bright, clear, simple and easily comprehensible. For example:

- a single sentence stating a striking statistic
- a graph or chart that shows a clear trend or deviation from a trend
- an infographic that illustrates data with icons or images
- an arresting photo that backs up a statistic you have given

If you are using a graph or infographic to explain a dynamic situation, try to make the visual itself dynamic so that it changes as you describe the development, rather than using a sequence of slides. The audience may remember the development better that way.

12 ▶ 5.4 Watch the clip from the TED Talk. Which of the techniques in the Presentation tips box does Hans Rosling use? Are they effective?

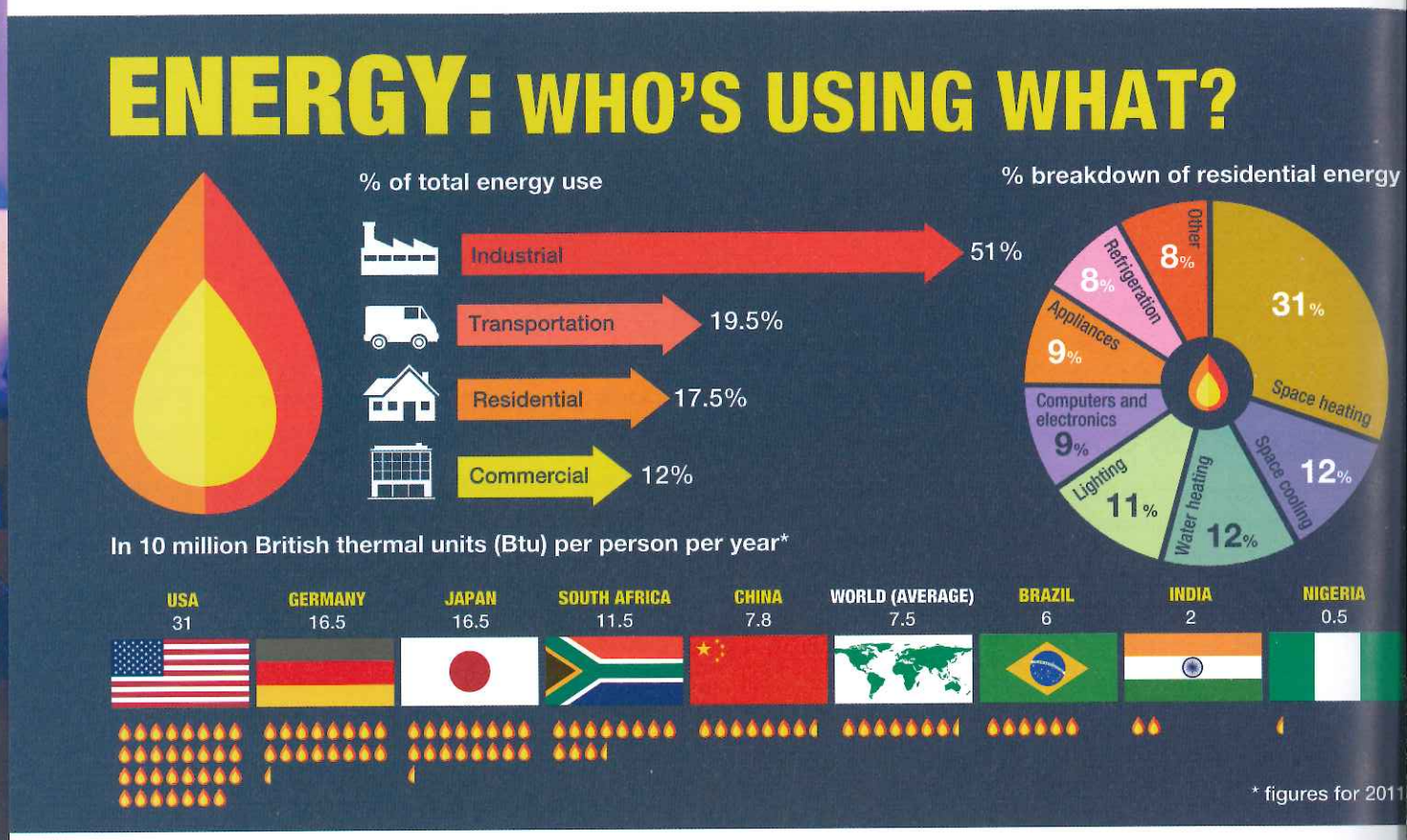
13 Work in pairs. Turn to page 175 and look at the information.

- Discuss how you would present the information in a dynamic slide.
- Make a sketch of your slide. Use the ideas in the Presentation tips box to help you.
- Write a few sentences to explain the idea.
- Practise presenting the idea with the slide.

14 Work with a new partner. Take turns to present the idea and the slide. Did you have similar ideas?

▶ laundry **AM ENG**
▶ washing **BR ENG**

5.2 Energy-hungry world



GRAMMAR Passive forms

1 Work in pairs. Discuss the questions.

1 Compared to other people in the world, do you think your energy use is above or below average?
2 How do you consume this energy: at home, getting around, in the products you buy, or some other way?

2 Look at the infographic and answer the questions. Do the facts surprise you? Why? / Why not?

1 Which country uses the most energy per person? And the least?
2 Which sector is the biggest user of energy? And the smallest?
3 What are the three largest uses of energy in the home?
4 What proportion of a household's energy is used by household appliances and electronic devices?

3 18 Listen to an energy expert speaking about the statistics in the infographic. What reasons does she give for the following?

1 the level of energy consumption in the USA
2 transport being a big issue for the future
3 people not doing more to save energy in their homes

4 Read the sentences (1–7) in the Grammar box. Answer the questions (a–c).

PASSIVE FORMS

1 *The disparity in energy use between different countries* ***is linked*** *to their level of economic development.*
2 *In the United States much more energy* ***is being consumed*** *by each person.*
3 *American energy consumption* ***could be reduced*** *if greater priority* ***was given*** *to energy efficiency.*
4 *I'm confident that efforts* ***will be made*** *in this direction, particularly by industry.*
5 *People in developing countries* ***have been restricted*** *by the cost up to now.*
6 *The main area which needs* ***to be addressed*** *is heating and cooling.*
7 *The solution is relatively cheap and simple. It just means homes* ***being insulated*** *properly.*

a What tense or form of the verb is used in each passive verb in bold?
b Which sentences specify the agent of the action, and who or what is it?
c In the other sentences, why is the agent not mentioned?

Check your answers on page 150 and do Exercises 1–2.

5 Rewrite the sentences as passive sentences. Decide if the agent needs to be mentioned or not.

1 Experts expect electricity consumption to double by 2050.
2 Coal power plants generate 25 per cent of the world's electricity.
3 If we are to reduce CO_2 emissions, we need to find alternatives to fossil fuels.
4 Whoever first used a sailing boat discovered wind power – probably around 5,000 years ago.
5 If scientists can find a solution to the problem of electricity storage, wind power will be more practical.
6 People could save a lot of energy if they were more careful about switching off lights and appliances.
7 The use of smart appliances, like intelligent fridges, will reduce energy consumption in future.
8 It wouldn't surprise me at all if people were still discussing these issues in thirty years' time.

6 Choose the most appropriate option (active or passive) to complete the text.

[1] *Millions of homes across Europe could be powered by African sunshine / African sunshine could power millions of homes across Europe* by 2020 under a new $12bn plan to build a giant solar farm in the Sahara Desert. [2] *The electricity generated by the farm will be shipped / Operators will ship the electricity generated by the farm* to Europe through an undersea cable which will stretch 450 km from the coast of Tunisia to Italy. From there [3] *it would be distributed / they would distribute it* across the electricity network to various European countries as far as the UK. The farm, which [4] *is known / people know* as the TuNur farm, will be made up of thousands of computer-controlled mirrors that track the sun and [5] *the light is reflected / reflect the light* back towards a central tower. Here, [6] *pipes filled with salt are heated / the light heats pipes filled with salt.* [7] *This salt is used / They use this salt* in turn to heat water, creating steam that drives a turbine and generates electricity.

LANGUAGE FOCUS Nominalization in passive sentences

7 Read the sentences (1–2) in the box. Answer the questions (a–b).

1 *American energy consumption could be reduced if people prioritized energy efficiency more.*
2 *American energy consumption could be reduced if greater priority was given to energy efficiency.*

a In sentence 2, which verb from sentence 1 has been nominalized (changed to a noun)?
b What other changes have been made?

See page 151 for more information about nominalization in passive sentences, and do Exercise 3.

8 Rewrite the sentences as passive sentences using nominalization. Think about the verb that is needed with each new noun. You may also need to make other changes.

1 They have **agreed** on the main points, but not the details.
2 They **decided** to restrict CO_2 emissions from large industries.
3 They are **researching** the consequences of each possible scenario.
4 They will **confirm** the results after further tests.
5 We have **arranged** for him to be met at the airport.
6 No one **explained** why there was a delay.
7 They **legislated** to ban the burning of coal in people's homes.
8 We will **assist** people with their energy costs.

WRITING AND SPEAKING Headline news

9 21st CENTURY OUTCOMES

Work in pairs. Complete the headlines below in your own words. Then choose one headline and write, in brief, the story behind it. Use passive verbs where appropriate.

1 **CAR DEVELOPED WHICH CAN RUN ON** _____
2 **£10,000 ELECTRICTY BILL RUN UP BY FAMILY WHO** _____
3 NEW _____ SAVES ENERGY BY
4 HEATING THE PERSON NOT THE ROOM
5 POLITICIAN COMMUTES TO WORK BY _____ TO HIGHLIGHT ENERGY CRISIS
6 **MILLIONS SAVED BY COUNCIL ON STREET LIGHTING BY** _____

10 Work with a new partner. Take turns to tell your news stories. Ask and answer questions about each story.

5.3 Land for all

READING Land – a fairer system

1 Work in pairs. Look at the online comment. Then answer the questions.

'I have a question. It might seem childish to some, but please think about it anyway. Why do we have to pay to live on our own planet?'

1 Is there any good answer to this question?
2 Do people in your country generally rent or own their homes?
3 Is property and land seen as a good investment?

2 Complete the definitions. Use one word per space.

1 **speculator** someone who risks losses for the possibility of big _____
2 **creditor** someone who _____ money to another person
3 **asset** something which a person or organization _____
4 **commodity** everyday things which are bought and _____

3 Read the article. According to the author, what is the fundamental problem with the current system of land ownership?

4 Read the article again. Are the sentences true (T) or false (F)?

1 The 2008 global financial crash was caused by people speculating in land.
2 The author implies that a similar problem could not happen again.
3 According to Julius Nyerere, landowners profit from the hard work of other people.
4 The author implies that with LVT, the amount of tax you pay will increase if the value of the land increases.
5 People who run a business from a particular piece of land will pay more LVT than those who just live there.
6 LVT is not popular with people who are looking to buy land or property for the first time.

5 Work in pairs. Find the words in bold in the text. Discuss what the words mean. Then answer the questions.

1 What other examples can you give of a) basic **amenities** and b) non-basic public **amenities** in a town? (line 2)
2 If everyone made a **dash** for the exit, how would they be leaving? (line 4)
3 What parts of the body do you use when you are **crawling**? Who normally gets around in this way? (line 8)
4 What responsibilities are **inherent** in owning a property, rather than renting it? (line 11)
5 If an employer rewarded an employee for their **diligence**, what would they be rewarding exactly? (line 35)
6 What **constitutes** lazy behaviour? (line 46)

VOCABULARY Economics

6 Read three people's accounts of their economic situation. Complete the phrases in bold using the verbs given. Then discuss with your partner what each phrase means.

1 A company manager's perspective

cut expand go pay off take on

'Things are pretty good at the moment – particularly if I think back two years ago when I thought we might [1] _____ **bankrupt**. But since the government [2] _____ **interest rates** last May, we have been able to [3] _____ some of our **debts**. We've also managed to [4] _____ our **operations** and even [5] _____ a few more **employees**.'

2 An employee's perspective

coming investing making rising

'It's still quite difficult [1] _____ **ends meet**. I know officially we are supposed to be [2] _____ **out of recession**, but we're not feeling it round here. Youth **unemployment is** [3] _____ in our area because no one seems to be [4] _____ **in youth training** or apprenticeships.'

3 A politician's perspective

demanding enjoying going setting stifling turning

'I think we are slowly [1] _____ **the economy around**. Manufacturing is [2] _____ **a boom** at the moment and more people are [3] _____ **up their own businesses** than ever before. People just need to be patient. I'd urge them to avoid [4] _____ **higher salaries** or [5] _____ **on strike** or generally [6] _____ **the recovery**.'

SPEAKING Economic prospects

7 21st CENTURY OUTCOMES

Work in pairs. Look at the economic problems (1–4). Think of a solution for each problem. Then discuss the advantages and disadvantages of each solution.

Problems

1 Youth unemployment
2 Weak consumer confidence (people are not spending their money)
3 The government cannot pay for the growing number of pensioners
4 Parents cannot afford to stay at home and look after young children

8 Work with another pair. Compare your answers from Exercise 7. Which solutions did you like?

LAND – A FAIRER SYSTEM

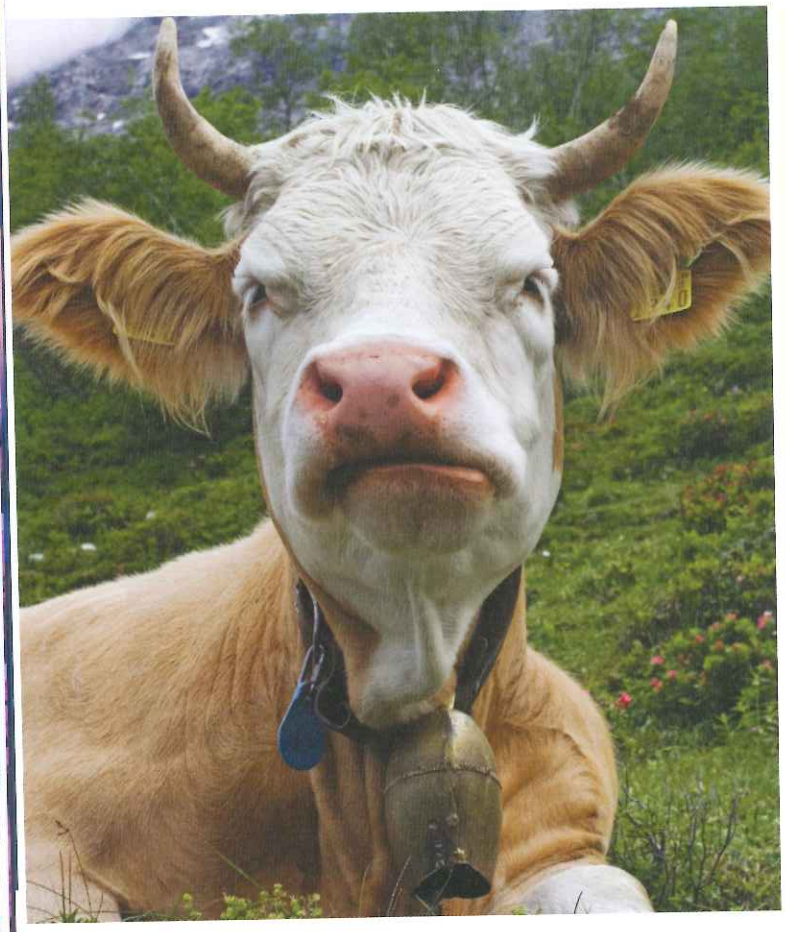
Land – a place to live. Surely it is the most basic of all human amenities. Yet it has also become the principal tool by which people acquire and pass on wealth. The global financial crash of 2008 was precipitated by a credit-fuelled dash for land and property. All over the USA and western Europe people became speculators in land, borrowing vast sums to cash in on rising values until the bubble burst, leaving their creditors, the banks, to go crawling to governments, and us, the tax-payers, to bail them out. Even though the effects of this crash are still being felt today, we seem not to have learned from it. The problems inherent in land as a marketable commodity are still the same as Tanzania's Julius Nyerere described them in his 1967 manifesto, *Ujaama*.

'The African's right to land was simply the right to use it: he had no other right to it … The foreigner introduced … the concept of land as a marketable commodity. According to this system, a person could claim a piece of land as his own private property whether he intended to use it or not. I could take a few square miles of land, call them "mine", and then go off to the moon. All I had to do to gain a living from "my" land was to charge a rent to the people who wanted to use it. If this piece of land was in an urban area, I had no need to develop it at all; I could leave it to the fools who were prepared to develop all the other pieces of land surrounding "my" piece, and in doing so automatically to raise the market value of mine. Then I could come down from the moon and demand that these fools pay me the high value of "my" land …!'

Yet there is a simple solution: a Land Value Tax (LVT). An LVT is a tax on the unimproved value of land, that is to say it is levied not on the value of a property but on the value of the land that the property sits on. Without an LVT, it is possible to buy a piece of land in an undeveloped area and wait for that area to be developed by the government or by the community around you. Through no diligence or hard work of your own, that land will become more valuable by the addition of infrastructure and services – transport connections, schools, shops, etc. A Land Value Tax seeks to collect payment from you on what economists call the 'unearned betterment' of your asset – the part that has nothing to do with your actions as an owner and everything to do with the actions of the community. So if the value of the land is improved by the community, the amount of tax you pay will increase. Should you develop the land yourself, on the other hand, by building or improving a house or running a business from that site, you will not be taxed on those elements, since they constitute productive activity. If, however, you do nothing productive with it, you will pay the LVT regardless. In this way, an LVT discourages idle speculation.

The economists Adam Smith and Milton Friedman both noted the efficiency of a Land Value Tax and it has been implemented in a few countries, such as Denmark, Singapore and Russia. Winston Churchill was also a fan, stating that 'land differs from all other sorts of property'. So why is it not more popular? The main reason, as with many things, is short-term and political. Introducing an LVT would impose fairly heavy costs on today's landowners, who would face a new tax bill and a reduced sale price. The benefit to future generations, however, would be enormous.

5.4 I can well believe that



Fact or hearsay?

Finding out the true state of the environment and the world's resources isn't easy. Information abounds, but it is often difficult to know whether you are reading objective data or unverified facts that are being used to promote a particular agenda or argument. We are also easily persuaded by what we *want* to hear (perhaps you feel that too much is made of environmental problems or perhaps that they're not taken seriously enough). Look at these statements. Which do you think are accurate?

1 There is enough food in the world to feed everyone.
2 We are the last generation that will harvest wild fish from the seas.
3 A cow in Europe receives twice as much income as a lot of people living in Africa.
4 Only a very small percentage of the world's CO_2 is produced by human activity.
5 The Amazon Rainforest is the world's lung, producing nearly half its oxygen.
6 Deforestation is taking place at a rate of an area equivalent to three football fields every hour.

READING Fact or hearsay?

1 Work in pairs. How careful are you about checking the information you read on the Internet? How can you tell whether what you are reading is reliable or not?

2 Read the extract from an article. Which of the six statements (1–6) in the extract do you think are (probably) true (PT) and which are (probably) false (PF)? Check your answers on page 175.

LISTENING Discussing facts and beliefs

3 19 Listen to a conversation between two friends. Answer the questions.

1 Which of the statements in the extract in Exercise 2 are the two friends discussing?
2 What argument does the first speaker use the statement to support?
3 What is the second speaker's view of this statement and argument?

4 19 Look at the expressions in the Useful language box. Do the expressions express belief or disbelief? Write True (T), Probably true (PT), False (F) or probably false (PF). Then listen to the conversation again and tick (✓) the expressions the speakers use.

EXPRESSING BELIEF AND DISBELIEF

I very much doubt that.
I'd be very surprised if that was / were the case.
That doesn't surprise me in the least.
I think they've got that spot on.
That's a common misconception.
That's nonsense.
I suspect that's true.
That's an old wives' tale.
That's what … would have you believe.
I'd take it / that with a (big) pinch of salt.
I can well believe that.
I'd have some reservations about that.

Pronunciation Silent letters

5 20 In the word *doubt*, 'b' is a silent letter. Look at these words and underline the silent letter. Then listen and check your answers.

architect	biscuit	condemn	guilty
receipt	resign	sandwich	scissors
subtle	thumb	whistle	

SPEAKING Expressing belief and disbelief

6 Work in pairs. Look at the statements and the supporting notes. Prepare to present these ideas.

Student A

1 When you are lost, looking at a tree can tell you which direction to go in.
2 Being lonely in old age is as bad for your health as smoking fifteen cigarettes a day.

Look at the supporting notes on page 175.

Student B

1 Using an automatic dishwasher is more environmentally friendly than washing dishes by hand.
2 Eating carrots helps you see in the dark.

Look at the supporting notes on page 176.

7 Take turns to present your ideas and ask questions about your partner's ideas. Use the expressions in the Useful language box to help you express belief and disbelief. Begin like this: 'Did you know that ...?'

WRITING A newspaper report

8 Read the newspaper report. Answer the questions.

1 What has happened?
2 Where and when did it happen?
3 Who was involved?
4 Why did they do this?
5 How did they do this?

9 A good newspaper report should give the key facts (what, who, where, when, why and how) to the reader as soon as possible. Did the report do this? In what order were these questions answered?

Breakthrough in energy transmission

The dream of generating solar power in space, where the supply is endless, and transmitting it back to Earth may be a step closer to becoming reality. In an experiment that is believed to be the first of its kind, Japanese scientists managed this week to transmit energy wirelessly.

Researchers at the Japan Aerospace Exploration Agency (JAXA) used microwaves to deliver 1.8 kW of electric power to a small receiver 55 metres away. Although this is a modest amount of energy, enough only to power a small iron, it is hoped that the breakthrough could pave the way for larger-scale and longer distance transmissions in future. JAXA already uses solar energy to power its satellites in space, but has no way of transmitting the energy back to Earth.

The technology is of particular interest in Japan, which now imports large amounts of coal and oil to produce electricity, having been forced to close down nuclear plants after the Fukushima disaster. Other Japanese companies, such as Mitsubishi, are known to be working on similar technology, which could have other useful applications, such as transmitting power to remote areas of the country, or charging electric vehicles from a distance.

Writing skill Passive reporting verbs

10a Look at the example of a passive reporting verb from the report. Find two other examples of passive reporting verbs in the report. Then answer the questions (1–2).

> *In an experiment that* ***is believed to be*** *the first of its kind, ...*
>
> 1 Why does the writer use passive reporting verbs rather than active verbs?
> 2 What are the types of subject a passive reporting verb can have?
>
> *See page 151 for more information about passive reporting verbs, and do Exercise 4.*

10b Write sentences with passive reporting verbs. Use the verbs in brackets.

1 The technology originated in the USA. (think)
2 They are currently working on a larger-scale version. (say)
3 They are about to launch a prototype in the next few months. (report)
4 There have been several unsuccessful attempts to replicate the results. (believe)
5 The technology will transform the way energy is generated. (hope)

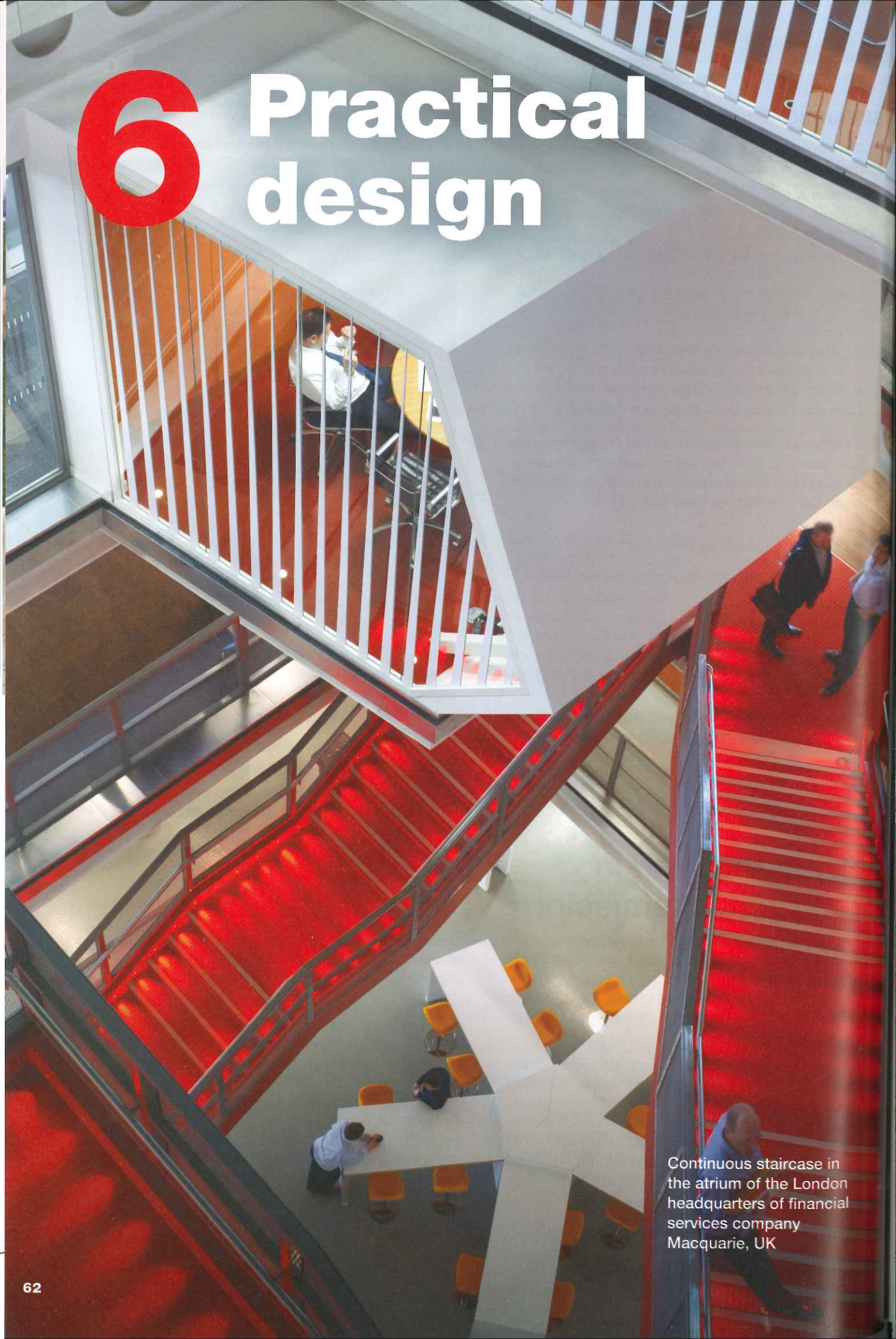
11 21st CENTURY OUTCOMES

Write a short newspaper report using an event that has been in the news recently. Remember to follow the principles of the five Ws and the H questions. Write 150–200 words.

12 Work in pairs. Exchange your reports. Use these questions to check your partner's report.

- Does the report include all the facts?
- Does it answer the five Ws and the H questions as quickly as possible?
- Does it use passive reporting verbs where appropriate?

6 Practical design

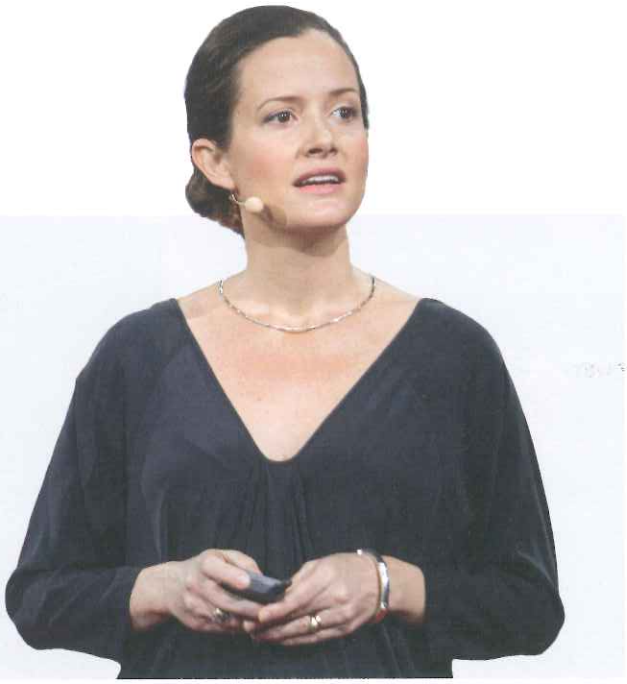


Continuous staircase in the atrium of the London headquarters of financial services company Macquarie, UK

TEDTALKS

ELORA HARDY grew up in Bali with two artist parents. Her creative upbringing led to her becoming a print designer for one of New York's biggest fashion houses. But after some years there, she moved back home and founded Ibuku, a team that builds homes made and furnished almost entirely of bamboo. Using a design process and an engineering system first established at the Green School in Bali, Elora Hardy and her team have found that bamboo offers amazing opportunities to build creatively and sustainably.

Elora Hardy's idea worth spreading is that using traditional natural materials, such as bamboo, in innovative ways can be a force for positive change in the future.



BACKGROUND

1 You are going to watch a TED Talk by Elora Hardy called *Magical houses, made of bamboo*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

1 What is Elora Hardy's background?
2 What do you think the advantages of bamboo might be?
3 What other natural building materials can you think of? What benefits do they offer?

KEY WORDS

2 Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).

1 The hotel doesn't have regular bedrooms. Each guest sleeps in a small **pod** and uses a separate bathroom.
2 The first few **shoots** appear in late February, signalling an end to the winter.
3 The people who repair the stonework on the city's ancient buildings are traditional **artisans**.
4 We make some standard products but mostly our customers ask us for **bespoke** furniture for their homes.
5 The insects eat the inside of the tree, leaving the trunk **hollow**.
6 She revealed her **blueprint** for the redevelopment of the city centre at the council's annual general meeting.

a without anything inside
b a small self-contained space for sleeping, washing or living in general
c custom-made, made-to-measure
d a design plan
e craftsmen or women
f a leaf or stem of a young plant, showing just above the ground

AUTHENTIC LISTENING SKILLS Word boundaries

When we link words in fast speech, the word boundaries are often blurred, particularly in familiar or commonly used phrases. It is then difficult to hear the individual words in a sentence. For example, when spoken at natural speed, this sentence:
'***First of all***, *I'd like to* ***know if*** *you* ***can see the*** *screen*'
sounds like:
'***Ferstival,*** *I'd like to* ***nowiff*** *you* ***cn seether*** *screen*'

For this reason it is important to:

- be aware of how words are linked in general
- become familiar with linking in common phrases

3a 21 Work in pairs. Look at the Authentic listening skills box. Listen to the extract from Elora Hardy's talk. Underline the phrases where the words are linked so that boundaries are difficult to distinguish.

'Now, we do have all the necessary luxuries, like bathrooms. This one is a basket in the corner of the living room, and I've got to tell you, some people actually hesitate to use it.'

3b Practise saying the sentences yourself, linking the words in a similar way.

3c 22 Listen to the next sentence from the talk and write the words you hear. Then compare answers with your partner.

'So [1] _____, but one thing I have learned is that bamboo will treat you well if [2] _____.'

6.1 Magical houses, made of bamboo

TEDTALKS Watch at home

1 ▶ 6.1 Look at the questions. Then watch the TED Talk and make notes. After watching, discuss your notes with a partner. What did you find most impressive about the houses in the talk?

1 What is special about bamboo as a building material?
2 What parts of a bamboo house did Elora Hardy describe in her talk?

2 ▶ 6.1 Watch the first part (0.00–1.51) of the talk again. Complete the facts about the bamboo house.

Feature	Purpose / Advantage
1 Living room on the 4th floor	_____
2 Curving roofs	_____
3 Big tall windows	_____
	Problem
4 'Basket' bathroom	_____

3 ▶ 6.1 Watch the second part (1.51–3.50) of the talk again. Make notes about the features (1–9) of bamboo, as described by Elora Hardy. Why do these features make it such a useful building material?

Features of bamboo

1 Plant type
2 Growing conditions
3 Number of species
4 Growing time / Growth rate
5 Length at harvest
6 Strength
7 Portability
8 Appearance
9 Resistance

4 ▶ 6.1 Work in pairs. Watch the third part (3.50–7.17) of the talk again. Answer the questions.

1 What is 'Ibuku' and what does the organization do?
2 What are examples of the things Ibuku has built in the last five years?
3 What has been the problem with using bamboo as a building material? How has it affected local attitudes to using it?
4 How did Ibuku solve the physical problem and the publi perception of bamboo?
5 What are the 'rules' for building with bamboo, accordin to Elora Hardy / Ibuku?

▶ tried-and-true **AM ENG**
▶ tried-and-tested **BR ENG**

▶ bug **AM ENG**
▶ insect **BR ENG**

5 ▶ 6.1 Watch the fourth part (7.17 to the end) of the talk again. Complete the summary with these words.

blueprint	boulder	canvas	ceiling	countertops
detail	floor	grow	model	pins
weave				

They make a 3D scale [1] _____ in bamboo and then use this as a [2] _____ to build the house. Elora Hardy questions every [3] _____ and explores each challenge – how can you make a [4] _____ without flat boards? [5] _____ tiny pieces of bamboo together and put a [6] _____ over it. How do you make kitchen [7] _____? Slice a [8] _____ like a loaf of bread. The structure is reinforced by steel joints and the [9] _____, made of bamboo skin, is held together by bamboo [10] _____. The result is a building with beauty and comfort in a material that will [11] _____ back.

VOCABULARY IN CONTEXT

6 ▶ 6.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

7 ▶ 6.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.

8 Complete the sentences in your own words. Then compare your sentences with a partner.

1 My parents got me … at a young age.
2 Fairtrade companies try to foster links between … and …
3 When you build a house in an historic area, there are certain constraints, like …
4 My bedroom overlooks …

CRITICAL THINKING Testing arguments

9 Work in pairs. What questions could you ask to test Elora Hardy's argument that bamboo is a promising building material for the future?

10 Read these comments* about the TED Talk. Did the viewers consider similar questions to you?

Viewers' comments

E **Eusebio** – Seems incredible. But can bamboo be made fire-resistant too? And if so, are the chemicals used to make it fire-resistant very harmful to the environment?

A **Alan** – Why stop at houses? Bamboo bikes already exist. And bamboo car bodies also have great advantages: they are strong, can easily be moulded into shape and when dropped from a height, they bounce!

A **Angelica** – It's unfortunate Hardy showed just these houses designed for rich people. What about bamboo transforming the lives of the poor? We didn't see any of those houses. And are they resistant to strong winds too?

*The comments were created for this activity

PRESENTATION SKILLS Persuasive techniques

11 There are certain established ways of using language to make an argument more persuasive. Work in pairs. Look at the techniques (a–c). What are they? Can you think of any other persuasive techniques?

a rhetorical questions
b imagery and metaphor
c repetition of key words

12 Look at the Presentation tips box. Compare your answers from Exercise 11 with the ideas in the box. How do you think you personally would be most likely to use these persuasive techniques in a talk?

TIPS

There are various ways we can use language to make an argument more persuasive. For example:

- emotive words and phrases (e.g. powerful adjectives such as *extraordinary*)
- rhetorical questions (questions we ask without expecting an answer)
- repetition of key words or grammatical structures
- contrasts (*It may not be cheap, but it is needed.*)
- use of imagery and metaphor (*It unlocks the door to a whole world of opportunities.*)

Try to notice how experienced speakers use these techniques and try them out to see which ones you can adopt in a natural way.

13 ▶ 6.4 Watch the clips from the TED talk. Which persuasive techniques does Elora Hardy use? Which ones do you find particularly effective?

14 Prepare to give a short description about the benefits of one of the following ideas. Make notes about what you will say. Use the techniques in the Presentation tips box to persuade your partner of the benefits.

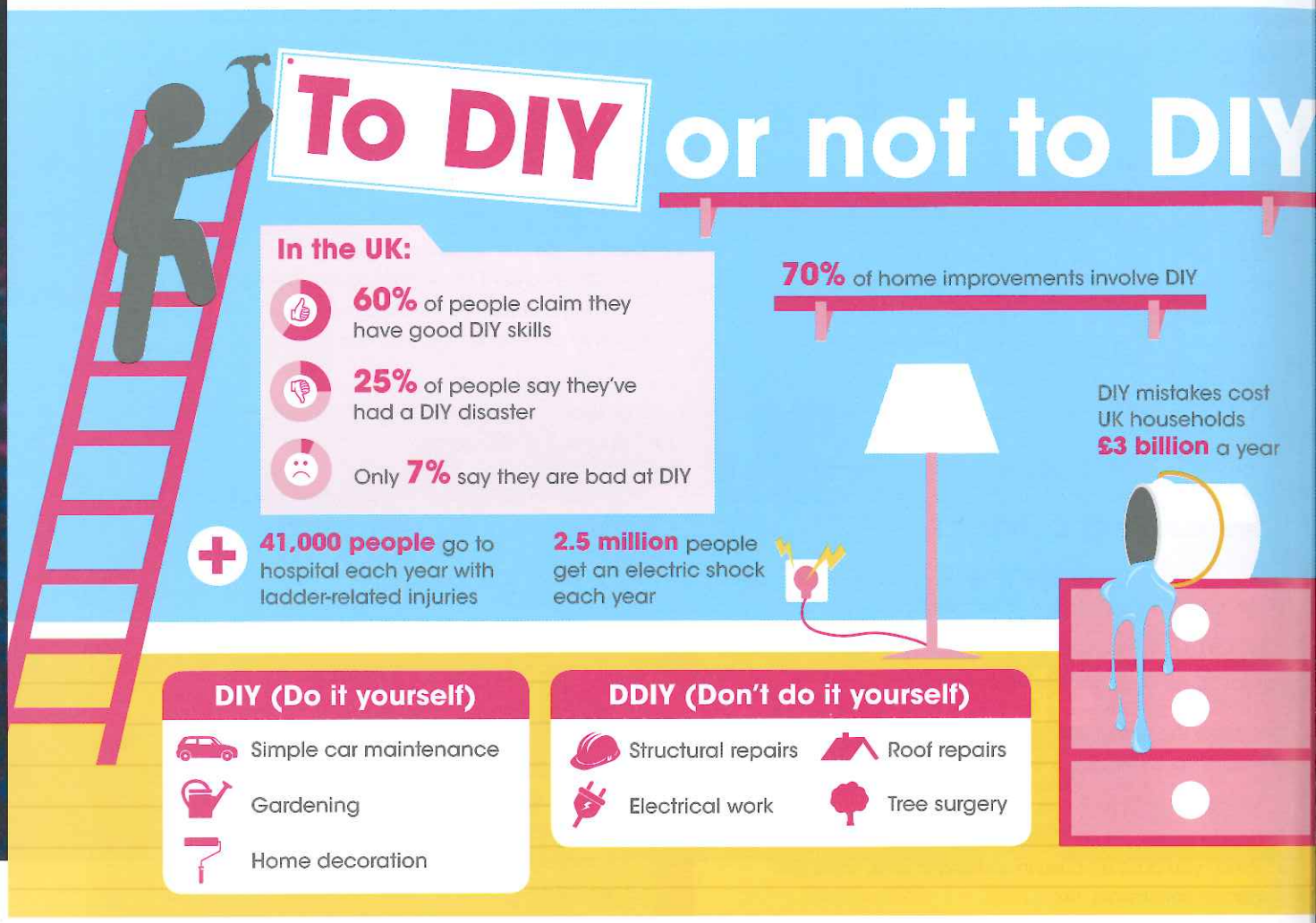
- building houses close to shops and offices
- including a lot of communal space around buildings
- using wood as a building material

15 Work in pairs. Take turns to give your presentation. Discuss which persuasive techniques you found most effective and the most natural to use.

▶ come visit **AM ENG**
▶ come and visit **BR ENG**

▶ figure out **AM ENG**
▶ work out **BR ENG**

6.2 Get someone else to do it



GRAMMAR Causatives

1 Work in pairs and answer the questions.

1 Do you like decorating or fixing things yourself (things at home, bicycles, computers, etc.)? Are you good at DIY?
2 Are there any jobs that you wouldn't do? Why not?

2 Look at the infographic. What is the overall message that it is trying to give? What examples support this message?

3 23 Listen to two people discussing DIY facts. Are the sentences true (T) or false (F)?

1 The woman's brother-in-law had an accident with a ladder.
2 He needed to have a minor operation at the hospital.
3 The woman feels it was a job for an electrician.
4 The man is going to have his bathroom professionally painted.
5 The woman never tries to inflate the car tyres herself.
6 The woman's brother-in-law didn't fix the light.

4 Read the sentences (1–7) in the Grammar box. Answer the questions (a–d).

CAUSATIVES

1 *He had to go to the hospital so he could* ***have his fingers stitched****.*
2 *I wanted to* ***get our bathroom repainted****.*
3 *He had to* ***get my sister to drive*** *him to the hospital.*
4 *It seems crazy to* ***have a professional do*** *it.*
5 *He couldn't* ***get the light*** *in the attic* ***to work****.*
6 *He* ***got his fingers caught*** *in an attic trap door.*
7 *He managed to* ***get the light fixed****.*

a In sentences 1 and 2, who will do the 'stitching' and 'repainting'? Are *have* and *get* interchangeable?
b In sentences 3 and 4, what is the difference in the form of the verb that follows *get* and *have*?
c In sentences 5 and 6, can you use *have* instead of *get*? Why? / Why not?
d In sentence 7, what is the difference in meaning if you use *have*?

Check your answers on page 153 and do Exercises 1–3.

5 Rewrite the sentences using a causative form. Use the correct form of the verb in brackets. In which sentences could you use either *get* or *have*?

1 A professional landscape gardener redesigned our garden. (have)
We _____ .
2 The roof is being repaired next week. (get)
We _____ .
3 Our washing machine needs fixing. (get)
We _____ .
4 The car wouldn't start this morning. (get)
I _____ .
5 Someone should look at your boiler, I think. (have)
I think you _____ .
6 Look. The vacuum cleaner's working now. (get)
I'm very proud that I _____ .
7 His head became stuck between the railings and we had to call the fire brigade. (get)
He _____ and we had to call the fire brigade.
8 She finished decorating two walls but not the others. (get)
She managed _____ .

6 Choose the best option to complete the sentences. Give reasons for your choice.

1 He *got / had* his foot wedged under the washing machine while he was trying to move it.
2 I managed to *get / have* all the preparation done, but I haven't started the work itself.
3 I couldn't *have the key fit / get the key to fit* in the lock.
4 I *got / had* my clothes covered in oil when I was fixing my bike.
5 How do you block unwanted calls? I *got / had* it explained to me once, but I've forgotten.

7 Work in pairs. Tell each other about two DIY jobs you are proud of doing and two jobs that you got someone else to do.

8 Complete the details of this anecdote. Then compare anecdotes with another pair.

My _____ broke so I got a _____ to _____ .
But when he / she was _____ he / she _____ and _____ . In the end I had to _____ .

LANGUAGE FOCUS Expressions with *go* and *get*

9 23 Look at the sentences (1–3) from the conversation in Exercise 3. Choose the correct option to complete them. Then listen and check.

1 Did you know that a lot of people *go / get* injured doing DIY?
2 There are always so many little things in the house that *go / get* wrong.
3 I *go / get* confused when I have to put air in the tyres.

See page 153 for more information about expressions with go *and* get, *and do Exercise 4.*

10 Complete the sentences using the correct form of *go* or *get*.

1 If you work with loud tools and machines all the time you risk _____ deaf.
2 I try not to _____ involved in decisions about interior design – my wife's much better at that.
3 The move was _____ fine until Katya's jewellery box _____ missing.
4 I'm _____ crazy trying to put this wardrobe together. The instructions are really confusing.
5 Don't _____ upset if things _____ wrong.
6 If you _____ started on painting the walls, I'll _____ ready to paint the woodwork.
7 I've been trying to fix this light for hours and I'm _____ nowhere with it.
8 This fridge is so old that it's _____ yellow. It used to be bright white.

SPEAKING Hired help

11 21st CENTURY OUTCOMES
Work in pairs. Look at the list of jobs that people pay other people to do. Add four more jobs.

- clothes shopping
- cleaning the house
- walking the dog
- organizing a holiday
- doing the gardening
- organizing your wedding
- cooking

12 Work with another pair. Compare your lists. If money was no object, which jobs would you get someone else to do for you? Which would you still do yourself? Give reasons.

6.3 Better by design

READING Object of desire

1 Work in pairs. What are your favourite functional objects in your home? Why do you like these? Discuss.

I love my toaster. It's based on a classic 1950s design and it makes toast perfectly every time.

2 Read the article about Thonet's Model No. 14 chair. Match the headings (1–6) with the correct paragraph (A–F).

1 An idea worth repeating
2 For rich and poor alike
3 An ethical approach
4 Man on a mission
5 A novel process
6 A timeless object

3 List at least four ways in which the Thonet No. 14 was a revolutionary product.

4 Read the article again. Answer the questions.

1 What exactly was the chair made of?
2 How were the different parts fastened together?
3 How was the special Thonet chair shape achieved?
4 How did Thonet reduce his firm's transport costs?
5 What was an unexpected consequence of Thonet's manufacturing process?
6 Is the chair still available today?

5 Find the words in bold in the article and answer the questions.

1 What other things do we usually describe as '**masterpieces**'? (para A)
2 Can you give an example of two people who are from different **walks of life**? (para B)
3 How would you replace the phrase **never been bettered** using the word 'improved'? (para C)
4 What image does the verb '**spewing out**' create in our minds? (para E)
5 What kind of furniture do you expect to find in an **up-market** furniture shop? (para F)

6 What for you is the most important lesson to take from the Thonet No.14 story? Note your ideas. Then share your ideas with two other students.

VOCABULARY Describing objects: collocations

7 Find these adverb + adjective collocations in the article. Which two adverbs intensify the adjectives (i.e. mean 'extremely')? What do the other two mean?

1 precisely crafted
2 radically innovative
3 amazingly challenging
4 reasonably priced

8 Match the adverbs (1–10) with the adjective (a–j) they frequently collocate with. Then decide if each collocation is positive, negative or neutral in meaning.

Adverb	Adjective
1 reasonably	a expensive
2 shoddily	b used
3 highly	c admired
4 scientifically	d original
5 prohibitively	e put together
6 greatly	f coloured
7 widely	g adequate
8 brightly	h proven
9 beautifully	i priced
10 perfectly	j crafted

9 Complete the sentences using an appropriate adverb + adjective collocation from Exercise 8.

1 The wardrobe we bought was _____. It lasted six months before one of the doors fell off.
2 Aspirin is _____ to thin the blood and reduce the chance of heart failure.
3 It's not the most beautiful sofa in the world but it's _____ for our needs.
4 German engineering is _____ around the world for its quality.
5 It's considered inappropriate to wear _____ clothing to a funeral.
6 The technique of using steam to bend wood is still _____ today.
7 The Swiss Army Knife has won many awards for its _____ design.
8 We wanted to buy some original Ligne Roset furniture, but we couldn't because it was _____.

SPEAKING Classic objects

10 21st CENTURY OUTCOMES

Work in small groups. Read the scenario and decide on three objects. Consider their design and practicality and how they reflect the age we live in.

> SCENARIO
>
> You have been asked to propose three objects to be included in a 'time capsule'. This will be buried so that a future generation can in a thousand years' time look at what objects both characterized and were prized by the current generation.

11 Work with another group. Present your ideas. Vote on the three best objects.

Object of desire

A The Thonet Model No. 14 is one of those rare moments when form and function come together in a masterpiece of design. Made up of six pieces of wood – two circular, two straight and two arched – held together by a few screws and nuts, featuring a woven cane seat, the Thonet No.14 was the first ever mass-produced chair and is believed to this day to have been sat on by more people than any other chair in history. Its maker, Michael Thonet, a German-Austrian cabinet maker of the mid-nineteenth century, was not the only person at the time trying to mass manufacture a chair, but his rivals did not possess his ambition or dedication. After years of technical experiments, Thonet perfected the technique of bending and forming lightweight but strong wood into curved shapes using hot steam. The No. 14 chair was born.

B Thonet's aim had always been to make a chair that could be produced, and thus sold, at an affordable price (three florins, to be precise) and he succeeded. It took very little time from its launch in 1859 for the No. 14 to become popular among people from every walk of life, from school teachers to merchants to aristocrats. By the 1930s, Thonet's company had sold approximately 50 million No. 14 chairs. Its owners include the composer Brahms, the Russian leader, Lenin, and the great architect and designer, Le Corbusier, who said of it, 'Never was a better and more elegant design and a more precisely crafted and practical item created.'

C What is it about the No. 14 that has appealed to so many of its end users and elicited such high praise from fellow designers? The answers to this question have relevance today as much as they do to the era in which it was created. First and foremost, it fulfils its function admirably, as any well-designed object should: it is comfortable, compact and lightweight. Secondly, it is classically beautiful. According to British designer Jasper Morrison 'It has the freshness of a new product, because it has never been bettered.' For this reason, it is still the default chair of choice for many cafés and brasseries.

D Thirdly, it was radically innovative in its construction. Not only was it made from just a few standard parts, but these parts could be flat-packed and shipped to another destination for assembly by unskilled workers. Indeed it was probably the first truly flat-pack piece of furniture ever made. Added to that, it seems to improve with age. 'As the screws and glue loosen, the structure becomes softer,' Konstantin Grcic, a German furniture designer, said. 'Michael Thonet probably didn't intend that to happen, but it's a beautiful sensation. I've tried to do it with new chairs, but it's amazingly challenging.'

E Fourthly, there are the sustainable and social aspects of Thonet's company. At a time when other factories were spewing out pollution from far dirtier processes, the No. 14 was built in a kinder environment, where workers handled beechwood brought in from local forests. The workers and their families were housed in a kind of company town with access to schools and nurseries, shops and libraries.

F So what of the No. 14 today? The design remains as classic as ever but the prices have lost some of their popular appeal – new models are sold in up-market furniture shops for around £500. But the design (and principle of affordability) has been copied by other furniture makers like Muji and Ikea. Until recently, the latter had a very reasonably priced plastic version called the Ogla, and 'antique' versions can be picked up on eBay for as little as £20.

6.4 Common sense

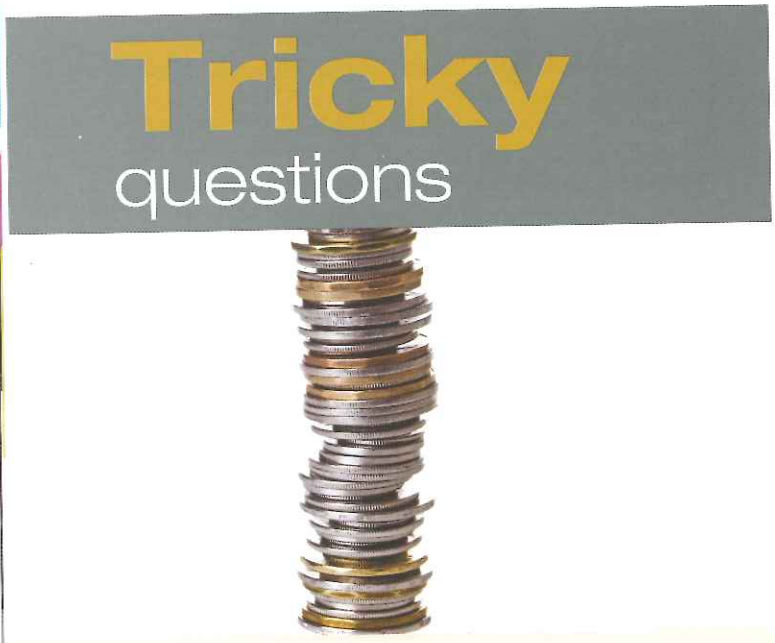
READING Tricky questions

1 Work in pairs. Think of a job you do or have done. Imagine you have to recruit someone for this job. Look at the list of candidates' qualities. Then discuss the questions (1–3).

Qualities

a ability to think on one's feet
b knowledge of the sector or product
c common sense
d ability to get on with others
e individuality / standing out from the crowd

1 What does each quality mean?
2 Which qualities do you think are most important for the candidate to possess?
3 How would you go about finding out if a candidate possesses these qualities?



In these days of fierce job competition, interviewers resort to ever more tricky and left-field questions in an attempt to separate the wheat from the chaff: 'On a scale of 1 to 10, how weird would you say you are?' (Zappos clothing); 'If you were a cartoon character, which one would you be?' (Bank of America). Then there are the problem-solving riddles, often based on rather unrealistic scenarios. For example, 'If you had a stack of coins as tall as the Empire State Building, could you fit them all into one room?'

Questions like this one are supposed to test practical intelligence, a recognized aspect of success at work, but do they really reveal anything about a candidate's common sense? Paul Tyma, an engineer and interviewer at Google, famed for its tricky questions, decided to find out. He posed this interview question to his mother: 'Imagine you're given 10,000 sheets of paper, each one an individual university student's record. How would you sort them in order of age?'

2 Read the extract from an article about questions asked at job interviews. Discuss what your answers would be to each of the interview questions.

3 Turn to page 175 and read the comments about the questions in the article. Do you think these are good interview questions? Why? / Why not?

4 Look at two more questions which candidates were asked at job interviews, relating to practical intelligence or common sense. How would you answer them?

1 'What's your best time of day? When are you most productive, would you say?'
2 'You've pushed a cork into a bottle and you want to get it out. How would you go about it?'

LISTENING An interview

5 24 Listen to two candidates' responses to the questions in Exercise 4. Are they good answers?

6 24 Look at the Useful language box. Then listen to the interviews again and tick (✓) the questions and phrases that the interviewer and candidates use.

INTERVIEW QUESTIONS

Asking interview questions

Do you find …?
When are you most productive, would you say?
Why do you say / think that?
Suppose that / Imagine that … . What would you do?
In a situation where you … , what would you do?
How would you go about it / …-ing?

Answering questions / Buying time

I couldn't tell you really …
That's a tricky question.
That depends … / It depends …
I suppose I'd (probably) …
Let me have a think …
My first instinct is to say …

Pronunciation Word stress

7 25 Listen to these words. Where is the stress in each word? What patterns can you identify?

1	translation	situation
2	depend	suppose
3	instinct	schedule
4	productive	effective
5	basic	specific
6	difficult	various

SPEAKING Interview questions

8 Work in pairs. Write some surprising interview questions to test aspects of a candidate's qualities which were listed in Exercise 1. Use the expressions in the Useful language box on page 70 to help you.

9 Work with a new partner. Ask and answer each others' questions. What qualities did your partner show in their answers (e.g. common sense)?

WRITING Posting advice

10 Work in pairs. How do you prepare for interviews? Discuss.

11 Look at the online post written by a candidate who went for an interview with a particular business consultancy firm. Answer the questions.

1 What were the different stages in the recruitment process?
2 What advice does she give for each stage?

The first stage was completing the online application form (education, experience, etc.) and doing a short maths and verbal reasoning test. There are examples of these tests online. Then there was a short thirty-minute telephone interview. It's definitely a good idea to read the business news and have a few examples of business stories up your sleeve. The recruiter [1] **asked** me what I thought of Apple's announcement of record profits the day before. Then I had the day at their assessment centre.

In the interview itself on that day, the most difficult part was the business questions again. You have to nominate a company to talk about beforehand, but then they really grill you about it. They [2] **asked** me what the strengths of the company were, why I thought its fortunes had changed recently, and how its problems could be put right – a lot of things I didn't really know the answers to. But the key thing is not to panic. I [3] **said** I needed time to think and they seemed fine with that. Then I just relied on common sense for my answers.

The last part was a role play with a fictional client (he was an actor). I was given some background information about him to read and [4] **was told** I would have a meeting with the client fifteen minutes later. The idea was to get him to agree to work with us. It all went fine until halfway through, when he [5] **said** that he had worked with us before and hadn't been entirely satisfied. He [6] **wanted to know** what guarantees I could give him that things would be different this time. It was a shock, but I got through it OK. The main thing with the role play is to imagine that it's real – really try and 'live' the situation. All in all, it's an enjoyable day … if you prepare. (I got the job, by the way).

QUOTE

Writing skill Reported speech

12a Work in pairs. Look at the examples of reported speech following the verbs in bold in the online post. Write what you think the person actually said at the time.

1 The recruiter **asked** me what I thought of Apple's announcement of record profits the day before.

→ *'What do you think of Apple's announcement of record profits yesterday?'*

See page 153 for more information about reported speech, and do Exercise 5.

12b Rewrite the questions and answers using reported speech.

1 'Is this the only job you're applying for at the moment?'
The interviewer asked me _____ .
2 'I've applied for one other job, but I'm not as interested in it as I am in this one.'
I told him _____ .
3 'How long do you think you'll stay with us if you get the job?'
He asked me _____ .
4 'I imagine I'll probably be here for at least three or four years, if it is working out OK.'
I said that _____ .
5 'When did you last have an argument with someone?'
He asked me _____ .
6 'I had an argument last week with a shop assistant who wouldn't give me a refund.'
I said that _____ .

13 21st CENTURY OUTCOMES

Write an online post sharing your experiences about a job interview process and giving advice. Either write from your own experience or use the notes on page 175. Write 200–300 words.

14 Work in pairs. Exchange your posts. Use these questions to check your partner's post.

- Does the post outline the stages of the interview clearly?
- Does it give tips or advice for each stage?
- Does it mention some of the questions that were asked at the interview?
- Does it use reported speech correctly?

Review 3 | UNITS 5 AND 6

READING

1 Read the article about Broad Sustainable Building. Then complete the summary.

The Mini Sky City tower is for [1] _____ and [2] _____ use. It has [3] _____ floors and was [4] _____ in nineteen days. It was built to withstand [5] _____ and also to be [6] _____ friendly.

The problem with tall steel towers is that they are [7] _____ to build. BSB gets round this problem by using [8] _____ units and then lifting them into place. The building is also well [9] _____ from the weather and from air [10] _____.

VOCABULARY Suffixes *-proof* and *-free*

2 Look at these two words in the article: *earthquake-proof* (line 13–14) and *carbon-free* (line 21). What do the suffixes mean? Complete the sentences (1–10) with these words. There are two extra words.

childproof	crime-free	dust-free
foolproof	maintenance-free	shockproof
showerproof	soundproof	stainproof
stress-free	sugar-free	trouble-free

1 No, the jacket is not completely water resistant, but it is _____.
2 I just want a _____ job. I'm tired of working to deadlines, and of all the responsibility.
3 The great thing about these uPVC windows is that they're _____ – no painting, no repairing.
4 I know you're not an experienced cook, but believe me, this is a _____ recipe.
5 One of the first things people ask before moving to a different neighbourhood is: Is it _____?
6 I need a _____ room. The neighbours are stomping around upstairs and I can't get to sleep.
7 Why aren't phones more _____? I've had to replace my phone screen three times after dropping it.
8 What do you mean '_____ chocolate'? Surely, that's a contradiction in terms.
9 The main computer server has to be kept in a completely _____ environment.
10 As soon as our baby started to walk, we had all our cupboards fitted with _____ locks.

BROAD SUSTAINABLE BUILDING – RETHINKING CONSTRUCTION

The future of the high-rise building is modular, according to Zhang Yue, the chairman of the Broad Group and the man behind Broad Sustainable Building (BSB), and looking at the statistics for his 204-metre-tall office and residential tower, Mini Sky City, on the outskirts of Changsha in southern China, it's hard to disagree. While the building itself is unremarkable in its design – a rectangular block of glass and steel – the construction facts are anything but. Employing 1,200 workers, BSB put the 57-storey building together from prefabricated units in just nineteen days. A few years ago, nineteen months would have been considered quick for this type of high-rise tower. But Zhang Yue's motive was not just speed. He wanted BSB to lead a revolution in construction that would combine speed of construction with safety and environmental sustainability.

He chose steel because it was strong, but also flexible and earthquake-proof (an important consideration following the devastation caused by the earthquake in Sichuan Province in 2008). To offset the high cost of traditional steel assembly, he hit upon the idea of pre-fabrication. The steel is cut to length at BSB's factory, numbered, and then slotted together at the site – complete with electric wiring, plumbing and air ducts – into modular units ready to be lifted into position on the tower when the time comes. But in what way is this sustainable?

Firstly, while not carbon-free, the carbon footprint of manufacturing steel and glass is much lower than traditional concrete. Secondly, the windows are made of quadruple-paned glass, which helps insulate the building and make it more energy-efficient. They also guarantee better air quality, keeping out 99 per cent of the polluting particles which are such a problem in many of China's big cities. BSB's next project is to build the world's tallest skyscraper – 220 storeys – in just seven months.

GRAMMAR

3 Rewrite the sentences in the passive form. Use the words in brackets to start your sentences. Sometimes you will need to use nominalization.

1 BSB prefabricates ninety per cent of their buildings' components. (Ninety per cent)
2 People have compared the construction process to the children's toy 'Meccano'. (Comparisons)
3 They only paint the interiors of the buildings on-site. (Only the painting)
4 They leave the client to choose the exact configuration of the building. (The exact configuration)
5 A client might ask to have a gym, for example. (A request)
6 A BSB video shows a magnitude 9 earthquake not affecting the building. (A BSB video shows)

4 Choose the best options to complete the text about Zhang Yue.

Zhang Yue is a highly successful businessman with a personal fortune of $900 million, a man who is used to [1] *having / getting* things done. He is unusual because, seeing the problems of the environment, he [2] *got / went* green at an early stage of his business career. The Broad Group specializes in producing air-conditioning units and from the start, Zhang [3] *had / got* his engineers focus on developing machines that used natural gas, solar power or waste heat for their energy.

He would like more high-rise buildings [4] *to make / made* using his pre-fabricated model, because he believes that if you could get everyone in cities [5] *lived / to live* in high-rise buildings, more land could be left in its natural state. Also, people could then live and work in the same building, so they would not need cars. But not everyone shares his vision or would like to [6] *get / have* their life organized in this way, however green and good Zhang Yue's intentions are. Employees of the Broad Group know this well. Zhang has them all [7] *memorize / to memorize* his handbook called *Life Attitudes of an Earth Citizen*, in which he tries to [8] *have / get* employees to live healthy and environmentally-conscious lives.

VOCABULARY

5 Match the two halves of these phrases.

1 take	a in youth training
2 invest	b ends meet
3 go	c the economy around
4 enjoy	d a boom
5 come out of	e your debts
6 turn	f bankrupt
7 pay off	g recession
8 make	h on new staff

6 Complete the sentences. Use the correct adverbs to make collocations describing objects.

1 We wanted to buy a flat near the seafront, but it was _____ expensive.
2 I thought the way they had decorated the flat was fun – _____ coloured walls and interesting lighting.
3 The building has been _____ admired for its engineering, but not its aesthetic looks.
4 Fifteen centimetres of insulation on the walls is _____ adequate in a mild climate.
5 The house itself was well built, but the fixtures and fittings were very_____ put together.
6 Concrete is a _____ used building material.
7 It is _____ proven that 'sick building syndrome' really exists.
8 The flats are very _____ priced – considering they are in such a popular area.

SPEAKING

7 Work in pairs. Think of three things that are commonly said to be good or bad for your health or the environment.

8 Work with another pair. Take turns to tell each other your ideas from Exercise 7. Discuss whether the ideas are believable or not.

IMPROVE YOUR WRITING Using the appropriate style

9 In formal writing, try to use a more impersonal tone (e.g. using passives). Avoid: contractions (*isn't*); a personal tone (*you know*); conversational language (*I reckon*); starting sentences with *and* or *but*; repeating the same words. Read the short report and rewrite it in a more appropriate style.

> Zhang Yue, the Chinese businessman who's famous for the building he put up in a record nineteen days, has just announced his next project. He's going to build the world's tallest building in the same way. A lot of people expected that he'd follow up his other projects with something pretty amazing. But the size of this new building's surprised most of us. He'll build the new tower, called Sky City, in his home town of Changsha and it'll have a hotel, offices, a hospital and five schools. On top of all that, it'll have homes for 17,000 people. To help all these people get up and down the tower, he plans to put 104 lifts in it. People reckon the cost of all this will be around $1.5 billion. But it won't be the world's tallest building for long, because they're building an even taller one in Jeddah in Saudi Arabia.

