

Suitable for:  
CEFR: A2

2<sup>nd</sup> Edition

# 21

ENGLISH FOR THE 21<sup>st</sup> CENTURY

Level 3 Course Book

Jake Hughes

GARNET  
EDUCATION

2<sup>nd</sup> Edition

# E21

ENGLISH FOR THE 21<sup>st</sup> CENTURY

Level 3 Course Book

Jake Hughes

**GARNET**  
E D U C A T I O N



# Contents

|         |                      |     |
|---------|----------------------|-----|
|         | Book map             | 4   |
|         | Using C21            | 8   |
| Unit 1  | Communication        | 12  |
| Unit 2  | Arrangements         | 26  |
| Unit 3  | Travel experiences   | 38  |
| Unit 4  | Faraway places       | 50  |
| Unit 5  | Changing times       | 64  |
| Unit 6  | Technology           | 78  |
| Unit 7  | Teamwork             | 92  |
| Unit 8  | Groups & communities | 106 |
| Unit 9  | Healthy lifestyle    | 118 |
| Unit 10 | Health & safety      | 132 |
| Unit 11 | Preparing for work   | 144 |
| Unit 12 | Future plans         | 158 |
|         | Activities           | 171 |
|         | Transcripts          | 177 |
|         | Word list            | 192 |

# Level 3

| Unit  | Lessons   | Vocabulary  | Grammar   |
|---|---|---|---|
| <b>1</b><br>pages 12–25<br><b>Communication</b><br><b>Talking point</b><br>How the way we communicate has changed           | <b>A First impressions</b><br><b>B Switch off</b><br><b>C Conversation styles</b><br><b>C21 skills</b>  | Types of communication (A14, B17)<br>Describing body language (A15)                                   | Using <i>talk, say, tell</i> and <i>speak</i> (A16)<br>Past simple (B18)<br>Past simple questions (B19) |
| <b>2</b><br>pages 26–35<br><b>Arrangements</b><br><b>Talking point</b><br>Making arrangements                               | <b>A Where are you?</b><br><b>B Meeting friends</b><br><b>C A language we all understand</b><br>(Slideshow  )<br><b>C21 skills</b>   | Abbreviations for text messages (B33)   | Present continuous and present simple (A29–31)<br>Present continuous for future arrangements (B32)      |
| <b>Progress test Units 1 &amp; 2, pages 36–37</b>   |   |   |   |
| <b>3</b><br>pages 38–49<br><b>Travel experiences</b><br><b>Talking point</b><br>Unique places around the world              | <b>A Unique people and places</b><br><b>B Experiences</b><br><b>C Before you go</b><br><b>C21 skills</b>  | Adjectives for describing life in different countries (A40–41)<br>Sources of travel information (C44) | Present perfect (B43)   |
| <b>4</b><br>pages 50–61<br><b>Faraway places</b><br><b>Talking point</b><br>Choosing a destination for a holiday or day out | <b>A Types of holiday</b><br><b>B Changing cities</b><br><b>C A sense of adventure</b><br>(Slideshow  )<br><b>C21 skills</b>       | Types of holiday (A53–54)   | Verb phrases (A53)<br>Present perfect and past simple (B56–58)  |
| <b>Progress test Units 3 &amp; 4, pages 62–63</b>   |   |   |   |
| <b>5</b><br>pages 64–77<br><b>Changing times</b><br><b>Talking point</b><br>Technological changes                           | <b>A What do we need?</b><br><b>B The future</b><br><b>C How we study</b><br><b>C21 skills</b>  | Survival in dangerous situations (A66–68)<br>Language learning (C71–73)                               | Using <i>will</i> and <i>won't</i> for predictions (B70)  |
| <b>6</b><br>pages 78–89<br><b>Technology</b><br><b>Talking point</b><br>Gadgets   | <b>A Good ideas</b><br><b>B Technology and people</b><br><b>C Will we ever live on Mars?</b><br>(Slideshow  )<br><b>C21 skills</b> | Inventions and gadgets (A80–82)   | <i>Will</i> for offers of help (A86–87)   |
| <b>Progress test Units 5 &amp; 6, pages 90–91</b>   |   |   |   |



| Pronunciation  | Language skills   | C21 skills   |
|--|---|--|
| Connected speech (B18)<br>Pronunciation of <i>n't</i> (B19)<br>Rhythm in phrases (C21) | <b>Speaking:</b> Discussing communication and body language (A14–16)<br><b>Reading:</b> Interpreting pictures (A15)<br>Reading to match information (C20)<br><b>Listening:</b> Listening to understand body language (A15)<br>Listening to match people and opinions (B18)<br>Listening to complete sentences (B19)<br><b>Listening &amp; Speaking:</b> Expressing opinions and reacting (C21)  | <b>Communication:</b> Body language (22)<br><b>Communication:</b> Choosing the best way to communicate (23)<br><b>Communication:</b> Discussions (24)          |
|  | <b>Speaking:</b> Hypothesizing about pictures (A28)<br>Discussing friendships (A29)<br><b>Listening:</b> Listening for the main message (B32)<br><b>Listening &amp; Speaking:</b> Making arrangements (B32)<br><b>Reading:</b> Reading to understand informal communication (B33)<br><b>Writing:</b> Writing messages using abbreviations (B33)<br>Writing a description (C34)  | <b>Critical thinking:</b> Inferring information from pictures (35)<br><b>Study skills:</b> Understanding the purpose of writing (35)                           |
| Pronunciation of <i>have</i> (B43)   | <b>Reading:</b> Reading to identify main points (A40)<br>Reading to understand opinions (C44–45)<br>Reading for specific information (C44–45)<br><b>Speaking:</b> Discussing and describing your country (A41)<br>Describing photos (B42)<br>Sharing personal opinions and choices (C45)<br><b>Listening:</b> Listening for specific information (B42)<br><b>Writing:</b> Writing a review (C45)  | <b>Life skills:</b> Avoiding national stereotypes (46)<br><b>Study skills:</b> Key words (47)<br><b>Critical thinking:</b> Facts and opinions (48)             |
| Unstressed word parts (A54)  | <b>Reading:</b> Skimming (A52)<br>Reading for detail (A52–53)<br><b>Speaking:</b> Discussing holiday options (A54)<br><b>Listening &amp; Speaking:</b> Completing and discussing a survey (A55)<br><b>Listening:</b> Listening to identify false information (B56)<br>Listening to order information (B56)<br><b>Writing:</b> Writing an advert (A54)<br>Writing a diary entry (C59)<br><b>Reading &amp; Listening:</b> Reading and listening to complete graphs (B58)  | <b>Critical thinking:</b> Evaluating (60)<br><b>Study skills:</b> Reading and describing graphs (61)   |
| Pronunciation of contractions (B70)<br>Positive and negative forms (C72)               | <b>Reading:</b> Reading to confirm predictions (A66)<br>Reading for detail (A66–67)<br>Reading for gist (C72)<br><b>Speaking:</b> Discussing facts, ideas and experiences (A67–68)<br>Ranking items and giving reasons (A68, C71)<br>Speculating about the future (B69–70)<br>Ranking ideas based on personal preference (C73)<br><b>Listening:</b> Listening to make notes (A68)<br>Listening for specific information (B69)<br>Listening to identify opinions (C71)<br><b>Writing:</b> Writing guidelines (C73)                 | <b>Critical thinking:</b> Prioritizing (74)<br><b>Creativity:</b> Giving a presentation (74–75)<br><b>Critical thinking:</b> Reading between the lines (75–76) |
|  | <b>Reading:</b> Reading to match texts and pictures (A80)<br>Predicting from headlines (B83)<br>Reading for general ideas (B83–85)<br>Reading to assess and speculate about information (B84)<br><b>Speaking:</b> Describing pictures (A81)<br>Ranking items according to usefulness (A81)<br>Using photos to prompt discussion (A81)<br><b>Listening:</b> Listening to complete a table (A82)<br><b>Writing:</b> Writing a profile (B85)<br>Writing a description (C88)<br><b>Listening &amp; Speaking:</b> Offers of help (B87) | <b>Critical thinking:</b> Evaluating usefulness (89)<br><b>Life skills:</b> Promoting yourself (89)  |

|   |   |  |   |
|---|---|--|---|
| <p><b>7</b><br/>pages 92–105<br/><b>Teamwork</b><br/><b>Talking point</b><br/>What it means to belong to a team or group</p>                    | <p><b>A Working together</b><br/><b>B Leaders and teams</b><br/><b>C Brainstorming</b><br/>C21 skills</p>                       | <p>The workplace (A94–96)</p>  | <p>Zero conditional (B98–99)</p>  |
| <p><b>8</b><br/>pages 106–115<br/><b>Groups &amp; communities</b><br/><b>Talking point</b><br/>Belonging to groups</p>                          | <p><b>A Groups</b><br/><b>B Cause and effect</b><br/><b>C What can we learn from ants?</b><br/>(Slideshow 🎥)<br/>C21 skills</p> | <p>Types of groups (A108–109)<br/>City bike schemes (B111–113)</p>                                 | <p>Discourse markers: <i>anyway, right</i> and <i>so</i> (A110)</p>   |
| <p><b>Progress test Units 7 &amp; 8, pages 116–117</b></p>  |   |  |   |
| <p><b>9</b><br/>pages 118–131<br/><b>Healthy lifestyle</b><br/><b>Talking point</b><br/>How healthy people are now compared to 50 years ago</p> | <p><b>A Is it good for you?</b><br/><b>B Work-life balance</b><br/><b>C Health trends</b><br/>C21 skills</p>                    | <p>Healthy habits (A120–122)<br/>Working conditions (B123–124)</p>                                 | <p>Gerund as subject and object of a sentence (A121–122)<br/><i>can, can't; have to, don't have to</i> (B123–124)</p> |
| <p><b>10</b><br/>pages 132–141<br/><b>Health &amp; safety</b><br/><b>Talking point</b><br/>The positives and negatives of graffiti</p>          | <p><b>A Creative solutions</b><br/><b>B Days off</b><br/><b>C What's good for you?</b><br/>(Slideshow 🎥)<br/>C21 skills</p>     | <p>Abbreviations and symbols for note-taking (B137–138)</p>  | <p><i>should</i> and <i>shouldn't</i> for advice (A134)</p>   |
| <p><b>Progress test Units 9 &amp; 10, pages 142–143</b></p>   |   |  |   |
| <p><b>11</b><br/>pages 144–157<br/><b>Preparing for work</b><br/><b>Talking point</b><br/>Planning your future career</p>                       | <p><b>A Graduate jobs</b><br/><b>B Study to work</b><br/><b>C Interviews</b><br/>C21 skills</p>                                 | <p>Describing jobs and salaries (A146–148)<br/>Positive and negative personal qualities (C152)</p> | <p><i>be going to</i> (B150)</p>  |
| <p><b>12</b><br/>pages 158–167<br/><b>Future plans</b><br/><b>Talking point</b><br/>Getting the job you want</p>                                | <p><b>A Study abroad</b><br/><b>B Applying for a job</b><br/><b>C Are you in control?</b><br/>(Slideshow 🎥)<br/>C21 skills</p>  | <p>Adverts (A160–161)<br/>Job adverts and applications (B163–164)</p>                              | <p>First conditional (A161)</p>   |
| <p><b>Progress test Units 11 &amp; 12, pages 168–169</b></p>  |   |  |   |



|  |   |  |
|--|---|--|
| <p>Pronunciation of <i>o</i> (A95)<br/>Pronunciation of questions with no verbs (C101)</p> | <p><b>Listening:</b> Listening to identify advantages and disadvantages (A94)<br/>Listening to complete sentences (B98)<br/><b>Reading:</b> Reading problems to think of solutions (A96)<br/>Reading to identify different roles within groups (B99)<br/>Reading to match headings with texts (C100)<br/>Reading for specific information (C100–101)<br/><b>Writing:</b> Writing about a dream job (A96)<br/><b>Speaking:</b> Discussing roles in a team (B98)<br/><b>Listening &amp; Speaking:</b> Brainstorming (C101)</p>  | <p><b>Critical thinking:</b> Finding solutions (102)<br/><b>Collaboration:</b> Working in a team (103)<br/><b>Creativity:</b> Learning from mistakes (104)</p>       |
|  | <p><b>Reading:</b> Reading to identify true/false information (A108)<br/>Reading to guess meaning from context (A108–109)<br/>Reading to decide and share opinions (B111–112)<br/>Reading to find advantages and disadvantages (B112)<br/><b>Listening:</b> Listening to complete sentences (A110)<br/>Listening to identify reasons (A110)<br/>Listening for opinions (B112)<br/><b>Speaking:</b> Using facts, opinions, causes and effects in a discussion (B113)<br/><b>Writing:</b> Writing a personal account (C114)</p> | <p><b>Study skills:</b> Guessing unknown words (115)<br/><b>Critical thinking:</b> Cause and effect (115)</p>  |
| <p>Pronunciation of <i>can</i> and <i>can't</i> (B124)</p>                                 | <p><b>Speaking:</b> Rating and discussing healthy habits (A120, A122)<br/><b>Reading:</b> Reading for specific information (A121)<br/>Understanding a graph (C125)<br/><b>Listening:</b> Listening to complete sentences (A122)<br/>Listening for detail (B123, C126)<br/>Listening to make notes (B123)<br/><b>Writing:</b> Writing to complete sentences with your own ideas (B124)<br/><b>Reading &amp; Speaking:</b> Reading and discussing the differences in health and lifestyle (now and 50 years ago) (C126–127)</p> | <p><b>Critical thinking:</b> Questioning opinions (128)<br/><b>Life skills:</b> Rules (129)<br/><b>Critical thinking:</b> Making assumptions (130)</p>               |
| <p>Pronunciation of <i>should</i> (A134)</p>   | <p><b>Speaking:</b> Giving advice (A134)<br/><b>Reading:</b> Reading to assess ideas (A135)<br/>Predicting content from photos (A135)<br/>Reading and assessing problems and solutions (A136)<br/><b>Listening:</b> Listening to match opinions to ideas (A136)<br/>Listening to take notes (B137–138)<br/><b>Writing:</b> Using notes to write an email (B138)<br/>Writing an email with a recommendation (C139)</p>   | <p><b>Creativity:</b> Thinking creatively (140)<br/><b>Study skills:</b> Note-taking (141)</p>   |
| <p>Pronunciation of different job titles (A147)<br/>Question intonation (C152)</p>         | <p><b>Listening:</b> Listening to complete a table (A147)<br/>Listening to assess job interview responses (C152)<br/><b>Reading:</b> Reading for detail (A148)<br/>Reading to check predictions (B149, C154)<br/>Reading to match information (B149–150)<br/>Reading to categorize tips (C151)<br/><b>Speaking:</b> Discussing future plans (A148)<br/>Talking about job interviews (C151)<br/>Role-playing a job interview (C153)<br/><b>Writing:</b> Writing guidelines (C154)</p>  | <p><b>Critical thinking:</b> Long-term and short-term aims (155)<br/><b>Life skills:</b> Networking (155–156)<br/><b>Communication:</b> Why we communicate (156)</p> |
| <p>Stressed words in sentences (A161)</p>  | <p><b>Reading:</b> Reading to check opinions (A160)<br/>Reading for detail (B163)<br/><b>Listening:</b> Listening for positive opinions (A161)<br/><b>Speaking:</b> Giving speculative answers (A162)<br/><b>Reading &amp; Writing:</b> Reading and writing cover letters for job applications (B163–164)<br/><b>Writing:</b> Writing a personal account (C165)</p>   | <p><b>Critical thinking:</b> Preparing for the future (166)<br/><b>Communication:</b> Register (167)</p>   |

# Welcome to C21 English for the 21<sup>st</sup> Century

C21 is a groundbreaking, five-level general English course that integrates 21<sup>st</sup> century skills and academic skills to ensure that students are ready for study, work and life throughout the 21<sup>st</sup> century.

The course combines the language skills of reading, writing, listening and speaking with 21<sup>st</sup> century skills such as communication, creativity, critical thinking and study skills, in a unique way.

Students of *C21 English for the 21<sup>st</sup> Century* will be fully prepared to face the challenges and demands of the 21<sup>st</sup> century.

## Unit structure

Each of the five books has 12 units. Each unit is divided into three sections, A, B and C, together with a section on 21<sup>st</sup> century skills, and either a **Planning ahead** section or a **Progress test** at the end of each unit.

## Unit opener

Every unit begins with a double-page unit opener. The opener lists the 21<sup>st</sup> century skills that are included in the unit, as well as all the target vocabulary and grammar, and the language skills of the unit. The unit opener also features a **Talking point** related to the topic of the unit, to elicit prior knowledge and/or facilitate student engagement with the unit.



Lists the C21 skills covered in the unit.

Topic-related questions encourage you to share your knowledge and ideas about the theme of the unit.

Summarizes the language skills, vocabulary and grammar to be covered. Use this before you start, so you know what is in the unit, or after you finish a unit, to review what you have learnt.

## Quizlet

Every unit opener features a unique QR code linked to Quizlet. Scan or click on the code for extra practice of the key unit vocabulary. Alternatively, visit [quizlet.info/garnet-c21-level-3](http://quizlet.info/garnet-c21-level-3) to access all 12 vocabulary sets.

## Sections A, B and C

C21 takes an integrated approach to skills development. In each section, you learn the language and skills that relate to the section topic. Icons indicate the main skills you develop in a section.



Vocabulary



Grammar



Reading



Writing



Listening



Speaking

Icons are used to visually direct you to the focus points of lessons.



**3B**

**Experiences**

**Present perfect**

1 The photos on the right show two unique stories. Choose three words from the box for each story and add them to the correct photo. Can you guess the story?

Brazil, mountain, dangerous, housing, paint, traffic

2 Listen to two friends talking about the stories behind the photos in 1 and check your guesses.

3 Listen again and answer the questions. Which is your favourite story?

**Photo a**

a What is the climber's name?  
b What has he climbed?  
c What is unusual about the way he climbs?  
d Why does he climb?

**Photo b**

e What is a 'favela'?  
f Which city does the photo show?  
g Why did the artists organize the painting project?  
h What have they painted?

4 Complete the sentences about the stories in 1 using the present perfect form of the verbs in brackets.

a He \_\_\_\_\_ (visit) some of the most dangerous places in the world.  
b A \_\_\_\_\_ he ever \_\_\_\_\_ (have) an accident?  
c No, he \_\_\_\_\_ (not have).  
d A What \_\_\_\_\_ they \_\_\_\_\_ (paint)?  
e They \_\_\_\_\_ (paint) the outside of the houses in the favela.  
f They \_\_\_\_\_ (have) some problems because the favela is a bit dangerous.

**C21 SKILLS**  
STUDY SKILLS  
See page 47

40 English for the 21<sup>st</sup> Century • Unit 3

Section title

Learning point for the section

Icons show the main skills you work on

## Personalizing your learning experience

Each section includes activities that encourage you to personalize the skills you are learning, talk about yourself or your experiences and opinions, and think critically about the themes in the unit. They are indicated by

6 Write a review of a place you know. Make a list before you start.

**Facts** It opens at ...  
**Opinions** It's a beautiful ...  
**Advice** I recommend ... because ...

7 In groups. Exchange reviews with other students. Which place would you like to visit and why? Was all the information useful?

Asks you to give your opinions.

Asks you to personalize your skills.

## Support for your learning

Focus boxes in each lesson highlight information that is central to the main learning points of the lesson. The Focus boxes will help you with activities in class, and can be used to review your work later. The Focus boxes are colour-coded according to their purpose.

### FOCUS

#### Grammar

#### Present continuous for future arrangements

We use the present continuous to talk about our plans with other people.

**Examples** I'm having dinner with Karina on Friday.  
What are you doing on Thursday morning?

#### Grammar Focus

Provides notes on the form, function and meaning of a grammar point.

### FOCUS

#### Expression

#### Writing a description of the future

- Use *will* and *won't* to talk about the future a long way from now.
- Remember to include where, when, who and why.
- Include lots of detail.
- Use your imagination! Make your description personal for you.

#### Expression Focus

Contains useful expressions and tips to improve your written and spoken English.

### FOCUS

#### Pronunciation

#### 9.4 Listen to the pronunciation of *can* and *can't*. How many different 'a' sounds can you hear?

- a Can I work in here?  
b Yes, you can./No, you can't.  
c Where can I work?  
d You can work in the library.

#### Pronunciation Focus

Provides models of pronunciation to help with speaking tasks, and to help you understand spoken English better.

## C21 skills

Each section introduces and develops relevant C21 skills. These skills are flagged within the unit by C21 skills boxes, which name the C21 skill and sub-skill, and include a page reference to practice activities in the C21 skills pages at the end of the unit.

**C21 SKILLS**

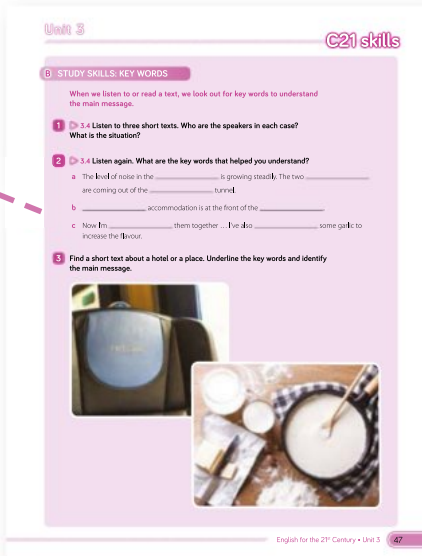
**STUDY SKILLS:**  
Key words

See page 47 →

C21 skills area and sub-skill


Practice activities from the C21 skills pages for the unit

Reference to practice activities in the C21 pages at the end of the unit



## Slideshows

Section C of each even-numbered unit (Units 2, 4, 6, 8, 10 & 12) features a slideshow relating to the themes explored in the previous two units. The audio commentary is at a higher level than other audio in the unit, so as to give you more challenging practice in listening for main ideas, rather than every detail. The listening activities and follow-up writing tasks encourage the sharing of ideas and collaboration.



You study photos from each slideshow to predict what the slideshow is about, and the key words you'll hear.

You watch each slideshow and share ideas about what you hear.

You discuss questions raised in the slideshow in pairs or small groups and share your ideas with the class.

If you have difficulty following the slideshows, you can switch on subtitles, or pause and play back parts of the slideshow. There is also a button that takes you to five interactive exercises. Try these exercises after class to review the slideshow and check how much you now understand.



## Assessing your progress

After every unit there are activities to assess your progress with the skills in the unit.

Unit 3 C21 skills

**PLANNING AHEAD**

Progress

1 Make a list of three things you learn in this unit and three things to practise.

| Things I can do | Things to practise |
|-----------------|--------------------|
| 1               | 1                  |
| 2               | 2                  |
| 3               | 3                  |

2 Compare your list with a classmate.

My learning plan for next week

1 Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

Example: I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

| Action I plan to ... | Time (1 min) | Review after a week |
|----------------------|--------------|---------------------|
| 1                    |              |                     |
| 2                    |              |                     |
| 3                    |              |                     |
| 4                    |              |                     |

2 Share your learning plan with another classmate.

3 At the end of next week, review your plan. Use these ideas.

• Done • Not done • More practice • Update learning plan

Communication in class

|  | Yes | No |
|--|-----|----|
| 1 How active are you in class? Rate yourself for each point.               |     |    |
| 2 How can you be more active in your classes next week? Write three ideas. |     |    |

Example: Ask classmates or my teacher at least two questions.

3 Share your ideas with a classmate.

Example: I plan to ask my teacher or classmates two or three questions.

English for the 21<sup>st</sup> Century • Unit 3 49

### Planning ahead activity (Units 1, 3, 5, 7, 9 & 11)

The Planning ahead pages ask you to reflect on your learning so you can identify what is going well and what needs improvement, and plan your study time between classes.

Learning a language works best if you are active in class, so there are also questions that ask you to think of ways of participating more actively.

Units 3 & 4 Progress test

1 Complete the text about Valletta. Use the jumbled letters in brackets to help you.

Valletta is the capital city of the island of Malta. With a population of 54,000, people come to visit. It's long its \_\_\_\_\_ (t/moon) 16<sup>th</sup>-century main street, and find the \_\_\_\_\_ (n/d) shops and restaurants. Its \_\_\_\_\_ (t/moon) harbour is best seen from the \_\_\_\_\_ (d/v)el Barrakka Gardens with its \_\_\_\_\_ (t/moon) cafes with \_\_\_\_\_ (t/moon) views. Until a few years ago, the city centre was very \_\_\_\_\_ (t/moon) with lots of cars and drivers shouting, but these days, most visitors arrive by bus at the city's \_\_\_\_\_ (t/moon) bus station, just outside the wall. Travel by bus is very \_\_\_\_\_ (t/moon) and convenient in Malta, and local people are very \_\_\_\_\_ (t/moon) and helpful if you're not sure how to get somewhere.

2 Complete each phrase with an adjective from the box that has the opposite meaning to the words in brackets.

|          |        |      |
|----------|--------|------|
| clever   | modern | rude |
| sensible | simple | slow |

a a \_\_\_\_\_ city (not old)

b a \_\_\_\_\_ train (not fast)

c a \_\_\_\_\_ person (not polite)

d a \_\_\_\_\_ idea (not complicated)

e a \_\_\_\_\_ person (not stupid)

f a \_\_\_\_\_ suggestion (not crazy)

3 Look at Oli's ideal holiday checklist. Write sentences to say what he has and hasn't done.

a play in a 5\* hotel (X)

b swim in the sea (✓)

c meet local people for a meal (✓)

d sleep under the stars (X)

e go to the capital city (✓)

f take a selfie on the beach (✓)

g climb to the top of the castle (X)

4 Read the text opposite and answer the questions.

a What does the museum contain?

b Where is the museum?

c What are the best ways to get there?

d Is it possible to book tickets for the museum in advance?

e When should you visit? Why?

f What's good about the museum?

g What can you buy in that part of the city?

62 English for the 21<sup>st</sup> Century • Units 3 & 4 Progress test

### Progress test after every two units (Units 2, 4, 6, 8, 10 & 12)

The Progress tests check your understanding of topics and skills from the unit. The tests include vocabulary and grammar items, as well as short reading texts. After you complete a test, review any questions you got wrong. You can also use the Workbook exercises for extra practice of language from the unit.



## C21 SKILLS

### Communication

- Body language
- Choosing the best way to communicate
- Discussions



Scan the QR code or  
click here to practise key  
vocabulary from this unit.



# 1

## Communication



Talking point

How is communication between people changing? Think about work and everyday life. In what ways was it different 20 years ago?

### Language skills

- **Speaking:** Discussing communication and body language
- **Reading:** Interpreting pictures
- **Reading:** Reading to match information
- **Listening:** Listening to understand body language
- **Listening:** Listening to match people and opinions
- **Listening:** Listening to complete sentences
- **Listening & Speaking:** Expressing opinions and reacting

### Vocabulary

- Types of communication
- Describing body language

### Grammar

- Using *talk, say, tell* and *speak*
- Past simple
- Past simple questions



# 1A

## First impressions

   Types of communication

1 Match the photos with the phrases. Can you think of any other types of communication?

make/get a phone call   send/get a letter   send/get a text   send/get an email   talk face to face



2 In pairs. Discuss how often you use the types of communication in 1. What are the advantages and disadvantages of each one?

Advantages

*Emails are free and very quick.*

---

---

---

---

Disadvantages

*You need a computer.*

---

---

---

---

- 3 In pairs. Which photo in 1 shows these types of body language: smiling, shaking hands, making eye contact? How many other types of body language do you know? Make a list.



C21 SKILLS

COMMUNICATION:  
Body language

See page 22 →

- 4 In groups. Answer the questions about body language. Give reasons for your answers.

- What body language do you use when you meet someone for the first time?
- Is it different when you meet a man or a woman?
- Is it different when you meet someone from another country?

- 5 In pairs. What do you talk about when you meet someone for the first time?

Examples money, jobs, the weather, politics, TV

- 6 1.1 Listen to four people answer the question in 5. Which speakers are similar to you?

- 7 1.1 Listen again and make notes about each speaker's body language. Discuss your notes with a partner.

| Speaker | Body language                            |
|---------|--|
| a       | <i>doesn't make a lot of eye contact</i> |
| b       |  |
| c       |  |
| d       |  |



**8** Complete the sentences with *talk*, *say*, *tell* or *speak*.

- a Some people \_\_\_\_\_ I am lazy.
- b I don't often \_\_\_\_\_ to my neighbours.
- c I always \_\_\_\_\_ the truth.
- d He often \_\_\_\_\_ about his family. He has some really interesting stories.
- e I \_\_\_\_\_ two languages – Arabic and Italian.
- f My teacher always \_\_\_\_\_ me to do my homework on time.
- g I always \_\_\_\_\_ my parents where I am.
- h In my country I \_\_\_\_\_ my family name first.

**FOCUS**

**Grammar**

**Using *talk*, *say*, *tell* and *speak***

We *talk to* a person and *talk about* a topic.

**Examples** *Talk* to your partner.

He always *talks* about money.

We use *say* before the message.

**Example** She *says* she likes me.

We *tell* a person to *do* something and *tell* someone *about* a subject.

**Examples** I *told* him to go home.

*Tell* me about your holiday.

We also use *tell* with *a joke*, *a story*, *the time* and *the truth*.

We use *speak* with languages.

**Example** Do you *speak* English?



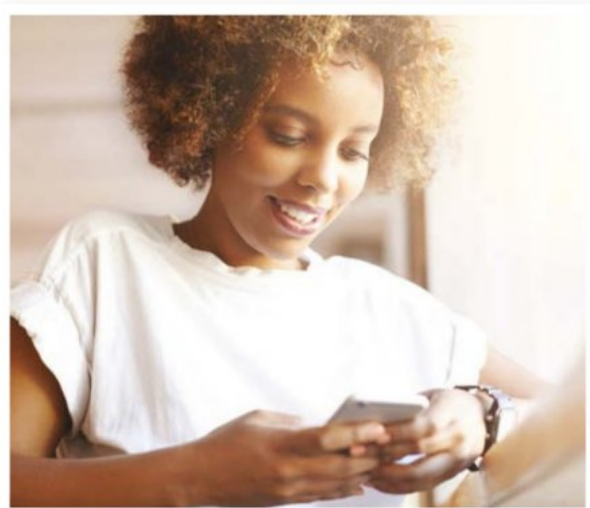
**9** In pairs. Are the sentences in 8 true for you? Discuss with your partner.

**10** 💡 In pairs. What sort of body language do people use when they feel these emotions? Think of other emotions and how we show them. Which emotions are OK to show?

- a bored
- b surprised
- c annoyed

**Example** When I'm bored I play with my phone.

**11** 💡 Stand up and meet other students. Start up a conversation. Think about the body language you use and the subjects you talk about.



# 1B

# POWER



## Switch off

   Past simple

1 In pairs. Look at the list of electronic media. Which items do you have? How often do you use them?

internet      phone      radio      tablet      television      video games

2 Read the article. Do you think the students enjoyed the experiment? Give reasons for your answer.

## Can you switch off for 24 hours?




These days, people use electronic media more than ever. In particular, young people spend a lot of time on their phones and computers. But what happens when they switch everything off? In an experiment, we asked students from ten countries around the world to spend 24 hours without any electronic media.

**C21** SKILLS

**COMMUNICATION:**  
Choosing the best way to communicate

See page 23 →



- 3  1.2 Listen to four students talk about the experiment. Choose the correct answer for each speaker and give a reason.


|           | Enjoyed ✓/Didn't enjoy X | Reason |
|-----------|--------------------------|--------|
| a Danying |                          |        |
| b Marwan  |                          |        |
| c Erica   |                          |        |
| d Brandon |                          |        |

- 4 Complete the sentences from 3 with the words from the box.

didn't leave    don't play    don't talk    live  
use    walked    was    wasn't    went



- a I \_\_\_\_\_ video games, but I \_\_\_\_\_ my phone a lot.  
b I \_\_\_\_\_ outside and I \_\_\_\_\_ for two hours.  
c I \_\_\_\_\_ the house! I just stayed in the kitchen and made cups of tea.  
d I \_\_\_\_\_ happy because it was really boring!  
e I \_\_\_\_\_ with my friends, but we \_\_\_\_\_ very much.  
f It \_\_\_\_\_ one of the best days of the year!

- 5  Use the verbs in the box to write four sentences in the past simple about yourself; two positive and two negative.

be    buy    do    eat    go    have  
live    make    play    talk    watch

**Examples** I had a seminar this morning.  
I didn't do my homework this week.

- 6 In groups. Put all your sentences from 5 together. One student reads out the sentences and the other students guess who wrote each sentence. Give reasons for your guesses.

- 7  In pairs. Think about yesterday and take turns to answer the questions.

- a What electronic media did you use? Why did you use it?  
b What electronic media didn't you use? Why not?

### FOCUS

### Grammar

#### Past simple

##### Regular verbs

We laughed a lot in class.  
I lived in London in 2012.

##### Be and irregular verbs


It was a nice day on Tuesday.  
I went to university in the USA.

##### Negative

I wasn't happy this morning.  
I didn't have a job last year.

### FOCUS

### Pronunciation

-  1.3 Listen and practise saying these sentences.

*I wasn't happy this morning.*  
*I didn't have a job last year.*

8 ▶ 1.5 Listen to two students discuss the questions in 7. Are their answers similar or different to yours?

9 ▶ 1.5 Listen again and complete the students' conversation.

A \_\_\_\_\_<sup>a</sup> you use your phone yesterday?

B Yes, I did. I \_\_\_\_\_<sup>b</sup> it all day.

A \_\_\_\_\_<sup>c</sup> did you ring?

B I rang my friends Mehmet and Khalid ...

What did you \_\_\_\_\_<sup>d</sup>?

A I \_\_\_\_\_<sup>e</sup> some research on the internet for my assignment.

B Did you \_\_\_\_\_<sup>f</sup> it?

A No. The internet connection \_\_\_\_\_<sup>g</sup> really slow.

B \_\_\_\_\_<sup>h</sup> you at home?

A No, I \_\_\_\_\_<sup>i</sup> in the library.

10 In pairs. Put the words in the correct order to make questions. Write two more questions about communication.

a you / use / yesterday / the internet / did / ? \_\_\_\_\_

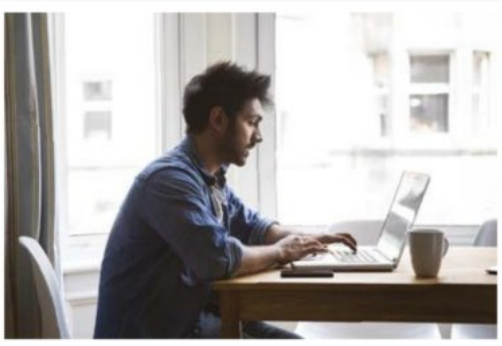
b get / you / texts / did / how many / yesterday / ? \_\_\_\_\_

c first phone / expensive / your / was / ? \_\_\_\_\_

d meet / last weekend / you / any friends / did / ? \_\_\_\_\_

e your teacher / did / yesterday / talk to / you / ? \_\_\_\_\_

f busy / you / last week / were / ? \_\_\_\_\_



11 Ask and answer the questions in 10. Give more information with your answers.

**Example** Did you use the internet yesterday?  
Yes, I did. I use it every day.

## FOCUS

## Pronunciation

▶ 1.4 How do we pronounce the *n't* in *wasn't* and *didn't*? How do we pronounce *doesn't* and *don't*? Listen and check.

## FOCUS

## Grammar

## Past simple questions

We use the past form of *be* to make questions.

**Examples** *Were* you surprised?  
*Was* the car expensive?

We use *do* with other verbs.

**Example** *Did* someone steal it?

# 1c

## Conversation styles

### Conversations and games

1 In pairs. Look at the photos and answer the questions.

- a Can you name the games in the photos below? Are the games popular in your country?
- b How do you play the games? Take it in turns to describe the rules.
- c How are the games similar to the styles of conversation described in the article?  
Add the name of the sport to each heading.

# Play to win?

Some games are similar to conversations.  
Sometimes you play to win and sometimes you just enjoy playing.  
Can you guess the game?



The \_\_\_\_\_ style

This is the usual style of conversation. Two or more people take turns to speak and cooperate to keep the conversation going. The pace of the conversation is usually quite slow and relaxed.



The \_\_\_\_\_ style

This style of conversation is very polite and people do not interrupt. Everyone waits for the speaker to finish before they take their turn. There are never two people talking at the same time.



The \_\_\_\_\_ style

This is very different from the other two styles. The pace of the conversation is usually fast. Each person is trying to win by attacking the other person.

2 In groups. Which of these situations are similar to the three games?  
Give reasons for your answers.

- a a university lecture
- b lunch with good friends
- c an argument between two people

3 Can you think of any other games that show a style of conversation?  
Which conversation style is most common in your country?



**Opinions**

- 1** Read the sentences about communication. Do you agree or disagree?
- a Men and women have different conversation styles.
  - b Lectures are boring.
  - c People spend too much time on their phones.
  - d Social media is a waste of time.

**C21** SKILLS**COMMUNICATION:**  
Discussions


See page 24 →

- 2**  **1.6** Listen to two students having a discussion. Which statement from 1 do they discuss? Do they agree or disagree with the statement?

- 3**  **1.6** Listen again. Tick the phrases you hear.

- a What about you?
- b I disagree.
- c I completely agree.
- d I think our Engineering lectures are OK.
- e I'm not sure.

**FOCUS****Pronunciation**

 **1.7** Listen and repeat the phrases from the Focus box. Copy the rhythm.

- 4** In pairs. Write the phrases from 3 in the correct place in the Focus box.

**FOCUS****Expression****Opinions**

|                              |                      |                    |
|------------------------------|----------------------|--------------------|
| <b>Giving your opinion</b>   | Lectures are boring. | _____              |
| <b>Asking for an opinion</b> | _____                | What do you think? |
| <b>Agreeing</b>              | You're right.        | _____              |
| <b>Disagreeing</b>           | _____                | I don't think so.  |
| <b>Not decided</b>           | _____                |                    |

- 5**  In pairs. Take turns to discuss the topics in 1 starting with *I think ...* Ask other students if they agree or disagree.

- Example** **A** I think people waste a lot of time on social media. What do you think?
- B** I'm not sure. It's important to keep in contact with your friends, but maybe just for 30 minutes a day.

- 6**  Go to page 171 for a research activity about current topics.





**A COMMUNICATION: BODY LANGUAGE**

Research shows that 55% of what we communicate is through body language. It is more important than the words we say or the way we say them. How we use body language also varies between cultures.

- 1** Tick the examples of body language that are usually positive or negative.
- 2** Compare your answers from 1 with your classmates. Think of a situation when you might use some of the body language.
- 3** Here are some phrases connected with the body. Match the phrases (a-f) with the meanings on the right. Do you have similar ideas in your language?

|                         | Positive | Negative |
|-------------------------|----------|----------|
| Smile                   | ✓        |          |
| Bow your head           |          |          |
| Raise your eyebrows     |          |          |
| Lean back in your chair |          |          |
| Wave                    |          |          |
| Make eye contact        |          |          |
| Bite your nails         |          |          |
| Fold your arms          |          |          |
| Frown                   |          |          |
| Yawn                    |          |          |
| Shake hands             |          |          |
| Point at someone        |          |          |

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><b>a</b> Pull your weight.</li> <li><b>b</b> I'm all ears.</li> <li><b>c</b> Twist his arm.</li> <li><b>d</b> Don't stick your neck out.</li> <li><b>e</b> Give him a pat on the back.</li> <li><b>f</b> It cost an arm and a leg.</li> </ul> | <ul style="list-style-type: none"> <li>It was very expensive.</li> <li>Thank/Congratulate him.</li> <li>Don't do anything risky.</li> <li>I am listening carefully.</li> <li>Make an effort.</li> <li>Persuade him to do something.</li> </ul> |
|--|--|



**B COMMUNICATION: CHOOSING THE BEST WAY TO COMMUNICATE**

We can communicate through written or spoken media. Our messages can be sent in lots of different ways, such as speaking face to face or on the phone, writing online blogs, sending emails, tweets, letters, photos or text messages. We use different ways depending on the context.

**1 How would you communicate these messages?**

- a You went to a concert last night and want to tell your friends about it.
- b You work for a newspaper. You want a colleague to send you information about a news story as quickly as possible.
- c You are ten minutes late for an appointment and sitting on the train. You need to contact the people in the meeting.
- d You want to invite your relatives to your wedding.
- e Someone just crashed into your car, and you want them to pay for the repair.
- f Your friend who works overseas just got a new job.
- g You want to arrange a meal with a friend.
- h You want to share some photos you took on holiday.



**2 Think of the differences between spoken and written communication. Make a list of advantages for each. Share your ideas with a classmate.**


| Advantages of spoken communication                                   | Advantages of written communication                                    |
|--|--|
| <p><i>You can include body language as part of your message.</i></p> | <p><i>You don't have to be with the person you are writing to.</i></p> |

## G COMMUNICATION: DISCUSSIONS

In discussions, you can exchange comments and points of view. The most difficult discussions are about issues you don't agree on. How you manage these and the language you use will influence the outcome.

**1** Look at these discussion points. Do you mainly agree with (✓) or disagree with (✗) your friends, flatmates or colleagues about the point?

- a which TV programmes to watch
- b keeping the office tidy/cleaning the house
- c what is good food or fashion
- d how loud you play your music
- e current affairs/things in the news
- f who is responsible for paying for things such as food
- g how warm or cold the office/home should be

**2**  **1.8 Listen and read the discussion between flatmates Chris and Gemma. Answer the questions.**

- a What is the discussion about?
- b What phrases does Chris use to get Gemma's attention, and then introduce the problem?
- c How did the problem affect Chris?
- d Did Chris and Gemma get angry or stay calm during the discussion?
- e Underline the language used to apologize and to offer solutions.
- f What do they agree to do?

**3** Choose another issue and practise a similar conversation with a classmate.

- a Your flatmate/colleague forgot to buy tea/coffee and there is none left.
- b Your colleague arrived late for work and missed an important meeting.
- c Your manager made you work late and you are tired.
- d Your friend borrowed your phone charger and didn't tell you.

**Chris** Oh, hi, Gemma. Have you got a minute?

**Gemma** Yes, sure. Why?

**Chris** Well, it's just about the kitchen. It was a bit of a mess last night. I had to spend half an hour washing the dishes and cleaning up before I could eat.

