

1A

Give it a go

- **Goal:** persuade people to try different activities
- **Grammar:** cleft sentences
- **Vocabulary:** free-time activities

Vocabulary

- 1 a** Work in pairs. Look at free-time activities 1–8 and check you understand the words in bold. Which activities can you see in photos A–E?
- 1 do **crosswords** or other puzzles
 - 2 do gardening, dressmaking or another **creative pastime**
 - 3 do a **martial art** like judo or karate
 - 4 do **keep-fit** activities like yoga or running
 - 5 go camping and hiking or do another **outdoor pursuit**
 - 6 do **online gaming** or play other computer games
 - 7 see the latest **blockbuster**
 - 8 sing in a choir or do some other kind of **performing**
- b** Look at 1–8 again in Exercise 1a and discuss:
- which are easy or difficult to learn.
 - what the positive or negative aspects of doing each one might be.
 - if people you know do any of them.
- 2 a** Complete the sentences with the phrases in the box.

fancied taking up grow on me hopeless at
the hype let off steam nothing beats switch off
take to it very encouraging

- 1 I tried it, but I didn't really _____. It was a bit too slow for me. I prefer something more energetic.
 - 2 I didn't like it to begin with, but then it started to _____ and I'm completely addicted now.
 - 3 I'm a bit put off by all _____ around it. I just know it can't be that good and I'll be disappointed by it.
 - 4 I gave it a go, but the teacher wasn't _____, so I felt a bit useless and, since everyone else took it rather seriously, I stopped going.
 - 5 I'm _____ that kind of thing. I don't have the patience, the imagination or the skill!
 - 6 I love it – _____ the feeling when you do it well and you get a great reaction from the audience.
 - 7 I've always _____ some kind of martial art. I've just never got around to doing it.
 - 8 It's a great way to _____ and get rid of all the frustrations from the day. I've also made friends from all over the world doing it.
 - 9 It keeps you fit. You're surrounded by nature and I find I can just _____ and forget all the stresses of life.
- b** Work in pairs. Which activities from Exercise 1a **might** each person in Exercise 2a be talking about?



3 Discuss the questions.

- 1 Have you ever started an activity and found you either really took to it or were hopeless at it? What? Why?
- 2 What activities have had a lot of hype around them recently? Do you think the hype is justified?
- 3 Is there an activity you've always fancied taking up? Why haven't you done it yet?
- 4 What do you find are the best ways to let off steam or switch off from work?



Go to your app for more practice.

Listening

4 1.1 Listen to four conversations. Find out:

- 1 what free-time activities the people talk about.
- 2 if both speakers enjoy doing each activity.

5 In which conversation (1, 2, 3 or 4) is a speaker:

- a concerned about comfort?
- b concerned about what others might think?
- c not into a particular kind of TV programme?
- d persuaded to change their mind?
- e addicted to something?
- f talking about letting off steam?

6 Have you ever persuaded anyone or been persuaded to do something you weren't sure about? How did it turn out?

Grammar

7 a 1.2 Read the pairs of sentences. Then listen and complete the second sentences.

- 1 a I've found it's just a great way to get rid of all those frustrations from work.
b _____ I've found _____ it's just a great way to get rid of all those frustrations from work.
- 2 a The pain put me off!
b _____ put me off _____ the pain!
- 3 a The way they make it relevant to now is great.
b _____ the way they make it relevant to now.
- 4 a I love how friendly people are.
b _____ I love _____ how friendly people are.
- 5 a No one in this class takes it too seriously, which is great.
b _____ this class _____ no one takes it too seriously.

b Work in pairs. Look again at the pairs of sentences in Exercise 7a. Why might a speaker use the structure in the second sentence rather than the first?

c Complete the examples in the grammar box with one word in each gap.

Cleft sentences

Speakers often use the following sentence patterns to draw attention to something they feel strongly about:

¹ _____ **I've found** ² _____ *it's a great way to let off steam.*

The ³ _____ **that is great (about it) is** *the way they make it relevant to now.*

The other thing (that) I love (about it) is *how friendly people are.*

One thing (that) I don't understand (about it) is *how anyone gets enjoyment from it.*

We can use the same patterns to talk about feelings we had in the past.