10 Work in pairs. Compare your edited versions of the report in Exercise 9. Did you make similar changes?

7 Same but different

BACKGROUND

1 You are going to watch an edited version of a TED Talk by Chimamanda Ngozi Adichie called *The danger of a single story*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

1 What are Adichie's main interests?
2 What is meant by 'the scars of colonialism'?

3 In English we have an expression: 'There are two sides to every story.' Is there a similar expression in your language? Can you think of an example of this?

TEDTALKS

CHIMAMANDA NGOZI ADICHIE is a Nigerian novelist who studied political science and then creative writing at university in the USA. Her second novel, *Half of a Yellow Sun,* set against the backdrop of the Nigerian civil war, received two prizes for fiction and the praise of one of her literary idols, Chinua Achebe. In her work she seeks to expose the scars of colonialism on the African landscape. Of the struggles of people, particularly women, against adversity, she says she 'believes deeply in the ability of human beings to make and remake themselves for the better.'

Chimamanda Adichie's idea worth spreading is that we need to reject single stories about another country or people, or else we risk misunderstanding them.

New traditions: a wedding party walks through a park, China

KEY WORDS

2 Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).

1 Young children are particularly **impressionable** and so we have to be very careful what we expose them to.
2 South Africa is **synonymous** with the struggle for racial justice.
3 It is an area where thousands live in **abject** poverty.
4 Nelson Mandela's autobiography *Long Walk to Freedom* is the **definitive** story of the great man's life.
5 The people of West Africa showed enormous **resilience** to rebuild their countries after the Ebola virus crisis of 2014–15.
6 She was only trying to look at the story from everyone's point of view. It was unfair of them to **malign** her efforts.

a authoritative and complete
b toughness, the capacity to recover quickly after a setback
c accuse falsely or criticize in a spiteful way
d so closely connected that it appears the same as
e easily influenced or led
f humiliating, left without any pride or dignity

AUTHENTIC LISTENING SKILLS Weak forms

There are certain grammatical (not information) words – articles, prepositions, linking words, auxiliary verbs – that are said quickly and are not stressed. They often contain the schwa sound /ə/, e.g. *It was **a** /ə/ matter **of** /əv/ great importance.*

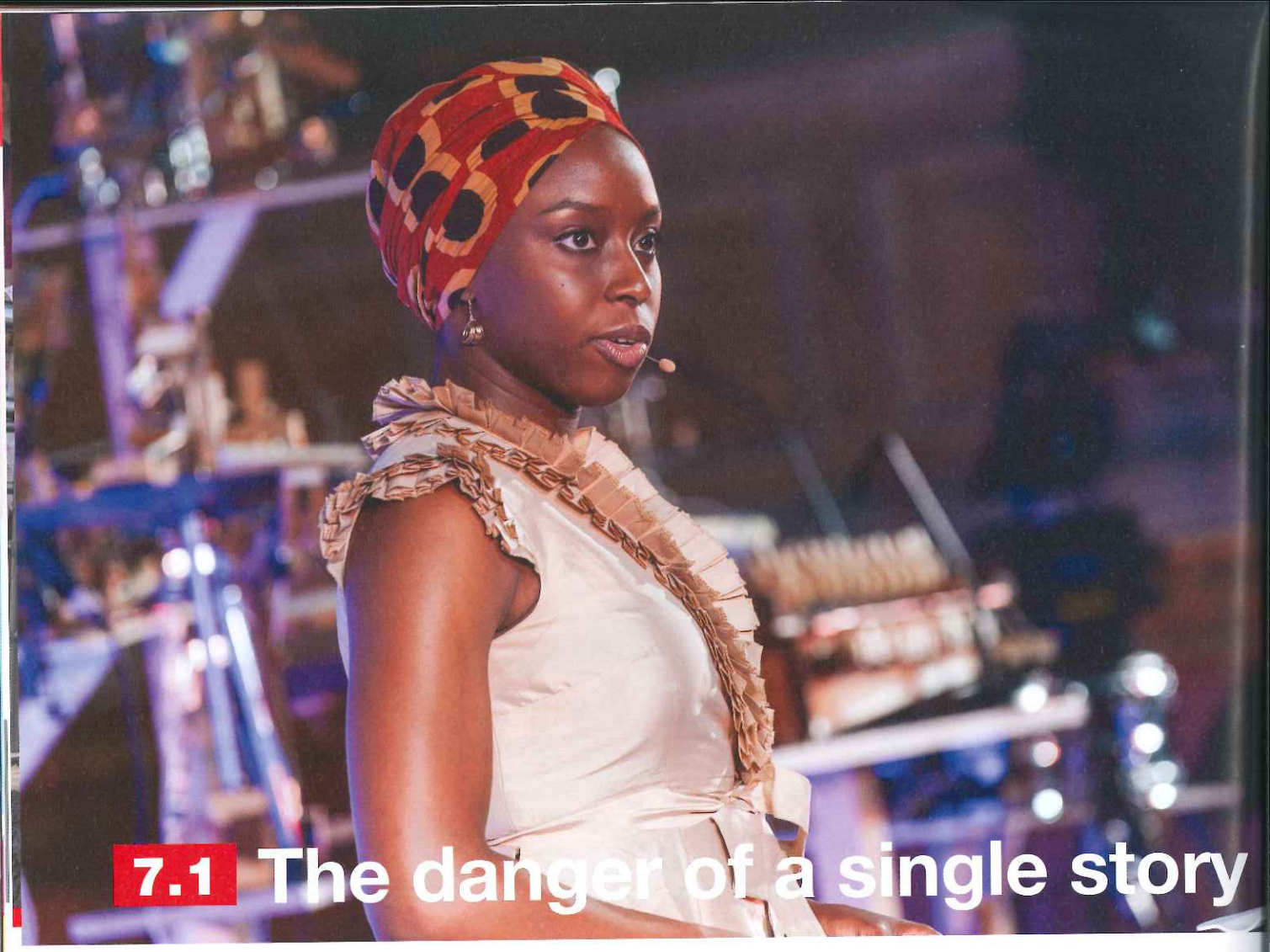
Two problems arise with weak forms.

- You don't always recognize the word. For example when *to* is pronounced /tə/ instead of /tuː/.
- You hear a sound that you think, incorrectly, belongs to the word before or after it, for example 'man of action' sounds like 'manner vaction'.

3a 26 Look at the Authentic listening skills box. Complete the opening lines of the TED Talk with grammatical words. Then listen and check your answers.

'I'm [1]_____ storyteller. [2]_____ I would like [3]_____ tell you [4]_____ few personal stories about what I like [5]_____ call "the danger [6]_____ [7]_____ single story". I grew up on [8]_____ university campus in eastern Nigeria. My mother says [9]_____ I started reading [10]_____ [11]_____ age [12]_____ two ...'

3b 27 Listen to the next two sentences from the talk. Write what you hear. Then compare answers. Which words were the weak forms?



7.1 The danger of a single story

TEDTALKS Watch at home

1 ▶ 7.1 Watch the first part (0.00–2.59) of the edited TED Talk. How does Chimamanda Adichie describe the stories she read as a child? Complete the table and answer the questions (1–2).

British stories	African stories

1 How does Chimamanda Adichie feel now about British (and American) books?
2 What did the African books save her from?

2 ▶ 7.1 Read the questions. Then watch the second part (2.59–7.24) of the talk and answer the questions. Compare your answers with a partner and discuss what the three examples together illustrate.

1 Who is Fide?
2 What skill did Fide's brother possess and why did this surprise Chimamanda Adichie?
3 What music did Chimamanda Adichie's roommate want to hear and what did Adichie play her?
4 What word or words sum up Chimamanda Adichie's roommate's attitude to her?
5 What assumptions do foreigners make about Africa?
6 Why was Chimamanda Adichie's professor critical of the characters in her novel?

3 ▶ 7.1 Watch the third part (7.24–10.29) of the talk. Choose the correct options to complete the sentences.

1 According to Chimamanda Adichie, immigration in the US had become synonymous with *Mexicans / people sneaking across the border*.
2 When she saw people in Guadalajara, Chimamanda Adichie realized she had absorbed this single story and she felt *overwhelmed / ashamed*.
3 We create a single story by showing people as *one thing / the wrong thing* again and again.
4 Power over other people is the ability to create *a story that dispossesses them / their definitive story*.
5 The balance of power in the US would be different if we started that country's story with *the arrival of the British / the arrows of the native Americans*.
6 According to Chimamanda Adichie, we also need to tell African stories *that are not about catastrophes / that are about depressing events*.

▶ state school **BR ENG**
▶ public school **AM ENG**

▶ colour **BR ENG**
▶ color **AM ENG**

4 ▶ 7.1 Look at the ideas from the fourth part of the talk. Then watch the fourth part (10.29 to the end) of the talk and complete the sentences.

1 The single story 'emphasizes how we are _____ rather than how we are _____'.
2 'What if my mother had told me that Fide's family was _____ *and* _____?'
3 Nigerians often 'thrive _____ the government, rather than _____ of it'.
4 'Stories can _____ the dignity of a people', but they 'can also _____ that broken dignity'.
5 'When we _____ the single story, … we _____ a kind of paradise.'

VOCABULARY IN CONTEXT

5 ▶ 7.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

6 ▶ 7.3 Watch the clips from the TED Talk. Complete the collocations. Then discuss your answers.

7 Complete the sentences in your own words. Then compare your sentences with a partner.

1 Unusual facts about foreign countries? I was pretty startled when I learned that …
2 It's the norm when you travel abroad to …
3 You can avoid being fleeced by dishonest taxi drivers if you …
4 I'm not normally an irritable person, except when …

CRITICAL THINKING Objectivity and subjectivity

8 An opinion can be backed up by objective facts or by more subjective experience. Which method does Chimamanda Adichie use to support her argument? Do you think this was effective?

9 Read these comments* about the TED Talk. Discuss the questions.

1 What do the viewers say about objective facts vs subjective experience in the talk?
2 Do you agree with the hope expressed by the second viewer?

Viewers' comments

O **Orlagh** – Our teacher showed us this talk in a geography lesson and it had an amazing effect on the class. Apart from being a welcome break from learning dry facts, the message was one which I think we all took to heart: Don't make assumptions about other cultures and places and always follow the media critically.

S **Alicia** – A powerful message from a powerful storyteller. I am from Mexico and I was very moved when she talked about the stereotyping of Mexican people. It is very true that the media drives these stereotypes. But perhaps the Internet will now give us the opportunity to get away from this single vision and to see the world through many different pairs of eyes.

S **Sergei** – I sympathize with her point of view, but there is no evidence from other sources to support it. Her talk 'The danger of a single story' is actually a single story itself!

*The comments were created for this activity.

PRESENTATION SKILLS Using stories and anecdotes

10 What do you think are the benefits of including stories and personal anecdotes in a presentation?

11 Look at the Presentation tips box. Compare your answers from Exercise 10 with the ideas in the box.

TIPS

The key reasons for using stories in your presentation are:

- to make the talk more interesting than it might be if it were a straight presentation of facts
- to help the audience relate to concepts or ideas that might otherwise appear too abstract
- to develop a closer relationship with your audience through shared experiences
- to help the audience relate to you more easily and be sympathetic to your ideas

So when you think about including stories or personal anecdotes in your presentation, think first about how effectively the story will illustrate your point and secondly about how easily the audience will be able to relate to this story.

12 ▶ 7.4 Watch the clip from the TED Talk. How relevant do you think the stories were to Chimamanda Adichie's argument? Do you think the audience could relate to the stories easily?

13 Think about assumptions that different generations make about each other, with examples from your own experience. Make some notes on why this happens and why these assumptions can be wrong and prepare to talk about it.

- what young people say about old people
- what old people say about young people

14 Work in pairs. Take turns to present your ideas from Exercise 13 as if they were part of a presentation on 'The risks of making assumptions'.

▶ jam **BR ENG**
▶ jelly **AM ENG**

7.2 No better, no worse

GRAMMAR Comparative forms

1 Work in pairs. Look at the infographic. For each action, choose the option that you most commonly do. Discuss the benefits and drawbacks of each option.

2 28 Listen to someone talking about the different habits in the infographic. Answer the questions.

1 Which activities in the infographic does the speaker refe to?

2 What does she say about the benefits or drawbacks of each habit?

3 Read the sentences (1–8) in the Grammar box. Answer the questions (a–e).

COMPARATIVE FORMS

1 *One way isn't necessarily **better** or **worse** than another.*
2 *You see a way of doing something that seems **much more sensible** than the way you've been used to.*
3 *You're **far less likely** to bruise the banana as you peel it from the non-stalk end.*
4 *They don't suffer **nearly as much** from back problems **as** we seem to in America.*
5 *It's **by far the cheapest** bed I've ever bought.*
6 *It takes up **a little more** room than my old bed, but I sleep **a whole lot better**.*
7 ***The more** you travel, **the more** you become aware of the different ways that people do the same things.*
8 ***The simpler** the solution, **the better it seems** to work.*

a In sentences 1–6, what things are being compared? In which sentences is one of the things being compared implied, rather than being stated explicitly?
b What words are used to emphasize comparisons, i.e. to say that the difference is a big one?
c In which sentence is the comparison being toned down (made less strong) rather than being emphasized?
d In sentence 7, what two things are being measured in relation to each other?
e What verb is missing in sentence 8?

Check your answers on page 155 and do Exercises 1–4.

4 Read the sentences. Cross out the options which are NOT possible. Sometimes more than one option is possible.

1 In countries where people drive on the left there is *the lowest / a lower* collision rate, because the majority of people see *clearer / more clearly* with their right eye, so they can monitor oncoming traffic *better / the best*.
2 Health experts agree that *by far the most important / the far most important* meal in the day is breakfast. Your main meal could be lunch or dinner, but you should never eat a big meal *as little as / less than* four hours before you go to bed.
3 It makes *much more / far more* sense to pay for a bus ticket when you get off. That way if you travel *further / farther* than intended, you will still pay the right amount.
4 We tend to think that dark colours are *less effective / not as effective* at keeping us cool in sunny weather. But actually, the darker *are the clothes / the clothes are*, the better they are at keeping out the suns' rays.
5 *More / The more* exercise you do, the healthier you will be. But studies have shown that if you want to lose weight, walking is *not nearly as / not as much* effective as running. That's because walkers consume more calories after walking *as / than* runners after running.

5 Rewrite the sentences so that they express the same ideas. Use the words in brackets.

1 Eating a good breakfast is much more important than eating a good dinner. (not nearly)
Eating a good dinner _____.
2 The sun penetrates light fabrics more than dark fabrics. (lighter)
The _____, the _____.
3 In some cultures, smiling often at strangers can seem insincere. (more)
In some cultures, the _____, the _____.
4 Sleeping on your side is less good for you than sleeping on your back. (far)
Sleeping on your back _____.
5 Around the world, driving on the right is more common. (drive)
Around the world, people _____.

6 Work in pairs. Complete the common phrases and sayings using these words. You will have to use some words twice. Then discuss the meaning of each phrase.

less like more so such the too

1 I'm afraid it's _____ little _____ late.
2 More haste, _____ speed.
3 The _____, the merrier.
4 _____ father, like son.
5 There's no _____ thing as a free lunch.
6 _____ sooner, _____ better.
7 _____ far, _____ good.

LANGUAGE FOCUS Expressing preferences

7 Look at the sentences (1–6). Underline the phrases used to describe a preference. Then answer the questions (a–b).

a What grammatical form is used after each phrase?
b What tense is used after *would rather / would sooner* to say what we prefer someone else to do?

1 In some countries you have to pay tax on your salary at the end of the year. I'd sooner they just deducted it before I'm paid each month.
2 We have to go to the post office to pick up our mail. I'd rather a postman delivered it to the house, but that's not the way they do it here.
3 We still prefer eating things like rice or curry with our hands, even though we've lived in the UK for over thirty years.
4 Having milk in tea is weird. I'd just as soon not drink it as have milk in it.
5 I'd much rather a pump attendant filled the car up for me at the petrol station than have to do it myself.
6 There's no ticket office at the station: you have to get your ticket from an automatic machine. It'd be better to have a ticket salesperson so that you could ask them about the various options.

See page 155 for more information about expressing preferences, and do Exercises 5–6.

8 Work in pairs. What would your preference be in each situation in Exercise 7?

SPEAKING Different approaches

9 21st CENTURY OUTCOMES

Work in pairs. Talk about your preferences in the following areas and give reasons for them. Try to use the different expressions for expressing preferences from Exercise 7.

1 How do you prefer to be addressed by someone you don't know?
2 How do you prefer to relax in the evening – going out or staying in?
3 If you have a lot of work, do you prefer to work late into the night or get up early the following day?
4 Do you prefer to get to appointments very early or at the last moment?
5 When do you find is the best time to a) exercise b) shower or have a bath?
6 What is your preferred method of getting around in a big city?

10 Make three more questions about preferences to ask your partner. Begin *'Would you rather ...?'*

7.3 Why more is less

READING The paradox of choice

1 Work in pairs. Look at the sentence below. What does *less is more* mean? Think of a situation when you would use it.

'Don't try to visit all the big museums in London if you're only there for a week. Less is more.'

2 Read the book review. Answer the questions.

1 What does the author of the book *The Paradox of Choice* mean when he says 'more is less'?
2 Find two examples of instances when 'more is less'.
3 How can we deal with having so much choice?

3 Read the review again. Choose the best answer (a–c).

1 How did the writer feel after leaving the jeans shop?
a depressed b out of touch c confused
2 Why was choice NOT a problem in the past?
a People in the past were less greedy.
b The number of choices was more limited.
c The choices were mostly pleasant ones.
3 According to Schwartz, what do people tend to do when making a choice?
a They try to make a rational evaluation.
b They evaluate only the options that suit them.
c They pay attention to more subjective judgements.
4 Who would most likely spend a long time considering what insurance policy to get?
a a maximizer b a satisficer c neither of these
5 What kind of choices does Schwartz imply we should devote time to?
a choices which affect our mood
b life-changing choices
c no choices

4 Work in pairs. Find the words in bold in the review and discuss what they mean. Then answer the questions.

1 How many **permutations** are there for throwing a total of seven with two dice? (para 1)
2 When does an army or group of people addressing some problem have to **regroup**? (para 1)
3 Which is more **debilitating**, a cold or the flu? (para 2)
4 How much would a **subsistence** wage be? (para 3)
5 Do you believe in the **efficacy** of alternative medicines like acupuncture and homeopathy? (para 4)
6 Are you **plagued** by unsolicited calls from companies trying to sell you things? (para 5)

5 Read the review again and answer the questions.

1 What does *it* refer to in line 15?
2 Why does the author use the phrase *it is debilitating*, not 'it makes your life more difficult' in line 21?
3 What does *this* refer to in line 33?
4 Why does the author say Schwartz's advice is 'unsurprising' in paragraph 5?

6 When making a decision, do you often find yourself wishing you had made a different choice? Do you think, on balance, you are a *maximizer* or a *satisficer*?

VOCABULARY Idioms related to choice

7 Look at these expressions from the review: a) *take the line of least resistance* and b) *be spoilt for choice*. What does each expression mean? Then complete the other idioms with these words.

bets	brainer	cherry	devil
evils	fence	judgement	plunge

1 I voted for him because the other candidate was new and I thought '**Better the** _____ **you know**.'
2 It's typical of her to **sit on the** _____. She always waits to see what's most advantageous to her.
3 I did employ him in the end – **against my better** _____ – but I think everyone deserves a chance.
4 There's no difference between them – just buy the cheapest one. It's a **no-**_____.
5 I've applied to four different law schools. I thought I should **hedge my** _____ in case one of them doesn't accept me.
6 She loves him, but I don't think she's ready to **take the** _____ and marry him.
7 The energy company has _____ **picked** all the most profitable customers and ignored the others.
8 Cutting wages is **the lesser of two** _____. It's either that or laying people off.

8 Work in pairs. Each choose four of the idioms in Exercise 7. Use the idioms to talk about occasions when you had to make a (difficult or easy) choice.

SPEAKING Criteria for choosing

9 21st CENTURY OUTCOMES

You are going to create a website that helps people to choose things more easily.

- Look at the product categories below and choose one category.
- Make a list of 8–10 criteria to help people filter their optior

Look at the example of filters from a 'Which film to watch' website on page 176 to help you.

PRODUCT CATEGORIES

- Which book to read
- Which car to buy
- Where to go on holiday
- Which birthday gift to buy
- Which fitness plan to follo
- Which pet to own

10 Work with another pair. Compare your list of criteria. Discuss if you think the criteria work. Do they cover all the important points?

SUNDAY BOOK REVIEW

THE PARADOX OF CHOICE

It's a familiar scenario. You go into a well-known clothes shop to buy a pair of blue jeans – similar to the ones you've had for a while and know you feel comfortable in – and ask the sales assistant for some help. Expecting to be asked the waist size and leg length, instead you are met with a dizzying array of options: 'Would that be faded or dark, stretch fabric or non-stretch, regular fit or skinny, low-rise or mid-rise, boot-cut or straight-leg ...?' The permutations are so endless that you retreat, reeling, from the shop to regroup and consider how better to approach this seemingly simple task.

In his recent book *The Paradox of Choice – Why more is less* Barry Schwartz attempts to explain how we have reached this plethora of options in everything we buy, from jeans to salad dressing, what effect it is having on us psychologically, and how we can deal with it. Schwartz is not against choice per se. In fact, he admits that in many ways it has given us more control and autonomy. His point is that when the number of choices reaches a critical point, the negatives start to outweigh the positives: choice is no longer liberating, it is debilitating.

The explosion in choice, he says, is linked to economic progress. When people relied on subsistence agriculture, the question did not arise – you ate what you were able to grow. But through the development of trade and crafts, we became materially richer, so that now we have the luxury of choosing from 285 varieties of biscuit in our local supermarket or from 120 courses in the local college prospectus.

We come to a given choice through a process of goal-setting (What do I want?) and decision-making (How can I get it?), evaluating the importance of each goal and the likelihood that each option will fulfil it. This, as Daniel Kahneman and other psychologists have pointed out, is by no means an exact science. Often we ignore empirical evidence about the merits of a particular solution (e.g. the scientific facts behind the efficacy of a particular weight-loss plan) in favour of anecdotal evidence (e.g. a friend who has told us that the diet worked wonders for her). Using this process as a guide, Schwartz divides people into two categories, *maximizers* and *satisficers*. A *maximizer* is a person who wants to get every choice, from a small purchase to a life-changing decision, absolutely right. The only way they can do this is to make sure they have all possible options arrayed before them, which can be a daunting task. A *satisficer* is a person who takes the line of least resistance and more readily accepts a good option or solution without worrying too much that there might somewhere be a better alternative.

The problem is the psychological damage that we inflict on ourselves if we are a *maximizer* in today's consumer society, where we are spoilt for choice. Our expectations are raised to the maximum and, consequently, so are our regrets, which plague us constantly: even if the hotel we choose for our holiday is perfectly adequate, there is always a better one that is booked up. Schwartz's advice is, unsurprisingly, to be a *satisficer*, but he also advises us to be more judicious in what we attach importance to (e.g. choice of career is far more important than choice of car) and to learn to embrace constraints, i.e. you can't always get what you want.

All in all, this is a useful book with some funny and interesting illustrations of the problem.

7.4 Having said that ...

READING Reading habits

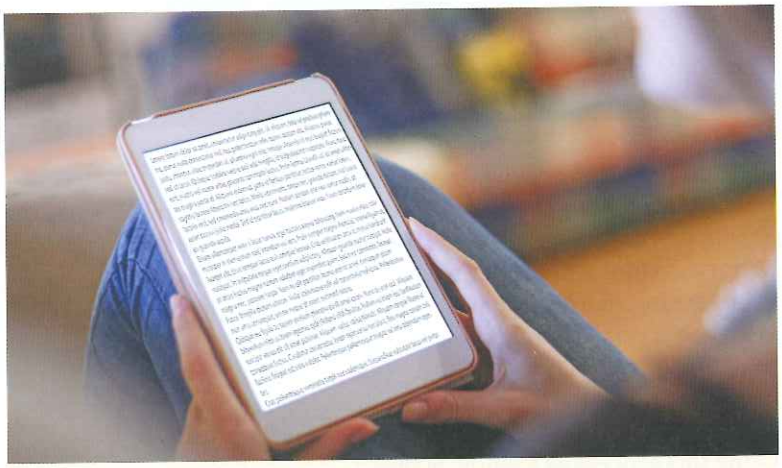
1 Work in pairs. What kind of things do you read in a typical week (newspapers, magazines, text books, novels, business reports)? Where do you read these things?

2 Read the article. Answer the questions.

1 What predictions were originally made for eBooks?
2 What actual trends in reading habits does the article identify?

3 Work in pairs. Look at the two trends (1–2) and discuss the possible reasons for these trends. Then compare your ideas with the information on page 176.

Trends
1 People are going back to printed books.
2 Young people prefer printed books to eBooks.



Reading habits

What have the eBook and digital print – on a digital device – done for reading? Have they increased or decreased the amount we read? More importantly, have they improved the way we read? When the e-reader (Kindle, etc.) and tablet appeared, most analysts were quick to announce the demise of the printed book and that sales of eBooks would soon overtake those of printed books.

But that has not happened. After some years of flat sales performance, sales of printed books rose in the US by 2.4 per cent last year, while sales of eBooks faded. (Encouragingly, overall combined sales of books, both digital and print, rose.) Moreover, the market for printed books was particularly strong among teenage and young adult readers, the very group you might expect to have been seduced by a digital option. The precise reasons for these trends are not known, but research suggests that ...

LISTENING Different viewpoints

4 29 You are going to listen to the views of an analyst and a member of the public about eBooks and digital print. What view does each speaker express? What concession do they make to their argument?

5 29 Listen to the speakers again. Tick (✔) the expressions in the Useful language box that each speaker uses to express the following.

a give a general view
b make a comparison or contrast
c make a concession

USING DISCOURSE MARKERS

Giving a general view

Broadly speaking, By and large, Generally, On the whole

Explaining consequences

As a consequence, As a result, Because of that, For that reason

Limiting the scope

anyway, as far as ... is concerned, at least, at any rate

Making concessions

Admittedly, But a word of caution, Having said that, I'll grant you, That said

Making distinctions

That's not to say ..., That's very different from ...

Making comparisons / contrasts

at the same time, in spite of that, notwithstanding, on the other hand, whereas, while

Adding points

And also, On top of that, What's more

Pronunciation Linking in discourse markers

6 30 Listen to the sentences. Notice how the words in each phrase in bold are linked. Then practise saying the phrases with your partner.

1 **As a consequence**, a good half of their reading is now done on screens.
2 **What's more**, the vast majority of teenagers agree.
3 Or **at any rate**, a majority of those who aren't regular readers already.
4 But **that's not to say** you'd replace your stove with it.
5 **By and large**, I read faster with an e-reader.

SPEAKING Constructing arguments

7 Choose one of the discussion topics below (a–c). Construct an argument describing the following.

1 what people generally do and the consequences of this
2 your opinion and points that support this
3 any concessions to this argument

Discussion topic

a 'People too often depend on one source – their favourite newspaper, TV channel or online news website – to get their news and this distorts their view of the world.'
b 'People spend a lot of time these days recording their experiences on digital and social media rather than just enjoying the experiences in the moment.'
c 'People like to voice their opinions in Internet forums and on comment pages. The problem is that too often they express these views in an angry, negative and even rude way.'

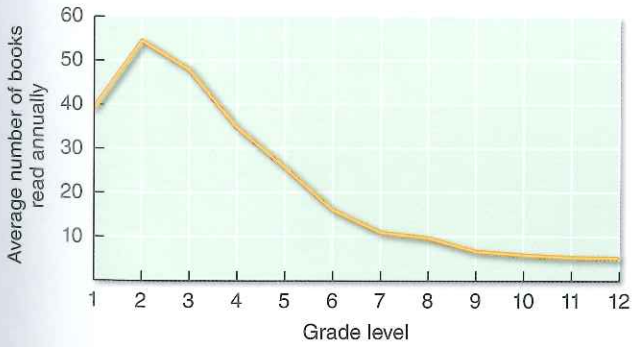
8 Work in pairs. Present your argument to your partner and then discuss your views together. Use the expressions in the Useful language box on page 82 to help you.

WRITING Describing and interpreting data

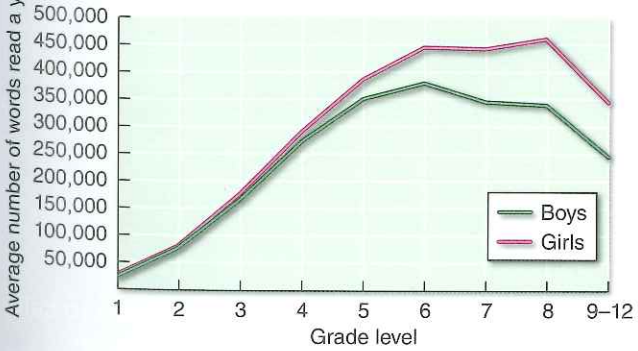
9 Look at the two graphs illustrating how much school children read in the USA. Then discuss the questions with your partner.

1 What are the main trends shown in the two graphs?
2 What reasons can you give for these trends and what conclusions can you draw?

Average number of books read (per child) a year



Average words read (per child) a year, by gender



10 Read the description, interpreting the data in the two graphs, and compare the answers you gave in Exercise 9. Did you make the same points?

> The two graphs illustrate the average number of books and words read each year by school children from grade 1 (age 5) to grade 12 (age 17) in the USA. The first graph shows the number of books read by all students, while the second graph, which describes the number of words read, makes a comparison between male and female students.
>
> What we observe overall is that the number of books read declines steadily from 55 books a year in 2nd grade to around ten a year in 8th grade, while the average number of words read rises from around 70,000 a year in 2nd grade to around 400,000 in 8th grade. These two trends are not surprising, as, compared to the shorter picture books read by younger children, older pupils tend to read longer texts.
>
> What is perhaps more significant is that the number of words read reaches a peak at 8th grade and then falls away sharply to only 300,000 a year by 12th grade. It is also worth noting that, relative to girls, boys' reading volume is consistently lower from 5th grade onwards, with the biggest difference (about 100,000 words fewer) being recorded at 8th grade. The reasons for this are not clear, but such a large discrepancy ought to be of concern to educators.

11 The description is divided into three paragraphs (or sections). What heading would you give each section?

Writing skill Describing graphs

12 Find the following words and phrases in the description.

1 three verbs in the first paragraph that describe what the graphs show
2 three phrases (paragraphs 2 and 3) that draw our attention to what we see
3 three phrases that signal a comparison
4 three verbs that describe either an increase or decrease
5 two adverbs that describe the rate of increase or decrease

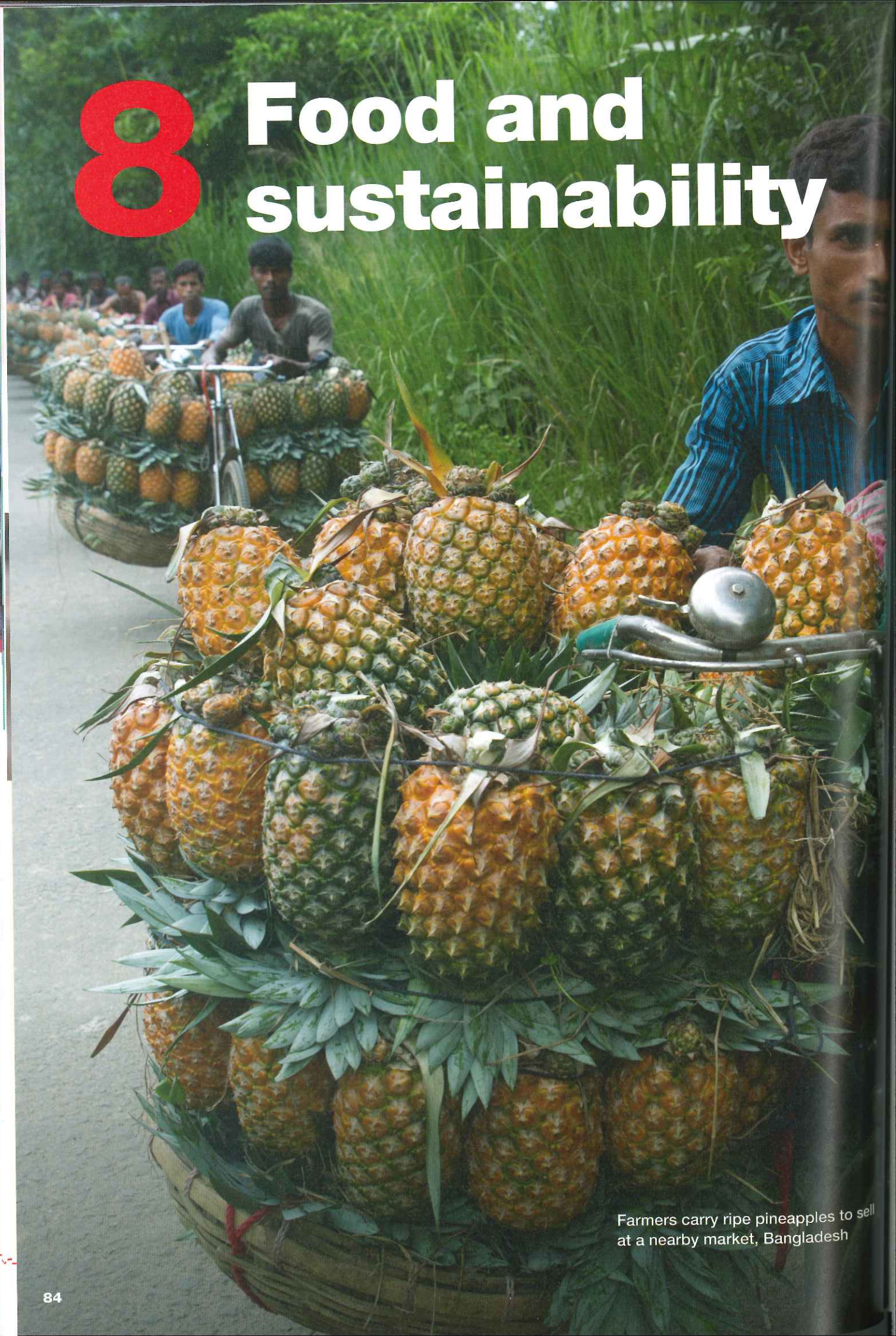
13 21st CENTURY OUTCOMES

Look at the graph on page 176. Make notes on the information it shows and any conclusions that you can make. Then write a description of the graph. Write 120–180 words.

14 Work in pairs. Exchange your descriptions. Use these questions to check your partner's description.

- Is the description divided into an introduction, main points and a conclusion?
- Does it describe the main trends shown in the graph?
- Does it use appropriate language to point out what is noteworthy and to make comparisons?

8 Food and sustainability



Farmers carry ripe pineapples to sell at a nearby market, Bangladesh

TEDTALKS

DAN BARBER is the chef at Blue Hill restaurant in New York, and at Stone Barns in Westchester, where he practises 'close-to-the-land' cooking. Food guide Chez Pim called Stone Barns 'a model of self-sufficiency and environmental responsibility … a working farm, ranch, and a three-Michelin-star-worthy restaurant'. Dan Barber's philosophy of food focuses on pleasure and thoughtful conservation – on understanding where food comes from and the unseen forces that drive what we eat. He's written on US agricultural policies and in 2009 received an award for America's Outstanding Chef.

Dan Barber's idea worth spreading is that if we abandon the current large-scale, wasteful agribusiness model, our food will be more sustainable and more delicious as well.

BACKGROUND

1 You are going to watch an edited version of a TED Talk by Dan Barber called *How I fell in love with a fish.* Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

1 What does Dan Barber care about and what are his main achievements?
2 What do you think is meant by 'unseen forces'?
3 How much attention do you pay to where your food comes from? Give examples.

KEY WORDS

2 Read the sentences (1–6). The words in bold are used in the TED Talk. Match the words with their definitions (a–f). Then work in pairs and answer the questions.

1 What kinds of food are contained in a high **protein** diet?
2 What are the main **predators** of chickens?
3 Can you name any areas of **marshland** in your country that are full of birds and other wildlife?
4 Why do you think some industries fill our rivers with **contaminants?**
5 Do you question your **conscience** before you buy or eat particular foods? What are those foods?
6 How long do you think a chicken needs to '**brood**' before the chicks are born?

a an animal that preys on or kills other animals for food
b your moral sense about what is right and wrong
c things which pollute or make another thing impure
d an organic compound that is rich in the ingredients necessary for a healthy diet
e an area where the land is permanently wet
f (of a bird) to sit on eggs until they hatch

3 Do you know the names of these fish in your language?

sea bass eel halibut mullet salmon shrimp swordfish tuna

AUTHENTIC LISTENING SKILLS Word recognition

One of the peculiarities of English is the relationship between spelling and pronunciation. It is not always easy to guess at a word's pronunciation from its spelling or to recognize a word from its pronunciation. Try to learn:

a spelling–pronunciation relationships, e.g.:
recipe /'resəpi/ catastrophe /kə'tæstrəfi/ fruit /fruːt/
suit /suːt/ cousin /'kʌz(ə)n/ custody /'kʌstədi/

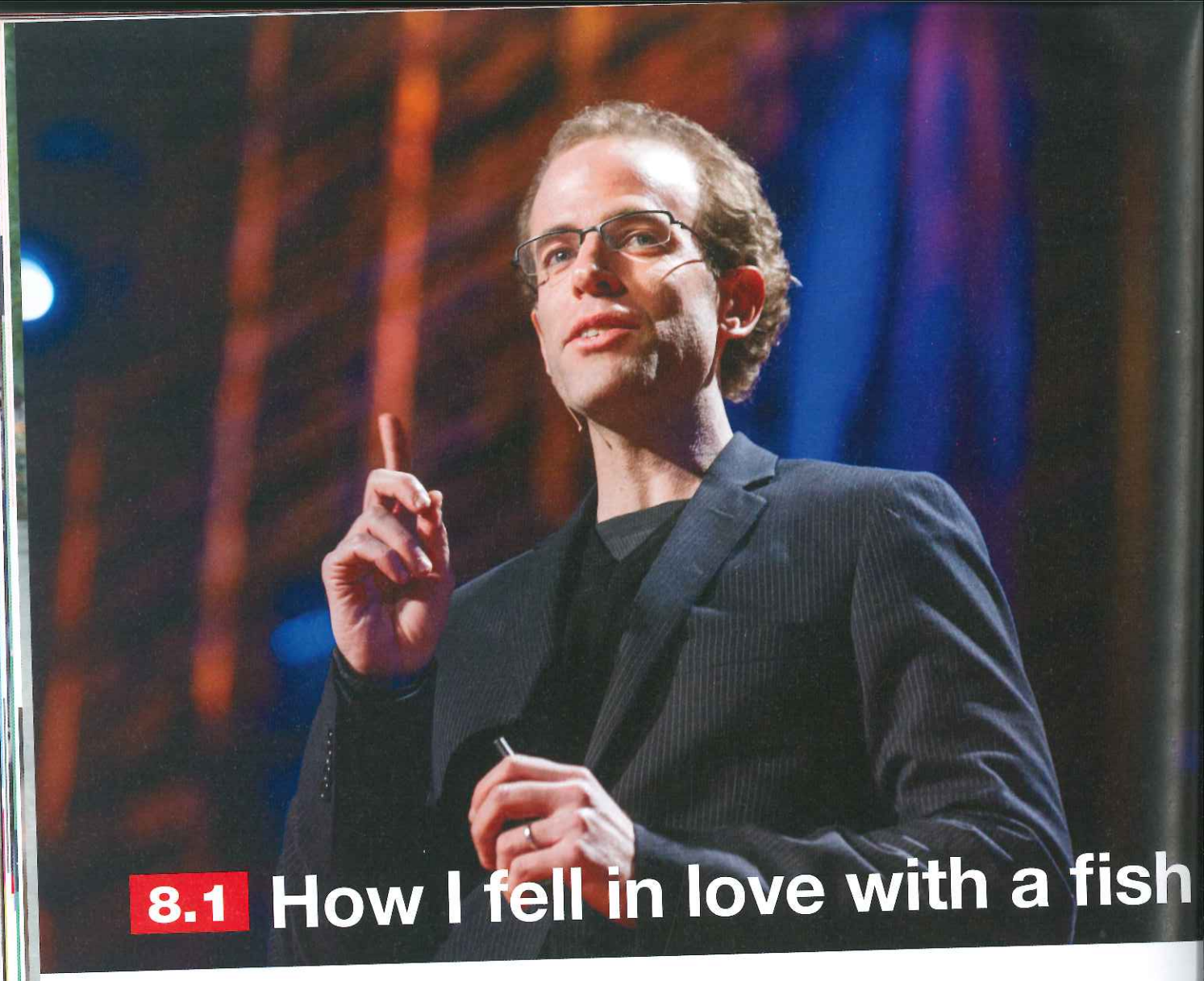
b commonly mispronounced words e.g.:
private /'praɪvət/ subtle /'sʌt(ə)l/ lettuce /'letɪs/
height /haɪt/ draught /drɑːft/ chaos /keɪɒs/

4a 31 Look at the Authentic listening skills box. Read the sentences from the TED Talk. Try to pronounce the underlined words. Then listen and check your answers.

1 And so in 1982, a Spanish company with an environmental conscience purchased the land.
2 90 per cent of large fish, the ones we love – the tunas, the halibuts, the salmons, swordfish – they've collapsed.

4b 32 Listen to another extract from the talk. Complete the extract. Then check the spellings of the words.

'"Fish? I didn't know anything about fish. I'm an expert in relationships." And then he's off, [1] _____ into more talk about [2] _____ birds and [3] _____ and strange aquatic plants. And don't get me [4] _____, I was really [5] _____, you know, …'



8.1 How I fell in love with a fish

TEDTALKS Watch at home

1 ▶ 8.1 Watch the first part (0.00–4.54) of the edited TED Talk. Work in pairs. Use the key words and phrases below to retell the story from: *He fell in love with a fish ...* to *... he fell out of love with the fish.*

beautiful fish → past 50 years → nothing left → feed conversion ratio → speak about the company → called for details → far out to sea → what feed? → sustainable protein → chicken

2 ▶ 8.1 Watch the second part (4.54–7.56) of the talk. Complete the notes.

Second fish	Origin: [1] _____ Way it was cooked: [2] _____ Colour: [3] _____ Taste: [4] _____
Original farm in Veta la Palma	Type: [5] _____ What they did to the land: [6] _____ Success of farm: [7] _____
New fish farm	What they did to the land: [8] _____ Type of land now: [9] _____
Miguel	Job: biologist Experience: [10] _____ Area of expertise: [11] _____

3 ▶ 8.1 Watch the third part (7.56–10.36) of the talk. How does Miguel answer the questions that Barber pu to him?

1 'Miguel, what makes your fish taste so good?'
2 'But what are your fish eating? What's the feed conversion ratio?'
3 'For a place that seems so natural, unlike any farm I'c ever been at, how do you measure success?'
4 'Miguel, isn't a thriving bird population like the last thi you want on a fish farm?'

▶ you guys **AM ENG**
▶ you people **BR ENG**

▶ got on the phone with **AM ENG**
▶ got on the phone to **BR ENG**

▶ algae /'ældʒi/ **AM ENG**
▶ algae /ældʒiː/ /'ælgiː/ **BR**

4 ▶ 8.1 Watch the fourth part (10.36–14.10) of the talk. Complete the notes about Miguel's fish farm. Use one word per space. The first letter is given for you.

Miguel's fish farm:

- doesn't [1] f_____ its animals
- measures its success on the health of its [2] p_____ (flamingos who [3] b_____ 150 miles away but return because the food is so good)
- is also a [4] b_____ sanctuary
- has no [5] i_____ (because the ecological system is so [6] h_____)
- is literally a water [7] p_____ plant

5 ▶ 8.1 Watch the fifth part (14.10 to the end) of the talk. Choose the correct option to complete Dan Barber's ideas.

1 For a lot of people the idea of local food, farmers markets, small farms and organic food is not *realistic / radical enough*.
2 One billion people go hungry each day because *there isn't enough food / food is distributed unequally.*
3 The question that drives the current food system is *'How can we make agriculture a successful business?' / 'How can we feed more people more cheaply?'*
4 The current food system is broken because we *can't produce enough food / are eroding our natural resources.*
5 The current agribusiness model is expensive, uses chemicals and machines and produces *poor quality / overpriced* food.

VOCABULARY IN CONTEXT

6 ▶ 8.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

7 ▶ 8.3 Watch the clips from the TED Talk. Complete the collocations. Then discuss your answers.

8 Complete the sentences in your own words. Then compare your sentences with a partner.

1 It's impossible to overstate the importance of …
2 The company went into liquidation because …
3 A friend of mine once tried to set me up with …
4 I would rather go hungry than …

CRITICAL THINKING Supporting evidence

9 Dan Barber made a powerful case for a more sustainable and ecologically-friendly way of producing good food. What evidence about the following topics did he give to support his case? Were these from published facts or his own experience, do you think?

1 existing production methods (e.g. fish farming)
2 sourcing food for his restaurants
3 'better' alternative food production methods
4 the quantity of available food in the world

10 Read these comments* about the TED Talk. Which evidence did they question? Do you have similar reservations about the evidence that was given?

Viewers' comments

P **Patricia** – Great talk, but there was one point I couldn't understand. If the Veta La Palma farm acts as a 'water purification system' for the polluted water that enters it from the Guadalquivir River, where do the contaminants go? They must end up somewhere in the food chain.

M **Mikael** – Extensive food farming is an interesting idea and the example he gives of the farm where the shrimp eat the phytoplankton and the flamingos keep the shrimp population in check is a good example of ecological balance at work . But is there really enough land available to make this kind of farming possible on a larger scale?

*The comments were created for this activity

PRESENTATION SKILLS Varying the pace

11 Work in pairs. What are the dangers of speaking too quickly or too slowly? How do you think you can use variety of pace and pauses to the best effect?

12 Look at the Presentation tips box. Are your ideas from Exercise 11 similar?

TIPS

Pace in general
Pay attention to the pacing of your words. If you speak too quickly (a common problem for speakers who are nervous), the audience may not be able to keep up. If you speak too slowly, they may become bored. Try to speak at a natural and understandable pace.

Varying the pace
During the talk it is a good idea to vary your pace to signal changes in the content. For example, when communicating excitement, people often speed up. When communicating complicated or serious ideas, they tend to slow down.

The pause
Short pauses can be incredibly effective in helping the listener to reflect on a key point you have made or to prepare them for a change of direction in the talk.

13 ▶ 8.4 Watch the clip from the beginning of the talk. How does Dan Barber vary his pace and use pauses to good effect?

14 Work in pairs. You are each going to present an extract from Dan Barber's talk.
Student A: Turn to page 175.
Student B: Turn to page 176.
Think about how you will vary the pace of this part of Dan Barber's talk to give the greatest effect to the words.

15 Take turns to present your extracts. Tell your partner how effective you think the varying of the pace was.

▶ defense **AM ENG**
▶ defence **BR ENG**

▶ flavor **AM ENG**
▶ flavour **BR ENG**

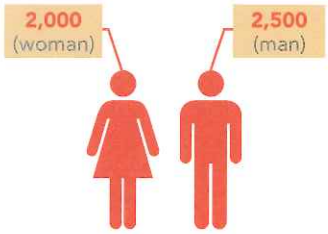
8.2 Mind what you eat

GLOBAL FOOD FACTS

CALORIES

CALORIE INTAKE

Recommended (per day):



Actual average (per day):

CALORIFIC VALUE OF FOOD

200 calories in:

DIET

- There are 1.4 billion overweight people in the world
- 2 billion people lack minerals and vitamins essential for good health
- 45% of the world's diet is made up of grains (wheat, maize, rice, sorghum, etc.)

PORTION SIZES

- A typical pot of yoghurt is 82% larger in the USA than in France
- A Chinese takeaway is 72% larger in the USA than in France

BREAKFAST

- People who eat breakfast every day are 43% less likely to be overweight
- People who don't eat breakfast eat 40% more sweets and 30% less fruit

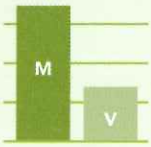
ENVIRONMENT

FOOD WASTE

33% of food grown in developing countries is wasted before reaching the market.

33% of food bought in industrialized countries is thrown away.

CO_2 FOOTPRINT



Meat lover: 3.3 tonnes CO_2 emissions per year

Vegetarian: 1.3 tonnes CO_2 emissions per year

ANIMAL FEED RATIO

10 kg of animal feed produces:

GRAMMAR Modal verbs

1 Work in pairs. What are the main issues concerning food in your country? Give reasons for your choices.

a food prices
b unhealthy food / diet
c food waste
d something else

2 Look at the infographic. Which facts did you find most striking or shocking?

3 Read the sentences (1–7) in the Grammar box. Answer the questions (a–b).

MODAL VERBS

Present modals

1 *The average American eats 1,200 more calories a day than they* ***need to consume****.*
2 *You* ***don't have to get*** *your protein from meat and fish – there is a lot in peanuts, for example.*
3 *You* ***should eat*** *breakfast – it's good for your health.*
4 *I think most meat eaters* ***must know*** *that their carbon footprint is bigger.*

Past modals

5 *I knew I* ***needn't have bought*** *so much food.*
6 *By buying less food, most people* ***could have saved*** *money and helped the environment.*

Phrasal modals

7 *We* ***will have to produce*** *more animal feed for everyone* ***to be able*** *to eat meat.*

a Which modal verbs are used to:
1 talk about an obligation or moral obligation?
2 talk about a lack of obligation?
3 talk about a necessity?
4 talk about a lack of necessity?
5 talk about a possibility?
6 speculate on a present situation?
7 speculate on a past situation?

b In sentence 7, why don't we use the modals *must* and *can*?

Check your answers on page 157 and do Exercises 1–4.

4 Read the pairs of sentences. In each pair, how is the meaning of the second sentence different from the first?

1 a You **don't have to get** your protein from meat and fish – there is a lot in peanuts, for example.
  b You **mustn't get** your protein from meat and fish – there is a lot in peanuts, for example.
2 a You **should eat** breakfast – it's good for your health.
  b You **must eat** breakfast – it's good for your health.
3 a Meat eaters **must know** that their carbon footprint is bigger.
  b Meat eaters **can't know** that their carbon footprint is bigger.
4 a I knew I **needn't have bought** so much food at the supermarket.
  b I knew I **didn't need to buy** so much food at the supermarket.
5 a By buying less food, most people **could have saved** money and helped the environment.
  b By buying less food, most people **would have saved** money and helped the environment.

5 Choose the correct modal form to complete these sentences.

1 He hopes *he will can / to be able to* join us for dinner, but he told me that he *must have finished / had to finish* some work first.
2 I bought five pieces of steak. I *didn't need to buy / needn't have bought* six because Terry's a vegetarian. We *may / can* prepare something else for him.
3 *Shall / Should* I get you something to eat? You *must / have to* be hungry.
4 I *would / ought to* warn you that the soup is very spicy. You *mustn't / don't have to* eat it, though, if you don't want to.
5 You *had to tell / could have told* me that we were eating out and that I *would have worn / was supposed to wear* something a bit smarter.
6 Do you mind *must / having to* peel the potatoes? It *shouldn't / can't* take long.

6 Read these two views of food production and supply. Rewrite the underlined phrases using modal verbs.

1 [a] Perhaps some people think that [b] it wasn't necessary for us to adopt intensive farming methods. But in fact [c] it was impossible for food production to increase so much without the advances in farming technology. And unless government policy changes, [d] this progress is likely to continue in the future.
2 [a] It's not right that people are forced to go hungry when [b] we have the possibility to feed them all easily by distributing food more equally. To do this, [c] it's not necessary for people in the west to eat less; [d] it is just that we have an obligation to waste less.

LANGUAGE FOCUS Expressions with modal verbs

7 Match the two halves of each sentence to make expressions with modal verbs.

1 I might have guessed	**a** I know?
2 You may say	**b** bothered.
3 As luck would	**c** bet on it.
4 How on earth should	**d** be right.
5 How could you	**e** you'd be here.
6 Yes, you might as well	**f** have it, I found one on eBay.
7 I needn't have	**g** well believe it.
8 I wouldn't	**h** be so rude?
9 You may well	**i** give it a try.
10 I can	**j** 'I told you so!'

8 Work in pairs. Imagine what statement or event might have prompted someone to say each of the expressions in Exercise 7. Then compare your answers with another pair.

You're out shopping with a friend who is feeling very hungry and you get separated. After some time searching you spot them eating cake in a café. You say: 'I might have guessed …'

SPEAKING Discussing the news

9 21st CENTURY OUTCOMES

Work in small groups. Look at the headlines about food news and answer the questions. Then write two more headlines to share with the class.

1 What do you think each headline means?
2 Do you think this is a real cause for concern?

A ECONOMY BEEFBURGERS 80% HORSEMEAT

B **'LOW FAT' LABEL JUST MEANS MORE SUGAR**

C World price of staple foods to double by 2030

D **Consumer attitudes the only thing stopping insects being next big food trend**

E DOCTOR SAYS SUGAR MORE ADDICTIVE THAN NICOTINE

F **STUDY FINDS AVERAGE OF 43% OF PEOPLE ARE 'MINDLESSLY OVEREATING'**

8.3 A contradiction in terms

READING Can business be sustainable?

1 Work in pairs. Read the sentences. What does *sustainable* mean in each sentence? Then write your own example sentences using *sustainable*.

1 Working ten hours a day, six days a week just isn't **sustainable.**
2 The company makes **sustainable** office paper from sugar cane waste.

2 Read the comments of three experts on page 91. Match the paragraphs (1–3) with the sentences (a–c). Which view(s) do you agree with and why?

a Business activity can never be completely environmentally sustainable.
b The concept of sustainability has given rise to more socially responsible businesses.
c Companies see sustainability as a good business opportunity.

3 Read the comments again. Choose the correct option (a–c) to complete the sentences.

According to Derek Morrison
1 Doing business sustainably inevitably:
a costs more.
b has a big impact.
c is dishonest.
2 The problem with 'sustainable business' is that companies:
a make the customer pay for their sustainable actions.
b always use making money as their starting point.
c don't know what sustainable means.

According to Jane Samuels
3 The newer type of sustainability is:
a an incorrect definition of sustainable.
b a reasonable extra definition.
c a confused and dangerous idea.
4 Same Café is:
a basically a charity.
b a poor business model.
c sustainable in both senses of the word.

According to Ellie Rickman
5 The example of the toy company shows that:
a every business uses energy from unsustainable sources.
b it is not easy to have an environmentally sustainable business.
c exporting to other countries can be sustainable.
6 The example of the mushroom company shows that:
a you can be a sustainable business within a less sustainable economic system.
b you cannot be sustainable in everything you do.
c disposing of waste is the main problem for business.

4 Work in pairs. Find these expressions in the article. Then put the expressions in your own words.

1 are directly at odds with (line 4)
2 are not insensitive to (line 9)
3 the concessions they make to the environment (line 14–1
4 parading our sustainable credentials (line 22–23)
5 has gained traction (line 29)
6 goes beyond that (line 46)
7 don't get me wrong (line 58–59)
8 albeit organic (line 62–63)

VOCABULARY Synonyms: *-able* and *-ible*

5 Read the sentences. Look at the words in bold. Then choose the option in brackets that is the best synonym.

1 *Same* is focussed on building a healthy community – it' a **laudable** aim. (*commendable / achievable / viable*)
2 A certain amount of food waste is **unavoidable.** (*foreseeable / inevitable / unalterable*)
3 A business that asks the customer to pay what they think is fair for a service or product is not **viable.** (*thinkable / doable / workable*)
4 Solving the global food crisis by eating more insects is not **plausible.** (*defensible / acceptable / credible*)
5 People need to be more **amenable** to the idea of genetica modified food. (*agreeable / reasonable / persuadable*)
6 Making food that is healthy and quick to prepare is perfectly **feasible.** (*tenable / doable / manageable*)
7 It's important when setting business goals to begin with what is **attainable.** (*quantifiable / achievable / reliable*)
8 The damage we have caused to the world's fish stocks is not **irreparable.** (*irretrievable / inevitable / irreversible*
9 Let's proceed with that idea because the risks involved are **negligible.** (*measurable / insignificant / manageable*

6 Work in pairs. Compare your answers from Exercise 5. Do you agree or disagree with each statement?

SPEAKING Encouraging good practice

7 21st CENTURY OUTCOMES

Work in small groups. Choose one of the scenarios (a–b). Design a plan to tackle the problem. Include a short noti to customers to communicate or reinforce the message.

a A restaurant. Your restaurant is well liked and gets goo reviews. The problem is food waste. You serve generou portions and about forty per cent of the customers leav food on their plate that gets thrown away.
b A hotel. Your hotel is generally about fifty per cent full, sometimes less, sometimes more. But you feel you hav to heat and light all the areas where guests might go. You want to reduce your energy use (and bill!).

8 Present your ideas to the class. Vote on which you think is the best plan and communication.

Can business be sustainable?

1 DEREK MORRISON
Environmentalist

There's an inherent contradiction in the idea of sustainable business. Why? Because nine times out of ten the interests of business, namely profit, are directly at odds with the interests of the planet. Farming organically and unintensively gives lower yields. Green energy is almost always more expensive. Buying from fairtrade certified suppliers significantly increases costs. Of course, companies are not insensitive to the popular appeal of sustainable goods, but they know that ultimately the average household cannot afford them. So they declare their commitment to sustainability (what we in the environmental movement call 'greenwash'), knowing full well that the benefit of the concessions they make to the environment is marginal. 'For each $100 you spend with our airline, we'll plant a tree'; 'Use this de-icer on your car; it uses 25 per cent less rock salt than regular de-icers'; 'Buy a plastic shopping bag for life'. My issue with this is not that it is disingenuous, but rather that the wrong motive is informing their actions. Companies shouldn't be asking 'How can we make more profit from parading our sustainable credentials?' If they truly care about the planet, they should be asking 'How can my business help the environment?'

2 JANE SAMUELS
Business Analyst

Well, there are two types of sustainability: sustainable in the original and strict sense where you use resources in a way that doesn't deplete them. But there is another sense that has gained traction in recent years and that is the idea that 'sustainable' applies to any business activity that is socially beneficial and worthy. Often these two definitions get mixed together or blurred, which is not necessarily a bad thing. A good example is the Same Café in Denver, a public-spirited restaurant with the philosophy that everyone deserves the chance to eat healthily regardless of their ability to pay. Instead of having a pre-priced menu, each customer of Same decides what they're able to pay for their food: if you can afford to, you pay more; if you can't, you pay less; and if you have no money, you can volunteer to help out at the café for an hour in exchange for your meal. The ingredients they source are fresh, local and organic, so in that sense, the business model fits the original definition of 'sustainable', but its real aim – to build a healthy community – goes beyond that. I think that's a laudable aim.

3 ELLIE RICKMAN
Economist

I think the bigger question is: Is it possible to have a sustainable business operating within a society or economic system that's largely unsustainable? Whatever you do, there's always some part of the chain that's less sustainable. If you make children's toys from recycled and eco-friendly materials and you package them for sale in recycled cardboard, that's all well and good. But you still have to use electricity to produce them. And if you take your business international, you're going to have to ship the toys by road and air. It's never straightforward. But don't get me wrong. I don't think people should be criticized for trying. In Brighton, where I live, there's a company that sells mushrooms grown in used coffee grounds that they collect from coffee shops. That waste, albeit organic, would otherwise have been thrown into the bin and not put to any good use at all. Small acts, as they say, can change the world.

8.4 I'll try anything once ...

READING Today's foodies

1 Work in pairs. Read the extract from an article about progress in food. How does Andy Warhol's attitude differ from that of the 'foodie' of today?

2 Look at the selection of dishes from the Noma menu. Explain what you think each one consists of. Which seems most experimental? Which would you like to try? Then turn to page 176 and read the explanations.

Today's foodies

'Progress is very important and exciting in everything except food.'* So said Andy Warhol, the artist and cultural commentator. Andy Warhol loved his food but he wasn't a 'foodie' in the modern sense. He liked food that was plain and traditional, particularly classic American fare: a hot dog, a bottle of Coke, a chocolate cookie. He embraced its democratic nature – $1 bought a meal as fit for a president as for a road sweeper – and found comfort in its simplicity. Today's foodies are rather different, always on the lookout for a novel recipe they can try out at home or a unique dining-out experience at an avant-garde restaurant. One of the most famous of these, Noma in Copenhagen, exemplifies experimental cuisine:

Fermented wild plums and wild beach roses
Milk curd and the first garlic of the season
Sliced raw squid and cabbage stems
Urchin and celery vinegar
Pumpkin, kelp and beechnuts
Egg cured in fermented beef and the last potatoes
(Selection from Noma Menu May 2015)

**The Philosophy of Andy Warhol* by Andy Warhol

LISTENING Talking about food

3 33 Listen to three people talking about the food they normally eat. For each speaker, write notes about:

a Their general attitude to food
b The food they mention

4 33 Listen to the speakers again. Complete the phrases the speakers used.

1 When you're _____ these kinds of fresh ingredients, it's not necessary to _____ food so much.
2 I'm happy to _____ most things _____, though, but I do still feel a bit _____ about eating anything that involves animals' intestines.
3 I prefer to _____ things that I haven't sampled before, particularly if it's something I _____ to being cooked in a certain way ...

DESCRIBING CUSTOMS AND CONVENTION

Customs and convention

In my country it's usual / customary / common / normal to ...
We're used to *-ing* ... / We're accustomed to *-ing* ...
I don't think I could get used to *-ing* ...
I would feel uncomfortable (about) *-ing* ...
I feel uneasy / apprehensive about *-ing* ...
... is odd / bizarre / peculiar / out of the ordinary.

Attitude to food

I'm quite conservative / cautious in my tastes.
I generally like to take the safe option.
I generally like to stick to what I know / to play (it) safe.
I'm quite adventurous.
I'm quite open to new experiences.
I'm happy to try anything / to experiment / to give it a go / to try it out.

Pronunciation Assimilation and elision

5 34 Sometimes in fast speech, the linking of two sounds creates a new sound (assimilation) or causes a sound to be 'lost' (elision). Listen to the sentences. How are sounds linked in the underlined words?

1 I <u>used to</u> eat a lot more sugar than I do now.
2 I'm happy to give <u>most things</u> a go.
3 So now I generally <u>ask before</u> ordering.
4 I don't <u>understand people</u> who just stick to what they know.
5 Traditional cooking made with <u>good quality</u> ingredients.

SPEAKING Attitude to food

6 Work in pairs. Think of and write four questions to discover someone's attitudes to food. Use the expressions in the Useful language box on page 92 to help you.

7 Work with a new partner. Ask and answer each other's questions. Did you have similar attitudes to food?

WRITING An online guide

8 Work in pairs. Think of three things that you think characterize British eating habits and table manners. Then read the extract from an online guide for business visitors and compare your answers.

BRITAIN → EATING HABITS

Britain is not famed for its cuisine, but its reputation for poor food, having been formed in the 1970s and 80s, is no longer deserved. It may be no coincidence that this is when Britain joined the European Union, and like many places now, a range of international food is on offer. A few specific foods and eating habits, however, still distinguish Britain from other countries.

1 **Tea drinking.** Although coffee shops are widespread, tea (commonly taken with milk) remains the national drink.
2 **Warm beer.** Generally coming in measures of a pint or half a pint, traditional English beer (or 'ale'), is served at room temperature.
3 **Curry.** Don't be surprised to be invited out for a curry, food from the Indian sub-continent being Britain's most popular foreign cuisine.
4 **Puddings.** The British like their puddings sweet and heavy. Don't be put off by this as they are often delicious, but do save room for them at the end of the meal.
5 **Meal times.** These are fairly standard, but the evening meal, usually called 'dinner' – but also 'tea' or 'supper' – can be anytime between 6 p.m. and 9 p.m. (Sometimes 'lunch' is called 'dinner'.)