**Gemma** Really? I'm so sorry. But actually most of the mess has been there for two or three days.

**Chris** Right. Yes, I see your point but some of the mess was yours.

**Gemma** Yes, OK. Look, let's both try to clean up in future. And we need to talk to Jim. He never washes up.

**Chris** You're right. Thanks, Gemma.

**PLANNING AHEAD**

**Progress**

**1** Make a list of three things you learnt in this unit and three things to practise.

| Things I can do | Things to practise |
|-----------------|--------------------|
| 1               | 1                  |
| 2               | 2                  |
| 3               | 3                  |

**2** Compare your list with a classmate.

**My learning plan for next week**

**1** Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

**Example** I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

|   | Action: I plan to ... | Time (...) mins | Review after a week |
|---|-----------------------|-----------------|---------------------|
| 1 |                       |                 |                     |
| 2 |                       |                 |                     |
| 3 |                       |                 |                     |
| 4 |                       |                 |                     |

**2** Share your learning plan with another classmate.

**3** At the end of next week, review your plan. Use these ideas.

- Done
- Not done
- More practice
- Update learning plan

**Communication in class**

**1** How active are you in class?  
Rate yourself for each point.

**2** How can you be more active in your classes next week? Write three ideas.

|   | Yes | No |
|---|-----|----|
| a I ask questions when I don't understand.      |     |    |
| b I help classmates when they don't understand. |     |    |
| c I speak in group tasks a lot.                 |     |    |
| d I answer questions when I know the answer.    |     |    |

**Example** Ask classmates or my teacher at least two questions.

---



---



---

**3** Share your ideas with a classmate.

**Example** In my next class, I plan to ask my teacher or classmates two or three questions.





## C21 SKILLS

### Critical thinking

- Inferring information from pictures

### Study skills

- Understanding the purpose of writing



Scan the QR code or click here to practise key vocabulary from this unit.



# 2

## Arrangements



Talking point

What kind of arrangements do you make with people at college and your friends and family? Do you prefer to make arrangements by phone, by text or face to face? Give some examples.

### Language skills

- **Speaking:** Hypothesizing about pictures
- **Speaking:** Discussing friendships
- **Listening:** Listening for the main message
- **Listening & Speaking:** Making arrangements
- **Reading:** Reading to understand informal communication
- **Writing:** Writing messages using abbreviations
- **Writing:** Writing a description

### Vocabulary

- Abbreviations for text messages

### Grammar

- Present continuous and present simple
- Present continuous for future arrangements

# 2A

## Where are you?

   Present continuous and present simple

**1** In pairs. Answer the questions and give more information.

- a How often do you meet friends? \_\_\_\_\_
- b Where do you usually go? \_\_\_\_\_
- c Are you usually on time? \_\_\_\_\_
- d Do you have any friends who are always late? \_\_\_\_\_

**2** In pairs. Look at two friends, Pavel and Tina, talking to each other on the phone. Guess what the conversation is about.



**3**  2.1 Listen to the conversation and check your answer for 2.



**4** ▶ 2.2 Listen to some sentences from 3. Underline the words you hear.

- a I *'m standing* / *stand* outside the cinema.
- b I *'m being* / *'m* a bit late.
- c I *walk* / *'m walking* past the park.
- d The bus *is coming* / *comes*.
- e The bus *is going* / *goes*!
- f I *'m going* / *go* as fast as I can.

**5** Which sentences in 4 are in the present simple? Which are in the present continuous?

**Example** a present continuous

**6** Complete the rules in the Focus box.

**7** Use the sentences to name the people in photo a.

- Ana is sending a text.
- Deborah is standing up.
- Tamsin is wearing a red hairband.
- Paulo is talking to Tamsin.
- Veronica is looking at Paulo.
- Goran is wearing a watch on his right hand.
- Gianni is smiling and talking to Goran.

**8** In pairs. Find differences between photos a and b.

**Example** Ana is sending a text in photo a, but in photo b she is having a drink.

**9** Do you think all the people are friends? Give reasons for your answer.

**FOCUS**

**Grammar**

**Present continuous and present simple**

We use the \_\_\_\_\_ to talk about everyday things that are generally true.

**Examples** I *drive* to university every day.  
My sister *laughs* a lot.

We use the \_\_\_\_\_ to talk about current activities.

**Examples** I can't talk now because I'm *driving*.  
She's *waiting* for him at the cinema.

We do not normally use *be*, *want*, *like* and *know* in the present continuous.

**Examples** I want a drink. **not** I'm wanting a drink.  
She likes her new car. **not** She's liking her new car.







**13** Complete the conversations for the situations in 12 using the present simple or the present continuous form of the verbs in brackets.

**a** A What are you \_\_\_\_\_ (do)?

B I \_\_\_\_\_ (stand) outside my car. I \_\_\_\_\_ (look) at some really dark clouds.

A What \_\_\_\_\_ (happen)?

B They \_\_\_\_\_ (come) closer.

A \_\_\_\_\_ (be) it a storm?

B Just a minute. Well, I \_\_\_\_\_ (look) at my phone. It \_\_\_\_\_ (say) a tornado \_\_\_\_\_ (be) two kilometres away.

A Two? You'd better get out of there!

B Yes, it \_\_\_\_\_ (get) a bit windy!

**b** A Where \_\_\_\_\_ (be) you?

B I \_\_\_\_\_ (not know).

A What are you \_\_\_\_\_ (do)?

B I \_\_\_\_\_ (stand) in the road.

A What \_\_\_\_\_ (be) the problem?

B My car \_\_\_\_\_ (not work).

A What \_\_\_\_\_ (be) the weather like?

B It \_\_\_\_\_ (snow).

A Oh, dear. That doesn't sound good.

### C21 SKILLS

**CRITICAL THINKING:**  
Inferring information from pictures

See page 35 →

**14** 2.4 Listen and check your answers to 13.


**15** In pairs. Think of a dangerous situation when a mobile phone is useful. Write a conversation and include present continuous and present simple sentences.



# 2B

## Meeting friends

   Making arrangements

1  2.5 Listen to Tamsin calling her friend. What is she trying to do? Tick the correct answer.

- a Ask Ana to buy a present for Paulo.       b Arrange to go to the cinema.

2 Look at the chart. It shows different ways of developing a conversation between two people making arrangements. In pairs. Complete the chart with the expressions from the box.

Are you free      Good idea      How about  
I'm afraid I'm busy      Let's  
What shall we do      Would you like to

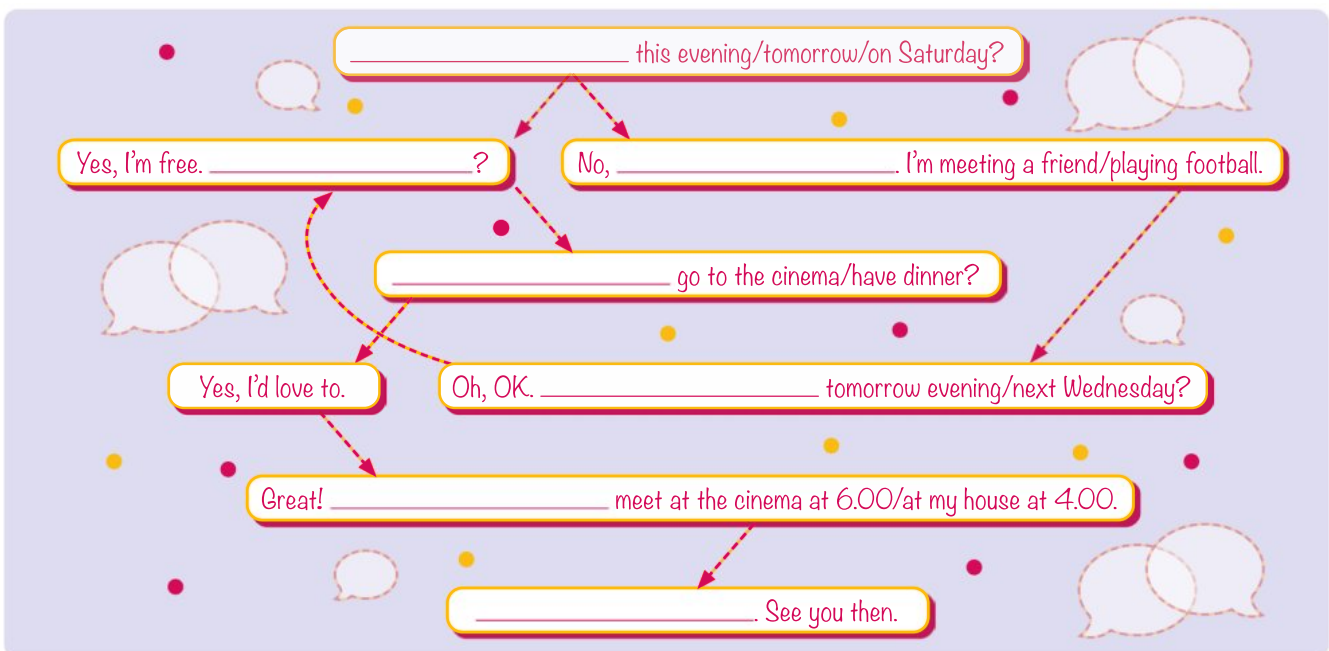
### FOCUS

### Grammar

#### Present continuous for future arrangements

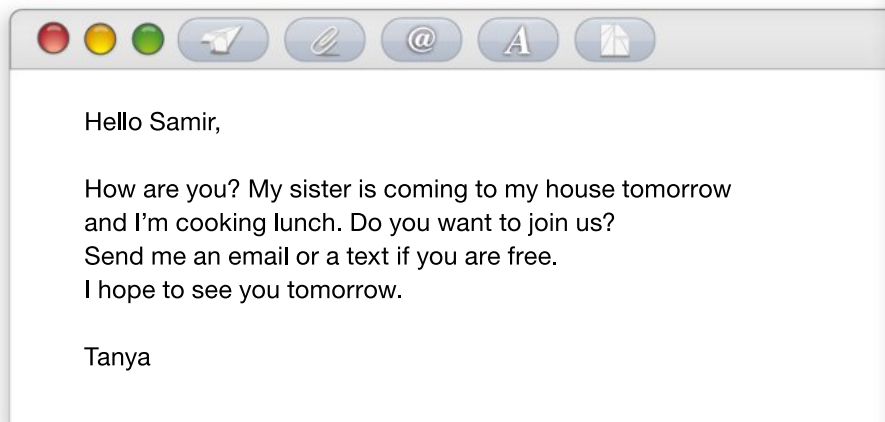
We use the present continuous to talk about our plans with other people.

**Examples** I'm having dinner with Karina on Friday.  
What are you doing on Thursday morning?  
We're not going to the party tonight.



3 Find an example of the present continuous in the conversation in 2. Is it describing the present or the future?

4 Go to page 171 and practise making arrangements with other students.



**Text messages**
**1 Read the email and text message. How is the language different?**

**2 Say the highlighted words in the text message out loud. Then read the Focus box and check your answers.**
**3 Use the text language from the Focus box to change the three texts below.**

- a You're wrong, in my opinion.
- b Can we meet tonight? Let me know.
- c Thanks for the present. It's great!

**4 Match each text with a reason for writing.**

apologizing    asking for help    thanking

- a I couldn't come 2 lunch today because I was ill. IMS!
- b It was really nice of u 2 send a card. It made me smile. THX! Xxx
- c Hi, Mum. I'm cooking dinner 4 friends 2nite. How do u cook pasta?

**5  Send some texts to other students. Follow the instructions below.**

- a Choose a writing goal from the list on the board, or in the C21 skills section on page 35.
- b Write a text and include text language from this lesson.
- c Send your text to someone in the class.
- d Open the 'text' you receive and decide how you are going to reply. Ask yourself 'Why am I writing this?'.
- e Write your reply and send it back.
- f Read the two texts to the rest of the class. Does everyone agree on the writing purpose?

**FOCUS**
**Expression**
**Text messages**

In text messages, we often use letters and numbers instead of full words. This saves time.

**Examples**

2nite = tonight  
 CU L8r = see you later  
 gr8 = great  
 how RU = how are you  
 IMO = in my opinion  
 IMS = I'm sorry  
 LMK = let me know  
 NP = no problem  
 NVM = never mind  
 OFC = of course  
 TBH = to be honest  
 THX = thanks  
 ur = your

**C21 SKILLS**
**STUDY SKILLS:**

Understanding the purpose of writing

See page 35 →

# 2c

## A language we all understand

   Slideshow

**1** In pairs. You are going to watch a slideshow called *A language we all understand*. Look at the photos from the slideshow. What do they show? Share your ideas with another pair.



**2** In groups. Think of 20 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.

**3** Watch the slideshow. Make notes. How many of the words from your word map did you hear?

**4** Discuss in pairs.

What kind of body language do you use? When? Do other people understand it? What can you tell from other people's postures/gestures/facial expressions? What feelings do they express?

**5** Look at the paintings from 3:47 to 6:30 and make notes.

- Which painting is the most powerful? Why?
- Do you have a favourite painting or portrait?
- Why do you like it?
- How do the people in the painting feel?
- How does the painting make you feel?

**6** You are going to write a short description (200–300 words) of a painting from the slideshow. Alternatively, research on the internet and choose a painting of your own (but make sure there are people in it).

**Step 1** Use your notes from 5 and make a mind map about the painting.

**Step 2** Plan your paragraph, and then draft it. You can use the description of *The Tragedy* (4:16–4:41) as a model.

**Step 3** Share your draft with your partner.

**Step 4** Complete your description after considering your partner's suggestions.

### FOCUS

### Expression

#### Writing short descriptions

- Use phrases like *There is/are ...* and *We can see ...*
- Use prepositions to describe where things are.
- You can use the present simple or the present continuous, but be consistent.
- Think about these questions: *Who is this?, What are they thinking?, What has happened?, What is going to happen?* and *How does it make me feel?*
- Use adjectives to describe how people feel: *sad, happy, surprised, annoyed, bored, calm, lonely, relaxed*, etc.



**A CRITICAL THINKING: INFERRING INFORMATION FROM PICTURES**

Pictures and photos often contain details and clues that we can use to understand the situation at a deeper level.

- 1 Look at the photo on the right. Describe what is happening or going to happen.
- 2 Use your notes to write a short story.
- 3 Choose your own picture or photo and describe it. Or describe an event using the photo below to help you.



**B STUDY SKILLS: UNDERSTANDING THE PURPOSE OF WRITING**

Knowing the goal of your writing helps you to choose the language, the style and the formality of the writing.

- 1 What are the reasons for these pieces of writing?

arranging    informing    requesting    suggesting    sympathizing    thanking    warning

- a It was a lovely occasion, and we enjoyed it very much. \_\_\_\_\_
- b Are you free after 2.30? I've got a meeting until then. \_\_\_\_\_
- c We were both really sorry to hear your news. We're thinking of you. \_\_\_\_\_
- d Have you thought about looking for a new course? \_\_\_\_\_
- e The next club meeting is on Wednesday 24<sup>th</sup> November at 7.30 p.m. \_\_\_\_\_
- f Don't spend so much money. \_\_\_\_\_
- g Could you send me your report again? Thanks. \_\_\_\_\_

**1 Underline the correct verb to complete the phrases.**

- a *send / make* a postcard
- b *talk / get* a message
- c *make / send* a phone call
- d *talk / say* something
- e *speak / make* face to face
- f *get / talk* to someone
- g *tell / speak* someone

**2 Complete the table.**

|   | Present simple                  | Present continuous                   | Past simple             |
|---|---------------------------------|--------------------------------------|-------------------------|
| a | He watches plays.               | <i>He is watching a play.</i>        |                         |
| b |                                 | I'm eating my breakfast.             |                         |
| c |                                 |                                      | They went to college.   |
| d | Donna makes a quick phone call. |                                      |                         |
| e | Do you get bored?               |                                      |                         |
| f |                                 | I am buying my food from the market. |                         |
| g |                                 | She's not playing video games.       |                         |
| h |                                 |                                      | Did you live in Beirut? |
| i | She doesn't send any postcards. |                                      |                         |

**3 Complete the conversation with the correct words.**

- Ralph** I watched the final episode of *Flatmates* last night. \_\_\_\_\_<sup>a</sup> did you think?
- Luke** It was great. I liked the bit where Anna got a text from Carrie asking to come back.
- Sue** Yes, me, too. But she should say 'no'.
- Ezra** Yes, you're \_\_\_\_\_<sup>b</sup>. It's time she found a better flatmate. Carrie has a bad temper.
- Meena** Yes, I see your \_\_\_\_\_<sup>c</sup>, but Carrie is a good flatmate in other ways.  
What \_\_\_\_\_<sup>d</sup> you, Steve?
- Steve** I'm not \_\_\_\_\_<sup>e</sup>. I didn't watch very many of the episodes.

**4** Underline the correct option to complete the conversations.

- a **A** How many days *are you working / do you work*?
- B** I usually work five days a week.
- b **A** *Do you want / Are you wanting* something to eat?
- B** No, I'm fine, thanks.
- c **A** How *are you knowing / do you know* John?
- B** He's an old friend.
- d **A** What *are you doing / do you do*?
- B** I'm just looking for my bag.
- e **A** Is Julia here?
- B** Yes, *she talks / she is talking* with Haruka.

**5** Write a reply to Jasminda's invitation, apologizing and explaining why you can't come.

Hi, how RU? Listen, IMS for texting you so l8, but we're having some friends for supper 2nite. Can you come? LMK. Jazz

---

---

---

---

---

---

---





## C21 SKILLS

### Life skills

- Avoiding national stereotypes

### Study skills

- Key words

### Critical thinking

- Facts and opinions



Scan the QR code or  
click here to practise key  
vocabulary from this unit.





# 3

## Travel experiences



Do you know where the places in the photos are? What is unique about them? Think of three words to describe the unique places or features in your country. Explain why you chose these words.

### Language skills

- **Reading:** Reading to identify main points
- **Reading:** Reading to understand opinions
- **Reading:** Reading for specific information
- **Speaking:** Discussing and describing your country
- **Speaking:** Describing photos
- **Speaking:** Sharing personal opinions and choices
- **Listening:** Listening for specific information
- **Writing:** Writing a review

### Vocabulary

- Adjectives for describing life in different countries
- Sources of travel information

### Grammar

- Present perfect

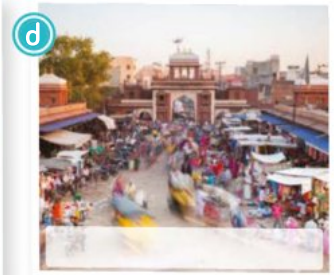
# 3A

## Unique people and places

   Describing life in different countries

Finland      Greece  
India      South Korea

**1** Match the countries with the photos. Give reasons for your choices.



**2** Read the four posts. What is special about each country?

India \_\_\_\_\_  
Finland \_\_\_\_\_  
Greece \_\_\_\_\_  
South Korea \_\_\_\_\_

### What is special about your country? What do you like or dislike about it?

#### Ravi, India

There is a Hindi-Urdu word **jugaad**, which means a new and clever way to make or fix something. For example, making a cheap car from an old engine. That's a special thing about India. What I like: the clever people!

What I don't like: there are too many people and too many cars. It's very **noisy** in my city and some of the drivers are **crazy**!

#### Jussi, Finland

Finnish people have **sisu**. It means we decide we want something and we fight very hard to get it. It means we are strong and we don't change our minds.

Finland has beautiful mountains and lakes and life here is quite **simple**. And we have the best schools in the world. So that's great! But the winter here is really **horrible** – very dark and cold.

#### Kornelia, Greece

Hi guys! First, let me tell you about **meraki**. We use this word when we make something with love. My mother makes lunch every day and she loves cooking for us. So the food is made 'with meraki'! And that's definitely a good thing about Greece – our delicious food! And I love life here because it is never **boring**.

What I don't like: some parts of the cities are dirty, and people are not always on time.

#### Ji-Min, South Korea

Hello. I like my country because it is very **modern**. When friends visit Korea from other countries, they say my country is from the future.

But not everything about my country is good. Sometimes we are too **polite** and we don't tell people what we are thinking. I know that can be a problem for visitors. In Korea, we have **nunchi**. It means you can understand other people's feelings and moods and you don't need other people to explain or show how they feel. Without nunchi, life is difficult in Korea.



**3**  **Discuss the questions.**

- a Can you translate *jugaad*, *sisu*, *meraki* and *nunchi* into your own language? What do you think of these ideas?
- b Is there a special word or idea in your culture?
- c Which other cultures have a special word?

**4** **Look at the highlighted words in the four posts in 2. Do the words have a positive or negative meaning? Can any of the words have both?**

**5** **In pairs. Match the words with their opposites.**


- |   |             |             |
|---|-------------|-------------|
| a | crazy       | noisy       |
| b | quiet       | simple      |
| c | lovely      | traditional |
| d | complicated | sensible    |
| e | boring      | horrible    |
| f | modern      | polite      |
| g | rude        | interesting |

**6** **Underline the correct adjective to complete the sentences. Compare with a partner.**

- a This classroom is very *noisy* / *quiet*. Everyone is speaking loudly.
- b I live in a very *traditional* / *modern* house. It is only two years old.
- c I think English grammar is really *simple* / *complicated*. It's easy!
- d We are very *rude* / *polite* to the teacher. We always say 'please' and 'thank you'.
- e My friends are *crazy* / *sensible*. They play computer games until 1 a.m. every night!
- f Our teacher is *lovely* / *horrible*. He always shouts at us!

**7** **Which sentences in 6 are true for you? Explain to your partner.**

**Example** This classroom is not noisy. It's quiet.

**8**  **Think about these questions for five minutes on your own. Then discuss in groups. Present a summary of your discussion to the class.**

- a What do you like/dislike about your country?
- b Which words from this lesson could you use to describe it?
- c What is an important word or idea in your language? How can you explain it? Is there a similar word in English?

**9**  **Go to page 172 for a research task about other countries that have special words and ideas.**

**C21 SKILLS**

**LIFE SKILLS:**  
Avoiding national stereotypes

See page 46 →

**FOCUS**

**Expression**

**Antonyms**

Many words have antonyms – words that have the opposite meaning. It is useful to learn antonyms because it helps you understand the meanings of words and store vocabulary. Sometimes an antonym can be a different word, e.g., *good/bad*, or the same word with a prefix, e.g., *convenient/inconvenient*.

Think of three examples of antonyms using a different word or the same word.


# 3B

## Experiences

   Present perfect

- 1 The photos on the right show two unique stories. Choose three words from the box for each story and add them to the correct photo. Can you guess the story?

Brazil      dangerous      housing  
mountain      paint      selfie

- 2  3.1 Listen to two friends talking about the stories behind the photos in 1 and check your guesses.

- 3  3.1 Listen again and answer the questions. Which is your favourite story?

### Photo a

- a What is the climber's name?
- b What has he climbed?
- c What is unusual about the way he climbs?
- d Why does he climb?

### Photo b

- e What is a 'favela'?
- f Which city does the photo show?
- g Why did the artists organize the painting project?
- h What have they painted?



- 4 Complete the sentences about the stories in 1 using the present perfect form of the verbs in brackets.

- a He \_\_\_\_\_ (climb) some of the most dangerous places in the world.
- b A \_\_\_\_\_ he ever \_\_\_\_\_ (have) an accident?  
B No, he \_\_\_\_\_ (not have).
- c A What \_\_\_\_\_ they \_\_\_\_\_ (paint)?  
B They \_\_\_\_\_ (paint) the outside of the houses in the favela.
- d They \_\_\_\_\_ (have) some problems because the favela is a bit dangerous.

C21 SKILLS

STUDY SKILLS:  
Key words

See page 47 →

## FOCUS

**Present perfect**

We use the present perfect to talk about experiences.

**Positive**

*has/have* + past participle      **Example** I've met the Queen of England.

**Negative**

*hasn't/haven't* + past participle      **Example** Johan hasn't driven a car before.

**Questions**

*has/have* + past participle      **Example** **A** Have you ever lived in another country?  
**B** No, I haven't.

When do we use *has* or *have*?

## Grammar

## FOCUS

## Pronunciation

**▶ 3.2 Listen to the examples from the Focus box. Notice how *have* is pronounced differently. Listen again and repeat.**

- 5** Complete the interview with a traveller called Shona Mitchell using the present perfect form of the verbs in brackets.

## Global classroom?

**Shona Mitchell travels the world and she always takes her eight-year-old son.**

- A** Where \_\_\_\_\_<sup>a</sup> (you / travel) with your son and what \_\_\_\_\_<sup>b</sup> (you / do)?
- B** Where do I start? \_\_\_\_\_<sup>c</sup> (we / do) so many amazing things together. So far \_\_\_\_\_<sup>d</sup> (we / be) to the Sahara and \_\_\_\_\_<sup>e</sup> (we / sleep) in the Amazon Rainforest. \_\_\_\_\_<sup>f</sup> (we / climb) mountains and \_\_\_\_\_<sup>g</sup> (we / swim) with dolphins. And, of course, \_\_\_\_\_<sup>h</sup> (we / meet) some amazing men and women from many different countries.
- A** \_\_\_\_\_<sup>i</sup> (there / be) any problems?
- B** Well, \_\_\_\_\_<sup>j</sup> (he / not enjoy) everything. \_\_\_\_\_<sup>k</sup> (we / stay) in some very basic accommodation. And \_\_\_\_\_<sup>l</sup> (he / be) sick a few times.
- A** And what about his education? \_\_\_\_\_<sup>m</sup> (he / miss) a lot of school?
- B** Honestly, yes, \_\_\_\_\_<sup>n</sup> (he / miss) quite a lot of school. But I think school is less important than travelling and seeing the world. \_\_\_\_\_<sup>o</sup> (he / learn) more about the world from our travels than at school. I plan to take him on another trip soon.



- 6** **▶ 3.3 Listen to the Shona Mitchell interview and check your answers to 5.**

- 7** **💡 In pairs. Use the phrases below to ask about your partner's experiences.**

**Example** **A** Have you ever lost any money?  
**B** Yes, I have. I left some money in a shop last week.

be lost      climb a mountain      find some money      jump from a bridge      lose something  
meet a famous person      miss a bus or train      save someone's life      take a selfie



# 3c

## Before you go

   Travel reviews

- 1** In pairs. Imagine you are going to travel to another country. Discuss the most useful ways of getting information and advice. Add your own ideas.

  - a Read a guidebook.
  - b Talk to friends who know the country.
  - c Look at a website where other travellers write reviews.
  - d Look at Wikipedia.
- 2** In pairs. Look at the photos and information about the Frida Kahlo Museum. (Do not read the reviews yet.) Would you like to visit the museum? Why/Why not?

ⓧ
📧
@
A
📄

http://www.travelreview.com

### Frida Kahlo Museum

Average rating ★★★★★ 4 out of 5



Description Art museum showing the life and work of artist, Frida Kahlo

Address Londres 247, Del Carmen, Coyoacán, 04100 Mexico City, Mexico

Telephone no. +52 55 5554 5999

Price Mex\$120 for adults, Mex\$40 for students

Open Tuesday–Sunday

Reviewed by 'travelgirl205'

12/8/2019

★★★★★ 4.5 out of 5

First piece of advice: buy tickets online, then you don't have to wait in a queue. And go early in the morning. It can get quite busy later in the day. But it's an amazing museum. There aren't many of Frida's important pictures, but it's so interesting to experience and understand the life of the artist. I really recommend you pay for the audio guide because it's great to listen to stories of Frida's life as you walk around her house. After visiting the museum, I recommend you go for a walk because the Coyoacán area is really beautiful.

---

Reviewed by 'Nerys459'

10/9/2019

★★★★☆ 3.5 out of 5

I've seen a TV show about Frida Kahlo and I love her paintings. So I was very interested in her house. But it's difficult to find. I got lost when I left the station! It's a beautiful house. I liked seeing the rooms where Frida worked. The full price for adults seems a bit high because it's only a small museum. Also, I went with my brother and he was ill so that made it less enjoyable.

- 3** Read the reviews of the museum. Which reviewer preferred the museum? Give reasons.
- 4** Look at the information and reviews again and answer the questions. Where did you find the information? How are questions a–d different from questions e–h?
- a What is the telephone number of the museum?
  - b Which reviewer visited the museum more recently?
  - c Is it free to visit?
  - d When is the museum open?
  - e Is it easy to find?
  - f Which reviewer thinks the house is beautiful?
  - g Is it an interesting museum?
  - h Why is it a good idea to use the audio guide?

## C21 SKILLS

**CRITICAL THINKING:**  
Facts and opinions

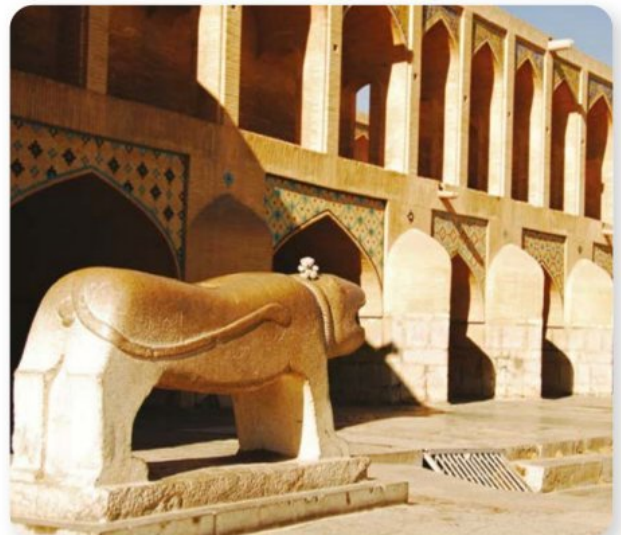
See page 48 →

- 5** Look at the first review again. Why does the reviewer recommend the following?
- a buying tickets online
  - b going early
  - c paying for the audio guide
  - d going for a walk

- 6**  Write a review of a place you know. Make a list before you start.

**Facts** It opens at ...  
**Opinions** It's a beautiful ...  
**Advice** I recommend ... because ...

- 7**  In groups. Exchange reviews with other students. Which place would you like to visit and why? Was all the information useful?





## A LIFE SKILLS: AVOIDING NATIONAL STEREOTYPES

Using stereotypes means that we generalize about people from a country. The result is that we can communicate incorrect and misleading views about people or their country.

1 Complete the sentences with the numbers from the box. Do any of the facts surprise you?

|     |      |         |
|-----|------|---------|
| 1.7 | 300  | 37%     |
| 81% | four | quarter |

- a Schoolchildren in London speak over \_\_\_\_\_ languages including English.
- b There are \_\_\_\_\_ official languages in Switzerland.
- c \_\_\_\_\_ of Americans live in towns and cities.
- d In Iraq, \_\_\_\_\_ of the population are children under the age of 15.
- e A \_\_\_\_\_ of all Chinese exports are in electronic goods.
- f In the UAE there are \_\_\_\_\_ mobile phones for each person.



2 Look at the photos. How many countries do you think they are from?

3 What impression does each photo give of the country/countries?

- People live in nice houses in the countryside.
- People work in a polluted and industrial environment.
- This country is wild and beautiful.



4 Which three images would you choose to explain your country?





## B STUDY SKILLS: KEY WORDS

When we listen to or read a text, we look out for key words to understand the main message.

- 1  3.4 Listen to three short texts. Who are the speakers in each case? What is the situation?
  
- 2  3.4 Listen again. What are the key words that helped you understand?
  - a The level of noise in the \_\_\_\_\_ is growing steadily. The two \_\_\_\_\_ are coming out of the \_\_\_\_\_ tunnel.
  - b \_\_\_\_\_ accommodation is at the front of the \_\_\_\_\_.
  - c Now I'm \_\_\_\_\_ them together ... I've also \_\_\_\_\_ some garlic to increase the flavour.
  
- 3 Find a short text about a hotel or a place. Underline the key words and identify the main message.



### C CRITICAL THINKING: FACTS AND OPINIONS

It's important to understand the difference between facts and opinions, especially in academic reports, or in reviews. Both facts and opinions are useful, but facts tell us about something that has been counted or measured.

#### 1 Decide if each sentence in this holiday review contains a fact (F), an opinion (O) or both (B).

- a My flight left early in the morning and took four hours. \_\_\_\_\_
- b I stepped off the plane and into the small airport terminal building. \_\_\_\_\_
- c I could feel the warm sun on my back. \_\_\_\_\_
- d The 42-room hotel was convenient for the town, but there was only one bus an hour to the beach. \_\_\_\_\_
- e Nonetheless, the hotel staff were friendly and welcoming. \_\_\_\_\_
- f The food was mainly typical international food and not very exciting. \_\_\_\_\_
- g But towards the end of the week I found a restaurant that specialized in local food, and offered a two-course fish meal for just €25. \_\_\_\_\_

#### 2 Write an advert to attract tourists to a holiday destination. Include three key facts and some opinions.



**PLANNING AHEAD**

**Progress**

**1** Make a list of three things you learnt in this unit and three things to practise.

| Things I can do | Things to practise |
|-----------------|--------------------|
| 1               | 1                  |
| 2               | 2                  |
| 3               | 3                  |

**2** Compare your list with a classmate.

**My learning plan for next week**

**1** Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

**Example** I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

|   | Action: I plan to ... | Time (...) mins | Review after a week |
|---|-----------------------|-----------------|---------------------|
| 1 |                       |                 |                     |
| 2 |                       |                 |                     |
| 3 |                       |                 |                     |
| 4 |                       |                 |                     |

**2** Share your learning plan with another classmate.

**3** At the end of next week, review your plan. Use these ideas.

- Done
- Not done
- More practice
- Update learning plan

**Communication in class**

**1** How active are you in class?  
Rate yourself for each point.

**2** How can you be more active in your classes next week? Write three ideas.

|   | Yes | No |
|---|-----|----|
| a I ask questions when I don't understand.      |     |    |
| b I help classmates when they don't understand. |     |    |
| c I speak in group tasks a lot.                 |     |    |
| d I answer questions when I know the answer.    |     |    |

**Example** Ask classmates or my teacher at least two questions.

---



---



---

**3** Share your ideas with a classmate.

**Example** In my next class, I plan to ask my teacher or classmates two or three questions.





## C21 SKILLS

### Critical thinking

- Evaluating

### Study skills

- Reading and describing graphs



Scan the QR code or  
click here to practise key  
vocabulary from this unit.

# 4

## Faraway places



Talking point

What's important for you when choosing a destination for a holiday or day out?  
What do your choices say about your values?

### Language skills

- **Reading:** Skimming; Reading for detail
- **Speaking:** Discussing holiday options
- **Listening & Speaking:** Completing and discussing a survey
- **Listening:** Listening to identify false information
- **Listening:** Listening to order information
- **Writing:** Writing an advert
- **Writing:** Writing a diary entry
- **Reading & Listening:** Reading and listening to complete graphs

### Vocabulary

- Types of holiday

### Grammar

- Verb phrases
- Present perfect and past simple



# 4<sub>A</sub>

## Types of holiday

 Holiday adverts



- 1 In pairs. Talk about where you have been on holiday. What did you do?
- 2 Look at the photos and quickly read the two holiday adverts. Which holiday do you think is more expensive? Give reasons.

### CYCLING TOUR IN *Cambodia*

Most tourists in Cambodia travel along main roads in vans, but by bicycle you can see the most beautiful parts of the country on the back roads. On this 15-day holiday, you cycle 1,000 km through amazing scenery including the famous Mekong River. Each day, you **go to** a local market for your lunch, which means you can experience the true taste of Cambodia. We suggest you **ask for** the fish of the day. There are also daily tours where you will see the important sights and learn about Cambodian culture. All the tours are guided by local men



and women who you can **ask about** daily life in the villages. And each night you **stay with** local families in traditional wooden houses. This means that your money is going directly to the people of Cambodia.

### LUXURY HOTEL DUBAI



We know you work hard and we think you deserve to relax. So come and **stay at** our modern five-star hotel and let us **look after** you. Take a week off and spend your days by the swimming pool or sunbathing on our private beach.

At the end of the day, **go for** a massage in the hotel's luxury spa. In the evenings, come to our award-winning restaurant and enjoy a five-course meal. Our chefs and waiters are from around the world and you can choose delicious dishes from our international menu.

We also offer a variety of activities including a helicopter flight or a speedboat cruise. We are proud to offer everything you **look for** in a luxury holiday and we promise that you will have never felt so relaxed!



- 3 In pairs. Read the adverts in more detail and complete the table. Would you like to go on these holidays? Why/Why not?

|          | Transport | Duration | Accommodation | Staff             | Food          |
|----------|-----------|----------|---------------|-------------------|---------------|
| Cambodia | cycling   |          |               | all from Cambodia |               |
| Dubai    |           |          |               |                   | international |

Verb phrases; Types of holiday

- 1 Look at the highlighted expressions in the holiday adverts and then complete the Focus box.
- 2 Complete the expressions with the correct preposition.
- a stay \_\_\_\_\_ a nice hotel
  - b ask \_\_\_\_\_ help
  - c go \_\_\_\_\_ a walk
  - d look \_\_\_\_\_ an ill friend
  - e ask \_\_\_\_\_ someone's family
  - f stay \_\_\_\_\_ a friend
  - g look \_\_\_\_\_ a job
  - h go \_\_\_\_\_ a museum

FOCUS

Grammar

Verb phrases

We use verbs and prepositions together to make a verb phrase. Common prepositions are *for, to, about, at, with* and *after*.


- a \_\_\_\_\_ *for* a swim/a drive  
to Egypt/the city centre
- b \_\_\_\_\_ *about* the weather/hotel  
facilities  
*for* a change/wake-up call
- c \_\_\_\_\_ *at* home/my house/a hotel  
*with* me/a friend
- d \_\_\_\_\_ *after* (take care of) a pet/  
the children  
*for* (try to find) a hotel/a  
shop

Find some more prepositions in your dictionary or grammar book.



3 In pairs. When was the last time you did the things in 2?

**Example** A I stayed at a five-star hotel last year. And you?  
B I've never stayed at a five-star hotel.


4  How many types of holiday can you think of?  
Use the photos to help you.

**Examples** beach  
stay at home  
activity – skiing, hiking, cycling  
educational – cooking, history, art



## FOCUS

## Pronunciation

 4.1 Listen to words from the holiday adverts. Which part of the word is not stressed?

**Example** trav(e)l

- a scenery
- b suggest
- c local
- d villages
- e private
- f waiters
- g international

How do we pronounce the unstressed part of the word?

5  Write a short holiday advert using the language from this lesson.

6 In pairs. Read other students' adverts. Which holiday would you most like to go on? Why?



## A survey

**1** ▶ 4.2 Listen and complete the answers to a survey about holidays.**1 Travel**

How do you travel when you go on holiday?

- a I fly because it's \_\_\_\_\_ way to get somewhere.
- b I drive because I like to see different places on the way. The journey is like a holiday, too.
- c I go by train because it's better for the environment. And it's quiet and peaceful.

**2 Accommodation**

Where do you usually stay on holiday?

- a I stay with a local family. You can learn about their lives and they will get some money.
- b I stay at a five-star hotel. It's expensive, but I \_\_\_\_\_ on my holiday.
- c I stay at the cheapest hotel I can find. Then I can spend my money on more interesting things.

**3 Food**

Where do you normally eat?

- a I go to the local markets for fresh food and I eat street food. I learn the names of things in the local language.
- b I find a restaurant where all the local people are eating and I ask the waiter to choose the food for me.
- c I go to a restaurant I know like McDonald's. It's probably more expensive, but \_\_\_\_\_.

**4 Culture**

How do you find your way around?

- a I use local guides to tell me everything about the culture and I learn some words to speak to local people.
- b I walk around and look at things, but I \_\_\_\_\_.
- c I'm not interested in visiting places or learning about anything. I'm here to have fun and relax. It's a holiday, not school.

**2** In pairs. Do the survey together. How many of your answers are the same? Do you both have the same values?

**3** Look at the answers in 1. Which answers show similar values? Put them into three groups. Which group are you most similar to?

**C21 SKILLS**

**CRITICAL THINKING:**  
Evaluating

See page 60 →




# 4B

## Changing cities

    Present perfect and past simple

1 Look at the two photos of Shenzhen in China. How are they different?



2  4.3 Listen to Daiyu, a resident of Shenzhen, talk about the changes in her city. Which statement is false?

- a Shenzhen has changed a lot.
- b The population went down between 1990 and 1995.
- c The speaker has lived in the city all her life.

3  4.3 Listen again and match the years with the events.

1972    1979    1980    1996    2004

- a Workers finished building the Shun Hing Square.
- b Daiyu was born.
- c The Shenzhen Metro system opened.
- d The Chinese government made Shenzhen a 'special economic zone'.
- e The population of Shenzhen was about 314,000.

### FOCUS

### Grammar

#### Present perfect and past simple

Complete these rules.

We use the past simple and present perfect to talk about the past.

- a We use the \_\_\_\_\_ to refer to a finished past event.

**Example** I went to Egypt last year.

- b We use the \_\_\_\_\_ to refer to an event that started in the past and may continue into the future.

**Example** The city has changed a lot. [and may continue to change]

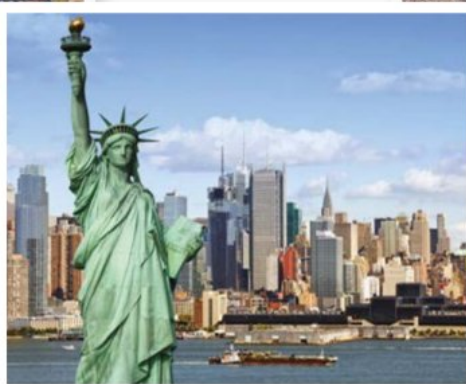
**4 Complete the sentences with the correct form of the verbs in brackets.**

- a My city \_\_\_\_\_ (change) a lot in my lifetime.
- b Shenzhen \_\_\_\_\_ (become) a very important world city.
- c The population \_\_\_\_\_ (grow) so much.
- d A lot of things \_\_\_\_\_ (improve), of course.
- e Development \_\_\_\_\_ (create) a lot of jobs.
- f Pollution \_\_\_\_\_ (get) worse.

