

# 1

# A good influence

## Overview

### 1A

- Reading: Multiple-choice, choose single answer
- Academic vocabulary: Education and learning
- Speaking: Read aloud; Answer short question
- Listening: Highlight correct summary
- Language development: Parts of speech
- Summary writing: Summarize written text

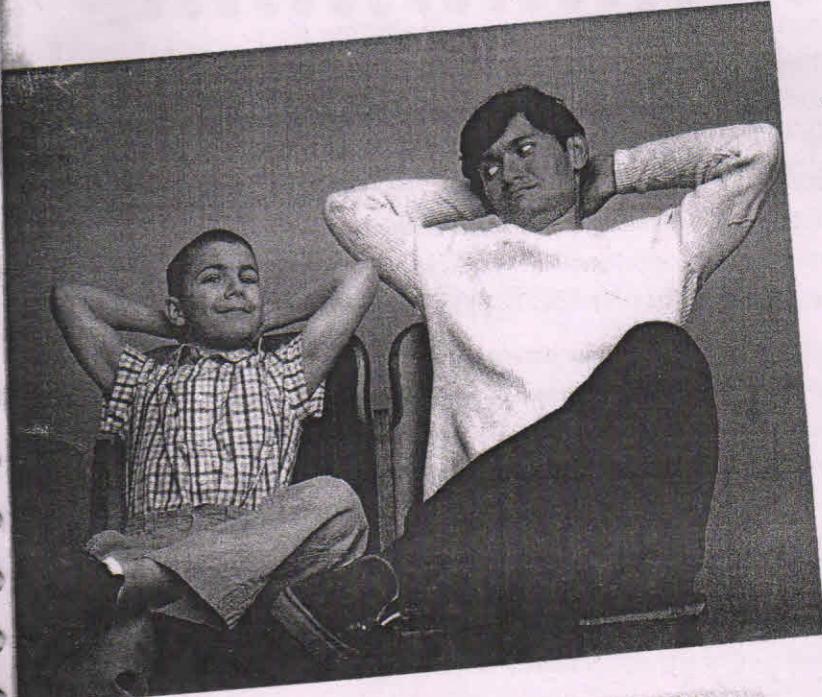
### 1B

- Listening: Highlight correct summary; Write from dictation
- Language development: Present tenses
- Academic vocabulary: Work and jobs
- Reading: Multiple-choice, choose single answer
- Speaking: Describe image
- Summary writing: Summarize written text

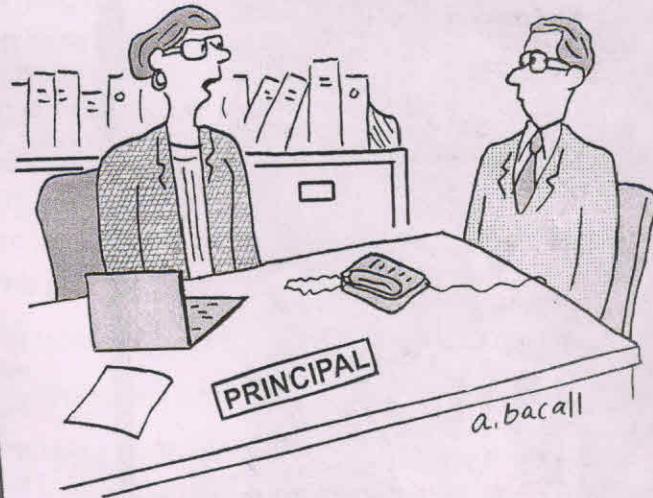
## Lead-in

### 1 Discuss the questions in pairs.

- 1 Describe a person you admire. Why do you admire that person?
- 2 Read the quotes. Do you agree with what the people think?



*'The key to successful leadership is influence, not authority.'*  
Kenneth H. Blanchard, author and management expert



*'Students are influenced by television, video games, advertising, music, fashion, and their teachers. I'm looking to hire teachers that can reverse that order.'*

*You don't have to be a person of influence to be influential. In fact, the most influential people in my life are probably not even aware of the things they've taught me.'*  
Scott Adams, cartoonist

### 2 Work in pairs. Look at the list of influences in our lives and discuss the questions.

brothers and sisters   country of birth   famous people   friends   parents   teachers   television

- 1 How do these people/things influence your life?
- 2 Which of these has the greatest influence on a person's life?
- 3 How might these sometimes have a negative influence?

## Reading 1 (Multiple-choice, choose single answer)

## Before you read

- 1 Discuss the questions in pairs. Check the meaning of the words in bold in a dictionary if you are unsure.

- 1 Do you think all students have the same amount of **motivation**?
- 2 Were you ever given a **reward** for doing well at school? What was it?
- 3 Do you think **punishment** works with children who behave badly?

## Identifying main points and text development

In *Multiple-choice, choose single answer*, you will need to identify the difference between the main point and the supporting information in a text.

- 2a** A topic sentence is a sentence which summarises the main idea in a paragraph. Look at the underlined topic sentence in paragraph 1 of the text and answer the questions.

- 1 Where do you usually find the topic sentence?
- 2 Does the paragraph continue with a general discussion or with examples?



There are two types of motivation. Students with intrinsic motivation are fascinated by a subject or its usefulness in life and will frequently use phrases such as 'Speaking English allows me to meet new people.' Extrinsic motivation comes from outside consequences of actions. Students with extrinsic motivation will use phrases such as 'My dad will give me €50 if I pass this exam.'

Extrinsic motivation can have an effect on intrinsic motivation. However, this is not always in ways we might expect. In one study, psychologists promised to give a group of children sweets if they completed a drawing. These children showed less intrinsic interest than the group who were invited to draw without the promise of rewards. In another study, children who were threatened with punishment if they played with a particular toy showed more intrinsic interest in that toy.

- b Underline the topic sentence in paragraph 2. What information follows the topic sentence?
- c The answer to multiple-choice questions often paraphrases a sentence in the text. Which two sentences (1–4) best paraphrase the topic sentences in paragraphs 1 and 2?
  - 1 Intrinsic motivation is more common than extrinsic motivation.
  - 2 People are motivated to work harder for two different kinds of reasons.
  - 3 There may be surprising effects of extrinsic motivation on intrinsic motivation.
  - 4 Children work better when they are offered something nice in the end.

- 3a** Look at the text in Exercise 4. Which sentence (1–3) best paraphrases the topic sentence?
- 1 Students need to have goals to work towards.
  - 2 Students will always put more effort into their social activities.
  - 3 Students generally have something they are keen and willing to do.
- b** What information follows the topic sentence?
- 1 comparison and contrast of different types of motivation
  - 2 examples of different kinds of motivation and reasons why they are important
  - 3 identifying a problem with motivation and explaining why it exists
- 4** Complete the task.

► EXPERT STRATEGIES page 177

*Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.*

Almost all students are motivated in one way or another. One student may be keenly interested in classroom subjects and purposely look for information and challenging coursework. Another student may be more concerned with the social side of school, socialising with classmates frequently and attending after-school activities almost every day. Motivation is important in education because it has several effects on students' learning and behaviour. It encourages students to work towards a particular goal, increases the amount of effort and energy the student invests makes students more likely to begin and continue with activities affects cognitive processes and decides which consequences are rewarding or punishing. Because of these issues just identified, motivation produces improved performance.

By writing this article, the writer wants to show that

► HELP

- Which option suggests a moral question about student behaviour? Is this in the text?
- Which option suggests a judgement on how students use their time? Is this in the text?

**Task analysis**

- 5** Work in pairs. Compare and discuss how you approached the task.
- 1 Which options were the opposite of what was said in the text?
  - 2 Which options were not mentioned?
  - 3 Did the correct option refer to one sentence or the general idea?

**Discussion**

- 6** Discuss the questions in pairs.
- 1 What are your reasons for taking this course?
  - 2 Do you think that extrinsic motivation works?
- 7** Check the meaning of these key words from the text. Write them in your vocabulary notebook with an example sentence.

**EXPERT WORD CHECK**

cognitive processes consequences performance psychologist  
threaten

► See Reading 2 for more on intrinsic and extrinsic motivation.

Academic vocabulary 1 AWL ACL

## Education

**1a** Work in pairs. Discuss the meaning of the words in bold.

- 1 There are some benefits of homeschooling but there is also a **negative** side.
- 2 Many countries see **single-sex** education as a **positive** thing.
- 3 Large institutions offer better **support** for students.
- 4 It's more effective to **reward** good behaviour than to **punish** poor behaviour.
- 5 The main aims of **higher education** should be to **carry out** research, not to teach.

**b** Complete the article with words from Exercise 1a.

Experts regularly <sup>1</sup> \_\_\_\_\_ research to identify the best education system. Many institutions offering <sup>2</sup> \_\_\_\_\_, particularly undergraduate programmes, compete internationally for students. So what system works the best? Many people believe that <sup>3</sup> \_\_\_\_\_, where boys go to one school and girls go to another, is better and has more <sup>4</sup> \_\_\_\_\_ than problems. These schools often have very <sup>5</sup> \_\_\_\_\_ results in end-of-school tests. However, with the internet and better communications, more children don't go to school but learn through <sup>6</sup> \_\_\_\_\_. There have always been worries that not mixing with other children would have a(n) <sup>7</sup> \_\_\_\_\_ effect on their social skills when they are older but there has not been much research recently in <sup>8</sup> \_\_\_\_\_ of this argument. Educational <sup>9</sup> \_\_\_\_\_ in different countries may have very different views on how to <sup>10</sup> \_\_\_\_\_ good behaviour and <sup>11</sup> \_\_\_\_\_ bad behaviour. There is one thing which all experts agree on: education systems in different countries, or even within different neighbourhoods, have different <sup>12</sup> \_\_\_\_\_ to suit their social needs and there is no one ideal system.

**c** Discuss the questions in small groups.

- 1 What do you think of the different systems of education mentioned in the article?
- 2 Which system of education do you think works best in your country?

## Collocations related to education

**2** Choose the correct options in *italics* to complete the sentences.

- 1 It can be helpful for children to *attend* / *make* after-school classes.
- 2 Schools often don't *notice* / *identify* issues until it's too late.
- 3 It's a good thing to *specialise* in a *certain* / *particular* area at a young age.
- 4 Hard work is the only way to improve *academic* / *study* performance in the long term.
- 5 You need to *use* / *invest* time in your interests as well as your studies.
- 6 A *completely-educated* / *well-educated* population is important for the economy.

## Word patterns

**3a** Complete the questions with prepositions. Then find the words in *italics* in the text on page 9 and check your answers.

- 1 What kind of people are *concerned* \_\_\_\_\_ children's education?
- 2 What are the good things about *socialising* \_\_\_\_\_ students outside of class?
- 3 How does the school you go to *have an effect* \_\_\_\_\_ your life later?
- 4 Are university graduates more *likely* \_\_\_\_\_ find a job than school-leavers?
- 5 Do you want to *continue* \_\_\_\_\_ education after finishing this course?

**b** Decide if the words (1–6) are verbs, nouns or adjectives. Then match them with their meanings (A–F).

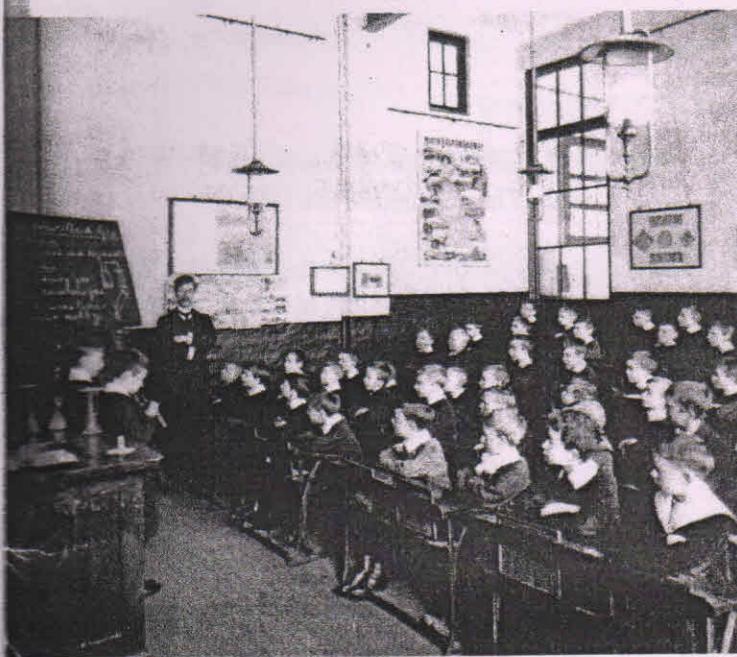
- |               |                      |             |       |
|---------------|----------------------|-------------|-------|
| 1 challenging | <u>adjective</u> , C | 4 effort    | _____ |
| 2 energy      | _____                | 5 goal      | _____ |
| 3 issue       | _____                | 6 encourage | _____ |

- |  |
|--|
| A physical and mental strength                   |
| B something you hope to do in the future         |
| C difficult in an enjoyable way                  |
| D give someone the confidence to do something    |
| E the hard work needed to do something           |
| F a subject or problem that people often discuss |

**c** Complete the sentences with the correct form of words from Exercises 3a and b. Then discuss the statements in pairs.

- 1 It's important that classes are \_\_\_\_\_ but not too difficult.
- 2 Teamwork is easier when students \_\_\_\_\_ with each other outside class.
- 3 Some people can learn a language without putting in much \_\_\_\_\_.
- 4 Rewards are not enough to \_\_\_\_\_ students to work hard.
- 5 Family background has a major \_\_\_\_\_ on student results.

## Speaking 1 (Read aloud; Answer short question)



### Pronunciation: Dividing text into sense groups

In *Read aloud* you are scored on pronunciation and oral fluency. To improve in these areas, you will need to be able to divide a sentence into sense groups as you speak, pausing slightly between each.

- 1a** Listen to the sentence. The speaker makes a slight pause between sense groups. Slash marks (//) indicate the pauses. Work in pairs and take turns to read the sentence aloud.

In most countries // education is not only a right // but an obligation. // Parents of children // who are found outside of school // can be punished under the law.

- b** Listen and mark // between each sense group in the sentences.
- 1 Education, in its modern form, appeared at the same time as the industrial revolution.
  - 2 The invention of the printing press, which was necessary for schools to exist, changed the way knowledge could be reproduced forever.
- c Compare answers in pairs. Then practise reading the sentences aloud.

- 2a** Mark // between each sense group in the sentences. Use the commas to help you decide.

- 1 With industrialisation, factories needed a population that could read and count, skills which were unnecessary for an economy which was based on farming.
- 2 Teaching the population to respect rules was also a key goal, and even learning knowledge was secondary to this. No lesson was ever considered so important that it could continue after the bell.

- b** Listen and check your answers.

- c** Work in pairs. Practise reading the sentences aloud. Speak at natural speed, pausing slightly between sense groups.

### Test practice 1: Read aloud

► EXPERT STRATEGIES page 170

- 3** Complete the task. Remember to think about sense groups as you read aloud.

- 40 sec. Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

The idea of emotional intelligence has become more popular, particularly since the idea of 'emotional literacy' was developed, which, as the name suggests, is something that can be taught in schools. Many believe children can be taught the emotional skills to deal with difficulties and to come through experiences like failing, feeling strong and being able to cope.

### Task analysis

- 4a** Listen to a model *Read aloud* answer. Did you pause in the same places in Exercise 3?
- b** Read the text in Exercise 3 again. Try reading in the same way as the model.

### Test practice 2: Answer short question

► EXPERT STRATEGIES page 174

- 5** Complete the task in pairs. You will hear six questions.

- 10 sec. You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

## Listening 1 (Highlight correct summary)

### Before you listen

- 1 Read the statements. Are they true or false, in your opinion?

- 1 Young people today should study harder.
- 2 Teachers need to think again about the way they teach.
- 3 Young people need the same job skills as their parents.

### Identifying the main idea

In *Highlight correct summary* you need to identify the main idea and the points that support that idea.

- 2a Listen to a talk about an expert's view on education and take notes.
- b What is Dr Wagner's main point? Choose from statements 1–3 in Exercise 1. Use your notes to help you.

### Identifying supporting points

- 3a Listen again and add to your notes.
- b Tick (✓) the reasons Dr Wagner gives to support his main point. Use your notes to help you.
- 1 Teams do not meet in one place any more.
  - 2 You need to be able to speak English.
  - 3 You need to understand that people live differently.
  - 4 Team leaders are usually managers.
  - 5 Young people do not have the skills to be leaders.



### Test practice

► EXPERT STRATEGIES page 185

- 4 Underline the topic sentence in each paragraph. Then complete the task.

*You will hear a recording. Choose the paragraph that best relates to the recording.*

- A  People who are involved in education need to think about the way they teach. It is important that young people leave school with the key skills they need to succeed in the workplace but they do not have these skills today.
- B  Schools must work harder to train students to become good managers so that they can lead and influence other people. This is the most important skill that young people need if they want to get – and keep – their dream job.
- C  Young people need to know how to talk to people around the world. Technology has changed the way business people meet; meetings are no longer held in one building but instead an international group of people meet online.
- D  Young people are being taught just seven key workplace skills and one expert believes they will find it difficult to get work in the future as a result. He therefore suggests that schools need to change the skills that they teach in the future.

### Task analysis

- 5 Why is each of the other three paragraphs incorrect? Match the incorrect paragraphs with reasons 1–3. There may be more than one reason for each paragraph.
- 1 It gives information that is not on the recording.
  - 2 It talks about a minor supporting idea and not the main idea.
  - 3 It gives opposing information to the recording.

► See **Listening 2** for more practice of this task type

# Language development 1

## Parts of speech

► EXPERT GRAMMAR page 203

- 1a** Write the words in the sentence next to the correct part of speech.

Educators do not always teach useful skills for the workplace but this must change.

- 1 noun (e.g. teacher) educators
- 2 auxiliary verb (e.g. is) \_\_\_\_\_
- 3 modal verb (e.g. can) \_\_\_\_\_
- 4 verb (e.g. create) \_\_\_\_\_
- 5 adjective (e.g. good) \_\_\_\_\_
- 6 adverb (e.g. carefully) \_\_\_\_\_
- 7 preposition (e.g. in) \_\_\_\_\_
- 8 pronoun (e.g. she) \_\_\_\_\_
- 9 article (e.g. a) \_\_\_\_\_
- 10 conjunction (e.g. and) \_\_\_\_\_

- b** Find and correct the incorrect parts of speech in the sentences.