Table manners are also similar to those practised in other European countries, the main points being:

- wait until everyone has been served before beginning to eat.
- do not rest your elbows on the table or eat with your hands, except when eating bread or fruit.
- avoid speaking with your mouth full and avoid making noises while eating, the latter being considered particularly off-putting.

9 Look at the guide again. How does the writer draw the reader's attention to each key point?

Writing skill Participles

10a The writer uses participles at various points in the online guide in Exercise 8. Rewrite the sentences using more common verb forms.

1 having been formed in the 1970s and 80s
→ *since / as it was formed in the 1970s and 80s*
2 commonly taken with milk
→ *which is commonly taken with milk*
3 generally coming in measures of a pint or half a pint
4 food from the Indian sub-continent being Britain's most popular foreign cuisine
5 usually called 'dinner' – but also 'tea' or 'supper'
6 the latter being considered particularly off-putting

10b Rewrite these sentences converting the underlined phrases to participial phrases.

1 Afternoon tea, <u>which usually consists</u> of sandwiches and cakes, is rarely eaten at home now but is served in tea rooms and some hotels.
2 <u>When you have finished</u> eating, you can indicate this by putting your knife and fork next to each other on the plate.
3 You may want to skip the full English breakfast, <u>as this is</u> an extremely filling meal.
4 Fish and chip shops, <u>which are found</u> in every English town, vary greatly in quality.
5 Meat, <u>which is relatively abundant</u> in the British Isles, is generally of excellent quality.
6 British people now take a great interest in food, <u>when formerly they were</u> rather indifferent to it.

11 21st CENTURY OUTCOMES

Write a similar guide to food and eating habits for a business visitor to your country. Write approximately 200–250 words.

12 Work in pairs. Exchange your guides. Use these questions to check your partner's guide.

- Does the guide include an introductory overview of what the visitor can expect?
- Are the key points highlighted in an appropriate way?
- Are participles used correctly?

WD-40 COMPANY

– A single product company

WD-40 Company, originally the Rocket Chemical Company, was founded in 1953 and has built a $300 million business effectively around a single product, a combined water displacer and penetrating oil. Although there have been many attempts to copy and compete with it (its formula is a well-kept secret), in the USA and the UK it has become a household name, synonymous with its function, much like Kleenex for tissues or Hoover for vacuum cleaners.

LISTENING

1 35 Read the short introduction about WD-40 Company. Then listen to an interview. Are the sentences true (T) or false (F)?

1 WD-40 is well known all over the world, but is best known in the USA.
2 The product was originally conceived as a fuel for rockets.
3 The letters WD stand for 'Water Dispersal'.
4 It was the company's employees who seem to have discovered the wider applications of WD-40.
5 In new markets, the company uses free samples and then relies on word of mouth to get the product known.
6 WD-40 is used by professionals as well as by people at home for DIY.
7 The interviewer thinks a company with only one product is avoiding risks.
8 The commentator says companies with one product have to be very careful about bad publicity.

VOCABULARY Idioms related to food

2 Look at these two food idioms from the interview: a) *put all your eggs in one basket* and b) *go pear shaped*. What do the idioms mean? Then complete the other idioms (1–10) with these words.

bacon	butter	cake	cheese	grapes
nut	plate	potato	salt	sardines

1 They were only running a fifty per cent service on the trains this morning; we were all **packed in like** _____ .
2 She wants to live in the centre of town, but she also wants a nice garden. You can't **have your** _____ **and eat it**.
3 I don't know what he's director of exactly, but he's certainly **a big** _____ in the company.
4 Thanks for covering for me at work yesterday. You **saved my** _____ .
5 I'd **take** what you read in that paper **with a pinch of** _____ . They're more interested in a good story than reporting the facts.
6 The issue of migration is a bit of **a hot** _____ at the moment.
7 The band has been successful in Europe, but they are finding America **a hard** _____ **to crack**.
8 I'd love to help you, but I'm afraid I'**ve got a lot on my** _____ at the moment.
9 We do publish some adult fiction, but children's books are our **bread and** _____ .
10 After coming fourth, he accused some of the other contestants of cheating. There was no reason to believe they had – it was just **sour** _____ .

GRAMMAR

3 Put the words in the right order to complete the sentences.

1 Some say the fewer products you have, (you can / better / the / each one / on / focus).
2 But personally, (a / have / would / bigger / I / rather / range / much).
3 (have / you / more / the / products), (more / there is / for customers / the / choice).
4 (likely / a company / is / less / to go out of business / far) with a big range of products.
5 But some companies are conservative: (they / just / they / know / soon / to / would / stick / as / what).
6 That's OK, if you're confident that (available / is / the / of its kind / your product / best).

4 Complete the conversation with the appropriate modal verbs (or phrasal modals).

A: I'm trying to prove the point that you don't [1] _____ to have a big range of products to be successful and I need a good example. Do you know any successful single product companies?
B: Hmm, there [2] _____ be some. What about Crocs shoes? I [3] _____ n't have thought they needed to make anything else. Their shoes are everywhere these days.
A: You [4] _____ well be right. Hang on – we [5] _____ be able to see if we look at their website. Oh, that's a surprise – they do make other kinds of shoes. Some of them look quite nice. I'll [6] _____ to have a closer look some time.
B: OK, then. What about McLaren baby buggies – you know, pushchairs? I [7] _____ ever recall seeing any other products made by them.
A: OK, I'll just look them up too. No, you're right. They just make buggies and a few accessories like rain covers. That [8] _____ be a good example, then.

VOCABULARY

5 Match the words (1–8) in list A with words in list B with a similar meaning.

A	B
1 doable	a credible
2 achievable	b agreeable
3 plausible	c manageable
4 amenable	d quantifiable
5 viable	e inevitable
6 unavoidable	f irreversible
7 measurable	g feasible
8 irreparable	h attainable

6 Complete the idioms. Use one word in each space.

1 I think a lot of people buy WD-40 because it's the product they are most familiar with: it's the 'better the _____ you know' principle.
2 Wow – it comes in fifteen different colours! We're _____ for choice here.
3 I can either get the bike repaired for £150 or buy a new one for £190. It's a no- _____ , really.
4 We bought the more expensive kind of buggy – against my better _____ at the time – and I have to say I was proved right. I prefer the more basic kind.
5 Rather than spending hours trying to decide which pair of shoes you want, why not hedge your _____ and buy both!
6 A lot of people don't like choice and decisions – they're afraid to take the _____ .

SPEAKING

7 Work in pairs. Discuss these questions.

1 Can you think of any successful single product companies in your country? Give examples.
2 Can you think of any companies which have diversified to offer a wide range of products? Give examples. Have these companies been successful? Why? / Why not?
3 What other products or services do you think WD-40 could diversify into?

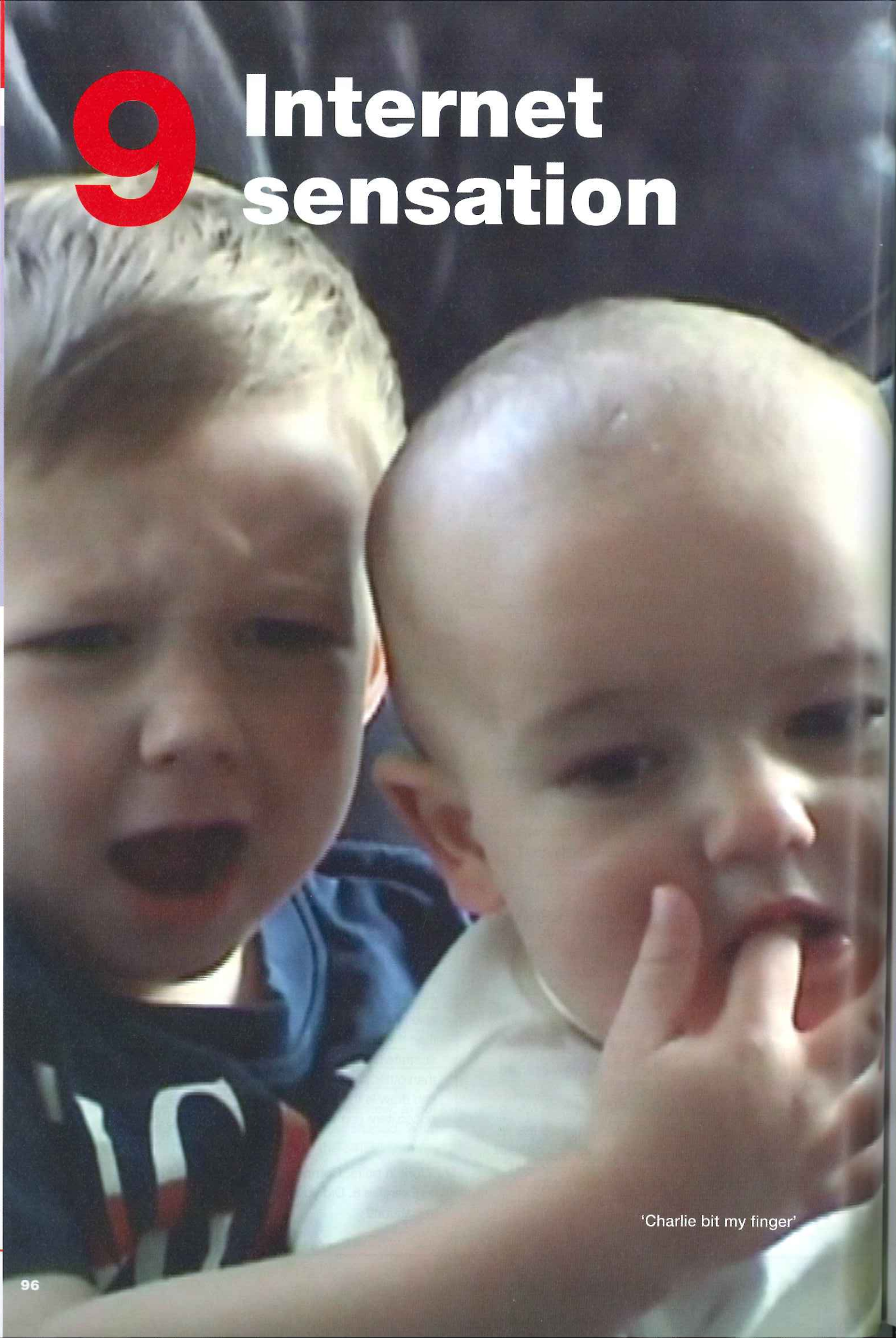
IMPROVE YOUR WRITING Avoiding repetition

8 Try to use a variety of vocabulary in your writing and avoid repeating words or phrases unnecessarily by substituting them with other words (*do, so, that, some and any,* etc.) Read the description of a graph. Amend the underlined repeated words and phrases. Use words with a similar meaning or substitution.

> The two graphs illustrate the average time taken by customers, men and women, to make purchasing decisions with different products. The first graph illustrates the average time taken to purchase a washing machine and the second graph illustrates the average time taken to purchase a pair of jeans.
>
> We can see from the graphs that while people take on average six days to make a purchasing decision on a washing machine, they take only twenty minutes to make a purchasing decision on a pair of jeans. We can also see that the time taken by men is on average shorter than the time taken by women. So the graphs clearly illustrate that people take longer choosing some products than other products, but perhaps another conclusion we can draw is that people take longer choosing a high-priced item compared to a low-priced item.

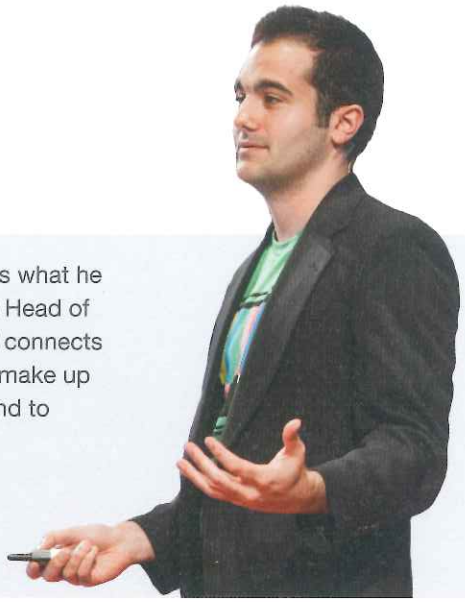
9 Work in pairs. Compare your versions of the description in Exercise 8. Did you find similar solutions to avoiding repetition?

9 Internet sensation



'Charlie bit my finger'

TEDTALKS



KEVIN ALLOCCA, whose background is in Communications and Film, has what he describes as 'every fifteen-year-old's dream job'. Based in New York, he is Head of Culture and Trends at YouTube, where he tracks the latest viral videos and connects to the communities that create the parodies, tributes and reply videos that make up the ever-growing YouTube universe. His job is to identify what is popular and to analyse why.

Kevin Allocca's idea worth spreading is that the future of entertainment is one where everyone plays a part in shaping pop culture – not only its popularity, but also creating the content itself.

BACKGROUND

1 You are going to watch a TED Talk by Kevin Allocca called *Why videos go viral.* Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

1 Why do you think Kevin Allocca's job is a fifteen-year-old's dream job?
2 What kinds of video are made in response to viral videos?
3 What do you think makes some YouTube videos go viral? Can you think of a particular example? What did you conclude was the reason for its popularity?

KEY WORDS

2 Read the sentences (1–6). The words in bold are used in the TED Talk. Match the words with their definitions (a–f). Then discuss the questions with your partner.

1 Who were the **tastemakers** at your school or college? Did you follow them?
2 During a typical day, when do you think the **spikes** are in Internet use?
3 Which of these types of film have you seen a **parody** of: horror, action, American western, disaster movie? Did you enjoy them?
4 What online communities have **sprouted up** in your country or workplace in recent years?
5 Why is music in shops and restaurants often **looped**?
6 What is your favourite **remix** of a well-known song?

a put on a cycle where the music (or video) is repeated again and again
b an imitation of something intended to make people laugh
c a new version of a song or video made by changing certain elements of it
d people who influence others in their likes and dislikes
e sudden increases
f appeared from nowhere

AUTHENTIC LISTENING SKILLS Dealing with accents: British and American

There are many different accents in English – regional as well as national. If you know you are going to be hearing a particular accent, it's useful to learn the key differences. Five key differences between British and American pronunciation are:

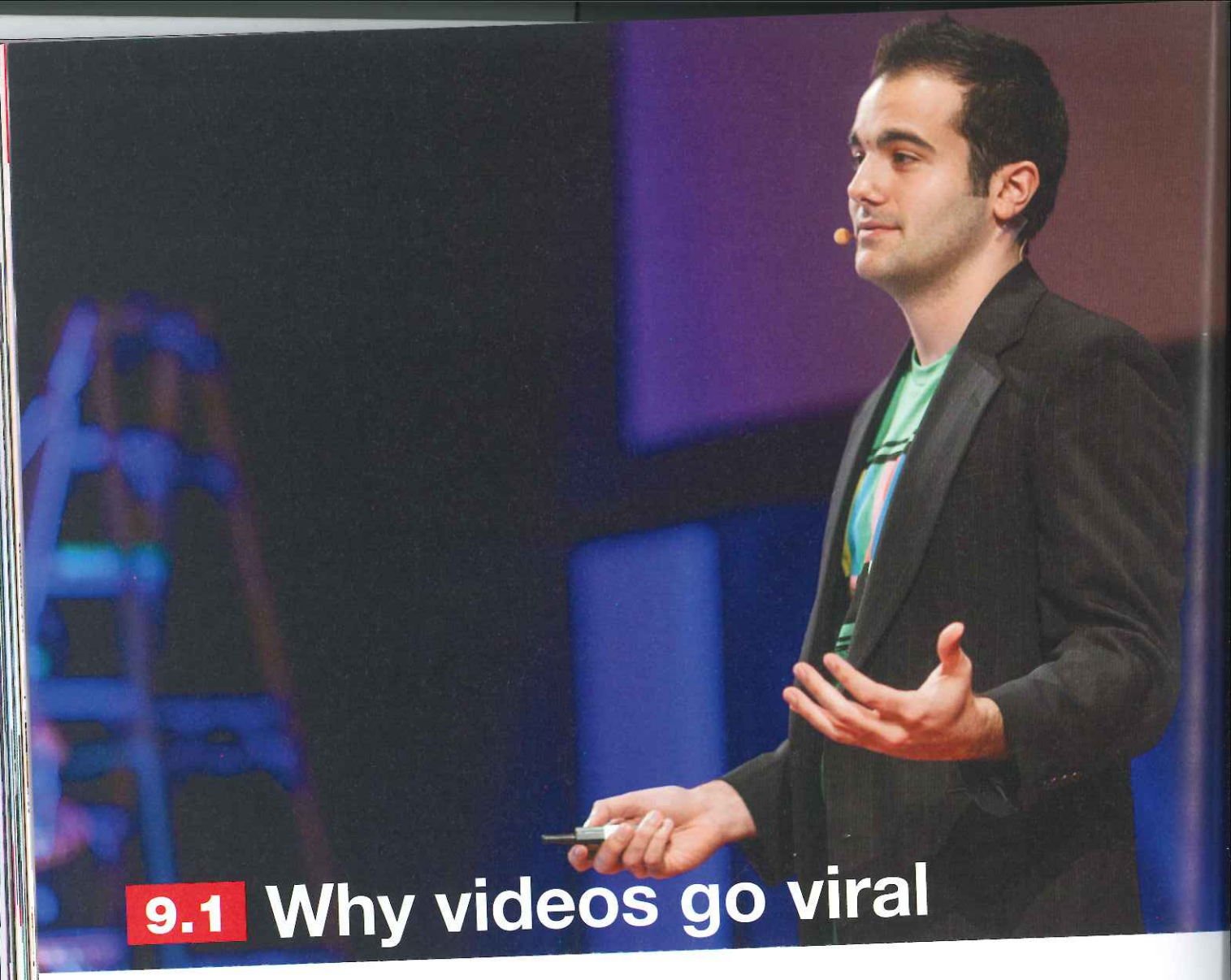
Example	British English	American English
letter, water	/t/	/d/
father, heart	/ə/, /ɑː/	/ɜːr/, /ɑːr/
talk, auto	/ɔː/	/ɔ/
dog, bottle	/ɒ/	/ɔ/
due, opportunity	/juː/	/uː/

3a 36 Look at the Authentic listening skills box. Look at the opening sentences of Kevin Alloca's talk. As an American, how do you think he pronounces the words in bold? Then listen and check.

'Hi. I'm Kevin [1] **Allocca**, I'm the trends [2] **manager** at [3] **YouTube**, and I professionally [4] **watch** YouTube videos. It's true. So we're going to [5] **talk** a little bit today about how videos go viral and then why that even [6] **matters**.'

3b 37 Listen to the next extract from the talk. Complete the sentence.

'An entire remix [1] _____ [2] _____ up that [3] _____ it from being just a stupid joke to something that we can [4] _____ actually be a [5] _____ of.'



9.1 Why videos go viral

TEDTALKS Watch at home

1 ▶ 9.1 Watch the TED Talk. Give a brief description of each YouTube video (1–4) Kevin Allocca shows. How many views (in millions) did each video get?

1 Bear Vasquez
2 Rebecca Black
3 Nyan Cat
4 Casey Niestat

2 What was the purpose of each video?

a commercial
b social or political commentary
c sharing a personal moment
d entertainment

3 ▶ 9.1 Watch the first part (0.00–2.06) of the talk again. Answer the questions.

1 According to Kevin Allocca, what do we all aspire to be?
2 At the time of Kevin Allocca's talk in 2011, how much video was being uploaded to YouTube and how much of that video went viral?
3 According to Kevin Allocca, what are the three things that make a video go viral?
4 What does Bear Vasquez call himself?
5 What made Bear Vasquez's video go viral?

4 ▶ 9.1 Watch the second part (2.06–5.15) of the talk again. Choose the correct option to complete the sentences.

1 Kevin Allocca says that Rebecca Black's *Friday's* popularity was down to *tastemakers / communities of participation / unexpectedness*.
2 Other people used Rebecca Black's video to make *money / jokes / parodies*.
3 There are *four million / three-hour / cat-filmed* versions of Nyan cat.
4 According to Allocca, the remix community is *technically minded / creative / exclusive*.

5 ▶ 9.1 Watch the third part (5.15 to the end) of the talk again. Then work in pairs and answer the questions.

1 According to Kevin Allocca, what qualities in general make a video stand out?
2 What prompted Casey Niestat to make his protest video?
3 What qualities made Casey Niestat's video stand out?
4 According to Kevin Allocca, what is different about this new kind of media?
5 According to Kevin Allocca, what do we feel about our pop culture as a result?

▶ audience /ˈɔdiəns/ **AM ENG**
▶ audience /ˈɔːdiəns/ **BR ENG**
▶ process /ˈprɑses/ **AM ENG**
▶ process /ˈprəʊses/ **BR ENG**

VOCABULARY IN CONTEXT

6 ▶ 9.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

7 ▶ 9.3 Watch the clips from the TED Talk. Complete the collocations. Then discuss your answers.

8 Complete the sentences in your own words. Then compare your sentences with a partner.

1 People think that anyone who writes software must be geeky, but ...
2 There are tons of ... on the Internet.
3 An inside joke in our family / among my friends is that ...

CRITICAL THINKING Making assumptions

9 Speakers and writers naturally make assumptions about the audience they are addressing – sometimes implicitly, sometimes explicitly. It is important to consider what these assumptions are and how they affect the applicability of their argument. Work in pairs and discuss these questions.

1 Kevin Allocca was giving his talk at TEDYouth. What do you think Kevin Allocca assumed about the interests of his audience?
2 Do you think his assumptions were reasonable? Give reasons.

10 Look at these comments* about the TED Talk. Which comments confirm assumptions about Kevin Allocca's audience and which don't? Which comment is closest to your views?

Viewers' comments

J **Jean-Philippe** – Cats watching cats watching a cartoon cat? This seems to me to sum up the age we live in – vacuous.

E **Estelle** – Very clear analysis of how pop culture works. Echoes of Andy Warhol 'In the future, everyone will be famous for fifteen minutes'. And why not? We all want to express our creativity and have our moment in the sun.

M **Marco** – I'd like to feel that I was part of the new generation that is driving this audience-led media and entertainment, but I do wonder if in fact the power is really in the hands of a few 'tastemakers', who direct, and are even paid to direct us to certain content. Perhaps I'm just too cynical for my age.

*The comments were created for this activity.

PRESENTATION SKILLS Being clear and to the point

11 Work in pairs. How do you think a speaker can make sure that they are going to be clear and to the point in their talk? Write down your ideas.

12 Look at the Presentation tips box and compare your ideas from Exercise 11.

TIPS

Less is often more. Your message is likely to be more powerful if you edit out any unnecessary parts of your talk. Don't begin by thinking 'How can I make this talk fill the allotted time?' but rather 'How can I get my ideas across as succinctly and effectively as possible?' Follow these points:

- Be really clear in your own mind about what you want the audience to take away.
- Treat complex ideas more slowly and in short clear sentences.
- Repeat key messages at strategic points in your talk (e.g. at the beginning and end) but try to avoid unnecessary repetition.

When you have written your talk, present it to a friend or colleague and ask them what they felt was unnecessary.

13 ▶ 9.4 Watch the clip from the TED Talk. Do you at any point feel that Kevin Allocca repeats himself unnecessarily? Do you feel he kept to the point?

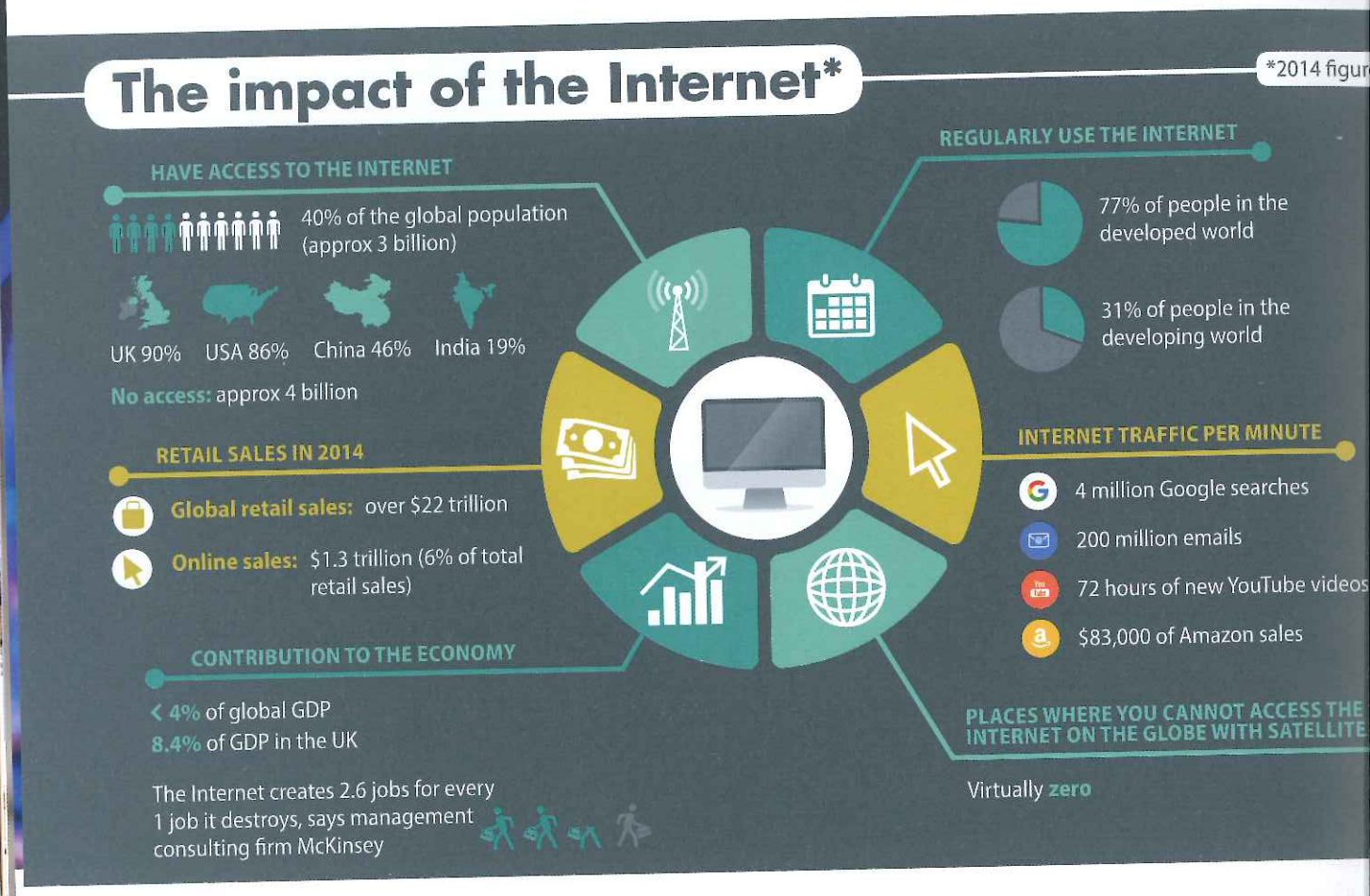
14 Work in pairs. Think about a YouTube video you have seen which made an impact on you. Use the list below to help you. Prepare a few sentences to describe what happened on the video and why it made an impression on you. Make sure you are clear and keep to the point. You will have ninety seconds to talk about the video.

- an advertisement
- someone with a talent
- a funny moment
- an awareness-raising campaign
- a moving moment
- something from the natural world

15 Work with a new partner. Take turns to talk about the video. Were you clear and to the point without omitting essential information?

▶ stupid /ˈstuːpɪd/ **AM ENG**
▶ stupid /ˈstjuːpɪd/ **BR ENG**

9.2 Completely lost without it



GRAMMAR Gradability

1 Work in pairs. Write down two or three ways in which the Internet has been good for society and two or three ways it has not been so good.

2 Look at the infographic. Comment on the use of the Internet across the world in these areas (a–c). Is its impact bigger or smaller than you imagined?

a people's access to the Internet
b the economic impact of the Internet including on shopping
c the relation of the Internet to employment

3 38 You will hear a commentator discussing the impact of the Internet. Complete the notes using one word in each space. Then answer the questions (a–b).

Distribution of the Internet: Extremely [1] _____
Economic impact: Fairly [2] _____
Impact on jobs: Quite often there are job [3] _____
Impact on consumer behaviour: Helps consumers to get better [4] _____
Impact on communications: Totally [5] _____

a Does the commentator feel the Internet is having a positive or negative impact?
b How do the commentator's views compare to the information in the infographic?

4 Read the sentences (1–9) in the Grammar box on page 101. Answer the questions (a–e).

5 Read the view by another commentator. Replace the adverbs in bold with the adverbs in the box. Sometim more than one adverb is possible, but try to use all th adverbs once.

absolutely	entirely	incredibly	quite
somewhat	totally	utterly	virtually

Compared to some other technological inventions of th past, the economic benefits of the Internet have been [1] **rather** disappointing. While some young programmer in California have done [2] **extremely** well out of it, it's [3] **quite** clear that overall it has taken more revenue fron existing industries than it has added to the economy. Earlier inventions, like the internal combustion engine, had a [4] **completely** different effect. The combustion er [5] **absolutely** revolutionized the economy, creating jobs the automotive industry, in road building and in the bui of new suburbs from which people could commute. Y could say the Internet has done [6] **practically** the oppo [7] **completely** destroying, for example, the old model c street shopping and the jobs that went with it. We nee to counteract these negative effects, and [8] **fairly** quick before the situation gets worse.

GRADABILITY

1 *The distribution of the Internet is still **extremely** unequal.*
2 *They have either a **very** limited or often no regular supply of electricity.*
3 *Its impact on the economy is still **fairly** modest.*
4 *IT and business analysts are **rather** prone to talking its effects up.*
5 *The Internet will drive the economy of the future, creating **completely** new industries and new jobs.*
6 *I'm **absolutely** certain it will have a positive impact.*
7 *The Internet is now **deeply** integrated into our daily lives.*

a Underline the adjectives in the sentences. Which adjectives are gradable* and which are ungradable**?
b Which words in bold strongly intensify the adjective that follows them?
c Which words in bold mildly qualify the adjective that follows them?

8 *And **quite** often efficiencies equal job losses, not job creation.*
9 *The Internet has **totally** transformed the way we communicate and access information.*

d Look at sentences 8 and 9. The adverbs do not qualify an adjective. What type of word do they qualify?
e Which of the adverbs you have identified are interchangeable?

* gradable adjectives can be measured on a scale
** ungradable adjectives express extreme or absolute qualities

Check your answers on page 159 and do Exercises 1–3.

6 Work in pairs. Look at the pairs of sentences. Discuss any difference in meaning between the adverb in each pair of sentences. Sometimes the meaning is similar.

1 a It was very beautiful.
  b It was absolutely beautiful.
2 a Are you quite sure?
  b Are you quite pleased?
3 a It's simply enormous.
  b It's simply designed.
4 a It's got a rather nasty taste.
  b It's got a rather nice taste.
5 a The restaurant was completely booked.
  b The battery is completely dead.
6 a It was badly damaged.
  b It was a badly written article.

LANGUAGE FOCUS Collocations with intensifying adverbs

7 Look at the sentences which were said by the commentator in Exercise 3. Which of these adverbs did he use in each sentence: *widely, wildly* or *wisely*?

1 Such estimates are probably _____ exaggerated.
2 It's _____ accepted that a high sales per employee ratio is a good indicator of business success.

See page 159 for more information about collocations with intensifying adverbs, and do Exercises 4–5.

8 Work in pairs. Choose the adverb that best collocates with each adjective, verb or prepositional phrase.

1 Our computing network is *desperately / highly / immensely* in need of updating.
2 Some rural areas are *thoroughly / severely / painfully* disadvantaged by having a slow Internet connection.
3 Many people don't *fully / deeply / distinctly* appreciate the benefits of digital communication.
4 Analysts *clearly / readily / honestly* admit that the Internet has had a negative impact on some jobs.
5 The gathering of personal data via the Internet is a *sorely / downright / highly* controversial issue.
6 My computer is *severely / sorely / painfully* slow today.
7 I *strongly / perfectly / distinctly* remember warning him not to keep his passwords written down.
8 We are *deeply / immensely / patently* committed to providing first-rate customer service.
9 She is *abundantly / acutely / extraordinarily* gifted.
10 I *conspicuously / sincerely / quite* believe that the Internet is a force for good.

SPEAKING Life without the Internet

9 21st CENTURY OUTCOMES
Work in pairs. How dependent are you on the Internet in your everyday life? Ask and answer the questions.

1 How many email or social media accounts do you have?
2 How long after you wake up do you check your email or social media accounts?
3 How many of the conversations you had yesterday were online?
4 If the Internet went down, how efficiently would you be able to continue working or studying?
5 What and how many things do you buy via the Internet each week?
6 What proportion of your entertainment (film, music, TV) comes via the Internet?
7 If you have a problem (work, practical, personal, health, etc.) how likely are you to search for advice online?
8 When you go on holiday, do you prefer to be with or without an Internet connection? Why?

10 Write two or three conclusions about your partner's level of dependence using adverbs of degree. Then compare sentences. Do you agree with your partner's assessment?

9.3 Same old

READING The medium is the message

1 Work in pairs. Discuss the questions.

1 What different media can you think of which give us information?
2 How do different media treat the same message or information, e.g. TV news and newspaper news?
3 What do you think the phrase 'the medium is the message' means?

2 Read the article. Answer the questions.

1 According to the author, how has the medium of the Internet changed things?
2 What is the 'same old message' conveyed via the Internet?

3 Find these phrases in the first paragraph. Choose the best definition (a–b).

1 the broadcast media (line 4)
  a TV and cinema
  b TV and radio
2 amplify or accelerate (line 6)
  a make more modern and efficient
  b make bigger and faster
3 previous human functions (line 9)
  a the things people did in the past
  b how people had moved around before

4 Read the rest of the article again. Find evidence that supports these arguments.

1 Little of what we do has been changed by the Internet.
2 The Internet is collaborative in nature.
3 The Internet is democratic.
4 The Internet is just another vehicle for business.

5 Find these words in the text and complete their definitions.

1 **pronounce** (para 1)
  = _____ in a formal and authoritative way
2 **on-demand** (para 2)
  = _____ you want it (e.g. TV)
3 **transformative** (para 3)
  = with the ability or power to _____ things
4 **stylized** (para 3)
  = represented in a particular, but not _____ way
5 **vent your spleen** (para 3)
  = talk about things that make you _____
6 **breaks down** (para 4)
  = has a(n) _____ collapse
7 **(be) hard-pressed** (para 5)
  = finding something very _____
8 **amplified** (para 5)
  = made _____

VOCABULARY New Internet words

6 Put these words and abbreviations into the right categor (1–10). Then discuss the exact meaning of each word.

BRB	BTW	blogs	browse
buzzword	crowdfunding	cyberbully	hotspot
landline	meme	offline	online petitio
phishing	photoshop	podcast	selfie
snail mail	spam	surf	troll

1 looking at the Internet
2 traditional (non-Internet) media
3 commonly talked about idea
4 people who are rude to others online
5 unwanted or dangerous email
6 taking and editing images
7 raising money or support
8 web-based articles or programmes
9 access to the Internet
10 common abbreviations

7 Work in pairs. Answer the questions.

1 What abbreviations do you commonly use in messages
2 Do you think there should be a law against trolls or cyberbullies? Why? / Why not?
3 How do you protect yourself against phishing?
4 Have you ever helped with a crowdfunding campaign signed an online petition?
5 Do you like taking 'selfies'? Why? / Why not?
6 What 'meme' or buzzword has caught your attention recently?

SPEAKING Creating a sharing website

8 The medium of the Internet lends itself naturally to collaboration and sharing with others. Flickr (photosharing) and Wikipedia (general knowledge) are two websites that are good examples of this. Work in small groups. Think how a user-sharing (learners only) website that helps people with their English could wor Consider these elements:

- what services or content the website will feature and how this will be presented
- the website name and the target audience (who do y want it to benefit)
- whether all services are free or if some are paid for

9 *21st* **CENTURY OUTCOMES**

Present your idea for the website to another group. Compare and pool the best ideas.

the medium is the message

'The medium is the message' pronounced Marshall McLuhan famously in his book *Understanding Media* in 1964, discussing how the printing press five centuries before and the broadcast media in the 20th century had changed our lives. McLuhan pointed out that what new media do is to 'amplify or accelerate existing processes'. 'The railway,' he said 'did not introduce movement or transportation or wheel or road into human society, but it accelerated and enlarged the scale of previous human functions, creating totally new kinds of cities and new kinds of work and leisure.'

McLuhan could equally well have been talking about the Internet, because the Internet has changed everything and nothing. We send emails where once we sent letters, we read online news where once we read newspapers, we look things up on Wikipedia where once we went to the library, we watch on-demand TV where once we had to satisfy ourselves with what the programmers were offering us at a given time. Above all, we spend and consume – food, clothes, music, electrical goods, games; the Internet is all the shops we want it to be, rolled into one. That's a shop on a hugely different scale, but it's still a shop.

Those who believe that there is something genuinely new and transformative about the Internet point to its collaborative and democratic nature. People who had no voice in the conversation before now have one. Online petitions on various issues accrue tens of thousands of signatures within hours. The girl who tweeted her disgust at the mannequin she saw in the window of clothes shop Topshop which was so thin it could not even be classed as a size 0 found a large and sympathetic audience when her tweet went viral. The company was forced to issue a statement saying that its mannequins were stylized, not exact representations of real women. But does that mean collaboration is a new idea? No, it has just become easier to share your opinions – and often, it seems, to vent your spleen – with anyone willing to listen.

As to democracy, it is true that stars of the Internet could just as easily be you or me as an existing celebrity. A video of a British woman, Jo Milne, hearing for the first time after cochlear implant surgery is deeply moving (she breaks down in tears of joy as the days of the week are read aloud to her by a nurse) and the fact that she was able to share this on YouTube without the financial backing of a television producer is surely a positive thing. But it does not make the screening of such a moment new.

Ultimately, even if we believe that the Internet was built on a spirit of democracy and freedom as its hardcore supporters claim, it is on the economic drivers of business that it has flourished. Browse online and you will be hard-pressed to find any page or video that does not feature some form of advertising or promotion, because that, whether you like it or not, is the message that drowns out all others: Buy this! It's not a new message, simply one that has, as McLuhan pointed out, been amplified by a new medium.

9.4 Online presence

READING Your online identity

1 What kind of information do you think you can learn about a person from the following sources?

a their CV
b their LinkedIn page
c their Facebook page
d their Twitter account

2 Work in pairs. Read the extract from a business blog. Then discuss the questions.

1 Employers often use different sources of information to judge a potential employee. What are the advantages and disadvantages of each source?
2 What would people find out about *you* if they 'Googled' you?

Your online identity

Presenting yourself in the best possible light to a prospective employer is what job applications are all about. So when you put together a compelling CV, write your punchy covering letter and check your LinkedIn profile, you might also want to 'Google' yourself and see what comes up, because increasingly that's what employers are doing. Your online identity, in particular your Facebook profile, could in fact be considered the ultimate CV – a personal, honest and spontaneous description of how you see yourself and how those who know you see you.

That's not to say that a potential employer is necessarily going to frown on your antics on a night out with friends; indeed, they might be looking for an extrovert character. But it does mean they will be scrutinizing your real interests and motivations and mining such sites for clues to your true character. So if you say in your CV that you're a motivated, loyal team player and then criticize your current employer to friends on Facebook, that's probably not going to go unnoticed. Try Googling yourself and then ask: 'Would *you* hire you?'

LISTENING Is it ethical?

3 39 Listen to three employers talking about searching social networking sites for information about potential candidates. Answer the questions for each speaker.

1 Do they think it is ethical? (Yes / No / Not sure)
2 What reasons do they give?

4 39 Look at the expressions in the Useful language box. Then listen again and complete the phrases the speakers used to give and explain their opinions.

Speaker 1

a _____, I _____ it is ethical. Private _____ private.
b _____ just because that conversation's taking place online?

Speaker 2

a I'm afraid that ethics _____
b So _____, _____ there's really no excuse anymore for not being aware of how the Internet works, the onus is very much on the candidate.

Speaker 3

a It's certainly not unethical ... I mean _____ it wouldn't be unethical to ask someone who knew the candidate for an honest appraisal of them.
b _____ this is a public, not a private space.

GIVING AND EXPLAINING OPINIONS

Stating an opinion

Personally, I (don't) think ...
... is / are ... (e.g. Facts are facts.)
Why should it be any different (with) ...?
... doesn't / don't (really) come into it.
I'd say that ...
It's certainly not ... (+ the opposite)
We just have to accept that ...

Explaining or justifying an opinion

Allowing for the fact that ...
As far as ... is concerned, ...
Considering that ...
Insofar as / Inasmuch as ...
In the sense that ...
Seeing that ...

Pronunciation Stress in opinion giving

5 40 Listen to the answers (1–4) to the question *Is it ethical?* Notice the stress on the underlined words and syllables. Practise saying the sentences with your partn

1 Personally, I don't think it is ethical.
2 I'm afraid that ethics don't really come into it.
3 Well, it's not unethical.
4 We just have to accept that it's a public space.

SPEAKING Giving and explaining opinions

6 Work in small groups. Look at the statement. Think about what your opinion is. Then discuss the statement. Use the expressions in the Useful language box on page 104 to help state and explain your opinion.

'A person's social network profile and online presence can give a very true reflection of what type of person (and employee) they are.'

WRITING An online professional profile

7 In a professional profile, a good opening summary is the key to catching people's attention and showing what you really care about. Read the three opening summaries from online professional profiles. Answer the questions.

1 Do you find the profiles persuasive enough to want to collaborate with these people if you needed their services? Why? / Why not?
2 Which of these elements does each writer include?

achievements	experience	job
personal qualities	professional goals	skills

8 Look at the second profile (Sarah Dunstan). Find phrases and sentences in the summary where the writer:

1 outlines her skills
2 shows her passion
3 keeps the tone personal and friendly
4 highlights key achievements

Writing skill Compound nouns: adjective + noun and noun + noun collocations

9a Compound nouns can come as one word e.g. *bookkeeper*, hyphenated e.g. *mother-in-law*, or as two words e.g. *team player*. Find two examples of adjective + noun or noun + noun combinations in each summary in Exercise 7.

9b Match words from box A and box B to make compound nouns or collocations which are used in professional profiles. Sometimes more than one combination is possible.

A		B	
book	community-spirited	getter	individual
experienced	go-	lover	player
hard	self-motivated	salesperson	worker
strategic	team	volunteer	thinker
proven		track record	

Gavin Hinton, Marketing consultant
Marketing professional and ideas man. Curious, creative and fun. I have experience of numerous business sectors, from hotels to horticulture, construction to cosmetics. Best-selling author of *The Seven Secrets of Good Marketing.*

Sarah Dunstan, Web content editor and manager
You can't be a master of all trades. However much you feel in control of the traditional aspects of your business, you probably only have a vague grasp of how your online and social messaging activities can contribute to its success. That's where I come in.

As a web content editor, my job is to help you engage customers with a clear and compelling message. I have an impressive record of increasing online community engagement in a range of companies, from multinationals to small businesses. Fast, effective and reliable, I love to capture the magic of people's stories, to raise their online profile and to hone in on their target audience.

Mia King, Chef / Owner at Bayking Baker
My background is in Far Eastern cooking, but I have also worked for prize-winning chefs in French, Italian and English restaurants all over Britain. Three years ago I left the restaurant business to set up my own bakery. I am an accomplished baker and cake-maker and specialize in French Viennoiserie and special occasion cakes. Last year I won the Bristol Baker of the Year Award.

9c Which phrases in Exercise 9b do you think are overused or clichéd? Look at page 176 to check your answers. What are similar overused phrases in your language?

10 21st CENTURY OUTCOMES
Write a summary for your own online professional profile. Write 100–150 words.

11 Work in pairs. Exchange your summaries. Use these questions to check your partner's summary.

- Does the summary describe their key skills?
- Does it show passion and enthusiasm?
- Does it use a friendly and personal tone?
- Is it concise, informative and without clichéd phrases?

10 The meaning of success

BACKGROUND

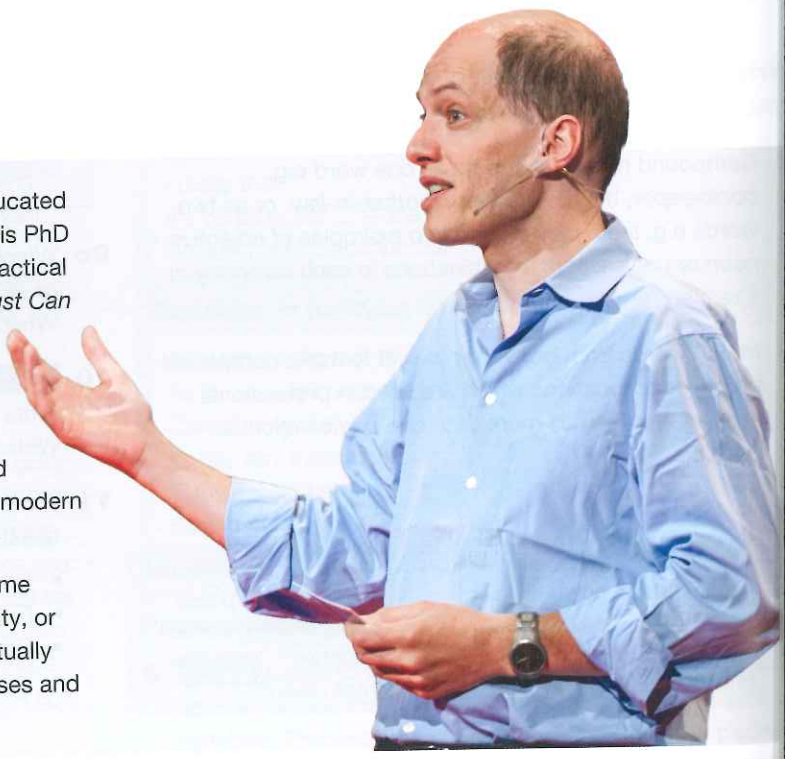
1 You are going to watch an edited version of a TED Talk by Alain de Botton called *A kinder, gentler philosophy of success*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

1 Why do you think Alain de Botton made the move from PhD student to writer?
2 What are 'self-help' books? Can you think of any examples?
3 What is your personal definition of success?

TEDTALKS

ALAIN DE BOTTON is a Swiss-born, British-educated writer and philosopher. He gave up studying for his PhD in French philosophy to concentrate on writing practical philosophy for a wider public. His book *How Proust Can Change Your Life* became a best-seller in the 'self-help' category. In 2008, Alain de Botton helped start the School of Life in London, a social enterprise dedicated to helping people 'to live wisely and well'. He continues to write and speak about some of the fundamental worries of modern life (e.g. *Am I happy? Where exactly do I stand?*).

Alain de Botton's idea worth spreading is that some of our most cherished modern ideals – like equality, or success based on hard work and talent – can actually have harmful effects on how we view the successes and failures of ourselves and others.



Ferrari Pininfarina driving in Mumbai, India

KEY WORDS

2 Read the questions (1–6). The words in bold are used in the TED Talk. Match the words with their definitions (a–f). Then discuss the questions with your partner.

1 What do you think this saying means: 'Laugh and the world laughs with you, **weep** and you weep alone'?
2 Is there a strict social **hierarchy** in your culture or society?
3 Do you think there is a **correlation** between how much money you have and your happiness? Why? / Why not?
4 Do you believe that failure has a **crushing** effect or is it something that makes us stronger?
5 In a company, is it right that people get promoted in a **meritocratic** way or should other factors, like age and length of service also play a part?
6 Which people in society can be the target of jokes and **ridicule** by the media?

a where people make progress (in an organization) according to their ability and achievements
b to cry or shed tears (more literary / poetic word than *cry*)
c a system where people or things are ranked at different levels
d making someone the subject of laughter and contempt
e a relationship or connection between two things
f very demoralizing, completely breaking a person's spirit

AUTHENTIC LISTENING SKILLS Hedging

'Hedging' language consists of words or phrases which are used to soften the strength of opinions or to state facts in a more cautious way. As such, they are not content or information words. Examples are:

- modal verbs (*could, may, might*)
- adverbs and adverbial phrases (*probably, usually, generally, perhaps, to some extent*)
- phrases for giving opinions (*In my opinion, I think, It's often said that, That could well be true*)

3a 41 Look at the Authentic listening skills box. Read the extracts from the TED Talk. Listen and underline the words and phrases that make the ideas more cautious.

1 I want to look now, if I may, at some of the reasons why we might be feeling anxiety about our careers.
2 I don't think we are particularly materialistic.
3 So there is a spirit of equality, combined with deep inequalities. Which makes for a very – can make for a very stressful situation.

3b 42 Listen to two more extracts from Alain de Botton's introduction. Complete the phrases.

4 You _____ _____ I'm _____ in this, but I think that we live in an age when our lives are ...
5 It's _____ easier now than ever before to make a good living.

10.1 A kinder, gentler philosophy of success

TEDTALKS Watch at home

1 ▶ 10.1 Watch the first part (0.00–3.13) of the edited TED Talk. Complete the sentences using one word in each space. The first letter is given for you.

1 Alain de Botton wants to address the question: 'Why are we feeling a_____ about our c_____?'
2 One reason is that we are surrounded by s_____.
3 The amount of time and r_____ that most people are willing to give you is determined by your position in the s_____ hierarchy.
4 He suggests that people who chase after luxury goods deserve our l_____ and s_____.

2 Work in pairs. Answer the questions.

1 What realization often hits Alain de Botton on a Sunday evening?
2 What is Alain de Botton's definition of a snob?
3 Why does he say our mothers are not snobs?
4 What does he say we really want when we acquire material goods?

3 ▶ 10.1 Watch the second part (3.13–5.53) of the talk. Choose the correct option to complete the sentences.

1 The next reason we can't feel calm is that we are told we can *achieve / own* anything and that we are all *excellent / equal*.
2 The problem with the idea of equality is *empathy / envy*.
3 When people do not achieve success, they suffer *poor health / low self-esteem*.

4 Work in pairs. Discuss why Alain de Botton mentions these people and things.

a the Queen of England
b old school friends
c Bill Gates
d self-help books

5 ▶ 10.1 Watch the third part (5.53–8.55) of the edited talk. Complete the summary with these adjectives.

accidental	crushing	losers	responsible
talented	unfortunate	wrong	

In a meritocratic society, people who are [1]_____ and hard-working get to the top; the others stay at the bottom. So your position in life is not [2]_____, but deserved. In the Middle Ages people at the bottom were considered to be [3]_____. Nowadays they are called [4]_____, because they are seen as personally [5]_____ for failing. That can be very [6]_____. The idea of meritocracy is crazy because there are too many random factors in our lives. So it is [7]_____ to judge people by how successful they are.

▶ newspaper /ˈnjuːzˌpeɪpə(r)/ BR ENG
▶ newspaper /ˈnuːzˌpeɪpər/ AM ENG
▶ theatre BR ENG
▶ theater AM ENG

6 ▶ 10.1 Read the quotations. Then watch the fourth part (8.55 to the end) of the talk and choose the correct options to complete the quotations.

1 '… one of the reasons why we fear failing is … the judgement and *ridicule of / comparison with* others.'
2 'He [Hamlet] is not a loser, though he has *failed / lost*.'
3 'Here's an insight that I've had about success: You can't be *lucky in / successful at* everything.'
4 '… our ideas of what it would mean to live successfully are not our own. They're sucked in from *other people / psychoanalysts*.'
5 '… not that we should give up on our ideas of success, but we should make sure that they are *our own / achievable*.'

VOCABULARY IN CONTEXT

7 ▶ 10.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

8 ▶ 10.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.

9 Complete the sentences in your own words. Then compare your sentences with a partner.

1 I was very upset when I messed up …
2 In my opinion, … can be very exhilarating.
3 My friend is fixated on … – she spends all his / her time …
4 My attitude to material goods is that ...

CRITICAL THINKING The message you take away

10 Sometimes a talk contains a single message; at other times, as in this talk, there are numerous ideas to process. Work in pairs. What do you think was Alain de Botton's central message (the one he summarized at the end)? Discuss your ideas.

11 Look at these comments* from the talk. Which of these other messages was the one that you found most thought-provoking? Or was it something else he said? Give reasons.

Viewers' comments

D **Dario** – I found this talk very thought-provoking, particularly the point he made about luck. I think in modern society we underestimate the role that luck and circumstance – where you are born, who your parents are, what teachers you have – plays in success. It's something both the successful and the unsuccessful should keep in mind.

M **Martha** – I loved the point he made about people who get themselves into the trap of envying what others have. I know I do.

K **Kevin** – You hear so much advice about work-life balance these days. So glad to hear someone telling the truth: 'You can't have it all.'

Y **Yu** – Thank you, Mr Alain. I liked your talk very much. Everybody is wearing jeans, everybody seems the same. But they're not.

*The comments were created for this activity.

PRESENTATION SKILLS Remembering what you want to say

12 Work in pairs. When giving a talk, how can a speaker remember what they want to say? Write down three suggestions.

13 Work with another pair. Compare your ideas from Exercise 12. Then look at the Presentation tips box. Are your ideas are mentioned in the box? Which technique do you think is best for you?

TIPS

One of the biggest fears for many speakers is forgetting what they are going to say, or realizing that they have left out an important point. How can this be avoided? You can read from a script or notes, you can use prompt cards or you can memorize the whole speech, just as an actor memorizes their lines. Whichever method you choose, remember these tips.

- Rehearse your speech a lot. Say it aloud so you know what sounds right and practise in front of other people.
- Always memorize the opening lines and the last few lines so that you can establish eye contact with your audience at these points.
- Visuals are 100 per cent for your audience and not for you. Don't simply read from slides or use them to help you remember what you want to say.

14 ▶ 10.4 Watch the beginning of the talk again. Which technique from the Presentation tips box does Alain de Botton use?

15 You are going to give the introduction to a presentation on one of the topics (a–c) below. Think of how you would start the presentation and write the first paragraph of your talk. Memorize at least the first line and practise presenting the introduction.

a 'My greatest success'
b 'You make your own luck in life'
c 'Is it possible to have a good work-life balance?'

16 Work in small groups. Take turns to present your introduction. Did you find that memorizing the first line(s) of your talk made you feel more confident?

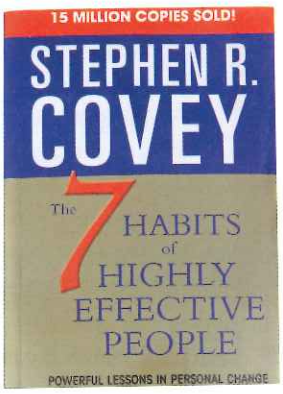
▶ luxury /ˈlʌkʃəri/ **BR ENG**
▶ luxury /ˈlʌgʒ(ə)ri/ **AM ENG**

10.2 Self-help

GRAMMAR Verb and adjective patterns

1 Work in pairs. Look at the cover of the book. Answer the questions.

1 Do you find the title appealing or unappealing?
2 What one piece of advice would you give to someone for finding success in their work and studies?



2 Look at the infographic. Discuss what you think each tip means. Then answer the questions.

1 Were any of the tips similar to the tips you discussed in Exercise 1?
2 Which tip did you personally find most helpful? Why?
3 Do you disagree with any of the tips? Why?

3 Read the sentences (1–6) in the Grammar box. Match the sentences with the relevant tip in the infographic. Then answer the questions (a–c).

VERB AND ADJECTIVE PATTERNS

1 *Don't* ***be afraid*** *to get into arguments. It tests the strength of your own ideas. People who* ***are*** *always* ***convinced of*** *their point of view without testing their arguments are heading for a fall.*
2 *If you* ***get used to*** *your ideas not being accepted, it means you will* ***be*** *less easily* ***discouraged by*** *failure when it happens.*
3 *By all means* ***be interested in*** *learning from your mistakes, but don't* ***dwell on*** *them or* ***become obsessed with*** *putting them right.*
4 *Don't* ***be content with*** *doing what you're doing just because it* ***seems to work*** *for now.* ***Strive*** *to find new challenges.*
5 *Don't always* ***resort to*** *doing the easiest tasks first; that way you are just* ***putting off*** *doing what really needs doing now.*
6 ***Be committed to*** *doing your job, but* ***admit to*** *it when you can't do a certain task.*

a Find an adjective and a verb that are followed by *to* + infinitive.
b Underline the phrases with a verb + preposition. Are they followed by a gerund, noun or pronoun?
c Circle the phrases with an adjective + preposition. Are they followed by a gerund, noun or pronoun?

Check your answers on page 161 and do Exercises 1–3.

4 Look at the summary of the book, *The 7 Habits of Highly Effective People*. Complete the sentences using the correct verb or adjective pattern. You sometimes need to add a preposition.

1 Always begin by deciding on the goal you wish _____ (achieve).
2 Be committed _____ (reach) this goal and managing yourself as you work towards it.
3 Believe _____ (the principle) of win-win when dealing with others.
4 Be proactive in your work and relationships. Don't rely _____ (others / do) things for you.
5 Be genuinely interested _____ (listen) to and _____ (learn) from others.
6 Don't always expect _____ (colleagues / help) you, but use their talents when you can and admit _____ (not be) able _____ (do) it all by yourself.
7 Be dedicated _____ (maintain) your physical and mental well-being.

5 Look at the review of another self-help book. Find and correct the mistakes with verb and adjective patterns.

How to Win Friends & Influence People

If you find the title of the book off-putting, you might be even more sceptical to read the contents when you see chapter headings like 'Six ways to make people like you'. Even admirers of the book confess for finding these a little manipulative. The tips include things like getting used to repeat the name of the person you are talking to often (e.g. 'I'm glad you said that, Carl.'). For the most part, it's hard for disagreeing to the advice in the book – 'Smile'; 'People never get tired to talk about themselves'; 'Be a good listener' – but I must admit to find it a bit repetitive. Having said that, I would encourage to read the book. Its basic principle – that we need being interested to other people is clearly a good one.

Pronunciation Prepositions as weak forms

6 43 Listen to the sentences. Which prepositions have a definite weak form?

1 I'm not afraid of losing.
2 I think we can all benefit from a bit of luck.
3 He's not content with performing well; he wants to win.
4 You get accustomed to not being able to buy luxuries.
5 I'm interested in learning how to be a better speaker.
6 Just concentrate on doing the best you can.
7 I feel grateful for having such a supportive family.

LANGUAGE FOCUS Patterns using adjective + *that*

7 Rewrite the sentences. For the first five sentences (1–5), change the verb or adjective pattern to a phrase with *that* + verb. For the second five sentences (6–10), do the opposite (change *that* + verb to a verb pattern).

1 I was unaware of her decision to leave.
I was unaware *that she had decided to leave*.
2 She was upset about being left out of the team.
She was upset _____.
3 He can be sure of a warm welcome when he arrives.
He can be sure _____.
4 She felt very proud of her son's getting in to Oxford University.
She felt very proud _____.
5 The company is keen on employees having had experience in the voluntary sector.
The company is keen _____.
6 He was conscious that he was a novice among a group of experts.
He was conscious *of being a novice among a group of experts*.
7 She was adamant that she be included in the meeting.
She was adamant _____.
8 They were surprised that they were asked to pay for food that they hadn't eaten.
They were surprised _____.
9 I was delighted that they decided to co-operate with us on the project.
I was delighted _____.
10 I feel ashamed that I have to ask you to contribute more when you have already given so much.
I feel ashamed _____.

See page 161 for more information about patterns using adjective + that, and do Exercises 4–5.

SPEAKING Self-help advice

8 21st CENTURY OUTCOMES

Work in pairs. Imagine you are writing a self-help book with one of the following titles. Choose the title and then write five key tips.

a The 5 keys to a successful school / university life
b The 5 habits of successful parents
c The 5 keys to feeling good about yourself
d The 5 principles of making the right decisions
e The 5 keys to managing your money

9 Work with another pair. Take turn to present your tips. Which piece of advice do you like the most?

10.3 What generations want

READING Success across generations

1 Work in pairs. Discuss the questions.

1 What were your parents' and/or grandparents' attitudes to work? What were their ambitions and aspirations? Were they typical of their generation?
2 Were your parents'/grandparents' ambitions and aspirations in life very different from yours? If so, how?

2 Read the article describing the characteristics and aspirations of three different generations. Answer the questions.

1 Why is understanding generational differences important for human resources managers?
2 Which generation seems to be the most rounded or balanced? Which the least? Why do you say this?

3 Read the article again. Make notes under these headings (a–d) for each of the three groups (Baby boomers, Generation X, Generation Y). Then compare notes with a partner. Are there any similarities between the generations?

a Characteristics of the age
b Family life
c Working habits
d Attitude to life in general

4 Find words or phrases in the text with the following meanings.

1 works hard to reach (a goal) (para 1)
2 things that are usual, a standard (para 1)
3 for a good reason (para 2)
4 became noticeable and in need of attention (para 3)
5 relaxed and easy-going (para 3)
6 pressure from your own age group (para 3)
7 exactly when you want or need it (para 4)
8 disadvantage (para 4)
9 regard as very valuable or important (para 5)
10 with similar ideas and values (para 5)

5 Work in pairs. Give possible examples of the following ideas. Then compare answers with another pair.

1 conservative attitudes (line 12)
2 self-exploration and personal growth (line 23)
3 a (more) pragmatic approach to life (line 29–30)
4 everything is available on demand (line 38)
5 issues in and outside the home (line 41–42)
6 contribution to the community (line 52)

6 Work in pairs. Discuss the questions.

1 Do you recognize any of the characteristics described in the article in yourself, in society or among people you know?
2 Do you think these kinds of categorizations are useful? Why? / Why not?

VOCABULARY Success and failure

7 Read the sentences. Match the phrases (1–10) in bold with their meanings (a–e).

1 He's **made it** as a journalist.
2 He's **dropped out** of college.
3 A few people on the course **fell by the wayside**.
4 She's **set her heart on** becoming a singer.
5 That band **is going places**.
6 She's **thrown in the towel**.
7 He's **got his sights on** the top job.
8 They **blew their chance**.
9 They're definitely **going up in the world**.
10 She's **realized her lifelong ambition**.

a having a goal
b achieving success
c on the way to succeeding
d not getting to the end
e failing

8 Work in pairs. Take turns to use each of the phrases from Exercise 7 to describe the successes and failures of people you know about (including yourself).

My friend Jaime has made it as a sports journalist – he's got a really good job with the BBC now.

SPEAKING Generation Z

9 21st CENTURY OUTCOMES

Work in small groups. What do you think will be the characteristics of the next generation – Generation Z (born 2004–2020)? Think about these areas:

- attitude to technology
- attitude to work and money
- attitude to their parents and authority
- attitude to the environment
- definition of success

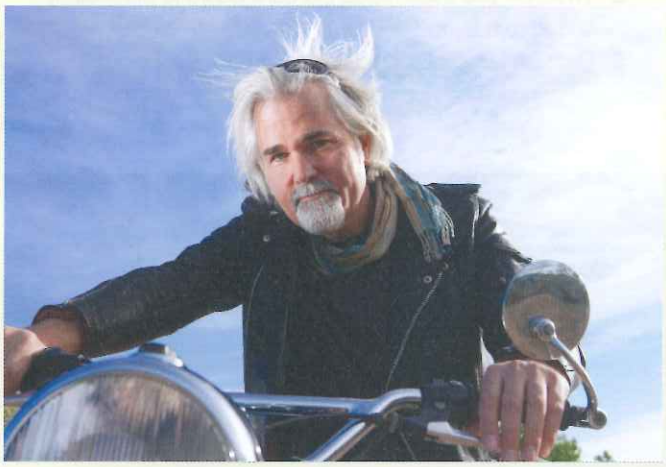
10 Work with another group and compare your answers. Then look at the analysis on page 177. Were your answers similar?

