



# ROADMAP™

STUDENTS' BOOK



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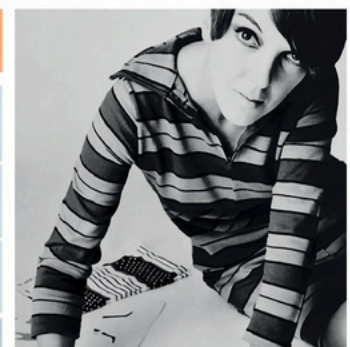
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## FAST-TRACK ROUTE

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Go online for the Roadmap video.				
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Go online for the Roadmap video.				
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Go online for the Roadmap video.				

## EXTENDED ROUTE

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## EXTENDED ROUTE

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# 7A

## Ups and downs



- › **Goal:** tell stories about recent experiences and comment on them
- › **Grammar:** adding comments using *must* and *can't*
- › **Vocabulary:** life's ups and downs

### Vocabulary

- 1 **Work in groups. Look at the pictures and discuss the questions.**
  - 1 What life events do the pictures show? What other important life events can you think of?
  - 2 What usually happens at each of these kinds of events in your country?
  - 3 Which events have you been to recently?
- 2 a **Do the words and expressions in bold in the sentences refer to birth, death, marriage, family and home, career, or study?**
  - 1 My son finally completed his **doctorate** in Public Health this summer.
  - 2 They've tried to **make a go of it**, but it's been hard and they're now having a **trial separation**.
  - 3 They had a big **falling-out** after the reading of the will because one of them **inherited** everything.
  - 4 His mum passed away two years ago and he's still **coming to terms with it**.
  - 5 He decided to **make a clean break** and return to his **native** Poland.
  - 6 They moved away because the firm he works for **relocated** to a much smaller town.
  - 7 It was their **golden anniversary** this year and we had a big **get-together** to celebrate.
  - 8 My partner and I finally decided to **tie the knot**. The big day is going to be in November.
  - 9 My last child **flew the nest** last year to go to uni.
  - 10 She **arrived** five weeks **premature**, but she's feeding well and gaining weight.

**b Work in pairs and check your ideas. Discuss whether the situations in Exercise 2a describe positive or negative experiences, or both. Explain why.**

- 3 a **Complete the questions with words from Exercise 2a.**
  - 1 Do you know anyone who's tied the \_\_\_\_\_ recently?
  - 2 What is the best age to \_\_\_\_\_ the nest? Why?
  - 3 Do you know anyone who's ever \_\_\_\_\_ lots of money?
  - 4 Do you know anyone who has a newborn baby? When did it \_\_\_\_\_?
  - 5 Do you know anyone who's ever celebrated a golden wedding \_\_\_\_\_?

**b Work in pairs. Ask and answer the questions in Exercise 3a.**

 Go to your app for more practice.



### Listening

- 4  7.1 Listen to three conversations. Are the speakers talking about a friend, family member or celebrity? What events are discussed?
- 5 Listen again. In which of the conversations (1, 2 or 3) are each of the following mentioned?
  - a something being delayed
  - b a party
  - c an argument
  - d a potentially embarrassing situation
  - e saving up
  - f a chance meeting
  - g a way of avoiding difficulties
  - h an expensive plan
  - i an enormous change
- 6 **Work in pairs and discuss whether it is better to:**
  - 1 come from a really big family or a small one. Why?
  - 2 work with family members/friends or with people you're not close to. Why?
  - 3 have a big expensive wedding or do it cheaply. Why?
  - 4 have a quiet life or have fame and fortune. Why?



## Grammar

**7 a** Look at extracts 1–5 from the conversations. Can you remember what speaker A was commenting on in each case?

- A: Wow! That **must've been** nice.  
B: Yeah, it was.
- A: That **must get** awkward.  
B: Well, I've developed survival strategies over the years, you know.
- A: I know. It **must be** tough ...  
B: Yeah.
- A: As you say, it **can't be** easy ...  
B: Yeah, no, it doesn't appeal to me.
- A: That **can't have been** much fun.  
B: I know, right.

**b** Read the grammar box and choose the correct alternatives.

### Adding comments using *must* and *can't*

We often use *must* and *can't* to comment on what we are hearing.