- 1 I work good first thing in the morning.
- 2 I try to write in English every daily.
- 3 I think I have a bad understand of English verb forms.
- 4 I enjoy meeting new people and speaking English with they.

## Word formation

► EXPERT GRAMMAR page 203

- 2** Many words have different forms. Put the underlined words in the sentences in the correct place in the notes on the right. Then complete the rest of the notes.

- 1 Speaking fluently in English can be challenging.
- 2 Use an English–English dictionary to find the definition of this word.
- 3 I enjoy being creative with the English language.
- 4 I don't have a lot of motivation to write in English.
- 5 I want to be able to communicate in an English-speaking society.
- 6 It's a student's responsibility to educate themselves.
- 7 Vocabulary development is quite easy for me.
- 8 You need to be intelligent to learn a language.



	Noun	Verb	Adjective
1	challenge	challenge	challenging
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	-	_____

- 3a** Tick (✓) the words in the box that are both verbs and nouns. Use a dictionary to help you.

affect assess benefit challenge comment  
design focus process punish repeat reward  
solve support translate

- b** Write the noun forms of the words in Exercise 3a that you did not tick.

affect (v) - effect (n)

- 4a** Choose the correct options in *italics* to complete the article.

### How to learn vocabulary

English students are often <sup>1</sup> challenge / challenged by the number of words in the English language. So how can a student learn new words <sup>2</sup> effect / effectively? The first step is to record them in a notebook. Many students write down a word and then <sup>3</sup> translate / translation it into their own language. It is also important to write a <sup>4</sup> define / definition and example sentence so you can see it in context. Try to be <sup>5</sup> creation / creative and use pictures or diagrams. It is also <sup>6</sup> beneficial / benefit to write down common collocations as we often remember groups of words together.

After recording new words, you need to <sup>7</sup> focus / focusing on getting them into your long-term memory. You should also place <sup>8</sup> importance / important on <sup>9</sup> repeat / repetition. You need to see a word in context several times before you will remember it, so regular reading will have a big impact on your <sup>10</sup> develop / development. However, make sure you are <sup>11</sup> motivate / motivated by your reading material as this will <sup>12</sup> affect / effect how much attention you pay to it. If you are interested, you will remember more.

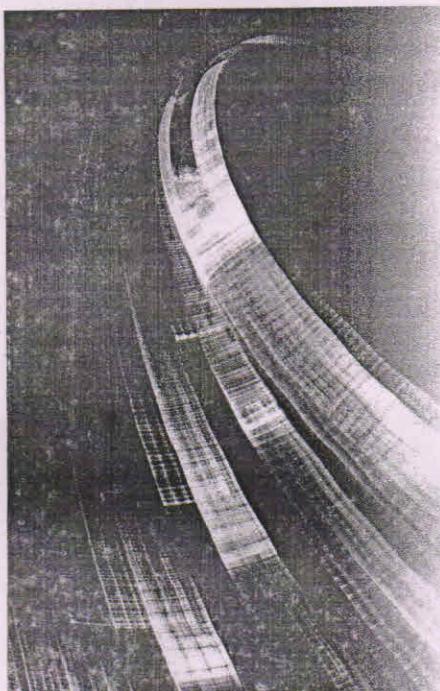
- b** How do you learn new vocabulary? Share your ideas with the class.

## Summary writing 1 (Summarize written text)

### Taking notes when reading a text

In *Summarize written text* it is important to recognise and note down key points in the reading text to help you understand it better. You can then use these points to form your summary.

- 1 Read paragraph 1 of the article. Then look at a student's notes and answer the questions.
  - 1 The words in the notes are key words. What are key words?
  - 2 Are there individual words or groups of words in the notes? Why?
  - 3 Are there any grammar words (e.g. articles, prepositions) in the notes? Why/Why not?
  - 4 Has the student copied words exactly from the text or has he/she re-organised them?



Online learning is becoming more popular but, according to a new study, students still believe it's easier to learn in a traditional classroom. Researchers recently asked 1,345 college students in the US about their views on the future of education. The study found that 53 percent of students agree that online colleges are reliable. However, only 43 percent think that online classrooms are better quality than traditional ones.

About 36 percent of students said that online learning gives you time to work and study and half of the students questioned think technology is necessary to education. However, almost 78 percent think it's easier to learn in a traditional classroom than through online courses.

Despite their preference for traditional classrooms, students still believe that education will become more virtual in the future. 19 percent predict that social media will be used to interest students in the classroom.

study: 1,345 college students, only 43% – online classroom better

- 2a Read paragraph 2 of the article and look at the underlined words. Which six words are not key words?
- 2b Look at the notes for paragraph 2. Rewrite them to make them more effective.

36% students online learning time to work study  
half technology necessary education  
78% easier learn traditional classroom

- 3a Read paragraph 3 of the article. Find the key words and use them to help you write short, simple notes on the main point.
- 3b Compare your notes in pairs. Have you included the same key information as your partner?

► See **Summary writing 2** for more practice of this task type.

# 1B

## How you work

### Listening 2 (Highlight correct summary; Write from dictation)

#### Before you listen

- 1 Read the question and check the meaning of the words in bold in a dictionary. Then discuss the question.

How does **social media** have a positive and negative impact on a company's **brand**, **recruitment**, **sales** and the amount of **work produced**?

#### Test practice 1: Highlight correct summary

► EXPERT STRATEGIES page 185



#### ► HELP

Do any of the summaries

- include incorrect information or information not in the recording?
- fail to include the main idea and supporting points?

#### Test practice 2: Write from dictation

► EXPERT STRATEGIES page 189

#### Task analysis

- 1 Read the question and check the meaning of the words in bold in a dictionary. Then discuss the question.

How does **social media** have a positive and negative impact on a company's **brand**, **recruitment**, **sales** and the amount of **work produced**?

- 2 Complete the task. Remember to identify the main idea and supporting points.

You will hear a recording. Click on the paragraph that best relates to the recording.

- A  There are both advantages and disadvantages of social media in the workplace. On one side, a company's brand can become stronger. On the other side, there is a chance that the company's brand will become weaker if an employee says something negative about the company.
- B  Because social media can stop employees working, some employers prevent them from using social media. However, these employers do not enjoy the benefits that social media can bring, such as an increase in customer demand for their product or a stronger brand.
- C  Social media can help employers to develop their businesses and find new staff. However, it is a problem when an employee criticises the company online or spends too much time using social media. To stop employees spending time on social media, employers must develop and challenge their staff.
- D  Employers only see the negative side of social media because they have too many problems with employees being rude or spending too much time using social media instead of working. Because this situation is challenging, it is easier for companies to stop the use of social media.

- 3 Complete the task. You will hear three sentences. Then compare answers in pairs.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

- 4 Answer the questions.

- 1 *Highlight correct summary:* Did you ignore summaries in Exercise 2 that gave incorrect information or information not in the recording?
- 2 *Write from dictation:* Did you guess words you could not remember in Exercise 3 by looking at the words around it?

## Language development 2

### Present tenses

► GRAMMAR page 205

- 1a** Choose the correct options in *italics* to complete the sentences from Listening 1.

Employers <sup>1</sup>currently experience / are currently experiencing a love-hate relationship with social media. Some <sup>2</sup> use / are using it to their advantage: they <sup>3</sup> reach / are reaching more customers and <sup>4</sup> improve / improving their brand image through social networking sites. They <sup>5</sup> also use / are also using them for recruitment.

- b** Complete the sentences with the correct form of the verbs in brackets so they are true for you.

- 1 I \_\_\_\_\_ (study) in a language school at the moment.
- 2 I \_\_\_\_\_ (like) reading articles in other languages.
- 3 I \_\_\_\_\_ (feel) confident that I have the right answers.
- 4 I \_\_\_\_\_ (go) to work before I start studying.
- 5 I \_\_\_\_\_ (have) a lot of free time these days.

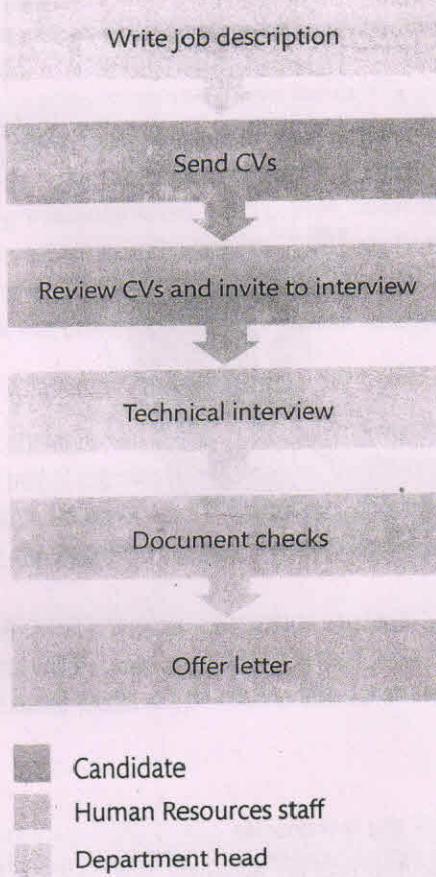
- 2a** Read the article below and answer the questions.

- 1 What did the researchers look at in this study?
  - 2 Which has a stronger influence on work: positive experiences or negative experiences?
  - 3 What affects mood more: events at home or events in the workplace?
- b** Read the article again and underline the subject in each sentence. Then choose the correct options in *italics* to complete the article.

- 3a** Look at the flowchart on the recruitment process and answer the questions.

- 1 Who writes the job description?
- 2 Who does the candidate send the CV to?
- 3 Who reviews the CVs?
- 4 Who does the department head interview?
- 5 Who checks the documents are correct?
- 6 Who sends the offer letter?

- b** Work in pairs and take it in turns to describe the recruitment process to your partner.



- Candidate
- Human Resources staff
- Department head

### Waking up on the wrong side of the desk

You know how it goes. A traffic jam <sup>1</sup> block / blocks your way and you <sup>2</sup> arrive / arrives late in a bad mood. From there the day just <sup>3</sup> go / goes downhill.

Or does it? <sup>4</sup> Do / Does a bad mood really colour your whole day? A large amount of work from the past 20 years <sup>5</sup> is / are available on work-family conflicts but very few studies actually <sup>6</sup> look / looks at the effect of mood on performance in the workplace. Two scientists <sup>7</sup> is / are studying this at the moment. So far, the results of their research <sup>8</sup> suggest / suggests that positive and negative

moods <sup>9</sup> affect / affects employees but that the effects of a positive mood <sup>10</sup> is / are more powerful. It seems that the mood people <sup>11</sup> bring / brings with them to work <sup>12</sup> have / has a stronger effect on the day's mood and on work performance than the mood changes which <sup>13</sup> is / are caused by events in the workplace. These findings <sup>14</sup> mean / means that performance might improve if businesses <sup>15</sup> help / helps employees to deal with mood-affecting influences in their private lives.

## Academic vocabulary 2 AWL ACL

### Compound nouns related to work

- 1a Match the beginnings of the sentences (1–6) with the endings (A–F). Then note the compound nouns in *italics*.

- 1 Normal working
  - 2 Some companies use social
  - 3 Many development
  - 4 Employees use networking
  - 5 Employers take an active
  - 6 Negative comments may stop a potential
- A *customer* from buying a company's products.  
 B *hours* for office workers are 9–5.  
 C *sites* to make new business contacts.  
 D *role* in making sure their staff are happy.  
 E *opportunities* are available for staff.  
 F *media* to recruit new staff.

- b Which compound nouns in Exercise 1a are made up of adjective + noun? Which are made up of noun + noun?

adjective + noun: *social media* noun + noun: *working hours*

### Verb + noun collocations related to work

- 2a Complete the text with the words in the box.

address affect complete establish give make  
offer providing see setting

Employers want to get the best work out of their employees, so they need to help them find some job satisfaction. Employers can challenge staff members by <sup>1</sup> \_\_\_\_\_ them new *goals*. They can also <sup>2</sup> \_\_\_\_\_ development opportunities so staff can learn new skills. It's a good idea to <sup>3</sup> \_\_\_\_\_ positive feedback to staff when they <sup>4</sup> \_\_\_\_\_ tasks effectively. This will make them feel valued.

If a staff member is worried about an aspect of their job, the employer should <sup>5</sup> \_\_\_\_\_ arrangements for that person to speak privately to a manager outside their team. This manager should try to <sup>6</sup> \_\_\_\_\_ a good relationship with the staff member. Many employers <sup>7</sup> \_\_\_\_\_ the positive side of this system: by listening to the employee's concerns and <sup>8</sup> \_\_\_\_\_ support, they can quickly <sup>9</sup> \_\_\_\_\_ an issue before it becomes too big and starts to <sup>10</sup> \_\_\_\_\_ their work.

- b Listen and check your answers.

- c Read the text again and underline the nouns that follow the verbs in the blanks.



- d What do employers in your country do to help motivate employees to work hard? Think about the things in the box.

colleagues facilities other financial benefits  
responsibility salary training  
working environment working hours

### Easily confused words related to work

- 3 Complete the sentences with the words in *italics*.

- 1 career, job, work

A When you start a new \_\_\_\_\_ it's important to look motivated.

B Many young people want to follow a \_\_\_\_\_ in the media.

C It is difficult for young people to find \_\_\_\_\_ in some countries these days.

- 2 hear, listen

A Employees should always \_\_\_\_\_ to their managers.

B Employers don't want potential employees to \_\_\_\_\_ negative comments about them.

- 3 salary, wages

A Some of the employees have asked for an increase in their annual \_\_\_\_\_.

B Staff receive \_\_\_\_\_ each Friday for the hours they worked during the week.

- 4 raise, rise

A All employees expect their salaries to \_\_\_\_\_ each year.

B If employers \_\_\_\_\_ their employees' salaries, the employees will only be more motivated for a short time.

## Reading 2 (Multiple-choice, choose single answer)

## Before you read



- 1 Look at the two interview questions that companies often ask candidates. Discuss the questions in pairs.
- 1 How would you answer these interview questions?
  - 2 Why are they 'trick' questions?
  - 3 Do you think these questions have any value in a job interview?

'What colour best represents your personality?'

## Test practice

► EXPERT STRATEGIES page 177

- 2 Complete the task. Think about the difference between the main point and the supporting information in the text.

*Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.*

Trick interview questions are annoying. You would have to be a bit strange to feel comfortable with them. But ever since Microsoft decided to use 'brain teaser questions' in recruitment interviews back in the 1990s, they've been growing in popularity. They don't necessarily work though. They also actively discourage good candidates and have a long-term effect on a company's ability to attract talent, as reported in research that came out in October. After putting 360 participants through job interviews, the researchers found that the most qualified workers preferred not to attend interviews that use trick questions because they personally see them as unfair and are designed to make them fail.

According to the research, trick interview questions fail for which reason?

- A  Modern companies are not using them.
- B  Skilled people are not attracted to them.
- C  Ordinary people are not able to answer them.
- D  High levels of ability are needed to understand them.

► HELP

- Read the first sentence. What is the writer's view of this topic?
- Read the task question. Whose view do you need to identify?
- Where in the text is this view reported?

## Task analysis

- 3 Work in pairs. Compare and discuss how you approached the task.

- 1 Which options were the easiest to locate in the text?
- 2 Where was the correct option paraphrased in the text?

## Discussion

- 4 Discuss the questions in pairs.

- 1 Do you think that interviews are a good way of choosing new employees?
- 2 How do people find a new job in your country?

## Speaking 2 (Describe image)

### Organising your description

To score well on *Describe image*, you need to be able to organise your description of a chart.

- 1a** Look at the chart in Exercise 4 and complete the topic sentence.

The chart \_\_\_\_\_ the percentage of people who \_\_\_\_\_ in four countries in the year \_\_\_\_\_.

- b** An overview sentence summarises the results of the research. Which is the correct overview sentence for the chart?

- 1 There was a large difference in the percentage of people working in these countries.
- 2 The country with the largest percentage of the population working was Qatar.
- 3 Some countries have a higher level of unemployment than others.

- c** What is the difference between a topic sentence and an overview sentence?

- 2a** Complete the sentences with the words in the box.

clear gap highest illustrates much lower over half possible 70 percent

- A The \_\_\_\_\_ percentage can be seen in Qatar, where around \_\_\_\_\_ of the population is in employment.  
 B It's \_\_\_\_\_ that some of these countries have high unemployment.  
 C China is the only other country with \_\_\_\_\_ the population in work. However, in Turkey and Iraq the numbers are \_\_\_\_\_ – around 25 percent and 35 percent respectively.  
 D It's \_\_\_\_\_ that there's quite a large \_\_\_\_\_ in the size of working populations.  
 E The chart \_\_\_\_\_ how many people are in the labour force in four countries.

- b** Match the stages of describing a chart (1–5) with the sentences in Exercise 2a (A–E). Then compare answers in pairs.

#### Stages of a description

- 1 a topic sentence of what the chart shows
- 2 an overview sentence about the results
- 3 the country with the highest %
- 4 the other statistics
- 5 providing a conclusion

### Sample response

- 3** Listen to a student describing the chart and check your answers in Exercise 4. Then listen again. Does she finish within 40 seconds?

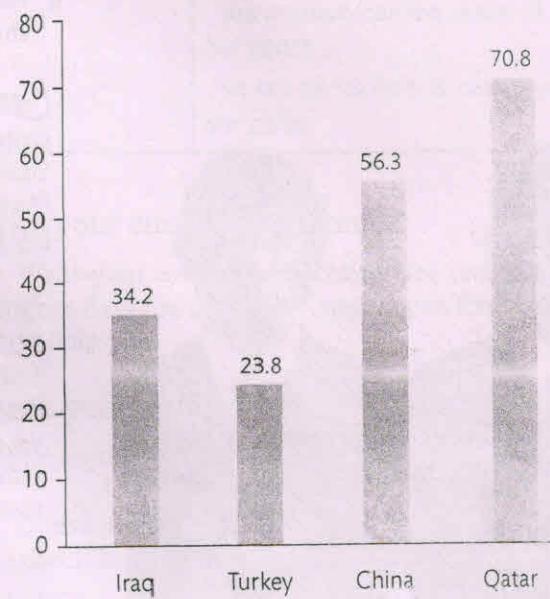
### Test practice

► EXPERT STRATEGIES page 179

- 4** Complete the task in pairs. Take turns to describe the chart.