Success across generations

Success at work – and in life more generally – is something that every generation strives for. But what we mean by success and how we measure it can vary greatly. Over time societal norms and expectations change and evolve. People working in human resource management take a keen interest in these changes as they attempt to manage and motivate the workforce of the present and prepare the ground for the workforce of the future. One approach they have adopted is building profiles of different generations that help them to analyse their attitudes and motivations. Although there is some debate about where each generation starts and ends, the main three categories are broadly defined as follows.

Baby boomers, born roughly between 1946 and 1963

This group came typically from stable family backgrounds with stay-at-home mums. Although their parents on the whole had conservative attitudes, they were brought up in a time of great social and economic change (the 1960s), a period when youth was celebrated and traditional ways of doing things were being challenged. As a result, they tended to grow up questioning authority. They are an optimistic generation and with some justification – economic opportunities were good for them and for those with a university education, financial success, or at least comfort, was more or less guaranteed. At work they put in long hours and strove to be experts in their fields, because they measure success by how good they are at what they do. In a similar way, outside work they aspired to self-exploration and personal growth.



Generation X, born roughly between 1964 and 1983

This generation, much smaller in number than that which preceded or succeeded it, is also known as the 'lost generation'. Perhaps this is because the world of their childhood was rather less clearly defined and more uncertain: global problems like AIDS and the energy crisis came to the fore; families were smaller, but children spent less time with their parents; people also seemed more cynical about progress. Accordingly, Generation X felt they had to rely on themselves to succeed and so a more pragmatic approach to life emerged, with an emphasis on a career education. It is fair to say this group were less happy-go-lucky than the baby boomers, more focussed on hard work and its traditional reward – money. In turn, this (monetary) definition of success gave rise to greater peer pressure to conform and 'grow up' more quickly.

Generation Y or Millennials, born roughly between 1984 and 2003

Generation Y are as numerous as baby boomers. The age they were born into is characterized firstly by its strong and sustained economic growth and secondly by the development of the Internet and digital technologies, an age where everything is available on demand. It's also important to note the attitude of their parents, the baby boomers. They adopted a much more consultative approach to parenting than the previous generation, allowing their children to negotiate their own educational options and encouraging them to discuss issues in and outside the home. The result is a more outward-looking generation and one which believes in negotiation and collaboration. The downside, perhaps, is that they have high expectations and often demand instant gratification.

Seeing their parents work long hours, they want a more balanced life and put a premium on free time rather than money or their rank in an organization's hierarchy. They are keen to develop in creative areas and the increased connectivity of the Internet world affords them ready access to a like-minded and appreciative audience. In this context, success can be measured on a smaller scale – something as simple as someone liking a post on your social network page. Millennials also tend to view success in terms of their contribution to the community – they expect the companies they work for and the projects they work on to be ethical, socially inclusive and to answer real needs in society.

10.4 How did you get on?

READING Age no barrier

1 Work in pairs. Do you think age is an issue when looking for a job? At what point do you think employers worry about employing someone 'older'? Is this reasonable?

2 Read the extract from the article. Answer the questions.

1 How did Barbara Beskind find the job with IDEO?
2 What do you think made Barbara Beskind particularly suited to the job?
3 Discuss how you could finish Barbara Beskind's final sentence. Then compare your answers with the answer on page 177.

Age
no barrier

Eight decades after her first invention – a hobby horse made out of old car tyres – 91-year-old Barbara Beskind landed her dream job as an inventor at top design firm IDEO in Silicon Valley. Her appointment, the result of a speculative application, was something of a triumph in an industry characterized by the youthfulness of its staff. Earlier in life, Beskind had been advised against pursuing a career in engineering as not being 'a suitable path' for a woman and instead followed a career as an occupational therapist.

Now, every Thursday, she takes the bus from her retirement home to IDEO's offices where she sits on a couch developing her designs. Using first-hand experience, she specializes in designing practical aids for the elderly, like the modified ski poles that she herself uses to help her walk. She has also developed a new kind of magnifying device to help those with poor eyesight to read. Asked what she brings to IDEO's party, Beskind said, 'I think the beauty of being 91 is that …'

LISTENING Looking for a job

3 44 Listen to a conversation between an elderly couple who are looking for jobs. What success has each person had?

4 44 Look at the questions in the Useful language box. Then listen to the conversation again.

1 Tick (✓) the questions you hear. Complete the questions where necessary.
2 Write the answer the speaker gave to each question.

TALKING ABOUT SUCCESS

Asking about success

Did you have any luck (with ...)?
How did it go (at / in / with …)?
Did you get anywhere with …?
How did you get on with …?
Did you manage to ...?
(Did you have) Any problems / trouble ...-ing ...?

Responding

It all went / seemed to go smoothly.
It was a great success.
It's (all) sorted now.
We're getting there. / We made some headway.
As well as could be hoped / expected.
It could have been better / worse.
I made a (bit of a) mess of it.

Pronunciation Elision

5a 45 Listen to the short conversations. Look at the underlined words and notice how they are said. Then listen again and repeat.

1 **A:** Did you have any luck with the bank?
B: Yes. It's all sorted now.
2 **A:** How did it go, the interview?
B: Not bad. It could have been better.
3 **A:** Did you manage to park outside?
B: No. I couldn't find a space.

5b Work in pairs. Practise saying the conversations.

SPEAKING Talking about success

6 Work in pairs. Each think about occasions when you ha to do two of the things (1–6) listed on page 115. What happened exactly? Were you successful or not? Ask yo partner questions to find out as much as you can. Use the expressions in the Useful language box to help you.

1 You had an interview for a job.
2 You had to find a special present for a friend.
3 You had to travel to a place but your transport failed.
4 You had to speak up in a difficult situation.
5 You had to find your way out of a misunderstanding with someone.
6 You had an emergency in a foreign country.

7 Work with a new partner. Describe the story and outcome from Exercise 6 that most impressed you.

WRITING A formal report

8 Read the report. How does the age of the company's workforce compare to other companies in the insurance sector? What reasons are given for this?

REPORT – AGE IN THE WORKPLACE

The following is a preliminary report of the 'Age in the Workplace' group, established [1] **at the request of** the executive committee on 5th April 2015, to survey the average age of employees and the positions held within each age group. It should be noted that these results are [2] **subject to** verification: a full report will be published at the end of September.

The demographic of the current workforce at AFT breaks down as follows:
20–29 age group: 24%
30–39 age group: 35%
40–49 age group: 20%
50–59 age group: 15%
60+ age group: 6%

Benchmarking against other companies is still [3] **in progress**, but initial results show that [4] **in comparison with** the rest of the insurance sector, AFT has a relatively young workforce. This may [5] **to some extent** be a side-effect of a high turnover of staff, or it may have other causes. However, it must be pointed out that there is no formal policy within the company of recruiting younger candidates.

The distribution of ages [6] **in relation to** positions of responsibility [7] **is in line with** norms for the industry. 82% of those in senior management positions are aged 45+ and 67% of those in the lowest grade jobs are in the 20–29 age group. One aim of the study was to find out whether the various age groups feel there is adequate job mobility within the company. [8] **At the time of writing**, not all the employee questionnaires had been returned, but the final report will include results of this question.

[9] **On behalf of** the HR department, we would like to thank everyone who has helped in carrying out this study.

9 Work in pairs. The report has five paragraphs. Summarize the function or central idea of each section.

Writing skill Phrases in report writing

10a Look at the phrases (1–9) in bold in the report. Match the phrases with the correct synonym (a–i).

a continuing
b speaking for
c matches
d currently
e relative to
f compared to
g having been asked by
h partly
i dependent on

10b Complete the sentences with an appropriate phrase in bold from the report. Then compare your answers with a partner.

1 I am writing _____ our director, Charlene Taylor, who expresses our firm's support for your research, and _____ the board's approval, we would like to offer some financial assistance.
2 The possibility for training and learning new skills is a factor which is _____ overlooked by employers. _____ other companies in the area, we offer excellent training opportunities.
3 _____ writing this report, work on the new research labs is still _____ .

11 21st CENTURY OUTCOMES

Read the message from a colleague. Write a formal report with the preliminary findings. Use the report in Exercise 8 to help you. Use the ideas in the message and add your own ideas. Write 200–250 words.

> As you know, the owners are a bit concerned about the high turnover of staff at the hotel (61%), even though it's similar to the rest of the industry (58%). We will be writing a proper report, but in the meantime, can you send the owners an update. Please include how turnover breaks down by activity (kitchen staff, restaurant, room service, cleaning, reception, management, etc.) and some explanation of the numbers – pay, anti-social hours? Thanks.

12 Work in pairs. Exchange your reports. Use these questions to check your partner's report.

- Does the report cover the necessary points?
- Is it written in an appropriate tone?
- Does it follow an appropriate framework?
- Are phrases for report writing used correctly?

Review 5 | UNITS 9 AND 10

KICKSTARTER – funding success

Kickstarter is an online crowdfunding platform, an Internet space where entrepreneurs can circumvent the need for traditional investors such as banks or venture capitalists, and instead gather together a group of financial backers from among members of the public. The project creators fix the amount they want to raise and then set a deadline by which to do this. If the amount is not reached by the deadline, then no funds are collected from backers. The projects themselves tend to be in the creative sphere – technology and design, music and dance, film and theatre, the arts and publishing. Co-founder, Perry Chen, describes the system as a mixture of 'patronage and commerce': that is to say, the supporters of the project may simply benefit from the knowledge that they have backed something worthwhile or they may benefit in some more concrete and commercial way. For example, a project to start a women's history magazine in Sweden offered funders a range of rewards from a 'big thank you and shout out on Facebook' to a full page advertisement in the magazine, depending on the level of their contribution.

Unlike some other crowdfunding sites, Kickstarter requires no ownership or stake in the project itself; they simply take a five per cent fee on the total amount of money raised. In this way it leaves the creator in control of their own success. The conditions it places on the project owners – that the project is original, genuine and realizable – are largely based on trust, and occasionally the company has been forced to suspend projects which are not honest or viable. But its successes are many. To date, nearly $2 billion has been raised through Kickstarter, and several film and theatre projects have enjoyed critical acclaim. Perhaps as important as the funding that enables the project to get off the ground is the loyal community of followers that each project the takes with them.

READING

1 Read the article about Kickstarter. Answer the questions.

1. Who donates money to projects on Kickstarter?
2. What happens to donors' money if the project does not achieve its funding target?
3. What are the advantages to backers of donating their money to a particular project?
4. How does Kickstarter benefit from the process?
5. According to the text, how does Kickstarter safeguard against people abusing the system?
6. What are the benefits to the project creators of using this funding system?

VOCABULARY 'In the air' or 'on the ground' idioms

2 Look at this idiom from the text: *get off the ground* (line 29–30). What does the idiom mean? Complete the other idioms using these words.

by-night	by the seat	in the face
on the ground	to earth	with flying colours
to a flying start	up in the air	

1. The company **got off** _____, but since then, sales have been quite slow.
2. I can't believe how successful we've been so far, but we have to **keep our feet** _____.
3. Everything's a bit _____ at the momen We're waiting for our bank loan to be approved.
4. We don't really have a business plan. We're just **flying** _____ **of our pants**.
5. How have they been so successful with such an overpri product? **It flies** _____ **of** all logic.
6. She **passed** all **her exams** _____. W so proud of her.
7. I wouldn't trust them at all myself. I think they're a pre **fly-**_____ organization.
8. After a fantastic first year, disappointing results this ye **brought** them **back down** _____.

GRAMMAR

3 Choose the correct options to complete the account o Kickstarter project.

We had a [1] *pretty / quite* strong idea for a science fictio computer game and we were [2] *fairly / rather* sure that we could gather support for it. Computer games are [3] *absolutely / extremely* expensive to develop, so we set our target [4] *a bit / quite* high, at $100,000. In the end, we were [5] *entirely / totally* overwhelmed with offers and we got four times the money we asked for. We [6] *heavily / really* appreciated the support we got from the gaming community and from many [7] *widely / deeply* committed science fiction fans. But we had to work [8] *incredibly / distinctly* hard at managing the campaign. It was [9] *utter greatly* exhausting, but also a(n) [10] *immensely / sincerel* rewarding experience.

4 Complete the advice for Kickstarter users. Use the correct verb or adjective pattern. Sometimes you will need to add a preposition.

1 Don't be so obsessed _____ (get) what you want that you forget your audience's needs.
2 Choose a campaign photo or image that is guaranteed _____ (draw) people in.
3 Preview your text before posting it. Better still, ask someone else _____ (proofread) it: it's even worth _____ (get) professional advice on whether your text is convincing.
4 Backers really enjoy _____ (receive) updates, but they get tired _____ (hear) the same thing. Updates need to be filled _____ (new and interesting information).
5 Get your backers involved _____ (do) more than just donating money – for example, participating _____ (competitions), etc.
6 Think of rewards. Personalized rewards are useful _____ (get) people's attention.

VOCABULARY

5 Complete the sentences about success and failure. Use one word in each space.

1 I wouldn't say she's _____ in the towel yet, but she's almost on the point of giving up.
2 It's great that the drama college accepted her, because she's set her _____ on becoming an actor.
3 I think we've _____ our chance of seeing him in concert. Tonight was the last night of his tour.
4 You haven't made _____ as a blogger until someone re-tweets or re-posts one of your blogs.
5 Jack's going _____ in the world, I see. He's just got a new BMW.
6 I've got my sights _____ the Associate Director's job.
7 He's realized his lifelong _____ of living and working in Paris.
8 She _____ out of college because the course just wasn't interesting for her.

6 Complete the description with these Internet words. There are three extra words.

blog	browse	buzzword	hotspot	meme
phish	podcast	selfie	troll	

Writing a [1] _____ can be a great way to share your experiences of trying to raise funds for your project. My friend, Kate, did something similar when she crossed India on a bicycle, raising money for charity. But she did it in the form of a [2] _____ which she recorded on her phone and then uploaded onto the Internet. She put up accompanying photos too. One [3] _____ which she took of herself at an elephant sanctuary standing next to an orphaned baby elephant became an Internet [4] _____. The only downside of keeping a written record is that you get the occasional [5] _____ on your site – people with nothing better to do than [6] _____ the Internet looking for things to criticize.

SPEAKING

7 People on Kickstarter raise money by giving 'rewards' to the project's donors. Work in pairs. Look at the example reward for the project below. Then think of four other different amounts and rewards.

WUDBEEZ: A furniture workshop that trains unemployed young people to repair and restore used and antique furniture: from simple carpentry skills to advanced restoration techniques. We also make small, new items (wooden ornaments, kitchenware, toys, etc.).

Pledge €50: We'll send you a WUDBEEZ wooden pencil holder, engraved with the name of the person who made it.

8 Work with another pair. Compare your ideas. Which ideas do you think are most likely to appeal to backers?

IMPROVE YOUR WRITING Varying sentence length

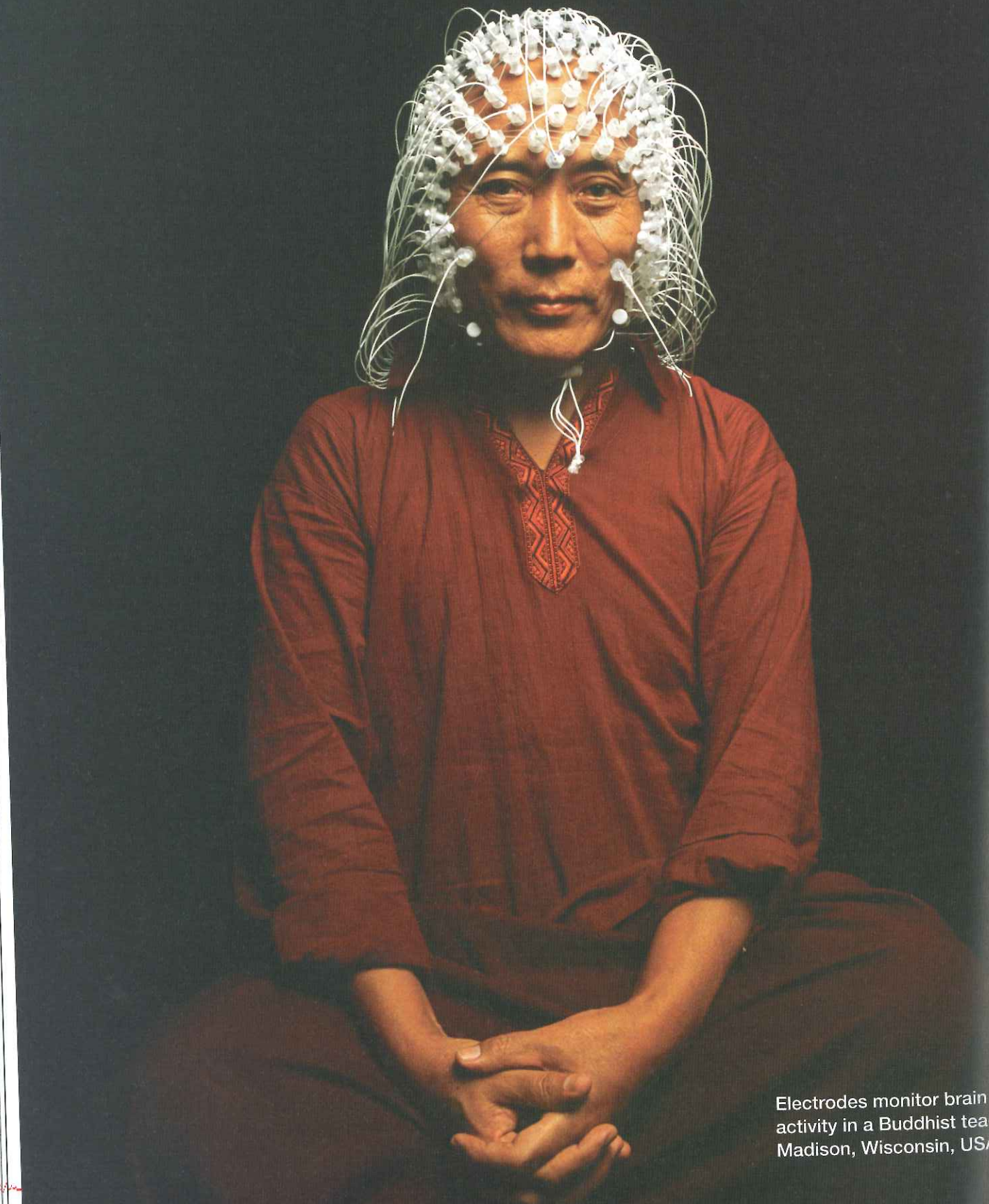
9 Look at the online profile, written in short sentences. Rewrite the profile so that it includes some longer sentences. Bear in mind that:

- the average length of an English sentence is 25 words
- short sentences can be very effective for emphasis
- longer sentences require careful structuring

Amy O'Dowda, Environmental consultant
I worked at Northampton County Council. I was Environmental Officer there. I set up my own consultancy business. We advise local companies on ways to reduce their environmental impact. I started the business with a friend. We used crowdfunding. It's been a great success. Everyone wants to do their bit for the environment. You probably don't realize it. There are lots of simple actions. They can make a real difference. They needn't cost you a fortune. In fact, a lot of the actions will actually save you money. I have advised many local companies. Some have been big and some have been small. There are testimonials of my work on this link. There is one thing you will find. Companies feel better about themselves when they start being more considerate of the environment. They also improve their reputation with their customers. I get huge satisfaction from my job. I help people. I raise awareness about environmental issues too.

10 Work in pairs. Compare your edited versions of the profile in Exercise 9. Check the punctuation and that the new combined sentences make sense.

11 Learning and memory



Electrodes monitor brain activity in a Buddhist teacher, Madison, Wisconsin, USA

TEDTALKS

SUGATA MITRA is Professor of Educational Technology at Newcastle University (UK). In 1999 he conducted a series of experiments in the slums of New Delhi called the 'Hole in the wall' experiments. He wanted to see what would happen if children with no experience of using computers were left on their own with a computer, in a hole in a wall, to explore with. The amazing results prompted further research into the idea of 'self-organized' learning or what he calls 'minimally invasive education'.

Sugata Mitra's idea worth spreading is that with a prompting question, a little encouragement and a computer at their disposal, children's natural curiosity can lead them to make great progress in furthering their own learning.

BACKGROUND

1 You are going to watch an edited version of a TED Talk by Sugata Mitra called *Build a school in the cloud*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

1 Why do you think Sugata Mitra chose the slums of New Delhi for his experiments?
2 What are the three ingredients necessary for his model of 'self-organized' learning to take place?
3 Would you consider learning something by yourself on a computer? What and why?

KEY WORDS

2 Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).

1 It's a **robust** computer that can withstand quite a lot of mistreatment or rough handling.
2 As more transactions are done online, the bank needs to employ fewer **clerks**.
3 Skype allows you to **beam** yourself into another home anywhere in the world.
4 The children watched **in awe** as the character in the 'photo' came alive and started to speak.
5 If you can **tap into** their real interests, students will learn.
6 The computers that seemed so modern in the 1990s are now completely **obsolete**.

a get access to something in a way that brings good results
b transmit a signal by radio or light waves
c strong and well-built
d with overwhelming amazement, admiration or fear
e people who do routine administrative work
f out-of-date and no longer needed

AUTHENTIC LISTENING SKILLS
Understanding mid-sentence changes

It is common in conversation – although less common in prepared speeches – for speakers to change direction mid-sentence and produce a sentence that appears ungrammatical. They begin a sentence and then without finishing it, either rephrase the idea or bring in an additional idea to finish the sentence. For example:

I wanted to say that it has been a pleasure to be, I've really enjoyed my, everything you've done for me during my stay.

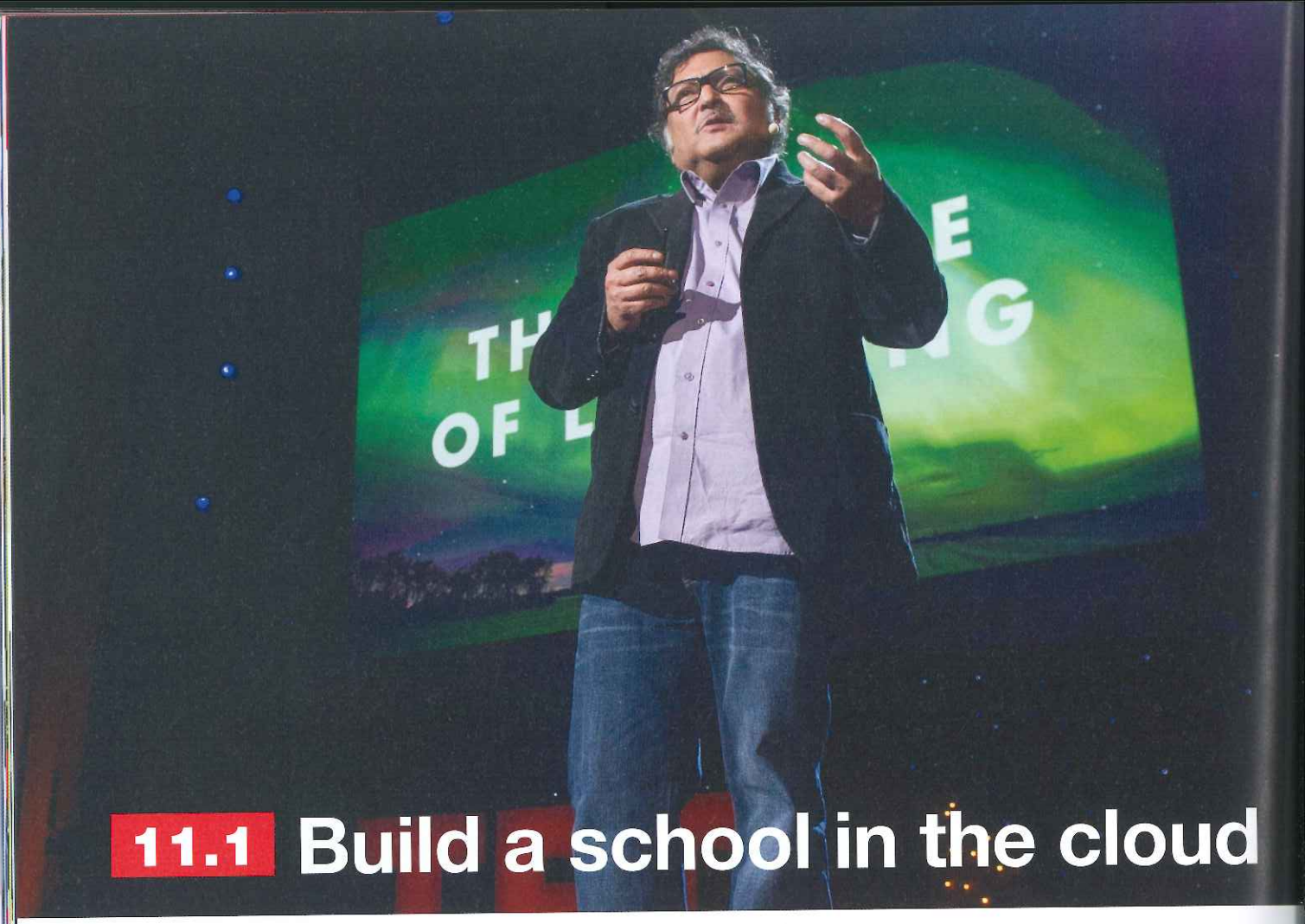
Be aware that this is a feature of native speech and try to stay focussed on the main meaning (not what is missing or seems wrong), i.e. *Thank you for everything you've done for me during my stay. It has been a pleasure.*

3a 46 Look at the Authentic listening skills box. Listen to this sentence from the TED Talk. How would you expect the sentence to be written (i.e. without the change of direction in mid-sentence)? Check your ideas with the answers on page 177.

'I tried to look at where did the kind of learning we do in schools, where did it come from?'

3b 47 Listen to another extract from the talk. Complete the extract. Then rephrase the second sentence as you would expect to see it written.

'About eight hours later, we found them browsing and teaching each other how to browse. So I said, "Well, [1] _____ impossible, [2] _____, you know – [3] _____ is it [4] _____? They [5] _____ know anything." '



11.1 Build a school in the cloud

TEDTALKS Watch at home

1 ▶ 11.1 Watch the first part (0.00–3.44) of the edited TED Talk. Answer the questions.

1 How did the present model for schools in western nations come about?
2 What machine did the Victorians create?
3 What three skills were needed to make this machine work?
4 What positive adjective does Sugata Mitra use to describe this system of education?
5 Why are the three skills no longer needed?
6 According to Sugata Mitra, which skill do people still need, but nowadays in a 'discerning' way?

2 ▶ 11.1 Work in pairs. Watch the second part (3.44–5.44) of the talk. Make notes about the first experiment.

1 What rich parents say about their children
2 The question to be answered by the experiment
3 The results after eight hours
4 The possible flaw in the experiment

3 ▶ 11.1 Watch the third part (5.44–7.47) of the talk. Make notes about the following.

1 The location of the second experiment
2 What children were doing after two months
3 The extra hurdle the students had to overcome
4 Sugata Mitra's published conclusion

4 ▶ 11.1 Watch the fourth part (7.47–11.46) of the talk. Choose the correct options to complete the description.

Sugata Mitra decided to [1] *prove / destroy* his own argument with an absurd proposition. The proposition was: Can children from an Indian village learn the biotechnology of DNA replication in [2] *English / Tamil* from a streetside computer? He downloaded information about DNA replication onto a hole-in-the-wall computer. He gave the children a test in which they got [3] *only a couple of marks / zero marks* and then went away. When Sugata Mitra came back, the children said they had understood [4] *nothing / quite a lot*. When he tested them again, they got [5] *30 per cent / 50 per cent*. For Sugata Mitra this was absurd, but it was a [6] *pass / fail*. He then got a girl to stand behind them and encourage them as a [7] *grandmother / mother* would. And their scores went up to the level of students in a [8] *rich private / specialist science* school in New Delhi.

5 ▶ 11.1 Work in pairs. Watch the fifth part (11.46–13.47) of the talk. Then explain these things to your partner.

1 Why we won't need to go to school in the future
2 What the 'granny cloud' is
3 What the granny's role is in learning

▶ travelling **BR ENG**
▶ traveling **AM ENG**

▶ clerk /klɑ:(r)k/ **BR ENG**
▶ clerk /klɜrk/ **AM ENG**

6 ▶ 11.1 Watch the sixth part (13.47 to the end) of the talk. Complete the quotations from the talk.

1 'It's not about _____ learning happen. It's about _____ it happen.'
2 'I intend to build these Self-Organized Learning Environments. They are basically _____, collaboration and _____ put together.'
3 'The teacher only raises the _____, and then stands back and admires the _____.'
4 'My wish is to help design a _____ of learning by supporting children all over the world to tap into their _____ and their ability to work together.'

VOCABULARY IN CONTEXT

7 ▶ 11.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

8 ▶ 11.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.

9 Complete the sentences in your own words. Then compare your sentences with a partner.

1 ... is a very topical subject.
2 Universities should try to level the playing field when it comes to ...
3 You can buy spare parts for a(n) ... at a(n) ...

CRITICAL THINKING Bold statements

10 Sometimes speakers make bold statements or claims to support their argument. Look at the claims (1–3) from Sugata Mitra's talk. In what way do the claims support his main argument (that self-organized learning is the way we will learn in the future)? Are his bold claims successful in getting your attention? Why? / Why not?

1 'We know that people in future will work from wherever they want, whenever they want, in whatever way they want.'
2 'Schools as we know them are obsolete.'
3 'We are in an age where knowing is obsolete.'

11 Look at these comments* about the TED Talk. Work in pairs and answer the questions.

1 Do the viewers accept Sugata Mitra's bold claims?
2 How do the viewers think Sugata Mitra's ideas can be implemented?
3 Which comments reflect your own point of view? Give reasons.

Viewers' comments

Y **Yildiz** – I am a teacher and I believe in the intelligence of my students. I also believe in their ability to motivate themselves to learn. Perhaps Sugata Mitra is right and I allow them to rely on me too much. So how shall I continue to prepare them in a system that is obsolete?

J **Jay** – In reply to Yildiz: I am glad you questioned whether your students depend on you too much. We teachers need to have these conversations to find answers. The world is changing and even if Sugata Mitra has overstated the scale of the change, he has started an important discussion about the future of learning.

Y **Yu** – This should inspire every parent to consider what is important for their children's education. Schools and teachers ought not to feel threatened by this. The first step is to bring learning, via schools in the cloud, to all the millions of children who are deprived of a good education. It's a wonderful dream that Sugata Mitra has shown us. I hope it can become a reality.

*The comments were created for this activity

PRESENTATION SKILLS Body movement and gesture

12 Work in pairs. Discuss how body movement and gesture can help a speaker communicate and how they could be distracting.

13 Look at the Presentation tips box and compare your ideas from Exercise 12. How do you think you personally would use body movement and gesture in a talk?

TIPS

Some people prefer to move around the stage as they talk; others choose to stand at a lectern. The main principle guiding body movement and gesture is to project openness and not to appear closed off. Try to follow these basic principles.

- Keep your body open. Try not to cross your arms or legs, clench your hands, or hunch over.
- Gesture with your palms out and open.
- Focus on the top half of your body being calm.
- Avoid pacing up and down in a nervous fashion.
- If you speak from a lectern, move away from it occasionally and face your audience in an open and inclusive way.

14 ▶ 11.4 Watch the clip from the TED Talk. How does Sugata Mitra use body movement and gesture? Is it effective?

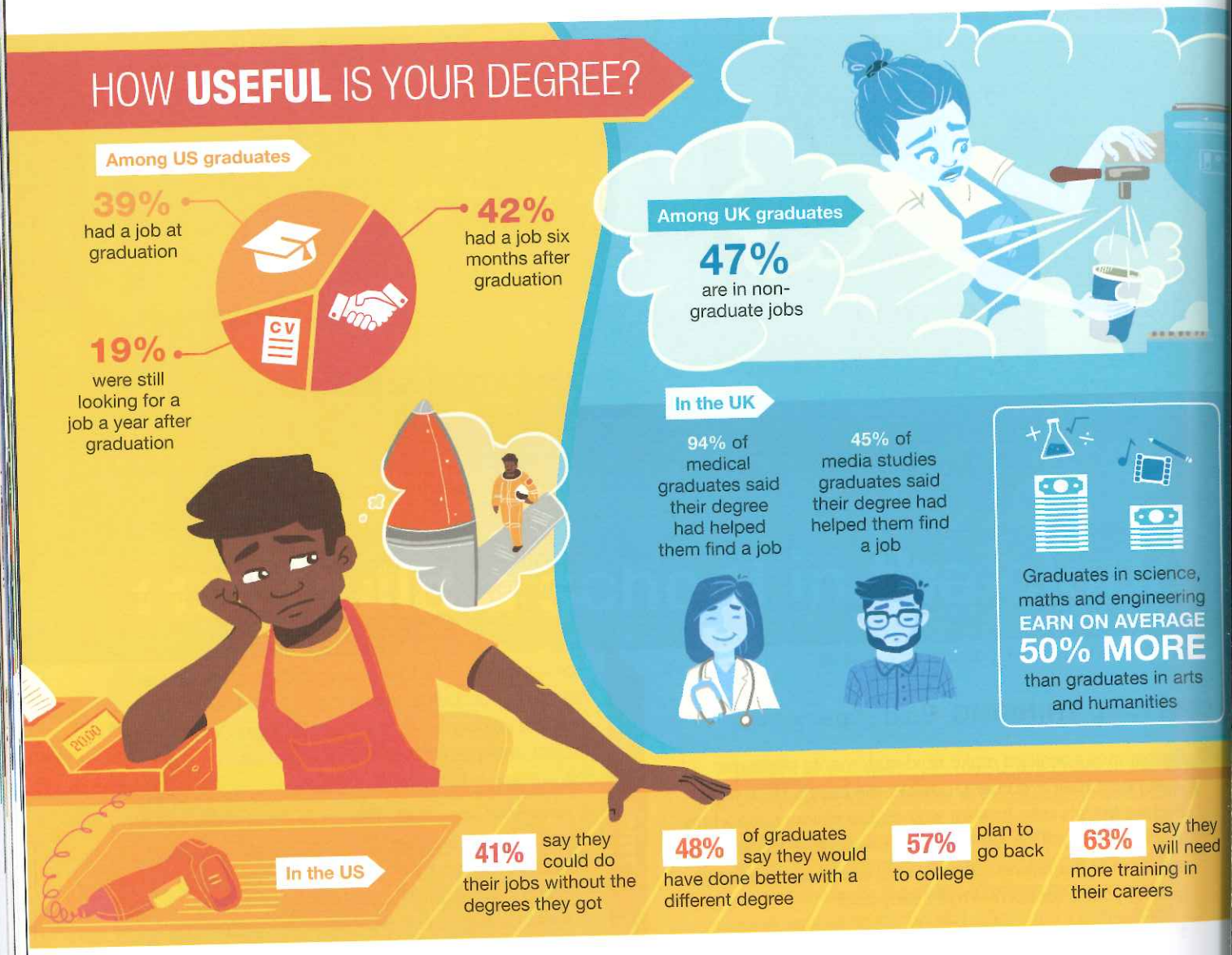
15 You are going to give a two-minute description of a school you went to. Make notes on the key points: the school's size, its strengths (sports, arts, academic learning, etc.), its teachers and its atmosphere. Think about gestures that will help emphasize the key points.

16 Work in small groups. Give your brief presentation. Did you use body movement and gesture effectively?

▶ (exam) marks **BR ENG**
▶ (exam) score / grade **AM ENG**

▶ process /prəʊses/ **BR ENG**
▶ process /prɑses/ **AM ENG**

11.2 The value of education



GRAMMAR Conditionals

1 Work in pairs. Answer the questions.

1 Did you decide or have you decided to continue your education after school? Why? / Why not?
2 Do you think that a university degree is necessary to have a successful career? Why? / Why not?

2 Look at the infographic. Answer the questions.

1 What kinds of degree did graduates most benefit from?
2 In general, how useful did graduates find their degrees?
3 How does the data back up this statement: 'A degree is simply evidence that you are ready to start learning.'

3 Read the sentences (1–8) in the Grammar box on page 123. Answer the questions (a–c) in the box.

4 Complete the sentences by putting the verbs in the correct tense or form.

1 Sociology is an interesting subject, but if you _____ (not / like) statistics, then you _____ (not / like) sociology. If you _____ (be) to do well, you _____ (need) to choose something you like doing.
2 If you _____ (think) that going to university is just about getting a qualification, then you _____ (be) mistaken. If I _____ (be) you, I _____ (choose) a subject that really interests you.
3 I _____ (probably / be) a practising doctor now, if I _____ (not / drop) out of medical school. But I was young and I wanted to see the world. I guess if I _____ (be) a more patient person, I _____ (stick) it out.
4 By all means, _____ (do) an MA if you _____ (want) to. But don't expect it to affect your career prospects. If I _____ (not / do) an MA after my first degree, I don't think the course of my career _____ (be) very different.

5 Rewrite the conditional sentences. Use inversion.

1 If the places were not so limited, more people would apply to do the course.
2 If any places come up, we will inform you straightaway.
3 If a large number of students failed to find employment after leaving, it would reflect badly on the college.
4 If she had studied a science subject, she would definitely be in a job now.
5 I would have gone to the UK if the visa had not been so expensive.
6 You can ask the college for financial assistance if the need arises.

CONDITIONALS

Review of conditionals

1 *If you **think** that your university degree will guarantee you a job, you **might be** disappointed.*
2 *Half of US graduates think that if they **had studied** a different subject at university, they **would be** better off.*
3 *If I **wasn't studying** medicine, I **would** probably **feel** more uncertain about my career path.*
4 *If I **had gone** to university later in life, I **would have thought** more carefully about my subject choice.*
5 *If graduates **are to** further their careers, they **will have** to keep learning.*

a Which sentence(s) refer to something that:
1 the speaker thinks is likely to happen in the future?
2 is the opposite of the real / present situation?
3 is an imaginary situation and result in the past?
4 is a past condition with a present result?

b Which verb in bold means 'want to' or 'be going to'?

Inversion in conditionals

6 ***Should** you **choose** a science or engineering degree, you **will** probably **end up** in a better-paid job.*
7 ***Were** you **to ask** media studies graduates whether their degree had helped them find a job, most **would say** 'no'.*
8 *The statistics don't tell us what **would have happened** to these graduates **had** they **not gone** to university.*

c In sentences 6–8, *if* + subject + verb has been replaced by a subject-verb inversion. Rewrite the sentences using *if*.

Check your answers on page 163 and do Exercises 1–4.

LANGUAGE FOCUS Conditional conjunctions

6 Rewrite the clause with the underlined phrases with an *if*-clause that has the same meaning.

1 You should at least try to get good grades. <u>Otherwise</u>, why bother doing the course at all?
2 You may borrow items from the tool store <u>**on condition that** you return each tool to the place you found it</u>.
3 <u>**In case of** doubt</u>, attempt the easier question first and then come back to the trickier ones later.
4 There are several factors to consider when deciding <u>**whether or not** to go to university</u>.
5 <u>**Provided that** a child is well looked after and read to at home</u>, there's no reason why they shouldn't do well at school.
6 <u>**But for** the ridiculously high tuition fees</u>, she would have accepted the college's offer of a place.
7 <u>**As long as** you keep learning through your career</u>, new opportunities will keep appearing.
8 <u>**Supposing** they had refused</u>; what would you have done?
9 I couldn't go back to college <u>**unless** my employer agreed to fund it</u>.
10 <u>**Assuming that** everything goes according to plan</u>, I will graduate in four years' time.

See page 164 for more information about conditional conjunctions, and do Exercises 5–6.

7 Work in pairs. Compare your answers from Exercise 6. Which conditional conjunctions have the same meaning?

SPEAKING The great education debate

8 21st CENTURY OUTCOMES

Look at the four statements and consider what your opinion is on the subject. Then work in small groups and discuss your views. Did you have similar opinions?

1 **The school curriculum**: *'Schools concentrate too much on the 'core' subjects, like maths and science, at the expense of creative subjects like drama and art.'*
2 **Goals**: *'The purpose of education is to prepare people for employment. Employers want skills – social skills, problem-solving skills, etc. – not knowledge. We need to focus more on vocational and skills training and less on academic study.'*
3 **Tuition fees**: *'If students pay to go to university, it helps them to focus on why they are studying and how hard they need to study. You can offer grants or scholarships to students from poorer backgrounds.'*
4 **Access to higher education**: *'There is nothing wrong with a strict selective system. It reflects the reality that some children are academically more able than others. Those who don't make the grade can get apprenticeships and do more on-the-job training.'*

11.3 How to remember

READING The memory palace

1 You are going to try to remember a list of words. Turn to page 177.

2 Work in pairs. How many of the words from page 177 did you remember? Did you use any special technique for remembering? Why did you remember certain words and not others?

3 Read the article. Answer the questions.

1 What are the three ways that we can remember better?
2 Who has shown that each of these techniques works?
3 Can you explain how a memory palace works?

4 Read the article again. Are the sentences true (T) or false (F), according to the author, or is there not enough information to say (NI)?

1 We don't give our memories enough credit for the good job that they do.
2 The computer age has actually increased the ability of our own brains to store information.
3 People these days read a lot but they don't retain very much of what they read.
4 In the past, humans used their memories to recognize physical objects and to remember where things were.
5 The memory techniques used in memory palaces are only useful for memory competitions.

5 Find the words and phrases in bold in the article. Choose the correct meaning (a–f). Then answer the questions.

1 Can you think of an example of an **apposite** quotation that you use or like?
2 What important information do you store on your **hard drive**?
3 What amenities or types of shop are **thin on the ground** in your town?
4 Why does the author say that intense focus and repetition are **out of fashion**?
5 How do people **harness** solar energy?
6 What geographical facts can you **reel off**?

a scarce, with very few existing
b give a (long) list without having to think
c very clearly not popular
d a computing device for storing large amounts of data
e relevant and fitting a particular situation
f use the power of something to do a particular job

6 What do these words from the text refer to? What words have they been substituted for?

1 do (line 3)
2 we are (line 9)
3 it (line 9)
4 it (line 24)
5 Such people (line 27)
6 this (line 28)
7 Thus (line 52)
8 the ones (line 60)

VOCABULARY Learning and memory

7 Look at the expressions (a–b) in bold from the article to do with memory. Then choose the correct options to complete the sentences (1–8). There is sometimes more than one answer.

a ... learned scholars who could **recite by heart** ...
b ... so that you absorbed and **assimilated** the content.

1 It's difficult to *acquire / develop / hone* new skills at the age of 55.
2 You have to *call to mind / retain / take on board* the lessons of the past. Someone said, it's a fool who keeps on doing the same things, expecting a different result.
3 I learned how to repair watches on the job, but I couldn't have done it without Doug. Everyone needs a *coach / educator / mentor* in their career and he was mine.
4 I've never really *got the hang of / picked up / taken in* how to read phonetic script in a dictionary.
5 Some facts – e.g. multiplication tables – are best taught through *distance / self-directed / rote* learning.
6 A 1970s' experiment on visual memory showed people could *reminisce / recall / revive* 80 per cent of the 10,000 photos they had been shown the previous day.
7 Certain smells – like fresh laundry – always *excite / evoke / enshrine* childhood memories for me.
8 Repetition is the best way to *commit / consign / reinforce* facts to memory.

8 Work in pairs. Compare your answers from Exercise 7 and explain your choices. Then discuss the truth of these statements from your own experience.

SPEAKING Memory tips

9 21st CENTURY OUTCOMES

Work in small groups. Look at the list. Then discuss the questions (1–3).

- Numbers: e.g. phone numbers, combination codes
- Names: e.g. of people, places, films, books
- Visual details: facial features, clothes, colours
- Spatial awareness: where things are, directions
- What you hear: e.g. stories, quotations, jokes
- English vocabulary

1 Which of these things do you find easy to remember and which do you commonly forget?
2 Can you give examples of situations where remembering has proved useful or forgetting has been embarrassing?
3 Do you have any tips for remembering these things?

10 Work with another group. Compare your findings. Are there any similarities in your results? Which tip was most helpful? What tips will *you* use in the future?

THE MEMORY PALACE

It's amazing – given all our memories have to cope with these days – that we remember as much as we do. Yet often we find ourselves cursing them because they have let us down, failing to supply the name of someone familiar-looking or a 'memorable' password or an apposite quotation. Why, we ask ourselves, aren't I fortunate enough to have the kind of above-average memory that some people seem to possess? Well, actually we are. Or to put it another way, everyone has an average memory; it's just that some people know how to get the best out of it, while others who are not in the habit of training their memories don't.

The reason we are out of the habit is partly to do with technology. Today's computers and digital devices serve as our external hard drives, storing all sorts of useful information for us outside our brains. Our phones keep our to-do lists and alert us of upcoming appointments, while our computers store any number of pertinent facts that can be retrieved at the touch of a key.

Six hundred years ago, a trained memory was not just a handy tool, it was a pre-requisite for a cultured mind. Since books were thin on the ground, memorizing the wisdom contained in them was the only way to maintain access to it. It was not uncommon to find learned scholars who could recite by heart whole tracts of religious or philosophical works. Such people became walking libraries, albeit libraries with a fairly limited stock. They were able to do this because they read intensively rather than extensively, as we tend to do now, valuing quantity over quality. Intensive reading meant taking time over what you were reading and reading it many times, so that you absorbed and assimilated the content.

Intense focus (learning without distraction) and repetition, both habits conspicuously out of fashion today, are clearly two important factors in effective memorization. But there is another key to memory training to be found further back in history. It is a technique still used by memory experts today.

The discovery of this technique is attributed to the Greek poet, Simonides of Ceos, who lived in the fifth century BC. The story goes that Simonides alone survived the collapse of a banquet hall at which he was a dinner guest. When asked to recall who the other guests had been, to his surprise, he found that without making any conscious effort to remember, he could visualize perfectly where each of the guests had been sitting prior to the disaster. Simonides reasoned that if he could remember the layout of the guests, why could he not just as easily populate a mental image of a building with other things – say, his friends in order of their birth dates or a list of the things he needed to buy at the market. Thus, it is said, the idea of a 'memory palace' was born. We can harness our facility for remembering visually and spatially (an important ability for survival in our hunter-gatherer past) and use it to help us remember other, often more abstract, ideas.

Memory palaces are used by those who participate in memory competitions to incredible effect: they can reel off the exact sequence of 156 playing cards or 250 random digits. The most successful memory experts are the ones who are able to create the most unusual or striking surroundings within their 'palace' to store each item to be remembered. It is a mnemonic device worth trying. So if, for example, you have to think of a new online password, instead of using a relative's name or a former address, try instead to come up with a more striking and unusual image. The image of a budgerigar eating soup in the kitchen might give you 'Budgie8soup'. The image of Barack Obama standing in your wardrobe wearing cowboy boots might give you 'boots4Barack'. Try it – it really does work.

11.4 I'll get the hang of it

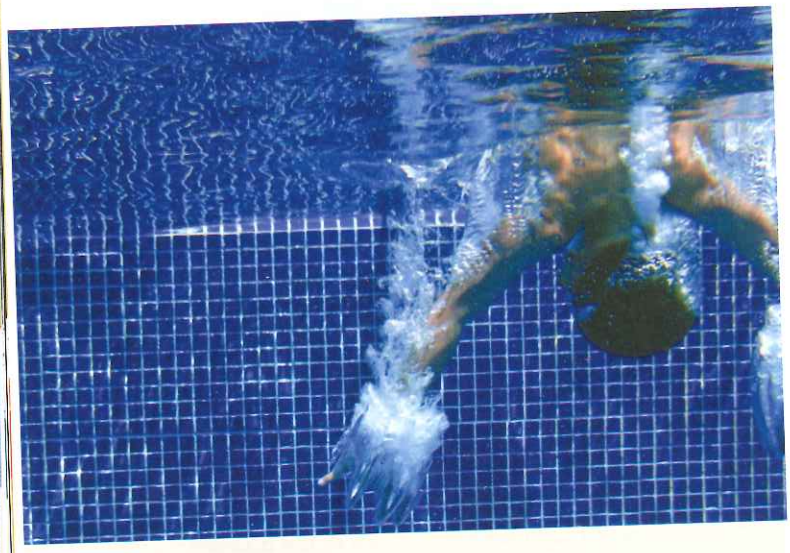
READING Thrown in at the deep end

1 Work in pairs. When you have to learn a new job or skill, are you a person who performs better under pressure? Or do you like to go slowly and have a lot of support?

2 Read the extract from a blog. Answer the questions.

1 How do most people feel when they start a new job?
2 What three-word expression sums up the approach of some companies to new employees?

3 Discuss what advice you would give someone who has been thrown in at the deep end in a new job. Then compare your ideas with the ideas on page 177.



Thrown
in at the deep end

It's rare to be in a new job where you don't feel at least slightly overwhelmed. You are acutely aware that you will need to learn a lot quickly and, if you are a halfway conscientious person, you'll feel the weight of your new employer's expectations. You want to get it right from the outset. The question is how much support can you expect and how much *should* you expect?

It's quite fashionable for companies to adopt a sink-or-swim approach to new appointments. If the person is good enough, they'll figure it out, the logic goes. But does throwing people in at the deep end really work? Isn't there a danger they'll panic and do a bad job? Will they be able to prioritize tasks, or will they get lost in some insignificant detail? Will they feel stimulated by the responsibility of their new role? It obviously depends to some extent on the person and the circumstances of the job, but my advice if this happens to you is this ...

LISTENING Starting a new job

4 48 Listen to someone describing their experience of starting a new job. Answer the questions.

1 What was the job?
2 What did she find difficult at the beginning?
3 How did she cope with her lack of knowledge and experience?
4 How did she feel at the end of the experience?

5 48 Look at the expressions in the Useful language box. Then listen to the speaker again and tick (✓) the expressions she uses. (Sometimes the speaker uses a different tense.)

DESCRIBING CAPABILITIES

In control

It all seems pretty straightforward.
I've got it off pat.
I feel (pretty) on top of it.
I could do it with my eyes shut.

Confident of improvement

I'm sure it'll come back to me.
I'll get the hang of it.
I'm a quick learner.

Need to improve

I got up to speed (quite) quickly.
I'm a bit rusty.

Struggling

It just goes in one ear and out the other.
I was (pretty) clueless about ...
I was out of my depth.
It was quite / pretty daunting.

Pronunciation Linking vowels sounds

6a 49 Read the sentences. What hidden consonant sounds link the underlined vowel sounds? Discuss with your partner. Then listen and check.

1 I could do it with my eyes shut.
2 It just goes in one ear and out the other.
3 They just left me to it.
4 So I can't say that it was a bad thing.
5 I saw an opportunity to learn something new.

6b Work in pairs. Practise saying the sentences in Exercise 6a, linking the words in the same way.

SPEAKING In at the deep end

7 Work in pairs. Think about the advantages and risks of throwing these people (a–e) in at the deep end. Then take turns to imagine you are one of these people and ask and answer questions to describe what happened and how you felt in this situation. Use expressions from the Useful language box on page 126.

a a teacher trainee
b an apprentice car mechanic
c a new manager of a corporate events team
d a trainee GP (general practice doctor)
e a sales assistant in a department store

WRITING A formal letter

8 Read the letter from one professional person looking for co-operation with another. What do you notice about the format, structure and register? (For more information about format, structure and register, see the notes on page 177.)

44 Henley Road
Birmingham
B12 6NJ

Dr Kyle Haldane
Astall Business School
Radford Road
Leamington Spa
CV31 9UP

24 May 2015

Dear Dr Haldane

Please excuse me for writing to you at what is probably a busy time for you, but I wanted to catch you before the summer break.

I represent an association of small businesses in the Birmingham area called 'The SME Network'. It is a well-supported group – over 200 members – and we meet monthly to exchange ideas and discuss initiatives that could help to promote business in the area. After seeing your recent talk on marketing at Astall Business School, I wondered if you might be willing to give a short talk at one of these meetings.

With so many larger companies raising their profiles through social media marketing, it would be very interesting for our members to hear more on this topic that you have written about so extensively. The dates I suggest are either 19 October, 17 November or 14 December. Our members would be extremely interested and I hope, by learning more about their experiences, you would also be able to benefit from such a meeting.

I look forward to hearing from you.

Yours sincerely

Meryl Napier

Writing skill Preposition + participle

9a Find the clauses in the letter that mean the following.

1 After I saw your recent talk ...
2 Since so many larger companies are raising their profiles ...
3 if you learned more about their experiences ...

9b Read the sentences. Rewrite the underlined clauses using these prepositions and a participle.

by before on without

1 Because I do not know your area of expertise, I cannot suggest a good topic for the talk.
2 When you arrive, please report to reception.
3 When you sign the form, you show that you agree to the terms of business.
4 We can discuss the agenda for the meeting before we meet.

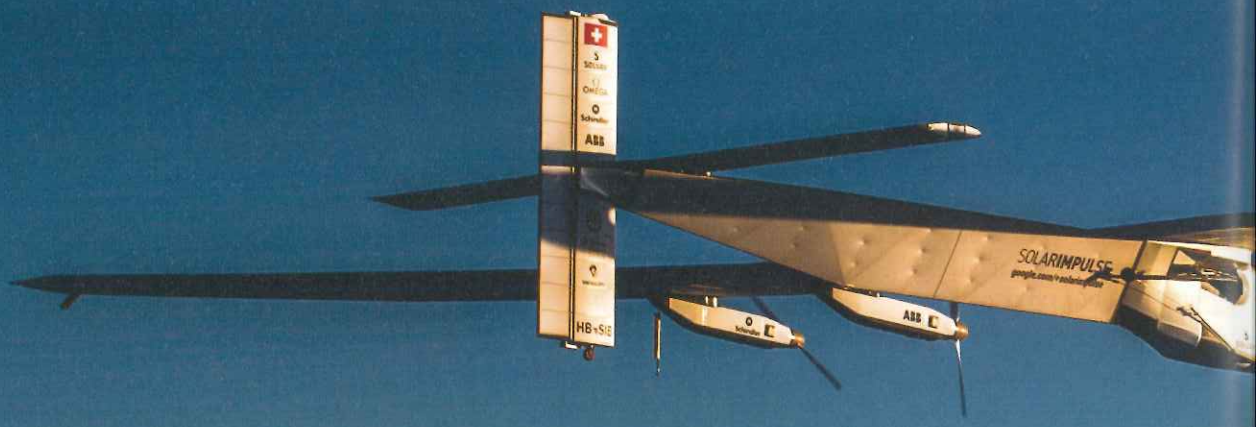
10 21st CENTURY OUTCOMES

You are going to write a formal letter to a colleague or another professional person. Think about a situation where you need to ask someone to do something for you. Use the prompts below or your own ideas. Write 150–200 words.

- inviting someone to participate in a training programme or conference you are running
- asking someone to comment on a proposal or something you have written
- asking someone for their help in setting up a meeting or a conference

11 Work in pairs. Exchange your letters. Use these questions to check your partner's letter.

- Does the letter follow the correct format?
- Does it use the right structure, covering the points mentioned in the brief?
- Is it written using an appropriate register?
- Are participles used correctly?



12 Invention or innovation

BACKGROUND

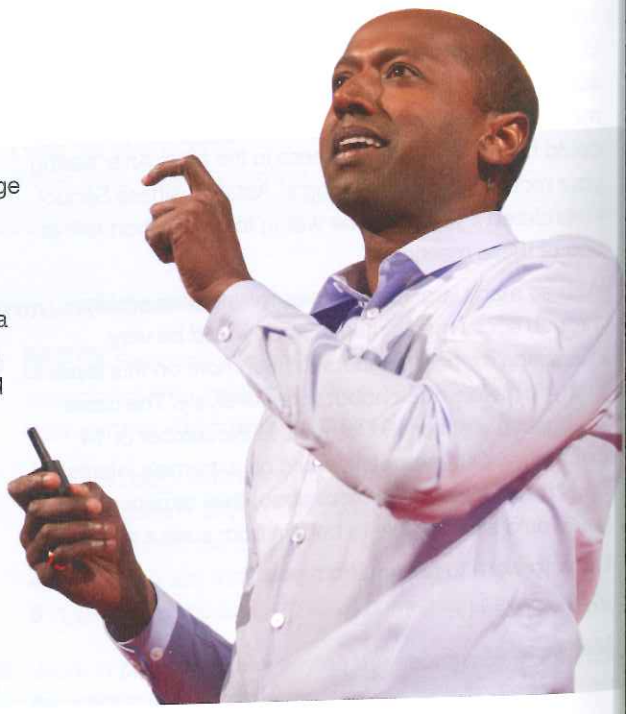
1 You are going to watch an edited version of a TED Talk by Navi Radjou called *Creative problem-solving in the face of extreme limits.* Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

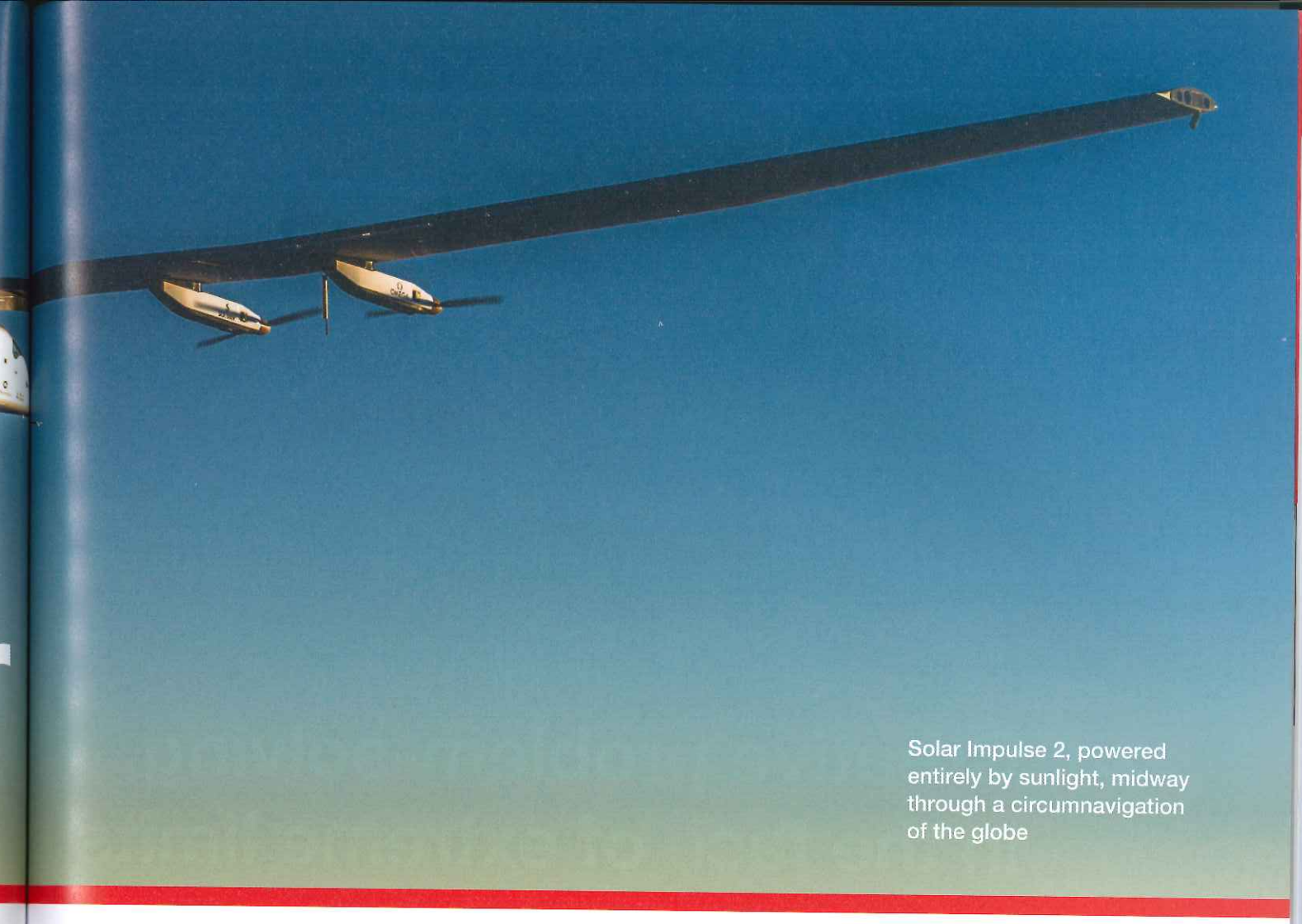
1 What is the basic idea of *jugaad* or frugal innovation?
2 What does the phrase 'by necessity has become widespread in emerging economies' mean?
3 What is the difference between *invention* and *innovation*? Can you think of examples of each?

TEDTALKS

NAVI RADJOU is a fellow of Judge Business School, Cambridge and a member of the World Economic Forum's Global Agenda Council on Design Innovation. He has spent years studying *jugaad,* also known as 'frugal innovation'. *Jugaad* is a Hindi word for finding solutions to problems using limited resources, a practice that by necessity has become widespread in emerging economies like India and China. In 2014, Navi Radjou published an article in the *Harvard Business Review* showing how frugal innovation is now being adopted by western companies to provide simpler, more cost-effective products for consumers.

Navi Radjou's idea worth spreading is that ingenuity, creativity and entrepreneurship are far more valuable to organizations than abundant material resources, and that they deliver innovations that provide greater value to consumers and teach us how we can all do more with less.





Solar Impulse 2, powered entirely by sunlight, midway through a circumnavigation of the globe

KEY WORDS

2 Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).

1 People who live in remote communities, where supplies cannot be delivered regularly, have to be **resourceful**.
2 They didn't have refrigerators so they had to **improvise** with materials that would insulate the food from the heat.
3 Fresh drinking water is often **scarce** in areas of low rainfall.
4 Often the best ideas occur in moments when you are faced with **adversity**.
5 Even though it's a large company, it's very **agile** and can adapt to changes in the market.
6 I have great faith in human **ingenuity** to find solutions to the world's problems.

a a difficult or challenging situation
b existing only in small quantities, difficult to find
c flexible and able to move quickly
d able to overcome problems quickly and with limited means
e inventiveness
f make something with no preparation using the materials at hand

AUTHENTIC LISTENING SKILLS Discourse markers

Discourse markers act as a signpost for what the speaker is about to say next. Recognizing them helps you to understand the idea that follows. For example:

Personally = introduces the speaker's opinion
That said = introduces a concession to the argument
On top of that = introduces a reinforcing point
Even so = maintains something is true in spite of the previous point
Take ... = introduces a supporting example

3a 50 Look at the Authentic listening skills box. Listen to the extract from the TED Talk and identify the two discourse markers, one introducing an opinion, the other an explanation.

3b 51 Look at two more extracts from the talk. What kind of idea do you expect to follow each discourse marker? Then listen and check.

1 When you grow up in a developing country like India, as I did, you instantly learn to get more value from limited resources and find creative ways to reuse what you already have. Take ...
2 When I first saw this building, I told myself it's some kind of postmodern house. Actually, ...

12.1 Creative problem-solving in the face of extreme limits

TEDTALKS Watch at home

1 ▶ 12.1 Watch the first part (0.00–1.37) of the edited TED Talk. Listen to the descriptions of three inventions from different countries. Complete the table.

Country / Region	Description of invention	Unique feature
1 India		
2 Africa		
3 Peru		

2 ▶ 12.1 Watch the second part (1.37–3.33) of the talk. Answer the questions.

1 What two things are typical of the entrepreneurs Navi Radjou has met in developing countries?
2 What are some of the basic resources that these entrepreneurs lack?
3 What resource do people have to rely on when they lack these other resources?
4 What can *Jugaad* entrepreneurs 'magically' do?
5 What is the essence of frugal innovation? Complete the quote: It's 'the art of doing _____ with _____.'

3 ▶ 12.1 Watch the third part (3.33–5.31) of the talk. Complete the summary. The first letter has been given for you.

In China an IT company has developed a solution whereby doctors in [1] c_____ communicate with less [2] q_____ health workers and help them to treat patients in Chinese [3] v_____. This frugal innovatio is important because by 2050 China will have half a billion [4] s_____ citizens.