**5 Read the statistics and make one sentence for each using the present perfect. Can you think of any reasons for these changes?**

**Example a** The population *has gone up* by 480,000.

- a The population of London in 1940 was 8.5 million. The population of London is now about 8.98 million.
- b The world population was 5.2 billion in 1990. The world population is now over 7.5 billion.
- c The number of people over 65 in Japan was 11.6% in 1989. The number of people over 65 in Japan is now 26%.
- d In 1970 in the UK, a loaf of bread cost 9 pence. Now, a loaf of bread costs about 137 pence.
- e The average life expectancy in the UK was 72 in 1970. Today, it is 81.
- f There were 2,245 murders in New York City in 1990. In 2019, there were just 318.



**6**  **Use the verbs to write sentences about how your town or city has changed. Compare with a partner.**

become    build    get worse    grow    improve    lose

**Example** The schools in my town have improved a lot in the last ten years.



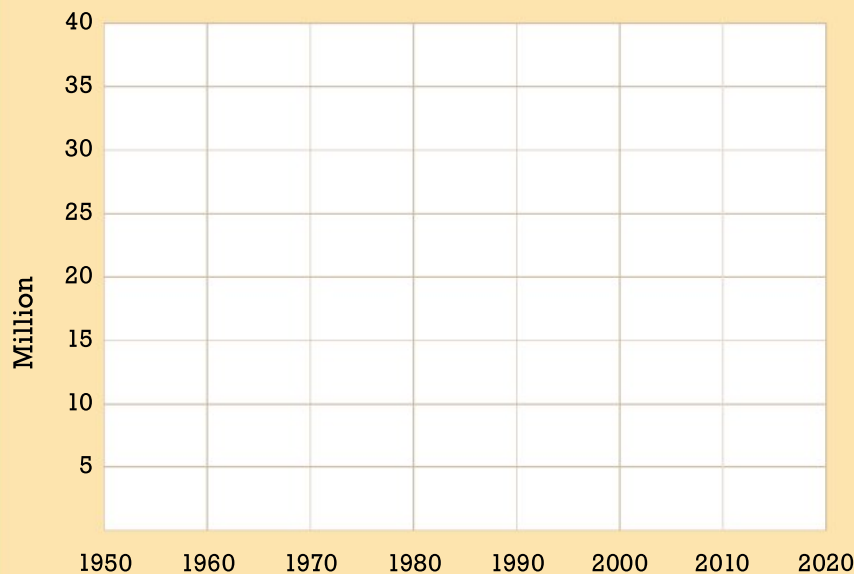
- 7 Read about how the population of Tokyo has changed and complete the line graph.

The population of Tokyo has grown continuously since the 1950s. In 1950, the population was about 11 million. It grew at its highest rate between 1950 and 2000, from 11 million to 34 million. The population has grown more slowly in recent years. It was 35 million in 2005 and 37.3 million in 2020.

C21 SKILLS

STUDY SKILLS:  
Reading and describing graphs

See page 61 →



- 8 4.4 Listen to information about the population of New York, Tokyo and Mexico City and add another line to the graph in 7 to show the figures for New York.
- 9 Prepare a graph showing how the population has changed in a country in your region over the last five years. Give reasons for the changes.
- 10 Present your graph.



# 4c

## A sense of adventure



- 1 In pairs. You are going to watch a slideshow called *A sense of adventure*. Look at the photos from the slideshow. What do they show? Share your ideas with another pair.



- 2 In groups. Think of 20 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.
- 3 Watch the slideshow. Make notes. How many of the words from your word map did you hear?

- 4 Discuss in pairs.

When you travel, do you plan ahead or do you take things as they come? What do you think is the most important consideration when deciding where to travel? What do you think travelling is about? Do you trust internet reviews from other travellers? Do you consult guidebooks?

- 5 Think about your own travels and make notes.

What is the best trip you've been on? Where did you go? Who did you go with? What did you do? What was the weather like? What was the most memorable experience?

- 6 Imagine you have just got back from an amazing journey. Use your ideas from 5 to write a diary entry describing your experience.

- Step 1 Choose an interesting destination.
- Step 2 Make notes of what you saw and did there, and describe anything interesting that happened during your travels.
- Step 3 Plan your diary entry and then draft it.
- Step 4 Share your draft with your partner.
- Step 5 Complete your draft after considering your partner's suggestions.

### FOCUS

### Expression

#### Writing diary entries

- You can start your entry with *Dear diary* or just write the date.
- Write the events in the order they happened so that your entry is easy to read.
- Use past tenses and try to use new vocabulary as much as you can.
- Be honest! A diary is not meant to impress others. It's a fun way for you to record your experiences and express your thoughts and feelings.

## A CRITICAL THINKING: EVALUATING

We all make choices about what we do – whether we watch late-night TV or go to bed, what we eat, what we study and who we spend time with. In these cases, we evaluate different options. We also evaluate evidence in academic or scientific texts or the quality of works of art.

## 1 Read the text about a piece of research and answer the questions.

**Walk or take the bus?**

A research study asked people to decide between walking or taking the bus. The results show that with a bus fare of £2, people choose to walk for journeys up to 1 km, but prefer the bus for longer journeys. They prefer to walk for journeys of up to 1.2 km rather than wait for ten minutes. In bad weather and when there is a bus shelter, they wait and take the bus, even for journeys of 0.7 km (which means it is quicker to walk, but they get wet). Time, cost, comfort and knowledge of when the bus would arrive all contributed to the decisions made.

- a What was the research study about?
- b What was the distance that people preferred to take the bus? And what was the bus fare?
- c What factors did people consider when making their travel decisions?

## 2 Imagine you are on holiday. Evaluate the options for going to the beach from your hotel.

- a Distance from hotel to beach = 3 km
- b Weather = 32°C and clear
- c You are carrying a small rucksack with some money, a towel and your swimming costume.

**Option 1: walk**

The walk takes 50 minutes, but you can stop and look at the resort shops and cafés on your way.

**Option 2: take the bus**

There is no bus shelter, and the next bus is in 30 minutes. The journey takes five minutes. The bus fare is €3 single or €4.50 return. The last return bus is at 4.30 p.m.

**Option 3: hire a motorbike or car**

The hotel has a rent-a-bike scheme. A small motorbike costs €15 a day, but means you could go to other places as well as the beach. Car hire costs €40 a day.

## 3 Which option would you choose if you:

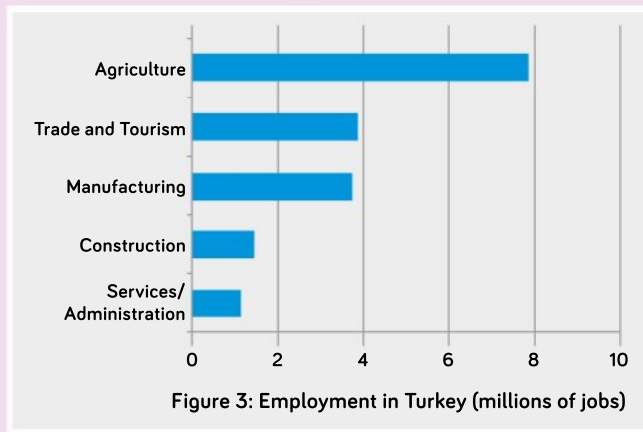
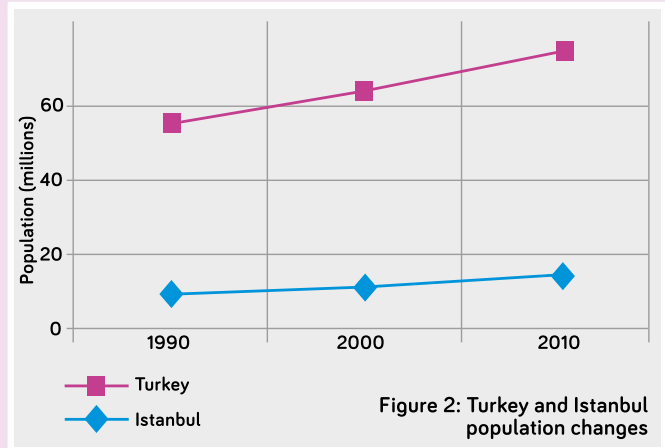
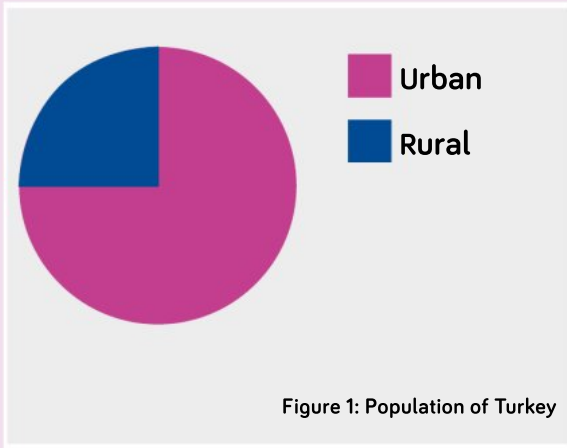
- a have a lot of time?
- b are with your young children?
- c have brought your grandmother on holiday with you?
- d had a delicious but expensive meal, but you have spent most of your holiday money?
- e stayed out very late last night and you are feeling tired?
- f have been to the beach every day for the last four days?

**B STUDY SKILLS: READING AND DESCRIBING GRAPHS**

Using graphs and charts is a way of communicating key facts quickly. It is usually easier to understand a graph than to read information in a block of long text.

**1 Match the type of charts and graphs with the figures below.**

- a line graph      b bar chart      c pie chart



**2 Look at the graphs again. Which are the best to show the following information?**

- a sets of different figures \_\_\_\_\_
- b trends over time \_\_\_\_\_
- c the share of a total \_\_\_\_\_

**3 Draw a graph to show one of these ideas, or choose your own subject.**

- The age of students in your class
- The favourite foods, phone apps or sports of your classmates
- How you spend your free time
- Ways in which your country has changed



**1 Complete the text about Valletta. Use the jumbled letters in brackets to help you.**

Valletta is the capital city of the island of Malta. With a population of 514,000, people come to walk along its \_\_\_\_\_<sup>a</sup> (*thiscori*) 16<sup>th</sup>-century main street, and find the \_\_\_\_\_<sup>b</sup> (*sbte*) shops and restaurants. Its \_\_\_\_\_<sup>c</sup> (*tritigenes*) harbour is best seen from the \_\_\_\_\_<sup>d</sup> (*lvleyo*) Barrakka Gardens with its \_\_\_\_\_<sup>e</sup> (*tiqueu*) cafés with \_\_\_\_\_<sup>f</sup> (*ictanfast*) views. Until a few years ago, the city centre was very \_\_\_\_\_<sup>g</sup> (*isnoy*) with lots of cars and drivers shouting, but these days, most visitors arrive by bus at the city's \_\_\_\_\_<sup>h</sup> (*sbyu*) bus station, just outside the walls. Travel by bus is very \_\_\_\_\_<sup>i</sup> (*yeas*) and convenient in Malta, and local people are very \_\_\_\_\_<sup>j</sup> (*lipote*) and helpful if you're not sure how to get somewhere.

**2 Complete each phrase with an adjective from the box that has the opposite meaning to the words in brackets.**

|          |        |      |
|----------|--------|------|
| clever   | modern | rude |
| sensible | simple | slow |

- a a \_\_\_\_\_ city (not old)
- b a \_\_\_\_\_ train (not fast)
- c a \_\_\_\_\_ person (not polite)
- d a \_\_\_\_\_ idea (not complicated)
- e a \_\_\_\_\_ person (not stupid)
- f a \_\_\_\_\_ suggestion (not crazy)

**3 Look at Oli's ideal holiday checklist. Write sentences to say what he has and hasn't done.**

- a Stay in a 5\* hotel (X) \_\_\_\_\_
- b Swim in the sea (✓) \_\_\_\_\_
- c Meet local people for a meal (✓) \_\_\_\_\_
- d Sleep under the stars (X) \_\_\_\_\_
- e Go to the capital city (✓) \_\_\_\_\_
- f Take a selfie on the beach (✓) \_\_\_\_\_
- g Climb to the top of the castle (X) \_\_\_\_\_

**4 Read the text opposite and answer the questions.**

- a What does the museum contain?  
\_\_\_\_\_
- b Where is the museum?  
\_\_\_\_\_
- c What are the best ways to get there?  
\_\_\_\_\_
- d Is it possible to book tickets for the museum in advance?  
\_\_\_\_\_
- e When should you visit? Why?  
\_\_\_\_\_
- f What's good about the museum?  
\_\_\_\_\_
- g What can you buy in that part of the city?  
\_\_\_\_\_

The Museum of Anatolian Civilizations (open 8.30 a.m. to 7 p.m. daily during the summer) contains the largest collection of exhibits from ancient history in Turkey. Some of the oldest exhibits are from 8000 BCE. It is situated in the old part of Ankara, and it is a very popular tourist destination. The museum building was used as the bazaar until 1921, and it is quite hard to find, so check its location on one of the city maps available from your hotel. Coach tours can be expensive, and it is close to the city centre, so we suggest you walk there or take the metro. Entrance tickets are cheap (around \$10), but you can't buy them online. This isn't a problem as there aren't usually any queues, though it's a good idea to go early or late in the day to avoid the crowds. We suggest you allow around two hours for your visit. Once inside, the exhibits are clearly laid out, and you'll be amazed by the beauty of some of the jewellery and artwork. If you're interested in history then this is the place for you. If not, why not walk around the local area, which offers some of the best souvenirs in the city?

**5 Read the museum text again and find three facts and three opinions.**

**Fact**

- a \_\_\_\_\_
- \_\_\_\_\_
- b \_\_\_\_\_
- \_\_\_\_\_
- c \_\_\_\_\_
- \_\_\_\_\_

**Opinion**

- d \_\_\_\_\_
- \_\_\_\_\_
- e \_\_\_\_\_
- \_\_\_\_\_
- f \_\_\_\_\_
- \_\_\_\_\_

**6 Complete the sentences with *for*, *with*, *to*, *about*, *at* and *after*.**

- a Have you asked the tour guide \_\_\_\_\_ the visit to Venice?
- b We're staying \_\_\_\_\_ some friends next week.
- c When was the last time you went \_\_\_\_\_ a drive in the country?
- d I've stayed \_\_\_\_\_ home this week. I've painted my apartment.
- e The restaurant was everything we were looking \_\_\_\_\_ . It was amazing.
- f The hotel staff have looked \_\_\_\_\_ us very well.
- g Has anyone been \_\_\_\_\_ the market by bicycle?

**7 Complete the text using the past simple or present perfect form of the verbs in brackets.**

Shanghai \_\_\_\_\_<sup>a</sup> (change) a lot over the last 35 years. The population \_\_\_\_\_<sup>b</sup> (grow) from 12 million in 1985 to 27 million in 2020. Traffic and pollution problems \_\_\_\_\_<sup>c</sup> (get) worse. But the promise of new jobs in a modern city means more people keep coming. It \_\_\_\_\_<sup>d</sup> (become) the world's largest city by population. Shanghai first \_\_\_\_\_<sup>e</sup> (develop) as a port for trade. It \_\_\_\_\_<sup>f</sup> (attract) many foreigners. In the 19<sup>th</sup> century, British merchants \_\_\_\_\_<sup>g</sup> (build) the world-famous bund, and in the 1980s the government \_\_\_\_\_<sup>h</sup> (start) to encourage new building in the area of Pudong. The modern city \_\_\_\_\_<sup>i</sup> (not lose) any of its appeal. It remains a fascinating place.

## C21 SKILLS

### Critical thinking

- Prioritizing

### Creativity

- Giving a presentation

### Critical thinking

- Reading between the lines



Scan the QR code or  
click here to practise key  
vocabulary from this unit.





# 5

## Changing times

What technological change does the photo show? Discuss the impact it will have on the way people work in the future.

### Language skills

- **Reading:** Reading to confirm predictions; Reading for detail; Reading for gist
- **Speaking:** Discussing facts, ideas and experiences; Ranking items and giving reasons; Speculating about the future; Ranking ideas based on personal preference
- **Listening:** Listening to make notes; Listening for specific information; Listening to identify opinions
- **Writing:** Writing guidelines

### Vocabulary

- Survival in dangerous situations
- Language learning

### Grammar

- Using *will* and *won't* for predictions

# 5A

## What do we need?

    Survival

- 1 Look at the photo on the right. What is the situation? How can you survive in this kind of situation? What do you think the five most important things for survival are?
- 2 Read the article about survival. Check your answer to 1.

## HOW TO SURVIVE

When we talk about 'surviving' we mean we are in a difficult, dangerous situation, but we live. Humans only need five things to survive. But we also need to follow the 'rule of three': three minutes, three days, and three weeks.

So firstly, we need to eat. People can live for three weeks without food. But after that, we have serious problems. There aren't any shops in a survival situation so we need to **hunt** or fish. We can eat plants, but do we know which ones? Some plants are **poisonous**.

Humans are 70% water and we need to drink. Without water, we become **thirsty** at first. Then we become tired and ill. Three days without drinking and we are in serious danger. So it's very important to find water to drink. But drinking dirty water can make us very ill. Remember to boil the water so it is safe to drink.



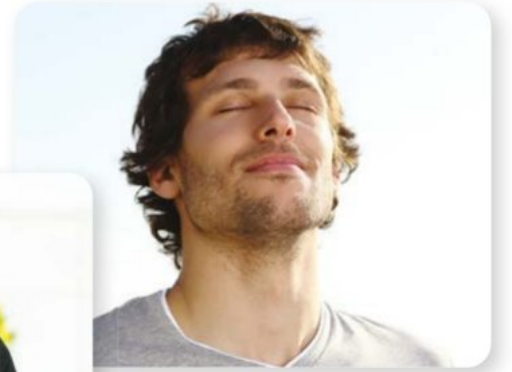
It's very important to have **shelter**. We need protection from wind and rain and we also need to keep our body temperature at the right level. At around 50°C we are in trouble, at -40°C it is dangerous to be outside. Shelter also helps to keep wild animals out.

We need to **breathe**. Some people can hold their breath for three minutes. Ricardo Bahia from Brazil can hold his breath **underwater** for more than 20 minutes, but this isn't normal.

It's easy to forget, but people need to sleep. When we're tired we don't think clearly and we make bad **decisions**. Being **exhausted** can be dangerous in a survival situation. Try to get at least seven hours of sleep each night.



- 3** Scan the article to find details of the 'rule of three'. How can we avoid the problems related to the 'rule of three'?



- 4** In pairs. Match the highlighted words in the article with the definitions.


- |  |       |
|--|-------|
| <b>a</b> a place that keeps you safe from bad weather or danger (noun)                     | _____ |
| <b>b</b> very tired (adjective)  | _____ |
| <b>c</b> needing a drink (adjective)   | _____ |
| <b>d</b> kill animals for food or sport (verb)   | _____ |
| <b>e</b> below the surface of water (adverb)   | _____ |
| <b>f</b> describing something you eat or drink that makes you ill or kills you (adjective) | _____ |
| <b>g</b> choices you make after thinking (noun)  | _____ |
| <b>h</b> take in air (verb)  | _____ |

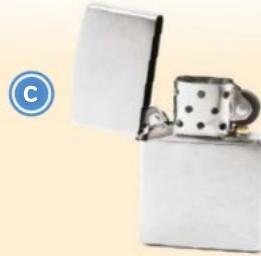
- 5** Choose three interesting facts from the article. Discuss them with a partner. What other ideas do you have for survival?


- 6** In pairs. Ask and answer the questions. Give more information.

- |  |  |
|--|--|
| <b>a</b> Have you ever been very thirsty?                      | <b>e</b> Can you swim underwater?          |
| <b>b</b> Do people hunt in your country? What do they hunt?    | <b>f</b> Are you good at making decisions? |
| <b>c</b> Are there poisonous plants or animals where you live? | <b>g</b> Have you ever been exhausted?     |
| <b>d</b> Have you ever built a shelter?                        |  |



7  Look at the photos. What are the objects? How do they help people survive?



8  5.1 Listen to two people talking about survival situations and what items they use. Make notes on each item from 7.

a \_\_\_\_\_

b \_\_\_\_\_


c \_\_\_\_\_

d \_\_\_\_\_

**C21** SKILLS

**CRITICAL THINKING:**  
Prioritizing

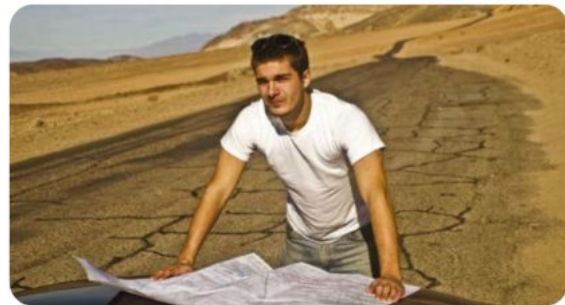
See page 74 →

9  Choose one of these survival situations. What do you need to survive? Make a list of five items you need. Give a reason for each item.

**Situation 1** You are alone on a desert island.



**Situation 2** You are lost in a foreign country.



| Priority<br>(1 = highest) | Item | Reason |
|---------------------------|------|--------|
|                           |      |        |
|                           |      |        |
|                           |      |        |
|                           |      |        |
|                           |      |        |

10 In groups. Discuss your choices and reasons.

# 5<sub>B</sub>

## The future

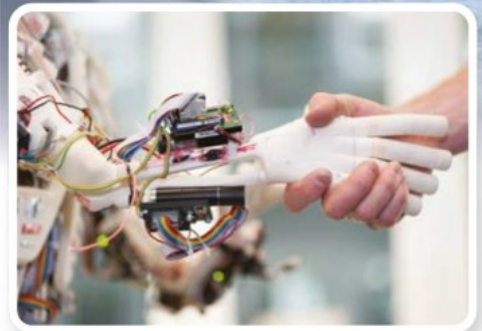
   Using *will* and *won't* for predictions

**1** In pairs. Which sentence describes your opinion?  
Give some examples of how you feel about the future.

- a I'm excited about the future.
- b I am frightened of the future.
- c I never think about the future.

**2** Read the predictions. Do you think they are correct? Put the predictions with the date when you think they will happen.

- a Robots will be smarter than humans.
- b People will live on Mars.
- c There will be a railway between Russia and the USA.
- d All cars will run on hydrogen or rechargeable batteries.



NOW    2030    2040    2050    2060    2070    2080    2090    2100


**3**  5.2 Listen to part of a programme about the future and answer the questions.

- a What will robots understand by 2029?
- b How will robots learn about us?
- c Will the robots be safe?
- d How long will the journey to Mars take?
- e How will NASA investigate Mars before humans travel there?
- f What big decision will the first astronauts make?

**4**  In pairs. Discuss the questions about the two projects in 3.

- a Do you think robots are a good idea? What are the benefits and possible problems with robots in the home or at work?
- b Do you agree with NASA's idea of sending people to explore Mars? What about sending people to live there?



- 5  Think about your life in the year 2030. Complete the sentences with *will* or *won't*.

- a I \_\_\_\_\_ live in a different country.  
 b I \_\_\_\_\_ be married.  
 c I \_\_\_\_\_ have children.  
 d I \_\_\_\_\_ work in an office.  
 e I \_\_\_\_\_ own a house.  
 f I \_\_\_\_\_ speak perfect English.


- 6 In pairs. Ask your partner questions about their sentences in 5. Use *will* in your questions.

- Examples A Where will you live in 2030?  
 B I'll live in the same country.  
 A Will you be married?  
 B No, I don't think I'll be married.

- 7 In small groups. Look at the list of predictions for the future and answer the questions.

- a Do you think these things will happen? Why/Why not?  
 b When do you think they will happen?

Example I think cars will travel without drivers. But I don't think it's a good idea because they won't be safe.

- 8  In small groups. Talk about what you think will happen in the future. Use the words below to help you. Make a poster to show the rest of the class.

food homes learning  
 politics sport technology

- 9 Take turns to explain your view of the future to other groups. Which future do you like best? Why?

- 10 Go to page 172 for a research task about future trends.

## FOCUS

## Grammar

Using *will* and *won't* for predictions

We use *will* and *won't* to talk about possible future events.

Examples A Will you get married and have children when you're older?

B I'll get married, but I won't have children.

A What will happen in the future? Will people live on Mars?

B No, I don't think that will happen.

## FOCUS

## Pronunciation

 5.3 Listen and repeat the contractions.

I'll you'll he'll we'll they'll

I won't you won't he won't we won't they won't

People will live for 130 years.

There will be one world language.



Computers will drive cars.



## C21 SKILLS

## CREATIVITY:

Giving a presentation

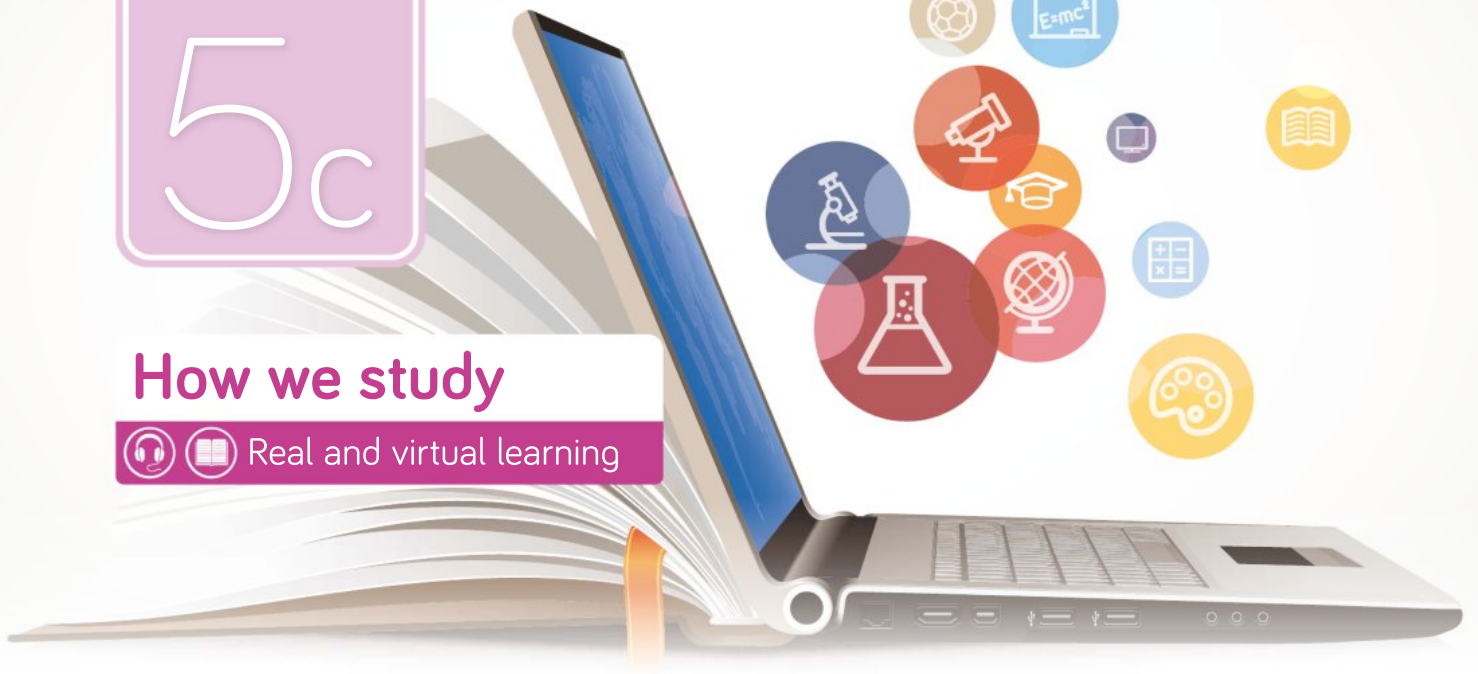
See pages 74–75 →



# 5c

## How we study


  Real and virtual learning



**1** What is the best way to study a language? Grade these options 1-7 (1 = the best way) and give your reasons.

- a Study in the classroom.
- b Use an English language app.
- c Do an online course (online tutors, interactive exercises).
- d Live in a foreign country.
- e Study at home with a dictionary and grammar book.
- f Make friends and use the language in social situations.
- g A mix of the above – give details.



**2**  5.4 Listen to four people talk about studying in a foreign country. Are they positive or negative about the idea?

|   | Positive/Negative | Reasons |
|---|-------------------|---------|
| a |                   |         |
| b |                   |         |
| c |                   |         |
| d |                   |         |

3 Read the text about virtual learning. Would you like to try learning this way?

## Virtual Learning

Living in a different country is a good way to learn a language. But it isn't easy and it's expensive. You need to stop working, move abroad and pay for your lessons.

Now, however, there is another way to learn a language. There are virtual places online that you can visit from anywhere in the world. All you need is a computer with an internet connection and a headset. It's cheaper than real travel and you can go any time.

Like the real world, you can see and talk to other people. They are called avatars or virtual people that move and talk on the screen. It is a little bit like a computer game, but to learn English.

You can walk through streets, order food from a virtual café, work in a virtual office or play football in a virtual stadium. And all the time you speak English. You can also learn English for jobs like nursing, working in the oil business, training to be a pilot or working in an airport.



'It copies the real world so well, you forget you're online. And it looks like a game so I enjoy myself when I'm learning!  
**Mehmet, 19**

'I'm quite shy and I get nervous in the classroom. But using an avatar makes me feel more comfortable in a group.'  
**Jun-Li, 21**

4 Make predictions about the future of learning.

- a I think / don't think students will use books.
- b I think / don't think computers will replace teachers.
- c Students will / won't learn everything from their mobile phones.

FOCUS

Pronunciation

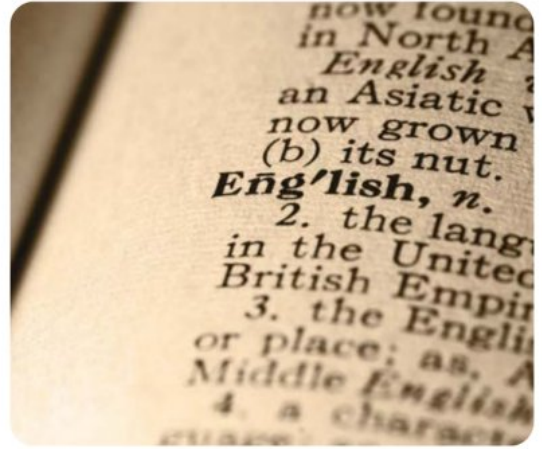
5.5 Listen and repeat the positive and negative forms.

|          |             |
|----------|-------------|
| I do     | I don't     |
| you do   | you don't   |
| she does | she doesn't |
| we do    | we don't    |
| they do  | they don't  |

**5** In groups. Look at the tips for improving language learning (a–g). Match them with the correct descriptions (1–7). Have you tried any of them? Which do you think will work best for you?

- a Read English websites.
- b Write shopping lists in English.
- c Watch English shows with subtitles.
- d Find an English-speaking friend online.
- e Change the language on your smartphone.
- f Label things in your house.
- g Always carry a dictionary.

- 1 This helps you think in English. You can learn useful words like 'contacts' and 'phone list'.
- 2 You can find news sites and online magazines.
- 3 When you need to check the meaning of a word, a dictionary is very useful. Always check the example sentence to see how to use it.
- 4 There are lots of websites where you can meet people and make friends. You can decide to meet American or British English speakers.
- 5 Subtitles really help you understand and they help to connect spoken and written English. Choose a show with a simple story.
- 6 Put names on things, for example, a sticky note with 'fridge' on the fridge. Get a friend to mix all the notes up as a fun test.
- 7 When you buy food, write everything you need in English. You can check your spelling in the shop.



**6** Put the ideas in 5 into these categories. Add your own ideas.

- Listening \_\_\_\_\_
- Reading a, \_\_\_\_\_
- Speaking \_\_\_\_\_
- Vocabulary \_\_\_\_\_
- Writing \_\_\_\_\_

**C21** SKILLS

**CRITICAL THINKING:**  
Reading between the lines

See pages 75–76 →

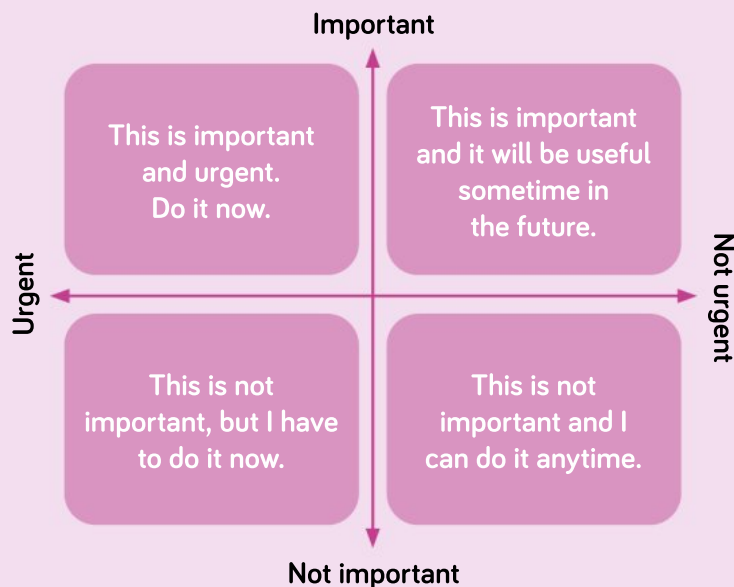
**7** Write a set of guidelines for language learning. Use the categories in 6 to organize your writing.



## A CRITICAL THINKING: PRIORITIZING

Prioritizing is about how you decide what is important. For example, you need to buy a present for a friend's birthday and at the same time you need to get ready for an important exam. How do you decide what to do?

- 1 Look at the diagram about priorities. Think of four things you are going to do this week and put one in each category.



- 2 Which of these things distract you from what you should do? Add your ideas to the list and discuss how you can limit the effects of these distractions.

- phone calls and text messages
- checking Facebook
- chatting with friends
- feeling tired

## B CREATIVITY: GIVING A PRESENTATION

Giving a good presentation is about preparing well, and making sure you communicate your message effectively.

*'By failing to prepare, you are preparing to fail.'* Benjamin Franklin

- 1 Which of these types of presentation do you expect to give in the next five years?

- a short speech at a family occasion, e.g., at a wedding
- a lecture at college/university
- a short story or report
- a formal presentation at a conference or in a company, e.g., a sales presentation
- a speech given during a discussion, e.g., at a club meeting

**2** Prepare a short presentation about yourself. Decide what to put in the presentation using the list below. Add your own ideas to the list. Decide the order in which you want to present the ideas.

- your family
- things you like/your hobbies
- when and where you were born
- your friends
- places you have lived

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3** Choose some photos or illustrations to help people understand your presentation.

### C CRITICAL THINKING: READING BETWEEN THE LINES

It is very common in English for writers to ask their readers to interpret what they are saying by 'reading between the lines'. We engage the reader's interest by suggesting a situation, by exaggerating or by not explaining everything.

**1** Read these texts. What is the writer suggesting? What are the clues?

a

I was alone in the shop at last. I looked at the camera in the corner. There was no light. The pockets in my coat were empty, and my car was parked outside.

b

**She looked behind her and saw the bus at the traffic lights. Looking in front of her she saw the queue at the bus stop 80 metres ahead. There were only three people in the queue. One was an old lady, and she was looking in her handbag for her purse. The lights changed. She was still 70 metres from the bus stop.**

c

**Thank you for your report. I thought it was interesting that you used 15 adjectives in the first paragraph. Not many people manage to fit so many descriptive words into six short sentences successfully. The spelling was OK, but have another look. Did you check your work before you handed it in? Is the handwriting a result of you writing it on the bus?**

**2** Look at the statements (a–f) and match them with the unstated requests that might follow.

- a Excuse me, I'm trying to make a phone call.
- b It's hot in here, isn't it?
- c I bought the food and I cooked it. I've left the dishes in the kitchen.
- d You could watch the film, but have you finished your project work?
- e I'm really hungry.
- f It's a bit dark in here.

- Can you do your work now?
- Can you do the washing-up?
- Could you be a little quieter, please?
- Could you turn the light on, please?
- Could you turn the air conditioning on, please?
- Could you get me something to eat?



**3** Write three more statements that suggest unstated requests.

---



---



---



**PLANNING AHEAD**

**Progress**

**1** Make a list of three things you learnt in this unit and three things to practise.

| Things I can do | Things to practise |
|-----------------|--------------------|
| 1               | 1                  |
| 2               | 2                  |
| 3               | 3                  |

**2** Compare your list with a classmate.

**My learning plan for next week**

**1** Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

**Example** I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

|   | Action: I plan to ... | Time (...) mins | Review after a week |
|---|-----------------------|-----------------|---------------------|
| 1 |                       |                 |                     |
| 2 |                       |                 |                     |
| 3 |                       |                 |                     |
| 4 |                       |                 |                     |

**2** Share your learning plan with another classmate.

**3** At the end of next week, review your plan. Use these ideas.

- Done
- Not done
- More practice
- Update learning plan

**Communication in class**

**1** How active are you in class?  
Rate yourself for each point.

**2** How can you be more active in your classes next week? Write three ideas.

|   | Yes | No |
|---|-----|----|
| a I ask questions when I don't understand.      |     |    |
| b I help classmates when they don't understand. |     |    |
| c I speak in group tasks a lot.                 |     |    |
| d I answer questions when I know the answer.    |     |    |

**Example** Ask classmates or my teacher at least two questions.

---



---



---

**3** Share your ideas with a classmate.

**Example** In my next class, I plan to ask my teacher or classmates two or three questions.



## C21 SKILLS

### Critical thinking

- Evaluating usefulness

### Life skills

- Promoting yourself



Scan the QR code or  
click here to practise key  
vocabulary from this unit.





# 6

## Technology

What gadgets do you have? Which of them make your life easier? Which ones are just for fun? Imagine a gadget you want but doesn't yet exist. How would it change your life?

### Language skills

- **Reading:** Reading to match texts and pictures; Predicting from headlines; Reading for general ideas; Reading to assess and speculate about information
- **Speaking:** Describing pictures; Ranking items according to usefulness; Using photos to prompt discussion
- **Listening:** Listening to complete a table
- **Writing:** Writing a profile; Writing a description
- **Listening & Speaking:** Offers of help

### Vocabulary

- Inventions and gadgets

### Grammar

- *Will* for offers of help



## Good ideas

    Inventions and gadgets

**1** Do you know what these inventions are?  
Read the explanations and label the images.

**1** It is very small and light and can fly almost anywhere. It has four engines and is called a quadcopter. There is a camera at the front and it is very useful for taking pictures. You can fly it using a smartphone or a remote control unit. TV companies use them to make videos. It's a lot cheaper than using a helicopter.

**2** The idea first started in Japan for car-making. Now you can find them everywhere, for example, in shops. They are also used for tourist information. They are very useful for getting information about products and places. You scan them with your smartphone and the code will open a page on a website with more information about the product or place you are interested in. They are called QR codes.

**3** This is a printer that makes objects in 3D or three dimensions. We can use them to make copies of anything from shoes to food. The information for the object comes from a computer. It is a quick and accurate way of making lots of exact copies of the same object. In the future, we will be able to download products and print them out at home on our own 3D printer.

**a**



**b**



**c**



2 In pairs. Describe these inventions and what they do.

**Example a** They give information about a product. They are very useful for shops and delivery companies.

a barcodes



b batteries



c SIM cards



d solar panels



e light bulbs



C21 SKILLS

**CRITICAL THINKING:**  
Evaluating usefulness

See page 89 →

3 In groups. Rank the items in 2 by their usefulness (1 = most useful). Add three more items to the list. Share your ideas with another group.

4 Look at the three photos below. Can you guess the connection between them?



5  6.1 Listen and complete the table.

|           | Problem | Solution |
|-----------|---------|----------|
| Q drum    |         |          |
| XO laptop |         |          |
| LifeStraw |         |          |

6 Put the sentences in the correct order.

- Q drum**
- a This makes it much easier and safer.
  - b Carrying big pots of water is very difficult and bad for your health.
  - c And it can carry 50 litres of water!
  - d But now there may be an answer.
  - e The Q drum is a water container you pull with a rope.
- XO laptop**
- a But the XO is a laptop with a difference.
  - b This helps children get a better education.
  - c It has a long battery life so that countries with less access to power can use it.
  - d It costs 100 dollars and has a camera, microphone and wifi!
  - e At first, it looks just like a normal laptop.
  - f It was created by an organization that wants to help children all over the world who have no access to computers.
- LifeStraw**
- a But now people can drink any water through a LifeStraw and it will be safe.
  - b Each LifeStraw can clean 1,000 litres of water – that’s enough water for one person for one year.
  - c It cleans the water before you drink it.
  - d We know that finding clean water can be a problem in the developing world.

7  In groups. You are going to give an award for the invention of the decade. Follow these steps.

- Step 1** Choose five possible award winners. You can include the inventions above.
- Step 2** Choose the criteria. For example, is it cheap? Does it help people?
- Step 3** Present your award winners.
- Step 4** Ask other groups in the class to vote for the best product.



# 6B

## Technology and people

   Networking

**1** In pairs. Ask and answer the questions. Give more information.

- a How often do you travel by bus, train and plane?
- b Do you ever talk to the person sitting next to you? What do you talk about?
- c Have you ever sat next to someone interesting?

**2** Look at the photo and read the headline. What do you think the article is about?

## Making friends in the sky

*Who will I sit next to? Will they be interesting or will they be really boring?* These are the questions I ask myself before a long plane journey. But is that all going to change? KLM, the Dutch airline company, have introduced a new system called 'Meet & Seat'. Now you can choose your 'next-door neighbour'. When you book your tickets, you can show your social media profile to everyone on the plane. You will also see everyone else's profile. Then you can choose who you want to sit next to. Do you want to talk about work and make business contacts? Look at people's LinkedIn profiles. Do you prefer to have fun and chat about travelling and shopping? Look at their Facebook profiles!



**3** Read the article. Do you like the idea of Meet & Seat? Do you think it will be successful? Think of two advantages and two disadvantages.

4 Imagine you are going to use Meet & Seat. Create profiles of people you want to sit next to.

| Job/Business | Age   | Interests | Celebrity? (Yes/No) | Country | Male/Female |
|--------------|-------|-----------|---------------------|---------|-------------|
| Engineer     | 20–24 | Travel    |                     |         |             |
| Medicine     | 25–29 | Sport     |                     |         |             |
| Education    | 30–40 | Shopping  |                     |         |             |
| Other        |       |           |                     |         |             |


5  In pairs. Explain and discuss the profiles you created in 4.

6 Read the two profiles and answer the questions.

- Would you like to sit next to Omar Shadid or Leah Santini on a plane? Give reasons.
- Do you think Omar and Leah would like to sit next to each other?
- Why have Omar and Leah written these profiles? Who is going to read them?