A: *I can't even remember all their names.*

B: *That **must** get awkward.*

A: *Hopefully, she'll stop this time.*

B: *Well, it **can't** be easy.*

- Use <sup>1</sup>*must/can't* to suggest the idea in our comment (e.g. *get awkward* or *be easy*) is very likely.
- Use <sup>2</sup>*must/can't* to suggest the idea in our comment is very unlikely.
- To comment on the present, use *must* or *can't* + infinitive without *to*.
- To comment on the past, use *must* or *can't* + *have* + past participle.
- We <sup>3</sup>*generally/don't usually* respond to these comments as if they were questions.
- We <sup>4</sup>*generally/don't usually* repeat the modal verb in the comment; we say something about the real situation.

A: *That **must have been** nice.*

B: *Yes, it was.*

**8 a** 7.2 Listen to the comments. Notice that we often don't hear the /t/ in *must* and *can't*.

- You must find that quite tough.
- That must get pretty dull on occasion.
- That must've been fascinating.
- I guess that can't be avoided.
- You can't be very happy about that.
- That can't have been an easy decision to make.

**b** Listen again and repeat.

**9** Complete the conversations by adding one to four words in each gap.

- A: My grandparents had a big get-together to celebrate their golden wedding anniversary.  
B: Oh really? *That **must've been*** nice.  
A: Yeah, it \_\_\_\_\_. I \_\_\_\_\_ a lovely time.
- A: My firm relocated last year, so now I have to commute two hours each way to work.  
B: Seriously? \_\_\_\_\_ much fun for you.  
A: It \_\_\_\_\_. I'm exhausted!
- A: My kids have all flown the nest now.  
B: \_\_\_\_\_ a bit weird.  
A: Well, \_\_\_\_\_ can \_\_\_\_\_ sometimes, yeah, but I'm slowly getting used to it.
- A: He was working full time and doing a doctorate.  
B: Seriously? \_\_\_\_\_ easy for him.  
A: No, I \_\_\_\_\_. I think he found it a real struggle.
- A: The baby was six weeks premature.  
B: Gosh! That's quite early. You \_\_\_\_\_ through quite a mixture of emotions.  
A: I \_\_\_\_\_. I was very happy when she arrived, but really anxious, too. Anyway, everything's fine now.  
B: \_\_\_\_\_ a relief.  
A: \_\_\_\_\_. We're really enjoying getting to know her.

**10** Work in pairs. Have conversations like the ones in Exercise 9. Take turns to start, using sentences 1–4.

- I decided to make a clean break of things and start again.
- She's had a baby boy. He was born last Friday.
- I get to travel quite a lot for work.
- My sister works in a big bank dealing with investments.



Go to page 148 or your app for more information and practice.

## Speaking

### PREPARE

- Think about six positive and/or negative pieces of news to talk about that have happened to you, people you know, or celebrities in the past year.
- Decide how you are going to introduce each piece of news. Use the Useful phrases to help you.

#### Useful phrases

Hey. Did I tell you about ... ?

I'm not sure if I've told you or not, but ...

I don't know if you know, but ...

Did you hear what happened with ... ?

Did you see that thing (in the paper) about ... ?

### SPEAK

- Talk to different students and share your news. Try to continue the conversations.

Develop  
your  
writing  
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# 7B

## Is it news?

- **Goal:** talk about the impact of news stories and events
- **Grammar:** second, third and mixed conditionals
- **Vocabulary:** talking about the news



A | TRANSPORT STRIKE ENTERS THIRD WEEK



B | MIXED REACTION TO NEW EXHIBITION



C | CITY LIFT THE CUP

### Vocabulary

- 1 **Work in groups. What kind of news are you most or least interested in?**
- 2 a **Work in pairs. Read the definitions. Which words and phrases in bold can you use to talk about the news stories in the photos?**
  - 1 If something **causes outrage** it means lots of people are shocked and angry about it.
  - 2 News that **causes controversy** leads to a serious debate, with strong feelings on different sides.
  - 3 If news **triggers violence** or **riots** or an **election**, it makes these things happen.
  - 4 When news **is widely welcomed**, lots of people are satisfied with the result.
  - 5 When news **creates excitement** it means people are happy and enthusiastic about it.
  - 6 When something **leads to resignations** it means people agree to give up important jobs.
- b **Can you think of news stories that caused the effects described in Exercise 2a?**
- 3 **Complete the sentences with the correct form of the collocations in the box.**

a contributing factor    expose a cover-up  
 get through to the semi-finals    impose tariffs  
 a major breakthrough    massive coverage  
 an offensive comment    withdraw from the treaty

