# 4

# Changes

## Unit map

## 4A Vocabulary

# Changing world
*I can talk about global issues.*

1 **SPEAKING** Work in pairs and discuss this quotation. Do you agree with it? Why? / Why not?

> Progress is impossible without change, and those who cannot change their minds cannot change anything.

2 **SPEAKING** Work in pairs. Look at the charts below. Match the labels below with the correct charts.

global population   PC and smartphone users   people living in poverty

A 2005 / 2015
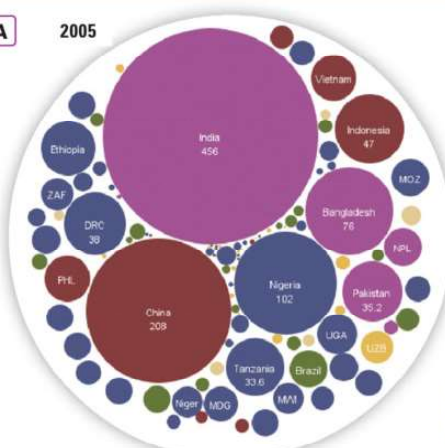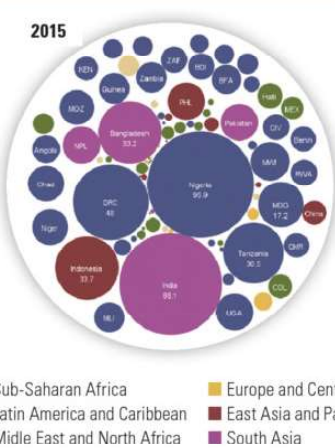
Legend:
- Sub-Saharan Africa
- Latin America and Caribbean
- Midle East and North Africa
- Europe and Central Asia
- East Asia and Pacific
- South Asia
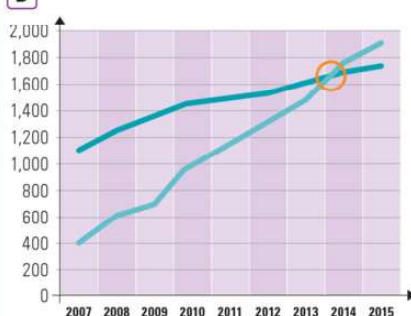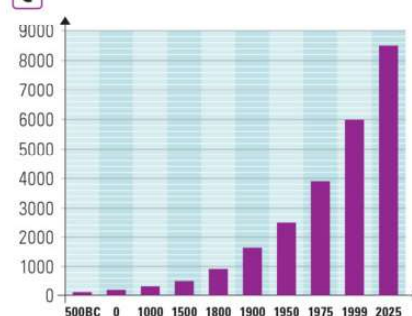
3 **VOCABULARY** Work in pairs. Match the verbs below with the meanings (A–C). Which verb can mean both increase and decrease?

**Rise and fall (verbs)** crash  dwindle  escalate  flatline  fluctuate  level off  mount  mushroom  outpace  outstrip  overtake  plateau  plummet  plunge  (sky)rocket  surpass  tumble

| A: increasing | B: decreasing | C: staying the same |
|---|---|---|
| escalate | crash | flatline |

4 **SPEAKING** Work in pairs. Use verbs from exercise 3 to explain what the graphs in exercise 2 show.

> The first chart shows that in most countries … has plunged.

**5** **VOCABULARY** Complete the text with the global issues below. What does 'declinism' mean and what causes it?

**Global issues** armed conflicts   climate change
epidemics   famine   global capitalism   life expectancy
population growth   poverty   refugees   terrorism

When you ask people if the world is getting better or worse, the majority (around 70%, according to surveys) say worse. Psychologists even have a term for this belief that things are not as good as they used to be – declinism – and they believe it is due to people overestimating past happiness. Perhaps the media is also partly to blame. As the number of 24-hour news outlets continues to soar, we are constantly exposed to anxiety-inducing reports and analysis. We see thousands of **¹**_____ being forced to leave their homes. The number of wars and **²**_____ appears destined to spiral for ever, while the threat of **³**_____ makes some of us afraid to go about our daily lives. There are other worries too. Can food production possibly keep pace with **⁴**_____, or will there be widespread **⁵**_____, made worse by the droughts caused by **⁶**_____?

   But despite appearances, we actually live in a golden age for humans. Average **⁷**_____ is now well over 70 years, whereas for 99% of human history it remained constant at around 25. Even at the start of the 20th century, it was still only 31 years, and millions of lives were cut short by **⁸**_____ like flu and cholera. In the past few decades, life expectancy has surged, and although poor countries still lag behind rich countries, the gap is narrowing. Contrary to appearances, the modern era is not particularly violent. In prehistoric times, about 500 people out of every 100,000 were killed each year by other humans. This figure nose-dived when people began to live in nations rather than tribes. Today the global average is around 7 per 100,000, and even lower in developed countries. And although **⁹**_____ is often the target of protests – especially against huge multinational companies – global inequality is actually falling as the poorest countries in the world get richer, allowing more and more people to escape **¹⁰**_____.