40 sec. Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.

Percentage of total population in labour force in selected countries in 2012



### ► HELP

Look at the numbers in the chart. Where do they start and end?

- 5** Turn to page 190 and complete another timed test practice.

► EXPERT SPEAKING page 190

### Task analysis

- 6** Did you:

- 1 finish in the 40-second time limit?
- 2 include all five stages of the descriptions?

## Summary writing 2 (Summarize written text)

- Lead-in**
- 1 Discuss the questions in pairs.
- 1 What job would you like to do in the future? What has influenced your decision?
  - 2 What job do you think the identical twins in the photo do? Do you think their job choice was influenced by childhood experiences or by their genes (DNA)?

**Understand the task**

► EXPERT STRATEGIES page 175

- 2a Read the instructions for *Summarize written text* and answer the questions.
  - 1 How many sentences should your summary have?
  - 2 In the test, where do you type your summary?
  - 3 How much time do you have to complete the task?
  - 4 How is your summary scored?
- b Read the text quickly. Look at the first and last line of the text and the first line of each paragraph. What is the topic of the text?

⌚ 10 min. Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

Twin studies have been very useful in giving us information about whether our genes or our environment makes us who we are. A surprising result is the way that genes influence our work. At a basic level, our genes affect how we look and so they influence whether we can become a basketball player or a supermodel, for example. However, there is evidence that genes influence our job choice in much greater ways.

Research shows that identical twins choose more similar jobs than non-identical twins. In fact, identical twins who have grown up apart choose more similar jobs than non-identical twins who have grown up together. Studies also show that identical twins are more likely to find the same kind of work satisfying. The research suggests that our genes affect both the satisfaction that comes from doing a job and the satisfaction that comes from working conditions such as a person's pay or their manager.

So what does this mean? It means that from birth, you are more likely to prefer one occupation to another and find certain jobs more satisfying than others. However, genes are not the only factor. Other things in your life, such as family background and education, will also be influential in your career choices.

**Plan your summary sentence**

- 3a Read the text more carefully. Find the key words and use them to help you write notes on the key information.
- b Compare your notes in pairs. Has your partner included any information that you haven't?
- c Look at the underlined sentences in paragraphs 1 and 2 of the text. Which one is the topic sentence of each paragraph? Can you find the topic sentence of paragraph 3?

- d Look at your notes again. What is the main point of the text? Use these questions to help you.

- 1 What have twin studies shown?
- 2 What are the results of this?

### Language and content

- 4a In a summary, a writer has to connect ideas within a text. Look at the summaries and underlining the words or phrases that express cause (why something happens) and effect (the result of something).
- 1 Studies have shown that people decide on a job because their genes influence what they want to do.
  - 2 Scientists have discovered that identical twins have the same genes, so they choose similar jobs.
  - 3 A person gets their genes from their parents, with the result that they choose the same job as their mother or father.
  - 4 Research suggests that genes decide how happy we are in our jobs, as we choose jobs based on our skills.
  - 5 Scientists believe that we do not have a choice over our job for the reason that genes decide it for us.
  - 6 Twins choose quite similar jobs and, therefore, it is likely that genes affect the work we choose.
- b Write the words and phrases you underlined in Exercise 4a in the correct column.

Cause	Effect
<u>because</u>	

- c Join each pair of sentences in two different ways using the words in brackets.

- 1 Non-identical twins do not have the same genes. They are less likely to choose the same job. (therefore, because)
- 2 Genes determine our height. They determine whether we can become basketball players or not. (as, so)
- 3 Identical twins choose more similar jobs than non-identical twins. They have the same genes. (reason, result)

- d Look at the example phrases in the table. Choose one phrase to begin your summary sentence. Then choose one word or phrase to express cause or one to express effect to use in your summary sentence.

Beginning the summary	Twin studies show that ... Research suggests that ... Researchers believe that ...
Cause	... as our genes affect these decisions ... ... because twins choose similar jobs ... ... for the reason that it affects job satisfaction ...
Effect	... therefore our genes influence our job choice ... ... are a result/consequence of our genes ... ... so our genes help to decide on our career ...

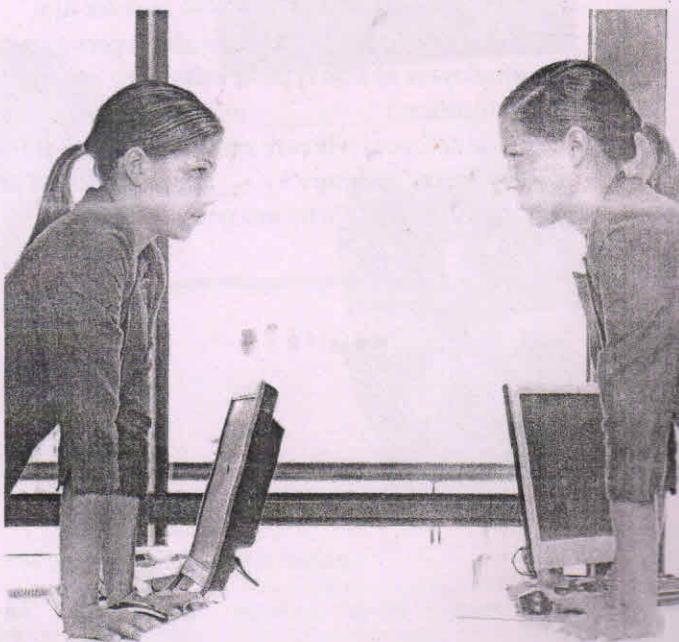
### Write your summary sentence

- 5 Write your summary sentence. Use your notes from Exercise 3 and the language in Exercise 4 to help you.

### Check your summary sentence

► EXPERT WRITING page 196

- 6 Check your summary sentence using the checklist on page 196.



## Review

- 1 Complete the sentences with words formed from the words in brackets.
- 1 Single-sex schools \_\_\_\_\_ (education) boys and girls separately.
  - 2 If teens \_\_\_\_\_ (social) too much, it can affect their grades.
  - 3 Different schools \_\_\_\_\_ (punishment) bad behaviour in different ways.
  - 4 A teacher's job is to give \_\_\_\_\_ (supportive) to their students.
  - 5 A good night's sleep is \_\_\_\_\_ (benefit) for learning.
  - 6 There are different types of \_\_\_\_\_ (intelligent).
  - 7 A teenager's body clock is \_\_\_\_\_ (influence) in the way they learn.
  - 8 It is good to set yourself \_\_\_\_\_ (challenge) goals when learning.
- 2 Complete the text with the words in the box.
- active affect complete effect likely media  
negative potential

With the increased popularity of social <sup>1</sup> \_\_\_\_\_, employers today are taking a more <sup>2</sup> \_\_\_\_\_ role in checking whether <sup>3</sup> \_\_\_\_\_ employees are suitable for a company or not. More and more employers are looking at applicants' online profiles to find out what kind of person they are and what they do in their free time as this can <sup>4</sup> \_\_\_\_\_ the work they do and their ability to <sup>5</sup> \_\_\_\_\_ tasks. They also look for any <sup>6</sup> \_\_\_\_\_ comments made about previous employers as this type of behaviour can have a significant <sup>7</sup> \_\_\_\_\_ on a company's brand. So, employees who are careful about what they say online are more <sup>8</sup> \_\_\_\_\_ to receive a job offer than those who are not.

- 3a Choose the correct options in *italics* to complete the sentences about creativity.

- 1 Boredom *encourages* / *rewards* children to be creative.
- 2 Children who are busy all the time are less *worried* / *likely* to use their imagination.
- 3 We should be more *concerned* / *interested* with reducing the amount of technology children use.
- 4 Parents who want to *raise* / *rise* their children's level of intelligence should turn off the TV.
- 5 Children should spend time alone for the *simple* reason / *result* that they need thinking time.
- 6 Young people who want a *career* / *work* in the arts need to develop their creativity.
- 7 Children who *know* / *socialise* with each other online are less likely to play creatively.
- 8 *As* / *Therefore* children use their imagination more, they often find unusual solutions to things.

- b Tick (✓) the sentences in Exercise 3a that you agree with.

- 4 Complete the article with the present simple or present continuous form of the verbs in brackets.

According to traditional stereotypes, men <sup>1</sup> \_\_\_\_\_ (make) things and women <sup>2</sup> \_\_\_\_\_ (clean) or <sup>3</sup> \_\_\_\_\_ (take) care of people. Men were traditionally expected to become engineers, doctors and mechanics, whereas women were sent to work as cooks, cleaners and carers. These days, both men and women should <sup>4</sup> \_\_\_\_\_ (have) the opportunity to do any job they desire. But do they? It is still true that very few women <sup>5</sup> \_\_\_\_\_ (be) engineers but in the UK the number of male and female doctors is the same and currently more women <sup>6</sup> \_\_\_\_\_ (study) medicine at university. In addition, because of the high unemployment that <sup>7</sup> \_\_\_\_\_ (exist) in many countries right now, more men <sup>8</sup> \_\_\_\_\_ (choose) jobs that are traditionally female. They <sup>9</sup> \_\_\_\_\_ (work) in kindergartens or primary schools, and more <sup>10</sup> \_\_\_\_\_ (train) to be nurses. Of course, women traditionally <sup>11</sup> \_\_\_\_\_ (stay) at home and look after the children but these days men <sup>12</sup> \_\_\_\_\_ (do) it too, either because they <sup>13</sup> \_\_\_\_\_ (want) to or because their wives have more secure jobs.

## 2

## Overview

## More than a feeling

## 2A

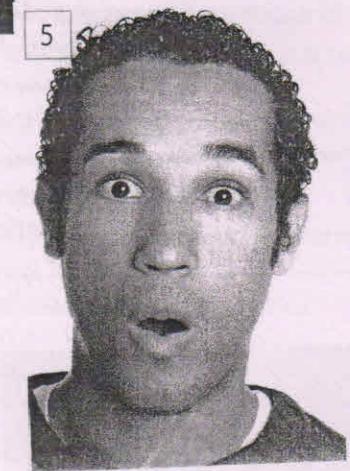
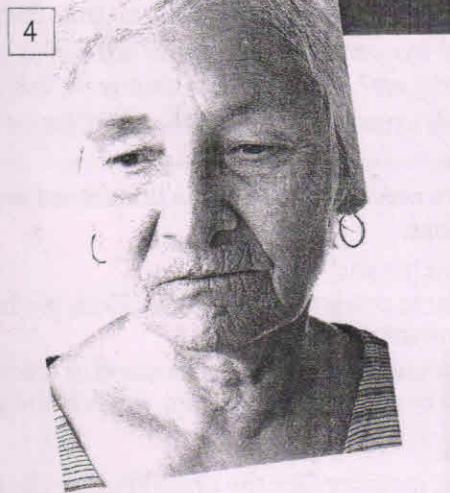
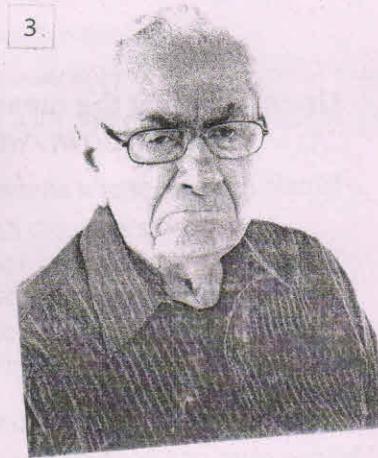
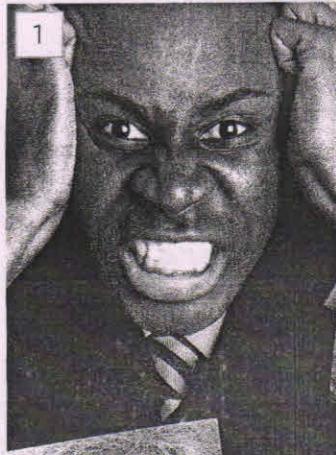
- **Reading:** Reading: Fill in the blanks
- **Academic vocabulary:** Feelings and emotions
- **Speaking:** Repeat sentence; Answer short question
- **Listening:** Multiple-choice, choose single answer
- **Language development:** Relative clauses
- **Writing:** Write essay

## 2B

- **Listening:** Multiple-choice, choose single answer;  
Write from dictation
- **Language development:** Sentence structure and  
prepositional phrases
- **Academic vocabulary:** Family, friends and people
- **Reading:** Reading: Fill in the blanks
- **Speaking:** Re-tell lecture
- **Writing:** Write essay

## Lead-in

- 1 Scientists believe there are six emotions that all people show in the same way. Look at the photos. What do you think the six emotions are?

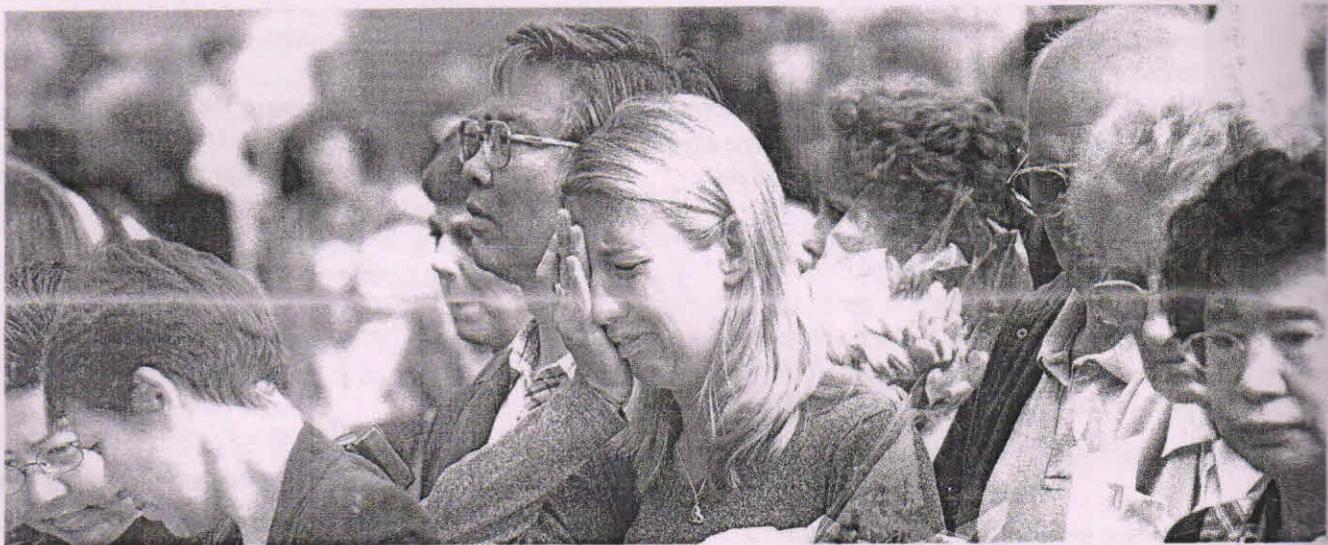


- 2 Look at the emotions in the box and discuss the questions in pairs.

anxiety envy guilt hate hope interest patience pity pleasure pride respect wonder

- 1 Which of the emotions are positive? Which are negative?
- 2 Which three emotions do you think are the most important for life?
- 3 Choose five emotions. When did you last feel each of them?

## Reading 1 (Reading: Fill in the blanks)



## Before you read

## 1 Discuss the questions in pairs.

- 1 Why do people cry?
- 2 Why does our body produce tears?
- 3 Is it men or women who cry more?

Understanding the meaning  
of unknown words

In all reading tasks you will need to try to understand the meaning of unknown words. In *Reading: Fill in the blanks* you will need to recognise the meaning of missing words in a text.

## 2a Read the text quickly. Which question from Exercise 1 does it answer?

The human eye <sup>1</sup> generates three types of tears. The first type protects the eye and keeps it wet. The second type cleans the eye when it becomes <sup>2</sup> irritated by dirt. The third kind, emotional tears, <sup>3</sup> flow in response to sadness, worry or physical pain. Studies show that an emotional tear contains chemicals which are <sup>4</sup> related to stress. When we cry, we <sup>5</sup> get rid of these chemicals. This helps to <sup>6</sup> balance our body's stress level and makes us feel better.

## b Read the text more carefully. Look at the underlined words and answer the questions.

- 1 What part of speech is each one?
- 2 Is the word similar to one you already know? Does this help you to understand the meaning?
- 3 Can the words around it help you to understand its meaning? Is it positive, negative or neutral? Are there any words in the sentence which go with it?

## c Choose the correct meanings for the underlined words in Exercise 2a. Use your answers in Exercise 2b to help you.

- |                       |                        |
|-----------------------|------------------------|
| 1 A produces          | B gets                 |
| 2 A weak              | B painful              |
| 3 A stop quickly      | B move continuously    |
| 4 A connected         | B unconnected          |
| 5 A take in           | B make something leave |
| 6 A cause an increase | B keep in control      |

**Test practice**

► EXPERT STRATEGIES page 180

- 3a** Read the text quickly. Which question from Exercise 1 does it answer?

- b** Complete the task. Think about the meaning of the missing words in context.

*In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.*

One possible explanation for the production of emotional tears is that it's a <sup>1</sup>[ ] of communication. Before babies can speak, the only way for them to express frustration, pain, <sup>2</sup>[ ] and need is to cry. Adults may use crying to connect with other humans, as showing sadness can prompt comfort and <sup>3</sup>[ ] from peers. There are also culturally acceptable <sup>4</sup>[ ] for crying that bring people together, such as at funerals or weddings.

caring	fear	form	miserable
reasons	support	ways	

## ► HELP

- What part of speech is each word in the box?
- Do the words in the box have neutral, positive or negative meanings?
- Do any of the words collocate with other words around the blanks?

**Task analysis**

- 4** Why were the three extra words wrong for each blank?

- A The meaning did not match the sentence.
- B The part of speech was not correct.
- C The word did not fit the sentence grammatically.
- D The word did not collocate with other words in the sentence (e.g. adjective + preposition).

**Discussion**

- 5** Discuss the questions in pairs.