JOBS.INC

Home
Profile
Connections
Jobs
Interests



**Name:** Omar Shadid

**Education:** UAE University

**Job:** Journalist

**194**  
connections

- People often say 'Choose a job you love, and you'll never have to work a day in your life' and it is true for me. Journalism is my first love and I will always be a writer.
- I recently graduated from UAE University with a degree in English Literature. I have experience using Microsoft Word, Excel and InDesign.
- When I was at university I worked on the student newspaper. I have written 12 articles about student life and I've won prizes for my writing.
- I am friendly and enjoy working as part of a team. I am organized and comfortable working alone.
- I'm looking for work with a newspaper or magazine company. I am also interested in online journalism. I want to meet anyone in the business and talk about opportunities. Do you want a talented, young, hard-working journalist on your team?

Please email me at: [omarshadid211@gmail.co.uk](mailto:omarshadid211@gmail.co.uk)



|                 |   |
|-----------------|---|
| <b>Name</b>     | Leah Santini                                  |
| <b>Location</b> | Melbourne, Australia                          |
| <b>Likes</b>    | Travelling, socializing, having fun, laughing |
| <b>Dislikes</b> | Rain, essays, boring people                   |

I'm in my third year at university. I don't know what I want to do yet. Maybe take a year out. I love the outdoors and travelling. I'm very sociable and I like going out in the evening and meeting friends. I look forward to meeting lots of interesting people on my next flight.

**7** Read Omar's profile again. Match the paragraphs with the headings below.

- a Education and skills \_\_\_\_\_
- b The future \_\_\_\_\_
- c Character \_\_\_\_\_
- d Interesting introduction \_\_\_\_\_
- e Past experience \_\_\_\_\_

**C21** SKILLS

**LIFE SKILLS:**  
Promoting yourself

See page 89 →

**8**  Write your profile. Follow these stages:

- Before you write, think of everything you want to include in your profile.
- Decide on the best order for the information.
- Use your organized ideas to write your profile.
- Remember to promote yourself and use the correct tenses.
- Stick your profile on the classroom wall.

**9** Read other students' profiles. Decide who should sit next to each other. Which is your favourite profile?





## Will for offers of help

- 1 Make a list of problems that can happen when you travel by plane. Use the photos to help you. How can the airline staff help passengers?



- 2 Complete the sentences with the phrases from the box. Which conversations go with the photos in 1?

'll get you      'll help      'll just check      'll let you know

- a A My flight to Vancouver has been cancelled. Which flight can I take?  
B I'm not sure. Could you wait a moment? I \_\_\_\_\_ with the airline.
- b A I don't have any water with my meal.  
B OK. I \_\_\_\_\_ a glass. Would you like still or sparkling?
- c A My suitcase hasn't come through.  
B I'm sorry, sir. There's a problem with the baggage carousel at the moment. We \_\_\_\_\_ when it's fixed.
- d A Excuse me, the self-service check-in machine isn't working.  
B I see. Please go to the check-in desk over there and they \_\_\_\_\_ you.

### FOCUS

### Grammar

#### Will for offers of help

See page 70 for how to form sentences using *will/won't*.

3 ▶ 6.2 Listen and check your answers to 2.

4 Match the two parts of the conversations.

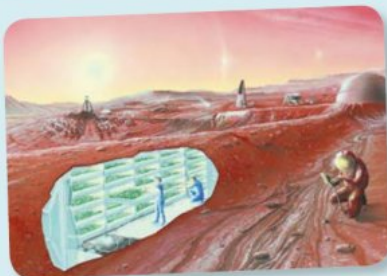
|   |   |  |
|---|---|--|
| a | I've just arrived at the station.       | I'll do it.  |
| b | The phone's ringing.                    | OK. I'll pick you up in the car.                         |
| c | We need some more coffee.               | I'll send you some details by email.                     |
| d | This presentation needs checking.       | I don't know. I'll ask the professor and let you know.   |
| e | My payment was due yesterday.           | I'll get it.   |
| f | When is the next homework due?          | I'm sorry. I'll check with Accounts and get back to you. |
| g | I'd like to know more about your offer. | I'll go to the supermarket and get some.                 |

5 💡 Practise and develop the conversations in 4. Think of some more situations where we use 'll.

## Will we ever live on Mars?

   Slideshow

- 1** In pairs. You are going to watch a slideshow called *Will we ever live on Mars?* Look at the photos from the slideshow. What do they show? Share your ideas with another pair.



- 2** In groups. Think of 20 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.
- 3** Watch the slideshow. Make notes. How many of the words from your word map did you hear?

- 4** Discuss in pairs.

Would you want to go on a trip to Mars? Why/Why not? Why do you think there was a disagreement about the number of people who applied for the Mars One project?

- 5** Think about future human colonies. Do some research on the internet and make notes.

Where will humans live in 200 years? Under the sea?  
On the Moon? In space? In 1,000-storey skyscrapers?  
On planets far away? How will we live there?  
What technology will we need?

- 6** You are going to write a description (300–400 words) of a future human colony.

**Step 1** Use your notes from 5 to make a mind map.

**Step 2** Plan your description and then draft it.

**Step 3** Share your draft with your partner.

**Step 4** Complete your draft considering your partner's suggestions.

### FOCUS

### Expression

#### Writing a description of the future

- Use *will* and *won't* to talk about the future a long way from now.
- Remember to include where, when, who and why.
- Include lots of detail.
- Use your imagination! Make your description personal for you. The future is yours!



## A CRITICAL THINKING: EVALUATING USEFULNESS

Critical thinking is about analyzing and evaluating information and situations. Critical thinking skills help us to make informed decisions.

**1** Imagine you are buying a new laptop. Rate the following reasons for buying or not buying it (1 = most important).

- |                                |       |                               |       |
|--------------------------------|-------|-------------------------------|-------|
| • cost                         | _____ | • battery life                | _____ |
| • memory size                  | _____ | • weight                      | _____ |
| • speed of the processor       | _____ | • name of the manufacturer    | _____ |
| • quality of the free software | _____ | • number of connections/ports | _____ |
| • size of the screen           | _____ |                               |       |

**2** Read the review of a new laptop. Would you buy this laptop? Why/Why not?


The Lingham X3 is this month's release in its budget range of laptops. For simple tasks such as word processing and giving presentations, it's ideal, and the amazing \$250 price makes this 38-cm-screen laptop an attractive offer. Not surprisingly, there's very little useful software included. The p4000 processor is the slowest in this month's tests, and, at 2.7 kg, this is one of the heaviest machines. There are also only two connections for other devices. Lingham have, however, included a generous 64 GB memory, and the battery life, at ten hours, is surprisingly good.

## B LIFE SKILLS: PROMOTING YOURSELF

Promoting yourself is a key skill when it comes to getting a job, or trying to persuade others to support you.

**1** Decide if these ideas from people's profiles are about strengths, experiences or skills.

- |   |       |
|---|-------|
| a I've worked in a team to plan several sports events.                | _____ |
| b I can use word processing and spreadsheet computer software.        | _____ |
| c I get on well with my colleagues.                                   | _____ |
| d After my degree in Tourism, I worked in a hotel for six months.     | _____ |
| e I'm a confident person, and I don't get stressed by work pressures. | _____ |
| f I learnt to speak Spanish when I lived in Mexico.                   | _____ |

**2**  **6.3** Read the introduction, and then listen to the elevator pitch. List the points made by the person making the pitch.

An elevator pitch is a 45-second promotional presentation – the time it takes to go from the ground floor to the top floor in an elevator. It's like a short summary of the main points you want to make.

**3** Think of something you'd like to do. Prepare a 45-second elevator pitch to promote yourself.

**1** Complete the survival tips for a mountain hiking tour with the words from the box.

boil    hunt    ill    poisonous  
shelter    sleep    thirsty

Top survival tips

- a** You'll get \_\_\_\_\_ very quickly.  
Find a water supply.
- b** Remember to \_\_\_\_\_  
water. Dirty water will make you  
\_\_\_\_\_.
- c** In the wild you may need to  
\_\_\_\_\_ or fish to get food.
- d** Be careful what you eat. Some plants are  
\_\_\_\_\_.
- e** Find \_\_\_\_\_ so that you keep  
dry and warm.
- f** When you are tired you need  
\_\_\_\_\_. It is dangerous to  
become exhausted.

**2** Answer these questions about the future using your own ideas.

a How will we heat our homes?

---



---

b What sort of food will we eat?

---



---

c What sort of cars will we drive?

---



---

d How will robots help our everyday lives?

---



---

**3** Complete the text with the words from the box.

abroad    avatar    cheaper  
dictionary    experience    improve  
nervous    order    running    virtual

Last year my friend told me about Second Life, which is a huge \_\_\_\_\_<sup>a</sup> world, in which you create your own \_\_\_\_\_<sup>b</sup> or 'virtual person', and 'live' in this world. Well, I thought I'd try it. I had no \_\_\_\_\_<sup>c</sup> of Second Life, so I was \_\_\_\_\_<sup>d</sup> at first. But soon I found out how to \_\_\_\_\_<sup>e</sup> food in a restaurant, go \_\_\_\_\_<sup>f</sup> in a park and talk to people. There is even a language school there, where you can \_\_\_\_\_<sup>g</sup> your language skills, use resources such as a \_\_\_\_\_<sup>h</sup> and talk with other students. It's not as good as actually living \_\_\_\_\_<sup>i</sup> in an English-speaking country, but it's a lot \_\_\_\_\_<sup>j</sup>!

**4** Complete these adjectives.

- a** \_ c c \_ r \_ t \_
- b** q \_ \_ c k
- c** r \_ m \_ t \_
- d** \_ x \_ c t
- e** \_ s \_ f \_ l
- f** d \_ f f \_ c \_ l t
- g** s \_ f \_

**5 Write sentences about these gadgets. Use *is/are useful for + -ing*.**

- a smartwatches \_\_\_\_\_  
\_\_\_\_\_
- b solar panels \_\_\_\_\_  
\_\_\_\_\_
- c a SIM card \_\_\_\_\_  
\_\_\_\_\_
- d CCTV cameras \_\_\_\_\_  
\_\_\_\_\_
- e 3D printers \_\_\_\_\_  
\_\_\_\_\_
- f a quadcopter \_\_\_\_\_  
\_\_\_\_\_

**6 Read the profile. Find adjectives to match the definitions below:**

I'm an experienced event organizer. I promote exhibitions by talented artists, but I also arrange business conferences for local and international companies. I have a degree in Marketing and my colleagues say I am hard-working. I think it's important that events are well organized, and that my clients are satisfied at the end of their event. If you are interested in finding out more, please get in touch.

- a putting a lot of energy into a job  
\_\_\_\_\_
- b arranged or planned  
\_\_\_\_\_
- c want to know  
\_\_\_\_\_

- d having knowledge or skills  
\_\_\_\_\_
- e pleased with something  
\_\_\_\_\_
- f having a natural ability  
\_\_\_\_\_

**7 Complete the conversations with offers of help using *I'll* and the phrases from the box.**

go to the supermarket      help you  
take you in the car      turn it down  
turn up the heating

- a **A** It's cold in here.  
**B** \_\_\_\_\_
- b **A** I need to get to the station.  
**B** \_\_\_\_\_
- c **A** We don't have any milk.  
**B** \_\_\_\_\_
- d **A** I can't do my homework.  
**B** \_\_\_\_\_
- e **A** The radio is really loud.  
**B** \_\_\_\_\_





## C21 SKILLS

### Critical thinking

- Finding solutions

### Collaboration

- Working in a team

### Creativity

- Learning from mistakes



Scan the QR code or  
click here to practise key  
vocabulary from this unit.



# 7

## Teamwork



Talking point

What sort of teams and groups can you think of? What teams and groups are you a member of? What are the benefits and challenges of being in a team or group?

### Language skills

- **Listening:** Listening to identify advantages and disadvantages; Listening to complete sentences
- **Reading:** Reading problems to think of solutions; Reading to identify different roles within groups; Reading to match headings with texts; Reading for specific information
- **Writing:** Writing about a dream job
- **Speaking:** Discussing roles in a team
- **Listening & Speaking:** Brainstorming

### Vocabulary

- The workplace

### Grammar

- Zero conditional



# 7 A



## Working together

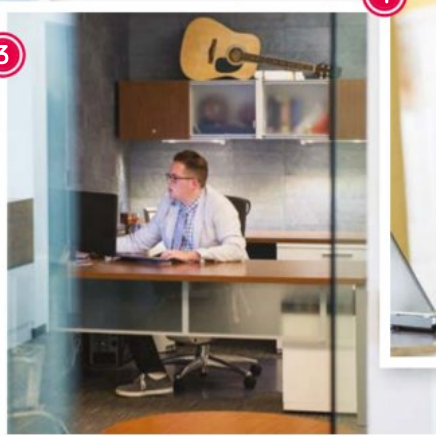
The workplace

**1** Do you prefer to study/work alone or in a team?  
Give reasons for your answer.

**2** Look at the four photos of people at work.  
Match the photos with the sentences.  
Think of some examples of jobs in the four workplaces.

**Example** An oil worker often works outside.

- a I work from home.
- b I work outside.
- c I work in an open-plan office.
- d I have a private office.



**3** In pairs. Think of some advantages and disadvantages for each workplace.

**Example** d I can concentrate when I work in my own office.

**4** 7.1 Listen to five people talk about their working situations.  
List the advantages and disadvantages of each.

**Example** a Advantage – spend time with family.



**5 Look at some sentences from 4. What do the underlined words and phrases mean?**

- a I'm self-employed, so I don't have a boss.
- b If I want to speak to a colleague, I just walk to their desk.
- c It's quite a small company, but there are a lot of us in the office.
- d I'm glad that I only work part-time – from 9 a.m. to 1 p.m.
- e I'm the boss and I have 12 employees.
- f I work long hours. I start at 8.00 in the morning and finish at about 7.00 in the evening.
- g I work for a multinational company, so I travel a lot.
- h I work full-time in a call centre.
- i Because our customers call from around the world, I sometimes work night shifts.

**FOCUS**

**Pronunciation**

**7.2 Listen to the pronunciation of the words from 2 and 5. Practise saying the 'o' sound.**

- a open-plan, don't
- b boss, long

**Which 'o' sound do these words have?**

*office home spot show*

**6 In pairs. Write some of the words and expressions from 2 and 5 in the correct column.**

| Place of work | Who you work for | People | Hours |
|---------------|------------------|--------|-------|
|               |                  | family |       |
|               |                  |        |       |
|               |                  |        |       |
|               |                  |        |       |

**7 Read about a typical situation at work. What do you think about the solution to Suleman's problem? Can you think of any different solutions?**

**SITUATION**

Suleman is a software developer. He works in a big, noisy open-plan office. His work is difficult and he needs to concentrate.

**PROBLEM**

He is falling behind schedule and he can't meet his deadlines. He is stressed.

**SOLUTION**

He can work from home two days a week.

**C21 SKILLS**

**CRITICAL THINKING:**  
Finding solutions

See page 102 →



**8** In groups. Look at some more situations and problems. Think of some solutions.

**SELMA**



Selma was a teacher, but now she has a young baby. Her husband works full-time. She wants to work full-time as a teacher again, but she is not free during the day.

**JEFF**



Jeff works for a big insurance company. He has a lot of good ideas, but his boss doesn't listen to him. He feels frustrated.

**NEVIN**



Nevin is a web designer and she works from home. She never speaks to anyone and gets very bored being alone in the house.

**HANS**



Hans is an electrician and he's self-employed. He has too much work and not enough time.

**9** Think of some situations you have been in recently where you faced a problem. What did you do? How did you find a solution?

**10** Imagine your dream job. Write a description of it. Think about:

- working alone or as part of a team
- the people you work with
- where you work
- what hours you work
- who you work for.

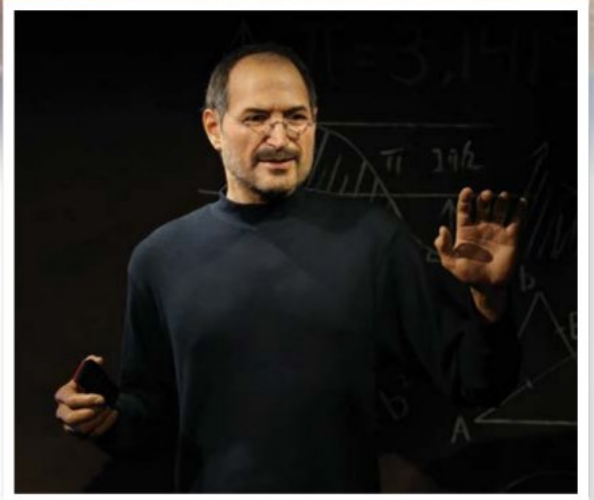
**11** Read other people's descriptions in 10. Would you like to do their jobs? Give your reasons.

# 7B

## Leaders and teams

    Zero conditional

- 1 In pairs. How many famous leaders can you think of? Think about these areas: arts, business, politics, science, sport. What qualities do you think the leaders have in common?



- 2 Read the introduction to a podcast. What do you think the 'three types of leader' are?

### Teamwork

'Teamwork' is a series of short podcasts about teams and team members. Each week, Kyle Prentiss talks about a different member of the team. In this episode he starts with 'The Leader' and talks about three types of leader.

- 3  7.3 Listen to the podcast and check your answer to 2.



4 ▶ 7.3 Listen again and complete the sentences from the podcast.

**Leader type 1**

If you \_\_\_\_\_ a decision, you \_\_\_\_\_ people in the team for their opinion first.

**Leader type 2**

If \_\_\_\_\_ a job to do, you \_\_\_\_\_ it to a member of the team. You don't do it yourself.

**Leader type 3**

You make all the decisions. If anyone \_\_\_\_\_, they \_\_\_\_\_ in trouble.

**C21 SKILLS**

**COLLABORATION:**  
Working in a team

See page 103 →

**FOCUS**

**Grammar**

**Zero conditional**

We use *if* to talk about things that are true in a certain situation.

| <b>Example</b> | <b>Situation</b>         | <b>Result</b>        |
|----------------|--------------------------|----------------------|
|                | If the team loses focus, | the project suffers. |

We use the present simple for both parts of the sentence. We can put the result first without the comma.

**Example** The project suffers if the team loses focus.

5 Choose a sentence ending to give your own opinion.

- |   |   |                                       |                          |
|---|---|---------------------------------------|--------------------------|
| a | A team works best if everyone             | works together.                       | <input type="checkbox"/> |
|   |   | works individually.                   | <input type="checkbox"/> |
| b | If one member of a team has a problem,    | it's his/her responsibility.          | <input type="checkbox"/> |
|   |   | the other members help.               | <input type="checkbox"/> |
| c | If team members disagree about something, | they ask their leader to decide.      | <input type="checkbox"/> |
|   |   | they discuss it and decide as a team. | <input type="checkbox"/> |
| d | A project doesn't work if                 | all the members are different types.  | <input type="checkbox"/> |
|   |   | all the members are the same type.    | <input type="checkbox"/> |
| e | If a leader makes a decision,             | a team member cannot disagree.        | <input type="checkbox"/> |
|   |   | a team member can disagree.           | <input type="checkbox"/> |

- 6 💡 People say leaders are 'just one member of a team'. Can you think of some other important roles in a team?



- 7 Read the article 'It takes all sorts'. Choose the type you are most similar to. How about other people in the class?

## It takes all sorts

### Peacemaker

There are often problems in a team. If there is an argument between members of the team, the peacemaker helps to find a peaceful solution.

### Artist

Every team needs an artist. The artist is only happy if there is some creative work to do.

### Cheerleader

If people in your team become negative, you need a cheerleader. The cheerleader changes the mood by making jokes and being positive.

### Planner

If you don't plan things, they go wrong. It's simple. And that's why every team needs a planner. The planner is organized, loves lists and will always be thinking about how to get to the next stage.




### Doctor

If you have a problem, the doctor solves it. The doctor quickly identifies what's wrong and finds the best way to fix it.

### Workhorse

A workhorse never stops working. If the team loses motivation, the workhorse is an example for everyone to follow.

- 8  Think about your own experience of studying or working in a group. Complete the sentences so they are true for you.

**Example** If I have a good idea, I stop the discussion and tell everyone.

- a If I have a good idea, ...
- b If another member of the group has a good idea, ...
- c If someone says something I don't like, ...
- d If two members of the group start arguing, ...
- e I write things down if ...
- f If someone has a crazy idea, ...

## Brainstorming

   How to brainstorm in groups

**1** In pairs. Look at the photo and discuss the questions.

- What are the people doing in the photo?
- How do you develop new ideas? What do you use, e.g., posters, social media?



**2** Read the description about brainstorming from a university website. Write three headings from the box in the correct place. One heading is not needed.

Why brainstorming is useful  
Features of brainstorming  
Disadvantages of brainstorming  
The brainstorming process

http://www.university.com

### Discussion methods: Brainstorming

**1** \_\_\_\_\_

- is a form of discussion
- produces a lot of ideas
- all opinions are equal
- produces creative solutions to problems

**2** \_\_\_\_\_

The group looks at a topic or problem. They decide on some open-ended questions to help solve the problem.

The group chooses one person to manage the brainstorming session (a facilitator) and someone to write down all the ideas (a writer).

The facilitator begins the session by asking the questions. The group decides on a time limit.

The session begins. Everyone in the group gives their ideas. The writer writes down each idea. Nobody comments on the ideas at this stage. The session ends when the time limit is reached.

The group looks at the ideas and organizes and prioritizes them. At this stage, people can comment on ideas and ask for clarification.


**3** \_\_\_\_\_

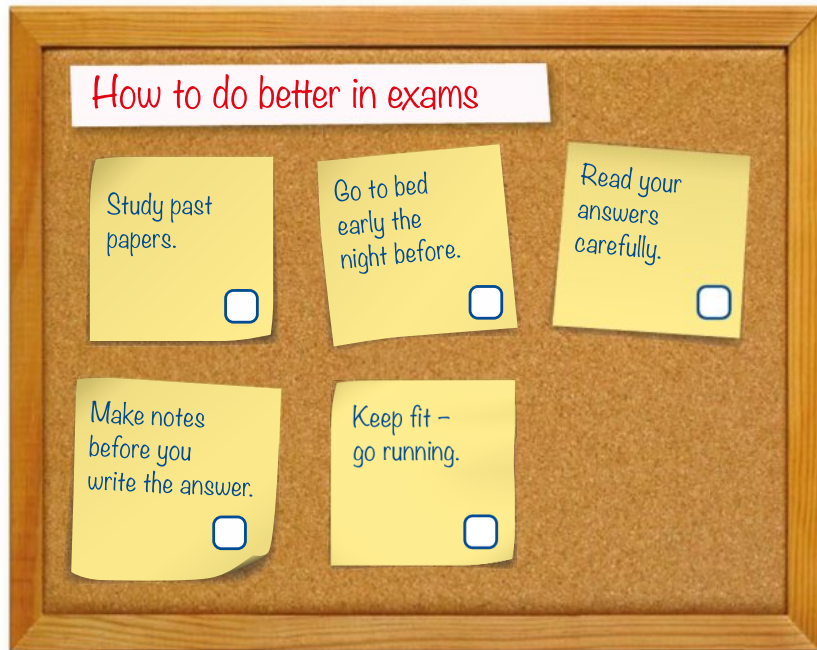
- produces a lot of new ideas
- encourages creativity
- all members of the group are equal
- everyone works together




- 3 In pairs. Answer the questions using the text in 2.  
Why are these four features of brainstorming important?  
How do they help produce good ideas?

- a Is there a time limit when brainstorming?
- b Do team members judge ideas during the session?
- c Does everyone have an opportunity to produce ideas?
- d When does a group organize and prioritize the ideas?

- 4  7.4 Listen to a group of people brainstorm the topic 'How to do better in exams'. Tick the ideas you hear.



- 5  In groups. Start your own brainstorming session on the same topic. Choose a facilitator and writer before you start.



- 6 In groups. Decide which points you want to keep or delete. Then organize the points using a mind map. Go to page 173 for an example of a mind map.

- 7  Go to page 174 for a new brainstorming activity.

C21 SKILLS

CREATIVITY:  
Learning from mistakes

See page 104 →

FOCUS

Expression

How to brainstorm in a group

We use these phrases when we brainstorm in a group:

*Any ideas?*

*Could someone write notes/be the facilitator?*

*What do you think, (name)?*

*How about ...?*


*Good idea.*

*Any more ideas?*

*Great.*

FOCUS

Pronunciation

 7.5 Listen to these questions. How do we make phrases with no verbs into questions?

*Any ideas?*

*Any more ideas?*

*Karen?*

*Me?*

## A CRITICAL THINKING: FINDING SOLUTIONS

To find a solution, we usually identify the problem, look at alternatives and find a way to implement the best solution. It is also important to review our decisions afterwards because that will help with future decisions.

- 1 ▶ 7.6 Listen to the problem and complete the table.

|               | Lucy | Mark |
|---------------|------|------|
| Problem       |      |      |
| Working hours |      |      |
| Lunch hours   |      |      |



- 2 ▶ 7.6 Listen again and make a list of possible solutions.
- 3 Decide what the best alternative is, then review your decision with a classmate. Would you change your solution?

## B COLLABORATION: WORKING IN A TEAM

People bring different skills to a project or piece of work. Work projects can be complex and involve a number of people and stages. This is why it is important to learn how to work in a team.

### 1 Read the text about different kinds of relationships, and answer the questions.

- What is Thomas Harris' book about?
- What are the two categories of exchanges described in the text?
- What type of behaviour does Harris recommend?

### I'm OK – You're OK

Thomas Harris' book *I'm OK – You're OK* is about the ways we relate to each other.

One example is when a manager says 'I want your report by tomorrow'. In this case there is no chance to discuss the situation. You have to do it in the same way that a child obeys a parent. Harris calls it a parent-child exchange. If, on the other hand, the manager says 'I've got an important meeting tomorrow. Can I have your report?' this allows the worker to respond saying, for example, 'It's difficult because I have another deadline'. It allows both employees to discuss work priorities in a non-aggressive way. This is what Harris calls an adult-adult exchange. Rather than accusing other workers by saying 'You aren't being fair,' he encourages us to explain the effect of a request. He recommends using statements such as 'I'm concerned because I don't think I can complete both pieces of work by then'. The first is an aggressive response. The second is assertive. Harris argues that we should try and use assertive rather than aggressive language and behaviour in teams.

### 2 Your team leader asked you to write a report. It is one day late. Which of these are the best ways for your team leader to speak to you?

- Where is the report I asked you to do?
- Could I have your report by the end of the day? I need to read it before tomorrow's meeting.
- I need your report right now.
- I know you're really busy, but could I possibly have your report?
- Your report is late. Unless you send it now there will be trouble.
- Hi, how's your report going?



### 3 Write a paragraph describing a time when you responded well in a difficult situation. What language did you use? What was the result?



## G CREATIVITY: LEARNING FROM MISTAKES

The most successful language learners experiment with new language and make mistakes. It is much better to try and get feedback than avoid taking any risks for fear of making mistakes.

### 1 Find and correct the mistakes in these sentences.

**Example** It's an idea excellent.  
It's an excellent idea.

- a I am from España.
- b I think that these is good ideas.
- c Last night, I write down some ideas for my project.
- d Next Saturday, I'm looking on my baby sister.
- e I can't study at home. I prefer read in the library.
- f There is the new member in our group.

### 2 Match these ideas with the mistakes in 1.

**Example** The word order is wrong.

- 1 We use 'after' with 'look' to talk about caring for someone. \_\_\_\_\_
- 2 We use 'a' to introduce new information with 'there is'. \_\_\_\_\_
- 3 We use *-ing* with a verb after 'like' or 'prefer'. \_\_\_\_\_
- 4 The verb should be plural because the subject is plural. \_\_\_\_\_
- 5 The speaker is talking about the past so the verb should be in the past tense. \_\_\_\_\_
- 6 The speaker uses a word from their language. \_\_\_\_\_

### 3 When you next exchange work with a classmate, check their work and help them understand the reason for the mistake.

**PLANNING AHEAD**

**Progress**

1 Make a list of three things you learnt in this unit and three things to practise.

| Things I can do | Things to practise |
|-----------------|--------------------|
| 1               | 1                  |
| 2               | 2                  |
| 3               | 3                  |

2 Compare your list with a classmate.

**My learning plan for next week**

1 Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

**Example** I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

|   | Action: I plan to ... | Time (...) mins | Review after a week |
|---|-----------------------|-----------------|---------------------|
| 1 |                       |                 |                     |
| 2 |                       |                 |                     |
| 3 |                       |                 |                     |
| 4 |                       |                 |                     |

2 Share your learning plan with another classmate.

3 At the end of next week, review your plan. Use these ideas.

- Done
- Not done
- More practice
- Update learning plan

**Communication in class**

1 How active are you in class?  
Rate yourself for each point.

2 How can you be more active in your classes next week? Write three ideas.

|   | Yes | No |
|---|-----|----|
| a I ask questions when I don't understand.      |     |    |
| b I help classmates when they don't understand. |     |    |
| c I speak in group tasks a lot.                 |     |    |
| d I answer questions when I know the answer.    |     |    |

**Example** Ask classmates or my teacher at least two questions.

---



---



---

3 Share your ideas with a classmate.

**Example** In my next class, I plan to ask my teacher or classmates two or three questions.



## C21 SKILLS

### Study skills

- Guessing unknown words

### Critical thinking

- Cause and effect



Scan the QR code or  
click here to practise key  
vocabulary from this unit.





# 8

## Groups & communities



Talking point

What kinds of groups can you join at school and in your community?  
What motivates people to join groups? Are there any downsides to belonging to a group?

### Language skills

- **Reading:** Reading to identify true/false information; Reading to guess meaning from context; Reading to decide and share opinions; Reading to find advantages and disadvantages
- **Listening:** Listening to complete sentences; Listening to identify reasons; Listening for opinions
- **Speaking:** Using facts, opinions, causes and effects in a discussion
- **Writing:** Writing a personal account

### Vocabulary

- Types of groups
- City bike schemes

### Grammar

- Discourse markers:  
*anyway, right and so*

# 8A

## Groups

   Types of groups

**1** Look at the list below. Which groups do you belong to? Can you think of any other types of group?

**Example** I belong to a football team and I'm a member of an online book group.

club    community    fan or supporter group    online group    sports team

**2** Read the article 'How groups work'. Are the sentences true or false?

- a People in groups use the same sort of language.
- b We can always choose the group we join.
- c Being in a group is good for our social skills.
- d In a group we are not always free to say what we want.
- e We stay in the same groups for our whole life.

## HOW GROUPS WORK

People in a group usually have similar interests. They often behave in a similar way, follow the same rules, wear the same clothes, or use the same sort of language. This helps people to recognize them and members of the group to recognize each other.

We choose to join some groups but are born into others. If we are unlucky, we do not have a choice. The groups we join often have a very big influence on our lives, for example, our family, our school and the place we work.

Being part of a group can make us feel strong and help our self-esteem. It also helps us to have a strong identity. When we ask 'Who am I?', we can talk about the groups we belong to, e.g., 'I'm Brazilian' or 'I'm a student'. Also, we can learn about other people,



their culture and opinions, and get a wider view of life. It also helps us to develop our social and communication skills.

However, being in a group can also cause disagreements and conflict. To be a successful group member, we need to accept other people's differences and deal with

conflict positively. The pressure to conform and not actually say what we think can be another problem.

Finally, we all belong to many groups during our life. As we get older we change and have to leave groups and adapt to new ones. This can often be problematic.




**3**  **In groups. Discuss the questions.**

- a Some groups wear the same clothes and speak the same language. Can you think of some examples?
- b Think of examples of groups you are born into, groups you choose, and groups you cannot choose.
- c Ask yourself the question, 'Who am I?'. Share your answer with the group.

**4** **In pairs. Look at the highlighted words in the text in 2. Guess what they mean. Explain your guesses.**

|   | Word        | Meaning |
|---|-------------|---------|
| a | interests   |         |
| b | recognize   |         |
| c | influence   |         |
| d | self-esteem |         |
| e | identity    |         |
| f | conflict    |         |
| g | conform     |         |
| h | problematic |         |

**5**  **In pairs. Answer the questions about the groups you belong to. Ask your partner for more information.**

- a How did you join?
- b Why did you join?
- c What is similar about you and other members of the group?
- d Is there a leader of the group?
- e Who else is a member of the group?
- f Can anyone join the group?
- g Do group members wear special clothes?
- h Are there any rules?

**C21** SKILLS

**STUDY SKILLS:**  
Guessing unknown words

See page 115 →

**6** **In groups. Read and discuss this situation. What advice can you give?**

X has lived in the small town of Z all his life.  
He is now a student at the university in the town.  
The people of Z are annoyed because they think there are too many students in the town.  
The students are unhappy because they think the people of the town are very unfriendly.  
X is confused because he belongs to both groups.







## Discourse markers in conversations

1 8.1 Listen to four people talk about the groups they belong to. Complete the sentences.

- a Speaker 1 is a \_\_\_\_\_.
- b Speaker 2 thinks \_\_\_\_\_ are important.
- c Speaker 3 is part of the \_\_\_\_\_.
- d Speaker 4 is a \_\_\_\_\_.

2 8.1 Listen again. Why are the groups important to each speaker?

3 Tick the correct description for each discourse marker.

- a A Would you mind answering some questions for us?  
 B Sure, no problem.  
 A **Right**, my first question is: which groups do you belong to?

start a conversation  summarize what the speaker just said

- b A Because we do everything together. And we, like, listen to the same music and stuff. And we all have the same sense of humour.  
 B **So** you're all similar.  
 A Yeah.

finish a conversation  summarize what the speaker just said

- c A I've lived on this street all my life and that's a long time, isn't it?  
 B **Right**.  
 A And I'm part of the community here.

change the topic  agree with the speaker

- d A I feel like I'm part of something big and important. **Anyway**, there's a match starting in five minutes.  
 B Oh, yes ... of course. Well, thank you for your time.

agree with the speaker  finish a conversation

## FOCUS

## Grammar

### Discourse markers: *anyway*, *right* and *so*

We use words and phrases called 'discourse markers' to connect and organize parts of a conversation. Three common discourse markers in spoken English are *anyway*, *right* and *so*.

*anyway* change the subject  
 finish a conversation

*right* agree with the speaker  
 start or finish a topic or a conversation

*so* start a conversation  
 summarize what the speaker just said

4 8.2 Listen to six short conversations. Which discourse markers do you hear?

- a \_\_\_\_\_ c \_\_\_\_\_ e \_\_\_\_\_  
 b \_\_\_\_\_ d \_\_\_\_\_ f \_\_\_\_\_

5 8.2 Listen again. Which function from the Focus box does each marker have in the six conversations?

## Cause and effect

    A bike share scheme

### 1 In pairs. Answer the questions.

- How often do you walk, cycle, drive, take the bus or train?
- Is traffic a problem in your town?
- Are there a lot of cyclists in your town? Is it safe?  
Are there cycle paths?
- Are there problems between cyclists and motorists?

### 2 Read about three schemes for using bikes in cities. What do you think of the schemes?

#### *Amsterdam*

You can hire eight different types of bike for about €10 a day. You also pay €3 for theft insurance.

#### *Mexico City*

There are 'bike-only days' when cars are not allowed on the roads.

#### *Copenhagen*

'Smart bikes' are available for hire. These are electric bikes with a computer, GPS and a route planner to help tourists.





- 3 In groups. Read about another city bike hire scheme. Brainstorm as many advantages and disadvantages of the scheme as you can in five minutes.

**Examples** people get fitter (advantage) roads are dangerous (disadvantage)

## Blue bikes – Are you with us?

Have you noticed a lot of blue bikes on the city's roads recently? It's all part of the City Council's new bike hire scheme. This is how it works:

- 1 You pay a small fee to join the scheme. You receive a code.
- 2 You visit a 'bike station' and type in your code. This unlocks a bike for you.
- 3 You ride your bike around the city for a maximum of 24 hours. The first hour is free. After that, you pay a small amount for each hour.
- 4 You leave your bike at a bike station.

The Council is running the scheme for a six-week trial period before deciding on its future. So now they want to hear your views. Is it a good idea or not? Call us on 01329 756645 and leave a message or email us at [editor@thestandard.co.uk](mailto:editor@thestandard.co.uk) and let us know what you think.



- 4 Organize your ideas. Use a mind map (see the example on page 173).

- 5 ▶ 8.3 Listen to a radio phone-in. Are the speakers in favour of or against the 'Blue bike' scheme?

a \_\_\_\_\_ c \_\_\_\_\_  
b \_\_\_\_\_ d \_\_\_\_\_

- 6 ▶ 8.3 Listen again and add each speaker's opinion to the mind map in 4.

- 7 Read the sentences from the recording. Identify the causes and effects.

**Example** Cause – People do more exercise.  
Effect – People get fitter.

- a But now, because I use the bike scheme, I can go anywhere. And as a result, I've discovered lots of new places.
- b The bike station near my house wasn't working last week. So I couldn't get a bike and I was late for work.
- c But they cycle dangerously because they haven't ridden a bike for years.
- d I have a lot of exams at the moment so I don't have time to go to the gym.



C21 SKILLS

**CRITICAL THINKING:**  
Cause and effect

See page 115 →



- 8 Combine the two ideas to make one sentence using *because*, *so* or *and as a result*.

|   | Idea 1                  | Idea 2                      |
|---|-------------------------|-----------------------------|
| a | I missed the bus        | I was late for work.        |
| b | I'm learning to ride    | I want to cycle to work.    |
| c | I want to buy a bike    | I've got a part-time job.   |
| d | There is less pollution | people use their cars less. |
| e | People hire bikes       | people do more exercise.    |



- 9 Go back to your mind map of advantages and disadvantages in 4. Make sentences about the causes and effects.

**Example** There are more bikes on the road so there are more accidents.

- 10 In groups. You are members of the City Council. Discuss the bike scheme and decide whether to continue with it or not. Use the facts, opinions, and causes and effects to support your ideas.



## What can we learn from ants?

   Slideshow

- 1 In pairs. You are going to watch a slideshow called *What can we learn from ants?* Look at the photos from the slideshow. What do they show? Share your ideas with another pair.



- 2 In groups. Think of 20 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.
- 3 Watch the slideshow. Make notes. How many of the words from your word map did you hear?
- 4 Discuss in pairs.  
Do you like working in a team or individually? What are the advantages and disadvantages of working with others? Are you a strong team member? What style of leader do you prefer? What role do you usually take in a team?
- 5 Think about your experiences and make notes.  
Have you ever worked with others for a project or as part of a team? Did you all work equally hard? If not, who did most of the work? Who was the leader? Did you face any problems? What did you do to overcome them? What was the outcome? What did you learn?

- 6 You are going to write a personal account of a time when you participated in a teamwork activity.

**Step 1** Use your ideas from 5 to create a mind map.

**Step 2** Plan your paragraph and then draft it.

**Step 3** Share your draft with another student.

**Step 4** Complete your draft considering your partner's suggestions.

### FOCUS

### Expression

#### Using / in a personal account

- Use the past simple and the past continuous.
- Explain how you and others in the group performed.
- Use *be + feeling + adjective* to describe your emotions.
- Include lots of detail.
- Link your account together with words and phrases like *so, because, but* and *as a result*.

## A STUDY SKILLS: GUESSING UNKNOWN WORDS

You can improve your ability to guess unknown words by looking carefully at the contexts and by learning some of the 'patterns' of English.

1 Look at these incomplete sentences. What type of word is missing in each case? Noun, verb, adjective or adverb?

- a Maria picked up the \_\_\_\_\_ and began to make notes.
- b His Japanese was not very good so she spoke \_\_\_\_\_.
- c At the end of the match, Sam sent a text message to Alex. 'You should have been here. It was \_\_\_\_\_ing!'
- d At the end of each day sailing, Karl jumps into the water, and \_\_\_\_\_ to the other side of the river.
- e Reading the final report made him feel really \_\_\_\_\_. There were so many mistakes.
- f Lots of people are buying our new smartphones. They are really \_\_\_\_\_.

2 Underline the words and parts of words in each sentence in 1 that helped you decide on the missing words.

## B CRITICAL THINKING: CAUSE AND EFFECT

We use linking words to show the relationship between the cause and effect of an event. We use *because* to talk about the cause, and *so* or *as a result* to talk about the effects of an event.

1 Link these sentences with *because*, *so* or *as a result*.

- a Many young families can't afford to buy a house. The cost of buying a house has increased.
- b Last year, there were 238,000 new households in the UK, but only 133,000 new houses were built. This year, house-building clubs are helping people to build their own homes.
- c They have built more homes. Lots of new people are moving into the area.

2 Think about a problem in your country. Draw a diagram to show the causes and effects, and write sentences to explain what's happening and why.





**1 Complete the words about work.**

- a s\_lf-\_m\_l\_y\_d  
 b m\_lt\_n\_t\_\_n\_l  
 c \_mpl\_y\_\_s  
 d c\_ll\_\_g\_\_  
 e c\_ll c\_n\_r\_  
 f n\_g\_t sh\_f\_

**2 Complete the text with the words from the box.**

behind    concentrate    deadlines    frustrated    identify    open    stressed    time

- a I always have too much work and never enough \_\_\_\_\_.
- b I keep falling \_\_\_\_\_ in my schedule. I miss \_\_\_\_\_ and I get \_\_\_\_\_.
- c I often feel \_\_\_\_\_ at work because my boss won't listen.
- d I often get tired, but I can't \_\_\_\_\_ what the problem is.
- e I can't \_\_\_\_\_ because it's too noisy in my \_\_\_\_\_-plan office.

**3 Match the start and end of each sentence.**

- |                                    |   |
|------------------------------------|---|
| a A team works well if             | the planner will plan the next stage of your project.     |
| b If you have a good idea,         | they should celebrate.                                    |
| c If there's a problem,            | express your opinion in a positive way.                   |
| d If you disagree with the leader, | the 'doctor' in the group can help identify and solve it. |
| e If you don't have a schedule,    | the leader helps to build everyone's confidence.          |
| f If the team does a good job,     | share it with your colleagues.                            |

**4 Write *if* clauses for these sentences.**

- a If I'm not free during the day,  
I arrange to meet my friends after work.
- b \_\_\_\_\_  
I write it down.
- c \_\_\_\_\_  
I ask them what the problem is.
- d \_\_\_\_\_  
I feel frustrated.
- e \_\_\_\_\_  
I prefer to work at home.