⁴ _____ **put me off** ⁵ _____ *the pain.*

What I found interesting was *the variety of people who work there.*

What I loved was ⁶ _____ *that no one took it too seriously.*

8 a 1.3 Listen to the sentences and notice the emphasis on the underlined sounds. When said at normal speed, the other words around them may be less clear.

- 1 What I like about it is the fact I can just completely switch off.
- 2 The thing I love about it is the way the teacher organises the class.
- 3 What's bad about it is the amount of time you spend waiting around.
- 4 The only thing I didn't like so much was the venue.
- 5 What I find fun is learning something new every time.

b Listen again and repeat.

9 Rewrite the sentences using *What* or *The thing* and the words in brackets.

- 1 I go to a choir. It's great. I especially like meeting new people. (most).
The thing (that) I like most about going to the choir is meeting new people.
- 2 Making a cake without eggs just doesn't make any sense to me. (don't understand)
- 3 Everyone was much better than me, which made the class difficult. (found difficult)
- 4 I love hiking because you're out in the countryside all day. (being)
- 5 I wasn't really progressing, which was frustrating. (the fact that)
- 6 I'd really like to learn how to fly, but the cost is a bit off-putting. (puts me off)

10 a Write true sentences about your free time using these sentence starters.

- 1 What I most love to do at the weekend ...
- 2 The thing I love most about ...
- 3 What I find difficult ...
- 4 What was great about ...
- 5 The only thing I didn't like about ...
- 6 What I'd like to do ...
- 7 What puts me off ... -ing is ...

b Work in pairs. Compare your sentences and explain your ideas.

Go to page 136 or your app for more information and practice.

Speaking

PREPARE

- 11 Work in pairs. Choose two activities in Exercise 1a or think of other things you do. Think of ways you might persuade someone to take up these activities.

SPEAK

- 12 Work with a new partner. Take turns to be Student A or B. Use the Useful phrases to help you.

Student A: You want Student B to do one of the activities you thought of in Exercise 11. Ask them if they fancy doing the activity and persuade them why they should.

Student B: You aren't sure you want to try the activity suggested by Student A. Give reasons.

Useful phrases

Do you fancy ... -ing tonight?
Have you ever thought of taking up ...?
You should give it a go.
What's great about it is ...
What puts me off is ...

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1B

Kind acts

- **Goal:** narrate a short story in detail
- **Grammar:** narrative tenses
- **Vocabulary:** helping people



A



B



C

Vocabulary

1 Look at the photos and discuss the questions.

- 1 What do you think the people in the photos need?
- 2 When was the last time you helped someone you know? What did you do?
- 3 Do you ever help people you don't know? How?

2 Complete the sentences with words in the box.

babysit/let down comfort/mourning
desperate/an apprenticeship down/the bill
mentor/expertise rough/grab
stranded/pulled over welcoming/rave

- 1 She acted as a _____ to me when I first started. She was always happy to share her _____.
- 2 She was a real _____ to me when I was _____ the loss of my grandfather.
- 3 He was sleeping _____ and so I decided to _____ some food for him from the local store.
- 4 I offered to _____ for them because they'd been _____ by the person they usually use.
- 5 They'd been incredibly _____ while we stayed there, so we gave them a _____ review.
- 6 I was _____ on the side of the road and he _____ and offered me a lift.
- 7 We went out the other night. I was feeling a bit _____ because I'd lost my job, so when we asked for _____ at the end of the evening, she paid for everything.
- 8 I'd been unemployed for ages and was getting _____. Then they offered me _____.

3 Work in pairs. What do you think the relationship is between each of the pairs of people in the sentences in Exercise 2?

Reading

4 Look at the title of the article. What do you think the bystander effect might be? Read and check.

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

- 1 People can usually tell whether someone needs help.
- 2 If you don't react in an emergency, others are more likely to react.
- 3 We're more likely to help someone when there aren't many people around us.
- 4 Bystanders may not want to risk getting involved.
- 5 The author sometimes offers help to people when they don't need it.

The bystander effect

A few years ago, I was on a bus. It was quite crowded at the front so I pushed my way to the back, where I found a man lying on the floor, apparently asleep. Passengers were standing around him, occasionally glancing down. When the back door opened at the next stop, some people saw him and didn't get on, others just stepped over the man and took a seat. I had no idea how long he'd been lying there but, finally, a couple got on. They were shocked and started asking what had happened. Had anybody told the bus driver? No one knew. They got the bus driver to stop and an ambulance was called.