- 1 The inquiry into the disaster has uncovered evidence that poor safety regulations were \_\_\_\_\_.
  - 2 In the article they \_\_\_\_\_. Apparently, the directors knew all about the stories of wrongdoing within the company, but made sure the stories didn't come out.
  - 3 He made \_\_\_\_\_ about women on social media, which was then widely shared.
  - 4 They've announced they're going to \_\_\_\_\_ on workers' rights.
  - 5 They've decided to \_\_\_\_\_ on imports of steel.
  - 6 They \_\_\_\_\_ of the World Cup for the first time.
  - 7 The break-up of the band got \_\_\_\_\_ on the media here. It was really big news.
  - 8 They've announced \_\_\_\_\_ in gene therapy.
- 4 **Work in pairs. Which do you think is the most and least important piece of news in Exercise 3a? Why?**

📱 Go to page 162 your app for more vocabulary and practice.

### Reading

- 5 **Read the article about news. Decide the best summary of the main argument.**
  - a Most of the important things that happen in the world are never reported.
  - b The more viewers news channels try to attract, the less serious the news becomes.
  - c Events that have the biggest long-term impact don't always make the headlines.
- 6 a **Read the article again and mark the ideas.**

! This surprises me.	✓ I agree with this.
? I don't understand this.	✗ I disagree with this.
- b **Work in pairs. Compare how you marked the article.**

### Why some stories never became front-page news

What exactly is news? That's the question I've been asking myself ever since I read Jacques Peretti's book *The Deals that Made the World*. In it, he argues that much of life as we experience it now – from using cards instead of cash, to food and dieting or how we work – is the way it is because of specific business meetings and agreements. His point is that even though these deals don't get much coverage when they happen, they do end up having major consequences.

For example, in the 1990s, the management consultants McKinsey started selling a strategy that emphasised the 'war for talent'. It focused on continuous assessment of staff, leading either to higher pay or losing your job, depending on your results. Peretti argues that if they hadn't come up with this approach, we would have less insecurity at work these days and executive pay wouldn't have increased so much. And yet, this didn't make headlines at the time. Similarly, who reported the first email being sent, or the invention of the World Wide Web? Hardly anyone is the answer!

A contributing factor here has surely been the development of our 24-hour news cycle and the way that stories grow. These days the news media prefers to cover stories that are violent and/or relatively unimportant. Dramatic scenes attract more viewers than pictures of people negotiating a treaty or involved in scientific research; and in between the reports, the channel needs lots of opinions. And while commenting on science requires expertise, almost anyone can have a view on a presidential tweet, a band's break-up or the significance of an election result. Of course, if something causes outrage or wild enthusiasm, that's an even better story, which is not something likely to happen when people in suits decide a new management strategy.





D SECOND MINISTER ARRESTED IN FINANCIAL SCANDAL

## Grammar

7 a Look at the underlined forms in the article. Decide which refer to:

- 1 the past.
- 2 the present.
- 3 a completed action.
- 4 a consequence of the action.

b Read the grammar box and choose the correct alternatives.

### Second, third and mixed conditionals

Second conditionals usually refer to the present and third conditionals refer to the past.

Mixed conditionals use parts of second and third conditionals together in the same sentence.

We often use past forms in the *if*-clauses of conditional sentences to talk about <sup>1</sup>real/imagined situations or actions.

• <sup>2</sup>Past simple/Past perfect forms in the *if*-clause refer to the present.

*If there **weren't** constant news updates ...*

• <sup>3</sup>Past simple/Past perfect forms refer to the past.

*If scientists **hadn't needed** to share information ...*

• The other half of the sentence (the main clause) usually contains *would*, *might* or *could* to refer to the imagined situation.

• *would/might/could* + verb/*be -ing* refers to the <sup>4</sup>past/present.

*society **would be** very different today*

*we **couldn't communicate** in the way we do now*

*we **might not be discussing** this if ...*

• *would've/might've/could've* + past participle refers to the <sup>5</sup>past/present

*... it **would n't have happened**.*

*... they **might not have been invented**.*

We often refer only to the consequence because the situation is clear and doesn't need re-stating.