**5 What are the missing words in the flow chart?**



**6 Answer the questions using the correct cause and effect word and information from the text.**

- a Corinne recently joined a choir *because / so* \_\_\_\_\_.
- b Her self-esteem improved *because / so* \_\_\_\_\_.
- c \_\_\_\_\_. *As a result / Because* she took singing lessons.
- d Her singing improved *because / as a result* \_\_\_\_\_.

Corinne has always had an interest in singing, so she recently joined a choir. They meet every week to practise for their concerts, which take place three times a year. The leader of the choir said nice things about her singing so her self-esteem improved. Of course, it isn't all easy. At first, some members said her singing style was different, so she decided to take singing lessons. As a result of this, her singing improved and everyone accepts her as a member of the choir.



## C21 SKILLS

### Critical thinking

- Questioning opinions

### Life skills

- Rules

### Critical thinking

- Making assumptions



Scan the QR code or  
click here to practise key  
vocabulary from this unit.





# 9

## Healthy lifestyle



Talking point

What does it mean to have a healthy lifestyle? What are the key factors that make people healthy or unhealthy? How healthy were people 50 years ago?

### Language skills

- **Speaking:** Rating and discussing healthy habits
- **Reading:** Reading for specific information
- **Reading:** Understanding a graph
- **Listening:** Listening to complete sentences; Listening for detail; Listening to make notes
- **Writing:** Writing to complete sentences with your own ideas
- **Reading & Speaking:** Reading and discussing the differences in health and lifestyle (now and 50 years ago)

### Vocabulary

- Healthy habits
- Working conditions

### Grammar

- Gerund as subject and object of a sentence
- *can, can't, have to, don't have to*



# 9A

## Is it good for you?

 Healthy habits

### 1 In pairs. Discuss the questions.

- What do you eat and drink every day?
- What exercise do you do?


### 2 Complete the sentences with *good* or *bad*.

- Drinking seven cups of coffee a day is \_\_\_\_\_ for you.
- Cycling to work is \_\_\_\_\_ for you.
- Studying every day is \_\_\_\_\_ for your memory.
- Lifting heavy boxes can be \_\_\_\_\_ for your back.
- Eating fresh fruit is \_\_\_\_\_ for you.
- Exercising for 15 minutes a day is \_\_\_\_\_ for your heart.
- Eating lots of fast food can be \_\_\_\_\_ for you.



### 3 In pairs. Compare your answers to 2. Give reasons for your answers.



- 4**  In pairs. What other things can be good or bad for you? Use a gerund to make questions about the items in the infographic on the left. Add your own ideas.

**Example** Is *eating* fresh vegetables good for you?  
Yes, it is. I eat lots of carrots.

- 5** Read the article below about healthy habits and answer the questions.

- Why is drinking more than six cups of coffee a day bad for you?
- How does eating chocolate affect you?
- What healthy elements does meat contain?
- Can running be bad for you? Why?
- How can studying be bad for you?
- What is the main point of the article? Do you agree?
- Can you think of any other things that are good and bad for you?

## FOCUS

## Grammar

**Gerund as subject and object of a sentence**

We add *-ing* to a verb to make a gerund.

**Examples** eat – eating  
drive – driving  
get – getting

We use gerunds in a similar way to nouns. Gerunds can be the subject or the object of a sentence.

**Examples** Doing exercise is good for you.  
I like cycling.

## C21 SKILLS

## CRITICAL THINKING:

Questioning opinions

See page 128 →




Knowing what is good for us and what isn't can be confusing. For example, drinking coffee. Drinking coffee helps you concentrate and it can help you stay awake when you are tired. However, if you drink more than six cups a day, it may cause headaches, stomach upsets and you may not sleep well. It's better to just drink two or three cups a day.

How about food? Chocolate contains fat and can make you overweight if you eat a lot. But chocolate also contains chemicals that make you feel happy. It can help if you feel depressed. Red meat has protein and vitamins, which are good for you, but it also contains fat. So if you eat too much it can damage your stomach and heart.

How about daily activities? Take running. Running is good for you. It helps to make your heart and muscles stronger and produces chemicals that make you feel happy. But it can be bad for you, too. If you are a beginner and run too fast or too far, you can damage your heart and muscles. Studying is obviously good for you and your grades, but studying too hard can cause exhaustion, stress and loss of sleep.

So when you read a newspaper article saying 'X is good for you' or 'Y is bad for you', do some research. X may also be bad for you and Y may be good. Always read at least two articles before you decide which is true.



- 6**  **9.1** Listen to two people talking about fitness, their likes and dislikes and things they want to change. Complete the sentences.

- a Jodie likes \_\_\_\_\_.
- b Jodie wants to \_\_\_\_\_.
- c Jack likes \_\_\_\_\_ and loves \_\_\_\_\_.
- d Jack wants to \_\_\_\_\_ and \_\_\_\_\_.

- 7** Make sentences that are true for you. Use your own ideas and the ideas below.

drink less coffee    eat healthy food    get more sleep  
go to the gym    lose weight    watch less TV

- I like \_\_\_\_\_ (watching TV).  
I don't like \_\_\_\_\_ (going to the gym).  
I want to \_\_\_\_\_ (start running).  
I don't want to \_\_\_\_\_ (stop eating fast food).



- 8**  Do a class survey about healthy habits. See page 174.



# 9B


## Work-life balance


    *can, can't; have to, don't have to*

**1** What sort of company would you like to work for? Choose the sort of conditions you would prefer.

- a earning a high salary and working long hours
- earning a low salary and working short hours
- b wearing a suit
- wearing a T-shirt and jeans
- c working at home
- working in an office
- d travelling on business
- staying in one place
- e having a company smartphone
- having your own phone



**2**  9.2 Listen to two company bosses talk about their companies. Which items in 1 do you hear?

**3**  9.2 Listen again and make notes about the working conditions.

|  |  |
|--|--|
| <p><b>Company 1</b> <u>Staff have to start work early.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p><b>Company 2</b> <u>Staff don't have to work weekends or evenings.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|--|

### FOCUS

### Grammar

#### *can, can't; have to, don't have to*

We use *can* and *can't* to talk about permission and choice.

**Example** You can smoke in this room.

(This means it is OK to smoke in this room. You choose to smoke or not.)

**Example** You can't smoke in here.

(This means it is not OK to smoke. You do not have a choice.)

We use *have to* and *don't have to* to talk about rules.

**Example** You have to wear a seat belt.

(The rule is to wear a seat belt. You have no choice.)

**Example** You don't have to wear a seat belt.

(There is no rule. You have a choice whether to wear a seat belt or not.)

**4** In pairs. Match the sentences (a–h) with the sentences on the right to make eight conversations.

- |   |   |
|---|---|
| <p>a Can I work in this room?</p> <p>b Do we have to finish our reports tonight?</p> <p>c What are your working hours?</p> <p>d Can we buy our tickets on the bus?</p> <p>e I'm sorry, but you can't park here.</p> <p>f Do you have to work tonight?</p> <p>g My sister has a great job. She doesn't have to work on Mondays.</p> <p>h Can I pay in euros?</p> | <p>No, I don't. Do you want to go out?</p> <p>She's lucky. Does she only work four days a week?</p> <p>I'm afraid not. It's booked for a meeting.</p> <p>Yes. It's five euros fifty.</p> <p>No, you don't have to hand them in till Monday.</p> <p>Yes, you can. Just ask the driver.</p> <p>We have to start work by 10.00. The core hours are 10.00 to 4.00.</p> <p>Oh! Where's the nearest car park?</p> |
|---|---|

**5** ▶ **9.3 Listen and check your answers to 4. Practise the conversations with a partner.**

**FOCUS**

**Pronunciation**

▶ **9.4 Listen to the pronunciation of *can* and *can't*. How many different 'a' sounds can you hear?**

- a Can I work in here?
- b Yes, you can./No, you can't.
- c Where can I work?
- d You can work in the library.

**C21 SKILLS**

**LIFE SKILLS:**  
Rules

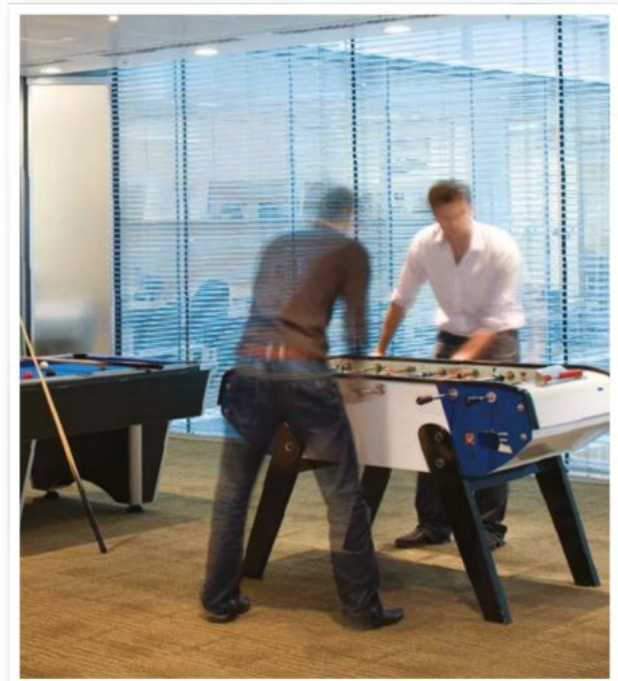
See page 129 →

**6** 💡 **In groups. Imagine the perfect company to work for. How does it keep its employees happy and healthy? Use the prompts to write sentences about the company.**

Employees can ...  
 Employees don't have to ...  
 The boss has to ...  
 The boss can't ...  
 Anyone can ...

**7** 💡 **Change groups. Use your sentences to describe your company to your new group. Listen to their sentences and ask questions using the language from this lesson.**

**Examples** Can employees bring their children into work?  
 Do staff have to wear a uniform?





## Health trends

Health and lifestyle

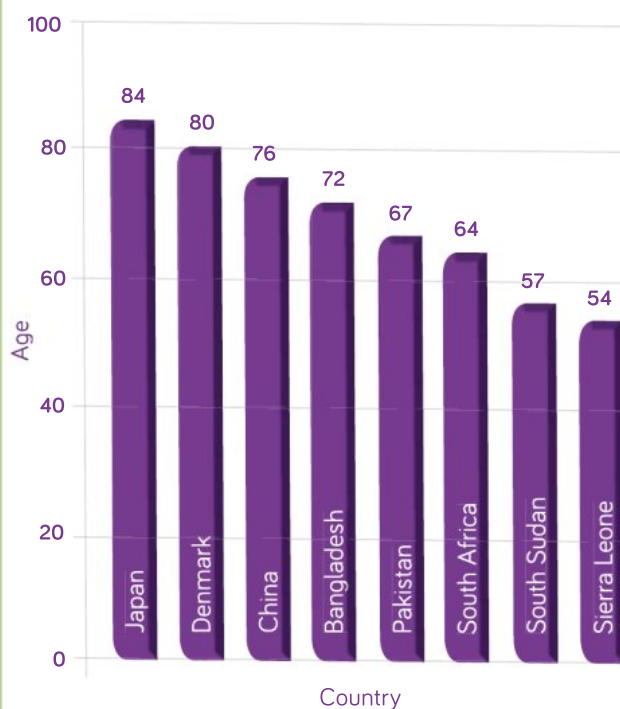
**1** Look at the graph showing life expectancy in eight countries. What do you know about the countries? Make notes about the topics below. Research any countries you don't know.

- Standard of living
- Climate
- Environment
- Diet
- Healthcare
- Safety

**Examples** Standard of living: Japan has a high standard of living.  
Climate: Denmark has a mild climate.  
Environment: China has quite a lot of pollution problems.



Life Expectancy



2 In groups. Discuss how the factors in the box affect life expectancy and complete the thought bubbles.

climate   diet   environment   healthcare   safety   standard of living



3 ▶ 9.5 Listen to Hitoshi talk about daily life in Japan and answer the questions.

- a What are the positive aspects of his lifestyle?
- b What are the negative aspects of his lifestyle?
- c How does the health service work in Japan?

4 💡 How would you compare yourself and your country to Hitoshi and Japan? Compare your answer with other students.

**C21** SKILLS

**CRITICAL THINKING:**  
Making assumptions

See page 130 →

5 💡 In small groups. Discuss the questions about health and lifestyle.

- a Do you think people live longer now than 50 years ago?
- b What are the positive and negative aspects about life now and life 50 years ago? Complete the matrix.



|              |          |          |
|--------------|----------|----------|
| 50 years ago |          |          |
| Now          |          |          |
|              | Positive | Negative |



- 6 Read the article and compare the points with your answers from 5.

## Trends in health and lifestyle



Two thousand years ago, life expectancy was between 20 and 30 years. Now it is between two and three times this figure. We also know that people live about 20 years longer today than 50 years ago.



However, experts say that young people these days are actually less healthy than their parents were at the same age. Young people today have more money, and can afford to live healthy lives, but a lot of people eat processed food full of salt, sugar and fat. This has caused a big increase in obesity and heart problems. In the past, people ate less and also ate less processed food – food was fresher and more natural.



Nowadays, many people spend a lot of time sitting down at their desks using a computer, whereas in the past people worked in more physical jobs that kept them active and fit. Work-related stress is more common now, possibly because we all spend so much time staring at a computer screen. And at the same time the pace of city life gets faster and people work longer hours. Smartphones and computers mean that work never stops. Life was slower and people had more free time 50 years ago. When you finished work at 5 p.m. you went home and relaxed. You didn't sit on a subway train checking emails, texts and Facebook updates on your smartphone.



## A CRITICAL THINKING: QUESTIONING OPINIONS

It is important to understand the ways authors select and present evidence. It helps you to assess if the author's reasoning is clear and if the text is biased or not. It's a useful skill when evaluating both spoken and written texts.

- 1** Read each opinion. In each case, is it biased, is it supported by evidence and is the reasoning clear?

| Opinion | Biased? | Supported by evidence? | Clear reasoning? |
|---------|---------|------------------------|------------------|
| a       |         |                        |                  |
| b       |         |                        |                  |
| c       |         |                        |                  |

**a** Seeing your doctor to have regular health check-ups can actually harm your health. You have to book an appointment. Your work schedule changes that day and you end up rushing to the doctor's after work – tired and stressed as you drive badly through traffic queues, knowing that you will have to do overtime to catch up the next day. Your doctor tells you your lifestyle is unhealthy, and this news adds to your already high stress levels. Health check-ups? They make you ill!

**b** A study, first published in 2012, has found that making healthy lifestyle choices means that you could, on average, live six years longer. Reducing your intake of sugar, salt and fats reduces your risk of putting on weight and getting serious diseases, while eating more vegetables and fruit reduces the risk of getting heart disease by 30%.

**c** Is cycling in big cities good or bad for you? In many cities car travel is so slow that it's quicker to cycle. You have to buy safety equipment such as a helmet. When you exercise hard you breathe more deeply. Think about the fumes you are breathing from cars and lorries. But also think about the extra exercise you are getting on your way to work. It's hard to reach any firm conclusions.

- 2** What do you think about the opinions in 1? Think of evidence to support your own views. Discuss your ideas with a classmate.

## B LIFE SKILLS: RULES

Rules help shape the way we behave towards one another at work, in our home life and in the way we relate to our friends and family. But it's also important to understand who can make the rules and who benefits from them.

## 1 Look at these rules.

- a Who are they for?
- b Who benefits from them? In what ways?
- c Are there any that you'd change? Why?

- 1 You have to do your homework before you watch TV.
- 2 You can only play video games for one hour a day.
- 3 You have to tidy your room once a week.
- 4 You have to eat all your food.
- 5 You can play with your friends, but you have to come home before 8 p.m.
- 6 You have to wash your hands before eating.
- 7 You can't use your mobile phone during mealtimes.



## 2 Think about one of these aspects of your life. Write three rules that control how you behave.

- travelling to work
- playing a sport
- buying or selling something
- household chores

## 3 Look at each rule in 2.

- a Who made the rule?
- b Who benefits from it?
- c Would you change it?



### C CRITICAL THINKING: MAKING ASSUMPTIONS

It is useful to ask questions when we see facts and figures in a text or graph. They help us to assess how much we trust the facts and figures.

- 1 Look at the advertising slogan and answer the questions. If the answer is not clear write 'We don't know.'
  - a How many dentists were in the survey? \_\_\_\_\_
  - b How often do you have to use *Cleanright* toothpaste to reduce tooth decay by 20%?  
\_\_\_\_\_
  - c What does 'up to 20%' mean? \_\_\_\_\_
  - d How old is the survey? \_\_\_\_\_
  - e Is *Cleanright* more effective than other toothpastes? \_\_\_\_\_
  - f How does the survey measure tooth decay? \_\_\_\_\_
  - g What was the actual question that the dentists were asked? \_\_\_\_\_
  - h Does the survey distinguish between dentists who agreed slightly, and those who agreed very strongly? \_\_\_\_\_
  - i How many of the dentists would recommend the *Cleanright* brand more than other toothpastes?  
\_\_\_\_\_
  - j Were the dentists paid by *Cleanright* to take part in the survey? \_\_\_\_\_

- 2 In your view, can you trust the *Cleanright* advert? Why/Why not?

**85% of dentists agree  
that using *Cleanright*  
toothpaste reduces  
tooth decay  
by up to 20%.\***

\*Based on a survey of 46 dentists,  
May–September 2020





**PLANNING AHEAD**

**Progress**

**1** Make a list of three things you learnt in this unit and three things to practise.

| Things I can do | Things to practise |
|-----------------|--------------------|
| 1               | 1                  |
| 2               | 2                  |
| 3               | 3                  |

**2** Compare your list with a classmate.

**My learning plan for next week**

**1** Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

**Example** I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

|   | Action: I plan to ... | Time (...) mins | Review after a week |
|---|-----------------------|-----------------|---------------------|
| 1 |                       |                 |                     |
| 2 |                       |                 |                     |
| 3 |                       |                 |                     |
| 4 |                       |                 |                     |

**2** Share your learning plan with another classmate.

**3** At the end of next week, review your plan. Use these ideas.

- Done
- Not done
- More practice
- Update learning plan

**Communication in class**

**1** How active are you in class?  
Rate yourself for each point.

**2** How can you be more active in your classes next week? Write three ideas.

|   | Yes | No |
|---|-----|----|
| a I ask questions when I don't understand.      |     |    |
| b I help classmates when they don't understand. |     |    |
| c I speak in group tasks a lot.                 |     |    |
| d I answer questions when I know the answer.    |     |    |

**Example** Ask classmates or my teacher at least two questions.

---



---



---

**3** Share your ideas with a classmate.

**Example** In my next class, I plan to ask my teacher or classmates two or three questions.





## C21 SKILLS

### Creativity

- Thinking creatively

### Study skills

- Note-taking



Scan the QR code or  
click here to practise key  
vocabulary from this unit.





# 10

## Health & safety



Talking point

Look at the photo. What do you think motivates people to cover walls and other areas in graffiti like this? What are the health and safety risks for those who create the graffiti?

### Language skills

- **Speaking:** Giving advice
- **Reading:** Reading to assess ideas
- **Reading:** Predicting content from photos
- **Reading:** Reading and assessing problems and solutions
- **Listening:** Listening to match opinions to ideas
- **Listening:** Listening to take notes
- **Writing:** Using notes to write an email
- **Writing:** Writing an email with a recommendation

### Vocabulary

- Abbreviations and symbols for note-taking

### Grammar

- *should* and *shouldn't* for advice



# 10<sub>A</sub>

## Creative solutions

### Giving advice

- 1 Put these activities in the 'Should' or 'Shouldn't' groups.
- a Drink more than three cups of coffee a day.
  - b Eat five types of fruit and vegetables a day.
  - c Wear a helmet when you cycle.
  - d Sleep ten hours a night.
  - e Watch TV for more than two hours a night.
  - f Have a break every 30 minutes when you use a computer.
  - g Drink fizzy drinks.
  - h Drink a litre of water a day.


2  10.1 Listen and check your answers to 1.

3 Make sentences using *should* and *shouldn't* and the ideas in 1.

**Example** You shouldn't drink more than three cups of coffee a day.

### FOCUS

### Pronunciation

 10.2 Listen to some of the sentences in 2. What happens to *should* and the following word? Practise saying each pair of words.

- a should eat
- b should wear
- c should have
- d should drink

4 In pairs. Read the situations and give each other advice.

- a I wake up at 3 a.m. every morning.
- b I feel stressed most of the time.
- c I fell asleep in a lecture yesterday.
- d My grades are really bad this term.
- e My cousins keep asking me to go and visit them.
- f I don't like my Economics tutor.
- g I think I got food poisoning from the college canteen.



Should

Shouldn't



### FOCUS

### Grammar

#### Using *should/shouldn't* to give advice

We use *should* to give positive advice.

**Example** You should get up at 6 a.m.  
We also use *should* to ask for advice.

**Example** Should I apply for this job?

We use *shouldn't* to give negative advice.

**Example** You shouldn't eat a lot of sugary food.




**Nudging**

**1** Read the ideas about improving schoolchildren's diets and answer the questions.

- a How are the ideas organized?
- b You are the school head. Which solution would you choose? Why?

**Ban drinks machines in schools.  
Do not allow children to go to fast-food  
restaurants near the school.**

**COOK FRESH FOOD IN SCHOOL.**

Give calorie information on school menus.

Put up health posters around the school.

**Do a health project in class.**

Do nothing.

**2** In pairs. Look at the two photos. What do you think they show? Read the article on 'nudging' and find out if you are correct.



## NUDGING

Recently, governments and councils have tried to change people's behaviour by 'nudging' them. For example, to stop people driving too fast, councils use signs that show drivers how fast they're driving. This is different from speed cameras because drivers are not punished. The idea is that when drivers see a message showing their speed, they slow down. This idea has been very successful in several countries.

Another example of nudging is from Copenhagen in Denmark. Scientists have found a way to stop people throwing their rubbish on the ground. They paint green footprints on the ground leading to a rubbish bin. Consequently, people follow the footprints and throw their rubbish away. Several countries have now copied the idea.


**3**  What do you think of the 'nudging' idea? What problems could there be?


**4 Read the sentences about public health problems and think of some solutions.**

- a People use escalators not stairs.
- b Not many children choose fruit in the school canteen.
- c People put too much salt on their food.
- d People do not wash their hands.

**5 Read about the solutions for the problems in 4. Are they similar to your own ideas? Which ideas do you like? Which ideas do you not like? Give reasons.**

- a Walking upstairs is a simple way to get fit, but it's easier to take the escalator. So in Mexico City they have changed the stairs in one train station into a giant piano. Each step makes a different sound.
- b Everyone wants children to eat healthily, but how do we stop them choosing unhealthy food? Many school canteens now place fruit at the children's eye level. Consequently, children choose this healthy food because it's the first thing they see.
- c One council in England noticed that cafés had salt shakers with a lot of holes. Therefore, people were putting a lot of salt on their chips. So the Council made new salt shakers with only five holes and gave them to all the cafés.
- d Some people don't wash their hands in public bathrooms. In the Philippines, councils have fitted an alarm to the soap machines. So the alarm sounds when someone leaves the toilet cubicle and it only stops when the person washes their hands.

**6**  **10.3 Listen to two people discussing one of the ideas in 5. Which idea are they discussing? Do they have similar opinions to you?**

**7**  **In the UK there are speed camera signs in places that do not have a speed camera. Is this a good example of 'nudging'? Go to page 174 for another question about nudging.**



**C21 SKILLS**

**CREATIVITY:**  
Thinking creatively

See page 140 →





# 10<sub>B</sub>


## Days off

   Days off work



**1** In groups. Discuss the questions. Use the photos to help you.

- a How many types of accidents at work can you think of?
- b What are the most common health problems in the workplace?

**2**  **10.4** Listen to part of a lecture on time off work for illness. How much can you remember without making notes?

**3** Match the descriptions (a–i) with the correct signs and marks.

### Descriptions

- a arrow up
- b arrow down
- c more than sign
- d less than sign
- e underline
- f equals sign
- g exclamation mark
- h question mark
- i therefore

### Signs and marks

- <
- >
- =
- ∴
- accidents at work
- ↑
- ↓
- !
- ?




**4** What do we use the signs to talk about? Match each use with a symbol.


- a a surprising fact <
- b a fact you need to check >
- c an increase =
- d X is less than Y ∴
- e an important point accidents at work
- f two things that are the same ↑
- g an explanation ↓
- h X is more than Y !
- i a decrease ?

- 5 Match the abbreviations with the full forms. What other abbreviations do you know? Make up your own abbreviations for note-taking.


| Abbreviation | Full form             |
|--------------|-----------------------|
| a govt       | important             |
| b a.m.       | per annum (year)      |
| c \$3 m      | date of birth         |
| d UK         | reference             |
| e i.e.       | government            |
| f impt       | United Kingdom        |
| g D.O.B.     | three million dollars |
| h nr         | that is               |
| i p.a.       | near                  |
| j ref        | morning               |


- 6  10.4 Listen to the lecture again. This time take notes. Try to use the signs and abbreviations in 3 and 5.

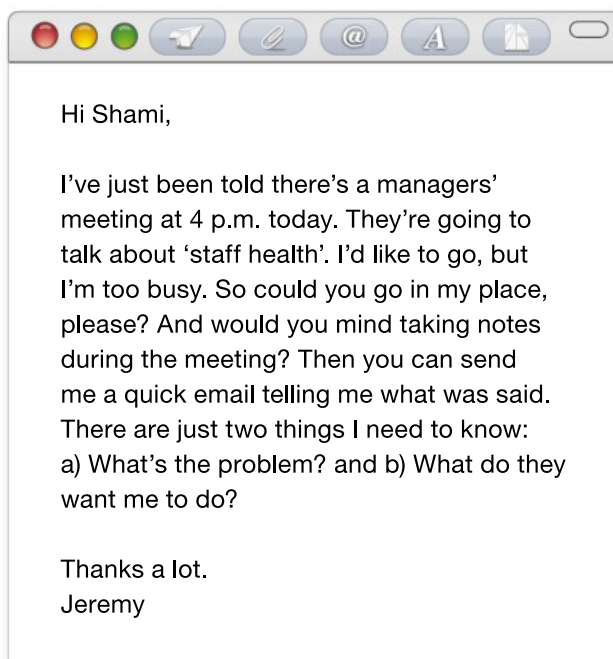
- 7 Read an email to Shami from her boss. Imagine you are Shami. What information will you listen for?

- 8  10.5 Listen to the meeting and write down anything you think is important. Then compare your notes with your partner. Do you have similar information?

- 9 In pairs. Do you agree with the speaker about the best ways to improve the health of employees? Give reasons.

- 10  Now use your notes to write a short email to Shami's boss. Include all the information you think is important.

- 11  Read other students' emails. Whose email do you think will be most useful to Shami's boss? Why?



# 10c

## What's good for you?

   Slideshow

- 1 In pairs. You are going to watch a slideshow called *What's good for you?* Look at the photos from the slideshow. What do they show? Share your ideas with another pair.



- 2 In groups. Think of 20 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.

- 3 Watch the slideshow. Make notes. How many of the words from your word map did you hear?

- 4 Discuss in pairs.

Which parts of the slideshow did you find most interesting? Did anything surprise you? Did you learn anything? What advice did the speaker give? Did you agree with the speaker?

- 5 Think about your own experiences and make notes.

What is a healthy diet? Do you eat well? What works for you? Have you ever tried a diet? Did it work? How did it make you feel? Where do you usually find information about health? Have you ever been given any surprising diet tips? Do some research on the internet.

- 6 You are going to write a short email to a friend or family member recommending a particular diet.

**Step 1** Choose a diet. Choose one from the slideshow, or one that you've tried yourself.

**Step 2** Think about the questions in 5, and make a mind map.

**Step 3** Plan your email, and then draft it.

**Step 4** Share your draft with another student.

**Step 5** Complete your email after considering your partner's suggestions.

### FOCUS

### Expression

#### Giving advice

- Consider the situation. Make sure the person you're giving advice to wants it.
- Be sensitive. Point out things they do well before saying what they can improve.
- Choose your words carefully. Be careful with very direct advice like *should* and *shouldn't*, and use softer phrases like: *Why don't you ...?*, *How about ...?* and *You could try ...*
- Be encouraging. Use words and phrases like *I'm sure ...*, *I know you'll be able to ...*, *I know you can do it ...*

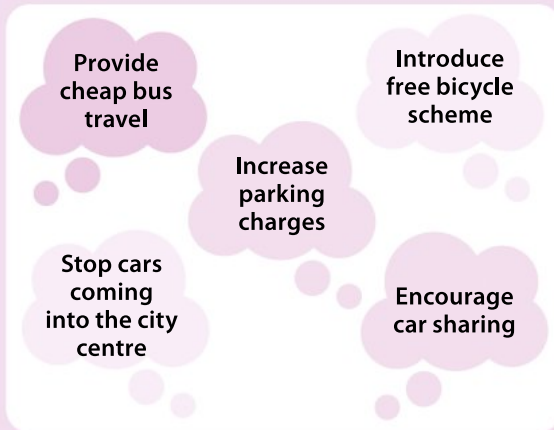


**A CREATIVITY: THINKING CREATIVELY**

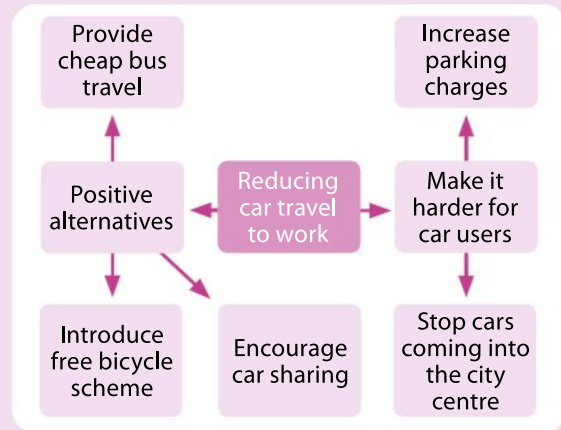
In order to help you to think creatively, it is often useful to go through a process of defining a problem, setting out your goals, thinking of possible solutions, evaluating them and choosing the best idea.

**1** Look at the three different techniques for thinking of possible solutions to car use in towns. Which have you used? Which do you find most helpful?

**a** Brainstorming



**b** Mind maps



**c** Lists

| Reducing car travel to work  |   |
|--|---|
| Positive alternatives  | Make it harder for car users  |
| <ul style="list-style-type: none"> <li>• Provide cheap bus travel</li> <li>• Introduce free bicycle scheme</li> <li>• Encourage car sharing</li> </ul> | <ul style="list-style-type: none"> <li>• Increase parking charges</li> <li>• Stop cars coming into the city centre</li> </ul> |


**2** Read the text and use one of the techniques in 1 to think of possible solutions for Carol.



Carol has been in the same job for five years. She's a Business Studies graduate, and she works as a receptionist in a small medical company. She's bored in her job, and notices that the company's website is poor, and is in need of a relaunch. But the company needs someone to work at the reception desk, so they can't let her retrain very easily.

## B STUDY SKILLS: NOTE-TAKING

There are two main purposes of note-taking: to have a permanent record of what someone said or wrote, and to assist in remembering the main points at a later stage. Writing notes while listening or reading also helps you to understand what the main points are, and it helps you to learn them.

- 1  10.6 Listen to a short talk and then look at the two sets of notes. Which set do you prefer? Why?

**a** Simon Worthy – Council  
 Invited to talk about health at w.  
 630,000 – big problem. Surprised!  
 Visiting to talk about it.  
 Hot water and food  
 Furniture. Questions at end.  
 Drinks at work? Carry books, etc. Steps.  
 Dangerous. Water heaters each floor.

**b** Simon Worthy – Health at work  
 630,000 inj. at work  
 1: Avoiding accidents  
 2: What to do.  
 Hot water & food acc's.  
 Steps, doors, carrying too much ✗  
 Put water hs on each floor ✓



**1 Complete the text about Stephen's health using the correct form of the verbs in brackets.**

I want to \_\_\_\_\_<sup>a</sup> (revise) for my exams, but I don't like \_\_\_\_\_<sup>b</sup> (study) all day and not \_\_\_\_\_<sup>c</sup> (get) enough exercise. I'm not keen on \_\_\_\_\_<sup>d</sup> (go) to the gym after my classes, but I enjoy \_\_\_\_\_<sup>e</sup> (do) exercise at the weekend. I like \_\_\_\_\_<sup>f</sup> (cycle) and \_\_\_\_\_<sup>g</sup> (swim), and I also want to \_\_\_\_\_<sup>h</sup> (lose) some weight. I know that \_\_\_\_\_<sup>i</sup> (drink) too much coffee and \_\_\_\_\_<sup>j</sup> (eat) fast food is bad for you, so I only drink two cups of coffee a day, and I try to \_\_\_\_\_<sup>k</sup> (eat) healthy food. Wish me luck!

**2 Find and correct the mistake in each sentence.**

- a Earn a high salary isn't very important for me.
- b He has start work at 9 a.m. every day.
- c You don't have to park here – move your car!
- d You shouldn't get a good night's sleep.
- e You can wear a seat belt. It's the rule.
- f I don't can work late tonight. Sorry!
- g We can pay in dollars?
- h If you want to keep fit, you shouldn't exercise every week.

**3 Read the article on lifestyles now and 50 years ago. What is the best title for the article?**

- a We lead unhealthy lives.
- b Working conditions are better now than before.
- c There have been positive as well as negative changes in lifestyles.

Life expectancy has gone up in the last 50 years, but some people think we lead less healthy lives. We do less physical work and exercise, drive our cars rather than walk, spend our days working in air-conditioned offices, and eat fast food. In our leisure time we watch TV or chat on social media. So why do we live 20 years longer?

Perhaps it's because working in offices is less dangerous than the kind of work we did in the past. People spent long hours working in dirty factories and mines. Companies didn't have to follow strict safety rules and conditions were sometimes

dangerous. Maybe it's because nowadays, our air and water is cleaner. Air pollution is much lower now than it was 50 years ago.

People heat their houses using clean fuels, and the petrol we use doesn't contain poisons such as lead. Another factor is improvements in health. Our medicines are better, and our chances of surviving diseases such as tuberculosis and cancer are higher.

We shouldn't ignore some of the bad effects of modern lifestyles, but we also have to acknowledge and learn from the changes that help us live longer.



**4** Read the text in 3 again and answer the *yes/no* questions.

a Does everyone think we lead healthy lives now?

\_\_\_\_\_

b Is working in an office now more dangerous than working in a factory 50 years ago?

\_\_\_\_\_

c Are air pollution levels lower now than 50 years ago?

\_\_\_\_\_

d Do more people die from diseases now than 50 years ago?

\_\_\_\_\_

**5** Put these stages of thinking creatively in the correct order (1-5).

|                                     |  |
|-------------------------------------|--|
| Evaluate each alternative.          |  |
| Define the problem.                 |  |
| Choose the most effective solution. |  |
| State your goal.                    |  |
| Think of possible alternatives.     |  |



## C21 SKILLS

### Critical thinking

- Long-term and short-term aims

### Life skills

- Networking

### Communication

- Why we communicate



Scan the QR code or  
click here to practise key  
vocabulary from this unit.

# 11

## Preparing for work



Talking point

What job do you want to do in the future? What kind of company do you want to work for? Which country do you want to work in?

### Language skills

- **Listening:** Listening to complete a table; Listening to assess job interview responses
- **Reading:** Reading for detail; Reading to check predictions; Reading to match information; Reading to categorize tips
- **Speaking:** Discussing future plans; Talking about job interviews; Role-playing a job interview
- **Writing:** Writing guidelines

### Vocabulary

- Describing jobs and salaries
- Positive and negative personal qualities

### Grammar

- *be going to*



# 11A

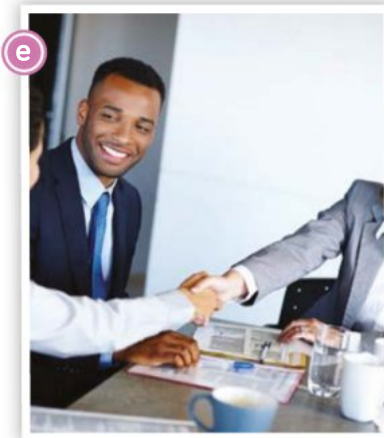


## Graduate jobs

    Describing jobs and salaries

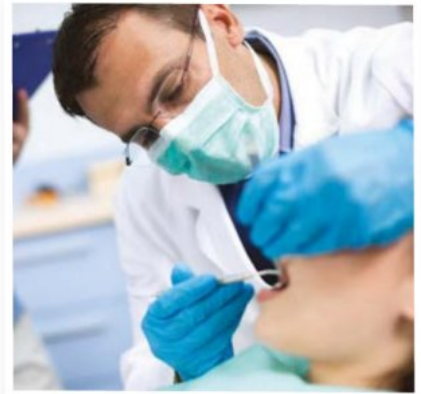
**1** In groups. Match the six job sectors with the photos. What other sectors do you know?

construction    energy    financial services    healthcare    human resources    IT services



- 2 Look at the 12 jobs below. Which sectors do they belong to? There are two roles for each industry.

architect      building surveyor      careers advisor  
 chartered accountant      dentist      games developer  
                                  investment banker      paramedic  
 petroleum engineer      power plant manager  
                                  recruiting manager      web designer



- 3 In groups. In your country, which industries or types of business are:

- successful?
- popular with graduates?
- well paid?

- 4 11.2 Listen to a business programme about the revenue and starting salaries for the sectors in 1 and complete the table.

## FOCUS

## Pronunciation

11.1 Listen to some of the jobs from 2 and write the number of syllables.

Example architect – 3

- |   |           |       |   |           |       |
|---|-----------|-------|---|-----------|-------|
| a | surveyor  | _____ | e | banker    | _____ |
| b | advisor   | _____ | f | paramedic | _____ |
| c | dentist   | _____ | g | engineer  | _____ |
| d | developer | _____ |   |           |       |

| Sector             | Revenue | Salary |
|--------------------|---------|--------|
| Construction       |         |        |
| Human resources    |         |        |
| Financial services |         |        |
| Energy             |         |        |
| IT services        |         |        |
| Healthcare         |         |        |

**5** In pairs. Read the two job profiles. Ask and answer the questions below for each profile. Then discuss the advantages and disadvantages of each job.

- a What do they do?
- b How much do they earn?
- c What hours do they work?
- d What qualifications do they need?
- e What skills/knowledge do they need?

## CHARTERED ACCOUNTANT

**ROLE:** The job involves giving financial advice to people and businesses.



### ENTRY REQUIREMENTS:

To become a chartered accountant you need a CA qualification. You can start as a school-leaver or university graduate. Students do not need any previous accountancy knowledge. You will study law, business management and finance.

**SALARY:** The starting salary for graduates is £30,000. People without degrees make less. But after five years, chartered accountants can earn up to £60,000.

**HOURS OF WORK:** They generally work weekdays, but it isn't usually a nine-to-five job. Accountants often have to work in the evening to meet deadlines.

## PARAMEDIC

**ROLE:** Paramedics respond to 999 calls and drive to the emergency scene. They treat patients and drive them to hospital in an ambulance.


**HOURS OF WORK:** They work 37 hours a week, but this includes night shifts and weekend work.

**ENTRY REQUIREMENTS:** The most obvious way to become a paramedic is to study Paramedic Science at university. But, in addition, most graduates will have some relevant work experience before they start the job. Paramedics should have helpful personalities and be able to make decisions quickly and correctly. They need to be fit and have excellent driving skills.

**SALARY:** A starting salary is between £21,000 and £27,000. After more training this can rise to £34,000.



**6** In pairs. Compare two more jobs. Student A turn to page 175. Student B turn to page 176.

**7**  In groups. What do you want to do when you graduate or move to another job? Think about the following areas:

- business sector
- role
- hours of work
- salary
- qualifications or skills

### C21 SKILLS

#### CRITICAL THINKING:

Long-term and short-term aims

See page 155 →



# 11B

## Study to work

   be going to



**Application Form**  
PLEASE COMPLETE THIS ACCURATELY, GIVING AS MANY DETAILS AS POSSIBLE OF YOUR SKILLS AND EXPERIENCE RELATING TO THIS JOB APPLICATION

**General Information:**  
 Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Street Address: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_  
 City: \_\_\_\_\_ E-mail Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Referred By: \_\_\_\_\_  
 Social Security No.: \_\_\_\_\_ Department/Region: \_\_\_\_\_

**Employment Desired:**  
 Position: \_\_\_\_\_ Date you can start: \_\_\_\_\_  
 Salary Desired: \_\_\_\_\_ YES NO If so, may we inquire of your present employer? YES NO  
 Are you employed? YES NO If so, may we inquire of your present employer? YES NO  
 Ever applied to this company before? YES NO If for when? \_\_\_\_\_

1 What challenges do you think graduates face in their first job?

**Example** They have to work long hours.

2 Read the article 'Top Five Challenges' and check your answer to 1.



## TOP FIVE CHALLENGES

**We spoke to some graduates who have recently started work and they've told us about the biggest challenges they have faced. Here is our guide to what to expect.**

### Daily schedules

Getting up at 11 a.m. is no longer an option. Most jobs start at 9 a.m. Many employers expect staff to stay late and finish the job, so be ready for late nights. Lunch breaks are usually about 30 minutes and lots of people eat at their desks. No more long lunch breaks and chatting with friends.

### Appearance

Every job is different, but you will probably have to wear smarter clothes than you wore at university. Jobs in big companies and sectors such as law and finance will probably require formal wear – a suit and tie for men.

### Teamwork

You can study by yourself at college, but you will probably be part of a team at work. So you cannot make your own decisions all the time and will have to accept other people's opinions. People who like working on their own can start up their own business or work freelance.

### Professionalism

Staff represent the company they work for. So it is important to be professional – be polite, positive and honest. Be on time for meetings and keep your promises to customers. These are just two examples of how to develop and maintain a serious, professional image.

### Networking

Meeting people and promoting yourself are two ways of developing your career and helping your company to expand. Most professionals use social networking services like LinkedIn to create and develop their professional profiles.



**C21** SKILLS

**LIFE SKILLS:**  
Networking

See pages 155–156 →

- 3 In pairs. Five new graduates have just read 'Top Five Challenges' and are talking about their plans. Match each plan with a challenge in the text.