Some days later I saw a piece on the news about the man. Apparently, he'd passed out because of his diabetes, but, thanks to the couple, he'd made a complete recovery. The news didn't mention how many other people, including me, had let him down. Why had that crowd stood by and not helped? I have since learnt we were in the grip of what's known as the 'bystander effect'.

Psychologists have identified several causes of this phenomenon. Firstly, we may not realise it's an emergency, and if others show little reaction it confirms to us there's no need to help. Secondly, crowds reduce our feelings of personal responsibility. The more people there are watching, the more likely we are to think someone else will help. And finally, we may be scared that our help will lead to greater problems.

Understanding this now, if I have any doubt in similar situations, I always help. In the end, the worst thing that happens is that there really is no problem and I feel slightly embarrassed – but that's a much better feeling than the guilt of having done nothing.

- 6 Work in pairs and discuss the questions.**
- 1 Have you seen or heard of any other examples of the bystander effect? If so, what happened?
 - 2 Do you think you'd be more likely to help strangers having read the article? Why/Why not?

Grammar

- 7 a Look at four incorrect sentences from the story in the text. Cover the box below and correct the tense in each.**
- 1 I pushed my way to the back, where I was finding a man lying on the floor apparently asleep.
 - 2 Passengers have been standing around him, occasionally glancing down.
 - 3 I had no idea how long he was lying there.
 - 4 I saw a piece on the news about the man. He passed out because of his diabetes.
- b Work in pairs. Compare your ideas then read the grammar box and check.**

Narrative tenses

Past simple

Use the past simple to talk about past habits or to list single completed actions in chronological order.

I pushed my way to the back, where I found a man lying on the floor.

Past continuous

Use the past continuous for actions that were in progress around the time another action happened.

Passengers were standing around him, occasionally glancing down.

Past perfect simple

Use the past perfect simple to talk about single, complete actions that happened before another action or event in the past.


I saw a piece on the news about the man. He'd passed out because of his diabetes.

Past perfect continuous

Use the past perfect continuous to talk about actions that were in progress before, or that continued up to, another action or event in the past. The emphasis is on the duration.

I had no idea how long he'd been lying there but, finally, a couple got on.

The past perfect isn't necessary when we use words like *after* and *before*, as the order of events is already clear.

- 8 a**  **1.4** When we speak at normal speed, the auxiliary verb *had* is sometimes impossible to hear. Listen and notice the way it is reduced or is said as /d/ before a vowel.
- 1 I'd acted as a mentor to her.
 - 2 We'd grabbed some food beforehand.
 - 3 She'd let me down before.
 - 4 We'd been thinking about it for a while.
 - 5 They'd offered me a job.
 - 6 We'd been saving up.

- b Listen again and repeat.**

- 9 Complete the story by putting the verbs in brackets into the correct tense. Use continuous forms wherever possible.**

One holiday I ¹_____ (work) in a toy store. A woman ²_____ (come) in one day wearing a lovely cap. I ³_____ (compliment) her on it, and ⁴_____ (ask) her where she ⁵_____ (buy) it because I ⁶_____ (look for) something similar for years, but ⁷_____ never _____ (see) that style before. She ⁸_____ (tell) me and then she ⁹_____ (leave). When I ¹⁰_____ (come) back after lunch, she ¹¹_____ (wait) there. She ¹²_____ (buy) me the cap!


- 10 Work in pairs. Think of two different ways you could complete sentences 1–6, one with the past perfect simple and one with the past perfect continuous.**
- 1 We ended up stranded at the airport because ...
the flight had been cancelled.
it had been snowing hard and we couldn't take off.
 - 2 It was a huge relief when I was finally offered an apprenticeship as ...
 - 3 He was sleeping rough. He told me that ...
 - 4 ... and so I wrote a rave review.
 - 5 ... so I was feeling a bit down.
 - 6 ... so I picked up the bill for the meal.



Go to page 136 or your app for more information and practice.