**6** Add the six highlighted verbs to the correct group (A–C) in exercise 3.

**FLUENCY!**
Some words are near, but not exact, synonyms. They share the same basic meaning but are used in different contexts or have slightly different implications. To sound natural, you need to choose exactly the right word for the context. For example, the verbs *amend* and *adjust* both mean 'change', but *amend* is used mainly for written text, whereas *adjust* can be used for physical objects.
*He had to adjust the monitor before he could read the document.*
*The company has amended the user agreement for this software.*

**7** **VOCABULARY** Read the Fluency! box. Then look at the verbs and nouns below and choose the correct answer to questions 1–5. Use a dictionary to help you if necessary.

**Change (verbs and nouns)**   adapt / adaptation
adjust / adjustment   alter / alteration
amend / amendment   convert / conversion
evolve / evolution   transform / transformation
modify / modification   mutate / mutation
revise / revision   vary / variation

Which noun and verb …
1 imply gradual change over a long period of time?
2 imply a complete change rather than a partial change?
3 do we use for changes we make when we find ourselves in new circumstances?
4 do we use for small changes – for example, to an item of clothing?
5 do we use if somebody changes to a different religion?

**8** 🎧 **1.26** Choose the best verb to complete the questions. Then listen and answer them.

Which speaker …
A found it hard to **adapt** / **modify** to living in a new country?
B often helps companies to **revise** / **transform** their publicity material?
C has **converted** / **modified** his or her approach because of the internet?
D finds that his or her work **evolves** / **varies** depending on the time of year?
E had to **adjust** / **convert** his or her expectations soon after starting work?

**9** **SPEAKING** Work in pairs. Discuss the questions.

1 Do you agree that we live in a 'golden age' or do you think the world is getting worse? Give reasons.
2 What have been the most significant changes in the history of the world?
3 What will be the most significant changes in the world during your lifetime, do you imagine?

# Compound future tenses

*I can use compound future tenses for predictions and suppositions.*

**1 SPEAKING** What is a 'utopia'? Do you think humans have ever built or will ever build one? Why? / Why not?

**2** Read the text. Which future seems more likely to you: utopian or dystopian? Why?

> In *Utopia*, Thomas More envisaged a perfect society. Science fiction often predicts the opposite: a dystopia. What is your own view? A century from now, will the world have improved or not? Will we be living in a utopia or a dystopia?

**UTOPIA:** Humans will be living longer, healthier lives. Most diseases will have been eradicated years before. Since then, scientists will have been working on ways to halt the ageing process.

**DYSTOPIA:** Humans will be suffering from diseases linked to obesity and inactivity. Infectious diseases will be returning as bacteria will have developed resistance to antibiotics.

**3** Read the Learn this! box below. Complete the examples with the correct form of the verbs in brackets. How many more examples of these tenses can you find in exercise 2?

> **LEARN THIS!** Compound future tenses
>
> When we talk about the future, we can use the:
>
> **1** future continuous for an action in progress.
> This time tomorrow, you _____ (play) football on the beach.
>
> **2** future perfect simple for a completed action.
> By the end of this month, they _____ (finish) the project.
>
> **3** future perfect continuous to say how long an action has been in progress by that time.
> By December, Emma _____ (work) at NASA for five years.
>
> Note that we often use the future perfect simple in the passive but not the other two tenses:
> The email will already have been sent. ✔
> NOT ~~The email will be being sent tomorrow.~~ ✗

**4** Complete the sentences using the correct form of a compound future tense from the Learn this! box, active or passive. Then say whether each sentence belongs to a utopian or dystopian view of the future.

**1** People _____ (live) in 'smart cities', surrounded by helpful technology. Humans _____ (not do) manual jobs any more.

**2** Cities _____ (become) desperately overcrowded. More and more people _____ (compete) for fewer and fewer jobs.

**3** Climate change _____ (cause) the weather to be dangerously unstable.

**4** Combustion engines _____ (ban) and governments _____ (tackle) climate change successfully.

**5** Artificial intelligence (AI) _____ (surpass) human intelligence long ago, and for years, computers _____ (help) humans to improve the world.

**6** Humans _____ (lose) their position as the most intelligent creatures on Earth for ever and _____ (not make) any important decisions about the world.

> **LOOK OUT!**
>
> We can also use compound future tenses to speculate about the present.
> *I expect Jo will have finished her homework by now.*
> *We must phone Dad. He'll be worrying about us.*
> *Don't ask Tom what the plan is. He won't have been listening!*

**5** Read the Look out! box. Then decide if the underlined verbs refer to the present (P) or the future (F).

**1** You'll have finished your packed lunch by the time we get on the coach!

**2** I'm sure my aunt will be staying at the very best hotel when she goes to Paris.

**3** They've cancelled my bus. I'll be waiting here for ages!

**4** Seth looks so tired. He'll have been revising since about six o'clock this morning.

**5** I can't wait for my summer holiday. I'll have been working hard for months by then!

**6** This is such an exciting match. Do you think your friends will be watching it too?

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> **LOOK OUT!**
>
> We often use adverbs and adverbial phrases to modify the meaning of compound future tenses. They usually come immediately after *will* but before *won't*.
> *She'll no doubt have read your email.*
> *He probably won't be working in London next year.*