Frugal innovation is the opposite of the way companies in the North and West innovate. They use a lot of natural [5] r_____ to create more [6] c_____ produc so that they can charge customers more for new features. T more for [7] m_____ business model is breaking do since a) customers in the West have less [8] m_____ b) there is less natural [9] w_____ and oil; and c) there is a growing gap between the products compan offer and the basic [10] n_____ of most customers

4 ▶ 12.1 Watch the fourth part (5.31–7.45) of the talk. Navi Radjou gives examples of two Western companie that use frugal innovation. Make notes on each idea. Then compare notes with your partner.

1 Grameen Danone factory
2 Siemens CT scanner

▶ cell phone **AM ENG**
▶ mobile (phone) **BR ENG**

▶ billboard **AM ENG**
▶ hoarding **BR ENG**

5 ▶ 12.1 Watch the fifth part (7.45–9.11) of the talk. Choose the correct options to complete the summary of the Megaffic solution.

In Nairobi we are starting to see an example of developed and developing countries [1] *competing / coming together* to create a frugal solution. Nairobi has terrible traffic [2] *accidents / jams* and IBM is trying out a solution called Megaffic which was developed originally in [3] *Kenya / Japan*. The system uses [4] *cameras / electronic sensors* to collect data. Then it analyses the data and sends drivers [5] *SMS messages / maps* with alternative routes to take. Using this system guarantees drivers can get from A to B at least [6] *thirty / twenty* per cent faster.

6 ▶ 12.1 Watch the sixth part (9.11 to the end) of the talk. Complete the principles for how to apply frugal innovation to your own company. Then discuss with a partner what each principle means.

1 Keep it _____ .
2 Do not _____ the _____ .
3 Think and act _____ .

VOCABULARY IN CONTEXT

7 ▶ 12.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

8 ▶ 12.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.

9 Complete the sentences in your own words. Then compare your sentences with a partner.

1 I don't need a lot of things when I travel. I can make do with ...
2 ... are selling like hot cakes at the moment.
3 The essence of a good invention is ...

CRITICAL THINKING Summarizing an argument

10 A good test of understanding an argument is to summarize it in a way that you think the speaker would approve of. Write a short summary (two to three lines) of Navi Radjou's argument. Then compare your summary with a partner.

11 Read these comments* about the TED Talk. Underline the part of each comment where the viewer summarizes Navi Radjou's argument. Did you include the same points in your summary? Which summary did you think was best?

Viewers' comments

S **Steve** – Great talk. We need frugal innovation so that we can optimize our limited resources. If we don't distribute these resources more carefully, much of the world's growing population will never have access to them.

E **Erin** – I think the most important point that Radjou makes is that in the West we focus on making things that a lot of people don't need or can't afford, when in fact we should be focusing our ingenuity on how to deal best with people's basic needs and problems.

Q **Qasim** – Learn to do more with less is not an idea that's come out of nowhere. While I agree with the sentiment, I don't think companies are doing this out of any thought for the environment. They've just used up so many resources making things that it's the only option left.

* The comments were created for this activity.

PRESENTATION SKILLS Giving examples

12 Navi Radjou included many examples in his talk. Which examples made the most impression on you? Why? Discuss with your partner.

13 Look at the Presentation tips box. What three types of example are mentioned? What is meant by *testimony*?

TIPS

Giving examples makes an abstract idea more concrete, and helps your audience to relate to the idea more easily. Types of examples include: real-life examples of the idea in action; stories or anecdotes from your own experience; and the testimony of others. When you use examples, try to make sure of the following things.

- Make sure the examples are relevant (i.e. that they illustrate exactly the point you are making).
- The examples should not be more complicated than the idea itself.
- Where possible, try to make sure that the audience can relate the examples to their own experience.
- Any visual examples should be simple, clear and have a strong impact.

14 ▶ 12.4 Watch the clip from the TED Talk where Navi Radjou uses an example. Answer the questions.

1 Which type of example referred to in the Presentation tips box does Navi Radjou use?
2 Does the example reflect the points in the Presentation tips box? Do you think it is a good example? Why? / Why not?

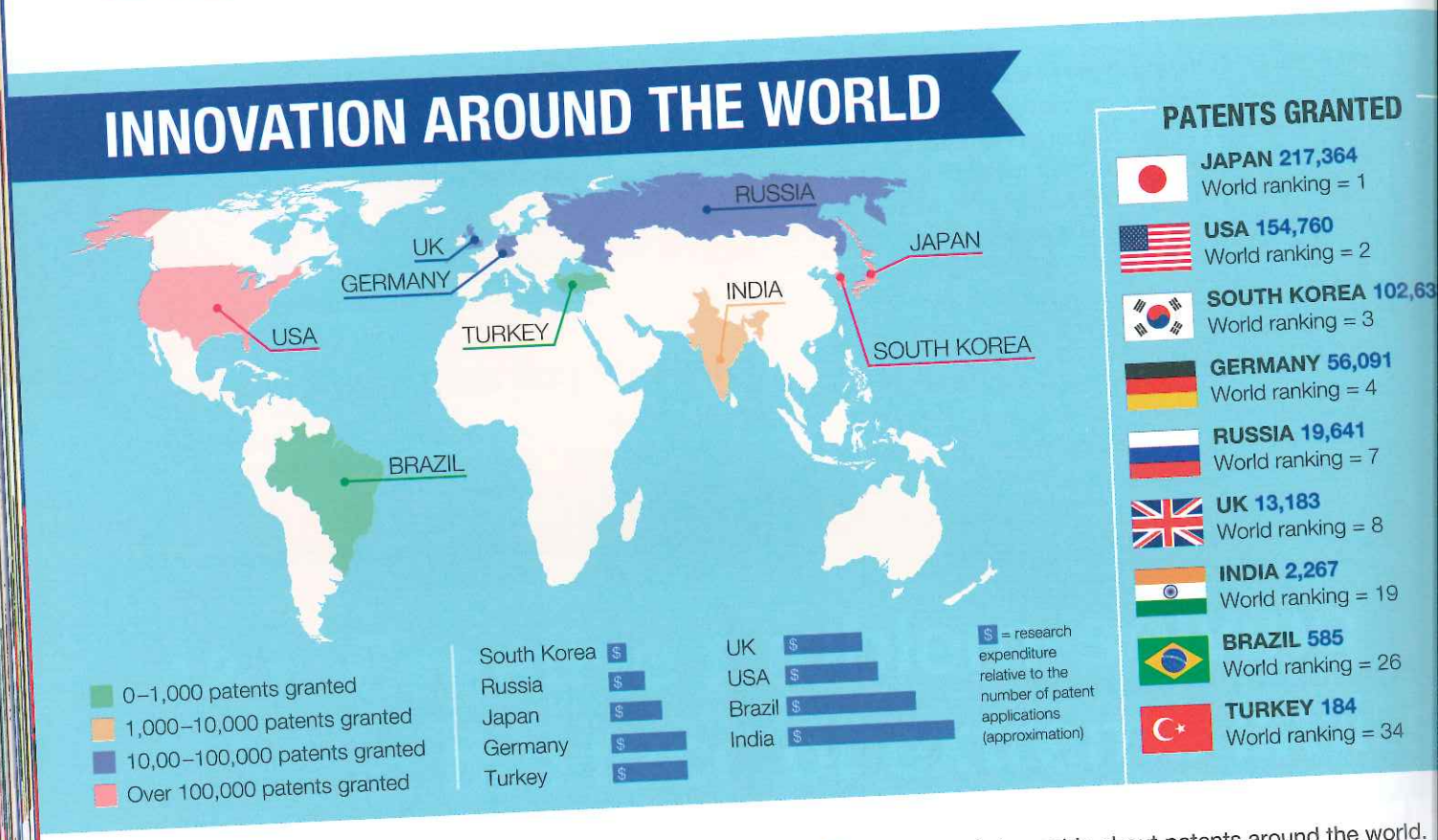
15 Choose one of the ideas below and think of an example that illustrates this idea. Prepare to present your idea and example.

1 People will pay more for things if they think they are high quality.
2 The best ideas often come from building on someone else's idea.
3 People are becoming increasingly inventive at making things with recycled materials.

16 Work in pairs. Present your idea and example. Did you think your partner's example was a good one?

▶ yogurt /ˈyəʊgərt/ **AM ENG**
▶ yoghurt /ˈjɒgə(r)t/ **BR ENG**

12.2 Patent pending



GRAMMAR Adverbs and word order

1 Work in pairs. Look at the definition of *patent* and answer the questions.

patent (n) a licence given to a person or organization to make and sell a new invention. It excludes others from making or selling the same invention without the patent holder's permission.

1 What do you think would happen if you tried to make and sell a new invention without a patent?
2 What does it mean if a patent is 'pending'? What does it mean if a patent is 'granted'?

ADVERBS AND WORD ORDER

__Theoretically__, South Korea is the most innovative nation in the world. __However__, it could be that innovators in South Korea __only__ pursue projects when they feel confident of success. __Conversely__, perhaps Americans, who are __usually__ considered to be a __highly__ innovative nation, accept the possibility of failure more __readily__. In other words, Americans will __happily__ apply for patents even when they __probably__ have little chance of them being granted. Over 300,000 patents were __officially__ declined __in the USA last year__.

1 Match the adverbs (1–7) with their type (a–f). Two of the adverbs are the same type. Then comment on their position in the sentence (in the text above).

1 theoretically	a adverb of manner
2 however	b adverb of frequency
3 usually	c comment adverb
4 highly	d connecting adverb
5 readily	e adverb of certainty
6 happily	f adverb of degree
7 probably	

2 Where could you move *only* to in the second sentenc without changing the meaning of the sentence? Whe could you place it to give a different meaning?
3 Look at the last sentence. What is the order of adverbs and adverbial phrases explaining time, pl and manner?

Check your answers on page 165 and do Exercises 1–4.

2 Look at the infographic about patents around the world. Answer the questions.

1 Which two countries lead the world in number of patents granted?
2 Which country is the most productive in terms of patent granted relative to money spent on research? And the second?
3 Which country is the most frugally innovative, according to the infographic?

3 Read the text in the Grammar box. Answer the questior (1–3).

4 Read the sentences. Then rewrite the sentences so the adverbs in bold are in a grammatically correct position.

1 I will go **hopefully** there tomorrow.
2 I **even** don't like new gadgets.
3 He agreed to **finally** manufacture the product.
4 She **seldom** is without a camera.
5 I saw them in July **in London**.
6 I need to practise more **clearly**.
7 He's told me the news **just**.
8 It's not the right time **probably** to ask.

5 Put the adverbs in brackets in the correct position in the sentences. Sometimes there is more than one possibility.

1 I get my best ideas. (in the morning / in the shower / often)
2 She doesn't give interviews. She was persuaded to. (however / on this occasion / usually)
3 He's made up his mind to work on the idea with a few of his closest friends. (already / clearly / only)
4 He remembers his early days as a young research scientist. (at Bath University / fondly / still)
5 She's a talented inventor who refers to her achievements. (boastfully / highly / never)
6 They launched their new invention. (at the Berlin Expo / last summer / officially)
7 Can I show you my new phone? It doesn't seem to be working. (just / properly / quickly / unfortunately)
8 They didn't like the original design. They invited us to submit other ideas. (enough / interestingly / kindly / nevertheless)

6 Choose the correct connecting adverb to complete the sentences.

1 They invested very little in the project. *Subsequently, / Consequently,* progress was very slow.
2 I can't really help you because I'm too busy with my own work. *Besides, / Similarly*, I don't really understand the project you're working on.
3 It's not the people who do things by the rules who get inspiration. *Rather, / Indeed,* it is the rule-breakers and risk takers.
4 In their email exchanges the two scientists realized their research projects were very similar. *Accordingly, / Additionally*, they agreed to meet and discuss closer collaboration.
5 Warming the muscles first increases flexibility. *Conversely, / Hence* going straight into activity with 'cool' muscles results in greater risk of injury.
6 The developer must submit their application. *Meanwhile, / Thereafter,* it is down to the Patent Office to decide whether to grant the patent.

7 Match these phrases with the adverbs you used in Exercise 6. Sometimes there is more than one answer.

By direct contrast	Hence	In any case
Instead	In view of this	Subsequently

LANGUAGE FOCUS Adverbials

8 Complete the commenting adverbials in the sentences (1–14) with these words.

By	Contrary to	Curiously	In	In her
Off	On	On the	Out of	To be
To his	To my	To put	With	

1 _____ credit, he carried on playing, in spite of the fact that he had pulled a muscle.
2 _____ defence, she didn't know the data was wrong.
3 _____ coincidence, an ambulance was passing when the accident happened.
4 _____ expectations, they made it to the summit.
5 _____ enough, there was no mention of money, even though I'd put in loads of extra hours.
6 _____ fair, they were the better team and so deserved the win.
7 _____ disappointment, no one defended me.
8 _____ it bluntly, he messed up.
9 _____ hindsight, I would have done things differently.
10 _____ whole, the conference was a great success.
11 _____ reflection, I'd rather not mention it to him just now.
12 _____ respect, I don't think that's right.
13 _____ interest, did you like the book?
14 _____ the top of my head, I'd say about three thousand people were there.

See page 166 for more information about adverbials, and do Exercises 5–7.

9 Choose four of the adverbials from Exercise 8 and make sentences of your own. Compare sentences with your partner.

SPEAKING Granting patents

10 21st CENTURY OUTCOMES

Work in small groups. Read the criteria for granting a patent. Then look at the four inventions on page 177 and answer the questions (a–b).

a How do you think the inventions work?
b Do you think the inventions should be granted a patent? Give reasons.

The criteria for a new invention to be granted a patent are:

1 It must involve an 'inventive' step or technical advance.
2 It must be new (the idea has not been used before).
3 It must be useful to mankind.

12.3 The inventor's trials

READING The innovation that never was

1 Work in pairs. What recent products or inventions have you heard of that you think are certain to be commercially successful? Are there any you think will fail? Why?

2 Read the article. Which of these problems did Maurice Ward face converting his idea into a commercial success?

a getting the funds to develop the idea
b protecting the idea from imitators
c finding others who believed in the potential of his idea
d something else

3 Read the article again. Find information in the article that supports these statements.

1 There are many obstacles to getting inventions adopted.
2 Maurice Ward was a man who liked to experiment.
3 Starlite was a 'wonder material'.
4 The possibilities for Starlite seemed limitless.
5 Maurice Ward exhibited the natural protectiveness of an inventor.
6 His secret did not die with him.

4 Look at these phrases from the article. Explain what the phrases mean.

1 last, but not least (para 1)
2 found a new outlet (para 2)
3 looked promising (para 3)
4 beyond their wildest dreams (para 4)
5 reverse-engineer (para 5)
6 bring himself to share (para 6)

5 Why do you think Maurice Ward behaved in this way? Do you sympathize with him? Why? / Why not?

VOCABULARY Phrasal verbs: innovation

6 Look at the article again. Find four phrasal verbs in paragraph 3 with these meanings.

1 left the ground
2 experimenting with
3 found or discovered
4 emit

7 Look at the sentences about innovation. Choose the correct particle to complete the phrasal verbs.

1 Before the Internet existed, it was much harder for innovators to take their ideas *forward / up*. Now when someone comes *up with / up against* a good idea, they can talk to other innovators all over the world.
2 He set *up / out* to be a salaried researcher rather than an independent inventor and his efforts finally paid *off / out* when he was given a research job at BAe Systems.
3 When she went to present the device, I didn't think she would pull it *out / off*, but the company was so impressed with the idea, they decided to take it *up / in*.
4 Innovation always begins with a problem that needs to be got *around / down to*. The inventor then tries *out / on* various solutions.
5 Most inventors dream of hitting *on / off* an idea that will bring *up / about* real and positive change in the world.
6 I couldn't really make *up for / out* what the applications of her invention were. She never got *through with / down to* explaining the practical details.
7 One obstacle that innovators often come *up with / up against* is other people claiming that their idea is not original. Sometimes these claims are genuine; at other times the claimants are just trying it *out / on*.
8 The company set *up / out to* a meeting with the inventor of the headset, but she pulled *off / out* at the last moment because she had another offer.
9 The two technicians hit it *on / off* immediately and worked together to find a fix. But the solution brought *about / up* even more issues.
10 The compensation which the company agreed to pay *off / out* to the inventor did not make *out / up for* the disappointment of their not developing his idea further.

8 Work in pairs. Think of a synonym or paraphrase for each of the phrasal verbs in Exercise 7. Then choose six of the phrasal verbs and write an example sentence for each.

1 *develop their ideas*
I've had a great idea for a new business – I just don't know how to take it forward.

SPEAKING Pitching a new invention

9 21st CENTURY OUTCOMES
Work in small groups. Follow the steps (1–3).

1 Each choose a different 'Chindogu'* invention. Prepare to present it as a useful invention to a group of potential investors (the other students in the group).
2 Present your invention. Describe its benefits, its pricing an its potential market. Be prepared to answer questions.
3 At the end, vote for the best invention.

Car with clothes dryer

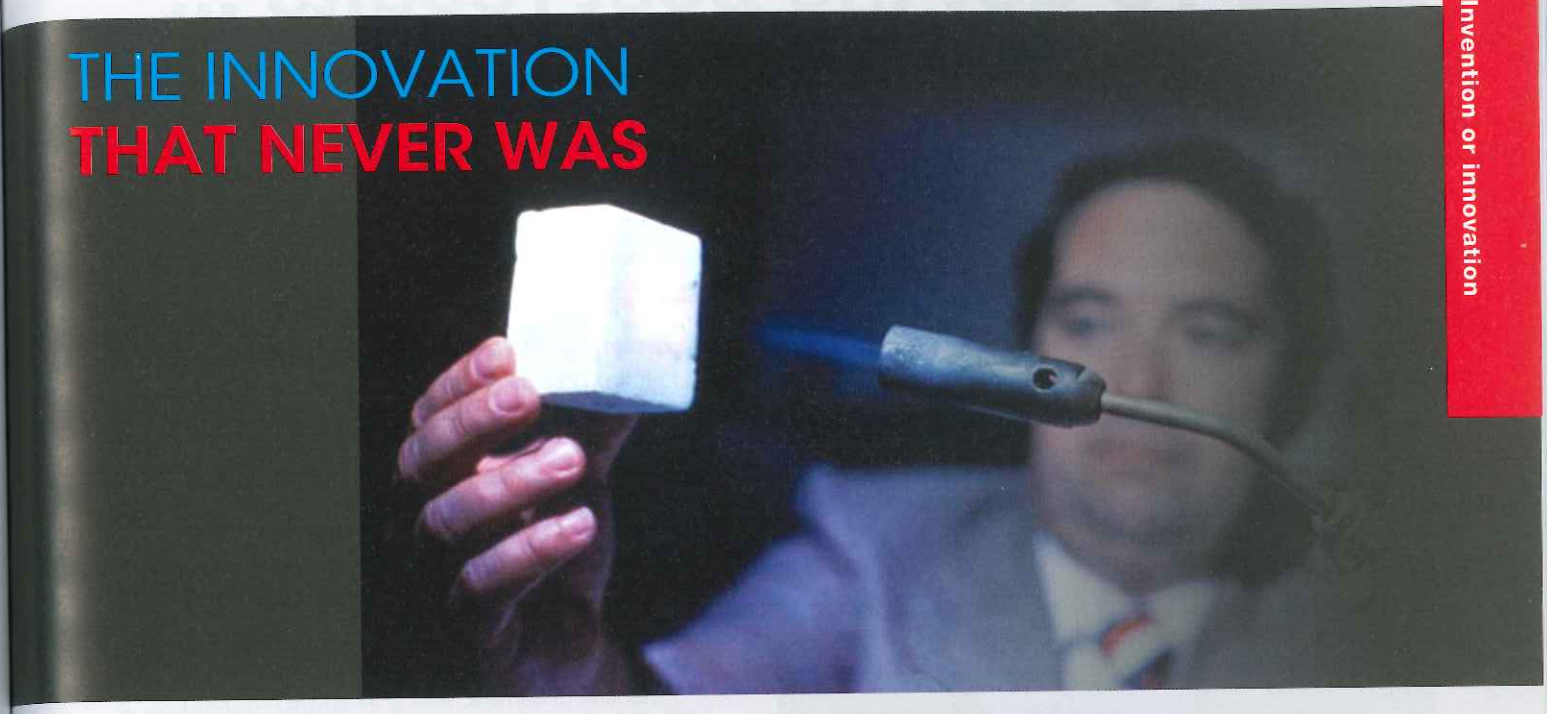
Railway commuter chin-re

Alarm clock with sharp pins on the off button

Umbrella tie

* *Chindogu is the Japanese art of inventing objects with a seemingly practical everyday purpose that are in fact use*

THE INNOVATION THAT NEVER WAS



The path which each invention must take from initial conception to licensing to full-scale adoption is never easy. Standing in the way is the scepticism of the research community, the claims of other inventors and last, but not least, the protectiveness of the inventor himself. No case illustrates this better than the story of Maurice Ward, the creator of the wonder material, Starlite.

Maurice Ward and his family ran a ladies' hairdressers in Yorkshire, England. Ward was a tinkerer by nature and liked to mix his own hair dyes and products, claiming that they were more effective than the products supplied by cosmetics manufacturers like L'Oréal and Garnier. In the 1980s his tinkering found a new outlet when he bought an industrial extruder – a machine that forms plastics – and began experimenting with making different types of sheet plastic. Then in 1985 something happened which was to change his life.

A British Airtours plane bound for Corfu caught fire at Manchester Airport just before it took off. Although the plane was still on the ground, the results of the fire were devastating: within forty seconds, 55 of the people inside had suffocated from smoke and toxic fume inhalation. Ward determined that he would make a material that would be much more fire-resistant than the plastics from which the interior was largely constructed. He began trying out different mixtures in a kitchen food blender. When he found a formulation that looked promising, he would extrude it into sheet form and then test its fire resistance with a blowtorch. The results got better and better until finally he hit on a material that would resist temperatures of 2,500° Celsius, not give off toxic fumes and still remain cool enough to be touched. Starlite was born. In one demonstration (still viewable on YouTube) Ward heated an egg coated with Starlite with a blowtorch for five minutes and then cracked the egg open to reveal its insides, cool and uncooked.

A world of opportunity opened out before Maurice Ward: the best fire-resistant clothes ever seen, safer planes and buildings, shields for military vehicles, applications for rockets and space travel. The possibilities were endless. And he, the inventor, would be wealthy beyond his wildest dreams. Early negotiations with various companies – ICI, Boeing, BAe and NASA – demonstrated that its properties were even more amazing than first thought. When fired at with a military laser, it was found that Starlite could withstand a heat flash equivalent to that in a nuclear explosion. Yet here we are, thirty years on, and Starlite is still an unpatented and unexploited material. So what went wrong?

Naturally, Ward kept the formula a secret. He never wrote it down, only telling the exact proportions of its 21 ingredients to a few of his closest family members. He refused to apply for a patent, since that would involve revealing its composition. No one else was allowed to analyse it, nor was any company given a sample for fear that they might reverse-engineer it. In themselves, these factors might not have precluded a deal, but the talks with Boeing and NASA foundered on Ward's unacceptable demands. He refused to sign confidentiality agreements and he insisted on retaining majority control (51 per cent) of the product in any deal.

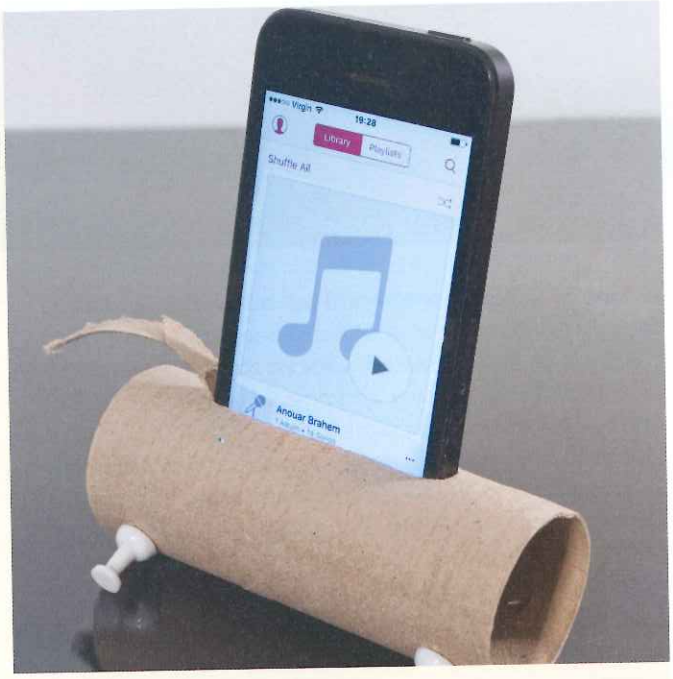
Consequently, no deal was ever struck and in May 2011 Maurice Ward died. It would be incorrect to say that he took his secret to the grave because some of the family still know it, but he certainly took his own dreams of personal wealth and fame with him. Why? Was it greed? Was it that, as an amateur, he felt a lack of respect from the scientific community? Or was he simply too protective of his idea to bring himself to share it with others? We may never know. What is certain is that his loss is the world's loss too.

12.4 To get the best results ...

READING Life hacks

1 A *life hack* (n. colloq.) is a technique or trick that helps you do an everyday activity in a more efficient way. Work in pairs. Think of two life hacks. Then read the article and compare your examples with the examples given there. Did you already know any of the life hacks described?

2 Look at the questions at the end of the article and discuss possible life hacks for these everyday problems. Then compare your answers with those on page 177.



Life hacks

There's a cheap and easy solution to most everyday problems. For example, if you're worried about a scratch on a piece of wooden furniture, try repairing it by rubbing a peeled walnut on it. If you want to stop receiving marketing emails, instead of clicking 'unsubscribe' at the bottom of each unwanted message, go to your email filters section and tell the computer to block all emails that contain the word 'unsubscribe'. If you need a pair of speakers for your smartphone, cut a notch in the middle of an old lavatory roll and slot your phone into it.

Now that you're thinking outside the box a little more, try to think of a life hack for these:

1 How can you stop a pan of pasta from boiling over when you heat it?
2 How can you tell if an old battery you find lying around has any charge left in it?
3 How can you avoid shutter lag (the delay between pressing the shutter button and the picture actually being taken) on a camera?

LISTENING Getting good results

3 52 Listen to a conversation between a customer and a sales assistant in a camera shop. What four tips does the sales assistant give for getting the best out of a compact digital camera?

4 52 Work in pairs. Complete the phrases the sales assistant used to explain the reason for and purpose of each tip. Then listen and check your answers.

1 With so many settings, people tend to _____ _____.
2 In order to prevent any blurriness, so if you want sharpness through the whole shot select _____.
3 The other way to get good results is just to _____.
4 I don't particularly recommend getting a tripod with this kind of camera, seeing as you're not going to _____ with it.
5 Try to work out the best way for you to hold it steadily, so as not to _____.
6 To avoid taking loads of pictures where the subject is really small ... , just try and _____.

Pronunciation Word endings

5 53 Work in pairs. You are going to hear five groups of words with the following word endings: *-ture*, *-age*, *-ace*, *-et* and *-ance*.

1 Listen and say how each word ending is pronounced.
2 Write the word in each group where the word ending is pronounced differently.

GIVING ADVICE

Reason

I'd advise against *-ing* ... , **because** ...
I'd recommend *-ing*, **since** ...
With so many settings, people tend to ...
Given that / Seeing as they never give you instructions with these things, ...
A lot of people don't use this function **for fear that** ...

Purpose

To get the best results, you should ...
Reading the manual first is the best way **to avoid** being disappointed ...
In order to prevent dust from getting into the camera ...
It's a device **for** *-ing* ...
Half-press the button down first **so that** the camera has time to focus itself.
Keep the lens cover on when not using the camera **so as not to** scratch the lens.

SPEAKING Handy tips

6 Work in pairs. Use the different areas of life below to think of three or four useful life hacks that others would benefit from knowing. Discuss how you will explain these. Use the expressions in the Useful language box on page 136 to help you.

- kitchen / cooking tips
- laundry (e.g. removing stains) tips
- computing tips (e.g. browsing, word processing)
- travel tips (e.g. changing money, checking in, etc.)

7 Work with a new partner. Tell each other your 'life hacks'. Which did you think was the most useful?

WRITING A review of a product

8 Read the review of a computer game. Underline a key phrase that describes each of the following:

1 what the game is
2 what skills players practise
3 one positive feature
4 one negative feature
5 the target market
6 what you should do next

9 The review was written as friendly advice for readers, so its tone is quite conversational. Underline three phrases in the review that give the review this tone.

Writing skill Reporting verbs

10a Look at the highlighted verbs in bold in the review. Which of these verb patterns comes after each verb? (Notice that in the text some are in the passive.)

a + infinitive
b + object + infinitive
c + *-ing* / noun
d + preposition + *-ing* / noun
e + object + preposition + *-ing* / noun

10b Complete the sentences using the correct verb pattern after each reporting verb. Add prepositions and pronoun objects where necessary.

1 Unless you absolutely insist _____ (have) the game now, I suggest _____ (wait) until the new version is released later this summer.
2 The creator of the headset promises _____ (deliver) the best virtual reality experience ever. I don't know if that's true, but it does guarantee _____ (give) you a lot of thrills.
3 Of course, they are a business. So in that respect, I don't blame _____ (them / try) to make money out of upgrades, but I do object _____ (pay) money for something that is hardly any different.
4 I must confess _____ (get) seriously addicted to this game after a friend persuaded _____ (me / play) it.

Minecraft review

8 January

I'm assuming most readers have heard of Minecraft, because there's already a huge buzz about it. So my aim here is to explain briefly how it works and why so many people are [1] **urging** us to get involved.

At its most basic level, Minecraft is about building things with cubes; it's a kind of computerized Lego. But it's also a game about survival, discovery, creativity and community. The starting place for your building adventures is a deserted place with a beach, a few rocks and some trees. But very soon you realize that you are not alone. At night, monsters can appear from dark caves and it's up to you to build structures in the day to protect yourself from them. As you become more adept at building, your world opens out, [2] **encouraging** you to experiment and become master of your environment. Where initially you were [3] **discouraged** from entering a cave for fear of encountering a monster, you can now use your ingenuity to explore and keep the monsters at bay.

Minecraft also has a multi-player capability, so that players can collaborate on building designs and [4] **offer** to help each other if they get stuck. Actually, if you're someone who gets easily frightened, I'd [5] **advise** you to use this facility: the Minecraft world can be a lonely and slightly eerie place. The graphics, incidentally, are quite basic and retro. It is the formula of the game itself – survive, collect, create – that makes it so addictive to children and adults alike.

The makers of Minecraft should be [6] **congratulated** on producing a truly fascinating game. They should also be [7] **praised** for the open manner in which they developed it, [8] **inviting** users to collaborate in its creation. I [9] **recommend** trying it out, but just make sure you have built your first hut before sunset!

11 21st CENTURY OUTCOMES

Write a short review of one of the following types of product. Include the elements (1–6) outlined in Exercise 8. Write 200–300 words.

- a computer game
- a board game
- a phone app
- an Internet service (e.g. Spotify, Google maps)

12 Work in pairs. Exchange your reviews. Check your partner's review includes the elements (1–6) from Exercise 8.

Review 6 | UNITS 11 AND 12

ONELEAP

An organization that brings innovation to you

OneLeap is a unique service that manages a global community of over 3,000 inventors and entrepreneurs, putting them in touch with companies who are interested in their ideas and who need a creative spark. It was founded by Robyn Scott, a social entrepreneur from South Africa, her brother Damien Scott, who worked in motor racing, and Hamish Forsyth, an advisor to the UK government.

LISTENING

1 54 Read the introduction about OneLeap. Then listen to an interview about the company and complete the information.

1 two things companies want from working with OneLeap
   a to get _____
   b to change _____

2 two traditional ways that companies innovate
   a by building _____
   b by employing _____

3 two benefits that came from sending a team of entrepreneurs into Kuoni
   a they energized _____
   b they encouraged _____

4 two ways OneLeap gets income
   a by charging _____
   b by taking _____

5 two types of competitor that OneLeap has
   a _____
   b _____

VOCABULARY Idioms connected to fire

2 Look at this idiom from the introduction about OneLeap: *creative spark*. What does the idiom mean? Then choose the correct idioms to complete the sentences.

1 It's quite a good idea, but I don't think it's going to *fuel the fire / set the world alight*.
2 Why they always use external management consultants to analyse every new situation, I just don't know. They must *have money to burn / be playing with fire*.
3 I could hear them discussing my idea in the next room. *It was kindling my interest / My ears were burning*.
4 I know you'd like to be involved with this project, but I'd like you to focus on the work you already have. I think *having too many irons in the fire / playing with fire* isn't a good idea.
5 I'm sure that people will think it's useful technology once they use it. The question is how we can *fuel the fire / kindle their interest* in the first place.
6 Jack has always been attracted to risky projects: like *a moth to a flame / a bright spark*.
7 The inventor and the backers of the project are already in a dispute. I don't want to do anything to *fuel the fire / play with fire*.
8 The team is very hard working but they lack that *bright spark / creative spark* to come up with something origina

GRAMMAR

3 Put the words in the correct order to make sentences. Include in the necessary punctuation.

1 OneLeap / its method / believes / is the right one / of helping businesses / firmly
2 cheaply / builds / their method / faster / companies' revenue / more / they claim that / and
3 they give / credit / to charity / to / their / eighty per cent of the fees they collect
4 Adam Parr / is / imaginatively / says / an excellent idea executed / OneLeap
5 usually / most customers / come back again / once / having used the company
6 hindsight / not much / that they would have done / is / differently / in / there

4 Read the sentences. Then write conditional sentences to give the same information. Start the conditional sentences with the word(s) in brackets.

1 We don't have many creative people in the company, so we needed to look outside for ideas. (If)
2 We didn't know about the existence of OneLeap so we didn't use them. (Had)
3 If we employed someone again, we wouldn't use an expensive management consultancy firm. (Were)
4 However, I will feel it was all worth it if our new product is successful. (However, should)
5 OneLeap's model depends on them matching the right entrepreneur with the right company. (OneLeap's model works as long as)
6 If OneLeap hadn't received so much good publicity, they might not be so successful. (But for)

VOCABULARY

5 Replace the word or phrase in bold in the sentences with one from the list with a similar meaning.

acquired	committed to memory	evoked
got the hang of	honed	recalled
retained	took on board	

1 Some people say that entrepreneurial spirit can't be **learned** – you either have it in you or you don't.
2 The team has the basic skills to do the job, but those skills just need to be **polished**.
3 In the early part of my career I wasn't good at managing people, but little by little I **began to master** it.
4 It wasn't easy to get people to change their attitudes, but in the end they **accepted** the new approach.
5 Learning by doing is the only way to make sure things are effectively **memorized**.
6 A year later, few people **remembered** how life had been before the changes.
7 Her method of teaching was so effective that I've **remembered** ninety per cent of what I was taught.
8 Everyone was inspired, because his speech **called to mind** the spirit of community that had brought us all together.

6 Read the conversation. Complete the phrasal verbs with the correct preposition or particle.

A: Alice told me that you'd come [1] _____ with an idea for an iPhone app. Is that right?
B: Yes, I hit [2] _____ the idea when I was listening to some music. It's an app that makes designs on your screen that change as the music plays.
A: Sounds good. Where have you got [3] _____ with it?
B: We've made a rough prototype and we've tried it [4] _____ on a few people and the feedback has been good. Now we have to get [5] _____ to work on making a version that we can present to Apple to see if they are prepared to take it [6] _____ .
A: You must have invested a lot of time in it.
B: Yes, we have. Each step seems to bring [7] _____ new problems. But we'll get there.
A: Well, I hope all your effort pays [8] _____ .
B: Thanks, but I'm not expecting to make a fortune!

SPEAKING

7 OneLeap gives businesses looking for change access to a network of entrepreneurs and inventors. Work in pairs and discuss the questions.

1 If you had the chance of twenty hours of an expert's time to help you in an area of your life (e.g. your work or studies, a hobby, your home), what kind of expert would you get? Explain what you would ask them to do and why.
2 What expertise do you have that you could offer to help others with? Do you think you could help someone to look at something they do in a totally different way?

IMPROVE YOUR WRITING Using an appropriate tone

8 When making requests in writing, it's important to be polite and respectful while at the same time making it clear what you want. In the letter below, the writer has been too direct and conversational in tone. Rewrite the letter so it is more polite and respectful. You will need to change the order of some of the information.

Dear Ms Johnson

I came across your organization in last week's *Sunday Times* magazine. I was interested because we are a young start-up company that needs some advice. But I couldn't really understand how your business works. Do you just take a flat fee or do you take some kind of commission on any increase in sales that results from your advice? If it's the latter, how do you calculate that?

Anyway, I should explain what we do. We are a group of language graduates who have set up an online translation service (a link to our website is attached, which you'll need to look at). We know there are lots of customers out there, but we don't know how to reach them. That's where I thought you could help, because I saw that you specialize in helping companies to grow their customer base.

Can you let me know if you can help and if so, what your terms are?

Many thanks

Dan Quinton

9 Work in pairs. Compare your rewritten versions of the letter in Exercise 8. Did you make similar changes?

DEFINITE AND INDEFINITE TIME

Present perfect and past simple

We use the present perfect to talk about actions and events that happened at an indefinite time up to the present. The focus of the present perfect (simple or continuous) is the experience and its effect on the present rather than on a sequence of events in the past.

*I'**ve travelled** to a lot of places, but this must be one of the strangest.*

The present perfect simple can describe actions which have the potential to be repeated.

*Sonia **has had** 22 different jobs!* (there is the potential for her to have more jobs in her life)

We use the past simple to talk about completed actions and events which happened at a definite time in the past.

*I **travelled** to a lot of places as a student and **saw** some amazing things.* (relates the experience to a specific time in the past, i.e. when the speaker was a student)

*Sara **had** 22 different jobs.* (she is retired or no longer alive)

Past simple and past continuous

We use the past simple to talk about completed actions, often with words for 'finished time'.

*He **served** in the army **from 2008 to 2012**.*

We use the past continuous for actions in progress in the past.

*We **were having** a great time **at the party** until a neighbour complained about the noise.*

With the past simple and past continuous, the past time of the action is either explicitly stated or strongly implied.

Present perfect simple and present perfect continuous

We use the present perfect simple:

- to talk about finished actions which have a connection with the present (with words for 'time up to now')
  *I'**ve** only **had** one apple to eat today.*
- with stative verbs for unfinished actions and situations that continue into the present
  *I'**ve owned** the car for about two years.*
- repeated actions in the past that may happen again
  *He'**s run** several marathons.*

We use the present perfect continuous to talk about:

- actions and situations that started in the past and are continuing up to now, often when we want to focus on how long something has been going on or how someone has been spending their time recently
  *He'**s been looking** for a job for the last six months.*
  *So, what **have you been doing** since I last saw you?*
- temporary situations and repeated actions
  *I can't park outside my house at the moment because some workmen **have been digging** up the road.*

If the verb used in these situations is a stative verb (e.g. *know, owe, own, want*) or if the period is so long as to imply a state (e.g. *live somewhere for ten years*) then we use the present perfect simple.

*We'**ve known** each other since we were children.*
*She'**s worked** there since she left university.*

Notice the difference in meaning between these sentences.

*They'**ve been raising** money for a new children's hospital.* (= how they've spent their time)
*They'**ve raised** over £100,000 so far.* (= the present result o their actions)

Recent time and the news

The present perfect is often used:

- in situations where we want to talk about recent events and their impact on the present
  *I'**ve lost** my keys.* (= I lost them recently and haven't found them yet.)
- for news
  *Police **have arrested** three men in connection with the Hatton Garden jewel robbery last month.*

Notice how we use the past simple and past continuous to give further details (e.g. of time and place).

*I thought I **put** my keys down on the kitchen table.*
*Police **arrested** the suspects as they **were checking** in for a flight to Spain.*

Time phrases

Often a specific time phrase will indicate which tense it is appropriate to use.

Present perfect simple and continuous:

- *before, yet, already* and *ever* refer to an indefinite time
  *Have you **ever** seen such a blue sky?*
- *just, recently* and *lately* refer to recent time
  *He's **recently** been appointed as chairman.*
- *in the last ten years, this week, since Tuesday, all my life, the last two months,* etc. indicate unfinished time
  *She's been working from home **this week**.*
  ***In the last ten years**, the way we shop has completely changed.*

Past simple or continuous:

- *last week, three days ago, in the past* indicate a past tim
  *We weren't so bothered by health and safety issues **in th past**.*

▶ Exercises 1–4

EXPRESSIONS WITH STATISTICS

Describing quantity and number

We can use nouns describing quantity and number:

- to describe countable things, e.g. *a number of, a majority of, a minority of, a handful of*
  The majority of *the respondents disagreed.*
  There are ***a small number of*** *facts which are very pertinent.*
- to describe uncountable things, e.g. *an amount of, a quantity of, a good deal of*
  A good deal of *the information is irrelevant to our study.*

Some words (that describe parts of a whole) are used with both countable and uncountable nouns (e.g. *a proportion of, a percentage of, a fraction of*).

Only ***a small fraction*** *of people agreed.*

We use percentages with countable and uncountable nouns, e.g. *ninety per cent of the cars, thirty per cent of the time.* We use phrases such as *one in four* and *four out of every five* with countable nouns.

One in four *students owns a car.*
Four out of every five *home owners have insurance.*

Collocations

There are many collocations to describe quantity and number.

- adjective + noun collocations
  A significant number *of students got four A grades.*

Other adjective + noun collocations include: *a significant/substantial number; the vast majority; a large/enormous quantity; a good/small/sizeable/significant proportion; a negligible/significant/small/maximum amount; a small/tiny minority; a tiny fraction.*

- adverb + adjective collocations include: *relatively/very few; surprisingly/very little*

▶ Exercise 5

NOMINALIZATION

The transformation of a verb into a noun is known as nominalization. This is often used in formal writing.

One person at the meeting ***suggested*** *asking what employees* ***thought*** *of the idea.*
→ *One* ***suggestion*** *(made) at the meeting was to ask employees for their* ***opinion****.*

Sometimes nominalization requires using a new verb (and changing other words in the sentence).

He ***suggested*** *that → He* ***made the suggestion*** *that.*
They ***don't intend*** *to participate. → They* ***have no intention of*** *participating.*
She ***checked*** *the timetable* ***quickly****.*
She did ***a quick check*** *of the timetable.*

▶ Exercises 6 and 7

EXERCISES

1 Complete the sentences with the present perfect simple, present perfect continuous, past simple and past continuous form of the verbs.

1 I _____ (play) a lot of sport in my younger days, but now I just don't seem to find the time.
2 I _____ (listen) to him speak on the radio as I _____ (drive) here earlier.
3 She _____ (have) a lot of trouble with her car ever since she _____ (buy) it.
4 He _____ (live) in Paris most of his life, but he _____ (never / go) up the Eiffel Tower because he's terrified of heights.
5 I remember the last time he _____ (give) a concert in London. He _____ (tour) with his original band.
6 She _____ (have) an extraordinary career, appearing in over 100 films, and she shows no sign of slowing down.
7 Are you leaving already? Well, thanks for coming. I hope you _____ (enjoy) yourself.
8 I _____ (try) to contact him all morning. I'm giving up now and going for lunch.

2 Choose the correct options to complete the conversations.

Conversation 1
A: Sorry. [1] *Have you been waiting / Have you waited* long?
B: No, not long. [2] *I've just been looking / I've just looked* at your new brochure. It looks great.
A: Yes, we're very pleased with it. [3] *Have you been seeing / Have you seen* the photo of me, though? It's terrible!

Conversation 2
A: [4] *I've been sorting / I've sorted* all the papers in the front office. What would you like me to do now?
B: Oh, that's great. [5] *I've been meaning / I've meant* to do that for ages. Well, if you're free, perhaps we could start on the schedule for next week. [6] *I haven't been having / I haven't had* a chance to look at it yet.

Conversation 3
A: [7] *I haven't been seeing / I haven't seen* that bicycle before. Is it new?
B: Actually, [8] *I've been owning / I've owned* it for about a year, but [9] *I haven't been riding / I haven't ridden* it often because [10] *it has been raining / it has rained* so much.

3 Complete the sentences with these time expressions. There are three extra expressions. Sometimes there is more than one possible answer.

before	ever	for months	in the last five years	just
lately	never	so far	this week	yet

1 Have you _____ heard such nonsense?
2 She hasn't won the race _____ , but she's currently in a very strong position.

3 My train has been delayed every day _____ . It's infuriating.
4 We've been talking to them _____ , but we haven't made much progress _____ .
5 It's _____ been announced that Ellen Reed is going to be the next CEO.
6 _____ the number of people taking holidays abroad has risen by 23 per cent.

4 Write the news headlines in full sentences using the correct form of the present perfect. Then write one more sentence in the past tense giving a detail of the story.

1 WOMAN FINDS ROMAN TREASURE BURIED ON LOCAL BEACH
A woman has found some Roman treasure buried on a local beach.
She *found the treasure while she was walking her dog.*
2 PATIENTS WAITING UP TO 14 WEEKS FOR HOSPITAL APPOINTMENT
_____
A spokesperson for the hospital _____ .
_____
3 MAN CROSSES ATLANTIC IN CANADIAN CANOE
_____
The journey _____ .
4 BUSINESSES TOLD TO BE MORE TRANSPARENT ABOUT SPECIAL OFFERS
_____
A report published yesterday _____ .
_____
5 MOBILE PHONE THIEVES TARGETING SCHOOLCHILDREN
_____
One victim _____ .

5 Complete the article about a survey of students' financial awareness with these words. There is one extra word.

amount	fraction	deal	few	hardly
proportion	substantial	tiny	vast	

Of the 4,000 students questioned, the [1] _____ majority (89%) had taken out loans to fund their studies. Of these, a significant [2] _____ (48%) had borrowed the maximum [3] _____ of money available to them. When asked about the terms of repayment, relatively [4] _____ students (8%) knew what these were. Even more alarmingly, a [5] _____ number of them (22%) thought that it was 'unlikely' that they would ever be forced to repay the loan. This should be of great concern to the government, who up to now have [6] _____ recouped any of the money that they have lent to students: £12.6 million, which is a tiny [7] _____ of the £930 million of total student loans. It seems that however good students may be at their individual subjects, there is a good [8] _____ of work to be done on their financial awareness.

6 Read the sentences. Then write sentences using the nominalized form of the verbs in bold. You may need to add verbs or change other words too.

1 Brazil has **confirmed** that it will **participate** in the talks.
Brazil has *given confirmation of its participation in the talks* .
2 Not everyone agreed with what the report **recommended**.
Not everyone agreed _____ .
_____
3 Researchers published what they had **found** after they had **analysed** the data carefully.
Researchers published _____ .
_____
4 Environmentalists **oppose expanding** the UK's airport capacity.
There is _____ .
_____
5 Businesses have been **demanding** that corporation tax **be reduced**.
There has been a _____ .
_____
6 We **are committed** to improving working conditions in our factories.
We have made _____ .
_____

7 Correct the mistake in each sentence.

1 Thank you for inviting us to dinner last night – we have had a wonderful evening.
_____
2 He's been owing me that money for weeks. Do you think he's forgotten?
_____
3 You've just driven from Manchester? How long has it taken you?
_____
4 I've been working here since three years, but it seems much less.
_____
5 There is a large quantity of part-time workers in the company.
_____
6 My work is so varied. With something new to think about virtually every day, there are very little opportunities to get bored.
_____

FUTURE FORMS

There is no single tense for talking about the future in English. In many cases, the difference between the forms is very subtle, so it's often possible to use more than one form with very little difference in meaning.

will and *shall*

We use *will* + infinitive to talk about simple future facts.

*The doors **will open** at seven o'clock.*
*It **will be** good to see him again.*

We use *shall* (usually in the first person singular and plural) to make an offer or a suggestion, or express a determination to do something.

*Don't worry – I **shall** definitely **be** there on time.*
***Shall we** take a break for ten minutes?*

Prediction

We use *will* + infinitive to make a general prediction about the future.

*I think they **will** probably **win** their match.*

We use *be going to* + infinitive to make a prediction when there is strong present evidence to show the event will happen or is imminent.

*Hurry up. It**'s going to** rain any moment.*

We use both *will* and *be going to* to talk about predictions and beliefs about future events or situations. The meaning is very similar, and when the prediction is based on the same information, either form can be used.

*I think it **will be** difficult to persuade her.*
*I think it**'s going to be** difficult to persuade her.*
*You don't need to pick us up. We**'ll hire** a car at the airport.*
*You don't need to pick us up. We**'re going to hire** a car at the airport.*

Intentions and arrangements

- We use *will* + infinitive to describe a decision or offer made at the time we're speaking.
  *I**'ll answer** that. I think it's a call for me.*
- We use *be going to* + infinitive to talk about a decision we have already made about a plan or an intention.
  *I**'m going to discuss** it with my husband and then come to a decision.*
- We use the present continuous to talk about future fixed arrangements.
  *We**'re flying** to Berlin on Saturday; then on Sunday we**'re taking** the train to Gdansk.*
- We use the present simple to describe scheduled events, often when they form part of a timetable.
  *The meeting **starts** at 2.00 p.m.*
  *The flight from Amsterdam **arrives** at 10.45.*
- We use *be to* + infinitive (future infinitive) to talk about official events and formal arrangements.
  *The Queen **is to open** a new hospital in south London later today.*
  *The sponsors **are to present** the team with the trophy.*
- We use *will* + infinitive for habits and typical behaviour.
  *He**'ll** often **read** the paper for half an hour before getting down to any serious work.*

The future in clauses

After adverbs of future time (*when, as soon as, until,* etc.) we use the present simple or continuous (not *will* or *be going to*) even though the action is in the future.

*I'm afraid it will be very noisy **when** we are doing the building work next week.*
*We won't begin **until** everyone arrives.*

Sometimes we can use the present perfect simple after adverbs of future time.

*We won't begin **until** everyone has arrived.*

We use *be to* + infinitive in *if*-clauses to describe pre-conditions, but only when these can be controlled by people.

*If we **are to win** the contract, we'll need to put together a good offer.*
*If you think the car **is going to break** down, then we should take the bus.* (not ~~*is to break down*~~)

may and *might*

We can use *may* and *might* + infinitive to make predictions or state intentions when they are less certain.

*It **may be** difficult to get tickets on the door.*
*She said she **might come** for a drink if she manages to leave work on time.*

▶ Exercises 1 and 2

Future continuous and future perfect

We form the future continuous with *will* + *be* + *-ing* form of the verb (*will be doing*).

We use the future continuous to talk about:

- an activity or event that will be in progress at a stated time in the future
  *Today is my last day before my holiday. This time next week I**'ll be lying** on the beach.*
- a prediction about an activity that will be in progress at a certain time in the future
  *In ten years' time, everyone **will be living** in high-rise flats in the city centre.*
- a prediction about what we think someone is doing now
  *Now is not a good time to ring her. She**'ll be putting** the children to bed.*

We often use time expressions with the future continuous to say when the activity will be in progress or the point when it will stop.

***This time tomorrow**, you'll be flying to London.*
*I have to finish this report today, so I'll be working **until** 10.00 p.m. this evening.*

We form the future perfect with *will* + *have* + past participle (*will have done*).

We use the future perfect to talk about:

- actions and events that will be completed before a stated time in the future
  *They **will have moved** into their new house by the end of the month.*

We form the future perfect continuous with *will* + *have been* + *-ing* form of the verb (*will have been doing*).

We use the future perfect continuous to talk about:

- how long someone has been doing something, up to a certain point in the future
  *By the time he leaves school, he **will have been studying** English for twelve years.*

▶ Exercise 3

EXPRESSIONS OF CERTAINTY

We use various expressions (+ infinitive) to express degrees of probability or certainty about the future.

be bound to	be certain to	be guaranteed to
be (very) likely to	be sure to	be (very) unlikely to

*You**'re bound to catch** a cold if you go out without a coat. (= very probable)*
*We**'re unlikely to know** their answer before Wednesday. (= not very probable)*

We use certain fixed expressions more often in conversation e.g. *it's anyone's guess (whether), it's by no means certain that, it's a forgone conclusion that.*

We can use *may/might/could* + *well* + infinitive to talk about things which might happen in the future. The addition of *well* gives the impression that the future event/action is more likely to happen.
*I **may/might/could well** be late tomorrow. I have to go to the dentist.*

Notice that we only use *can well* to talk about present situations: *I can well understand your concerns.*

Immediate future

We use *be about to* (+ infinitive) and *be on the point/verge of* (+ *-ing*) to talk about things that are going to happen in the immediate future, or are on the point of happening.
*We're **about to get** a new car.*
*She's **on the verge of handing** in her notice.*

We often use *just* with *about to* to emphasize the closeness of the event/action.
*I'm **just** about to finish work for the day.*

Notice that we cannot use a time expression with *about to.*
I'm about to leave ~~in ten minutes~~.

▶ Exercise 4

FUTURE IN THE PAST

When we talk about the future from the perspective of the past (i.e. an event or action which was in the future at a particular point in the past), we use the 'future in the past'. We use verbs or structures that we normally use to talk about the future, but in the past tense form.

- We use *was/were going to* + infinitive to talk about an intention which was then not fulfilled, or a plan or arrangement which then changed.
  *She **was going to buy** the dress but she decided it was too expensive.*
- We use *was/were supposed to* or *was/were due to* to talk about a scheduled action or event which then didn't take place.
  *The plane **was supposed to land** at 8.00 p.m. but it didn't arrive until midnight.*
- We use *was/were* + *to* + infinitive to talk about a plan or arrangement that did not happen. (The meaning is similar to *be supposed to.*)
  *Thursday **was to be** the day of our office party, but it has been postponed.*
- We use *would* + infinitive to report ideas held in the past about the future.
  *Originally he said he **would help**, but in the end he was too busy.*
  *I thought **I'd be working** from home today, but they've called me in to the office for a meeting.*

▶ Exercises 5 and 6

EXERCISES

1 Complete the sentences with the correct future form of the verbs (*will*, *shall*, *be going to*, present continuous and present simple). Sometimes there is more than one possible answer.

1 A: Are you ready to order?
B: Yes, please. I [1] _____ (have) the steak, I think.
A: OK. How would you like it cooked?
B: I [2] _____ (have) it medium, please.

2 A: When [1] _____ (you / leave)?
B: We [2] _____ (fly) back to Munich tomorrow morning. Our daughter [3] _____ (meet) us at the airport.

3 A: Look out! That vase [1] _____ (fall) and break.
B: Oh, thanks. I [2] _____ (put) it on something more stable.

4 A: The conference [1] _____ (start) officially on Friday evening, but most of the delegates [2] _____ (not / arrive) until Saturday.
B: And when [3] _____ (you / get) there?
A: I [4] _____ (probably / be) there on Friday, because I'm on the executive committee.

5 A: I can see that the new tax laws [1] _____ (benefit) the middle classes but what about those people on low incomes?
B: The government has promised that it [2] _____ (help) poor people too.

2 Are the future forms correct or incorrect? If they are incorrect, rewrite them using a correct form.

1 I don't feel like cooking tonight. Will we get a takeaway?
_____

2 I'll look at your computer when I have a moment.
_____

3 If the film is to start at 8, we'd better get there by 7.30.
_____

4 From 3rd May, shops are to be able to open all day on Sundays, if they wish. _____

5 Things might get worse before they get better.
_____

6 Please don't touch anything until I will have had a chance to look at it. _____

7 I think you have to invite her. She can be offended otherwise. _____

8 Harry says he's going to look for a new job.
_____

3 Choose the best option to complete the sentences.

1 I know it's very noisy with the builders here, but they *will be going / will have gone* by the end of the week.
2 I don't think he'll ever finish the book. By this summer, he *will be working / will have been working* on it for over ten years.
3 It's 7.00 a.m. in New York and people *will just be waking up / will just have been waking up* to the news.
4 Don't worry – in a few weeks' time, everyone *will be forgetting / will have forgotten* it ever happened.
5 You can give me Tania's phone, if you like. *I'll be seeing / I'll have seen* her later.
6 I think I'd better go now. My husband *will be wondering / will have been wondering* where I am.

4 Rewrite the sentences using the words in brackets.

1 I'm sure he will face some tough questions from reporters. (bound)
He _____ from reporters.

2 It's very probable that the government will lose the vote. (may well)
The government _____ .

3 I don't think they will have sold out of tickets yet. (unlikely)
I think they _____ .

4 I expect she'll be given a warm reception when she arrives. (likely)
I think she _____ when she arrives.

5 They will sign a new five-year contract in the next few days. (verge)
They _____ .

6 The 50-storey building will be demolished later today. (about)
The 50-storey building _____ .

5 Complete the sentences with the correct form of these verbs. Use the future in the past.

arrive | get married | make | not last | report | stay

1 I _____ at the party longer, but it was getting dark and I didn't have any lights on my bicycle.
2 We _____ at six o'clock, but our train broke down and we got in four hours late.
3 They _____ in June, but now Julia has to go abroad for her work for six months from May.
4 There were rumours that Elton John _____ an appearance at the concert, but these turned out to be false.
5 I knew that coffee machine _____ long. I said all along that it was cheap and poorly made.
6 I _____ my car stolen when my son phoned me and told me he had borrowed it to transport some musical equipment!

6 Correct the underlined mistake in each sentence.

1 Sorry, I can tell you're busy. I call you later.
2 OK. I'm talking about it with my wife this evening.
3 They plan to visit a lot of museums when they'll be staying in Paris.
4 I think we should let them know we're delayed because they're getting worried.
5 I don't think anyone is likely that they will notice the difference.
6 I didn't realize you're going to perform at the concert. I would have come.

Grammar summary | UNIT 3

STATIVE AND DYNAMIC VERBS

Dynamic verbs

Dynamic verbs describe an action (what we do) or an event (what happens), for example: *break, disappear, explode, lose, play, throw, walk, work.* They can be used in any tense and form (simple or continuous).

*She **broke** her leg when she was skiing.*
*He **lost** the match.*

Stative verbs

Stative (or state) verbs describe a state, usually one that continues for a period of time, rather than an action. We use stative verbs to describe thoughts, perceptions, feelings and possession (e.g. *believe, doubt, know, realize, seem, suppose, understand; smell, sound; deserve, hate, like, need, prefer, want, wish; belong, consist, contain, include, own.*) We do not use these verbs in the continuous form with their stative meanings.

*When he looks back on the experience, he **will realize** how lucky he is.* (not ~~will be realizing~~)
*They **own** two houses.* (not ~~are owning~~)
*How long **have you known** her?* (not ~~have been knowing~~)

Verbs that have two meanings

There are some verbs that can be used as both stative and dynamic verbs but with a difference in meaning. The main ones are: *be, have, mean, see, smell, think, taste.*

*He **is** a tall man.* (= state)
*He **is** just **being** difficult.* (= acting this way temporarily)
*That **tastes** good.* (= state)
*I'**m tasting** the sauce.* (= the action of testing the taste of)
*I **think** you're right* (= believe)
*I'**ve been thinking** about what you said.* (= reflecting on)
*They **have** two young children.* (= possession)
*He'**s having** trouble finding a job.* (= phrase with 'have')
*I **see** what you mean.* (= understand)
*I'**m seeing** the doctor tomorrow.* (= visiting)

Notice that we can use *be* in the continuous form to talk about behaviour and actions but not feelings.

He feels sad about it. (not *He ~~is being~~ sad about it.*)

Stative verbs with dynamic usage

In some cases, with verbs that describe wants, needs and expectations, we can use a normally stative verb in a continuous tense to give it a dynamic sense.

*I **was** really **hoping** you would call.*
*She'**s loving** her time at university.*
*I'**ll be needing** some help with that.*

We can use *always, forever* or *endlessly* with a continuous tense to describe a persistent (or irritating) habit.

*He'**s always forgetting** his books.*

▶ Exercises 1–3

EMPHATIC STRUCTURES

Cleft sentences

We use cleft sentences to highlight an item or idea that we want to emphasize. We do this by introducing the item or idea with a phrase beginning *it's, what* or *the thing.*

Non-emphatic sentences:
We are concerned by the high cost of the project.
The high cost of the project concerns us.

Emphatic sentences:
***It's** the high cost of the project **that** concerns us.*
*The high cost of the project **is what** concerns us.*
***What** concerns us **is** the high cost of the project.*
***The thing that** concerns us is the high cost of the project.*

Extra emphasis can be given to a cleft sentence by adding an adverb such as *really* or *particularly*.

***It's** the high cost of the project **that really** concerns us.*

Other emphatic structures

We can also add emphasis in the following ways:

- in a present or past simple sentence, we can use an auxiliary verb (*do, does, did*) + infinitive in place of the normal verb
  *The high cost of the project **does concern** us.*

Notice that with other tenses, we can emphasize something when speaking by placing added stress on the auxiliary.

The high cost of the project has given us cause for concern

▶ Exercise 4

DESCRIBING DIFFERENT PERSPECTIVES

We can describe the perspective from which we are viewing a particular situation or issue in various ways.

- adverb or adverb + *speaking*
  ***Personally (speaking)**, I don't like the on-screen keyboar*
  ***Statistically speaking**, flying is much safer than driving.*
- *from a(n)* + adjective + *perspective / point of view* or *from the point of view of* (+ noun)
  ***From an economic perspective**, a break-up of the Unic would not necessarily be a disaster.*
  ***From the point of view of the economy**, a break-up of the Union would not necessarily be a disaster.*
- *as far as* + noun + *is concerned* or *in terms of* + noun
  ***As far as safety is concerned**, we check all systems pr to departure.*
  ***In terms of safety**, we check all systems prior to depart*

In spoken English we can also add *-wise* to a noun.

***Safety-wise**, there is no better car seat on the market*

▶ Exercises 5 and 6

EXERCISES

1 Complete the conversations with the simple or continuous form of the verbs in the correct tense.

1 A: I went for lunch at Kelly's restaurant yesterday. It gets two stars in the Good Food Guide, but it [1] _____ (deserve) more than that.
B: What [2] _____ (you / have)?
A: Soup and then some fish. I couldn't eat the dessert because it [3] _____ (contain) nuts. But you should go there. I [4] _____ (promise) you won't be disappointed.

2 A: I don't know why Kate [1] _____ (not / want) to come with us to the party last night.
B: I [2] _____ (not / think) that she [3] _____ (be) unfriendly. She just [4] _____ (not / feel) in the mood.

3 A: [1] _____ (you / enjoy) your new job?
B: It's been great, so far. I [2] _____ (learn) a lot, but it [3] _____ (involve) a lot of travelling at the moment – meeting all the customers, that kind of thing.
A: [4] _____ (you / mind) that – the travelling, I [5] _____ (mean)?
B: It [6] _____ (depend) on the distance.

4 A: Sorry, I missed your call. I [1] _____ (have) lunch.
B: Oh, I [2] _____ (see). I [3] _____ (think) you must be out. I [4] _____ (just / call) about the project that we [5] _____ (discuss) the other day.
B: I had a job interview. I [2] _____ pretty nervous about it, actually, but it [3] _____ to go OK.

3 A: Would you like to go for a drink this evening?
B: Yes, that [1] _____ great. It [2] _____ ages since we had a chance to talk properly.

2 Cross out the verbs that cannot be used in the continuous form.

1 *I love / I'm loving* this chocolate cake you've made.
2 I *hoped / was hoping* that you could help me, actually.
3 *He owns / He's owning* a collection of vintage cars.
4 *She's promised / She's been promising* to lend her support to the campaign.
5 It *doesn't really matter / isn't really mattering* what I think.
6 It *doesn't surprise / isn't surprising* me in the least that they can't find anyone to do the job.
7 We *didn't believe / weren't believing* that it was right.
8 I *didn't imagine / wasn't imagining* that you'd contribute money – just some of your time.
9 I think everyone *deserves / is deserving* a second chance.