Speaking

PREPARE

- 11**  **1.5** Listen to a short story about a time when a stranger was kind. Answer the questions.
- 1 Where did the story take place?
 - 2 What was the problem?
 - 3 How and why did the stranger help?
- 12 You're going to tell a story. Choose one of the topics in the box below and plan what to say.**

a time you helped a stranger a surprise
a time a stranger helped you a stupid mistake
an example of the bystander effect
something amazing you saw in the street

SPEAK

- 13 Work in groups. Tell each other your stories and respond to them. Use the Useful phrases to help you.**

Useful phrases

I can imagine.
You must've been (terrified).
That must've been (a relief).
I think I would've ... in that situation.
What a (great) story!

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1c

How annoying!

- **Goal:** talk about annoying incidents
- **Language focus:** exaggeration
- **Vocabulary:** at work

Reading and vocabulary

- 1 a** Look at the pictures. What's happening in each one? Why are the people irritated?
- b** Work in groups. Discuss how annoying you find each thing in the list below. Put them in order from most annoying (1) to least annoying (6).
 - having to sit in long, unnecessary meetings
 - people eating food noisily
 - people complaining about work, school or university
 - a colleague or fellow student making you look bad
 - your computer crashing
 - poor wifi
- 2** Read the article about a survey into things people find annoying at work.
 - 1 In what order did the survey put the list in Exercise 1b?
 - 2 Find three other annoying things mentioned in the text.

Have you ever thought, I'd really love my job, if only ...

- my boss wouldn't **have a go at me** for the tiniest mistakes?
- my colleagues wouldn't spend all day gossiping?
- they'd just buy a photocopier that didn't **jam** every ten seconds?

A recent survey has revealed that you are not alone. The report lists fifty things that drive us mad and found over a quarter of us want to work from home because of work **irritations**, while another 25% have considered quitting their job and working for themselves.

Unfortunately, it's often our colleagues who are **at fault**. For example, ranked number 5 in the report are colleagues who **go on and on about** what's wrong with everything without **coming up with** any solutions themselves. And at number 8, there's the colleague who makes us look bad. They **undermine us by pointing the finger of blame** for mistakes while taking all the credit for success.

Then at 7, there are those **pointless** meetings that are called to decide that nothing has been decided! Though apparently, this isn't as bad as colleagues who snack at their desk, **distracting** you with their loud chewing (number 6).

But while our **fellow workers** can be annoying, it's the machines that really make us lose our temper. The survey showed that the biggest irritation is computers crashing – no doubt taking your last three hours' work with it – followed by the hours spent looking at the slow spin of the wheel as a webpage loads. They're enough to make you want to pick up your device and **smash it into little pieces**!

And now you *can* (kind of)! First appearing in Australia, so-called 'rage rooms' are starting to spread around the world. They provide a special space with a variety of **gadgets** – from keyboards to printers – for you to destroy to the sound of your favourite music. Fans claim that it's fantastically satisfying and, as a way to get rid of your frustrations, it is certainly easier than finding a new job!



3 Work in pairs and discuss the questions.

- 1 Can you think of other annoying things about work or study that weren't mentioned in the article?
- 2 What do you think of the idea of rage rooms?
- 3 Can you think of better ways to get rid of irritations?

4 Complete the sentences using some of the words in bold from the article. Use one word in each gap.

- 1 I think we need a new printer. It's incredibly slow and the paper always seems to _____. I'm so sick of it.
- 2 A customer had a real _____ at me today because his credit card didn't work. It was hardly my fault!
- 3 What I find annoying is that when things go wrong, politicians are very quick to point the _____ of blame at other people, but they never seem to consider that they could be at _____ themselves.
- 4 I get sent about 150 emails a day and even though most of them are fairly _____, I still have to check them all before deleting. It's one of my biggest _____ at work.
- 5 The guy I sit next to is constantly _____ me. Most of the time, he's just going _____ about the latest football news or celebrity gossip.
- 6 I came _____ with the idea originally and helped develop it, but then in the meeting, in front of all my _____ workers, my boss took all the credit and hardly mentioned me at all.
- 7 I keep suggesting things but my colleagues always _____ me and it's beginning to affect my confidence.
- 8 I get so annoyed by other students playing with their _____ in class that sometimes I just want to grab the things and _____ them into little pieces.

5 Work in pairs and discuss the questions.

- 1 Why might a customer have a go at a shop assistant? Why might a teacher have a go at a student?
- 2 What different gadgets and equipment do you have in an office? What might go wrong with them?
- 3 What things might happen to undermine your confidence? What might undermine a team working together?
- 4 In what ways might you get distracted from working or studying?
- 5 What things might get smashed? How?