**6** Read the Look out! box. Then complete the sentences with the correct form of the verb. Include the adverb.

**1** If you arrive at 9 p.m., I (do / most likely) all my homework.

**2** It's snowing now, but it (not snow / probably) by the morning.

**3** He (not eat / hopefully) all the pizza before we arrive!

**4** Don't worry if you missed the lecture, he (repeat / definitely) it next week.

**5** Make sure Tom changes his T-shirt when he gets home. He (wear / probably) the same one for two days!

**6** I've sent Lucy a message, but (not read / no doubt) it.

**7 SPEAKING** Work in pairs. What will the world will be like 100 years from now? Try to include adverbial expressions from exercise 6.

**1** What kinds of cities do you think people will be living in?

**2** Will people be working? If so, what jobs will they be doing?

**3** What other major changes will most likely have happened?

# Online campaigns

*I can infer information which is implied rather than overtly stated.*

**1 SPEAKING** What is an online petition? Have you ever signed one? Why? / Why not?

**2 SPEAKING** Read the text. What's the difference between a grassroots campaign and 'astroturfing'. Why do you think it is called 'astroturfing'?

When Change.org was launched in 2007, its mission was to give a more prominent voice to local campaigns organised by ordinary people. These 'grassroots' campaigns could attract thousands of supporters a day using online petitions and, for the first time, exert genuine influence on government and big business. There have been some notable successes and, as the idea has caught on in more and more countries, the number of users has skyrocketed. But there have also been criticisms. Some people say the choice of domain name implies that Change.org is a charity, whereas in reality it is a commercial organisation. Also, it has been claimed that companies use the site for 'astroturfing' – that is, using multiple fake identities in order to make a commercial campaign resemble a grassroots campaign. But perhaps the most damaging criticism, strenuously denied by Change.org, is that what began as a way of challenging the power of large multinational corporations has itself become one, and has in the process lost sight of its original mission.

**Listening Strategy**

Sometimes information can be implied rather than clearly stated. For example, a subsequent contrast or concession can make the speaker's opinion clear:

*We spent the morning shopping for souvenirs, but then we had a relaxing afternoon at the beach.*
(Implication: the morning was not relaxing.)

**3 🎧 1.27** Read the Listening Strategy. Then listen and choose the correct implication. Justify your choices. Does everyone in the class agree?

1 The speaker's brother **was / wasn't** keen to help with the petition.
2 The speaker **was / wasn't** happy his sister came to stay.
3 The speaker found the first term's topic **interesting / uninteresting**.
4 The speaker **is / isn't** a fan of modern classical music.
5 The speaker thinks climate change **is / isn't** an important issue.
6 Numbers have **surged / dwindled** at the speaker's athletics club since last year.
7 The speaker **wants / doesn't want** to go on holiday in May.

**4 🎧 2.02** Listen to five people talking about Change.org. Were their petitions successful or unsuccessful? Is the information clearly stated or only implied?

**5 🎧 2.02** Listen again. For questions 1 and 2, choose the correct answer (A–H) for each speaker (1–5). There are three extra sentences.

1 Why does each speaker start the petition?
   A to prevent a new building development ___
   B to help preserve a public facility ___
   C to prevent somebody from coming to the UK ___
   D to stop antisocial behaviour ___
   E to help a family remain in the country ___
   F to protect small businesses in the area ___
   G to generate publicity for a business ___
   H to force an amendment to a new law ___

2 What surprises each speaker about the experience?
   A the technical difficulty of setting up the petition ___
   B the number of people who signed ___
   C the ruthless tactics of a commercial company ___
   D an absence of support from friends and family ___
   E a lack of gratitude ___
   F the accusations of bullying ___
   G the feeling of anti-climax afterwards ___
   H the media interest in the petition ___

**6 SPEAKING** Work in pairs. Think of a petition you would like to start on Change.org. It can relate to a local, national or global issue. Use the examples below to help you.

SAVE OUR SWIMMING POOL!

Invest in education.   NO MORE HUNTING.

BAN INSECTICIDES.   *Equal rights for all!*

MAKE OUR STREETS SAFER!

**7 KEY PHRASES** Complete the phrases with verbs below. Then decide on the wording of your petition and make a list of reasons why it is important. Use the key phrases to help you.

bring   cut   initiate   make   provide   put   raise   reverse

**Politics and change**
1 _____ the red tape (surrounding ...)
2 _____ a stop to ...
3 _____ the trend (towards ...)
4 _____ in legislation (to ...)
5 _____ it easier / harder / illegal for people to ...
6 _____ more funding (for ...)
7 _____ / reduce taxes (so that ...)
8 _____ a project to ...

**8 SPEAKING** Share your ideas with the class and explain why your petition is important. Take a class vote with each student voting for their three favourite petitions. Which petition gets the most support?