*Safety regulations **should've been better**. The fire **might not have happened** then and we **wouldn't be having** this inquiry now.*

8 7.3 Listen and notice how the modal verbs do not have the main stress in the sentences. Repeat what you hear.

- 1 We should've protested. We might've stopped it.
- 2 It must've been awful. I'm not sure I could've coped.
- 3 I should do something to help. It's what he would want.
- 4 They must be worried. They wouldn't have gone to the police otherwise.

9 Write conditional sentences based on sentences 1–6 using the notes in brackets.

- 1 His arrest led to the true story coming out in the open. (he / arrest / the true story / might / uncover)  
*If he hadn't been arrested, the true story might not have been uncovered.*
- 2 We didn't expect to do so well. (no-one / be surprised / we / go out / in the first round)
- 3 I think they won the election partly because of the success of the national team. (they / win / the election / the national team / do / so well)
- 4 I think we avoided a disaster because of the way the president reacted. (it / be / a disaster / the president / react differently)
- 5 The problem didn't start when they imposed tariffs. If anything, things are actually better now! (there / be / tariffs now, things / go / even more badly)
- 6 We're experiencing problems like this because of the cuts they've been making. (we / might / experience / problems like this / they / cut back so much)

10 a Think of two mistakes you (or people you know) have made in recent years and two actions that have had a positive result. Write a conditional sentence for each.

b Work in pairs. Share and discuss your sentences.

Go to page 148 or your app for more information and practice.

## Speaking

### PREPARE

11 a Work in pairs. Make a list of five big news stories you remember from the last few years.

b Work on your own. Think of the impact of each story.

12 7.4 Listen to two people discussing a news story. What was the story and what impact did it have?

### SPEAK

13 a Work in pairs and compare your stories from Exercise 11. Use the Useful phrases to help you. Do you agree on the impact each one had?

#### Useful phrases

It's had a huge impact.  
It's already more or less been forgotten.  
If it wasn't for that, ...  
If it hadn't happened, ...  
I'm not sure it'll last.

b Which of the stories had the greatest and least impact on you personally? Why?

Develop  
your  
listening  
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# 7C

## A show of hands



- ▶ **Goal:** take part in a debate (on issues around voting)
- ▶ **Language focus:** phrases to show the relationship between ideas
- ▶ **Vocabulary:** voting and elections

### Listening

- 1 **Work in groups and discuss the questions.**
  - 1 Why might people have a vote in these situations?
 

at home   at school   at work   with friends  
 on TV   in the area or country they live in
  - 2 Can you think of other places or situations where people might vote?
  - 3 Have you ever voted? When and what about?
- 2 **7.8 Listen to four students having a discussion about voting in elections. Answer the questions.**
  - 1 What is the main issue they're discussing?
  - 2 Which of the following ideas do they also mention?
    - compulsory voting   • voter turnout
    - a different system   • online voting
- 3 a **Work in pairs. Can you remember what the speakers said about 1–5?**
  - 1 three things you can do at 16
  - 2 three things the government decides which affect under-18s
  - 3 three ways 16-year-olds aren't yet involved in economic issues
  - 4 an argument you could make to support the idea ten-year-olds should get the vote
  - 5 the number of people who vote

b **Listen again and check your ideas.**
- 4 **Work in groups. Which do you think were the best ideas in the discussion? Why?**



### Language focus

- 5 a **Look at the extracts from the discussion. Can you remember the missing words of the phrases?**
  - 1 And g\_\_\_\_\_ a\_\_\_\_\_ t\_\_\_\_\_, it just seems crazy that you then have to wait two more years ...
  - 2 Yeah, maybe ... b\_\_\_\_\_ t\_\_\_\_\_ a\_\_\_\_\_, if you're 16, you won't own your own house yet.
  - 3 ... a\_\_\_\_\_ y\_\_\_\_\_ economic issues often play a key role in elections.
  - 4 Fair enough, but e\_\_\_\_\_ s\_\_\_\_\_, it still seems pretty unfair to me.
  - 5 Then i\_\_\_\_\_ s\_\_\_\_\_ o\_\_\_\_\_ a\_\_\_\_\_ t\_\_\_\_\_, they say that letting younger people vote is a bad idea.
  - 6 H\_\_\_\_\_ s\_\_\_\_\_ t\_\_\_\_\_, though, who would be able to vote?

b **7.9 Listen and check your ideas.**

- 6 **Complete the language focus box with the phrases from Exercise 5a.**

#### Phrases to show the relationship between ideas

These are some of the different phrases used in spoken English.