- 1 In your culture, is it acceptable for people to cry in public? Why/Why not?
- 2 Is crying a sign of weakness? Why/Why not?

**EXPERT WORD CHECK**

chemical comfort express peer prompt

► See **Reading 2** for more practice of this task type

Academic vocabulary 1 AWL ACL

## Adjectives and prepositions related to feelings

- 1a Complete the sentences with the prepositions in the box.

about (x3) by (x2) of (x2) to with (x2)

- 1 A recent survey showed that 47 percent of students are irritated        their roommates.
- 2 46 percent of students are anxious        receiving final grades.
- 3 Three quarters are excited        going home to see their parents.
- 4 12 percent are proud        the hard work they put into their studies.
- 5 A fifth of students are frustrated        their lack of typing skills.
- 6 More than 50 percent of students are pleased        their academic progress.
- 7 44 percent of students are concerned        getting a job after they graduate.
- 8 28 percent were disappointed        their last grade.
- 9 Almost two-thirds of students are afraid        not being successful.
- 10 Over 90 percent are opposed        higher fees for students.

- b Underline the verbs which follow a preposition in Exercise 1a. What form are they in? Make a note of this pattern in your vocabulary notebook.

- c Complete the sentences so they are true for you.

- 1 I get irritated
- 2 I'm anxious
- 3 I'm really excited
- 4 I'm proud
- 5 I'm sometimes frustrated
- 6 I'm pleased
- 7 I'm concerned
- 8 I was disappointed
- 9 I'm afraid
- 10 I'm opposed

- d Work in pairs. Discuss your answers in Exercise 1c and find out what you and your partner have in common.

## Academic verbs

- 2a Choose the correct options in *italics* to complete the text about stress at work. Check the meaning of any unknown words in a dictionary.

A group of scientists is planning to <sup>1</sup> involve / research the topic of stress at work. Their study, which will <sup>2</sup> interpret / involve 500 people who work in business, is likely to <sup>3</sup> analyse / generate a lot of interest in the business world. The research will <sup>4</sup> investigate / generate how our working lives are affected when we are stressed. The scientists carrying out the research will first collect and then <sup>5</sup> analyse / identify data. They will then <sup>6</sup> interpret / investigate the results and come to a conclusion. The results will hopefully <sup>7</sup> identify / release ways that stress chemicals affect our working lives.

- b The underlined words in Exercise 2a are words that often follow the (correct) verbs. Make a note of these collocations in your vocabulary notebook.

- c Have you ever felt stressed? How did it feel?

## Academic collocations

- 3a Match the beginnings of the sentences (1–8) with the endings (A–H). Then note the collocations in *italics*.

- 1 Crying is a *form*
- 2 Tears can fall *in*
- 3 Anxiety can cause *physical*
- 4 High *stress*
- 5 Envy is one *possible*
- 6 In my country, it is not *culturally*
- 7 Guilt is *related*
- 8 Stress chemicals are *released*

- A acceptable to show anger at work.
- B to something you did wrong in the past.
- C of communication.
- D response to dirt in your eye.
- E pain, for example, a headache.
- F by your body because it thinks it is in danger.
- G explanation for disliking someone.
- H levels are bad for you.

- b Cross out the word in *italics* that does not collocate with the word in bold.

- 1 **physical** activity / appearance / figure / health
- 2 direct / effective / personal / speaking **communication**
- 3 individual / high / emotional / appropriate **response**
- 4 give / hear / provide / say **an explanation**

## Speaking 1 (Repeat sentence; Answer short question)

### Pronunciation: Using sentence stress

In English not every word in a sentence has the same stress. In *Repeat sentence* you will need to stress the correct words in the sentence you hear.

- 1a** Read the sentences (1–2) and answer the questions (A–B).

- 1 Disgust \_\_\_\_\_ basic emotion \_\_\_\_\_ people often experience.
- 2 We are \_\_\_\_\_ by \_\_\_\_\_ which are \_\_\_\_\_ to the \_\_\_\_\_.

- A Can you guess the meaning of the sentences?  
Why/Why not?
- B Which parts of speech can you see in each sentence? Choose from the words in the box.

adjective adverb article auxiliary verb main verb  
noun preposition pronoun

- b** Listen and complete the sentences in Exercise 1a. Did you guess correctly?
- c** Listen again and underline the stressed words.
- 2a** Underline the stressed words in the sentences about disgust. Then listen and check your answers.
- 1 It's difficult for us to control our feelings of disgust.
  - 2 The feeling of disgust is related to the stomach.
  - 3 Disgust helps us to avoid diseases and viruses.
  - 4 We acquire disgust through our genes and culture.
- b** Listen again and repeat the sentences. Remember to stress the correct words.

### Test practice 1: Repeat sentence

► EXPERT STRATEGIES page 171

- 3** <sup>14</sup> Complete the task. You will hear ten sentences. Remember to stress the correct words.

**15 sec.** You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

### Task analysis

- 4** <sup>14</sup> Listen again and repeat the task. This time try each technique (1–4) with two sentences. Which is the most/least helpful?
- 1 Write down all or some of the words as you hear them.
  - 2 Listen to the sentence stress and rhythm as well as the words.
  - 3 Think about the meaning of the sentence as you listen.
  - 4 Imagine you are speaking to someone else in the room so you speak clearly.

### Test practice 2: Answer short question

► EXPERT STRATEGIES page 171

- 5** <sup>15</sup> Complete the task in pairs. You will hear five questions.

**10 sec.** You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.



## Listening 1 (Multiple-choice, choose single answer)

## Before you listen

- 1 Write definitions for the words in bold. Use a dictionary to help you if you are unsure.

Emotional shock happens after a <sup>1</sup> deep shock. An irregular heart rate can make people feel <sup>2</sup> dizzy. Their hands might <sup>3</sup> go cold because of the low blood pressure. It can be worrying to experience emotional shock <sup>4</sup> first-hand.

## Understanding gist



## Test practice

► EXPERT STRATEGIES page 186

► HELP

- Is option A about the cause or effects of surprise?
- Is the whole talk about first-hand surprise or is this a detail?
- What does *proved* mean in option C 'shown to be' or 'understood'?
- What makes the events sudden in option D?

## Task analysis

► See Listening 2 for more practice of this task type.

- 1 Write definitions for the words in bold. Use a dictionary to help you if you are unsure.

Emotional shock happens after a <sup>1</sup> deep shock. An irregular heart rate can make people feel <sup>2</sup> dizzy. Their hands might <sup>3</sup> go cold because of the low blood pressure. It can be worrying to experience emotional shock <sup>4</sup> first-hand.

Some questions in *Multiple-choice, choose single answer* test the main idea or the theme of the recording. This is called the *gist* of a talk.

- 2a Listen to three experts talking about the importance of surprise or shock in their area of study. Match the speakers (1–3) with the general themes (A–C).

- A possible stages of surprise  
B emotional effect of new products  
C long-term effects of emotional shock

- b Listen again and decide which sentence (A or B) most closely matches the main point of each speaker.

- 1A People may become angry after a surprise.  
B It is important to treat emotional shock seriously.  
2A After surprise passes, people react either positively or negatively.  
B The physical signs of emotions have only recently been studied.  
3A Products create a variety of emotions in their users.  
B Designers do not think about the emotions their products create.

- c Look at the incorrect sentences in Exercise 2b. Which sentence:

- 1 states the opposite of what was said?  
2 is a detail that was mentioned but not the main point?  
3 is not mentioned in the recording?

- 3 Listen to a lecture on surprise and take notes. What is the general theme?

- 1 what the physical reactions to surprise are  
2 why people feel different types of surprise  
3 how we can control surprise in daily life

- 4 Listen again and complete the task. Use your notes from Exercise 3 to help you.

*Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.*

What is the speaker's main point?

- A  The cause of the physical effects of surprise is unknown.  
B  First-hand surprise is only experienced as events happen.  
C  Surprise happens when past beliefs are proved wrong.  
D  Surprise is stronger when events happen suddenly.

- 5 Discuss the questions in pairs.

- 1 Did your notes help you to find the answer? If not, why not?  
2 Which options were clearly wrong according to the recording?

## Language development 1

### Relative clauses

► EXPERT GRAMMAR page 204

Relative clauses are very common in academic English. Read about them on page 204, then complete the exercises below.

- 1a** Read a summary of the lecture on surprise from Listening 1. Match the underlined relative pronouns with what they refer to (A–E).

Surprise occurs in two different situations. The first happens in situations when you receive new information which is different to your previous knowledge. For example, you are surprised by a friend whose actions are unexpected; you thought he was in Berlin but he arrives at your door. The second situation happens when an event is very different to your long-term knowledge. For example, you believe your home is a place where you are safe. You also believe the police never arrest people who are honest. However, one day a police officer comes to your home and arrests you for a crime you did not do. This is a failure in our knowledge.

- |            |           |              |
|------------|-----------|--------------|
| A a person | C a thing | E possession |
| B a place  | D a time  |              |

- b** We can also use *that* to talk about people and things. Replace two relative pronouns in the summary in Exercise 1a with *that*.
- c** We use *whose* to talk about possession. *Who's* means 'who is'. Choose the correct options in *italics* to complete the sentences.
- 1 A person *whose / who's* test results are better than expected feels surprise.
  - 2 Someone *whose / who's* experiencing a surprise feels dizzy.
  - 3 A person *whose / who's* surprised gets cold hands.
  - 4 Someone *whose / who's* expectation is correct is unsurprised.
- d** Complete the text about fear with *who*, *which*, *whose* or *where*.

Fear is an emotion <sup>1</sup> \_\_\_\_\_ we hope we will not experience too often but it is not always negative. A child <sup>2</sup> \_\_\_\_\_ is scared of the dark will learn how to deal with fear better when they are older. A person <sup>3</sup> \_\_\_\_\_ watches a horror film in a place <sup>4</sup> \_\_\_\_\_ they are safe benefits from the excitement that fear brings. However, a person <sup>5</sup> \_\_\_\_\_ fear causes them to avoid certain things may have a phobia. This is a kind of fear <sup>6</sup> \_\_\_\_\_ can stop them from living a normal life.

- 2a** Join the sentences using relative clauses. Replace the underlined words with relative pronouns.

- 1 Fear is a healthy emotion. Everybody experiences it.  
Fear is a healthy emotion which everybody experiences.
- 2 Fear is a high level of stress. It is caused by danger.
- 3 People turn white. They are frightened.
- 4 A person might scream. The person's fear is strong.
- 5 Dark houses are scary places. People feel frightened there.

- b** Complete the sentences using relative clauses. Use your own ideas.

- 1 Surprise is an emotion \_\_\_\_\_
- 2 Fear happens \_\_\_\_\_
- 3 A study is something \_\_\_\_\_
- 4 A scientist is a person \_\_\_\_\_
- 5 A person \_\_\_\_\_ eye produces tears \_\_\_\_\_
- 6 A psychologist's office is a place \_\_\_\_\_
- 7 A person \_\_\_\_\_ has a phobia \_\_\_\_\_
- 8 An extreme sport is a sport \_\_\_\_\_

- 3a** Read the article and take notes. What is an extreme adventure break?

**Holidaymakers seek excitement**

Extreme adventure breaks are becoming increasingly popular as more and more people seek fear during their time away from work. No longer are people happy to relax on a hot beach for seven days while people serve them cold drinks; they want to experience the fear and excitement that activities such as mountain biking and skydiving can bring. These kinds of holidays are growing faster than any other type in the travel industry and seem to offer more than just excitement. Holidaymakers say they are able to completely forget about work and focus on something completely different. They also say they meet more local people and learn more about the local environment.

- b** Complete the sentence to make a brief summary of the article. Include a relative clause. Use your notes from Exercise 3a to help you.

An extreme adventure break is a holiday ...

- c** Would you like to go on this kind of holiday? Why/Why not?

## Writing 1 (Write essay)

### Understanding the task and making the content relevant

To score well in *Write essay*, it is essential to understand the prompt and make sure the content of your essay is relevant.

- 1 Read the essay prompt and look at the underlined words. Then discuss the questions in pairs.

Teaching values and behaviour should be part of the school curriculum in every school. Discuss the arguments for and against this view.

- 1 How were you taught values and behaviour?
- 2 What else should be part of the school curriculum?
- 3 Should every school teach values? Do we need different rules for different age groups?

► EXPERT WRITING page 197



- 2 In this test task you have to write an argumentative essay. Which words in the prompt tell you this? Read about argumentative essays on page 197. Then answer the questions.

- 1 What are the advantages of teaching values in schools?
- 2 What are the disadvantages of teaching values in schools?

- 3 Look at a student's ideas for topic sentences for this essay. Write the notes as complete sentences in paragraphs 1–3 in the essay plan below.

- 1 not all children receive / correct values / home / so it / important / teach values in schools
- 2 there / large number / subjects which children need / study / school curriculum these days
- 3 children of different ages need / different approach / learning values

**Plan**

- Introduction
- Para 1 \_\_\_\_\_
- A \_\_\_\_\_
- B \_\_\_\_\_
- Para 2 \_\_\_\_\_
- C \_\_\_\_\_
- D \_\_\_\_\_
- Para 3 \_\_\_\_\_
- E \_\_\_\_\_
- Conclusion

- 4 Look at the arguments to support the opinions in the topic sentences in the essay plan. Write them in the correct place (A–E) in the plan.

- 1 values = important in primary schools, by secondary = preparation for work = important
- 2 maths / computer technology / languages = important and take time
- 3 people who commit crime / use drugs or alcohol / still have children
- 4 universities ask for higher grades + many children already work into the night
- 5 television = poor values + in many countries religion is falling in importance

- 5 Now write your own essay plan for this prompt.

► See Writing 2 for more practice of this task type

## 2B

# Attitudes to life

## Listening 2 (Multiple-choice, choose single answer; Write from dictation)

### Before you listen



### Test practice 1: Multiple-choice, choose single answer

► EXPERT STRATEGIES page 186

1 Complete the sentences with the words in *italics*.

1 opportunities, possibilities

- A At present few \_\_\_\_\_ exist for students to get help with difficult subjects.
- B The college is looking at the \_\_\_\_\_ of offering extra classes.
- 2 behaviour, attitude
- A Some people have a negative \_\_\_\_\_ towards certain subjects.
- B Few teachers will allow bad \_\_\_\_\_ in their lessons.
- 3 prevent, protect
- A Teachers need to \_\_\_\_\_ a fear of certain subjects.
- B All adults need to \_\_\_\_\_ children from harm.
- 4 optimistic, pessimistic
- A The most \_\_\_\_\_ people look forward to test results.
- B The most \_\_\_\_\_ people learn to be afraid of getting results.

2 Complete the task. Remember to take notes and identify the gist of the text.

*Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.*

According to the speaker, 'learned helplessness'

- A  makes people work even harder at difficult tasks.
- B  stops people repeating positive experiences.
- C  causes people to lose hope in their abilities.
- D  affects people in many unpredictable ways.

### ► HELP

- Is 'learned helplessness' good or bad, according to the speaker? Cross out the option that says it has a positive effect.
- Which other option is definitely wrong because the information isn't mentioned?

3 Complete the task. You will hear three sentences.

*You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.*

### Test practice 2: Write from dictation

► EXPERT STRATEGIES page 189

### Task analysis

4 Discuss the questions in pairs.

- 1 How did you reach your answer in Exercise 2?
- 2 How did you remember the sentences in Exercise 3? Did you try to remember them in your head, did you write down key words or did you use another method?

## Language development 2

### Sentence structure and prepositional phrases

A prepositional phrase is used to add information to a subject, verb or object of a sentence. They are very common in academic English.

- 1a** Read the sentences about 'learned helplessness' and underline the subject, verb and direct object in each sentence.

1 The animal might have opportunities to escape

2 Nothing will have an effect \_\_\_\_\_.

3 That child will experience that same feeling of helplessness \_\_\_\_\_.

- b** Now complete the sentences with the prepositional phrases in the box.

from this environment    on another occasion

on the child's maths performance

- c** Match the prepositional phrases in Exercise 1b with what they express (1–3). Where do these appear in a sentence?

1 time (when?) 2 place (where?) 3 manner (how?)

- 2** Complete the sentences about teenagers and risky behaviour with the phrases in *italics*.

1 *in the developing brain, of teenagers*

The risky behaviour \_\_\_\_\_ may come from a difference \_\_\_\_\_.

2 *as adults, at understanding*

Scientists have found that teenagers are as good \_\_\_\_\_ the risks of dangerous behaviour

3 *of possible actions, in our brain, from a number*

Teams \_\_\_\_\_ of universities have identified a special area \_\_\_\_\_ that weighs the costs and benefits \_\_\_\_\_.

4 *in unusual ways, in teen brains*

Their research shows the main difference \_\_\_\_\_ is that they weigh those costs and benefits

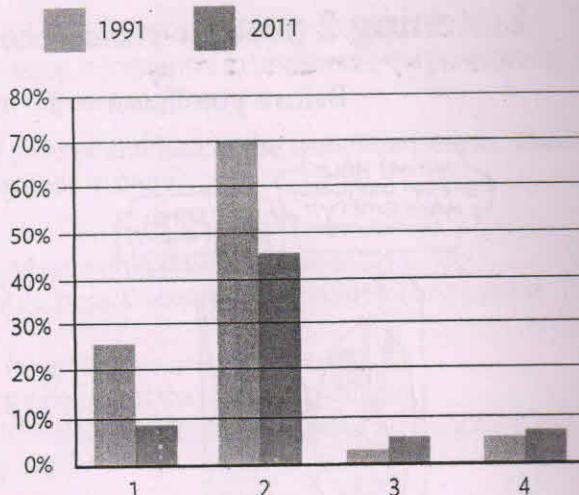
### Changing verbs to noun + preposition phrases

- 3a** Look at the sentences. What part of speech or type of clause do the different colours represent? Then look at the chart and write two sentences for each item in the survey using *decrease* or *increase* as a verb, then as a noun.

1 The number of 10–24-year-olds who had driven a car increased from 1991 to 2011.

2 There was an increase in the number of 10–24-year-olds who had driven a car from 1991 to 2011.

Risk habits among 10–24-year-olds in the USA



1 rarely or never wore a seat belt)

2 had tried a cigarette

3 had not eaten any fruit

4 had not eaten any vegetables

- 1** A The number of 10–24-year-olds who rarely or never wore a seat belt decreased from 1991 to 2011.  
**B** There was a decrease in the number of 10–24-year-olds who rarely or never wore a seat belt from 1991 to 2011.