**Henrik  
Engineering**

I'm going to update my Facebook profile and maybe add a profile on LinkedIn. I'm going to delete any party photos as well.

**Fatima  
Business**

I don't like getting up early, but I am good at late nights so I'm going to start work later and finish later.

**Joe  
Economics**

I like to laugh and tell jokes, but work is more serious so I'm not going to make a lot of jokes in the office.

**Rachel  
Chemistry**

I like studying on my own and get embarrassed when I speak in a group. So I'm going to look for freelance work and work from home if possible.

**Samir  
Geography**

My parents are going to buy me a suit for my birthday.

- 4 Look at a conversation between two friends. Complete the conversation with the correct forms of *be going to*.

- A How was your graduation?  
 B It was great, thanks. My parents came and I think they were really proud.  
 A Of course they were! So what \_\_\_\_\_<sup>a</sup> (you / do) now?  
 B Well, \_\_\_\_\_<sup>b</sup> (I / sleep) for a while!  
 A Ha ha! But I mean after the summer. \_\_\_\_\_<sup>c</sup> (you / apply) for some jobs?  
 B No, \_\_\_\_\_<sup>d</sup> (I / not / do) that yet. \_\_\_\_\_<sup>e</sup> (I / get) some experience first.  
 A But how \_\_\_\_\_<sup>f</sup> (you / get) experience if you're not working?  
 B Oh, \_\_\_\_\_<sup>g</sup> (I / work). \_\_\_\_\_<sup>h</sup> (I / do) an internship.  
 A What's that?  
 B It's when a company employs a new graduate for a few months or a year and the graduate gets real work experience.  
 A OK. But \_\_\_\_\_<sup>i</sup> (they / pay) you?  
 B No. \_\_\_\_\_<sup>j</sup> (they / pay) for my travel, but \_\_\_\_\_<sup>k</sup> (they / not / pay) me a salary.  
 A So how \_\_\_\_\_<sup>l</sup> (you / live)? \_\_\_\_\_<sup>m</sup> (your father / help) you?  
 B Yeah, \_\_\_\_\_<sup>n</sup> (he / give) me some money each week.

**FOCUS**

**Grammar**

***be going to***

We use *be going to* to talk about our future plans and intentions. We use *be going to* with the infinitive form of the main verb. We form the negative with *be + not + going to + verb*.

**Examples** I'm going to work for an oil company.  
They're not going to offer him a job.



- 5 11.3 Listen and check. Do you think internships are a good idea? Support your answer with examples.

- 6 In pairs. Use the prompts to ask your partner questions about their future employment plans. Give information with your answers.

Join an employment agency

Do an internship

Study more

Look online for jobs

Apply for jobs

Write your CV

Work abroad



## Interviews

   Preparation and practice

**1** In pairs. Discuss the questions about job interviews.

- a Have you ever had a job interview?
- b Do you expect to have any interviews in the future?
- c How do you feel before an interview – calm, excited, nervous, terrified?
- d Do you think interviews are a good way to choose a person for a job? What other methods can an employer use?

**2** In groups. Look at the advice for job interviewees. Are the tips for before, during or after the interview? Which tip is the most useful?

**3** Put the words in the correct order to make interview questions.

a choose / why / you / this / did / company / ?

\_\_\_\_\_

b interested / why / you / in / this / are / position / ?

\_\_\_\_\_

c know / what / about / do / you / the / company / ?

\_\_\_\_\_

d main / your / are / what / strengths / ?

\_\_\_\_\_

e career / are / your / goals / what / ?

\_\_\_\_\_

**Do you have a job interview coming up soon? Are you nervous? Well, just remember these top tips and you'll be fine!**

- a Research the company and the interviewer(s).
- b Predict the questions and prepare your answers.
- c Prepare your questions for the interviewer(s).
- d Focus on your strong points and be positive about yourself.
- e Analyze your performance – what did you do well/badly?
- f Write a thank-you note to each interviewer.
- g Answer the question simply. Don't give long rambling answers.
- h Think about ways to improve in future interviews.
- i Say 'Hello' to the other candidates.





- 4  11.4 Listen to an interview. You will hear two possible answers to each question from 3. Tick the best answer.


|   | Answer 1 | Answer 2 |
|---|----------|----------|
| a |          |          |
| b |          |          |
| c |          |          |
| d |          |          |
| e |          |          |

- 5 Look at some positive and negative expressions about people. Put them in the correct groups in the diagram below.

a can-do attitude      a loner      a team player  
 dishonest      easy-going      good at multitasking  
 good at one thing only      hard-working      honest  
 lacking confidence      lacking motivation  
 lazy      negative      polite      positive  
 rude      self-motivated      stubborn

## FOCUS

## Pronunciation

 11.5 Listen to the questions from the interview. Does the speaker's voice go up or down at the end of the question?

- a *up / down*  
 b *up / down*  
 c *up / down*  
 d *up / down*  
 e *up / down*



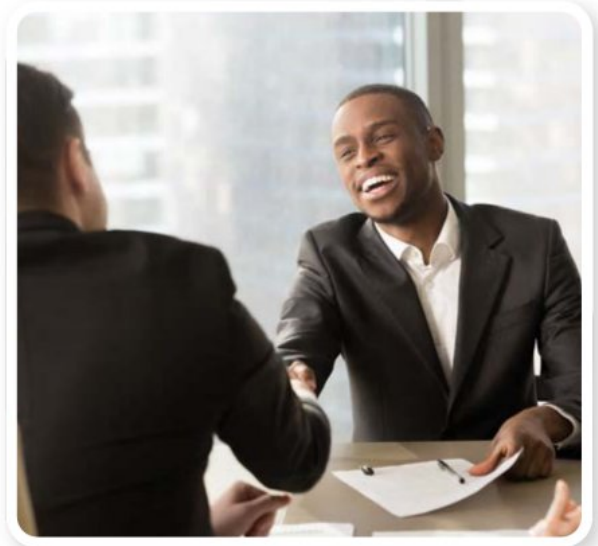
## C21 SKILLS

COMMUNICATION:  
 Why we communicate

See page 156 →

**6**  **In pairs. You are going to role-play an interview. Follow the instructions.**

- a Decide on a job. Take turns to be interviewer and candidate.
- b Use the questions, answers and positive expressions from this lesson.
- c Think about body language.
- d Practise your interview before you perform in front of your classmates.



**7** **Watch other students' interviews and answer the questions.**

- a Who used the most language from this lesson?
- b Who had the most positive body language?
- c Who was the best candidate?

### **Body language in interviews**

**1** **Why is body language important in an interview situation? Think of some examples of body language that are important during the interview process.**

**2** **Look at the photo. What do you notice about the body language of the four people?**

**Example** The interviewers are smiling.

**3** **In pairs. Think of five body language tips for the interview process.**



**4** Read the article. Are your ideas from 3 the same or different?

## ACTIONS SPEAK LOUDER THAN WORDS

When you visit a company for an interview, your body language is an important part of your overall ability to interact and create a good impression. And remember, your interview starts before you get to the interview room.

### 1 When you arrive

Your interview starts as you approach the company building. If you ask someone for directions, be polite and say 'Thank you'. You may be talking to the boss!

Wearing smart clothes is obviously important. But don't forget your bag. Your bag says a lot about you. A smart leather briefcase gives a different impression than an old rucksack.

### 2 At reception

Check the name of the interviewer before you arrive at reception. Don't try to find it on your smartphone or in your notes. Look prepared. The interviewer may ask the receptionist what they thought of you after the interview. Sit down. Don't pace around. You don't want to give the impression you are nervous.

### 3 Greeting

Get up as soon as you see the interviewer.

Handshake: make sure your hands are cool – a quick visit to the washroom is a good idea on a hot day. Practise your handshake before the interview day. Find a balance between strong and weak, and long and short. Follow the interviewer's body language. Offer your hand at the right moment. Don't rush.

### 4 During the interview

Don't put your bag on your lap. Just keep a few papers with you for reference.

Mirror the interviewer's body language, but don't copy it. Don't touch your face. It can be a sign of weakness.

And finally, check the interviewer's body language during the interview. It's a good way to judge how the interview is going. If they smile, lean forward, and keep good eye contact, you might just have the job!



**5** Write some guidelines to help candidates in interviews in your country. Use the headings from the article to organize your writing.



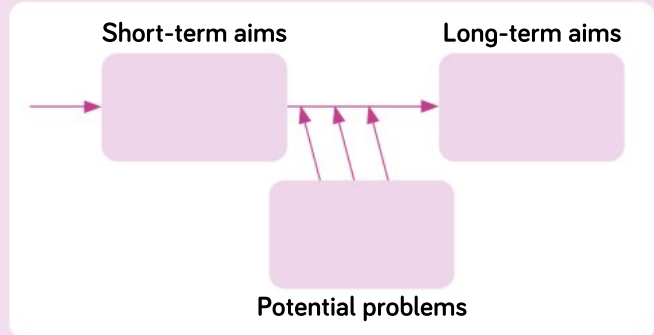
**A CRITICAL THINKING: LONG-TERM AND SHORT-TERM AIMS**

The educator Laurence J. Peter wrote: ‘If you don’t know where you are going, you will probably end up somewhere else’. It is important to think about what you want to achieve and then make the decisions you need to get there.

**1** ▶ 11.6 Listen to Rachel talking about her life and answer the questions.

- a What are her long-term aims?
- b What are her short-term aims?
- c What problems are making it hard for Rachel to achieve her aims?
- d What solutions would you suggest to help Rachel?

**2** Add one of your long-term aims to the diagram. Then complete the diagram with short-term aims that you need to achieve first, and some potential problems.



**B LIFE SKILLS: NETWORKING**

Meeting people in person or through social media is a good way to promote yourself. For some people effective networking is a skill that comes naturally, and for others it requires practice.

**1** Complete the networking quiz.

**a You are at a work conference evening event. Do you:**

- 1 take your drink and chat with your friends?
- 2 spend some time with your friends, but ensure you circulate to meet others?
- 3 ignore your friends, and go straight up to the CEO to introduce yourself?

**b At the end of a meeting, your colleague wants to talk about things with you, but you also want to speak to someone else before they leave. Your colleague catches you. Do you:**

- 1 stay with your colleague, unable to interrupt, and eventually decide to give up?
- 2 stop your colleague from getting started and leave quickly?
- 3 listen to your colleague for a short time, explain the situation carefully and arrange to meet later, then leave?

**c How do you network online?**

- 1 I have a profile on a professional networking website, and I update my skills section every month. I also use other social media for more informal contacts with colleagues.
- 2 I email or phone people I want to stay in contact with. One day, I'll set up an account on a professional networking website.
- 3 I'm not keen on the idea of networking online. I phone or text my friends.

*continued over ...*



**PLANNING AHEAD**

**Progress**

**1** Make a list of three things you learnt in this unit and three things to practise.

| Things I can do | Things to practise |
|-----------------|--------------------|
| 1               | 1                  |
| 2               | 2                  |
| 3               | 3                  |

**2** Compare your list with a classmate.

**My learning plan for next week**

**1** Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

**Example** I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

|   | Action: I plan to ... | Time (...) mins | Review after a week |
|---|-----------------------|-----------------|---------------------|
| 1 |                       |                 |                     |
| 2 |                       |                 |                     |
| 3 |                       |                 |                     |
| 4 |                       |                 |                     |

**2** Share your learning plan with another classmate.

**3** At the end of next week, review your plan. Use these ideas.

- Done
- Not done
- More practice
- Update learning plan

**Communication in class**

**1** How active are you in class?  
Rate yourself for each point.

**2** How can you be more active in your classes next week? Write three ideas.

|   | Yes | No |
|---|-----|----|
| a I ask questions when I don't understand.      |     |    |
| b I help classmates when they don't understand. |     |    |
| c I speak in group tasks a lot.                 |     |    |
| d I answer questions when I know the answer.    |     |    |

**Example** Ask classmates or my teacher at least two questions.

---



---



---

**3** Share your ideas with a classmate.

**Example** In my next class, I plan to ask my teacher or classmates two or three questions.



## C21 SKILLS

### Critical thinking

- Preparing for the future

### Communication

- Register



Scan the QR code or  
click here to practise key  
vocabulary from this unit.



# 12

## Future plans



Talking point

What can stop you getting the kind of job you want? Think about factors inside and outside your control. How can you prepare to increase your chances of success?

### Language skills

- **Reading:** Reading to check opinions
- **Reading:** Reading for detail
- **Listening:** Listening for positive opinions
- **Speaking:** Giving speculative answers
- **Reading & Writing:** Reading and writing cover letters for job applications
- **Writing:** Writing a personal account

### Vocabulary

- Adverts
- Job adverts and applications

### Grammar

- First conditional

# 12<sub>A</sub>

## Study abroad

    First conditional

**1** In pairs. Answer the questions. Give more information.

- a In general, why do people study abroad? Make a list of reasons.
- b Have you ever lived or studied abroad? Give details.
- c Do people from your country study abroad? What subjects do they study?
- d Do people from other countries come to your country to study?

**2** Read an advert for a study abroad programme and compare the points with your list in 1. Find five reasons why people study abroad.

## The Land of Adventure?


Are you looking for an adventure? Do you want to see the world and experience a different culture? Many students want to do these things, but they also want to continue their education. And they want to get a great job when they graduate. That's why they study abroad. Because, in addition to all the obvious advantages, there are some serious professional reasons to study abroad.

International employers are looking for graduates with more than a set of qualifications. They want self-motivated people with real-world experience. Also, studying abroad teaches you some very important social skills. Most importantly, studying abroad is a way to learn about different cultures and ways of life. In addition, it's a challenge that could change your life.



- 3 Does the advert make you want to study abroad?  
Can you think of any reasons not to study abroad?


**Example** Living abroad can be very expensive.

- 4  12.1 Listen to Amira and Jasmine talking about the advert and compare it with your answers to 3. What positive things does Amira say?



## FOCUS

## Pronunciation

 12.2 Listen to the sentences and mark the words that are stressed.

**Example** If you save enough money, you can study abroad.

- a If you study in England, your English will really improve.
- b But what will I do if I don't understand my teachers?
- c If I don't get a job after graduating, it will be a waste of money.
- d If I do this, I'll be away from home for six months.
- e If you feel homesick, you can video-call me!

- 5 Complete the sentences from the conversation in 4. Then study the sentences and underline the correct options in 1 and 2 below.

- a If you \_\_\_\_\_ in England, your English \_\_\_\_\_ really improve.
- b You \_\_\_\_\_ learn much if you only make friends with other foreign students.
- c But what \_\_\_\_\_ if I \_\_\_\_\_ understand my teachers?
- d What \_\_\_\_\_ I do if I \_\_\_\_\_ out of money?
- e If you \_\_\_\_\_ homesick, you \_\_\_\_\_ video-call me!

1 The speakers are talking about events in *the present / the future*.

2 The highlighted things are *possibly / definitely* going to happen.

## FOCUS

## Grammar

**First conditional**

We use the first conditional to talk about possible events in the future and their consequences.

We form the first conditional with an *if* clause and a future clause.

We use the present simple in the *if* clause and *will* or *going to* in the future clause.

**Examples** If it's sunny later, we'll have lunch outside.


Will you come to the party if my brother comes?

I'm not going to wear a jacket if it's warm tomorrow.

We use *when* to talk about definite future events.

**Examples** When I get hungry, I'll have a sandwich.

You'll feel better when you wake up tomorrow.

- 6**  In pairs. Student A is going abroad next week to study English.  
**Student B:** Think of questions using these prompts.  
**Student A:** Give a positive answer.

**Example B** If you run out of money, what will you do?

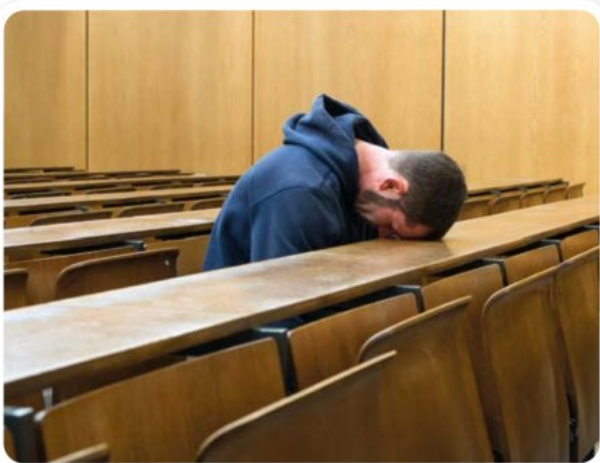
**A** I'll call my family and ask them to help.

- run out of money
- get homesick
- don't like your teacher
- can't eat the food
- don't make any friends
- can't improve your English
- don't understand the culture
- don't like your accommodation
- don't want to go home

**C21** SKILLS

**CRITICAL THINKING:**  
Preparing for the future

See page 166 →



# 12<sub>B</sub>

## Applying for a job

### A cover letter

- 1 Read the job advert. Would you like to do this job? Why/Why not?
- 2 Read the advert again and answer the questions in groups.
  - a What sort of applicant is the company looking for?
  - b What skills does the applicant need?
  - c What experience does the applicant need?
- 3 Najat El-Amin is applying for the job in 1. Read her cover letter. Do you think she will be invited for an interview? Why/Why not?



- 4 Read the list of things to include in a cover letter. Match a–j with 1–10 in Najat's letter.
  - a your skills \_\_\_\_\_
  - b your career goals \_\_\_\_\_
  - c greeting (*Dear Sir/Madam*, or the name of the person you are writing to) \_\_\_\_\_
  - d sign off \_\_\_\_\_
  - e where you saw the job advertised \_\_\_\_\_
  - f what you are doing now \_\_\_\_\_
  - g your relevant experience \_\_\_\_\_
  - h thank you \_\_\_\_\_
  - i reason for writing \_\_\_\_\_
  - j your personal qualities \_\_\_\_\_

www.jobsearch.com

**Graduate Website Developer** £21,000–£28,000

We are looking for high-quality graduates to develop websites for our clients across the country. We prefer applicants to have web development experience but it isn't necessary. However, you will need to be interested in web development and have excellent IT skills. You should also be self-motivated and have experience of working in teams and in busy environments.

In addition to a competitive salary, we offer full training. So join us and we can turn your big ideas into a big career.

Please send a cover letter with your CV to ...

Dear Ms White,<sup>1</sup>

I am writing to apply for the position of Graduate Website Developer<sup>2</sup> as advertised on the jobsearch.com website<sup>3</sup>. Please find my CV enclosed.

I am currently studying Business Studies<sup>4</sup> and this course has prepared me for the position in a number of ways. It has involved a lot of teamwork and has required a large amount of self-motivation. During the course I have helped design basic websites for new companies<sup>5</sup>. I can use various computer programs such as Excel, Microsoft Office and PowerPoint<sup>6</sup>. I also write my own blog. In the future, I would like to develop websites for multinational companies<sup>7</sup>.

I am an enthusiastic and determined person and I have very good attention to detail<sup>8</sup>. I would like the opportunity to meet you and show you my passion for web development.

Thank you for taking the time to consider my application<sup>9</sup>. I look forward to hearing from you in the near future.

Yours sincerely,<sup>10</sup>

Najat El-Amin





## FOCUS

## Expression

## A cover letter

We often use these phrases when we write a cover letter.

|                      |   |
|----------------------|---|
| Greeting             | <i>Dear Sir/Madam,</i>  |
| Reason for writing   | <i>I am writing to ... ask/apply/enquire ...</i>                                |
| Current position     | <i>I'm currently ... studying/working ...</i>                                   |
| Experience           | <i>I have ... designed websites/worked with customers</i>                       |
| Career goals         | <i>I would like to ... become a manager. I hope to work with major clients.</i> |
| Skills and qualities | <i>I can manage people. I'm hard-working. I'm a team player.</i>                |
| Sign off             | <i>I look forward to hearing from you. Yours sincerely/Yours faithfully,</i>    |

- 5 Read the job advert on the right. Use the phrases from this section and your profile information below to write a cover letter to apply for the position.

## YOUR PROFILE

## Current situation:

Business and Management Studies  
at London School of Economics

## English level:

IELTS 8.0

## Experience:

Part-time job in local car salesroom  
for three months last summer

## Personal qualities:

Very positive, can-do attitude

## Where you saw the advert:

Saw on Skills Space website

## NEW MOTORS

## Graduate Management Programme

Salary: \$35,000–\$70,000 + company car + other benefits

The Middle East's largest car retail company is looking for exceptional graduates. Our graduate programme is for ambitious people who know what they want and aren't afraid to get it.

You will spend 100% of your time taking on new challenges and will always be chasing the same goal – to become a future leader. The work is hard and you'll work long hours, often involving work in the evenings and at the weekends. But we'll reward you for your hard work, supporting you through every step of your training. Your salary will start at \$35,000, with the possibility of earning \$70,000 when you complete the scheme. If you successfully complete the scheme, you will become a manager at one of our car salesrooms.

In addition to a good degree (in any subject), you should have some experience of working with customers.

If you want to join a world-class company, send your CV and a cover letter to Mr Zain Yasin at [zya@carretail.com](mailto:zya@carretail.com)

## C21 SKILLS

## COMMUNICATION:

Register

See page 167 →

- 6 Compare your letter with another student's. Do you think he/she will get an interview for the position? Are there any differences between the two letters?

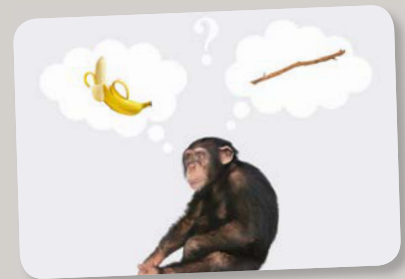
# 12c



## Are you in control?



- 1 In pairs. You are going to watch a slideshow called *Are you in control?* Look at the photos from the slideshow. What do they show? Share your ideas with another pair.



- 2 In groups. Think of 20 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.
- 3 Watch the slideshow. Make notes. How many of the words from your word map did you hear?

4 Discuss in pairs.

- Which parts of the slideshow did you find most interesting?
- Did you learn anything?
- Did you agree with the speaker?
- Are you disciplined?
- Are you good at thinking about the future?
- Do you have any long-term aims?
- What stops you from getting things done?

5 Think about a time in your life when you needed to be very disciplined to get something done. Make notes.

- What did you need to do?
- Why was it so difficult?
- What was the result?
- Could you have done better?

6 You are going to write an account (200–250 words) about a time in your life when you needed to be very disciplined to get something done.

- Step 1** Look at your notes from 5 and make a mind map.
- Step 2** Decide what information to include in your account.
- Step 3** Share your draft with another student.
- Step 4** Complete your account.

**A CRITICAL THINKING: PREPARING FOR THE FUTURE**

Assessing the likelihood of events is one way to help you prepare for the future. Some events are more likely or more important than others.

- 1 Look at the matrix. Think about some possible future events in your life. Write them in the correct part of the matrix.
- 2 How would you prepare for the events that are likely and important? What about the unlikely but important events?
- 3 What effect would the more important events have on your long-term aims?

|                            |                        |
|----------------------------|------------------------|
| Unlikely/<br>Not important | Unlikely/<br>Important |
| Likely/<br>Not important   | Likely/<br>Important   |



## B COMMUNICATION: REGISTER

The way we say something is often as important as the message. It is important to choose the right type of language (the register) to get your message across appropriately. It's also important not to confuse politeness with formality. Sometimes if a piece of writing is too formal, it can seem unfriendly or insincere to the receiver.

**1** Read each of these beginnings to a piece of writing. Write a–d in the correct place on the diagram.

- a Dear Madam,
- b Dear Gillian,
- c Hi Gill,
- d Dear Ms Barnes,



**2** When might someone use each of the greetings in 1?

**3** Look at the requests. How does the language change as it becomes more formal?

- a Can you lend me some money?
- b Could you lend me some money?
- c I wonder if you could lend me some money.
- d I was wondering if you could lend me some money.
- e I hope you don't mind me asking, but I was wondering if you could lend me some money.

**4** Make these requests more formal using the pattern in 3.

- a Can you give me a lift?
- b Can I borrow your course notes?
- c Can you send me your contact details?
- d Can you tell me what the salary is?
- e Can you show me what the right answer is?

**1** Read the employees' comments and write the name of the job sector they work in.

construction  
healthcare

energy  
human resources

financial services  
IT services

- a** People want to make money so they ask me to select companies to invest in. I charge a fee, so if the investment is successful I make money, too.  
\_\_\_\_\_
- b** Each year in our company, around 5% of our staff start or leave their jobs. My role is to manage the recruitment process.  
\_\_\_\_\_
- c** I work long shifts, maybe 12 or 13 hours a day for two weeks, and then I have a week off. I live near an oil well.  
\_\_\_\_\_
- d** My job involves making sure that the right materials are delivered to the building site at the right time.  
\_\_\_\_\_
- e** I spend part of my working day dealing with queries from members of staff who have problems with their computers.  
\_\_\_\_\_
- f** When we first arrive at an emergency scene, one of our first tasks is to assess how seriously the person is injured.  
\_\_\_\_\_

**2** Complete the text using the correct form of *be going to* and the verbs in brackets.

I saw a job advert in the paper this morning so this afternoon I \_\_\_\_\_<sup>a</sup> (apply) for a job in marketing. My friend Lee \_\_\_\_\_<sup>b</sup> (help) me write my application letter, and I \_\_\_\_\_<sup>c</sup> (send) it to the company on Tuesday. After that, I \_\_\_\_\_<sup>d</sup> (do) some research and find out a little more about what the company does. My brother \_\_\_\_\_<sup>e</sup> (lend) me his suit and my parents \_\_\_\_\_<sup>f</sup> (let) me use their car to get to the interview. The job's in Hong Kong and I love Hong Kong. So if I get the job, I \_\_\_\_\_<sup>g</sup> (move) there. Wish me luck!

**3 Match the beginnings and ends of the phrases.**

- a work online \_\_\_\_\_
- b write an employment agency \_\_\_\_\_
- c apply abroad \_\_\_\_\_
- d do for a job \_\_\_\_\_
- e search an internship \_\_\_\_\_
- f join your CV \_\_\_\_\_

**4 Are these good or bad interview tips?**

- a Research the company after your interview. \_\_\_\_\_
- b Predict the questions you're going to be asked. \_\_\_\_\_
- c Wear your best jeans for the interview. \_\_\_\_\_
- d Practise answering some typical questions before your interview. \_\_\_\_\_
- e Prepare some questions to write to the company after your interview. \_\_\_\_\_
- f Go to bed early before the interview. \_\_\_\_\_
- g Give long, rambling answers to questions. \_\_\_\_\_
- h Think about what went well and badly after the interview. \_\_\_\_\_





# Activities

1C

Do some online research to find interesting topics to discuss in class.  
Try some of these areas:

- general news
- sports
- technology
- entertainment
- health
- education



2B

1 Write the three activities from the box in three different time slots in the top row of the diary below.

go to the cinema      have dinner      play tennis

|       | Friday evening | Saturday morning | Saturday afternoon | Saturday evening | Sunday morning | Sunday afternoon |
|-------|----------------|------------------|--------------------|------------------|----------------|------------------|
| You   |                |                  |                    |                  |                |                  |
| _____ |                |                  |                    |                  |                |                  |
| _____ |                |                  |                    |                  |                |                  |

2 Can you make arrangements with two other students and fill in the next two rows of your diary in 1?

**Example You** Are you free on Friday evening, Karl?

**Karl** No. I'm having dinner with someone.

**You** How about you, Junko?

**Junko** Yes, I'm free.

**You** Would you like to ...?

# Activities

3A

In groups. Do some online research about Japan, Denmark and the UK. Can you find out what the words mean in these countries?

|         |                |
|---------|----------------|
| Japan   | wa             |
| Denmark | hygge          |
| UK      | bulldog spirit |



Share your research findings with other groups.

5B

Do some online research about these topics:

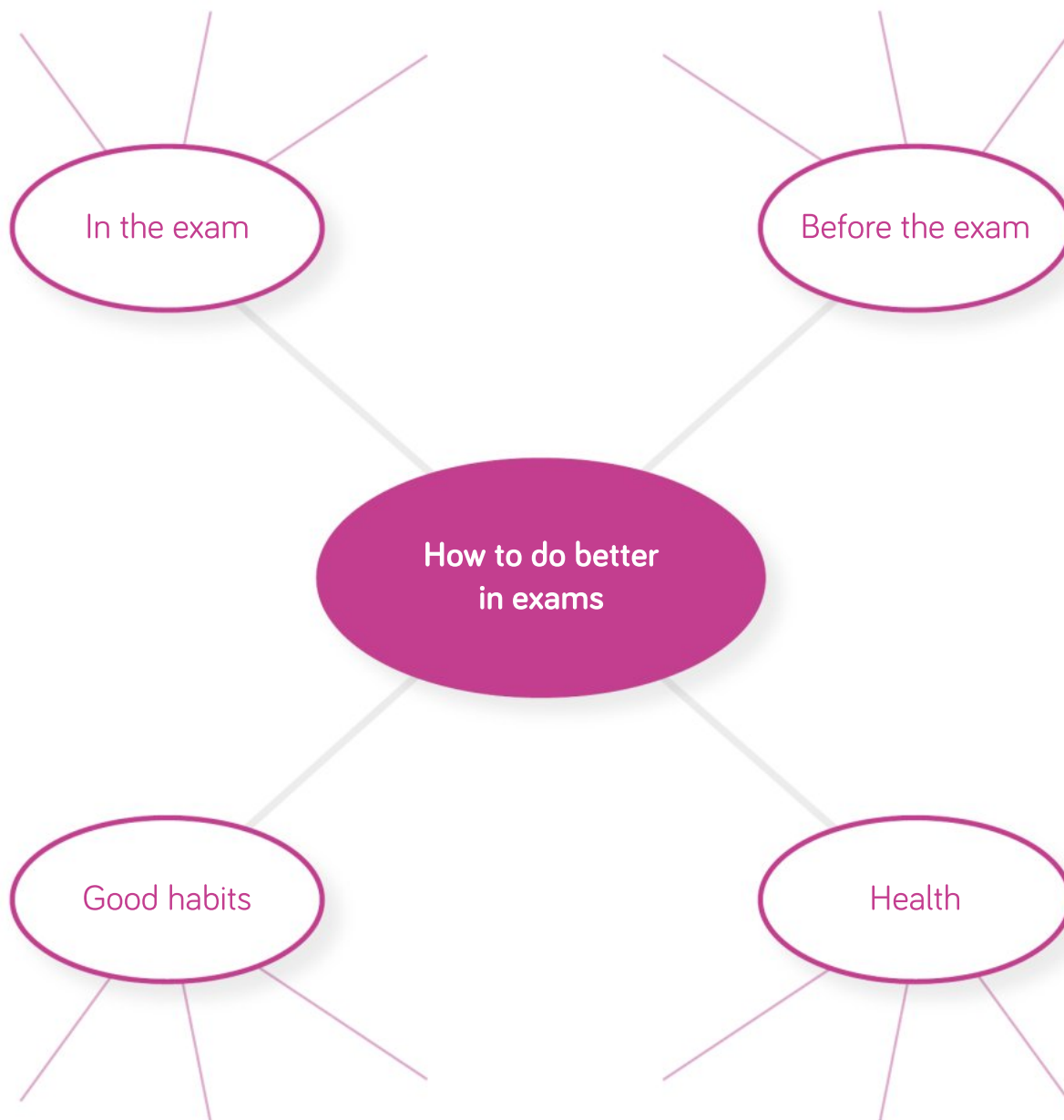
- the future of oil
- climate change
- virtual reality



Report back to the class.



7C



# Activities

7C

Work in groups and brainstorm the topic of 'world leaders'. Decide how to organize your ideas, for example, by country/continent, by age or by area of leadership, etc. Then decide on the three leaders you want to introduce to another group.



9A

You are going to do a class survey about healthy habits. First, do some online research about one of the following topics:

- sports and exercise
- types of diet
- sleep

Put together a set of five questions on the chosen topic. Put the questions into a grid so that you can record answers. The questions can be *yes/no* or short answers. Note that *yes/no* answers are easier to process.

| Topic: |           |         |
|--------|-----------|---------|
|        | Questions | Answers |
| 1      |           |         |
| 2      |           |         |
| 3      |           |         |
| 4      |           |         |
| 5      |           |         |

10A

Your shop has a problem with shoplifters (people who steal things from shops). You do not have enough money to pay a security guard and there are no extra police available. Get into groups and have a creative thinking session. Follow your C21 skills notes on page 140. Which group can come up with the best idea?

11A

## Student A

You and your partner have two different job profiles. Read your job profile and complete the table. Then, ask your partner questions to get information about their job. Make notes.



|                     |                   |
|---------------------|-------------------|
| Job title:          | Building Surveyor |
| Role:               |                   |
| Salary:             |                   |
| Hours:              |                   |
| Entry requirements: |                   |
| Necessary skills:   |                   |

## Building Surveyor

They give advice on building projects. They work on the design of new buildings and help to keep old buildings in good condition.

The salary for a graduate building surveyor is between £22,000 and £26,000. However, the salary can reach £50,000 in five years and will continue to rise over time.

The job is open to all graduates, but it is an advantage to have a degree in Building Surveying. In addition, most employers will expect graduates to have some experience in construction.

Building surveyors need to be good communicators, and they have to be able to analyze and solve problems. They also need to have report-writing and presentation skills.

The working day is usually nine to five, but they will sometimes need to socialize with clients in the evenings.



11A

**Student B**

You and your partner have two different job profiles. Read your job profile and complete the table. Then, ask your partner questions to get information about their job. Make notes.

⊗ ⊙ ⊕ 🔍
▢

## Games developer


They design and program games for mobile phones, games consoles or online.

Games developers often have to work long hours, but their time is quite flexible. Many developers start work at 10 a.m. It is often possible to work at home.

They need to have excellent IT skills and they need to know how to use different computer programs. They should be creative and they need to be able to manage their time well.

The career of games development is open to all graduates, but it is useful if you have a degree in Graphic Design, Computer Science or Software Engineering.

Starting salaries are not high, often less than £20,000. But after five years the salary can rise to £40,000.



|                            |                        |
|----------------------------|------------------------|
| <b>Job title:</b>          | <b>Games developer</b> |
| <b>Role:</b>               |                        |
| <b>Salary:</b>             |                        |
| <b>Hours:</b>              |                        |
| <b>Entry requirements:</b> |                        |
| <b>Necessary skills:</b>   |                        |

# Transcripts

## Unit 1

### 1.1

- a** The first thing I do when I meet someone is say 'It's very nice to meet you'. Then I usually talk about my job and I ask questions about their job. I think it shows you are interested if you ask a lot of questions. I don't tell jokes or funny stories. I only do that with close friends. And I don't make a lot of eye contact. I'm quite shy so I look at my hands or at the floor a lot of the time.
- b** When I meet someone for the first time, I tell them my name and I always shake their hand. I think that's the polite thing to do. I often feel nervous when I meet new people so I sometimes play with my hair. I wish I didn't do that. What do I usually talk about? The weather and jobs. But I don't talk about money. That's just rude!
- c** I speak four languages – English, French, Arabic and Chinese. So when I meet someone I say 'Hello' or 'Bonjour' or 'Merhaba' or 'Ni hao'. And I sometimes kiss the person, or I shake hands, or sometimes I bow. It depends on what country the person is from, of course. And conversation? Well, I generally meet people through my job so we talk about money.
- d** I think the most important thing to do when you meet someone is to be friendly. So I always smile and I tell a joke or a funny story. I never talk about boring things like the weather. Why does anyone want to talk about that? I like interesting conversations about politics and things like that.

### 1.2

#### Danying

I don't have a TV and I don't play video games, but I use my phone a lot. Yesterday, I didn't have my phone and I couldn't send texts to my friends so I felt very lonely.

#### Marwan

I usually listen to music, text my friends and read the news at the same time. But yesterday I went outside and I walked for two hours. My head felt very clear!

#### Erica

I love the internet and I spend hours on it every day. During this experiment I didn't know what to do. I didn't leave the house! I just stayed in the kitchen and made cups of tea. I wasn't happy because it was really boring!

#### Brandon

I live with my friends, but we don't talk very much. Everyone just watches TV. But yesterday we chatted and laughed all day. It was one of the best days of the year!

### 1.3

I wasn't happy this morning.  
I didn't have a job last year.

### 1.4

wasn't  
didn't  
doesn't  
don't

### 1.5

- A** So, did you use your phone yesterday?  
**B** Yes, I did. I used it all day.  
**A** Who did you ring?  
**B** I rang my friends Mehmet and Khalid. And I sent a lot of texts and emails. What about you? What did you do?  
**A** I did some research on the internet for my assignment.  
**B** Did you finish it?  
**A** No. The internet connection was really slow.  
**B** Were you at home?  
**A** No, I was in the library. There was a problem with the server.  
**B** Oh, no.

### 1.6

- Hanif** Hi, Tahsim. How are you doing?  
**Tahsim** Pretty good. And you?  
**Hanif** OK. But lectures are really boring. My lecturer speaks very slowly and he just reads his notes. What about you?  
**Tahsim** Well, you're right basically. Lectures are boring. But I think our Engineering lectures are OK.  
**Hanif** Really? I'm not sure. He never uses slides and his explanations are so long.  
**Tahsim** I see your point, but some lectures are OK.  
**Hanif** Well, anything is better than maths.  
**Tahsim** I completely agree.

### 1.7

Lectures are boring.  
I think our Engineering lectures are OK.  
What about you?  
What do you think?  
You're right.  
I completely agree.  
I disagree.  
I don't think so.  
I'm not sure.

### 1.8

- Chris** Oh, hi, Gemma. Have you got a minute?  
**Gemma** Yes, sure. Why?  
**Chris** Well, it's just about the kitchen. It was a bit of a mess last night. I had to spend half an hour washing the dishes and cleaning up before I could eat.  
**Gemma** Really? I'm so sorry. But actually most of the mess has been there for two or three days.  
**Chris** Right. Yes, I see your point, but some of the mess was yours.  
**Gemma** Yes, OK. Look, let's both try to clean up in future. And we need to talk to Jim. He never washes up.  
**Chris** You're right. Thanks, Gemma.

# Transcripts

## Unit 2

### 2.1

- Pavel** Hi, Tina. Where are you?  
**Tina** I'm standing outside the cinema.  
**Pavel** Yeah, I'm sorry, but I'm a bit late.  
**Tina** Where are you?  
**Pavel** I'm walking past the park.  
**Tina** Past the park? Can you see the bus stop?  
**Pavel** Yes, the bus is coming.  
**Tina** Great.  
**Pavel** Oh, no. The bus is going!  
**Tina** Pavel.  
**Pavel** I'm sorry. I'm going as fast as I can.  
**Tina** OK. I'll see you in the cinema.  
**Pavel** OK.

### 2.2

- a I'm standing outside the cinema.  
b I'm a bit late.  
c I'm walking past the park.  
d The bus is coming.  
e The bus is going.  
f I'm going as fast as I can.

### 2.3

- Gianni** So Goran, how do you know Tamsin?  
**Goran** Oh, we're old friends. We went to school together. How about you?  
**Gianni** I work in the same office. Actually, we sit next to each other.  
**Goran** Oh, right. So you're a journalist, too. Are you writing anything interesting at the moment?  
**Gianni** Hmm ... Yes, I am actually. I usually do all the boring stories, but at the moment I'm writing an article about problems in primary schools.  
**Goran** Oh, right.  
**Gianni** And what do you do, Goran?  
**Goran** I'm a teacher.  
**Gianni** Oh! Let's change the subject then. I'm thirsty. Do you want a drink?  
**Goran** Yeah, that would be nice. Thanks.  
**Gianni** Tamsin? Tamsin? She's not listening.  
**Goran** That's because she's talking to Paulo.

### 2.4

- a **A** What are you doing?  
**B** I'm standing outside my car. I'm looking at some really dark clouds.  
**A** What's happening?  
**B** They're coming closer.  
**A** Is it a storm?  
**B** Just a minute. Well, I'm looking at my phone. It says a tornado is two kilometres away.  
**A** Two? You'd better get out of there!  
**B** Yes, it's getting a bit windy!

- b **A** Where are you?  
**B** I don't know.  
**A** What are you doing?  
**B** I'm standing in the road.  
**A** What's the problem?  
**B** My car isn't working.  
**A** What's the weather like?  
**B** It's snowing.  
**A** Oh, dear. That doesn't sound good.

### 2.5

- Tamsin** Hi, Laura. How are you?  
**Laura** I'm fine, thanks.  
**Tamsin** Listen, are you free on Saturday?  
**Laura** No, I'm afraid I'm busy. I'm meeting a friend.  
**Tamsin** Oh, OK. How about Sunday?  
**Laura** Yes, I'm free. What shall we do?  
**Tamsin** Would you like to go to the cinema?  
**Laura** Yes, I'd love to!  
**Tamsin** Great! Let's meet at the cinema at 7.30.  
**Laura** Good idea. See you then!

### Slideshow – A language we all understand

Let's start with a quiz – what language is used most widely, across the world? Can you think?

Chinese? Good guess! Chinese is spoken by more than a billion people! That's 16% of the world's population. But no, that's not the answer we're looking for.

English? Another good guess – this is an English course, after all. English is spoken in more than 60 countries. It's the international language of business and of science, so many people study it as their second language. But no, that's not it. Any more guesses? No? OK, the answer is 'body language'. (Sorry about the trick question!) Some experts claim that up to 90% of communication during a face-to-face conversation is 'non-verbal' – that is, unspoken.

That's why, in written communication like emails or text messages, it can be hard to know if someone is upset or if they are joking. Unless you use emoticons, such as smileys or winking faces.

Or emojis, like these. They help make the tone of the message clearer. And, of course, they're also often used to make jokes. Do you use emoticons or emojis? Which do you find most useful? Now back to the real world. Body language can be divided into three groups: body postures, gestures and facial expressions. Our body posture is the way we hold our bodies. With it, we convey a lot of important information about how we feel. For example, when we are annoyed with someone, we might cross our arms and lean forward.

Gestures are movements of our bodies – usually our hands – to make a point, emphasize an idea or make something clearer. What does this gesture mean?

And lastly, facial expressions. Did you know – there are 43 muscles in the face. We use our faces – our eyes, eyebrows, lips, noses and cheeks – to show our feelings.

An obvious example is the smile. We usually smile to show we are happy or pleased about something.