- Some phrases are used to refer to a previously mentioned condition or fact about something.

*Bearing (all) that in mind*

*Taking (all) that into account*

*Considering (all that)*

1 \_\_\_\_\_

- Some phrases introduce a statement that seems surprising after what has just been said, or make what has been said seem less true or incorrect.

*Despite (all) that / <sup>2</sup> \_\_\_\_\_*

*But all the same*

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

- 7 a **7.10 Listen to the phrases in the language focus box said at different speeds. Notice how the consonants at the end of a word link with the vowel sounds at the start of the next word.**
- b **7.11 Listen to the phrases and repeat.**

## 8 a Match comments 1–8 with responses a–h.

- 1 The right to vote is a core principle of all democracies.
  - 2 He's not a very inspiring candidate.
  - 3 I just feel, like lots of other people, that it doesn't make any difference who I vote for.
  - 4 They've spent way more on their campaign than the other parties and the media's in their favour.
  - 5 I think there are a lot of lies spread on social media in order to stir up hatred.
  - 6 Apparently, lots of postal votes end up getting lost in the mail.
  - 7 If we have another referendum, the 'yes' vote will win this time around.
  - 8 I think it's really important to make yourself heard and have your say.
- a **Even so**, I still can't see anyone else I'd rather vote for.  
 b Well, **given that**, it's not surprising that so few people vote these days.  
 c **And yet** millions of people still choose not to exercise that right.  
 d Well, **bearing that in mind**, maybe it's time to do long-distance voting online instead.  
 e Maybe, **but then again**, it could equally well end up with exactly the same result as before.  
 f Yeah, **but in spite of all that**, the election's still looking very close, actually.  
 g So do I. **Having said that**, though, I don't think voting makes you a better person or anything!  
 h So **taking that into account**, maybe we need tighter controls on how it's used.

b  7.12 Listen and check your answers.

## c Work in pairs. Practise saying the comments and responses.

## 9 a Look at the quotes below. How do you feel about each one?

1 *I have an idea about voting. How about on every ballot, we include 'None of the above'?* **Jesse Ventura**

2 *Voting is how we participate in civic society [...]. It's the way we teach our children - in school elections - how to be citizens and the importance of their voice.*  
**Loretta Lynch**

3 *Voting gives us an opportunity to choose from options that were chosen for us.* **Mokokoma Mokhonoana**

4 *History shows us that people often make mistakes [...] and in the end, they pay a heavy price for it!*  
**Mehmet Murat Ildan**

5 *Someone struggled for your right to vote. Use it.*  
**Susan B. Anthony**

6 *The best argument against democracy is a five-minute conversation with the average voter.*  
**Winston Churchill**

## b Work in groups and discuss the quotes in Exercise 9a. Use phrases from the language focus box to help you respond to comments.

 Go to page 148 or your app for more information and practice.

## Vocabulary

## 10 a Read the facts about voting and elections. Check you understand the words in bold.

- 1 Switzerland has **held** almost 200 **referendums** in the last twenty years. However, the results are not always fully **implemented**.
- 2 Over the last 25 years, the average global **voter turnout** rate has dropped by more than 10%.
- 3 When results in voting areas are very close, there are often **recounts**. In Britain in 1966, there were seven recounts when Sir Harmor-Nicholls won in Peterborough by just three votes.
- 4 Germany and Belgium have **electoral systems** that means a party rarely wins an absolute majority. These countries often have a **coalition** government.
- 5 After winning the 1982 election, Paul Biya was **re-elected** president of Cameroon four times.
- 6 You can **cast your vote** in some very strange places. In the UK, a train carriage, a caravan and even someone's front room have all been **polling stations**.
- 7 In the US, a group known as The Yippies once **nominated** a pig called Pigasus as a presidential candidate. It was not clear what was in his **manifesto**.
- 8 Women in Liechtenstein **had no say in** elections until they finally won the right to vote in 1984.
- 9 In the 1927 election in Liberia, Charles D.B. King won **re-election** with around 240,000 votes. However, the election must have been **fixed** as there were only 15,000 registered voters!