3 Complete the sentences with these verbs in the correct form.

feel look seem sound taste

1 A: What are you doing?
B: I [1] _____ this sauce to see if it needs more sugar. Actually, I think it [2] _____ sweet enough.

2 A: You [1] _____ very smart in your suit yesterday. Was there some special occasion?

4 Rewrite the sentences to make them more emphatic using the words in brackets.

1 I find the relationship between spelling and pronunciation in English really difficult. (what)
_____

2 Planning the details of your trip in advance has its advantages, but it also has some drawbacks. (does)
_____

3 I liked that the documentary left you to make up your own mind about the rights and wrongs of the situation. (thing)
_____

4 Her answer didn't surprise me, but her violent reaction did. (it)
_____

5 Wherever you go in New Orleans, the quality of live music is impressive. (it's)
_____

6 People with that kind of selfless attitude and determination can change the world. (it)
_____

5 Complete the sentences about banning smoking in public bars and restaurants. Use one word (an adverb, adjective or noun) to describe perspective.

1 _____, I think it's good idea.
2 _____ speaking, the idea should be relatively easy to implement.
3 _____-wise, it should be beneficial for the population at large.
4 From a _____ perspective, the government feels this could be a vote-winner.
5 _____, restaurant and bar owners fear it could damage business.
6 As far as _____ themselves are concerned, they feel that this is just another case of the government interfering in the choices of the individual.

6 Correct the mistake in each sentence.

1 It was his car, but it is belonging to me now.
_____

2 I am promising you that it won't take very long.
_____

3 I think she is just cautious on this occasion.
_____

4 I sent the chair back because it cost over $100 and it wasn't feeling comfortable.
_____

5 It is the tone of his letter what is so surprising.
_____

6 From an economically perspective, it doesn't make sense.
_____

PAST FORMS

Past simple

We use the past simple to talk about an event or action, or sequence of events / actions in the past. The past time is stated (*last week, five years ago*, etc.) or is clear from the context.

*I **moved** to Hong Kong two years ago.*
*He **rushed** to the station, **bought** a ticket and **jumped** on the first available train.*

Past continuous

We use the past continuous to talk about:

- activities or situations that were in progress in the past when another action took place
  *We **were living** in New York when the financial crash happened in 2008. I **was working** for Lehmann Brothers, the bank that famously went bankrupt.*
- activities or states that describe the background to past actions
  *My job **was going** well so I decided to stay in Chicago.*

Remember that we do not use state verbs in the continuous form.

Past perfect simple

We use the past perfect simple to talk about an action that took place at an earlier time than the main event in a narrative, especially when the events are not mentioned in the sequence they happened.

*John was in a bad mood when I met him. His bank card **had been swallowed** by a cash machine and the bank **had refused** to let him withdraw any cash.*

Past perfect continuous

We use the past perfect continuous to talk about an activity or state in progress before the main event took place.

*Laura wasn't happy. Her flight was overbooked and she **had been arguing** for nearly an hour with the check-in clerk before she managed to get a seat.*

used to and *would*

- In most cases we use the past simple to talk about things that were done in the past. However, we use *used to* + infinitive to talk about habits and states when we want to emphasize the habitual nature of past actions. These forms also indicate that these actions do not happen or exist now.
  *There **used to be** some beautiful old houses there, but they demolished them to make way for a shopping centre.*
  *I **used to play** tennis quite well when I was in my teens, but I haven't played for years.*
- We use *would* + infinitive to talk about habits (not states) that took place in the past but do not happen now.
  *In my first job, I **would** always **work** long hours, as I wanted to be promoted quickly.*

When we are reminiscing about the past, if we are describing a sequence of habitual actions, we often use *used to* for the first verb and *would* for subsequent actions.

*We **used to go** down the lake in the afternoons. We **would swim** and play around. We **would** also **try** to catch fish, but we never caught anything much.*

Notice that we don't used *would* + infinitive to talk about past states (i.e. with stative verbs).

*We **used to live** in the country until I was about nine years old.* (not *We ~~would live~~ in the country.*)

▶ Exercise 1

could and *was able to*

We use *could* + infinitive or *was able to* + infinitive to talk about past abilities.

*I **was able to swim** when I was four years old.*

If we are talking about an ability to do something on a specific (past) occasion or our ability to overcome a specific difficulty, we cannot use *could*. We must use *was able to* or *managed to* or *succeeded in* + *-ing*.

*The water was flowing fast and I was terrified. Luckily I **was able to grab** a branch and scramble to the bank.*
*He took his driving test six times. On the seventh occasion he **succeeded in passing** it.*

Notice that this rule does not apply to verbs of perception or in the negative.

*Once we reached the top of the building, we **could see** out over the entire city.*
*I found an old radio in the attic but I **wasn't able to** make it work.*

Past modal verbs

Modal	Past form
must (obligation)	*had to* + infinitive
must (speculation)	*must have* + past participle
could / may / might (possibility)	*could have / may have / might have* + past participle
should (advice)	*should have* + past participle

- We use *had to* + infinitive to talk about the necessity to do something at a particular time in the past.
  *We **had to drive** around the area for an hour before we found a parking space.*
- We use *must have* + past participle to make a deduction about a past event or action.
  *He **must have been** very unfit because he was breathing hard by the time we got to the top of the hill.*
- We use *could have / may have / might have* + past participle to speculate on a past event or action.
  *We realized that she **might have gone** to the wrong restaurant.*

- We use should *have* + infinitive to talk about a something that was done in the past, but would have been better not done. *They **shouldn't have invested** so much in one area of the business.*

▶ Exercises 2 and 3

INVERSION WITH ADVERBIAL PHRASES

We often use adverbial phrases in narratives. Sometimes, to give emphasis within a sentence, we use inversion after an adverbial phrase (e.g. *no sooner, not only, only when, never, little*) when it is placed at the beginning of the sentence.

***Never** had I seen such a huge cake!*
***Little** did I realize how much work the job would entail.*

With some adverbial phrases, other changes in the sentence are needed, for example, the addition of a word to connect the two clauses.

We set off and then there was a loud bang and the train came to a shuddering halt.
***No sooner** had we set off **than** there was a loud bang and the train came to a shuddering halt.*

Examples of adverbial phrases which are used at the beginning of the sentence are:

Only by (+ *-ing*) ...
No sooner ... than ...
Not only ... , (but) also ...
Not until ...
Such ... that ...
So + adjective ... that ...
Hardly ... when ...
Only when (+ subject + verb) , (inverted verb form) ...
Only + clause

We were very captivated by the performance and entirely forgot the time.
*→ **So captivated** were we by the performance **that** we entirely forgot the time.*

When the smoke cleared, the extent of the damage became apparent.
*→ **Only when** the smoke cleared did the extent of the damage become apparent.*

Notice that many of these adverbial phrases using inversion are negative.

▶ Exercises 4 and 5

EXERCISES

1 Complete the conversations with the correct past tense of the verbs.

Conversation 1
A: What [1] _____ (you / talk) to Philip about when I walked in a moment ago?
B: Oh he [2] _____ (tell) me about his trip to America. He [3] _____ (go) to San Diego for a conference and then [4] _____ (stop) off in Las Vegas for three days on the way back home.
A: What [5] _____ (he / think) of Las Vegas?
B: He said you either love it or you hate it. Also he [6] _____ (not / appreciate) before what a cosmopolitan place it was. There were visitors from all over the world. He [7] _____ (meet) a Japanese couple who [8] _____ (go) there every year for the last forty years.

Conversation 2
A: How was your meeting yesterday?
B: It [1] _____ (go) on far too long. Several people [2] _____ (fall) asleep by the end!
A: Why [3] _____ (you / not / leave)?
B: I couldn't. I [4] _____ (be supposed) to be addressing the meeting, but I [5] _____ (not / get) a chance because Charles spoke for ages. By the time he [6] _____ (finish) speaking, everyone [7] _____ (be) desperate to get home.

Conversation 3
A: Oh, there you are. I [1] _____ (get) worried.
B: Sorry, I [2] _____ (get) held up in traffic. A lorry [3] _____ (overturn) on the A34 and spilled its load of live fish. A lot of other people [4] _____ (stop) and [5] _____ (try) to help pick them up.

2 Choose the correct option to complete the narrative. Sometimes both options are possible.

I [1] *was loving / loved* the summer holidays when I was young. Some kids [2] *used to say / would say* that they were too long, but it never seemed that way to me, because we [3] *were studying / had been studying* for months before they started. Not that we [4] *used to go / went* anywhere special for the holidays; we [5] *were living / lived* on a farm and there was always plenty to amuse us. I [6] *would often help / was often helping* Dad out with the jobs around the farm in the mornings and then when he [7] *used to finish / had finished* work for the day, he [8] *would take / took* us up to an area called the mounds, where you [9] *could see / were able to see* out over all the countryside. He [10] *built / had built* a small cabin for us there and we [11] *would happily play / used to play happily* in it for hours or try to catch small animals like mice or rabbits. Once we even [12] *could catch / managed to catch* a weasel.

3 Rewrite the sentences using an appropriate form of the modal verbs in brackets.

1 I don't think she went to the festival because she had to work that weekend. (could)
She _____, because she had to work that weekend.
2 It was silly of her to leave her bags unattended. (should)
She _____.
3 We were obliged to take a taxi because the buses had stopped running for the night. (have)
We _____ because the buses had stopped running for the night.
4 Perhaps I was mistaken, but I was sure that he winked at me as he said it. (could)
I _____ but I was sure that he winked at me as he said it.
5 No one applies for a job to become a spy, so it's obvious to me that he was recruited by the secret service. (must)
No one applies for a job to become a spy, so he _____.
6 I don't know how the window was broken, but perhaps a child threw a stone at it. (might)
I don't know how the window was broken, but a child _____.

4 Put the words in order to make sentences using inversion with an adverbial phrase.

1 the food / it / was also burnt / was / cold / not only / but
2 the force of the blast / the windows in buildings three streets away / were / was / that / shattered / such
3 manage to stay awake / did / only / he / by / speaking to himself as he walked
4 had / when / opened his mouth to speak / she / interrupted / hardly / he
5 she / had / the room erupted into loud applause / finished speaking / than / no sooner
6 when / did / he / had / realize his mistake / opened the parcel / he / only
7 fatal / poisonous / just a small bite / so / that / was / the snake's venom / could have been
8 of giving up / he / only / had / ever thought / in moments of deep frustration

5 Correct the mistake in each sentence.

1 I used to owning a beautiful old Citroen DS, but I sold it.
2 It was a lucky escape. The car crashed right where the children had played a few minutes before.
3 I said it was going to rain. You should take your umbrella.
4 The concert was amazing. We could get seats right at the front.
5 Not only they stole my laptop, but they also stole my memory stick.
6 I couldn't find the tickets, so only by paying the entrance fee again we were able to get in.

PASSIVE FORMS

Form

We form the passive with the verb *be* + past participle. We can use the verb *be* in all tenses and with modal verbs, although the present perfect continuous and past perfect continuous forms are not used very often. The past participle of the main verb does not change form.

Active	Passive
*They **are closing** the road for three weeks.*	*The road **is being closed** for three weeks.*
*They **opened** the new wing last year.*	*The new wing **was opened** last year.*
*People **have asked** that question many times before.*	*That question **has been asked** many times before.*

For the passive form of modal verbs, we use modal + *be* + past participle.

*We **can see** the coast of France from here.*	*The coast of France **can be seen** from here.*
*They **should have warned** us about the delays.*	*We **should have been warned** about the delays.*

by + agent

If we want to say who or what performed the action (the agent), we introduce the agent with the preposition *by*.

*The building **was designed by** Zaha Hadid.*

We can give information about the purpose of the action or why it takes place using the preposition *for*.

*The tests **were carried out for** medical reasons.*

Verbs with two objects

Some verbs take two objects (e.g. *award, buy, book, find, give, offer, owe, pass, show, teach*). In these cases, there are two possibilities for forming a passive sentence.

My aunt gave me this watch when I was seven.

▶ ***I** was given **this watch** by my aunt when I was seven.*

▶ ***This watch** was given **to me** by my aunt when I was seven.*

Use

We use the passive to focus on what happens: the action or process which takes place. We often use the passive in (formal) writing contexts, for example news stories, technical descriptions, business reports and academic texts. We also use the passive for describing processes which consist of a series of stages.

We often use the passive:

- when the agent is unknown, obvious or not relevant
  *The car **was stolen** some time during the night from in front of the house.* (= by some thieves, but we don't know who)

- in factual writing when we want to avoid using subjects like *they, we, you, people*
  *Further information **can be found** on our website.*
- when we want to describe a sequence of actions happening to one thing, i.e. a process
  *The gas **is cooled** until it becomes a liquid and **is** then **pumped** into tankers.*
- when we put new or interesting information later in the sentence ('the end-weight principle'). In the following example we know who *she* is (given information). The new information is who trained her.
  *Have you met my beauty therapist, Sonia? She **was trained** at Chanel.* (not ~~*Chanel trained her.*~~)

We can only form the passive with transitive verbs (verbs that take a direct object). We don't form the passive with intransitive verbs (verbs without a direct object, e.g. *cry, disappear, laugh, rise, sleep*).

*The musical **was** first **performed** in 1985.*
*The book mysteriously **disappeared** from the library.* (not ~~*The book was mysteriously disappeared from the library.*~~)

▶ Exercise 1

The passive infinitive and *-ing* form

We form the passive infinitive with *to be* + past participle.

*I'm expecting the building work **to be finished** by December.*
*It's embarrassing **to be told** off when you're an adult.*

We form the perfect passive infinitive with *to have been* + past participle. Often the perfect or the present passive infinitive can be used without a difference in meaning.

*I expected the building work **to have been finished / to be finished** by now.*

We use *being* + past participle to form the passive *-ing* form.

*I congratulated her on **being shortlisted** for a prize.*
***Being told off** when you're an adult is embarrassing.*

To form the negative, we put *not* before the passive infinitive or *-ing* form

*We were surprised **not to be included** on the guest list.*
*He was annoyed **not to have been asked** to the party.*
*She resented **not being invited** to the press conference.*

▶ Exercise 2

NOMINALIZATION IN PASSIVE SENTENCES

When we form nouns from other parts of speech (e.g. verbs and adjectives), this is called 'nominalization'. We often use nominalization in formal writing and speech, for example to report on events. In these cases, we usually have to use another verb with the nominalized form. (For more information about nominalization, see page 141.) In formal writing, we can also make the added verb passive.

1 *They **announced** yesterday that they were selling the company.*
→ *They <u>made</u> **an announcement** yesterday that they were selling the company.*
Passive: ***An announcement** <u>was made</u> yesterday that they were selling the company.*

2 *We **prefer** candidates with an IT background.*
→ *We <u>give</u> **preference** <u>to</u> candidates with an IT background.*
Passive: ***Preference** <u>is given</u> to candidates with an IT background.*

Notice that in sentence 2, we have to add a preposition in the nominalized form.

▶ Exercise 3

PASSIVE REPORTING VERBS

We use passive reporting verbs to describe what people know, think or say about a particular event or situation – when we don't want to say something is an established fact. This structure is common in formal writing, e.g. newspaper articles, academic essays and business documents. We can report actions and events in two different ways.

- *It* + passive reporting verb + *that*-clause
  ***It is thought that** this is the first time that the drug has been used to treat cancer patients.*

Reporting verbs that commonly follow this pattern are: *agree, assume, allege, announce, believe, claim, consider, decide, hope, report, say, suggest, think, understand.*

- subject + passive reporting verb + *to* + infinitive
  ***This is thought to be** the first time that the drug has been used to treat cancer patients.*

Reporting verbs that commonly follow this pattern are: *allege, assume, believe, consider, know, report, say, think, understand.*

Passive reporting verbs are sometimes used with an agent, but often do not use an agent because the speaker is reporting what is generally believed or does not want to give the sources of the information.

*In those days **it was believed that** the world was flat.*
*In those days **the world was believed to be** flat.*

▶ Exercises 4 and 5

EXERCISES

1 Read the sentences. Then write sentences using the passive form of the verbs in bold. Include the agent where necessary.

1 The report **says** nothing about how they **are going to fund** these measures.

Nothing is said in the report about how these measures are going to be funded.

2 We **have carried out** numerous tests on the engine's reliability and we **will publish** the findings in due course.

_____

3 While a team of French engineers **was developing** the drone, several technical issues came to light.

_____

4 While some experts **claim** that global temperatures have risen by around 1.5 degrees, other experts **dispute** this fact.

_____

5 This is the actual spacesuit that Neil Armstrong **wore** when he took those first historic steps on the Moon.

_____

6 The travel agency **has just announced** that it **will not compensate** customers who cancelled their holidays because of the heatwave in Spain last month.

_____

7 They **would have added** extra concert dates to their tour, if demand had been stronger.

_____

8 They **should finish** the main building by the end of the year, but the ancillary buildings **will require** more time to complete.

_____

2 Complete the sentences with the passive infinitive or *-ing* form of the verbs.

1 Holidaymakers are advised to take extra precautions against _____ (bite) by mosquitoes.
2 I'd prefer _____ (tell) if I'm not doing the work in the way you like.
3 _____ (pressure) into doing something against your will is never a nice feeling.
4 She complained about _____ (treat) unfairly by her employer.
5 _____ (make) to work on a Sunday is illegal in some countries.
6 It was better _____ (call) for an interview and then rejected than _____ (not / call) at all.
7 Certain conditions need _____ (meet) before you can apply for citizenship.
8 I was disappointed _____ (not / ask) to join the team, but actually rather relieved _____ (not / involve) as it was a lot of work.

3 Complete the sentences using nominalization. Nominalize the verb in bold and use the verb in brackets in the correct passive form.

1 They **will announce** the winner tomorrow. (make)
The *announcement* of the winner *will be made* tomorrow.
2 **Has** anyone **attempted** to contact them? (make)
_____ any _____ to contact them?
3 We **thought** a lot about this before we came up with the proposal. (give)
A lot of _____ to this before we came up with the proposal.
4 They **concluded** that the project was not viable in the long-term. (reach)
The _____ that the project was not viable in the long-term.
5 The sales team **is meeting** in Geneva this year. (hold)
The sales team _____ in Geneva this year.
6 No one has **researched** this area thoroughly before. (do)
No thorough _____ in this area before.
7 I think we **must allow** for different age groups. (make)
I think _____ for different age groups.
8 We **need to consider** the opinions of everyone. (give)
_____ to the opinions of everyone.

4 Write follow-up sentences using a passive reporting verb structure. Use the words given.

1 There is great anticipation about the upcoming film. (It / say / feature / special effects not seen before)
2 Did you hear about the Van Gogh painting that someone found in the attic? (It / now / think / be / a fake)
3 The Queen will not be stopping off in Manchester as expected. (She / believe / go / straight to Scotland)
4 There was great excitement at Edinburgh Zoo yesterday. (The Giant Panda / report / give birth)
5 The CEO's announcement of his retirement came as a shock. (He / suppose / carry on / for another year)
6 News is just coming in about the Swarovski jewel thieves. (They / report / escape / from a high-security prison)
7 Police are warning people to stay indoors. (The escaped criminal / know / be / dangerous)
8 I wish I had seen the documentary on tigers last week. (It / suppose / be / fascinating)

5 Correct the mistake in each sentence.

1 The price of bread has been gone up by 200 per cent in the last eight months.
2 They are thought that they are hiding in the mountains.
3 The project was began in 2012 and it has been plagued with problems ever since.
4 I was surprised to not be invited for an interview.
5 No decision has taken yet, but I'm sure it won't be long.
6 I was doubted myself at times, but my friends encouraged me to persevere with the idea.

CAUSATIVES

have / get something done

We use *have / get* + object + past participle to mean that we arrange for another person to do something for us. We can use *by* + agent to mention the agent, but in many cases the agent is obvious and doesn't need to be mentioned.

I'm going to ***get my eyes tested*** *next week.* (= by the optician)
I ***had the parcel delivered*** *to my workplace.* (= by the courier)

Notice that we don't usually use *get something done* in the present perfect. (not ~~*Have you got*~~ *your hair cut?*)

We can also use *get* + object + past participle to say that the person did something themselves or something happened by accident.

I'll try to ***get the report finished*** *today.* (= I'll do it myself)
She ***got her fingers caught*** *in the elevator doors.* (= by accident)

I'll try to have the report finished today is also possible, but in this case it is unclear if the speaker or another agent will be involved.

We can use the verbs *want, would like, need* + object + past participle to talk about things we need or would like to be arranged to be done.

We ***need (to get) the roof repaired****. It's leaking.*
*I****'d like (to get) this suit cleaned*** *by next Thursday.*

▶ Exercise 1

have someone do / get someone to do

We can use *have* + person object + infinitive or *get* + person object + *to* + infinitive to describe that we are arranging for something to be done for us. We use these forms when we want to specify who the person doing the job is.

I ***had an architect draw*** *up some plans.*
We need to ***get a professional translator to do*** *this.*

get something to do / doing

We use *get* + object + *to* + infinitive to say that we managed or didn't manage to make something work.

She ***got the phone to switch*** *on again.*
I couldn't ***get the key to fit*** *in the lock.*

We sometimes use *get* + object + *-ing* to talk about things that we manage to set in motion.

I'd like to ***get the discussion going*** *with a question about ...*
How did you manage to ***get the washing machine working*** *again?*

▶ Exercises 2 and 3

EXPRESSIONS WITH *GO* AND *GET*

We use *go* or *get* + adjective like the verb *become*, to say that something has started to have that quality. Often it describes changes for the worse.

These oranges are ***going bad****. We can't eat them.*
Sorry, I'm ***getting confused****. Can you explain that again?*

Adjectives with *go* include: *go bad, go bald, go bankrupt, go blind, go crazy, go deaf, go missing, go quiet, go red in the face, go rusty, go sour, go well/fine, go wrong*

Adjectives with *get* include: *get angry, get annoyed, get confused, get dark, get ill/sick, get involved, get lost, get married, get old, get pregnant, get ready, get started, get tired, get upset*

With *somewhere, nowhere* and *anywhere, go* and *get* have a slightly different meaning.

He's ***going nowhere****.* (= He is staying where he is.)
Are you ***getting anywhere*** *in your discussions with John?* (= making any progress)

▶ Exercise 4

REPORTED SPEECH

We use reported speech to report someone's words or thoughts. When we report people's words, we put the verb we are reporting one step back in the past.

*'****I'm waiting*** *for Jo.'* → *He said (that) he* ***was waiting*** *for Jo.*
*'****I'll think*** *about it.'* → *She said (that) she* ***would think*** *about it.*

With the modal verbs *could, should, would, might, ought to* and with verbs in the past perfect, the verb remains the same.

'You ***should see*** *them.'* → *He said (that) I* ***should see*** *them.*
'If I ***had known****, I* ***would have left****.'* → *She claimed that if she* ***had known****, she* ***would have left****.*

If the situation you are reporting is still true when you report it (or true from your point of view at the time), the tense of the verb can stay the same.

'I ***hate*** *eating fish.'* → *He said that he* ***hates / hated*** *eating fish.*
'I ***didn't want*** *to go.'* → *She said that she* ***didn't want / hadn't wanted*** *to go.*

When we report questions, we don't use auxiliary verbs or question marks and the subject-verb order is affirmative.

- We use the same *wh*-question word to report questions.
  'When are you leaving?' → *He asked me* ***when I was leaving****.*
- For *yes/no* questions, the reported question is introduced with *if* or *whether*.
  'Have you heard of them?' → *She asked* ***if I'd heard*** *of them.*

When we report speech, we often need to change other words, such as time phrases or demonstrative pronouns.

'I like ***these*** *games.'* → *He said (that) he liked* ***those*** *games.*
'I saw the film ***yesterday****.'* → *She said (that) she had seen the film* ***the day before****.*

▶ Exercises 5 and 6

EXERCISES

1 Complete these conversations using *get* or *have* + object + past participle of the verbs given.

1
A: Your hair looks a different colour. Have you [1] _____? (it / dye)
B: No, it's the same colour. I [2] _____ last week, though. (cut)

2
A: Your finger looks very sore.
B: I know. I [3] _____ in a drawer at home. (it / stick)
A: You should [4] _____ by a doctor. (it / look at)

3
A: Our neighbours have an amazing house. They [5] _____ by a professional architect. (design)
B: When did they [6] _____ ? (do)

4
A: How's your book coming along? Have you written it?
B: No, I probably won't [7] _____ until the end of the year. (finish)

5
A: Is Sarah painting her bedroom?
B: Yes, but it's going very slowly. She's only managed to [8] _____ . (one wall / paint)

2 Choose the correct option to complete the sentences.

1 Can you have Francesca *call / to call* me as soon as she's free?
2 If you made a lot of mistakes, the teacher would get you *do / to do* the whole exercise again.
3 That documentary we saw last night got me *to think / thinking*. Why couldn't I do a cycle ride for charity?
4 It was so cold this morning that I couldn't get the car *started / starting*.
5 Because we didn't know much about Venezuela, we had a travel agent *organize / organized* the whole trip for us.
6 Can you help me get this window *to open / opening*? It seems to be stuck.
7 You'll never guess how much it cost me to get my suit *to dry clean / dry cleaned*.
8 Why did James have you *pick / to pick* him up at the airport? There's a bus that runs every fifteen minutes.

3 Put the words in order to make sentences.

1 your / need / tested / eyes / you / get / to
_____
2 at work / the flowers / to / get / I'll / delivered / her
_____
3 medium rare / would like / cooked / my steak / I
_____
4 never / me / to / get / you'll / go / on a motorbike
_____
5 the meeting / who / to / started / get / would like / ?
_____

4 Complete the text with the correct form of *go* or *get*.

The company [1] _____ out of business last month. I don't know what [2] _____ wrong exactly, but I think it was because Jenny, the manager [3] _____ ill earlier in the year and had to take several months off. So she left her deputy in charge, but then the deputy took time off to [4] _____ married. The guy who took over didn't really know what he was doing and the whole thing [5] _____ from bad to worse. So in the end, Jenny, who was [6] _____ crazy by this point, went back to try and rescue the situation, but by then things had [7] _____ out of control. A lot of their customers had [8] _____ frustrated with the situation and had found other companies to work with.

5 Read the statements. Then complete the reported statements.

1 'Have I seen that face somewhere before?'
I asked myself _____ .
2 'I will be here at the same time next week.'
He promised that _____ .
3 'I would like to come but I don't think I can.'
She said _____ .
4 'What would my father have done, if he were in this situation?'
I wondered _____ .
5 'Are you busy just now?'
She asked me _____ .
6 'You really ought to think hard before you make such a big decision.'
He advised me that _____ .
7 'Why didn't you ask for help two days ago?'
She questioned _____ .

6 Find and correct the mistake in each sentence.

1 What do I have to do to get you understanding?
_____
2 I like him as a teacher because he always gets you think.
_____
3 I need to have my passport to be renewed.
_____
4 I'm going to the hairdresser's to cut my hair.
_____
5 She told me yesterday that she is having a horrible day at work.
_____
6 I needed to know what time were they arriving.
_____

COMPARATIVE FORMS

We can make comparisons by using a comparative or superlative adjective or adverb. Comparatives compare two or more people, things or actions. Superlatives express that a person or thing has the most or least of a particular quality. We form the comparative and superlative of one-syllable adjectives by adding *-er* and *-est* and of three-syllable (or longer) adjectives by putting *more* and *the most* before them.

*Something that is **more expensive** is not always **higher quality**.*
*We got there **more quickly** than we expected.*
*He's not **the brightest** student in the class, but he's certainly **the most hard working**.*

Two-syllable adjectives can be formed in either way except when they end in *-y* (here they take *-er* or *-est*) or if they are formed with a suffix such as *-ing*, *-ed*, *-ive*, *-ful*, *-less*, *-ic*, etc. (here they take *more* and *the most*).

*This dress is **more classic**, but that one is **prettier**.*

Notice we do not use comparatives with ungradable adjectives, but we can use a superlative to give the sense of *absolutely*.

*Today is ~~more freezing~~ **(much) colder** than yesterday.*
*They serve **the most delicious** food there.*

as ... as; *not as ... as*; *so ... as to* + infinitive

- We use *as ... as* to say two things are the same. We use *not as ... as* to express differences.
  *She's **as** talented **as** her mother was.*
  *The remake of the film is **not as** good **as** the original.*
- We use *as ... as* with words expressing multiples (*twice*, *four times*, etc.) to express the degree of difference.
  *This pizza contains **twice as many calories as** a normal one.*
- We use *so* + adjective + *as to* + infinitive in a similar way to how we use *too* + adjective + *to* + infinitive.
  *The differences between the two languages are **so** small **as to be** negligible.* (= The differences are too small to notice.)

▶ Exercises 1 and 2

Degrees of difference in comparatives

We use certain words (*far, much, not nearly, slightly, a little*) to emphasize the size of the difference: *far, much, slightly, a little* + comparative; *by far, much* + superlative; *not nearly* + *as ... as*.

*There has been criticism that the exams are **much / a whole lot*** easier now than they were in the past.*
*The traffic is terrible. We can get there **much** more quickly by train.*
*I think we should move to the other room – it's **slightly / a bit*** cooler in there.*
*It's **by far** the simplest way to register.*
*She's **not nearly** as ambitious as her two sisters.*

*a *whole lot* and *a bit* are more colloquial expressions.

▶ Exercise 3

the + comparative, *the* + comparative

We use *the* + comparative (+ subject + verb), *the* + comparative (+ subject + verb) to say that one thing changes or develops in relation to another.

***The more** (money) a person borrows from the bank, **the greater** the risk is for the bank.*
***The more** you practise, **the easier** it will become.*

If the verb is 'be', it can be omitted: *The more colourful the flower (is), the less powerful the smell (is).*

Sometimes we only use *the* + comparative adjective.

*'When would you like to leave' '**The sooner, the better**.'*

▶ Exercise 4

EXPRESSING PREFERENCES

When we express preferences in general, we use:

***I prefer** (eating) Thai food **to** Japanese food.*
***I like** Thai food **more than** Japanese food.*
***I favour** Thai food **over** Japanese food.*

When we express preferences on specific occasions, we use:

- *would (much) prefer* + *to* + infinitive: ***I'd prefer** to speak to her in person.*
- *would (much) rather* + infinitive: ***I'd rather** not drive.*
- *would (much) sooner* + infinitive: ***I'd sooner** play tennis than play football.*
- *would (just) as soon* + infinitive: ***I'd just as soon** walk to work.*

We use *would be better* + *to* + infinitive or *would be better off* + *-ing* to express the same ideas in a more objective way.

*It **would be better to walk** (rather) than drive.*
*You**'d be better off walking** than **taking** the car.*

When we say what we would prefer another person to do, we use the following forms:

- *would (much) prefer* + object + *to* + infinitive: ***I'd prefer** him not to organize lots of events for my birthday.*
- *would (much) rather* + subject + past tense: *I don't mind mentioning it, but **I'd rather** you spoke to him.*
- *(much) sooner* + subject + past tense: ***I'd sooner** they had employed a full-time assistant rather than two part-time ones.*
- *(just) as soon* + subject + past tense: ***I'd just as soon** they came tomorrow (than today).*

We only use *would rather / sooner / as soon* + subject + past tense if the person expressing the preference is different from the person doing the action.

*He said **he'd rather wait**.* (not *he'd rather ~~he waited~~*.)

When the verb is not a verb of preference, we can still express a preference between two things using *rather than*.

***I'd like** a cold drink **rather than** a hot one.*

▶ Exercises 5 and 6

EXERCISES

1 Correct the mistake in the underlined words in each sentence.

1 It was a varieder group than I had expected.
2 He is one of the cleverer people I have ever met.
3 Children ask the most funny questions.
4 This cheese matures slower than others.
5 A car is now twice more expensive to import as it was three years ago.
6 She gave a more brilliant performance than in her other films.

2 Complete the text about tourism with these words. Sometimes you will need to use a comparative or superlative form.

close fast great many popular visited wonderful

France was [1] _____ country in the world in 2013 with 82 million tourists. It has a [2] _____ number of tourists than any other country of comparable size. Its [3] _____ rival is the USA with 70 million tourists, but the USA has five times as [4] _____ inhabitants. The reason for France's popularity is that it has [5] _____ food and countryside. However, tourism is now growing [6] _____ in other parts of the world, for example, Thailand is becoming a [7] _____ destination (26.5 million visitors in 2013), but it will be some time before any country overtakes France.

3 Complete the conversations using one word in each space.

Conversation 1

A: Phew. I'm glad it's a [1] _____ cooler today. Yesterday was unbearably hot.
B: It was – by [2] _____ the hottest day of the year. I had to get up in the middle of the night and have a cold shower. Luckily I slept much [3] _____ after that.
A: Do you know, they say that [4] _____ the best thing to do in that situation is to have a lukewarm shower [5] _____ than cold a one.
B: Why's that?
A: Because if you take a cold shower, your body then generates heat trying to warm you up again. So [6] _____ best thing to do is to have a bath or shower at a temperature which is [7] _____ higher than your body temperature.

Conversation 2

A: Why have you taken to walking to work? Has the traffic got [1] _____ worse or something?
B: No, it's not that. It's because since I stopped going to the gym, I don't get [2] _____ as much exercise [3] _____ I used to. And actually it doesn't take a [4] _____ longer to walk [5] _____ it does to drive.
A: I imagine it's also working out a [6] _____ lot cheaper [7] _____ paying the gym subscription and running a car.
B: Yes, it is. And I know [8] _____ clearly when I'm going to arrive. With the car, one day it would take me twenty minutes and another day fifty minutes.

4 Read the sentences. Then write sentences using *the* + comparative.

1 As people age, they become forgetful.
The older _____.
2 As the liquid heats up, it becomes volatile.
The _____.
3 Flying in winds is dangerous and flying in strong winds is very dangerous.
The _____.
4 People are resistant to new ideas but they are very resistant to radical ideas.
The _____.
5 As you eat your stomach expands. And as your stomach expands your hunger increases.
The more _____.
6 I'd like a ripe avocado, please. As ripe as possible.
I'd like a ripe avocado, please. The _____.

5 Complete the conversations with the correct form of the verb.

1

A: Would you rather [1] _____ (go) out to eat tonight or would you prefer [2] _____ (me / cook) something here?
B: I don't mind, really, but if we are staying in, I'd just as soon [3] _____ (not / have) pasta again.

2

A: I prefer [1] _____ (snowboard) to [2] _____ (ski). What about you?
B: I don't really like either. I'd sooner [3] _____ (spend) my money on a nice summer holiday.

3

A: Would you prefer [1] _____ (call) Jake or shall I?
B: I'd rather you [2] _____ (do) it, if that's OK. I need to leave for work.
A: Oh, yes it has got quite late. Do you think it'd be better [3] _____ (wait) and call him later?

6 Correct the mistake in each sentence.

1 She is most naturally gifted student in the class.
2 Please can you speak quieter? I'm trying to concentrate.
3 The journey takes twice longer by car as it does on the train.
4 The sooner he arrives, the sooner can the meeting start.
5 The more complicated the idea is, more it is difficult to convince other people of it.
6 I'd rather we leave going to the movies for another night

MODAL VERBS

Obligation and necessity

- We use *must, mustn't, have got to* and *have to* (*had to* in the past) to express a strong obligation. We use *don't have to* to express a lack of obligation. Generally, when the obligation comes from an external source (e.g. a written rule or regulation), we use *have to* or *have got to* rather than *must*, but this is not a strict rule.
  *I've **got to go** to the bank at lunchtime.*
  *You **mustn't wear** shoes in the house.*
  *I wore a uniform when I was at school, but my children **don't have** to wear one.*
- We use *need to* and *needed to* to express necessity.
  *I **need to finish** this report by Friday.*
- When we use *needn't have* we suggest that something which was done was not necessary; when we use *didn't need to* it means an action wasn't necessary, whether it was actually done or not.
  *I'm glad you didn't bring any food, actually, because you **didn't need to**.* (= you didn't bring any food)
  *You **needn't have brought** any food. We have lots already.* (= you brought some food)

We sometimes use *shouldn't have* in this way when someone has done a kind thing.

*Thanks for the flowers, but you **shouldn't have brought** any.* (= you brought some flowers, but it wasn't necessary)

- When we want to talk about past or future obligation we use the phrasal modal verb *have to* (not *must*).
  *We all **had to leave** work early today because the heating system broke down.*
  *I can't give you an answer right now. **I'll have to** speak to my wife about it first.*

Ability, possibility and probability

- We use the modals *could, can't, may, might, must* and *should* to talk about or speculate on what is (or was) possible, probable or almost certain.
  *I **might join** you later if I manage to finish my work in time.* (= it's possible that I will join you)
  *With Vince in their team, they **should win** easily.* (= they will probably win)
- We use a past modal form (modal + *have* + past participle) to speculate on a past action or event.
  *He **can't have seen** me or he would have stopped and said 'hello'.* (= he almost certainly didn't see me)
  *I didn't feel tired at all. I **could have walked** another ten miles.* (= I had the ability to walk another ten miles)
  *Why hasn't he replied? He **should have read** my message by now.* (= he has probably received it)

We can make something seem more probable by adding the word *well* after *could, may* or *might*.

*I **may well** accept their offer. Luc says I'd be a fool not to.*

We cannot use *should* if we are expressing a pessimistic idea.

*He **may well fail** his exam, because he's done no work.* (not *He ~~should well~~ fail his exam ...*)

Sometimes *might / could have* + past participle are used to express criticism, not possibility.

*You **might have told** me sooner that you weren't going to eat. I've cooked all this food now.* (= you didn't tell me)

When we want to talk about future ability we cannot use *can*; instead we use the phrasal modal verb *be able to.*

*Our baby is doing fine. He's still crawling, but **he'll be able to walk** in another couple of months.*

We use *can* with certain verbs (*appreciate, sympathize, understand*) for emphasis.

*I **can understand** your frustration.*

Advice

- We use *should* and *ought to* to say what is the right and wrong thing to do or to have done, or to express a moral obligation.
  *You **ought to be** more careful about leaving your computer on when you're not at your desk. Anyone could read your emails.*
  *He **should** show his parents more respect.*
- The past form is *should have* or *ought to have* + past participle.
  *You **should have told** me that you didn't eat meat. I would have cooked something else.*

Unwillingness

We use *won't* (and *wouldn't* in the past) to express the idea that someone or something is unwilling to do something.

*This new key **won't turn** in the lock.*
*I'm sick of my car. It **wouldn't start** again this morning.*

Permission and offers

- We use *can, could, may* and *might* to ask for permission and to make requests. *Could* and *might* are more indirect and so often considered more polite forms.
  ***May I ask** you a personal question?*
  ***Could you** just **give** me a hand moving this table?*
  ***Might you be willing** to be filmed for a short video we are making?*
- We cannot use *may* with *you* in this way.
  ***Could you** just **spare** me ten minutes of your time later this morning?* (not ~~*May*~~ *you just spare*)

would

Would is used to add a conditional sense to statements and requests. It is often used to respond to suggestions or offers, when we don't want to commit to a definite answer.

*'Shall we meet for a drink some time?' 'Yes that **would be** nice.'*
*'**Would you be prepared** to split the cost with me?' 'That **would be difficult** for me, I'm afraid.'*

► Exercises 1–4

EXERCISES

1 Read the sentences. Choose the option that could replace the verbs and expressions in bold.

1 The show **can't have been** that good, if *Time Out* magazine only gave it 3 stars out of 5 in their review. *(mustn't have been / couldn't have been)*
2 I've asked her several times to sing at the party, but she **doesn't want to do** it – she says she hates performing in public. *(can't do / won't do)*
3 They scored three goals, but they **could have scored** many more because they were so dominant. *(may have scored / should have scored)*
4 **Surely you're** cold. You're not even wearing a jumper! *(You've got to be / You must be)*
5 I think they're **likely to be forced** back, because every other expedition to that face of the mountain in winter has failed. *(may well be forced / should be forced)*
6 **There's no obligation to sign** a contract now. You can try the service for a month and then make up your mind. *(You mustn't / You don't have to)*
7 How **would** I know what the currency of Vietnam is? I've never been there. *(can / should)*
8 I **had to get** my passport renewed, because it was going to expire while I was away. *(must have got / needed to get)*
9 I **might have known** you'd be late. I wish I'd suggested meeting earlier. *(should have known / may have known)*
10 Oh, you **shouldn't have brought** flowers, but it's very kind of you – they're absolutely beautiful. *(mightn't have brought / didn't need to bring)*
11 I **appreciate** that it's not an easy decision, but you just have to bite the bullet. *(can appreciate / could appreciate)*
12 As I'm only in the country for three months, **a better option for me is** to hire a car when I need one. *(I would prefer / I could prefer)*

2 Complete the conversations using a modal verb with the verbs in brackets. Sometimes there is more than one possible answer.

Conversation 1
A: Do you fancy going to see a football match? Gerry gave me three free tickets. He [1] _____ (not / go) because his wife is pregnant and she [2] _____ (have) the baby any day.
B: Yes, that [3] _____ (be) great. I haven't been to a football match for years. Actually, I [4] _____ (take) my six-year-old son more often, because he's mad about football.
A: Well. he [5] _____ (come) too, if you like.

Conversation 2
A: Can I help you? You look like you're having trouble.
B: Oh, thanks. It's this parking meter – it [1] _____ (accept) the money I put in.
A: I think you [2] _____ (try) to put in the wrong coins. Look – it says here only £1 and 50 pence coins are accepted.
B: Oh yes. I [3] _____ (read) it properly.
A: Not your fault. It [4] _____ (happen) to anyone.

Conversation 3
A: Where's Jane? She [1] _____ (forget) our arrangement, can she?
B: No, how [2] _____ (she / forget)? It's her birthday we're celebrating.
C: It's OK – I just spoke to her on the phone. She [3] _____ (stop) off at her mum's house to check how she was. She [4] _____ (be) here in a few minutes.

Conversation 4
A: I brought you some chocolates from my trip to Belgium. But you [1] _____ (eat) them soon because they're made with fresh cream.
B: Oh, you [2] _____ (do) that. But it's very kind of you. Thank you.

3 Complete the short answers with these modal verbs. Sometimes you will need to use the negative form.

can	could	may	need	should	would

1
A: Will you be coming to the party tonight?
B: Yes, I _____ think so.
2
A: Do you think I'm wrong to ignore her advice?
B: No, you _____ well be right.
3
A: Why didn't you draw out any money?
B: The ATM _____ accept my card.
4
A: Did you know that fruit juice contains as much sugar as cola?
B: I _____ well believe it.
5
A: I ate dog meat once.
B: That's horrible. How _____ you?
6
A: I hear you went to the talk about giving presentations.
B: Yes, but I _____ have bothered. I'd heard it all before.

4 Correct the mistake in each sentence.

1 It should be really good to meet again sometime soon and finish our discussion.
2 You don't have to show any weakness in a negotiation or the other person will take advantage of it.
3 We must to give him a chance to show what he can do
4 You won't can park in the centre of London on a Saturday.
5 I stayed at home yesterday because I needn't have go to work.
6 She must had known that we would be disappointed.

Grammar summary | UNIT 9

GRADABILITY

Adverbs of degree

We use adverbs and adverbial phrases of degree to qualify adjectives, verbs or other adverbs. There are:

- adverbs which intensify the meaning of the word(s) they qualify, e.g. *absolutely, completely, extremely, really, very*
  *She **really wants** to do well in her exams.*
- adverbs which soften or reduce their strength, e.g. *a bit, a little, slightly*
  *I was **a bit disappointed** that I couldn't get any tickets.*
- adverbs which have a variable effect on meaning, depending on sentence stress and intonation, e.g. *fairly, pretty, quite, rather, somewhat*
  *I'd say that $200 was a **pretty good** price.* (with equal stress on *pretty* and *good, pretty* here has little effect)
  *I'm **quite interested** in history, but mainly local history.* (with stress on *quite*, this means that I have a limited interest)

We put *quite* before *a/an* + adjective + noun.
*It's **quite a difficult** situation.*

We put *pretty, somewhat* and *fairly* between *a/an* and adjective + noun.
*It's **a pretty difficult** situation.*

Rather can be placed in either position.
*It's **rather a difficult** situation.* OR *It's **a rather difficult** situation.*

Gradable and ungradable adjectives

Gradable adjectives describe a quality that can be measured on a scale (e.g. *a bit difficult, quite difficult, difficult, very difficult*). Ungradable adjectives express extreme or absolute qualities (e.g. *amazing*).

There are two groups of adverbs used to intensify adjectives:

- adverbs that are used with gradable adjectives, e.g. *awfully, extremely, incredibly, really, terribly*
  *I was **extremely annoyed**.*
  *It's **very important**.*
  *It was a **really fascinating** talk.*
- adverbs that are used with ungradable adjectives, e.g. *absolutely, really, utterly*
  *I was **absolutely furious**.*
  *It was an **incredibly interesting** talk.*

We use *utterly* with negative ungradable adjectives.
*His comments were **utterly outrageous**.*

Certain adjectives are ungradable as they describe situations which are 'black and white', e.g. *full / empty, right / wrong, acceptable / unacceptable*. We intensify these using adverbs of degree that take you to the limit, e.g. *completely, totally, entirely, wholly, quite*.
*The restaurant was **completely empty**.*
*It's **quite wrong** to think that.*

Some adjectives can be both gradable and ungradable, e.g. *ashamed, beautiful, delicious, new, thrilled.*
*I was **extremely** (or **absolutely**) **thrilled** to be asked.*

▶ Exercise 1

Adverb + verb

Adverbs of degree that are used with verbs include: *a bit, absolutely, completely, entirely, moderately, quite, rather, really, slightly, totally, wholly*.
*We have **completely redesigned** the office space.*
*He **slowed down a bit** at the end of the race.*
*She **slightly underestimated** the total number of people.*

When we use *quite* + verb, it can have two meanings depending on the context.
*I **quite wanted** to visit the museum.* (= rather)
*I **quite understand** your position.* (= completely)

Adverb + adverb

Adverbs of degree can also qualify other adverbs.
*He works **quite fast**.*
*He talked **extremely openly** about his experiences.*

We prefer to avoid using two *-ly* adverbs together.
*She played the piano piece ~~absolutely~~ **quite brilliantly**.*

Literal and figurative uses of adverbs of degree

It is common to use adverbs such as *totally* and *completely* in a figurative, rather than a literal sense.
*She was **totally devastated** by the news.*
*After standing in the rain, we were **completely frozen**.*

We can use *rather, pretty* and *quite* to understate feelings which are actually quite strong.
*It's a **rather beautiful** building.* (= very beautiful)
*The experience was **pretty incredible**.* (= really incredible)

▶ Exercises 2 and 3

COLLOCATIONS WITH INTENSIFYING ADVERBS

We form common intensifying collocations as follows:

- adverb + adjective: e.g. *deeply concerning, heavily influenced, highly recommended, perfectly clear, strictly forbidden*
  *It's **strictly forbidden** to smoke in the building.*
- adverb + verb: e.g. *deeply regret, distinctly recall, fully appreciate, greatly exaggerate, radically rethink, strongly disagree*
  *We had to **radically rethink** the whole plan.*

▶ Exercises 4 and 5

EXERCISES

1 Are these adjectives gradable (G), ungradable (U) or both (B)?

1 freezing _____
2 bad-tempered _____
3 anxious _____
4 original _____
5 spotless _____
6 probable _____
7 spontaneous _____
8 salty _____
9 risky _____
10 horrifying _____
11 priceless _____
12 exhausting _____
13 fresh _____
14 proud _____

2 Complete the conversations with these adverbs. Use each adverb once only.

1

pretty	quite	reasonably	really	very

A: It's getting [1] _____ late and I need to get home. Also I can't concentrate [2] _____ well. Do you think Sarah will mind if I finish this report in the morning?
B: No, I'm [3] _____ sure that will be OK, as long as you get here [4] _____ early, because we [5] _____ need to get it finished by lunchtime.

2

completely	extremely	rather	really

A: Are you OK? Your face has gone [1] _____ white.
B: Well, I just went to the fridge to get some milk and when I opened it, there was a dead mouse inside. It was [2] _____ horrible.
A: That must have been [3] _____ a nasty shock. It's [4] _____ odd too.

3

a bit	absolutely	fairly	incredibly

A: Are you feeling excited about your trip to Brazil?
B: Yes, but I'm [1] _____ apprehensive too. I've never been to South America before.
A: I think you'll find the people [2] _____ hospitable. Where exactly is it you're going?
B: Salvador, on the coast. People say it's [3] _____ wonderful, but it's still going to be a(n) [4] _____ big change for me.

4

absolutely	fairly	rather	really	utterly

A: So, how did the interview go?
B: I [1] _____ liked the people and I think it was [2] _____ positive. Strangely, the interviewer turned out to be someone I was at school with.
A: Didn't that make it [3] _____ an awkward situation?
B: No, he was relaxed about it actually. I hope I get it. It's an [4] _____ perfect job for me and I'll feel [5] _____ miserable if I don't get it.

3 Cross out the adverb that is NOT possible in these sentences.

1 I think hiring a boat for the day is a(n) *absolutely / really / incredibly* wonderful idea.
2 I *quite / totally / utterly* reject the suggestion that my motives are just for financial gain.
3 It takes a long time to build a reputation, but it can be lost *extremely / absolutely / very* quickly.
4 By any standards, it was a(n) *extremely / pretty / really* extraordinary performance.
5 She's *quite / rather / somewhat* an eccentric character in many ways.
6 Don't you find that the way the book moves around between the past and the present confuses the reader *fairly / rather / a bit.*
7 I can't do this puzzle. It's driving me *absolutely / completely / entirely* crazy.
8 The customer is *quite / really / very* often wrong – but you can never tell them that.

4 Read the sentences. Replace the underlined adverbs with another word that collocates naturally with each adjective or verb.

astronomically	bitterly	distinctly	greatly
heavily	highly	ridiculously	strictly
vitally	well	widely	

1 The new railway project is going to be <u>extremely</u> expensive and so will need to be subsidised <u>a lot</u> by the government.
2 Teachers are <u>very</u> aware that the test is too simple. Many have said that it is <u>incredibly</u> easy for pupils in the target age group.
3 Unfortunately we <u>really</u> overestimated the size of the hall and now, owing to health and safety regulations, we will have to <u>really</u> limit the number of tickets available.
4 It is believed <u>by many</u> that a good knowledge of English is <u>extremely</u> important for anyone wishing to work for an international organization.
5 The Harry Potter series by J. K. Rowling was popular all over the world. Her fans were <u>really</u> disappointed when she announced she wasn't planning to write any more.
6 It's <u>very</u> likely that a person starting work now will have ten to fifteen jobs in their lifetime. I can <u>very well</u> remember a time not so long ago when it was normal to have only two or three.

5 Find and correct the mistake in each sentence.

1 I feel absolutely depressed about my exams results.
2 One minute, please. I have quite finished my work.
3 Thank you. That was a very fantastic evening.
4 It was a quite interesting film, but it went on too long.
5 I like really this kind of music.
6 It's totally boring to talk about politics all the time.

VERB AND ADJECTIVE PATTERNS

Verb patterns

There are six main types of verb pattern:

- verb + *to* + infinitive. Verbs in this group include: *agree, decide, fail, long, offer, pretend, promise, refuse, threaten.*
  *I **offered to help** him.*
- verb + object + *to* + infinitive. Verbs in this group include: *allow, ask, cause, enable, force, invite, persuade, order, tell.*
  *I **asked them to consider** my personal situation.*
- verb + object + infinitive. Verbs in this group include: *hear, let, make, notice.*
  *The company **let me take** some time off.*
- verb + *-ing*. Verbs in this group include: *avoid, consider, deny, forget, like, mean, miss, remember, risk, stop, suggest.*
  *He **denied doing** anything wrong.*
- verb + preposition + *-ing*. Verbs in this group include: *admit to, apologize for, disapprove of, insist on, resort to, succeed in*
  *He **insisted on doing** it himself.*
- verb + object + preposition + *-ing*. Verbs in this group include: *prevent ... from, accuse ... of, thank ... for, congratulate ... on*
  *Commentators **accused him of behaving** badly.*

Adjective patterns

There are two main types of adjective pattern:

- adjective + *to* + infinitive. Adjectives in this group include: *able, difficult, eager, free, impossible, pleased, reluctant, willing.*
  *I'm **willing to stay** at the party for a little while.*
  *I find it **difficult to follow**.*
- adjective + preposition + *-ing*. Adjectives in this group include: *afraid of, good at, happy about, hopeful of, intent on, involved in, keen on, satisfied with, successful in, suited to, tired of, upset about.*
  *I'm not **keen on spending** the weekend at the conference.*
  *I'm **tired of reading** this book.*

There are a few adjectives that describe whether an activity is likely to have the expected or desired result. In these cases we use adjective + *-ing* without a preposition.

*It's **worth giving** him a call.*
*It's **hopeless trying** to use a blunt saw.*

Verb + infinitive and verb + *-ing*

Some verbs can be followed by *to* + infinitive or *-ing* without any real difference in meaning. Verbs in this group are: *begin, cease, continue, start.*

*I **began wondering / to wonder** what the point of it all was.*
*If you **continue working / to work** so hard, you're going to make yourself ill.*

Other verbs can be followed by *to* + infinitive or *-ing* and the meaning changes according to the pattern used. Verbs in this group include: *go on, mean, remember, stop, try.*

*I don't **mean to be** rude. (= intend to be)*
*Living abroad **means learning** another language. (= involves learning)*
*Please **remember to switch** off the lights.*
*I **remember meeting** her once before.*
***Try to be** more careful. (= make an effort)*
***Try listening** to her music some time. (= experiment with)*

Adjective + infinitive and adjective + *-ing*

Some adjectives (e.g. *keen, interested*) are followed by the infinitive when we talk about a specific situation, but are followed by preposition + *-ing* or noun when we talk about a general situation.

*I'm **keen to go** to the conference.*
*I'm **keen on swimming**.*
*I'm **interested to know** what you think.*
*I'm **interested in learning** languages.*

Some adjectives (e.g. *afraid, pleased*) can be used with either infinitive or preposition + *-ing* or noun with little difference in meaning.

*I was **pleased to have been asked** to attend.*
*I was **pleased about being asked** to attend.*

▶ Exercises 1 and 2

It + *be* + adjective + *-ing* or infinitive

Adjectives which describe the way we feel about a situation can be followed by either *to* + infinitive or *-ing* without any real difference in meaning.

*It was **nice talking / to talk** to you.*
*It's **good being / to be** home.*

Adjectives which don't describe feelings in such sentences are followed by <u>one</u> form (usually the infinitive).

*It's not **polite to stare**.*
*It's **easy to make** that kind of mistake.*
*It's not **worth doing**.*

▶ Exercise 3

PATTERNS USING ADJECTIVE + *THAT*

There are many adjectives describing feelings that can be followed by a *that*-clause. Adjectives include: *amazed, annoyed, certain, disappointed, happy, surprised, sorry, upset.*

*I was **surprised that** the shop didn't have the item I wanted.* (or *I was surprised about the shop not having ...*)
*She was **determined that** she wouldn't miss the celebration.* (or *She was determined not to miss ...*)

▶ Exercises 4 and 5

EXERCISES

1 Complete the sentences with the correct form of the verb. Add prepositions where necessary.

1 I expected _____ (her / be) very upset _____ (miss) the chance to come on holiday with us, but she didn't seem _____ (mind) too much.
2 Most climbers are aware _____ (the risks) that they are taking, but whereas that would deter _____ (you or I / climb), it makes _____ (them / feel) excited.
3 We've considered _____ (move) house, but we're reluctant _____ (leave) all the good friends we've made in the area.
4 He isn't satisfied _____ (watch) the game on TV; he insists _____ (be) there in person. He hasn't got a ticket yet, but he's hopeful _____ (get) one.
5 She was so determined _____ (get) a job with Google that she resorted _____ (them) letters to the company, begging _____ (them / give) her an interview.
6 Please don't apologize _____ (be) late. We're very relaxed _____ (time-keeping) here.
7 I'm getting really tired _____ (him / make) excuses. Whenever he's criticized _____ (do) something wrong, he denies _____ (have) any responsibility for it.
8 It's pointless _____ (ask) me to comment. I'm not involved _____ (make) financial decisions.

2 Choose the correct option to complete the sentences. Sometimes both options are possible.

1 I'd be very glad *to have / about having* the opportunity to show you what I can do.
2 If the photocopier starts *to make / making* a funny noise, please switch it off immediately.
3 Be careful *not to fall / about not falling* when you go down the steps. They're very slippery.
4 I'm always very anxious *to get / about getting* people's names wrong.
5 Did you mean *to call / calling* me just now? My phone rang and then stopped.
6 Are you keen *to play / on playing* video games? I find them really boring.
7 They continued *to play / playing* long after the concert was supposed to end.
8 I'd be interested *to hear / in hearing* more about your travels some time, but I'm in a bit of a hurry just now.
9 If you think English is difficult, try *to learn / learning* Chinese!
10 Can you speak to Harriet? I'm afraid *to ask / of asking* her myself.
11 Don't stop *to sing / singing* on my account. I'm not planning on staying long.
12 Did you remember *to post / posting* my letter? I hope so, because it was really urgent.

3 Read the sentences. Then write sentences using *It + be +* adjective + infinitive or *-ing* form.

1 Typing fast without making mistakes is impossible.
It's impossible _____.
2 Spending the weekend with my family was great.
It was great _____.
3 Trying to get a definite answer out of him is useless.
It's useless _____.
4 Speaking with your mouth full is rude.
It's rude _____.
5 Seeing their living conditions was shocking.
It was shocking _____.
6 Taking photos of people without their permission is wrong.
It's wrong _____.

4 Rewrite the sentences using a *that*-clause.

1 She felt certain of winning.
She felt certain that _____.
2 I was unaware of them being uncomfortable with the idea.
I was unaware that _____.
3 He was convinced of being in the right.
He was convinced that _____.
4 I'm angry about them wasting so much of my time.
I'm angry that _____.
5 Her parents were delighted to have finally met her fiancé, Adriano.
Her parents were delighted that _____
_____.
6 People are amazed at his rapid rise to fame.
People are amazed that _____.

5 Correct the mistake in each sentence.

1 She's very good in doing mental arithmetic.
_____
2 I'm frightened of to go in elevators.
_____
3 She stopped to smoke a few months ago.
_____
4 He accused me to be lazy.
_____
5 I'm very interested to learn about other cultures.
_____
6 It is free visiting the museum on Sundays.
_____

CONDITIONALS

First and second conditionals

We form the first conditional with *If* + present tense, ... *will* + infinitive (or *be going to* + infinitive).

We use the first conditional to talk about something that we think is likely to happen in the future.

*If no more than six people **sign** up for the course, it **will be** a financial disaster.*
*If things **haven't improved** by the end of the month, **I'm going to take** matters into my own hands.*

We form the second conditional with *If* + past simple, ... *would* + infinitive.

We use the second conditional to talk about:

- something that the speaker thinks is unlikely to happen in the future.
  ***I'd be** very surprised if you **managed** to sit through the whole film in one go – it's five hours long.*
  *A fasting diet is not for me. If I **didn't eat** for 24 hours, I **would be** unable to function properly.*
- something that is the opposite of the real / present situation
  *If she **were** a man, she **would be** a senior executive by now.*
  *If they **had** more money, they **wouldn't live** in such a deprived part of the city.*

Notice that we can also use *might* in place of *will* or *would* to express less certainty about a result.

*If you leave / left now, you **might avoid** all the other commuters at rush hour.*

Notice that the one occasion when we use *would* in an *if*-clause is if *would* has the sense of 'be willing'.

*I would be very grateful if you **would send** your reply by the end of today.*

Another form we use for the second conditional is *If* + *was/were to* + infinitive, ... *would* + infinitive.

*If doctors' surgeries **were to close** at the weekends, there **would be** a lot of protests.*
*If I **was to tell** you a secret, **would** you **be able** to keep it to yourself?*

We do not use this form with stative verbs.

If I knew him better, I wouldn't feel so shy about asking him. (not If I ~~were to know~~ ...)

Third conditional

We form the third conditional with *If* + past perfect, ... *would have* + past participle.

We use the third conditional to talk about imaginary or unreal situations in the past. The event did not happen – we imagine the event and we imagine the result.

*If the water **had been** warmer, I definitely **would have swum** more.*
*If the team **had lost** again, I think the manager **would have been sacked**.*

Mixed conditionals

A mixed conditional is a combination of second and third conditional forms.

We use mixed third + second conditional sentences to talk about a past condition and its result in the present or the future (not the past).

*If I **hadn't gone** to America, I probably **wouldn't be** working for Google now.*

We use mixed second + third conditional sentences to talk about a present condition and its imagined past result.

*If I **were** more suspicious by nature, I **would have questioned** the board's motives.*

▶ Exercise 1

Were it not for / Had it not been for

We sometimes use *was / were it not for* + noun or *had it not been for* + noun to say one action is or was dependent on another.

***Were it not for** the bad weather, we would be able to have the party outside in the garden.*
***Were it not for** his parents, he probably wouldn't have become a doctor.*
***Had it not been for** his bravery, many more people would have died.*

When it is awkward to form a noun with this structure, we use the phrase *the fact that* + subject + verb.

***Were it not for the fact that** she has lots of clothes already, I'd get her something nice to wear for her birthday.*

▶ Exercise 2

Substitution in conditional sentences

When we state the true situation and then follow it with a conditional sentence, we do not usually repeat the main verb in the conditional clause.

*I didn't see the film, but if **I had**, I'm sure I would have walked out before the end. (if I had = if I had seen it)*
*She loves Stevie Wonder. If **she didn't**, she wouldn't be going halfway around the world to see him in concert. (If she didn't = If she didn't love him)*

We can also substitute using the word *Otherwise* or the phrase *If not* (meaning 'If the opposite were the case').

*She loves Stevie Wonder. **Otherwise**, she wouldn't be going halfway around the world to see him in concert.*
*I expect he'll be here soon. **If not**, I'll call him.*

▶ Exercise 3

Inversion in conditional sentences

We use inversion in more formal speech or writing (and also in literary style). There is no difference in emphasis between an inverted and a non-inverted conditional sentence. There are three types of inversion in conditional sentences.

- first conditional with *should*
  ***Should** you **incur** any expenses, we will reimburse you.*
- second conditional with *were to* or *were*
  ***Were the Prime minister to resign**, the job **would** automatically pass to his deputy.*
  ***Were** I better qualified, I **would apply** for the position.*
- third conditional with *had*
  ***Had we known** you were coming, we **would have insisted** on your staying here instead of at a hotel.*

▶ Exercise 4

CONDITIONAL CONJUNCTIONS

There are various conditional conjunctions. Some simply replace *if* with a slight change in emphasis or meaning. Examples of conditional conjunctions include:

as long as	assuming that	on condition that
providing that	unless	

*I will attend the conference **on condition that** I don't have to give a presentation.*
***Assuming that** the product is competitively priced, it should do very well.*
***Supposing (that)** the polls are right, the centre party is going to win a sizeable majority.*
*I wouldn't have asked **unless** I had thought it was possible.*

There are other conjunctions which substitute not only *if* but other words also. Examples include:

but for	in case of	in the event of/that
otherwise	whether or not	

*Let's go. **Otherwise**, we'll be late.*
***In case of** fire, please leave the building by the rear exit.*
***In the event of** the lift not working, you can use the stairs.*
*They considered long and hard **whether or not** to continue the experiments.*
***But for** Julian coming to my defence, I think we would have lost the argument there and then.*

▶ Exercises 5 and 6

EXERCISES

1 Complete the sentences with the verbs in the correct conditional form.

1 If you _____ (not / have) to work ever again, what _____ (you / do) with your life?
2 I accepted the job in the end, because I was worried that if I _____ (refuse) it, it _____ (affect) my career prospects at some later date.
3 If there _____ (be) any fresh brown bread in the shop, _____ (you / get) me some, please?
4 I changed all my Euros back into US dollars just before the value of the Euro fell. I _____ (lose) a lot of money if I _____ (delay) changing it.
5 If he _____ (not / be) such a stubborn person, people _____ (find) him much easier to deal with.
6 Jack says that he _____ (help) us if he _____ (can), but he's not sure when he will be able to get away from work.
7 She _____ (be) a graduate now, if she _____ (not / drop) out of college.
8 If I _____ (be) a more generous person, I _____ (probably / give) more of my time to help them, but I'm afraid I only spent a couple of hours with them.
9 If you _____ (not / ask), you _____ (never / get) anything in life.
10 If the bridge _____ (be damaged) in the accident, they _____ (still / run) trains over it.