But some smiles are easier to read than others. This one is very hard to read! It's Leonardo da Vinci's *Mona Lisa*. It's one of the most famous paintings in the world. All the great painters knew about the power of body language. That's why their works are still so powerful today.

In *The Tragedy*, Picasso shows us what pain looks like. We can see that this family has suffered a terrible loss. All three family members bow their heads, hunch their shoulders and avoid eye contact. Sometimes great art can be heartbreaking. This painting – *The Return of the Prodigal Son* by Rembrandt – tells a story. A son has come home after many years of wasting his father's money. He kneels in front of his father and bows his head. His father has grown old and tired. But look at his face. We can see that, even after all the bad times, he forgives his son.

This painting is more modern. It was painted in 1942. It's *Nighthawks* by Edward Hopper, the so-called 'painter of American loneliness'. He mastered using light to show mood. But he also understood body language.

Look carefully at the couple at the counter. How do they feel about each other? How can you tell?

Last one – a *Portrait of Pope Innocent X* by Diego Velázquez.

This painting is all about power. The man knows he is important. He sits on his throne in a 'power posture' – shoulders back, head held high. And look in his eyes. So much confidence. But is there something else? What can you see?

This is what Francis Bacon saw, 300 years later. Wow! Terrifying! Anyway ... we can tell a lot about other people from their body language. But we can also use our own body language to our advantage. This is Amy Cuddy. She's a social scientist. Her theory is: 'Our body language shapes who we are'.

Her research shows that, if we change our posture, we can completely change the way other people see us.

But her research has also found something even more interesting. And very useful! She has found that if we strike a positive pose for a few minutes every day, we can actually change the chemistry in our bodies. Would you like to try?

Find a quiet corner.

Put your hands on your hips, keep your back straight and hold your head high. Get comfortable. Breathe slowly and deeply. Now, hold the pose for two minutes. Don't laugh! Can you feel your body chemistry changing? Can you feel your confidence growing?

Other people will sense it. They will think of you as a successful, important person. And they'll respect you more. Why not try it before your next presentation?

You'll ace it!

## Unit 3

### 3.1

#### Photo a

- A Have you seen this photo?  
B Wow! Who's that?  
A His name is Hans Müller. He's climbed some of the most dangerous places in the world without any safety equipment.  
B What? Do you mean he doesn't use ropes or anything?  
A Exactly! And he takes a photo of himself at the top.  
B That sounds very dangerous. Has he ever had an accident?  
A No, he hasn't. He must be a very good climber.  
B But why does he do it?  
A He says he likes the views!  
B Well, we all like taking selfies, but have you ever taken a selfie like that?  
A No, I haven't!

#### Photo b

- A Have you ever painted something?  
B Yes, I have. I painted my bedroom last year. Why?  
A Well, there's a good story here. You know those really poor areas of cities in Brazil?  
B Yeah, they're called 'favelas', aren't they?  
A That's right. Well, these two artists went to Rio de Janeiro in Brazil. They noticed that a lot of the people living in the favelas were very good at painting. So they organized a big painting project.  
B What have they painted?  
A They've painted the outside of the houses in the favela. You can see in the photo. They've used all sorts of colours and shapes.  
B They're amazing. How many buildings have they painted so far?  
A They've done one part of the favela. But they've had some problems because the favela is a bit dangerous.  
B Really?  
A Yeah. But they are planning to carry on.

### 3.2

- a I've met the Queen of England.  
b Johan hasn't driven a car before.  
c A Have you ever lived in another country?  
B No, I haven't.

### 3.3

**Interviewer** Where have you travelled with your son and what have you done?

**Shona Mitchell** Where do I start? We've done so many amazing things together. So far we've been to the Sahara and we've slept in the Amazon Rainforest. We've climbed mountains and we've swum with dolphins. And, of course, we've met some amazing men and women from many different countries.

**Interviewer** Have there been any problems?

# Transcripts

**Shona Mitchell** Well, he hasn't enjoyed everything. We've stayed in some very basic accommodation. And he's been sick a few times.

**Interviewer** And what about his education? Has he missed a lot of school?

**Shona Mitchell** Honestly, yes, he's missed quite a lot of school. But I think school is less important than travelling and seeing the world. He's learnt more about the world from our travels than at school. I plan to take him on another trip soon.

## 3.4

- a The level of noise in the stadium is growing steadily. The two teams are coming out of the players' tunnel. The crowd are clapping and waving. This is a very important match for both teams.
- b The train now approaching platform six is the 13.26 service for Gatwick Airport, calling at Reigate, Redhill and Gatwick Airport. First-class accommodation is at the front of the train.
- c ... and now you need to make the sauce. I've used a mix of butter, flour, milk and cheese and I've added a little salt and pepper. Now I'm stirring them together ... I've also added some garlic to increase the flavour. Heat the mix until the sauce is nice and thick. There ... a perfect white sauce.

## Unit 4

### 4.1

- a scenery
- b suggest
- c local
- d villages
- e private
- f waiters
- g international

### 4.2

**Interviewer** Thank you for agreeing to do this survey. There are just four questions. So, let's start with the first question. How do you travel when you go on holiday?

a Well, I usually fly because it's the quickest and the cheapest way to get somewhere.

**Interviewer** Great.

b And I drive because I like to see different places on the way. The journey is like a holiday, too.

**Interviewer** OK.

c Me? I go by train because it's better for the environment. And it's quiet and peaceful.

**Interviewer** Thank you. So let's move on to the next question. Where do you usually stay on holiday?

a For me, I stay with a local family. You can learn about their lives and they will get some money.

**Interviewer** OK.

b And I stay at a five-star hotel. It's expensive, but I want to feel comfortable on my holiday.

c Well, I stay at the cheapest hotel I can find. Then I can spend my money on more interesting things.

**Interviewer** Great answers. OK. Next question. Where do you normally eat?

a I go to the local markets for fresh food and I eat street food. I learn the names of things in the local language.

b I find a restaurant where all the local people are eating and I ask the waiter to choose the food for me.

**Interviewer** I see.

c And I go to a restaurant I know like McDonald's. It's probably more expensive, but I don't want to get ill.

**Interviewer** Brilliant. And last question. How do you find your way around?

a I use local guides to tell me everything about the culture and I learn some words to speak to local people.

b I walk around and look at things, but I don't need a guide.

c I'm not interested in visiting places or learning about anything. I'm here to have fun and relax. It's a holiday, not school.

## 4.3

My name is Daiyu. I was born in 1972 and I am from the city of Shenzhen in Southern China. My city has changed so much in my lifetime, it's incredible. When I was a child it was just a fishing village, but Shenzhen has become a very important world city. In 1980, the Chinese government made it a 'special economic zone' and it began to change very quickly. The population has grown so much! In 1979, it was about 314,000. Now it is more than ten million. In just five years, from 1990 to 1995, the population grew from 1,214,000 to 4,491,000.

Most of the people in Shenzhen have moved from other parts of China and millions of them leave the city at the weekend and go back to see their families.

But, of course, it's not just the population that has grown. Thirty years ago there weren't any tall buildings in Shenzhen, but today there are 23 buildings over 200 metres high. My favourite is the Shun Hing Square. Workers finished building it in 1996 and at that time it was the tallest building in Asia.

It's difficult to say if all these changes have been positive or negative. A lot of things have improved, of course. We have better roads and an international airport, and we even have a metro system. It opened in 2004. And all the development has created a lot of jobs. But not everything has been good. Pollution has got worse and, of course, the city is more crowded now.

## 4.4

New York had the biggest population in the world in 1950. The population was about 12 million – about one million more than Tokyo. As Tokyo's population doubled, New York's population went from 12 million in 1950 to just 16 million in 1975. Between 1975 and 2000, Mexico City became the second largest city and New York moved to third place. Its population in the year 2000 was nearly 18 million. Between 2000 and 2005, the population grew by about one million, and over the next ten years it went up by another million to over 20 million. So, in 65 years New York's population increased by about eight million and Tokyo's increased by over 24 million.

### Slideshow – A sense of adventure

When you are planning a trip abroad, you have lots to think about. Where will you stay? What will you see? How much money are you going to need? And, are you ready for an adventure?

You have to do some research. These days, the first place many people look for travel information is online. Websites like TripAdvisor host millions of up-to-date reviews on hotels, restaurants, places to go and things to do.

Negative reviews can really hurt a business. This means that businesses have to maintain high standards. If a restaurant serves bad food or has rude staff, everyone knows.

So, here's a travel tip. The next time you stay at a hotel, put a TripAdvisor tag on your luggage. Or, when you arrive at a restaurant, make a show of using the app. The customer service will be top class!

Most of the reviews on travel websites are written by travellers, for travellers. Everyone can share their experiences. Great! But remember – all online reviews are based on opinions.

And some opinions are more useful than others. Some people can be a little bit unfair. What did this reviewer expect?

Some reviews are obviously biased.

Some people can't use computers very well. This reviewer probably wanted to award more than one out of five.

You also have to remember that the internet is full of jokers.

Some reviews are quite funny but not very helpful.

And some people will complain about anything!

So, we have to decide which reviews are helpful to us and which we can ignore. Assessing information like this is a key 21<sup>st</sup> century skill.

Guidebooks are another good source of travel information.

They usually include useful maps and lists of recommended destinations. They are well researched. And the quality of writing is very high.

Imagine you are planning a city break in Istanbul. Great choice!

An amazing experience is waiting for you.

So you buy a guidebook and read all about the city. Naturally, you decide to visit all the must-see attractions.

You walk across the stunning Ataturk Bridge.

You go to see the wonderful Hagia Sophia.

You visit the elegant Blue Mosque, with its blue tiles and six minarets.

You take a trip to the Byzantine Hippodrome.

And you spend a day at the grand Topkapi Palace. Wonderful stuff. What a great holiday! You've seen all there is to see in Istanbul. Home time!

But wait! Have you sampled everything Istanbul has to offer? Really? Remember that travel is about people, as well as places. It's about meeting other travellers. And it's about mixing with local people and absorbing their culture.

You can learn more about a place in a ten-minute chat with a local person than you can in hours of reading or browsing on the internet.

Travel is also about adventure. The most interesting parts of a city are not always the tourist attractions. What about the markets, squares, cafés and restaurants where the locals go? So, how about you? The next time you have a day or two to spare in a new city, will you leave your guidebook in the hotel and your phone in your pocket?

Who knows who you'll meet or what you'll discover? Often, the unplanned parts of a trip turn out to be the highlights. So, next time you're preparing for a trip, don't forget to pack your sense of adventure.

## Unit 5

### 5.1

A So what do you think is useful in a survival situation?

B What do you mean? Like being in the desert?

A Yes, or on a mountain in the snow. That sort of thing.

B Well, in the desert the most important thing is to have enough water. So I think a water bottle is the most useful.

A Yes, I agree.

B What about being lost? You need something to find your way.

A Definitely. The best thing is a GPS.

B What's that?

A GPS is short for Global Positioning System. It's a gadget that tells you where you are. It has a map and you can ask it for directions.

B Sounds good.

A The only problem is when the batteries run out.

B Maybe a map is better. I mean a paper map.

A You need a compass as well, though.

B That's true. And they're really hard to use. What about in the mountains? What do you need when it's really cold?

A I think a lighter is really useful. You can start a fire and keep warm.

B Good idea. You can also cook and boil water.

A How about sleeping?

B Yes. I think a mat is important, too. You can lie down and rest and not get wet.

A You mean like a rubber mat?

B Yes, it rolls up and you can carry it with you.

A Sounds good.



# Transcripts

## 5.2

This week, we are looking at technology and how it will change the way we live. First, we're going to look at robots and then we'll look at the possibility of living on another planet and the role robots might play.

So first, robots. Robots are basically computers that act like human beings. They are already quite clever, and one man thinks that one day these robots will be cleverer than humans. Raymond Kurzweil is a director at Google, and he says that by 2029, computers will understand language. They will make jokes and tell stories better than we can. They will read all our emails and everything we type. Then they will use this information to learn about us and the way we think. Kurzweil says these computers will know the answer to your question before you've asked it. But will these robots be safe? Some people are frightened about having very clever robots. But Kurzweil isn't worried. He says the robots won't be dangerous. They will be our best friends.

So what about living on another planet, and how will robots help? For many years, humans have dreamed of going to Mars. But it's not been possible, for many reasons. Firstly, it's a very long journey. Experts predict it will take around seven months. And, of course, Mars is a dangerous place. For example: there is no air to breathe; there is a lot of radiation from the sun; and the red sand that covers the planet may be poisonous to humans. However, NASA – the US National Aeronautics and Space Administration – thinks that there are solutions to these problems. NASA plans to send astronauts to Mars in the 2030s, and thinks that maybe, in the future, people will even live there. But how will they survive? First, NASA will send robots to Mars to investigate the planet. One robot, the *Curiosity*, landed in 2012; another, the *Perseverance*, landed in 2021. Other robots will follow. Scientists hope that the robots will bring back soil and information about the weather. The robots will even use special equipment to make oxygen for people to breathe! All of this research will help astronauts travel safely. But the first astronauts will make a very big decision: they will be away from home for at least two years.

## 5.3

I'll  
you'll  
he'll  
we'll  
they'll  
I won't  
you won't  
he won't  
we won't  
they won't

## 5.4

a I'm studying French. Unfortunately, going to France is too expensive, so I think it would be better for me to find another way of studying. You can learn a lot from classes and watching French TV.

- b I'm from the Emirates and I lived in Australia for one year. When I wanted something, a coffee or a sandwich, I couldn't ask in Arabic, of course. So I was always speaking English, every day. I had no choice! And that's why my English has improved so much.
- c I lived in Argentina for six months. I went there to learn Spanish, but also to have fun. I made a lot of friends and I had an Argentinian boyfriend. It was so interesting to learn about a different culture. It was the best time of my life!
- d I went to London and tried to improve my English. It wasn't a good experience. I'm quite shy and I found it really difficult to speak to people. I was nervous because they often couldn't understand me. In the end, I came home early.

## 5.5

|          |             |
|----------|-------------|
| I do     | I don't     |
| you do   | you don't   |
| she does | she doesn't |
| we do    | we don't    |
| they do  | they don't  |

## Unit 6

### 6.1

Welcome to this year's 'Developing World Invention of the Year' awards. We have three fantastic inventions this year and so ... let's remind you of each one.

We start with the Q drum. In some parts of the world, people walk miles to get their water for the day. And every day, women and children have to carry all this water. Carrying big pots of water is very difficult and bad for their health. But now there may be an answer. The Q drum is a water container you pull with a rope. This makes it much easier and safer. And it can carry 50 litres of water!

Next we have the XO laptop. At first, it looks just like a normal laptop. But the XO is a laptop with a difference. It was created by an organization that wants to help children all over the world who have no access to computers. They created a cheap, long-lasting laptop. It costs 100 dollars and has a camera, microphone and wifi! It has a long battery life so that countries with less access to power can use it. This helps children get a better education.

Finally, there is the LifeStraw. We know that finding clean water can be a problem in the developing world. In fact, a child dies every 15 seconds from drinking dirty water. Often there is a river or a lake, but the water isn't clean. But now people can drink any water through a LifeStraw and it will be safe. It cleans the water before you drink it. Each LifeStraw can clean 1,000 litres of water – that's enough water for one person for one year.

# Transcripts

## 6.2

- a **A** My flight to Vancouver has been cancelled. Which flight can I take?  
**B** I'm not sure. Could you wait a moment? I'll just check with the airline.
- b **A** I don't have any water with my meal.  
**B** OK. I'll get you a glass. Would you like still or sparkling?
- c **A** My suitcase hasn't come through.  
**B** I'm sorry, sir. There's a problem with the baggage carousel at the moment. We'll let you know when it's fixed.
- d **A** Excuse me, the self-service check-in machine isn't working.  
**B** I see. Please go to the check-in desk over there and they'll help you.

## 6.3

- A** Oh, hello, Ben. I see you're interested in running the new sports project. Tell me, why should we choose you?  
**B** Oh, right. Well, three reasons actually. The first is that I'm experienced in this area. You know about my project management experience at Camdale Leisure Centre. I managed a project with local schools there. The result was that use of the leisure centre increased by 30%, and the schools were really happy, too. And that's my second point. All the schools were different, and the students were, too. We had a small team, but we planned the project really carefully to meet individual needs. I think working well with other people is one of my strengths. We won an award for the best local project, too. The final point is that I know how to use the planning software here, and that will make the project much easier to manage. I can send you more details by email.  
**A** That would be good. Thanks, Ben.

## Slideshow – Will we ever live on Mars?

From the very start of human civilization, people have looked up at the night sky and wondered: 'What's it like on the Moon?'

On 20<sup>th</sup> July 1969, two men found out. Neil Armstrong and Buzz Aldrin were the first men to walk on the Moon.

Here's Buzz Aldrin. You can see Neil Armstrong taking the picture, reflected in the glass of Buzz's helmet.

When the astronauts returned home, they were greeted as heroes. Here they are, parading down Broadway in New York. The crowds are going crazy! Landing on the Moon is one of humanity's greatest achievements.

But that was a long time ago. Now people are thinking about another destination. People have started to ask: 'Will humans ever live on Mars?'

Why Mars, and not another planet? Well, there are lots of reasons. Firstly, the temperature. The average temperature on Mars is -63 degrees Celsius. Cold ... but not too cold.

Secondly, it's not too big or too small. The diameter of Mars is about one half of the diameter of Earth. As a result, gravity on Mars is 38% of gravity on Earth. So, someone who weighs

100 kg on Earth weighs 38 kg on Mars. The human body could adapt to this difference.

Next, Mars has an atmosphere to protect us from the Sun's radiation.

Finally, and most importantly, we now know that there is liquid water on Mars.

How do we know all this? Well, since 12<sup>th</sup> August 2012, a rover called *Curiosity* has been exploring the surface of Mars. A 'rover' is a robot that drives across the surface of a planet. One of *Curiosity's* main goals is to see whether humans will, one day, be able to live on Mars. *Curiosity* has found out lots of new, useful facts about the planet, and sent the information back to NASA.

It has taken measurements of temperature and pressure. It's looked for signs of water and microbial life.

It has sampled soil and rocks.

And it has sent thousands of amazing photographs back to Earth for us all to enjoy.

*Curiosity's* findings show that, with the right technology, humans could survive on Mars. But there are lots of problems to solve first. Human beings have four basic needs: shelter, air to breathe, food and drink.

This is a drawing of a possible future Mars colony. It shows that people will live underground to protect themselves from the freezing temperatures and from the Sun's radiation.

Solar panels will generate electricity for heating. The air on Mars is poisonous, so people will live in special 'life-support units'. And they'll wear protective suits when they go outside. Special machines will take water from the soil. Oxygen from that water will be used to create a breathable atmosphere inside the life-support units.

Machines will remove salt from the water and make it drinkable. Fruit and vegetables will grow in special greenhouses. Water will be very valuable, so every drop will be recycled and used many times.

One of the most difficult problems is: How will we get there? Mars is more than 50 million kilometres away! Lots of different companies have drawn up detailed plans. Here's a diagram by Buzz Aldrin Enterprises. Complicated, eh? Don't worry if you find it hard to understand. We can't all be rocket scientists! So ... will humans ever live on Mars? Well, NASA seems to think we will. The rover *Perseverance*, which landed in 2021, is providing important information about how humans could survive there. But will anyone really want to live on Mars? It's hard to know. In April 2013, a company called Mars One asked for volunteers to live in the first Mars colony. The volunteers would never come back to Earth. The company claimed more than 200,000 people applied – which sounds like a lot of very adventurous people! But Joseph Roche, one of the selected astronauts, claimed the real number was far lower – around 2,000. The company no longer exists, but even so, Roche maintains he would still go on a one-way trip to Mars if he got the opportunity.

## Unit 7

### 7.1

- a I work from home. I just walk into my living room and switch on my laptop. It's nice because I spend a lot of time with my family. But sometimes I don't leave the house all day, and I don't like that. I'm self-employed, so I don't have a boss. I like that, of course!
- b I work in an open-plan office. If I want to speak to a colleague, I just walk to their desk. It's quite a small company, but there are a lot of us in the office and it can get quite noisy. I'm glad that I only work part-time – from 9 a.m. to 1 p.m.
- c I am a builder so I work outside most of the time. In the summer, it's great getting fresh air every day, but it's not so good in the winter. I'm the boss and I have 12 employees. I work long hours. I start at 8.00 in the morning and finish at about 7.00 in the evening.
- d I work for a multinational company, so I travel a lot. I have my own private office so I work on my own. It's easy for me to do all my work because nobody disturbs me. But I do have a lot of meetings in my office and outside.
- e I work full-time in a call centre. It's an easy job. I usually do the day shift, which is 9.00 to 5.00. Because our customers call from around the world, I sometimes work night shifts. It's hard working during the night and sleeping in the day.

### 7.2

- a open-plan                      don't
- b boss                              long

### 7.3

Imagine you are a leader of a team and you are starting a big project. How are you going to lead your team? Well, there are three main styles of leadership.

First, there is the participative style. To 'participate' means to join in or be part of the team, so you want everyone to join in. If you make a decision, you ask people in the team for their opinion first. This helps you make a good decision and people know that you trust them.

Next, there is the delegative style. 'Delegate' means to give another person responsibility. If there is a job to do, you give it to a member of the team. You don't do it yourself. This gives the team member confidence and they can learn about making decisions and taking responsibility.

Finally, there is the authoritarian style. This is simple. You make all the decisions. If anyone disagrees, they are in trouble. Everyone listens to you and does what you say. The advantage of this is that everyone knows what's happening. The disadvantage is that your decisions may be unpopular or wrong.

There is something very important to remember. A really good leader will use all three styles. The key to good leadership is knowing when to use each one.

So today I've talked about leadership and leaders. But the leader is just one member of the team. There are several other roles. And all of them are equally important. If you want to read about the other roles in a team, visit my website at teamwork.com. And that's all we have time for today. Next week, we'll ...

### 7.4

- A OK. So, exams start in two weeks and we need to get some good grades.
- B Right.
- A Any ideas?
- B Just a moment. Can someone write some notes?
- C OK. I will.
- B And could someone be the facilitator?
- A How about you?
- B Oh, OK. So let's get started.
- C Well, how about studying some past papers?
- B Good idea. How do we get those?
- C They're online and I've got some from last year.
- B Great. Thanks, Francis. Any more ideas?
- D Well, I always write lots in my exams, but I get low marks because I don't answer the question.
- B OK. So, read the question carefully.
- A And make some notes before you start writing. It's a bad idea to start writing without a plan or outline.
- B Thanks, Alana. What do you think, Jamie?
- E Me? Oh, I usually go to bed late, so the night before an exam I go to bed early, like before 12.00.
- B Sounds good. Are you getting all this, Francis?
- C Yup. So far.

### 7.5

Any ideas?  
Any more ideas?  
Karen?  
Me?

### 7.6

One of the problems in shared offices is how warm or cool people want the office to be. Lucy's main problem is that she gets cold in her office. She works from 8 a.m. until 4.30 p.m. She shares a large office with Mark. He sits near the window. During the day, he gets hot and he finds it difficult to concentrate. He likes the window open. His working hours are 10 a.m. to 6 p.m. They both have a lunch break. Lucy takes her lunch from 12 to 1, and Mark takes his lunch break from 1 to 2. There is a shop that sells desk fans 100 metres from the office. The fans cost \$15 each.



## Unit 8

### 8.1

- 1 **Interviewer** Excuse me?  
**Speaker 1** Hi.  
**Interviewer** I'm from Radio 210 and we're asking people about the groups they belong to. Would you mind answering some questions for us?  
**Speaker 1** Sure, no problem.  
**Interviewer** Right, my first question is: which groups do you belong to?  
**Speaker 1** Well, I belong to lots of different groups. I belong to my local library, I'm a member of the tennis club, and I belong to a school – I'm a teacher.  
**Interviewer** And which group is the most important to you?  
**Speaker 1** Well, I teach seven-year-old children. And it's hard work, of course, but it's a brilliant job and really important, you know?  
**Interviewer** Of course.  
**Speaker 1** And I think all the teachers in the world, we're like a group, you know? And I'm really proud to be a part of that group.  
**Interviewer** Thank you for talking to us.  
**Speaker 1** No problem.
- 2 **Interviewer** So, which groups do you belong to? And which group is the most important to you?  
**Speaker 2** I don't, like, belong to any groups really apart from the people I hang out with ... like, my friends.  
**Interviewer** So friends are important to you?  
**Speaker 2** Yeah, of course!  
**Interviewer** Why?  
**Speaker 2** Because we do everything together. And we, like, listen to the same music and stuff. And we all have the same sense of humour.  
**Interviewer** So you're all similar.  
**Speaker 2** Yeah. We have loads of jokes that we make and nobody else understands them!
- 3 **Interviewer** Thank you for talking to us. Now, my questions are: Which groups do you belong to? And which group is the most important to you?  
**Speaker 3** Oh, well, I've lived on this street all my life and that's a long time, isn't it?  
**Interviewer** Right.  
**Speaker 3** And I'm part of the community here. When someone new moves into the street, I make them feel welcome. I invite them for lunch or something. Anyway, why are you asking all these questions?  
**Interviewer** We're just making a programme about belonging to groups.  
**Speaker 3** Oh.  
**Interviewer** And why is this community so important?

- Speaker 3** That's a good question. Because it makes me feel safe I suppose, and I like to know what's happening where I live.
- 4 **Interviewer** So, which groups do you belong to? And which group is the most important to you?  
**Speaker 4** That's an easy question. I'm a football supporter and the England supporters club is the most important group in my life. I've watched every game for the last five years. I haven't missed one match.  
**Interviewer** So, football is very important to you. Why is that?  
**Speaker 4** Because when I'm with all the other supporters, I feel ... like, strong, you know? We stand together and we clap our hands ... and we sing songs. I mean ... I feel like I'm part of something big and important. Anyway, there's a match starting in five minutes.  
**Interviewer** Oh, yes ... of course. Well, thank you for your time.

### 8.2

- a **Boss** Good morning, everyone.  
**Several voices** Hello ... morning ... good morning ...  
**Boss** Right, we need to discuss last month's sales figures ...
- b **Philip** Erica, this is Karl. Karl, this is Erica. You two should talk ... you have a lot in common! And I'm off to get another drink ...  
**Karl** Um ... nice to meet you.  
**Erica** You, too. So, how do you know Philip?  
c **Speaker 1** ... and he's really annoying me because he's always asking me the same question, you know.  
**Speaker 2** Uh uh.  
**Speaker 1** And I've had enough of it! Anyway, how are you? How are the kids?
- d **Speaker 1** I've decided to change jobs because I'm just not enjoying my current position. And I think I'd enjoy doing something more exciting.  
**Speaker 2** So, you're going to look for a new job. Where are you going to look?  
**Mother** Did you have a good time?  
**Daughter** Yeah, it was fun. Anyway, Mum, it's getting late. I'll call you in the morning, OK?  
**Mother** OK love, we'll chat tomorrow.
- f **Speaker 1** I can't buy a new computer because they're really expensive, aren't they?  
**Speaker 2** Right. So you're going to buy a second-hand laptop?  
**Speaker 1** Yeah, exactly.

# Transcripts

## 8.3

- a I've lived in this city all my life, but there are parts I've never visited. It's not easy to go to some places because there are no trains or buses. But now, because I use the bike scheme, I can go anywhere. And as a result, I've discovered lots of new places.
- b I like the idea, but there are problems with it. The bike station near my house wasn't working last week. So I couldn't get a bike and I was late for work.
- c I drive every day and I've noticed a lot more cyclists on the roads recently. A lot of people hire these bikes because they think cycling is fun. But they cycle dangerously because they haven't ridden a bike for years.
- d The bike scheme has been really useful for me. I like to exercise, but it's not easy because I'm very busy. I have a lot of exams at the moment so I don't have time to go to the gym. But now I cycle to university every day. Problem solved!

### Slideshow – What can we learn from ants?

Ants can tell us a lot about successful teamwork. Ants live and work together in huge communities called 'anthills'. Here's one in Switzerland. Very impressive!

Every ant is part of a team. Cooperation is key to a team's success. 'Cooperation' means working together towards a common goal.

Players in a football team, doctors and nurses, members of a spaceship crew and firefighters, are all examples of team members who cooperate.

Each team member has a role. Some roles are more difficult than others.

In a restaurant kitchen, one person chops, another person mixes and another cooks. They need to coordinate so that the process moves smoothly from one person to another.

Team members need to stick together in tough situations. Helping out teammates who are in trouble is key to the team's success.

As Iceman says in the classic 80s movie *Top Gun*: 'Never leave your wingman'.

However, despite their reputation, some ants are not great team players. A recent study showed that about a quarter of all ants do very little. Meanwhile, a tiny proportion – about 3% – do most of the work. That's so unfair!

But perhaps the 'lazy ants' are thinking great thoughts. Bill Gates, the former CEO of Microsoft, once claimed: 'I always hire a lazy person to do a difficult job'. Why did he say that? What did he mean?

Sometimes a team member has to speak up if he or she thinks the team is going in the wrong direction. For a lot of people, this can be very difficult.

On the other hand, most teams have an 'extrovert' – a team member who loves to speak up. As often as possible. Extroverts love to demonstrate their skills. This one's into windsurfing!

At work, these people are usually good at giving presentations. But they may not be so strong on planning or working with the rest of the team.

A good team member works hard for the team against tough competition.

But at the same time they have to keep to the rules. No foul play.

Problem-solving is also a big part of teamwork ...

... the trick is not to give up halfway.

Team leaders play a vital role. And different leaders have different styles.

Some leaders can be pretty bossy. This can lead to some team members getting stressed.

So, leaders must know when to stop pushing. And they have to ensure that their team members get enough rest. Overwork can be a real problem.

Meanwhile, some leaders think getting to the top first is the goal. They like to 'lead by example'.

And other leaders think that their most important role is to keep the team together. What do you think? Are you a strong team player? What style of leader do you prefer?

When the work is done, after all that hard work and running around in circles, the team deserves some time to relax.

## Unit 9

### 9.1

**Jack** How do you keep fit, Jodie?

**Jodie** I like cycling at the weekend. How about you?

**Jack** I like going to the gym and doing a few weights.

**Jodie** I don't like going to the gym. It's too crowded.

**Jack** I know what you mean. How about your diet?

**Jodie** Well, I want to lose weight, so I'm not eating meat at the moment.

**Jack** Good idea. I want to stop eating so much sugar, but I love eating cakes.

**Jodie** Oh, dear.

**Jack** I know. I want to run a marathon next month, so I really must get fit.

### 9.2

**1 Interviewer** So Mrs Carter, how do you like to manage your staff?

**Boss** Rules are important. My staff have to start work very early and work hard. And they have to look smart, too.

**Interviewer** Do they have to wear suits?

**Boss** Yes, the men do. They have to wear trousers, a shirt and a tie. And they can't grow beards. Women have to wear skirts or dresses. They can't wear trousers.

**Interviewer** What about the weekends? Do they ever have to work on Saturdays?

**Boss** Yes, of course they do! And they have to keep their phones switched on 24 hours a day so I can contact them in an emergency. If I send someone an email at 3 a.m., they have to reply immediately.

**Interviewer** Really? That seems a bit unfair.

# Transcripts

**Boss** I'm not interested in being fair. And I'm not interested in people being happy or enjoying the job. I'm interested in making a lot of money. And if my staff work hard and obey the rules, they will make a lot of money here. The average salary is \$100,000! And there are a lot of interesting parts to the job. Employees often have to travel to different countries.

**Interviewer** Really? That sounds good. Can they bring their partners or children with them?

**Boss** No, they can't! They are there to work, not for a holiday!

**Interviewer** Of course. But can your employees take time off work if they're ill?

**Boss** Yes, they can. But they can't have more than a week off work.

**2 Farouk** I don't believe in having a lot of rules in the office. I believe happy workers are productive workers. Therefore, I treat my staff like adults and I let them spend time with their families. Staff don't have to work at the weekends or in the evenings, and on Fridays they don't have to come into the office at all! Instead, they can work from home and be with their families.

They can also leave their young children at the office nursery. Consequently, they can spend time with their kids in their breaks and at lunchtime.

There is also a gym on the top floor of the building and employees can use it between the hours of 7 a.m. and 7 p.m. I believe that a healthy body means a healthy mind.

And there aren't any rules about the clothes people wear. So men don't have to wear a shirt and tie. They can wear shorts and a T-shirt if they want to!

## 9.3

- a **A** Can I work in this room?  
**B** I'm afraid not. It's booked for a meeting.
- b **A** Do we have to finish our reports tonight?  
**B** No, you don't have to hand them in till Monday.
- c **A** What are your working hours?  
**B** We have to start work by 10.00. The core hours are 10.00 to 4.00.
- d **A** Can we buy our tickets on the bus?  
**B** Yes, you can. Just ask the driver.
- e **A** I'm sorry, but you can't park here.  
**B** Oh! Where's the nearest car park?
- f **A** Do you have to work tonight?  
**B** No, I don't. Do you want to go out?
- g **A** My sister has a great job. She doesn't have to work on Mondays.  
**B** She's lucky. Does she only work four days a week?
- h **A** Can I pay in euros?  
**B** Yes. It's five euros fifty.

## 9.4

- a Can I work in here?  
b Yes, you can./No, you can't.  
c Where can I work?  
d You can work in the library.

## 9.5

My name is Hitoshi. I live and work in Tokyo. I live in a nice apartment, but I have to commute about 90 minutes every day. I eat healthy food and exercise in the local park.

Japan is a safe country.

It's very hot in the summer – about 40 degrees, and the city can get quite polluted.

Everyone pays health insurance and we have a good health service. The government makes sure that medical fees are cheap, and in Japan, we go for more check-ups than in many other countries. That's why life expectancy is about 84.

## Unit 10

### 10.1

- a You shouldn't drink more than three cups of coffee a day.  
b You should eat five types of fruit and vegetables a day.  
c You should wear a helmet when you cycle.  
d You shouldn't sleep ten hours a night.  
e You shouldn't watch TV for more than two hours a night.  
f You should have a break every 30 minutes when you use a computer.  
g You shouldn't drink fizzy drinks.  
h You should drink a litre of water a day.

### 10.2

- a You should eat five types of fruit and vegetables a day.  
b You should wear a helmet when you cycle.  
c You should have a break every 30 minutes when you use a computer.  
d You should drink a litre of water a day.

### 10.3

- Man** Have you seen this?  
**Woman** Yeah, it's a good idea, isn't it?  
**Man** What? It's a terrible idea!  
**Woman** Why? I think everyone should wash their hands.  
**Man** Well, of course they should. But this isn't the way to do it. I shouldn't have to listen to a loud alarm every time I use the bathroom!  
**Woman** So what do you think they should do?  
**Man** It's about education. They should teach children about hygiene and there should be information on bathroom walls, and ...  
**Woman** But they do all that already. It doesn't work. That's why they're trying something different.  
**Man** Well, it's too much. The government shouldn't tell people what to do.  
**Woman** Hmm ...



## 10.4

Let's start with some facts about time off work for illness in the United Kingdom. These facts and figures are from 2013. So, in 2020, there were 118 million days lost to sickness. That might sound like a lot, but it's much less than 25 years ago, when records began.

Now, what do we know about who is taking this time off work? Well, we know that government organizations report the most sick days among staff. Much more than private companies. Perhaps unsurprisingly, people working in healthcare take the most sick days.

We know that women have more time off work than men. And we know that as people get older, there is an increase in the number of sick days they take. We also know that the lowest rates of sickness are among managers.

And what are the main reasons for taking time off work? Well, you might think stress was the biggest problem, but actually it's only the third most common reason. Second is muscular problems like neck aches and backaches. The problem that causes the most time to be taken off work is minor illnesses, things like colds and flu.

Further down the list, we have various other health conditions. Interestingly, around six per cent of sickness absences are for undisclosed reasons. That could mean a very serious illness, of course – or it could mean taking a day off to watch the football!

## 10.5

Hello and welcome, everyone. Thank you for coming; I know I didn't give you much warning ... So I've asked you here because I want to talk to you about the health of our staff. More specifically, there has been an increase in staff illness over the past 12 months. In fact, there has been a 12% increase in sick days this year compared to last year. Obviously, this causes several problems. Perhaps most importantly, the company loses money. We calculate that staff illness has already cost us more than one million dollars this year. Because, of course, we have to pay the wages of the ill employee but, in addition, we often have to pay for someone to replace them.

So, what are the main problems and how can we try and improve the situation? Well, in terms of physical illness, the most common complaint is bad backs. Clearly, there is a problem in how employees are sitting at their desks. Could you all check the desks and chairs in your offices and make sure every member of staff is sitting properly with the computer screen and keyboard in the correct position?

A lot of time off work is also caused by headaches. Could you please make sure staff are not spending more than an hour in front of a computer screen without a break?

Of course, another reason for headaches could be stress. And this is another big problem with our staff. So it's a good idea to look for signs of stress in all your employees. You should have regular meetings with each member of staff to discuss any

problems they're having, or anything they're worried about. And can you also be careful how you speak to employees, please? We've had a couple of complaints recently about managers shouting at staff ... and I will remind you that shouting is never acceptable.

Finally, we have had some staff take days off work because they can't sleep at night. Again, this is often caused by stress, but also by overworking. Can you check your staff are not working long hours? Nobody should be working past 7 p.m. OK, that's about it, I think. Are there any questions? ...

## 10.6

Hello. My name's Simon Worthy, and I'm from the Council. Thank you for inviting me here today to talk to you about health at work. Did you know that last year there were 630,000 injuries at work? It's a big problem, isn't it, both for employers and for employees? I was surprised by that number, and that's why today I'm going to talk about two things. Firstly, how to avoid accidents, and secondly, what to do if there is one. I'm also happy to take any of your questions, but we've got a lot to get through, so let's do that at the end of my talk. OK?

Anyway, starting with avoiding accidents, I'm going to cover accidents with hot water and food, and accidents from furniture. So, I'd like to ask you, how many of you use hot water to make yourself a drink at work? And how often do you carry hot drinks up and down steps, or carry your books, laptops and hot drinks at the same time as trying to open a door between different rooms? These are dangerous things to do. That's why I'm encouraging employers to put safe water heaters on each floor.

## Slideshow – What's good for you?

In general, scientists agree: to be healthy we should eat a balanced diet made up of fruit, vegetables, fish and perhaps a little meat. Everyone knows that. Right?

Well, yes. But on many of the smaller details, the scientists can't agree.

For example, one year, we read in the newspapers that eggs are high in cholesterol. That's no good!

Cholesterol is a substance found in our blood, and too much is bad for the heart.

But wait! The next year, the science changes. Cholesterol from our food doesn't end up in our blood. We can eat lots of eggs! It's so hard to keep up. And maybe next year, eggs will be bad for us again. Who knows?

In this way, throughout history, opinions have varied widely about what is good for us, and what is bad. Let's go back into the past and take a look at some 'healthy' diets.

One of the earliest diet books was called *The Art of Living Long*. It was written by Luigi Cornaro, and was published in Italy in 1558. In it, Cornaro recommends eating less than 400 grams of food a day.

And for older people, he suggests only one daily egg. We use the word 'fad' to talk about things that become very popular for a short time.

So, we can say that Cornaro invented the first fad diet. But we can't say that he was wrong – he lived until he was 98. Very impressive!

In the late 19<sup>th</sup> century, a man called Horace Fletcher had a theory.

He believed that you should chew every mouthful of food at least 32 times. He said we need all that chewing to digest our food properly. That way, we don't get sick. The theory made Fletcher very rich. But science has moved on, and no one follows his advice today.

The 'grapefruit diet' was popular in Hollywood in the 1930s – and it still has fans today.

Followers of the diet believe that if you eat a grapefruit together with fatty foods, you won't put on weight. The acid in the grapefruit breaks down the fat. Nice try! But there is no evidence that this diet makes people healthier.

Celebrities often try fad diets. Beyoncé believes in the 'master cleanse diet'. Followers of the diet stop eating for short periods.

Instead, they drink a mixture of lemon and water, flavoured with syrup and pepper. Delicious, I'm sure. The diet tries to clear all the toxins from our bodies.

'Toxin' is the scientific word for a harmful substance. But most experts think that the diet is dangerous.

Kim Kardashian loves the Atkins diet.

On the Atkins diet you eat lots of meat, fish, cheese and eggs. You can eat some vegetables, but not too many. But you can't have any bread, pasta, potatoes or cereals.

The diet helps people lose weight quickly, and many people say it has changed their life. On the other hand, research shows that most people can't keep their weight down for long.

It's clear, then: what works for one person may not work so well for another. It makes sense, when you think about it. Our bodies – especially our stomachs – are full of millions and millions of different microorganisms.

Microorganisms are tiny living things, like bacteria.

In fact, 90% of the cells in our bodies are not human! How very strange!

Imagine the variety of microorganisms inside your stomach for a moment. It's like a rainforest in there! And, just as every rainforest is different, everyone has a different mix of microorganisms. And, therefore, everyone digests food in a slightly different way.

So, here's some final, 21<sup>st</sup> century, advice.

Eat sensibly and listen to health advice from reliable sources, but don't go crazy worrying about your diet.

Know your body. Listen to it. Find a diet that makes you feel happy and healthy, and stick to it.

Your health is the most important thing you have.

## Unit 11

### 11.1

- a surveyor
- b advisor
- c dentist
- d developer
- e banker
- f paramedic
- g engineer

### 11.2

This programme is for young people who are thinking about the future and the kind of business they want to work in. You need to think about lots of things, for example, 'What am I good at?' or 'What do I like doing?'. You also need to think about money. There are two questions you need to answer. One, is the sector I want to work in successful? And two, will I earn a good salary? Let's look at some of the most popular sectors for graduates at the moment.

First of all, one of the biggest sectors is construction. The construction industry made \$1.7 trillion last year. Graduates can expect a starting salary of about \$33,000.

What about a sector that focuses on people? Well, the human resources sector made \$12.3 billion last year, which is well below construction but is still successful. Starting salaries are around \$28,000.

And talking of money, how about finance? You probably won't be surprised to hear that the financial services industry makes a lot of money – \$1.26 trillion a year to be precise. Salaries depend on which area you work in. To give an example, investment banking offers a very generous \$65,000 a year. A very good start for a career.

Now gas, oil, solar, wind, all the different types of energy, make up the energy business. Last year, it made \$17.5 billion and new recruits get \$36,000.