- b** Work in pairs and create a survey.

- 1 Think of three questions to ask about changes in lifestyle/habits in the last five to ten years.
- 2 Find ten people to complete your survey.
- 3 Report back to the class on the results, using *decrease* and *increase*.

### Essay editing skills

- 4** Find and correct four word order errors and four spelling errors in the text.

Sientists from Stanford carried out fascinating research on the social causes in 2010 of emotion. They studied femall undergraduates aged between 18 and 20 from different social backgrounds. Half were paired of the undergraduates with actors who had similar likes and dislikes to them. The actors were trained to answer questions about giving speeches by acting in front of their partner stressed. They found that the undergraduates in the test group showed to their partner similar facical reactions.

## Academic vocabulary 2

AWL

ACL

### Easily confused words related to family, friends and people

#### 1a Complete the sentences with the words in *italics*.

1 bring up, grow up

A I think it's better for children to \_\_\_\_\_ in the city.

B It's important that grandparents help to \_\_\_\_\_ children.

2 relative, relationship

A The \_\_\_\_\_ between family background and success is well-known.

B It's good to have one \_\_\_\_\_ that you can talk to about anything.

3 community, society

A There are some really effective \_\_\_\_\_ groups for young people in my area.

B Modern \_\_\_\_\_ is a better place to raise children.

4 accept, except

A Families can take a while to \_\_\_\_\_ new members.

B Children shouldn't have to do any work, \_\_\_\_\_ homework.

5 sensible, sensitive

A Keeping the same friends throughout life is a \_\_\_\_\_ decision.

B Older people tend to be more \_\_\_\_\_ to other people's needs.

6 first generation, younger generation

A Life's going to be easier for the \_\_\_\_\_.

B \_\_\_\_\_ computers were very basic.

b Discuss the sentences in Exercise 1a in pairs. Do you agree?

#### 2 Match the beginnings of the sentences (1–6) with the endings (A–F). Then note the collocations in *italics*.

1 It's hard to question the *cultural*

A behaviour by looking at young babies.

2 There are some similarities between the *human*

B norms of society.

3 You would expect people from similar *cultural*

C interaction is a necessary part of life.

4 We are social creatures and *human*

D values to the younger generation.

5 Grandparents need to pass on *cultural*

E species and other animals.

6 You can learn a lot about *human*

F backgrounds to have a lot in common.

### Collocations related to family, friends and people

#### Academic word list

#### 3 Read the article and complete it with the words in the box.

analysis area construct despite identify injury physical project

## Meet the family

Cheddar, UK. After a 23-year-old man was killed by a(n) <sup>1</sup> \_\_\_\_\_ to the face, members of his family laid his body in a cave in southwest England, where he remained undiscovered for years.

Now, some 90 centuries and 300 generations later, scientists from Oxford University are discovering some unexpected secrets about the young man. They have been using DNA <sup>2</sup> \_\_\_\_\_ to learn more about his life. <sup>3</sup> \_\_\_\_\_ the age of the skeleton, the team were able to <sup>4</sup> \_\_\_\_\_ a particular gene which is passed directly down the mother's family line. At the end of a major <sup>5</sup> \_\_\_\_\_ involving months of work, one of the

scientists decided to test a group of people born and raised in the local <sup>6</sup> \_\_\_\_\_, just for the fun of it. He never imagined that one of those people, history teacher Adrian Targett, would be directly related to the 9,000-year-old man.

Targett admitted he was shocked to learn of his family connection to the body in the caves. The bones have since been studied by a police artist, who was able to <sup>7</sup> \_\_\_\_\_ a picture of the caveman's face from the bones. Any similarities in <sup>8</sup> \_\_\_\_\_ appearance between Mr Targett and his relative were harder to find.

## Reading 2 (Reading: Fill in the blanks)

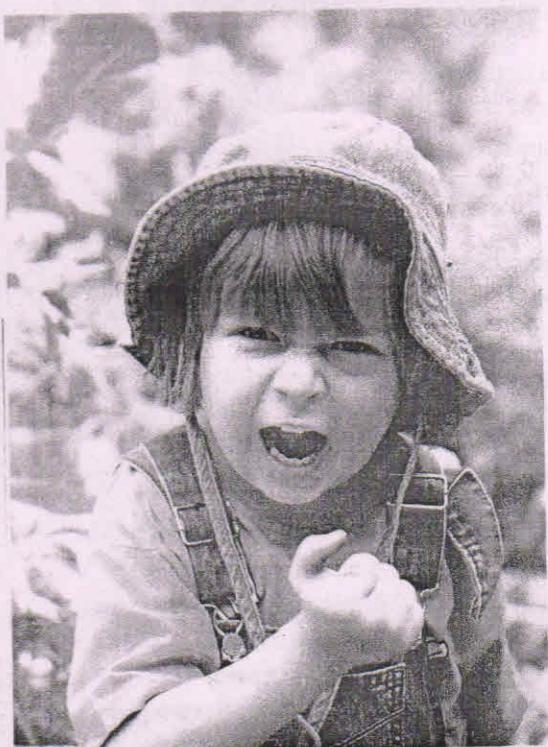
## Before you read

- 1 Discuss the questions in pairs. Check the meaning of the words in bold in a dictionary if you are unsure.

- 1 How often do you get angry? What causes this anger?
- 2 Do **insignificant** things sometimes make you angry?
- 3 What is a good way for a person to **reduce** their level of anger?
- 4 What are your **expectations** of the future? Do you expect things to end well or badly?

## Test practice

► EXPERT STRATEGIES page 180



- 2 Complete the task. Remember to think about the meaning of the missing words in context.

*In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.*

Roman philosopher Seneca was worried about the high levels of anger that <sup>1</sup>\_\_\_\_\_ during his lifetime. It was common for a person to be killed after doing or saying something insignificant to someone in <sup>2</sup>\_\_\_\_\_. He believed anger was caused by <sup>3</sup>\_\_\_\_\_ expectations that everything would always end well. When they ended badly, people became angry. He believed they could reduce this anger by changing their view of the world and becoming more <sup>4</sup>\_\_\_\_\_ about life.

existed	happened	negative	patient
power	top	unrealistic	

## ► HELP

- What part of speech fits each blank? What parts of speech are the words in the box?
- Blank 1: Do we use *existed* or *happened* to describe a state?
- Blank 3: Things do not always end well in life, so what kind of expectations did people have?

## Task analysis

- 3 Discuss the questions in pairs.

- 1 Why is each of the three incorrect words wrong for each blank?
- 2 How confident did you feel about your answers?
- 3 What can you do to feel more confident next time?

## Discussion

- 4a Work in small groups. Do you think Seneca's suggestion was useful?

- b Read the quotes. Do you agree or disagree with each one?

*'You'll never find a rainbow if you're looking down.'*  
Charles Chaplin, actor

*'If you expect the worst, you'll never be disappointed.'*  
Sarah Dessen, author

## Speaking 2 (Re-tell lecture)

### Taking notes on the main point

In *Re-tell lecture* you will need to identify the main point of the lecture and take notes on it.

- 1a** Listen <sup>(20)</sup>. Look at the photo in Exercise 3. What do you think is a gratitude journal? Listen and check your answer.

- b** Listen <sup>(20)</sup>. Look at the notes a student has made on the speaker's main point and listen again. Find and correct five mistakes in the notes.

- appreciate happiness only after something good
- but habit of grateful = decrease happiness
- gratitude journal = less successful, less healthy, less generous

- c** What type of words has the student included in the notes? Why? Choose from the words in the box.

adjectives adverbs articles auxiliary verbs linking words nouns  
prepositions verbs

### Sample response

- 2** Listen <sup>(21)</sup>. Listen to two students re-telling the lecture. Which student is more effective? Why?

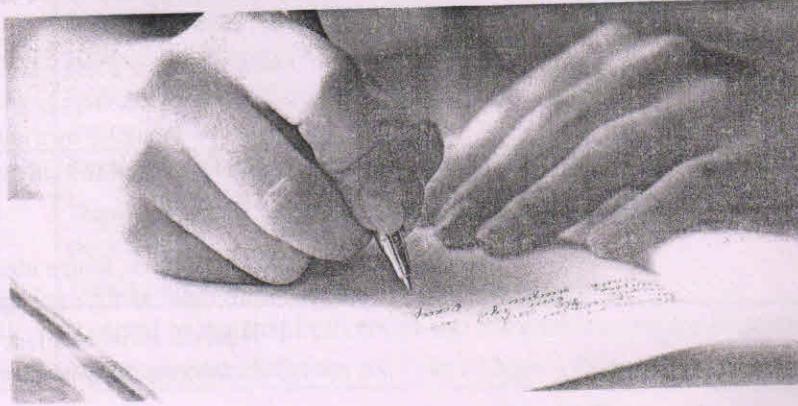
- 1 She uses her notes to help her.
- 2 She presents the main idea accurately.
- 3 She links her ideas, so they make sense.

### Test practice

► EXPERT STRATEGIES page 173

- 3** Listen <sup>(20)</sup>. Complete the task in pairs. Take notes, then present the information to your partner.

40 sec. You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and re-tell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



### ► HELP

Look at the photo. What is the topic of the lecture? What vocabulary do you think you might hear?

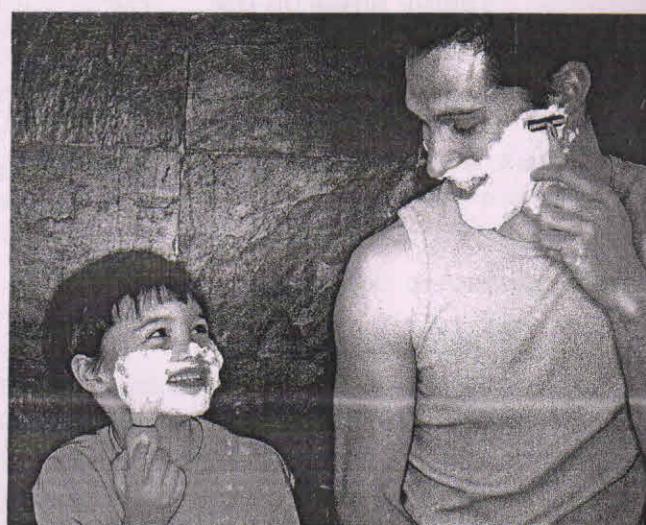
► EXPERT SPEAKING page 193

### Task analysis

- 4** Turn to page 193 and complete another timed test practice.
- 5** Work in pairs. Discuss what you can do to improve your re-telling skills. Think about the areas in the box.

organising your ideas as you speak taking notes as you listen  
understanding the lecture understanding your notes

## Writing 2 (Write essay)



## Lead-in

- 1 Discuss the questions in pairs. Check the meaning of any unknown words in a dictionary.
- 1 Who have you inherited your looks from? Are you similar to them in other ways?
  - 2 How do parents, schooling and country of birth affect a child's opportunities in life?
  - 3 Which do you think is more important: your genes or the environment you live in?

## Understand the task

► EXPERT STRATEGIES page 176

## ► HELP

- Find two words in the second sentence that mean the same as *genetic inheritance* and *the environment* from the first sentence.
- Do you need to give one side of the argument or both sides?

- 2a Read the essay prompt. Which question in Exercise 1 is most similar to the prompt?

**⌚ 20 min.** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

Many scientists these days argue that genetic inheritance has more influence on our lives than the environment which we grow up in. Are humans influenced by their DNA or are their surroundings responsible for the lives we lead? Discuss both views.

- b Work in pairs. Share ideas on this topic. Think of three things you could discuss for each question.
- 1 How do genetics affect people?
  - 2 How does the environment affect people?

## Plan your essay

To score well in Write essay, you need to consider what an educated reader already knows about a subject and make sure all the content is directly relevant to all parts of the prompt.

- 3a Look at the ideas for supporting points in the essay. Write them in the correct place (A–D) in the essay plan on page 37.
- 1 hard work + education = success = opportunities
  - 2 Some jobs (e.g. model) need certain genes.
  - 3 Money buys opportunities.
  - 4 Some illnesses affect people and they can't work.

**Plan**

- Introduction: People have discussed the influence of biology and the environment on children's lives for years.
- Para 1:
  - Some genes stop you having choices in life.  
A \_\_\_\_\_  
B \_\_\_\_\_

## Para 2:

- However, your lifestyle and environment will have a bigger effect over a lifetime.

C \_\_\_\_\_

D \_\_\_\_\_

## Conclusion:

- Both genes and the environment affect our lives in complex ways.

**Language and content**

When you write in academic English, you need to use complex noun phrases and show clearly when you are giving your opinion or the opinion of others.

**4a Complete the noun phrases with prepositions or relative pronouns.**

- the effect of genes in someone's personality
- the role of the environment plays in creating personal qualities
- a number of different influences on a person's life
- the opportunities for money can bring to a child
- a mixture between both genes and the environment as a child grows up

**b Write complete sentences using the noun phrases in Exercise 4a.**  
**Where can you use these in your essay?****5a Look at the phrases in bold in the table. Which ones could you use at the beginning of sentences 1–3 in the essay plan in Exercise 3a?****b Choose some expressions to use in your own plan.**

Expressing opinions of others	<p>It is generally believed that both genes and the environment are important.</p> <p>Recently, scientists have shown that genes are more important than we thought before.</p> <p>Some scientists have claimed that they have found genes for things such as overeating.</p> <p>Research suggests that even when we get illnesses from our parents, the right diet helps ...</p>
Giving examples	<p>For instance, if someone eats badly, their health will be poor.</p> <p>There are many examples of this. Take, for instance, the kind of jobs people do.</p> <p>This is particularly true in my country, where ...</p>
Expressing your own view	<p>It seems to me that both genes and the environment are important ...</p> <p>In my opinion, our genes still have a bigger influence in our lives ...</p>

**Write your essay**

- Write your essay. Use your plan from Exercise 3b and the language in Exercise 5 to help you. Remember to write 200–300 words.

**Check your essay**

► EXPERT WRITING page 196

- Check your essay using the checklist on page 196.

## Review

- 1 Complete the sentences with the words in the box.

data identified interested interpret  
investigating involve research results

- 1 \_\_\_\_\_ suggests that all kinds of things cause people to feel embarrassed but they all \_\_\_\_\_ the same basic problem: doing something that is socially unacceptable.
  - 2 Many people worry that others will \_\_\_\_\_ a mistake as a challenge to the other person's importance.
  - 3 Interestingly, everyone in one particular survey correctly \_\_\_\_\_ the symptoms of embarrassment: increased heart rate, lowered head and a need to get away.
  - 4 Researchers \_\_\_\_\_ behaviour in other species have recorded similar \_\_\_\_\_ in the animal world.
  - 5 Scientists are now \_\_\_\_\_ in collecting \_\_\_\_\_ to understand if making a mistake socially does, in fact, make someone less popular.
- 2 Choose the correct options in *italics* to complete the article.

## What is face?

One <sup>1</sup>possible / big explanation of face is 'taking action to avoid embarrassment at all costs'. Although it is central to life in many countries, particularly in Asia, the idea is totally foreign for anyone growing <sup>2</sup>to / up in western culture. The Chinese use the word 'guanxi' to refer to the complicated social <sup>3</sup>relations / relationships in their society, where everyone has a clearly defined role to play. The success of everyone in a <sup>4</sup>population / community depends on an understanding of this. It may, for example, be perfectly culturally <sup>5</sup>reasonable / acceptable for a worker in the United States to point out his manager's errors but that would not be true in China. The pressure to 'give face' to others is so strong that even close family and friends may cut off contact in <sup>6</sup>answer / response to actions which show disrespect.

### How do you show face?

- Be <sup>7</sup>sensitive / sensible to relationships and keep opinions to yourself unless you are asked.
- Be polite in all <sup>8</sup>designs / forms of communication.
- Hide your technical skills and knowledge to bridge the gap between you and others.

- 3 Put the words in *italics* in the correct order to complete the sentences.

- 1 of happiness / measuring / people's experience \_\_\_\_\_ is easier than you think.
- 2 results / accurate / surprisingly  
Just asking people how they feel produces \_\_\_\_\_.
- 3 asked / the world's / question / most frequently  
'How are you?' is probably \_\_\_\_\_ and nobody minds answering it.
- 4 the brain / to / blood flow  
Alternatively, it is possible to use MRI scans to measure \_\_\_\_\_.
- 5 of the smile muscles / the activity / in the face  
Other machines measure \_\_\_\_\_.
- 6 naturally / something / in a laboratory / which people experience  
But happiness is not \_\_\_\_\_.
- 7 one person's 'five' / the possibility that / is another person's 'six'  
There is \_\_\_\_\_.
- 8 in / the differences / their measurements  
However, when you ask a large number of people, \_\_\_\_\_ even out, making it possible to understand a nation's general happiness.

- 4 Complete the second sentence so that it has a similar meaning to the first sentence.

- 1 The number of people who own a car in my country has increased in recent years.  
There \_\_\_\_\_.
- 2 There has been a decrease in the number of people who own their own home in my country in the last 50 years.  
The number \_\_\_\_\_.
- 3 The number of people who eat a good diet has risen in my country in the last ten years.  
There \_\_\_\_\_.
- 4 There has been a fall in the number of people who get enough exercise all over the world in the last 30 years.  
The number \_\_\_\_\_.