2 Read the sentences. Then write conditional sentences using the words in brackets.

1 Francesca's negotiating skills helped us to win the contract. (had it not)
_____
2 Installing CCTV would make the premises more secure. (were to)
_____
3 It's the cost that stops me from taking regular language lessons. (were it not)
_____
4 The one piece of advice I would give any young person is to travel while they are still young. (was to)
_____
5 The politician got elected because his party was so good at using social media. (had it not)
_____
6 The news is always so depressing. That's why I don't follow it. (were it not)
_____

3 Complete the conversations. Use one word in each space.

1 A: Did you get caught in the rain?
B: No. If I _____ , I'd be soaking wet.
2 A: Do you need any help?
B: I don't think so, but if I _____ , I'll let you know.
3 A: Do you own this house?
B: You're joking. If I _____ , I'd be a rich woman.
4 A: Is that your car?
B: No. If it _____ , I'd give you a lift home. I'm taking the bus, I'm afraid.
5 A: Are you taking a day off next week.
B: I hope so. If _____ , I'll take one the following week.

4 Complete the inverted conditional sentences in a natural way.

1 Should _____ , we have a back-up plan.
2 Had _____ , they would have been eliminated from the competition.
3 Should _____ , please make your way to the nearest exit as quickly as possible.
4 Were _____ , Shakespeare would be a multi-millionaire.
5 Had _____ , I'm sure he would have heard the noise of the burglar breaking the window.
6 Were _____ , I would certainly accept.

5 Complete the conversations with these conditional conjunctions. There are two extra conjunctions.

in case	in the event of	otherwise	provided that
supposing	unless	whether or not	

1 A: _____ that we invite Isabelle but not her boyfriend?
B: You can't do that! You have to ask people's partners too, _____ you want to offend them.
2 A: He asked _____ I was prepared to work abroad at some point in the future.
B: What did you say?
A: I said _____ I had adequate notice, I probably wouldn't mind.
3 A: _____ mechanical failure, the machine will always switch itself off.
B: Well that's what happened, but I didn't know that.

6 Correct the mistake in each sentence.

1 What would you do if you would be in my situation?
2 If the shops stayed open later in the evening, it will be easier for working people.
3 I had helped you if I could.
4 If I'd have known you wanted to come, I would have asked you.
5 Were they to live nearer me, I would see them more often.
6 I will look at your report later if I can do it.

ADVERBS AND WORD ORDER

In general, we form adverbs by adding the ending *-ly* to the adjective.

*She spoke to him **encouragingly** about his job prospects.*

There are some adjectives which keep the same form when they become adverbs. Examples include: *fast, hard, late, long* and *straight.*

*She thought about the decision **long** and **hard.*** (not ~~*longly and hardly.*~~)

When an adjective already ends in *-ly* (e.g. *costly, friendly, lively, lonely, lovely*), we have to use a phrase such as *in a ... way* or *in a ... manner.*

*He spoke **in a lively way.***
*They welcomed us **in a friendly manner.***

Notice that the adverb *hardly* means something different from the adverb *hard.*

He hardly works. (= *almost doesn't work at all*)
He works hard. (= *he works a lot*)

Adjectives such as *daily, weekly, monthly* which describe frequency can be used as adverbs or in the phrase '*on a ... basis*'.

*The committee meets **monthly.*** OR *The committee meets **on a monthly basis.***

▶ Exercise 1

Position of adverbs

- Adverbs of frequency (e.g. *always, usually,* etc.) go directly before the main verb or directly after the verb *be*. They can also go at the beginning of the sentence for greater emphasis.
  *I **usually** take sugar in my tea. **Sometimes**, though, I have it without.*
  *Branded goods are **usually** more expensive than goods with no brand.*
- Adverbs of degree (e.g. *completely, quite,* etc.) and adverbs of probability (e.g. *certainly, possibly,* etc.) also generally come before the main verb or directly after the verb *be*.
  *He has **probably** decided not to come after all.*
  *We are **absolutely** committed to making this work.*
- Adverbs of manner stay close to the verb they qualify, either coming just before the main verb or after the verb and its direct object. They never come between the verb and it direct object.
  *She held the steering wheel **firmly** with both hands.* (not *She held ~~firmly~~ the steering wheel*)
  *Please tell me **honestly** what you think.*
  *He **painstakingly** counted all the receipts one by one to make sure he hadn't missed one.*
- Adverbs which qualify an adjective go directly before the adjective. The only exception is *enough*.
  *They are a **highly skilled** team.*
  *He is certainly **experienced enough** to undertake the task.*

Word order with more than one adverb

When there is more than one adverb or adverbial phrase in a sentence, adverbs generally follow this order: manner, place, time. It is possible in some cases to put the time adverb at the beginning of a sentence.

*She lives **happily in New Jersey** with her husband and three children.*
*They attend classes **at a music school in the evenings**.*
*The journalists waited **expectantly outside the Prime Minister's residence all day**.* OR
*All day, the journalists waited **expectantly outside the Prime Minister's residence**.*

▶ Exercises 2 and 3

Focus adverbs (movable position)

Only and *even* are placed in different positions in a sentence according to where the speaker or writer wishes to put the focus. The position changes the meaning.

*She can **even** ski backwards down steep slopes.*
(= *among many other amazing things she can do*)
***Even** she can ski backwards down steep slopes.* (= *she's worse at skiing than everyone else*)
*She can ski backwards **even** down steep slopes.* (= *as well as other easier places*)
*He was **only** trying to point out the difficulties you might face.* (= *he had no other intention*)
***Only** he was trying to point out the difficulties you might face.* (= *no one else was trying*)
*He was trying to point out **only** the difficulties you might face.* (= *not other aspects*)

▶ Exercise 4

ADVERBIALS

Commenting adverbs

Commenting adverbs (e.g. *apparently, generally, luckily, stupidly,* etc.) are used by a speaker to say what they think about a particular idea, rather than to qualify an individual verb. Generally they take a front position – if not at the beginning, then near the beginning of the sentence.

***Apparently**, there is a strict limit on the number of people who can attend.*
***Stupidly**, I forgot to fasten the bags to the car roof before setting off.* OR *I **stupidly** forgot to …*
*It is, **sadly**, the last time she will perform in Europe.*

Connecting adverbs

Connecting adverbs are those which serve to link two sentences by showing a time connection (e.g. *meanwhile*), a causal connection (e.g. *consequently*), a contrast between ideas (e.g. *however*), or by introducing an additional point (e.g *furthermore*). Like comment adverbs, these adverbs have a front position.

*It was a plan with only a limited chance of success. **Nevertheless**, they went ahead with it.*
*The space capsule hit the water with such force that it disintegrated. Pieces of the capsule were **subsequently** found washed up on a nearby island.*

Adverbial phrases

Commenting adverbs and connecting adverbs can come in the form of phrases as well as single words. Such phrases are put at the beginning of the sentence.

***To my surprise**, no one asked to see my passport or identity documents.*
***With respect**, I think that you have got the argument the wrong way around.*
***In view of that**, it would be better to postpone the meeting until a later date.*
***By and large**, the solutions we came up with worked well.*

▶ Exercises 5–7

EXERCISES

1 Complete the sentences with the correct adverbial form of the adjective.

1 I thought she sang the piece _____ (beautiful). She is _____ (incredible) confident for a twelve-year-old.
2 I was so late that I _____ (hard) had time to wash and get dressed before leaving the house.
3 In spite of their rudeness, she dealt with them _____ (friendly).
4 He deserves credit because although he submitted his paper _____ (late), he tried _____ (very hard) to get it in on time.
5 They are in their nineties, but they are looked after _____ (good) by their children: one of them visits them _____ (daily).
6 The ship was rocking so much in the waves that you could _____ (bare) walk _____ (straight) along the deck.

2 Read the sentences. Put the adverb in the correct position.

1 He chose his words. (carefully)
2 I forget a face. (rarely)
3 She has made the right choice. (undoubtedly)
4 He looked at me. (inquisitively)
5 I thought the idea was preposterous. (quite)
6 They made the case for a new organization. (passionately)
7 I wonder if it was the right decision. (sometimes)
8 I understand your concerns. (completely)

3 Rewrite the sentences with the adverbs and adverbial phrases in brackets in the correct position.

1 I don't think the plan will work. (frankly / very well)
_____
2 They have rented an apartment. (for the summer / in New York / just)
_____
3 I am asked that question. (at meetings / regularly)
_____
4 He mentioned it to me. (last week / casually / in the canteen)
_____
5 His appointment was announced. (yesterday / in the newspapers / officially)
_____
6 They refurbished their house. (last year / completely / apparently)
_____
7 I won't be home in time for dinner. (probably / tonight / unfortunately)
_____
8 We're working on the new business. (at the moment / hard)
_____

4 Put the words in order to write complete sentences.

1 It's an amazing shop. have / they / fresh / even / coffee
It's an amazing shop. _____
2 Let's not do anything hasty. only / yesterday / found / out / I
Let's not do anything hasty. _____
3 Don't worry. look / himself / enough / is / after / old / he / to
Don't worry. _____
4 Please thank her. it / kind / her / extraordinarily / of / was
Please thank her. _____
5 Didn't you see? clearly / the warning / the label / on / stated / is
Didn't you see? _____

5 Complete the news report with the connecting adverbs. There are three extra adverbs.

As a result	Conversely	In contrast	Indeed
In spite of this	Meanwhile	Subsequently	Therefore

There has been an international ban on the trading of ivory since 1989. [1] _____, trade in the valuable commodity has continued. [2] _____, in some African cities, ivory can still be found openly on sale in street markets. [3] _____, the ivory is exported to other countries, principally to the Far East, where it fetches a high price. In the last decade, the population of African elephants has declined by over sixty per cent. [4] _____, their very existence is now at risk. [5] _____, the illegal trade in the horns of other rare species, such as the Black Rhino, also continues unabated.

6 Complete the adverbial phrases with the correct prepositions.

1 A: _____ hindsight, it was a bad idea to drive. But _____ my defence, how was I to know that the roads would be so congested?
B: _____ and large, they're always congested on a Friday.
2 A: _____ coincidence, I met your boss at a restaurant last night. He was very nice.
B: Yes, he is. Just _____ interest, who was he with?
3 Contrary _____ expectations, the weather got much worse while we were walking. _____ our disappointment, we had to abandon our trip.
4 A: Do you know where Alina keeps the old files?
B: _____ the top of my head, I don't. But I can find out.

7 Correct the mistake in each sentence.

1 He hid quickly the present when he saw her coming.
2 He went yesterday to London to do some sightseeing.
3 He laughed longly and hardly when I told him the story.
4 The bridge is not enough strong to take a large truck.
5 We will go there hopefully tomorrow.
6 In the whole, I thoroughly enjoyed the book.

Audioscripts

Unit 1

2

I don't mean to say that being wrong is the same thing as being creative. What we do know is, if you're not prepared to be wrong, you'll never come up with anything original.

3

A: What do you think of the choir idea, then?
B: I'm really in favour of it, actually. I can't sing to save my life, but it sounds like fun. What about you? You're into music, aren't you?
A: Well, yeah, in the sense that I really like listening to music, and going to gigs, but I'm not sure I want to sing that kind of music.
B: What kind of music?
A: You know, church choral music or, or music from a musical. That's not really my kind of thing.
B: What, so you aren't going to audition for it?
A: No, I think I will. I'm quite curious, but I'll be surprised if I get picked. I'm not great at singing either.
B: Oh, come on. I've heard you sing. You're a natural.
A: Er, I'd hardly say that, but it sounds fun. I have to say, I do like the idea of creating something from nothing – you know, the buzz you get from building something from scratch with other people. I reckon that aspect of it would be really rewarding.
B: Yes, that's exactly what appeals to me too. All right, well hope to see you there then.

Unit 2

5

I would be a beauty but my nose is slightly too big for my face
And I would be a dreamer but my dream is slightly too big for this space

6

These statistics are just a snapshot of how people feel at the moment. They show a group of newly industrialized countries like China, Brazil and India, where people feel things are going to get better, and a group of post-industrial countries – countries which no longer rely on heavy industry, like the US, Spain and France – where people think that in thirty years, things will have got considerably worse. In this way, they just reflect the current economic climate in these countries: the first group has growing economies, the second group is going through more challenging times.

But the situation is very likely to change. Don't get me wrong, I'm not saying that things are about to change. I'm saying that in thirty years or so, Western economies certainly won't be doing the same things they are doing now, relying on service sector industries like banking and insurance. If we are to progress, the post-industrial economy will have to evolve. And I think that will happen. We will use creative thinking and technology to overcome the problems that we are all bound to face in the future: problems of overpopulation, scarcity of resources, environmental change. A better standard of living in the post-industrialized nations may or may not come out of that, but I believe that a better quality of life, for all nations, almost certainly will. If you're interested in hearing more about this, follow the Future Optimist conference which takes place next week. It's online and I'm speaking on Tuesday. There are plenty of other speakers too who …

7

Scenario 1

Here's a worst-case scenario. You're on business in another country and you need to get back for the weekend because it's your sister's wedding. But there's a terrible snowstorm during the night and your flight home is cancelled. What should you do?

OK. The first thing is prevention. Always be aware of the weather conditions where you're going and, for your own peace of mind, check the weather reports before you travel in case there are any bad forecasts. Checking that your flight operator or travel insurance company covers you for such eventualities is also a good idea. Any reputable company should be obliged to look after you in these circumstances, although I'd say generally, avoid using low-cost operators, because asserting your rights can be more difficult with them.

What to do about it is more tricky. I'd strongly advise against finding alternative routes home. The chances are that everyone else is thinking the same thing and that boats, buses and trains will also be affected by the weather conditions. So the best thing is to sit tight and wait it out. Try to make friends with someone else in the same situation. It may be helpful if you're having to spend hours waiting at an airport and will keep you in a better mood when you go to speak to the harassed ground staff. Lastly, if it's going to be a lengthy wait at an airport, consider finding an executive airport lounge and paying the €30 or whatever they ask for non-members.

Scenario 2

How do you protect yourself against the possibility of leaving all your valuables in a local taxi? OK. The first thing I would say is: always take your time when getting out of a taxi. Check you have everything, then get out and pay the driver. Secondly, opt for official taxis over less regulated operators – and ask for their business card so you have the taxi operator's number. That way, your driver will be easier to track down. And always label all your belongings. That will ensure that should an honest person find them, they can return them. Lastly, tip your driver well – one good turn deserves another. And if you do find you've left something, call the company immediately and explain what's happened.

Unit 3

9

Over the next five minutes, my intention is to transform your relationship with sound. Let me start with the observation that most of the sound around us is accidental, and much of it is unpleasant. (*Traffic noise*) We stand on street corners, shouting over noise like this, and pretending that it doesn't exist. Well this habit of suppressing sound has meant that our relationship with sound has become largely unconscious.

There are four major ways sound is affecting you all the time, and I'd like to raise them in your consciousness today.

10

A: You'd imagine that peace and quiet was the best thing for concentrating and getting your work done, wouldn't you? But that's simply not the case for many people, especially younger people who've been brought up on a diet of background music and YouTube videos. I was chatting to a friend the other day who works from home and she said that, in point of fact, she finds it really difficult to work at her computer with no noise around her.
B: Really? So, what does she do – listen to music?

A: No, she finds that too distracting. She listens to a recording of background office noise. It's a kind of low-level noise of people typing and chatting on the phone, as if she were in an open-plan office.
B: That's really odd – 'cos I've read studies about this and the popular belief now is that open-plan offices don't work precisely because people find all the surrounding noise too invasive. But if it works for her, I guess you can't argue with that.
A: Yes, she claims it does. It's a bit like our neighbours too, actually. They turn on the vacuum cleaner to get their baby to sleep.
B: What?
A: Yes, apparently, according to them, it's the only thing that works. I have to say when they first did it, we wondered what on earth was going on. We thought they'd decided to start doing the housework at eleven o'clock at night.

Unit 4

13

4 So I want you to pay attention to what you're doing right now.
5 We're going to come back to that in a few minutes.

14

The earliest form of non-spoken communication – humans are believed to have started speaking to each other about 100,000 years ago – is the use of drawing. Around 40,000 years ago, people in Spain and Indonesia were making paintings on the walls of caves, showing aspects of their daily lives. This is important because it indicates growing human intelligence. The representation of words using pictograms naturally followed on from this, which was an important step in the development of the kinds of alphabet we know today. Writing using pictograms or early alphabets was first done on stone and then on papyrus in Ancient Egypt. The use of papyrus meant that messages could be transported from one place to another. By 780 BC, the Greeks were sending short handwritten messages by carrier pigeon. In this way, they conveyed messages far more quickly than people had been able to do before. The first proper postal service was created by the Persians in the sixth century BC. Horse riders used to carry documents from one posting station to another. Together they would cover distances of 2,000 kilometres or more in a matter of days. But the real revolution in written communication came with the invention of the printing press in 1440 AD. Up until then, people had been reading handwritten documents. That must have been an extraordinary time in history – a bit like the introduction of the Internet thirty years ago – because almost immediately, many more people had access to books and to ideas.

15

1 **A:** Here – let me give you a hand with that suitcase.
B: Thanks, that's very good of you, but I can manage.
A: Are you sure?
B: Yes, but thanks for offering all the same.

2 **A:** Hello, Frank Haskins speaking.
B: Hi, Frank. It's me, Megan. Could I possibly have a quick word with Sarah, if she's free?
A: Sorry, she's busy just now.
B: OK. I'll give her a ring later.

3 **A:** Hi, I'd like to speak to the bank manager.
B: I'm sorry. She's not available at the moment. Perhaps I can help you?
A: Thank you, but I really need to speak to her in person.

4 **A:** Do you fancy popping round for a drink later? Or shall I come to you?
B: I don't mind really. Up to you.
A: OK. I'll come to you, then. Say 7.30?
B: Yup, that'd be perfect.

5 **A:** Hello, Sir, can I help you at all?
B: Yes, I'd like to pay for the room now.
A: One second. I'll get your bill.

6 **A:** When shall we meet?
B: Let's say eight o'clock outside the cinema.
A: Great. Eight o'clock suits me perfectly.

7 **A:** Thanks for the use of the car. By the way, I filled it up.
B: Oh, thank you for doing that. You shouldn't have.
A: No – thank you. I couldn't have got to my friends' house without it. It's a really out-of-the-way place.

8 **A:** Can I get you anything from the shops?
B: That's kind of you, but I don't want to put you out.
A: It's no trouble – I'm going anyway.

9 **A:** Bad news. My brother lost his job yesterday. The car factory is going to close down.
B: Oh, I'm really sorry to hear that. I hope he can find another job.
A: Yes, I know – it's terrible. He doesn't seem too down though, given the circumstances.

10 **A:** OK, I need to be off now. I've got a train to catch.
B: Can I drop you off at the station?
A: If it's on your way, that'd be great, thanks.
B: Not at all.

Review 2 (Units 3 and 4)

16

I = Interviewer, J = Journalist

I: So, Blindekuh – it's a very interesting concept. Can you just tell me how it came about?
J: Yes, it was a project that was set up by four people who were working as guides at a design exhibition in Zurich in 1998 called 'Dialogue in the Dark'. They themselves were visually impaired. The point of the exhibition was to let fully-sighted people understand the experience of being blind. So visitors were given canes and were then guided through a series of everyday scenarios – a public park, a busy street, a food market. The four guides wanted to take this idea further so they set up a charitable foundation called the Blind-Leicht or 'blind light' foundation and the restaurant idea came out of that.
I: And what exactly are the benefits – for customers and employees?
J: Well, for employees, that's clear: they get to work in an environment which is usually not open to them. Actually, that they get to work at all is an important step – about seventy per cent of people of working age in Europe who have a severe sight impairment are unemployed. For the customers, the benefits are interesting. Generally when you go and eat in a restaurant or listen to a band play as you eat, you're taking in a lot with your eyes as well as with your taste buds and ears. But in this case, the experience of eating or

listening is greatly intensified because one of your senses has effectively been shut off. This not only changes your experience, it also makes you aware of what it's like to have impaired vision.

I: And do some people feel uncomfortable with that – the fear that they might spill something, or eat something they don't like?

J: I think a lot of people feel very uneasy and even a bit scared at first, but they generally relax into it. After all, they know it's only temporary and that's the comment I hear most often – 'What must it be like to be in the dark all the time?'

I: So how does it work practically? Can you just take me through what happens when you arrive at the restaurant?

J: Yes, you're met by a waiter or waitress who guides you into the darkened restaurant area – you put your hand on their shoulder; when you're seated, they explain what's on the menu and take your order. Then you sit there and eat as you would normally. Actually, you eat much more slowly than you would normally, and you probably end up talking to your fellow guests much more than you would normally, because there's no visual distraction. It's actually quite an eye-opener, if you'll forgive the expression.

I: No, I can see that – it sounds amazing.

Unit 5

17

I was only four years old when I saw my mother load a washing machine for the very first time in her life. That was a great day for my mother. My mother and father had been saving money for years to be able to buy that machine, and the first day it was going to be used, even Grandma was invited to see the machine. And Grandma was even more excited. Throughout her life she had been heating water with firewood, and she had handwashed laundry for seven children. And now she was going to watch electricity do that work.

18

The disparity in energy use between different countries is linked of course to their level of economic development, but that's not the only factor. Both Germany and the USA are highly industrialized nations, but in the United States, much more energy is being consumed by each person. In part that's because it's a bigger country, so people travel more, but it's also down to attitudes.

American energy consumption could easily be reduced if greater priority was given to energy efficiency. Actually, I'm confident that efforts will be made in this direction, particularly by industry – cleaner fuels, cleaner industrial processes and so on – because the evidence for climate change is now so strong.

The big question is: will developing countries do the same? Transport's a big issue – air travel in particular. People in developing countries have been restricted by the cost up to now, but as they get richer and air travel becomes cheaper, its impact on energy consumption is bound to grow.

The statistics for energy use in the home show that the main area which needs to be addressed is heating and cooling. The solution is relatively cheap and simple. It just means homes being insulated properly. People complain about their energy bills, but it's pretty clear, to me at any rate, that energy is still too cheap, otherwise people would do something about reducing them – instead of leaving lights on at home and driving gas-guzzling cars.

19

A: Did you know that most of the carbon dioxide in the world is not produced by man-made activity?

B: No. I thought that industrial activity was the main cause of rising CO_2.

A: No, that's a common misconception. Most of the CO_2 is produced by the oceans. The human contribution is only about four per cent.

B: So why are people always saying that we need to reduce emissions from factories and power plants?

A: Because that's what the environmental lobby would have you believe, 'cos it fits with their general view that people shouldn't tamper with nature. But actually people are not the problem when it comes to climate change.

B: Hmm. Well, I don't know where you read that, but I'd take it with a big pinch of salt, if I were you. Ninety-nine per cent of scientists agree that human activity is the cause of climate change.

A: It's fact. Look on the Internet. You can see the statistics for yourself.

Unit 6

22

So there are lots of things that we're still working on, but one thing I have learned is that bamboo will treat you well if you use it right.

23

A: Did you know that a lot of people get injured doing DIY?

B: No, but it doesn't surprise me. My brother-in-law got his fingers caught in an attic trap door the other day and then he fell off the ladder he was standing on.

A: Ouch. Was he OK?

B: No, he had to get my sister to drive him to the hospital so he could have his fingers stitched.

A: What was he trying to do?

B: Yeah, good question. Actually, he couldn't get the light in the attic to work, so he went up to fit a new light bulb. Not the sort of job that you would get an electrician in for.

A: Well, that's the problem, isn't it? There are always so many little things in the house that go wrong or need doing that just aren't worth paying someone else to do. Like I wanted to get our bathroom repainted, but it's such a small room that it seems crazy to have a professional decorator do it.

B: No, that's right. There are some jobs you can easily do yourself, but there are others you really need to get a professional to do. I wouldn't know where to start changing the brake pads on my car. I get confused when I have to put air in the tyres.

A: Well, that's partly because you need specialist tools for things like that. If you try to do them without the right tools, you'll probably mess it up, or worse hurt yourself. I mean, I'm happy doing a bit of gardening, but there's no way I'd get up a tree and start sawing branches off! What I find surprising is that so many people – often men, actually – think they're good at DIY when they're not.

B: Yeah, I think my brother-in-law is one of them! He's terribly proud. Still, he managed to get the light fixed, even if it did cost him some crushed fingers.

24

Interview 1

I = Interviewer, C = Candidate 1

I: So you're currently self-employed.

C: Yes, that's right. I do translation work for various clients. I work from home.

I: I imagine that takes quite a lot of self-discipline. Do you find it difficult to keep to a strict work schedule?

C: Umm, no, not too hard. I try to start early and then basically I work through till I've got the job finished. Usually I'm working to very tight deadlines.

I: I see. And what's your best time of day? When are you most productive, would you say?

C: I couldn't tell you really. It usually depends on how much sleep I've had.

Interview 2

I = Interviewer, C = Candidate

I: OK. I want you to imagine this scenario. You've pushed a cork into a bottle and you want to get it out. How would you go about it?

C: Ooh, that's a tricky question. Hang on, is the bottle full?

I: Let's imagine it's half full.

C: OK. I guess the first thing I'd do is to empty out the liquid into another container so that I didn't make a mess. Then I suppose I'd try and find something long and sharp to spear the cork with, and I'd move the bottle around until the cork was sitting at the bottom in an upright position so that when I'd speared it, I could withdraw it more easily. But then it still might get stuck, mightn't it? Let me have a think. Hmm, actually, I don't see how this is going to work without breaking the bottle, because it's the nature of corks that they expand once they are out of the neck of the bottle.

Unit 7

26

I'm a storyteller. And I would like to tell you a few personal stories about what I like to call 'the danger of the single story'. I grew up on a university campus in eastern Nigeria. My mother says that I started reading at the age of two . . .

27

So I was an early reader, and what I read were British and American children's books. I was also an early writer.

28

The more you travel, the more you become aware of the different ways that people do essentially the same things like driving or buying a bus ticket or eating or shopping. One way isn't necessarily better or worse than another and some things just seem weird if you're not used to them. Like, where I come from in the States, it's kind of normal to smile at strangers, but in some other countries smiling can make strangers feel uncomfortable or even suspicious. And sometimes you see a way of doing something that seems much more sensible than the way you've always been used to and you think, 'Why doesn't everyone do that?' Like peeling a banana. So I always used to peel it from the stalk end – probably you do the same, right? But in Nicaragua, which I visited recently, people generally hold the stalk and peel it from the other end. That has two advantages: you can hold the banana by the stalk and it peels much more easily from the other end, so you're far less likely to bruise the banana as you peel it.

The other thing I noticed there was that a lot of people sleep in hammocks and they don't suffer nearly as much from back problems as we seem to in America, because they naturally lie on their backs that way, which is the optimal position to sleep in. I've spent years and hundreds and hundreds of dollars trying to find the right bed. I've been through all kinds of expensive orthopaedic mattresses. Now I've rigged up a hammock at home. It's by far the cheapest bed I've ever bought. It takes up a little more room than my old bed, but I sleep a whole lot better. I don't know about you, but I find that more and more in life: the simpler the solution, the better it seems to work.

29

Speaker 1

The statistics on books and eBooks make for interesting reading. Broadly speaking, what's happened is that teenagers' ownership of tablets and e-readers has increased significantly, and, as a consequence, a good half of their reading is now done on screens. What's more, when asked if an on-screen format motivates them to read more, the vast majority of teenagers agree, or at any rate, a majority of those who aren't regular or avid readers already. So, it seems that on the whole eBooks are having a positive effect on the reading habits of younger people. But a word of caution: because when it comes to retention of what's read, more than one study has found that children retain less of the information they read on screen than on paper. So, while they may help to encourage reading in general, it's not at all obvious that for study purposes, eBooks and tablets should be replacing the printed book.

Speaker 2

I do have an e-reader, yes, but it's just for convenience. I wouldn't say it's my preferred reading method. I read a lot of printed books as well, but when I'm travelling – which is quite often – an e-reader's much easier to carry. And I think, by and large, that's probably how they ought to be viewed – as a convenience tool. I compare it to how you'd use a microwave oven and a regular cooking stove. A microwave is good at doing one job – heating food quickly – whereas a cooker is for more serious cooking. You wouldn't be without the convenience of a microwave, but that's not to say you'd replace your cooking stove with it. Having said that, one thing I have noticed which is interesting is that an e-reader makes me read faster. I have a suspicion that may be because I'm reading more superficially, but I couldn't prove that. Maybe it's just because I can actually see the words. My eyes really struggle with small print these days.

Unit 8

32

'Fish? I didn't know anything about fish. I'm an expert in relationships.' And then he's off, launching into more talk about rare birds and algaes and strange aquatic plants. And don't get me wrong, I was really fascinated, you know, ...

33

Speaker 1

I'm pretty conservative in my tastes, actually. You know, where I was brought up in Liguria in Italy, we have fantastic food all around us – seafood, herbs, wild mushrooms, olive oil. When you're used to eating these kinds of fresh ingredients, it's not necessary to experiment with food so much. It's not about playing safe, you know; it's just why would you try to eat differently when you

already have wonderful traditional cooking made with good quality ingredients? It makes no sense.

Speaker 2

I travel a lot in fact for my work, so I've had to get accustomed to various types of local cuisine. I used to follow that old principle of always choosing something on the menu that you haven't heard of before. But I had a bad experience a few years ago with what turned out to be a sheep's stomach stuffed with goat's curds. So now I generally ask before ordering. I'm happy to give most things a go, though, but I do still feel a bit uneasy about eating anything that involves animals' intestines.

Speaker 3

I don't understand people who just stick to what they know – like ordering the same dish every time they get a Chinese takeaway. I prefer to try out things that I haven't sampled before, particularly if it's something I'm used to being cooked in a certain way and someone has had a different take on it, or has done something out of the ordinary with it. Like the other day an Australian friend made some avocado ice cream. Sounds odd, doesn't it? But actually it worked really well.

Review 4 (Units 7 and 8)

35

I = Interviewer, C = Commentator

I: So, how well known is WD-40 around the world?

C: Well, in its main markets – the USA and UK – around eighty to ninety per cent of the population have heard of it, [**I:** That's incredible.] but in other parts of the world it's not quite so well known.

I: And can you just tell us a bit about its history, how it came into being?

C: Yeah, it was originally developed over sixty years ago as a lubricant for a connecting cable of a rocket on the Atlas space missile programme, in San Diego in the USA. The umbilical cord connecting the rocket was rusting and they needed a product that would both displace water and protect the cord from any future corrosion.

I: And those functions are reflected in the name, am I right?

C: Yes. WD stands for Water Displacement, and it's called '40' because it was the fortieth formula that the chemists experimented with. Some of the company's employees then took the product and used it for general, domestic purposes: freeing rusted bolts, lubricating bicycle chains, and so on, and little by little its reputation as an all-round releasing agent and lubricator spread – by word-of-mouth, really. That's still the company's strategy in new markets: to develop sales through word-of-mouth recommendation. They give out free samples so people can test it out and see how effective it is, and then tell their friends.

I: And how often do people buy it? Are they mostly like me – they get one can, use it once or twice and then leave it lying around somewhere?

C: Yes, there are certainly a lot of people like you. They say the average household consumer doesn't know how much WD-40 they've got or how much they paid for it. But there are a lot of other users who buy it regularly and in large quantities – like garage mechanics, tradesmen of various types: electricians, builders, you know.

I: And it's fairly unusual, isn't it, to have a company that's successful with just one product? I mean there's a reason for that, isn't there? It's pretty dangerous to put all your eggs in one basket. Don't WD-40 worry they'll get bad publicity one day and the whole thing will go pear-shaped?

C: Well, of course you're right and that's one reason that a lot of companies diversify. But you could turn that question on its head and say: Isn't it dangerous to diversify? You know, to risk damaging your reputation with another, potentially unsuccessful product? Companies like WD-40 spend a lot of time and money building their brand and they're very careful to protect it. In the USA, they changed the propellant the cans use from butane/propane to CO_2 because CO_2 was safer and less flammable. No one had actually had an accident, but they're constantly looking to prevent any potential bad publicity.

Unit 9

37

An entire remix community sprouted up that brought it from being just a stupid joke to something that we can all actually be a part of.

38

Measuring the impact of the Internet and the value that it's brought to society as a whole, is not an easy task. What strikes you first when you look at the statistics is that the distribution of the Internet is still extremely unequal – there are over four billion people in the world with no access to it, mainly because they have either a very limited or often no regular supply of electricity. Where access is greater, in developed countries, some say its impact on the economy is still fairly modest – representing around five per cent of GDP in the US and eight per cent in the UK. That is not insignificant, but it's small compared to what IT and business analysts originally forecast. They're rather prone to talking its effects up – as they are with any new technology – and they predict that the Internet will drive the economy of the future, creating completely new industries and new jobs. Such estimates are probably wildly exaggerated, particularly with regard to jobs, because what we see with the Internet is that it doesn't so much create new things as make existing things more efficient. And quite often efficiencies equal job losses, not job creation. It's widely accepted that a high sales per employee ratio is a good indicator of business success and you only have to look at the figures for companies like Google and Amazon to see that they've managed to create huge revenues with relatively small workforces. That's not to say that I think the Internet is not having and won't have a positive impact in the future. I'm absolutely certain it will. In the west, it is helping consumers to find the products that are right for them and to find better deals, and it has totally transformed the way we communicate and access information – in that respect, it's now deeply integrated into our daily lives.

39

Speaker 1

Searching social networking sites for information about potential candidates? Personally, I don't think it is ethical, no. Private is private. I can see the temptation, but I think that any employer who does that has crossed an important line. Imagine they were to follow you into a café and listen in to a conversation you were having with a close friend about your personal life; you'd be absolutely outraged. Why should it be any different just because that conversation's taking place online?

Speaker 2

I'm afraid that ethics don't really come into it. People need to realize the reality – that once something's on the Internet, it's there forever. The kind of personal information we're talking about is a) readily accessible and b) often of great relevance to an employer. So, I'd say that, insofar as there's really no excuse anymore for not being aware of how the Internet works, the onus is very much on the candidate to make sure that there's nothing detrimental to their reputation out there in the public domain. And if there is, well I'm afraid that's tough.

Speaker 3

Well it's certainly not unethical. I mean in the sense that it wouldn't be unethical to ask someone who knew the candidate for an honest appraisal of them. We just have to accept that this is a public, not a private space, whatever the people running such sites would have you believe about your security and privacy. In any case, I think it teaches people a good lesson: never say or do things on the Internet that you'd be ashamed of others hearing or knowing about.

Unit 10

42

4 You may think I'm wrong in this, but I think that we live in an age when our lives are regularly punctuated by career crises ...

5 It's perhaps easier now than ever before to make a good living.

44

A: How did you get on with the job hunt today?
B: I rang quite a few temp agencies, but I drew a blank there.
A: Did you get anywhere with Hayley Hire – they say they specialize in work for older employees?
B: Not really – they took my details and asked me to call in again next week. How about you? Did you have any luck?
A: You know what, I did. I called in on Asda on the way home. Actually, I just went in to look at their noticeboard, but they had this sign up saying they were looking for part-time greeters. So I enquired and a man interviewed me on the spot.
B: I bet that was a surprise! How did it go?
A: It all seemed to go pretty smoothly. They couldn't give me an answer there and then, but with luck they'll call in the next couple of days and I should have a job.
B: That's great. And what do they want their greeters to do?
A: So, they want the greeter to stand at the main entrance to the store. Then as people come in, we wish them a good morning and perhaps engage them in some friendly conversation, but not so as to delay them in any way, or stop them if they're in a hurry. Occasionally we'll have special offers to announce and direct them towards. But mainly the idea is just to make the customers feel welcome and feel good about coming to the store.
B: Put them in the mood to spend, eh?
A: I suppose – but it sounds a nice friendly kind of job and I wouldn't mind doing it, but not full-time of course.
B: Did you manage to discuss the details with them: pay and hours and stuff?
A: They said the starting salary was £8.50 an hour, but it could rise over time.

Unit 11

47

'About eight hours later, we found them browsing and teaching each other how to browse. So I said, "Well, that's impossible, because, you know – How is it possible? They don't know anything."'

48

A: So, Ruth, tell me about your experience of being thrown in at the deep end.
B: Well, a few years ago just after I'd left university, I was looking around for a job. It was September-time and I was approached by a small company which sold Christmas decorations online and at Christmas markets. They were looking for someone to manage their social media marketing – because they didn't actually do any.
A: Oh, and you had some experience of that?
B: No, basically, I got the job on the assumption that because I was young, I understood how social media worked. But in fact, though I am used to using Facebook and Twitter, I was pretty clueless about social media marketing. But I was up for the challenge, and when I looked at what the company did, the products themselves seemed pretty straightforward. But the thing was, I didn't get any support at all. They just left me to it. And that was quite daunting.
A: So what did you do?
B: I went online, I did some research about what similar companies were doing. I think, all in all, I got up to speed quite quickly. I had to, 'cos I only started three months before Christmas. I suspect that if I'd had more formal training, I'd have probably done a better job. But we managed to generate quite a lot of interest and since no one else there really knew what a good social media result was and wasn't, they were happy with my work – at least no one told me otherwise. Anyway, by the end, I felt pretty on top of it. I had some good ideas – if I do say so myself – and the posts I was writing looked pretty professional. So I can't say that the fact of being thrown in at the deep end was a bad thing, because it forced me to learn quickly.

Unit 12

50

For me, the entrepreneurs who create Jugaad solutions are like alchemists. They can magically transform adversity into opportunity, and turn something of less value into something of high value. In other words, they mastered the art of doing more with less ...

51

1 When you grow up in a developing country like India, as I did, you instantly learn to get more value from limited resources and find creative ways to reuse what you already have. Take Mansukh Prajapati, a potter in India. He has created a fridge made entirely of clay that consumes no electricity.

2 When I first saw this building, I told myself it's some kind of postmodern house. Actually, it's a small manufacturing plant set up by Grameen Danone.

52

C= Customer, SA = Sales assistant

C: So I think I'll get this one – I don't really need any fancy gadgets – but do you have any tips for using this kind of basic compact camera?
SA: Hang on, I'll just get my colleague, Firaz. He knows much more about cameras than I do.
SA: Hi, I understand you want to know more about this camera.
C: Well, yeah, just a bit of advice on how to get the best out of it.

SA: Sure. Well, probably the most obvious thing is to make use of the different program settings. With so many settings, people tend to just stick to basic auto mode, for fear that they'll get it wrong. But actually the mode you choose has a big effect on the result. For instance, 'Portrait mode' will generally give you a sharp foreground but a blurry background. In order to prevent any blurriness, so if you want sharpness through the whole shot, select 'Landscape mode'. Anyway, all that's in the instructions here.

C: OK. And one thing I always got with my old camera was a really annoying delay between pressing shoot and the camera actually taking the picture. Is there any way I can stop that happening?

SA: Yeah, that's quite simple. Just use what we call 'spot focus'. What that means is applying light pressure on the shutter button first. That will focus the camera so that when you press the button down fully, it'll already have focused.

C: That's amazing. I wish I'd known that before.

SA: Yeah, a lot of people don't seem to know that. The other way to get good results is just to hold it properly. I don't particularly recommend getting a tripod with this kind of camera, seeing as you're not going to be taking professional photos with it. You could find a flat surface to rest it on when it's available. But try to work out the best way for you to hold it steadily, so as not to get camera shake. Umm, that's about it. Oh, actually, one last thing is to avoid taking loads of pictures where the subject is really small and there's lots of unnecessary space around it, which a lot of people do – just try and zoom in closer. This camera's got a fifteen-times optical zoom, which should be plenty.

53

1 picture nature texture immature future expenditure
2 image mileage massage mortgage cabbage shortage
3 surface grimace palace terrace necklace disgrace
4 gadget pamphlet wallet socket sachet velvet
5 instance finance defiance fragrance reluctance grievance

Review 6 (Units 11 and 12)

54

I = Interviewer, C = Commentator

I: So can you sum up how OneLeap works? What does it do exactly?

C: Well, basically, there are a lot of companies out there who want to revitalize their business in some way – to get ideas for new products or services, or to refresh or change the way they go about doing things. OneLeap gives them access to a network of entrepreneurs and inventors who can do just that.

I: And how is that different from the way companies try to innovate usually?

C: Well, there are two traditional routes. Either people try to build creativity and innovation from within by creating the right working conditions for those things to flourish – but that can be a slow process. Or more often, they employ business consultants. The advantage of the OneLeap model is that the entrepreneurs don't just bring new ideas, but also a kind of new energy to the existing employees – in a way perhaps that a traditional business consultant might not.

I: Can you give an example of that?

C: Yes, at Kuoni, the travel company, OneLeap sent in a whole team of entrepreneurs from diverse backgrounds. They looked at the business, questioned the way the company was doing certain things, put forward new ideas and asked the company some tough questions. That not only energized the whole staff at Kuoni, it also encouraged management to think in a more creative and daring way, so that when it came to implementation of the ideas, they had lost some of that fear of risk that always comes with innovation.

I: And how does OneLeap make its money?

C: The entrepreneurs themselves pay a small fee to join the network, eighty per cent of which, in fact, goes to charity. OneLeap keeps the other twenty. And they also take a fee from the companies for the introduction to the entrepreneurs.

I: And you mentioned business or management consultancy firms. Does OneLeap have any other competitors?

C: I guess its main competitors are other online business networks like LinkedIn. In fact the original idea for OneLeap came from one of the founders using LinkedIn's Inmail service to connect with other people in his field.

Communication activities

Unit 1.4 Exercise 2, page 16

Statements of participants

1 Feeling part of a team: 'It's very democratic: office clerks and senior managers are operating on a level playing field in a way that they don't normally do in the workplace, so it breaks down barriers between people.'
2 Personal confidence: 'It's fantastic for building your self-confidence.'
3 Well-being: 'It just makes me feel good – I guess it's where I can release a lot of adrenaline.'
4 Sense of community and co-operation: 'We became so close working together as a choir – the support people gave each other was amazing.'
5 Positive attitude to work: 'What really struck me was how proud I felt to represent the company … in a totally different way than I normally do … but still I felt very proud.'

Unit 3.4 Exercise 7, page 39

Student A

Stress is bad for your health and productivity

Stress is not always bad for you. It does not increase your blood pressure. It gets your brain working faster. It stimulates the immune system and helps you to fight illness. Dealing with a stressful situation can help you the next time you face one. It drives you to succeed in stressful situations (e.g while playing a sport, giving a talk, etc.).

Unit 5.1 Exercise 13, page 55

Changes in global distribution of wealth

Percentage of people who can afford to fly abroad for a vacation:

1975: 70% were from the EU and North America; 30% were from the rest of the world

2014: 50% were from the EU and North America; 50% were from the rest of the world

2025: 37% will be from the EU and North America; 63% will be from the rest of the world

Unit 5.4 Exercise 2, page 60

1 True
2 Probably true: one prediction is that wild fish stocks will be so depleted by 2050 that we will have to stop fishing in the open seas.
3 True: half of the people in Africa live on less than one dollar a day; a cow in Europe receives two dollars a day in subsidies.
4 True: humans produce only four per cent of the world's CO_2 emissions; the other 96 per cent are natural. But the Earth's ability to absorb CO_2 is very finely balanced and human activity has upset this balance.
5 False: it produces twenty per cent of the world's oxygen.
6 False: deforestation is occurring at a rate of three football fields every minute.

Unit 5.4 Exercise 6, page 61

Student A

1 In the northern hemisphere, moss will grow most on the northern side of the tree where there is most shade. Also, if you find a tree that has been cut down and look at the rings, the bigger rings will be on the southern side, where the tree gets more sunlight. In the southern hemisphere it's the opposite.
2 It is known that loneliness increases blood pressure, accelerates dementia, and puts people at higher risk of developing a disability.

Unit 6.4 Exercise 3, page 70

1 Zappos preferred answers in the middle of the scale. They considered those who answered '1' to be too conservative and those who answered '10' to be too eccentric.
2 For the question 'If you were a cartoon character, which one would you be?', one candidate answered 'Yogi Bear' and got the job immediately!
3 You might say it depends how big the room is, but actually even a very small room should be able to do it. The Empire State Building has 102 floors. If the height of the room you're using is the same as the height of each floor of the Empire State Building, you will need 102 stacks of coins from floor to ceiling, plus maybe another 20 or so to account for the distance between each floor. These should fit into the room easily.
4 Tyma's mother's solution was to take each record off the top of the pile and look at the age. For each age, 21, 20, 19, 18, she made a separate stack. When she had finished, she put the stacks in order. This solution was quicker and more practical than many of the Google applicants' answers, who suggested complicated mathematical algorithms.

Unit 6.4 Exercise 13, page 71

Interview for a job with a charity

1 All candidates are put together in a big room to chat for twenty minutes (actually a test of your sociability)
2 Brainstorming session on ideas for fundraising
3 Presenting your ideas in pairs to the rest of the group (be enthusiastic)
4 Individual interviews: questions about experience and knowledge of the charity (read up about the charity before you go); ask questions yourself

Unit 8.1 Exercise 14, page 87

Student A

This second fish, it's a different kind of love story. It's the romantic kind, the kind where the more you get to know your fish, you love the fish. I first ate it at a restaurant in southern Spain. A journalist friend had been talking about this fish for a long time. She kind of set us up. It came to the table a bright, almost shimmering, white colour. The chef had overcooked it. Like twice over. Amazingly, it was still delicious.

Communication activities

Unit 1.3 Exercise 8, page 14

1 make slippers? (this was the beginning of Clarks shoe company)
2 fruit in it. (Amazin' Raisin)
3 stay young.
4 worked in a London bank.
5 invented a system for each house to collect the water from its roof with pipes, filter it though an ordinary piece of mosquito net at the end of one pipe, and then transfer it to a large storage barrel.

Unit 3.4 Exercise 7, page 39

Student B

Listening to sad music makes you sad

Why is it that we often listen to sad music when we feel sad? You would think it would make us sadder. But research shows that listening to sad music when we are feeling sad:

- provides us with consolation, especially if we are relating to someone else's similar experience through a song
- makes us feel more peaceful and calm
- helps us to be more imaginative and find solutions to a particular problem

Unit 5.4 Exercise 6, page 61

Student B

1 Using an automatic dishwasher saves on average 2,000 gallons of water a year. It uses electricity of course, but far less energy than is used to process that amount of water.
2 One medium carrot contains 200 per cent of your daily recommended vitamin A intake. This vitamin, also known as retinol, is responsible for maintaining the health of your eyes. Vitamin A helps your eyes retain their ability to adjust to changes in light and maintains the necessary moisture and mucus levels of your eyes.

Unit 7.3 Exercise 9, page 80

Which film to watch?

How can you select the film you want to see from our enormous catalogue? Just select your criteria and a list of suggestions will pop up.

Type of film

☐ adventure	☐ animated	☐ comedy	☐ disaster
☐ drama	☐ fantasy	☐ horror	☐ musical
☐ romance	☐ sci-fi	☐ thriller	☐ western

Other criteria

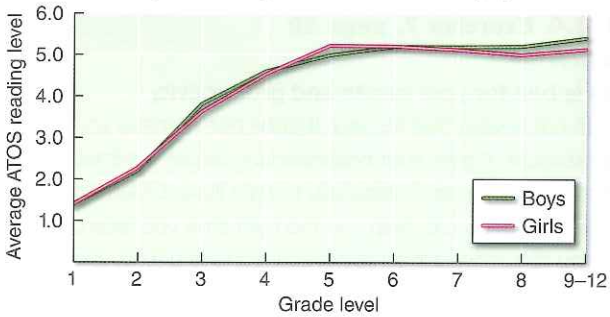
factual / fiction
light / serious
long / short
family / adult
classic / modern
English-speaking / foreign
mass-market / cult

Unit 7.4 Exercise 3, page 82

1 **People are going back to printed books**
Research suggests that people much prefer to choose a book from a bookshop where they can browse through the book selection. Additionally, the trend towards more local shopping favours the local bookshop. Print versions of books are also favoured by book clubs, which are on the rise.
2 **Young people prefer printed books to eBooks**
Young people like to share books among themselves and say they find this easier with printed books than digital versions. They also say that while they're happy to look at news items and blogs on their digital devices (tablets, smartphones, etc.), they prefer reading literature on paper.

Unit 7.4 Exercise 13, page 83

Average reading level of books, by gender



Unit 8.1 Exercise 14, page 87

Student B

I don't like fish skin; I don't like it seared, I don't like it crispy. It's that acrid, tar-like flavour. I almost never cook with it. Yet, when I tasted it at that restaurant in southern Spain, it tasted not at all like fish skin. It tasted sweet and clean, like you were taking a bite of the ocean. I mentioned that to Miguel, and he nodded. He said, 'The skin acts like a sponge. It's the last defence before anything enters the body. It evolved to soak up impurities.' And then he added, 'But our water has no impurities.'

Unit 8.4 Exercise 2, page 92

- 'Fermented' means left for bacteria to act on the sugar in the fruit. This turns some of the juice to alcohol. Beach roses are wild roses that grow next to the sea.
- Milk curd is like yoghurt.
- The stem of a cabbage is the hard stalk at the base of the plant (rather than the soft leaves).
- A sea urchin is a spiky animal that lives on rocks in shallow water. Inside there is a yellow roe (which is a little like caviar).
- Kelp is seaweed. Beech nuts are nuts from a beech tree. They are sometimes eaten by humans but are more commonly eaten by birds and squirrels.
- 'Cured' means preserved by drying, salting or smoking.

Unit 9.4 Exercise 9c, page 105

The phrases which are often overused are: go-getter, self-motivated individual / worker, strategic thinker, team player, (with a) proven track record

Communication activities

Unit 10.3 Exercise 10, page 112

It is difficult to predict what Generation Z will be like. It is tempting to think that, as they have been brought up with digital media, they will be like Generation Y, but more so – hyperconnected, wanting instant gratification, etc. Certainly, the use of digital media will mean a more distracted generation whose attention flips easily from one thing to another. This will probably be true of their work habits too. The omnipresence of technology in their lives will also make them used to change and open to new ideas. Their Generation X parents will be less indulgent than the previous generation and will teach their children to be tough and independent. As a result, many will aspire to be entrepreneurs, and organizations will have to find outlets for their entrepreneurial tendencies. Early evidence suggests that, more than Generation Y, they will regard having a lot of money as a measure of success. But Generation Z children will also grow up in a world of uncertainty and have to face serious global threats like resource shortages, economic instability and climate change. So it is difficult to predict whether they will feel insecure or confident about their futures. One thing we can be sure of is the words of Roger Allen: 'In case you're worried about what's going to become of the younger generation, it's going to grow up and start worrying about the younger generation.'

Unit 10.4 Exercise 2, page 114

'... you can look back and see how the little pieces fit into the big pieces of life, and life is a complete puzzle. Only when you get to be this age can you see it, and that's the joy and the excitement of it. They [younger designers] can't put themselves in the shoes of the elderly. People who design for the elderly think they need jewelled pill boxes or pink canes. We need functional equipment.'

Unit 11 Exercise 3a, page 119

Possible answer: 'I tried to look at where the kind of learning we do in schools came from.'

Unit 11.3 Exercise 1, page 124

Look at these words for thirty seconds. Then cover the list and write down the words you remember.

memory	remember	train	relative	boots
average	access	disaster	image	absorb
guest	cultured	visualize	password	wardrobe

Unit 11.4 Exercise 3, page 126

Advice you would give someone who has been thrown in at the deep end in a new job:

1 Don't keep your head down, meet the challenge head-on.
2 Find out what the company's real priorities are.
3 Make friends quickly and build a supportive network.
4 If you are really concerned about doing something wrong, ask someone for guidance (at least for the first few weeks).

Unit 11.4 Exercise 8, page 127

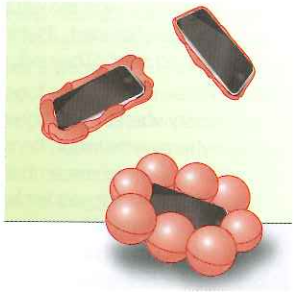
Format: the way a piece of writing is arranged on the page (addresses, date, main body).

Structure: the main elements that are included and how they are organized to good effect.

Register: the tone and degree of formality of the letter (formal / informal, direct / indirect, friendly / detached).

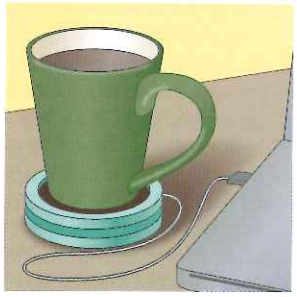
Unit 12.2 Exercise 10, page 133

1 a speed bump warning system



2 a mobile phone airbag case

3 a glow in the dark bicycle



4 a USB cup warmer

Unit 12.4 Exercise 2, page 136

1 How can you stop a pan of pasta from boiling over when you heat it?
Answer: Place a wooden spoon across the top of the pan.
2 How can you tell if an old battery you find lying around has any charge left in it?
Answer: Drop the battery onto a table from about fifteen centimetres. Compare how much it bounces with the bounce of a new battery. If it bounces a lot, it is empty.
3 How can you avoid shutter lag (the delay between pressing the shutter button and the picture actually being taken) on a camera?
Answer: Half depress the shutter button and hold it down. This will make the camera adjust its focus ready to take the photo instantly when you depress the button fully.

TED Talk Transcripts

The transcripts use British English for all the talks, irrespective of the nationality of the speaker. Any grammatical inaccuracies in the talks have been left uncorrected in the transcripts.

Unit 1 Do schools kill creativity?

0.12 So I want to talk about education and I want to talk about creativity. My contention is that creativity now is as important in education as literacy, and we should treat it with the same status. Thank you. (*Applause*) That was it, by the way. Thank you very much. So, fifteen minutes left. (*Laughter*) Well, I was born … no. (*Laughter*)

0.46 I heard a great story recently – I love telling it – of a little girl who was in a drawing lesson. She was six, and she was at the back, drawing, and the teacher said this little girl hardly ever paid attention, and in this drawing lesson, she did. The teacher was fascinated. She went over to her, and she said, 'What are you drawing?' And the girl said, 'I'm drawing a picture of God.' And the teacher said, 'But nobody knows what God looks like.' And the girl said, 'They will, in a minute.' (*Laughter*)

1.22 When my son was four in England – actually, he was four everywhere, to be honest. (*Laughter*) If we're being strict about it, wherever he went, he was four that year. He was in the Nativity play. Do you remember the story? (*Laughter*) He didn't have to speak, but you know the bit where the three kings come in? They come in bearing gifts, and they bring gold, frankincense and myrrh. This really happened. We were sitting there and they I think just went out of sequence, because we talked to the little boy afterwards and said, 'You OK with that?' And he said, 'Yeah, why? Was that wrong?' They just switched. I think that was it. Anyway, the three boys came in, little four-year-olds with tea towels on their heads, and they put these boxes down, and the first boy said, 'I bring you gold.' And the second boy said, 'I bring you myrrh.' And the third boy said, 'Frank sent this.' (*Laughter*)

2.20 What these things have in common, you see, is that kids will take a chance. If they don't know, they'll have a go. Am I right? They're not frightened of being wrong. Now I don't mean to say that being wrong is the same thing as being creative. What we do know is, if you're not prepared to be wrong, you'll never come up with anything original – if you're not prepared to be wrong. And by the time they get to be adults, most kids have lost that capacity. They have become frightened of being wrong. And we run our companies like this, by the way. We stigmatize mistakes. And we're now running national education systems where mistakes are the worst thing you can make. And the result is that we are educating people out of their creative capacities. Picasso once said this, he said that all children are born artists. The problem is to remain an artist as we grow up. I believe this passionately, that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it. So why is this?

3.21 I lived in Stratford-on-Avon until about five years ago. In fact, we moved from Stratford to Los Angeles. So you can imagine what a seamless transition this was. (*Laughter*) Actually, we lived in a place called Snitterfield, just outside Stratford, which is where Shakespeare's father was born. Are you struck by a new thought? I was. You don't think of Shakespeare having a father, do you? Do you? Because you don't think of Shakespeare being a child, do you? Shakespeare being seven? I never thought of it. I mean, he was seven at some point. He was in somebody's English class, wasn't he? Do you know what I mean? (*Laughter*) How annoying would that be? (*Laughter*) 'Must try harder.' (*Laughter*) Being sent to bed by his dad, you know, to Shakespeare, 'Go to bed, now!' – you know, to William Shakespeare – 'And put the pencil down.' (*Laughter*) 'And stop speaking like that.' (*Laughter*) 'It's confusing everybody.' (*Laughter*)

4.33 Anyway, we moved from Stratford to Los Angeles, and I just want to say a word about the transition, actually. My son didn't want to come. I've got two kids; he's 21 now and my daughter's sixteen. He didn't want to come to Los Angeles. He loved it, but he had a girlfriend in England. This was the love of his life, Sarah. He'd known her for a month. (*Laughter*) Mind you, they'd had their fourth anniversary by then, because it's a long time when you're sixteen. Anyway, he was really upset on the plane, he said, 'I'll never find another girl like Sarah.' And we were rather pleased about that, frankly – (*Laughter*) because she was the main reason we were leaving the country. (*Laughter*)

5.25 But something strikes you when you move to America and when you travel around the world. Every education system on Earth has the same hierarchy of subjects. Every one. Doesn't matter where you go. You'd think it would be otherwise, but it isn't. At the top are mathematics and languages, then the humanities, and at the bottom are the arts. Everywhere on Earth. And in pretty much every system too, there's a hierarchy within the arts. Art and music are normally given a higher status in schools than drama and dance. There isn't an education system on the planet that teaches dance everyday to children the way we teach them mathematics. Why? Why not? I think this is rather important. I think maths is very important, but so is dance. Children dance all the time if they're allowed to, we all do. We all have bodies, don't we? Did I miss a meeting? I mean, I think ... (*Laughter*) Truthfully, what happens is, as children grow up, we start to educate them progressively from the waist up. And then we focus on their heads. And slightly to one side.

6.21 If you were to visit education, as an alien, and say 'What's it for, public education?' I think you'd have to conclude, if you look at the output, who really succeeds by this, who does everything that they should, who gets all the brownie points, you know, who are the winners – I think you'd have to conclude the whole purpose of public education throughout the world is to produce university professors. Isn't it? They're the people who come out the top. And I used to be one, so there. (*Laughter*) And I like university professors, but you know, we shouldn't hold them up as the high-water mark of all human achievement. They're just a form of life, another form of life. But they're rather curious, and I say this out of affection for them. There's something curious about professors. In my experience – not all of them, but typically – they live in their heads. They live up there, and slightly to one side. They're disembodied, you know, in a kind of literal way. You know, they look upon their body as a form of transport for their heads. (*Laughter*) Don't they? It's a way of getting their head to meetings. (*Laughter*)

7.31 Our education system is predicated on the idea of academic ability. And there's a reason. The whole system was invented, around the world, there were no public systems of education, really, before the nineteenth century. They all came into being to meet the needs of industrialism. So the hierarchy is rooted on two ideas. Number one, that the most useful subjects for work are at the top. So you were probably steered benignly away from things at school when you were a kid, things you liked, on the grounds you would never get a job doing that. Is that right? Don't do music, you're not going to be a musician; don't do art, you won't be an artist. Benign advice – now, profoundly mistaken. The whole world is engulfed in a revolution. And the second is academic ability, which has really come to dominate our view of intelligence, because the universities designed the system in their image. If you think of it, the whole system of public education around the world is a protracted process of university entrance. And the consequence is that many highly talented, brilliant, creative people think they're not, because the thing they were good at at school wasn't valued, or was actually stigmatized. And I think we can't afford to go on that way.

8.36 In the next thirty years, according to UNESCO, more people worldwide will be graduating through education than since the beginning of history. Suddenly, degrees aren't worth anything. Isn't that true? When I was a student, if you had a degree, you had a job. If you didn't have a job, it's because you didn't want one. And I didn't want one, frankly, so ... (*Laughter*) But now kids with degrees are often heading home to carry on playing

video games, because you need an MA where the previous job required a BA, and now you need a PhD for the other. It's a process of academic inflation. And it indicates the whole structure of education is shifting beneath our feet. We need to radically rethink our view of intelligence.

9.18 We know three things about intelligence. One, it's diverse. We think about the world in all the ways that we experience it. We think visually, we think in sound, we think kinaesthetically. We think in abstract terms, we think in movement. Secondly, intelligence is dynamic. If you look at the interactions of a human brain, as we heard yesterday from a number of presentations, intelligence is wonderfully interactive. The brain isn't divided into compartments. In fact, creativity – which I define as the process of having original ideas that have value – more often than not comes about through the interaction of different disciplinary ways of seeing things. And the third thing about intelligence is, it's distinct.

10.00 I'm doing a new book at the moment called *Epiphany*, which is based on a series of interviews with people about how they discovered their talent. I'm fascinated by how people got to be there. It's really prompted by a conversation I had with a wonderful woman who maybe most people have never heard of, she's called Gillian Lynne. Have you heard of her? Some have. She's a choreographer, and everybody knows her work. She did *Cats* and *Phantom of the Opera*. She's wonderful. I used to be on the board of The Royal Ballet in England, as you can see. Anyway, Gillian and I had lunch one day and I said, 'How did you get to be a dancer?' And she said it was interesting. When she was at school, she was really hopeless. And the school, in the '30s, wrote to her parents and said, 'We think Gillian has a learning disorder.' She couldn't concentrate; she was fidgeting. I think now they'd say she had ADHD. Wouldn't you? But this was the 1930s, and ADHD hadn't been invented at this point. It wasn't an available condition. (*Laughter*) People weren't aware they could have that. (*Laughter*) Anyway, she went to see this specialist.

11.03 So, this oak-panelled room, and she was there with her mother, and she was led and sat on this chair at the end, and she sat on her hands for twenty minutes while this man talked to her mother about all the problems Gillian was having at school. And at the end of it, because she was disturbing people; her homework was always late; and so on, little kid of eight. In the end, the doctor went and sat next to Gillian, and said, 'Gillian, I've listened to all these things that your mother's told me, I need to speak to her privately.' So he said, 'Wait here. We'll be back; we won't be very long,' and they went and left her. But as they went out of the room, he turned on the radio that was sitting on his desk. And when they got out the room, he said to her mother, 'Just stand and watch her.' And the minute they left the room, she said she was on her feet, moving to the music. And they watched for a few minutes and he turned to her mother and he said, 'You know, Mrs Lynne, Gillian isn't sick; she's a dancer. Take her to a dance school.'

11.56 I said, 'What happened?' She said, 'She did. I can't tell you how wonderful it was. We walked in this room and it was full of people like me. People who couldn't sit still. People who had to move to think.' Who had to move to think. They did ballet, they did tap, they did jazz, they did modern, they did contemporary. She was eventually auditioned for the Royal Ballet School; she became a soloist; she had a wonderful career at the Royal Ballet. She eventually graduated from the Royal Ballet School, founded her own company, the Gillian Lynne Dance Company, met Andrew Lloyd Webber. She's been responsible for some of the most successful musical theatre productions in history, she's given pleasure to millions, and she's a multi-millionaire. Somebody else might have put her on medication and told her to calm down.

12.38 What TED celebrates is the gift of the human imagination. We have to be careful now that we use this gift wisely and that we avert some of the scenarios that we've talked about. And the only way we'll do it is by seeing our creative capacities for the richness they are and seeing our children for the hope that they are. And our task is to educate their whole being, so they can face this future. By the way – we may not see this future, but they will. And our job is to help them make something of it. Thank you very much. (*Applause*)

Unit 2 Why I live in mortal dread of public speaking

0.12 I didn't know when I agreed to do this whether I was expected to talk or to sing. But when I was told that the topic was language, I felt that I had to speak about something for a moment.