## b Work in pairs. Have you heard of similar cases?

 Go to page 162 or your app for more vocabulary and practice.

## Speaking

## PREPARE

- 11 Turn to page 170 and read the statements. Decide how far you agree with each one and why. Which two do you feel most strongly about?

## SPEAK

- 12 a Work in groups. Choose two topics you all feel quite strongly about. Discuss your ideas. Use the Useful phrases to help.

## Useful phrases

All I'm saying is ...  
 (I think that's) fair enough.  
 I can see where you're coming from (with that).  
 I hear you (but ...)  
 I'm not sure I get what you mean.

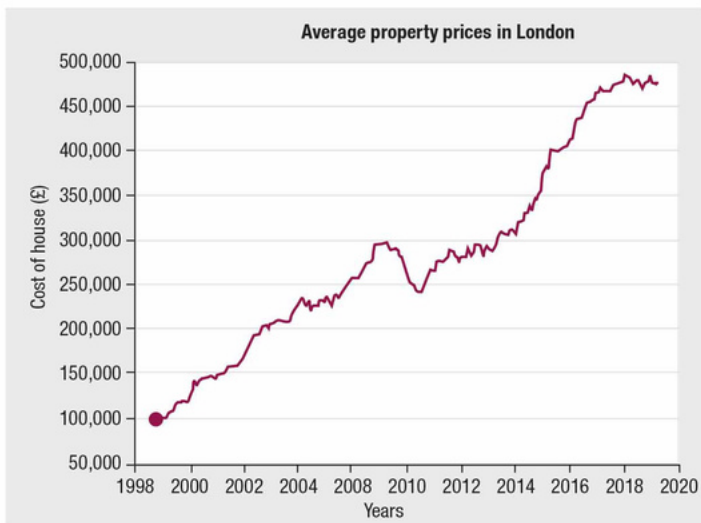
- b Did you come to an agreement on either of the topics? Tell the class.

Develop  
your  
reading  
page 108

- **Goal:** give a presentation with visuals
- **Vocabulary:** explaining statistics

## Listening 1

- 1 **Work in groups and discuss the questions.**
  - 1 Look at the photo below. How similar or different is housing where you live?
  - 2 How affordable is housing for most people?
  - 3 Have prices gone up or down recently?
  - 4 Is it more common to rent or buy? Why?
  - 5 Do you think there is enough new housing?
  - 6 Which part of your town/city would you most like to live in? Why?
- 2 a  **7.13 Listen to the start of two presentations. Which one goes with the graph and which with the photo? Take notes on what the speakers say about each.**
  - b **Work in pairs and compare your notes.**



- 3 **Read the Useful phrases 1 box. Can you remember which phrases the speakers used in each presentation? Listen again to check your ideas.**

### Useful phrases 1

#### Explaining what the visual is about.

The graph/pie chart/photo (here) shows ...

This is a photo of ...

(We may mention the time and place)

#### Summarising the overall trend or core message

As you can see, (the main trend is upward).

I think it illustrates (a number of points regarding) ...

#### Highlighting some key features of the visual

The first and perhaps most obvious point is ...

It signifies ...

You will also notice that ...

From then on ..., increasing by ...

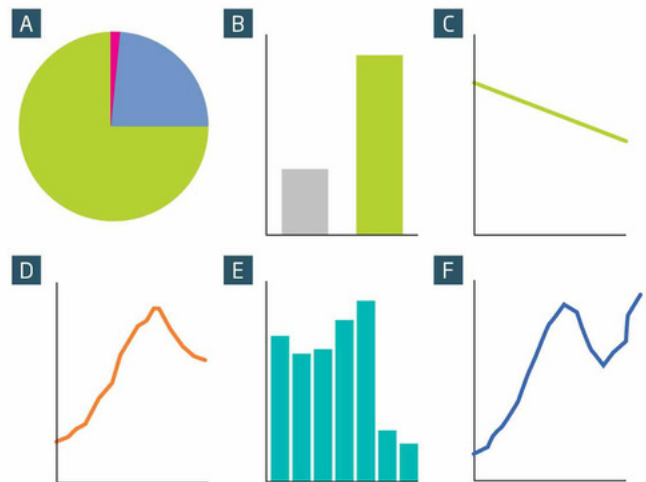
#### Providing a comparison

Just as a comparison, ...

That's the equivalent of ...