## 3

## Overview

## Wild world

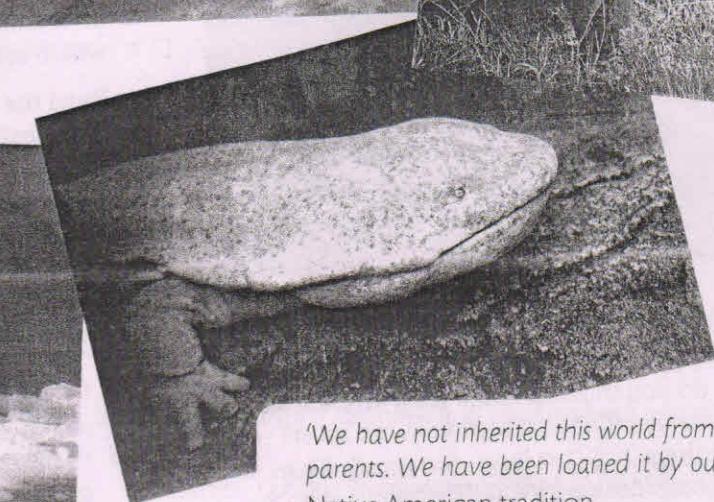
## 3A

- **Reading:** Multiple-choice, choose multiple answers
- **Academic vocabulary:** The environment and environmental problems
- **Speaking:** Read aloud; Answer short question
- **Listening:** Select missing word
- **Language development:** Future forms
- **Summary writing:** Summarize spoken text

## 3B

- **Listening:** Select missing word; Write from dictation
- **Language development:** Zero and first conditionals
- **Academic vocabulary:** The natural world
- **Reading:** Multiple-choice, choose multiple answers
- **Speaking:** Describe image
- **Summary writing:** Summarize spoken text

## Lead-in



*'We have not inherited this world from our parents. We have been loaned it by our children.'*  
Native American tradition

1 Look at the photos and discuss the questions.

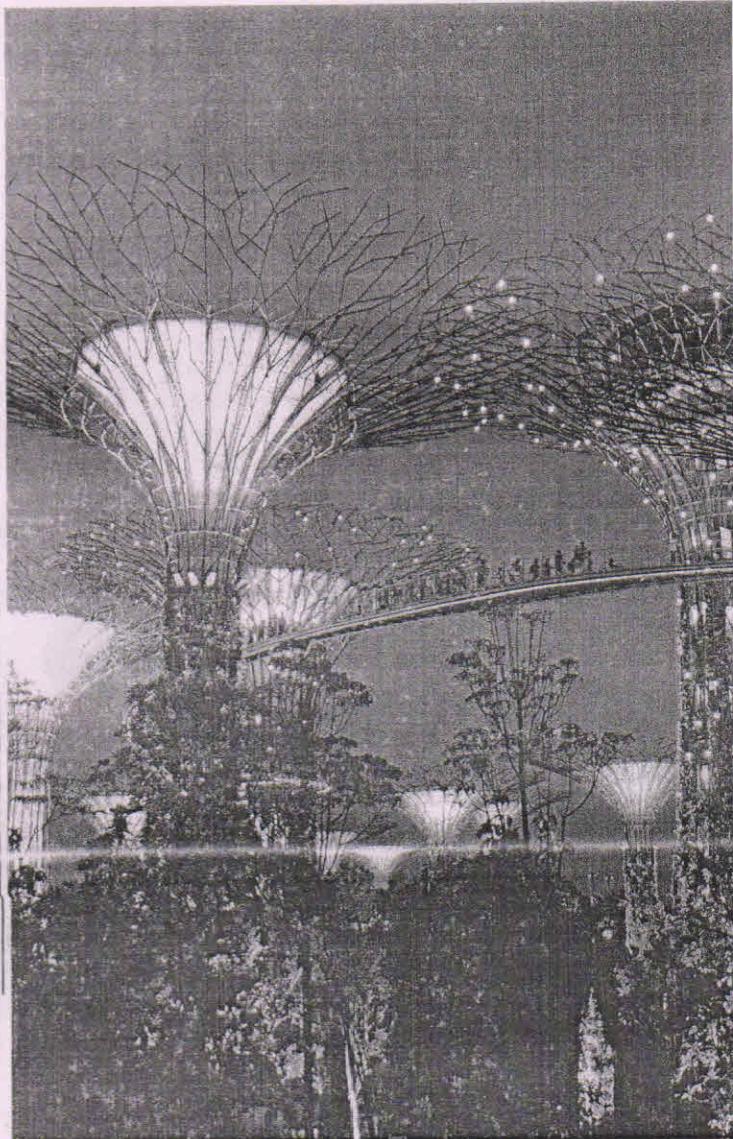
- 1 What's your favourite animal? Why?
- 2 Do you think the animals in the photos are worth saving? Why/Why not? Use the ideas in the box to help you.

benefits to humans	chances of succeeding	costs of saving them	importance to other species
tourism			

- 2 Discuss the quote in pairs. What do you think it means? What does it say about how we live our daily lives?

## 3A Changing planet

### Reading 1 (Multiple-choice, choose multiple answers)



#### Identifying facts and opinions

Multiple-choice, choose multiple answers often tests your understanding of the difference between a fact and an opinion.

- 2a** What is the difference between a fact and an opinion?
- b** Read the statements and decide if they are expressed as facts or opinions.
- 1 Research has shown that CO<sub>2</sub> levels have been high for decades.
  - 2 In 2011 Arctic sea ice was at the lowest level ever recorded.
  - 3 As far as I'm concerned, people don't want to change their habits.
  - 4 Scientists have proven that CO<sub>2</sub> can be removed from the air artificially.
  - 5 Environmental workers claim the average tree can remove 300 kg of CO<sub>2</sub> per year.
  - 6 Some scientists have suggested that the best solution is planting more trees.
  - 7 Many are of the opinion that planting trees means taking land away from farming.
  - 8 Some scientists have argued that it's time to take extreme action.
- c** Underline the words or phrases in Exercise 2b which are used to express facts or opinions.
- 3a** Read the text in Exercise 4 quickly and answer the questions.
- 1 What has Klaus Lackner invented?
  - 2 Match the numbers in the box with the things they refer to (A-E).
- 
- 1,000 times    3.6 billion tons    10%    \$30–\$600  
\$100
- A the percentage of world CO<sub>2</sub> production that ten million trees take away  
B the amount of CO<sub>2</sub> ten million of these trees take out of the air  
C the costs of taking a ton of CO<sub>2</sub> from the air with these trees  
D the value of the fuel produced by a ton of CO<sub>2</sub>  
E a comparison of the CO<sub>2</sub> removed by Lackner's trees and normal trees
- b** Read the text again and answer the questions.
- 1 Which of the numbers in Exercise 3a are facts and which are opinions?
  - 2 What language helps you to decide this?
  - 3 Find one more fact and one more opinion in the text which is not related to the numbers.

#### Before you read

- 1 Work in pairs and look at the table. Which activity do you think uses the least amount of carbon dioxide (CO<sub>2</sub>)? Which uses the most? Number them 1–6 (1 = least, 6 = most). Then discuss your ideas with another pair.

Activity	
breathing (one adult, one year)	
flying from New York to Mumbai (12,570 km per passenger)	
watching TV (one year)	
heating a home (Europe, one year)	
driving (medium-sized car in Europe, approximately 15,000 km per year)	
using the computer and phone (one year)	

## Test practice

► EXPERT STRATEGIES page 178

- 4** Complete the task. Think about language for expressing facts and opinions.

Read the text and answer the question by selecting all the correct responses. More than one response is correct.

Klaus Lackner has designed an artificial tree to remove carbon dioxide ( $\text{CO}_2$ ) from the air using 'leaves' that have proved to be 1,000 times more efficient than the real thing. In addition, real leaves need sunlight but research has shown that the artificial leaves do not. The surface of the papery leaves is coated with plastic that contains a chemical which takes  $\text{CO}_2$  out of the air and stores it. To remove the  $\text{CO}_2$ , the leaves are washed with water once a month or as needed. They can then dry naturally in the wind, taking in more  $\text{CO}_2$ .

Lackner calculates that his tree can remove one ton of  $\text{CO}_2$  a day. Ten million of these trees could remove 3.6 billion tons of  $\text{CO}_2$  a year – equal to about 10% of our global annual  $\text{CO}_2$  production.

He suggests that the stores of  $\text{CO}_2$  could be turned into liquid fuels to power vehicles. And indeed, past research has shown that this is possible. Whether it is economical or not is a different question. Lackner has argued that his trees would cost around \$200 for each ton of  $\text{CO}_2$  removed from the atmosphere and this could drop to \$30 a ton as the project becomes bigger. While other people claim this figure is unrealistic (some calculate it at \$600 per ton), it is clear that the project will only be economically possible at \$30 if oil companies buy the liquid fuels for around \$100 per ton, which has yet to be decided.

According to the writer, which of the following are true of Klaus Lackner's man-made trees?

- A  They do not depend on weather conditions to work.
- B  Their leaves have a similar appearance to real leaves.
- C  The  $\text{CO}_2$  is cleaned off their leaves by rain.
- D  They remove more  $\text{CO}_2$  than real trees.
- E   $\text{CO}_2$  collected from them has no identified uses.
- F  Nobody knows accurately how much they will cost.
- G  Oil companies have expressed an interest in them.

► HELP

- What do the pronouns *they* and *their* in options A, B, D and F refer to?
- Underline the key words in each option and find the section of the text which deals with that topic.

### Task analysis

- 5** Work in pairs. Compare and discuss how you approached the task.

- 1 Which options were easiest to find paraphrased in the text?
- 2 Which options were not mentioned in the text?

### Discussion

- 6** Discuss the questions in pairs.

- 1 Do you think artificial trees are a good solution?
- 2 Do you think the trees are worth the cost?

### EXPERT WORD CHECK

artificial atmosphere indeed store surface ton

► See **Reading 2** for more practice of this task type.

## Academic vocabulary 1 AWL ACL

## Academic collocations list

- 1a Complete the sentences with the words in the box. You will need to use each word twice. Then note the collocations in *italics*.

change environmental natural widely

- 1 Do you think governments should spend time working on \_\_\_\_\_ protection policies?
  - 2 Is using recyclable materials \_\_\_\_\_ accepted in your country?
  - 3 Do you think the world will continue to \_\_\_\_\_ rapidly over the next 50 years?
  - 4 Do you think dinosaurs were killed by a(n) \_\_\_\_\_ disaster?
  - 5 What causes the most \_\_\_\_\_ damage in your country?
  - 6 Do you think public transport will be \_\_\_\_\_ used in the future?
  - 7 Are all endangered animals and plants in the \_\_\_\_\_ world equally important?
  - 8 What could be done to \_\_\_\_\_ people's attitudes towards renewable energy?
- b Write the collocations in Exercise 1a in your vocabulary notebook with an example sentence.

## Academic word list

- 2a Complete the sentences with a word formed from the word in capitals.

- 1 A lot of problems have been caused by intensive farming methods. INTENSE
- 2 It is hard to \_\_\_\_\_ count how many species have died out. ACCURATE
- 3 The Siberian Tiger will be one of the \_\_\_\_\_, thanks to science. SURVIVE
- 4 Environmental problems will \_\_\_\_\_ correct themselves. EVENTUAL
- 5 \_\_\_\_\_ will invest in renewable forms of energy for their homes in the future. INDIVIDUAL
- 6 The \_\_\_\_\_ of recyclable waste to Asia for processing is common. TRANSPORT
- 7 We need more \_\_\_\_\_ answers to the problems of the environment. CREATE
- 8 Thanks to technology, earthquakes will be more \_\_\_\_\_ in the future. PREDICT

- b Choose two statements you agree with and two you disagree with from Exercise 2a. Discuss your ideas in pairs. Then carry out a class survey to compare ideas.

## The environment

- 3a Work in pairs and read the article. What have the scientists at MIT created?

In the near future bacteria could be used to turn CO<sub>2</sub> gas into fuel!

Biologists at the Massachusetts Institute of Technology (MIT) have succeeded in using genetic

<sup>1</sup> \_\_\_\_\_ to produce a new kind of bacteria which might turn the pollution into an alcohol that can power cars in the next few years. It is hoped that this technology could help reduce our dependence on <sup>2</sup> \_\_\_\_\_ like coal or petrol and lessen the amount of CO<sub>2</sub> which is <sup>3</sup> \_\_\_\_\_ into the air.

Unlike many other alternatives to oil like <sup>4</sup> \_\_\_\_\_ (which use plants like corn or palm to produce oil), this product can be used immediately and it doesn't need any further <sup>5</sup> \_\_\_\_\_. At the moment the bacteria which the biologists have created in their research <sup>6</sup> \_\_\_\_\_ at MIT get their carbon from fruit sugars but with a few more genetic changes, they should be able to <sup>7</sup> \_\_\_\_\_ on carbon from almost any source, including agricultural or city <sup>8</sup> \_\_\_\_\_.

- b Complete the article with the words in the box.

biofuels engineering feed fossil fuels laboratory processing released waste

- c Do you think it is better to create new fuels or to reduce the amount of oil we use? How can people reduce the amount of oil they use at the moment?

## Prepositional phrases related to the environment

- 4 Complete the sentences with the prepositions in the box.

at from into to (x2) with

- 1 The new trees were designed \_\_\_\_\_ take CO<sub>2</sub> out of the atmosphere.
- 2 The CO<sub>2</sub> is removed \_\_\_\_\_ the air by the plastic layer on the leaves.
- 3 The trees are coated \_\_\_\_\_ plastic.
- 4 Scientists can turn the CO<sub>2</sub> \_\_\_\_\_ liquid fuel.
- 5 Scientists calculate the cost \_\_\_\_\_ different levels.
- 6 The costs could drop \_\_\_\_\_ \$30 per ton.

## Speaking 1 (Read aloud; Answer short question)

### Pronunciation: Word stress 1

In *Read aloud* you are scored on pronunciation and oral fluency. To improve in these areas, you will need to be able to use the correct stress on words.

- 1a** A syllable is a word or part of a word which contains a single vowel sound. Listen and look at the stressed syllables in sentence 1. Then underline the stressed syllables in the words in bold in sentence 2.

- 1 Oceans cover two thirds of the earth's **surface**.
- 2 Oceans regulate the earth's **climate** and **weather** systems.

- b** In words of more than one syllable, with no prefixes and suffixes, which syllable is stressed more often in English?

- 2a** Work in pairs. Write the words in the box in the correct group. Then practise saying the words.

analyse approach benefit chemical colleague  
community damage design discovery  
environment event focus global justify  
participate percent

1 ● ●	2 ● ●	3 ● ● ●	4 ● ● ● ●
colleague	approach	analyse	community
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- b** Listen and check your answers.

### Test practice 1: Read aloud

► EXPERT STRATEGIES page 170

- 3** Complete the task. Remember to think about word stress before you read.

40 sec. Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

Deep-water marine environments have been a relatively unexplored area until now. Hardly any drug discovery research has targeted the deep-water reef communities in this habitat and, in particular, the bacteria living in these communities. Early studies by a new research group, as well as a thorough review of published reports, strongly supports the theory that these areas could produce new medicines.

### ► HELP

- Try saying the phrase *relatively unexplored area*. Make sure you stress the correct syllable in each word: *relatively unexplored area*.
- Think about the word stress of other multi-syllable words: *communities, particular, bacteria*.

### Task analysis

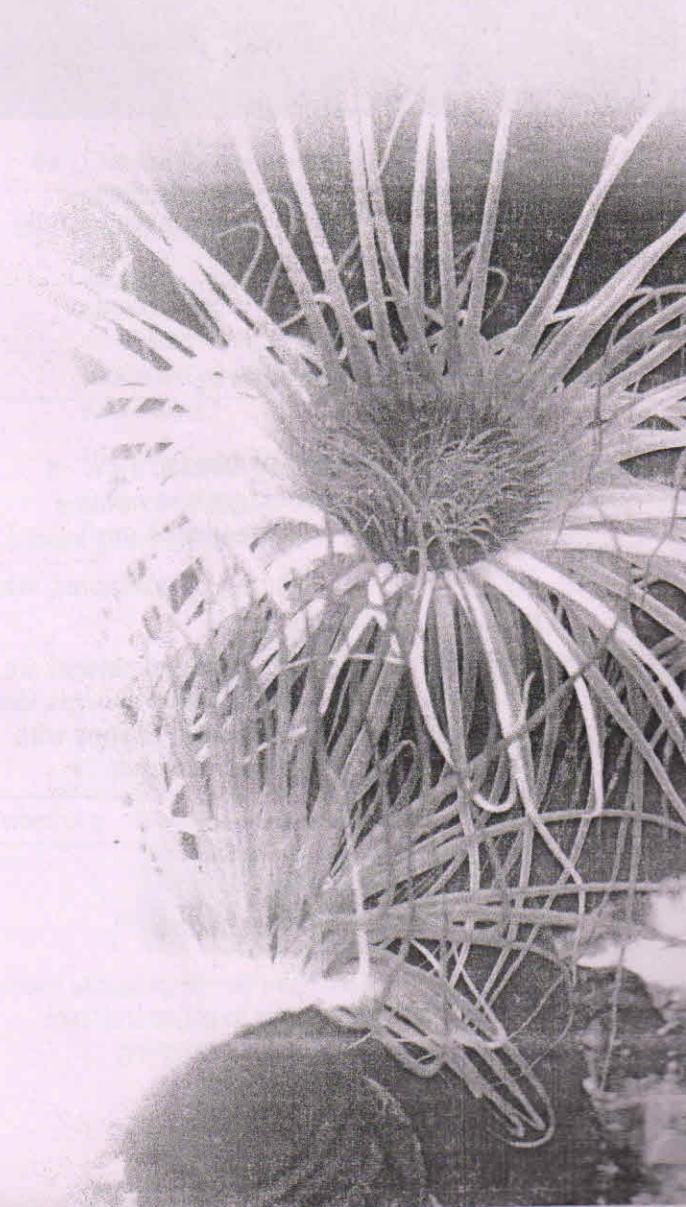
- 4** Listen to a model answer. Did the speaker use the same stress as you? Try the task again.