0.32 I have a problem. It's not the worst thing in the world. I'm fine. I'm not on fire. I know that other people in the world have far worse things to deal with, but for me, language and music are inextricably linked through this one thing.

0.58 And the thing is that I have a stutter. It might seem curious given that I spend a lot of my life on the stage. One would assume that I'm comfortable in the public sphere and comfortable here, speaking to you guys. But the truth is that I've spent my life up unto this point and including this point, living in mortal dread of public speaking. Public singing, whole different thing. (*Laughter*) But we'll get to that in a moment. I've never really talked about it before so explicitly. I think that that's because I've always lived in hope that when I was a grown-up, I wouldn't have one. I sort of lived with this idea that when I'm grown, I'll have learned to speak French, and when I'm grown, I'll learn how to manage my money, and when I'm grown, I won't have a stutter, and then I'll be able to public speak and maybe be the prime minister and anything's possible and, you know. (*Laughter*) So, I can talk about it now because I've reached this point, where – I mean, I'm 28. I'm pretty sure that I'm grown now. (*Laughter*) And I'm an adult woman who spends her life as a performer, with a speech impediment. So, I may as well come clean about it.

2.47 There are some interesting angles to having a stutter. For me, the worst thing that can happen is meeting another stutterer. (*Laughter*) This happened to me in Hamburg, when this guy, we met and he said, 'Hello, m-m-m-my name is Joe,' and I said, 'Oh, hello, m-m-m-m-my name is Meg.' Imagine my horror when I realized he thought I was making fun of him. (*Laughter*)

3.23 People think I'm drunk all the time. (*Laughter*) People think that I've forgotten their name when I hesitate before saying it. And it is a very weird thing, because proper nouns are the worst. If I'm going to use the word 'Wednesday' in a sentence, and I'm coming up to the word, and I can feel that I'm going to stutter or something, I can change the word to 'tomorrow' or 'the day after Tuesday', or something else. You know, it's clunky, but you can get away with it, because over time I've developed this loophole method of using speech where right at the last minute you change the thing and you trick your brain. But with people's names, you can't change them. (*Laughter*) When I was singing a lot of jazz, I worked a lot with a pianist whose name was Steve. As you can probably gather, 'S's and 'T's, together or independently, are my kryptonite. But I would have to introduce the band over this rolling vamp, you know, and when I got around to Steve, I'd often find myself stuck on the 'St'. And it was a bit awkward and uncomfortable and it totally kills the vibe, you know. So after a few instances of this, Steve happily became 'Seve', and we got through it that way. (*Laughter*)

5.22 I've had a lot of therapy, and a common form of treatment is to use this technique that's called smooth speech, which is where you almost sing everything that you say. You kind of join everything together in this very singsong, kindergarten teacher way, and it makes you sound very serene, like you've had lots of Valium, and everything is fine. (*Laughter*) That's not actually me. And I do use that. I do. I use it when I have to be on panel shows, or when I have to do radio interviews, when the economy of airtime is paramount. (*Laughter*) I get through it that way for my job. But as an artist who feels that their work is based solely on a platform of honesty and being real, that feels often like cheating.

6.36 Which is why before I sing, I wanted to tell you what singing means to me. It's more than making nice sounds, and it's more than making nice songs. It's more than feeling known, or understood. It's more than making you feel the things that I feel. It's not about

mythology, or mythologizing myself to you. Somehow, through some miraculous synaptic function of the human brain, it's impossible to stutter when you sing. And when I was younger, that was a method of treatment that worked very well for me, singing, so I did it a lot. And that's why I'm here today. (*Applause*)

7.54 Singing for me is sweet relief. It is the only time when I feel fluent. It is the only time when what comes out of my mouth is comprehensively exactly what I intended. (*Laughter*) So I know that this is a TED Talk, but now I'm going to TED sing. This is a song that I wrote last year. Thank you very much. Thank you. (*Applause*)

8.36 (*Piano*) I would be a beauty but my nose is slightly too big for my face / And I would be a dreamer but my dream is slightly too big for this space / And I would be an angel but my halo it pales in the glow of your grace / And I would be a joker but that card looks silly when you play your ace

10.07 I'd like to know / Are there stars in hell? And I'd like to know know if you can tell / That you make me lose everything I know / That I cannot choose to or not let go

10.50 And I'd stay forever but my home is slightly too far from this place / And I swear I try to slow it down when I am walking at your pace / But all I could think idling through the cities / Do I look pretty in the rain? / And I don't know how someone quite so lovely makes me feel ugly / So much shame

11.55 And I'd like to know / Are there stars in hell? And I'd like to know know if you can tell / That you make me lose everything I know / That I cannot choose to or not let go

12.52 Thank you very much. (*Applause*)

Unit 3 The 4 ways sound affects us

0.12 Over the next five minutes, my intention is to transform your relationship with sound. Let me start with the observation that most of the sound around us is accidental, and much of it is unpleasant. (*Traffic noise*) We stand on street corners, shouting over noise like this, and pretending that it doesn't exist. Well, this habit of suppressing sound has meant that our relationship with sound has become largely unconscious.

0.33 There are four major ways sound is affecting you all the time, and I'd like to raise them in your consciousness today. First is physiological. (*Loud alarm clocks*) Sorry about that. I've just given you a shot of cortisol, your fight/flight hormone. Sounds are affecting your hormone secretions all the time, but also your breathing, your heart rate – which I just also did – and your brainwaves.

0.55 It's not just unpleasant sounds like that that do it. This is surf. (*Ocean waves*) It has a frequency of roughly twelve cycles per minute. Most people find that very soothing, and interestingly, twelve cycles per minute is roughly the frequency of the breathing of a sleeping human. So there is a deep resonance with being at rest. We also associate it with being stress-free and on holiday.

1.14 The second way in which sound affects you is psychological. Music is the most powerful form of sound that we know that affects our emotional state. (*Albinoni's Adagio*) This is guaranteed to make most of you feel pretty sad if I leave it on. Music is not the only kind of sound, however, which affects your emotions. Natural sound can do that too. Birdsong, for example, is a sound which most people find reassuring. (*Birds chirping*) There is a reason for that. Over hundreds of thousands of years we've learned that when the birds are singing, things are safe. It's when they stop you need to be worried.

1.42 The third way in which sound affects you is cognitively. You can't understand two people talking at once ('If you're listening to this version of me, you're on the wrong track') or in this case one person talking twice. ('Try to listen to the other one') You have to choose which me you're going to listen to.

1.52 We have a very small amount of bandwidth for processing auditory input, which is why noise like this – (*Office noise*) – is extremely damaging for productivity. If you have to work in an open-plan office like this, your productivity is greatly reduced. And whatever number you're thinking of, it probably isn't as bad as this. (*Ominous music*) You are one third as productive in open-plan offices as in quiet rooms. And I have a tip for you. If you have to work in spaces like that, carry headphones with you, with a soothing sound like birdsong. Put them on and your productivity goes back up to triple what it would be.

2.25 The fourth way in which sound affects us is behaviourally. With all that other stuff going on, it would be amazing if our behaviour didn't change. (*Techno music inside a car*) So, ask yourself: Is this person ever going to drive at a steady 28 miles per hour? I don't think so. At the simplest, you move away from unpleasant sound and towards pleasant sound. So if I were to play this – (*Jackhammer*) – for more than a few seconds, you'd feel uncomfortable; for more than a few minutes, you'd be leaving the room in droves. For people who can't get away from noise like that, it's extremely damaging for their health.

2.55 And that's not the only thing that bad sound damages. Most retail sound is inappropriate and accidental, and even hostile, and it has a dramatic effect on sales. For those of you who are retailers, you may want to look away before I show this slide. They are losing up to thirty per cent of their business with people leaving shops faster, or just turning around on the door. We all have done it, and leaving the area because the sound in there is so dreadful.

3.18 I want to spend just a moment talking about the model that we've developed, which allows us to start at the top and look at the drivers of sound, analyse the soundscape and then predict the four outcomes I've just talked about. Or start at the bottom, and say what outcomes do we want, and then design a soundscape to have a desired effect. At last we've got some science we can apply. And we're in the business of designing soundscapes.

3.38 Just a word on music. Music is the most powerful sound there is, often inappropriately deployed. It's powerful for two reasons. You recognize it fast, and you associate it very powerfully. I'll give you two examples. (*First chord of The Beatles' 'A Hard Day's Night'*) Most of you recognize that immediately. The younger, maybe not. (*Laughter*) (*First two notes of 'Jaws' theme*) And most of you associate that with something! Now, those are one-second samples of music. Music is very powerful. And unfortunately it's veneering commercial spaces, often inappropriately. I hope that's going to change over the next few years.

4.10 Let me just talk about brands for a moment, because some of you run brands. Every brand is out there making sound right now. There are eight expressions of a brand in sound. They are all important. And every brand needs to have guidelines at the centre. I'm glad to say that is starting to happen now. (*Intel ad jingle*) You all recognize that one. (*Nokia ringtone*) This is the most-played tune in the world today. 1.8 billion times a day, that tune is played. And it cost Nokia absolutely nothing.

4.36 Just leave you with four golden rules, for those of you who run businesses, for commercial sound. First, make it congruent, pointing in the same direction as your visual communication. That increases impact by over 1,100 per cent. If your sound is pointing the opposite direction, incongruent, you reduce impact by 86 per cent. That's an order of magnitude, up or down. This is important. Secondly, make it appropriate to the situation. Thirdly, make it valuable. Give people something with the sound. Don't just bombard them with stuff. And finally, test it and test it again. Sound is complex. There are many countervailing influences. It can be a bit like a bowl of spaghetti: sometimes you have to just eat it and see what happens.

5.14 So I hope this talk has raised sound in your consciousness. If you are listening consciously, you can take control of the sound around you. It's good for your health. It's good for your productivity. If we all do that, we move to a state that I like to think will be sound living in the world. I'm going to leave you with a little bit more birdsong. (*Birds chirping*) I recommend at least five minutes a day, but there is no maximum dose. Thank you for lending me your ears today. (*Applause*)

Unit 4 Your body language shapes who you are

0.12 So I want to start by offering you a free no-tech life hack, and all it requires of you is this: that you change your posture for two minutes. But before I give it away, I want to ask you to right now

do a little audit of your body and what you're doing with your body. So how many of you are sort of making yourselves smaller? Maybe you're hunching, crossing your legs, maybe wrapping your ankles. Sometimes we hold onto our arms like this. Sometimes we spread out. (*Laughter*) I see you. So I want you to pay attention to what you're doing right now. We're going to come back to that in a few minutes, and I'm hoping that if you learn to tweak this a little bit, it could significantly change the way your life unfolds.

1.00 So, we're really fascinated with body language, and we're particularly interested in other people's body language. You know, we're interested in, like, you know – (*Laughter*) – an awkward interaction, or a smile, or a contemptuous glance, or maybe a very awkward wink, or maybe even something like a handshake.

1.24 Narrator: Here they are arriving at Number 10, and look at this lucky policeman gets to shake hands with the President of the United States. Oh, and here comes the Prime Minister of the – ? No. (*Laughter*) (*Applause*)

1.39 Amy Cuddy: So, a handshake, or the lack of a handshake, can have us talking for weeks and weeks and weeks. Even the BBC and *The New York Times*. So obviously when we think about nonverbal behaviour, or body language – but we call it nonverbals as social scientists – it's language, so we think about communication. When we think about communication, we think about interactions. So what is your body language communicating to me? What's mine communicating to you?

2.05 And there's a lot of reason to believe that this is a valid way to look at this. So social scientists have spent a lot of time looking at the effects of our body language, or other people's body language, on judgements. And we make sweeping judgements and inferences from body language. And those judgements can predict really meaningful life outcomes like who we hire or promote, who we ask out on a date. So, when we think of nonverbals, we think of how we judge others, how they judge us and what the outcomes are. We tend to forget, though, the other audience that's influenced by our nonverbals, and that's ourselves.

2.42 We are also influenced by our nonverbals, our thoughts and our feelings and our physiology. So what nonverbals am I talking about? I'm a social psychologist. I study prejudice, and I teach at a competitive business school, so it was inevitable that I would become interested in power dynamics. I became especially interested in nonverbal expressions of power and dominance.

3.06 And what are nonverbal expressions of power and dominance? Well, this is what they are. So in the animal kingdom, they are about expanding. So you make yourself big, you stretch out, you take up space, you're basically opening up. It's about opening up. And this is true across the animal kingdom. It's not just limited to primates. And humans do the same thing. (*Laughter*) So they do this both when they have power sort of chronically, and also when they're feeling powerful in the moment. And this one is especially interesting because it really shows us how universal and old these expressions of power are. This expression, which is known as pride, Jessica Tracy has studied. She shows that people who are born with sight and people who are congenitally blind do this when they win at a physical competition. So when they cross the finish line and they've won, it doesn't matter if they've never seen anyone do it. They do this. So the arms up in the V, the chin is slightly lifted. What do we do when we feel powerless? We do exactly the opposite. We close up. We wrap ourselves up. We make ourselves small. We don't want to bump into the person next to us. So again, both animals and humans do the same thing. And this is what happens when you put together high and low power. So what we tend to do when it comes to power is that we complement the other's nonverbals. So if someone is being really powerful with us, we tend to make ourselves smaller. We don't mirror them. We do the opposite of them.

4.35 So I'm watching this behaviour in the classroom, and what do I notice? I notice that MBA students really exhibit the full range of power nonverbals. So you have people who are like caricatures of alphas, like really coming into the room, they get right into the middle of the room before class even starts, like they really want to occupy space. When they sit down, they're sort of spread out. They raise their hands like this. You have other people who are virtually collapsing when they come in. As soon they come in, you see it. You see it on their faces and their bodies, and they sit in their chair and they make themselves tiny, and they go like this when they raise their hand.

5.14 I notice a couple of things about this. One, you're not going to be surprised, it seems to be related to gender. So women are much more likely to do this kind of thing than men. Women feel chronically less powerful than men, so this is not surprising. But the other thing I noticed is that it also seemed to be related to the extent to which the students were participating, and how well they were participating. And this is really important in the MBA classroom, because participation counts for half the grade.

5.44 So, business schools have been struggling with this gender grade gap. You get these equally qualified women and men coming in and then you get these differences in grades, and it seems to be partly attributable to participation. So I started to wonder, you know, OK, so you have these people coming in like this, and they're participating. Is it possible that we could get people to fake it and would it lead them to participate more?

6.08 So my main collaborator Dana Carney, who's at Berkeley, and I really wanted to know, can you fake it till you make it? Like, can you do this just for a little while and actually experience a behavioural outcome that makes you seem more powerful? So we know that our nonverbals govern how other people think and feel about us. There's a lot of evidence. But our question really was, do our nonverbals govern how we think and feel about ourselves?

6.34 There's some evidence that they do. So, for example, we smile when we feel happy, but also, when we're forced to smile by holding a pen in our teeth like this, it makes us feel happy. So it goes both ways. When it comes to power, it also goes both ways. So when you feel powerful, you're more likely to do this, but it's also possible that when you pretend to be powerful, you are more likely to actually feel powerful.

7.08 So the second question really was, you know, so we know that our minds change our bodies, but is it also true that our bodies change our minds? And when I say minds, in the case of the powerful, what am I talking about? So I'm talking about thoughts and feelings and the sort of physiological things that make up our thoughts and feelings, and in my case, that's hormones. I look at hormones. So what do the minds of the powerful versus the powerless look like?

7.36 So this is what we did. We decided to bring people into the lab and run a little experiment, and these people adopted, for two minutes, either high-power poses or low-power poses, and I'm just going to show you five of the poses, although they took on only two. So here's one. A couple more. This one has been dubbed the 'Wonder Woman' by the media. Here are a couple more. So you can be standing or you can be sitting. And here are the low-power poses. So you're folding up, you're making yourself small. This one is very low-power. When you're touching your neck, you're really protecting yourself. So this is what happens. They come in, they spit into a vial, we for two minutes say, 'You need to do this or this.' They don't look at pictures of the poses. We don't want to prime them with a concept of power. We want them to be feeling power, right? So two minutes they do this. We then ask them, 'How powerful do you feel?' on a series of items, and then we give them an opportunity to gamble, and then we take another saliva sample. That's it. That's the whole experiment.

8.45 So this is what we find. Risk tolerance, which is the gambling, what we find is that when you're in the high-power pose condition, 86 per cent of you will gamble. When you're in the low-power pose condition, only sixty per cent, and that's a pretty whopping significant difference. Here's what we find on testosterone. From their baseline when they come in, high-power people experience about a twenty per cent increase, and low-power people experience about a ten per cent decrease. So again, two minutes, and you get these changes. Here's what you get on cortisol. High-power people experience about a 25 per cent decrease, and the low-power people experience about a fifteen per cent increase. So two minutes lead to these hormonal changes that configure your brain to basically be either

assertive, confident and comfortable, or really stress-reactive, and, you know, feeling sort of shut down. And we've all had that feeling, right? So it seems that our nonverbals do govern how we think and feel about ourselves, so it's not just others, but it's also ourselves. Also, our bodies change our minds.

9.54 But the next question, of course, is can power posing for a few minutes really change your life in meaningful ways? So this is in the lab. It's this little task, you know, it's just a couple of minutes. Where can you actually apply this? We decided that the one that most people could relate to because most people had been through was the job interview. So we published these findings, and the media are all over it, and they say, OK, so this is what you do when you go in for the job interview, right? (*Laughter*) You know, so we were of course horrified, and said, Oh my God, no, no, no, that's not what we meant at all. For numerous reasons, no, no, no, don't do that. Again, this is not about you talking to other people. It's you talking to yourself. What do you do before you go into a job interview? You do this. Right? You're sitting down. You're looking at your iPhone – or your Android, not trying to leave anyone out. You are, you know, you're looking at your notes, you're hunching up, making yourself small, when really what you should be doing maybe is this, like, in the bathroom, right? Do that. Find two minutes. So that's what we want to test. OK? So we bring people into a lab, and they do either high or low-power poses again, they go through a very stressful job interview. It's five minutes long. They are being recorded. They're being judged also, and the judges are trained to give no nonverbal feedback, so they look like this. Like, imagine this is the person interviewing you. So for five minutes, nothing, and this is worse than being heckled. People hate this. It's what Marianne LaFrance calls 'standing in social quicksand'. So this really spikes your cortisol. So this is the job interview we put them through, because we really wanted to see what happened. We then have these coders look at these tapes, four of them. They're blind to the hypothesis. They're blind to the conditions. They have no idea who's been posing in what pose, and they end up looking at these sets of tapes, and they say, 'Oh, we want to hire these people,' – all the high-power posers – 'we don't want to hire these people.'

11.51 When I tell people about this, that our bodies change our minds and our minds can change our behaviour, and our behaviour can change our outcomes, they say to me, 'I don't – it feels fake.' Right? So I said, fake it till you make it. I don't – it's not me. I don't want to get there and then still feel like a fraud. I don't want to feel like an impostor. I don't want to get there only to feel like I'm not supposed to be here. And that really resonated with me, because I want to tell you a little story about being an impostor and feeling like I'm not supposed to be here.

12.21 When I was nineteen, I was in a really bad car accident. I was thrown out of a car, rolled several times. I was thrown from the car. And I woke up in a head injury rehab ward, and I had been withdrawn from college, and I learned that my IQ had dropped by two standard deviations, which was very traumatic. I knew my IQ because I had identified with being smart, and I had been called gifted as a child. So I'm taken out of college, I keep trying to go back. They say, 'You're not going to finish college. Just, you know, there are other things for you to do, but that's not going to work out for you.' So I really struggled with this, and I have to say, having your identity taken from you, your core identity, and for me it was being smart, having that taken from you, there's nothing that leaves you feeling more powerless than that. So I felt entirely powerless. I worked and worked and worked, and I got lucky, and worked, and got lucky, and worked.

13.16 Eventually I graduated from college. It took me four years longer than my peers, and I convinced someone, my angel advisor, Susan Fiske, to take me on, and so I ended up at Princeton, and I was like, I am not supposed to be here. I am an impostor. And the night before my first-year talk, and the first-year talk at Princeton is a twenty-minute talk to twenty people. That's it. I was so afraid of being found out the next day that I called her and said, 'I'm quitting.' She was like, 'You are not quitting, because I took a gamble on you, and you're staying. You're going to stay, and this is what you're going to do. You are going to fake it. You're going to do every talk that you ever get asked to do. You're just going to do it and do it and do it, even if you're terrified and just paralyzed and having an out-of-body experience, until you have this moment where you say, "Oh my gosh, I'm doing it. Like, I have become this. I am actually doing this."' So that's what I did. Five years in grad school, a few years, you know, I'm at Northwestern, I moved to Harvard, I'm at Harvard, I'm not really thinking about it anymore, but for a long time I had been thinking, 'Not supposed to be here. Not supposed to be here.'

14.22 So at the end of my first year at Harvard, a student who had not talked in class the entire semester, who I had said, 'Look, you've gotta participate or else you're going to fail,' came into my office. I really didn't know her at all. And she said, she came in totally defeated, and she said, 'I'm not supposed to be here.' And that was the moment for me. Because two things happened. One was that I realized, oh my gosh, I don't feel like that anymore. You know. I don't feel that anymore, but she does, and I get that feeling. And the second was, she is supposed to be here! Like, she can fake it, she can become it. So I was like, 'Yes, you are! You are supposed to be here! And tomorrow you're going to fake it, you're going to make yourself powerful, and, you know, you're gonna – (*Applause*) And you're going to go into the classroom, and you are going to give the best comment ever.' You know? And she gave the best comment ever, and people turned around and they were like, oh my God, I didn't even notice her sitting there, you know?

15.28 She comes back to me months later, and I realized that she had not just faked it till she made it, she had actually faked it till she became it. So she had changed. And so I want to say to you, don't fake it till you make it. Fake it till you become it. You know? It's not – do it enough until you actually become it and internalize.

15.50 The last thing I'm going to leave you with is this. Tiny tweaks can lead to big changes.

Unit 5 The magic washing machine

0.12 I was only four years old when I saw my mother load a washing machine for the very first time in her life. That was a great day for my mother. My mother and father had been saving money for years to be able to buy that machine, and the first day it was going to be used, even Grandma was invited to see the machine. And Grandma was even more excited. Throughout her life she had been heating water with firewood, and she had hand washed laundry for seven children. And now she was going to watch electricity do that work.

0.50 My mother carefully opened the door, and she loaded the laundry into the machine, like this. And then, when she closed the door, Grandma said, 'No, no, no, no. Let me, let me push the button.' And Grandma pushed the button, and she said, 'Oh, fantastic! I want to see this! Give me a chair! Give me a chair! I want to see it,' and she sat down in front of the machine, and she watched the entire washing programme. She was mesmerized. To my grandmother, the washing machine was a miracle.

1.32 Today, in Sweden and other rich countries, people are using so many different machines. Look, the homes are full of machines. I can't even name them all. And they also, when they want to travel, they use flying machines that can take them to remote destinations. And yet, in the world, there are so many people who still heat the water on fire, and they cook their food on fire. Sometimes they don't even have enough food, and they live below the poverty line. There are two billion fellow human beings who live on less than two dollars a day. And the richest people over there – there's one billion people – and they live above what I call the 'air line', because they spend more than $80 a day on their consumption.

2.22 But this is just one, two, three billion people, and obviously there are seven billion people in the world, so there must be one, two, three, four billion people more who live in between the poverty line and the air line. They have electricity, but the question is, how many have washing machines? I've done the scrutiny on market data, and I've found that, indeed, the washing

machine has penetrated below the air line, and today there's an additional one billion people out there who live above the 'wash line'. (*Laughter*) They consume more than $40 per day. So two billion have access to washing machines.

3.02 And the remaining five billion, how do they wash? Or, to be more precise, how do most of the women in the world wash? Because it remains hard work for women to wash. They wash like this: by hand. It's a hard, time-consuming labour, which they have to do for hours every week. And sometimes they also have to bring water from far away to do the laundry at home, or they have to bring the laundry away to a stream far off. And they want the washing machine. They don't want to spend such a large part of their life doing this hard work with so relatively low productivity. And there's nothing different in their wish than it was for my grandma. Look here, two generations ago in Sweden – picking water from the stream, heating with firewood and washing like that. They want the washing machine in exactly the same way.

3.59 But when I lecture to environmentally-concerned students, they tell me, 'No, everybody in the world cannot have cars and washing machines.' How can we tell this woman that she ain't going to have a washing machine? And then I ask my students, I've asked them – over the last two years I've asked, 'How many of you doesn't use a car?' And some of them proudly raise their hand and say, 'I don't use a car.' And then I put the really tough question: 'How many of you handwash your jeans and your bed sheets?' And no one raised their hand. Even the hardcore in the green movement use washing machines. (*Laughter*)

4.38 So how come [this is] something that everyone uses and they think others will not stop it? What is special with this? I had to do an analysis about the energy used in the world. Here we are. Look here, you see the seven billion people up there: the air people, the wash people, the bulb people and the fire people. One unit like this is an energy unit of fossil fuel – oil, coal or gas. That's what most of electricity and the energy in the world is. And it's twelve units used in the entire world, and the richest one billion, they use six of them. Half of the energy is used by one seventh of the world's population. And these ones who have washing machines, but not a house full of other machines, they use two. This group use three, one each. And they also have electricity. And over there they don't even use one each. That makes twelve of them.

5.32 But the main concern for the environmentally-interested students – and they are right – is about the future. What are the trends? If we just prolong the trends, without any real advanced analysis, to 2050, there are two things that can increase the energy use. First, population growth. Second, economic growth. Population growth will mainly occur among the poorest people here because they have high child mortality and they have many children per woman. And that you will get two extra, but that won't change the energy use very much.

6.03 What will happen is economic growth. The best of here in the emerging economies – I call them the New East – they will jump the air line. 'Wopp!' they will say. And they will start to use as much as the Old West are doing already. And these people, they want the washing machine. I told you. They'll go there. And they will double their energy use. And we hope that the poor people will get into the electric light. And they will get a two-child family without a stop in population growth. But the total energy consumption will increase to 22 units. And these 22 units – still the richest people use most of them.

6.40 So what's needed to be done? Because the risk, the high probability of climate change is real. It's real. Of course they must be more energy-efficient. They must change behaviour in some way. They must also start to produce green energy, much more green energy. But until they have the same energy consumption per person, they shouldn't give advice to others – what to do and what not to do. (*Applause*) Here we can get more green energy all over.

7.12 This is what we hope may happen. It's a real challenge in the future. But I can assure you that this woman in the favela in Rio, she wants a washing machine. She's very happy about her minister of energy that provided electricity to everyone – so happy that she even voted for her, you know. And she became Dilma Rousseff, the president-elect of one of the biggest democracies in the world, you know – moving from minister of energy to president. If you have democracy, people will vote for washing machines. They love them.

7.45 And what's the magic with them? My mother explained the magic with this machine the very, very first day. She said, 'Now Hans, we have loaded the laundry. The machine will make the work. And now we can go to the library.' Because this is the magic: you load the laundry, and what do you get out of the machine? You get books out of the machines, children's books. And mother got time to read for me. She loved this. I got the 'ABC' – this is where I started my career as a professor, when my mother had time to read for me. And she also got books for herself. She managed to study English and learn that as a foreign language. And she read so many novels, so many different novels here, you know. And we really, we really loved this machine.

8.36 And what we said, my mother and me, 'Thank you, industrialization. Thank you, steel mill. Thank you, power station. And thank you, chemical processing industry that gave us time to read books.' Thank you very much. (*Applause*)

Unit 6 Magical houses, made of bamboo

0.13 When I was nine years old, my mom asked me what I would want my house to look like, and I drew this fairy mushroom. And then she actually built it. (*Laughter*)

0.26 I don't think I realized this was so unusual at the time, and maybe I still haven't, because I'm still designing houses. This is a six-storey bespoke home on the island of Bali. It's built almost entirely from bamboo. The living room overlooks the valley from the fourth floor. You enter the house by a bridge. It can get hot in the tropics, so we make big curving roofs to catch the breezes. But some rooms have tall windows to keep the air conditioning in and the bugs out. This room we left open. We made an air-conditioned, tented bed. And one client wanted a TV room in the corner of her living room. Boxing off an area with tall walls just didn't feel right, so instead, we made this giant woven pod.

1.25 Now, we do have all the necessary luxuries, like bathrooms. This one is a basket in the corner of the living room, and I've got tell you, some people actually hesitate to use it. We have not quite figured out our acoustic insulation. (*Laughter*) So there are lots of things that we're still working on, but one thing I have learned is that bamboo will treat you well if you use it right.

1.51 It's actually a wild grass. It grows on otherwise unproductive land – deep ravines, mountainsides. It lives off of rainwater, spring water, sunlight, and of the 1,450 species of bamboo that grow across the world, we use just seven of them.

2.11 That's my dad. He's the one who got me building with bamboo, and he is standing in a clump of *Dendrocalamus asper niger* that he planted just seven years ago. Each year, it sends up a new generation of shoots. That shoot, we watched it grow a metre in three days just last week, so we're talking about sustainable timber in three years.

2.35 Now, we harvest from hundreds of family-owned clumps. Betung, as we call it, it's really long, up to eighteen metres of usable length. Try getting that truck down the mountain. And it's strong: it has the tensile strength of steel, the compressive strength of concrete. Slam four tons straight down on a pole, and it can take it. Because it's hollow, it's lightweight, light enough to be lifted by just a few men, or, apparently, one woman. (*Laughter*)

3.14 And when my father built Green School in Bali, he chose bamboo for all of the buildings on campus, because he saw it as a promise. It's a promise to the kids. It's one sustainable material that they will not run out of. And when I first saw these structures under construction about six years ago, I just thought, this makes perfect sense. It is growing all around us. It's strong. It's elegant. It's earthquake-resistant. Why hasn't this happened sooner, and what can we do with it next?

3.50 So along with some of the original builders of Green School, I founded Ibuku. *Ibu* means 'mother', and *ku* means 'mine', so it represents my Mother Earth, and at Ibuku, we are a team of artisans, architects and designers, and what we're doing together is creating a new way of building. Over the past five

years together, we have built over fifty unique structures, most of them in Bali. Nine of them are at Green Village – you've just seen inside some of these homes – and we fill them with bespoke furniture, we surround them with veggie gardens, we would love to invite you all to come visit someday. And while you're there, you can also see Green School – we keep building classrooms there each year – as well as an updated fairy mushroom house.

4.46 We're also working on a little house for export. This is a traditional Sumbanese home that we replicated, right down to the details and textiles. A restaurant with an open-air kitchen. It looks a lot like a kitchen, right? And a bridge that spans 22 metres across a river.

5.09 Now, what we're doing, it's not entirely new. From little huts to elaborate bridges like this one in Java, bamboo has been in use across the tropical regions of the world for literally tens of thousands of years. There are islands and even continents that were first reached by bamboo rafts. But until recently, it was almost impossible to reliably protect bamboo from insects, and so, just about everything that was ever built out of bamboo is gone. Unprotected bamboo weathers. Untreated bamboo gets eaten to dust. And so that's why most people, especially in Asia, think that you couldn't be poor enough or rural enough to actually want to live in a bamboo house. And so we thought, what will it take to change their minds, to convince people that bamboo is worth building with, much less worth aspiring to? First, we needed safe treatment solutions. Borax is a natural salt. It turns bamboo into a viable building material. Treat it properly, design it carefully, and a bamboo structure can last a lifetime.

6.22 Second, build something extraordinary out of it. Inspire people. Fortunately, Balinese culture fosters craftsmanship. It values the artisan. So combine those with the adventurous outliers from new generations of locally trained architects and designers and engineers, and always remember that you are designing for curving, tapering, hollow poles. No two poles alike, no straight lines, no two-by-fours here. The tried-and-true, well-crafted formulas and vocabulary of architecture do not apply here. We have had to invent our own rules. We ask the bamboo what it's good at, what it wants to become, and what it says is: respect it, design for its strengths, protect it from water, and to make the most of its curves.

7.17 So we design in real 3D, making scale structural models out of the same material that we'll later use to build the house. And bamboo model-making, it's an art, as well as some hardcore engineering.

7.34 So that's the blueprint of the house. (*Laughter*) And we bring it to site, and with tiny rulers, we measure each pole, and consider each curve, and we choose a piece of bamboo from the pile to replicate that house on site.

7.52 When it comes down to the details, we consider everything. Why are doors so often rectangular? Why not round? How could you make a door better? Well, its hinges battle with gravity, and gravity will always win in the end, so why not have it pivot on the centre where it can stay balanced? And while you're at it, why not doors shaped like teardrops?

8.14 To reap the selective benefits and work within the constraints of this material, we have really had to push ourselves, and within that constraint, we have found space for something new. It's a challenge: how do you make a ceiling if you don't have any flat boards to work with? Let me tell you, sometimes I dream of sheet rock and plywood. (*Laughter*) But if what you've got is skilled craftsmen and itsy bitsy little splits, weave that ceiling together, stretch a canvas over it, lacquer it. How do you design durable kitchen countertops that do justice to this curving structure you've just built? Slice up a boulder like a loaf of bread, hand-carve each to fit the other, leave the crusts on, and what we're doing, it is almost entirely handmade. The structural connections of our buildings are reinforced by steel joints, but we use a lot of hand-whittled bamboo pins. There are thousands of pins in each floor. This floor is made of glossy and durable bamboo skin. You can feel the texture under bare feet.

9.29 And can the floor that you walk on, can it affect the way that you walk? Can it change the footprint that you'll ultimately leave on the world? I remember being nine years old and feeling wonder, and possibility, and a little bit of idealism. And we've got a really long way to go, there's a lot left to learn, but one thing I know is that with creativity and commitment, you can create beauty and comfort and safety and even luxury out of a material that will grow back. Thank you. (*Applause*)

Unit 7 The danger of a single story

0.13 I'm a storyteller. And I would like to tell you a few personal stories about what I like to call 'the danger of the single story'. I grew up on a university campus in eastern Nigeria. My mother says that I started reading at the age of two, although I think four is probably closer to the truth. So I was an early reader, and what I read were British and American children's books.

0.40 I was also an early writer, and when I began to write, at about the age of seven, stories in pencil with crayon illustrations that my poor mother was obligated to read, I wrote exactly the kinds of stories I was reading. All my characters were white and blue-eyed, they played in the snow, they ate apples, and they talked a lot about the weather, how lovely it was that the sun had come out. (*Laughter*) Now, this despite the fact that I lived in Nigeria. I had never been outside Nigeria. We didn't have snow, we ate mangoes, and we never talked about the weather, because there was no need to.

1.26 My characters also drank a lot of ginger beer, because the characters in the British books I read drank ginger beer. Never mind that I had no idea what ginger beer was. (*Laughter*) And for many years afterwards, I would have a desperate desire to taste ginger beer. But that is another story.

1.44 What this demonstrates, I think, is how impressionable and vulnerable we are in the face of a story, particularly as children. Because all I had read were books in which characters were foreign, I had become convinced that books by their very nature had to have foreigners in them and had to be about things with which I could not personally identify. Now, things changed when I discovered African books. There weren't many of them available, and they weren't quite as easy to find as the foreign books. But because of writers like Chinua Achebe and Camara Laye, I went through a mental shift in my perception of literature. I realized that people like me, girls with skin the colour of chocolate, whose kinky hair could not form ponytails, could also exist in literature. I started to write about things I recognized.

2.37 Now, I loved those American and British books I read. They stirred my imagination. They opened up new worlds for me. But the unintended consequence was that I did not know that people like me could exist in literature. So what the discovery of African writers did for me was this: It saved me from having a single story of what books are.

2.59 I come from a conventional, middle-class Nigerian family. My father was a professor. My mother was an administrator. And so we had, as was the norm, live-in domestic help, who would often come from nearby rural villages. So, the year I turned eight, we got a new house boy. His name was Fide. The only thing my mother told us about him was that his family was very poor. My mother sent yams and rice, and our old clothes, to his family. And when I didn't finish my dinner, my mother would say, 'Finish your food! Don't you know? People like Fide's family have nothing.' So I felt enormous pity for Fide's family.

3.43 Then one Saturday, we went to his village to visit, and his mother showed us a beautifully patterned basket made of dyed raffia that his brother had made. I was startled. It had not occurred to me that anybody in his family could actually make something. All I had heard about them was how poor they were, so that it had become impossible for me to see them as anything else but poor. Their poverty was my single story of them.

4.12 Years later, I thought about this when I left Nigeria to go to university in the United States. I was nineteen. My American roommate was shocked by me. She asked where I had learned to speak English so well, and was confused when I said that Nigeria happened to have English as its official language. She asked if she could listen to what she called my 'tribal music', and was consequently very

disappointed when I produced my tape of Mariah Carey. (*Laughter*) She assumed that I did not know how to use a stove.

4.49 What struck me was this: She had felt sorry for me even before she saw me. Her default position toward me, as an African, was a kind of patronizing, well-meaning pity. My roommate had a single story of Africa: a single story of catastrophe. In this single story, there was no possibility of Africans being similar to her in any way, no possibility of feelings more complex than pity, no possibility of a connection as human equals.

5.20 I must say that before I went to the US, I didn't consciously identify as African. But in the US, whenever Africa came up, people turned to me. Never mind that I knew nothing about places like Namibia. But I did come to embrace this new identity, and in many ways I think of myself now as African. Although I still get quite irritable when Africa is referred to as a country, the most recent example being my otherwise wonderful flight from Lagos two days ago, in which there was an announcement on the Virgin flight about the charity work in 'India, Africa and other countries'. (*Laughter*)

5.56 So, after I had spent some years in the US as an African, I began to understand my roommate's response to me. If I had not grown up in Nigeria, and if all I knew about Africa were from popular images, I too would think that Africa was a place of beautiful landscapes, beautiful animals, and incomprehensible people, fighting senseless wars, dying of poverty and AIDS, unable to speak for themselves and waiting to be saved by a kind, white foreigner. I would see Africans in the same way that I, as a child, had seen Fide's family.

6.34 And so, I began to realize that my American roommate must have throughout her life seen and heard different versions of this single story, as had a professor, who once told me that my novel was not 'authentically African'. Now, I was quite willing to contend that there were a number of things wrong with the novel, that it had failed in a number of places, but I had not quite imagined that it had failed at achieving something called African authenticity. In fact, I did not know what African authenticity was. The professor told me that my characters were too much like him, an educated and middle-class man. My characters drove cars. They were not starving. Therefore they were not authentically African.

7.24 But I must quickly add that I too am just as guilty in the question of the single story. A few years ago, I visited Mexico from the US. The political climate in the US at the time was tense, and there were debates going on about immigration. And, as often happens in America, immigration became synonymous with Mexicans. There were endless stories of Mexicans as people who were fleecing the healthcare system, sneaking across the border, being arrested at the border, that sort of thing.

7.56 I remember walking around on my first day in Guadalajara, watching the people going to work, rolling up tortillas in the marketplace, smoking, laughing. I remember first feeling slight surprise. And then, I was overwhelmed with shame. I realized that I had been so immersed in the media coverage of Mexicans that they had become one thing in my mind, the abject immigrant. I had bought into the single story of Mexicans and I could not have been more ashamed of myself. So that is how to create a single story, show a people as one thing, as only one thing, over and over again, and that is what they become.

8.40 It is impossible to talk about the single story without talking about power. There is a word, an Igbo word, that I think about whenever I think about the power structures of the world, and it is 'nkali'. It's a noun that loosely translates to 'to be greater than another'. Like our economic and political worlds, stories too are defined by the principle of 'nkali': How they are told, who tells them, when they are told, how many stories are told, are really dependent on power.

9.14 Power is the ability not just to tell the story of another person, but to make it the definitive story of that person. The Palestinian poet Mourid Barghouti writes that if you want to dispossess a people, the simplest way to do it is to tell their story and to start with 'secondly'. Start the story with the arrows of the Native Americans, and not with the arrival of the British, and you have an entirely different story. Start the story with the failure of the African state, and not with the colonial creation of the African state, and you have an entirely different story.

9.54 The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story. Of course, Africa is a continent full of catastrophes: The immense ones, such as the horrific rapes in Congo and depressing ones, such as the fact that 5,000 people apply for one job vacancy in Nigeria. But there are other stories that are not about catastrophe, and it is very important, it is just as important, to talk about them.

10.29 I've always felt that it is impossible to engage properly with a place or a person without engaging with all of the stories of that place and that person. The consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar.

10.52 So what if before my Mexican trip, I had followed the immigration debate from both sides, the US and the Mexican? What if my mother had told us that Fide's family was poor and hardworking? What if we had an African television network that broadcast diverse African stories all over the world? What the Nigerian writer Chinua Achebe calls 'a balance of stories'.

11.18 What if my roommate knew about my Nigerian publisher, Muhtar Bakare, a remarkable man who left his job in a bank to follow his dream and start a publishing house? Now, the conventional wisdom was that Nigerians don't read literature. He disagreed. He felt that people who could read, would read, if you made literature affordable and available to them.

11.40 Every time I am home I am confronted with the usual sources of irritation for most Nigerians: our failed infrastructure, our failed government, but also by the incredible resilience of people who thrive despite the government, rather than because of it. I teach writing workshops in Lagos every summer, and it is amazing to me how many people apply, how many people are eager to write, to tell stories.

12.09 My Nigerian publisher and I have just started a non-profit called Farafina Trust, and we have big dreams of building libraries and refurbishing libraries that already exist and providing books for state schools that don't have anything in their libraries, and also of organizing lots and lots of workshops, in reading and writing, for all the people who are eager to tell our many stories. Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity.

12.50 The American writer Alice Walker wrote this about her Southern relatives who had moved to the North. And she introduced them to a book about the Southern life that they had left behind. 'They sat around, reading the book themselves, listening to me read the book, and a kind of paradise was regained.' I would like to end with this thought: That when we reject the single story, when we realize that there is never a single story about any place, we regain a kind of paradise. Thank you. (*Applause*)

Unit 8 How I fell in love with a fish

0.12 So, I've known a lot of fish in my life. I've loved only two. That first one was, it was more like a passionate affair. It was a beautiful fish: flavourful, textured, meaty, a bestseller on the menu. What a fish. (*Laughter*) Even better, it was farm-raised to the supposed highest standards of sustainability. So you could feel good about selling it.

0.48 I was in a relationship with this beauty for several months. One day, the head of the company called and asked if I'd speak at an event about the farm's sustainability. 'Absolutely,' I said. Here was a company trying to solve what's become this unimaginable problem for us chefs: How do we keep fish on our menus?

1.14 For the past fifty years, we've been fishing the seas like we clear-cut forests. It's hard to overstate the destruction. Ninety per cent of large fish, the ones we love – the tunas, the halibuts, the salmons, swordfish – they've collapsed. There's almost nothing left. So, for better or for worse, aquaculture, fish

farming, is going to be a part of our future. A lot of arguments against it: Fish farms pollute – most of them do, anyway – and they're inefficient. Take tuna, a major drawback. It's got a feed conversion ratio of fifteen to one. That means it takes fifteen pounds of wild fish to get you one pound of farm tuna. Not very sustainable. It doesn't taste very good either.

2.08 So here, finally, was a company trying to do it right. I wanted to support them. The day before the event, I called the head of PR for the company. Let's call him Don. 'Don,' I said, 'just to get the facts straight, you guys are famous for farming so far out to sea, you don't pollute.' 'That's right,' he said. 'We're so far out, the waste from our fish gets distributed, not concentrated.' And then he added, 'We're basically a world unto ourselves. That feed conversion ratio? '2.5 to one,' he said. 'Best in the business.' 2.5 to one, great. '2.5 what? What are you feeding?' 'Sustainable proteins,' he said. 'Great,' I said. Got off the phone. And that night, I was lying in bed, and I thought: What the hell is a sustainable protein? (*Laughter*)

3.08 So the next day, just before the event, I called Don. I said, 'Don, what are some examples of sustainable proteins?' He said he didn't know. He would ask around. Well, I got on the phone with a few people in the company; no one could give me a straight answer until finally, I got on the phone with the head biologist. Let's call him Don too. (*Laughter*)

3.34 'Don,' I said, 'what are some examples of sustainable proteins?' Well, he mentioned some algaes and some fish meals, and then he said chicken pellets. I said, 'Chicken pellets?' He said, 'Yeah, feathers, skin, bone meal, scraps, dried and processed into feed.' I said, 'What percentage of your feed is chicken?' Thinking, you know, two per cent. 'Well, it's about thirty per cent,' he said. I said, 'Don, what's sustainable about feeding chicken to fish?' (*Laughter*) There was a long pause on the line, and he said, 'There's just too much chicken in the world.' (*Laughter*)

4.26 I fell out of love with this fish. (*Laughter*) No, not because I'm some self-righteous, goody-two shoes foodie. I actually am. (*Laughter*) No, I fell out of love with this fish because, I swear to God, after that conversation, the fish tasted like chicken. (*Laughter*)

4.54 This second fish, it's a different kind of love story. It's the romantic kind, the kind where the more you get to know your fish, you love the fish. I first ate it at a restaurant in southern Spain. A journalist friend had been talking about this fish for a long time. She kind of set us up. (*Laughter*) It came to the table a bright, almost shimmering, white colour. The chef had overcooked it. Like twice over. Amazingly, it was still delicious.

5.38 Who can make a fish taste good after it's been overcooked? I can't, but this guy can. Let's call him Miguel – actually his name is Miguel. (*Laughter*) And no, he didn't cook the fish, and he's not a chef, at least in the way that you and I understand it. He's a biologist at Veta La Palma. It's a fish farm in the southwestern corner of Spain. It's at the tip of the Guadalquivir River.

6.10 Until the 1980s, the farm was in the hands of the Argentinians. They raised beef cattle on what was essentially wetlands. They did it by draining the land. They built this intricate series of canals, and they pushed water off the land and out into the river. Well, they couldn't make it work, not economically. And ecologically, it was a disaster. It killed like ninety per cent of the birds, which, for this place, is a lot of birds. And so in 1982, a Spanish company with an environmental conscience purchased the land.

6.47 What did they do? They reversed the flow of water. They literally flipped the switch. Instead of pushing water out, they used the channels to pull water back in. They flooded the canals. They created a 27,000-acre fish farm – bass, mullet, shrimp, eel – and in the process, Miguel and this company completely reversed the ecological destruction. The farm's incredible. I mean, you've never seen anything like this. You stare out at a horizon that is a million miles away, and all you see are flooded canals and this thick, rich marshland. It turns out, Miguel spent the better part of his career in the Mikumi National Park in Africa. I asked him how he became such an expert on fish. He said, 'Fish? I didn't know anything about fish. I'm an expert in relationships.' And then he's off, launching into more talk about rare birds and algaes and strange aquatic plants.

7.56 And don't get me wrong, I was really fascinated, you know, the biotic community unplugged, kind of thing. It's great, but I was in love. And my head was swooning over that overcooked piece of delicious fish I had the night before. So I interrupted him. I said, 'Miguel, what makes your fish taste so good?' He pointed at the algae. 'I know, dude, the algae, the phytoplankton, the relationships: It's amazing, right. But what are your fish eating? What's the feed conversion ratio?' Well, he goes on to tell me it's such a rich system that the fish are eating what they'd be eating in the wild. The plant biomass, the phytoplankton, the zooplankton, it's what feeds the fish. The system is so healthy, it's totally self-renewing. There is no feed. Ever heard of a farm that doesn't feed its animals?

8.55 Later that day, I was driving around this property with Miguel, and I asked him, I said, 'For a place that seems so natural, unlike any fish farm, unlike any farm I'd ever been at, how do you measure success?' At that moment, it was as if a film director called for a set change. And we rounded the corner and saw the most amazing sight: thousands and thousands of pink flamingos, a literal pink carpet for as far as you could see. 'That's success,' he said. 'Look at their bellies, pink. They're feasting.' Feasting? I was totally confused. I said, 'Miguel, aren't they feasting on your fish?' (*Laughter*) 'Yes,' he said. (*Laughter*) 'We lose twenty per cent of our fish and fish eggs to birds. Well, last year, this property had 600,000 birds on it, more than 250 different species. It's become, today, the largest and one of the most important private bird sanctuaries in all of Europe.' I said, 'Miguel, isn't a thriving bird population like the last thing you want on a fish farm?' (*Laughter*) He shook his head. 'No,' he said, 'we farm extensively, not intensively. This is an ecological network. The flamingos eat the shrimp. The shrimp eat the phytoplankton. So the pinker the belly, the better the system.'

10.36 OK, so let's review: a farm that doesn't feed its animals, and a farm that measures its success on the health of its predators. A fish farm, but also a bird sanctuary. Oh, and by the way, those flamingos, they shouldn't even be there in the first place. They brood in a town 150 miles away, where the soil conditions are better for building nests. Every morning, they fly 150 miles into the farm. And every evening, they fly 150 miles back. They do that because they're able to follow the broken white line of highway A92. (*Laughter*) No kidding.

11.28 You know, I was imagining a 'March of the Penguins' thing, you know, so I looked at Miguel. I said, 'Miguel, do they fly 150 miles to the farm, and then do they fly 150 miles back at night? Do they do that for the children?' He looked at me like I had just quoted a Whitney Houston song. (*Laughter*) He said, 'No, they do it because the food's better.' (*Laughter*)

11.56 I didn't mention the skin of my beloved fish, which was delicious – and I don't like fish skin; I don't like it seared, I don't like it crispy. It's that acrid, tar-like flavour. I almost never cook with it. Yet, when I tasted it at that restaurant in southern Spain, it tasted not at all like fish skin. It tasted sweet and clean, like you were taking a bite of the ocean. I mentioned that to Miguel, and he nodded. He said, 'The skin acts like a sponge. It's the last defence before anything enters the body. It evolved to soak up impurities.' And then he added, 'But our water has no impurities.'

12.44 OK. A farm that doesn't feed its fish, a farm that measures its success by the success of its predators. And then I realized when he says, 'A farm that has no impurities,' he made a big understatement, because the water that flows through that farm comes in from the Guadalquivir River. It's a river that carries with it all the things that rivers tend to carry these days: chemical contaminants, pesticide runoff. And when it works its way through the system and leaves, the water is cleaner than when it entered. The system is so healthy, it purifies the water. So, not just a farm that doesn't feed its animals, not just a farm that measures its success by the health of its predators, but a farm that's literally a water purification plant – and not just for those fish, but for you and me as well. Because when that water leaves, it dumps out into the Atlantic. A drop in the ocean, I know, but I'll take it, and so should you, because this love story

however romantic, is also instructive. You might say it's a recipe for the future of good food, whether we're talking about bass or beef cattle.

14.10 What we need now is a radically new conception of agriculture, one in which the food actually tastes good. (*Laughter*) Right? (*Applause*) But for a lot people, that's a bit too radical. We're not realists, us foodies; we're lovers. We love farmers' markets, we love small family farms, we talk about local food, we eat organic. And when you suggest these are the things that will ensure the future of good food, someone, somewhere stands up and says, 'Hey guy, I love pink flamingos, but how are you going to feed the world?' How are you going to feed the world?

15.01 Can I be honest? I don't love that question. No, not because we already produce enough calories to more than feed the world. One billion people will go hungry today. One billion – that's more than ever before – because of gross inequalities in distribution, not tonnage. Now, I don't love this question because it's determined the logic of our food system for the last fifty years.

15.30 Feed grain to herbivores, pesticides to monocultures, chemicals to soil, chicken to fish, and all along agribusiness has simply asked, 'If we're feeding more people more cheaply, how terrible could that be?' That's been the motivation, it's been the justification: it's been the business plan of American agriculture. We should call it what it is: a business in liquidation, a business that's quickly eroding ecological capital that makes that very production possible. That's not a business, and it isn't agriculture.

16.12 Want to feed the world? Let's start by asking: How are we going to feed ourselves? Or better: How can we create conditions that enable every community to feed itself? (*Applause*) To do that, don't look at the agribusiness model for the future. It's really old, and it's tired. It's high on capital, chemistry and machines, and it's never produced anything really good to eat. Instead, let's look to the ecological model. That's the one that relies on two billion years of on-the-job experience. Thank you. (*Applause*)

Unit 9 Why videos go viral

0.12 Hi, I'm Kevin Allocca, I'm the trends manager at YouTube, and I professionally watch YouTube videos. It's true. So we're going to talk a little bit today about how videos go viral and then why that even matters. We all want to be stars – celebrities, singers, comedians – and when I was younger, that seemed so very, very hard to do. But now Web video has made it so that any of us or any of the creative things that we do can become completely famous and a part of our world's culture. Any one of you could be famous on the Internet by next Saturday. But there are over 48 hours of video uploaded to YouTube every minute. And of that, only a tiny percentage ever goes viral and gets tons of views and becomes a cultural moment. So how does it happen? Three things: tastemakers, communities of participation and unexpectedness. All right, let's go.

1.04 (*Video*) Bear Vasquez: Oh, my God. Oh, my God. Oh, my God! Wooo! Ohhhhh, wowwww!

1.18 KA: Last year, Bear Vasquez posted this video that he had shot outside his home in Yosemite National Park. In 2010, it was viewed 23 million times. (*Laughter*) This is a chart of what it looked like when it first became popular last summer. But he didn't actually set out to make a viral video, Bear. He just wanted to share a rainbow. Because that's what you do when your name is Yosemite Mountain Bear. (*Laughter*) And he had posted lots of nature videos in fact. And this video had actually been posted all the way back in January. So what happened here? Jimmy Kimmel actually. Jimmy Kimmel posted this tweet that would eventually propel the video to be as popular as it had become. Because tastemakers like Jimmy Kimmel introduce us to new and interesting things and bring them to a larger audience.

2.06 (*Video*) Rebecca Black: It's Friday, Friday. Gotta get down on Friday. Everybody's looking forward to the weekend, weekend. Friday, Friday. Gettin' down on Friday.

2.18 So you didn't think that we could actually have this conversation without talking about this video, I hope. Rebecca Black's 'Friday' is one of the most popular videos of the year. It's been seen nearly 200 million times this year. This is a chart of what it looked like. And similar to 'Double Rainbow', it seems to have just sprouted up out of nowhere.

2.37 So what happened on this day? Well, it was a Friday, this is true. And if you're wondering about those other spikes, those are also Fridays. (*Laughter*) But what about this day, this one particular Friday? Well Tosh.0 picked it up, a lot of blogs starting writing about it. Michael J. Nelson from Mystery Science Theater was one of the first people to post a joke about the video on Twitter. But what's important is that an individual or a group of tastemakers took a point of view and they shared that with a larger audience, accelerating the process.

3.11 And so then this community formed of people who shared this big inside joke and they started talking about it and doing things with it. And now there are 10,000 parodies of 'Friday' on YouTube. Even in the first seven days, there was one parody for every other day of the week. (*Laughter*) Unlike the one-way entertainment of the twentieth century, this community participation is how we become a part of the phenomenon – either by spreading it or doing something new with it.

3.41 (*Music*) So 'Nyan Cat' is a looped animation with looped music. It's this, just like this. It's been viewed nearly fifty million times this year. And if you think that that is weird, you should know that there is a three-hour version of this that's been viewed four million times. (*Laughter*) Even cats were watching this video. (*Laughter*) Cats were watching other cats watch this video. (*Laughter*)

4.26 But what's important here is the creativity that it inspired amongst this techie, geeky Internet culture. There were remixes. (*Laughter*) Someone made an old-timey version. (*Laughter*) And then it went international. (*Laughter*) An entire remix community sprouted up that brought it from being just a stupid joke to something that we could all actually be a part of. Because we don't just enjoy now, we participate.

5.15 And who could have predicted any of this? Who could have predicted 'Double Rainbow' or Rebecca Black or 'Nyan Cat'? What scripts could you have written that would have contained this in it? In a world where over two days of video get uploaded every minute, only that which is truly unique and unexpected can stand out in the way that these things have. When a friend of mine told me that I needed to see this great video about a guy protesting bicycle fines in New York City, I admit I wasn't very interested.

5.43 (*Video*) Casey Niestat: So I got a ticket for not riding in the bike lane, but often there are obstructions that keep you from properly riding in the bike lane. (*Laughter*)

6.03 By being totally surprising and humorous, Casey Niestat got his funny idea and point seen five million times. And so this approach holds for anything new that we do creatively. And so it all brings us to one big question ...

6.21 (*Video*) Bear Vasquez: What does this mean? Ohhhh. (*Laughter*)

6.28 What does it mean? Tastemakers, creative participating communities, complete unexpectedness, these are characteristics of a new kind of media and a new kind of culture, where anyone has access and the audience defines the popularity. I mean, as mentioned earlier, one of the biggest stars in the world right now, Justin Bieber, got his start on YouTube. No one has to green-light your idea. And we all now feel some ownership in our own pop culture. And these are not characteristics of old media, and they're barely true of the media of today, but they will define the entertainment of the future. Thank you. (*Applause*)

Unit 10 A kinder, gentler philosophy of success

0.12 For me, they normally happen, these career crises, often, actually, on a Sunday evening, just as the sun is starting to set, and the gap between my hopes for myself, and the reality of my life, start to diverge so painfully that I normally end up weeping into a pillow. I'm mentioning all this, I'm mentioning all this because I think this is not merely a personal problem. You may think I'm wrong in this, but I think that we live in an age when our lives are regularly punctuated by career crises, by moments

when what we thought we knew, about our lives, about our careers, comes into contact with a threatening sort of reality.

0.48 It's perhaps easier now than ever before to make a good living. It's perhaps harder than ever before to stay calm, to be free of career anxiety. And I want to look now, if I may, at some of the reasons why we might be feeling anxiety about our careers. Why we might be victims of these career crises, as we're weeping softly into our pillows.

1.10 One of the reasons why we might be suffering is that we are surrounded by snobs. Now in a way, I've got some bad news, particularly for anybody who's come to Oxford from abroad. There is a real problem with snobbery, because sometimes people from outside the UK imagine that snobbery is a distinctively UK phenomenon fixated on country houses and titles. The bad news is that's not true. Snobbery is a global phenomenon. We are a global organization. This is a global phenomenon. It exists. What is a snob? A snob is anybody who takes a small part of you and uses that to come to a complete vision of who you are. That is snobbery.

1.46 And the dominant kind of snobbery that exists nowadays is job snobbery. You encounter it within minutes at a party, when you get asked that famous iconic question of the early 21st century, 'What do you do?' And according to how you answer that question, people are either incredibly delighted to see you, or look at their watch and make their excuses. (*Laughter*)

2.05 Now, the opposite of a snob is your mother. (*Laughter*) Not necessarily your mother, or indeed mine, but, as it were, the ideal mother, somebody who doesn't care about your achievements. But unfortunately, most people are not our mothers. Most people make a strict correlation between how much time, and if you like, love – not romantic love, though that may be something – but love in general, respect, they are willing to accord us, that will be strictly defined by our position in the social hierarchy.

2.33 And that's a lot of the reason why we care so much about our careers and indeed start caring so much about material goods. You know, we're often told that we live in very materialistic times, that we're all greedy people. I don't think we are particularly materialistic. I think we live in a society which has simply pegged certain emotional rewards to the acquisition of material goods. It's not the material goods we want. It's the rewards we want. And that's a new way of looking at luxury goods. The next time you see somebody driving a Ferrari don't think, 'This is somebody who is greedy.' Think, 'This is somebody who is incredibly vulnerable and in need of love.' In other words – (*Laughter*) feel sympathy, rather than contempt.

3.13 There are other reasons – (*Laughter*) there are other reasons why it's perhaps harder now to feel calm than ever before. One of these, and it's paradoxical because it's linked to something that's rather nice, is the hope we all have for our careers. Never before have expectations been so high about what human beings can achieve with their lifespan. We're told, from many sources, that anyone can achieve anything. We've done away with the caste system. We are now in a system where anyone can rise to any position they please. And it's a beautiful idea. Along with that is a kind of spirit of equality. We're all basically equal. There are no strictly defined kind of hierarchies.

3.50 There is one really big problem with this, and that problem is envy. Envy, it's a real taboo to mention envy, but if there is one dominant emotion in modern society, that is envy. And it's linked to the spirit of equality. Let me explain. I think it would be very unusual for anyone here, or anyone watching, to be envious of the Queen of England. Even though she is much richer than any of you are. And she's got a very large house. The reason why we don't envy her is because she's too weird. She's simply too strange. We can't relate to her. She speaks in a funny way. She comes from an odd place. So we can't relate to her. And when you can't relate to somebody, you don't envy them.

4.29 The closer two people are, in age, in background, in the process of identification, the more there is a danger of envy – which is incidentally why none of you should ever go to a school reunion – because there is no stronger reference point than people one was at school with. But the problem, generally, of modern society, is that it turns the whole world into a school. Everybody is wearing jeans, everybody is the same. And yet, they're not. So there is a spirit of equality, combined with deep inequalities. Which makes for a very – can make for a very stressful situation.

4.55 It's probably as unlikely that you would nowadays become as rich and famous as Bill Gates, as it was unlikely in the seventeenth century that you would accede to the ranks of the French aristocracy. But the point is, it doesn't feel that way. It's made to feel, by magazines and other media outlets, that if you've got energy, a few bright ideas about technology, a garage, you too could start a major thing. (*Laughter*) And the consequences of this problem make themselves felt in bookshops. When you go to a large bookshop and look at the self-help sections, as I sometimes do, if you analyse self-help books that are produced in the world today, there are basically two kinds. The first kind tells you, 'You can do it! You can make it! Anything is possible!' And the other kind tell you how to cope with what we politely call 'low self-esteem', or impolitely call 'feeling very bad about yourself'.

5.41 There is a real correlationship, a real correlation between a society that tells people that they can do anything and the existence of low self-esteem. So that's another way in which something that is quite positive can have a nasty kickback.

5.53 There is another reason why we might be feeling more anxious, about our careers, about our status in the world today, than ever before. And it is, again, linked to something nice, and that nice thing is called meritocracy.

6.04 Now, everybody, all politicians on Left and Right, agree that meritocracy is a great thing, and we should all be trying to make our societies really, really meritocratic. In other words, what is a meritocratic society? A meritocratic society is one in which if you've got talent and energy and skill, you will get to the top. Nothing should hold you back. It's a beautiful idea. The problem is if you really believe in a society where those who merit to get to the top, get to the top, you'll also, by implication, and in a far more nasty way, believe in a society where those who deserve to get to the bottom also get to the bottom and stay there. In other words, your position in life comes to seem not accidental, but merited and deserved. And that makes failure seem much more crushing.

6.47 You know, in the Middle Ages, in England, when you met a very poor person, that person would be described as an 'unfortunate' – literally, someone who had not been blessed by fortune, an unfortunate. Nowadays, particularly in the United States, if you meet someone at the bottom of society, they may unkindly be described as a 'loser'. There is a real difference between an unfortunate and a loser, and that shows 400 years of evolution in society and our belief in who is responsible for our lives. It's no longer the gods, it's us. We're in the driving seat.

7.18 That's exhilarating if you're doing well, and very crushing if you're not. It leads, in the worst cases, in the analysis of a sociologist like Emil Durkheim, it leads to increased rates of suicide. There are more suicides in developed individualistic countries than in any other part of the world. And some of the reason for that is that people take what happens to them extremely personally. They own their success. But they also own their failure.

7.42 Is there any relief from some of these pressures that I've just been outlining? I think there is. I just want to turn to a few of them. Let's take meritocracy. This idea that everybody deserves to get where they get to, I think it's a crazy idea, completely crazy. I will support any politician of Left and Right, with any halfway decent meritocratic idea. I am a meritocrat in that sense. But I think it's insane to believe that we will ever make a society that is genuinely meritocratic. It's an impossible dream.

8.08 The idea that we will make a society where literally everybody is graded, the good at the top, and the bad at the bottom, and it's exactly done as it should be, is impossible. There are simply too many random factors: accidents, accidents of birth, accidents of things dropping on people's heads, illnesses, etc. We will never get to grade them, never get to grade people as they should.