That's a lot less than was made on computers, though. The IT services industry made \$19.3 billion and graduates earned \$45,000.

But what is the most important thing in the world? What do we care about most? It's our health, of course! And that's why the healthcare industry made an incredible \$21.8 billion last year. But the pay isn't that great; a doctor only gets around \$33,000 in their first year.

# Transcripts

## 11.3

- A How was your graduation?  
B It was great, thanks. My parents came and I think they were really proud.  
A Of course they were! So what are you going to do now?  
B Well, I'm going to sleep for a while!  
A Ha ha! But I mean after the summer. Are you going to apply for some jobs?  
B No, I'm not going to do that yet. I'm going to get some experience first.  
A But how are you going to get experience if you're not working?  
B Oh, I'm going to work. I'm going to do an internship.  
A What's that?  
B It's when a company employs a new graduate for a few months or a year and the graduate gets real work experience.  
A OK. But are they going to pay you?  
B No. They're going to pay for my travel, but they aren't going to pay me a salary.  
A So how are you going to live? Is your father going to help you?  
B Yeah, he's going to give me some money each week.

## 11.4

- a Why did you choose this company?  
1 Because it's the leading company in its sector.  
2 Because it's a nice company.  
b Why are you interested in this position?  
1 It sounds interesting.  
2 Because it will give me an opportunity to use my experience and qualifications.  
c What do you know about the company?  
1 It's a very large company.  
2 It has a very strong brand and a unique range of products.  
d What are your main strengths?  
1 I'm good at lots of things.  
2 I think my greatest strengths are that I'm flexible and I'm a fast learner.  
e What are your career goals?  
1 I would like to continue to develop and learn. Finally, I would like to lead my own department.  
2 I want a promotion as soon as possible.

## 11.5

- a Why did you choose this company?  
b Why are you interested in this position?  
c What do you know about the company?  
d What are your main strengths?  
e What are your career goals?

## 11.6

Hi, I'm Rachel. I'm getting married to John sometime next year. But there's a lot to do before then. We haven't fixed a date yet because we're both so busy. John's job means he travels abroad once or twice a month, and my manager often needs me to work late to write reports. In fact, I have to finish a marketing report by Wednesday. That means we haven't had enough time to start making arrangements. My dad hasn't been well, either, so it's been hard on my mum. I visit my parents every weekend. I want to buy them a nice mini-break, so I'm saving up for that. John and I hope to start a family after we get married, but first we need to make a bit more money. I'm hoping John's going to get promoted soon. He deserves it!

## 11.7

- a Can you close the door, please?  
b Can you close the door. Please!  
c Can you close the door? Pleeeease.  
d Can you close the door, please.

## Unit 12

### 12.1

- Amira** So have you thought any more about studying abroad?  
**Jasmine** Yeah, but I don't know.  
**Amira** I think you should do it. If you study in England, your English will really improve. It's a great opportunity.  
**Jasmine** Yeah, maybe.  
**Amira** But you'll have to speak to English people, of course. You won't learn much if you only make friends with other foreign students.  
**Jasmine** But what will I do if I don't understand my teachers?  
**Amira** Well, it will be difficult when you arrive, but it will get easier.  
**Jasmine** Yeah, I suppose so. But England's expensive, isn't it? If I don't get a job after graduating, it will be a waste of money. And what will I do if I run out of money?  
**Amira** You won't run out of money. You just need to be careful. Don't go out for meals – cook at home. And don't go shopping every week! Your parents will send you money each month.  
**Jasmine** Yeah, my parents. If I do this, I'll be away from home for six months. It's a long time!  
**Amira** Of course it is. But you'll make new friends quickly.  
**Jasmine** But I'll miss my old friends! Like you!  
**Amira** Don't worry. If you feel homesick, you can video-call me!

### 12.2

- a If you study in England, your English will really improve.  
b But what will I do if I don't understand my teachers?  
c If I don't get a job after graduating, it will be a waste of money.  
d If I do this, I'll be away from home for six months.  
e If you feel homesick, you can video-call me!



# Transcripts

## Slideshow – Are you in control?

When we think about the future, we can think either short or long term. Short-term goals are things like 'I'd like to save enough to go on holiday in the summer', or 'I want to get fit'. Long-term goals are things like 'I want to go to a good university', 'I'd like to start a family' or 'I want to qualify as a doctor'.

Research shows that people who can think long term are more successful in achieving their goals. But how can we measure this?

One way is the marshmallow test. A child is put in a room with a marshmallow. She is told: 'Go ahead, eat the marshmallow. But if you can wait for 15 minutes, you can have two.'

Can you guess what usually happens? The marshmallow test shows how much self-control someone has. Or doesn't have. Children and adults aren't that different.

Another way to think about your self-control is to ask yourself: 'When do I do the jobs I dislike, like the washing-up?'

'Do I do them straight after dinner? Or do I do other things first? The things I enjoy, like watching TV?'

How often do you say, 'I'll just watch this, and then I'll do the washing-up'? Sometimes we ignore tasks or problems altogether. We try our hardest not to think about them. We call this 'sticking your head in the sand'.

Got a deadline coming up? You ask yourself: 'When should I start my assignment?' Often, you answer: 'Well, there's no hurry. The deadline's not till next week. I think I'll go shopping'. But, at the back of your mind, you know it's time to start work.

The Pomodoro Technique was invented to overcome this problem. Many successful people find it very helpful. This is how it works. First, set a stopwatch or kitchen timer to 25 minutes.

That's the longest most people can concentrate.

Now, start working on your assignment. If the phone rings, ignore it.

If you feel like checking your emails, don't. Be strict with yourself. For 25 minutes, do nothing but work.

But when the alarm rings, it's time for a break. Wherever you are: stop! Take five minutes off. Return that call, or check your emails. Go for a walk, or make a hot drink.

When the alarm rings, it's back to business for 25 minutes. And so on, throughout the day. Every four rounds you should take a longer break.

The technique can be hard to start with, but most people get there in the end. And you'll be amazed how much you can do in a day!

Planning ahead is also an important part of being successful. Generally, animals don't plan ahead much. Squirrels hide food to eat in the winter. But this is instinct more than planning.

On the other hand, chimpanzees can think ahead.

If you offer a chimp a banana, he will eat it. Obviously. Chimps love bananas.

But what if you offered him a choice between one banana and a tool to get lots of bananas? A stick to reach fruit from higher in the trees, for example. Which would he choose?

The chimp chooses the stick. The chimp has self-control. He can look into the long-term future and imagine a better result.

In this case, lots of bananas. What a clever chimp!

How about humans? When we are younger we don't think too far ahead. We are too busy having fun.

When we are older we need to look further ahead. One way to do this is to decide on some 'desired outcomes'. Is our desired outcome to be rich, to have a family, a fast car, travel round the world? All of these? Or none?

Once we have decided on our desired outcome, we can look into the future and imagine how success feels. Isn't it great? (This idea comes from neuro-linguistic programming.)

And then we can decide how we are going to reach our goal. It's not going to be easy. Are we willing to take risks? Are we motivated enough? Are we good enough? What obstacles might come our way? Can we control our fear of failure? Or should we just watch another episode of our favourite TV series?

# Word list

| Word | Section | Word type |
|------|---------|-----------|
|------|---------|-----------|

## Unit 1

|                  |   |           |
|------------------|---|-----------|
| activity         | C | noun      |
| advantage        | A | noun      |
| affect           | C | verb      |
| annoyed          | A | adjective |
| another          | A | adjective |
| argument         | C | noun      |
| article          | B | noun      |
| assignment       | B | noun      |
| attack           | C | verb      |
| basically        | C | adverb    |
| bored            | A | adjective |
| bow              | A | verb      |
| busy             | B | adjective |
| chat             | B | verb      |
| check            | B | verb      |
| choose           | B | verb      |
| clear            | B | adjective |
| close            | A | adjective |
| colleague        | B | noun      |
| communicate      | A | verb      |
| connection       | B | noun      |
| contact          | C | noun      |
| conversation     | A | noun      |
| cooperate        | C | verb      |
| decide           | C | verb      |
| disadvantage     | A | noun      |
| disagree         | C | verb      |
| don't think so   | C | phrase    |
| electronic media | B | phrase    |
| emotion          | A | noun      |
| engineering      | C | noun      |
| expensive        | B | adjective |
| eye contact      | A | noun      |
| face to face     | A | adjective |
| finish           | C | verb      |
| focus            | A | noun      |
| free             | A | adjective |
| funny            | A | adjective |
| hair             | A | noun      |
| happen           | B | verb      |

| Word | Section | Word type |
|------|---------|-----------|
|------|---------|-----------|

|                       |   |           |
|-----------------------|---|-----------|
| happy                 | B | adjective |
| heading               | C | noun      |
| impression            | A | noun      |
| improve               | C | verb      |
| interesting           | A | adjective |
| internet              | B | noun      |
| job                   | A | noun      |
| joke                  | A | noun      |
| kiss                  | A | verb      |
| laugh                 | B | verb      |
| lazy                  | A | adjective |
| lecture               | C | noun      |
| library               | B | noun      |
| lonely                | B | adjective |
| lunch                 | C | noun      |
| make/get a phone call | A | phrase    |
| maths                 | C | noun      |
| maybe                 | C | adverb    |
| meal                  | B | noun      |
| meet                  | A | verb      |
| message               | A | noun      |
| money                 | A | noun      |
| neck                  | A | noun      |
| negative              | B | adjective |
| neighbour             | A | noun      |
| newspaper             | B | noun      |
| online                | B | adjective |
| opinion               | C | noun      |
| outside               | B | adverb    |
| pace                  | C | noun      |
| partner               | A | noun      |
| past                  | B | adverb    |
| polite                | C | adjective |
| politics              | A | noun      |
| popular               | C | adjective |
| positive              | A | adjective |
| pull                  | A | verb      |
| quick                 | A | adjective |
| radio                 | B | noun      |
| relaxed               | C | adjective |

# Word list

| Word              | Section | Word type | Word         | Section | Word type   |
|-------------------|---------|-----------|--------------|---------|-------------|
| research          | B       | noun      | wait         | C       | verb        |
| review            | C       | verb      | waste (time) | C       | verb        |
| (you're) right    | C       | adjective | watch        | B       | verb        |
| ring              | B       | verb      | weather      | A       | noun        |
| rude              | A       | adjective | weekend      | B       | noun        |
| rule              | C       | noun      | win          | C       | verb        |
|                   |         |           | without      | B       | preposition |
| say               | A       | verb      |              |         |             |
| see a point       | C       | phrase    |              |         |             |
| seminar           | B       | noun      |              |         |             |
| send/get a letter | A       | phrase    |              |         |             |
| send/get a text   | A       | phrase    |              |         |             |
| send/get an email | A       | phrase    |              |         |             |
| serious           | C       | adjective |              |         |             |
| server            | B       | noun      |              |         |             |
| shake hands       | A       | phrase    |              |         |             |
| should            | C       | verb      |              |         |             |
| show              | A       | verb      |              |         |             |
| similar           | A       | adjective |              |         |             |
| simple            | B       | adjective |              |         |             |
| situation         | C       | noun      |              |         |             |
| skill             | C       | noun      |              |         |             |
| slide             | C       | noun      |              |         |             |
| slow              | B       | adjective |              |         |             |
| smile             | A       | verb      |              |         |             |
| social media      | C       | noun      |              |         |             |
| solution          | C       | noun      |              |         |             |
| speak             | A       | verb      |              |         |             |
| sport             | C       | noun      |              |         |             |
| stand             | A       | verb      |              |         |             |
| stay              | B       | verb      |              |         |             |
| steal             | B       | verb      |              |         |             |
| style             | C       | noun      |              |         |             |
| subject           | A       | noun      |              |         |             |
| sure              | C       | adjective |              |         |             |
| surprised         | A       | adjective |              |         |             |
| switch off        | B       | verb      |              |         |             |
|                   |         |           |              |         |             |
| tablet            | B       | noun      |              |         |             |
| take turns        | B       | phrase    |              |         |             |
| talk              | A       | verb      |              |         |             |
| tell              | A       | verb      |              |         |             |
| together          | B       | adverb    |              |         |             |
| truth             | A       | noun      |              |         |             |
|                   |         |           |              |         |             |
| video call        | B       | noun      |              |         |             |
| video games       | B       | noun      |              |         |             |

## Unit 2

|                |   |           |
|----------------|---|-----------|
| accept         | B | verb      |
| aim            | B | noun      |
| apologize      | B | verb      |
|                |   |           |
| calm           | C | adjective |
| carefully      | C | adverb    |
| clean          | A | verb      |
| cloud          | A | noun      |
| contain        | A | verb      |
| cook           | B | verb      |
|                |   |           |
| dark           | A | adjective |
| drink          | A | noun      |
| drive          | A | verb      |
|                |   |           |
| each other     | A | pronoun   |
|                |   |           |
| follow         | B | verb      |
|                |   |           |
| get out        | A | verb      |
|                |   |           |
| How about ...? | A | phrase    |
|                |   |           |
| I'm afraid     | B | phrase    |
| ill            | B | noun      |
| infer          | A | verb      |
| invite         | B | verb      |
|                |   |           |
| join           | B | verb      |
|                |   |           |
| late           | A | adjective |
| later          | B | adverb    |
| lovely         | B | adjective |
|                |   |           |
| moment         | A | noun      |



# Word list

| Word              | Section | Word type | Word        | Section | Word type |
|-------------------|---------|-----------|-------------|---------|-----------|
| obvious           | C       | adjective | colour      | B       | noun      |
| office            | A       | noun      | complicated | A       | adjective |
| own               | C       | adjective | crazy       | A       | adjective |
| party             | B       | noun      | culture     | A       | noun      |
| pasta             | B       | noun      | dangerous   | B       | adjective |
| pay               | B       | verb      | definitely  | A       | adverb    |
| present           | A       | noun      | delicious   | A       | adjective |
| refuse            | B       | verb      | difficult   | A       | adjective |
| road              | A       | noun      | dirty       | A       | adjective |
| snow              | A       | verb      | dolphin     | B       | noun      |
| sound             | A       | verb      | engine      | A       | noun      |
| stage             | B       | noun      | exactly     | B       | adverb    |
| storm             | A       | noun      | fact        | C       | noun      |
| suggest           | B       | verb      | famous      | B       | adjective |
| thirsty           | A       | adjective | feeling     | A       | noun      |
| tornado           | A       | noun      | fight       | A       | verb      |
| warning           | B       | verb      | Finland     | A       | noun      |
| wear              | A       | verb      | fix         | A       | verb      |
| What shall we do? | B       | phrase    | Greece      | A       | noun      |
| windy             | A       | adjective | guide       | C       | noun      |

## Unit 3

|                  |   |           |          |   |           |
|------------------|---|-----------|----------|---|-----------|
| accident         | B | noun      | horrible | A | adjective |
| accommodation    | B | noun      | housing  | B | noun      |
| advice           | C | noun      | India    | A | noun      |
| airport          | B | noun      | jump     | B | verb      |
| amazing          | B | adjective | lose     | B | verb      |
| art              | C | noun      | main     | B | adjective |
| artist           | B | noun      | measure  | C | verb      |
| audio            | C | noun      | miss     | B | verb      |
| average          | C | adjective | modern   | A | adjective |
| basic            | B | adjective | mood     | A | noun      |
| beautiful        | A | adjective | museum   | C | noun      |
| Brazil           | B | noun      | noisy    | A | adjective |
| carry on         | B | verb      | notice   | B | verb      |
| change our minds | A | phrase    | paint    | B | noun      |
| choice           | A | noun      | poor     | B | adjective |
| clean            | A | adjective | prefer   | C | verb      |
| climb            | B | verb      | price    | C | noun      |
|                  |   |           | project  | B | noun      |

# Word list

| Word                | Section | Word type | Word            | Section | Word type |
|---------------------|---------|-----------|-----------------|---------|-----------|
| queen               | B       | noun      | create          | B       | verb      |
| queue               | C       | noun      | crowded         | B       | adjective |
| quiet               | A       | adjective | decision        | A       | noun      |
| rainforest          | B       | noun      | deserve         | A       | verb      |
| recently            | C       | adverb    | dictionary      | A       | noun      |
| recommend           | C       | verb      | dish            | A       | noun      |
| rope                | B       | noun      | double          | B       | verb      |
| safety equipment    | B       | noun      | duration        | A       | noun      |
| save someone's life | B       | phrase    | economic zone   | B       | phrase    |
| selfie              | B       | noun      | environment     | A       | noun      |
| sensible            | A       | adjective | evaluate        | A       | verb      |
| shape               | B       | noun      | evidence        | A       | noun      |
| shout               | A       | verb      | fishing         | B       | adjective |
| sick                | B       | adjective | five-star       | A       | adjective |
| South Korea         | A       | noun      | flight          | A       | noun      |
| special             | A       | adjective | fly             | A       | verb      |
| stereotype          | A       | noun      | fresh           | A       | adjective |
| strong              | A       | adjective | graph           | B       | noun      |
| swim                | B       | verb      | grow            | B       | verb      |
| ticket              | C       | noun      | helicopter      | A       | noun      |
| traditional         | A       | adjective | hiking          | A       | noun      |
| unique              | A       | adjective | history         | A       | noun      |
| unusual             | B       | adjective | identify        | B       | verb      |
| view                | B       | noun      | increase        | B       | verb      |
| website             | C       | noun      | incredible      | B       | adjective |
| winter              | A       | noun      | knowledge       | A       | noun      |
| <b>Unit 4</b>       |         |           | life expectancy | B       | noun      |
| award-winning       | A       | adjective | lifetime        | B       | noun      |
| back road           | A       | phrase    | loaf            | B       | noun      |
| beach               | A       | noun      | local           | A       | adjective |
| billion             | B       | number    | look after      | A       | verb      |
| brilliant           | A       | adjective | look for        | A       | verb      |
| building            | B       | noun      | luxury          | A       | adjective |
| Cambodia            | A       | noun      | market          | A       | noun      |
| carry               | A       | verb      | menu            | A       | noun      |
| chef                | A       | noun      | metro system    | B       | noun      |
| construction        | B       | noun      | move on         | A       | verb      |
| cost                | A       | noun      | murder          | B       | noun      |
|                     |         |           | of course       | B       | adverb    |
|                     |         |           | (week) off      | A       | noun      |

# Word list

| Word              | Section | Word type | Word                                    | Section | Word type |
|-------------------|---------|-----------|---|---------|-----------|
| peaceful          | A       | adjective | comfortable                             | C       | adjective |
| population        | B       | noun      | dream                                   | B       | verb      |
| private           | A       | adjective | enough                                  | A       | adjective |
| proud             | A       | adjective | exercise                                | C       | noun      |
| quality           | A       | noun      | exhausted                               | A       | adjective |
| relax             | A       | verb      | expert                                  | B       | noun      |
| scenery           | A       | noun      | fire                                    | A       | noun      |
| scheme            | A       | noun      | fridge                                  | C       | noun      |
| shelter           | A       | noun      | frighten                                | B       | verb      |
| sight             | A       | noun      | gadget                                  | A       | noun      |
| skiing            | A       | noun      | get married                             | B       | verb      |
| spa               | A       | noun      | GPS (Global Positioning System) tracker | A       | noun      |
| speedboat cruise  | A       | noun      | grade                                   | C       | verb      |
| spend (time)      | A       | verb      | headset                                 | C       | noun      |
| staff             | A       | noun      | human                                   | A       | noun      |
| stressed          | A       | adjective | hunt                                    | A       | verb      |
| sunbathing        | A       | noun      | hydrogen                                | B       | noun      |
| survey            | A       | noun      | interactive                             | C       | adjective |
| taste             | A       | noun      | kill                                    | A       | verb      |
| tourist           | A       | noun      | label                                   | C       | verb      |
| variety           | A       | noun      | lie down                                | A       | verb      |
| village           | A       | noun      | lighter                                 | A       | noun      |
| waiter            | A       | noun      | magazine                                | C       | noun      |
| wake-up call      | A       | noun      | make sure                               | B       | verb      |
| wooden            | A       | adjective | map                                     | A       | noun      |
| worse             | B       | adjective | mat                                     | A       | noun      |
| abroad            | C       | adjective | nervous                                 | C       | adjective |
| alone             | A       | adverb    | oil                                     | C       | noun      |
| already           | B       | adverb    | order (food)                            | C       | verb      |
| anywhere          | C       | adverb    | pilot                                   | C       | noun      |
| astronaut         | B       | noun      | planet                                  | B       | noun      |
| avatar            | C       | noun      | plant                                   | A       | noun      |
| benefit           | B       | noun      | poisonous                               | A       | adjective |
| between the lines | C       | phrase    | poster                                  | B       | noun      |
| boil              | A       | verb      | prioritize                              | A       | verb      |
| breathe           | A       | verb      | protection                              | A       | noun      |

## Unit 5



# Word list

| Word              | Section | Word type | Word                | Section | Word type   |
|-------------------|---------|-----------|---------------------|---------|-------------|
| railway           | B       | noun      | die                 | A       | verb        |
| rain              | A       | noun      | download            | A       | verb        |
| rechargeable      | B       | adjective | essay               | B       | noun        |
| replace           | C       | verb      | everywhere          | A       | adverb      |
| rest              | A       | verb      | expect              | B       | verb        |
| robot             | B       | noun      | generous            | A       | adjective   |
| roll              | A       | verb      | ground              | A       | noun        |
| rubber            | A       | adjective | health              | A       | noun        |
| run out           | A       | verb      | laptop              | B       | noun        |
| safe              | A       | adjective | memory              | A       | noun        |
| smart             | B       | adjective | networking          | B       | noun        |
| social situation  | C       | phrase    | next-door neighbour | B       | noun        |
| spelling          | C       | noun      | printer             | A       | noun        |
| subtitle          | C       | noun      | prize               | B       | noun        |
| surface           | A       | noun      | product             | A       | noun        |
| survive           | A       | verb      | profile             | B       | noun        |
| temperature       | A       | noun      | promote             | B       | verb        |
| (in) trouble      | A       | noun      | quadcopter          | A       | noun        |
| underwater        | A       | adjective | range               | A       | noun        |
| virtual           | C       | adjective | rate                | A       | verb        |
| visual            | B       | noun      | remind              | A       | verb        |
| water bottle      | A       | noun      | remote control unit | A       | phrase      |
| worried           | B       | adjective | seat                | B       | noun        |
|                   |         |           | sir                 | B       | noun        |
|                   |         |           | sky                 | B       | noun        |
|                   |         |           | solar panel         | A       | phrase      |
|                   |         |           | talented            | B       | adjective   |
|                   |         |           | top                 | B       | adjective   |
|                   |         |           | vote                | A       | verb        |
|                   |         |           | wall                | B       | noun        |
|                   |         |           | welcome             | A       | exclamation |
|                   |         |           | year out            | B       | noun        |
| accounts          | B       | noun      |                     |         |             |
| airline           | B       | noun      |                     |         |             |
| award             | A       | noun      |                     |         |             |
| barcode           | A       | noun      |                     |         |             |
| battery           | A       | noun      |                     |         |             |
| book              | B       | verb      |                     |         |             |
| cancel            | B       | verb      |                     |         |             |
| carousel          | B       | noun      |                     |         |             |
| check-in          | B       | noun      |                     |         |             |
| code              | A       | noun      |                     |         |             |
| company           | A       | noun      |                     |         |             |
| container         | A       | noun      |                     |         |             |
| critical thinking | A       | phrase    |                     |         |             |

## Unit 6

# Word list

Word | Section | Word type

Word | Section | Word type

## Unit 7

|                    |   |                  |
|--------------------|---|------------------|
| argue              | B | <i>verb</i>      |
| authoritarian      | B | <i>adjective</i> |
| brainstorm         | C | <i>verb</i>      |
| challenge          | A | <i>noun</i>      |
| cheerleader        | B | <i>noun</i>      |
| clarification      | C | <i>noun</i>      |
| concentrate        | A | <i>verb</i>      |
| confidence         | B | <i>noun</i>      |
| creative           | B | <i>adjective</i> |
| customer           | A | <i>noun</i>      |
| (meet a) deadline  | A | <i>noun</i>      |
| delegate           | B | <i>verb</i>      |
| disturb            | A | <i>verb</i>      |
| electrician        | A | <i>noun</i>      |
| employee           | A | <i>noun</i>      |
| episode            | B | <i>noun</i>      |
| face (a problem)   | A | <i>verb</i>      |
| facilitator        | C | <i>noun</i>      |
| falling behind     | A | <i>phrase</i>    |
| fresh air          | A | <i>phrase</i>    |
| frustrated         | A | <i>adjective</i> |
| full-time          | A | <i>adjective</i> |
| glad               | A | <i>adjective</i> |
| in common          | B | <i>phrase</i>    |
| individually       | B | <i>adverb</i>    |
| insurance          | A | <i>noun</i>      |
| it takes all sorts | B | <i>phrase</i>    |
| judge              | C | <i>verb</i>      |
| keep fit           | C | <i>verb</i>      |
| leader             | B | <i>noun</i>      |
| limit              | C | <i>noun</i>      |
| mark               | C | <i>noun</i>      |
| motivation         | B | <i>noun</i>      |
| multinational      | A | <i>adjective</i> |

|                |   |                  |
|----------------|---|------------------|
| open-plan      | A | <i>adjective</i> |
| opportunity    | C | <i>noun</i>      |
| participate    | B | <i>verb</i>      |
| part-time      | A | <i>adjective</i> |
| past paper     | C | <i>noun</i>      |
| peacemaker     | B | <i>noun</i>      |
| planner        | B | <i>noun</i>      |
| podcast        | B | <i>noun</i>      |
| reach          | C | <i>verb</i>      |
| responsibility | B | <i>noun</i>      |
| role           | B | <i>noun</i>      |
| schedule       | A | <i>noun</i>      |
| science        | B | <i>noun</i>      |
| self-employed  | A | <i>adjective</i> |
| session        | C | <i>noun</i>      |
| shift          | A | <i>noun</i>      |
| (night) shift  | A | <i>noun</i>      |
| solve          | B | <i>verb</i>      |
| suffer         | B | <i>verb</i>      |
| switch on      | A | <i>verb</i>      |
| trust          | B | <i>verb</i>      |
| unpopular      | B | <i>adjective</i> |
| web designer   | A | <i>noun</i>      |
| workplace      | A | <i>noun</i>      |

## Unit 8

|               |   |                  |
|---------------|---|------------------|
| afford        | B | <i>verb</i>      |
| (not) allowed | B | <i>verb</i>      |
| amount        | B | <i>noun</i>      |
| anyway        | A | <i>adverb</i>    |
| as a result   | B | <i>phrase</i>    |
| belong        | A | <i>verb</i>      |
| cause         | A | <i>verb</i>      |
| community     | A | <i>noun</i>      |
| conflict      | A | <i>noun</i>      |
| conform       | A | <i>verb</i>      |
| confused      | A | <i>adjective</i> |
| (the) Council | B | <i>noun</i>      |

# Word list

| Word                    | Section | Word type | Word                | Section | Word type |
|-------------------------|---------|-----------|---------------------|---------|-----------|
| disagreement            | A       | noun      | carrot              | A       | noun      |
| (get) fit               | B       | verb      | climate             | C       | noun      |
| had enough of something | A       | phrase    | core                | B       | adjective |
| hang out with           | A       | verb      | cup (of coffee)     | A       | noun      |
| identity                | A       | noun      | damage              | A       | verb      |
| path                    | B       | noun      | diet                | A       | noun      |
| problematic             | A       | adjective | doing a few weights | A       | phrase    |
| recognize               | A       | verb      | earn                | B       | verb      |
| ride                    | B       | verb      | effective           | C       | adjective |
| run (a scheme)          | B       | verb      | element             | A       | noun      |
| second-hand             | A       | adjective | fat                 | A       | noun      |
| self-esteem             | A       | noun      | habit               | A       | noun      |
| sense of humour         | A       | noun      | headache            | A       | noun      |
| sing                    | A       | verb      | healthcare          | C       | noun      |
| stuff                   | A       | noun      | heart               | A       | noun      |
| summarize               | A       | verb      | lift                | A       | verb      |
| supporter               | A       | noun      | loss                | A       | noun      |
| theft                   | B       | noun      | lucky               | B       | adjective |
| traffic                 | B       | noun      | matrix              | C       | noun      |
| unknown                 | A       | adjective | muscle              | A       | noun      |
| video-call              | B       | verb      | natural             | C       | adjective |
| wider                   | A       | adjective | nowadays            | C       | adverb    |
|                         |         |           | nursery             | B       | noun      |
|                         |         |           | overweight          | A       | adjective |
|                         |         |           | processed           | C       | adjective |
|                         |         |           | productive          | B       | adjective |
|                         |         |           | salary              | B       | noun      |
|                         |         |           | seat belt           | B       | noun      |
|                         |         |           | smoke               | B       | verb      |
|                         |         |           | standard of living  | C       | noun      |
|                         |         |           | stomach upsets      | A       | noun      |
|                         |         |           | stress              | A       | noun      |
|                         |         |           | suit                | B       | noun      |
|                         |         |           | take time off       | B       | phrase    |
|                         |         |           | tie                 | B       | noun      |
|                         |         |           | treat               | B       | verb      |
|                         |         |           | trousers            | B       | noun      |

## Unit 9

|            |   |           |
|------------|---|-----------|
| active     | C | adjective |
| afraid     | B | adjective |
| aspect     | C | noun      |
| assumption | C | noun      |
| awake      | A | adjective |
| beard      | B | noun      |
| beginner   | A | noun      |
| biased     | A | adjective |
| brand      | C | noun      |
| break      | B | noun      |
| bring      | B | verb      |



# Word list

| Word              | Section | Word type |
|-------------------|---------|-----------|
| unfair            | B       | adjective |
| uniform           | B       | noun      |
| vegetables        | A       | noun      |
| work-life balance | B       | phrase    |

| Word                      | Section | Word type    |
|---------------------------|---------|--------------|
| p.a. (per annum/per year) | B       | abbreviation |
| physical                  | B       | adjective    |
| place                     | A       | verb         |
| properly                  | B       | adverb       |
| punish                    | A       | verb         |
| rubbish                   | A       | noun         |
| rubbish bin               | A       | noun         |
| sickness                  | B       | noun         |
| sign                      | A       | noun         |
| soap                      | A       | noun         |
| speed camera              | A       | noun         |
| sugary                    | A       | adjective    |
| upstairs                  | A       | adverb       |
| wage                      | B       | noun         |

## Unit 10

|                        |   |              |
|------------------------|---|--------------|
| acceptable             | B | adjective    |
| alarm                  | A | noun         |
| apply                  | A | verb         |
| asleep                 | A | adjective    |
| ban                    | A | verb         |
| bathroom               | A | noun         |
| calculate              | B | verb         |
| calorie                | A | noun         |
| canteen                | A | noun         |
| complaint              | B | noun         |
| consequently           | A | adverb       |
| D.O.B. (date of birth) | B | abbreviation |
| decrease               | B | noun         |
| define                 | A | verb         |
| economics              | A | noun         |
| escalator              | A | noun         |
| fizzy                  | A | adjective    |
| food poisoning         | A | noun         |
| footprint              | A | noun         |
| graduate               | A | noun         |
| helmet                 | A | noun         |
| hygiene                | A | noun         |
| i.e. (that is)         | B | abbreviation |
| lead                   | A | verb         |
| muscular               | B | adjective    |
| nudge                  | A | verb         |

## Unit 11

|                      |   |           |
|----------------------|---|-----------|
| analyze              | C | verb      |
| appearance           | B | noun      |
| architect            | A | noun      |
| building surveyor    | A | noun      |
| candidate            | C | noun      |
| can-do (attitude)    | C | noun      |
| career               | B | noun      |
| careers advisor      | A | noun      |
| chartered accountant | A | noun      |
| chemistry            | B | noun      |
| embarrassed          | B | adjective |
| emergency            | A | noun      |
| energy               | A | noun      |
| financial services   | A | phrase    |
| flexible             | A | adjective |
| formal wear          | B | phrase    |
| freelance            | B | adjective |
| games developer      | A | noun      |
| gas                  | A | noun      |
| geography            | B | noun      |

# Word list

| Word                | Section | Word type        | Word        | Section | Word type        |
|---------------------|---------|------------------|-------------|---------|------------------|
| hard-working        | C       | <i>adjective</i> | client      | B       | <i>noun</i>      |
| human resources     | A       | <i>noun</i>      | competitive | B       | <i>adjective</i> |
| in addition         | A       | <i>phrase</i>    | cover       | B       | <i>adjective</i> |
| internship          | B       | <i>noun</i>      | enquire     | B       | <i>verb</i>      |
| investment          | A       | <i>noun</i>      | faithfully  | B       | <i>adverb</i>    |
| involve             | A       | <i>verb</i>      | homesick    | A       | <i>adjective</i> |
| IT services         | A       | <i>noun</i>      | madam       | B       | <i>noun</i>      |
| lacking             | C       | <i>verb</i>      | necessary   | B       | <i>adjective</i> |
| law                 | A       | <i>noun</i>      | reward      | B       | <i>verb</i>      |
| make money          | A       | <i>verb</i>      | salesroom   | B       | <i>noun</i>      |
| multitasking        | C       | <i>noun</i>      | sincerely   | B       | <i>adverb</i>    |
| paramedic           | A       | <i>noun</i>      | suppose so  | A       | <i>phrase</i>    |
| perform             | C       | <i>verb</i>      |             |         |                  |
| petroleum engineer  | A       | <i>noun</i>      |             |         |                  |
| position            | C       | <i>noun</i>      |             |         |                  |
| power plant manager | A       | <i>noun</i>      |             |         |                  |
| predict             | C       | <i>verb</i>      |             |         |                  |
| professionalism     | B       | <i>noun</i>      |             |         |                  |
| promotion           | C       | <i>noun</i>      |             |         |                  |
| qualification       | A       | <i>noun</i>      |             |         |                  |
| recruit             | A       | <i>noun</i>      |             |         |                  |
| recruiting manager  | A       | <i>noun</i>      |             |         |                  |
| requirement         | A       | <i>noun</i>      |             |         |                  |
| revenue             | A       | <i>noun</i>      |             |         |                  |
| scene               | A       | <i>noun</i>      |             |         |                  |
| sector              | A       | <i>noun</i>      |             |         |                  |
| stubborn            | C       | <i>adjective</i> |             |         |                  |
| terrified           | C       | <i>adjective</i> |             |         |                  |
| update              | B       | <i>verb</i>      |             |         |                  |

## Unit 12

|                     |   |                  |
|---------------------|---|------------------|
| advertise           | B | <i>verb</i>      |
| ambitious           | B | <i>adjective</i> |
| applicant           | B | <i>noun</i>      |
| attention to detail | B | <i>noun</i>      |

## Acknowledgements

- Page 14:** Photograph of telephone boxes, iStock.com/stockinasia
- Page 31:** Photograph of tornado chasing, Layne Kennedy/Getty Images
- Page 34:** Photograph of emojis on screen, 360b/Alamy Stock Photo
- Page 35:** Photograph of Shenzhen Venice, Atlantide Phototravel/Getty Images
- Page 44:** Photograph of Frida Kahlo museum, Kamira/Shutterstock.com; Wikipedia® is a registered trademark of the Wikimedia Foundation, Inc., a non-profit organization.
- Page 45:** Photograph of Si O Se Paul Bridge, Iran, Stephanie Rabemiafara/Art in All of Us/Contributor/Getty Images
- Page 55:** McDonald's® is a registered trademark of McDonald's Corporation.
- Page 56:** Photograph of Shenzhen motorway construction, ANDREW HOLBROOKE/Contributor/Getty Images
- Page 69:** Photograph of smart robot, Erik Tham/Getty Images; Photograph of Phoenix Mars Lander, UPI/Alamy Stock Photo
- Page 81:** Photograph of students with XO laptops, AFP/Staff/Getty Images; Photograph of children with LifeStraws, AFP/Stringer/Getty Images
- Page 82:** Q Drum™ is a trademark of Q Drum © 2011; LifeStraw® is a registered trademark of Vestergaard S.A. Switzerland.
- Page 83:** KLM® is a registered trademark of Koninklijke Luchtvaart Maatschappij (KLM); Facebook® is a registered trademark of Facebook, Inc.; LinkedIn® is a registered trademark of LinkedIn Corporation LAD.
- Page 84:** Word® is a registered trademark of Microsoft Corporation in the United States and other countries; Excel® is a registered trademark of Microsoft Corporation in the United States and other countries; InDesign® is a registered trademark of Adobe Systems Incorporated.
- Page 88:** Photograph of Mars solar panels, NASA; Photograph of Mars greenhouse, NASA; Photograph of Mars/Earth comparison, NASA
- Page 92:** Photograph of dog sledding, Mircea C/Shutterstock.com
- Page 93:** Photograph of dog sledding, Mircea C/Shutterstock.com
- Page 97:** Photograph of Steve Jobs, rnkadsgn/Shutterstock.com; Photograph of Nelson Mandela election rally, Per-Anders Pettersson/Contributor/Getty Images; Photograph of Angela Merkel, 360b/Shutterstock.com; Photograph of Pele and Beckham, dpa picture alliance/Alamy Stock Photo
- Page 106:** Photograph of mountain climbers, iStock.com/MichalLudwiczak
- Page 107:** Photograph of mountain climbers, iStock.com/MichalLudwiczak
- Page 109:** Photograph of Bridge of Sighs, Oxford, Stanislav Halcin/Alamy Stock Photo
- Page 111:** Photograph of London taxi, Dinendra Haria/Shutterstock.com; Photograph of Amsterdam, Protasov AN/Shutterstock.com; Photograph of Mexico City, iStock.com/agcuesta; Photograph of Copenhagen, Vlada Photo/Shutterstock.com
- Page 112:** Photograph of bike hire, iStock.com/william87; Photograph of cyclist, iStock.com/ermingut
- Page 113:** Photograph of bike shop, pio3/Shutterstock.com
- Page 150:** Photograph of Siemens trainee engineers, Sean Gallup/Staff/Getty Images
- Page 165:** Photograph of Charlie Chaplin on tightrope, Bettmann/Contributor/Getty Images
- Page 171:** Photograph of Novak Djokovic, Neale Cousland/Shutterstock.com
- Page 172:** Photograph of virtual reality, George Steinmetz/Getty Images
- Page 174:** Photograph of Angela Merkel, 360b/Shutterstock.com
- Page 176:** Photograph of game developer, ZUMA Press, Inc./Alamy Stock Photo
- Page 180:** McDonald's® is a registered trademark of McDonald's Corporation.
- Page 182:** Google® is registered trademark of Google Inc.; Q Drum™ is a trademark of Q Drum © 2011; LifeStraw® is a registered trademark of Vestergaard S.A. Switzerland.



**Published by**

Garnet Publishing Ltd  
8 Southern Court  
South Street  
Reading RG1 4QS, UK

Copyright © Jake Hughes 2021

Jake Hughes has asserted his right under the Copyright, Designs and Patents Act, 1988, to be identified as the author of this work.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

ISBN: 978-1-78260-787-8

British Library Cataloguing-in-Publication Data  
A catalogue record for this book is available  
from the British Library.

**Production**

Project manager: Rachel Finnie  
Editorial team: Alice Beecham, Ella Brice-Jeffreys, Nina Elliott,  
Andrew Hornsby-Smith, Chris Little,  
Emily McIntyre, Sarah MacDonald,  
Clare Roberts, Bruce Wade  
Digital team: Rose Cunningham, Jasmine Damen,  
Matthew George, Samuel Wiltshire  
Design & layout: Madeleine Maddock, Mark Slader,  
Alison Spiers Davis  
Illustration: Doug Nash  
Photography: Alamy, Getty Images, iStockphoto,  
NASA, Reuters Pictures, Shutterstock  
Additional material: Matthew George, Andrew Hornsby-Smith  
Audio production: EFS Television Production Ltd,  
Silver Street Studios

**Printed and bound** in Lebanon by International Press:  
interpress@int-press.com

# C21

ENGLISH FOR THE 21<sup>st</sup> CENTURY

Level 3 Course Book

Suitable for:  
CEFR: A2  
Pre-Intermediate  
IELTS: 3.0

C21 is a five-level skill- and task-based course designed to prepare the 21<sup>st</sup> century learner to use English effectively in social, educational and professional contexts. C21 is a unique research-based programme that has been developed in line with the latest educational trends and strategies. These include:

- ▶ a strong focus on independent learning, while at the same time actively highlighting the central role of collaborative learning
- ▶ essential 21<sup>st</sup> century skills highlighted in the 21<sup>st</sup> century framework, including those related to communication, study skills and life skills
- ▶ the key language skills that learners need to engage socially, academically and professionally with their surroundings.

**Language skills:** Vocabulary  
Grammar  
Four skills – listening, speaking, reading and writing

**21<sup>st</sup> century skills:** Collaboration, Communication, Creativity, Critical thinking, Study skills and Life skills

### Key features:

C21 follows an integrated approach to introducing and providing learning opportunities that emphasize 21<sup>st</sup> century skills together with communication skills; a combination that is now recognized as vital for success in the 21<sup>st</sup> century.

- ▶ skill- and task-based course
- ▶ targeted specifically at college and university students
- ▶ contexts and content that cater for global citizens of the 21<sup>st</sup> century
- ▶ low-level entry point
- ▶ coverage of all essential vocabulary and competencies for pre-sessional students
- ▶ ideal for students wishing to improve their performance in international benchmark and skill-based examinations such as IELTS
- ▶ ongoing assessment and progress tests
- ▶ fully interactive course book and digital workbook

### Course components:

**Print** Course Book with Slideshows and Audio  
Teacher's Book  
Workbook  
Progress tests

**Digital** Interactive Course Book and Slideshows  
Interactive Workbook and Slideshows  
Teacher's eBook  
Ongoing assessment tests  
Academic Skills material  
Extra Vocabulary and Grammar material  
Reading and Writing worksheets

**For C21 resources:** [www.garneteducation.com/c21](http://www.garneteducation.com/c21)

### Quizlet

Every unit opener features a unique QR code linked to Quizlet. Scan the code for extra practice of the key unit vocabulary. Alternatively, visit [quizlet.info/garnet-c21-level-3](http://quizlet.info/garnet-c21-level-3) to access all 12 vocabulary sets.

**Garnet**  
EDUCATION  
[www.garneteducation.com](http://www.garneteducation.com)

ISBN 978-1-78260-787-8



9 781782 607878 >