### Test practice 2: Answer short question

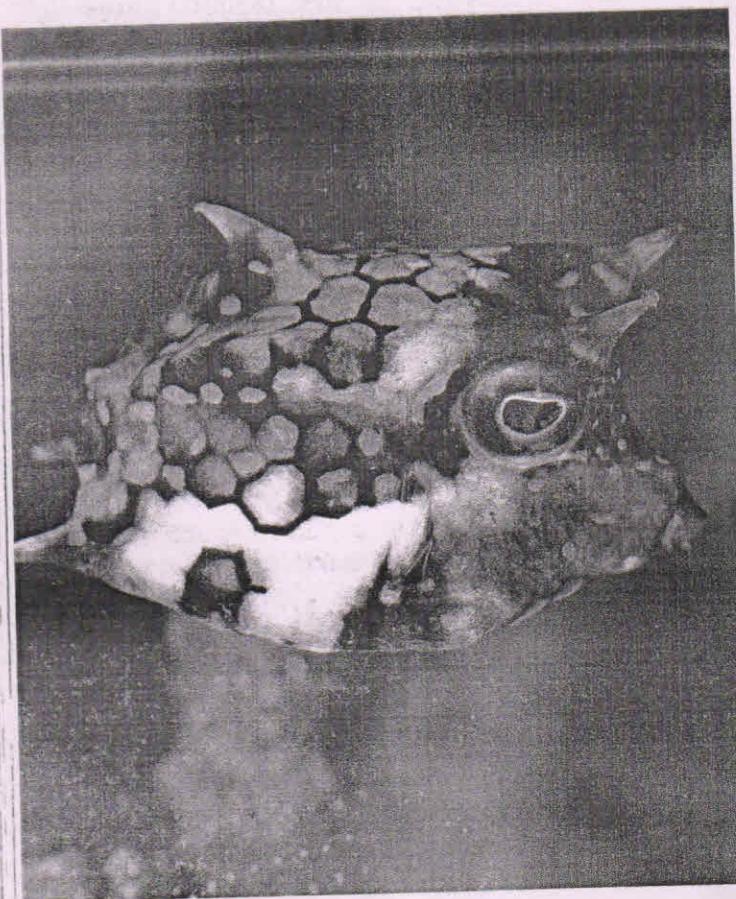
► EXPERT STRATEGIES page 174

- 5** Complete the task in pairs. You will hear six questions.

10 sec. You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.



## Listening 1 (Select missing word)



## Before you listen

- 1 Which of the places in the box have we fully explored? Why?

the African deserts    the Amazon rainforest  
 the Antarctic    Australia    the Himalayas  
 the oceans    the Sahara desert

## Following a sequence of ideas

In *Select missing word*, you will need to follow the speaker's ideas in order to predict the missing word(s).

- 2a Listen to a lecture and take notes. What is the topic?

- b Discourse markers are words and phrases we use to introduce new information and link ideas. Match the discourse markers in the box with their uses (1–6).

anyway    however    in fact    so    well    you know

- 1 to introduce true information
- 2 to introduce contrasting information
- 3 to change the subject
- 4 to give information the listener probably knows
- 5 to give the speaker time to pause and think
- 6 to talk about the result of something

- 3a Listen to the first half of five sentences (1–5) and take notes. Then match them with the second half (A–E). Use the discourse marker at the end of the first half to help you decide what information comes next.

- A ... the wealthy businessman, is sending several vehicles to underwater locations around the world. \_\_\_\_\_
- B ... many of them have bodies that you can see through. 1
- C ... in the future this cost will probably decrease.
- D ... pressure equipment. \_\_\_\_\_
- E ... many scientists think we will. \_\_\_\_\_

- b Listen and check your answers.

## Test practice

► EXPERT STRATEGIES page 187

- 4 Complete the task. Remember to take notes as you listen.

You will hear a recording about our oceans. At the end of the recording the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.

- A  the surface of the ocean  
 B  the quality of the air  
 C  the creatures that exist there  
 D  the light which is produced

► HELP

What is the topic of the final part (i.e. the last two sentences) of the recording? The missing words must match that topic.

## Task analysis

- 5 Why is each of the other three options in Exercise 4 incorrect?

- 1 The meaning does not fit the final sentence.
- 2 The meaning matches the final sentence but not the previous sentence.
- 3 The meaning matches the final sentence but not the whole recording.

► See **Listening 2** for more practice of this task type.

# Language development 1

## Future forms

► EXPERT GRAMMAR page 205

- 1a** Speakers use different future forms for different purposes. Choose the correct future form in *italics* based on the speaker's purpose in brackets.

- 1 In the future scientists *are going to try* / *are trying* to find out more about the creatures that exist under the ocean. (intention)
- 2 Richard Branson *is sending* / *will send* several vehicles to underwater locations around the world next year. (arrangement)
- 3 Many scientists think that we *are going to know* / *will know* more about the deep sea in the future. (prediction based on opinion)
- 4 Deep sea exploration *is going to be* / *will be* better in the future because of the new technologies that are being made now. (prediction based on present evidence)

- b** Complete the sentences with the correct future form of the verbs in brackets.

- 1 Business people \_\_\_\_\_ (spend) more money on exploration than governments due to the weak world economy. (prediction based on present evidence)
- 2 Sir Richard Branson \_\_\_\_\_ (travel) to the ocean floor in one of his vehicles. (intention)
- 3 China and India are investing in deep-sea mining, so other governments \_\_\_\_\_ (do) the same. (prediction based on opinion)
- 4 The company \_\_\_\_\_ (start) to mine for new resources next month. (arrangement)
- 5 Geologists \_\_\_\_\_ (learn) about earthquakes from James Cameron's underwater film. (intention)
- 6 Scientists \_\_\_\_\_ (meet) next month to discuss the results of the project. (arrangement)

## Predictions

- 2a** Complete the predictions about the next 20 years. Use *will/won't* to give your opinion. Use *(not) going to* if you have present evidence.

- 1 We \_\_\_\_\_ farm our oceans for minerals.
- 2 Climate change \_\_\_\_\_ make it harder to grow food.
- 3 Food shortages \_\_\_\_\_ cause social problems and public protests.
- 4 We \_\_\_\_\_ have days without access to energy in our homes.
- 5 We \_\_\_\_\_ be able to control the weather.
- 6 Our bodies \_\_\_\_\_ change shape because we spend so much time sitting down.
- 7 People \_\_\_\_\_ be able to travel to space cheaply and easily.

- b** Read the sentences. Which speaker is very sure? Which speaker is quite sure? Which speaker is not sure?

- 1 World population *is definitely not going to increase further*.
- 2 African countries *will possibly become wealthier*.
- 3 We probably won't farm our oceans for minerals.

- c** How sure are you about your predictions in Exercise 2a? Add *definitely* (very sure), *probably* (quite sure) or *possibly* (not sure) to each sentence.

- d** Compare your predictions in Exercise 2a in pairs.

- 3a** We can use *be likely/unlikely* to when we make predictions. Put the words in the correct order to see some predictions engineer John Elfreth Watkins, Jr made in 1900.

- 1 become / much / likely to / people / taller / are
- 2 less than / per hour / trains / unlikely to / 150 miles / are / travel
- 3 ready-cooked meals delivered to / eat / we / likely to / our homes / are
- 4 disappear / C, X and Q / likely to / from the alphabet / are / the letters

- b** Work in pairs. Which of Watkins' predictions in Exercise 3a came true?

- 4a** Choose five topics from the box and write one prediction for each that you believe will come true in the next 20 years. Think about why.

education families food friendships homes sport work

Families will get smaller because people cannot afford to have many children.

- b** Work in small groups. Find out how many people agree or disagree with each of your predictions from Exercise 4a.

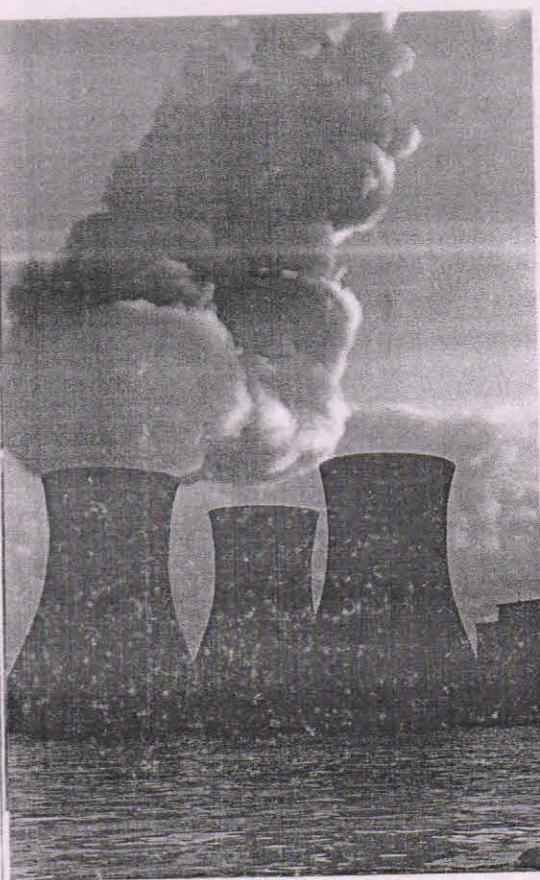
I definitely think that families will get smaller. Do you agree?

No, I think it's unlikely. Just look at the world population growth.

Well, I think they probably will. It'll become too expensive to have large families.

## Summary writing 1 (Summarize spoken text)

### Taking notes on the main idea



### Writing a topic sentence

In *Summarize spoken text* you must identify the main point of the recording and take notes before you can summarise it well.

- 1 a** Listen to a lecture. What is the topic?

- b** When taking notes, we often shorten some words. Match the words in the box with the shortened words (1–8) in the notes.

about because negative people positive results in talk to

<sup>1</sup> ppl tired of global warming <sup>2</sup> b/c \_\_\_\_\_

<sup>3</sup> neg. \_\_\_\_\_ <sup>4</sup> = ppl feel \_\_\_\_\_

suggest \_\_\_\_\_ stories; <sup>5</sup> tlk <sup>6</sup> abt <sup>7</sup> pos. effect of actions <sup>8</sup> 2 motivate ppl

- c** How is each shortened word in the notes formed?

- d** Listen again and complete the notes in Exercise 1b. What is the main idea?

- 2a** Shorten the words in the box so that you can write them quickly and remember them later.

but environment especially for example great increase problem research smaller than twice very with

- b** Listen to another lecture. What is the topic?

- c** Listen again and take notes. Use shortened words. What is the main idea?

A topic sentence summarises the main idea of a text. *Summarize spoken text* should start with a topic sentence.

- 3** Choose the best topic sentence (1–3) for the lecture in Exercise 1a.

- 1 Journalists like writing stories about the negative impact of global warming.
- 2 Global warming campaigners should talk about the positive effects of their actions.
- 3 Global warming is causing people to feel depressed about their economic situation.

- 4** Look at your notes from the lecture in Exercise 2b and complete the topic sentence.

A new report suggests that ...

➤ See **Summary writing 2** for more practice of this task type.

## Listening 2 (Select missing word; Write from dictation)

Before you listen



- 1a Match the words in bold in the quiz (1–6) with their meanings (A–F).

### Quick quiz

Name a <sup>1</sup> **species** of animal which:

- is <sup>2</sup> **wild**.
- is <sup>3</sup> **domestic**.
- does not <sup>4</sup> **breed** easily in zoos.
- has a <sup>5</sup> **leader** in the group.
- <sup>6</sup> **feeds** its babies for several months.

- A have babies  
 B an animal or person who controls a group  
 C a group of animals or plants of the same kind  
 D give food to a person or animal  
 E not controlled by humans  
 F that can be trained to live with humans

b Work in pairs. Do the quiz in Exercise 1a.

- 2 Complete the task. Remember to take notes.

You will hear a recording about animal domestication. At the end of the recording the last word has been replaced by a beep. Select the correct option to complete the recording.

- A  accept  
 B  follow  
 C  repeat  
 D  continue

- 3 Complete the task. You will hear three sentences. Then compare answers in pairs.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

### Task analysis

- 4 Discuss the questions in pairs.

- 1 In *Select missing word*, did you try to guess the missing word(s) before reading the options? Did this help?
- 2 In *Write from dictation*, did you keep saying the sentences in your head as you wrote them? Was this easy or difficult?

► EXPERT STRATEGIES page 187

### Test practice 1: Select missing word

► EXPERT STRATEGIES page 187

#### ► HELP

- Before you listen: what do you think animal domestication is?
- After you listen: what do people or animals do when they have a leader?

### Test practice 2: Write from dictation

► EXPERT STRATEGIES page 189

## Language development 2

### Zero and first conditionals

▶ GRAMMAR page 206

- 1a**  Listen to the talk on animal domestication from Listening 2 again. As you listen, take notes next to the sentences.

- 1 Scientists consider six important things
- 2 Unless the animal eats cheap food,
- 3 If the animal doesn't grow quickly,
- 4 An animal will soon disappear
- 5 If the animal gets frightened in small spaces,
- 6 Provided that the animal is naturally sociable,

- b** Match the beginnings of sentences in Exercise 1a (1–6) with the endings (A–F). Use your notes to help you.

- A farmers won't want to pay to feed it.
- B if it doesn't breed easily on farms.
- C it might be dangerous to humans.
- D it will be unhelpful to humans.
- E when they decide to domesticate an animal.
- F it will probably see the farmer as its leader.

- c** Work in pairs. Look at the sentences in Exercises 1a and 1b and discuss the questions.

- 1 What tense follows *if*, *unless* and *provided that*? What tenses are used in the second part?
- 2 Which sentences refer to a general truth? Which refer to future possibilities?
- 3 When do we use a comma?
- 4 What is the difference in meaning between the underlined words?

- 2a** Re-write the sentences using the sentence patterns in Exercise 1.

- 1 Temperatures go up. Then plants and trees die.  
When temperatures go up, plants and trees die.
- 2 Mountains covered in ice will break up because we won't protect them.  
Unless we protect mountains covered in ice, they'll break up.
- 3 Plants might die out. Then, as a result, small animals will find it hard to live.  
If \_\_\_\_\_.
- 4 Large animals have a smaller area to hunt in because people build roads through forests.  
When \_\_\_\_\_.
- 5 Large animals do not have enough space to find food, so they will die out.  
Unless \_\_\_\_\_.
- 6 Roads should be carefully planned. Then the environment will be easier to manage.  
Provided that \_\_\_\_\_.
- 7 Large animals aren't always protected, so tourism will suffer.  
Unless \_\_\_\_\_.

- b** Complete the sentences using your own ideas.

- 1 If summers start to get hotter, ...
- 2 If sea levels rise, ...
- 3 The climate will improve provided that ...
- 4 My country will have water shortages unless ...

- 3a** Read the article quickly. What is it about?

search News

### When to hunt the rare

Humans have been hunting wildlife for thousands of years. Today wildlife is hunted for food, clothes or medicine. Unless these activities <sup>1</sup> \_\_\_\_\_ (be) carefully controlled, the hunted species <sup>2</sup> \_\_\_\_\_ (quickly / become) at risk. In fact, there are many examples where species have disappeared because of over-hunting.

But evidence suggests hunting non-endangered animals <sup>3</sup> \_\_\_\_\_ (result) in a large number of economic benefits for communities, provided that local people carefully <sup>4</sup> \_\_\_\_\_ (control) it. However, it's possible there <sup>5</sup> \_\_\_\_\_ (be) much greater risks if the species <sup>6</sup> \_\_\_\_\_ (be) endangered. Unless the number of animals that are born and live to adulthood <sup>7</sup> \_\_\_\_\_ (be) higher than the number which are killed, future populations <sup>8</sup> \_\_\_\_\_ (die out). And this is not an easy thing to measure – counting animal numbers is expensive and takes time.

Communities <sup>9</sup> \_\_\_\_\_ (need) to consider all the social, cultural, environmental and economic effects if they <sup>10</sup> \_\_\_\_\_ (decide) to allow hunting, and make decisions using facts, not opinions.



- b** Complete the article with the correct form of the verbs in brackets.

## Academic vocabulary 2 AWL ACL

### Collocations related to the natural world

- 1a** Find and underline eight collocations in sentences 1–6 that match definitions A–H.

- 1 To become domestic, a wild animal must eat food that's readily available.
  - 2 It helps if the animal lives in a group in its natural environment.
  - 3 If the group has a social structure, the human can become its leader.
  - 4 Service animals have become a common feature of modern society.
  - 5 Dogs are able to provide assistance to people with disabilities.
  - 6 Pets offer emotional support to sick and elderly people.
- A creatures which live in a natural state (Sentence 1)  
 B quickly and easily found (Sentence 1)  
 C land that is not controlled by man (Sentence 2)  
 D the way people/animals live together (Sentence 3)  
 E something important that happens often (Sentence 4)  
 F the organisation of people today (Sentence 4)  
 G give help (Sentence 5)  
 H help related to feelings (Sentence 6)

- b** Match the collocations in Exercise 1a with their patterns.

- 1 adjective + noun
- 2 adverb + adjective
- 3 verb + noun

- c** Complete the sentences with collocations from Exercise 1a.

- 1 The plants that pandas eat aren't \_\_\_\_\_ in the wild.
- 2 Bees follow a(n) \_\_\_\_\_ where they all have different roles.
- 3 Floods are a(n) \_\_\_\_\_ of a kangaroo's life.
- 4 Working animals are used less in \_\_\_\_\_ compared to the past.
- 5 Forests are a koala's \_\_\_\_\_.
- 6 A parrot in the USA provides \_\_\_\_\_ to its anxious owner by talking to him to keep him calm.
- 7 The WWF is one of many organisations which \_\_\_\_\_ to injured pets.

- d** Work in pairs. Which two sentences in Exercise 1c are false?

### Negative prefixes

- 2a** Read the sentences from Listening 2. How do the underlined prefixes change the meaning of the words?

- 1 Without these six things, it's impossible for an animal to become domestic.
- 2 The animal must eat inexpensive food.
- 3 Slow-growing animals are unhelpful to humans.
- 4 Dogs are able to provide assistance to people with disabilities.

- b** Are all the words adjectives? Are there any verbs or nouns?

- c** Read the blog and add negative prefixes (*dis-*, *im-*, *in-* or *un-*) where necessary.

## Insects and their effect on the economy

Insects may seem small and <sup>1</sup> \_\_\_\_ important but, in fact, our economy needs them. While it's <sup>2</sup> \_\_\_\_ common for insects to kill crops, which is <sup>3</sup> \_\_\_\_ expensive and a huge <sup>4</sup> \_\_\_\_ advantage to both farmers and the economy, insects provide several benefits. Firstly, the thought of eating them might be <sup>5</sup> \_\_\_\_ pleasant to me but for many people insects provide an important food source and a food industry. Secondly, without insects, a fishing industry is <sup>6</sup> \_\_\_\_ likely to survive because so many fish eat insects. Farmers may <sup>7</sup> \_\_\_\_ like insects eating their crops but they like them keeping their land in good condition. And finally, without insects, pollen is <sup>8</sup> \_\_\_\_ able to travel from one plant to another, which is necessary for life. So, insects might seem small to us humans but they affect our lives <sup>9</sup> \_\_\_\_ directly every day.