Go to page 156 or your app for more vocabulary practice.



Listening

- 6 1.7 Listen to two conversations about work. Which of the irritations a–d do they talk about?

- a uncomfortable room conditions
- b a boss having a go at them
- c students behaving badly
- d a colleague making them look bad

- 7 Work in pairs. Try to complete the sentences from the conversations. Then listen again and check your ideas.

- 1 They've been going _____ about how hot and stuffy the room is.
- 2 It is _____ in that room. Seriously, we're _____ in there. It must be 35 degrees.
- 3 They have this supposedly _____ air filtering system.
- 4 I bet they _____ it, too.
- 5 I waited _____ for the bus to come.
- 6 I was rushing around _____ to get everything done.
- 7 Seriously, I _____!

Language focus

- 8 a Work in pairs. Read the language focus box, then match the sentences from Exercise 7 with categories A–D. Some sentences go in more than one category.

Exaggeration

We sometimes exaggerate when telling a story or reporting something that happened to us, to get an extra reaction from the listener. We may exaggerate in one of the following ways.

A Exaggerated time, distance, amount, etc.

If they'd just buy a photocopier that didn't jam every ten seconds!

The photocopier is miles away from my desk.

B Repetition (with and)

I had to walk for miles and miles.

I told him over and over again.

C Comparisons

It's like the Arctic in there.

I looked as if I'd been dragged through a hedge backwards.

D Death metaphors

I was absolutely dying of hunger.

I could murder a curry.

- b Discuss whether you exaggerate in the same way in your language. Give an example.

- 9 a 1.8 Listen and notice how the speaker introduces an exaggerated statement by placing the stress on *Honestly* and *Seriously*.

- 1 Honestly, I almost died of boredom.
- 2 Honestly, I could've killed him.
- 3 Seriously, the room was like a fridge.
- 4 Honestly, we were waiting for hours and hours.
- 5 Seriously, I must've mentioned it about a thousand times.

- b Listen again and repeat.

- 10 a Use exaggeration to write one or more examples of each of the following complaints.

- 1 He's constantly distracting me.
Honestly, he asks me something every ten seconds.
He's constantly chewing or eating something.
Seriously, he's like a cow or something.
- 2 It was a pretty boring, pointless meeting.
- 3 I wish they would do something about the air con at work.
- 4 They should get a new photocopier.
- 5 My colleague lost all the work I had done.
- 6 My boss is incredibly demanding.

- b Work in pairs. Compare your examples. Which do you like best? Why?

Go to page 136 or your app for more information and practice.

Speaking

PREPARE

- 11 Think of two things that you find annoying. Make notes about incidents that have happened which illustrate each of these irritations and why these things particularly annoy you.

SPEAK

- 12 a Work in groups. Tell each other about what irritates you and give some examples. Use the Useful phrases to help you.
- b Who had the most interesting experience? Did anyone share the same irritation as you?

Useful phrases

There's this ... at work/school/uni that drives me mad!

I find that really annoying too.

I know exactly what you mean!

I have to say, things like that don't bother me.

Something similar happened to me the other day.

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your
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➤ **Goal:** negotiate solutions to disputes

➤ **Vocabulary:** fights and disputes



A



B



C



D

Vocabulary

1 Work in pairs. Look at the photos. What disputes or arguments do you think could happen in the following places?

- an airport or on a flight
- a car rental place
- a restaurant
- an apartment block

2 Match the situations in the box with comments 1–6 below.

a dispute between neighbours a pay dispute
a row between friends a domestic dispute
mediating in a dispute a workplace dispute


- The **tension** had been building up a bit in the office so we had a meeting to try and **clear the air**.
- They were hardly **on speaking terms** for a while, which was a bit awkward if our usual group went out or had a party, but thankfully they've **made up** now!
- We're not here to **side with** anyone. We're here to resolve this before it **escalates**.
- They've had **an ongoing dispute** about a parking space and they even nearly **come to blows** a couple of times when they confronted each other!
- They've always **quarrelled** a lot, but it seems she's actually **kicked him out** this time.
- Hopefully it won't end up in a strike, but at the moment they've not **been willing to compromise**, so what can we do?