## Vocabulary

- 4 **Which descriptions 1–12 could be used to describe graphs and charts A–F?**



- 1 The number is predicted to **fall steadily** over time.
- 2 An **insignificant number** never use the service.
- 3 The price has **recovered** to previous levels.
- 4 The market has **crashed**.
- 5 It **reached a peak** before **dropping off**.
- 6 The **vast majority** are satisfied.
- 7 The market has **bounced back**.
- 8 Shares have **rocketed**.
- 9 It **fell back** after its high.
- 10 There is likely to be a **gradual decline**.
- 11 There's been a **sharp rise**.
- 12 There's been a **serious slump** in uptake.


- 5 a** Write examples of recent trends and changes in areas such as sports, fashion, the economy, unemployment, politics or your own ideas. Use phrases in bold from Exercise 4.

*There was a slump in share prices last year, but they've bounced back since then.*

*Support for the Green Party has risen steadily.*

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

## Listening 2

- 6 a**  7.14 Listen to the next sections of the two presentations and take notes.

- b** Work in pairs. Discuss what causes and effects of the situations in each place were mentioned.

- 7 a** Look at the Useful phrases 2 box. Then try to complete the extracts from the presentations, using between three and five words in each gap.

- The rising accommodation prices have been \_\_\_\_\_ factors.
- ... and finally, government policy has, in different ways, \_\_\_\_\_ this trend.
- The increases in property prices are \_\_\_\_\_ and have \_\_\_\_\_. Many people simply can't afford to get on the property ladder.
- It is clearly an unsustainable situation, but \_\_\_\_\_? Let's look at some possibilities.
- \_\_\_\_\_, it's unsurprising that nearly 50 percent of households in the suburbs of Sydney own two or more cars.
- \_\_\_\_\_ increased congestion, which has been getting consistently worse in the city over the last ten years.
- ... it \_\_\_\_\_ within Sydney who walk or take public transport must suffer more noise, pollution, and slower services.
- \_\_\_\_\_ what to do? Should we control the development or manage their consequences?
- \_\_\_\_\_ now.

- b** Listen again and check your answers.

### Useful phrases 2

#### Explaining causes

account for (much/30 percent) of the rise  
be down to (a number of factors/the government)

#### Explaining effects of the main trend


cause (concern/tensions)  
mean that (people must suffer/there are shortages)  
lead to (increased homelessness/a slump)  
give rise to (protests/congestion)  
As a consequence, (prices rose sharply)

#### Signposting the end of the section and what you will talk about next

What should we do/should be done?  
The question is (what should be done/what's causing this?)  
Let's turn to that now.  
Let's look at some possibilities.

- 8** Use phrases from the Useful phrases 2 box to talk about the causes and effects of two of the following:

- falling house prices
- the rising number of people going to university
- life expectancy increasing
- global warming

- 9 a**  7.15 When we give a presentation, we vary the pace of our speech, pausing or slowing down for emphasis. Look at the presentation below then listen and mark:

- the section said at a normal pace.
- the section which is said at a slower pace.
- a clear pause //.

'The increases in property prices are causing huge concern and have given rise to protests. Many people simply can't afford to get on the property ladder or live independently - because the average salary has failed to keep pace with housing costs. Salaries have risen by an average of just £10,000 over the same period of time. That means a flat which cost around four times the average salary in 1998, now costs around fourteen times the typical income. Yes, you heard that right fourTEEN. ...'

- b** Work in pairs. Prepare the next section of another presentation. Take turns to read it out. Tell your partner what they did well.

... As you can see, the houses are organised in rows - often in cul-de-sacs like this, where the road goes nowhere. Developments like this tend to be entirely residential. There are no schools, no banks, and few, if any, shops. You will also notice that there aren't even any footpaths. Not one. In other words, the development has been built in a way that requires people to use a car.


As a consequence, it's unsurprising that nearly 50 percent of households in the suburbs of Sydney own two or more cars. That means half of these houses you see here will have multiple cars - but then, how else is the family to get around?

## Speaking

- 10 a** You're going to give a presentation using a visual to a partner. Choose one of the visuals on page 171 and decide:

- the theme of the visual.
- the main points you want to make.
- the causes and effects you want to talk about.
- any other points to include.

- b** Work in pairs and take turns to present your visual. After your partner's presentation, ask questions.

 For more practice go to your Workbook or app.