- 3** Read the blog again and underline the key words. Then write a one-sentence summary. Identify the topic sentence to help you.

- 4** How do insects affect your country's economy?

## Reading 2 (Multiple-choice, choose multiple answers)

### Before you read

- 1 Match the words in bold in the sentences (1–3) with their meanings (A–C).

- 1 Scientists are looking to see if an animal that receives help ever **returns the favour**.
- 2 Unlike humans, animals don't have **empathy** for each other's emotions.
- 3 Only humans have a **natural instinct** to help each other.

- A understanding other people's feelings or problems  
 B a natural ability to know something  
 C help someone because they helped you

### Test practice

► EXPERT STRATEGIES page 178

- 2 Complete the task. Remember to consider facts and opinions.

#### ► HELP

- Underline the key words in option A. Then look for these key words or synonyms in the first paragraph. What is the conclusion of that paragraph?
- Read option B. Can you find anything in the text about the different parts of the brain?

*Read the text and answer the question by selecting all the correct responses. More than one response is correct.*

After Hurricane Katrina hit the Gulf Coast of America in 2005, researchers questioned individuals who were able to leave the city but chose to stay. Around 18 percent said they stayed because they did not want to leave family members but nearly 50 percent of them would not leave their dogs and cats. 1,400 people died that day; some of them surely died because they loved their pets too much.

Evolutionary psychologists argue that caring is a technique present from birth, designed to keep us alive by helping relatives or others who will someday help us. Why, then, should we invest time, money and love in animals, who are unlikely to ever return the favour?

I believe our love for pets comes from three features of human nature: natural instincts, culture and empathy. The human brain makes us feel warm and happy when we see baby cheeks and big eyes. This developed to persuade us to take care of our own young. But it makes kittens and puppies seem attractive too. It also explains why we feel strongly about an animal such as a baby seal, yet care so little about one like the much rarer – but rather ugly – Chinese salamander.

But if this theory is true, we would expect that pet-keeping would, like music, be found in all human societies. This is not the case. In the Kenyan village where anthropologist Nyaga Mwaniki was born, people use dogs to guard against strangers and chase away wild animals. The dogs, however, are never touched or allowed to sleep in a human's bed. Indeed, Nyaga's native language does not even contain a word for 'pet'.

According to the text, which of the following statements is true about the human connection with pets?

- A  Evidence suggests that people were prepared to die in Hurricane Katrina to save their pets.  
 B  Different parts of the brain recognise the need to care for different species.  
 C  Humans are born with natural caring behaviours.  
 D  The decision to care for animals offers some benefits to humans.  
 E  Animals have never shown kindness to humans in return.  
 F  People have a stronger emotional response to some animals more than others.  
 G  The need to treat animals as pets is a universal one.

### Task analysis

- 3 Work in pairs. Compare and discuss how you approached the task.

- 1 What did you find most difficult about this task?
- 2 How important do you think it is to move to the next option quickly if you cannot find paraphrases in the text?

### Discussion

- 4 Discuss the questions in pairs.

- 1 Why are children's books and films about pets so popular?
- 2 What animals are popular as pets in your country? Why?

## Speaking 2 (Describe image)

### Describing the stages of a process

To score well on *Describe image*, you need to be able to show how ideas are connected in your description.

- 1 Look at the diagram in Exercise 4 and answer the questions.
  - 1 What is an eel and where is it born?
  - 2 What kind of changes occur during the eel's life?
  - 3 Complete this topic sentence: *The diagram shows the \_\_\_\_\_ of a(n) \_\_\_\_\_, in terms of the changes to its \_\_\_\_\_ and the \_\_\_\_\_ where it lives.*
- 2 Complete the article with the words in the box.  
after that also during finally the second stage when where

# EELS

There are five key stages in the eel life cycle. The cycle begins in the ocean, <sup>1</sup> \_\_\_\_\_ the eel starts life as an egg. During <sup>2</sup> \_\_\_\_\_, the eel is born, leaf-shaped. <sup>3</sup> \_\_\_\_\_ it grows, it enters the glass eel stage. <sup>4</sup> \_\_\_\_\_ this time it starts its journey, migrating to a fresh water environment. It <sup>5</sup> \_\_\_\_\_ changes shape, taking the more traditional snake-shape of an eel. <sup>6</sup> \_\_\_\_\_ the colour changes again and the young eel turns yellow and grows in size. It spends its life in fresh water until <sup>7</sup> \_\_\_\_\_, when the colour turns silver, it makes its way back to the ocean, where it reproduces and the cycle starts again.



### Sample response

- 3 Listen to a student describing the diagram and answer the questions.
  - 1 Does he start in the best place?
  - 2 Does he cover all the stages?
  - 3 Does he use time connectors?
  - 4 Does he finish within the time limit?

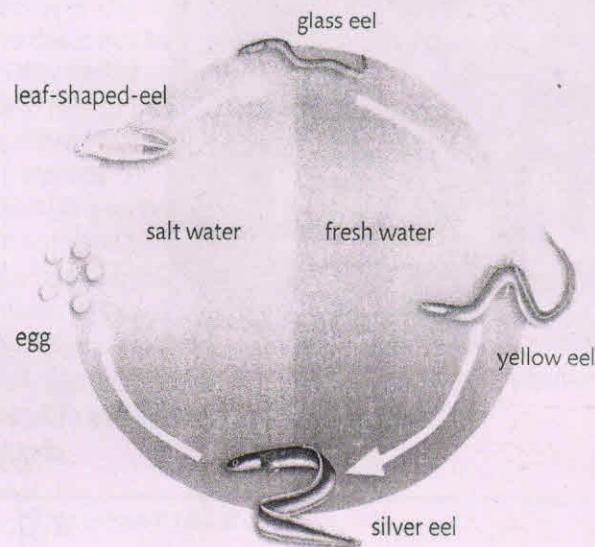
### Test practice

► EXPERT STRATEGIES page 191

- 4 Complete the task in pairs. Take turns to describe the diagram.

⌚ 40 sec. Look at the diagram below. In 25 seconds, please speak into the microphone and describe in detail what the diagram is showing. You will have 40 seconds to give your response.

#### Eel life cycle



- 5 Turn to page 191 and complete another timed test practice.

► EXPERT SPEAKING page 191

### Task analysis

- 6 Discuss the questions in pairs.
  - 1 Did you use time connectors and organise your work?
  - 2 Were you able to continue speaking without pausing?
  - 3 If you answered no to questions 1 and 2, try the activity again to see if you can improve.

## Summary writing 2 (Summarize spoken text)

### Lead-in

1 Discuss the questions in pairs.

- 1 Why do people have friends? Think of at least three reasons.
- 2 Do you think animals socialise for the same or different reasons? Why?

### Understand the task

► EXPERT STRATEGIES page 182

2 Read the instructions and answer the questions.

**10 min.** You will hear a short interview. Write a summary for a fellow student who was not present at the interview. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the interview.

- 1 What are you going to hear?
- 2 What do you have to write?
- 3 How many words should you write?
- 4 How long do you have to write your summary?
- 5 How is your summary assessed?

3  Listen to the interview and complete the notes.

- thought 4 long time: animals have friendships b/c
- growing evidence that
- friends between diff. species:



### Plan your summary

4a Look at your notes from Exercise 3 and answer the questions about the speaker's main point.

- 1 What did scientists believe about animals and friendships?
- 2 Do they still believe this today?

b Write a topic sentence that summarises the speaker's main point. Use your answers to Exercise 4a to help you.

5a What points did the speaker make to support her main point? Answer the questions.

- 1 What exactly do scientists know about animal friendships today?
- 2 What do scientists know about friendships between animals of different species?

b The supporting points in Exercise 5a should follow your topic sentence. Organise them into a logical order (A–C).

c Compare your plans in pairs. Explain your decisions.

**Language and content**

- 6a** Match the beginnings of the sentences (1–6) with the endings (A–F).
- 1 Humans walk on two legs, whereas
  - 2 Animals do not question their place on earth. However,
  - 3 Arithmetic is a very human ability, although
  - 4 Humans have a sense of humour, while
  - 5 Empathy seems to be a very human emotion and yet
  - 6 Some animals are able to use tools. On the other hand,
- A they are unable to use them in different ways as humans do.  
 B humans do.  
 C elephants also show this feeling.  
 D only apes do in the animal world.  
 E other mammals usually walk on four.  
 F chimpanzees show some skill in adding up.
- b** Underline the linking words that show contrast in Exercise 6a. Which of them link two sentences? Which start a new sentence?
- c** Rewrite the sentences using the linking word in brackets. Replace the underlined words with the words in the box.

are do it he one them they (x3)

- 1 Animals communicate through sound. Humans communicate through language. (whereas)  
*Animals communicate through sound whereas humans do it through language.*
- 2 Scientists believed that only humans had real friendships. Scientists now believe this is not true. (however)
- 3 Scientists believed that animals have friends to protect their genes. Humans have friends for emotional purposes. (while)
- 4 Scientists believed that animals are not generous. Humans are generous. (whereas)
- 5 Some animals do a favour for a friend. The animals do not expect a favour in return. (and yet)
- 6 One chimpanzee helped another. The chimpanzee did not expect a favour in return. (although)
- 7 Scientists are learning about friendships between animals of the same species. Scientists know very little about friendships between animals from different species. (On the other hand)

**7 Study the table.**

Introduction	The speaker said that ... The speaker suggested that ... The speaker believes that ... The speaker claims that ...
Weak contrast	while, whereas, but, although, though (less formal/spoken English), and yet
Strong contrast	however, on the other hand, on the contrary, in contrast

**Write your summary**

- 8** Write your summary. Remember to begin with a topic sentence. Then include supporting points. Pay attention to the number of words you write.

**Check your summary**

► EXPERT WRITING page 196

- 9** Check your summary sentence using the checklist on page 196.

## Review

- 1 a Make the words in the box negative by adding prefixes.

appeared directly expensive like likely  
pleasant possible usual

- b Complete the sentences about bees with the negative words from Exercise 1a.

- 1 Until recently, scientists believed it was \_\_\_\_\_ for bees to fly because of the structure of their wings.
- 2 Bees are \_\_\_\_\_ to hurt you unless you disturb them or their home.
- 3 Most bees \_\_\_\_\_ living alone and prefer to live in families.
- 4 It is \_\_\_\_\_ for a queen bee to do any work except lay eggs.
- 5 The part of a hive that a queen bee lives in can be untidy and \_\_\_\_\_.
- 6 It is \_\_\_\_\_ to keep bees in your garden as you do not need a lot of equipment.
- 7 In recent years the honey bee has \_\_\_\_\_ in large numbers.
- 8 Experts agree that the diet we enjoy \_\_\_\_\_ depends on bees.

- 2 Choose the correct options in *italics* to complete the article.

Bees are a common<sup>1</sup> feature / thing of gardens and woodlands all over the world but during the last decade their numbers have<sup>2</sup> dropped / lost so much that scientists are worried. It is difficult to<sup>3</sup> accurately / rightly count numbers but if bees do not pollinate our plants, it is likely that our crops and food supply<sup>4</sup> are going to / will be in danger and we will be unable to<sup>5</sup> eat / feed ourselves. Three new reports suggest that the cause may be certain chemicals which farmers use on their crops. When pollen is<sup>6</sup> changed / removed from a plant by a bee, the chemical goes with it. This causes the bee to become confused and<sup>7</sup> disabled / unable to find its way home. Because honey bees live within<sup>8</sup> environmental / social structures, they cannot survive on their own and soon die. Scientists believe there may be other causes that can affect bee numbers, such as a decrease in woodland. As a result, next month our university department<sup>9</sup> is starting / will start a research project into the effects of building on green land. A report about the<sup>10</sup> discoveries / events we make will be available next year.

- 3 Complete the article with the words in the box.

attitudes community environmental focus  
leaders modern natural policies reduce  
widely

Global warming is one of today's biggest issues but the importance of this problem is still not<sup>1</sup> \_\_\_\_\_ accepted. This is because scientists have spent many years in the past disagreeing about why global warming exists. Some people in the science<sup>2</sup> \_\_\_\_\_ argued that the changes are caused by the<sup>3</sup> \_\_\_\_\_ environment but others said it was caused by us and our<sup>4</sup> \_\_\_\_\_ society. Today the majority of scientists agree that the<sup>5</sup> \_\_\_\_\_ damage we have caused is the reason why global warming exists. We must therefore<sup>6</sup> \_\_\_\_\_ our attention on educating people and changing their<sup>7</sup> \_\_\_\_\_ to the problem. Then we may be able to encourage world<sup>8</sup> \_\_\_\_\_, governments and organisations to introduce effective environmental<sup>9</sup> \_\_\_\_\_ which help to<sup>10</sup> \_\_\_\_\_ the effects of global warming in the future.



- 4 Complete the conditional sentences about the article in Exercise 3 with the correct form of the verbs in brackets.

- 1 When people \_\_\_\_\_ (think) about global warming, many \_\_\_\_\_ (believe) it does not actually exist.
- 2 When people \_\_\_\_\_ (hear) that scientists disagree, they \_\_\_\_\_ (not understand) why.
- 3 Unless people \_\_\_\_\_ (be) educated about global warming, they \_\_\_\_\_ (change) their attitudes in future.
- 4 Provided that people \_\_\_\_\_ (understand) global warming, more governments \_\_\_\_\_ (introduce) environmental policies.
- 5 We \_\_\_\_\_ (reduce) the effects of global warming if governments \_\_\_\_\_ (introduce) policies.
- 6 Unless we \_\_\_\_\_ (reduce) the effects of global warming, our climate \_\_\_\_\_ (continue) to change.

# The global village

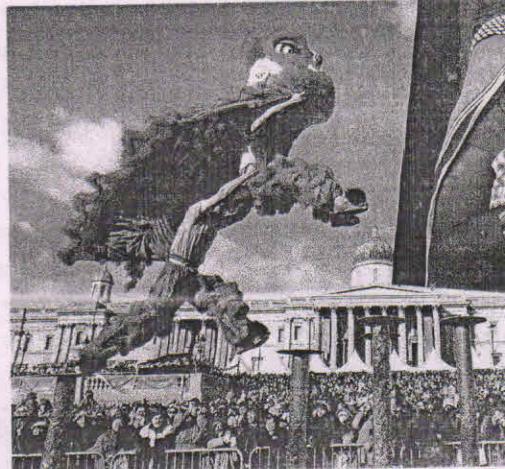
**4A**

- **Reading:** Re-order paragraphs
- **Academic vocabulary:** Travel and transport
- **Speaking:** Repeat sentence; Answer short question
- **Listening:** Multiple-choice, choose multiple answers
- **Language development:** Past tenses
- **Writing:** Write essay

**4B**

- **Listening:** Multiple-choice, choose multiple answers; Write from dictation
- **Language development:** Second conditional
- **Academic vocabulary:** Politics, history, language and culture
- **Reading:** Re-order paragraphs
- **Speaking:** Re-tell lecture
- **Writing:** Write essay

## Lead-in



*'It's a small world.'*  
common saying

*'One day there will be no borders, no boundaries, no flags and no countries and the only passport will be the heart.'*  
Carlos Santana, musician

*'Globalisation has changed us into a company that searches the world, not just to sell or source but to find the world's best talents and the greatest ideas.'*

Jack Welch, former CEO of General Electric

**1 Read the quotes and discuss the questions.**

- 1 How is the first quote true? Think about business, food and travel. How do the photos show this?
- 2 Do you agree with the second quote? Why/Why not?
- 3 What does the third quote mean?
  - A Today companies can operate in a lot of different countries and employ the best staff from around the world.
  - B Today there is greater communication between businesses and their employees in countries around the world.

**2 How has globalisation affected each of the areas in the box? Think of both positive and negative effects.**

business language shopping sport travel work

## 4A

# A globalised world

## Reading 1 (Re-order paragraphs)

### Before you read

#### Identifying relationships between sentences in a paragraph



### 1 Work in pairs and discuss the questions.

- 1 What was your favourite toy during your childhood?
- 2 Where do you think that toy was made?

Re-order paragraphs tests your understanding of how a text is organised.

### 2a Read the first part of an article. Match each sentence in the article with the descriptions.

- A topic sentence (a general statement to introduce the main idea)
- B supporting point (information and examples to support the main idea)
- C concluding sentence (a sentence that gives a conclusion)

## A GLOBAL TOY

The manufacturing of Barbie dolls is a great example of globalisation. While <sup>1</sup>they were originally made cheaply in post-World War II Japan, wages there started to rise and the local economy began to grow again. Consequently, Mattel had to look elsewhere to keep <sup>2</sup>its manufacturing costs low. These days the label says the doll is made in China but Saudi Arabia, Malaysia, Indonesia, Japan, the USA, Taiwan, Hong Kong and mainland China all contribute to <sup>3</sup>its manufacture and distribution. <sup>4</sup>This makes <sup>5</sup>it a truly global product.

### b We use pronouns in a paragraph to avoid repeating nouns and link ideas better. Match the underlined pronouns in the article in Exercise 2a with the nouns they replace.

- A the doll \_\_\_\_\_
- B the dolls \_\_\_\_\_
- C Mattel's \_\_\_\_\_
- D the contribution of different countries \_\_\_\_\_
- E the doll's \_\_\_\_\_

### 3a Read the second part of the article. What noun does each of the underlined pronouns replace?

- 1 Barbie doll

When we look at how a Barbie doll is made, we can see just how global <sup>1</sup>it is. Firstly, a petrol company in mainland China buys a chemical from Saudi Arabia and then sells <sup>2</sup>it to a company in Taiwan. <sup>3</sup>They turn <sup>4</sup>it into plastic, which is then shipped to Indonesia, Malaysia or mainland China. There, <sup>5</sup>it is used to make the bodies of the dolls. <sup>6</sup>These are sent to Hong Kong, where <sup>7</sup>they are put in trucks and driven to factories in southern China. At the same time, nylon hair is imported from Japan and cotton dresses arrive from other parts of China. All of <sup>8</sup>these are put together in the factories to create the doll. So, while the label says that Barbie dolls are made in China, this is not completely correct.

### b Read the article in Exercise 3a again and identify the topic sentence, supporting points and concluding sentence.