3 Replace the words in *italics* with the correct form of some of the words and phrases in **bold** from Exercise 2.

- Are you someone who *is prepared to give up some of what you want* in an argument?
- Have you heard of a dispute that *quickly got out of control* and where people then *physically fought*?
- When friends or family members argue, do you ever *support* one person more than the other?
- Do you know anyone who behaved so badly in a class or a team that they were *forced to leave*?
- Do you know any people who often *argue and shout at each other*?
- Have you heard of *an argument between two sides that has continued a long time*?

4 Work in pairs and discuss three of the questions in Exercise 3. Give some details.

Listening 1

5  **1.9** Listen to a conversation between three people who are trying to resolve a dispute. Answer these questions.

- Where are they?
- What's the problem?
- What has caused the problem?
- How is the dispute resolved in the end?

- 6 Listen again. Complete the sentences with two or three words.**
- 1 With all _____, that's your problem. Not ours.
 - 2 I'm awfully sorry about all of this and obviously if _____ to me ...
 - 3 So can we talk to whoever's _____ here?
 - 4 I understand that this may not be down to you, but this is _____.
 - 5 Could you please not _____ at me? I'm just doing my job.
 - 6 If you could just try and _____ a bit ...
 - 7 I mean, there must be some way we can _____ here, surely.

- 7 Work in pairs. Add the sentences from Exercise 6 to the correct section in the Useful phrases box.**

Useful phrases

Seeking compromise

Is there really nothing you can do?

Well, would it be possible to ...?

a _____

b _____

Expressing annoyance

There must be some mistake.

You've got to be kidding me!

c _____

d _____

Apologising

I'm awfully sorry about all of this.

I'm afraid the manager is not around at the moment.

e _____

Dealing with anger


You're really not making this any easier.

I do understand that you might be upset, but ...

I am going to have to ask you to ...

f _____

g _____

- 8 a**  **1.10 Read the information box below. Then listen to these two sentences and notice how an auxiliary verb is stressed or added.**

- 1 I do understand that you might be upset.
- 2 I am only doing my job.


Sounding firm

When we have a dispute with someone, we often stress the auxiliary verb in statements. This makes our message sound more forceful. Where there is no other auxiliary verb, we can also use *do/did* in these kinds of statements.


I asked you not to enter. → I did ask you not to enter.

- b Listen again and repeat.**

- 9 a Work in pairs. Practise saying these sentences more forcefully by stressing an auxiliary verb or adding *do/did*.**
- 1 I'm afraid I'm going to need to see some ID.
 - 2 I talked to someone about this last week on the phone.
 - 3 I'm going to have to ask you to leave, I'm afraid.
 - 4 You're going to need to come back tomorrow, I'm afraid.
 - 5 I want to sort this out, but you're not making it easy.
 - 6 I've warned you about this twice now.
 - 7 You really have to return the keys today.
 - 8 We're going to pay, but only once everything's sorted.

- b**  **1.11 Listen and check your answers.**

Listening 2

- 10**  **1.12 Listen to another conversation in which people try to resolve a dispute. Are the statements true (T) or false (F)?**

- 1 The couple are buying a second-hand car.
- 2 They're planning to split the driving on their journey equally.
- 3 The man they're talking to needs to see some documents.
- 4 There's no record of their booking.
- 5 Adding an extra driver will cost them 100 euros a day.
- 6 They're not staying nearby.
- 7 They pay cash to cover the extra charge.
- 8 They manage to reach a compromise.

- 11 Listen again. Find the difference in sentences 1–5 with what the speakers actually said.**

- 1 There must be a mistake. I'm absolutely positive I put both names down.
- 2 You've got to be kidding!
- 3 I really am awfully sorry about this.
- 4 I understand you might be upset, but could you please not raise your voice, sir?
- 5 I am going to have to ask you for an extra 100 euros.

- 12 Work in groups. Discuss the questions.**

- 1 How do you think the people in Listening 1 and Listening 2 handled the situations? Would you have done anything differently?
- 2 Do you think the compromises they reached in each case were fair?
- 3 Have you ever had a dispute when travelling or buying something? What happened?

Speaking

- 13 a You are going to roleplay conversations to resolve disputes. Work in pairs. Student A: Turn to page 166. Student B: Turn to page 168.**

- b Roleplay the conversations.**



For more practice go to your Workbook or app.



Go online for the Roadmap video.